

DISABILITY EQUALITY SCHEME

The WEA faced our first challenge on equality from the Cooperative Women's Guild in 1905 when we had to change the organisation's initial 1903 title from the 'Association to Promote the Higher Education of Working Men' to 'The Workers Educational Association'. The Trustees and Association Committee as the governing body of the WEA take our role as the champions of Equality and Diversity very seriously. We are aware that although there is some excellent practice across the Association we still have some way to go before we can truly say that we are fulfilling our Mission as set out in our Memorandum and Articles commits the organisation to

"oppose discrimination in matters of Gender, sexual orientation, race, faith, age and disability, and shall operate within an equal opportunities framework for the delivery of its education, for its employment practices, and for the organisation of its voluntary membership." WEA Memorandum and Articles of Association 4.4

An important area for improvement is that of the lack of significant representation of disabled people within our staff and governance and we are committed through this scheme, the Equality and Diversity Strategy and Action Plan to take steps to significantly change this over the next 3 years. Most important is the issue of how we involve disabled learners, staff, volunteers and organisations representing disabled people within the planning, monitoring and implementation of our policies and plans.

Other key priorities are to improve pre course information for people with disabilities, and to improve our ability to collect and monitor data particularly as it relates to our workforce both sessional tutors and salaried staff, and in our governance at local and Association levels. I look forward to being able to report significant improvements when we come to review our actions and the schemes at the end of 2007.

David Lanch
WEA President
December 2006

Introduction

The Disability Discrimination Act 2005 places a duty on public bodies to:

- eliminate discrimination and harassment against disabled people;
- promote equality of opportunity between disabled persons and other persons;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled persons in public life.

The WEA Disability Equality Scheme sets out how we aim to achieve this within the functions of our organisation. This scheme covers the period 2006 – 2009.

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Glossary of Acronyms used

AC – Association Committee

EDAG – Equality and Diversity Advisory Group

AMT – Association Management Team

AMT – HR Board Association Management Team Human Resources Board

IAG – Information Advice and Guidance

An Overview of the Role of the WEA in Promoting Disability Equality

The WEA is a voluntary organisation covering England and Scotland with sister organisations in the other UK countries, across Europe and the World.

The WEA works to develop responsible relationships with:

1. Learners
2. Members
3. Staff
4. Local communities and partner organisations, particularly engaging with working people and social, economic and educational disadvantage.
5. The government and its agencies including the Learning & Skills Council.

The WEA was created from a concept of widening participation and, over the last century, has changed the lives of hundreds of thousands of adults by taking education to where people are and developing provision with learners (and partners) that is centred on their needs and interests. The Association's roots in "the education of the working class" are as relevant now as they were in 1903, albeit in a different social context.

At the beginning of its second century, the Association has decided to reinvigorate the delivery of its radical mission, and will redirect its resources to achieve this in the context of the 21st Century. This also includes a renewed commitment to ensuring equality of opportunity to all within the provision and the employment practices of the Association. The WEA has a long history of working in partnership with organisations on a local level to target provision towards disabled people. However, there is still much to do to include disabled learners within both targeted and mainstream provision.

In August 2005 we commissioned an audit to examine the experience of disabled learners within the WEA. This has thrown up some challenges to us which we have now responded to with actions within our overall Equality and Diversity Action Plan.

The audit also showed us that the profile of learners is not reflected within our staff and we have work to do in terms of recruitment and employment of disabled staff. Although we do have the involvement of learners within our governance at local, regional and national levels the representation of disabled learners is not reflective of the numbers within the learner cohort. Over the next 3 years of our Development Plan we intend to address this so that we can truly say that we are representative of all learners.

The WEA welcomes the new statutory duties under the DDA for Public Authorities to be proactive in promoting equality. This scheme sets out the way in which we will carry out these duties through our Association Development Plan and our Equality and Diversity Strategy and Action Plan.

This scheme sets out the framework within which the WEA will implement the principles laid out in our Equality and Diversity Policy and related Disability Statement. We will endeavour to promote equality of opportunity and prevent discrimination in our service to our students and our employment practices. When reporting, monitoring and measuring impact we will identify the specific Disability Equality elements clearly and separately.

Overarching Aims:

- To promote equality of opportunity for disabled people, in employment, as students, volunteers and members.
- To eliminate discrimination that is unlawful under the Disability Discrimination Act.
- To eliminate harassment of disabled people.
- To promote positive attitudes towards disabled people.
- To encourage participation in all aspects of the WEA by disabled people.
- To take steps to meet disabled peoples needs, even if this requires more favourable treatment.

Scope

- **Consistency of approach** including delivery of service, and employment practices.
- **Equal treatment** by setting **standards**.
- **Consultation** with students and staff.
- **Communication** - information in accessible communication styles and methods.
- **Making Resources available** for all staff and volunteers.
- **Developing and Training** staff and volunteers.
- **Monitoring and reviewing** our actions.

Students

We seek to create an inclusive learning environment which:

- Implements 'Inclusive Learning' by paying particular attention to programme design and delivery to maximise the match between the needs of disabled learners and the educational opportunities provided.
- Ensures the sharing of good practice in teaching and learning.
- Supports the development of effective student support services with particular reference to Disabled learners.
- Develops programmes in response to expressed needs and demands in local communities from disabled individuals and organisations representing disabled people.
- Ensures that Association strategic plans and Association and Regional operational plans include specific measurable targets to promote the specific needs of disabled learners.

Staff

The WEA is committed to ensuring that all staff and prospective staff are treated fairly and equitably on their relevant merits and abilities and within the requirements of their employment. The WEA aims to actively encourage a climate of respect and value in all aspects of employment practice.

Voluntary Participation and Governance

The WEA believes that democratic voluntary participation in its organisation and decision-making processes promotes mutuality, and builds the capacity of the organisation. The Association will therefore:

- Maintain organisational structures that place disabled learners at the heart of all decision making, particularly in the governance of the Association.
- Encourage full voluntary involvement at all levels of the Association, (Local, Regional and Association), and underpin that involvement with appropriate adjustments, training and support.
- Enable learners to be directly involved in the development of their programmes through Branch and Regional committees and councils and arrangements with external partners.
- Actively seek involvement from disabled people within the membership and governance structures of the Association at all levels.

Accessible buildings

The overarching aim is that all property owned, leased, rented or otherwise used by the WEA is accessible to disabled staff, students and visitors as far as is practicable. Clear Information about accessibility to buildings is available to learners.

Partnerships and Procurement

Where functions that impact on disability equality are carried out through service agreements or partnerships with other organisations, the WEA is committed to making clear our requirements for the promotion of disability equality.

Although we have made progress over recent years we still have some key issues which we must address if we are to achieve our aims

The full range of Strategic Aims and Actions can be found in Appendix 1

Key challenges we face in promoting and achieving disability equality within our organisation	E and D Strategy & Action Plan (SAP)
Overall	
Establish process to involve disabled people in impact assessments, developing the strategy, plans and scheme for 2007	SAP 5.1
Good practise needs to be spread across the Association	SAP 4.5
There is still a lack of involvement in relationships with organisations representing disabled people.	SAP 5.2 and 5.3
A recognition that publicity must reflect diversity and take actions to address this	SAP 4.3 and 4.4
Teaching and learning	
Need to improve responses to initial enquiries by people with disabilities	SAP 4.2
Monitor retention and achievement by disabled learners, and take action to redress low rates	SAP 6.1 to 6.3
Much of the participation by disabled people is within targeted provision and there is a need to increase participation in mainstream courses across all curriculum areas	SAP 6.1 to 6.3
Review curriculum content, delivery and materials to ensure inclusivity	SAP 4.4 and 4.5
HR and Governance	
Little or no representation from disabled people within areas of our staff and within governance	SAP 3.4 , 3.5, 5.1, 7.1
Need for good quality data for all staff including sessional and part-time tutors	SAP 1.3
Ensuring that reasonable adjustments are made particularly where these may incur costs and that this is reflected in budget planning	SAP 8.2
Establishing a programme of training for all employees and members of governance on the Disability Equality Scheme and Action Plan	SAP 8.1 and 8.2

Some examples of progress made 2005-6

Overall

- The Equality and Diversity Advisory Group was set up in 2004/5 to take the lead in driving forward the Equality and Diversity Strategy. The membership is the General Secretary, a Trustee, a Regional Director, the Development and Diversity Manager and an Education Strategy Manager. This group reports to the Association Committee.
- There is an Equality and Diversity Policy, Strategy and Action Plan with related Disability Equality Statement attached.
- An Equality and Diversity site established on the WEA intra net which has guidance and resources for implementing disability equality in teaching and learning and employment .
- A recognition that publicity must reflect diversity and actions planned to address this.
- Partnership work increases the support and resources for learners.
- Monitoring by disability is increasingly carried out and action planned as a result of this.

Teaching and Learning

- Effective use of Learner Code of Conduct and Unacceptable Learner Behaviour Procedure leading to:
 - increased learner awareness of diversity issues;
 - improved respect for differences in the group;
 - inappropriate language or behaviour has been dealt with.
- Availability of IAG materials in community languages, large print and in audio form.
- Established Equality and Diversity Impact Measures relating to participation, retention, and achievement across all education provision with guidance on how to implement.
- Regions now set priority learner targets and local EDIMS.
- Effective completion of accommodation survey.
- Some teaching programmes designed around concepts of diversity (e.g. Mosaics in East Midlands).

HR and governance

- AMT HR Board has been constructed to oversee all issues relating to Human Resources and an AMT Education Board to oversee educational provision. Minutes of The Equality and Diversity Advisory Group go to these Boards and to the AMT.
- A Training Programme is being developed and will be rolled out from spring 2006 and the materials developed will be available for regional use.
- Recruitment Training focusing on Equality and Diversity is run twice a year for all staff and governance who are engaged in the recruitment process.
- Key policies and procedures have been put into place covering such areas as Recruitment, Annual Leave, Capability, Grievance, Harassment, Disciplinary etc. and also a Code of Conduct for Employees.
- Policies are under a constant process of review by the AMT HR Board and where necessary changes are made to bring into line with disability equality.
- The appointment of members of staff with responsibility for taking forward Equality and Diversity within teaching and learning and employment and learner support.
- A recognition that recruitment must be targeted at a wider audience in diverse ways rather than just through the traditional media and actions planned in order to address this.

The processes we will use to ensure that the Disability Equality Scheme is implemented

- Guidance and training will be provided to support Regions to set up a consultative group with representatives to include Disabled people this group.
- An EDAG will draw representatives from these groups into an Association Reference Group who will work with them to ensure that the issues and needs of all groups and individuals are represented and included.
- The scheme as written will be used as a focus for discussion as part of the involvement of disabled people over the next year ready for review in November 2007.
- The Manager for Development and Diversity and the Education Strategy Manager - priority learners, inclusion and diversity, will visit every region from November 2006 to January 2007 to ensure that all regions are aware of the Strategy and Action Plan and to gain knowledge of good practise and expertise which can be translated across the Association.

APPENDIX 1

The Elements which are specifically Racial Equality Actions are shown in “**bold**” and **speech marks** where there is a general overarching Equality and Diversity Action Racial Equality will be addressed as a specific element and reported on separately where appropriate

WORKERS’ EDUCATIONAL ASSOCIATION Quick House, 65 Clifton Street, London EC2A 4JE

Equality and Diversity Strategy and Action Plan 2006/7-2008/9
Showing the Specific Disability Actions Highlighted

Action	Measurable Outcome	Lead Resp	Target Date	Monitoring	Resources
Strategic Aim 1.					
Equality and Diversity Policy is effectively implemented, monitored and evaluated					
1.1 Revised Race Equality Statement, “ Disability Equality Statement ,” Strategy and Action Plan to be in place by Sept 2006	Ratified by Association Committee & AMT and disseminated	Richard Bolsin (RB)	Sept 06	AMT	Within existing staff resources
1.2 Regular internal audits are carried out as part of ongoing monitoring processes to evaluate effectiveness of the implementation of the Equality and Diversity Policy and compliance with existing legislation and which inform the SAR	Equality & diversity impact is standard part of all reporting and performance management processes		Sept 06	AMT	
include timetable and evidence on - Monitoring of HR - Monitoring of educational processes	Annual impact assessments for all Policies and Procedures Report on Equality and Diversity is published including the results of impact assessments and monitoring procedures		Mar 07 From Sept 07 and annually	E & D Advisory Group E & D Advisory Group	
1.3 Recruitment procedure includes a format for recording E and D information to be entered in Open HR database when in place The new Open HR data module:-	Regular reports are obtained from new HR data and inform planning and recruitment targets	Dave Webber/ Liz Cumberbatch (LC)	From Sept 07	AMT HR Board	Within existing staff resources

WEA Disability Scheme - December 2006

<ul style="list-style-type: none">- has fields set up to take account of all Equality and Diversity monitoring needs- is piloted in 2 regions and E & D reports scheduled- is implemented across Association together with training programme including an E & D monitoring aspect					
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Action	Measurable Outcome	Lead Resp	Target Date	Monitoring	Resources
Strategic Aim 2.					
Implementation of Equality and Diversity policy is communicated to and owned across the Association					
2.1 Regional dissemination of E & D Strategy and Action Plan, pack, and external impact audit report	Regions to - Identify ways in which they are already working - Evidence progress they have made - Illustrate and share good practice	Mary Curran (MC) + LC	Oct-end Dec 06	E and D Advisory Group	Travel costs of MC + LC visiting each Region £400

Action	Measurable Outcome	Lead Resp	Target Date	Monitoring	Resources
Strategic Aim 3. The WEA -meets and exceeds all equality legislation, and ensures good practice as an employer, educational provider and in it's governance at all levels					
3.1 Prepare for and ensure compliance with Age Equality legislation	Policies and procedures in place in order to ensure compliance with Age Equality legislation	HR/ Gov - LC Educ -MC	Oct 06	E and D Advisory Group	£450 to cover attendance at briefing conference/ training
3.2 Prepare for and ensure compliance with Gender Equality legislation	Policies and procedures in place in order to ensure compliance with Gender Equality legislation	HR/ Gov - LC Educ - MC	Feb 07	E and D Advisory Group	
3.3 Prepare for and ensure compliance with the Single Equality Scheme	Policies and procedures in place in order to ensure compliance with Single Equality legislation	HR/ Gov - LC Educ - MC	April 09	E and D Advisory Group	
3.4 Review Recruitment practice and ensure all staff and governance responsible for recruitment attend training and update their knowledge at regular intervals	<p>"All Regions are following the recruitment procedures including 2 ticks and are recording all E and D data as required for monitoring purposes"</p> <p>2 training events are run each year and all staff and governance members who take part in recruitment processes attend annual training to update their knowledge</p>	LC	Sept 06-April 07	AMT HR Board	<p>Within existing staff resources</p> <p>Within training budget</p>
3.5 Procedures for Recruitment, Induction, Performance Management and Annual Review ensure that prospective and existing staff feel able to raise issues of discriminatory behaviour or practices and also "disclose any 'hidden' disability such as dyslexia and that relevant support systems are in place"	<p>Reasonable adjustments are made and reviewed at all stages of employment for individual staff members</p> <p>All staff are aware of the Code of Conduct for staff and staff satisfaction surveys show that there is confidence in the WEA to make adjustments and deal with deal with complaints effectively</p>	LC LC	Sept 06-April 07	AMT HR Board	Within existing staff resources

Action	Measurable Outcome	Lead Resp	Target Date	Monitoring	Resources
Strategic Aim 4.					
The WEA demonstrates its commitment to Equality and Diversity through its communications, publicity, and curriculum					
4.1 Standards of communication are enhanced to promote equality and diversity. Through Awareness raising of The WEA Codes of Conduct for Trustees, Volunteers, Staff and Learners. The development of equality and Diversity competencies within the WEA Competency Framework	All WEA internal and external communications are compatible with policy and promote equality and diversity and this is reflected in formal feed back processes such as learner or staff satisfaction surveys	Educ - MC HR/ Gov - LC in liaison with Maria Flemmer	July 07	E and D Advisory Group/ AMT Education + HR Boards	£3,000 for Braille equipment. £300 for translation of Volunteer Code of Conduct into community languages. Provision of information in other formats from existing resources
4.2 Raise standard of initial IAG for learners -work towards Matrix standards - agreement and dissemination of guidelines for IAG - training for all front line staff	The experience of potential learners contacting the WEA meets MATRIX standards Regions achieve Matrix standards on initial IAG Regions achieve Matrix accreditation	Ruth Gould	Jan 07 July 07	EST	Within training budget
4.3 Review of all publicity (corporate services and Regional), is carried out including language and images to ensure inclusivity & diversity to national agreed quality standard and MATRIX standard	All publicity is free from racist, sexist, anti-disability, homophobic or ageist images, languages, and assumptions. All publicity has common equality and IAG statements, and promotes equality and diversity	Educ - MC HR/ Gov - LC in liaison with Maria Flemmer	Feb 07	E and D Advisory Group	Within existing staff resources

WEA Disability Scheme - December 2006

4.4 Through curriculum management areas, review of curriculum content, delivery, and materials to ensure to ensure inclusivity	The curriculum is inclusive, attracts and engages diverse learners, and meets their needs	MC	March 07	EST	Within existing staff resources
4.5 Sharing of good practice in publicity and curriculum to promote diversity and inclusion, challenge discrimination and promote positive images of marginalised groups	Publicity and the curriculum promote diversity and inclusion, challenge discrimination and promote positive images of marginalised groups	Educ - MC HR/ Gov - LC in liaison with Maria Flemmer	Sept 07	E and D Advisory Group	Within existing staff resources

Action	Measurable Outcome	Lead Resp	Target Date	Monitoring	Resources
Strategic Aim 5.					
The WEA involves and consults appropriate stakeholders, and all feedback processes include Equality & Diversity impact review					
5.1 Regions to establish a reference group/s for involvement of "disabled" and BME staff, learners, and volunteers and potential learners in development of "Disability" / Race Equality Schemes, + ongoing issues. May be by face-face, telephone, e-mail, or on-line forum, or any combination of these NB Guidance to say that where mixed group convened evidence re Race and Disability must be clearly identifiable	- "Reference groups meet - WEA Association Disability Equality Scheme agreed " - WEA Association Race Equality Scheme agreed - Process for future involvement of disabled and BME people established, e.g. annual forum	Ruth Barber (Disability Equality) LC (Race Equality)	Jan 07	E and D Advisory Group	Regional budgets to include travel and meeting costs, where appropriate
5.2 The WEA builds new national partnerships and close working relationships with organisations such as the CRE, Stonewall, Federation for Black Managers, "RNIB and RNID."	Effective national partnerships that impact on planning and delivery	HR/ Gov - LC Educ - MC	July 07	E and D Advisory Group	Possible fees attached to registration for partnerships with national organisations e.g. Stonewall Equality Champions £1,500
5.3 The WEA builds new Regional partnerships and close working relationships	Effective Regional and local partnerships that impact on planning and delivery	Reg Dirs.	July 07	E and D Advisory Group	Within existing Regional staff resources
5.4 Staff satisfaction surveys are designed and a timetable for these to be carried out is agreed. These to be both Generic and specific to certain groups e.g. BME staff and Disabled Staff		LC	June 07	AMT HR Board	Survey analysis software £500

Action	Measurable Outcome	Lead Resp	Target Date	Monitoring	Resources
Strategic Aim 6					
The WEA works to widen participation by priority groups, and increase achievement and progression of all learners					
6.1 Curriculum and local management teams review participation by priority learners, and identify ways to increase participation in curriculum and geographical areas of weakness, including through changes to:- - venues - timing/ flexibility of courses - partnership working - course content - targeted distribution of publicity material	Increased participation by priority groups in identified areas of weakness	MC	Feb 08	EST	Within existing staff resources
6.2 Retention and achievement of priority groups is monitored, and action is taken to redress low rates	Retention rates for disadvantaged groups matching overall rates. Enhanced achievement, with rates for disadvantaged groups matching overall rates.	MC in liaison with David Kay	Action ongoing Outcome Feb 08	AMT Education Board	Within existing staff resources
6.3 Ensure consideration of E & D issues in development of WEA 3 Educational strands. Monitor impact of introduction of Educational strands on - widening participation - achievement - progression	WEA 3 Educational strands effectively planned to enhance E & D Enhanced participation by priority groups Enhanced achievement rates Evidence of progression	MC	July 07 Feb 09	AMT Education Board	Within existing staff resources

Action	Measurable Outcome	Lead Resp	Target Date	Monitoring	Resources
Strategic Aim 7 The staff and governance of the Association fully reflects the profiles of diverse groups in society at local and Association levels					
7.1 Trustees ensure that the gender balance and lack of representation from BME communities is addressed within the Board and the Association Committee and requires Regional Committees to do the same Open recruiting system for Trustees established	Targets are set. Governance is more representative of WEA learners and the communities we work in At least 3 Association Committee members are from organizations that represent the needs and interests of MME communities	RB with Chair of Trustees	Jan 07 Sept 09	E and D Advisory Group	£500 for advertising in The Voice

Action	Measurable Outcome	Lead Resp	Target Date	Monitoring	Resources
Strategic Aim 8					
Effective staff performance monitoring and review, and training, to promote Equality and Diversity					
8.1 Ensure that Equality and Diversity competencies are a standard element of Performance management and Annual Review for staff. Ensure that all staff and governance are fully competent in their application of WEA equality and diversity practices in general and how these are applied specifically within their area of responsibility.	Equality and Diversity Competencies are agreed Performance Management and Staff Review policies, guidance and procedures all contain a reference to Equality and Diversity competence Requirements are in place for regular updating of knowledge for Staff CPD and volunteer/ governance roles which is recorded in individual development plans and training is provided in a variety of formats to enable this	LC	July 07	AMT Board	HR Within existing staff resources
8.2. That Performance Management and Staff Review, "include the review of reasonable adjustments for disabled staff as required by the Job Centre Plus 2 Ticks."	Staff Satisfaction surveys show that all staff feel that reasonable adjustments have been made	LC	July 07	AMT Board	HR £20K HR contingency budget, to enable reasonable adjustments to be made. This is part of HR budget set aside for staff costs/increases.

APPENDIX 2

The WEA Audit of the Experiences of WEA Learners In their Own Words – 2005 (summary)

The Disability Discrimination Act has been in force since 1995 and was extended to education in 2002. From September 2006, we are under a duty to promote equality for disabled people across employment and provision. Aware that we were not fulfilling all the obligations of the Act across the whole Association in a consistent and rigorous way, the Equality and Diversity Group embarked on an Impact Assessment. Following a recruitment and selection procedure, it employed Pam Henry, a consultant from 'Personnel Solutions', to carry out the assessment.

This review of the WEA has given us an interesting picture of disability within the Association and the extent to which we are providing appropriate support for our learners and staff. In commissioning this work we have not only learned some significant lessons for our equality practice concerning disabled people but also uncovered some general issues regarding our ability to provide data and to communicate with staff, learners and volunteers.

When contacting the WEA a prospective learner or volunteer may well be phoning a branch officer in their home where they may be interrupting a normal daily event such as washing up or looking after the children, or be asked to leave a message on what appears to be a private number. For learners or volunteers who may have all kinds of issues regarding their ability to make this initial contact this can be another hurdle to overcome. However the 'informality' of this might mean that it is received as a warm and friendly face of the WEA as with other contacts made through e-mails or phone calls to offices and face to face.

The report suggests that, on the whole, we are a welcoming organisation. However, there are still staff and volunteers who use outdated language and are not aware of the ways in which we should be supporting people with disabilities or learning difficulties. There are implications therefore for training and awareness raising for our 'front line' staff and volunteers particularly in terms of Information Advice and Guidance (IAG).

The WEA has an Equality and Diversity Policy in place, and this is provided to every prospective employee in the recruitment pack. A commitment to equality and diversity is also a requirement in all job descriptions. For all staff and learners, volunteers and governance there are codes of conduct in place that explicitly outlaw discriminatory practise or behaviour.

Training on Race Awareness, Disability, Religion and Belief and Sexual Orientation has been provided across the Association. However, the focus group discussion and some of the comments of learners and staff regarding their ability to disclose and receive appropriate support highlights a lack of knowledge of these policies and the need to embed them more into the everyday practice of the Association.

In our recruitment of staff we adhere to the practices under the 2 Ticks scheme from Job Centre Plus. This means that all disabled prospective employees who meet the core criteria for the post advertised will be interviewed. It also commits us to making reasonable adjustments to enable attendance at interview, during interview and, if appointed, at the start of and during employment through staff review. The staff survey showed that reasonable adjustments were being made although it seems as though some staff are not declaring disability on appointment.

Reasonable adjustments are being made for learners in a variety of ways: for example larger print handouts / books, changes in course programmes, one-to-one extra support and reorganisation of field trips to make them more accessible.

Other examples of good practice identified during the review were a regional equality and diversity group, who plan and monitor all provision and employment practice, and course programmes that identify all accessible course venues with the wheelchair symbol and give guidance as to where to get support and advice pre course.

Staff also reported adjustments and flexible working arrangements. The good practice which was identified in some areas of the Association now needs to be promoted across the whole organisation.

Examples of Good Practice are placed on First Class in the Equality and Diversity site and within the Managing Diversity folder within the Development and Training Zone.

Copies of "In Their Own Words" are available from the WEA Development Training and Diversity Team – Corporate Services

APPENDIX 3

WORKERS' EDUCATIONAL ASSOCIATION
Quick House, 65 Clifton Street, London EC2A 4JE

WEA Disability Equality Policy Statement 2006

This Statement is to be attached to the WEA Equality and Diversity Policy as a distinct commitment to Promoting Disability Equality in the Association.

The WEA is committed to building an organisation that makes full use of the talents, skills, experience, and different perspectives available in society, and where all our staff, volunteers, members, and students feel they are respected and valued, and can achieve their potential regardless of any disabilities that they may have, as defined in the Disability Discrimination Act.

The WEA will follow the recommendations of the Disability Rights Commission's Code of Practice in employment to achieve disability equality in all its employment policies, procedures and practices, recruitment of members and volunteers, volunteering opportunities, membership services and service delivery to students.

The aims of this policy are to ensure that the WEA:-

- promotes equality of opportunity between disabled people and other people, in employment, as students, volunteers and members;
- eliminates discrimination that is unlawful under the Disability Discrimination Act;
- eliminates harassment of disabled people that is related to their disability;
- promotes positive attitudes towards disabled people;
- encourages participation by disabled people;
- takes steps to meet disabled people's needs, even if this requires more favourable treatment.

This policy applies to all aspects of employment and educational provision. We will take the following steps to put the policy into practice and make sure it is achieving its ends.

- a. In line with the disability Equality Duty for the public sector, the WEA will involve disabled people (staff, learners, and volunteers) in producing the Disability Equality Scheme, including the action plan;
- b. The policy will be a priority in the operational plan and three-year development plan.
- c. The Director of Education, Quality & Strategy (Education Strategy Manager-priority learners, inclusion and diversity) and Director of Resources

(Development and Diversity Manager) will be responsible for the day-to-day operation of the policy, (DEQS for educational provision; DoR for HR, governance, and resources), and will produce regular reports for the Equality and Diversity Advisory Group, Trustees and Association Committee, and AMT;

- d. The policy will be communicated to all staff, members, volunteers and applicants for job and volunteering opportunities, and will be placed on the organisation's intranet and website.
- e. Students will be made aware of the policy, and of their rights to fair and equal treatment, and their responsibilities to ensure that others are also treated in this way.
- f. Staff, volunteers, members and their representatives and trade unions will be consulted regularly about the policy, and about related action plans and strategies.
- g. All staff and volunteers will be trained on the policy; on their rights and responsibilities under the policy, and in law; and on how the policy will affect the way they carry out their duties. Everyone will clearly understand what constitutes acceptable and unacceptable conduct in the organisation.
- h. All members of senior management and governance and all staff, in decision-making areas will be trained on the potentially discriminatory effects of practices, conditions, and criteria on people with disabilities, and the importance of being able to justify decisions.
- i. Complaints about disability discrimination or harassment in the course of employment will be regarded seriously, and may result in disciplinary sanctions, and even dismissal. The complaints procedure will be published on the Employment Handbook on First Class and be available at Regional and Local Offices. Codes of Conduct for volunteers and Trustees will determine the expectations of behaviour and procedures and relevant grievance and disciplinary procedures. In the case of learners a code of conduct will determine the expectations of behaviour within this policy and where possible the education process will be used to deal with incidents where language, attitudes or behaviour cause the harassment of disabled persons and is related to their disabilities. However if a learner persists in such behaviour they will be asked to leave the course.
- j. Opportunities for employment, promotion, transfer and training will be advertised widely, internally and externally, and all applicants will be welcomed, irrespective of any disabilities that they may have. All disabled applicants who meet the minimum requirements will be guaranteed an interview.
- k. All workers and volunteers will be encouraged to develop their skills and qualifications, and to take advantage of promotion and/or development opportunities in the organisation. Performance review will review the need for reasonable adjustments.

- l. Information on staff and applicants who disclose disabilities (and any reasonable adjustments) for employment, promotion and training will be collected and analysed, to monitor the workforce, at each stage of the recruitment and selection process. The information will be held in strictest confidence and will only be used to promote disability equality and prevent unlawful disability discrimination. There will be opportunities for disclosure at all stages in the recruitment and performance review processes.
- m. Student participation rates in relation to local population profiles, and retention and achievement rates will be monitored and positive action taken.
- n. Staffing profiles and recruitment will be monitored in relation to geographical population profiles and learner participation.
- o. If the data shows that disabled people are under-represented in particular areas of work, lawful positive action training and encouragement will be considered, to improve their chances of applying successfully for vacancies in these areas.
- p. The following areas will also be monitored for disability equality: grievances, disciplinary action, performance assessment, and terminations of employment (for whatever reason).
- q. Requirements, conditions, provisions, criteria and practices will be reviewed regularly, in the light of the monitoring results, and revised, if they are found to, or might, discriminate unlawfully on disability grounds.
- r. All contracts for goods, facilities or services will include a clause prohibiting unlawful disability discrimination by contractors and their staff, and by any sub-contractors and their staff. The clause will also recommend the DRC code of practice in employment as basic good practice. Contractors, suppliers and agencies will be expected to have the following minimum standards of disability equality in employment:
 - i. an effective disability equality policy;
 - ii. the name of the person responsible for putting the policy into practice;
 - iii. a disability equality statement in their job advertisements;
 - iv. disability equality training for workers and managers;
 - v. a statement that unlawful disability discrimination and harassment are regarded seriously, and may result in disciplinary sanctions, and even dismissal; and
 - vi. a grievance procedure for complaints of disability discrimination and harassment at work.
- p. A disability equality strategy and action plan will be developed, with clear disability equality targets and timetables, to show the steps the organisation plans to take to achieve disability equality.

- q. The effectiveness of the policy and strategy will be monitored at regular intervals. A report on progress will be produced each year and published on First Class, the WEA website and in the Association Newsletter.
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Ratified by the Association Committee September 2006

APPENDIX 4

Participation by people with disabilities in WEA provision 2005-06, by curriculum management areas

05-06	% Physical disabilities	% Learning disabilities	% Total disabilities
Foundation and Access Studies	7.1%	10.7%	14%
Health, Fitness and Personal Development	19.2%	9.5%	23.6%
ICT	18.3%	7.4%	21.7%
Trade Union Learning	5.4%	3.0%	7.8%
Schools and Parenting	5.1%	2.9%	7.0%
Community Development, Citizenship and International Studies	12.5%	7.1%	15.9%
Humanities, Languages, Literature and Social Studies	13.4%	2.3%	14.2%
Professional Development	7.6%	4.4%	10.5%
VPA and Media	17.0%	8.5%	20.6%
Environmental Studies/Science	12.9%	5.2%	14.8%
All Curriculum Management Areas	14.6%	6.7%	17.8%

Comparison of participation rates 2005-06 in targeted and non-targeted provision

05/06 Curriculum Areas	Participation by people with disabilities across all provision ¹					Enrolments in targeted disability provision			
	Physical disability (%)	Learning difficulty (%)	Total disabled learners (%)	Total enrolments	No. of enrolments from disabled learners	Physical disabilities including sensory impairments	Learning difficulties	Mental Health Difficulties	Total
Foundation	7.1	10.7	14	14855	2080	156	819	123	1098
Health, Fitness, Personal Dev	19.2	9.5	23.6	21075	4974	741	630	2137	3508
ICT	18.3	7.4	21.7	15879	3446	613	213	494	1320
TU Learning	5.4	3.0	7.8	4093	319	0	0	0	0
Schools & Parenting	5.1	2.9	7.0	3621	254	13	12	6	31
Comm Dev, Citizenship & International Studies	12.5	7.1	15.9	1388	221	66	10	0	76
HLLSS	13.4	2.3	14.2	35581	5053	1193	88	255	1536
Professional Dev	7.6	4.4	10.5	1085	114	23	0	44	67
VPAM	17.0	8.5	20.6	36159	7449	1060	1160	2007	4227
Environmental Studies & Science	12.9	5.2	14.8	6792	1005	65	98	349	512

¹ As declared on enrolment form

APPENDIX 5

Staff and Governance

At present we do not have data available on our governance other than perceptions this will be acted on during 2006/7

Salaried Staff and Part time Tutors and Sessional Staff

Data on Salaried staff shows that there are **434** staff employed across the Association of whom **5** have declared a disability.

Number of Part Time Tutors or Sessional staff with Declared Learning Disabilities, Physical Disabilities or both				Totals
Total number of tutors and sessional staff across the Association	Learning Disability	Physical Disability	Both	_____
P/T Tutors and Sessional staff	23	108	6	<u>137</u>

Disabled Tutors by Curriculum Management Area some tutors may appear more than once as they teach in more than one CMA

Environmental			Foundation			Health			Humanities			ICT			Professional			Schools			Trade Union			VPAM			Blank		
LD	PD	Both	LD	PD	Both	LD	PD	Both	LD	PD	Both	LD	PD	Both	LD	PD	Both	LD	PD	Both	LD	PD	Both	LD	PD	Both	LD	PD	Both
	3		2	14		3	18			13	3	3	11	1		2		1	4		5		9	22	2	3	13		

APPENDIX 6

The Context - Legislation ;

Disability Discrimination Act (1995)

The DDA places requirements on employers and service providers not to discriminate against disabled people, but did not originally include similar requirements for the provision of education.

DDA Part 4

This amendment brought education under the Disability Discrimination Act making it illegal for colleges and LEAs to discriminate against a disabled learner or potential learner for a reason related to their disability. LEAs and colleges will have new duties:

- not to treat a disabled student or potential students less favourably for a reason related to their disability;
- and to provide 'reasonable adjustments' for disabled students.

The Disability Discrimination Act Part 4 comes into force from September 2002; changes related to 'auxiliary aids and services' will be implemented in September 2003 and changes related to 'physical features' will be implemented in September 2005.

Copies of the Special Educational Needs and Disability Act, 2001 can be found on

<http://www.hmso.gov.uk/acts/acts2001/20010010.htm>.

The Disability Rights Commission has prepared and issued a new Code of Practise which applies to the Post 16 sections of the legislation (there is a separate code for schools) and deals with how to avoid unlawful discrimination against disabled people and students.

For further information see <http://www.drc-gb.org>

There is other cross cutting equality legislation which must be taken into account as no one person is defined by one aspect. These are:

The Sex Discrimination Act (1975, 1986)

The Sex Discrimination Act 1975, as amended in 1986, makes it unlawful to discriminate on grounds of sex in employment, education and advertising or when providing goods, facilities, services and premises. The Sex Discrimination Act applies to two forms of discrimination:

- direct discrimination when someone is treated less favourably because of their gender; and

- indirect discrimination when unjustifiable requirements or conditions are set that applies or would apply to everyone but in fact discriminate against individuals because of their gender.

Individuals have the right of access to civil courts and employment tribunals for legal remedies for unlawful discrimination under the Sex Discrimination Act 1975. Specific reference to the duties of responsible bodies and providers of education are set out in the Act and related guidance.

For further information see;

www.eoc.org.uk

The Race Relations Act 1976 and the Race Relations (Amendment) Act 2000

The Race Relations Act 1976 and the subsequent Race Relations (Amendment) Act 2000 make racial discrimination unlawful in employment, training and related matters, in education and in the provision of goods, facilities and services as well as in the management and disposal of premises. The legislation applies to Scotland, England and Wales.

The Race Relations Act 1976 applies to two forms of discrimination:

- direct discrimination when someone is treated less favourably on racial grounds: and
- indirect discrimination when unjustifiable requirements or conditions are set which apply or would apply to everyone, but in fact discriminate against people on racial grounds.

The Race Relations Act gives individuals the right of access to civil courts and to employment tribunals. Specific reference to the duties of responsible bodies and providers of education are set out in Part III of the Act.

The Race Relations (Amendment) Act places a duty on public bodies to promote equality between different racial groups. Most responsible bodies under Part 4 of the Disability Discrimination Act are also public bodies for the purposes of the Race Relations (Amendment) Act.

For further information see;

www.hmsso.gov.uk

Equal Pay Act (1970, 1985)

The Equal Pay Act is applicable where the work carried out by men and women are deemed to be the same, unless an employer can show a genuine cause for a difference – not based on sex. The Equal Opportunities Commission was set up under the act 1976 and works to:-

- End sex discrimination
- Promote equal opportunities for women and men
- Review the legislation relating to sex equality

For further information see www.eoc.org.uk

The Human Rights Act 1998

The Human Rights Act brings into UK law certain rights and freedoms guaranteed under the European Convention of Human Rights, and is binding on 'public authorities', which includes bodies whose functions are of a public nature. Most responsible bodies will be public authorities to the extent that they offer education or other related provision. The Human Rights Act includes a right not to be denied access to education, and a right not to be discriminated against.

For further information see;
www.hms0.gov.uk/acts

The Data Protection Act 1998

The Data Protection Act 1998 restricts the processing of personal data and 'sensitive' personal data about individuals, particularly how and whether that information can be passed on to others. The use of sensitive personal data is particularly restricted. Information relating to an individual's disability is classified as sensitive personal data. In ensuring that disabled people and students are not discriminated against and that reasonable adjustments are made, responsible bodies may need to pass data about disabled students on to members of staff and others including work placement providers. Even if students have not requested confidentiality under the Disability Discrimination Act, the use and transfer of information about them (including through job references) is restricted by the Data Protection Act. Such processing may often require students' explicit informed consent. In order to ensure that they are not in breach of either law, responsible bodies may need to:

- ask students' permission to pass on information necessary

- alert students to the use that will be made of information when asking them to disclose on application, enrolment or examination forms
- ensure appropriate procedures are in place to keep sensitive and other personal information confidential.

For further information see;

www.hmso.gov.uk/acts

From 2003 European Directive on Sexual Orientation
European Directive on Faith
2006 European Directive on Age Discrimination

Terminology

General

Equality is the term used to describe the general ethos of the organisation as one which embraces **equality of opportunity** for all those connected with it. In other words a commitment to ensuring that there is equality of access, treatment and opportunity for learners, staff and volunteers at all levels of the organisation.

Diversity focuses on acknowledging and valuing the individual differences of our learners, staff and volunteers and the ways in which these can enrich the association at all levels of the organisation.

Within the context of equality and diversity there are also the concepts of **inclusive learning** and **widening participation**. **Inclusive learning** focuses on the needs of the individual learners, **widening participation of adult learners** focuses on the communities and widening access and participation from underrepresented groups at all levels of the organisation. **Mainstreaming** is the term used to describe the process whereby Equality and Diversity issues and requirements systematically and explicitly are included in all areas of the organisations activities including all its policies and procedures.