

**Learning for Citizenship
and
Independent Living in 2010**
- Report of GDA's Annual Learning Festival

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Contents

What equal opportunities means.....

- | | |
|--|---------|
| 1. Setting the Scene
– Introduction by Angela Mullen, Convenor of GDA | Page 4 |
| 2. Speakers Contributions | Page 6 |
| 3. Speaking Out – what people said | Page 13 |
| 4. Conclusion and Way Forward
- Tressa Burke, Director of GDA | Page 17 |

Appendix 1 – List of Stallholders

Appendix 2 – List of workshops

Appendix 3 – GDA Charter of Rights

Appendix 4 – UN Convention on the Rights of Persons with Disabilities

About GDA

Set up in 2001, GDA is led by members and acts as the representative voice for disabled people. GDA is based in Glasgow with a membership of over 800. GDA has, by far, the biggest groundswell of disabled members in Scotland, if not the UK. The aim is to transform services so that disabled people achieve choice, control, dignity, freedom and a fair and equal chance at living a full life.

Equal Opportunities means...

Inspiring People

"I attended the last Glasgow Disability Alliance event funded by the Equality & Human Rights Commission and found the people and the event inspirational..."

Kaliani Lyle, Scotland Commissioner Equality & Human Rights Commission

Personal Experiences v Legal Rights

"I face boundaries that most disabled people face in life, like access or people telling me 'you can't do it'. What I want in life is a good job and to stop being discriminated against."

GDA member

Facts Informing Strategy

GDA has undertaken research and identified that young disabled people:

- are twice as likely as other young people not to be in education, employment or training at age 16, and that increases to 3 times as likely by the time they are 19.
- by age 26 young disabled people are 3 times more likely than other young people to agree with the statement that whatever they actually want or think has no impact on their life or their choices.

Determination

"It's absolutely about being out there, being at the decision tables, being in the banks, in the shops, in the pubs, in colleges, in jobs in the same way that non disabled people take for granted and young people need to know that those options are the same for them as they are for their non disabled peers."

Pam Duncan ILiS Project

Learning to Change People and Organisations

Disabled people, whatever their age, need access to learning opportunities to gain new skills, broaden horizons, cultivate ambition and grow confidence; individuals and communities need to learn not to underestimate disabled people; the public sector needs to learn how it creates barriers, often unintentionally, which limits opportunities and achievements

Tressa Burke, GDA Director

1. Setting the Scene – Angela Mullen, Convenor of GDA

In May 2010, the annual Glasgow Disability Alliance Learning Festival celebrated the role of learning in empowering disabled people to be full and active citizens, living independent lives and fulfilling their potential. Independent living is not about having to be isolated and be left to do things by yourself. It is about having the right support and assistance to enable you to make choices that you want.

We are grateful to the Big Lottery and Glasgow City Council for funding the Festival which is accessible to disabled people across the City because: personal support and travel is provided; interpreters, lip speakers and electronic note takers ensure all people can equally participate; the attendance packs are available in accessible formats such as audio, electronic and Braille; and importantly members have influenced the content of the day.

Throughout the year, GDA enables disabled people to develop the skills and confidence to become a powerful voice by providing training, support and building capacity. Project funding to achieve specific outcomes is provided by The Big Lottery, Lloyds TSB Foundation, The EHRC and Glasgow City Council.

GDA has had a lot of success to date:

- We have worked with 352 learners this year alone with just 3 staff
- 283 people have gone on to other opportunities, sometimes going to college for a course
- 86 of learners have gained formal qualifications such as in first aid, health & safety which can assist in accessing work and volunteering
- We have 91 partnerships, undertaking intensive work with 30
- We have provided 22 organisations with training
- We have had 28 events
- We have enabled people to join formal structures in community health partnerships etc.
- We are supporting people all over the city so that their voices can be heard.
- We have distributed a lot of reports and the 'Partnership for Working Toolkit' for agencies working with disabled people.

The Learning Festival is a key event in our calendar as it provides a

variety of opportunities for both our members and the range of agencies we work with to come together with the aim of:

- increasing awareness of the barriers facing disabled people in realising their rights and responsibilities as full & active citizens
- increasing awareness of the important role which learning and personal development play in relation to disabled people accessing choices and living full and independent lives
- promoting learning for all including offering workshops about disabled peoples' human rights under the United Nations Convention on the Rights of Disabled People (UNCRDP) and a focus on organisation's consequent obligations.

Over 300 people registered to attend. The event was free and open to all individuals, those within partner agencies and organisations interested in finding out about the work of GDA, the UNCRPD and how their own work might contribute to promoting the human rights of disabled people. A range of organisations also set up stalls to share information, explain their work and to encourage people to stand up for their rights. A list of stalls is included in Appendix 1.

The Festival is divided into three sections: time for participants to view the stalls and; listen to the keynote speakers who were Tressa Burke, Director of GDA, Lynn Welsh Head of Legal at the Equality and Human Rights Commission (EHRC) and Councillor Dr Christopher Mason; and participate in a wide selection of workshops – listed in Appendix 2.

The Board of GDA is delighted at the enthusiastic feedback from members and supporters so we are committed to sharing the information, the debate and the 'asks' with a wider audience. For example many asked for more learning opportunities and lots of people flagged the absence of information and advocacy services which enable people to access their rights.

As we move into a more difficult and challenging policy and financial period, this report highlights key information on rights and obligations and sets out how empowered people will be active and informed participants in influencing future decisions. GDA's success has come from working with disabled people, and partner organisations, using a Human Rights Based Approach which puts them at the centre. The clear feedback from people at the Festival is one of concern that hard fought for rights, such as on independent living, will be stalled as debates begin about cost. Human rights law, however, requires such rights to be respected by prioritising spend on the most vulnerable.

2. Speaker's Contribution to Learning

GDA involves its members in the planning of each Learning Festival from the subject to the format of the day. The speakers were specifically chosen to share their knowledge, views and experiences and to inspire the audience on 'Learning for citizenship and independent living'.

Tressa Burke, Director of GDA

GDA challenges the role of disabled people as passive members of society - people have a right to speak for themselves and to lead independent lives. GDA promotes the positive message that disabled people can be active citizens with equal rights and responsibilities. This view is echoed by the Changing Lives User and Carer Forum who call this Citizen Leadership and say that:

"Citizen Leadership is an activity... it happens when citizens have some power and influence and responsibility to make decisions. Citizen leadership happens when individuals have some control over their own services. It also happens when citizens take action for the benefit of other citizens."

A dictionary definition of citizenship is "the duties and responsibilities that come with being a member of a community". GDA encourages people to use words like power and influence, responsibility, decision making and control when they are arguing for rights as these are the words which describe citizenship.

These are similar to words used in relation to principles of independent living which is a key campaign issue and is about freedom, choice, dignity and control. These rights apply, not only to specific services for disabled people, but to the whole of disabled people's interactions with society, its organisations, facilities and structures.

But how do disabled people get access to citizenship when they are not included in the community and there is a lack of joined up services? For example the barriers to getting funding for a personal support package means that disabled people cannot exercise their right to live independently and be included in the Community. By being denied one right you are excluded from other rights. GDA's Campaign Action Group is currently investigating the issue as are other disabled people in Scotland's Independent Living Movement.

We know that in 2009, the UN reviewed the UK's performance on the delivery of economic and social rights and stated that it,

“continues to be concerned about the de facto discrimination experienced by some of the most disadvantaged and marginalized individuals and groups, such as ...persons with disabilities, in the enjoyment of their economic, social and cultural rights, especially in the fields of housing, employment, and education, despite the measures adopted by the State party to enhance its legal and institutional mechanisms aimed at combating discrimination”¹.

Evidence, such as official statistics, describes the human cost of discrimination and here are some facts though more is available from GDA:

- Scotland has over one million disabled adults and 10% of these live in Glasgow
- Figures from a Scottish Parliamentary answer indicate that there were 96,000 wheelchair users in Scotland in 2006. Yet there were only 5,800 wheelchair adapted houses. The Scottish Household Survey in 2005 found that there is an estimated need for an additional 230,000 properties throughout Scotland suitable for disabled people and their families.
- 42% of households with one or more disabled people have an annual income of less than £10,000. This compares with figures of 26% for households with no disabled person.
- Disabled people are twice as likely as others to have no recognised qualifications.
- People who are disabled officially constitute only 6% of formal volunteers and around 4.3% of public appointments across Britain. This is compared to 20% of the population at large.

Working with disabled people, their supporters and allies we can do something together to achieve structural change. Learning can be a starting point to solutions addressing inequality. Learning builds skills and confidence whether the motivation is for fun, for volunteering, for life or for active citizenship. Whilst individual learning is key so is learning together, sharing experiences, building alliances and common bonds which result in greater confidence and strength to speak out and demand equality, inclusion and social justice.

If our world is to change then we must also engage key players in the learning process: our allies and supporters working in public agencies, voluntary organisations, the private sector, and Government. By listening to disabled

¹ ‘Concluding Observations on UK’ pub by UN Committee on Economic, Social and Cultural Rights May 2009 para 16

people, agencies can become informed about the needs and wishes of disabled people to become fully included in our communities and to have the rights and responsibilities that the simple word of citizenship implies.

It is very much GDA member's experiences that learning is a good starting point and that this learning often begins with the realisation that disabled people are not disabled by medical conditions or impairments. Rather by barriers in society which has not planned for their inclusion. We call this the 'social model of disability'.

GDA is committed to working with disabled citizens so that they are empowered to have dignity, freedom, choice and control over their own lives. This is called independent living. GDA is a partner of the Independent Living Movement in Glasgow and Scotland. Real learning comes for disabled people when they understand that barriers are external to themselves and that independent living is not about tying your own laces or putting on your own socks, but rather it's about being in control of the support which does this for you, so that you can get on with more important things like living your life.

"I think ordinary things that most people take for granted, often seem like impossible dreams for disabled people. Like choosing when to go out and be spontaneous, thinking about the job you'd really like to do, going to your child's parent's night and not having to meet their teachers in your car."
(GDA Member)

GDA has adopted a Charter of Rights (see Appendix 3) as disabled people are not looking for a special deal but rather they want to enjoy a life of choices, the same as everyone else and to be able to live to their full potential. All of the rights are already protected in existing human rights charters so disabled people are now asking why are our rights being ignored?

The Scottish Government & COSLA recognise that "*Community empowerment is a process where people work together to make change happen in their communities by having more power and influence over what matters to them...*"² We await that day! Real learning for workers in agencies is powerful when it is realised that getting into the bar and the library at the college are as important as the lecture halls; that having a fully inclusive life is more meaningful and will result in better outcomes for our families, our communities, our cities and the country than just having access to parts of life that have been made accessible as an afterthought.

² Reference?

GDA knows and acknowledges the reality that when disabled people have access to learning, to building their skills and confidence, to meeting new people and finding out about opportunities, then they find their own voices, have more choices and can achieve the rights and responsibilities of full citizens, leading independent and fulfilled lives.

So the Festival is both a process and an event as GDA is ambitious and hopeful that our learning work can both change the individual lives of disabled people and can improve life for all disabled people in Glasgow and Scotland through our policy development and partnership working. We cannot underestimate the importance of strong and broad support as everyone who is not a disabled person can still be an ally in both their private and professional lives.

Councillor Dr Christopher Mason

Since 2002 Councillor Dr Christopher Mason has chaired Glasgow City Council's working group on autism with a focus on helping the council to develop its policy and monitor its implementation.

Mark Twain said, "A man who represents himself at law is a fool for a lawyer and an ass for a client". You need proper legal advice to access you rights but there are three 3 main obstacles faced by disabled people, their advocates and family members:

- Civil servants and council officers and others do not know, usually, the law. Citing and using the Disability Discrimination Act generates a good reaction as generally they say "I'll go and look it up!" We find that things go better after that. If they don't look it up we consult a lawyer.
- There is ignorance about what disabilities are as so often people narrowly presume physical disability. Autism is an example of an 'invisible' impairment.
- Public officials are bad at listening so it can be difficult to access what you need. This is a missed opportunity as when they interview someone with a disability they have an individual who is an encyclopaedia in front of them. In preparing these remarks, I looked at training for council officers and I never see any modules on listening. It is an undervalued skill and I will pursue its inclusion.

It is possible to address these problems and with autism we have made

a start:

- We run awareness courses for council people - it takes half a day and they find it useful. It is not for social workers etc. but for welfare rights officers, finance officers and so on. People do not understand the implications of disability. For example the difficulties faced by families with an autistic child who are not able to share rooms easily. We have put together guidelines about this. Now we will be talking with the housing associations about autism training.
- We promote skills and are saying to employers that there are some jobs which autistic people can do very well - they don't tell lies, and they don't bunk off to the pub.
- We have done a lot of work with the police. Every police person in training gets training on autism. There is a DVD which tells how to talk with someone with autism. Strathclyde was the first police force in Scotland to introduce an alert card so an autistic person can show that to the police.

It is important to press hard for public services to do for disability generally what we have been getting them to do in relation to autism. People need to spend time learning about it, and they need to learn to listen, then design and deliver services which meet real needs.

Lynn Welsh, Head of Legal (Scotland) EHRC

As knowledge is power it is important for the Equality and Human Rights Commission (EHRC) to support the Glasgow Disability Alliance in its work on establishing a rights respecting culture in Scotland.

The Equality Act 2010 was passed by the UK Parliament just before the General Election. The Act will be introduced in phases to enable people and service providers affected by the new laws to carefully prepare for them. It is expected that the main provisions will come into force beginning in October 2010.

The Act covers all areas of equality, including gender, race and sexual orientation, and there are increased rights for disabled people. Some of the highlights are:

- Discrimination arising from disability – the law gives you more right not to be discriminated against, and you have rights not to be treated unfavourably. An issue often brought to our attention is prospective employers who want you to fill in a health questionnaire. That will become illegal, and they will not be

allowed to ask you about these things at that part of the application process.

- You will have a right to auxiliary aids and services in schools too. That should be interesting to watch how it rolls out.
- You will have the right to full and equal inclusion in political life. For example political parties can choose somebody who is disabled because they recognise there are not enough people representing disabled people in political parties. What can we start saying to political parties about disability representation? Organisations might want to start thinking about this area.

The global context to this domestic development is the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). The principle underpinning this document is the need to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity. This is what the UNCRPD is trying to achieve for disabled people across the world and that means giving rights to individual people throughout Scotland. A few of the main highlights are:

- The right to live independently in the community which means insisting that government and public bodies ensure the right is there for disabled people in practice, including the right to choose where you live and to have support in the place you live. Speak to the ILiS project at the EHRC if you need more information on this.
- Knowledge is power and you now have a right to information in the appropriate format.
- There is a right to education but the Westminster government has taken a reservation to say they don't want to sign up to part of this, which is inclusive education in the mainstream for disabled people. We need to work to get that reservation removed.
- There's a right to participation in political and public life, which also involves government and public bodies ensuring you can become part of public life. There are also opportunities to identify how to assist people to become MPs and councillors.

So there's a huge range of rights and a role to implement and monitor

their implementation and enjoyment, under Article 33 of the UNCRPD, which means coordinating work across government.

Recently, the EHRC took part in training of civil servants. We can run training events and we are monitoring how public bodies and government are using the UNCRPD. That is a role for commissions like our own as well as the Scottish Human Rights Commission (SHRC). We will start to include disabled people in that process which is appropriate and right. We want to be working with you to ensure we are doing our job properly.

The UN's monitoring process involves the government researching, consulting on and writing a report which sets out where they think they are with disability in Britain. This gives an opportunity for voluntary organisations and individuals to do their own report and send it to the UN in Geneva and have that read alongside the UK Government's report. This can reflect real life in Scotland. Individuals can also take complaints to Geneva by explaining how the UK is not dealing with a specific right in an appropriate way. In the first instance however, you should contact the EHRC helpline.

- 0845 604 5510 – Scotland HelpLine
- 0845 604 5520 – Scotland Textphone
- 0845 604 5530 – Scotland Fax

3. What People Said - Workshops

A wide variety of workshops were offered and nearly one third, over 80 people, chose to attend the one organised on the UN Convention on the Rights of Persons with Disabilities (UNCRPD). Three separate workshops were organised to enable a full debate:

- one for the public sector led by Laura Huchison, Enforcement Officer with the Equality and Human Rights Commission
- one for the voluntary sector led by Jemma Neville, Outreach Co-ordinator of the Scottish Human Rights Commission
- one for individual people led by Carole Ewart who is a public policy and human rights consultant.

As disabled people understand their human rights and obligations their expectations increase in how they are treated by and what services they are entitled to receive from, those delivering public services. This is empowerment in action and GDA has a role to play in facilitating and developing this work.

Learning is key as disabled people's ambitions increase as they find out about particular standards such as Article 19 of the UNCRPD on independent living. How people are engaged in the future is going to be judged and questioned given the obligations contained in the general principles such as in Article 3 which includes 'full and effective participation' in society. (A summary list of the Articles appears in Appendix 4)

Each workshop was encouraged to consider three questions to reflect as well as plan change in how individual disabled people's rights are respected and protected in Scotland and the views were shared at the end of the Festival:

1. Discuss what UNCRPD means to people who have an impairment
2. How does UNCRPD impact on your work?
3. Looking ahead, how can you use it?

Debate

Public and Voluntary Sectors

General discussion took place about awareness raising and the broad implications of, the UNCRPD amongst the public and voluntary sectors.

Clearly there is a need for greater awareness about the new obligations, about how the Government respects the rights of disabled people and a consequent obligation to take proactive measures to deliver. As the voluntary sector is increasingly delivering services of a public nature then they too will fall within the scope of the UNCRPD as will the private sector.

Public service cuts will impact on public sector duties and there was concern that inclusion is being used as a buzzword to justify service reductions i.e. closing specific services targeted at the needs of disabled people.

Key issues also emerged such as the lack of education provision post-18 and this is an example of where the UNCRPD can be used to enforce rights. The government has to report back on its implementation of each of the Articles and planning for post-18 provision may emerge through this process as an area which has to be improved.

This is the time to gather evidence of compliance or otherwise and draw them to the Government's attention as Scotland would be embarrassed to be seen in a poor light before the UN.

Debated around specific rights also flourished such as on Article 4 – "General Obligations"- which ensures that bodies act in conformity with the UNCRPD so questions can be asked of health boards, local authorities, educational establishments if they will publish an agenda of rights and promote staff training. Concern was expressed that this process should not be a "top-down" approach which means it is hard for people to have a say.

It was agreed that transparency in organisations would be useful so that we know the truth about budget cuts. The UNCRPD is about setting out the right policy and then Government and the public sector need to plan and budgeting for its delivery. Bureaucracy can be a problem with too many layers of government and middle management creating barriers that are hard to plough through.

It is imperative that the UNCRPD is a toolkit that is really used by individuals in the quest for their rights citing specific articles to require a fair process and as a mechanism for problem-solving such as influencing the spend of limited public resources.

The UNCRPD domestic evaluation process enables individuals and voluntary organisations to play a scrutinising role. Public bodies need to adopt a checking mechanism so that they identify, early, any failure to implement Articles that lead to injustices. This internal review mechanism affords opportunities for groups and individuals. For example creating an opportunity to apply for a judicial review when poor decisions are made. Sheriffs can be asked to look at whether the process has been lawful. Public service bodies need to be aware of the potential consequences of the UNCRPD process.

Key next steps for GDA to lead include:

- Awareness raising – government must fund opportunities for bodies such as GDA to roll out the principles of the UNCRPD and a glossy booklet is not enough!
- Training on the rights and obligations should be available to the public and voluntary sectors through various bodies. The keywords are ‘read, know, use’.

Debate – individuals and groups

Discussion amongst individual disabled people was lively, informed and driven by outcomes. Many people do not know the specifics of the UNCRPD but have broad experience of trying to assert their rights but being ignored such as on welfare benefits, Direct Payments and accessible housing. It was agreed that individual voices are regarded as weak but when united under an organisational banner such as GDA then they are stronger and listened to.

There was concern that a global body such as the UN can do little to protect the human rights of disabled people in Glasgow so there was a lot of discussion about whether the UNCRPD was a real opportunity to set standards and ensure compliance. Information was shared about the UN review process which includes:

- Our Government drafting a report to the UN about how it has implemented each article in the UNCRPD. This must be submitted by July 2011 and the drafting is happening now. There will be sections from Scotland and the process is regarded as a dynamic one so if we raise issues of concern now, there is an opportunity for our Government to begin a process to fix the problem and to acknowledge to the UN that work has begun to address the matter.
- Both the SHRC and the EHRC are National Human Rights Institution so they are obliged by the UN to gather evidence about

compliance in the UK. The reports must be accurate and written independently of Government. Disabled people and their organisations should be consulted as part of this process.

- The UN really values the views of civil society and that is groups like GDA who are encouraged and enabled to submit 'shadow reports' which are both a commentary about what the Government has written but also setting out what it believes the Government needs to do to ensure compliance with the UNCRPD.

It was agreed that gathering evidence about compliance, or lack of, can be an empowering and informing process which can lead to better protection of our human rights. Individuals and groups can turn the anecdotal into evidence and then a dialogue can begin with Government about what is to be done to rectify issues. This process may mean that the voices of disabled people are heard and acted upon. In terms of next steps, it was agreed that there is a lot to unite us:

- Groups of disabled people often have similar problems such as older people and younger people still do not get the rights they have been promised
- Key issues remain constant such as poverty and there is real concern that is going to get worse for too many people

In terms of actions to be taken forward, it was agreed that:

- A law centre should be explored as that is also a process to achieve respect for human rights as well as fulfilment of the rights contained in the UNCRPD
- Rights need to move from the paper and into people's individual experiences
- GDA should organise and facilitate people's involvement in the UN monitoring process and even explore attendance at the UN by disabled people from Glasgow.
- Training of staff delivering public services is key to change as is cultural change within organisations. GDA needs to work with partners to identify how best to roll out training on the UNCRPD.

4. Way Forward

GDA wants to build on the success of people who have gained skills, who have learned new facts, who have built up confidence, who have effectively networked and are now ready to influence key decisions on individual lives as well as on policy and services. GDA also wants to work with the agencies that have learned and made changes which will help disabled people in the future.

GDA is realistic in that we can't change the world by ourselves! GDA is a catalyst for change, working in partnership e.g. with Independent Living in Scotland Project (ILiS), the EHRC, SHRC the Scottish Government and other disabled people's organisations³ (DPOs) like Glasgow Centre for Inclusive Living (GCIL) & Inclusion Scotland (IS), to promote independent living for disabled people using human rights approaches. Essentially our work is about equality and inclusion and improving the life chances of all disabled people.

So GDA is committed to a menu of activity to promote human rights in the next year and will actively work with members and public sector bodies to ensure that the words of the UNCRPD mean more than just good intentions.

For further information contact:

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Tel: 0141 556 7103

³ Those organisations that have at least 51% of the Management Committee as disabled people

Appendix 1 – List of Stallholders

Cardonald College

Deafblind Scotland

Disability Information Greater Glasgow (DIGG)

Glasgow Centre for Inclusive Living (GCIL)

Glasgow Metropolitan College

Independent Living in Scotland (ILIS)

Inclusion Scotland

John Wheatley College

Mental Health Network

Momentum Skills

RNID Scotland

Say Women

Scotia Clubhouse

Stow College

WEA Scotland

Wellbeing Initiative

Appendix 2 – List of Workshops

- **Aromatherapy & Relaxation**
Learning Provider: Maureen's Beauty & Health Studio.

- **Chair Based Exercise**
Learning Provider: Bargo.

- **Confidence Booster**
Learning Provider: Mary Taylor-Smyth.

- **Glass Painting**
Learning Provider: Cardonald College.

- **Interactive Cookery/Dessert**
Learning Provider: Glasgow Metropolitan College.

- **Picture Perfect**
Learning Provider: Momentum.

- **PX2**
Learning Provider: Anne Brannan, The Pacific Institute.

- **Sign Language**
Learning Provider: Deaf Connections.

- **STEPS to Excellence**
Learning Provider: Maureen Russell.

- **UN Convention on the Rights of Disabled People**
Learner Providers:
 - Carole Ewart, Ewart Communications
 - Laura Huchison, Equality and Human Rights Commission
 - Jemma Neville, Scottish Human Rights Commission

Appendix 3 GDA Charter of Rights – summary version

Right 1: A decent income including state benefits for those unable to work.

Right 2: Accessible and adapted housing is required with the need for houses to meet agreed standards.

Right 3: Personal Assistance should be provided through direct payments or self-directed support to enable choice, control and flexibility.

Right 4: Accessible information- this should be readily available in accessible formats including easy read and plain language.

Right 5: Communication support – this should be readily available so that people can participate in all aspects of life.

Right 6: Advocacy and working towards self-advocacy- funding should be provided for organisations led by disabled people to provide advocacy and support the development of self-advocacy through confidence building, peer support and other learning.

Right 7: Technical aids, equipment & technology are important in reducing barriers and promoting a better life for disabled people.

Right 8: Inclusive education including lifelong learning is a critical right for disabled people with so much of life being determined by access to education and the opportunities this brings.

Right 9: Equal opportunities for meaningful employment and training for work.

Right 10: Accessible and inclusive healthcare for physical, emotional and mental health for all disabled people.

Right 11: Peer support including organisations led by disabled people should be recognised as important.

Right 12: Meaningful opportunities for civic and political participation, citizenship & involvement in decisions which affect our lives.

Right 13: Full access to our environment should be available for everyone including access to buildings, transport, parking, public spaces, streets, pavements, workplaces as well as shopping areas.

Right 14: Fully accessible & affordable transport: should be demand-led and allow for spontaneity and flexible travel and should also apply to all modes of travel.

Appendix 4

UNCRPD Articles	
Article (A)1	Purpose
A2	Definitions (e.g. communication, discrimination, reasonable accommodation)
A3	General principles e.g. dignity, choice, autonomy
A4	General obligations e.g. States to ensure and promote the full realisation of human rights
Specific obligations/ duties on State Parties	
A5	Equality and non-discrimination
A6	Women with disabilities
A7	Children with disabilities
A8	Awareness raising
A9	Accessibility
A10	Right to Life
A11	Situations of risk and humanitarian emergencies
A12	Equal recognition before the law
A13	Access to justice
A14	Liberty and security of person
A15	Freedom from torture or cruel, inhuman or degrading treatment or punishment
A16	Freedom from exploitation, violence and abuse
A17	Protecting the integrity of the person
A18	Liberty of movement and nationality
A19	Living independently and being included in the community
A20	Personal mobility
A21	Freedom of expression and opinion and access to information
A22	Respect for privacy
A23	Respect for home and the family
A24	Education
A25	Health
A26	Habilitation and rehabilitation (in particular: health, education, employment and social services)
A27	Work and employment
A28	Adequate standard of living and social protection
A29	Participation in political and public life
A30	Participation in cultural life, recreation, leisure and sport
A31	Statistics and data collection

A32	International cooperation
A33	National implementation and monitoring (Govt, independent mechanisms & persons with disabilities)
UN committee purpose, function and relationship with State Parties	
A34	UN Committee on the rights of persons with disabilities
A35	Submission of reports by States Parties (on measures taken and to give effect to obligations and progress made - 2 years, then 4 years)
A36	Consideration of reports by UN Committee
A37	Cooperation between State Parties and the Committee
A38 - 50	Include UN committee remit and administration of Convention, accessible formats and authentic texts, incompatible reservations by State Parties to Convention , amendments and denunciation by State Parties
Optional protocol	
A1	Ability of the committee to receive and consider communications from or on behalf of individuals or groups of individuals who claim to be victims of a violation
A2- A18	Includes information that will be inadmissible and the ways the committee will deal with such communication and the purpose and functions of the optional protocol

Thanks to Laura Huchison, Enforcement Officer with the Equality and Human Rights Commission for this summary of the **UNCRPD Articles**.