

Equality in practice

A guide to mainstreaming

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Learning+Skills Council

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Foreword

Equality in Practice: A guide to mainstreaming

The vision of the Learning and Skills Council is to create a learning society in which everyone has the opportunity to go as far as their talents and efforts will take them.

The Learning and Skills Council has an ambition to make learning more inclusive, to widen participation, to eliminate discrimination and promote diversity.

The *Learning and Skills Act, 2000* sets out what the Council has to do and the remit letter from the secretary of state details how the Council is expected to promote equality of opportunity.

In April 2001, the DfEE issued guidance to local LSCs entitled *Mainstreaming Equal Opportunities*, to help them in developing their local strategic plans. The DfEE also issued guidance on making provision for people with learning difficulties and/or disabilities.

Equality in Practice follows on from this previous guidance and aims to provide further assistance by identifying what effective practice might look like. It draws on examples from existing providers. The document identifies key areas for action: The LSC as employer; The LSC as Equality Champion; Mainstreaming through Policy, Programmes and Actions and Monitoring and Evaluation. It suggests also other sources of information. Thanks are due to the Learning and Skills Development Agency and to Stella Dadzie for their assistance in producing this important document.

I recommend *Equality in Practice* to all staff in the Learning and Skills Council and to others who may find the contents helpful. The advice and exemplars in this document remind us that imagination and creativity play a significant part in using the available resources to the best advantage of all people. It should help all in the LSC to build on the developments of recent years so that equality of opportunity and diversity can flourish in all aspects of our nation's life.

Avril Willis



Director Quality and Standards

The Learning and Skills Council, Coventry, July 2001

1. The Equality Remit

I expect the Council to build equality of opportunity into all its policies, programmes and actions.

LSC Remit Letter, Secretary of State for Employment, Nov 2000

Introduction

1 The Learning and Skills Council (LSC) is a new organisation with ambitious objectives to make learning more inclusive, to widen participation, to stamp out unlawful discrimination and promote equality of opportunity for all learners. This creates both a challenge and an opportunity for the sector to engage with those who are not currently participating in learning and to adopt a more learner-centred approach.

2 The *Learning and Skills Act, 2000* set out what the LSC has to do by law. It was followed by the Remit Letter from the secretary of state to the chief executive of the LSC, John Harwood, in November 2000. This explains in some detail how the LSC is expected to promote equal opportunities both internally, through its personnel policies, and externally, by embedding equal opportunities in all its policies, programmes and actions. Its vision is to create 'a learning society in which everyone has the opportunity to go as far as their talents and efforts will take them'. This was followed by the LSC's corporate plan (March 2001) which proposed a strategic plan to 2004 and the equal opportunity national strategy. This was approved by the management board in March 2001.

3 In April 2001, the Department for Education and Employment (DfEE) issued guidance entitled *Mainstreaming Equal Opportunities* to local LSCs on developing local strategic plans. In contrast, this publication indicates what good practice might look like, and draws on examples from existing providers as well as new local LSCs. It is expected that this will be followed by other publications, including a publication on good

practice from the LSC and local LSCs addressed to providers, and a nationwide user survey.

4 In addition to this flow of information and guidance, the work on equal opportunities is supported by:

- the equal opportunities committee of the Learning and Skills Council
- advisory groups for each of the 47 local LSCs
- liaison between equal opportunities staff in the LSC's quality and standards directorate and staff in other directorates
- a review of strategy by the DfEE.

5 Equal opportunities (EO) combines an organisational process and a pervasive culture. EO is an overarching term used to address the barriers that prevent full social, economic and political participation due to a person's race, gender, disability or age. The current emphasis on EO stems from an explicit commitment to include all social groups, to discourage discrimination and value diversity.

6 EO developments have been associated with inner-city initiatives, although protecting and supporting the rights of minorities and individuals in rural areas is equally important and challenging.

7 Employers and providers of education and training must comply with legislation on race, gender and disability as well as broader human rights legislation. Chapters 4 and 5 give more details of these requirements and sources of further information.

8 EO should not be thought of as 'treating everyone the same'. It calls for a careful assessment of the particular needs of identified groups and of the strengths and weaknesses of an organisation to meet them.

The National Remit

9 This is the first time the leading organisation in post-16 education and training has been given this responsibility as part of its statutory remit. Its radical agenda builds on the growing body of good practice encouraged by TECs and CCTEs, the FEFC and other post-16 stakeholders.

10 There is an expectation that, from the outset, equality of opportunity will be part of the LSC's culture and operations. Learners, employers and providers also expect services provided to them by the LSC and other public sector organisations be underpinned by good equality principles and practice. The LSC will engage proactively to set the standard and agenda for others to follow.

11 The LSC's vision of a learning society that is free from discrimination and prejudice and that helps all learners reach their potential stems from the statutory requirements and duties set out in the *Learning and Skills Act, 2000*.

The *Learning and Skills Act, 2000*, section 14, requires the LSC to have due regard to the need to promote equality of opportunity between:

- people from different racial groups
- men and women
- people with a disability and people without.

The LSC must also report annually to the secretary of state on:

- what equality arrangements it has made during the preceding year
- how effective the equality arrangements were
- equality plans for the following year.

12 The LSC's corporate plan provides a framework by which the LSC and local LSCs can operate nationally and locally. This is not a one-way process – strategies employed by local LSCs will influence the corporate plan, both individually and collectively. For example, the local skills strategy will set out how the local

LSC will build relationships with employers to address skill needs. The local participation strategy will show how EO issues are being addressed, and how increased participation tackles current issues of age, gender, ethnicity, disability or geographical area, as well as how the local LSC plans to bring in new and returning adult and young learners and track their progress. Together these plans will feed into and be informed by the learning strategy, identifying how local LSCs will deliver post-16 education and training to meet both employer and learner needs.

Local strategic plans must be compatible with the national framework and the National Council will review them all in January or February each year as part of the review and roll-forward of the corporate plan. This might include challenging any inadequate plans, or taking action if the aggregated plans do not enable the national objectives and targets to be met.

LSC Corporate Plan, March 2001

13 In their first year of operation, local LSCs should start preparing their participation, skills and learning strategies from May 2001, consulting providers and others from September 2001, deliver their draft local strategic plans for consultation in December 2001, with finalisation by March 2002.

14 The national equal opportunity strategy, agreed by the LSC management board in March 2001, will need to be clearly reflected in local LSC strategies and plans. These in turn will influence further development of the national strategy.

The LSC equal opportunity national strategy has the following overarching objectives:

- to develop the LSC as an EO employer and organisation
- to develop the LSC as a champion of equality
- to embed EO into all policies, programmes and actions
- to report on progress towards equality.

Figure 1 illustrates how these overarching objectives might translate into local LSC objectives and action.

Figure 1. Interpreting the national strategy at local level



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Objective 4: Report to the national LSC on progress towards equality of opportunity

During 2000/02, the local LSC should:

- consult actively with its partners on its EO strategy and local action plan and publish the agreed document
- offer guidance and support to providers on defining, consulting on and implementing their EO strategies and action plans
- make arrangements with the national LSC to measure and record progress towards the achievement of strategic objectives
- draft a report for the national LSC summarising the arrangements made, progress on the main outcomes and plans for the year 2002/03.

The Local Remit

The planning and funding system must respond to the customers of education and training. It must be driven by need, not by central design or existing routes, and it must promote equality of opportunity for all to learn and acquire recognised skills and qualifications.

LSC Remit Letter, Secretary of State for Employment, Nov 2000

15 There are many competing pressures on providers, and the local LSC will need to place EO on a par with raising standards and financial robustness in order to encourage providers to give the strategy sufficient priority.

Developing local strategies

16 To fulfil the statutory requirements, local LSCs are expected to develop local strategies that will integrate EO into all aspects of their work. These will be rolled forward each year and revised to take account of any new information on target groups in the local population. Annual action plans will also need to be drawn up, showing in more detail how the EO strategy will be implemented and to facilitate in-year monitoring. The use of equality-related targets and performance indicators to measure progress will enable local LSCs to develop local provision in a systematic and coherent way. Multi-disciplinary EO advisory committees or joint working groups will encourage ownership of local EO strategies and action plans and ensure that all local training and education provision is guided by EO principles.

17 Each local EO strategy should present a clear strategic overview of priorities for closing equality gaps in access, participation, retention and achievement, particularly in terms of gender, ethnicity, age and disability. The strategic overview will need to be based on a careful comparison of local population data against patterns of participation in post-16 FE and work-based learning, to identify any groups that may be under-represented in particular areas of education or training. Similarly, data on learning outcomes from post-16 provision will need to be analysed to identify gaps in

provision and reveal any equality gaps in the attainment of qualifications or jobs that leave particular groups at a disadvantage in the labour market.

Mainstreaming equality

18 It is the role of local LSCs to work towards becoming beacons of good practice, promoting, mainstreaming and prioritising equality of opportunity in all its functions, and working with local providers to make a genuine difference to learners. Each local LSC is expected to promote EO internally through its personnel policies and externally by embedding EO into all programmes, policies and actions and ensuring that EO is a 'live' issue for local providers.

19 There is sometimes confusion between 'mainstreaming' equal opportunities and 'mainstream' educational provision. The Equal Opportunity Commission's Annual Report 1999/2000, *Equality in the 21st Century* has a helpful definition for local LSCs to share with providers:

Mainstreaming builds equality openly and actively into policy-making processes at all levels and at all stages. It ensures that policies, programmes and actions specifically seek to achieve equality, and do not put any group of people at a disadvantage. In cases where some groups are already at a disadvantage, mainstreaming identifies where special measures are needed. The aim is to provide equal opportunities for everyone in the community.

Working in partnership

20 The remit of local LSCs is much broader than that of TECs or the FEFC, encompassing as it does adult and community learning (ACL) provision, providers in the voluntary sector and an explicit requirement that resources are deployed in a way that promotes equality. Partnerships with providers and other key agencies will be essential if local LSCs are to achieve these goals. There will need to be active partnerships with local authorities and regional development agencies (RDAs) as well as strategic and local learning partnerships. Partnerships between strategic agencies and providers will be an essential requirement when bidding for single regeneration budget (SRB) and European funds, such as EQUAL. Each local LSC is likely to be a lead partner in such bids, and a key player in raising the importance of learning in other strategies, for example in neighbourhood renewal or delivering health action plans.

Quality assurance and improvement

21 Local LSCs also have responsibility for raising standards. The common inspection framework and the LSC quality criteria, against which providers must produce an annual self-assessment report and development plan, place a strong emphasis on equal opportunities. The inspection framework applies to all learners 'irrespective of [...] their age, ability, gender, ethnicity, learning difficulty and disability' and inspectors are expected to reflect the principles of equality of opportunity in all that they do.

22 The LSC quality criteria outlined in *Raising Standards in Post-16 Learning* also require providers to 'promote equality of opportunity

through every aspect of their operation, and in particular, ensure access, participation and closing equality gaps in learning and job outcomes'. Local LSC quality managers and advisers will need to evaluate the rigour of self-assessment reports and development plans with regard to equality and the extent to which quality and equality are recognised as co-dependent.

23 The purpose of the standards fund is to improve quality through post-inspection action planning, sharing good practice and staff development, including sponsored places for black staff on management training programmes. In 2001 it applies to colleges, and local LSCs are encouraged to use local initiative funds to support innovative approaches to improving equal opportunities. The LSC is committed to developing a standards fund that will apply to all providers from 2002.

Exercising leadership

24 John Harwood has signed up to the Commission for Racial Equality (CRE) Leadership Challenge, committing the LSC to taking racial equality forward. Each local LSC will be expected to set standards and act as an example to local partners and providers. Their strategic overview of local needs and resources alone will not qualify them to set and raise standards. Providers and local people will want evidence that local LSC EO policies and practices are having a positive impact. They will also want evidence that the local LSC is capable of delivering EO in-house to its own staff, who should be representative of the communities served and empowered by senior managers and board members to develop effective EO policies and practices.

Meeting learners' needs

25 Each local LSC has a responsibility to ensure that local post-16 provision meets the needs of all learners and addresses the widest possible range of learning needs in close partnership with local providers. This will be achieved by integrating initiatives relating to widening participation, neighbourhood renewal and social inclusion and by adopting a range of measures to reach under-represented or socially excluded groups. Qualitative evidence based on positive feedback from learners, community groups and employers should provide input for further innovation.

26 The local LSC has a particular duty to meet the needs of people with learning difficulties and/or disabilities, paying particular regard to the assessment of their individual needs.

27 The DfEE has produced *Guidance to the LSCs on Meeting the Needs of Learners with Learning Difficulties and Disabilities* (DfEE, April 2001), which covers statutory duties and actions for the Council in relation to:

- disability statements
- work experience arrangements
- access to good-quality provision
- provision for under-represented groups
- boarding accommodation
- new assessment arrangements (including ConneXions)
- inter-agency working
- transport and mobility.

Chapter 2 gives more information on inclusive learning.

2. The Equality Context

The Council must spearhead the drive to widen adult participation in Further Education, increasing the number drawn from those whose background or circumstances have disadvantaged them.

LSC Remit Letter, Secretary of State for Employment, Nov 2000

¹ Despite existing legislation, discrimination on the grounds of race, gender, age or disability is widespread in the UK and continues to limit access to and success in post-16 education, training and employment. Figure 2 gives a brief snapshot of the national context in this regard, and it is this context driving the equality agenda. Each local LSC will wish to analyse their local position as a starting point for strategies to tackle inequalities.

Figure 2. Discrimination in employment, education and training¹

Race

- under 25% of African-Caribbean boys achieve 5 high grade GCSEs compared to nearly 50% of all white pupils
- more than 50% of 16–19 year olds of African-Caribbean, Pakistani and Bangladeshi origin are unemployed
- 16–35 year olds from ethnic minorities are nearly twice as likely to remain unemployed than their white counterparts
- among youth trainees, young people from ethnic minority groups are less likely to obtain qualifications and jobs after they complete their training
- young people from ethnic minority groups are seriously under-represented in modern apprenticeships, particularly in traditional craft sectors
- in the workforce as a whole, ethnic minority people are under-represented at the higher levels and over-represented at the less well-paid grades in the workforce

- there are significant differences between the achievement rates of different ethnic minority groups. For white students in colleges, 74% achieve a level 3 qualification. This compares with 69% for Indian students, 67% for Chinese, 64% for Pakistani, 63% for Bangladeshi, 62% for other Black origin, 60% for Black African and 59% for Black Caribbean.

Gender

- data from modern apprenticeships and FE show marked stereotyping in subject and occupational choices. In FE, women dominate in humanities and business while men are strongly represented in engineering and construction. In modern apprenticeships there is clear polarisation in seven of the ten largest sectors. Women dominate in hairdressing, childcare, health and social care and business administration, while men dominate in engineering, construction and motor vehicle trades
- women are significantly under-represented in education and training at NVQ level 3
- an average pay gap of 18% exists between men and women, which has hardly narrowed in the last 10 years.

Disability

- disabled people are seven times more likely to be out of work and on benefits compared to non-disabled people
- the long-term unemployment rate for disabled people is double that of non-disabled people
- disabled people are twice as likely to have no qualifications as non-disabled people.

¹ Figures taken from LSC EO Induction Event, January 2001

Age

- people over the age of 50 represent 30% of people of working age but only 20% of the working population and under 10% of people in training.

2 Equal opportunities is an overarching approach to ensure that all learners, particularly members of the groups that are most likely to experience discrimination or barriers to participation, have full and equal access to provision. EO policies can be embedded by ensuring that specific, measurable targets are set against national and regional benchmarks for improving staffing profiles and raising the recruitment, participation and achievement levels of targeted groups of learners; and by requiring targets to be regularly monitored, evaluated and reviewed.²

3 The *Learning and Skills Act, 2000* requires the LSC to have due regard to the need to promote EO between people from different racial groups, between men and women and between people with a disability and those without. But the LSC is also expected to address ageism and local geographical factors such as ruralism and community isolation and to target pockets of deprivation, including those who may not be fully protected by existing anti-discriminatory legislation, as outlined below.

Social Inclusion

4 The legal requirements outlined above and in Chapter 4 complement and reinforce the government's social inclusion agenda, which includes funding criteria, targets and other strategies for:

- widening participation
- developing inclusive learning
- encouraging neighbourhood renewal
- promoting equal opportunities
- tackling social exclusion.

5 In the past, providers have responded to particular initiatives in particular ways, and will have different approaches to equality issues. For example, colleges have been engaged in widening participation and inclusive learning initiatives; providers have responded to TEC social inclusion agendas and the Training and Standards Council's inspection which covered equal opportunities; and

voluntary sector groups have been engaged in neighbourhood and community development. The role of local LSCs in understanding these perspectives and in taking a lead to bring them together is vital to helping providers gain a broader understanding of equal opportunities.

Widening Participation

6 The case for widening participation (WP) was made in *Learning Works* (FEFC, 1997). It highlighted the important distinction between a provider's ability to increase learner and trainee numbers and their efforts to widen participation, retention and achievement for all sections of the community. The report identified a number of groups that remain under-represented in post-16 education. It demonstrated that with additional funding, effective guidance, flexible provision and appropriate learner support, the needs of all learners can be catered for.

7 Local LSCs will be expected to play a key role in using funding to ensure that provision aimed at widening participation moves from short-term project funding to the mainstream. It will need to urge providers to dismantle barriers to participation and inclusion by ensuring that their monitoring categories, publicity, delivery and resources reflect the complexity and diversity of learning needs within local communities. A commitment to WP and social inclusion requires providers to take account of both legislative and non-legislative considerations, and to address the different needs of any locally under-represented groups of learners. This might include people:

- without qualifications, or who under-achieved at school
- experiencing long-term unemployment
- from ethnic minorities, including asylum-seekers and religious minorities
- needing help with English as a second or additional language
- needing help with literacy or numeracy
- in low-income groups, including lone parents
- wishing to train in non-traditional areas
- working part time, or in temporary or unskilled manual work
- over 50 years old, or who are pensioners
- with learning difficulties and/or disabilities, including mental illness

- experiencing difficulties due to drug or alcohol abuse
- experiencing difficulties due to homelessness or leaving care
- who are on probation or are ex-offenders
- with emotional and/or behavioural difficulties
- living in isolated rural areas
- living in deprived inner-city neighbourhoods.

8 Providers will also need to take account of the particular issues experienced by some groups of women and men (for example, childcare, safety or transport difficulties), and those who are discriminated against because of their sexual orientation or because they are transsexuals, and respond to the range of individual needs that may be present within each of these groups.

Inclusive Learning

9 *Inclusive Learning* (FEFC, 1996) complements the widening participation agenda. Inclusive learning does not mean integration; it means a radical shift in perspective for providers to ensure the best possible fit between the needs of the learner, the curriculum and available provision, and the learning environment. This is achieved by fitting provision to the learner, rather than expecting learners to adapt to the provision on offer. It involves identifying learners' specific or additional needs, providing resources and appropriate support, meeting their preferred learning styles and giving them fair access to appropriate assessment. This approach ensures that all learners, whatever their individual needs, can achieve their learning goals.

10 Inclusive learning applies to all learners, and in particular to learners with learning difficulties and/or disabilities and ways of enabling them to succeed.³ The DfEE has produced specific guidance to support the LSC's statutory duty to pay particular regard to this group of learners and how their individual needs are assessed.⁴ The guidance outlines a number of specific actions that local LSCs are expected to take with regard to inter-agency working, boarding accommodation, transport and mobility, work experience and the new assessment

arrangements.⁵ Given the new legislation, local LSCs can require providers to produce disability statements that outline arrangements and facilities for disabled people as a condition of funding.

11 Each local LSC will be expected actively to support those voluntary and community organisations that promote an inclusive learning ethos with all learners and that are sensitive to the needs of under-represented or excluded groups. This will require local LSCs to harmonise funding to support those adult and community learning (ACL) providers who have traditionally fulfilled this role. The local LSC must also ensure that clear and robust arrangements are in place for working with the ConneXions service so that people with learning difficulties and disabilities are guaranteed access to suitable provision that meets their needs and provides the additional support they require.

Neighbourhood Renewal

12 Neighbourhood renewal is a long-term strategy to build capacity in neighbourhoods where residents experience significant disadvantage. Action to improve skills will come from:

- mainstream providers
- investment from employers
- area-based regeneration strategies
- local community organisations (whether or not their primary purpose is educational)
- local public sector organisations involved in culture and health
- the actions of individuals.

13 The plan is to develop neighbourhood learning centres with a step-change in 'first-rung' provision and capacity-building for local individuals and organisations. It envisages the development of appropriate information, advice and guidance, employer involvement, school business links and progression routes. Above all, it invites 'joined-up thinking' rather than piecemeal initiatives. Basic skills are a key target because of the difficulty people with numeracy, literacy or language needs can face when trying to gain other skills and jobs. Local LSCs are expected to play a key role in the development and delivery of local neighbourhood renewal initiatives.

³ A person with a learning difficulty is defined as someone who

- o has a significantly greater difficulty in learning than the majority of persons of his or her age
- o has a disability which either prevents or hinders her/him from making use of facilities of a kind generally provided by institutions providing post-16 education and training.

⁴ See Section 13 of the *Learning and Skills Act, 2000* The LSA builds on the earlier legislation (*Further and Higher Education Act, 1992*)

⁵ See *Guidance to the LSCs on Meeting the Needs of Learners with LDDs*, DfEE, March 2001

Case study 1: Reviewing the EO strategy to incorporate widening participation and inclusive learning

Although the need for a written updated policy is paramount, for the changes and process to be implemented, there first has to be recognition by the Review Group that discrimination occurs within an organisation and new systems which can be monitored and audited may be set up:



Welcoming and Celebrating Diversity (EO)

Policy and Strategy



It is important that groups of performance indicators are included in the written policy. They help to measure progress and record performance indicators in a wide range of areas:

- participation rates for people from targeted/under-represented groups in selected programme areas
- drop-out rates for all targeted/under-represented groups
- the range and diversity of EO employers providing work experience placements to students from all targeted/under-represented groups over a defined period
- levels of absenteeism, including absenteeism among women, ethnic minorities and other targeted/under-represented groups
- the number of grievances and complaints by people from targets/under-represented groups
- The proportion of male, female, ethnic minority and disabled staff at each level of the College.

(The Review Group may wish to add other indicators).

The College EO policy should demonstrate that it is 'owned' by staff and students and given a high profile by regular communication and publicity to ensure awareness of the policy and action plan among students, staff, people applying to be students or staff, suppliers of goods and services, recognised consultative forums and the public.

Bournemouth and Poole College

Case study 2: Inclusive learning as equal opportunity

Coleg Sir Gar, Carmarthenshire College has just won the Professor John Tomlinson Award for students with learning difficulties and disabilities. The vocational access department offers programmes at entry level which offer learners the opportunity to develop work-related skills in a real work setting. The programmes are delivered in partnership with a prestigious employer, the National Botanical Gardens for Wales. This addresses the issue of providing quality programmes for learners with learning difficulties and disabilities. Too often, access to realistic work environments is seen as adequate for such learners when access to real work is what people want and need. By making sure that the provision could be tailored to the needs of the learner, people with learning difficulties and disabilities were given equal opportunities to other learners.

Carmarthen College of Further Education

Case study 4: Sharing expertise to widen opportunities

An IT organisation based in South Hackney took over a vacant flat on the ground floor of a housing estate and filled one of two small rooms with laptops and internet access, then advertised drop-in, cyber café-style provision by leafleting all estate households. Further recruitment by word of mouth followed. A good response led to a request for more organised courses at introductory level. The premises were very cramped so the project asked for temporary use of the over-60s club in the flat next door. In return, the project agreed to provide an Introduction to IT course for people over 60. Despite all the stereotypes about IT being a young person's thing, these classes have been extremely popular with big demand and excellent retention.

Tackling social exclusion

14 The initiatives outlined in this section contribute to a broad national agenda that aims to tackle social exclusion in all its forms, whether in small rural communities or large inner-cities. Local LSCs are ideally placed to harmonise and build on the good practices developed by the FEFC, TECs, ACL and FE providers in this area. The most successful of these have often involved radically new approaches or delivery, different ways of thinking about learners and flexible funding methods.

Case study 3: Tackling social exclusion and meeting learners' needs

The Zion Centre, in Moss Side, is part of Community Health and Resource Centres Ltd. It provides much needed premises and support to many small local voluntary groups (one of these — a mental health support group — involves its clients in running the café at the centre). A familiar and accessible presence in the area, the Centre provides the sort of non-threatening, informal opportunities that seem to be effective in drawing marginalised people into engagement and activity at a pace that suits them. Lots of 'volunteers' start by just hanging around the Centre or using services before gradually starting to help out as they begin to feel comfortable and develop a sense of ownership and belonging. Their dedication is with the place and people and joining in with what goes on, rather than deliberately choosing a particular activity.

The Zion Centre

Case study 5: Bridging the gap

A community-based video and drama project run from Hulme Adult Education Centre has been very successful in bridging the gap between the local community and progression to employment and higher education. The project makes productions in and about the local scene, dealing with issues of interest to people like drugs, violence, etc. 'Recruitment' is largely by word of mouth by the tutor (who is local) and his students, or local showings which attract a big audience because people know people who have worked on the production or have seen filming going on. Potential participants are allowed up to three months 'visiting time' to dip in and out before committing themselves formally to a course. Pass rates are good and local people have taken up places at universities (mainly around Manchester) to pursue the subject. In general, these are not people who previously thought of themselves as destined for HE. Job placing rates are also good. The project has built good relations with, and made programmes for, Granada TV (geographically close) and the BBC (it contributed to the Windrush series last year).

Skills for Neighbourhood Renewal, DfEE, 1999

Case study 6: Widening participation by working together

Walsall Training and Enterprise Council launched an innovative funding support mechanism for local people in September 1994. Branded 'SKILLPLUS', it offered vouchers for 50% of the cost of training up to £100 per person. But between September 1994 and March 1997, out of 1,506 vouchers used, only 3 were used by people who had any type of disability. When the Walsall Deaf People's Project Manager approached them to participate in the SKILLPLUS project, they saw it is an opportunity to work with a section of their community who were under-represented, to encourage a small and specialised training provider to offer NVQs as they were developed, and to meet Walsall TEC's quality standards. Between April 1997 and August 1998, a further 839 training vouchers have been used, 35 of them by people with a disability.

Social Inclusion: TECs and CCTEs working towards achieving social and economic inclusion, DfEE, 1999

Case study 7: Raising awareness

In term two, we teach a transcultural module emphasising working with difference within the person-centred approach. We think awareness of the students' own cultural, sexual, class and race identities is an important starting point. We also stress that training should acknowledge and work with the differences rather than ignore or avoid them. There is outside input by specialist speakers on race and sexual orientation and sessions on gender and disability. We wish trainees to be aware of oppressive practices and the effect they have on early conditioning, perceptions of worth and the self-concept.

Equality Assurance: Self-assessment for equal opportunities in further education, FEDA, 1998

3. Key Areas for Action

This chapter focuses on how to set out and implement strategies for improving equal opportunities.

Figure 3. Key actions overview

<p>Actions to be taken by the local LSC as employer:</p> <ul style="list-style-type: none"> • identifies a senior team member who will be responsible for embedding equal opportunities in the organisation and structures • ensures that all staff have appropriate references to equality in their job descriptions and objectives in their work plans • ensures that induction programmes and the staff development strategy have a central focus on promoting equal opportunities • ensures that induction and training equips staff with the skills and confidence to recognise and deal with equality issues such as institutional discrimination and stereotyping • 'equality-proofs' arrangements for making staff appointments at all levels to ensure that staffing profiles reflect the diversity of both national and local populations. <p>Actions towards mainstreaming through policies, programmes and actions:</p> <ul style="list-style-type: none"> • target support to excluded communities in order to shape the focus of local regeneration programmes • consult widely on the local LSC's EO Strategy, drawing on existing good practice such as the former TEC's EO strategy • support funding arrangements that promote equality of opportunity and do not disadvantage any group • ensure that funding arrangements are based on meeting learner needs and take account of the additional costs involved in reaching, engaging, retaining and enabling achievement by learners from disadvantaged groups. 	<p>Actions to be taken by the local LSC as equality champion:</p> <ul style="list-style-type: none"> • works with key equality organisations to build equality of opportunity into all policies, programmes and actions • draws up a local equal opportunities strategy and action plan that includes targets and performance indicators to tackle under-representation, under-achievement and stereotyping in terms of gender, ethnicity, age, disability and other disadvantaged groups in particular occupational and learning sectors • establish a local equal opportunities advisory group to advise on the development of the local EO strategy and action plan, review the impact of the local LSC's activities on provision and learners and disseminate good practice • establishes strategic partnerships with other key agencies, such as local authorities, ConneXions, careers services, employment services and RDAs) in order to address cross-agency equality issues of common concern • identify ways of challenging discrimination and stereotyping among employers. <p>Action towards monitoring and evaluation:</p> <ul style="list-style-type: none"> • monitor and evaluate local providers' equal opportunities performance, including progress against EO action plans to close equality gaps and widen participation • require local providers to establish management information and business systems that gather all appropriate data on starts, outcomes and destinations, to support their self-assessments, and inform external inspections and quality monitoring.
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<ul style="list-style-type: none">• develop learning programmes, resources and materials which take into account the different characteristics and needs of learners from different ethnic and social backgrounds• encourage greater diversity within the local provider network, particularly from the black and minority ethnic communities, by offering help with core costs and helping to build the capacity of local voluntary and community groups• promote equality of opportunity, challenging discrimination and stereotyping among providers and employers and encouraging them to take positive action to widen participation among under-represented groups.	<ul style="list-style-type: none">• benchmark the equal opportunities performance of local LSCs and providers and publish comparative data disaggregated by gender, ethnic group, age and disability• set up provider EO groups, where needed to work collectively on closing equality gaps and widening participation• support the exchange of practical advice and the good practice identified in provider self-assessments and records of delivery against agreed EO targets when reviewing performance and assessing future potential• ensure that clear and robust arrangements are in place for working with ConneXions to give people with learning difficulties and/or disabilities access to suitable provision which meets their needs and to any additional support they require.
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The Local LSC as Employer

Organisational culture

2 The local LSC's values, mission and strategic plan will establish its culture and ethos. They will also help determine its immediate and long-term priorities and the nature and pace of change.

3 There is no blueprint for creating an organisational culture of equality. Local LSCs will need to identify the most appropriate ways of pursuing this aim, so that their credibility as an EO employer can be quickly and firmly established. Appointing and developing staff who are up to the task and have the skills and vision to realise it will be the first major challenge. Other initial priorities will include:

- building equality objectives into the job descriptions and performance indicators of senior managers
- establishing and publicising procedures for dealing with complaints of racial and all other forms of harassment and discrimination
- promoting and publicising the local LSC's EO commitment through the staff handbook, recruitment literature, job advertisements, induction training and features in the local press and other media
- ensuring that there is named responsibility for EO at board level.

Staffing and staff development

4 As well as highlighting commitment to working with providers to realise its strategic vision, the local LSC needs to have an equally prominent commitment to good employment practices. Promoting EO through personnel policies and procedures will not in itself result in a diverse or fully representative staff profile, particularly in areas where the local population is predominantly white. However, a range of measures can encourage a positive and proactive response by staff to EO issues.⁶ They include:

- adopting CRE, EOC and DRC best practice guidelines for employers to demonstrate and promote good practice
- making reference to equality in all staff job descriptions and work plans
- ensuring that appointments at all levels within the LLSC are 'equality-proofed' to reflect the diversity of national and local populations

- developing targets towards achieving a more representative staff profile
- recognising and encouraging EO-related achievements
- linking equality training to staff appraisal and performance measurement
- providing induction and training on identified EO-related issues and priorities
- including equalities issues in all management and staff training programmes
- ensuring that all staff are equipped to recognise equality issues, such as institutional discrimination and stereotyping, and have the skills and confidence to deal with them
- using continuous professional development to help staff and boards understand what a commitment to EO involves and to change priorities.

The Local LSC as Equality Champion

Promoting equality

5 Local LSCs must be seen as champions of equal opportunities if they are to play an effective leadership role locally. This will have most impact if good EO practice stems from the top. Senior managers will need to be proactive in developing and following EO policies and practices. They should also strive to develop a workforce that is representative of the groups and communities served. It is their role to ensure that EO principles are embedded in the organisation's policies and development plans and communicated to all staff. Managers are also key players in the delivery of EO policies for the recruitment, development and promotion of staff, and the deployment of resources to support EO policies and action plans.

6 There is considerable legal scope for local LSCs to take or encourage positive action to redress local barriers and equality gaps, such as:

- providing training and special encouragement for ethnic minority staff and men or women who have been under-represented in certain occupations or grades during the previous 12 months
- using funding criteria and other ways to encourage providers to address any special educational, training or welfare needs identified for targeted ethnic minority groups

⁶ LSC guidance on human resources will be available shortly

- providing training and special encouragement for those returning to the labour market after a period of time discharging domestic or family responsibilities
- targeted advertising and recruitment literature
- reserving places for one or other gender on training courses
- fast-track training for women and minority ethnic employees wishing to gain access to managerial posts
- ensuring staff are offered opportunities to 'act up' to higher level posts as a strategy for providing the management experience needed to achieve promotion.

7 Mainstreaming will help to embed EO within the culture of the organisation, so that its values and priorities, its management and leadership styles, its monitoring criteria, its partnerships with providers and its relations with local communities are all informed by good EO practice. As such, it refers to a process of organisational change that cannot be reduced to a simple checklist. However, if the local LSC is to serve as a model of good practice in this respect, it will need to satisfy a number of criteria. The nature and pace of any desired change will depend as much on the local context as on the EO awareness of staff, managers and key stakeholders.

8 Promoting equality means consistent messages from the top, including a high-level commitment to:

- nominate an EO champion at board or senior management level
- ensure that all staff and managers have responsibility for implementing EO targets
- ensure that the planning, implementation and review of EO is integral to the local LSC's strategic planning process
- publish disaggregated data that makes sense to providers as well as planners
- headline progress towards the achievement of targets and performance indicators
- conduct impact assessment to identify barriers and equality gaps
- promote positive action initiatives
- allocate time and resources to support monitoring and evaluation of the EO action plan
- develop robust consultation methods and

procedures that are based on democratic, co-operative structures and that are fully representative of the communities served

- publicise success stories to encourage a culture where learning is for everyone
- identify, celebrate and promote good practice through newsletters, networks, staff development and partnership activities.

Strategic planning

9 Local LSCs are expected to work through local providers to identify and achieve their strategic goals. Their remit is much broader than that of the TECs or the FEFC, encompassing as it does adult, community and voluntary sector provision. There is an explicit brief to deploy funds in a way that facilitates continuous improvement and access to a wider range of learning opportunities to attract those who have not engaged in post-16 learning or who have not achieved their potential.

10 Developing a broad EO strategy and clear action plan that is owned and endorsed by local stakeholders and includes meaningful targets will empower local LSC staff to plot and measure progress in a systematic and coherent way.

11 EO advisory committees or joint working groups will play a key role in this process by:

- overseeing the development and progress of the local EO strategy
- advising on local equality targets and monitoring performance against them
- presenting an overview of how the local LSC's EO strategy contributes towards achieving its EO performance targets
- evaluating progress against identified national and local benchmarks.

12 By working through local networks, RDAs and learning partnerships to develop a strategic overview, local LSCs are well placed to recognise the strengths of different providers and build on established good practice. They will be able to plan for the contribution of different providers to the local strategy and require them to address EO when planning, delivering and evaluating provision. The strategy and action plan will need to include targets and performance indicators to tackle learner under-representation, under-achievement or stereotyping based on gender, ethnicity, age or disability. It should also

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address the needs of other identified groups who experience disadvantage – for example, asylum-seekers, or people living in isolated rural areas.

Figure 4. Sample of baseline data overview

<i>By</i>	<i>Gender</i>	<i>Age</i>	<i>Disability</i>	<i>Ethnicity</i>
Participation in				
post-16 learning				
Learning and job outcomes				
Work and unemployment				
Occupational sectors				

- establishing appropriate procedures, staff development and the resources to facilitate its implementation
- benchmarking EO performance against comparative national and local data
- making sure that the EO strategy is rolled forward each year and revised to take account of any new information on target groups in the local population
- arranging regular consultations to ensure that the EO strategy is relevant to local communities, informs marketing and promotion to target groups and provides relevant feedback that influences the review process
- ensuring that resources are identified to sustain regular consultation and related activities.

13 The overview (Figure 4) will be informed by national, regional and local benchmarks. This will involve gathering and analysing local data and using it to highlight trends, shifts, equality gaps and desired improvements. It may be necessary to initiate research as well as capturing existing data. Baseline data can be used both to monitor and review progress and to make the case for change.

Action planning

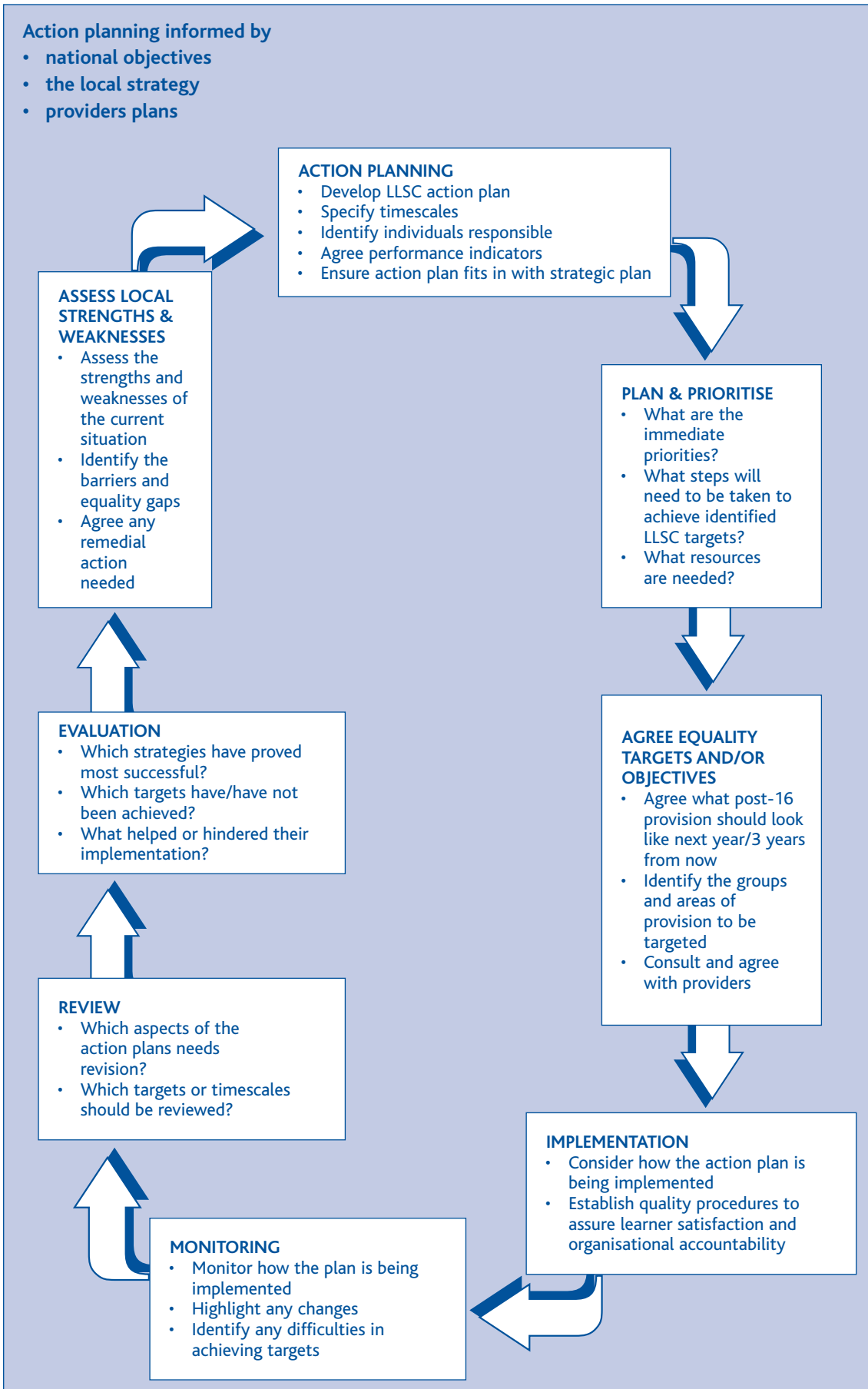
16 Figure 5 illustrates how regular action planning can help identify, implement, monitor, review and evaluate equality targets and strategic objectives.

14 Combining the analysis of local population, skill needs and provider programme data with feedback from local consultations will enable the identification of gaps and priorities and the creation of likely timescales for closing particular equality gaps.

15 The strategic planning process will be most effective where priority is given to:

- auditing where you are now and where you want to be
- consulting widely and drawing on existing good practice
- developing a draft EO strategy that will guide medium- and long-term plans
- engaging contract managers and staff in developing the EO strategy and action plan
- consulting with providers, employers and local partners about their contributions
- drawing up an annual action plan that shows in detail how the strategy will be implemented
- ensuring that the EO action plan is steered by a senior manager and includes staff responsibilities

Figure 5. The cycle of improvement



Case study 8: Extract from local LSC inclusion and EO strategy

Berkshire LSC's rationale for their strategy is that 'education and training underpins the development of the community's prosperity and social well-being'. The strategy will:

- a. focus on the 'potential workforce' (i.e. including people out of work, school-leavers, the early retired and those on passive welfare benefits);
- b. give support to people who would like to become involved in learning but face barriers to active learning;
- c. persuade inactive learners who are in employment that they need to update their skills;
- d. do more to prevent rather than respond to the needs of people who drop out of learning;
- e. do more to tailor initiatives to individual needs;
- f. do more to raise basic literacy and numeracy skills;
- g. encourage employers to ensure that all of their workforce becomes engaged in learning;
- h. tackle and remedy all forms of discrimination or inequality in the activity of the Council, the providers or partnerships in which it is engaged.

The LSC has identified market and social factors including reducing levels of under-employment, countering the development of a learning underclass, addressing basic literacy and numeracy and ESOL needs and the needs of ex-offenders, homeless people, lone parents, drug users, women returners, etc. The strategy is informed by research into the job market, industry sectors, areas of deprivation, employer demand and recruitment and training practice, as well as an analysis of local facts about disability and long-term illness, ethnicity, working age and gender, engagement in and barriers to types of post-16 education and training. A stocktake of the current position and future position provides a focus for action (see figure 6).

Berkshire LSC

Figure 6. Berkshire LSC inclusion and EO strategy: a focus for action

Current state	Future position
<p>Participation rates of 16–18 year-old disadvantaged young people are below the required level:</p> <ul style="list-style-type: none"> • quality of provision for the group varies and drop-out is high/feed through to mainstream is poor • poor progression to vocational qualification attainment • mostly non-employed and little show of engagement with employers 	<p>Increase participation through high-quality and responsive provision:</p> <ul style="list-style-type: none"> • introduce ConneXions • draw in new community-based provision for the disaffected • higher vocational programme achievement relevant to the individual's potential – particularly in occupations not traditional to the sex • greater involvement of employers including increased employed status
<p>Entrants access provision but drop out because of the confusion of support and routes available:</p> <ul style="list-style-type: none"> • A 'crazy-paving' of routes which are time-bound by the programme role and funding limits and discourage continued support and progression • lack of links across programmes and funding resources which reward a continuous approach to helping the individual • no incentive to 'stick with it' through to employment and beyond 	<p>Co-ordinate the involvement of key agencies to provide the specialist services available throughout the lifetime of the individual's engagement:</p> <ul style="list-style-type: none"> • manage with partners all funds as a seamless and flexible support of the participants' needs • provide for participants a long-term funding route not governed by the type or source of funds • phase the support to continue with the employer, where needed • introduce intermediary employment measures, including employer 'Compact' arrangements to increase the employment of the disadvantaged
<p>Programmes appear to lack the diagnostics and follow through to produce sustainable action plans:</p> <ul style="list-style-type: none"> • initial assessment is of a variable quality and may not effectively direct the individual • availability of guidance and advice is haphazard and each agency is encouraged to operate in own programme 'box' rather than collectively 	<p>Develop and implement with our partners better diagnostic approaches and initial assessment methods:</p> <ul style="list-style-type: none"> • implement an approach to initial assessment, reviewed to ensure consistency and a common standard of quality • work with our partners and providers to identify good practice and disseminate this across the network • encourage our partners to make use of European and other discretionary funds to help resource additional and innovative support requirements.
<p>The structures underpinning agencies working with the client group don't appear to work together to sustain the action plan:</p> <ul style="list-style-type: none"> • the programme funding rules appear to work in the interest of the agency rather than client needs • there is a need to achieve more co-ordinated outreach to communities and the partnerships representing them 	<p>Strengthen links and marketing plans by engaging partners in mainstream programme:</p> <ul style="list-style-type: none"> • co-host with marketing, events for client groups and employers and where appropriate produce joint materials • link programme funds to the individual irrespective of the agency • improve and increase outreach activities in particular through initiatives such as SRB, Probation, New Deal, New Starts and ESF

Case study 9: Researching local needs

London East LSC is currently working with the Corporation of London, Cityside Regeneration and Tower Hamlets Graduate Forum on a project looking at the particular problems faced by graduates from an ethnic minority background in accessing suitable employment, particularly in the City. We intend to run some interviews with graduates in the area, using the Forum to recruit some local graduates to do the interviewing and to run the analysis. This will have the dual benefits of providing the LSC with vital information about the problems faced by ethnic minority graduates in an area of expanding employment opportunities, and, perhaps most importantly, providing the graduates themselves with additional skills and experience that may enhance their job prospects.

London East LSC

Case study 10: Local LSCs as strategic partners

The canvas is much broader than it was for TECs. The Health Forum for North and East Devon has looked at health inequalities from a social exclusion perspective and has engaged all the main players locally. The chair of the group was from the voluntary and community sector.

Case study 11: Monitoring participation

Northamptonshire has the lowest level of achievement among its peers at foundation levels 1 and 3. The proportion of the population from minority ethnic groups is 5.75%. All trainees have significant barriers to finding employment, which arise from several causes, including low self-esteem, poor basic skills, learning disabilities, a history of offending or substance abuse and health problems. Trainees are all working towards milestones which are agreed on with the CFTE, and these usually include basic qualifications in literacy and numeracy. The company monitors trainees' gender, ethnicity and disability. A total of 40% of trainees who started on the programme during this contract year are women, 38% are from minority ethnic groups and 9% have disabilities. Work placement arrangements are scheduled to cater for trainees' needs. One Muslim trainee had special arrangements made to allow him to attend prayers on Friday afternoons.

Progressive People Ltd

Case studies 8–11 *Equality Assurance: self-assessment for equal opportunities in training*
DfEE, 1999

Case study 12: EO in recruitment policies

The company is rigorous in its application of equal opportunities policy at recruitment stage. Serious commitment to the policy at all levels within the company results in a high percentage of women in traditionally male-dominated engineering occupations. Employees with disabilities are supported and gainfully employed within the mainstream activities of the company. There are also employees from minority ethnic backgrounds at many levels in all departments of the company. The company actively seeks to recruit from under-represented groups. Its promotional literature positively promotes equality of opportunity by using images of both women and minority ethnic groups. Advertisements for vacancies carry a positive invitation to those from traditionally under-represented groups to apply. There is a genuine commitment from the top, and all senior staff undergo training in equality of opportunity and associated issues, as part of management training.

Hotpoint Ltd (Extract from inspection report)

Case study 13: Monitoring EO in recruitment
 EMTEC recently reviewed equal opportunities monitoring of applications to the programme, in consultation with their local TEC and the EOE at GNTEC. They already have a good monitoring system which is region-wide, and which ensures that the equal opportunities information collected is not linked in any way to the application itself. The form is well-phrased and concise, explaining clearly why the information is collected, and for what purpose it will be used. A new system is now being used that will extend the monitoring to cover the application/testing/entry/exit stages. In addition to normal baseline data, this will identify ethnicity, gender, age, and whether someone has a disability, as well as people who drop out at each stage. This data can therefore be analysed for trends that need addressing, for example, if disproportionate numbers of a particular gender drop out after testing.
 EMTEC (Extract from inspection report)

Case study 14: Auditing the EO strategy
 Positive Action Training is a scheme designed to help people of all ages from minority ethnic groups living in Kirklees to gain work experience and skills, so that they can compete for jobs within Kirklees Metropolitan Council, particularly in areas of work where these groups are under-represented. Kirklees Metropolitan Council has used the Charter Standards 1995 criteria published by the Commission for Racial Equality as the basis for its Equalities 2000 strategy. All service departments complete, on a regular basis, an audit against their progress on a quarterly basis to their service committee and the relevant equalities committees.
 Kirklees Metropolitan Council

Target-setting

17 Setting equality targets is a key function of local LSCs and will arise naturally from a self-assessment of the current position. Quality managers are expected to play a prominent role in negotiating targets with learning providers since it is they who will monitor provider progress and review

performance. Their task is to ensure that local partners are set challenging, realistic targets either as annual milestones or three-year strategic goals. These targets should be included in all contracts with education and training providers along with any other specified EO requirements.

18 Equality targets will encourage effective monitoring of progress towards parity of outcome and participation for particular groups and can relate to post-16 provision generally or to specific programmes. They should be articulated as percentage increases in learner participation and outcomes. Targets should reflect local priorities. For example, in areas where ethnic minorities have a presence, there should be targets in place that will raise attainment among under-performing minority ethnic groups and help close equality gaps, particularly at NVQ level 3. In other areas, targets might focus on raising the participation rates of women in traditionally male-dominated vocational areas, improving the retention of young people with behavioural difficulties, the achievement of basic skills or IT skills in deprived neighbourhoods or the progression to employment for trainees from a particular group.

19 The purpose of setting equality targets is to bring about real and lasting change. Some providers will already have made significant headway in this direction; others will be embarking on the process and may need help and support. Where targets have already been achieved, the situation should be sustained using funding and other appropriate measures.

20 The strategic role of local LSCs should lead to a better overview of progress, so that different providers can contribute to overall targets. A sixth form college and a provider of specialist training will make different contributions. Providers should be encouraged to be more self-critical and not see their targets in isolation. It is not enough to achieve targets in learning outcomes and qualifications, if a particular group cannot progress to further qualifications, higher education or appropriate jobs. For example, some ethnic minorities have higher participation in further education yet double the unemployment rates of white people.

21 The national LSC will be developing provider performance indicators in 2001/02. Key indicators on retention, achievement and learner satisfaction are likely to be broken down by ethnicity, disability and gender. Providers should be encouraged to start collecting data to help them self-assess how successfully they are helping the achievement of particular groups of learners.

22 The LSC should provide a role model for both providers and employers by setting its own targets as an employer and monitoring the proportion of under-represented groups and the progress of under-achieving groups of staff.

Mainstreaming through Policy Programmes and Actions

Addressing learner needs

23 Meeting learners' needs will be achieved by providers:

- assessing local learning, training and employment needs
- integrating widening participation, neighbourhood renewal and social inclusion agendas
- providing funding and resources that support neighbourhood renewal and community capacity-building
- targeting provision to meet the learning needs of under-represented groups
- providing appropriate guidance and initial assessment for both young people and adults
- making learning materials accessible and available in a range of formats
- producing information for learners including disability statements, complaints procedures and EO commitments, in appropriate formats
- analysing and responding promptly to feedback, whether gained through complaints or learner surveys
- marketing learning opportunities widely and reviewing how effective it has been
- adopting special measures to reach and encourage under-represented or socially-excluded groups.

24 Local LSCs can help by sharing the information they have collected to avoid duplication. This is likely to involve a range of responses—for example, targeting particular groups or neighbourhoods,

focusing on support services to young people or developing an outreach strategy to attract identified groups of adults.

25 The local LSC has a particular duty to meet the needs of people with learning difficulties and disabilities, paying particular regard to how their individual needs are assessed and supported. For these learners a number of agencies and professionals may be involved in transition planning. Local LSCs can help by sharing information they have collected.

26 Meeting the needs of learners with learning difficulties and disabilities is likely to involve a number of specific measures including:

- identifying learners' specific or additional needs
- case work with ConneXions personal advisors, care workers, specialists
- ensuring the best possible fit between the needs of the learner and available provision
- providing resources and appropriate support to help providers cater for their preferred learning styles
- ensuring that learners with learning difficulties and disabilities are given fair access to appropriate assessment
- ensuring that all learners, whatever their individual needs, are encouraged and enabled to achieve their learning goals by the provision of additional personal support and resources

Barriers to learning

27 Programme audits can be used to develop an overview of the different barriers encountered by local learners. Whatever the barriers encountered, there should be a recognition that relatively small steps—for example, the appointment of an outreach worker or the provision of a crèche or transport facilities—can make as much difference to individual learners as the large steps that may be needed to address these barriers long term. The local LSC will be most effective in meeting this agenda if it actively encourages diversity among its provider network, particularly from the black and minority ethnic communities.

28 Access to training and learning opportunities by some groups of learners is likely to be hampered by a number of socio-economic barriers.

The most common include:

- childcare costs
- lack of access to childcare
- financial hardship
- rural isolation
- responsibility for school-age children or elderly relatives
- lack of confidence
- negative experiences of learning
- language barriers
- communication barriers
- location
- public transport costs
- lack of transport or mobility.

Case study 15: Providers tackling barriers to learning

Location

The best practice was where providers had sought systematically to analyse and address the obstacles that local people faced much the most important of these is location. Attending an institution that is distant from where they live can create problems for residents of socially disadvantaged areas that are simultaneously financial, cultural and logistical. In Hackney, for example, the recent rationalisation of the college into a smaller number of much more modern buildings had created access difficulties for some residents. Even if there are public transport links, people may not be able to afford to use them, while travelling to the other side of the city in which they live may be asking too much of people who lack self-confidence.

Skills for Neighbourhood Renewal (DfEE, 1999)

Disability

Simon has multiple disabilities which led to the early termination of a career in the armed forces. His disabilities include a degenerative condition of the spine and arthritis in both knees. He is now employed as an information technology tutor within a national training organisation. Simon was very pessimistic when he joined the Training for Work programme where he aimed to achieve an NVQ levels 2 and 3 in Business Administration. However, he soon regained a positive outlook and found that his existing computer skills could be used to support his fellow trainees, an activity that he found very enjoyable. He eventually gained employment as a trainer as a direct result of the skills and experience he gained on the Training for Work programme. Simon was supported throughout his programme by his local Training Office and the provision of a special chair, footrest and elevating writing table by the TEC.

Lincolnshire TEC

Mental health

For the past three years, staff have been supporting a 40-year-old adult with severe learning difficulties and mental health problems who has been institutionalised since the age of five. Pre- and on-entry planning, diagnostic testing and risk assessments were undertaken by the multi-disciplinary team in conjunction with his full-time attendant (required under the Mental Health Act), and house team leader. After three years on a combination of discrete and mainstream provision, he is now progressing onto a mainstream programme.

Visual impairment

John is visually impaired, and has achieved an NVQ level 2 in retail. He is employed within the DIY retail industry. He was nearly 21 when he joined the Training for Work programme. His ambition was to work in the retail industry but his efforts to achieve this goal had previously been unsuccessful. With support from his Training Officer and the TEC, who provided him with a range of specialist equipment including a CCTV for reading product codes, he was able to gain a Retail NVQ level 2 qualification. His work placement was so pleased with his work that they subsequently offered him employment, which he was pleased to accept.

Lincolnshire TEC

Equality Assurance: Self-assessment for equal opportunities in training DfEE, 1999

**Case study 16: Partnership approaches
Youth unemployment (New Deal)**

The college is using the New Deal as a stimulus for partnership activity and has recruited a Youth Service project on music technology as a partner provider in the delivery of training in a vocational area that has proved very attractive to many young unemployed people. The arrangement has proved so successful that after only a few months, the two organisations are looking to duplicate and extend the programme in another part of the city.

Improving access

The college has created a detailed profile of the local community taking account of gender, ethnicity, prior attainments and levels of deprivation. Penetration levels have been mapped and a strategy developed to improve access to educational opportunities. This has involved collaboration with the local authority to develop two satellite learning centres in the areas of greatest deprivation. The college has seen an increase in the number of ethnic minority students, and has contributed to the regeneration of a large isolated council overspill estate.

For example, a targeted relevant curriculum for the unemployed has been developed. Job preparation courses are run in conjunction with Employment Services and two local employers, consisting of a one-week course to help the

long-term unemployed prepare for interview and subsequent employment. The course includes confidence-building, interview skills, help with application forms, keeping a job once you get one and in-work benefits. Everyone who successfully completes the course is guaranteed an interview for the job available.

Equality Assurance: Self-assessment for equal opportunities in FE FEDA, 1998

Case study 17: Targeted outreach provision with clear achievements

Community learning

A pre-NVQ five-week childcare course was run at a council estate community centre. Because of literacy problems much was done visually, including a pictorial lip chart to record discussions. Also, several women have successfully completed an outreach NVQ2 and gone on to college courses. A special award ceremony was organised for them.

Accelerated programmes for skills updating

Unemployed male students who urgently needed computer skills attended a 'fast track' course and gained employment, then continued with their qualification in the evenings.

Mentoring

Over 120 mentors, drawn from a range of professionals including business, law, public service and the performing arts, support about 170 black students, meeting and visiting them at work, at college and on work placements.

Equality Assurance: Self-assessment for equal opportunities in FE FEDA, 1998

Case study 18: Resourcing equal opportunities
 EQUAL is taking over from ADAPT as a new EU programme in 2001. EQUAL will have 50 partnerships in the UK and will have 4 'pillars' including

- **Employability:** combating discrimination and supporting particular target groups. Piloting ways of promoting business opportunities for ethnic minorities
- **Entrepreneurship:** business support to meet the needs of excluded groups
- **Adaptability:** testing innovative approaches to improve basic skills, in the workplace and through community learning. Promoting work-life balance, volunteering, care of older people
- **Equal Opportunities:** running across all themes, reducing gender gaps and supporting job desegregation, breaking down discrimination.

EQUAL will also help develop an employment strategy for asylum-seekers.

EQUAL needs to be based on an assessment of area need which the LSC will have already started. For instance in the South West, the context is:

- a very low ethnic minority population, twice as likely to be unemployed, as are people with disabilities
- one-fifth of the population of Cornwall has difficulty counting change
- the highest proportion of part-time women employees in the UK
- 10 of the top 20 locations for unpaid work are in the SW
- half of all employers have recruitment difficulties.

Working with employers

29 Local LSCs are expected to play a leading role in developing strategic partnerships with other key agencies, including local authorities, ConneXions, employment services and RDAs to address cross-agency equality issues, identify skill needs and contribute to economic development. Through their partnerships with local providers and their funding role, local LSCs are ideally placed to promote EO as an integral and essential feature in training. Local LSCs will also be major local employers in their own right.

Employers will have a range of relationships with their local LSC, ranging from being board members to contracted training providers, sources of work placements and trainers of their workforces. There is considerable scope for local LSCs to work with employers to promote work-based learning, enhance good employment practices and encourage an ethos of equality in the workplace.

This might include:

- promoting the business case for equality and the value of diversity in the workforce
- advising employers on their statutory duties and latest legislative developments
- helping small businesses develop EO and HR policies
- highlighting and addressing gender stereotyping and imbalance in modern apprenticeships
- working in partnership with employers to encourage non-discriminatory practices in work placements, recruitment and retention
- supporting education and business partnerships, compacts and mentoring schemes
- researching employers' views of skills gaps and training needs
- encouraging basic skills provision in the workplace
- engaging small and micro-businesses in EO training
- working with National Training Organisations and industry groups to promote EO practice.

Resources

30 The local LSC's funding arrangements must be seen to promote equality of opportunity and not to disadvantage any group. Core funding should encompass EO and take full account of the additional costs of reaching, engaging, retaining and ensuring the achievement of learners from disadvantaged groups. These should be reinforced by means of discretionary funding (local initiative fund) to support equality initiatives. Colleges can also use the standards fund to support staff development and dissemination of good practice. External funding such as EQUAL and SRB have equal opportunities as priorities; local LSCs are in a key position to lead initiatives and pull together partnerships to access significant funding to support its equality objectives.

31 The allocation of resources should be subject to regular scrutiny to ensure that the use of outcome-related funding does not work against equality objectives. Local LSCs will need to be particularly flexible and responsive when working with voluntary organisations or community groups that face genuine difficulties with mainstream funding arrangements. They may, for instance, work in innovative ways and be successful with hard-to-reach groups, where learning is not the primary motive for re-engagement.

32 Providers should be allocating sufficient resources internally to ensure that EO is a priority, not an add-on. EO principles should apply to all funding bids and be a key consideration in decisions affecting the allocation of resources. For example:

- financial help may need to be given to voluntary and community groups to meet core costs and encourage capacity building
- project/local innovation funds may need to be accessed to provide new ways to support individuals and groups
- learning programmes and materials may need funding which takes account of the particular needs of learners from different ethnic and social backgrounds
- greater flexibility may be required where retrospective funding arrangements would cause cash flow difficulties for new and small learning providers.

Consultation

33 The overall effectiveness of the local LSC's EO strategy will be closely related to the suitability of its consultation, review and evaluation procedures. Establishing an EO advisory group will encourage local people to sign up to the EO action plan. Ways must be found to get feedback from learners and potential learners. Consultation activities can include a range of approaches, including the use of websites, surveys, focus groups and discussions in meetings and training workshops. Some organisations have an untapped capacity to give information on non-participant groups, for example advocacy groups, guidance services for adults and young people, youth services, learning partnerships. Consultation activities should be carefully monitored to provide details of any feedback received, how priorities were negotiated

and how different groups were involved in reviews, evaluations or other feedback.

34 The most effective consultations:

- encourage and facilitate the involvement of under-represented groups
- draw on the expertise of equality and community partners
- include outreach activities
- reach out to people from a range of backgrounds or professional roles who represent different perspectives, abilities and levels of expertise
- actively encourage feedback and constructive criticism
- use consultation to inform programmes, policies and actions including the allocation of funds and resources
- can demonstrate to those involved how they have influenced local LSC planning and review.

Supporting providers and partnerships

35 The local LSC must work closely with providers to deliver the local EO strategy and help embed good practice. Staff development and training is likely to be a particular priority in areas where EO awareness is low and can be used to advise, support and empower providers in their efforts to promote equality and access.

36 Providers may need particular guidance on how to:

- develop policies and innovative approaches which are more than a response to LSC contract requirements
- translate EO strategies and codes of practice into action, particularly in areas of high employment and predominantly white communities
- manage equal opportunities within workplaces and subcontracted provision
- assess the learning and support needs of new learners and ensure that these can be met
- take effective action to eliminate oppressive behaviour and harassment in work and training
- monitor progress towards achieving equality of opportunities
- systematically review and update their EO policies and procedures
- share and disseminate good practice
- network with practitioners with similar goals.

37 Developing innovative responses to providers' training and support needs will involve key partners such as representatives of different client groups. Learning partnerships (LPs) will play an important role in the development and implementation of the local EO strategy. As well as promoting equality of opportunity in the delivery of local services, LPs will provide a range of views and genuine insights into local needs and issues. Their views should be taken into account from an early stage as well as during subsequent implementation and review activities.

38 Partnerships thrive where there is commitment to:

- facilitating partnerships and compacts that emphasise the local LSC's equality agenda
- promoting the exchange of practical advice and good practice
- challenging discrimination and stereotyping among traditional partnerships and where the LSC is not the leading member of a partnership
- encouraging local providers to work together to widen participation, for instance, through the development of outreach and progression pathways
- targeted marketing, featuring different provision and learners who have succeeded
- evaluating providers' and partnerships' equal opportunities performance, including their contribution towards closing equality gaps and widening participation
- requiring providers to have systems in place and assist those who do not to gather all appropriate data on starts, outcomes and destinations, to support their self-assessments, and inform external inspections and quality monitoring
- working through joint working groups to target support at excluded communities and shape the focus of local regeneration programmes
- assisting and drawing on the in-depth local knowledge of the LPs to improve the co-ordination of learning provision and learner demand
- informing and advising those who may be in breach of statutory requirements
- providing guidance about equality issues to providers, employers and community groups
- providing EO awareness training and networking.

Case study 19: Promoting equality to small- and medium-sized businesses

The project was designed to assist small- and medium-sized businesses. Originally funded for one year, it gained an extra two. Overall, 30 companies produced EO policies and action plans, and directors and managers received training on: recruitment and selection; EO awareness; how to deal with racial and sexual harassment; setting up policy, action-planning and monitoring; and EO legislation. A further 250 companies received bi-monthly bulletins on legal matters and what the companies more directly involved had achieved, well-received evening seminars and a good practice guide. The companies involved have since offered work placement opportunities to students at the college and their employees have taken part in college courses including sign language classes and first aid.

Equality Assurance: Self-assessment for equal opportunities in FE FEDA, 1998

Case study 20: Understanding and engaging employers

Berkshire LSC is revisiting the 1999 Business Needs Survey by Thames Valley Enterprise as the basis for its work with employers. Looking at the difficulties that employers say they are experiencing in recruitment shows that it is not just labour shortages, but also the quality of skills that are important as these aspects of deficiency may have underlying causes related to social inclusion and inactive learning:

- the poor quality or unsuitability of applicants (24%);
- insufficient numbers of applicants (23%);
- general shortage of the type of employee required (21%)
- applicants lacking specific skills required or having an insufficient level of skill (17%)
- applicants having attitudinal problems or appearing to lack motivation (15%).

Skill shortages are most prevalent in occupations with moderate or low skill requirements – the sort of occupations that would typically be filled locally rather than by recruiting at a national level (as might be the case for high skill occupations).

Berkshire LSC

Monitoring and Evaluation**Use of data**

39 The local LSC's EO strategy must present the priorities for and progress in closing equality gaps in access, participation, retention and attainment, particularly with regard to gender, ethnicity, age and disability.

40 Data collection is a key function of local LSCs. However, there is a danger that spending excessive time collecting quantitative data can become a barrier to action in its own right. Perfect data are rare, and virtually impossible to come by. National benchmarking data may not be relevant to the local context and labour information may be out of date. It is equally important that qualitative data from consultations, evaluations and surveys are analysed and acted upon, and that 'value-added' factors such as increased learner confidence, satisfaction and personal outcomes are closely monitored and rewarded.

41 The best use of available data is achieved where the analysis of progress:

- includes comparison by gender, ethnic group, age and disability as a proportion (%) of all starters and leavers and by each post-16 route
- separates data on each ethnic group, using combined data only where numbers would be too small to be individually meaningful
- reveals existing equality gaps in participation or attainment for particular groups
- indicates the scale of any shortfall that may need to be targeted for action, subject to local consultation
- is updated each year as part of the annual review of the EO strategy.

42 To use data effectively for monitoring purposes, a commitment to the following objectives is needed:

- establishing comprehensive systems for measuring progress and performance
- identifying appropriate baseline data, including labour market information, workforce profiles and consumer surveys
- ensuring that these data are easily understood and actively used by LSC staff and providers when monitoring, planning and reviewing services

- making the analysis and reporting of core data disaggregated by ethnicity, gender, disability and age a standard LSC procedure
- using data to plan and deliver appropriate learning provision
- undertaking local impact evaluation
- helping providers by supplying and helping with the interpretation of benchmarking data and MIS software
- ensure action plans detail what steps are being taken to obtain data or improve collection.

Self-assessment and quality monitoring

43 Effective self-assessment stems from a reflective and self-critical culture. Local LSCs will be expected to lead by example in this area, conducting an annual review of the EO action plan and identifying EO strengths and weaknesses as an integral part of the quality assurance process. It should also lead to demonstrable improvements for learners, clear priorities for action and better working practices.

44 The experience gained from assessing the strengths and weaknesses of LSC performance should actively inform its relationship with providers, who are required to identify their own strengths and weaknesses. Contract managers will need to take full account of each provider's self-assessment and their record of delivery against agreed EO targets when reviewing their overall performance and assessing the potential for future business. This will entail close monitoring of providers' development plans and their progress towards achieving EO targets, encouraging them to take on board more challenging targets.

45 The use of numerical data, disaggregated by race, gender, disability and age, as evidence in the quality assurance process will be a standard requirement. However, 'value-added' factors, such as increased learner confidence, engagement in voluntary work, community activity or progression to further learning are also indicators of success.

46 Provider performance reviews will take place every four months. Equality of opportunity is one of the 10 areas to be considered. The provider will be assessed on:

- EO policy and strategy
- promotion of EO
- participation by learners
- outcomes for learners
- accountability for EO
- awareness of EO roles and responsibilities
- monitoring EO performance
- findings from inspections.

47 The LSC criteria on equal opportunities are outlined in *Raising Standards in Post-16 Learning*. They include:

- the extent to which local provision is educationally and socially inclusive and promotes access to education and training
- the achievement of standards in both learning and job outcomes
- ensuring that providers' strengths and weaknesses are identified in self-assessment reports and are tackled in development plans
- the equality of education and training processes
- the effectiveness of EO policies and procedures for dealing with discrimination and harassment, recruiting and selecting staff and learners and ensuring access to external support systems.

48 These requirements are grouped under the leadership and management section of the *Common Inspection Framework*, which is the key document for providers' self-assessment. It highlights how effective leaders and managers are in raising achievement and supporting all learners; in particular 'how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential'. The inspection framework expects teaching practice, learner support and materials to reflect good practice in equality of opportunity.

Reviewing and reporting progress

49 Reviewing and reporting progress is a statutory requirement. Progress towards achieving EO targets is annually reported to the secretary of state through the national LSC. This process will be informed by the reports sent by local LSCs.

50 Local LSCs will need to plan how to report and establish mechanisms for evaluating progress from the outset. This will involve making sure that all who contribute to the annual report are fully aware of the timescales, and why the data are needed.

51 Key reporting requirements include:

- presenting data about post-16 education and training and information about performance, participation, achievement rates and performance gaps to the national LSC
- making sure that providers collect and present data in the same way so it can be aggregated
- establishing a culture of continuous review and reporting, including monitoring of progress at least once every quarter and annual evaluation of the local LSC EO strategy.

52 You need to ensure that equality and community partners can contribute effectively to the annual review and will support any identified revisions to targets or action plans. The contribution of individual providers should be included in the overall review, and their views should be reflected in the local LSC's assessment of progress.

53 The annual review of progress must be seen to benefit local organisations and influence local provision. It is an important stage in closing the loop and motivating providers to improve. There are many ways of ensuring that the findings are actively used to guide local providers and empower LPs in their efforts to widen participation and develop more inclusive learning opportunities—for example:

- providing headline information about the local population in education and employment, taking account of its gender balance, ethnic mix, age structure and the incidence of disability
- identifying key industrial and occupational sectors and showing how closely local workforces reflect the diversity of the local population
- identifying how local education and training provision is meeting the needs of different groups in the population, and highlighting areas of concern
- celebrating and publicising achievements and movement towards equality of opportunity.

4. Statutory and other Requirements

Statutory Requirements

1 Local LSCs are responsible for ensuring that no unlawful discrimination on grounds of race, sex or disability takes place in the provision of services to local people, or against applicants for jobs.

Race and sex discrimination

2 The Sex Discrimination Act, 1975 (SDA) and the Race Relations Act, 1976 (RRA) define three main types of discrimination:

- direct discrimination: occurs when a person is treated less favourably than others on the grounds of sex, marital status or race, colour or nationality (including citizenship) or ethnic or national origins
- indirect discrimination: occurs when a rule or condition or requirement which applies equally to everyone has a disproportionately adverse effect on people from a particular racial group, or on one sex, or a married person of the same sex, and there is no objective justification for the rule
- victimisation: occurs when a person is discriminated against for taking action under the RRA or the SDA, or for supporting such action by another.

3 Local LSCs must comply with those parts of both acts that relate to discrimination in employment. They must also observe the general prohibitions against discrimination in access or 'indirect access' to goods, facilities and services they provide. 'Indirect access' would apply to the actions of agents providing services as contractors or franchisees. It should be noted that any employee, regardless of length of service, is entitled to make a claim under the SDA, the RRA or the Disability Discrimination Act, 1995 (DDA).

Positive action

4 It is lawful under both acts to provide training and special encouragement for people of a particular racial group, or either sex, who have been under-represented in certain occupations or grades during the previous 12 months. It is also lawful to address any special educational, training or welfare needs identified for a specific racial group and to provide training and special encouragement for returners to the labour market after a period of time discharging domestic or family responsibilities. Special encouragement might include targeted advertising and recruitment literature, reserving places for one sex on training courses or fast-track training for black and visible minority employees wishing to gain access to managerial posts.

Race Relations Amendment Act, 2001

5 The Race Relations Amendment Act makes it unlawful:

- for any person who performs functions of a public nature to discriminate on racial grounds while carrying out those functions
- for private agencies carrying out public functions such as running prisons, immigration detention centres or schools, or carrying out various local authority functions, to discriminate on racial grounds.

6 The 2001 amendment act focuses on the public sector although the standards expected of public bodies are likely to affect the private sector too. It strengthens existing legislation in two ways. It will:

- extend protection against racial discrimination
- place a new, enforceable positive duty on public authorities, requiring them to

incorporate race equality considerations into everything they do including the employment of staff and the provision of goods, facilities and services.

7 The critical feature of this new legislation is that it will be enforceable. It will place a duty on colleges and other providers to develop race equality schemes, showing clearly how they will address and incorporate race equality in their provision.

CRE leadership challenge

8 The CRE Leadership Challenge, which the LSC has signed up to, was launched in 1998 and invites leaders in all sectors of public life to become equality champions by:

- giving a personal lead in promoting race and other equality issues. They can do this by using their position on committees and boards to put race and other equalities issues high on the agenda
- raising race and other equality issues and achievements in their annual reports, public statements and speeches
- extending their personal support and endorsement of race and other equalities issues to mainstream events and campaigns where these issues might not otherwise be raised.

9 Advice is available from the Equal Opportunities Commission, the Commission for Racial Equality and the Disability Rights Commission on measures to prevent sex, race and disability discrimination.

Disability Discrimination Act, 1995

10 The DDA requires employers and service providers to take 'reasonable measures' to ensure that they are not discriminating against people with disabilities. The DDA also makes it unlawful for an employer to treat a disabled person less favourably than others because of their disability.

11 The *Learning and Skills Act, 2000* gives the LSC the power to attach conditions to payments it makes to post-16 education and training providers, including the requirement, formerly enforced by the FEFC, that providers publish statements in respect of their facilities for disabled people.

12 The *Special Educational Needs and Disability Act, 2001* gives all publicly funded post-16 providers new responsibilities. It is unlawful to treat a disabled student (as defined under the DDA) less favourably than non-disabled people. Part of not discriminating is to make reasonable adjustments (for example, to policies and practices, accommodation, support and course provision) so that the person is not placed at 'a substantial disadvantage'.

Human Rights Act, 1998

13 The *Human Rights Act* came into force in October 2000 and incorporates most of the articles of the European Convention on Human Rights into domestic law. It will enable any individual who considers they have been a victim of a human rights violation to challenge a public authority in the courts or tribunals. There is to be separate provision in Scotland and Wales. Most of the Convention rights incorporated into UK law will have implications both for local LSCs and post-16 education and training providers.

Other Requirements

Common Inspection Framework

14 Equal opportunities runs through the requirements of the common inspection framework agreed jointly by Ofsted and the Adult Learning Inspectorate (ALI) for post-16 learning. The role of management in leading on equal opportunities is stressed. Providers will be inspected once every four years. The common inspection framework will also be used for area inspections. ALI will report on equal opportunities as a separate category under the leadership and management sections. The draft ALI guidance is available on its website (www.ali.gov.uk) where the inspection framework, including the equal opportunities requirements, is interpreted for different kinds of providers: New Deal, work-based training, adult education, UFI/Learndirect, with examples of evidence.

Raising Standards: Self-assessment and development planning

15 This document, published jointly by the DfEE and LSC, sets out the LSC's requirements of providers in respect of equal opportunities. Providers have to self-assess their provision annually against the requirements of the common inspection framework and the

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additional quality criteria for the LSC. These criteria include, under leadership and management: promoting equal opportunities; closing equality gaps; setting targets; and monitoring and reporting on improvements. Each provider has to prepare a development plan with targets agreed by the local LSC. In addition, the LSC will be developing performance indicators, that are likely to have an equal opportunities dimension.

Guidance on meeting needs of learners with learning difficulties and/or disabilities

16 DfEE *Guidance to the LSC on Meeting the Needs of Learners with Learning Difficulties and/or Disabilities* (March 2001) presents the actions local LSCs are expected to take with regard to inter-agency working, boarding accommodation, transport and mobility, work experience and the new assessment arrangements.

Guidance on mainstreaming equal opportunities

17 The importance of mainstreaming EO is highlighted in *Mainstreaming Equal Opportunities* (published by the DfEE for the LSC, March 2001), which gives an overview of the LSC's duty to promote EO in everything it does.

Code of conduct on ageism

18 *Age Diversity in Employment: A code of practice* (DfEE, 1999) covers good practice in six aspects of the employment cycle: recruitment, selection, promotion, training, redundancy, and retirement. The key factor for ensuring success in delivering good practice is identified as a genuine commitment from top management to its implementation, which is communicated clearly throughout the organisation and beyond.

Macpherson report

19 The Stephen Lawrence Inquiry identified institutional racism in the police and other large organisations as a major concern. Its findings were set forth in the Macpherson report, which included over 70 recommendations designed to address racial harassment, discrimination, under-representation and other identified concerns. Macpherson's definition of a racial incident has been included in many local crime and disorder strategies and has given rise to racial harassment monitoring systems that involve schools, public

services, local employers and members of the public in reporting and developing local targets and strategies that will actively discourage racial incidents. His definition of institutional racism has also been widely adopted as a basis for reviewing organisational practices and procedures.

Investors in People

20 Investors in People (IIP) is a quality initiative designed to promote good employer practices towards internal and external customers. IIP status is awarded to organisations and private employers who can demonstrate improvements in customer satisfaction, staff effectiveness and more efficient handling of complaints as a result of staff development, staff/client consultation and similar mechanisms.

21 Publication details of all these materials, and relevant website addresses appear in the references at the end of this document.

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