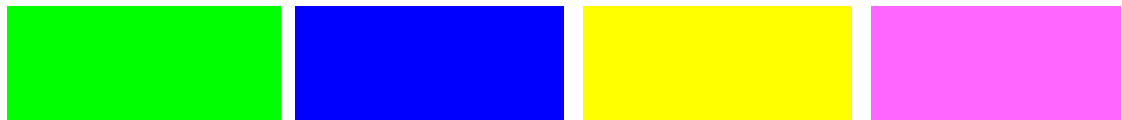


VALUING PEOPLE

Support Team

January 2004

Local Planning for Advocacy



**A Toolkit
For Learning Disability
Partnership Boards**

Special thanks to:

Gary Bourlet and Geoff Shepherd:

Special Advisors on advocacy to the Valuing People Support Team, for their work in putting this toolkit together

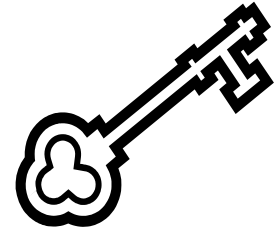
A subgroup of the Valuing People Task Force met for eighteen months during 2002 – 2003 to think about how to make sure people with learning disabilities can get good advocacy support.

Members of the group:

Christine Heasleywood Co-chair	Wigan Social Services and member of the Task Force
Lou Townson Co-Chair	Carlisle People First and member of the National Forum
Mark Brooks	Values Into Action
Jean Collins	Values Into Action
Peter Dawson	Values Into Action
Ian Darch	British Institute of Learning Disability
Ian Davies	National Forum Member
Andy Docherty	Carlisle People First
Rob Harris	Advocacy Matters
Raymond Johnstone	People First
Andrew Lee	London People First
Joe Monaghan	Liverpool Citizen Advocacy
Tricia Nicoll	Valuing People Support Team
Ian Berry Alistair Brechin David Ellis David Mowat	Department of Health Representatives
Rohhss Chapman Tim Gunning Niall McNulty Deborah Julie Ross Jo Clifton Ellen Clifford	Supporters

Many thanks to all these people for their hard work and good ideas, many of which are in this toolkit.

The Task Force subgroup agreed these key points:



It is best when people can speak for themselves. Some people find it difficult to speak for themselves and need the help of an advocate. These people might also benefit from being part of a self advocacy group if they are properly supported



Different sorts of advocacy can suit different people. People can need different sorts of advocacy during their lives.





People need local plans to work out how everyone with a learning disability can get the advocacy they want.

The Government is not saying that Partnership Boards have to produce a plan for advocacy. What the Government wants is for there to be more and better advocacy. How this is done is up to local people. The Valuing People Support Team have looked at places where advocacy is developing well. In these places, people have worked together and produced a plan about how to make advocacy better. The ideas in this toolkit are all based on what has worked in other places. We are not saying you have to do things this way - but our suggestion is that a plan that contains these ideas is the best way of helping advocacy to get stronger.

Introduction to this toolkit

The toolkit is organised in four sections. Each one is a different colour:

Section 1 Why plan for Advocacy?	Pages 5 - 7
<p>This section talks about what Valuing People says about advocacy and the problems there are at the moment.</p> <p>It explains why having a local plan for advocacy will help Partnership boards.</p> <p>It also gives you some of the important things to think about before you start working.</p>	
Section 2 Getting started: planning for advocacy	Pages 8 - 12
<p>This is an introduction to how to plan for Advocacy and a summary of what your plans could include.</p>	
Section 3 Writing your local plan for advocacy	Pages 13 - 29
<p>This section says what you can do to write a local plan for Advocacy. It also has an explanation of each part of the plan and the things that you need to think about.</p>	

Section 4 Information and resources	
	<p>At the end of the toolkit there are some exercises, information and other resources to help you think about how to plan.</p>
	



Why plan for Advocacy?



What Valuing People says about Advocacy

Chapter four of *Valuing People* says that people with learning disabilities should have more choice and control in their own lives.

'People with learning disabilities currently have little control over their own lives, though almost all, including the most severely disabled, are capable of making choices and expressing their views'

One way of having more choice and control is to be able to speak up for yourself and what you want, or to have support to speak up if you find this difficult.

Valuing People says that people with learning disabilities should be able to access advocacy support, particularly self advocacy and citizen advocacy.

'The Government's aim is to have a range of independent advocacy services available in each area so that people with learning disabilities can choose the one which best meets their needs'

It also says, *'The aim will be to work towards at least one Citizen Advocacy group in each local authority area'*

Each Local Authority also has to say how much money they spend on advocacy for people with learning disabilities.

Some important things to think about

Valuing People says that all of those things should be happening. We know that there are lots of places that are working hard to make sure that people with learning disabilities have the chance to speak up and have a voice. We know that there are still places where it is really hard for people to get support to speak up. We also know that when people think about advocacy, there are usually lots of issues and questions:



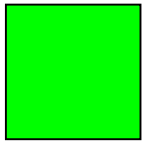
- **What is advocacy?**

People who are working to make Valuing People happen are not always clear about what advocacy is. Advocacy groups and services need to be independent from organisations that provide services and this is not always the case

- **What does independent mean?**

There is not a clear view on what 'independent' means

- Many service providers also provide advocacy support. This makes it difficult to support or represent someone who has an issue with their service
- Service providers that fund advocacy groups or services are sometimes using their own paid workers as advocates/supporters. This can make it difficult for people to raise issues they have with that service provider
- When funding is given by service providers to an independent advocacy group or service, that independence is sometimes not respected, e.g. if the group raises an issue, their funding may be taken away



- **What kind of advocacy is best?**

Although Valuing People says that people with learning disabilities should have access to self advocacy or citizen advocacy, there are other types of advocacy support that people may want or need to access such as crisis advocacy.

- **Can people get advocacy support?**

Advocacy support is patchy and depends on where people live. We know that there are still big gaps

- **Does advocacy make a positive difference in people's lives?**

In some places we are still not clear whether the advocacy support available is making a positive difference to people's lives. In other places though, it is really starting to make a difference.

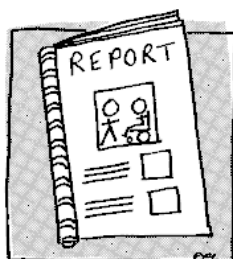
- **Does everyone get equal access to advocacy support?**

We know that not everyone gets equal access to advocacy support, e.g. people from black and minority ethnic communities, people who do not use words to communicate



This toolkit will help you to think about each of these issues and questions

Getting started: Planning for Advocacy



- ✓ Planning for advocacy is a way of making sure that everyone with learning disabilities that lives in that area has the chance to either speak up for themselves or have some support to speak up.
- ✗ Make sure that this work is **not** about Partnership Boards telling advocacy groups how to run.



To get started on this work you will need to bring together a group of people. It would be a good idea for them to plan to meet regularly over an agreed period of time. The work will need to be shared out but make sure that everyone is involved in something.

Don't let the job of planning for Advocacy go on for months and months. 3 months is a good target.

It is really important that the working group has people who:

- know something about advocacy and/or
- have experience of speaking up for themselves or for someone they care for
- are committed to working together and making clear plans for Advocacy in 3 months then taking it to the Partnership Board to agree it and make it happen

It would be good to include:

- A link person from your Partnership Board – a senior person who can make sure that the plan is taken seriously in health and social services
- People with learning difficulties
- Members of local advocacy organisations
- Friendly service providers
- Families and carers are important and need to be involved in making the plan too
- Your Partnership Board may have ideas about people special to your area you want involved



Remember these key points as you work together

- ✓ The best plans are made by working in partnership with people with learning disabilities. There will be lots of things that need to be thought about and talked about. Work hard to include people with learning disabilities all the time
- ✓ Make sure that you make your plans in partnership with local independent advocacy groups and services. If there are no local groups then the Partnership Board will need to ask for help from other areas. You could also get in touch with your Valuing People Support Team Regional Advisor for suggestions of who might be able to help you
- ✓ The plan is just the beginning. It needs to be updated regularly as things begin to change

What a Plan for Advocacy might look like?

To do this work well you will need to write what you decide down in a local plan that everyone agrees. Remember this is **your** plan, **not** one for the Government.

This section tells you what we think a good local plan for advocacy will include. We have divided the plan up into six sections. You do not have to write your plan in exactly this way but you will need to think about all these things.



1. Our vision

This is about the range of advocacy supports you would like to see in your local area for people with learning disabilities. You should aim as high as you like for your vision and not be put off by things that might not seem possible.

Remember to think about:

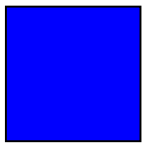
- What does national policy say?
- What do we want to see locally?
- What do we mean by independent advocacy?
- Why do we need advocacy?

2. Where are we now?

This is about knowing how good the advocacy support people with learning disabilities can get at the moment is.

Remember to think about:





- What is working well?
- Do we have good ways of knowing what is working well?
- What kind of advocacy support can people access?
- How independent is our advocacy support?
- How many people do have advocacy support?
- Who funds it?
- Is it making a positive difference to people's lives?



3. Where are the gaps?

This is about knowing where there are things that need to get better.

Remember to think about:

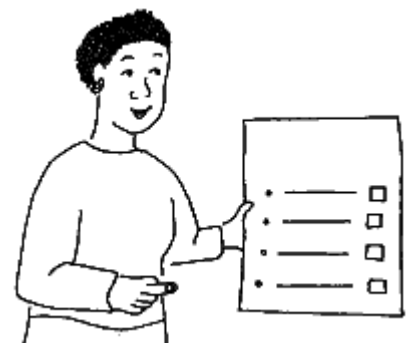
- Who do we know cannot get advocacy support?
- What kinds of advocacy supports are we missing?

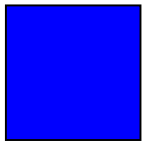
4. What are our goals?

This is about knowing how you are going to plan to make your vision happen.

Remember to think about:

- What do we need to do to make our vision happen (goals)?
- What steps do we need to take to reach our goals in each year of the 5-year plan?





Each goal should help you to know:

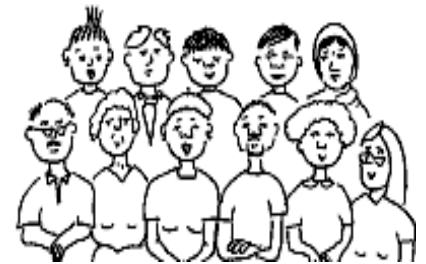
What will happen?	Who will do it?	When will it be done by?	How will we know that it has happened?	How much will it cost and who will pay?
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5. Who do we need working with us on our Plan

This is about knowing who you will need to have working with you.

Remember to think about:

- As well as the list at the beginning of this section , think about people who can help you write and cost the targets
- Think about who your strong champions are and get them involved

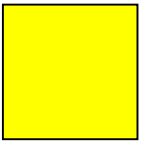


6. What might get in the way and stop this happening?



- Think about what might stop your plan happening
- It might be people not understanding how important advocacy support is
- It might be not enough money or people to make things happen
- Now work out ways to get round or over the barrier that is stopping you

Writing your local plan for Advocacy



This section shows you, step by step, our advice on how write your local plan for advocacy

Planning for advocacy should be the responsibility of the Learning Disability Partnership Board.

- ✓ We have said that you will need a working group to get this job done
- ✓ We have talked about who would be good people to have on your working group
- ✓ We have said that you need to set yourselves a time limit to getting the work done - 3 months would be a good time
- ✓ We have said that the group will need to meet regularly

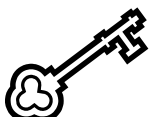
Now you need to think about what that group needs to do.

In this section there are different pictures to help you with different things:



= An activity to try to help you think. Some of these are in the information section at the end of the document. These are marked

with a 



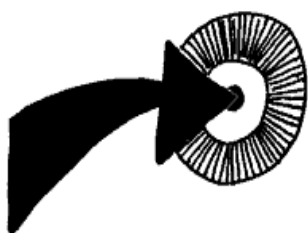
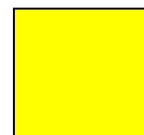
= Key things to remember



= Things you need to think about

Step 1

Our Vision



When you have completed this section you will have a clear vision of what you want advocacy support to achieve in your area over the next 5 years

If you want to make plans you need to know where you want to be!

This section is all about your vision of what advocacy support will look like for people with learning disabilities in your Partnership Board area.

The Learning Disability Partnership Board needs to agree this vision. It would be good to start with a whole day together to get things going. People could then go away from that day with jobs to do and information to collect.

Remember to think about:

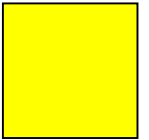
- What does national policy say?
- What do we want to see locally?
- What do we mean by independent advocacy?
- Why do we need advocacy?



You need to start by thinking about what you want advocacy support to achieve for people with learning disabilities in your area.



Here is one way to do this:



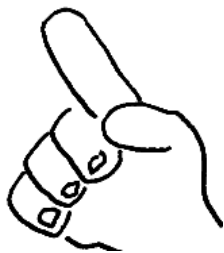
I imagine it is 2008 and think about what life is like for people with learning disabilities:

- *What are people doing?*
- *Where are people living?*
- *Who are they spending time with?*

How has advocacy helped them to have this life?

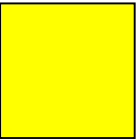
What kind of advocacy groups and services are there?

It is really important to record your vision and share it with lots of people. You could use words and pictures to do this.



Now you have the first important section of your local plan for advocacy.

Keeping your vision in mind go on to the other sections one by one and complete each step to the full Plan



Step two

Where are we now?



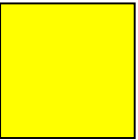
When you have completed this section you will have a clear idea of what advocacy support and services you have now, what they do and how they are resourced.

Make sure you have people in the group who know what advocacy groups and services look like now.

Remember to think about:

- *What kind of advocacy support can people access?*
- *Do we have good ways of knowing what is working well?*
- *What is working well?*
- *How independent is our advocacy support?*
- *How many people do have advocacy support?*
- *Are the advocacy groups and services well funded and secure?*
- *Is it making a positive difference to people's lives?*
- *Are services actively supporting people to access the advocacy support they want?*





There are different types of advocacy. People sometimes use different words for these but here are three main types of advocacy:

- **Self Advocacy**

When people speak up for themselves sometimes with advocacy support

- **Citizen Advocacy**

When a person's point of view, interests and feelings are given by another person who has got to know them

- **Short term, issue based or crisis Advocacy**

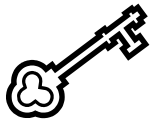
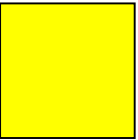
When someone, often (but not always) a paid advocate, speaks up in the best interests of a person at a time of crisis or about a particular issue they have

Remember Valuing People says that people should be able to access a wide range of advocacy. It is important to that you think about how you can make sure you have different advocacy supports in your local area.



1

Look at activity 1 at the end of the Toolkit.



One really important thing for everyone to agree is what we mean by **independent advocacy**.

The Valuing People Task Force thinks that it is really important that advocacy groups and services are independent. That can be a problem as it means different things to different people.

Independence for self advocacy groups

We think that it is important that self advocacy groups are independent. Groups can show they are independent by sticking to the following rules:



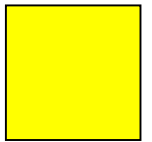
- A self advocacy group should not be run by an organisation that also provides services



2

Read the stories and information at the end of the Toolkit.

- The way that a self advocacy group does things should be decided by its committee
- It is best if committee members are all people with learning disabilities



- People at meetings who do not have a learning disability should only support and advise. These people should be independent of services
- Only people with learning disabilities should be able to vote at meetings



3

Read the stories and information at the end of the Toolkit.

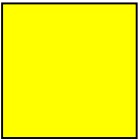
- Groups that are not independent should have a plan to become independent
- Groups should have the choice to meet in a place that is independent
- Self advocacy groups should have their own set of rules about how they run



4

Read the stories and information at the end of the Toolkit.

- The members of the self advocacy groups should decide what to apply for funding for. These groups should keep accurate records of how they spend their money.



Independence for advocacy groups and services

Advocacy groups and services that support people to have a voice also need to be independent.



- This is something we have thought about. Making sure that an advocacy service or scheme is independent is quite complicated. At the end we have written a statement of independence that could be used by an advocacy group or service.

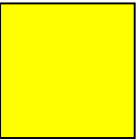
This is quite a complicated thing to think about. It is not as easy to understand as the other things in this report.



5

Read the statement of independence at the end of the Toolkit.

- Have a discussion about Independence for advocacy and what it means.
- Think about where your groups and advocacy support is on the path to independence.
- What do you do next to support them in greater independence?
- Write it all down



Step three

Where are the gaps?



When you have completed this section you will know where the gaps in advocacy support are. You will have thought of ways to make sure every person with learning difficulties in your area who wants advocacy support, gets it.

Remember to think about:

- *Who do we know cannot get advocacy support?*
- *What kinds of advocacy supports are we missing?*
- *How do people let us know that they want or need advocacy support?*
- *Do your staff and services think advocacy is important?*



Remember:



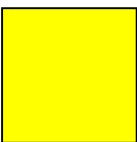
It is best when people can speak for themselves.



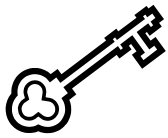
Some people find it difficult to speak for themselves and need the help of an advocate.

You need to make sure that people have support to speak up for themselves as well as different kinds of advocacy support groups and services.

- *Is the future of the advocacy services and groups that you currently have secure?*



- *Do people from ethnic and minority groups get advocacy support?*



Making sure that people from black and other minority groups get advocacy support

It should be possible for everybody to get advocacy when they need it but we know that people with learning difficulties from Black and other minority groups can face more problems than others in getting advocacy support.



6

Read the information at the end of the Toolkit.

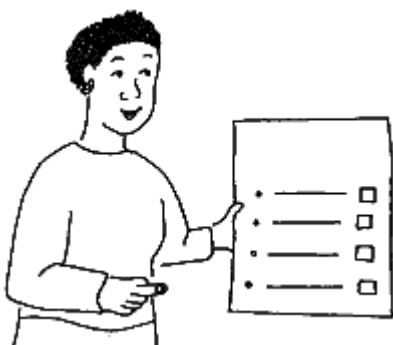
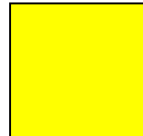


When you have read the section at the end, talk about how you can make sure you reach everyone in your area with advocacy support.

There may be a range of organisations working with minority ethnic groups who could be useful in helping to make your plan for everyone.

Step four

What are our goals?



When you have completed this section you will have an action plan that gives details of how you are going to turn your vision into reality over 5 years

This section is about turning your vision into a reality.

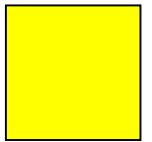
Your vision was really important but you need to know how to make it happen. This is called having goals.

It is a good idea to have goals for up to 5 years time – some things will take that long!

It is also important to have an idea of the steps you will need to take. Some goals should be things that you can get done fairly easily – these will keep everyone motivated.

This is how you can make a plan of your goals:

- *Discuss what will need to change to make your vision happen.*
- *What are the steps for each thing you want to do?*
- *Think about who will be responsible for each task and when you want it done by.*
- *Work out how you know you have reached a goal.*
- *Read the Government's document Valuing People and page 5 of this toolkit to make sure you have goals for all the things you need in the plan.*



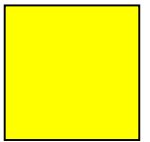
Here is an example of the goals you might write:

What will happen?	Who will do it?	When will it be done by?	How will we know that it has happened?	How much will it cost and who will pay?
Goal 1 Run a conference for people from minority ethnic groups to set up a support group for advocacy	Advocacy group members working with Community leaders supported by the Council	In April 2004 to allow time to contact people, advertise and book rooms and speakers	The Support group for advocacy for people from minority ethnic groups will report their plans and needs to the Partnership Board	£4,000 for room hire, information and advertising, travel cost and supporter expenses



Go back to your vision. What will need to change to make it happen? Think about the ways you will know that it has happened:

- Who will be able to get advocacy support?
- What will the support look like?
- How many people will be able to get advocacy support?



Making sure that advocacy is properly funded

Advocacy groups and services need money to work properly and support people to speak up and have a voice.

Therefore, thinking about where the money is going to come from to support advocacy is really important.



What has been done so far?

1. Money has been given by the Government for citizen advocacy and self advocacy (from VIA and BILD)
2. Some Partnership Boards have given more money to advocacy
3. Money is coming from other places like the National Lottery
4. There is now more advocacy than before Valuing People
5. More people know about advocacy

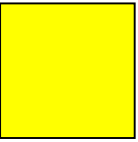
But there is a lot more to do before there is enough advocacy.

You will need to think about how advocacy can be funded locally.

One idea you might want to think about doing is to have an amount of money for each person who lives in your whole area put aside for advocacy support each year.

Service providers may also want to think about how they can support independent advocacy with money.

There will be people in your area who are good at writing bids for grants. Get them to help groups to bid for funding.

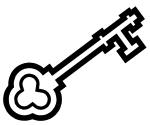


Step five

Who do we need on board?



When you have completed this section you will have a list of people you really need on board if this plan is going to work



Every plan needs people to make it happen. You will need to think carefully about who the important people are in your local area to have on board. Without them, your plan might not work

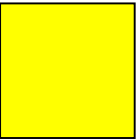
Remember to think about:

- Who do you need to sign up to your plan?
- How are you going to get them on board?



Make a list of important people to get on board. Think about good people to:

- Tell lots of other important people about the plan – this might be the Director of Social Services or your local councillor
- Help with practical things like working out how much things will cost
- ‘champion’ the plan at the Partnership Board and help you get it accepted
- make sure that people with learning disabilities and their families know what the plan says



Step six

What is going to get in the way and stop this happening?



Finally, you need to know what is going to get in the way of your plan and stop it from working...and you are going to have to think about how to get over these problems!

- Not everyone will understand what advocacy is and not everyone will think that it is a good idea. You might want to get together some positive stories that show how speaking up or having an advocate has really made a difference in people's lives. You could use photos and video as well as words and pictures



- You could do a role-play where people take it in turns to think of all the reasons why the plan won't work
- Who might say, 'that's rubbish, we don't need advocacy!'
- Where are the people and organisations that are going to get in your way?

- Sometimes families worry about advocacy and people with learning disabilities worry about what their families will think if they speak up for themselves. It would be a good idea to make time for families and people with learning disabilities to work together to share what they want advocacy to achieve

Now put your Plan together!



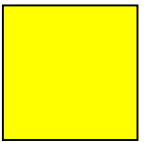
Now you can collect together the six sections of your local plan for Advocacy.

You can put your plan together in any way that works for your group. You might want to use some photographs and drawings in the plan.

The Partnership Board should have the chance to agree that it is a good plan.

You should then tell as many people as possible about the plan so they know what is going to happen.

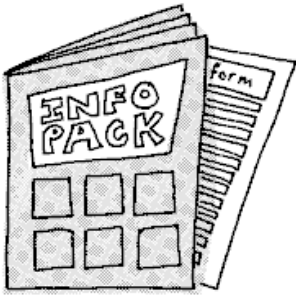
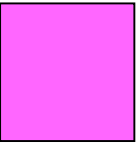
But don't forget!



To make your plan work you need to:

- Know who is responsible for doing things.
- Work out how you are going to check up that you are doing what is in your Plan.
- Have a way of knowing that you are hitting your goals, month by month and each year of your 5 year Plan.

And please tell us how you get on!



Information, exercises and resources



1

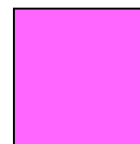
Some ideas about how you can write down what advocacy support and services you have now.

See page 16

Record stories about people's experience of advocacy. This could be on tape, video or using words and pictures.

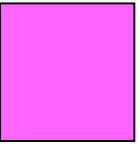
- How has being a member of a self advocacy group or having an advocate helped people?
- Is there anything about people's experience that has not been good?
- What do people who commission (buy) advocacy services feel about the service?

Some ideas to help you think about independent advocacy



This story will help you to think about where a group meets and who supports them.

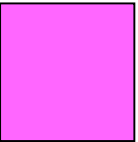
I imagine a group of people with learning disabilities decide to set up a self advocacy group. They know each other because they all get support at home from the same organisation – let's call the organisation '*Good-day support*'. There are two really good staff members at *Good-day Support* and they want to help people speak up. They offer to help the people with learning disabilities set up their self advocacy group by being their supporters. They also say that the group can meet at the *Good-day Support* offices. The people with learning disabilities are really pleased at first but soon they realise that it is hard to talk about things that they don't like about where they live. What they really want is someone to support them who does not work at *Good-day Support*.



This story will help you think about voting and who has the say about what happens in advocacy groups.

See page 14

I imagine a self advocacy group that has 5 non-disabled people on their committee of 12. These 5 people are staff that helped them set the group up 3 years ago. The group are thinking about where they meet and they want to apply for funding to have their own office base. The staff that are on the committee do not think that this is a good thing, they do not think that the group is ready to have their own office and they are also a bit worried about some of the things that the group is saying about services. The committee has a vote about making a funding application and all the staff vote to say that it is not a good idea. 3 of the other committee members are worried about what the staff think so they vote against the idea too. This means that the idea does not go any further, even though it is what most of the group want.



Becoming independent is a path and your local plan will help to make sure that each group and advocacy service keeps moving forward to have greater independence.

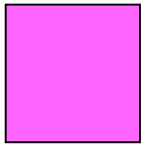
See page 14

Most self advocacy groups will not be completely independent, right from the start. The important thing is that they have a plan to get more independent.

Remember the story above about the self advocacy group supported by *Good-day Support*? They need to have a plan that helps them think how they can get more independent. They might think about:

- Employing a supporter who does not work for *Good-day Support*
- Asking a self advocacy group who are more independent to help them think about what to do
- Making their own rules or constitution which says how the group runs
- Finding a separate place to meet – maybe even renting their own office
- Having their own bank account
- Becoming a Registered Charity

They do not have to do all these things all at once. Their plan will help them think about what is most important for the group and take things one step at a time.



Independence for advocacy groups and services

See page 15

It is important for advocacy groups or services (e.g. citizen advocacy or short term advocacy) to be independent too. Below is a model statement about independence that was agreed by the Task Force sub-group on advocacy. It might be useful for you to use to think about how to make sure that your advocacy groups and services are really independent.

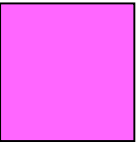
The words in this statement are harder than in the rest of this toolkit.

A model Statement of Independence for an advocacy group or service

Policy Statement on Independence

People will often approach an advocacy project when their attempts to resolve an issue or problem have failed. In extreme cases they may have suffered unfair treatment or abuse at the hands of a provider of services. In order for this advocacy project to effectively represent the views of a person in this and other situations it is important that the project is independent of any community care services that are provided to people with learning disabilities. Only in this way can potential conflicts of interest be reduced to a minimum.

.....continued



The ideal would be that advocacy groups are independent in all ways, including in terms of funding, with income being provided through sources unconnected with services for people with learning disabilities. This would mean that we would not receive funding from any organisation with which there could potentially be a conflict of interest. It is acknowledged, however, that at the current time, many projects do receive funding from statutory organisations and rely on this income for survival because no viable alternative is available.

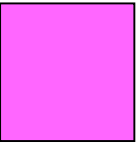
It is, however, important that this project remains structurally independent from other organisations' with which it may, on behalf of partners using the project, come into conflict.

We aim to demonstrate this by adhering to the following statement:

"The advocacy organisation (*name*) is constitutionally and psychologically independent of external influences including those of statutory agencies, other service providers and carers".

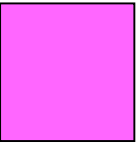
- Our advocacy scheme will not be managed by an organisation that provides or purchases community care services.
- The advocacy scheme will, at all times, act independently of commissioners and providers of services to people with learning disabilities.

Continued...



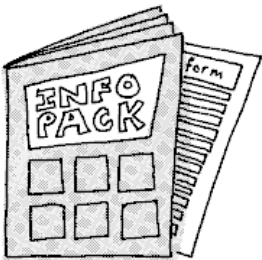
- The policies and practices of our organisation are decided by its management committee
- We aim to ensure that members of the Management Committee who are commissioners or providers of services understand the potential for conflicts of interest. In order to reduce this it is recommended that they attend as individuals and not as representatives of services. Any such members will make up no more than 20% of the total membership of the Management Committee. Any person representing provider organisations will not have a vote on the committee but may attend in an advisory capacity.
- We aim to ensure that members of the Management Committee who are parents, paid carers, or members of organisations representing the interests of families also understand the potential for conflicts of interest. Any such members will not, in any case, make up more than 20% of the total membership of the Management Committee
- No external individual or agency will have any right to determine or influence the advocacy organisations' policies or practices
- Financial support should in no way restrict the independence of the advocacy organisation
- This statement of independence is included with our code of practice and our policy on responding to any conflicts of interest identified within the organisation

...continued



- We aim to ensure that the Management committee reflects the community in which we work and are based, and includes input from users of the advocacy organisation.
- Our long-term aim is to maximise our independence. The fewer potential conflicts of interest that exist within our organisation, the more easily this can be achieved

This Statement forms a part of our working practices and policies



Making sure that people from black and other minority groups get advocacy support

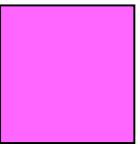


It should be possible for everybody to get advocacy when they need it but we know that people with learning difficulties from Black and other minority groups can face more problems than others in getting advocacy support.

- Some people belong to more than one minority group
- There are not a lot of funds, and people may need to work together

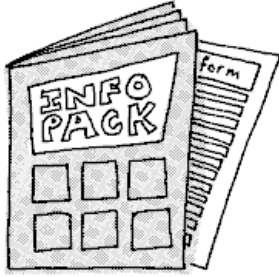
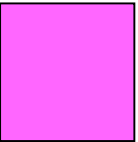
But people should have choice as to whom they go to for advocacy support

Different ways of helping more people to get advocacy support



- Advocacy groups and services should try to get people from all the different minority groups that make up their community involved in their work
- Extra help might be needed in knowing about, and in getting funding. This might mean help filling in forms
- It might mean new advocacy groups and services being helped by stronger ones that know how things work, and sharing ideas
- Advocacy groups and services should work and have policies to make sure that discrimination doesn't happen
- Advocacy groups and services should work together with other groups in their community to help more people get advocacy support
- Advocacy groups and services should make links with other groups that can help people to get advocacy – one example might be with interpreters (people who use the same language as the person who needs advocacy)
- The Partnership Board needs to look at a range of approaches to providing advocacy for people from minority ethnic groups. Funding might be needed for a group that works with people from one minority to provide advocacy for people with learning difficulties who also belong to that minority
- Advocacy groups or services might want to have a worker who concentrates on the needs of people from one or more minority. They might want to set up a new project to concentrate to the needs of people from one or more minority
- They might want to work together with a group from a particular minority to provide advocacy to people with learning difficulties from that minority

Which of these ways is best will depend on the area in which the people who need advocacy live.



Here are some organisations that can help you think about your Plan for Advocacy.

BILD

British Institute of Learning Disabilities
Campion House,
Green Street,
Kidderminster,
Worcestershire, DY10 1JL

Tel: 01562 723010

Fax: 01562 723029

email: enquiries@bild.org.uk

VIA

Oxford House
Derbyshire Street
London E2 6HG
Tel: 020 7729 5436

Fax: 020 7729 7797

Email: general@viauk.org

Valuing People Support Team Website

www.valuingpeople.org.uk



We want to say thank you to the people who helped us test out the Toolkit and gave us good information and advice.

Poole Partnership Board

Swindon Partnership Board

Wiltshire Partnership Board

Thank you!

We are looking forward to seeing your Plans
for Advocacy!