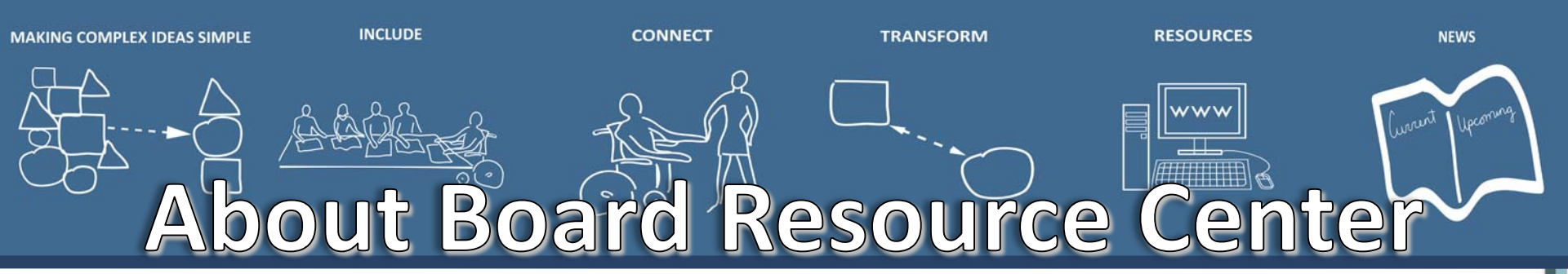
EFFECTIVE HUMAN RIGHTS CAMPAIGNS

Pacific Rim International Conference on Disability & Diversity
March 2012

- HUMAN RIGHTS
- CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES
- ADVOCACY AND INFORMED DECISION MAKING
- CIVIC ENGAGEMENT

Board Resource Center
State Council on Developmental Disabilities



About Board Resource Center

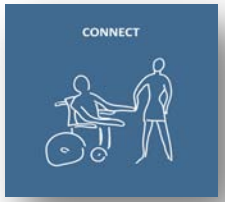
BRC creates effective solutions that increase inclusion of people with disabilities, deepen community connections and initiate effective organizational transformation.

Mark Starford – www.brcenter.org

Collaborative, flexible approaches that assist individuals, groups and organizations assure inclusive decision making, policy development and service delivery using plain language and accessible formats, person/user-centered commitment to make complex ideas simple.

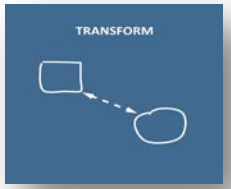
Training and technical tools to increase access to new ideas and resources that create natural community experience, relationships and collaborative partnerships.

BRC provides a library of tools that assist individuals and organizations support people they serve to live quality self-determined lives and contribute to their communities. They are organized in three categories: Include, Connect, Transform and are free of charge.



Facilitation and tools that lead to greater connections and active membership for individuals and their families in neighborhood communities, agency-to-agency collaboration, public/private cooperation that enhance agency effectiveness.

BRC produces periodic newsletters that feature new trends, strategies and our new public domain print and digital media tools. BRC advocate advisors share data they collect surveying community members about employment, community life and ways to access natural supports



Training and facilitation for organizations to assist with system transformation. BRC acts as a coach and support team to encourage new ways of thinking about mission fulfillment and service.

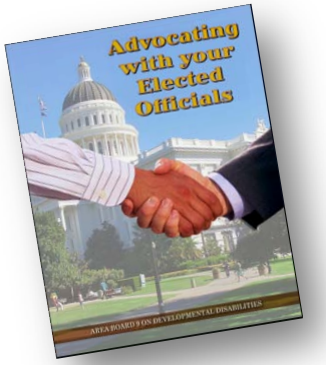
EFFECTIVE HUMAN RIGHTS CAMPAIGNS

Effective rights campaigns involve the pursuit of legal, legislative and policy changes and call for the active voices of individuals who seek to assert their meaningful and rightful place in society.

The Convention on the Rights of Persons with Disabilities (CRPD) strengthens obligations of countries to ensure persons with disabilities are included in society and supported to build their capacities. An important belief underlying self and peer advocacy is that informed decision-making and civic engagement real equality. Plain language and accessible formats open doors to increase knowledge, rights and engagement.

This workshop describes three projects that expand opportunities for persons with developmental disabilities to be informed decision makers and contribute to policy making.

Advocating with Your Elected Officials,]**Self Advocacy Network** and **Boards for All** provide a framework and tools that that open doors for effective leadership, positions on decision making governance boards and successful ways to advocate with elected officials.



Using plain language materials and designs, these tools were developed by and persons with developmental disabilities to strengthen collective advocacy and rights based outcomes.

The tools are public domain, sustainable and applicable in any state or region for individuals or agencies to provide self advocates with the means to be in leadership positions and influence policies that impact their lives.

WORKSHOP PATH

Part #1: Rights

Human rights
CRPD Articles
Human Rights video
Group activity – Interrelated Rights

Part #2: Advocacy – Exercising Rights

Civic engagement
Advocating with Elected Officials
Group activity – Advocating for CRPD

Part #3: Informed Decision Making

Informed decision making
Strategy: Think-Plan-Do
Group activity – Civic Engagement

Part #4: Self and Peer Advocacy

Statewide Advocacy Network
Impact and replication

Part #5: Boards for All

Public policy and governance
Equal participation
Facilitation and mentoring
Group activity – Governance

Part #6: Wrap Up

Human and Civil Rights
Advocacy and policy making,

ABOUT THE CONVENTION

The Convention on the Rights of Persons with Disabilities is an agreement by countries around the world to ensure people with disabilities and people without disabilities are treated equally. Conventions, called treaties, covenants, international agreements or legal instruments, tell governments what to do to make sure people can enjoy their rights. All adults and children with disabilities are included. The UN Convention was adopted on December 13, 2006.

Why care about the Convention?

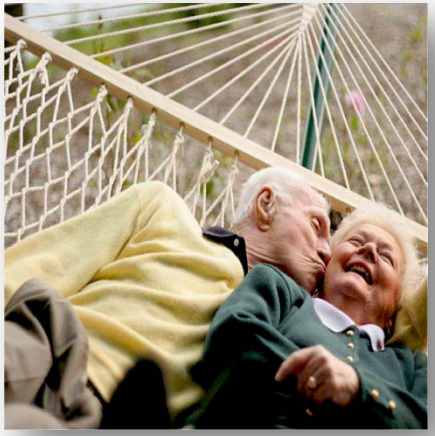
People with diverse disabilities from different countries worked together with their governments to develop the Convention. They got ideas by looking at good practices and laws that were helping people with disabilities go to school, get a job, live happily in their communities and have equal rights.

It is important to remember that the rights in the Convention are not new rights. They are the same human rights recognized in the Universal Declaration of Human Rights, the Convention on the Rights of the Child and other international human rights treaties.

The CRPD guarantees these rights are respected for people with disabilities.

PART 1: HUMAN RIGHTS

Rights we all have simply because we are human!



HUMAN RIGHTS

UNIVERSAL	They belong to everyone.
INALIENABLE	Can not be taken away.
INDIVISIBLE	Cannot be divided from each other.
INTERRELATED	All human rights affect each other.

HUMAN RIGHTS

BASIC RIGHTS INCLUDE

Equality The right to be treated equally – not different than anyone else.

Safety The right to be safe from disaster, abuse and violence.

Privacy The right to privacy – no matter where you live.

BASIC RIGHTS

Other Rights

Think what you want

Be included in the community

Have healthcare

Work in safe conditions

Be paid a wage you can live on

CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (CRPD)

What is a Convention?

A convention is an agreement (treaty) between countries to obey the same law about a specific issue.

When a country signs and ratifies (approves) a convention, it is a legal promise and guides the government.

It often leads to adapting and changing laws to support the goals of the convention.

WHY A CONVENTION (TREATY)?

Over 650 million people with disabilities worldwide.

People with disabilities were sometimes treated as “invisible” in many countries.

Many people experience human rights violations.

Countries want to improve the quality of life for their citizens.

Countries agreed that a human rights treaty specifically for people with disabilities was the best solution!

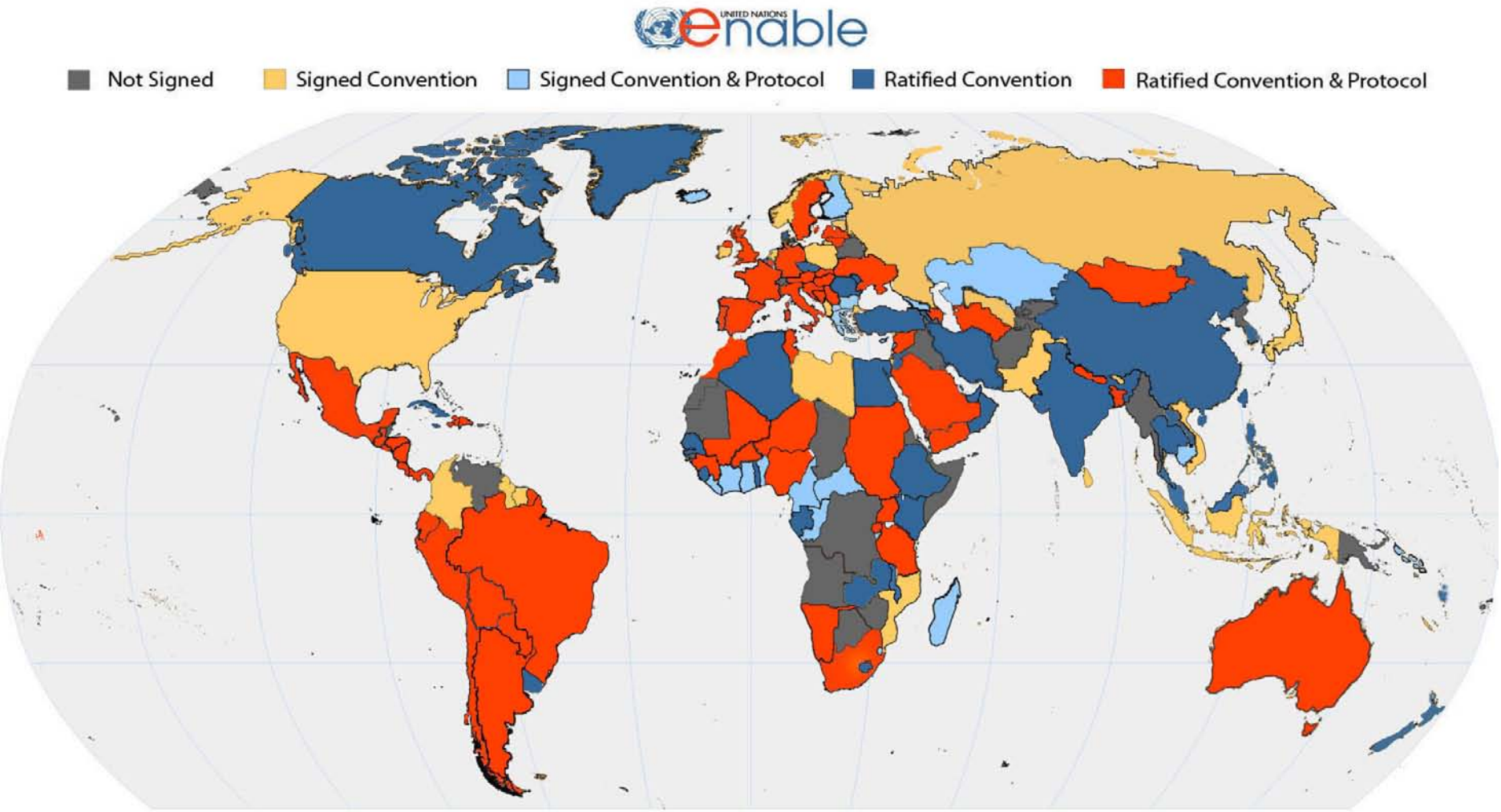
CRPD GENERAL PRINCIPLES

- Freedom of choice and independence
- Equal opportunity
- Non-discrimination
- Full participation and inclusion in society
- Accept people with disabilities as part of human diversity
- Accessibility (transportation, places, information)
- Respect children with disabilities (respected for abilities)

CRPD STATES PARTIES 3/2012

153 signatories

110 ratifications



UNITED STATES PROCESS

"**SIGNATORY**"

President Obama ordered the treaty to be signed, July 2009.

Means:

United States agrees with the ideas in the treaty.

United States is interested in joining the treaty.

UNITED STATES PROCESS

"RATIFICATION"

UNITED STATES SENATE

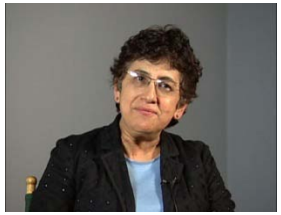
To become law, the Senate votes to accept the treaty

There needs to be a two-thirds majority vote for approval

LIVING THE TREATY

Focus on CRPD Articles

ARTICLE 7: CHILDREN WITH DISABILITIES



Children with disabilities treated equally

Children with disabilities enjoy human rights and freedoms equally with other children.

- Children with disabilities have the same rights and freedoms as other children.
- Children with disabilities have the right to be heard about things that can affect them.
- Support will be given to help make this happen.

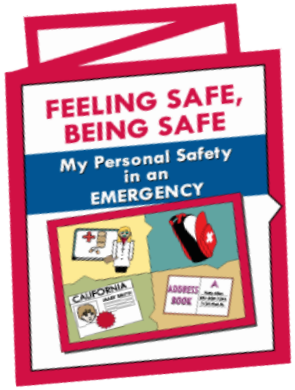
ARTICLE 9: ACCESSIBILITY

Accessibility - access to information,
New technology

Better access to participate in communities.

- Better access to public buildings, schools and transport
- Signs in easy-read and Braille.
- Guides and sign language interpreters in public buildings.
- Access to new technology.
- People get support they need to important information.

ARTICLE 11: RISK AND EMERGENCIES



People are properly protected when there are risky situations

11

People are *properly protected* in risky situations and the right to be protected and safe during a war, emergency or atural disaster.

- Cannot legally be excluded from a shelter.
- Cannot be left alone while others are rescued due to disability.

INTERRELATED ARTICLES

9 **ACCESSIBILITY**

19 **INCLUSION**

ARTICLE 12: EQUAL RECOGNITION/LAW

People have the same rights to make their own decisions

The right to enjoy 'legal capacity' in the same way as other people.

- Respected by the law like everyone else.
- Same right to make personal decisions.
- "Proper" support provided when making decisions.

  If a person needs someone to speak for them there are rules to ensure it is done properly.

ARTICLE 19: INDEPENDENT LIVING

Independent living and being part of the community

People with disabilities have the right to make choices about where they live - like everyone else.

Live independently and be included in the community. Have access to support services if needed to live in the community.

- People have choices about *how* they live, *where* they live, *who* they live with and ways to be part of their community.
- Not have to live in a place don't want to.

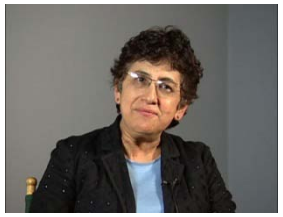
ARTICLE 27: WORK AND EMPLOYMENT

People have a right to work, equal job rights, rules and pay

The right to work at a freely chosen job without discrimination, equal with others, that is open, inclusive and accessible.

- Equal job rights, rules and pay.
- Access to work training.
- Help is provided to set up businesses.
- Jobs available with government and other suitable places.
- Not forced to do unpaid work.

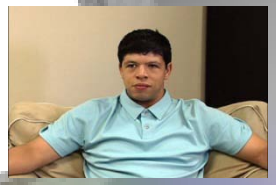
VIEW DVD: LIVING THE TREATY

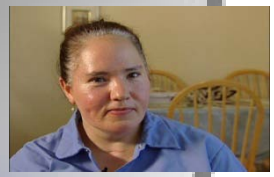


Children with disabilities treated equally

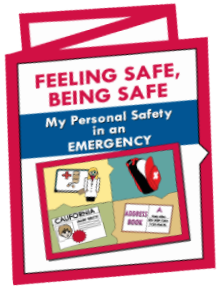
Independent living and being part of the community

Access to information, New technology





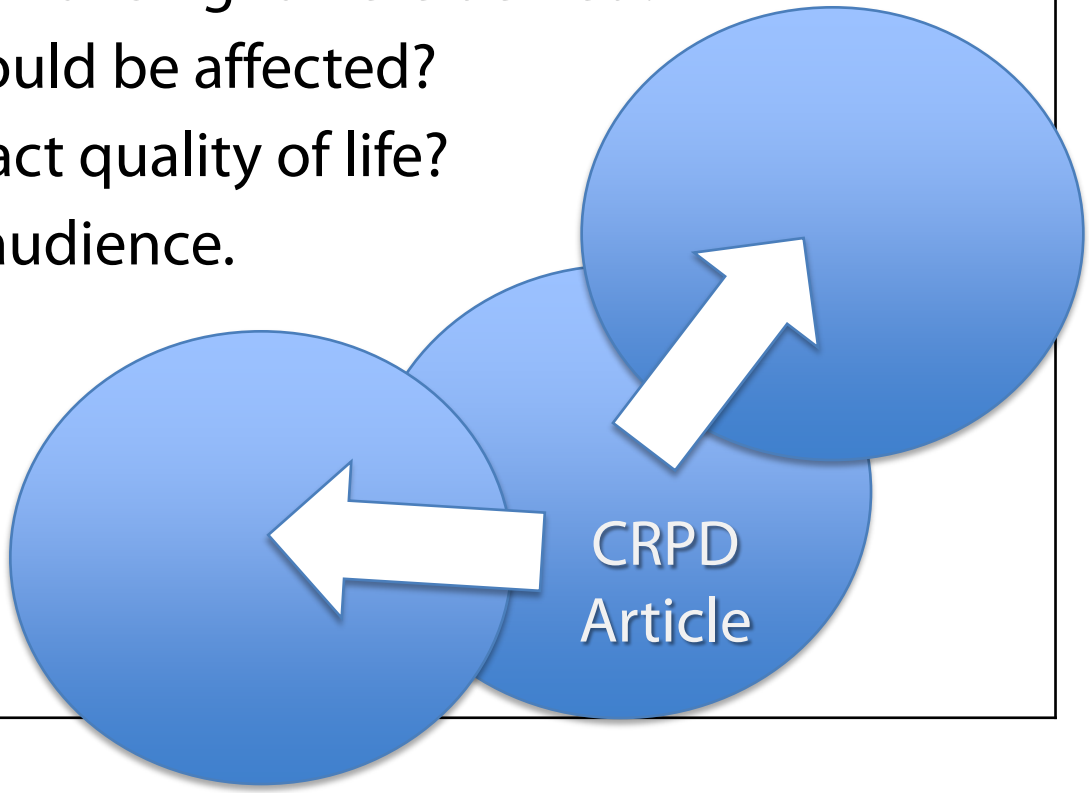
Work, equal job rights, rules and pay



People are properly protected when there are risky situations

GROUP ACTIVITY: RIGHTS

INTERRELATED RIGHTS
1. Think about a CRPD article. 2. Discussion: What would happen if this right were denied? What other rights would be affected? How would this impact quality of life? 4. Share outcomes with audience.



PART 2: ADVOCACY

EXERCISING YOUR RIGHTS

Civic Engagement

Having a voice in the political process

CRPD ARTICLE

Article 21

Freedom of expression and opinion, and access to information

Provide information intended for the public to persons with disabilities in accessible formats they can *understand and use*.

CRPD ARTICLE

Article 29

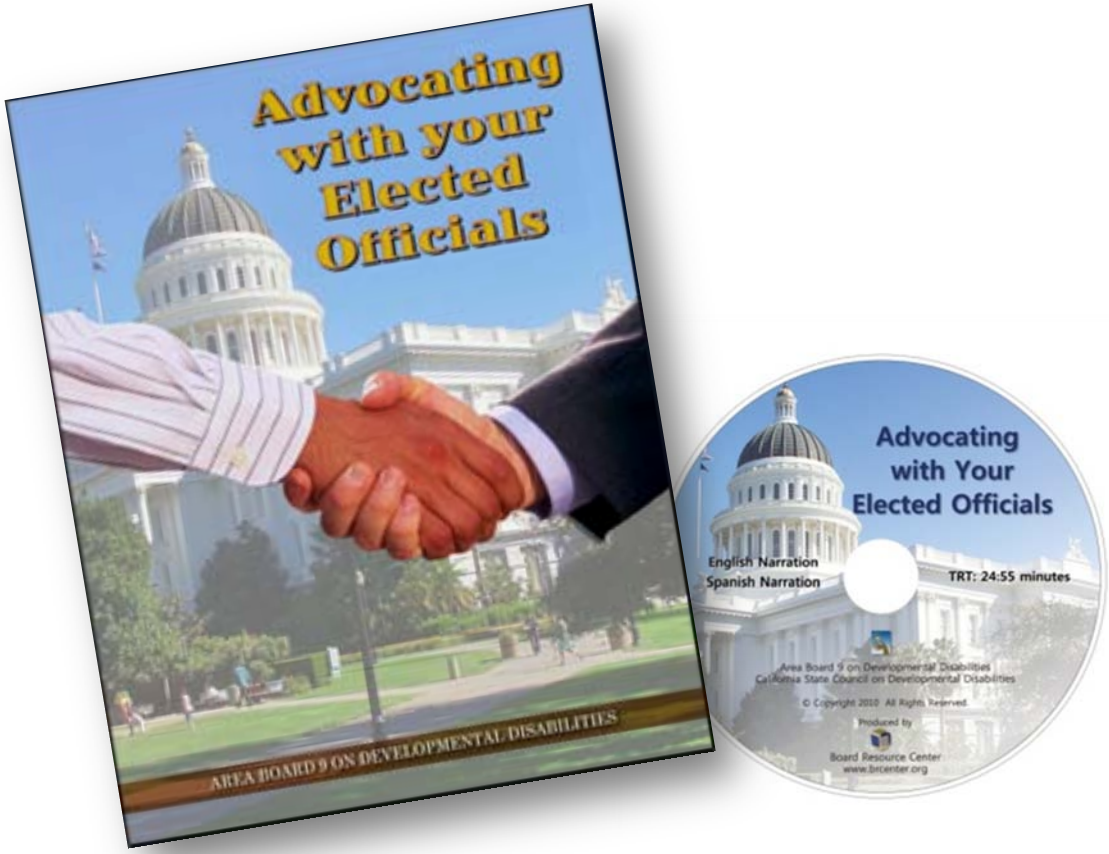
Participation in political and public life

Political rights and opportunity to enjoy them on an equal basis with others.

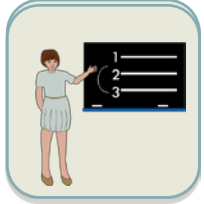
… Ensure materials are appropriate, accessible, easy to understand and use.

ADVOCATING WITH YOUR ELECTED OFFICIALS

Civic Engagement



CIVIC ENGAGEMENT/ADVOCACY



common purpose

Legislative Advocacy

Increase the number of community members engaged in meaningful interaction with elected officials.

CIVIC ENGAGEMENT/ADVOCACY

- Democracy requires active participation.
- "The people's voice" is important in the political decision-making process.
- Advocacy with elected officials is one of the fundamentals of a democratic society.

CIVIC ENGAGEMENT/ADVOCACY

Become a resource for your legislators.

People must advocate in the political process to:

- Avoid human rights abuses.
- Advance societies.
- Further inclusion and self-determination.

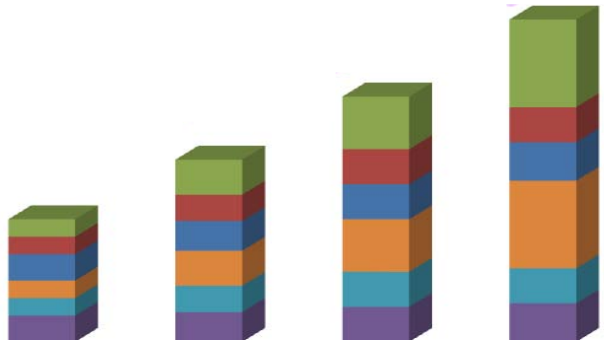
CIVIC ENGAGEMENT/ADVOCACY

We need *knowledge and skills* to be effective and heard by our elected officials.

Many with intellectual disabilities are disenfranchised from the political system due to lack of access to –

- understandable information
- adequate support

CIVIC ENGAGEMENT/ADVOCACY



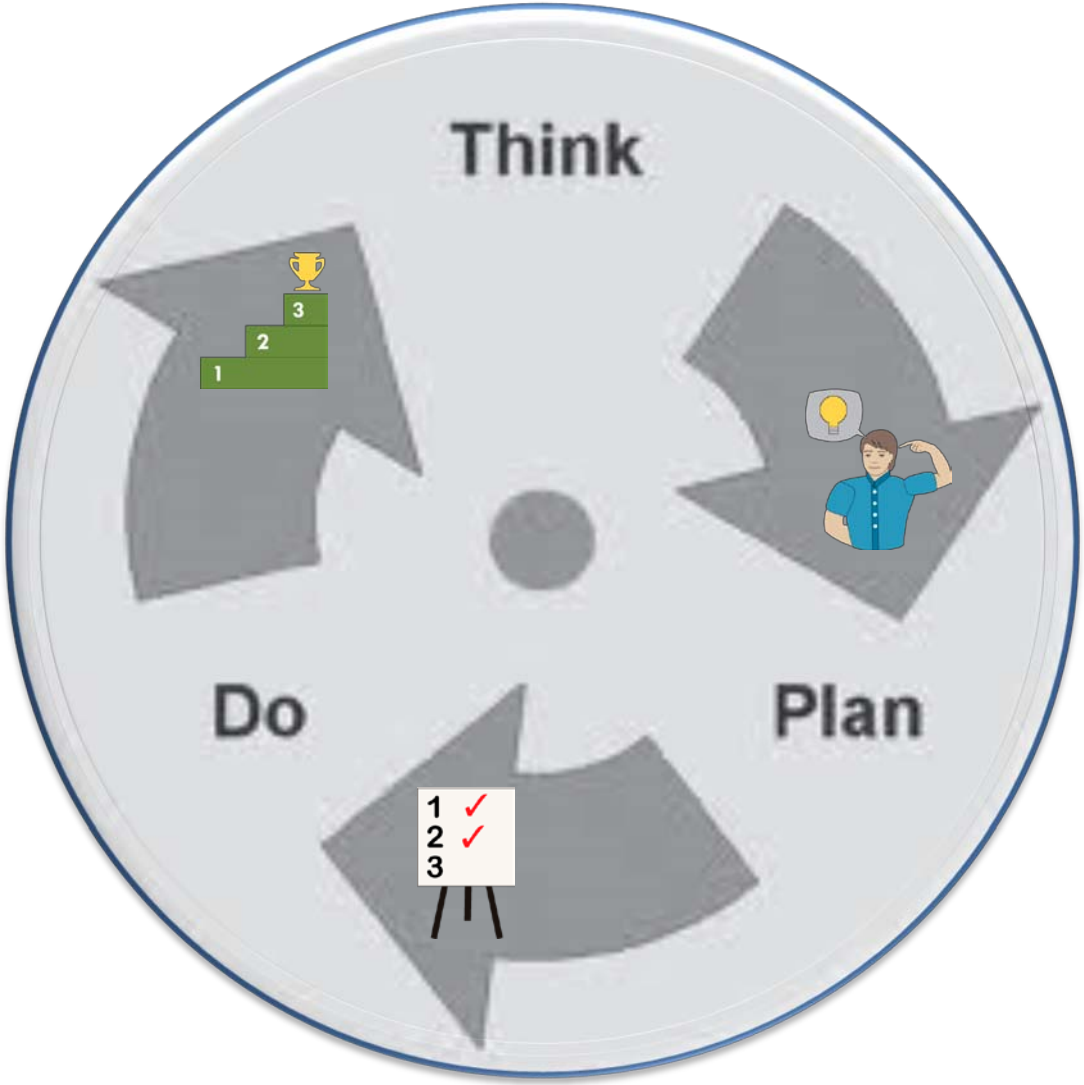
Objectives

- Increase advocacy
- Greater voice in civic affairs
- Easy-to-use tools
- Sustainable approach

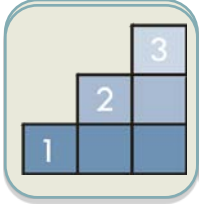
Outcomes

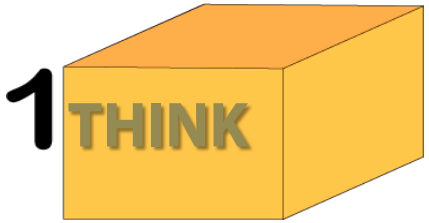
- Respected by elected officials.
- Increase in communication with officials.
- Community trainings.

ACCESSIBLE STRATEGY

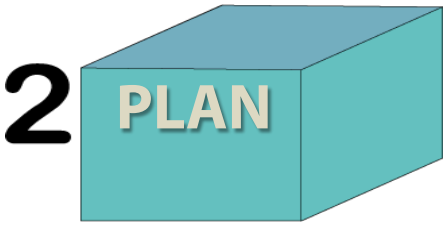


ACCESSIBLE STRATEGY

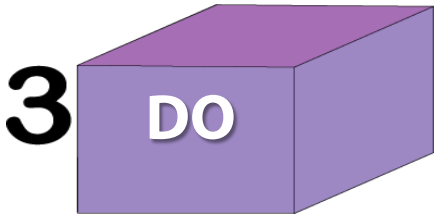




What's my issue?
Way to communicate with elected officials



Learn about my issue *(ex: impact of new law)*
Learn about my elected officials
What do I share?



Prepare a draft or practice
Get support, if needed
Take action and follow up with official

ONLINE ADVOCACY TOOLS

Instruction Booklet

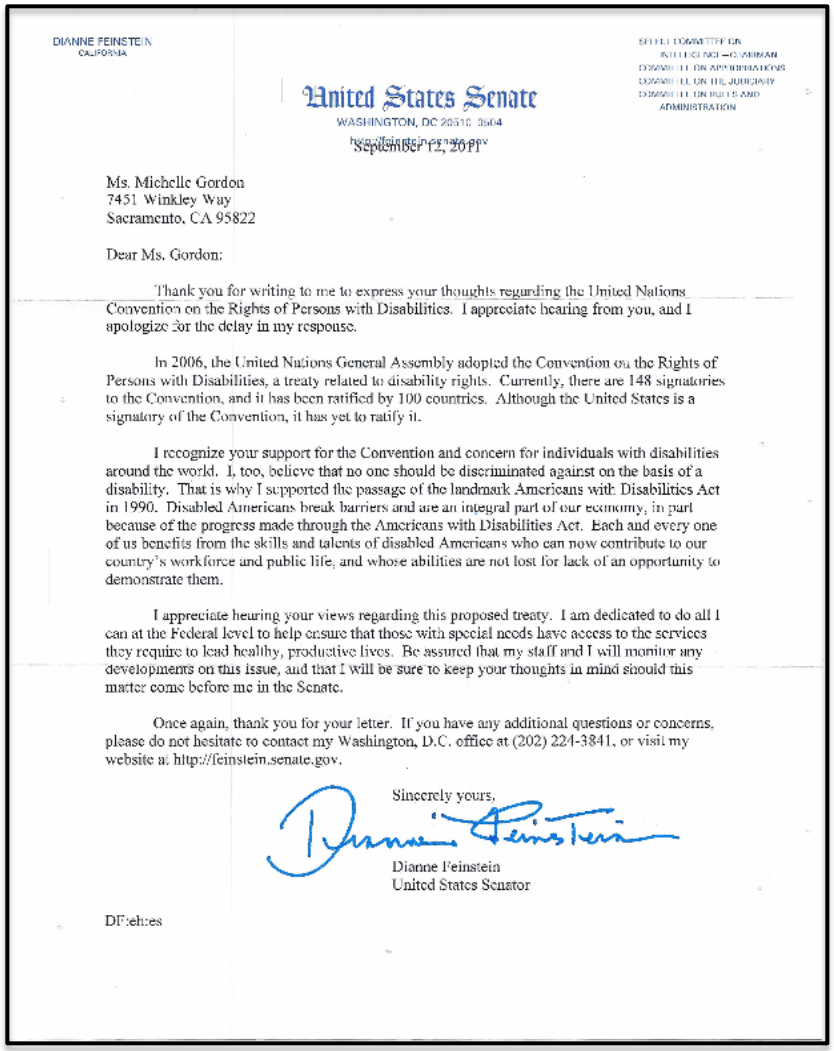
- Meeting with an elected official
- Calling an elected official
- Sending an email or letter

Companion Video

- Illustrate and narrate each step

Website and Community Training

VIEW DVD: ADVOCATING



DIANNE FEINSTEIN
CALIFORNIA

United States Senate
WASHINGTON, DC 20510-0504
http://feinstein.senate.gov

SELECT COMMITTEE ON INTELLIGENCE—CHAIRMAN
COMMITTEE ON APPROPRIATIONS
COMMITTEE ON THE JUDICIARY
COMMITTEE ON RULES AND ADMINISTRATION

September 12, 2011

Ms. Michelle Gordon
7451 Winkley Way
Sacramento, CA 95822

Dear Ms. Gordon:

Thank you for writing to me to express your thoughts regarding the United Nations Convention on the Rights of Persons with Disabilities. I appreciate hearing from you, and I apologize for the delay in my response.

In 2006, the United Nations General Assembly adopted the Convention on the Rights of Persons with Disabilities, a treaty related to disability rights. Currently, there are 148 signatories to the Convention, and it has been ratified by 100 countries. Although the United States is a signatory of the Convention, it has yet to ratify it.

I recognize your support for the Convention and concern for individuals with disabilities around the world. I, too, believe that no one should be discriminated against on the basis of a disability. That is why I supported the passage of the landmark Americans with Disabilities Act in 1990. Disabled Americans break barriers and are an integral part of our economy, in part because of the progress made through the Americans with Disabilities Act. Each and every one of us benefits from the skills and talents of disabled Americans who can now contribute to our country's workforce and public life, and whose abilities are not lost for lack of an opportunity to demonstrate them.

I appreciate hearing your views regarding this proposed treaty. I am dedicated to do all I can at the Federal level to help ensure that those with special needs have access to the services they require to lead healthy, productive lives. Be assured that my staff and I will monitor any developments on this issue, and that I will be sure to keep your thoughts in mind should this matter come before me in the Senate.

Once again, thank you for your letter. If you have any additional questions or concerns, please do not hesitate to contact my Washington, D.C. office at (202) 224-3841, or visit my website at http://feinstein.senate.gov.

Sincerely yours,

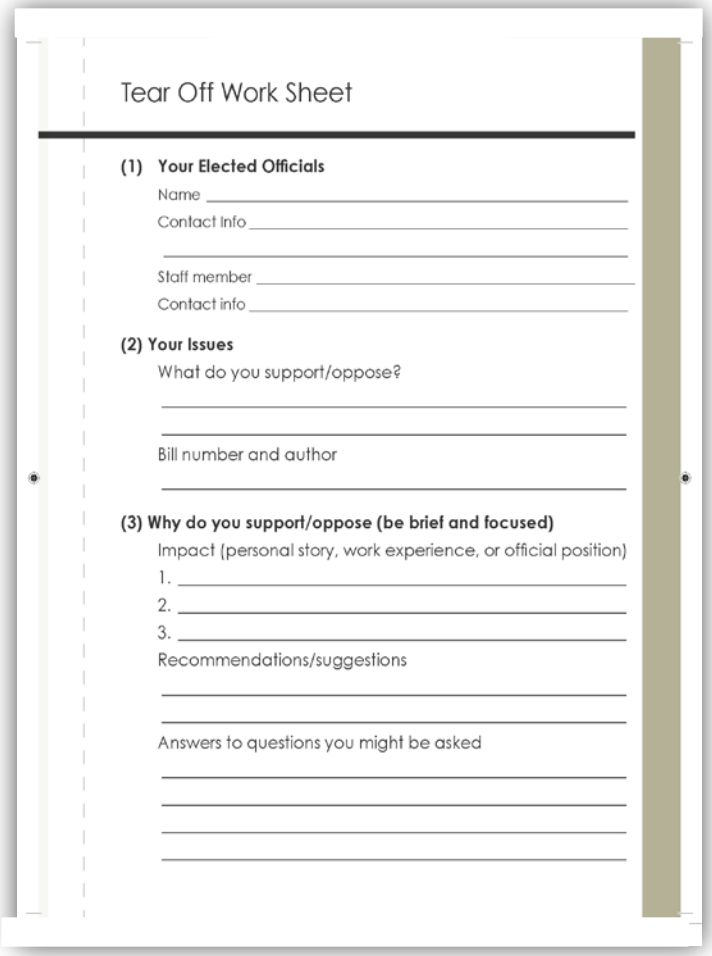
Dianne Feinstein
United States Senator

DF:ehtes

- Introduction
- Sending an Email or Letter

GROUP ACTIVITY: ADVOCATING

Advocating for CRPD



Tear Off Work Sheet

(1) Your Elected Officials

Name _____

Contact Info _____

_____

Staff member _____

Contact info _____

(2) Your Issues

What do you support/oppose?

_____

_____

Bill number and author

_____

(3) Why do you support/oppose (be brief and focused)

Impact (personal story, work experience, or official position)

1. _____
2. _____
3. _____

Recommendations/suggestions

_____

_____

Answers to questions you might be asked

_____

_____

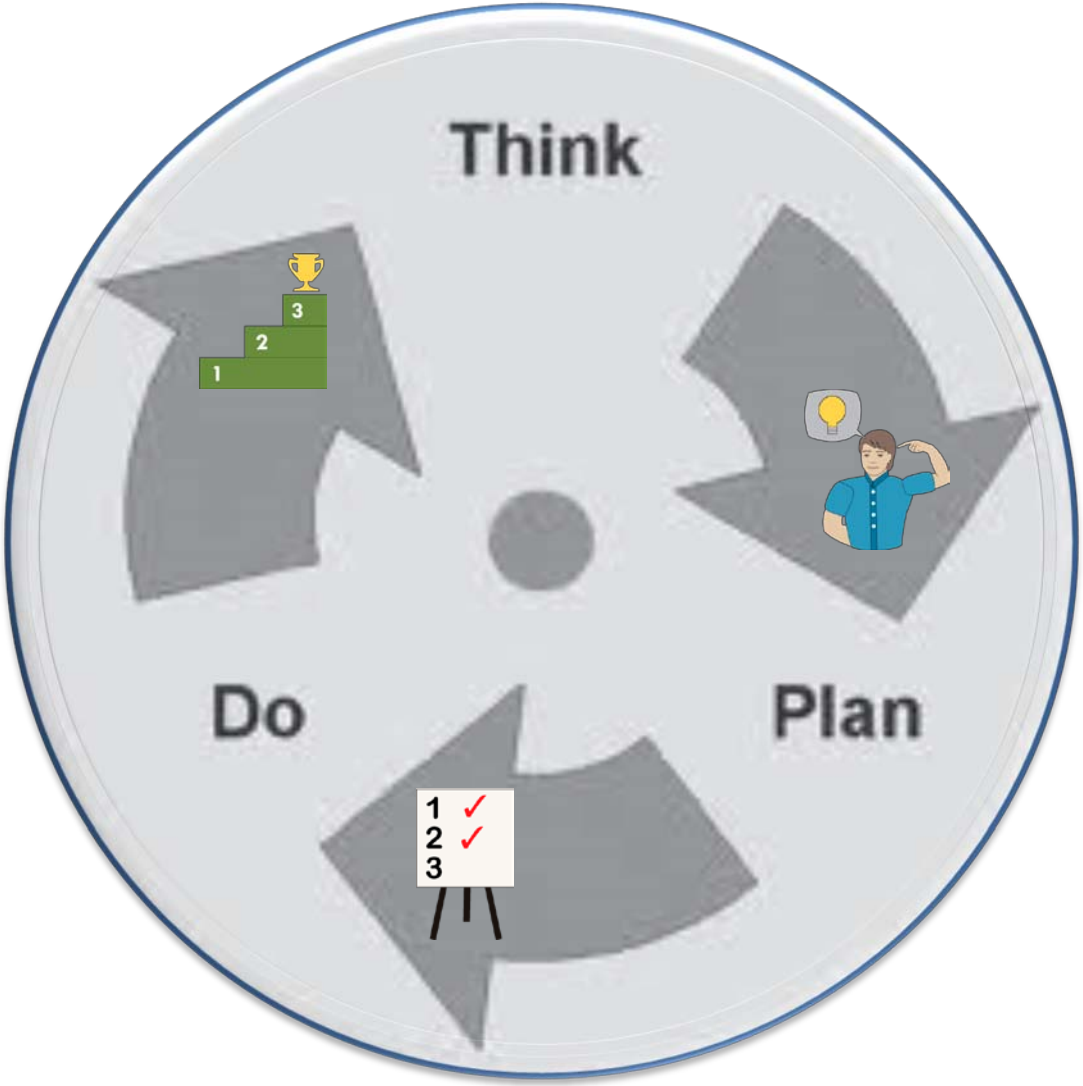
_____

_____

Form a group to complete worksheet.

1. Review pages 14 and 15.
2. Compose an email to send to your elected official about the CRPD.
3. Describe why you support/oppose.
4. Complete and share worksheet.

PART 3: DECISION MAKING



INDEPENDENT DECISION MAKING

THINK - PLAN – DO

What does it mean?

consider something before taking an action

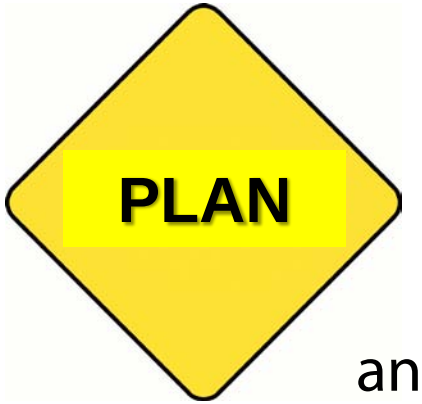
having a belief or opinion

basis for a plan

imagine something

http://www.definitions.net/definition/think

INDEPENDENT DECISION MAKING



THINK - **PLAN** – DO

What does it mean?

an outline (roadmap) to accomplish something

a series of steps to carry out to reach a goal

an idea about what to do and how to do it

The steps to reach an outcome.

http://www.definitions.net/definition/plan

INDEPENDENT DECISION MAKING

THINK - PLAN – DO

What does it mean?

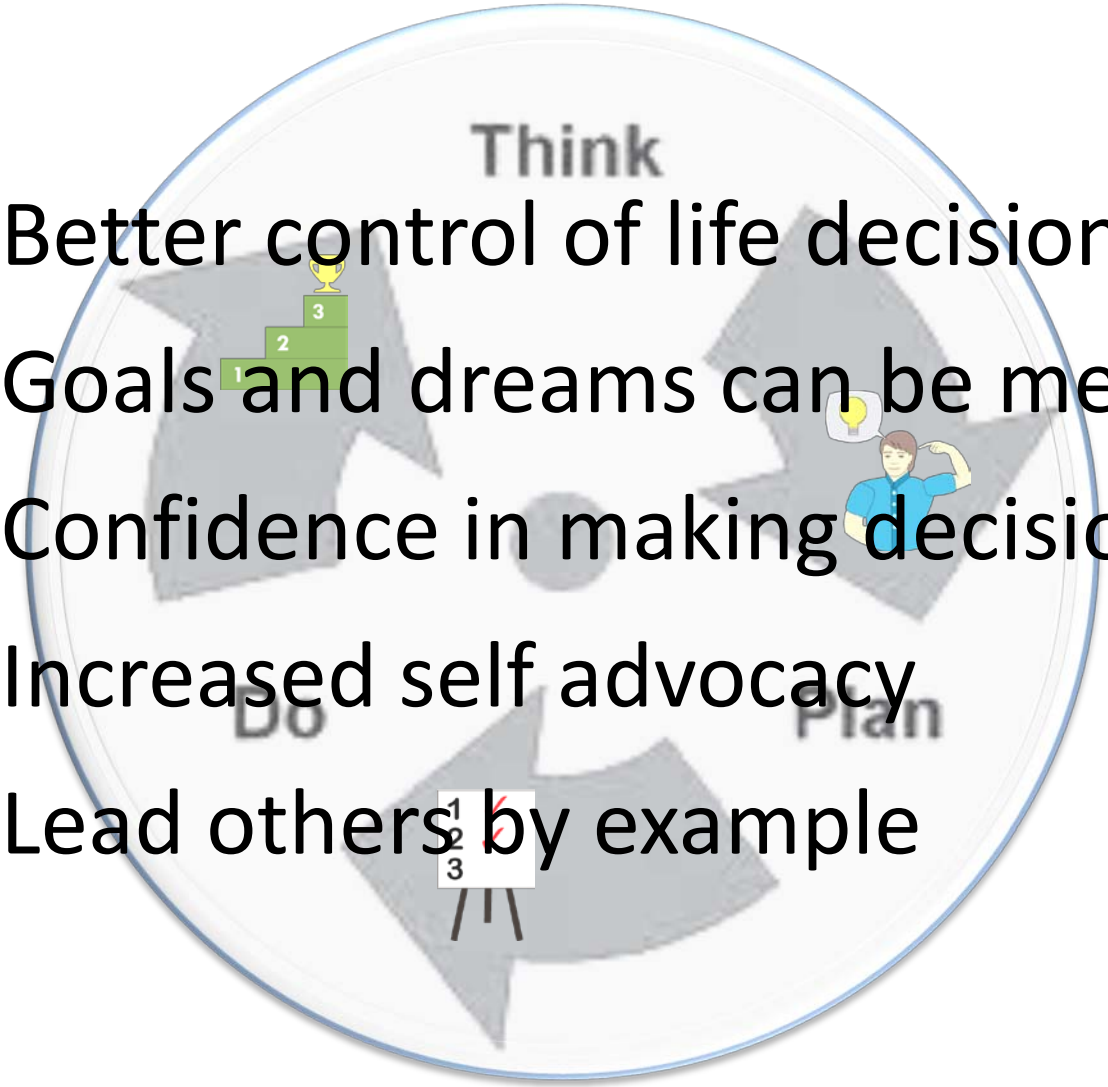
perform an action

accomplish something

The action/activities that make something you desire happen.

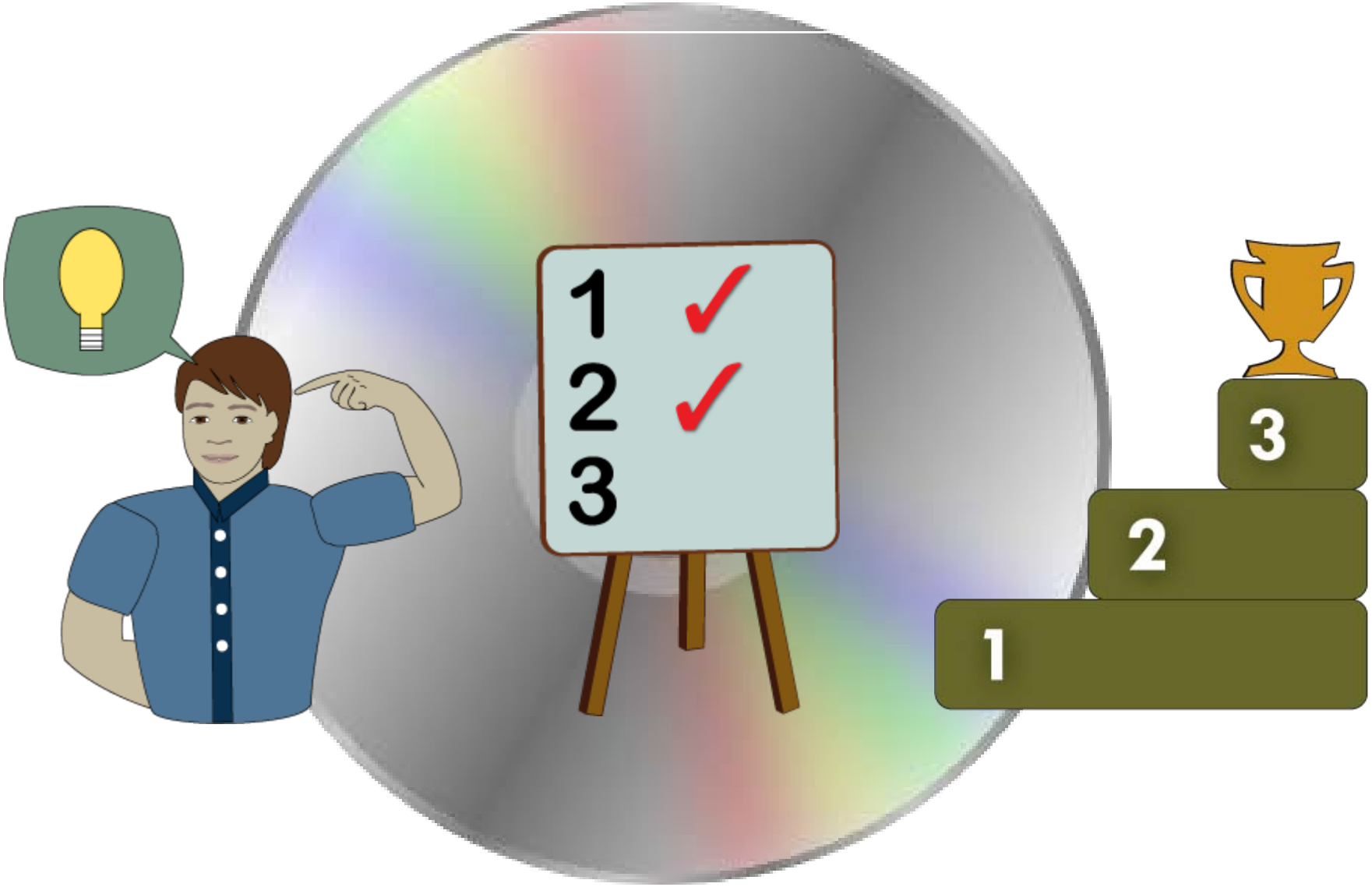
http://www.definitions.net/definition/do

HOW THINK-PLAN-DO HELPS?

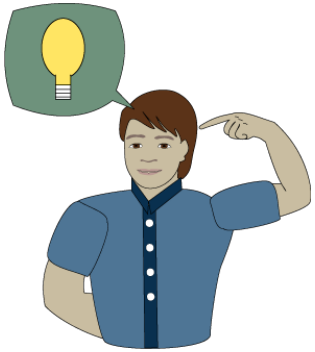


- Better control of life decisions
- Goals and dreams can be met
- Confidence in making decisions
- Increased self advocacy
- Lead others by example

VIEW DVD: THINK-PLAN-DO



INDIVIDUAL ACTIVITY



THINK

Why is it important to be an advocate?

WHAT IS YOUR PLAN?

What steps can you take to be more engaged in advocacy activities?

DO – TAKING ACTION

EFFECTIVE STATEWIDE ADVOCACY

SELF-ADVOCACY VISION

State

… build a statewide peer advocacy network linking advocates, communities, regions and statewide leadership.

- Increase representation
- Build a collective voice for individuals with disabilities
- Personal and group leadership skill building
- Outcomes that increase quality of life

SELF-ADVOCACY NETWORK

State

Persons with disabilities take the lead !

Link advocacy efforts across regions.

- Advocate with state policy-makers.
- Impact state and local policies.
- Measurable Outcomes!

REGIONAL ORGANIZATION

Regional Groups

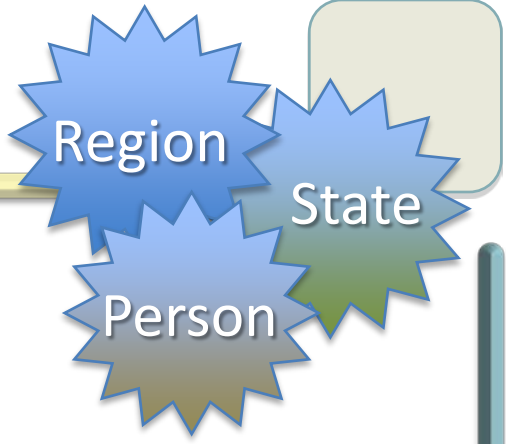
Identify advocacy groups in region and include representatives in a regional network.

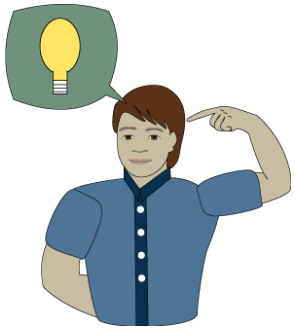
Purpose

- Develop multi-year advocacy plans
  - Address ongoing and evolving advocacy interests

- Identify outcomes
  - Initiate practical approaches

STRATEGIES





LEAD BY EXAMPLE

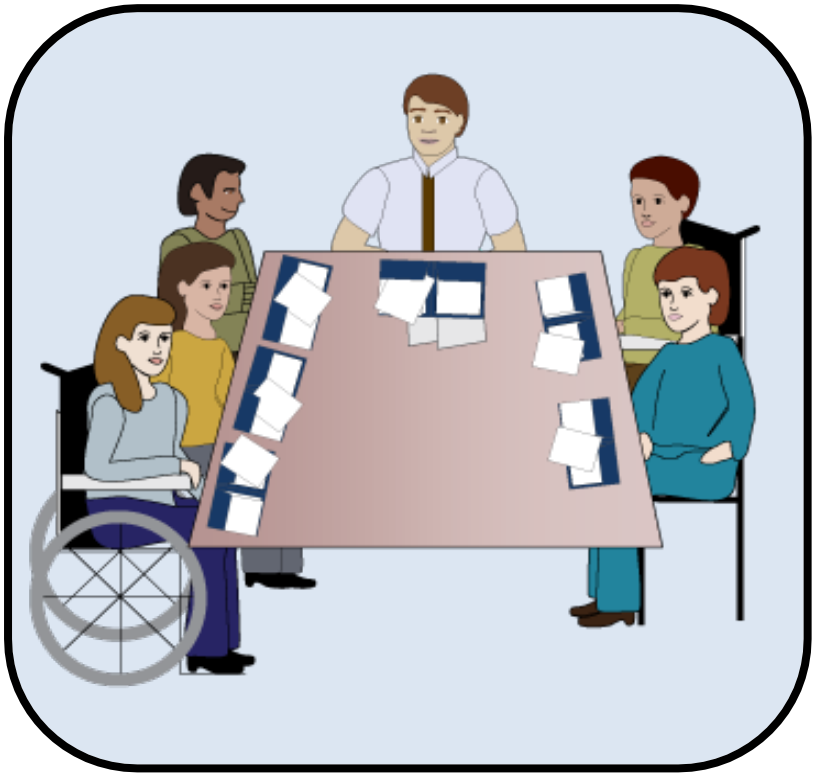
Demonstrating personal change that others can follow.

Sharing experiences to guide others.

Advocating for the rights of others.

Reaching out and respecting differences.

BOARDS FOR ALL



A training series using a plain language video webcast format to teach rules of governance for advocacy groups, government councils and non-profit organizations.

CRPD ARTICLE 29

Ensure materials are appropriate, accessible, easy to understand and use.

"People with developmental disabilities and community members can be valuable members of governing groups and informed decision-makers".

BOARDSMANSHIP SERIES

ONLINE TRAINING

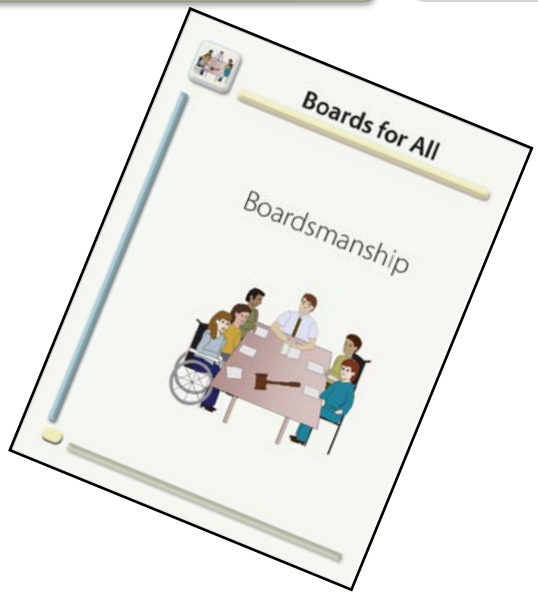
5 part video series, worksheets, webpage

- Each video illustrates a specific area.
- Each video includes a worksheet.
- Volunteer Mission Statement

English, **Mesas Directivas para todos**
服務大眾董事會

Closed caption all languages
Text version

BOARD OF DIRECTORS



Video #1

What is a governing body?

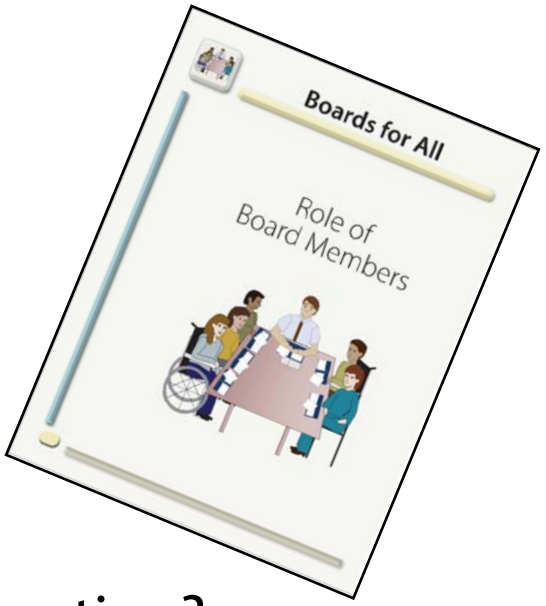
What is a Mission Statement?

What does a governing body do?

What are member responsibilities?

BOARD MEMBERS' JOB

Video #2



How can I prepare for a meeting?

What will be expected of me?

What is the voting procedure?

What is my relationship with the community?

PURPOSE OF COMMITTEES

Video #3

What is a committee and what are the rules?

How does a committee gather information?

What kinds of committees are there?

What does a governing body do with committee reports?

BOARD DEVELOPMENT

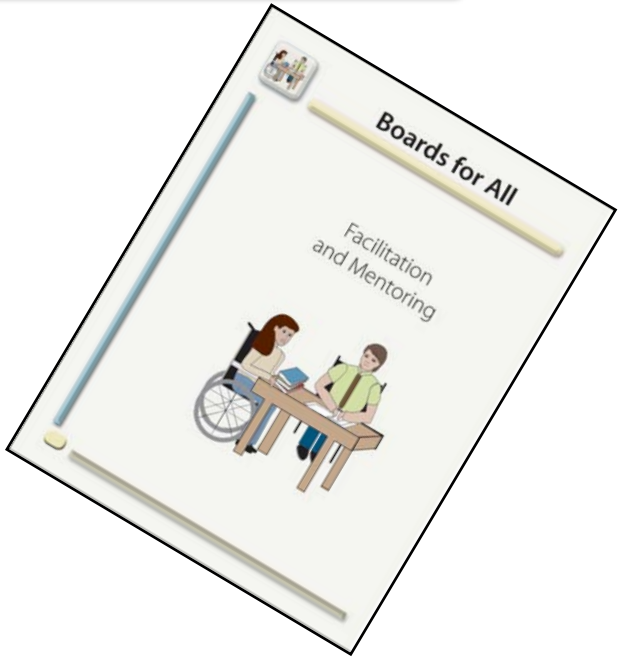
Video #4

How do governing bodies stay involved?

What does a Chairperson do?

How do you keep members engaged?

FACILITATION/MENTORING



Video #5

What does facilitation mean?

What is a facilitation plan?

What is a meeting mentor?

VOLUNTEER MISSION STATEMENT

Helps members

Think about why they want to volunteer.

Think about how they can help strengthen the organization.

Identify what they want to accomplish.

ACTIVITY

BOARDS FOR ALL WORKSHEETS

If you have experience as a board member of a nonprofit organization, complete worksheet "BOARD OF DIRECTORS"

If you have not had an opportunity to participate complete worksheet "VOLUNTEER MISSION STATEMENT".

Boards for All

Board of Directors

This worksheet provides an opportunity to think about being a member of a board or council.

Instructions

1. Read the information on each page.
2. Complete the questions.
3. Bring the completed worksheet to share at your next meeting.
4. Ask for help, if you have any questions.

Boards for All

Volunteer Mission Statement

Mission Statement

This worksheet provides an opportunity to think about being a member of a board or council.

Instructions

1. Read the information on each page.
2. Complete the questions.
3. Bring the completed worksheet to share at your next meeting.
4. Ask for help, if you have any questions.

FACILITATION – PURPOSE, PLANNING

SCDD State Council on Developmental Disabilities

FACILITATION

PURPOSE – PLANNING – PRACTICE

Facilitation Worksheet

Facilitator and Member to complete.

Agreement

As partners we will communicate openly and honestly with each other.

As the member, I agree to:

a. Work as a partner with my facilitator.

b. Communicate when I have questions or concerns about facilitation.

c. Be prepared and professional.

d. Communicate when I need to change my plan.

e. Respect confidentiality of the facilitator.

f. Other _____

As the facilitator, I agree to:

a. Work as a partner with the member.

b. Communicate when I have questions or concerns about facilitation.

c. Be prepared and professional.

d. Respect confidentiality of the member.

e. Other _____

signature (member) _____ date _____

signature (facilitator) _____ date _____

signature (organization) _____ date _____

W13

Make copies for facilitator and organization

Contact Information

Area Board 9	200 East Santa Clara Street, Suite 210 Ventura, California 93001 Phone: (805) 648-0220 http://www.scdd.ca.gov/Area_Board/Area_Board_9.htm
Board Resource Center	PO Box 60-1477 (916-574-1023) Sacramento, CA 95860 www.brcenter.org/mark@brcenter.org
CA State Council	1507 21st Street, Suite 210 (916) 322-8481 Sacramento, CA 95811 http://www.scdd.ca.gov

ADVOCATE!

THANK YOU