



## **Demands of the STEPS learning difficulties advisory group**

### **We want to lead self-determined lives! That means:**

We want to be able to say and do what we want, without having to censor what we say.

We want to lead an active role. We want to play an active part when our interests are at stake, for example in during negotiations with public authorities.

We want to have the time and space to be able to understand things in peace and quiet. For this to be possible, we need carers with a sensitive approach. If people are unable to speak, we should try to sense what they wish.

We want to see laws and rules written in simple language. Most laws are too complicated to be comprehensible. Advisors should be available.

Information must be available in plain language.

We want to receive an explanation when we are denied something. A refusal must be negotiable. People from outside must be available to mediate.

We want to receive sufficient and appropriate support. Assistance should available from specialists with different skills.

We want to be able to seek assistance from a variety of organisations.

Our carers must allow us to speak.

We don't want to be mocked or ridiculed. We want to experience affection and have friends.

We want to be taken seriously and accepted the way we are.



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A change must take place in the minds of people. They must reconsider their image of others, in particular the image they have of people with learning difficulties.

With regard to self-determination no stone should be left unturned.

## **“Money makes the world go round!”**

We want the chance to become rich. If we have or receive money, we do not want to have to pay for our care.

We want to have enough money to be able to live independently.

We want to be able to afford things!

We want to be able to decide for ourselves what we spend our money on.

We want to pay concessionary prices in cinemas and theatres, just like school children, the elderly and the unemployed.

We want to be well paid for our work.

## **Education and work are the spices of life**

We want to learn. We want to be able to attend normal schools and educational establishments. Adult education centres should offer courses for people with learning difficulties.

The journey between home and the educational establishment must be financed.



Education should have priority over work.

Educational opportunities should be available for elderly people e.g. mental fitness training.

We want to be able to work in the first job market, if we so wish. We do not want to be forced to work in workshops for people with learning difficulties.

Nothing's impossible. We want to be able to realise our career aims and wishes. We want to be taken seriously and supported.

We want to learn about the various employment options and decide for ourselves where we work and in what capacity.

We want to be able to do work experience placements in companies and to do vocational training.

Everyone should have the right to receive assistance at work and to do integration placements.

We want to be well paid for our work.

## **My home is my castle!**

Where and how we live is an important issue for self-determination!

We want to decide for ourselves where we live and with whom.

Various living and care options must be available. Everyone should be able to live as he/she wishes.

A maximum of five people should live together in group-homes.



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In group-homes individual interests should be taken into consideration.

It must be possible for us to receive support at home – regardless of financial issues and the level of support required.

The decision to live in one's own home should not pose an excessive financial risk.

Being independent doesn't mean having to do everything alone!

The range and type of support should be based on our wishes and needs. We want to receive appropriate help.

In difficult situations we should be able to count on receiving extra support.

The links between various support forms must be less rigid. We don't want to be labelled as people who live in institutions or who receive care in their own homes.

People with greater support needs should also be able to decide whether or not they want to live in institutions or receive support in their own homes.

The decision to move into one's own home should not mean that support services are jeopardised.

We also want to receive support when we meet friends or plan something.

The application procedure to receive support must be simplified.

In conflict situations mediators must be available, who work independently of the institution and public authorities.

Generally speaking, the number of people offering support for our various needs should not be too large, so that things do not become overcomplicated.