

Glasgow Disability Alliance

“Dignity and
Justice For All:
Partnership
Matters”

**Partnership Working
to ensure the human rights
of disabled people**

The GDA Testimony to its partner
organisations and their role in
joined up working to promote dignity
and rights for disabled people

GDA

Glasgow Disability Alliance
Equality, Rights and Social Justice

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Acknowledgements

“Showcasing and celebrating good practice is something that we need to do: this helps us to remember and build on what we’re doing well and encourages us to set goals which aspire to do it even better.”

GDA Partner, Learning Providers Reference Group

GDA has written this Report about partnership working, based on the experiences, thoughts, suggestions and inspirations of both disabled people who are members and learners of GDA and of our partner organisations. The report draws on their views about what works well and what needs to change. It also shines a light on the some of the excellent partnership working which is being done with and for disabled people in Glasgow and provides specific examples of these across a broad range of organisations.

The Testimony has taken on board views and experiences from our Learners Reference Group, our Learning Providers Ref Group, consultations and ongoing involvement with our members and with our partner organisations. These have helped us to illustrate the fact that, whilst learning and citizenship rights are a priority for GDA and our members, these cannot be achieved without the rights based approaches of partner organisations. Essential supports must be provided across the full range of disabled peoples’ lives.

This Testimony calls for an acknowledgement of the absolute necessity of partnership working in achieving full human rights and independent living for disabled people, the benefits of this for everyone and GDA’s role as a catalyst for change.

We would like to thank and show our grateful appreciation to the many organisations contributing the good practice examples given in the Report. We were overwhelmed by the high level of response and have included all of these as they highlight excellent models of practice and the benefits of these to disabled people, communities and partners themselves. These organisations have helped us to develop our knowledge and thinking and have worked alongside GDA to improve the life chances of disabled people.

We also wish to thank the funders who have contributed to the Testimony including Big Lottery, Glasgow City Council and Glasgow Community Planning Limited.

Many thanks to GDA’s Director, Tressa Burke for writing this report and editing the good practice examples into a manageable format! Above all, we thank our disabled members who have shared their experiences and expertise and commented on drafts of this Report.

Foreword

In what has been a historic year in political terms, we are reminded that nothing is achieved by any one entity alone. It takes a great many people, organisations and powers, a long time to bring about small changes. The speed of change is increased and only becomes monumental when the people, the agencies and the authorities exchange thoughts and begin delivering together on a shared agenda. It is only then that can have a meaningful impact on peoples' lives.

No one lives in a vacuum. Yet for far too long we have expected disabled people to learn, to work, and realise their potential without full consideration of the barriers they experience and the need for a joined up approach to dismantle these barriers. This must start with simply talking to disabled people and their organisations and to each other as service providers.

Independent living has been confusing for service providers: we thought that this was about people doing everything by themselves to prove themselves to society. This was of course disempowering and placed further and multiple barriers in front of our disabled citizens. In turn this denied disabled citizens opportunities.

We now have a growing understanding that independent living is about having choice and control- not performing every task by yourself. We are also seeing changes brought about by partnership working which has helped to create a culture of trust between organisations which has too often been missing. We have come a long way in this city and we have learned from previous mistakes.

By working more effectively together, we can help to reduce barriers to disabled citizens leading full and equal lives. This Report demonstrates that using strategic partnership approaches can result in excellent outcomes for all involved, and crucially for disabled people in Glasgow. Gradual and steady progress is being made and the future is bright.

The examples of good practice you will read about in this report have one major common theme: that working together means working more effectively. These excellent partnership initiatives highlight that this is an essential way forward for service providers. I believe that this report will be instrumental in building on and developing more effective partnerships as agencies continue to see the benefits of this approach. I commend GDA 's positive leadership role in highlighting these successes!

Councillor Irfan Rabbani

Executive Member for Equalities, Glasgow City Council

1. Introduction

About GDA

Glasgow Disability Alliance is a membership-led organisation of disabled people and groups in Glasgow. Membership currently stands in excess of 400 including 24 groups led by disabled people as well as individual disabled people in Glasgow. Our regular reach is therefore over 1000 disabled people. Members also comprises partner organisations and agencies who support our aims. Established in 2001, our mission is to act as the collective, representative voice of disabled people, promoting equality, rights and social justice.

GDA has a human rights based approach to learning and seeks strategic change by working in partnership with a wide range of agencies to ensure equality of access and rights to services. GDA has been successful in developing best practice to involve disabled people in service planning and delivery, including the Top Tips Toolkit for involving disabled people. This Report is another opportunity for GDA to encourage learning to become more accessible and promote independent living for disabled people in Glasgow.

Values

GDA believes in the social model of disability which was developed by disabled people to describe the discrimination and barriers they face from society. The social model highlights that disabled people are disabled by barriers in a society which has not planned for their inclusion. Thus, action must be taken to remove these barriers so that disabled people can participate as equals in the full range of community, family, social, educational, political and economic life.

GDA is committed to:

- Challenging and overcoming discrimination, disadvantage and exclusion

- Promoting involvement and disability-led, democratic action.

- Empowering disabled people to influence and direct positive changes to improve the lives of disabled people in Glasgow.

- Partnership Working

Learning For Change

Over 2006-2008, GDA successfully delivered a Lifelong Learning Project which received positive evaluations and support from disabled people and agencies alike.

This Project evidenced that the barriers facing disabled people are complex and require joined up solutions across a range of services. Learning For Change has been funded for a further 3 years to take forward this work.

GDA Principal Business Activities

- Engaging disabled people in lifelong learning - We support disabled people who want to get into learning by providing taster courses which are accessible and free.

- Working with learning providers and wider agencies e.g. local authorities towards greater equality for disabled people and more effective partnership working.

- Providing accessible information to disabled people, their groups and those who work with them.

- Representing and advocating for our members and other grassroots disabled people and influencing working groups and forums of agencies that serve disabled people.

- Encouraging disabled people and their organisations to get together with policy and decision makers and maximising networking.

- Providing programmes of learning support and capacity building for individuals and disability-led groups and organisations within Glasgow.

- Building our membership to give us a stronger voice including other groups who are also treated unfairly.

“Learning For Change” enables GDA to build on its many valuable and effective partnerships, acting as a catalyst for change. GDA promotes the rights of disabled people to have opportunities to be involved in their communities, in decisions which affect their lives and in enabling and encouraging learning for life, for fun and for employment.

This Testimony describes the experiences of disabled people, refers to the policy context, shares good practice and promotes partnership working to ensure human rights and more responsive and better targeted services. This Report is a positive contribution from GDA to drive up standards in services, sharing and promoting best practice for and with disabled people.

The good practice examples are inspirational and inform us of the benefits to everyone of partnership working. I commend the efforts of these partners and organisations to you and hope that you will be encouraged by their examples.

Tressa Burke Director of GDA

2. Experiences of Disabled People

GDA believes that agencies must work together, strategically and practically in terms of service delivery to ensure that disabled people have access to flexible, responsive services which meet their needs. This in turn will increase the likelihood of disabled people realizing their full potential. It is the experience of our members and partners for example, that disabled learners needs, cannot be met by colleges or learning providers alone and this is evidenced through the examples given by GDA members:

“I want to take part in GDA’s taster course but I am on the list for a direct payment and have been waiting over a year. This means I can’t guarantee that I’ll have help to get ready and out in time”; “I want to go to college but have no transport”; “My house is a nightmare – I’d love to take up learning, even at the library, but the practicalities of getting in and out are too much.”

Of course there are also many examples where disabled people have multiple barriers including:

- Attitudes e.g. among employers, health and social services, learning providers, other service providers and disabled people themselves

- Physical e.g. lack of transport, the built environment

- Structural Policy and Practice e.g. policies designed and delivered without disabled people in mind and without budgets which provide the resources to assist disabled people e.g. adaptations, social care, mobility or communication aids

GDA has an abundance of evidence over years which confirms that although learning can make a huge impact on people’s lives, we cannot underestimate the impact of these barriers in preventing people reaching their full potential,

“All of these are real life examples. We know of so many disabled people who aren’t able to do things because the organisations say “That’s not my responsibility!” These agencies need to work together to make this happen so that disabled people’s aspirations can become reality instead of dreams and so that we can lead independent and full lives,” GDA Learners Reference Group.

This view from our members is echoed by Government, “The cumulative effect of these barriers is to marginalise disabled people from the mainstream of society and the economy. Removal of these barriers is key to empowering disabled people and giving them the opportunity to exercise their responsibility as citizens,” (Improving the Life Chances of Disabled People, Prime Minister’s Strategy Unit, 2005).

3. Partnership Working: Policy Context

There are abundant pieces of legislation and policies which provide a framework for partnership working. It would be impossible to list them all here: rather we will highlight a few key areas. Government Guidance sets out clearer responsibilities between colleges, local authorities, and NHS boards in “Partnership Matters”, “Colleges, NHS Boards and local authorities (education and social work departments) all have responsibilities in making provision for and supporting people with physical disabilities, mental health problems, learning difficulties or other additional needs,”(2007).

This is of particular interest to GDA as we strongly assert that learning opportunities do not exist in a vacuum. If disabled people are to contribute to the economic growth and prosperity of Glasgow and Scotland, then education, community learning and development, social work and health services must be joined up to enable learning and wider opportunities.

This point is also emphasised in HMIE’s report “Missing Out” which includes recommendations to provide more focused partnership working and inter-agency support, to provide targeted, joint staff training on aspects of partnership working and to share good practice by drawing on the best approaches in care and health partnership working, (2006).

“More Choices More Chances” (2006) also sets targets around joining up delivery to meet challenges and of local partners collectively planning and developing the service infrastructure required to meet the needs of the “NEET” group, (not in education, employment or training). This report also highlights the need to build on existing frameworks such as Regeneration Outcome Agreements.

GDA draws attention to the definition of community engagement used by the National Standards which goes beyond concepts of basic and one dimensional consultation, to describe a more dynamic process of dialogue and interaction, leading to positive action for change,

“Developing and sustaining a working relationship between one or more public body and one or more community group, to help them both understand and act on the needs or issues that the community experiences” (National Standards for Community Engagement, Communities Scotland, 2005).

This supports the essential role of communities of disabled people being included in this process as valuable partners and GDA’s Toolkit “Are We being Served?”(2007) provides practical tips and guidance around this.

Structural Developments

The partnership landscape in Glasgow has undergone a process of change over recent months and years and there are a number of inter-related and connected structures for partnership working which include community engagement. These should therefore have positive representation from disabled people and their organisations including:

- Local Community Planning Partnerships

- Community Health & Care Partnerships

- Local Housing Forums

- Community Safety Partnerships

- Community Learning Partnerships

- Childcare Forums.

Further structural developments include the establishment of a UK national Office for Disability Issues (2005); setting up the national forum, "Equality 2025" (2006) and the establishment of the key Equality and Human Rights Commission and Scottish Human Rights Commission. The Scottish Government has made a commitment to a Public Sector Equality Forum, and intends to arrange a discussion of Independent Living among public sector leaders, and local authorities, (Draft of Independent Living in Scotland, Key Issues, Reid Howie Associates, November 2008).

A critical development has been the United Nations (UN) human rights convention on the rights of disabled people. The UK was actively involved in setting up this convention and the government believes that this will play an important part in protecting and promoting disabled people's human rights around the world.

This convention sets out the duty, in law, of countries to protect human rights. Once in force, it is legally binding for any country that has ratified it. The UN Convention on The Rights of Persons with Disabilities provides a recognised international standard for disabled people's human rights in one document. This will help the international community to put pressure on countries whose work on disability rights could be improved. Countries that ratify the convention will also have to report regularly to the UN about the steps they're taking to protect and promote disabled people's rights.

The UK was among the first 82 countries to sign the convention on 30 March 2007 and aims to ratify the convention in spring 2009.

4. Why Partnership Matters?

Much has happened to provide a firm base for progress including:

- **Legislation** at the UK Parliament such as the Disability Discrimination Act 2005 including the Disability Equality Duty, the Equality Act 2006, and the Human Rights Act 2006.
- **Strategies** such as the current Government Independent Living Strategy
- **Local examples of good practice** as detailed in this Report.

It is essential that we work together, building on these successes to overcome the following:

- Disabled people are twice as likely as other citizens to have no recognised qualifications.¹
- Over a third of those without any formal qualifications are disabled.²
- Young disabled people aged 16 are twice as likely not to be in any form of education, employment or training (NEET) as their non-disabled peers – this increases to three times as likely by the age of 19.
- Not being in employment, education or training for six months or more between 16 and 18 is the single most powerful predictor of economic inactivity at age 21.³
- By the age of 26, young disabled people are more than three times as likely as other young people to agree with the statement “whatever I do has no real effect on what happens to me”.⁴
- Forty-nine per cent of disabled people of working age do not work,⁵ and disabled people are at considerable risk of living in poverty, with severe consequences for their families and children.⁶
- Of all children living in poverty, one in three has a disabled parent.⁷
- Disabled people in work are more likely to be in low paid, low skilled jobs⁸ – of all disabled parents living below the poverty line, a quarter (100,000) are in work.⁹
- Partly due to their low levels of formal qualifications, disabled people are less likely to work in managerial and professional occupations.¹⁰
- People who are disabled officially constitute only 6 per cent of formal volunteers and around 4.3 per cent of public appointments across Britain. This is compared to 20 per cent of the population at large.¹¹

¹ Disability Rights Commission (2006) “Disability Briefing March 2006”

² Ibid

³ The Equalities Review (2006) “Interim Report”

⁴ Burchardt (2005) ‘The education and employment of disabled young people: frustrated ambition’

⁵ Labour Force Survey Spring 2005..

⁶ Fabian Society (2006) ‘Narrowing the Gap: the Final Report of the Fabian Commission on Life Chances and Child Poverty’

⁷ Lyon, N., Barnes, M. and Sweiry, D. (2006) ‘Families with Children in Britain: Findings from the 2004 Families and Children Study’, Department for Work and Pensions Research Report 340.

⁸ Disability Rights Commission (2006) ‘Disability Briefing March 2006’.

⁹ Family Resources Survey 2004–05.

¹⁰ Disability Rights Commission (2006) ‘Disability Briefing March 2006’

¹¹ DRC (2006) Disability Agenda “Increasing Participation & Active Citizenship”

5. Solution to Barriers: Independent living

GDA believes that independent living is the route to achieving rights and citizenship of disabled people,

“Independent living means disabled people of all ages having the same freedom, choice, dignity and control as other citizens at home, at work and in the community. It does not mean living by yourself or fending for yourself. It means rights to practical assistance and support to participate in society and live an ordinary life,”(Scottish Alliance on Independent Living, 2008).

It is the view of our members that disabled people should have practical assistance and choice and control to realise their aspirations. Independent Living is not just about social care although it is certain that a lack of appropriate support can prevent people from exercising a wide range of basic human and civil rights. Independent Living,

“...is a wider concept which involves enabling disabled people to participate fully across the spectrum of economic, social, political and cultural life, giving them control of all aspects of their lives...It is about ensuring that disabled people have equal access to: the built environment; transport; housing; health; social care; information, advice, advocacy and support; employment; education and training; leisure; and other aspects of social and public life, recognising that everyone can express their own choices. It is linked closely to citizenship rights and responsibilities,”(Draft of Independent Living in Scotland, Key Issues, November 2008).

For that reason, GDA’s work around involvement, learning and citizenship is part of the independent living continuum but not all that independent living is.

GDA itself works in partnership with a range of agencies and organisations in Glasgow around many of the issues described here: it is our belief that all of these agencies can contribute to independent living and that access to these services are fundamental human rights for disabled people,

“Independent living is a means to an end. That end is a life which offers full and equal opportunities to take part in work, in learning, in having a family, in moving house, in using transport, in being an active member of my children’s PTA! These now have to be understood in terms of human and civil rights, supported by legislation and policy”, (GDA Campaign Action Group on Independent Living).

6. Independent Living and Human Rights

From an ethical point of view, human rights are fundamental to overcoming disabling barriers. From a pragmatic perspective, human rights are central to other policy drivers which ensure that society no longer disables its citizens. A human rights approach should ensure positive processes and outcomes for disabled people including treating people with dignity and respect.

Respecting human rights in the delivery of services is not an optional extra but a set of core values and fundamental to public sector reform. Human rights extend to economic, social, cultural, civil and political rights. In this way, there is a direct relationship between Human Rights, Independent Living and Partnership Working since disabled people also have rights to involvement in partnership processes, mechanisms and structures.

Principles which should be embedded in partnership working include: Equality, Fairness, Respect, Dignity and Autonomy. The culture and systems of organisations working in partnership with disabled people and their organisations should comply with existing Human Rights obligations.

GDA strongly asserts that human rights can only be achieved by having access to the building blocks of rights which make up independent living i.e.:

Rights to Independent Living	
■ Accessible Information	■ Suitable Equipment
■ Peer Support	■ Personal Assistance
■ Peer Advocacy	■ Education & Lifelong Learning
■ Accessible Environment	■ Income
■ Accessible Transport	■ Employment
■ Barrier free housing	■ Health

GDA has the experience and the view, established over many years with and from our members, that independent living is a fundamental gateway to accessing learning, wider civil and human rights, equal opportunities, citizenship and full inclusion.

It is our experience that the determination of an individual to learn or set any goal is not enough: there is a requirement for these multiple barriers to be overcome by a multi-agency approach. Institutional and systemic change is needed so that disabled people in Glasgow are routinely learning and taking part as active citizens in their communities as a matter of routine rather than exception.

7. Partnership Working and Independent Living

“Agencies must talk together and work together to help us achieve independent living. We are relying on people working in partnership with each other and with disabled people and our organisations, so that we can gain human and civil rights and make choices about our lives”, **(GDA Member)**.

GDA champions the view that effective partnership working must be done to enable disabled people equal access to a full life and the opportunities this brings i.e. independent living. GDA recognises that Government- and indeed no agency alone- can bring about equality, inclusion and independent living for disabled people. It is our view that agencies should work together and alongside disabled people and their organisations: we bring experience, expertise and a solution focused approach.

In relation to learning alone, there are many partners potentially involved in the life of a disabled person e.g. FE colleges, voluntary sector, social work, health, housing, careers, job centre plus. Previous policy drivers and reports have located a lead responsibility with the local authority, (More Choices More Chances).

We believe that all agencies should take responsibility for partnership working. We advocate that all individual workers take responsibility for promoting the human rights, citizenship rights, learning rights and independent living rights of disabled people. An example of this is to have disability equality champions in each agency but this should not detract from all staff considering the needs of disabled citizens.

This holistic approach of service providers will require a level of explicitly “joined-up” thinking on service provision locally. Effective methods should consider ways of working together and asking “how can we?” instead of defensive or territorial positions which cause entrenched patterns of behaviour all round!

We acknowledge that this will need to be set within a strategic context but are confident that this could be done within existing local partnership arrangements e.g. community health and care partnerships, community planning partnerships, community learning and development partnerships.

Strong leadership at the top and disability equality champions throughout will be necessary in driving forward the agenda of partnership working in relation to independent living: thus, disabled people can take part in learning and other life choices.

8. Benefits of Partnership Working

There are numerous benefits to everyone of partnership working, if standards are applied to the process (see GDA Toolkit on Engaging disabled people using the National Standards for Community Engagement). Benefits can be small or substantial and these will have different emphasis depending on the perspective.

Benefits to agencies include:

- Better targeting of resources due so services meet needs.

- More inclusive approaches are likely to result in improvements in staff satisfaction and morale.

- Bringing together different knowledge and skills to address complex problems.

- Greater efficiency or value for money in the use of resources including accessing additional resources.

- Achieving better outcomes than possible by one agency alone e.g. co-ordinated independent living packages.

- Increased opportunities for staff training and professional development.

- Meet statutory requirement to work in partnership.

Benefits to disabled people:

- Identifying barriers, enabling changes which promote inclusion.

- Helping managers and planners to target resources effectively and thus provide better services to us.

- Improving confidence and satisfaction levels of disabled service users.

- More integrated approach to the delivery of services results in meeting needs, promoting independent living and therefore equality and human rights for disabled people.

- Increased community involvement and citizenship.

Benefits for everyone:

- Improving communication between organisations, departments, service users and providers

- Better information sharing between all partners

- Better understanding of other perspectives including challenges e.g. bureaucracy, physical barriers

- New knowledge and information improves practice and therefore services

- Increased confidence in agencies to listen, hear and improve services

NB There are costs of partnership working to agencies in terms of time and resources and to disabled people and their organisations which often go unnoticed. This is not a deterrent but rather, something to be considered and acknowledged (see GDA Toolkit).

9. Good Practice Examples

Sharing Good Practice: Cardonald College

Example 1: Designing and Delivering a Creative and Sensory Workshop to Glasgow Disability Alliance Learning Festival

Purpose

- To promote links between Cardonald College and GDA.
- To contribute to the Glasgow Disability Alliance's ethos of promoting Equality, Rights and Social justice for disabled members of Glasgow's community.
- To widen the college's profile and encourage enrolments on college courses.

Description of Learning and Partnerships

Cardonald college staff featured in and facilitated one of Glasgow's high profile learning festivals. Lecturers from the Supported Learning Community section designed and delivered a Creative and Sensory Workshop to delegates and participants attending the Glasgow Disability Alliance (GDA) inaugural Learning Festival at the Radisson Hotel in June 2007.

13 participants in the workshop were encouraged to respond to a variety of scents and holistic oil source materials to stimulate and conjure thoughts, feelings and ideas. These thoughts and feelings were recorded and the workshop participants were provided with the necessary materials and guidance from college tutors to work towards the creation of bold and colourful glass painting artwork which reflected their ideas. The workshop was well attended resulting in some great artwork.

Impact

- 3 disabled people investigated college programmes – initially through one of the lecturers leading the workshop who put them in contact with the 'Supported Learning –Adult' Section in the college.
- The work and profile of Cardonald College and the Further Education sector at this festival was recognised by MSP Sandra White (one of the contributing Speakers) GDA and members.
- Cardonald College continued the partnership with GDA at their Showcase Event held on International Day for Disabled People 2007. This event, built further links between the college and a membership led organisation of disabled people, i.e. GDA.

Example 2: Drama Production in the Community

Purpose

- To engage each learner in a meaningful way within the context of a public performance, staged in a prominent venue within the local community.
- To demonstrate a capacity and capability model involving students with learning support needs.
- To show how citizenship can be promoted by F.E. staff taking a lead role in the development of successful partnerships with staff teams, agencies, parents/carers, local government and community groups.

Description of Learning and Partnerships

The Drama tutor worked with disabled students in a meaningful way which took account of high support needs towards staging a drama in a high profile venue. This was done within a community setting that promoted inclusiveness, potential and achievement. A high level of inter agency co-operation was needed and partners included:

- Renfrew District Council
- Parents and Carers from friends of Maxwellton and Greensyde Centres
- Social Work staff from Maxwellton and Greensyde Centres
- Capability Scotland staff at Whitehaugh Centre and Westlane Gardens
- Staff from Community and Media Teams at Cardonald College

The event took place in a major venue, Paisley Town Hall which hosts major public events, shows and concerts.

Impact – benefits

The main impact were the feelings of achievement for each student and attainments levels. Feedback from all partners in was very positive and complimentary. This was documented at review and evaluation period with agencies. Student feedback was also given and there was notable ongoing commitment to rehearsing and performance, reflected in high retention levels.

Parent / Carer feedback was captured in the form of anecdotal evidence and reflected in the fact that they financially supported the venture throughout with donations from parents/ carer group funds. Ticket sales evidenced two sell out performances in a local theatre

In sum, the level of commitment in terms of time, effort and finance represents a level of positive and holistic co-operation and outcomes that is well beyond what is more typical for a 'Drama class'.

Sharing Good Practice: Glasgow College of Nautical Studies

Example 1: Partnership Advisory Group

About the PAG

The aim of the Partnership Advisory Group is to form links with external organisations that offer support and information to disabled students. The membership allows the sharing of information from the school sector, through College and into University which aids transition. Membership from the NAS, Career Scotland and Psychological Services allow for sharing of cross sector information. The group meets 3 times per year and partners are as follows:

- National Autistic Society

- Psychological Services

- Careers Scotland

- Glasgow Caledonian University FE/HE Articulation Project
(Disability Strand & Student Mentor Strand)

- College staff members; learner services staff, supported learning staff.

- Glasgow City Council (Education)

Benefits of Partnership Working

At each meeting 2 further organisations are invited to deliver a presentation, this allows further partnerships and information sharing to take place. The following are some of the organisations that have delivered presentations in the past:

- RNID

- CPAG

- Afasic

- Glasgow Simon Community

- Job Centre - Disability Employment Advisors

- Govan High Autism Unit

- Florence Street Resource Centre

- Careers Scotland, Key Worker Service

- National Autistic Society

Example 2: Equality, Diversity & Inclusion Committee (EDI)

About the EDI Committee

The EDI committee is an internal College Committee that has responsibility for overseeing the College commitment to each of the equalities.

There are 4 working groups:

- Disability & Age
- Race & Religion
- Gender & Sexuality
- Social Inclusion

The EDI Committee meets 3 times per year with the working groups meeting more regularly. Their aim is to ensure the College meets their commitment to each equality scheme. But also to ensure the relevant action plan is not only being met but constantly reviewed in order to be truly inclusive and not simply meeting the minimum requirement of the legislation

Activities of the EDI: Celebrating Diversity Event

The Disability & Age Working Group has membership of staff and students from across the College (each member either has a disability or works directly with students who have a disability).

In addition to working on the College action plan, the group are arranging a **celebrating diversity event** with an emphasis on creating a positive message about disability.

External partner organisations have been invited to contribute e.g. RNID, RNIB, SAMH, Deaf Connections. Students and Staff across the College will be involved in varying capacities showcasing film, poetry, and artwork. We will also publicise support available at the College and the **let-me-be-me** email address where staff and students have the opportunity to email their experience on any equality issue.

Sharing Good Practice: Glasgow Metropolitan College

Example 1: Calm Project - Creating Accessible Learning Materials

Background

The CALM Project was initiated in 2007 by the College's Vice Principal (Academic Affairs) in response to the duties laid out in the Disability Discrimination Act 2005. The aim of the project is to ensure that all learning and teaching materials are "digitally produced and therefore adjustable and accessible as required" (Action Point 29, Disability Equality Scheme). As part of the project staff are required to attend a CALM training session which covers:

- **Accessibility Why?** Information on the legislative, business and personal case for being accessible, underpinning the project.

- **Accessibility How?** Practical advice on how to create accessible documents in Microsoft Word, with reformatting activities.

- **Accessible e-Learning** Demonstrations of the accessible e-learning resources available to staff and examples of how they are being used.

A College house style template has also been devised for all staff to use, based on accessibility advice from organisations such as JISC and the RNIB.

Rolling out CALM Training

All staff involved in the creation and / or maintenance of teaching materials were required to attend CALM training over the academic year 2007-2008.

In Aug 07 staff lists were sent to each Head of Division who were asked to prioritise their staff as High, Medium or Low:

- **High:** those most in need of ICT training or those with a high volume of material in need of conversion.

- **Low:** those who have already made major progress in development of electronic materials.

Over the year **28** CALM training sessions were held, training **318** members of staff, approximately **91%** of those prioritised.

In 2008-2009 the CALM Project (Phase 2) will be rolled out to selected Support Services and linked in with academic induction.

Example 2: Value Me as Unique

Value Me as Unique: Embracing Diversity Competition

- The idea was to encourage students to submit a piece of work “embracing diversity”.

- The successful student will win £3000.

- The competition was launched at the Equalities Stall during Freshers’ Fair.

- The competition is promoted on the College’s home web page and on the Equalities sub page where a poster and entry form is available in an alternative format.

Value Me as Unique: Spin Cards:

- It was important for the cards to be a quality, “tactile” and informative product which would encourage users to pick up and read; hence the spin format.

- The purpose of this initiative was to provide staff and students with details of the public duties in relation to disabilities, gender and race. In addition the cards were to be used to discuss the legislative framework surrounding the remaining age, religion or belief and sexual orientation strands, together with highlighting current statistics as “snap-shots” of information.

- As such, one side was used for “key information”; the other side was to provide information regarding the “legal context”.

Sharing Good Practice: John Wheatley College

Example 1: Employment Transition Project with Enable

About Employment Transition Project

Working with our partner agency Enable Scotland, the partnership provides a wide range of benefits. Learners are afforded opportunities to:

- consider and prepare for supported employment,
- transfer and apply, out-with College, the skills and knowledge acquired during their programme; and
- progress within college and/or onto employment.

The College's educational support for learners within this activity, includes provision of:

- accessible information formats, teaching and learning materials;
- accessible, flexible and relevant learning experiences and activities;
- appropriate equipment, hardware and/or software; and
- clear structures and processes which facilitate staff accessing CPD opportunities relevant to learner needs.

Close collaboration and effective partnership working enable the provision of additional support, including that specifically required in relation to:

- one-to-one support personal care;
- non-educational matters; and
- employment progression.

Wider Benefits

The Community benefits from:

- the development of a more inclusive local employment profile, and
- additional opportunities for broader and richer employment related experiences.

The College benefits through the:

- strengthened employer links; and
- integrated approach to meeting its own objectives and HMle's requirements.

Example 2: School Link with Hazelwood School

This Project is done in partnership with Hazelwood School where senior pupils benefit from:

- experiencing adult orientated learning environment and responsibilities;
- meeting learners from other schools;
- being included in the wider college environment; and
- learning activities which complement the school based curriculum.

There is support for learners and staff within this programme, including:

- differentiated information, learning and/or teaching materials to accommodate learners' varying needs;
- access to appropriate ICT hardware and software, specialist learning materials and/ or equipment;
- CPD activity determined by learner need; the increase in Autistic spectrum learners accessing college provision has resulted in staff taking part in introductory and advanced levels of training;
- availability of College teaching and support staff to support learning experiences and activities; and
- one to one personal and/or non educational needs being addressed in collaboration with external partners.

Example 3: DIY Doll's House with Glasgow Association for Mental Health

Background

John Wheatley College operates this programme on an outreach basis at a central location through Widening Access funds. This provides a vital link with GAMH and progression routes for its learners who are people experiencing mental ill health in the East End of Glasgow. Learners are accompanied by GAMH trained care workers, who are familiar with their specific needs and who participate in lessons providing encouragement and reinforcing practical guidance. The GAMH staff also enrol on the programme which facilitates full participation and the development of skills in tandem with members.

Benefits

This course provides a positive focus for creative development and as such enables a sense of achievement and purpose. Learners come together as members of a team with common interests and through this friendships are formed. In addition, there is an opportunity to attain SQA certification as the programme integrates skill development in both literacy and numeracy. Skills developed are transferable and lead to further programmes.

Sharing Good Practice: Culture and Sport Glasgow

Example 1: Myatt Project and Adult Literacy & Numeracy

Background

The Myatt Project's Person Centred ALN programme has responded to the needs of disabled people across Glasgow for six years. Twelve Myatt ALN programmes have been developed in consultation with service users/learners and in partnership with other service providers in various sectors. These operate across the city in Govan, Maryhill, Summerston, Greater Easterhouse, Dalmarnock, Castlemilk. Effective referral networks have been established and ensure that the Myatt Project has become known for its person-centred, real-life and relevant learning for disabled adults. A key factor in the project's success has been its policy of applying for funding in response to requests from learner groups and project staff.

Partner agencies involved:

- Culture and Sport Glasgow

- Positive Lifestyle Club, Castlemilk, Glasgow

- Glenburn Community Centre

- Glasgow Learning Disability Partnership

- Neighbourhood Networks, Glasgow

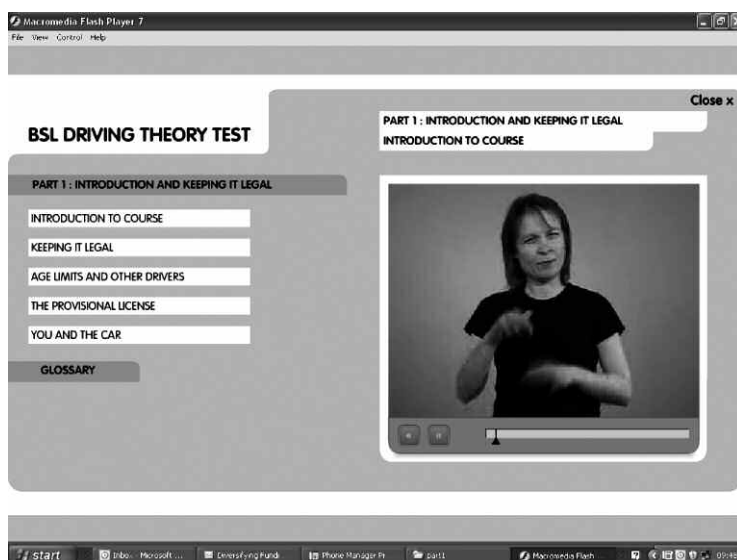
Range of Methods

The Myatt Project dedicated and integrated ALN services are shaped around disabled adults who can articulate their learning goals. Integrated provision is more "creative" and incorporates reading, writing and number skill development into music, art, creative writing and drama activities. This involves careful planning and dialogue between Myatt staff and other staff who play a key role in the learner's life such as carers, parents and social workers.

The Myatt Project has produced three publications of learners' creative writing, a cd of learners' spoken and musical work and two dvds featuring learners talking about the benefits of participation. Currently Myatt is producing a learner directed and inspired documentary about Glasgow, its attractions and its people.

Example 2: Adult Literacy & Numeracy and Deaf Connections

For a number of years the ALN project at Deaf Connections has been using driving theory test preparation as a successful way to engage young, profoundly Deaf, British Sign Language (BSL) users. Learning to drive is a key goal for many Deaf literacy learners, but unfortunately the language used in the driving theory test is a barrier.



Preparation for the theory test is a positive way to develop the literacy skills of deaf people in a way that is relevant to their needs and aspirations.

Deaf Connections uses official Driving Standards Agency materials (Books, Software etc) to support the delivery of provision, but recognises the need for a bespoke resource for Deaf people to help explain difficult concepts and terminology. Through committed partnership working with Learn Direct Scotland, Deaf Connections secured 'Innovation' funding to develop this resource.

Deaf Connections outsourced the content development to one of its former volunteer tutors. The course was designed to cover all the topics and information required to pass the theory test and provided explanations of words and terms that Deaf people would find problematic. The materials were reviewed and developed by Deaf Connections Adult Literacy and Numeracy Team. All language to be presented in BSL was made into scripts and a series of videos were produced.

This partnership effort resulted in an interactive learning resource that allows Deaf people to prepare for their Driving Theory test in a way that is accessible to them. All terms are explained in BSL. The resource also makes a positive impact on learner's key areas of literacy development including spelling, vocabulary and reading comprehension. The resource includes a series of interactive quizzes and a glossary explaining difficult concepts.

The resource was robustly tested in consultation with Deaf literacy learners, who provided very positive feedback. The resource is now live on their website and can be accessed by Deaf people all over Scotland.

Sharing Good Practice: Access Advisory Panel Glasgow Museums and Disability Partner Organisations

Background

The Access Advisory Panel is a range of partners with expertise on accessibility difficulties. Individuals and representative organisations with an interest in the development of Glasgow Museums are involved. The Panel meets regularly to contribute to the development of Glasgow Museums major projects including The Kelvingrove Project and the Riverside Museum project.

Glasgow Museums Advisory Panels work to ensure that the widest range of people can enjoy and be inspired by their visit to Glasgow Museums. The Advisory Panels' aims are to maintain and improve the provision of services for existing audiences and develop methods of attracting new audiences. To help us to do this, we work with six Advisory Panels made up of key stakeholders, including our ACCESS Panel.

Key aims and objectives of Access Panel:

The Access Panel primary aim is to help ensure that Glasgow Museums addresses the barriers which prevent people visiting museums. The barriers may be physical, sensory, attitudinal, cultural, social or financial. Specific aims include:

- An accessible and inclusive museum service.

- To promote ownership and usage of the museum and its facilities.

- The successful and effective completion of the major projects.

- To have an ongoing influence on Glasgow Museums service provision.

Who is involved?

The Access Panel is made up of people that can speak about the range of barriers faced in visiting museums. The membership is drawn from Glasgow-based groups and organisations and its people who experience barriers themselves either in their daily lives or have knowledge of these barriers in their roles as support workers.

Membership includes:

- Deaf Connections

- Glasgow Centre for Inclusive Living

- Visibility

- Black and Ethnic Network

- National Children's Deaf Society

- Autism Resource Centre

- Fair Deal

- Dyslexia Scotland

- Different Strokes

- Corseford School for Children with disabilities – Capability Scotland

Roles and Responsibilities

Since the Access Panel was formally constituted in 2004, it has helped to influence various aspects of Glasgow Museums Capital projects, including the Riverside Museum Project. The Panel meets 2-3 times a year, depending on the stage of the project and our requirements at that time. To date, the panel has:

- Input into the initial design ideas, commenting on the importance of improving access.

- Provided curators with contacts for research to ensure our stories are about every day people, including disabled people.

- Commented on early designs of the building, resulting in a significant change to the design and size of the accessible toilets.

- Provided feedback on how we can make our displays as accessible as possible for all our visitors.

- Assisted with prototyping our display furniture to ensure it is accessible for all.

- Carried a critical review of the refurbished Kelvingrove Museum and Art Gallery to allow us to learn and improve for Riverside.

- Provided feedback on the methods of delivery of audio for hearing impaired and visually impaired audiences.

- Input into content delivery for stories aimed at our sensory impaired audiences.

Sharing Good Practice: Culture and Sport Glasgow East Area Services Team Community Learning

Example: Confidence Building Course

Community Learning, working in partnership with Glasgow Disability Alliance & Glasgow College of Nautical Studies put on a three day confidence building course for disabled learners in Bridgeton Community Learning Campus.

Background

Initially Community Learning approached GDA in a bid to provide adult learning opportunities for Disabled learners. This was seen as the best approach because of its well established links with Disability organisations throughout the city. At the planning stages the content of the course was agreed. The Programme particularly focused on the links between low self worth and disability.

Reducing Barriers

Potential Barriers for Disabled learners were thoroughly explored resulting in ensuring that the time, length and venue of the course were suitable and also ensuring that any specific formats of material were provided and any interpreters required were present. Community learning recognised that one of the main barriers facing learners was transport to the course. As a result, Culture & Sport worked with GDA to ensure that all learners had a personalised means of getting to and from the venue.

Partnership

The next stage of the process was to commission a College that had a tutor with extensive experience of working with disabled learners and Glasgow Nautical College came on Board. Bridgeton Community Learning Campus was also identified as a good venue as it ticked all the boxes in terms of accessibility for disabled learners.

The Course

The confidence building course ran for 3 days with 8 participants attending. A Community Learning Worker was present at the beginning of each session to ensure that issues arising were dealt with swiftly, and that feed back was given at every stage of the course.

Benefits

Overall Community Learning working with GDA, Glasgow Nautical College and Bridgeton Community Learning Campus gained much from this partnership. We were able to engage with learners throughout the city using Glasgow Disability Alliance's extensive Network of organisations. In turn, we promoted our community based adult learning work to a wide range of agencies. Another positive benefit was that Community Learning gained a deeper understanding of working with disabled learners: the course raised a number of issues on how to make learning truly accessible for disabled learners and we resolved this as we went along.

Sharing Good Practice: Social Work Services, Glasgow

Example: Involving Disabled People in Strategic Planning

Context

Social Work Services are in the process of exploring options on how best to consult and involve service users and carers in strategic planning and the development of services for older people and people with physical impairments.

Barriers

We are committed to empowerment at individual and collective levels but recognise that there are a range of barriers to engagement and participation for many disabled people which we need to address if we are to be successful in meaningful engagement. We understand that disabled people are a diverse group of individuals and who have a range of individual needs regarding accessible information, transport and other forms of practical support. As such we recognise that there is a financial cost to overcoming these barriers.

Engagement with Partners

We are planning to engage with local organisations over the coming months to explore a range of options. We have a number of new developments in progress and we are keen that we are able to engage meaningfully with disabled people to hear and consider their views.

The options for engagement that we are exploring include:

- Using existing structures and mechanisms where service users are represented e.g. Service User & Carer Involvement Group, (SUCIG),
- Co-opt service users on to working and planning groups as necessary
- Develop a reference forum with representation from a range of service user and disability groups.

Partner agencies to be involved: include Glasgow City Council Social Work Services, Glasgow Disability Alliance, Glasgow Centre for Inclusive Living, Service User and Carer Involvement Group and other service user groups.

Desired Outcomes

We are committed to improving outcomes for our service users and carers and we recognise that a key way to improve outcomes is to actively involve the people who use services in their development. The key areas for development include:

- a commissioning strategy
- a review of respite services
- a self assessment pilot for non complex equipment and adaptations

Strathclyde Police: Diversity Recruitment Team

Self Assessment Using GDA Checklist (from Toolkit)	
Question	Good Practice Example
How does your organisation engage with disabled people to find out their views?	Strathclyde Police is an equal opportunity employer. An example of this is the creation of a Diversity Recruitment Team, working across all 6 strands of diversity, including disability, to promote employment opportunities to as wide an audience as possible. The team engages with numerous partner disability organisations.
How does your organisation reduce barriers to participation/services for disabled people e.g. physical access, transport, etc?	As well as adapting the physical access to all the buildings within Strathclyde Police, the organisation has, for the last 12 years, signed up to the Double Tick Standard. This guarantees disabled applicants an interview if they meet the essential criteria for the post.
Does your organisation involve disabled people in planning services?	Strathclyde Police are part of the Community Planning Partnerships across Strathclyde, of which several disability organisations are involved. On a local level, disability groups are involved in Divisional Equality Steering Groups.
Does your organisation provide information to disabled service users in accessible formats? Is all information shared equally?	Strathclyde Police Recruitment website was launched in January 2008 and is fully SAIF compliant. Application forms, job descriptions and associated information is fully available in all formats for disabled people.
Do you know if your organisation engages with groups or networks of disabled people who have an interest in its work?	Using the Diversity Recruitment Team as an example, we have organised Open Days, recruitment events, workshops and offered unique, one-to-one advice to disabled individuals and groups, highlighting career opportunities within the organisation.
Has your organisation ever given you access to Disability Equality Training?	Regularly, in partnership with several organisations such as GCIL, as well as in-house training.
If you are responsible for engaging disabled people in your job, have they had access to support and training?	Again, using the recruitment example, we ensure that applications are tracked and every effort is made to encourage disabled applicants through the application process. We work in partnership with organisations such as Remploy and Shaw Trust, encouraging referrals.

Question	Good Practice Example
Again, if you engage disabled people as part of your job, do you give them feedback about the impact of their contributions?	Taking recruitment as an example, full constructive feedback is given to applicants to equip them to apply for future vacancies if they are unsuccessful.
Do disabled people have any role in planning, monitoring or evaluation of your organisation?	Yes, e.g. Disability groups were involved in the planning of the construction of a new police office in Campbletown, ensuring physical access to the building, and that the facilities within were fully accessible.
Do you know how many disabled employees your organisation employs?	No.
Are you familiar with your Disability Equality Scheme and Action Plan?	Yes.
Did you know about the Disability Equality Duty?	Yes.
Is your organisation supportive of disabled employees i.e. do you think people would feel safe to disclose disability?	The application form encourages disabled people to disclose, ensuring that if they meet the essential criteria, they will be interviewed. This information is only relevant if reasonable adjustments require to be made.
Were you aware of the National Standards for Community Engagement?	No.
Do you think that your organisation has a human rights culture i.e. is everyone treated with dignity and respect?	Yes.
Does your organisation have data on the experience of disabled people in relation to key services as well as employment?	Yes – there are regular staff surveys to all employees asking for feedback.
Can you think of ways that disabled people (both service users and disabled employees) could be involved more meaningfully at any level e.g. service delivery, strategic planning and development etc	Strathclyde Police could adopt work experience or job taster programmes to encourage disabled people to apply to our organisation. We could work in partnership with organisations led by disabled people, to come up with solutions to challenges around data protection and vetting.
What systems do you have in place to enable continuous improvement of services and your direct practice?	Regular appraisal of practices, policies, procedures and activities.

Sharing Good Practice: Glasgow Centre for Inclusive Living

Example: Young Disabled Persons Project

Aims

Together, GCIL and GDA are developing a young disabled person's project. We aim to raise awareness of independent living and self directed support among 16 – 25 years olds. The project will give young disabled people the opportunity to learn from each other through peer support, raise aspirations and gain valuable experience from others. It will also offer the opportunity to “try out” self directed support (Direct Payments and Independent Living Funds).

Partnership

The partnership of GCIL and GDA will result in added value as young disabled people will benefit from expertise on a wide range of issues. GCIL will provide expert support to understand, gain access to and facilitate, self directed support. This will include the opportunity to try out a PA to see how it could affect their lives and help them to realise the benefits of independent living. GDA will provide support around goal setting, motivation raising, capacity and confidence building and learning opportunities. GDA has expertise and a strong track record in providing these supports.

Reducing Barriers

The project will reduce barriers to accessing independent living for young disabled people by raising awareness of its existence for this group. Furthermore, in doing so, wider access barriers will be reduced using independent living as the vehicle. Together GDA and GCIL have a wealth of experience and will ensure accessible information, premises for meetings, transport and personal assistance to support the young people involved.

Benefits

This project will ensure the young people taking part in the project can identify their long term goals, address their capacity issues and have their aspirations raised so that self directed support can be used to its full potential. We hope this partnership will ensure that all aspects of independent living are taken into account and can be addressed for the young people in the project.

This Partnership will offer a huge amount of experience and expertise from GCIL and GDA in terms of engaging with and supporting disabled people.

Longer term, the outcome of the project will be that a group of young disabled people able to fully benefit from independent living and self directed support and use this as a means to wider community involvement, citizenship, achieving their own goals and ambitions and meeting their full potential.

Sharing Good Practice: The Wellbeing Initiative

Example: Partnership Working

Background

The Wellbeing Initiative is a Training organisation specialising in the delivery of Administration SVQ's at level 1 and 2 to disabled people. We provide project based tuition with practical experience through a 'real' work environment and this is followed up by a work placement. The 1 year long course plus work placement is designed to help in updating existing office skills and also provides full training for those with no experience.

Reducing Barriers

As a disability project, we feel that it is important that the course is accessible to everyone and that transport is not a barrier to attendance, we therefore provide taxis on a daily basis to students who are unable to use public transport. A training allowance of £45 per week is available also. Child care can be made available for those that require this.

Partnerships

We have engaged in partnerships with other organisations to enable us to give disabled people a fuller, wider and more varied learning experience, which would not otherwise have been possible to provide. These partnerships are :

- Students- Wellbeing takes a partnership working approach to our students who are encouraged to participate in monthly staff/student meetings to put forward their ideas. Students also evaluate the course ongoing and are sent questionnaires after completion asking if expectations were met, areas for improvement, what worked well, was support sufficient etc. All students get regular reviews, giving feedback on their work and progress.

- Staff are intrinsic to partnerships and all staff receive disability equality training.

- GDA – this partnership has enabled disabled people to access courses such as STEPS, Digital Camera, Numeracy and Literacy and IT.

- WEA – weekly communications, literacy and numeracy tuition for all students.

- Momentum - Have entered partnership to enable us to access ESF funding, which under new regulations would have been difficult for us to do, thus ensuring that we can continue to provide service to students. Have also been able to work with Momentum in carrying out assessments on students with visual impairments for best access to IT equipment.

Sharing Good Practice: Wise Women Ltd

Example: Daisy Project

Background

Wise Women Ltd have been addressing women's fears and experiences of crime and violence through the provision of Personal Safety and Confidence Building Courses since 1994. Our Courses offer support, information, education, skill sharing, awareness raising & techniques for identifying avoiding and escaping potentially dangerous situations as well as challenging damaging women blaming attitudes and building women's confidence, and self esteem.

Reducing Barriers

Disabled women able to attend courses made it clear that additional discriminations and limited access contributed to women experiencing a wider spectrum of violence and abuse including neglect, isolation, withdrawal of services and personal care, being treated as a medical problem and abuse through required intimate contact.

Wise Women recognised that confidence, lack of accessibility, internalised discrimination and fear of judgement all contribute to disabled women's inability to participate in our courses. Working in Partnership with Glasgow Disability Alliance we drew up a realistic budget and Project plan that would promote a flexible and open approach to working with women with varying physical needs allowing dignified and respectful access to our service. We are pleased to report that our application for 2 years funding was successful and the work of highlighting the issue of Violence Against Disabled Women began in April 08.

Partnership

We have already delivered 2 courses in partnership with Glasgow Disability Alliance who have a large membership of disabled people and their groups in Glasgow. Transport, BSL interpreters and Personal assistants were offered and hospitality was also provided to the women attending these courses which were delivered at GDA's offices.

Benefits

The benefits of this partnership have included direct and immediate access to disabled women and details of other disability organisations. GDA have a practical understanding of access needs and a sophisticated analysis of issues and barriers affecting disabled people. Similarly, Wise Women have a high level of knowledge and expertise of work around violence against women. The ultimate benefits are of course the increased knowledge, skills and confidence of disabled women in relation to their personal safety.

Sharing Good Practice: Workers Educational Association

Example: Numeracy Progression Course

Overview of Partnership

WEA work with GDA and the Nautical College to offer learners a numeracy course based on their needs and interests. Transport is provided for the course as we recognise access can be a major barrier to learning for disabled learners. GDA provide a Personal Assistant for this group also. WEA also offer an introductory numeracy and environment course in partnership with the Science Centre. We provide transport for this group in order to remove any access barriers for learners and again GDA offer the support of a P.A.

Learning

The learners are involved in developing the course itself and this offers flexible and progressive numeracy content. We encourage and support learners to take up learning opportunities they may be interested in. The college offer information and support specific to learners on our course as part of the working partnership.

Practical Work of the Learners

Currently, the numeracy group are working on a Travel questionnaire. The idea arose from group discussions around travel and barriers faced by disabled people. The group have worked hard preparing a travel questionnaire, which has been sent to a random selection of GDA members. We have had a tremendous return from this and now the group will be working on organising the data collected and passing on findings to GDA.

The information gained will not only provide learners with the opportunity to practice/gain skills in statistics and data handling but will also help highlight real travel and transport issues faced by disabled travellers.

Benefits

WEA has welcomed and embraced the opportunity to work with GDA. Partnership working offers all of the agencies involved an insight into barriers faced by disabled learners and the opportunity to work together to overcome these barriers: this provides learning experiences which accommodate needs and interests of learners.

We will continue to develop and support learning opportunities for disabled learners and look forward to working together with GDA in the future.

Sharing Good Practice: Skill Scotland

Example: Student Involvement at the Scottish Parliament

Partner agencies involved

Skill Scotland, the National Union of Students, the Scottish Parliament's Equal Opportunities Committee, and individual disabled people

Activity

In January 2006, Skill Scotland held a student involvement event at the Scottish Parliament, allowing disabled learners the opportunity to tell MSPs about their experiences of college or university. The event, organised in conjunction with the National Union of Students (NUS) Scotland, formed part of the evidence for the Equal Opportunities Committee's Inquiry into Disability, which began in 2003. The aim of the Inquiry was to identify the issues that create barriers to the participation of disabled people in relation to access to work, further and higher education, and leisure and the arts.

19 disabled students attended the event, at which they discussed a range of issues with MSPs, including careers advice, financial support, and transition from school to college or university.

How this partnership benefits disabled learners

The event gave disabled learners the opportunity to talk directly to politicians about the barriers they had faced accessing education, and suggestions for change.

How this partnership benefits our organisation

Although Skill Scotland provided our own evidence as part of this Inquiry, the contribution of individual learners talking about their own experiences added an invaluable personal perspective to the process. It also allowed us to consider practical solutions to the barriers faced by disabled learners from the people in the best position to offer such advice.

How this partnership benefits the wider community

Although Skill Scotland listens to the concerns and experience of disabled people on a daily basis, we are not an organisation of disabled people. By involving disabled people in our work in this way, we hope that this has a positive impact on the policy-making process, leading to real improvements for disabled people and breaking down the barriers they may face.

Support available for disabled people

Accessible information, transport to and from the event, BSL interpretation, dietary requirements.

Sharing Good Practice: Quarriers

Example: NHS and Glasgow Social Work Services • User Involvement

Background

The NHS and Social Work Services have commissioned Quarriers to work with disabled people who live in the Glasgow area. This Project will work within the five areas of Glasgow's Community Health Care Partnerships (CHCP's) and explore the levels of user involvement that currently exist. It will also support the future development of specific focus groups. The aim is to create better opportunities for disabled people to become more involved in future planning for Physical Disability Services.

Current Work: Partnerships

The User Involvement Worker was appointed 6 months ago and has networked and engaged with a number of disability organisations and user groups within the Glasgow area. A significant part of this work is to engage and network in partnership with existing user groups and organisations to explore and share best practice. The work also aims to reach out to disabled people who may want to be involved but have difficulties leaving their home.

There is a commitment to understanding the issues and priorities of disabled people.

A live example: Review of Wheelchair Services

The User Involvement Worker recently played a major role in planning and organising the West of Scotland consultation event about the Scottish Government's Draft Action Plan for the review of Wheelchair and Seating services at the Thistle Hotel.

The event created a range of different ways for delegates to voice their views as active participants within a partnership arena, rather than passive recipients of care. Areas discussed include: Assessment and Provision; Servicing and Repairs; Service User Involvement; Review of Action Planning.

The event was praised by participants as an excellent opportunity for people to express their views and ideas in order to help shape the draft action plan.

If you are interested in becoming involved in consultations or groups discussion please call Linda Wilson on 07827 319464 or email linda.wilson@quarriers.org.uk.

Sharing Good Practice: Momentum Scotland

Example 1: Inclusive East Programme: Switched on Communities

Background

Momentum Scotland is part of the international Rehab Group which delivers a range of innovative training, employment solutions, social care and community outreach services throughout the UK. Momentum Scotland's **Inclusive East Programme** has, over the last three years, striven to create a barrier-free learning environment which can meet additional needs to assist disabled people to access our learning opportunities. Project staff sit on a variety of forums and campaign relentlessly to make private and public sector organisations aware that they need to do more if disabled people are to receive equal access to leisure, learning, working and support services.

Switched on Communities Partnership

Partnership working has assisted us with our own goals and we have worked with a variety of agencies. Most notably, our **Switched on Communities** partnership (Sponsored by the DSGI group and supported by Abilitynet) has allowed us to purchase assistive technologies that enable us to make our vocational I.T. courses more accessible to disabled people. We now have thirty-two Community Partners throughout Glasgow.

Benefits

Partners have access to assistive technology and are offered training in its use within their own learning centres. This approach enables disabled people to access learning opportunities on their own doorstep rather than travelling miles to access a specialist service. In addition, we regularly run training events for these partners to make learning more accessible for people with various impairments i.e. dyslexia, visual impairments and people who have had a stroke or head injury etc. We can also provide partners with online support and training and they and their learners can access learning materials online that deal with disability related and technology issues.

Reducing Barriers

On a day to day basis, Inclusive East's course is tailored to meet an individual's learning needs i.e. we are flexible over the days and times people attend the learning centre. To take into account personal needs, we accommodate carers on our programme if the disabled learner has additional personal care/support and we have a healthy travel budget to meet the additional cost people may accrue travelling to and from the project.

All of our marketing and training materials are available in a variety of formats. Finally and most importantly, we speak regularly to our service users and pride ourselves on the fact that we continuously deliver a product they want and need.

Example 2: Workability Programme

Background

Momentum's Workability Programme is based in the Templeton Business Centre in the east –end of Glasgow and is an employment service designed for adults with learning disabilities. Service users are offered employment skills training combined with a job placement while working towards a vocational qualification, with the aim of achieving employment.

Partnership Working

Momentum believes in the values of partnership working within the voluntary sector and recently completed a very successful piece of partnership working with Glasgow Disability Alliance. The GDA were looking to provide a free Royal Environmental Health Institute for Scotland (REHIS) Elementary Food Hygiene certificated training course for some service users at Killearn and Summerston resource centres in Glasgow North West. This was to assist the service user's to access employment and work experience within the catering and hospitality industry. This qualification is required by law to work in this industry.

The Workability Programme staff designed a training package for REHIS Elementary Food Hygiene qualification specifically to help people with learning disabilities achieve the qualification. This involved taking a 1 day course and delivering it over 4 days to meet the needs of learners. Momentum Workability provided one of their qualified REHIS Instructors for free, to train the group in Summerston & Killearn. The majority of learners passed and the others have the opportunity to resit the exam.

Momentum has worked in partnership with the GDA over a number of years and the GDA has provided a lot of valuable training for our service users such as, Basic First Aid, Sign Language and Number Skills.

Other Partnerships: Inclusive East and Workability

We work in partnership to deliver courses e.g. with Glasgow Disability Alliance who have an ever expanding membership base. GDA have also provided support around staff training e.g. DET, minute taking and STEPS which have helped staff to better understand the needs of disabled learners.

We sit on a number of forums, working in partnership to improve access to learning and wider opportunities for disabled people.

Sharing Good Practice: Glasgow Disability Alliance

Example: Disabled Young People at Ashcraig School

Background

A specific Project which highlights our partnership working and which we're particularly proud of is our work with 2 partners: Ashcraig Secondary School and The Pacific Institute. We have worked over the last 6 months to build relationships with Ashcraig school and for many years with TPI to consider the needs of disabled learners. This partnership enabled us to deliver personal development, motivation and goal setting courses to all of the disabled young people in 5th and 6th year at the school. This totals over 30 disabled young people.

The Programme

GDA and TPI used "Go for it" and also piloted the new version "PX2" to the young people. The courses help with effective thinking skills for all aspects of life and aims to raise self esteem of self and others; help the young people to move out of comfort zones; provide internal motivational skills; help the participants to identify who is in control of their lives; encourage the young people to unlock and begin to plan to meet their potential

The participants reported that workshops were interactive, thought provoking and fun.

Benefits of the Partnership

- Young people and teachers at the school have reported positive changes in concentration, behaviour, expectations and aspirations. It is hoped that further funding will be gained to develop this work to include teachers and parents as they play such an influential role in the lives of young disabled people.
- TPI has responded positively to requests for materials in accessible formats for visually impaired young people and this has been evidence that by working together, we can make positive things happen. The tutor herself has expressed a breadth and depth of learning about the barriers which young disabled people face and will use this in her future working life.
- The experience has resulted in learning and growth for all involved. The school have welcomed GDA as an organisation led by disabled people and have really worked hard to allow the young people time within the curriculum to complete the course. This has been an incredible partnership and we hope to build on this work ongoing.

Go For It!

You are what you are, that will get you far.

You are what you feel, you are what you feel.

Living reality, not a dream: blind spots not ever seen.

Do it as one, all join together;

Be something great, learn to move on.

Keep on going, locus of control,

Be in control, talking all alone.

Lock in lock out, that's what it's all about,

One singer, one song, join all as one.

Goals can help you find your way,

Can even make your day.

The business of misery is what gets you down,

is what gets you down.

Your glory is your determination,

That's how you score the goal:

and goal setting is your home run.

Optimism is the story of life:

Once you find it, within you it shall remain.

By Emma Kettridge, Rachel Savage, Paul Laoudi, Daniel Kenny, Paul Blyth,
Jonathan McLaran, Martin Jamieson and Pamela McGuire

10. Conclusion

“These are inherent rights to be enjoyed by all human beings of the global village—men, women and children, as well as by any group of society, disadvantaged or not—and not “gifts” to be withdrawn, withheld or granted at someone’s whim or will,” (UN Declaration of Human rights, 1997.)

Working in partnership with other organisations is a critical task for councils, police forces, health authorities, colleges and NHS trusts. Partnerships have grown rapidly over recent years, both in response to central requirements and as a result of local initiatives. Partnership working can be a productive way of achieving more efficient and effective use of scarce resources, (Audit Scotland). It can also be a powerful way of working together to achieve independent living and human rights for disabled people.

It is clear from the excellent examples given throughout this Report, that partnerships are improving the lives of disabled people in Glasgow. Innovative projects and practices have been generated by partnership working which would not have been possible for agencies working alone.

GDA want to build on the success of partnerships which have been effective and powerful in improving the lives of disabled people. We call for joined up approaches to improve the co-ordination of services across agency boundaries and across budgets. This is essential if disabled people are to have access to the supports and opportunities which make up independent living and result in full and equal citizenship.

We feel that this is a clear objective, shared by all agencies, ambitious but realistic and rooted in our human rights. This is an excellent starting point for partnership working. We know that there is a high level of commitment from our partners in Glasgow and Scotland and pay tribute to the excellent work done so far. This Report is testimony to their work.

At the same time, it is evident that more must be done to achieve the clear goal of dignity, justice and rights for and with disabled people. GDA will continue to act as a catalyst for change, promoting awareness of the connection between human rights, equality and citizenship rights for disabled people so that a holistic and rights based approach can be taken by partner organisations in Glasgow. This will enable us to work together on the following basis,

“As an Australian Aboriginal woman once said, “ If you have come to help me, then you can go back home. But if you see my struggle as part of your own survival then perhaps we can work together,”(quoted in Morris, 1993, “Independent Lives”).

Appendix 1: Contributors to Good Practice Examples

Colleges

- Cardonald College

- Glasgow College of Nautical Studies

- Glasgow Metropolitan College

- John Wheatley College

Voluntary Organisations

- Glasgow Centre for Inclusive Living

- Glasgow Disability Alliance

- Momentum Scotland- East project

- Quarriers

- Skill Scotland

- Wellbeing Initiative

- Workers Educational Association

Public Agencies

- Culture and Sport Glasgow
 - Community Learning and Development
 - Glasgow Museums
 - East Area Team

- Social Work Services Glasgow City Council

- Strathclyde Police

Appendix 2: Partnership Contact Details

Cardonald College

www.cardonald.ac.uk

Mossspark Drive, Glasgow G52 3AY

Tel: 0141 272 3333

Fax: 0141 272 3444

Cardonald College is a large community college in the South Side of Glasgow which offers learning opportunities for people from different backgrounds. The Greater Pollok Learning Centre, also known as the Priesthill Campus offers learning to adults who for a variety of reasons are unable to attend classes at the main campus.

Glasgow College of Nautical Studies

www.glasgow-nautical.ac.uk

21 Thistle Street, Glasgow G5 9XB

Tel: 0141 565 2500

Fax: 0141 565 2599

Glasgow College of Nautical Studies (GCNS) is located in Glasgow's South Side and works in close collaboration between Community Learning projects. The School of Social and Community Studies has resulted in a range of comprehensive programmes being delivered across Glasgow on an Outreach basis.

Glasgow Metropolitan College

www.glasgowmet.ac.uk

60 North Hanover Street, Glasgow G1 2BP

Tel: 0141 566 6222

Fax: 0141 566 6226

Email: enquiries@glasgowmet.ac.uk

Glasgow Metropolitan College is the city's largest college and operates in partnership with a variety of community based organisations to provide learning opportunities to voluntary organizations, community groups, local partnership organisations and Glasgow City Council Community Learning.

John Wheatley College

www.jwheatley.ac.uk

East End Campus

2 Haghill Road

Glasgow G31 3SR

Tel: 0141 588 1500

Fax: 0141 588 1503

Email: advice@jwheatley.ac.uk

Easterhouse Campus

1200 Westerhouse Road

Glasgow G34 9HZ

Tel: 0141 588 1500

Fax: 0141 588 1502

Email: advice@jwheatley.ac.uk

John Wheatley College operates from 2 campuses, both are based in the East End of Glasgow. It offers courses for people of all ages and abilities and regularly works in partnership with local community learning organisations. The college runs a variety of projects in the Glasgow area with Council organisations and learning centres.

Voluntary Organisations

GCIL

<http://www.gcil.org.uk/>

117-127 Brook Street, Glasgow, G40 3AP

Tel: 0141 550 4455

Fax: 550 4858

Email: gcil@gcil.org.uk

Glasgow Centre for Inclusive Living (GCIL) is a user-controlled organisation providing a wide range of services for disabled people including: information, advice and assistance for people managing their own support arrangements using direct payments; training for personal assistants, accessible housing advice, and employment opportunities.

Glasgow Disability Alliance

<http://www.gdaonline.co.uk/>

Suite 301, Building 4, Templeton Business Centre,

62 Templeton Street, Glasgow G40 1DA

Tel: 0141 556 7103

Fax: 0141 550 4937

Email: tressaburke@gdaonline.co.uk

GDA is a membership-led organisation of disabled people and groups in Glasgow. Its mission is to act as a collective, representative voice of disabled people, promoting equality, rights and social justice. GDA uses community development methods and approaches to carry out its work.

Momentum Scotland (East Project)

<http://www.momentumscotland.org/web/Home>

Suite 206, Building 4,

Templeton Business Centre

62 Templeton Street

Glasgow G40 1DA

Tel: 0141 550 4922

The East Project 'Inclusive East' offers training and services to disabled people, and people with long term health issues, to enable them to achieve their goals.

Quarriers

<http://www.quarriers.org.uk/>

Quarriers Head Office

Quarriers Village

Bridge of Weir PA11 3SX

Tel: 01505 612224/616000

Fax: 01505 613906

Email: linda.wilson@quarriers.org.uk

A charity organisation which provides a range of services across Scotland through over 100 projects to help people overcome physical, mental and emotional problems. They provide support for adults and children with a disability, Young people, children and families, carers and young people with housing support needs.

SKILL Scotland: National Bureau for disabled studentswww.skill.org.uk

Norton Park, 57 Albion Road, Edinburgh, EH7 5QY

Tel: 0131 475 2348

Fax: 0131 475 2397

Email: admin@skillscotland.org.uk

Skill Scotland operates an information and advice service, provides volunteering opportunities, informs and resources for disabled students in post-16 education.

Wellbeing Initiative http://www.volunteerglasgow.org/pop_files/03/wellbeing.htm

Clydeaway Centre, 45 Finnieston Street, Glasgow, G3 8JU

Tel: 0141 248 1899

Fax: 0141 248 5521

Email: wellbeing@volunteerglasgow.org

A training organisation specialising in the delivery of Administration SVQs at level 1 and 2 to disabled people, they provide project based tuition with practical experience through a 'real' work environment and this is followed up by a period of employer placement.

Workers Education Association (WEA)<http://www.wea.org.uk/>

Workers Educational Association

Merchants House, 30 George Square, Glasgow G2 1EG

Tel: 0141 221 0003

Fax: 0141 221 0272

A charity organisation which provides access to education for people who have previously missed out on education, often in partnership with local community groups and organisations.

Public Agencies

Culture and Sport Glasgow

<http://www.csghlasgow.org>

Community Learning and Development • Glasgow Museums • East Area Team

Culture and Sport Glasgow

20 Trongate, Glasgow G1 5ES

Phone: 0141 287 4350

Fax: 0141 287 5199

Email: info@csghlasgow.org

Culture and Sport Glasgow delivers cultural, leisure and outdoor recreation services for Glasgow. It provides community learning and works with universities, voluntary organisations, further education colleges, and sections of the Council, as well as providing arts and culture facilities for Glasgow.

Social Work Services Glasgow City Council

www.glasgow.gov.uk

Nye Bevan House

20 India Street

Glasgow G2 4PF

Phone: 0141 287 8700

Fax: 0141 287 8855

Glasgow Social Work Services Community Care provide services such as: residential services, day services, homelessness services, home care and specialist services; purchase services; services within health settings, and is involved in joint planning with the health board, the voluntary sector, council departments and other local authorities

Strathclyde Police

<http://www.strathclyde.police.uk/>

HQ

173 Pitt Street

Glasgow G2 4JS

Telephone: (UK) 0141 532 2000

There are eight territorial divisions within Strathclyde Police. Each division is divided into sub divisions, serving the public at a local level. They work in and with our communities to identify and solve problems. Partnership working is a part of modern policing and Strathclyde Police works closely with a wide range of statutory and non-statutory agencies to improve the quality of life in the communities.



Glasgow Disability Alliance

Equality, Rights and Social Justice

Suite 301 Building 4 Templeton Business Centre

62 Templeton Street Glasgow G40 1DA

tel **0141 556 7103** fax **0141 550 4937**

website **www.gdaonline.co.uk**



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