



WORLD FEDERATION OF THE DEAF

# **KNOW AND ACHIEVE YOUR HUMAN RIGHTS**

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## **TOOLKIT**

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# INTRODUCTION

*Know and Achieve your Human Rights Toolkit* is an initiative of the World Federation of the Deaf (WFD). The purpose of this toolkit is to introduce readers to the common human rights terms, mechanisms, and the monitoring and implementation of human rights. It aims to inspire readers to become effective advocates and create meaningful change to improve the human rights of deaf people.

Human rights agreements such as the United Nations (UN) Convention on the Rights of Persons with Disabilities (CRPD) and the Sustainable Development Goals of the 2030 Agenda are important and powerful tools that can be used to advocate rights of the Deaf Community.

As more and more countries enter the post-adoption process of the above-mentioned treaties, it is increasingly important for you to understand what it means and make well-informed actions and decisions to ensure that human rights of the deaf are considered.

## ABOUT THE WFD

Established in Rome, Italy, in 1951, the World Federation of the Deaf is an international non-profit and non-governmental organisation with membership comprising of national federations of 132 country members (Ordinary Members), in addition to its Individual Members, Associate Members, and International Members. It has eight Regional Secretariats, one Regional Co-operating Member, and a Youth Section (WFDYS).

The WFD represents and promotes approximately 70 million deaf people's human rights worldwide. Its mission is to promote the human rights of deaf people and full, quality and equal access to all spheres of life, including self-determination, sign language, education, employment and community life.

The WFD has a consultative status in the United Nations and is a founding member of the International Disability Alliance (IDA). The WFD's legal seat is in Helsinki, Finland. The WFD works towards realising its goals in accordance with the principles and objectives of the human rights mechanisms of the United Nations, especially the United Nations Convention on the Rights of Persons with Disabilities (CRPD).



**WORLD FEDERATION OF THE DEAF**

## **WORK OF THE WFD IN THE UNITED NATIONS**

- ☞ Beginning of 2002, the WFD forged a partnership with the UN, the International Disability Alliance and the WFD's Country Members to lobby for the rights of deaf people within the CRPD.
- ☞ The WFD was among one of the eight largest organisations of persons with disabilities invited to participate in the process of drafting the CRPD.
- ☞ The WFD was instrumental in providing comments, proposals and amendments, to the articles of the CRPD.
- ☞ Notably, the participation of the WFD has been imperative in furthering the promotion of sign language, and bilingual and bicultural educational approach.
- ☞ This led to the development of five articles of the CRPD directly concerning deaf persons namely;
  - Article 2 – Definition
  - Article 9 – Accessibility
  - Article 21 – Freedom of expression, opinion, and access to information
  - Article 24 – Education
  - Article 30 – Participation in cultural life, recreation leisure and sport
- ☞ Additionally, all articles of the CRPD apply to and protect the rights of deaf people.
- ☞ Since the enforcement of the CRPD in 2008, the WFD continues to actively advocate and promote deaf issues and perspectives in the various forums of the UN.

# KEY HUMAN RIGHTS TERMS

Awareness of common human rights terms is the basis of making change happen. Knowing them helps you to have a better understanding of human rights.

## HUMAN DIVERSITY

- ☞ Human diversity is a natural part of human life. Everyone has unique and valuable differences.
- ☞ Diversity relates to race, colour, gender, religion, disability and many other attributes.
- ☞ Diversity is an asset and should be valued.
- ☞ Diversity in a group is where creativity and new ideas are born.

## HUMAN RIGHTS

- ☞ Human rights means that every person in the world has universal rights to enjoy dignity, respect, freedoms and opportunities without discrimination.
- ☞ Human rights belong to everyone regardless of differences.
- ☞ Human rights do not need to be given to you and cannot be taken away from you. No one can tell you that you do not have these rights.
- ☞ Human rights are interconnected and cannot be separated.

## SOCIAL MODEL OF DISABILITY

- ☞ There are many different approaches of disability including traditional, charity-based, medical, religious, political, social and human rights-based.
- ☞ The social model of disability states that disability can be addressed by removing attitudinal and environmental barriers created by society that prevent persons with disabilities from enjoying human rights.

## UNITED NATIONS (UN)

- ☞ The United Nations is the largest international organisation formed by governments of 193 member countries that work together to bring peace and justice
- ☞ UN was created in 1945 to prevent future wars, to protect human rights and to provide a place for all the countries in the world to come together and discuss important questions and problems that affect everyone.

## CONVENTION

- ☞ An agreement between countries to obey the same law about specific issue.
- ☞ When a country signs and ratifies, or approves, a convention, it becomes a legal promise and guides the actions of the government.
- ☞ Governments often need to adapt and change their laws to support and implement the relevant Convention.

## UN CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (CRPD)

- ☞ The CRPD was developed by civil society and member countries of the UN to ensure that persons with disabilities enjoy the same rights as other people.
- ☞ The text of the CRPD was adopted on 13 December 2006, opened for signature on 30 March 2007, and came into force on 3 May 2008.
- ☞ The CRPD has 50 articles altogether.
- ☞ Articles 1 to 31 are about key principles of the Convention and the rights of persons with disabilities and the measures the governments should take to ensure, protect and promote those rights.
- ☞ Articles 32-50 are about how governments and civil society should work together to make sure all persons with disabilities get all their rights, including monitoring, reporting, the CRPD Committee, and formalities about the CRPD.

## MILLENNIUM SUMMIT

In 2000, representatives from the (then) 189 member countries of the UN met to adopt the Millennium Declaration. This Declaration created a global alliance to combat poverty. After this meeting, the goals we now know as the Millennium Development Goals were developed.

## MILLENNIUM DEVELOPMENT GOALS (MDGs)

The MDGs were eight goals that member countries created to guide joint efforts between international organisations and States to fight poverty and hunger in the world, stop diseases like HIV/AIDS, promote gender equality, and to ensure that more children are able to attend school, among other efforts. These goals were supposed to be achieved by the year 2015 and although much progress was made, there is still further work to be done.

## 2030 AGENDA

- ☞ Intends to replace and build on the MDGs.
- ☞ New goals came into effect on 1 January 2016 and are in force until 2030.
- ☞ It is result of years of negotiations at the UN between governments, called the 'post-2015' process.
- ☞ It is a 35-page document containing 5 sections including the Sustainable Development Goals (SDGs). It consists of 17 Goals, which include a total of 169 associated targets measured using 231 global indicators.
- ☞ Unlike the MDGs, wherein persons with disabilities were not mentioned, the 2030 Agenda makes 11 direct references to persons with disabilities.

## CHARTER ON INCLUSION OF PERSONS WITH DISABILITIES IN HUMANITARIAN ACTION

A new charter or document was endorsed at the UN World Humanitarian Summit in Istanbul, Turkey held on 23 to 24 May 2016 to significantly improve the living conditions of persons with disabilities during emergencies. The charter urges government representatives as well as leaders of non-governmental organizations and funding bodies to ensure that their future humanitarian actions will be inclusive of people with disabilities.

# HUMAN RIGHTS AGREEMENTS

- ☞ In the past, persons with disabilities were left out of the development of human rights agreements.
- ☞ Prevailing medical and charity models meant that many decisions about persons with disabilities were made by professionals or charities.
- ☞ Global slogan of 'Nothing about us, Without Us', is a unifying call for inclusion of persons with disabilities.
- ☞ The Universal Human Rights Declaration set out rights for all people, but following conventions for women, children and indigenous peoples, persons with disabilities wanted a Convention setting out their rights more specifically too.
- ☞ The process of drafting the Convention is called a visibility project because many different groups of persons with disabilities participated actively in its drafting and had common goal of ensuring human rights for all persons with disabilities.

DATE	HUMAN RIGHTS MILESTONES
1948	The Universal Declaration of Human Rights
1975	Declaration on the Rights of Disabled Persons
1981	International Year of Disabled People
1982	World Programme of Action Concerning Disabled People
1983-1992	UN Decade of Disabled People
1993-2002	Asia and Pacific Decade of Disabled Persons (2003- Second decade)
1993	UN Standard Rules on Equalization of Opportunities for Persons with Disabilities
2000-2009	African Decade of Disabled Persons
2006	UN Convention on the Rights of Persons with Disabilities
2013	UN High-level Meeting on Disability and Development
2015	2030 Agenda and Sustainable Development Goals (SDGs)

# CRPD AND SIGN LANGUAGE

Five out of fifty articles of the CRPD relate directly to deaf persons. Knowing them helps you to understand how inclusion can be achieved with sign language.



WITH SIGN LANGUAGE,  
I AM EQUAL



## ARTICLE 21: FREEDOM OF EXPRESSION AND OPINION, AND ACCESS TO INFORMATION

Governments shall take all appropriate measures to ensure that persons with disabilities can exercise the right to freedom of expression and opinion, including the freedom to seek, receive and impart information and ideas on an equal basis with others and through all forms of communication of their choice, as defined in article 2 of the present Convention, including by:

(b) Accepting and facilitating the use of **sign languages**, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of their choice by persons with disabilities in official interactions;



## ARTICLE 2: DEFINITION

"Language" includes spoken and **signed languages** and other forms of non-spoken languages;



## ARTICLE 9: ACCESSIBILITY

Governments shall also take appropriate measures to:

(e) Provide forms of live assistance and intermediaries, including guides, readers and professional **sign language** interpreters, to facilitate accessibility to buildings and other facilities open to the public;



## ARTICLE 24: EDUCATION

3. Governments shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, Governments shall take appropriate measures, including:

(b) Facilitating the learning of **sign language** and the promotion of the linguistic identity of the deaf community;

4. In order to help ensure the realisation of this right, Governments shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in **sign language** and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate 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.



## ARTICLE 30: PARTICIPATION IN CULTURAL LIFE, RECREATION, LEISURE AND SPORTS

3. Governments shall take all appropriate steps, in accordance with international law, to ensure that laws protecting intellectual property rights do not constitute an unreasonable or discriminatory barrier to access by persons with disabilities to cultural materials.

Persons with disabilities shall be entitled, on an equal basis with others, to recognition and support of their specific cultural and linguistic identity, including **sign languages** and deaf culture.



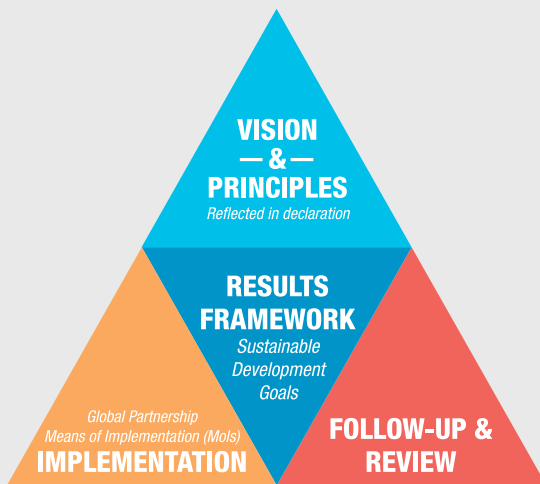
**ALL OTHER  
ARTICLES OF  
THE CRPD ALSO  
APPLY TO AND  
PROTECT THE  
RIGHTS OF DEAF  
PEOPLE.**

[ARTICLES OF THE CRPD](#)

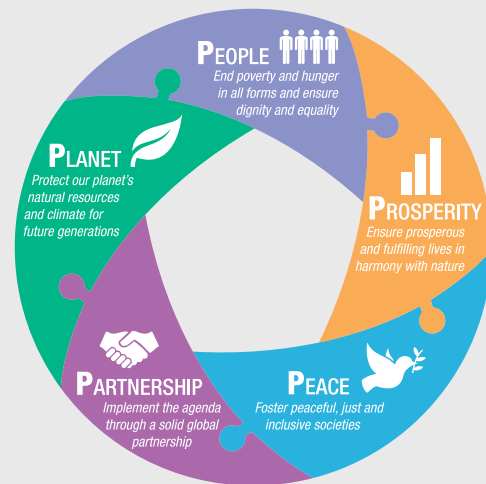


# 2030 AGENDA

The 2030 Agenda makes 11 direct references to persons with disabilities. Find out how to include them in your advocacy.



**The 2030 Agenda**



**5 Fundamental Principles**

<b>WHAT</b>	<p>35-page document containing 5 sections</p> <ul style="list-style-type: none"> <li>☞ Preamble</li> <li>☞ Declaration</li> <li>☞ 17 Sustainable Development Goals and 169 Targets</li> <li>☞ Means of implementation and the Global Partnership</li> <li>☞ Follow-up and Review</li> </ul>
<b>WHY</b>	<p>To build better future for all so that people around the world live better without damaging the planet. It aims to end poverty, reduce inequalities and save the planet from ecological degradation and climate change.</p>
<b>WHO</b>	<p>It applies to EVERYONE including all member countries of the United Nations, persons with disabilities, indigenous people, children, women and men, adults, and youths.</p> <p><b>PERSONS WITH DISABILITIES ARE REFERENCED DIRECTLY 11 TIMES IN THE 2030 AGENDA</b></p>
<b>WHEN</b>	<p>Member countries will work toward achieving them within the next 15 years, from 2016 to 2030.</p>
<b>WHERE</b>	<p>It is universal/global and applies to all countries. Despite that, it is not legally binding. Translation into policies will vary from country to country.</p>
<b>HOW WERE THE GLOBAL GOALS CHOSEN?</b>	<p>The UN led an Open Working Group, comprised of Member countries' representatives, which met 13 times throughout 2013 and 2014. This group discussed the most pressing issues facing people around the world and standing in the way of improving life for all people and the planet. At the same time, discussions were taking place around the world with citizens, giving them the opportunity to express their ideas on what should be in the Global Goals. From these discussions, the Open Working Group developed goals and targets that focus on a variety of different themes.</p>



# SUSTAINABLE DEVELOPMENT GOALS

**WHAT**

- Created to guide all countries to achieve sustainable development by 2030 with aim to improve living conditions in the present without compromising the resources of future generations.
- SDGs are universal meaning that they apply to all countries.
- There are 17 Goals complemented with 169 targets.

**WHY**

Development is NOT sustainable when we spend or use all our resources now, leaving future generations with nothing.

**HOW DO THE SDGs CONNECT TO THE CRPD**

- Like the CRPD, SDGs draw specific attention to persons with disabilities.
- The SDGs set specific commitment to governments to empower persons with disabilities.
- The CRPD should serve as a guiding framework for implementing the SDGs.
- Efforts toward achieving the SDGs should be consistent with and build upon existing international and national commitments including the CRPD.
- Several of CRPD Articles are cross-cutting in nature and must always be applied and/or be consistent for the implementation of every Goal and target of the SDGs.

**All SDGs**  
CRPD Articles:

3: General Principles	12: Equal recognition before the law
4: General Obligations	13: Access to justice
5: Equality and Non-discrimination	20: Personal mobility
6: Women with Disabilities	21: Freedom of expression and opinion, and access to information
7: Children with Disabilities	31: Statistics and data collection
8: Awareness-raising	32: International Cooperation
9: Accessibility	33: National Implementation and Monitoring
11: Situations of Risk and Humanitarian Emergencies	

**REFERENCES TO PERSONS WITH DISABILITIES**

**DECLARATION**

- Human Rights (Paragraph 19)
- Vulnerable Groups (Paragraph 23)
- Education (Paragraph 25)

**SDG AND TARGETS**

Goal 4: Education - 2 References  
 Goal 8: Employment- 1 Reference  
 Goal 10: Reducing inequalities - 1 Reference  
 Goal 11: Inclusive cities - 2 References  
 Goal 17: Means of implementation, data - 1 Reference

**FOLLOW-UP AND REVIEW**

Data disaggregation (paragraph 74, g)

**REFERENCES TO 'VULNERABLE'**

Whenever 'vulnerable' is referenced throughout the 2030 Agenda (18 times), it directly applies to persons with disabilities.

REFER TO PAGES 8 TO 10 FOR MORE INFORMATION ABOUT THE SDGS

[SUSTAINABLE DEVELOPMENT](#)



## GOAL 1 NO POVERTY

**End poverty in all its forms everywhere**

To achieve Goal 1, States have agreed to:

- Ensure that everyone in society is protected against things like unemployment and has access to support services like medical care. This is called social protection and is especially meant to protect and support the poorest and most vulnerable people.
- Ensure resources are allocated to implement social policies that help people who have less money to still have equal access to basic services, labour, land technology and be able to create companies to grow economically.
- Build the resilience of people with less money so that they are better protected from climate-related extreme events, like floods and droughts, and other economic, social and environmental shocks.



## GOAL 2 NO HUNGER

**End hunger, achieve food security and improved nutrition, and promote sustainable agriculture**

To achieve Goal 2, States have agreed to:

- End malnutrition by improving social programs for children, mothers and the elderly, and ensuring safe, nutritious and sufficient food year-round.
- Increase agricultural production and income of small farmers, especially women and indigenous peoples, respecting the environment, the biodiversity of each region and their own resources.
- Prevent problems such as drought, floods, and other disasters.
- Protect the variety of species of seeds, crops and farm animals (domestic and wild), and fairly distribute the benefits of these resources.



## GOAL 3 GOOD HEALTH

**Ensure healthy lives and promote well-being for all at all ages**

To achieve Goal 3, States have agreed to:

- Reduce the number of mothers who die giving birth to their children.
- Prevent the deaths of newborns and children under five years old.
- End epidemics such as HIV/AIDS and other diseases, such as hepatitis or waterborne diseases.
- Provide information about family planning, sex education and reproductive health.
- Ensure that everyone enjoys the right to health, which includes high quality medical care, and accessible and economical medicines and vaccines.
- Halve global deaths and injuries from road traffic accidents.
- Substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water, and soil pollution and contamination.



## GOAL 4 QUALITY EDUCATION

**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

To achieve Goal 4, States have agreed to:

- Ensure education for all, starting from basic education.
- Provide more opportunities for technical and vocational training to youth and adults so they can get better jobs.
- End inequality in educational opportunities between men and women, for children with disabilities, indigenous people and victims of conflict.
- Improve school facilities to provide a safe and positive environment for everyone.
- Increase the number of scholarships for vocational and technical training, either in a person's home country or abroad.
- Increase the number of trained and qualified teachers.
- Promote education for sustainable development.



## GOAL 5 GENDER EQUALITY

**Achieve gender equality and empower all women and girls**

To achieve Goal 5, States have agreed to:

- End all forms of discrimination against all women and girls everywhere.
- End all forms of violence against women and girls, including sex trafficking and other forms of exploitation.
- End all practices and traditions that may impair the physical, mental and sexual health of women and girls.
- Recognize and value women's work at home. Encourage women and girls to have equal opportunities to be heard and to have real opportunities to participate in all political, economic and public spheres.
- Protect women's rights to sexual and reproductive health.
- Promote policies and laws to ensure gender equality including reforms to give women equal access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources.



## GOAL 6 CLEAN WATER & SANITATION

**Ensure availability and sustainable management of water and sanitation for all**

To achieve Goal 6, States have agreed to:

- Ensure all have access to safe water.
- Ensure all have access to sanitation (safe sewage disposal and good waste management) and public education on healthy hygiene habits.
- Monitor water quality to reduce contamination. Prevent chemicals or contaminants from being thrown into the water.
- Improve water use, developing greater resources for its reutilisation.
- Raise awareness among communities to ensure they play an active part in improving their water management and sanitation.
- Protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes.



## GOAL 7

### RENEWABLE ENERGY

**Ensure access to affordable, reliable, sustainable and modern energy for all**

To achieve Goal 7, States have agreed to:

- Ensure access for all to affordable, reliable, and modern energy services through new infrastructure and better technology.
- Promote energy efficiency - more quickly developing technology that wastes less energy.
- Increase the use of renewable energy sources globally compared with other sources of energy.
- Work together to research and develop renewable and other clean energy resources.



## GOAL 9

### INNOVATION & INFRASTRUCTURE

**Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation**

To achieve Goal 9, States have agreed to:

- Develop sustainable and resilient infrastructure to support economic development and human well-being.
- Provide small businesses with access to credit and technical support for their development.
- Ensure the companies promote sustainable development and do not harm the environment.
- Allocate resources for research to address that country's specific needs and improve technology.
- Ensure all have access to the internet and new technologies, especially those living in least developed countries.



## GOAL 11

### SUSTAINABLE CITIES & COMMUNITIES

**Achieve gender equality and empower all women and girls**

To achieve Goal 11, States have agreed to:

- Ensure all have access to quality, safe housing and basic services.
- Provide safe, organised transportation that is not harmful to the environment and is also specifically designed to serve children, women and vulnerable people.
- Engage communities in discussions and planning for improvement of their cities.
- Strengthen efforts to protect and safeguard the world's cultural and natural heritage.
- Increase resilience to disasters.
- Ensure monitoring of waste management and air quality.
- Prepare communities to manage their resources properly and to tackle climate change.



## GOAL 8

### GOOD JOBS & ECONOMIC GROWTH

**Promote sustained inclusive and sustainable economic growth, full and productive employment and decent work for all**

To achieve Goal 8, States have agreed to:

- Offer opportunities for safe, creative work that motivates people's development.
- Ensure our natural resources are respected and protected in economic activities.
- Promote decent work and safe working environments for all: men and women, youth, people with disabilities, and migrant workers.
- Reduce the number of unemployed youth by increasing access to training.
- Prevent and end forced labour and child labour in all forms.
- Globally, take actions to give more jobs to young people.



## GOAL 10

### REDUCED INEQUALITIES

**Reduce inequalities within and among countries**

To achieve Goal 10, States have agreed to:

- Provide support for people living in poverty to have access to support for rapid and sustainable economic growth.
- Ensure laws and practices do not discriminate against any group, but rather listen to people's needs and the input of those who are affected.
- Ensure laws and social programs protect disadvantaged and vulnerable people. For example, when establishing quotas in a political party, youth, women, indigenous peoples, and persons with disabilities must also be included.
- Ensure people who leave one country to live in another benefit from laws to protect them.



## GOAL 12

### RESPONSIBLE CONSUMPTION

**Ensure sustainable consumption and production patterns**

To achieve Goal 12, States have agreed to:

- Halve the amount of global food waste per person, by individuals and companies.
- Ensure that, international agreements for handling harmful chemicals are met, taking care of the air, water and soil.
- Reduce the generation of waste through the three Rs: Reduce, Reuse and Recycle.
- Ensure large companies' practices are responsible, open and environmentally sound.
- Keep the public informed and educated, and provide the tools to live in harmony with nature for sustainable lifestyles.



## GOAL 13 CLIMATE ACTION

**Take urgent action to combat climate change and its impacts**

To achieve Goal 13, States have agreed to:

- Ensure people are well prepared for hazards related to climate and natural disasters.
- Address climate changes issues in their governments' agendas and allocate resources to combat climate change.



## GOAL 15 LIFE ON LAND

**Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss**

To achieve Goal 15, States have agreed to:

- Protect and conserve ecosystems (for example, deserts and rainforests) by respecting signed international agreements.
- Reduce deforestation and plant more trees in order to reforest.
- Protect and urgently prevent the extinction of endangered species; stop uncontrolled hunting and trafficking in protected species of flora and fauna. It is important to involve indigenous communities.



## GOAL 17 PARTNERSHIPS FOR THE GOALS

**Strengthen the means of implementation and revitalize the global partnership for sustainable development**

To achieve Goal 17, States have agreed to:

- Help ensure all countries have met these Goals by 2030. The Global Goals should be present in national plans and each State will decide which issues are most pressing in their country.
- Ensure each State allocates its own resources to achieve the Goals. In addition, developed countries should commit to supporting achievement of the Goals in less developed countries.
- Respect countries' policy decisions, provided they are consistent. For example, you cannot create rules for the protection of natural resources, and give permission for their exploitation at the same time.
- Engage with the organisations and individuals who have been working for many years on various topics that relate to the Global Goals. These organisations and individuals should be involved in work toward achieving the goals, as their experience and support is necessary.
- Ensure States improve their data and statistics management to be able to assess their progress and toward achievement of the Global Goals.



## GOAL 14 LIFE BELOW WATER

**Conserve and sustainably use the oceans, seas and marine resources for sustainable development**

To achieve Goal 14, States have agreed to:

- Reduce marine pollution by 2025, since much of the pollution comes from human activities on land.
- Enact laws that prohibit illegal fishing, overfishing, and other destructive fishing practices.
- Provide financial support to the poorest countries and small islands to protect and have better management of marine resources, thinking about the future.



## GOAL 16 PEACE & JUSTICE

**Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels**

To achieve Goal 16, States have agreed to:

- End violence in the world and deaths related to it.
- End the abuse, exploitation, trafficking, and all forms of violence and torture against children.
- Ensure that everyone has equal access to justice in their country or internationally.
- Combat crime and corruption in any form.
- Improve State-level institutions that inspire confidence in their citizens.
- Ensure citizens are consulted and their governments make decisions with the interest of children and adults in mind. For example, children and young people must be consulted before a legal law that affects their lives is signed.
- Ensure all children are given an identity including birth registration.
- Ensure all people have free access to information.
- Strengthen institutions to prevent violence, terrorism and crime.



**THE WORLD WE WANT**

A GUIDE TO THE GOALS FOR CHILDREN AND YOUNG PEOPLE

Source: Mundial la Infancia de Latinoamerica y El Caribe, Global Movement for Children in Latin America and the Caribbean (MMI-LAC): The World We Want: A Guide to the Goals for Children and Young People.

# DID YOU KNOW?



Common misconceptions can cause barriers to inclusion. Dispel myths by referencing to the relevant articles of the CRPD.

## ARTICLE 2:

### RECOGNISES THAT SIGN LANGUAGES ARE EQUIVALENT TO SPOKEN LANGUAGES

Sign language is not universal and is independent from the spoken language, though overtime it borrows elements from spoken languages. American Sign Language and British Sign Language are quite different even though the hearing people of USA and Great Britain share the same spoken language. Studies have shown natural sign language input does no harm, in fact it supports the development of spoken language in native signing children with cochlear implants, and decreases negative effects of early auditory deprivation for spoken language development.

## ARTICLE 5:

### THE RIGHT TO EQUALITY AND NON-DISCRIMINATION IN ALL LAWS SO THAT PEOPLE WITH DISABILITY HAVE EQUAL RIGHTS.

There are still some countries that do not permit deaf people to obtain a driver's license. In doing so, it limits their employment opportunities, freedom of movement and access to various social arenas and life in general. Although these countries do not have legislation that explicitly prohibits and prejudices, common practice by the traffic authorities or other institutions handling driver's licenses and driver training seem to be the major obstacles against deaf people obtaining a driver's license. It is important to note that there are no known reports that deaf drivers are a threat to other road users in the countries where deaf people are allowed to obtain a driver's license, or that they are involved in more traffic accidents or injuries than the general population.

- ARTICLE 5: THE RIGHT NOT TO BE DISCRIMINATED
- ARTICLE 12: THE RIGHT TO OWN AND INHERIT PROPERTY AND TAKE LOANS
- ARTICLE 13: ACCESS TO JUSTICE
- ARTICLE 29: ACCESS TO POLITICAL PARTICIPATION

In some countries, deaf people face discrimination and are unable to marry, inherit property, vote, or become elected, become a jury member or reproduce children. Deaf people are often deprived from participation in the political life due to poor accessibility, and lack of information in sign language on political affairs debates and questions. Because they are unequally treated in this respect they are unable to make informed choices and many become politically inactive.

## ARTICLE 24:

### THE RIGHT TO QUALITY EDUCATION

Bilingual education is a social-cultural approach of using sign language as the language of instruction in all subjects with a parallel strong emphasis on teaching reading and writing of the language used in the country or society. It is effectively delivered in a sign language environment where other deaf students, peers, and role models are present. Due to lack of understanding on the concept of bilingual education, in some countries, total communication (incorporating all means of communication such as formal signs, natural gestures, fingerspelling, body language, listening, lipreading and speech) is still the dominant approach. There are also continuous use of oral methods in deaf schools where the use of sign language is non-existent, minimal, unqualified, or prohibited.

Concept of inclusion for deaf persons stated in Article 24 of the CRPD is often misunderstood and perceived as 'mainstreaming'. The implications can result in communication segregation in classrooms with no exposure to sign language and people who have knowledge about deafness. This is a problem because (hearing) teachers of deaf students often have limited sign language knowledge, deaf educational experts are rarely consulted, educational training materials are inaccessible, and schools for deaf people, with sign language environments, are not properly supported.

## ARTICLE 27:

### THE RIGHT TO WORK AND EMPLOYMENT INCLUDING REASONABLE ACCOMMODATION

Although most countries recognise that deaf people have the right to work and earn a salary, few have anti-discrimination legislation at the workforce that protects deaf people against discrimination at work. Most countries also claim to provide deaf people the opportunities to work and lifelong learning, but it is important to note that, with closing of schools for deaf children associated with very high illiteracy and unemployment rates, and great scarcity of sign language interpreters, the reality is far different.



## Effective advocacy involves taking action by raising awareness. Learn how to be an effective advocate.

### ADVOCATES

- Advocates can be an individual or group of people working toward a shared vision to create social change.
- Advocates should know their rights, know themselves, and be committed and willing to take action to achieve those rights.
- Advocates stand up for their rights and at the same time, respect diversity and work with others.
- Everyone can be an advocate.

### ADVOCACY

- Advocacy is creating positive change.
- It usually involves many people and/or organisations working together toward a shared vision for change.
- To create an equitable world everyone needs to work together to advocate.

### RAISING AWARENESS

- Be positive and empowering in your statements.
- Some ideas can be acted on individually and some may benefit from group taking action.
- Speak out for allies and partners.
- Have a plan and define specific outcomes you want to achieve.

### ACTION PLANNING

- Action happens one step at a time.
- Teamwork and collaboration are important for creating change.
- Everyone should commit to taking action, even a small step creates change.
- Remember that your part/step is important to the bigger picture.



## Once ratified, the CRPD and 2030 Agenda must be implemented. Be aware of the relevant monitoring tools.



### CRPD ARTICLE 8: AWARENESS RAISING

Governments should educate everyone about the rights and dignity of persons with disabilities and their achievements and skills. They agree to combat stereotypes, prejudice and activities that might harm persons with disabilities. This means working within the education systems to promote rights, with media to encourage positive representations, and to specifically train a wide range of stakeholders on disability rights.



### CRPD ARTICLE 34: COMMITTEE ON THE RIGHTS OF PERSONS WITH DISABILITIES

A Committee on the Rights of Persons with Disabilities is elected by governments that have ratified the Convention. It meets regularly to make sure that the Convention is followed, and to answer questions and guide countries and communities in protecting the rights of persons with disabilities.



### CRPD ARTICLE 35: REPORTS BY STATE PARTIES

Every country that is a member to the CRPD must provide the Committee on the Rights of Persons with Disabilities with written reports about what they have done to protect the rights of persons with disabilities.



### CRPD ARTICLE 33: MONITORING

Every government that has ratified the CRPD must comply with the requirements of the CRPD. Civil society organisation (including national deaf associations) must be involved in monitoring the implementation of the CRPD.



### 2030 AGENDA SUSTAINABLE DEVELOPMENT GOALS

High-Level Political Forum (HLPF) is where the global follow-up and review of the implementation of the SDGs happen. Its purpose is to provide a forum for open, transparent, participative and internationally comparable reviews and proposals. Although not globally binding, the global level review provides opportunities for high profile attention and political pressure. The HLPF is the highest forum to raise issues related to persons with disabilities in the global development arena.

# REPORTING PROCESS OF THE CRPD

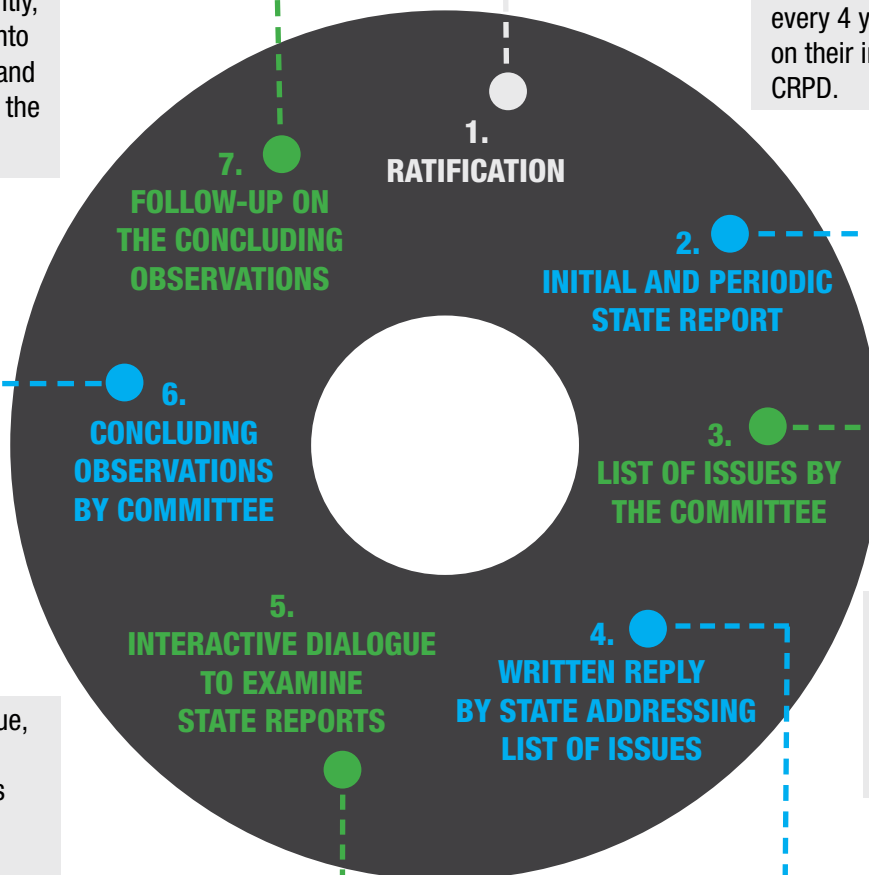


The following illustrates the reporting process of the CRPD. Familiarise with it to understand the procedure.

Ratification happens when the CRPD is officially approved by the State Parties (also known as country members or governments) and becomes the law in that country. States that have ratified (approved) the CRPD have promised to follow it. They are bound to review and revise, where needed, their own national laws to make sure these are in line with the goals of the CRPD.

If required from the Committee, the State Parties have to provide additional information on its current implementation. Subsequently, the State Parties will take into consideration suggestions and recommendations as set in the concluding observations.

According to Article 35, State Parties must submit to the Committee within 2 years of the ratification of the CRPD, and every 4 years thereafter, a report on their implementation of the CRPD.



Once the State report is received, the Committee will prepare in advance list of issues that require additional information.

After the interactive dialogue, the Committee will provide its concluding observations including suggestions and recommendations. In accordance to Article 36, State Parties may be required to provide additional information within a set deadline, in order for the Committee to better evaluate the implementation taken by the State Parties.

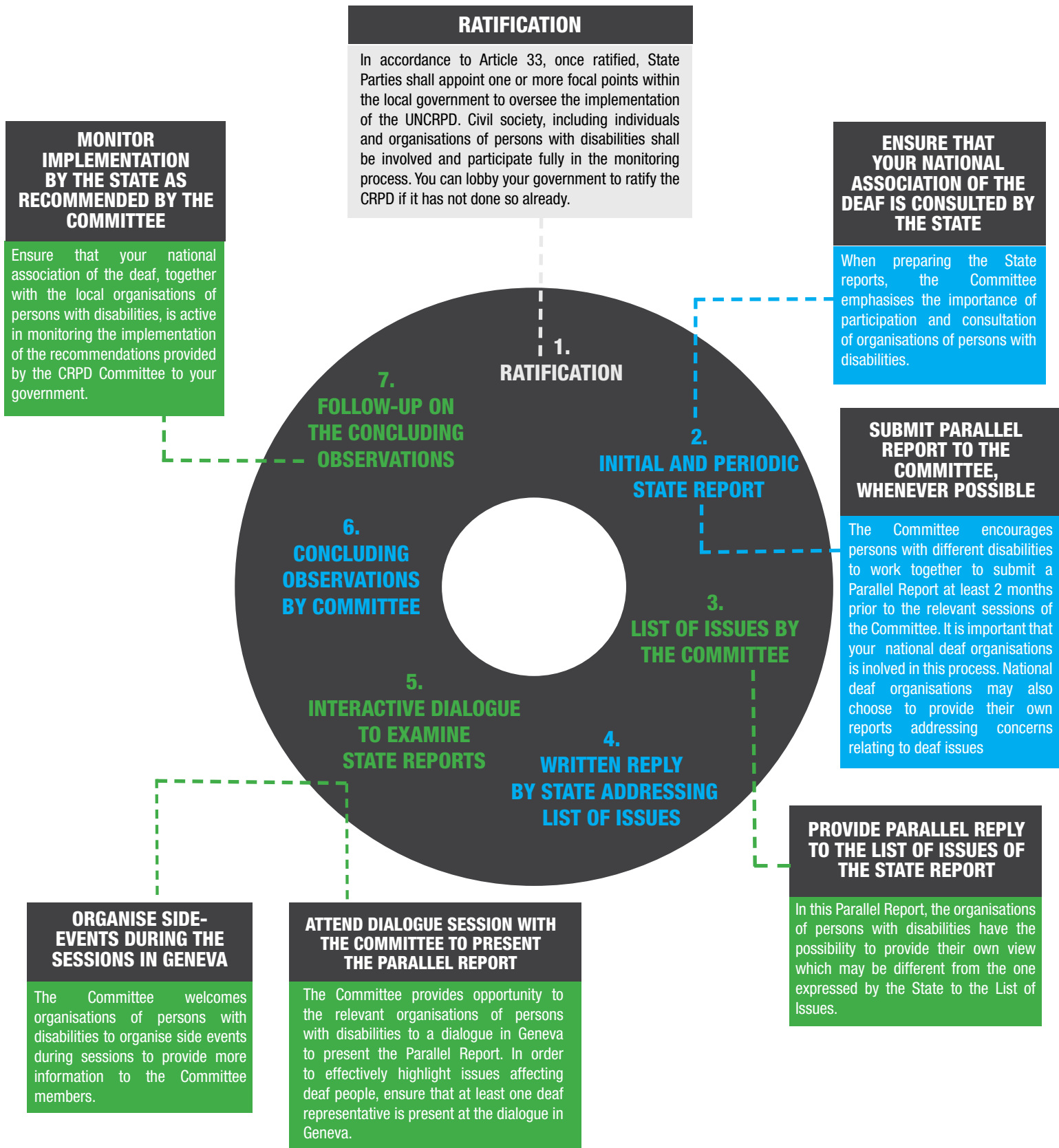
A form of discussion in which State Parties and the CRPD Committee engage in an interactive dialogue to discuss contents of the State report.

The State Parties will be required to provide replies to the Committee to address the list of issues identified.

# PARTICIPATE IN THE CRPD REPORTING PROCESS



Once you know the reporting process, learn how you can be involved to create positive changes.





# REFERENCES



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