



Disability Rights Promotion International

Law, Policy & Program Monitoring Template

Monitoring Systems

(June, 2012)

Copyright © 2012 Disability Rights Promotion International (DRPI)
All rights reserved. June 2012.
Printed in Canada.

Published by Disability Rights Promotion International (DRPI)
York University
4700 Keele Street, 5021 TEL Building
Toronto, ON M3J 1P3
Canada
Telephone: +1 416 736 2100 extension: 20718
Email: drpi@yorku.ca
Website: <http://www.yorku.ca/drpi/>

International Project Directors & Principal Investigators:

Marcia Rioux – Professor, York University, Canada
Bengt Lindqvist – Sweden

Co-Authors:

Paula Pinto – Research Associate, DRPI
Mihaela Dinca-Panaitescu – Canada Project Coordinator, DRPI
Rita Samson – International Project Coordinator, DRPI

Contributors:

Yvonne Peters, Manitoba, Canada	Kalpana Kannabiran, Hyderabad, India
Roxanne Mykitiuk, Toronto, Canada	Lauro Purcil, Manila, Philippines
Normand Boucher, Quebec, Canada	Kithure Kindiki, Nairobi, Kenya

In developing its training resources, DRPI has worked in partnership with members of organizations of persons with disabilities who have participated in pilot projects in Bolivia, Cameroon, Canada, India, Kenya, New Zealand and the Philippines, along with participating monitors, site coordinators and project coordinators from each of those countries. All have contributed to the content and organization of this template and manual.



This publication has been financed by the Swedish International Development Cooperation Agency, Sida. Sida does not necessarily share the views expressed in this material. Responsibility for its contents rests entirely with the author.

Disability Rights Promotion International

www.yorku.ca/drpi

This publication has been produced by Disability Rights Promotion International (DRPI). In November 2000, the United Nations Special Rapporteur on Disability, Bengt Lindqvist, hosted an international seminar at the Almåsa Conference Centre in Sweden. Twenty-seven experts from around the world discussed measures to strengthen the protection and promotion of the human rights of persons with disabilities. The seminar was attended by representatives of all the major international disability organisations, the UN Office of the High Commissioner for Human Rights and the UN Secretariat, disability rights activists and experts on human rights. Seminar participants recommended the creation of a global system to monitor disability rights – that is, to collect, track and report on information about ways in which persons with disabilities are enjoying their human rights. The DRPI project was developed by Bengt Lindqvist and Marcia Rioux to work towards creating a global disability rights monitoring system.

As governments of countries around the world ratify the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and its Optional Protocol, it is important to make sure that the rights guaranteed to persons with disabilities on paper are achieved in their daily lives. For the CRPD to have a real and positive impact on the lives of persons with disabilities, governments need to have a baseline of information so that they can identify gaps in whether and how persons with disabilities are exercising their rights. This information makes it possible to measure how the situation is improving. Collecting, tracking and reporting on information about whether persons with disabilities are enjoying their rights, also called 'monitoring' rights, plays an important role in this process.

Working collaboratively with persons with disabilities, their organizations and allies, DRPI has developed tools and methods to facilitate disability rights monitoring as well as supporting materials and courses to build capacity in monitoring. DRPI has adopted the twin-track approach to advancing the rights of persons with disabilities, that is, recognizing the importance of universal ratification, implementation and monitoring of the CRPD to achieving the full enjoyment of rights by persons with disabilities while also acknowledging the important role to be played by other human rights treaties that apply to persons with disabilities, for example, the International Covenant on Economic, Social and Cultural Rights (ICESCR) and the International Covenant on Civil and Political Rights (ICCPR). In keeping with the twin-track approach, DRPI's tools and methods can be used to monitor both the CRPD and the other international and regional human rights treaties that apply to persons with disabilities.

DRPI has its International Coordination Centre at York University in Toronto, Canada and regional centres in Africa (Kigali, Rwanda), Asia-Pacific (Bangkok, Thailand), Europe (Belgrade, Serbia), Latin America (Buenos Aires, Argentina) and North America



Disability Rights Promotion International

(Toronto, Canada). It has partnered with organizations of persons with disabilities, national human rights institutions, universities and research centres around the world to conduct disability rights monitoring projects lead by persons with disabilities, in 10 countries located across all continents. DRPI monitoring reports from Kenya (2007), Cameroon (2007), India (2009), Bolivia (2009), Philippines (2009) Canada (2010) and New Zealand (2010), submissions made to the UN Commission on the Status of Women (2008) and Human Rights Council (2010), as well as DRPI's disability rights monitoring tools, training materials and information about current monitoring activities are all available on the project website: <http://www.yorku.ca/drpi/>.

Project Directors and Principle Investigators:

Bengt Lindqvist, UN Special Rapporteur on Disability (1994-2002), Sweden
Marcia Rioux, Professor, York University, Canada

Staff, International Coordination Centre:

Rita Samson, International Project Coordinator
Christopher Lytle, Research Associate
Paula Pinto, Research Associate

Regional Officers:

Radoš Keravica, Eastern Europe
Chona Sabo, Asia-Pacific
Oswald Tuyizere, Africa
José Viera, Latin America

The DRPI project has received financial support from the Swedish International Development Cooperation Agency (Sida), the Social Sciences and Humanities Research Council of Canada (SSHRC), the Department of Canadian Heritage, York University, State University of New York at Buffalo, L'Institut de réadaptation en déficience physique de Québec (IRD PQ), le Centre interdisciplinaire de recherche en réadaptation et intégration sociale (CIRRIS) and the Swedish Association of the Visually Impaired (SRF). We thank all of these organizations for their generous support.



Disability Rights Promotion International

DRPI Law & Policy Monitoring Template

1. Introduction to the Template:

The DRPI Law & Policy Monitoring Template has been developed to collect, assess, report and track information about protections of the rights of persons with disabilities found in national laws, policies and programs, using the principles and rights established in the CRPD and other international human rights instruments as benchmarks.

A major goal of the template is to identify and draw attention to the critical gaps and deficiencies in national legislative and policy frameworks in protecting and promoting the human rights of persons with disabilities. The template measures both the laws, policies and programs currently on the books and also the degree to which persons with disabilities enjoy their rights in practice.

The DRPI law and policy template can be used by many groups including organizations of persons with disabilities (DPOs), governments, national human rights institutions, Ombuds offices¹ and other independent mechanisms established under CRPD, Article 33(2)².

At the national level, governments, DPOs and other organizations and individuals can use the template to identify areas in need of legal and policy reform, provide recommendations for changes and improvements and measure a country's progress toward the full realization of the rights of persons with disabilities over time.

At the international level, governments can use the law and policy template to draft and present their Initial and Periodic State Reports on compliance with the CRPD and other international human rights instruments. The template can be used by DPOs to collect and assess the information needed for Shadow Reports.³ The template helps DPOs to highlight inaccurate, outdated and omitted data in State reports and to identify gaps in existing legal and policy frameworks. The monitoring information collected and assessed using the template also assists DPOs to participate in other aspects of state reporting processes such as collaborating with governments to produce detailed and comprehensive State Reports, lobbying treaty body members to focus on particular

¹ Sometimes these offices are referred to as “ombud”, “ombudsperson”, or “ombudsman”.

² C.R.P.D. Article 33(2) states : “States Parties shall, in accordance with their legal and administrative systems, maintain, strengthen, designate or establish within the State Party, a framework, *including one or more independent mechanisms*, as appropriate, to promote, protect and monitor implementation of the present Convention. When designating or establishing such a mechanism, States Parties shall take into account the principles relating to the status and functioning of national institutions for protection and promotion of human rights.” [emphasis added]

³ Sometimes these reports are also called “Alternative Reports” or “Parallel Reports”.



issues when following up with governments and trying to influence the recommendations made in the treaty body's concluding observations. While the roles these organizations will play in these processes are not yet finalized, the template will also assist national human rights institutions, Ombuds offices and other independent mechanisms to participate in State reporting.

Finally, because the template is being used in many countries around the world, it provides a means to compare information across countries, identify best practices and craft innovative solutions.

2. The Components of the Template

This assessment tool is made up of a number of columns:

Column (1) International & Regional Human Rights Standards

(Convention/Article): identifies the articles and sections of the international and regional human rights treaties, including the CRPD, related to the right that is covered by the questions asked in Column (2). An explanation of the abbreviations used for a number of human rights instruments is found at the beginning of the Template guide. Brackets are used when an article in an international treaty is considered relevant in the context of disability but does not specifically mention persons with disabilities in its text. Monitors do not need to insert any information into Column (1) as that will already be in the electronic or paper template that they are filling in.

Column (2) Question: poses a question based on what the country has to do for persons with disabilities under human rights treaties found in Column (1). Question 0 is the most general question of the template and provides a way to summarize information once all of the information from Questions 1-38 has been collected and analyzed. There is really no yes or no answer to Question 0.

Column (3) Definitions and Items Considered in the analysis: sets out relevant definitions taken from the text of the CRPD and also a list of considerations to guide the Monitors' analysis. These considerations are useful in interpreting and clarifying the meaning of the questions included in Column (2). Monitors can choose whether or not to take these considerations into account when they are collecting and analyzing the information.

IMPORTANT TIP: Whenever a list of considerations for analysis is included in Column (3), Monitors need to indicate with check marks in Column (3) which of the considerations they took into account in responding and collecting information.

Column (4) Description & Record of Relevant Laws/Policies Relied Upon in

Analysis: Monitors collect information and sources of data that are relevant to their legal system and the question being considered by the Monitor. For example, Monitors



will be looking for whether or not there is a written constitution, legislation, case law, policies and programs. Monitors need to provide accurate and full references to all of the legal sources that they use. It is also important to provide direct quotations of relevant passages in laws, policies and programs since the specific wording used can make a difference in the way that laws, policies and programs are interpreted. It is recommended that Monitors create separate computer files for each of the Template questions and include the relevant legal and policy sources in those files.

Column (5) Other Sources Used in Analysis: Here, Monitors look to other sources of data to see if they support or act as a barrier to the implementation of the rights under consideration. Sometimes, a law, policy or program can look as though it will help to enable rights when it is on paper but ends up not having a positive impact in realizing rights. Perhaps it has not been enforced or resources have not been allocated to support enforcement of the law, policy or program. Monitors turn to other sources to gather information for this investigation. Some possible sources are:

- **national and local statistics**
- **national budgets,**
- **policy or research reports,**
- **key informant interviews** (with, for example human rights lawyers, journalists, NGO representatives) ,

Drawing on these various sources, Monitors gather information to create a more comprehensive picture.

Column (6) Integrated Analysis of laws and policies on the books and other sources and with human rights principles:

Conduct an analysis to identify inconsistencies with the standards in human rights treaties considered in column 1. Include a discussion about how well existing laws and policies meet the 5 general human rights principles (Dignity; Autonomy; Participation, Inclusion & Accessibility; Non-discrimination & Equality; Respect for Difference). In the end, **with all the information you found, provide an answer to the question in column 2 by assigning stars in the report card:**

*** = non-compliance**

**** = needs significant improvement**

***** = generally compliant or needs only slight adjustment,**

The definitions of the general human rights principles follow below.



General Human Rights Principles

DIGNITY:

Dignity refers to the inherent worth of every person. Human rights are about protecting and promoting the self-respect of all people.

AUTONOMY:

Autonomy is the right of a person to make his or her own choices independently. Autonomy means that the person is placed at the centre of all decisions affecting him or her.

PARTICIPATION, INCLUSION & ACCESSIBILITY:

Inclusion is the right of all persons to participate fully and effectively. It involves making sure that society is organized to be accessible and is without physical or social barriers.

NON-DISCRIMINATION & EQUALITY:

Rights are guaranteed to everyone. It is discrimination for people to be denied their rights based on disability, race, sex, language, religion, political or other opinion, national or social origin, property, birth or age.

Discrimination happens when favouritism is shown to one group of people over another. It may be based on prejudice and is unfair. If there is a law, policy, program, action or failure to act that results in denying persons with disabilities the ability to exercise their human rights, that is discrimination.

Everyone has the right to enjoy human rights equally. Rights, responsibilities and opportunities do not depend on whether someone is born with or without a disability. This does not mean that persons with disabilities will be treated exactly the same as persons without disabilities. Instead, society must be sure that persons with disabilities have what they need to exercise their rights fully – sometimes what a person with a disability needs to exercise his or her rights equally will be the same as what is needed by a person without a disability and sometimes it will be different.

RESPECT FOR DIFFERENCE:

Respect for difference involves recognizing and accepting persons with disabilities as part of human diversity. Difference is not a reason to deny someone their rights and dignity. The responsibility to change does not fall on the individual but on the community and the government and society who must recognize diversity and find ways to be inclusive of the difference that disability represents.



List of Acronyms and Symbols Used

ACHR - *American Convention on Human Right*, signed at the Inter-American Specialized Conference on Human Rights, San Josi, Costa Rica, 22 November 1969.

ACHR-PSS - *American Convention on Human Rights: Protocol of San Salvador (A-52)* (adopted at San Salvador, El Salvador, on 17 November 1988 at the eighteenth regular session of the General Assembly of the Organization of American States).

CAT - *Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment* (U.N. Doc. A/39/51 (1984), entry into force 26 June 1987).

CEDAW - *Convention on the Elimination of All Forms of Discrimination Against Women* (U.N. Doc. A/34/46, entry into force 3 September 1981).

CERD - *International Convention on the Elimination of All Forms of Racial Discrimination* (U.N. Doc. A/6014 (1966), 660 U.N.T.S. 195, entry into force 4 January 1969).

CRC - *Convention on the Rights of the Child* (U.N. Doc. A/44/49 (1989), entry into force 2 September, 1990).

CRPD – *Convention on the Rights of Persons with Disabilities* (UN.Doc. A/RES/61/611 (2006), entry into force 3 May 2008).

ECHR - *European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR-P: Protocols)* (Rome: 4.XI.1950) (adopted by the Council of Europe 1950, entry into force on 1953; revised in conformity with Protocolo n° 11, entry into force 1 November 1998).

ESC - *European Social Charter* (of the Council of Europe; adopted in Turin 18 October 1961).

IACEDPD - *Inter-American Convention on the Elimination of All Forms of Discrimination Against Persons with Disabilities* (Organization of American States, AG/RES. 1608, 7 June 1999).

CCPR - *International Covenant on Civil and Political Rights* (U.N. Doc. A/6316 (1966), entry into force 23 March 1976).

CESCR - *International Covenant on Economic, Social and Cultural Rights* (U.N. Doc. A/6316 (1966), 993 U.N.T.S. 3, entry into force 3 January 1976).



MWC - *International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families* (U.N. Doc. A/45/49 (1990), entry into force 1 July 2003).

SR - *Standard Rules on the Equalization of Opportunities for Persons with Disabilities* (**SR-Int** -Introduction; **SR-Pr** – Preamble) (U.N. Doc. A/RES/48/96).

() – Brackets are used when an article in an international treaty is considered relevant in the context of disability but does not specifically mention persons with disabilities in its text.



National Law and Policy Monitoring Template

International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Purpose</p> <p>CRPD, art 1</p> <p>IACEDPD, art 2 SR – Pr.</p> <p>(CCPR, art 2, 3 & 26)</p> <p>(CERD, art 5)</p> <p>(CEDAW, art 2)</p> <p>(ECHR, art1 & 14)</p> <p>(ACHR, art 24)</p> <p>(ACHR-PSS art 3)</p>	<p>0. Do the laws and /or government policies facilitate the respect and the full, effective and equal enjoyment of all human rights and fundamental freedoms by persons with disabilities?</p>	<p>NOTE: Question 0 is a summative question which should only be addressed at the end of the monitoring process, when all other questions in the template have been dealt with.</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about how well the country meets each of the 5 general human rights principles in the specific area of rights under consideration:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>With all the information you found provide a response to the question in column 2 by assigning stars in the report card:</p> <p>* = non-compliance</p> <p>** = needs significant improvement</p> <p>*** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
Definition of Disability CRPD, art 1 IACEDPD, art 1 SR – Int.	1. Is there a law or government policy that includes a definition of disability ?	Please specify whether the definition of disability includes: <input type="checkbox"/> people with long-term impairments <input type="checkbox"/> people with temporary impairments <input type="checkbox"/> people with physical, mental, intellectual or sensory impairments <input type="checkbox"/> people with other types of impairments <input type="checkbox"/> the idea that the environment is a factor in the process of disablement	A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about how well the country meets each of the 5 general human rights principles in the specific area of rights under consideration. <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference With all the information you found provide a response to the question in column 2 by assigning: <p>* = non-compliance</p> <p>** = needs significant improvement</p> <p>*** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Non-discrimination</p> <p>CRPD, 3b, 5</p> <p>IACEDPD, art2 & 3a</p> <p>SR – Pr., 14 &15 (CCPR, art 2, 3 & 26)</p> <p>(CESCR, art 2)</p> <p>(CERD, art 5)</p> <p>(CEDAW, art 2)</p> <p>(ECHR, art 14 & P12 – art 1)</p> <p>(ACHR, art 24)</p> <p>(ACHR-PSS art3)</p>	<p>2. Does the government have a formal Constitution or other general legislation that prohibits discrimination based on disability?</p>	<p>“Discrimination” is defined in the CRPD as: “any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field”.</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles in the specific area of rights under consideration.</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>
<p>Reasonable Accommodation</p> <p>CRPD, art 2, 5, 13.1, 14.2, 24.2c, 24.5, & 27.1i</p>	<p>3. Is there a law or government policy that ensures the right of persons with disabilities to “reasonable accommodation”?</p>	<p>“Reasonable accommodation” is defined in the CRPD as: “necessary and appropriate modification and adjustment not imposing a disproportionate burden, to guarantee to persons with disabilities the enjoyment on a basis of equality with others of all human rights and fundamental freedoms.”</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Dignity</p> <p>CRPD, art 3a, 19</p> <p>SR – Pr.</p> <p>(CESCR, art 1)</p> <p>(CCPR, art 1.1)</p>	<p>4. Is there a law or government policy that recognizes respect for the inherent dignity and/or individual autonomy of the person with a disability, including?</p>	<p>According to the CRPD, autonomy means freedom to make one’s own choices, and independence of persons</p> <p>Dignity refers to the inherent worth of all persons.</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>
<p>Participation & Inclusion</p> <p>CRPD, art 3c</p> <p>IACEDPD, art 2</p> <p>SR – Pr.</p>	<p>5. Is there a law or government policy that asserts the principle of full and effective participation and inclusion on society on an equal basis with others for persons with disabilities?</p>		<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
Respect for Difference CRPD, art 3d	6. Is there a law or government policy that says that there is respect for difference and acceptance of disability as part of human diversity and humanity?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment
Equality CRPD, PR-e art 3e SR – Int.	7. Is there a law or government policy that recognizes the principle of equality of opportunity for persons with disabilities?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
Equality	8. Is there a law or government policy that recognizes the principle of substantive equality for persons with disabilities?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>
General Obligations CRPD, art 4.1a b	9. Is there a law or government policy that requires the government to take measures to change or get rid of existing laws, regulation and practices that result in discrimination against persons with disabilities?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
General Obligations CRPD, 4.1c IACEDPD, art4 SR 14	10. Is there a law or government policy that requires the mainstreaming of disability in law, policies and programs?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>
General Obligations CRPD, art 4.1 f, g, h SR 4	11. Is there a law or policy that requires the government to undertake or to promote research and development related to disability?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
General Obligations CRPD, art 4.1d e SR 15 (CAT, art 14)	12. Do the laws of the State ensure that there is penalty when the human rights of any person or group of persons with disabilities are violated?	Please specify whether the existing law and /or policy apply: <input type="checkbox"/> Only to the government <input type="checkbox"/> To the government and to others [check which one else the existing law/policy applies to]: <input type="checkbox"/> Private citizens <input type="checkbox"/> Private organizations	A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment
General Obligations CRPD, art 4.2 SR 14	13. Do the laws of the State ensure that persons with disabilities, including children, are consulted and actively involved in the implementation of the Disability Convention?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
Equality & Non-discrimination CRPD, art 5.1	14. Does the country's constitution or other law or policy recognize that all persons with disabilities are equal before and under the law and are entitled to equal protection and benefit of the law?	"Being equal before and under the law" means enjoying the same protection and getting equal benefit of the law as all other citizens.	A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment
Equality & Non-discrimination CRPD, art 5.4 IACEDPD, art 1.2b	15. Does the country's constitution or other law or policy recognize that specific measures to achieve equality of persons with disabilities are not considered discrimination?	Specific measures are also often called "affirmative action" or "positive discrimination". An example might be a quota system to access jobs.	A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
Promoting Awareness CRPD, art 8 IACEDPD, art 3.2c SR 1	16. Is there a law or policy that requires the government to raise awareness in the country to promote respect for the rights and dignity of persons with disabilities?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment
Promoting Awareness CRPD, art 8.2c IACEDPD, art 3.2c SR 1	17. Is there a law or government policy that encourages the media to show persons with disabilities as capable and contributing members of society ?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Accessibility</p> <p>CRPD, art 9.1, 9.2 abcde</p> <p>IACEDPD, art 3.1abc</p> <p>ACHR-PSS, art 18c</p> <p>SR 5</p> <p>(CCPR, art 12.1)</p> <p>(ECHR-P4, art 2)</p> <p>(ACHR, art 22)</p> <p>(CERD, art 5e)</p>	<p>18. Do the laws or government policies guarantee to persons with disabilities access to the physical environment, transportation, information and communications, both in rural and urban areas?</p>	<p>According to the CRPD, measures to promote the right of access shall include: [check requirements considered in analysis]</p> <ul style="list-style-type: none"> <input type="checkbox"/> developing minimal national standards and guidelines for accessibility and monitoring their implementation; <input type="checkbox"/> providing signage in Braille, easy-to-read-and-understand forms and other forms of live assistance (e.g. guides, readers and sign language interpreters) in services and facilities open to the public; <input type="checkbox"/> providing training for stakeholders on accessibility issues facing persons with disabilities. 	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance</p> <p>** = needs significant improvement</p> <p>*** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
Right to Life CRPD, art 10 (CCPR, art 6) (ECHR, art2) (ACHR, art 4)	19. Does a law or government policy ensure that persons with disabilities have the right to life on an equal basis with others?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Right to Liberty & Security of the Person</p> <p>CRPD, art 14 (CCPR, art 9) (ECHR, art 5) (ACHR, art 7) (ICERD, art 5b)</p>	<p>20. Does a law or government policy guarantee that persons with disabilities enjoy the right to liberty and security of the person on an equal basis with others?</p>	<p>In relation to this right, the CRPD requires that States: [check requirements considered in analysis]</p> <p><input type="checkbox"/> take measures to ensure that persons with disabilities are not deprived of their liberty unlawfully or arbitrarily;</p> <p><input type="checkbox"/> if persons with disabilities are deprived of their liberty, take measures to ensure they are entitled to guarantees in accordance with international human rights law, including by provision of reasonable accommodation. [See definition of “reasonable accommodation” for Question 7, above.]</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>A Respond to question in col. 2 by assigning:</p> <p>* = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Liberty of Movement & Nationality</p> <p>CRPD, art 18</p> <p>(CCPR, art12) (ACHR, art 20, 22) (ICERD, art 5d)</p>	<p>21. Does a law or government policy ensure that persons with disabilities enjoy the right to liberty of movement and nationality without discrimination based on disability?</p>	<p>In relation to these rights, the CRPD requires that States ensure that persons with disabilities: [check requirements considered in analysis]</p> <p><input type="checkbox"/> have the right to acquire and change a nationality</p> <p><input type="checkbox"/> are not deprived, on the basis of disability, of their nationality</p> <p><input type="checkbox"/> are not deprived, on the basis of disability of their ability to obtain and utilize documentation of their nationality or other documentation of identification,</p> <p><input type="checkbox"/> are able to utilize relevant processes such as immigration proceedings, that may be needed to facilitate exercise of the right to liberty of movement;</p> <p><input type="checkbox"/> are free to leave any country and not deprived from the right to enter their country</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
Situations of Risk & Humanitarian Emergencies CRPD art 11	22. Does the government through law or policy take measures to protect the safety of persons with disabilities in situations of risk?	The CRPD defines situations of risk as those involving situations of armed conflict, humanitarian emergencies and natural disasters.	A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Legal Capacity & Access to Justice</p> <p>CRPD, art 12 & 13</p> <p>IACEDPD, art 1 SR 15</p> <p>(CCPR; art 16) (CEDAW, art 15) (CERD, art 5) (ACHR, art 3)</p>	<p>23. Does the government constitution or other appropriate legislation guarantee that persons with disabilities have legal capacity and effective access to justice on an equal basis and with as other persons?</p>	<p>In order to ensure effective access to justice the CRPD requires that States take appropriate measures including: [check requirements considered in analysis]</p> <ul style="list-style-type: none"> <input type="checkbox"/> providing access by persons with disabilities to the support they may require to exercise legal capacity; <input type="checkbox"/> providing appropriate safeguards to prevent abuse, while respecting the rights, will and preferences of the person, and requiring that safeguards are regularly reviewed by an independent and impartial authority or judicial body; <input type="checkbox"/> ensuring the equal right of persons with disabilities to own or inherit property, to control their own financial affairs and to have equal access to bank loans, mortgages and other forms of financial credit; <input type="checkbox"/> providing procedural and age-appropriate accommodations to 	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



		<p>facilitate participation of persons with disabilities, in all legal proceedings, including as witnesses;</p> <p><input type="checkbox"/> promoting training for those working in the field of administration of justice, including police and prison staff.</p>			
--	--	--	--	--	--



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Freedom from Torture, Exploitation & Abuse</p> <p>CRPD, art 15 & 16</p> <p>SR 9</p> <p>(CAT, art 2 & 16)</p> <p>(CCPR, art 7)</p> <p>(ECHR, art 3)</p> <p>(ACHR, art 5)</p>	<p>24. Is there a law or government policy that protects persons with disabilities from being subjected to torture, violence and exploitation?</p>	<p>In relation to these rights, the CRPD requires that States: [check requirements considered in analysis]</p> <p><input type="checkbox"/> prohibit and protect persons with disabilities from medical, scientific and other forms of experimentation without the free and informed consent of the person concerned;</p> <p><input type="checkbox"/> ensure, among other things, appropriate forms of gender- and age-sensitive assistance and support for persons with disabilities and their families and caregivers, including the provision of appropriate information and education about how to avoid, recognize and report such violations;</p> <p><input type="checkbox"/> ensure that all facilities and programs designed to serve persons with disabilities are effectively monitored by independent authorities;</p> <p><input type="checkbox"/> ensure that instances of</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance</p> <p>** = needs significant improvement</p> <p>*** = generally compliant or needs only slight adjustment</p>



		<p>exploitation, violence and abuse against persons with disabilities are identified, investigated and, where appropriate, prosecuted.</p>			
--	--	--	--	--	--



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
Integrity of the Person CRPD art 17	25. Is there a law or government policy that ensures every person with a disability to respect for his or her physical and mental integrity on an equal basis with others?	Respecting the physical and mental integrity includes, for example, protecting persons with disabilities from medical or other treatment given without the free and informed consent of the person, as well as protecting girls and women with disabilities from forced sterilization or from forced abortion.	A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles: <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment
Inclusion in Society CRPD, art 19 SR 4, 5 & 9 IACEDPD, art 13.1b & 1c ACHR-PSS, art 18c	26. Does any law or government policy ensure that persons with disabilities can live independently and be included in the community ?	In relation to this right, the CRPD requires States to take appropriate measures to: [check requirements considered in analysis] <input type="checkbox"/> protect the right of persons with disabilities to determine how, where, and with whom they live, on an equal basis with others, and ensure that they are not forced to live in a particular living arrangement;	A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles: <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only



<p>(ECHR-P4, art2) (CERD, art 5f) (CCPR, art 25c)</p>		<p><input type="checkbox"/> ensure access for persons with disabilities to a range of in-home and other community support services, including personal assistance, necessary to support living and inclusion in the community;</p> <p><input type="checkbox"/> ensure that persons with disabilities have access to the physical environment, transportation, information and communications, and other facilities and services open to other persons in the community;</p>			<p>slight adjustment</p>
--	--	---	--	--	---------------------------------



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Personal Mobility</p> <p>CRPD, art 20</p>	<p>27. Does any law or government policy promote measures to ensure personal mobility to persons with disabilities?</p>	<p>In relation to this right, the CRPD requires governments to take appropriate measures to: [check requirements considered in analysis]:</p> <ul style="list-style-type: none"> <input type="checkbox"/> facilitate the personal mobility of persons with disabilities in the manner and the time of their choice and at affordable cost; <input type="checkbox"/> facilitate access by persons with disabilities to quality mobility aids, devices, assistive technologies and forms of live assistance and intermediaries at affordable cost; <input type="checkbox"/> provide training in mobility skills to persons with disabilities and staff working with them. 	<ul style="list-style-type: none"> A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES 		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Freedom of Expression & Access to Information</p> <p>CRPD, art 21, 24.3abc 24.4</p> <p>SR 5</p> <p>(CCPR art 18 &19) (ICERD art 5d) (ACHR art 13)</p>	<p>28. Is there a law or government policy that gives persons with disabilities freedom of expression and opinion and access to information?</p>	<p>In relation to these rights, the CRPD requires that Government: [check requirements considered in analysis]</p> <p><input type="checkbox"/> take appropriate measures to enable persons with disabilities to be educated in a variety of accessible media and means of communication including Braille, alternative script, augmentative and alternative modes and sign languages;</p> <p><input type="checkbox"/> accept and facilitate the use of sign language, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication by persons with disabilities in official interactions;</p> <p><input type="checkbox"/> provide official information to persons with disabilities in a timely manner and without additional cost, in accessible</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



		<p>formats and technologies of their choice, taking into account different kinds of disabilities;</p> <ul style="list-style-type: none"> <input type="checkbox"/> urge private entities that provide services to the general public to provide information and services in accessible and usable formats <input type="checkbox"/> encourage the mass media (including providers of information through the internet) to make their services accessible to persons with disabilities. 			
--	--	--	--	--	--



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Respect for Privacy</p> <p>CRPD, art 22</p> <p>SR 9</p> <p>(CCPR, art 17) (ECHR, art 8) ACHR, art 11)</p>	<p>29. Is there a law or government policy that ensures respect for privacy to persons with disabilities?</p>	<p>In relation to this right the CRPD requires that: [check requirements considered in analysis]</p> <p><input type="checkbox"/> all persons with disabilities, regardless of place of residence or living arrangement, shall have the right to protection against arbitrary or unlawful interference with their privacy, family home, correspondence or other types of communication or to unlawful attacks on their honour and reputation;</p> <p><input type="checkbox"/> governments shall protect the privacy of personal, health and rehabilitation information of persons with disabilities on an equal basis with others.</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Respect for Home & the Family</p> <p>CRPD, art 23</p> <p>SR 9</p> <p>(CCPR, art 17 & 23)</p> <p>(ECHR, art 8 & 17)</p> <p>ACHR, art 11)</p> <p>(CERD, art 5d)</p> <p>(CEDAW, art 16)</p> <p>(CRC art 7 & 8)</p>	<p>30. Is there a law or government policy that ensures respect for home and the family to all persons with disabilities?</p>	<p>In order to ensure this right the Convention requires governments to take appropriate measures to: [check requirements considered in analysis]</p> <ul style="list-style-type: none"> <input type="checkbox"/> eliminate discrimination against persons with disabilities on all matters relating to marriage, family, parenthood and relationships on an equal basis with others; <input type="checkbox"/> ensure the right of persons with disabilities to retain their fertility and provide age-appropriate information, reproductive and family planning education; <input type="checkbox"/> render appropriate assistance to persons with disabilities in the performance of their child-rearing responsibilities; <input type="checkbox"/> ensure the right of children, regardless their disabilities or the disabilities of their parents to live with their own family, or when that is not possible, to live in another family situation. 	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance</p> <p>** = needs significant improvement</p> <p>*** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Education</p> <p>CRPD, art 24</p> <p>CRC, art 23.2 (& 28)</p> <p>SR 6</p> <p>(CESCR, art 13)</p> <p>(CERD, art 5e)</p> <p>(ECHR-P1, art2)</p> <p>(ACHR-PSS, art 13)</p> <p>(CEDAW, art 10)</p>	<p>31. Is there a law or government policy that ensures that all persons with disabilities can get an education?</p>	<p>In order to realize this right, the CRPD requires governments to ensure that: [check requirements considered in analysis]</p> <p><input type="checkbox"/> the education system is inclusive at all levels and offers lifelong learning opportunities;</p> <p><input type="checkbox"/> persons with disabilities (including children) are not excluded from the general education system on the basis of disability;</p> <p><input type="checkbox"/> reasonable accommodation of an individual's requirements and adequate support (including individualized support) are provided;</p> <p><input type="checkbox"/> education is delivered in the most appropriate language and modes and means of communication and that learning of these modes and formats of communication is facilitated;</p> <p><input type="checkbox"/> teachers are employed, including teachers with</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance</p> <p>** = needs significant improvement</p> <p>*** = generally compliant or needs only slight adjustment</p>



		<p>disabilities, who are qualified in sign language and/or Braille is promoted;</p> <p><input type="checkbox"/> training of professionals and staff who work at all levels of education incorporates disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.</p>			
--	--	---	--	--	--



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Health</p> <p>CRPD, art 25</p> <p>CRC, art 23 (&24)</p> <p>SR 2</p> <p>IACEDPD, art3.2b</p> <p>(ACHR-PSS, art 10)</p> <p>(CESCR, art12)</p> <p>(CEDAW, art12, 14)</p> <p>(CERD, art5e)</p> <p>(MWC, art 43e)</p> <p>(ESC, art 13)</p>	<p>32. Do the laws or government policies ensure that all persons with disabilities can get the highest attainable standard of health without discrimination on the basis of disability?</p>	<p>To realize this right, the CRPD requires that governments : [check requirements considered in analysis]</p> <p><input type="checkbox"/> provide persons with disabilities with the same range, quality and standard of health care services, including sexual and reproductive health services, and population-based public health programs;</p> <p><input type="checkbox"/> provide health services needed specifically because of disabilities including early identification and intervention as appropriate, and services designed to minimize and prevent further disabilities, including among children and older persons;</p> <p><input type="checkbox"/> provide disability-related health services as close as possible to people's own communities, including in rural areas;</p> <p><input type="checkbox"/> provide care of the same quality to persons with disabilities including on the</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance</p> <p>** = needs significant improvement</p> <p>*** = generally compliant or needs only slight adjustment</p>



		<p>basis of free and informed consent, by, among other things, raising awareness of the human rights, dignity and autonomy and needs of persons with disabilities through training and ethical standards of private and public health care;</p> <ul style="list-style-type: none"> <input type="checkbox"/> prohibit discrimination against persons with disabilities in the provision of health insurance and life insurance where such insurance is permitted by national law; <input type="checkbox"/> prevent discriminatory denial of health care or health services or food and fluids on the basis of disability. 			
--	--	--	--	--	--



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
Habilitation & Rehabilitation CRPD, art 26 IACEDPD, art 3.2b SR 2, 3, 19	33. Is there a law or government policy promoting comprehensive rehabilitation and habilitation services and programs to persons with disabilities?	In relation to this right, the CRPD requires that: [check requirements considered in analysis] <input type="checkbox"/> services and programs begin at the earliest possible stage and be based on multidisciplinary assessment of individual needs and strengths; <input type="checkbox"/> services and programs support participation and inclusion in the community and society, be voluntary, and available to persons with disabilities as close as possible to their own communities including in rural areas; <input type="checkbox"/> governments promote the development of initial and continuing training for professionals and staff working in habilitation and rehabilitation services; <input type="checkbox"/> governments promote the availability and use of assistive devices and technologies.	A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles: <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Work & Employment</p> <p>CRPD, art 27</p> <p>SR 7</p> <p>IACEDPD, art 3.1a</p> <p>ESC art 15</p> <p>(CESCR, art 6, 7 & 8) (CCPR, art 8, 22)</p> <p>(ESC, art 1, 4, 5, 9 & 10)</p> <p>(ACHR-PSS, art 6, 7 & 8)</p> <p>(CEDAW, art 11)</p> <p>(CERD, art 5e)</p> <p>(MWC, art 25 & 26)</p> <p>(ECHR, art 4)</p> <p>(ICPMW, art 11)</p>	<p>34. Do the laws or the government policy ensure that people with disabilities can access work on an equal basis with others?</p>	<p>In relation to this right, the CRPD requires governments to: [check requirements considered in analysis]</p> <p><input type="checkbox"/> prohibit discrimination on the grounds of disability with regard to all matters concerning all forms of employment,;</p> <p><input type="checkbox"/> protect the rights of persons with disabilities to just and favourable conditions of work, including by the redress of grievances;</p> <p><input type="checkbox"/> ensure that persons with disabilities are able to exercise their labour and trade union rights on an equal basis with others;</p> <p><input type="checkbox"/> ensure effective access to general technical and vocational guidance programs, placement services and vocational and continuing training;</p> <p><input type="checkbox"/> safeguard and/or promote employment opportunities and career advancement for people with disabilities in the</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance</p> <p>** = needs significant improvement</p> <p>*** = generally compliant or needs only slight adjustment</p>



		<p>labour market;</p> <ul style="list-style-type: none"> <input type="checkbox"/> promote opportunities for self-employment and the development of cooperatives; <input type="checkbox"/> ensure that persons with disabilities are employed in the public sector; <input type="checkbox"/> promote the employment of persons with disabilities in the private sector (including through affirmative action programs incentives); <input type="checkbox"/> ensure that reasonable accommodation is provided to persons with disabilities in the workplace and work environment; <input type="checkbox"/> promote vocational and professional rehabilitation, and return-to-work programs for persons with disabilities; <input type="checkbox"/> ensure that persons with disabilities are not held in slavery or in servitude, and are protected on an equal basis with others, from forced or compulsory work. 			
--	--	--	--	--	--



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Adequate Standard of Living & Social Protection</p> <p>CRPD, art 28</p> <p>SR 8 (CESCR, art 9) (CERD, art 5e) (CRC, art 23 26 &27) (MWC, art 27) (CEDAW, art 13 & 14) (ESC, art 14) (ACHR-PSS, art9)</p>	<p>35. Does a law or government policy ensure that persons with disabilities have an adequate standard of living?</p>	<p>To realize this right, the CRPD requires governments to take appropriate steps to ensure: [check requirements considered in analysis]</p> <ul style="list-style-type: none"> <input type="checkbox"/> the right of all persons with disabilities to basic services, adequate food, clothing, housing, access to clean water, and to the continuous improvement of living conditions; <input type="checkbox"/> equal access by persons with disabilities to appropriate and affordable services, devices and other assistance for disability-related needs; <input type="checkbox"/> access for persons with disabilities, particularly women and girls and older persons, to social protection programs and poverty reduction programs; <input type="checkbox"/> access by persons with disabilities and their families living in situations of poverty to assistance from the government with disability-related expenses; 	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



		<input type="checkbox"/> equal access by persons with disabilities to public housing programs as well as retirement benefits and programs.			
--	--	--	--	--	--



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Participation in Political & Public Life</p> <p>CRPD, art 29 SR 18</p> <p>(CCPR, art 25) (CERD, art 5c) (ACHR, art 16, 23) (CEDAW, art 7) (ECHR, art 11) (ESC, art 5)</p>	<p>36. Do the laws or government policies ensure that persons with disabilities can fully participate in political and public life on an equal basis with others?</p>	<p>In relation to this right, the CRPD requires governments to ensure that: [check the requirements considered in analysis]</p> <p><input type="checkbox"/> voting procedures, facilities and materials are appropriate and accessible;</p> <p><input type="checkbox"/> the right of persons with disabilities to vote by secret ballot is protected and persons with disabilities are allowed assistance to vote from a person they choose;</p> <p><input type="checkbox"/> the rights of persons with disabilities to stand for elections, to effectively hold office and perform all public functions at all levels of government are protected, including facilitating the use of assistive and new technologies where appropriate;</p> <p><input type="checkbox"/> persons with disabilities participate on the basis of equality in the activities and administration of non-governmental organizations and associations, including political parties and</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



		organizations of persons with disabilities.			
--	--	---	--	--	--



Disability Rights Promotion International

International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Participation in Cultural Life</p> <p>CRPD, art 30 SR 14 CRC, art 23 (31b)</p> <p>UNCHRPWD-D, art 24ter</p> <p>(CCPR, art25c) (CESCR, art 15) (CEDAW, art 13c) (ACHR, art 14) (MWC, art 31 & 45.4)</p>	<p>37. Is there a law or government policy that makes sure that persons with disabilities can participate in cultural life?</p>	<p>In relation to this right, the CRPD requires governments to take appropriate measures to ensure: [check requirements considered in analysis]</p> <p><input type="checkbox"/> the equal right of persons with disabilities to develop and utilize their creative, artistic and intellectual potential;</p> <p><input type="checkbox"/> the right of persons with disabilities to enjoy access to cultural materials in accessible formats, and to cultural places and activities including theatres, cinemas, libraries and tourism services, and as far as possible to sites of national cultural importance;</p> <p><input type="checkbox"/> persons with disabilities are entitled to recognition and support of their specific cultural and linguistic identity, including sign language and deaf culture.</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Participation in Recreational, Leisure & Sports</p> <p>CRPD, art 30.5</p> <p>SR 11</p> <p>CRC, art 23 (31) (CEDAW, art 13c) (CCPR, art 25c)</p>	<p>38. Is there a law or government policies that enables persons with disabilities to participate in sport, recreational and leisure activities, on an equal basis with others?</p>	<p>In relation to this right, the CRPD requires governments to: [check requirements considered in analysis]</p> <ul style="list-style-type: none"> <input type="checkbox"/> encourage and promote participation of persons with disabilities in mainstream sporting activities at all levels; <input type="checkbox"/> ensure that persons with disabilities have access to sporting and recreational venues; <input type="checkbox"/> ensure that children with disabilities have equal access to participation in play, recreation and leisure and sporting activities (including at school); <input type="checkbox"/> encourage the provision of appropriate instruction, training, and resources to disability-specific programming. 	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principle:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
Women with Disabilities CRPD, art 6 (CEDAW, art 4.1)	39. Is there a law or government policy that recognizes that women and girls with disabilities face many types of discrimination and t protects their rights and freedoms?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principle: <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment
Children with Disabilities CRPD, art 7 CRC, art 23	40. Do the laws or government policy take measures to protect the rights and freedoms of children with disabilities on an equal basis with other children?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principles: <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference Respond to question in col. 2 by assigning: * = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>Statistics & Data Collection</p> <p>CRPD, art 31</p> <p>SR 13</p>	<p>41. Is there a law or government policy that requires the collection of statistical and research data on disability issues?</p>	<p>The CRPD requires that: [check requirements considered in analysis]</p> <ul style="list-style-type: none"> <input type="checkbox"/> the process of data collection must be in compliance with internationally accepted norms to protect human rights and fundamental freedoms and legal safeguards, including legislation on data protection to ensure confidentiality and respect for the privacy of persons with disabilities <input type="checkbox"/> the information collected shall be disaggregated, as appropriate, and used to help assess the implementation of the government's obligations to identify and address the barriers faced by persons with disabilities in exercising their rights; <input type="checkbox"/> the government must take responsibility for the dissemination of these statistics and ensure their accessibility to persons with disabilities. 	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principle:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance</p> <p>** = needs significant improvement</p> <p>*** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>International Cooperation</p> <p>CRPD, art 32, 4.2</p> <p>IACEDPD, art4</p> <p>SR 22</p>	<p>42. Does the government look for international cooperation that supports its efforts to ensure the realization of economic, social and cultural rights for persons with disabilities?</p>	<p>According to the CRPD, initiatives that fall under “international cooperation” may include international development programs; the exchange and sharing of information, experiences, training programs and best practices; cooperation in research and access to scientific and technical knowledge.</p>	<p>A. CONSTITUTION</p> <p>B. LEGISLATION</p> <p>C. LAW CASES</p> <p>D. POLICY & PROGRAMMES</p>		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principle:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
<p>National Implementation & Monitoring</p> <p>CRPD, art 33</p> <p>SR 20</p>	<p>43. Has the government established a mechanism at the national level to monitor the implementation of the CRPD?</p>	<p>The CRPD requires that: [check requirements considered in analysis]</p> <ul style="list-style-type: none"> <input type="checkbox"/> the government designate one or more a focal points within the government for matters relating to the implementation of the Convention <input type="checkbox"/> the government designate or establish a framework, including one or more independent mechanisms to promote, protect and monitor implementation of the Convention <input type="checkbox"/> civil society, in particular persons with disabilities and their representative organizations, be involved and participate fully in the monitoring process 	<ul style="list-style-type: none"> A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES 		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principle:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>



International & Regional Human Rights Standards (Convention/ Art.) (1)	Question (2)	Definitions and Items Considered in Analysis (3)	Description & Record of Relevant Laws/Policies Relied Upon in Analysis: (4)	Other Sources Used in the Analysis (e.g. statistics, national budgets, information from key informants): (5)	Integrated Analysis of laws and policies on the books and other sources against human rights standards and principles: (6)
National Implementation & Monitoring CRPD, art 33 SR 20	44. Does the national monitoring mechanism established in the country specifically include input from people with disabilities?		A. CONSTITUTION B. LEGISLATION C. LAW CASES D. POLICY & PROGRAMMES		<p>Conduct an integrated analysis to identify inconsistencies with standards in human rights treaties considered in column 1. Include a discussion about the 5 general human rights principle:</p> <ul style="list-style-type: none"> ▪ Dignity ▪ Autonomy ▪ Participation, Inclusion & Accessibility ▪ Non-discrimination & Equality ▪ Respect for Difference <p>Respond to question in col. 2 by assigning:</p> <p>* = non-compliance ** = needs significant improvement *** = generally compliant or needs only slight adjustment</p>

