



COMMITTEE TRAINING 25/26

INCLUSION AND LIBERATION TRAINING



CONTENT OVERVIEW

1. What do inclusion and liberation mean?

a. The Equality Act 2010

2. What positive changes you can make:

Liberation and your roles

a. Examples of effective inclusion



THE EQUALITY ACT 2010



Part 2 Equality: key concepts

Chapter 1 Protected characteristics

4. The protected characteristics

5. Age

6. Disability

7. Gender reassignment



8. Marriage and civil partnership

9. Race

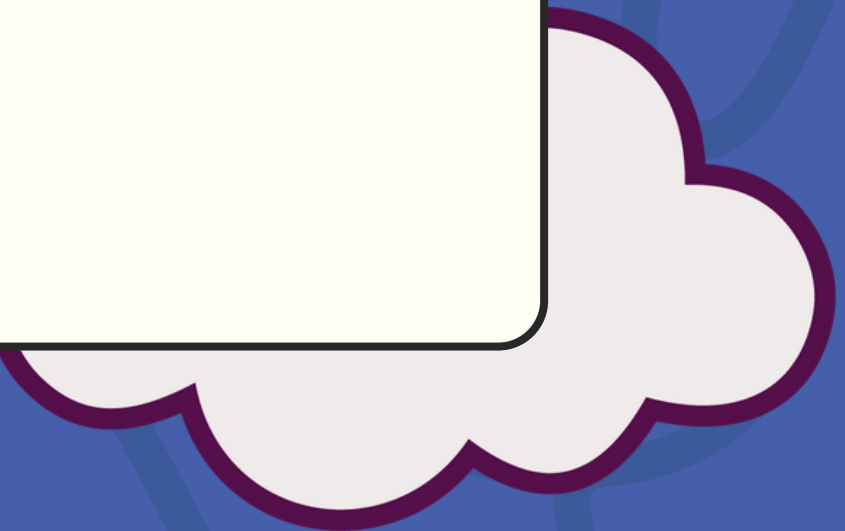
10. Religion or belief

11. Sex

12. Sexual orientation



**IT IS UNLAWFUL TO
DISCRIMINATE AGAINST A
PERSON BASED ON THESE
PROTECTED CHARACTERISTICS**



WHAT DO INCLUSION AND LIBERATION MEAN?

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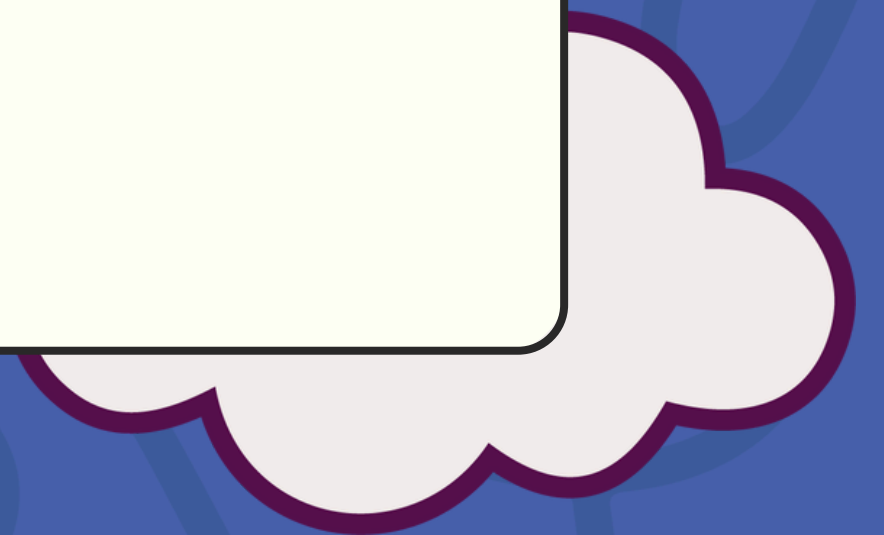
**Inclusion = everyone should be equally valued,
respected, and have equal access to
opportunities, WITH DIGNITY**

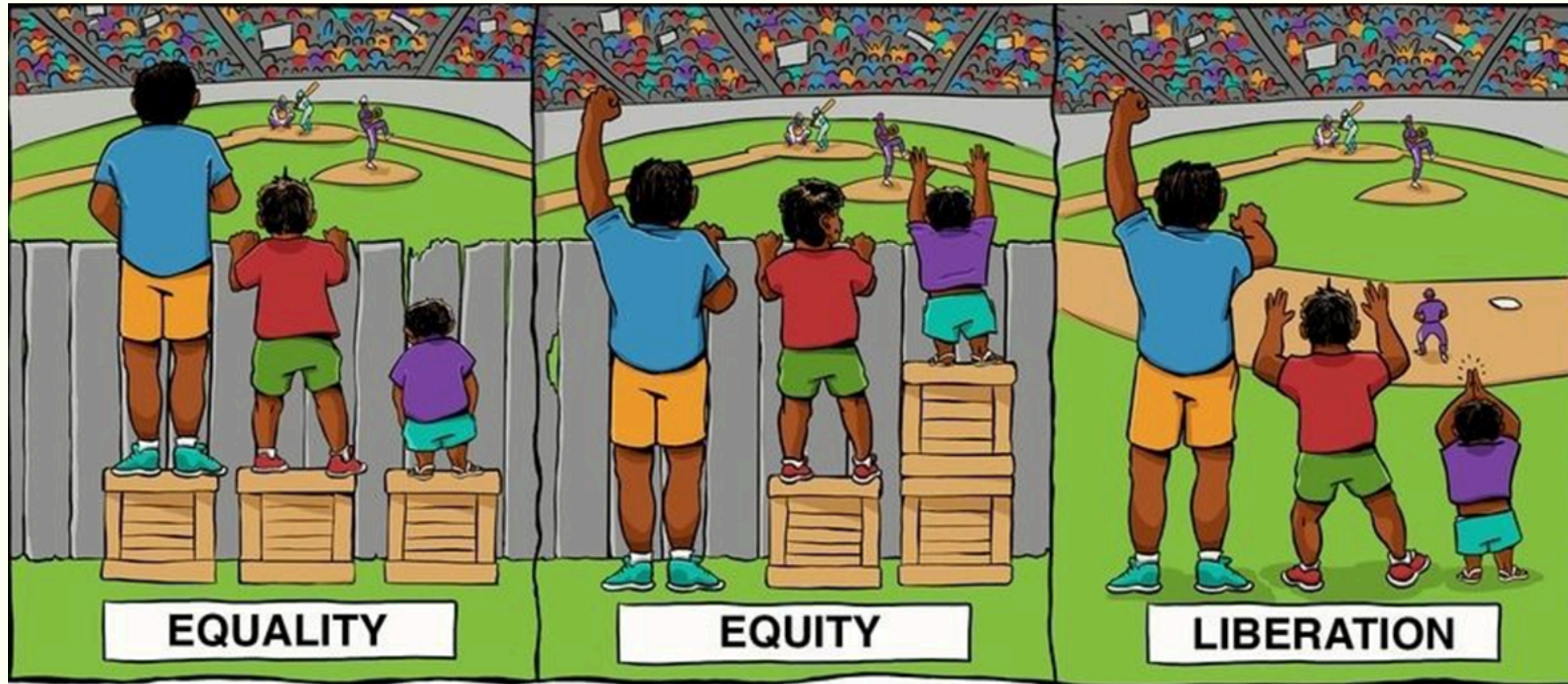
A stylized icon of a laptop computer, colored teal and purple, located in the bottom left corner of the slide.A stylized icon of an open envelope with a pink body and a white card inside, located in the bottom left corner of the slide.A stylized icon of a white cloud with a purple outline, located in the bottom right corner of the slide.



“Creating an inclusive system involves not only creating the conditions for inclusivity but also by actively challenging the reproduction of inequality”

- HE Education website






WHAT POSITIVE CHANGES YOU CAN MAKE: LIBERATION AND YOUR ROLES



**NO EVENT, PROJECT OR CAMPAIGN CAN
BE SUCCESSFUL WITHOUT THE PRIORITY
ON WELLBEING AND INCLUSIVITY**





Using the table below, list the activities you regularly participate in as a society. Then consider which demographic groups may find this activity difficult to access. Once you have done this, spend some time considering what **reasonable adjustments** you can make as a committee to reduce any barriers to those individuals and groups. Later in the academic year, spend some time reflecting on how implementing these adjustments has affected your membership.

Reasonable adjustments *refers to small measures or changes that can reduce or remove a barrier to an individual engaging with your activity. There will be some barriers that can't be removed in their entirety, but individuals who wish to join you will know what they are able to participate in. The first step is for you to reduce any foreseen barriers as much as possible to increase your potential membership.*



Activity	Who may struggle to engage with this type of activity?	What is the barrier to this individual or group?	What reasonable adjustments can you make to your activity?	Review (Reflect on how implementing these changes has affected your membership)



FROM SHEFFIELD HALLAM SU



EXAMPLES OF EFFECTIVE INCLUSION



here are some really basic examples of little changes that make a big difference:

- **ACCESSIBLE VENUES (LIFTS, RAMPS, ACCESSIBLE TOILETS)**
 - **ALCOHOL-FREE DRINKS OPTIONS**
 - **MAKING IT CLEAR ATTENDEES CAN LEAVE/TAKE A BREAK ANY TIME**
 - **ASKING ATTENDEES BEFOREHAND IF THEY REQUIRE ANY REASONABLE ADJUSTMENTS**
 - **AFTERWARDS, TAKING FEEDBACK + MAKING CHANGES**
- 
- 



**THERE IS ALWAYS MORE THAT
CAN BE DONE - WHAT CAN YOU
DO?**



THANK YOU FOR LISTENING!

for any enquiries, don't
hesitate to get in touch with
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