

John Kelly



Disability Equality & Inclusion

Training and learning that:

- **Helps bring about understanding.**
- **Encourages change that values and includes disabled people.**
 - **Values collaboration in diversity and equality.**

About Me

- ✚ Delivery in informal/formal settings.
- ✚ 20 years experience of delivering to all sectors.
- ✚ Keynote speaker to a variety of professional sectors and people.
- ✚ Bringing not only personal experience but a wider perspective working daily with a variety of disabled and non disabled people in different settings.
- ✚ Engaged in a number of national and international networks which can be drawn upon.
- ✚ An understanding of disability and impairment in the context of equality and diversity.
- ✚ An understanding of the learning process which builds an understanding of the organisations prescribed needs and the learners felt needs.

About the Training

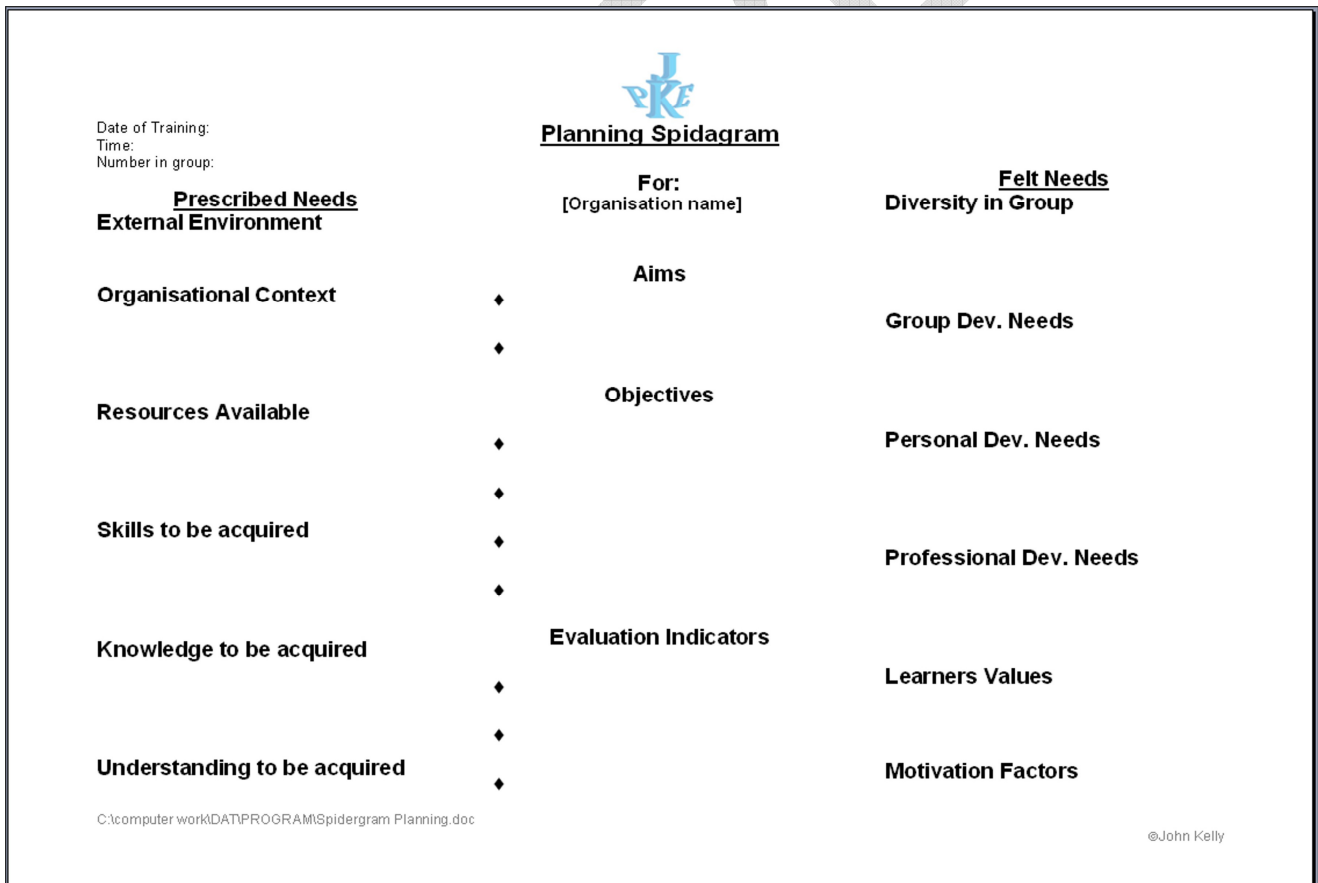
- ✚ Training which genuinely engages participants about real day to day issues (approach, communication, language, supporting, empowering, understanding etc).
- ✚ Focus on personal and professional development and the link between the two when considering disability issues.
- ✚ Training that encourages reflective practice in order to encourage a change in attitudes and practice.
- ✚ Training within an evaluative framework so impact can be measured.
- ✚ Using methods and techniques which support participant to build confidence and learn from their own experiences



Kolb's Learning Cycle - Disability Equality in Action.

The Planning & Learning process usually includes:

- # Needs analysis of organisation and learners
- # Negotiate aims and objective for tailor made programme evaluative framework
- # Engagement with participants
- # Participative in approach
- # Starts where learners are
- # Builds on experience
- # Identify barriers & develop strategies that bring about change.
- # Encourage collaborative learning and support between peers.
- # The need to engage with disabled people directly.
- # Building on learning through a number of networks & unique opportunities & experiences.



The spidagram used to inform bespoke programme

Other aspects to my training:

- ✚ Project development: so that training event is seen as part of a holistic package addressing equality, diversity & inclusion.
- ✚ Innovative and creative projects "Are you ready for me", Equality Street, So What Is Inclusion?
- ✚ Resource and support material to support learning including web-based.
- ✚ Communicating with employees & public about disability equality
- ✚ Analytical skills to try/test services and provision and provide feedback identifying actions and options to be taken
- ✚ As a customer with travel and work experience in a number of countries



Example of a typical 2 Day Programme

Aim

To develop (organisations name) awareness of disability equality issues for both personal & professional development of inclusive practice.

Objectives

- ◆ To explore and identify attitudes, values & beliefs concerning disability & in particular the social model of disability.
- ◆ To explore the legislative framework concerning disability discrimination in the workplace.
- ◆ To explore what an holistic approach to Disability & Inclusion means to your organisation.
- ◆ To examine what inclusive practice means.
- ◆ To identify a strategy for implementing learning from this course.

Day 1

- 9.15 Arrival, Teas & Coffees
- 9.30 **Introductions**
Participants, facilitators, domestic arrangement
- Purpose of training course**, Organisational perspective
- 9.45 **Aims & Objectives**
Group Contract, expectations
- 10.15 **Understanding Disability**
Experience of disability, perceptions & definitions
- 11.00 **Break**
- 11.15 **Exploring a social model of disability**
Language, values & beliefs
- 12.00 **The Whole Person**
Diversity, Independent Living, Employment, Culture & Social life
- 1.00 **Lunch**
- 2.00 **"Equality Street Cabaret"** - *A creative take on Disability Equality*
- 3.00 **Double Disadvantage**
- 3.30 **Break**
- 4.00 **What is Inclusion?**
Identifying best practice
- 4.45 **Feedback** on first day
- 5.00 End of first day

Day 2

- 9.15 Arrivals, Teas & coffees
- 9.30 **Talk**
Disability Rights Commission latest awareness video
- 10.00 **Legislation** – Equalities Legislation, The Disability Discrimination Act 1995 & UN Convention
- 11.00 **Break**
- 11.15 **Disability & Diversity**
Assumptions, stereotypes & understanding a social model of disability.
- 12.00 **Disabling Barriers - Enabling practice**
Examine issues of current practice, explore inclusive practice further
- 1.00 **Lunch**
- 1.30 **Implementation & Practice**
- 2.30 **Action Plan**
What happens after these two days
Exploring best practice - indicators of success
- 3.00 **Break**
- 3.15 **Evaluation - Final thoughts & goodbyes**
- 4.00 **Finish.**

Some of the organisations I have worked with delivering training and/or initiatives relating to Disability Equality & Inclusion:

- Unum
- UKPA
- British Airways
- Arts & Business
- Proctor & Gamble
- University of Surrey
- Goldsmiths, University of London (PVSD)
- BBC (Disability Programmes Unit)
- Department of Education
- UK Youth
- The Orpheus Centre
- The Lifetrain Trust
- Youth Achievement Awards
- Life Academy
- Surrey Youth Service
- Voluntary sector
- Arts Sector
- Local Authorities (Runnymede, Woking, Derbyshire, Merton)
- Mobility International
- International work in USA, Poland, Estonia, Russia, Germany, France

Brief recent work history

1999 – 2004 Senior Manager –developing transition development and education programme, working with arts and interacting with various bodies/business/institutions

2004 – 2007 Degree in Education graduated with First-class honours.

2007-Present: Self-employed: Writing & publication of “So What is Inclusion” & “Learn About Money” & currently working with Lifetrain, Life academy, SFX, UK youth, Orpheus Centre.

(Full CV available on request)

Contact me to discuss your training needs:

Email: rockinpaddy@btinternet.com

Web: www.rockinpaddy.com

Home: 0208 330 3324

Mb: 07768 004169