

FE Reform White Paper: Completing a Race Equality Impact Assessment

Introduction

1. This paper sets out the progress made towards meeting the Government's commitment to undertake Race Equality Impact Assessments (REIAs) in respect of new policies it is proposing to introduce in respect of the FE Reform White Paper published on 27th March 2006.

2. In respect of black and minority ethnic groups the paper identifies the existing characteristics of the Further Education system - its workforce, the learners and its infrastructure. It looks at what work has been completed so far; what work still needs to be done and the time frame over which this should be completed.

Background

3. Our future as a prosperous nation, offering a rewarding quality of life for all, depends on our ability to compete economically. Our productivity and competitiveness underpin many of our wider national ambitions - for good public services, for strong communities, for the best opportunities for everyone to lead rich and fulfilling lives.

4. Skills are essential for that economic success. They enable people to create value for others. Not in a narrow sense of the technique to do a job today. But in the broadest sense of enabling and equipping people to deploy to best effect their talent, knowledge, resourcefulness and creativity.

5. Developing those skills is the core purpose of the colleges and training providers that make up our further education system. Most 16 – 19 year olds study in further education - in colleges and training providers, on A levels, GCSEs, Apprenticeships and other forms of job related training. Some 4.6 million adults over the age of 19 study in further education every year, on a huge range of courses from basic skills through to foundation degrees. The further education system must be the powerhouse for delivering the skills at all levels and to all learners regardless of their background that are needed to sustain an advanced, competitive economy. That in turn will make us a fairer society, offering equal opportunities for all based on their talent and effort, not their background.

6. There is much to be proud of in our further education system. We have some excellent colleges and training providers. Success rates are rising fast. More young people and adults gain good qualifications every year. We now have a strong Apprenticeships programme. Over a million people have been helped to improve their basic literacy, numeracy and language skills. The system has demonstrated great flexibility in adapting to new challenges and meeting new targets.

7. The reform agenda since 1997 has provided us with evidence and key lessons that we will build on. For instance:

- Offering high quality vocational learning to 14-16 year olds, often in colleges, can help boost post-16 staying on rates.
- Delivering well-designed training at work can result in employees getting a higher rate of return from the qualifications they receive.

- Encouraging colleges to work with employers and specialise in particular areas of provision can raise performance.
- Giving employers and learners greater choice in the design and delivery of training raises their motivation and satisfaction.

8. Despite this progress, the targets for international excellence that we are seeking to hit are themselves rising rapidly. We are still falling far short of where we need to be. Improving the skills of young people and adults is one of the biggest strategic challenges facing the country. By international standards, the proportion of our young people staying on in education and training post-16 is scandalously low: the UK ranks 24th out of 29 developed nations. We lag well behind France or Germany in the proportion of our young adults achieving a Level 3 qualification in their early twenties. The number of adults in the workforce without the skills for productive, sustainable employment in a modern economy is much too high: in that area we rank 17th out of 30. All this makes clear that as a country we need to raise our ambitions for skills.

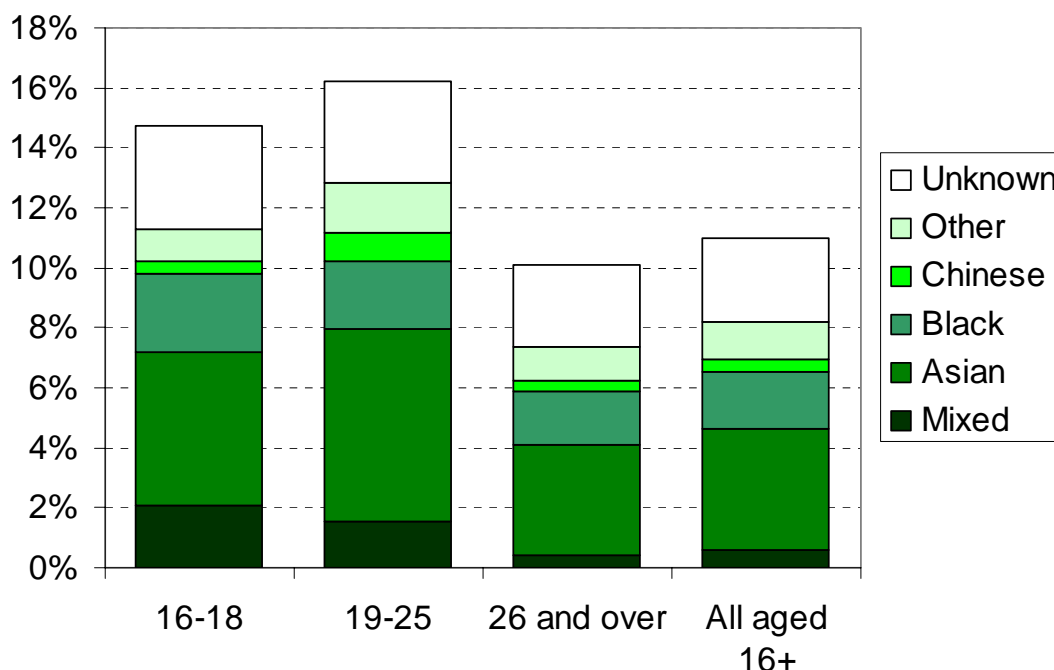
9. Our White Paper proposals include:

- a new economic vision for FE, supporting a fairer society
- encouraging providers to specialise
- putting employers and learners at the heart of what we do
- an entitlement to first Level 3 qualifications for 19-25 year olds
- trialling learner skills accounts
- new freedoms for the best performing colleges and training providers, coupled with support for improvement and intervention to combat poor performance
- reduced bureaucracy, including reforms within the Department and the Learning and Skills Council, and
- increased contestability, giving new providers the opportunity to enter the system.

Population Characteristics

10. The background to ethnicity issues must start with a description of the composition of the characteristics of the total population. Figure 1.1 shows the breakdown by ethnicity for 16-18 year olds, 19-25 year olds, 26+ and all ages. These proportions are changing over time, and at the lower age ranges will increase in the next few years.

Figure 1.1 – Proportion of population from minority ethnic groups by age, 2005



Source: Labour Force Survey, autumn 2005

What is the position now?

11. Alongside this we need to consider how far the FE sector is meeting the needs of minority ethnic groups. The FE sector has an important role and strong track record in tackling inequality and promoting social justice and community cohesion, reflecting the degree to which it is rooted in local communities, and experienced in responding to their needs. For example in 2004/5, 66% of learners aged 16-18 studying in FE institutions were within their home LEA area. About 16% of learners in FE colleges are from and ethnic minority groups compared with 11% of the 14-plus population at large. The sector has been in the forefront of practical support for learning, such as community outreach programmes, childcare for the children of learners and staff, and evening teaching.

12. FE has a vital role to play in providing opportunities for second chance learning, and in offering stepping stone programmes to enable people to re-enter learning, progressing at their own pace. The flexibility FE can offer has been important for individuals from disadvantaged groups, for example in making higher education accessible to people who might otherwise face considerable barriers to participation. The sector has a crucial role in its capacity to help people gain the skills and employability they need to gain sustainable and productive employment in a fast-changing modern economy. This is especially important given the extent to which people from ethnic minority communities can face disadvantage in the labour market. In 2005, 77% of white people of working age were in employment compared to only 59% of people from minority ethnic groups. Rates of employment are correlated to qualification levels, but ethnic minority employment rates consistently lag behind those for whites. Proportionally, the gap in employment rates between whites and minority ethnic groups is narrowest for those with Level 4 qualifications and apprenticeships and is widest for those with no qualifications.

Participation and Achievement

13. Different ethnic groups have a wide range of academic attainment at age 15 as shown in figure 1.2. Indians have the highest attainment rate at 72% compared with Pakistanis at 36%.

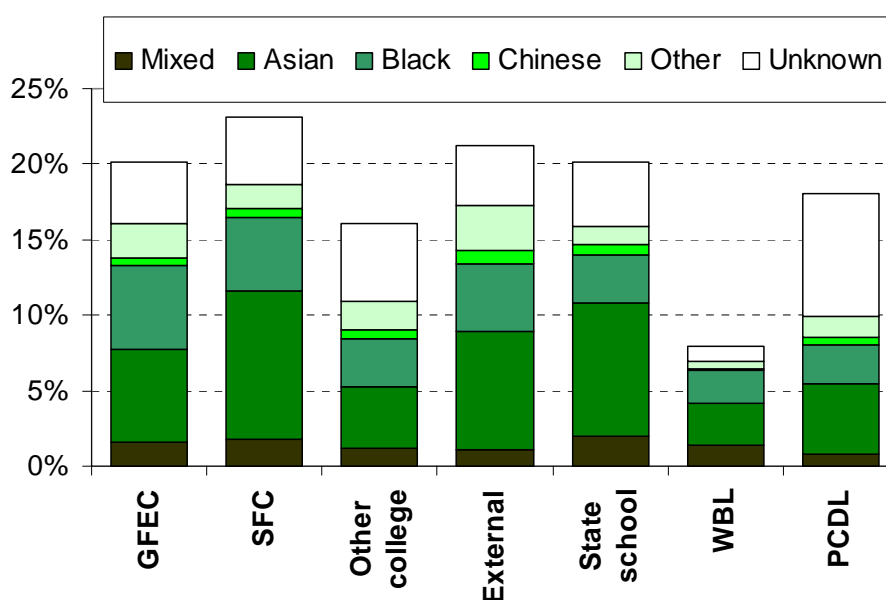
Figure 1. 2 – Year 11 attainment 2004

HIGHEST YEAR 11 QUALIFICATION					
	5+ GCSE grades A*-C	1-4 GCSE grades A*-C	5+ GCSE grades D-G	1-4 GCSE grades D-G	None Reported
ALL	54	23	16	3	4
ETHNIC ORIGIN					
White	54	23	16	3	4
Black	35	33	22	5	4
Asian	56	24	15	2	2
- Indian	72	19	8	*	*
- Pakistani	37	29	28	2	3
-Bangladeshi	46	32	16	*	*
- other Asian	66	19	5	*	*
Other ethnic group	59	23	11	4	4
Not Stated	48	24	17	6	4

Source: Youth Cohort Study, 2004

14. The percentage of ethnic group learners by providers is shown at figure 1.3. This shows that the FE system is playing a major role in providing learning opportunities to minority ethnic groups.

Figure 1.3 - Ethnic minority participation in the FE sector 04/05

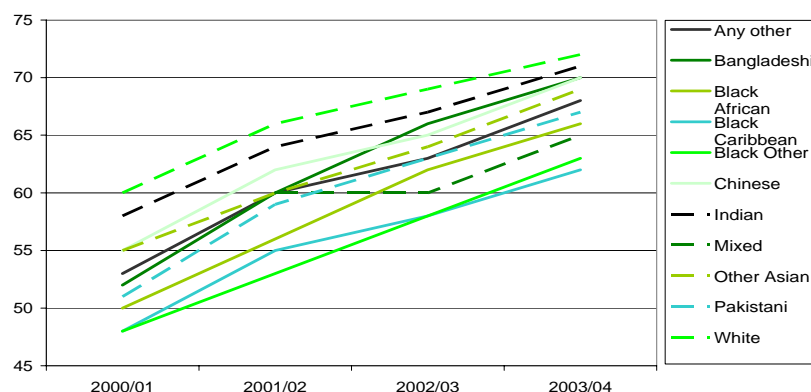


Source: ILR, Pupil Level Annual School Census

15. Whilst success rates in FE are rising, more progress is needed to bring the FE success rates for ethnic minorities up to that achieved by white learners. Success rates also vary by the ethnicity of the learner (see figure 1.4). White

learners have the highest success rates over time, rising each year, from 60% in 2000/01 to 72% in 2003/04. Indian learners are the next most successful, with success rates of approximately two percentage points less than white learners each year. The next most successful ethnic group are Chinese learners. Bangladeshi learners are next, the most improved ethnic group in FE, with success rising from 52% in 2000/01 to 70% in 2003/04. Pakistani, Other Asian and Other are next most successful with similar success rates, and then mixed. Black Other have the lowest success rates, rising from 48% to 63% 2000/01 – 2003/04, followed by Black Caribbean communities and then Black African.

Figure 1.4 - FE success rates by ethnic group

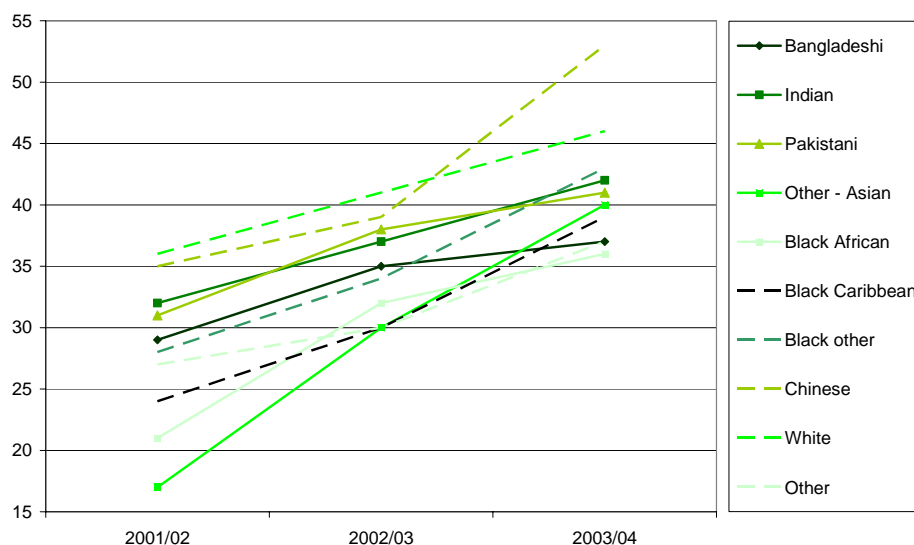


Source: DfES analysis of LSC benchmarking data

Work Based Learning

16. Work Based Learning (WBL) success rates vary significantly by the ethnicity of the learner. The 2 best performing ethnic groups are Chinese and White learners, with Chinese learners overtaking White learners in 2003/04 by 7 percentage points (53% compared to 46%). The lowest performing groups in 2003/04 were Black Africans, Other and Bangladeshi ethnic groups.

Figure 1.5 – WBL success rates in all frameworks/NVQs by ethnicity



Source: DfES analysis of LSC benchmarking data

Workforce Characteristics

17. The proportion of FE staff from white backgrounds has not changed much over time, and also there is little difference in the ethnic distribution of teaching staff and all staff. The proportion of staff from minority ethnic backgrounds lies at around 7% which is similar to the general population aged 26 and over, although this hides some variation at different levels.

Figure 1.6 - Ethnic breakdown of FE staff – All staff and teaching only

Ethnic Group	All Staff			Teaching staff only		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
White	81%	82%	84%	79%	82%	84%
MEG	7%	8%	7%	6%	8%	7%
Unknown	13%	10%	9%	14%	10%	9%

Source: Staff Individualised Record (SIR)

18. Ethnic minorities continue to be significantly under-represented in leadership positions within the workforce. Of the 250 colleges of further education in England, currently only 7 (less than 3%) are lead by a principal of BME origin. *Race Equality in Further Education* published by Ofsted in November 2005 reported that none of the colleges surveyed had a staffing profile which closely matched the ethnic profile of the local population and in just over a third of colleges surveyed, the proportion of governors of BME heritage did not reflect the ethnic profile of the local community or learners.

THE FE REFORM PROPOSALS – ASSESSING THEIR IMPACT

Context and drivers for the proposals

19. The need for change in further education is driven by the reform of post-14 learning and skills:

- To transform education and training for 14-19 year-olds, so that all young people are prepared by their education to succeed in life – and so that we move from 75% participation at age 17 to 90% participation. The FE system has a major role to play in delivering this strategy – including through offering more opportunities to 14-16 year-olds and implementing the new Diploma qualifications.
- Through the adult skills strategy, seeking to create a step change in the level of skills in the workforce – building on the success of ‘Skills for Life’ in driving up basic skills. We are seeking sharply to cut the number of adults without at least the Level 2 skills which are the threshold for employability. The strategy sets out a major shift towards a system shaped by the demands of learners and employers.

20. Alongside this, the review of the skill needs of the economy led by Sandy Leitch is demonstrating that if the UK economy is to remain competitive over the next 15 years, then the workforce will need significantly higher levels of skill than will be delivered even by the successful implementation of the existing strategy.

21. These twin requirements – a transformation of the life chances of young people and of the skills of the workforce – are the drivers for the reforms set out in this

White Paper. The system must focus ever more closely on its role in the transformation of life chances implied by 14-19 reform and the task of meeting the challenge set by the Leitch review. This focus implies a clearer mission for FE than it has had before – centred on developing the skills and attributes required for employability and meeting the demands of the economy.

22. In making that change in a sector that can be so influential for the life chances of people from ethnic minority groups, it is important that the impact on them is fully thought through. The most important point about the reform programme is that – in the broadest sense – a drive to improve the sector, and its outcomes for learners, can be expected to have a positive impact in race equality terms, given the extent to which ethnic minority communities can make use of the FE sector.

23. We summarise in Annex A our initial assessment of the key elements in each strand of reform in terms of their race equality impact. In some cases the assessment is of course open to revision in the light of consultation on the FE White Paper, and on further work that we plan to do before we can report in October 2006. In further developing and implementing our reforms, we will continue to work with the national equality and diversity organisations and monitor the impact of the reforms upon equality and diversity.

Context of the assessment

24. The Department has a specific duty to assess the likely impact on different groups of new policies that we are proposing to introduce before we adopt them. DfES is committed to equality of access and opportunity to all and recognises the importance of tackling disadvantages that arise because of race.

25. The priorities for reform set out in this White Paper are founded on the principle that if we are to be competitive and successful as a nation then we need to improve the skill levels of all those within our society who are low skilled or face disadvantage. Our aim is to give them the opportunity of achieving the levels of skill necessary to offer a real chance of personal satisfaction, through maximising their potential and be able to find sustainable employment.

26. The proposed reforms are wide ranging and the extent of their race equality impact will vary significantly. Annex A outlines the proposals and our initial expectations for the extent and likelihood of an impact on ethnic minorities. Whilst we are committed to ensuring that all these new policies are assessed we will want to focus our attention most closely on those proposals that are driving towards the following outcomes:

- a. An increased focus on skills and employability
- b. A greater focus on meeting the needs of learners and employers
- c. A continued drive to improve the quality of teaching and learning, to meet learner and employer demands

27. These reforms are intended to reinforce the progressive role of FE identified above, continuing to break down the barriers to learning and employment which impact differentially on different social, ethnic and religious groups. We need to tackle the historically low entry rates for women and minority ethnic groups in work-based training. This is not simply a matter of social justice, but of national economic performance too.

The White Paper consultation process

28. The White Paper reflects our conclusions from an extensive programme of consultation both in the preparation of Sir Andrew Foster's report on the sector, on the LSC's *agenda for change* and subsequently, which has involved:

- many public meetings with different groups of providers from the college and independent sectors
- a meeting of the Skills Alliance which brings together the key economic and delivery partners who work with the Government on skills issues;
- extensive consultation with individual providers of different types, their representative bodies and other stakeholder organisations representing business, learners and other interested groups including trades unions, the Sector Skills Development Agency and the Qualifications and Curriculum Authority
- a public email address and FE reform website
- informal discussions with the Commission for Racial Equality (CRE), the Equal Opportunities Commission (EOC) and the Disability Rights Commission (DRC).

29. Some of the policies in this White Paper have been developed in the light of earlier consultation with key stakeholders. For example, in developing our proposals for greater personalisation of learning at post-16 we have used events with sector stakeholders to inform our policy by inviting representatives of the Network for Black Managers to participate in consultation events. We have also received input and advice from our equality and diversity consultant on the race impact of our personalisation proposals.

30. In addition, we have drawn on the wider consultation undertaken with key stakeholders as part of the development and implementation of the national transformation programme for post-16 teaching and learning. For example, when preparing a health and safety manual for the substantial number of construction learners whose first language is Punjabi, we consulted with religious and community groups as well as the CRE. Similarly, when drawing up our proposal to revise the current LSC Learner Satisfaction Survey to make it more reflective of personalisation, we did so with the evidence that BME learners experience lower success rates than their white counterparts and that, by refining the survey's focus, we aim to elicit greater understanding of the issues affecting the experience of BME learners.

31. Where we have not already consulted, usually because the policy is in an early stage of development, we are committed to ensuring that full consultation will take place both with representative groups and organisations, but most importantly with learners .

Next Steps

32. The work completed so far to consider the impact on race issues has been primarily a process of screening the proposals we want to implement. The next stage in taking forward this work will be to carry out initial assessments across all new proposals and follow these up with in-depth assessments where appropriate. A clear, dedicated Board will be set up to oversee progress and implementation of the

FE White Paper recommendations and associated REIAs.

33. The Skills Strategy will be undertaking a full REIA across all its elements which will include the FE white paper proposals on:

- National Skills Academies
- Centres of Vocational Excellence
- Learner Accounts
- 19-25 Entitlement
- Train to Gain development
- Enhancing Sector Skills Agreements
- Information Advice and Guidance developments
- Colleges working with employers
- Cities
- Learning for Personal and Community Development
- Learner Support Funds and Adult Learning Grant
- Skills Competitions, and
- Policy on using Adult Funds

The impact assessment process is starting at the end of March 2006 and we anticipate it taking around three months to complete.

34. The 14-19 programme is working towards full REIAs being completed for all new and existing policies by September 2006. The REIAs will be published on the 14-19 Gateway website. This will encompass the following proposals:

- Specialised Diplomas
- Functional Skills
- Foundation Learning Tier
- Apprenticeships
- A levels (including the extended project)
- GCSEs
- 14-16 Re-engagement programme
- Key Stage 3 Review
- Information, advice and guidance
- Prospectus
- Communications strategy

35. Where proposals will be delivered by the Learning and Skills Council (LSC) they will also be subject to the LSC's system for assessing impact. The LSC has a Race Equality Scheme and Action Plan in place which runs from 2005-2008. This includes a commitment to assess new or proposed policies for their impact on different racial groups. We will be looking to the LSC to deliver on this commitment as it takes the various proposals forward.

36. The Department will draw together the outcomes of all these actions in a published REIA for the White Paper before the end of October 2006.

Chapter 2. A Specialised System Focused On Employability

1. **The refocused mission and vocational specialisation for FE** will raise the profile of occupational and skills learning, and clarify the entry and progression routes for sectors and occupations which have traditionally been stereotyped – particularly along gender lines. National networks supporting specific sectors will increase the reach and accessibility occupational pathways, raising aspirations and promoting a wider recruitment base.
2. Empirical evidence suggests that the 28 Testbed Learning Communities, established as a result of the 2003 White Paper "21st Century Skills", have had positive local impact in encouraging members of disadvantaged groups to acquire the study skills and motivation needed to successfully re-enter formal education pathways. The White Paper proposes to methodically analyze the positive lessons learnt, and ensure that they get fed into the planning process at national and local level for community focused provision funded by the LSC.
3. We will also strengthen support for sixth form colleges, which offer a distinctive and successful approach.
4. The FE sector is important in providing higher education for people from disadvantaged backgrounds and communities. We will expand work-based HE programmes and foster centres of HE excellence in FE colleges, focused on employability and widening participation. The HE Funding Council for England has announced additional funding of £12m to support widening participation in 2006-07.
5. **A national learning model** will enable the needs of specific learner-groups to be integrated systematically into the national analysis of supply, demand and delivery of skills. We will consult equality organisations to ensure that we achieve this.
6. A greater degree of **contestability**, to encourage diversity of providers, will open up new opportunities for 'niche' providers who can focus on particular community or individual needs, both in terms of types of provision, and delivery and accessibility of mainstream provision to specific groups.

Chapter 3. A System Meeting the Needs of Learners and Employers

7. The introduction of a **19-25 entitlement to learning at Level 3** will help remove financial barriers and raise aspirations, and provide a pathway to higher level skills for learners from groups disproportionately disadvantaged by the current cut-off at age 19. For instance, those who progress more slowly through the system or have had negative experiences of education and perhaps dropped out of learning and may wish to re-enter. In developing the new entitlement, we will monitor carefully its actual/potential impact on learners of different personal characteristics and/or circumstances.
8. This entitlement will be underpinned by financial support for learners who might otherwise face difficulty continuing in learning, including the roll-out, subject to evaluation, of an income-related **Adult Learning Grant** of up to £30 a week. This is currently being trialled and appears to be particularly effective for young people in

their early twenties trying to achieve a first Level 3 qualification. Evaluation of the trials includes reviewing the impact on different ethnic minority groups and has shown that there is increased take up by ethnic minority groups in trial areas (25% of recipients in the 2004/5 pilots were from ethnic minority groups) . Work has also been done to look at the marketing implications for the programme to ensure engagement with different ethnic groups. This will feed into decisions about the final shape of the programme when it is rolled out.

9. Development of clearer, simpler qualifications and a **Foundation Learning Tier** will support step-by-step progression for adults returning to learning and those young people who need more time to progress, and raise their skill levels to the point where they can access full programmes at the levels needed to sustain stable, skilled employment.

10. **Level 3 learner accounts** will energise and give additional leverage to learners. They will be targeted at Level 3 qualifications, in order to help tackle skills gaps at that level, and open up personal choice and generate demand for higher level skills learning from non-traditional groups. Through the accounts we will be able to make all potential learners aware of the range and extent of other support available to them to undertake learning.

11. **The extension of Train to Gain** will provide a new pathway for adults re-entering the labour market, or those moving from lower to higher skilled employment. **Train-to-Gain brokerage**, focusing on 'hard to reach' employers who do not train regularly will particularly help minority ethnic groups traditionally over-represented in low-skilled, low pay employment, and under-represented in work-based training. This was the experience in the Employer Training Pilots, on which Train to Gain will be based, where the proportion of learners from ethnic minorities was higher than their representation in the community as a whole.

12. Clearer learning pathways and qualifications will be **underpinned by high-quality information, advice and guidance**, to ensure that pathways into specific careers or further learning are transparent. The most recent usage figures published in January 2006, show that 21% of **learn**direct information and advice service users were from ethnic minority groups. Good information is vitally important to make a reality of choice and opportunity, and to challenge stereotypes attached to particular types and levels of learning, enabling learners and potential learners to make more informed choices rooted in their own individual strengths and aspirations. For people receiving benefits, we propose to focus remission of fees increasingly on learning that offers a better prospect of progression in learning or into employment. This will move away from a position where no attention is paid to the likely benefit of programmes for people who may most need help to improve their employment prospects.

13. Again, diversity monitoring and reporting will be built into the further development and implementation of these proposals.

Chapter 4. A National Strategy for Teaching and Learning in Further Education

14. As we have set out, substantial numbers of people from ethnic minority communities need and deserve the learning offered in further education to be high quality and effective. The reform programme includes a strong drive to improve quality in the sector. 22% of colleges have at least one curriculum area regarded as unsatisfactory and 5% of leadership and management in colleges is unsatisfactory. In work-based learning, inspection results during the past year indicated that 12% of

providers were inadequate, 13% of work-based areas of learning were unsatisfactory, and 11% of leadership and management was unsatisfactory.

15. **Personalisation of learning and support** will be particularly significant in raising aspirations and enabling learners to enter and succeed in types and levels of learning that might previously have seemed closed to them. Evidence from a number of sources shows that learners from different backgrounds have a different quality of experience and a different likelihood of success in FE, including persistently worse prospects for certain black and minority ethnic groups. The experience and success rates are lower for black and minority ethnic groups with all having lower success rates over the each of the last three years compared with white learners.¹

16. Personalised teaching and learning will reflect cultural differences and focus on the needs of specific groups and individuals to enable them to succeed. The national transformation programme for post-16 teaching and learning (started January 2003) and the development of teaching and learning resources for subject sectors includes activities and ideas that seek to respond to the individual needs of learners. Innovative practice in meeting a wider range of learner needs is showing an impact in improved retention and achievement rates on courses ranging from entry to employment, for the most disaffected young people, to Level 3 science. This work will be expanded to cover a wider range of provision in the next phases, including the specialised diplomas under development to broaden the offer at post-14 in response to the Tomlinson report. An important focus of this work is training for teachers to develop their skills and extend their range of strategies for varying delivery to meet a wider range of learner need. Challenging and inspiring teaching for the most gifted learners is part of the differentiated offer, as well as strategies to engage those previously unsuccessful. We would look to draw on these where appropriate in any guidance/support resource used to implement and underpin our policy proposals.

17. **Workforce reforms**, including a new requirement for continuing professional development from September 2007, will support personalisation, particularly by improving the capacity of FE teaching staff to tailor their teaching and learning to more diverse groups of learners.

18. Alongside this, and building on the achievements of the Black Leadership Initiative, we will introduce measures to **improve the diversity of the workforce**. These include:

- reviewing the workforce in order to ensure that the sector meets its legal obligations and actively promotes equality and diversity;
- encouraging and supporting under-represented groups through development for leadership positions; and
- introduction of mandatory diversity competency modules to all programmes offered by the Centre for Excellence in Leadership.

These proposals have been developed in partnership with the workforce race advisory group for the learning and skills sector.

Chapter 5. A Framework which Spreads Success and Eliminates Failure

¹ Based on success rate figures for FE in 2002-03, and 2001-02 and 2000-01 in the LSC's Equality and Diversity Annual Report 2003-04

19. Clearer information on performance by institutions will help inform individuals' choices and we will take decisive action to tackle poor performance, **removing inadequate provision** by 2008, and quality improvement by colleges and providers will be supported by a single, national **Quality Improvement Strategy**. This strategy will be developed by the new Quality Improvement Agency in the coming months and there will be a consultation with key agencies, such as the CRE, before the strategy is published. Inspection will be improved, under a single national inspectorate.

Chapter 6. Funding which Supports our Objectives

20. This section of the white paper is primarily about developments to the way that we will change and develop our approach to funding and organisation to create the right incentives and drivers to secure a high performing system capable of meeting the skills challenge. We will move to an approach which increasingly means that the needs of the learner (and employer) drive the allocation of resources to institutions. As the system becomes more responsive to the needs of individuals, so it will respond to the needs of ethnic groups as they are supported by those new initiatives.

21. We will give the LSC a new duty to encourage diversity in the provider network which will include an expectation that this will draw in providers who meet the needs of specific disadvantaged groups, including those which service local ethnic communities.

Chapter 7. A New Relationship with Colleges and Providers

22. We are proposing a number of changes **to improve and strengthen the governance framework of colleges**. This includes changes to the instruments and articles, and the development of further guidance. We are concerned about the lack of diversity of governing bodies in terms of ethnicity. It is important that we support the sector in ensuring the profile of its governors is more representative of the communities it serves. We will consult on how best to do this. This will include continuing to support research, through the Centre for Excellence in Leadership (CEL) and the Association of Colleges (AoC), into the barriers to increasing the diversity of corporations and the development of best practice in identification and recruitment, retention and succession planning. Through CEL, the Network for Black Managers and the Black Leadership Initiative will be engaged in this work.

23. Equality and diversity will be fully integrated into the **planning, management and monitoring of performance for individual providers and the sector** locally and nationally. The experience of learners, including on diversity and equality issues, will be systematically collected through providers' learner satisfaction surveys, based on a revised LSC Learner Satisfaction Survey, and will form part of the monitoring and management of quality and performance.

24. Through more **streamlined and integrated planning arrangements for providers** we will enable a more strategic dialogue which will impact positively on diversity by ensuring that the needs of priority groups are being met. For example, the differentiated approach the LSC is now adopting to planning and funding includes review of performance in relation to ethnicity as well as other equality issues.

25. We expect improved **management information** to be a fundamental part of the way in which the sector will increase its impact on improving race equality.

Department for Education and Skills
27 March 2006