

Training people who need to know

BOOK 3: STAFF DEVELOPMENT



race equality
in **Further Education Colleges**

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Foreword

'The learning and skills sector has never been more important to the Government's agenda than it is today. It is pivotal to our overriding objective to strengthen Britain on the dual and inextricably linked foundations of social justice and economic success...The sector should be at the cutting edge of our aspiration to enshrine lifelong learning into the daily lives of our citizens and the culture of our country'

Charles Clarke, Secretary of State for Education & Skills, 2002

As the Learning and Skills sector responds to new legal requirements and government targets to widen participation and promote social inclusion, the changing profile of learners has called for new skills, attitudes and approaches. In the two previous Good Practice Guides in this series, the case for recruiting and retaining staff from a wide range of ethnic and social backgrounds was well established. In this, the last in the series, the focus is on practical ways to train and equip all staff to implement College Race/ Equality policies.

The high profile given to 'developing the leaders, teachers, trainers and support staff of the future' in Success for All, which outlines the government's strategy for reforming Further Education and Training, suggests that effective Staff Development is now recognised as a primary agent for change. The strategy acknowledges that increasing diversity and enhancing equality of opportunity is fundamental to its successful implementation, and includes a commitment to intensive practitioner training. Three-year development plans are required to spell out how Colleges will recruit and develop managers, lecturers and support staff using three-year targets and annual milestones to increase the professional qualifications of teachers, lecturers and trainers. The strategy emphasises the need to clarify career structures and to 'enable the benefits of a career in Further Education to be communicated more effectively'.

The Final Report of the Commission for Black Staff in FE, published in November 2002 argued for greater awareness in Colleges of the effects of racism on colleagues from Black and Minority Ethnic (BME) communities. It recognised that inappropriate views and discriminatory behaviour are also a disincentive for learners, whose retention and achievement may be adversely affected by staff with low expectations, stereotypical views and undermining attitudes. In this context, effective Race/ Equality training is seen as a key strategy for empowering all learners to achieve their full potential.

While Race Equality, Disability Awareness and other Equality and Diversity-related training offers the most effective means of raising staff awareness and bringing about cultural and organisational change, its delivery presents one of the biggest

challenges. With Equality and Diversity a statutory remit of the LSC and firmly embedded within the ALI-OFSTED inspection framework, no service, function or area of curriculum can be regarded as neutral. Yet many staff continue to resist key messages about Equality and Diversity – or set out to ‘shoot the messenger’ when training is made compulsory.

Staff Development is unlikely to change ‘hearts and minds’ in the space of a few hours but if well facilitated, it can present a convincing rationale for promoting Race / Equality and encourage a better understanding of the practical implications for departments, teams and individual roles. As this awareness percolates through the organisation, procedural, behavioural and attitudinal changes will begin to occur. This is the gradual and subtle process of ‘cultural change’ that justifies the legislative ‘stick’ and should be the eventual outcome of successful training in this area.

Wally Brown

Chair, Commission for Black Staff in FE

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Lewisham College

Lincoln College

New College Nottingham

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Southwark College

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● Information about the author

This series of guides was written and compiled for the Commission for Black Staff in Education by Stella Dadzie, who is an author and Equalities Training Consultant with a national reputation in this field. She has many years' experience of working with staff and managers in Colleges, schools and other public sector organisations throughout the country and has written a number of other Race/Equality publications including *Equality Assurance: Self Assessment for Equal Opportunities in FE* (FEDA, 1998); *Equality In Practice: A Guide to Mainstreaming* (LSDA/LSC, 2001); *Toolkit For Tackling Racism In Schools* (Trentham Books, 2000); and *Equality & Diversity In Adult & Community Learning: A Guide for Managers* (LSDA/ NIACE, 2002). Further information from: www.front-line-training.co.uk

The Commission for Black Staff in FE

The Commission for Black Staff in Further Education is an independent body that has depended on funding and support from key stakeholders to deliver its mandate (see Acknowledgements). Established in 1999, it set out to establish the nature and extent of institutional racism in the sector using consultation, commissioned research and evidence from individuals, expert witnesses and key agencies. Its report *Challenging Racism, FE Leading the Way* was published July 2002 and provides a comprehensive overview of the Commission's findings and some valuable benchmarks.

The Commission's work was time bound and much of its work is now complete. However, it continues to work in partnership with other Learning and Skills sector stakeholders and agencies to disseminate its findings and promote an Action Agenda for change. Its short-term priorities (to be achieved by July 2004) include:

| Commission priorities | Progress review |
|--|---|
| Stakeholder steering group | |
| The establishment of a stakeholder group in partnership with the DfES with responsibility for developing and monitoring the progress of it's recommendations to colleges and key stakeholders | This group was established by the DfES in Jan 2003 and brings together and the LSC Commissioners, experts and senior representatives of key agencies and recognised unions, to pursue the Commission's recommended Action Agenda. The group is currently agreeing short and long-term strategic objectives. |
| Dissemination | |
| The dissemination of the Commission's findings, recommendations and key messages to Colleges and regional LSCs via a series of 'dialogues' that aim to promote awareness and good practice within the learning and skills sector | A programme of nine regional workshops is to be targeted at LSCs, College senior managers and staff responsible for promoting Race Equality in partner organisations from Oct 2003. Their aim is: <ul style="list-style-type: none"> ● to raise awareness of the Commission's recommendations and good practice guidance ● to encourage LSCs and regional stakeholders to identify local and organisational priorities and agree how they will take these forward E-learning materials will be developed to support the induction and in-house training of governors, managers and other key staff. |

| Commission priorities | Progress review |
|---|--|
| Professional development for BME staff | |
| <p>Support for the development of a funded pilot programme of professional development of Black staff, involving mentoring and work placement opportunities to enable Black staff in participating colleges to gain the experience necessary to apply for permanent senior management posts (the Leadership College, once established, is expected to adopt and extend the programme to support the career development of Black staff at all levels).</p> | <p>The LSC, through its National Priorities Fund, is funding the BLACK LEADERSHIP INITIATIVE, a positive action initiative that aims to provide experience and guidance through mentoring, secondments, work shadowing opportunities, short-term posts and graduate training. The project will match up to 30 Black staff with senior managers and provide coaching and one-to-one support, thereby enabling them to develop the skills, knowledge and confidence to apply for senior posts within the sector (for more information contact rajinder_mann@aoc.co.uk).</p> |
| <p>The commissioning and publication of three <i>Race Equality in FE</i> good practice guides, in consultation with practitioners and key agencies, focusing on</p> <ul style="list-style-type: none"> ● Recruitment & Selection (July 2002) ● Retention & Progression (April 2003) ● Staff Development (Sept 2003) | <p>The guides have been circulated free to all colleges in the UK and distributed widely to individual colleagues. All three have relied on a combination of desk research, good practice calls and consultation with managers and practitioners. They have been well received both within and beyond the FE sector, and the consultation events have given rise to an informal professional network that supports good HR practice in around 40 colleges.</p> |

Aims & target group

This is the last of three good practice guides targeted at Further Education Colleges. It outlines some of the measures that can be considered by Colleges seeking to deliver effective training and staff development in the area of Race Equality. It aims to provide practical guidance to staff with responsibility for leading, planning, delivering and monitoring Staff Development, and will be of particular interest to those who organise and deliver staff training. It contains good practice examples and key messages that are will be particularly relevant to

- governors and board members
- senior and middle managers
- staff with responsibility for recruitment & selection, staff support, appraisal and development, personnel and other human resource functions
- members of College Equality Committee
- Trade Union officers
- members and facilitators of focus groups for Black and other ethnic minority staff
- others with an active interest or stake in this area, including providers of Further and Higher Education, Adult and Community learning and Training.

Complimentary CD

This Guide is accompanied by a complimentary CD containing the checklists featured in all three publications in this series. It has been developed for colleagues wishing to adapt or customise them for use in team discussions, staff meetings, induction, training or other contexts.

Using this guide

The methods and approaches outlined in this Guide are intended to support Colleges seeking to promote Race Equality via effective training that leads to improved practice and cultural change across the whole organisation.

The good practice examples are drawn from a wide range of FE contexts, and have been selected for their relevance to both multi-ethnic and less diverse Colleges. In line with the Commission's brief, the guide's emphasis is on Race Equality, but many of the methods and approaches outlined describe good practice that should underpin all Staff Development. It includes key messages to promote Race Equality hand-in-hand with Equality of Opportunity, as required in parts 2 and 3 of the General Duty of the Race Relations Act Amendment (2000). Some approaches are readily transferable to areas beyond Staff Development – for example, student induction, work-based learning, self-assessment, group consultation and adult and community learning.

Staff training needs will vary considerably from college to college, and will reflect changing profiles and circumstances. Some methods or approaches may be inappropriate or premature, others will warrant consultation or careful needs analysis before they are considered. However, they suggest a wide variety of options for ensuring that managers and staff can benefit from training that is informative, productive and, above all, empowering.

Terminology

- References to Race/ Equality are used throughout this guide to reflect the transferability of good practice in Race Equality to all Equalities areas, in line with recent legislation.
- The Commission uses the generic term BLACK in all its publications to refer to members of African, African Caribbean, Asian and other visible minority ethnic communities who may face racism. However, it is conscious that the debate on terminology is constantly developing. Who is or is not included in Race Equality policies or targeted initiatives can be an emotive issue for some staff, and it is advisable to clarify the use and scope of key terms like 'visible minority', 'Black and minority ethnic (BME)' or 'under-represented groups' when they are adopted.
- A glossary of key terms is included in all the Commission's publications (*see p69*).



Chapter 1

Race equality in professional development

Characteristics of an inclusive college

Developing the leaders, teachers, lecturers, trainers and support staff of the future is a key element of the Government's strategy for reform outlined in *Success for All* (DfES, Nov 2002). However, effective Staff Development does not take place in a vacuum. Other essential features associated with well-performing Colleges must be prioritised, particularly strategic leadership, if Race/Equality Training is to lead to meaningful outcomes. Many of these measures are outlined in the Commission's final report, and in the two previous Good Practice guides in this series, *Attracting people who want to get in* and *Keeping People who Want to Stay*. They are spelt out in detail in CRE

Guidance to Colleges on implementing the general and specific duties of the Race Relations Act Amendment (2000) and in a number of other key documents concerned with Race Equality and Equality and Diversity issues (see Resources & Websites). The consensus view is that forward-looking, inclusive Colleges seeking to promote Equality of Opportunity and Race Equality will be characterised by:

- **Leadership**

Clear leadership and commitment to promote equality and race equality; the College's commitment is highly visible and features importantly in its prospectus, annual report (including the results of monitoring information), its strategic targets and annual financial statements.

- **Policy**

There is widespread consultation with representatives of different interest groups to develop a race equality policy¹ and action plan, including discussions with trade unions and external groups.

- **Accountability**

Governors, managers, staff and learners understand their responsibility to promote and be accountable for promoting race equality and equality of opportunity.

- **Mainstreaming**

The College's Race and Equalities policy and action plan are integrated into the College's strategic plan; each department has its own Race and Equalities plan and managers at all levels have measurable race and equality objectives built into their personal appraisal plans.

- **Target setting**

Targets for race and equality are set as part of the College's strategic plan, using milestones, LSC EDIMs (Equality & Diversity Impact Measures) and other key benchmarks including the size of the College's minority ethnic population, its student profile and the size of the minority ethnic population nationally to address under-representation by Black staff and other inequalities.

- **Marketing**

Positive multi-racial, multi-cultural images are used to promote the College, regardless of its ethnic composition or that of the locality. The College is conscious of the need to meet the needs of diverse communities and celebrates their successes.

- **Communication**

There is effective internal and external communication. Regular discussion of Race/Equality issues is encouraged within teams and tutor groups. The College also communicates best practice to local businesses and through its partnership working.

1 See model policy in the Joint Agreement on Guidance for Equality in Further Education (Association of Colleges and National Joint Forum of recognised unions, February 02)

- **Ethnic monitoring**

Data on employees and learners are monitored and analysed by ethnicity in a uniform way and the findings are presented and publicised annually in a clear and accessible format.

- **Positive action**

Positive action is used to provide facilities and services to meet the special needs of people from particular racial groups, including training targeted at minority ethnic groups and encouragement given to applicants from racial groups that are under-represented in a identified areas.

- **Reviewing progress**

Steady progress is achieved by regularly reviewing and evaluating policy and the progress of Action Plans and targets.

Leadership and Management

“ (This) College’s policy of equality and diversity is well embedded within its formal structures. The commitment and enthusiasm of its senior management is clear.”

*John Harwood, Chief Executive, LSC
congratulating one of the winners of the LSC-sponsored
AoC Charitable Trust Beacon Awards 2002/03.*

It is through Leadership and Management that both the ALI-OFSTED Inspection and LSC Provider Performance Review frameworks require Colleges to demonstrate how they are meeting the general and specific duties of the Race Relations Act Amendment and complying with other Equality-related legislation. The positive impact of leaders and managers who are willing to ‘champion’ Race Equality by raising its profile both within and beyond their organisations is also recognised in the LSC Beacon Award for Equality & Diversity; and in Success for All (DfES 2002), the Government’s strategy for reforming post-14 Education and Training, which cites the development and diversification of the sector’s leadership as key success criteria. Effective Leadership and Management training is essential if senior decision-makers are to meet the many challenges of promoting Race/ Equality, yet it competes with many other equally pressing commitments. Lack of time for managers to focus on Race, Equality and Diversity issues can prove a major barrier to organisational change. While it is important to identify blocks of time when governors and senior staff can explore the challenges and benefits of promoting Race/ Equality, Colleges are finding innovative ways to supplement this standard approach to leadership training – for example,

- Including ‘Race/ Equality Implications?’ as a standing item on college and team agendas.

- Building regular briefings and one-off training activities into existing meetings
- Posting news, human interest stories, information about cultural/ religious requirements and good practice guidelines on the College intranet.
- Developing an Equality & Diversity website with access to legal guidance, MIS data, College reports, results from staff and learner surveys, feedback from consultations and other relevant information.
- Using in-house 'surgeries' and community consultations to raise managers' awareness Race/ Equality issues.

Achieving organisational change

'The College has identified 30 'Diversity Champions' from faculties and service areas who are interested in working with their team and other champions to progress the College's Diversity Action Plan and embed the principles...across the college. They will be brought together on a regular basis to create a forum for debate and sharing and developing good practice. Funding will be made available to release teaching staff and pay support staff overtime to carry out some of the activities for an estimated 60 hours each year...Comprehensive and on-going training will be provided'.

Extract from a College Diversity Strategy

Cultural change in organisations is a gradual and subtle process. It begins when Governors, Chief Executives and senior managers recognise that Equality and Inclusion is part of the College's core business and central to its educational mission.

Like Health and Safety or financial accountability, delivering Race/ Equality is seen as a key function of Leadership and Management and worthy of the same degree of accountability and strategic rigour. All senior staff are responsible for delivering Race/Equality and commitment from the top is evident in all areas of College life, including budget allocation. The requirement to adhere to college Race/ Equality policies is also a prominent feature in service agreements with work-based learning and other contracted service providers, including external trainers. The College recognises its positive duty to promote Race/ Equality in its partnership arrangements, enabling it to comply with legal requirements while disseminating good practice to other providers. In this context, training and staff development are seen as an investment that will benefit the organisation, learners and individual employees.

| CHECKLIST: STRATEGIES FOR ACHIEVING ORGANISATIONAL CHANGE | |
|---|--|
| ✓ | Governors, the Principal and senior managers are trained to recognise Equality as part of the College's core business and central to its educational mission |
| ✓ | Leaders and managers are accountable for Race/Equality and responsible for its promoting and enforcing its delivery |
| ✓ | Race/ Equality is mainstreamed into strategic and operational planning, quality assurance and monitoring and review processes using appropriate targets, milestones and performance indicators |
| ✓ | Race/ Equality considerations and performance indicators are firmly embedded into <ul style="list-style-type: none"> ● classroom observation ● self-assessment ● performance appraisal ● the staff development programme |
| ✓ | Implementing the College's Race/ Equality policy and related procedures is a condition of service for all employees and included in everyone's job description. |
| ✓ | Race Equality requirements are built into all partnership arrangements, including service agreements with work-based learning providers, contracted services and external trainers |
| ✓ | Core messages about Race/ Equality are built into staff and learner induction and given the same high-profile status as Health & Safety requirements. |
| ✓ | Staff at all levels are encouraged to see Race/ Equality training both as an entitlement and an essential requirement of their job |
| ✓ | Staff are encouraged, through training, to demonstrate a commitment to Race/ Equality and to understand that they have individual responsibility for its delivery |
| ✓ | Regular discussion and appropriate training ensures that Race/Equality is seen as naturally arising rather than a 'bolt-on' or 'trouble-shooting' issue. |
| ✓ | Steps are taken to promote effective communication between staff at all levels and their strategic and operational managers |
| ✓ | There is feedback from consultation and monitoring activities, leading to a transparent flow of information |
| ✓ | There are opportunities to consult with staff, learners and representatives from minority ethnic communities |
| ✓ | Good practice is clearly defined and conveyed to staff via a rolling programme of induction, INSET, refresher training and other appropriate methods |
| ✓ | Training and career progression opportunities can be accessed by all staff |
| ✓ | Clear and accessible guidance is available that clarifies policies and procedures and addresses the practical, day-to-day challenges of staff/ learner diversity and legal compliance |
| ✓ | Staff and managers have easy access via Learning Resources, the College intranet and/or identified contact points to relevant reports, policies and procedures, disaggregated data and other information |
| ✓ | Internal and external networks are actively used to identify and share good practice |

Investors in People

'...IIP standards have been used to benchmark where the college has moved since achieving the award in November 1997...There is no doubt that the College commitment to the standard has contributed to us securing new national contracts with DfES, FEFC, LSCs and attracting European Funding'

College Training Report

Equality of opportunity is one of the twelve key indicators for achieving INVESTORS IN PEOPLE status. IIP enhances the organisation's standing with its internal and external customers and can be a key driver for change. The standard is dynamic in that evidence should show continuous improvement. Evidence should also demonstrate that managers have effective Staff Development strategies in place and that employees have a genuine belief in the organisation's commitment to equality. A commitment to Race Equality cannot be demonstrated simply by offering voluntary training on an ad hoc basis. If training is delivered piecemeal or fails to reach the managers and staff who need it most, the risks of non-compliance are self-evident. They include

- internal and external customer dissatisfaction
- costly tribunals
- repeat complaints and grievances
- poor relations within and between staff teams
- employee under-performance
- under-achievement and poor staff retention.

| Investors In People Equality Indicator | | |
|--|---|--|
| <p>An Investor in People is fully committed to developing its people in order to achieve its aims and objectives</p> | <p>The organisation is committed to ensuring equality of opportunity in the development of its people</p> | <ul style="list-style-type: none"> ● Top management can describe strategies that they have put in place to ensure equality of opportunity in the development of people ● Managers can describe specific actions that they have taken and are currently taking to ensure equality of opportunity in the development of people ● People confirm that the specific strategies and actions described by top management and managers take place and recognise the needs of different groups ● People believe the organisation is genuinely committed to ensuring equality of opportunity in the development of people |

Staff development strategy

A Staff Development strategy that is linked to the College's Professional Development Plan via explicit targets, objectives and performance indicators provides a much-needed framework for measuring the impact and cost-effectiveness of training against Success for All, Investors in People and 'Best Value' criteria. It should underpin yet be distinct from the College's Professional Development Plan; and include

- the rationale for the strategy
- strategic objectives and targets
- a delegated budget
- a description of quantitative and qualitative evaluation methods
- mechanisms for monitoring take-up and impact
- named responsibility
- a reporting framework
- an implementation (Professional Development) plan for achieving three year targets and annual milestones.

An effective Race Equality training strategy will help the College to tailor its training and staff development programmes to address the specific needs and functions of different groups of staff. It will seek to build on the college's existing strengths and to maximise available resources, including in-house expertise and community partnerships. It will specify mechanisms for evaluating both quantitative and qualitative feedback and ensuring that all trainers are fully briefed. While there is no single implementation strategy to suit all contexts, Professional Development plans should include core or refresher Race/ Equality training as a priority for all staff, beginning with Governors and senior managers.

Personal & professional development

'The College Strategic plan and Operating Statement contains targets for staff training and development, including specific targets for training Black staff in management training. For the last four years the college has offered free management training to aspiring middle managers. The course ... leads to the award of a Diploma in Education Management. In 2001 we ... reserved five out of ten places on the course for Black staff. We repeated this again in 2002. Since its inception, we have successfully trained five black staff in this qualification, and a further two are progressing with the programme. A further cohort has been identified for the next programme.'

HR manager

Entitlement to personal development and career progression opportunities should be central to the College's HR strategy and the delivery of its Race/ Equality policy. As well as providing direction and motivation, it enhances staff skills, knowledge

and awareness, promotes best practice, improves individual efficiency and increases overall job satisfaction. In the context of Success for All and recent legislative changes, all colleges have a clear responsibility to

- establish an objective mechanism for approving applications and funding allocations
- monitor take-up of training and Staff Development opportunities by grade, function, gender, disability and racial group
- use the appraisal process to explore individual options, aspirations and practical difficulties
- present available options and entitlements in an accessible and unbiased way
- encourage all staff who express an interest in promotion, career progression, personal development or developing new skills
- support individual aspirations, even where these do not reflect the organisation's needs
- offer training and special encouragement to ethnic minority staff from under-represented groups
- promote the rationale and scope for Positive Action.

The case for Positive Action

'My participation in the LSDA's Certificate in Management course has been a valued experience... Rarely as individuals from ethnic minorities do we have a chance to meet, network and to share in this way. This is not to suggest that the programme has been dominated by discussion of ethnic issues, but it has provided an atmosphere where no subject is taboo. At the beginning, many in the group had concerns about the efficacy of a program targeted specifically at Black middle managers, as all the material had focussed on the 'special interest' group rather than the accredited award...(yet) I believe this was a truly inspired way of bringing together a group of individuals from a diverse range of backgrounds and experiences, but with two common threads running throughout – Management in the Further Education sector, and being black. The latter without doubt enhanced the whole learning experience'.

Evaluation of targeted training

Positive Action, as defined in the Race Relations Act (1976), is the only lawful device for tackling under-representation, yet it is under-used by colleges. The law encourages employers to take pro-active steps to address the under-representation of certain racial groups in order to redress the negative impact of past discrimination. In particular, Section 38 of the RRA makes it lawful for an employer

- to address special educational, training or welfare needs identified for a specific racial group

- to provide training and special encouragement for people from a particular racial group where they have been under-represented in certain occupations or grades during the previous twelve months.

Positive Action does not allow for racial discrimination in recruitment, selection or promotion or for positive discrimination (See Book 1). The scope for lawful action is confined to encouraging job applications and providing 'training or special encouragement'. All staff must be appointed and promoted on merit and it is unlawful to use quotas or to ring-fence particular posts so that only candidates from a particular racial group can apply. The tendency to confuse targets with quotas is a common mistake, and can lead to misunderstandings if this important distinction is not understood by staff. Training activities linked to the monitoring and review of ethnic data, as required by the RRAA, are an ideal tool for raising staff awareness of the case for Positive Action.

Performance Review

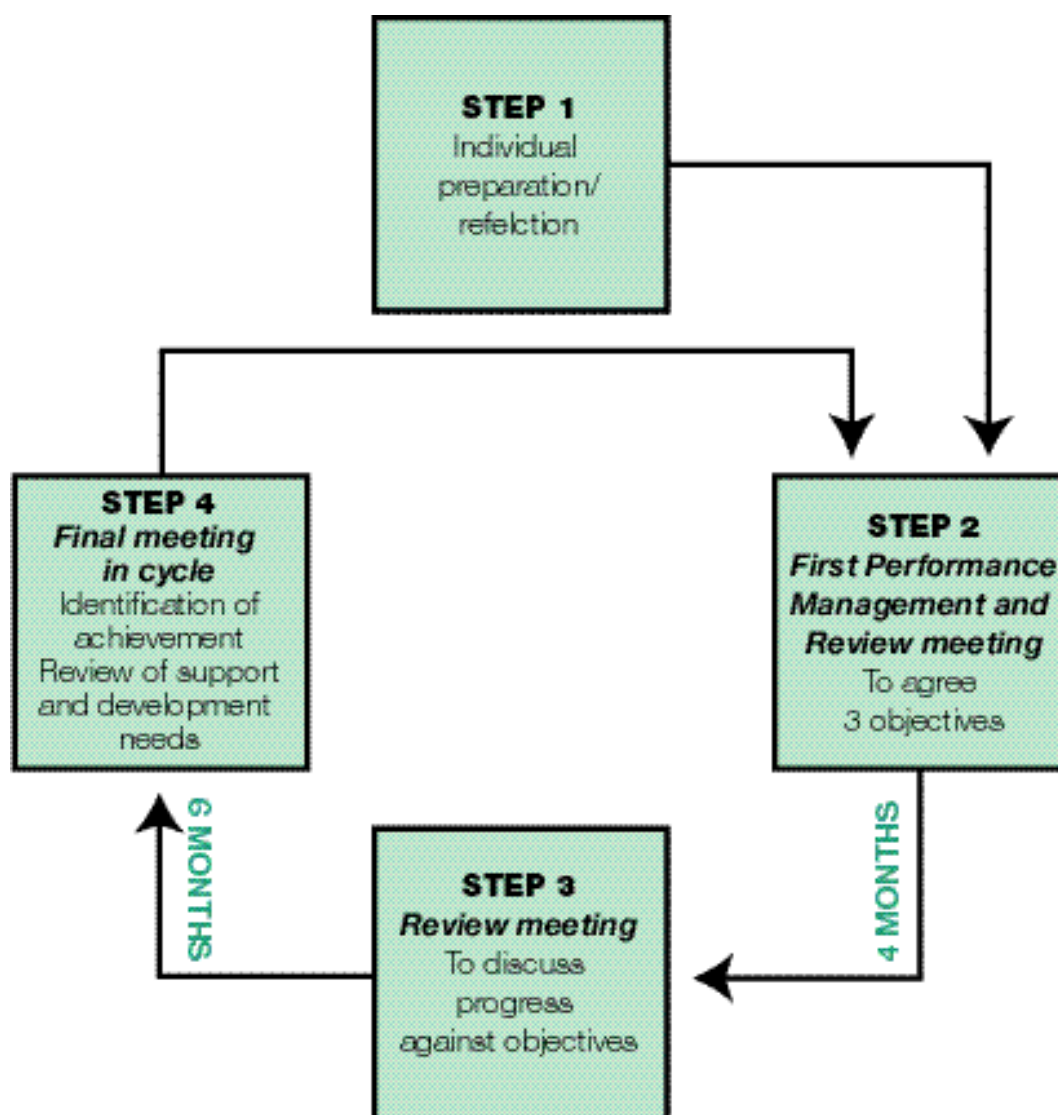
'We call our appraisal 'Support and Supervision'. It is both formal and informal and everyone has at least one annual review resulting in individual targets and development plans'.

Personnel Assistant

Performance appraisal or review enables organisations to ascertain how effectively each employee is meeting the requirements of their job. Where sufficient time is allocated, it provides a forum for staff to clarify individual targets and aspirations as well as to negotiate training and support needs. It is also a transparent mechanism for supporting positive action measures such as mentoring and work shadowing. It helps departments realise specific objectives and targets and ensures that training and development opportunities can be shaped to support them. To be effective, appraisals must be seen to benefit all staff, particularly in the context of the AOC's pay strategy which makes pay and progression dependant on individual performance. This is most likely to occur when

- staff are encouraged to value their appraisal interviews and to see them as an entitlement
- the process is seen to actively inform both organisational and personal development.
- there is trust that appraisal interviews will be confidential, fair and consistent
- interviews are structured around developmental reviews that give rise to individual development plans
- retention issues are explored and progression options are mapped
- there is sufficient time for individual concerns, aspirations and support needs to be discussed
- appraisal records are verified and agreed by both parties
- team or departmental training and development needs are recorded and communicated in a way that informs Professional Development Plans and HR strategy.

● Performance Management & Review Cycle



Underpinning this process throughout are:

- focussed self-reviews
- informal meetings when required
- monitoring of progress by the professional development team.

Training needs analysis

We have a very thorough system of staff review rather than appraisal, where the focus is on personal development.'

College self-assessment report

Agreeing the approach most likely to meet staff and organisational needs involves a careful analysis of the relevance and suitability of available options. Staff and their representatives should be actively involved and properly consulted, using surveys, committee and focus group discussions, team meetings and other appropriate mechanisms to explore key issues, highlight common needs and locate good

practice that can be shared across the college. Careful analysis of needs should underpin all staff development. It encourages 'ownership' of the programme and ensures that the training can be pitched to reflect the needs and awareness of different groups. ... Needs analysis is particularly important when targeting Race Equality training at college functions, services or teams. Aims and programmes can be tailored to address practice issues and will be better received if negotiated directly with the staff concerned or transparently linked to

- training priorities highlighted in appraisals, self-assessment, reviews, staff development or team discussions
- consultations with recognised Staff and Student Unions, EO Committee members and/or community groups
- the results of staff and learner surveys or an Equalities Audit

It is important to be precise when exploring Race/ Equality training options so as to encourage informed choices. Where teams or individuals are reluctant to participate, it may be preferable to embed awareness-raising activities into other training or to explore less explicit course titles.

Individual training needs should be built into personal development plans with agreed goals or targets. In this way, training and personal development are seen as a natural outcome of all staff appraisal rather than a penalty for poor performance. Where Race/ Equality training is promoted as an entitlement for all staff and a condition of service, the scope for individuals feeling singled out for special treatment will be reduced. Its status and value will be further enhanced if attendance and successful completion of Race/ Equality training is formally accredited or acknowledged via an internal Certificate that records the key themes covered for future reference.

Monitoring take-up and attendance

Staff Development managers need to be able to demonstrate that all employees, including Black and minority ethnic staff, women and people with disabilities are treated fairly and equally when accessing training opportunities. This requires an objective mechanism for approving applications. Close and systematic monitoring of take-up and attendance by grade, function, gender, disability and ethnic group, is increasingly recognised as good HR practice and should be central to the College's Staff Development strategy. It enables the College to chase non-attenders, and provides a strategic overview of progress. Ensuring staff have access to the data also encourages transparency. When combined with regular analysis of individual evaluations, the information can be used to assess the impact of training, identify unmet training needs and establish resource or access requirements. As long as confidentiality is respected and individual identities are not revealed, trainer feedback and trainee evaluations can also be used to draw managers' attention to issues and concerns before they develop into full-scale problems.

Evaluating outcomes

It is important to make a clear distinction between short and long-term outcomes when evaluating the impact of Race Equality training. Determining how useful it has

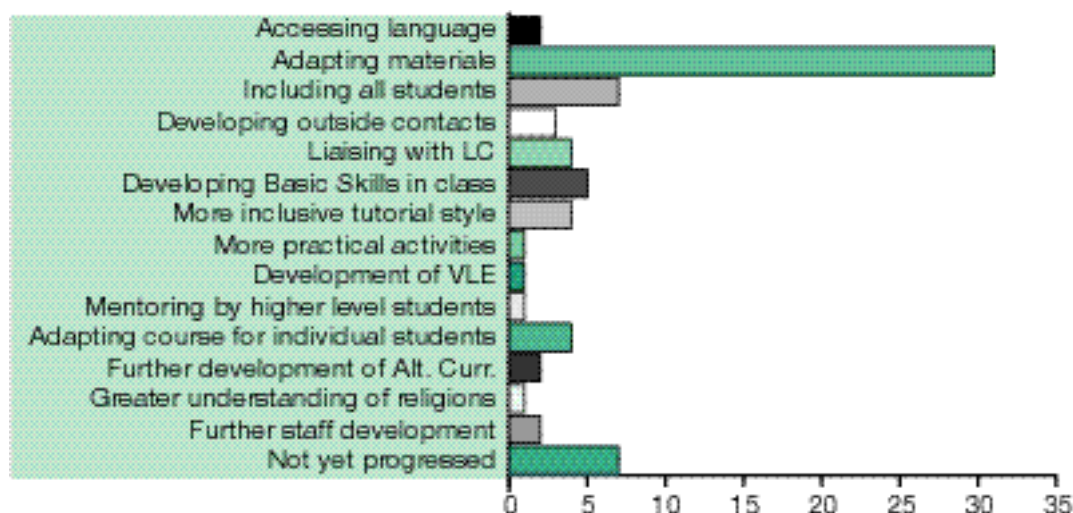
been in the short term involves asking the same questions about usefulness and practical application that are common to most training evaluations. However, assessing what Race Equality training has achieved in the long-term may prove less straightforward. Governors or Senior Managers will wish to see the investment in training result in measurable improvements. They may also want to link training outcomes with broader short and long-term strategic aims such as

- higher recruitment, retention and achievement rates for identified groups of learners
- improved recruitment, retention and progression rates for identified groups of staff
- higher levels of satisfaction expressed in staff or student surveys
- a reduction in the number of complaints about racial, sexual and other forms of harassment
- a decrease in the number of reported racist incidents

Outcomes such as these may be difficult to demonstrate. Attitudes and practices may have been influenced by restructuring, staff turnover or other developments. Inappropriate managerial practices, a failure to identify action points or lack of follow-up can also undermine the effects of training. For this reason, long-term success criteria must be carefully thought through and take account of both quantitative and qualitative evaluations. Reviewing the impact of training with individuals or groups of participants after a suitable interval of 6-12 months will make it easier to link evidence of change to specific training events, since its perceived impact can be objectively verified by those who took part.

Evaluation of staff development.

Four month follow-up on inclusivity day October 2002



“There are a variety of ways in which staff feel that the inclusivity day has led to changes in the way they approach their students. They include making adaptations to teaching and learning, writing new materials and changing methods of teaching. The next most frequently noted change was taking measures to include all students in the teaching group and making tutorials more student-centred and inclusive. Seven members of staff had not progressed, either because they did not have time or because it was not the appropriate time in their teaching to implement changes.”

| CHECKLIST: RACE EQUALITY - AN OVERVIEW OF TRAINING OPTIONS | |
|--|--|
| TRAINING AIMS | DELIVERY |
| <p>INDUCTION</p> <ul style="list-style-type: none"> ● to ensure that all new staff are aware of the implications for their own role | <p>Mandatory training for all new staff, combining plenary briefings with interactive, group-forming exercises. Can be delivered to part-time, agency, outreach and other hard to reach staff via a video, CD-Rom, audio-cassette or other media, as long as they have easy access to additional information and effective managerial support.</p> |
| <p>OWNERSHIP</p> <ul style="list-style-type: none"> ● to promote ownership of the College's core values and Race/Equality commitments | <p>Core training that promotes essential messages about Equality to all staff via whole-college Staff development days or and/or a series of short (2-3 hour) cross-college workshops targeted at departments or centres. These messages should be integral to staff induction and given the same high-profile 'core business' status as Health & Safety issues.</p> |
| <p>POLICY & PRACTICE</p> <ul style="list-style-type: none"> ● to ensure implementation of key policies and promote best practice | <p>Externally or internally facilitated training aimed at senior managers, Interviewers, curriculum managers, curriculum teams, support staff, relevant committees or key staff with responsibility for implementing College policy or procedures in identified/ targeted areas.</p> |
| <p>MANAGING DIVERSITY</p> <ul style="list-style-type: none"> ● to raise managers' awareness of <ul style="list-style-type: none"> o the business case for staff diversity o the importance of good line management skills o the value of effective grievance procedures o individual needs resulting from age, gender, disability, ethnic background (etc.) | <p>Targeted, cross-college workshops for senior and/or line managers, typically focussing on best practice in managing and promoting staff diversity. Learner diversity may also be addressed.</p> |

CHECKLIST: RACE EQUALITY - AN OVERVIEW OF TRAINING OPTIONS

| TRAINING AIMS | DELIVERY |
|--|---|
| <p>CHALLENGING ATTITUDES</p> <ul style="list-style-type: none"> ● to challenge staff attitudes or change 'hearts and minds' | <p>Team or cross-college training, as appropriate, offering a safe but challenging context for staff to explore stereotypes and personal attitudes. Delivered via half or one-day workshops involving either voluntary or mandatory attendance, as appropriate.</p> |
| <p>HANDLING CONFLICT</p> <ul style="list-style-type: none"> ● to empower staff to handle conflict and other difficult issues | <p>Team or cross-college training workshops offering a safe but challenging environment to explore ways of responding to conflict, including confrontations with or between learners.</p> |
| <p>CULTURAL AWARENESS</p> <ul style="list-style-type: none"> ● to raise staff awareness of learners' cultural and religious backgrounds | <p>Well-marketed, cross-college events, ideally involving local community, voluntary or religious groups, staff and/ or students with a good awareness of the communities concerned and the dangers of stereotyping. Delivered via training workshops or via lunchtime/ twilight seminars.</p> |
| <p>POSITIVE ACTION</p> <ul style="list-style-type: none"> ● to provide training and special encouragement that facilitates career progression for under-represented groups | <p>Training/ career development opportunities and other special encouragement targeted at ethnic minorities and other under-represented groups. Includes targeted events, focus groups, allocating places on existing courses, secondment or mentoring/ work shadowing initiatives. Requires active support by managers, responsible marketing and opportunities for staff to progress.</p> |
| <p>RACE EQUALITY</p> <ul style="list-style-type: none"> ● to raise awareness of the case for challenging discrimination ● to encourage whole-college responsibility for promoting Race Equality and Equality of Opportunity | <p>Team or cross-college training to promote awareness of racial discrimination and make the case for attitudinal/ behavioural change. Requires a non-judgemental approach and a safe yet self-challenging training context. Usually combines information giving with small group discussion, interaction, self-assessment, action planning and/or review activities. Should be suitably pitched.</p> |



Chapter 2

Training approaches

'Learners must be taught by those with appropriate skills and qualifications. So we are proposing to set a new target that by 2005/06 the vast majority of full-time and a majority of part-time college teachers and lecturers should be appropriately qualified...To deliver the massive programme of training and support for teachers and trainers drawing on proven effective practice, the government will provide funding rising to over £100 million in 2005/06...The steps we propose to take to develop leaders, teachers, lecturers and support staff will help to address some of the racial inequalities identified by the Commission for Black Staff in FE.'

Success for All (DfES, 2002)

| Characteristics of a successful Race Equality Training Programme | |
|--|--|
| The most successful Race Equality training programmes... | |
| ✓ | encourage staff 'ownership' of college values, policies and procedures that support equality and diversity |
| ✓ | are based on a careful analysis of the role, needs and institutional functions of the target group |
| ✓ | involve participants or their representatives in the planning |
| ✓ | have explicit aims and outcomes that are appropriate to the target group's needs and context |
| ✓ | use skilled facilitators with the necessary expertise and training skills (see Section 4) |
| ✓ | use negotiated ground rules, discussion guidelines or training contracts to promote safety, confidentiality and respect for different viewpoints |
| ✓ | balance raising awareness of the statutory requirements ('the stick') against the likely benefits and gains ('the carrot') |
| ✓ | are relevant to the experiences, skills, roles and responsibilities of individual participants as well as the needs of the college, department or team |
| ✓ | provide easy access to training venues, regular 'comfort breaks' and an appropriate range of refreshments |
| ✓ | meet participants' individual needs by providing handouts in large print, access to signers and other support where required |
| ✓ | use a variety of practical, interactive activities that promote awareness of good practice and an appreciation of the benefits of diversity |
| ✓ | include scenarios and case studies based on real-life experiences and work-related situations that staff can identify with |
| ✓ | balance the need for safe exercises against the importance of providing a self-challenging environment |
| ✓ | encourage participants to share views and experiences and to learn from each other |
| ✓ | encourage a cross-fertilisation of ideas between teaching and support staff and staff from different backgrounds, centres or teams |
| ✓ | are linked to college or departmental action-planning, self-assessment, accountability and review processes |
| ✓ | enable participants to identify and access further training needs |
| ✓ | encourage individuals or teams to agree 'SMART' action points or develop action plans |
| ✓ | conclude with a written evaluation of the relevance, value and initial impact of the training |
| ✓ | encourage participants to share their learning with team members and other colleagues |
| ✓ | offer accreditation or certificated evidence of attendance |
| ✓ | are supported by marketing and the cascading of key messages to other staff |
| ✓ | build in a progress review or impact assessment within 6-12 months |

Racism Awareness training

'The overall objectives of the programme are to help Whites become aware of how racism affects their lives and to help them change their racist attitudes and behaviours'

*White Awareness by Judy Katz
(Oklahoma University Press, 1978)*

During the 1980s, Race Awareness training tended to focus on individual attitudes rather than institutional roles and responsibilities. For this reason, it is widely regarded as an outmoded approach. Early approaches defined racism as 'a white problem', often incurring feelings of guilt, defensiveness or resentment amongst White participants and scepticism from their Black colleagues. This did little to challenge institutional racism, and may have contributed to a covert or overt backlash against 'political correctness'. It may also have contributed to feelings of anxiety about the possibility of personal embarrassment or exposure which continue to influence how training in this area is perceived. Today, best practice eschews this approach in favour of Race Equality, Diversity Management and other alternatives.

Race Equality training

Race Equality Training focuses on institutional empowerment by emphasising what staff and organisations can do rather than seeking to expose individual prejudices. While there is no single formula for getting it right, its primary aim is to bring about demonstrable changes in attitudes, practices and procedures in the interests of the organisation's staff and customers. Participants are encouraged to acknowledge the shared benefits of implementing Race Equality policies, and to identify ways to improve service delivery and employment practice. Training exercises that involve challenging stereotypes or inappropriate language arise firmly in the context of the organisation's values and expected standards of professionalism. They will draw from experiences and examples that are relevant to participant's working context. The facilitator's aim is to empower staff to implement policies and procedures and to model best practice – not to send them away feeling guilty or powerless to bring about change.

Key features of Race Equality Training

- Stresses the legal obligation to practice race equality
- Is often part of a wider organisational strategy which stresses equal opportunity goals
- Stresses change in behaviour at work/ in a professional role
- Places more emphasis on likely occurrence of racial discrimination rather than analysis of causes
- Presents three stages of training:
 - selling or conversion stage to senior managers
 - planning exercises to develop strategy
 - skills development for practitioners to deliver policy and procedures fairly and with discretion

Luthra & Oakley, 1991²

² From *Rethinking Interventions in Racism* by Reena Bhavnani (CRE/ Trentham Books, 2001)

Diversity management

'The basic concept of managing diversity accepts that the workforce consists of a diverse population of people. The diversity consists of visible and non-visible differences which will include factors such as sex, age, background, race, disability, personality and working style. It is founded on the premise that harnessing these differences will create a productive environment in which everybody feels valued, where their talents are being fully utilised and in which organisational goals are met'

Kandola and Fullerton, 1994

Diversity Management is an American concept that encourages organisations to maximise the potential of all employees, regardless of their age, gender, sexual orientation or ethnic or social background. The focus is on creating an inclusive working environment by developing core organisational values that empower all employees without recourse to targets or positive action measures. Diversity Management training develops managers skills and awareness so that they can

- promote strong organisational values and behaviour codes
- be responsive to the need for employees to have a work-life balance
- ensure that recruitment, selection, induction and appraisal processes are fair and objective
- value, encourage and realise the potential of all staff
- empower staff, through development, consultation and devolved decision-making

Cultural Awareness Training

Cultural, Multi-Cultural or Diversity Awareness Training focuses on cultural and religious differences. It aims to improve service delivery by increasing understanding of the needs and practices of different minority communities with regard to food, dress, language, religious obligations and festivals, naming or belief systems. It may also address cultural assumptions, body language or the way different ethnic groups interact. It can reinforce stereotypes, generalised assumptions or an 'Us and Them' mentality unless carefully handled. It is most effective when facilitators and guest speakers include staff, students or representatives of local community groups or voluntary organisations who

- are actively involved in the planning and delivery
- have good insight into the group's history and socio-economic status
- can speak from personal experience
- appreciate the dangers of stereotyping
- are aware of the diversity within and between 'White' cultures

- are able to present a balanced, informed view of the group's educational needs and aspirations
- can make a convincing case for appropriate provision
- can offer practical suggestions for the curriculum and customer services and for enabling staff and learners from minority communities to feel valued and acknowledged
- can convey the distinction between tolerating difference and celebrating diversity
- can show that cultural differences may exacerbate racism – but are not its root cause.

Positive Action approaches

'Using LSC funding and external expertise, the College has developed a FENTO-based Black Staff into FE Management course for teachers and support staff with an interest in promotion. As well as marketing the course to BME staff, our recruitment strategy involved targeting Principals and Staff Development Managers in Colleges in the region who were asked to support them. Career development guidance was built into the start of the course and places were also reserved for our own BME staff. An existing Black member of staff was appointed as Course Co-ordinator. Throughout the year, students have been presented with positive Black role models with particular expertise within the Learning & Skills sector. They are encouraged to learn from their experiences and to explore issues like institutional racism and under-representation from a personal as well as strategic perspective. We recently received an LSC award for this provision.

Staff Development Manager

Positive Action provides a number of lawful measures for organisations committed to tackling the under-representation of Black and other ethnic minority staff. The options for supporting employees with an interest in career development or promotion include

- organising targeted surveys, consultations or focus group meetings to help identify the training and support needs of under-represented groups
- offering coaching or progression training to staff from these groups who wish to improve their job application, interviewing or communication skills
- publicising and actively marketing opportunities for post-appointment qualification
- allocating or reserving places for Black and other minority ethnic staff on existing courses
- offering 'fast-track' or sponsored Leadership training to employees seeking access middle and senior managerial posts

- providing work-shadowing and secondment opportunities
- arranging internal or external mentoring for individuals who express an interest.

Meeting individual needs

The credibility of Race / Equality training will be undermined if individual support needs are ignored. Some staff may need a signer or handouts in large print in order to benefit from training, others may have access or dietary requirements. Accommodating participants with sight, hearing or communication needs may have a significant impact on the timing of exercises and should be discussed with the trainer well in advance, so that programmes can be planned or adjusted accordingly. Presentations and training activities will be easier for signers and helpers to interpret if they are given copies of any handouts or speaker's notes in advance. Although there is no substitute for discussion and interactive group work, some staff may benefit from alternative modes of study such as one-to-one coaching, temporary placements, external visits, work shadowing or e-learning. These options may also be more suitable for individuals whose negative response to Race/Equality training has undermined the enjoyment of other participants in the past.

Planning

Low attendance of Race/ Equality training is often linked to poor forward planning. To maximise attendance, staff and line managers must be given adequate time to make arrangements for absence and negotiate cover, where needed. The most effective training schedules

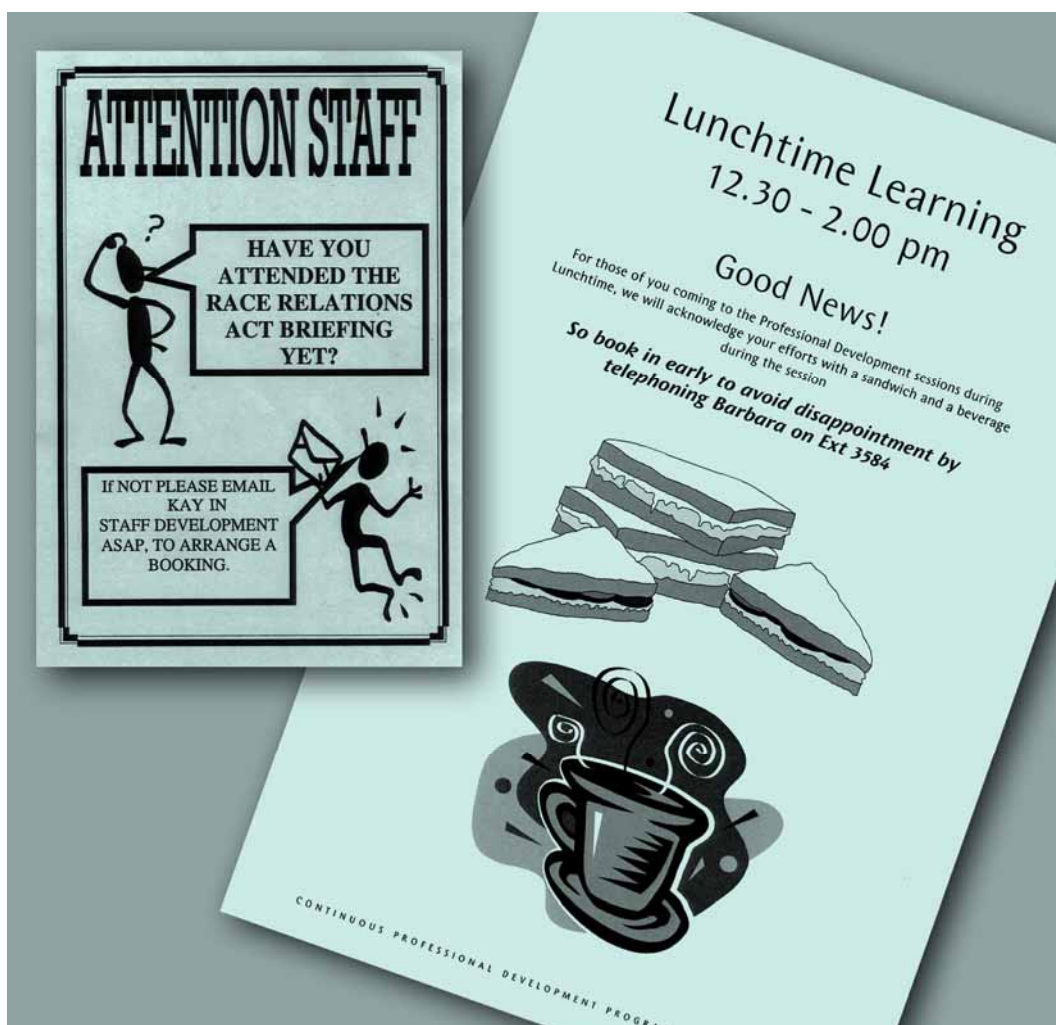
- are planned well in advance
- provide funding and sufficient notice for arrangements to be made for staff absence
- are linked to a well-publicised Staff Development strategy
- provide both an annual and termly overview of forthcoming training opportunities
- take account of competing demands on staff time such as alternative training events, exam invigilation or preparing for inspection
- avoid religious festivals that could affect significant numbers of staff or give rise to allegations of indirect discrimination.

Marketing

If training is well marketed and seen to be relevant to the groups and individuals it is meant to benefit, most staff will want to attend. With mandatory Race/ Equality training increasingly seen as a legal compliance issue, resentment can be easily fanned by clumsily worded memos that instruct everyone to attend without explaining why. Colleges have considerable expertise in marketing education and training opportunities to potential learners and they should be willing to apply similar marketing principles when targeting groups of staff. Tapping into the

expertise of colleagues with responsibility for external marketing can help to alter the way staff development opportunities are perceived and create a more positive image of the potential benefits. The information should be presented in an eye-catching and accessible format and should cover

- the course title, aims and outcomes
- information about who will benefit from the course and what they can expect to get out of it
- an outline of the programme including dates and start and finish times
- venue, travel and parking details (where appropriate)
- information about the facilitator(s)
- extracts from past evaluations and/or quotes by staff who have attended similar events
- an application that includes a monitoring section and space to identify any individual learning or dietary needs
- a named contact who can provide more detailed information and respond to individual queries.



Induction strategies

'Our Induction strategy for new staff includes a session on Equality of Opportunity, including the College's Race Equality policy. At least one session is held annually, usually a one or half-day programme which is followed up with work in departments'.

Staff Development Manager

Mandatory induction is a requirement for Colleges with Investor in People status. It should be seen both as an entitlement and a long-term investment that reduces the scope for new staff to feel isolated or unable to cope. It requires a well co-ordinated, cross-college approach and a professional, engaging delivery, with the emphasis on empowering new staff to take full advantage of all the College has to offer. It should set the organisational context for follow-up induction within departments or teams where staff can focus on their own area of work. It should aim to

- provide a cross-college forum where new staff can meet each other and be formally welcomed
- introduce key staff, including the Principal, senior managers and representatives of recognised unions
- reiterate the College's mission and inclusive values
- raise awareness of the importance of key policies and procedures, particularly those related to Health and Safety, Race/ Equality and Staff Conditions of Employment
- emphasise the college's commitment to Race/ Equality and what this means in practice, including the rationale for any sanctions, targeted provision or Positive Action measures
- provide early opportunities for staff to become familiar with key policies and procedures and to explore what they mean in practice
- promote the College as an Equal Opportunities employer
- inform individuals how they can access information and support
- introduce other available support structures including focus groups, peer support and mentoring schemes
- promote a sense of shared responsibility for delivering College policies and strategic aims
- leave new staff feeling welcomed and valued.

Although the context or emphasis may differ, the same principles apply when organising induction for incoming Principals, Governors or senior managers.

Because of timetabling and logistical difficulties, one-off, centralised induction programmes supported by more detailed information in the Staff Handbook remains the most common method of inducting new staff. This may be an expedient approach, but it is not necessarily the most efficient or cost-effective. The success of staff induction relies on maximising attendance and providing memorable key messages. If past attendance has been patchy, imaginative planning and a more pro-active strategy may be needed to attract different cohorts of staff – for example:

- making induction an explicit condition of service
- using social events or the distribution of essential resources as a ‘carrot’
- extending the period of induction to allow for ‘bite-size’ delivery
- repeating induction sessions at regular intervals throughout the year
- closer monitoring of take-up leading to automatic follow-up
- making managers accountable for releasing their staff and providing cover
- organising twilight or weekend sessions for part-timers and other hard-to-reach groups
- paying part-time and hourly-paid staff to attend
- linking completion with specific rewards or bonuses

For a variety of reasons, there will be some employees who require an alternative approach. They include probationers, part-time, fractional and agency staff, Visiting Tutors, staff who are seconded or delivering contracted services, and students on placement. Some may benefit more from a less formal approach or need access to additional support. For them, the options include a combination of self-facilitated induction and supported follow-up – for example:

- posting induction messages and activities on the college intranet
- developing a customised induction video or CD-Rom
- using starter packs linked to induction checklists that are returned to and monitored by HR
- ensuring all new staff have a key contact person within their curriculum area or team
- ‘buddying’ and peer support arrangements
- providing access to additional (external/ professional/ union) advice and support, if required.

INDUCTION STRATEGIES**TUTOR SUPPORT PACK**

'The College has produced a Tutor Support Pack containing Activities to raise awareness of laws against discrimination and other Equal Opportunities issues. All the activities are supported by guidance notes, handouts and overhead transparencies that can be adapted for use in staff induction as well as with students. This approach may seem a bit mechanistic, but managers and tutors are expected to bring their own humour and anecdotal evidence to the sessions and to encourage group discussion and debate'.

USING MULTIMEDIA

'Every year we film the main induction session and make it available on video, CD-Rom and cassette. Staff can loan these from Learning Resources to take home or access them on their PCs from a menu of induction resources'

'We have been developing e-learning materials to supplement staff induction in this area. We have a tailored CD-Rom which can be used to train both staff and students and has been on the College intranet for the past 12 months. This will shortly be transferred to the Managed Learning Environment so that it can be made available in all the main outreach centres for use by part-time teaching staff'.

CREATING INCENTIVES

'EO induction for staff includes information posted on the college intranet. New staff cannot access other menus until they have worked through the EO module, which is designed to help them understand and deal with diversity issues'

Refresher training

Race/ Equality training is sometimes seen as a one-off requirement. Staff may fail to appreciate the constantly changing legal context or the compliance requirements that are driving this agenda. They may also underestimate the importance of mainstreaming Race/ Equality into their planning and self-assessment activities, or the impact of the changing learner profile on their own area of work. Refresher training should be promoted in this context, encouraging both teaching and support staff to recognise the personal and professional benefits of regular updates. Where lack of time is a disincentive, the College intranet can provide staff with up-to-date information, so that refresher training can focus on practice issues that are directly related to the target group's changing needs and priorities.

Embedded training

The long-term aim should be to mainstream Race/ Equality training so that it is embedded into all staff development and no longer needs to be addressed as a separate theme. This involves building relevant legal up-dates, case studies, good practice checklists and other activities into generic training programmes, so that Race/ Equality issues arise naturally, regardless of the overall theme. The organisation's confidence to embed Race/ Equality messages in this way will come when a majority of staff

- can appreciate the legal, statutory, business and human rights case for Race/ Equality (see Book 1, Attracting People who want to get in)
- regard Race/ Equality as the college's core business and an essential condition of service.
- have understood and experienced the benefits of integrating Race/ Equality into policy development, action-planning, self-assessment, monitoring, evaluation and review processes
- can recognise that everyone has a responsibility to deliver the College's Race/ Equality policies, regardless of their role or status.

There is an important distinction to be made between embedding Race/ Equality training so that messages are more palatable to staff who are resisting change; and mainstreaming Race/ Equality issues because the organisation is confident that this is the most appropriate way to build on what has already been achieved.

Conveying core messages

'The College is developing a CD-Rom to go to all job applicants, advertising the college and its locality. It will include a welcoming message from the Principal. A second CD-Rom will go to short-listed candidates, covering Health and Safety, Personnel systems and procedures and key Equality messages. This means that interviewees can take account of this information and are aware of it before they start working for us'.

HR Manager

Effective training and staff development will promote or enhance good practice, but it cannot convey core messages about the College's Equality and Diversity values to people who enter College premises for purposes other than work or study. Visitors, agency staff, job applicants, external assessors, potential students, maintenance staff and contracted service workers all need to be made aware of the College's expectations in this area. The general ethos in reception, corridors,

canteens and other common areas gives a very clear message to both internal and external customers. The aim should be to develop a welcoming, inclusive ethos in all common areas, supported by prominent messages about respect for Diversity. It requires that frontline staff receive high quality customer service training with an emphasis on responding to difference and diversity in a positive, learner or client-centred way. An inclusive ethos can be achieved in a variety of ways – for example, through the use of

- eye-catching posters that publicise the College's values, equality statement and/or behavioural code
- notices, course literature and information in the relevant community languages
- widget signing so that key services, information points and teaching blocks can be easily located
- photographs with the names and contact details of key staff in reception areas, including images of Black and minority ethnic staff in key roles
- images of past and present learners, including people from minority communities engaged in non-stereotypical activities
- murals, displays, photographs and/or exhibitions of work that promote positive images
- events that celebrate diversity, including the achievements of learners from a wide range of social and ethnic backgrounds.

Sharing the learning

'As part of its Equalities Development Programme, we developed a training strategy entitled Race to Train that was designed to reach all staff. Based on an innovative model of cascade training, it involved senior staff attending a performance of a play entitled 'Crossing the Line'. The commissioned play addressed both generic equalities and race-related issues and some scenes were videoed and subsequently shown to staff teams to generate discussion and raise awareness. Managers acted as 'hosts' in this process'.

Local Authority Officer

Training and Staff Development is most cost-effective and will have greater impact across the College if staff are encouraged to share their learning both formally and informally. This can be achieved by making it a standard practice, wherever appropriate, for...

- governors, employers and/or community representatives to be invited to participate in staff development events
- relevant policy statements and procedures to be posted on the intranet and made available to trainers so that they can be highlighted or reviewed in training sessions
- staff who attend training to be given time to report back the key learning at team meetings and away days
- key messages to be 'marketed' in an imaginative or eye-catching way to staff, and to local employers and partner organisations too, if appropriate
- a spare set of handouts or conference papers to be available from Learning Resources and/or posted on the College intranet
- facilitators to be encouraged to log and feed back examples of good and bad practice identified in their training, and to complete Trainer Evaluations
- case studies, good practice checklists, power point notes and other training resources to be included in the Staff Handbook, team discussions, induction, posted on the intranet, where appropriate, or used in future staff development events.

SHARING THE LEARNING

A team or small group activity to include at the end of a staff development session

Aim:

to promote and share good practice internally

Task:

The group is asked to draw up a list of good practices associated with their function in college. The focus of the list is on the work they do with an identified group of learners (e.g. asylum-seekers, travellers, ESOL students, students who are mature, dyslexic, partially sighted, mobility or hearing-impaired, etc).

Follow-up:

Use the lists to draw up good practice checklists that can be shared with others via the College intranet, the staff handbook, induction or future staff development events.



Chapter 3

Targeted training

“The evidence from witnesses suggested that racist name calling, harassment and stereotyping remained commonplace in some colleges, yet many colleges had no effective policies or planned training in this area...Some witnesses felt that senior managers often found it difficult to understand how racism operated and how to deal with it effectively, yet failed to see their own training needs as a priority.”

Challenging Racism: Further Education Leading the Way
Report of the Commission for Black Staff in FE, Nov 2002

PROMOTING STAFF AWARENESS OF RACE/EQUALITY ISSUES

There are many ways of using training to promote staff awareness of Race/ Equality issues. Responsible managers can...

- Seek active links, visits or exchanges with colleges and partners with a more diverse staff.
- Identify opportunities for joint training, staff exchanges, work shadowing or mentoring opportunities with organisations that have a good track-record in Race/ Equality and diversity.
- Provide mandatory induction for all new staff to raise awareness of the College's values, Race/Equality policies and behaviour code.
- Ensure Governors are aware of their obligations by providing specific Race/ Equality training and regular updates.
- Combine introductory sessions to raise general awareness with specific, focused training.
- Organise regular briefings, core training, updates and refreshers for all staff, including senior and middle managers.
- Ensure regular recruitment & selection training for interviewers and other staff involved in the Recruitment and Selection process.
- Prioritise effective Customer Care training for security, front of desk, student services, pastoral care and other support staff, in which Race/ Equality issues have a prominent focus.
- Make challenging and responding to racial incidents a training priority for teaching and frontline staff.
- Organise formal and informal opportunities for sharing good practice and exchanging curriculum resources .
- Publicise resources that promote Race/ Equality and provide links to relevant websites.
- Consider the scope for Positive Action when developing new courses or programmes.
- Integrate Race/ Equality issues into all courses that lead to a teacher training qualification.
- Include targeted training within the Colleges HR (Strategic Development/ Quality) strategy.
- Target personal and career development opportunities at under-represented groups and individuals.
- Order publications/newspapers for minority communities for the staff common room.
- Encourage staff to attend community festivals and consultation events, and to support Black History Month.
- Conduct a Curriculum Audit to identify resources or an In-house Staff audit to identify unused skills.
- Develop a dedicated web-site that provides up to date information on Race/Equality issues for both staff and students.
- Support conferences and internal/ external initiatives organised by Black staff, managers' and practitioners' networks.
- Keep accurate training records, outlining what's been covered.
- Provide a Certificate of Attendance and seek accreditation, where appropriate.

Whole college development days

Although the logistics of bringing all staff together for the day can be challenging, if events are well-organised their impact on organisational culture can be lasting and significant. Staff Development days provide an ideal forum for College Leaders and Managers to promote a shared vision of the College and its strategic priorities. They can help to raise the profile of Race/ Equality commitments by

- reiterating the College's inclusive values
- explaining the rationale for Race/ Equality policies and Positive Action initiatives
- clarifying lines of accountability
- recognising and celebrating staff and learner diversity
- encouraging a dialogue about what a commitment to Race/ Equality means in practice for managers, teams and individual roles.

The preferred approach combines information giving with opportunities for staff to develop new skills and awareness and 'buy into' good practice. The use of theatre groups, 'Open Space' events, team away days and external visits are increasingly popular, and may be just as cost-effective. Whatever the preferred approach, Sessions must be well facilitated and not over-crowded if staff are to benefit fully from the cross-fertilisation of ideas and other advantages of learning in teams or cross-college groups. They will gain from hearing core messages repeated by Governors, the Principal and senior managers. They will also appreciate the benefits of discussions with a practical focus – for example

- Developing a cross-college Code of Conduct defining acceptable behaviour for staff, learners and visitors.
- Agreeing key messages that they'd want to see included in the Student Handbook or emphasised during induction.
- Discussing the information and guidance they 'd like to see included on the College intranet or a dedicated Equality and Diversity website.
- Exchanging materials or resources that enhance teaching and learning.
- Developing resources for learners with diverse needs or backgrounds that can be used by teaching, learner support or frontline staff.
- Identifying advertising, marketing or recruitment strategies for tackling under-representation.

The value of such discussions is in the process as well as the outcomes. Staff invariably gain from being exposed to a diversity of views, while the rationale for best practice is better understood and consequently more widely supported. Investing in lunch and appropriate refreshments, transport between centres, inspiring expert speakers, professional signers and social activities will leave staff feeling valued and re-motivated.

WHOLE COLLEGE DEVELOPMENT DAYS**RACE EQUALITY IN PRACTICE**

'The College Development day began with a plenary session with an external speaker giving an overview of the RRA Amendment and what it means in practice and the Principal talking to staff very frankly about the importance of Race Equality for staff attitudes and behaviour. The rest of the morning was spent in cross-college workshops, developing ideas for a staff Code of Conduct. Lunch was followed by a theatre group who used improvised sketches with audience participation to raise awareness of what it means to be isolated and excluded in an entertaining but challenging way'.

'OPEN SPACE'

The College was closed for two days and all staff were required to attend. The Open Space was externally facilitated, and we bought in a team of temps so that everything could be typed up as we went along. There was no formal agenda. The first day began with a plenary, with everyone seated in a huge circle. Staff were asked to think about the question 'How can we make the college really exceptional?' and to identify changes or improvements they'd like to see to raise quality and standards. The ideas were recorded as one-liners – for example, 'better pay for support staff' or 'making the college more diverse' and 'better understanding of difference' – and as they were posted up, they were grouped into common themes and prioritised. In the afternoon, staff moved into small groups to discuss the issues in more detail and come up with a list of initial recommendations. They could stay or move around at will, and anyone, regardless of their status, could volunteer to do more work on their chosen themes. Note takers took down the main points using a standard format and by the end of the first day, an interim report was produced. The second day involved summarising what had come out of the exercise so far and going back into small groups to fine-tune the recommendations and identify steps (i.e. how are we going to get there?) By the end of Day 2, everything had been typed up into a booklet. The suggestions ranged from setting up a college radio station, improving the tutorial system and renovating the staff loos. The benefits of this approach were that there were no hidden agendas. It was completely inclusive, everyone's views had equal weight and no-one felt constrained. Race Equality and diversity issues arose naturally. There was a follow-up day some months later, when staff divided into groups that focused on curriculum or staffing issues, and reviewed progress. Many of the groups were continuing to meet and there was a feeling of genuine staff ownership of a whole range of initiatives'.

Head of Staff Development

CELEBRATING DIVERSITY

'The theme of our staff development day...was Celebrating Diversity and some 400 staff attended. We had a guest speaker to set the context, followed by a menu of options - some mandatory (covering legal issues), the rest voluntary. The conference was very successful, with over 2000 workshop attendances over the two days...Building on these, we now include sessions on the Race Relations Amendment Act, the DDA and other Equality legislation in all training for new staff'

College Manager

STAFF CONFERENCE 2002

CELEBRATING DIVERSITY

CULTURAL DIVERSITY

How culturally competent are we as an organisation? A look at toolkit developed to help raise awareness of cultural diversity.

HUMAN RIGHTS ACT

Everyone has heard of this but what are your rights – and the rights of others?

HOT POTATOES

No this is not the lunch break but some brilliant software to produce interactive teaching materials

ISSUES FOR BLACK STAFF

The Commission for Black Staff in FE has carried out a national survey. This session will look at the interim findings and some case studies

RESPONDING TO PHYSICAL DISABILITIES

What's it like for students with physical disabilities to find their way round the college and access learning? Find out for yourself...

THE RACE RELATIONS AMENDMENT ACT

This is an important piece of legislation with implications for all staff – but what are the implications for you and the college?

NEVER MIND THE STUDENTS – WHAT ABOUT ME?

Strategies to develop a work-life balance and look after yourself.

WORKING WITH ASYLUM SEEKERS

How are asylum seekers supported by the college and what issues do they face?

Extract from a menu of workshop options available to staff as part of a two-day Celebrating Diversity Staff Development Conference

Corporation training

'Members of the Corporation undertake regular training in all aspects of the College's work...This year's training has included a consultant-led session on Race Equality. The training was integrated into a Corporation meeting to ensure wide coverage'.

Clerk to the Governors

Corporation members need regular briefings, updates and awareness-raising sessions if they are to implement the recommendations of the Commission for Black Staff in FE and meet their general and specific duties under the Race

Relations Act Amendment (2000) and other Equality-related legislation. Corporate training outcomes should include an appreciation of the business case for Race/Equality, an awareness of legal and statutory frameworks and knowledge of governor obligations to ensure legal compliance. Corporation Clerks should build these outcomes into the training for both new and existing governors, ensuring that it is delivered in an interesting and engaging manner. Available approaches include

- short workshops involving external speakers, senior managers staff, student and/or community representatives
- integrating briefings and short presentations into scheduled meetings
- involving governors in college-based Staff Development events
- including regular Race/Equality training on governor away-days or residentials
- sponsoring attendance of national conferences and regional events.

Management training

Without access to training and regular briefings, Senior Managers cannot be expected to meet the growing number of legal and statutory requirements or bring about lasting organisational change. Where Race/ Equality is concerned, Senior Management training should set out to present a convincing business case and awareness of the relevant Leadership and Management requirements within the ALI-OFSTED and Provider Performance review frameworks. It should seek to actively engage all participants by combining information giving with practical mainstreaming activities, avoiding passive listening or typical boardroom approaches. Training should relate the legal and statutory requirements to practical activities such as 'SWOT' (Strengths, Weaknesses, Opportunities and Threats) analyses, data analysis, staff recruitment, performance appraisal or quality assurance. It should include other relevant tasks that support monitoring, target-setting, impact assessment and strategic or operational planning. Above all, there should be a focus on embedding strategies that have a value and currency beyond the training room. This practical, task-orientated approach will empower managers by developing relevant skills and reinforcing the benefits of mainstreaming Race/Equality into all managerial functions.

Union training

Recognised trade unions provide a range of training opportunities for regional officials and college-based representatives, including national and regional events that promote awareness of Race/ Equality issues. They acknowledge the need for union officials and representatives to be aware of the impact of racial discrimination and competent to handle allegations of racism or disputes involving members from different ethnic groups. Unions have a long tradition of

providing clear, practical guidance to members. They can often supply excellent training resources and good practice checklists that will reinforce core Race/Equality messages. They are also in an ideal position to support in-service training by

- using union meetings and circulars to promote the benefits of Race/Equality
- providing case studies and informed guidance for use in training sessions
- clarifying the scope and meaning of discrimination and non-discriminatory practices to individuals or staff focus groups
- explaining the implications of new legislation, including relevant Employment law
- clarifying the lessons that can be learnt from grievances and tribunals

A union perspective – including the views of students union representatives - is especially important when training governors and senior managers or organising cross-college development days. Their involvement in the planning and delivery of such events will enhance the programme's credibility and their endorsement of training will encourage wider ownership.

Positive Action training

The College has committed to five Positive Action Trainee posts to be filled this current academic year. Through a selection process that involved working in close partnership with the local employment agency, two teacher trainees have been placed in the Arts Faculty and one trainee placed in the Customer Support Services section. Both teacher trainees have relevant qualifications and prior experience... During their two-year traineeship, they will achieve the City and Guilds 7307 and the Certificate in Education, placing them in a strong position to apply for future teaching posts.

HR manager

Positive action initiatives that offer training and development to employees from under-represented groups can encompass a range of pro-active measures. Good practice examples consistently stress the importance of regular, honest performance appraisal, good support structures and the key role of line managers in 'nurturing' staff who wish to progress their careers. They also highlight the value of personal development plans that feed into a clearly mapped Positive Action strategy, where the data suggest this is needed. The LSDA's sponsored leadership courses and other 'fast-track' management programmes have begun to make an impact on the sector's ethnic profile, but it will take time

before their effect and the successes of the Leadership College become visible. In the meantime, the onus is on individual colleges to widen their recruitment net, enforce fair selection procedures, promote inclusive employment policies and take other appropriate positive action. This involves 'growing' those Black and minority ethnic staff who show potential - for example, by encouraging their active involvement in

- surveys, consultation exercises and focus groups
- the work of key committees
- continuing professional development, including post-appointment qualification
- sponsored 'fast-track' training opportunities, including work shadowing, internal or external mentoring and secondment opportunities
- one to one coaching
- progression training to improve job application, interviewing or communication skills, where this is requested.

Interviewer training

The importance of training interviewers and other staff involved in the recruitment and selection process cannot be under-estimated. The training should be targeted at governors, senior and middle managers, Human Resource personnel and other key staff with responsibility for the recruitment and selection of staff. Staff and organisational needs will determine whether Race/ Equality considerations are an implicit or explicit theme. In both cases the most effective Recruitment and Selection training will share some or all of the following characteristics. It will...

- promote the case for tackling under-representation
- recognise that interviews are part of a process that includes Race/Equality considerations at every stage
- explore legal compliance requirements and the implications for short-listing and interviewing
- promote awareness of and close adherence to College procedures
- identify appropriate and inappropriate interview questions
- challenge stereotypes and cultural assumptions, particularly in assessment
- reiterate the importance of treating applicants fairly and reaching unbiased decisions based on merit

INTERVIEWER TRAINING – AN EXPERIENTIAL EXERCISE**Aim:**

- To raise awareness of best practice in interviews, and how to get the best out of interviewees

Task:

- Working in pairs or small groups, ask participants to swap stories of their best and worst experiences of being interviewed. Use the discussion to make a list of the features that characterise a 'good' or a 'bad' interview.

Follow-up:

- Invite feedback on the worst experiences. Ask trainees to imagine themselves in these situations, and how they would have felt if the interview had been conducted in a foreign language or by a panel of interviewers, none of whom looked, dressed or spoke like them.
- Develop these lists into a good practice checklist for staff involved in interviewing job applicants

Race/Equality Committees

If they are trained, resourced and properly supported, members of the College's Race/Equality or Diversity Forum or EO Committee (EOC) can play a key role in supporting the drive for organisational change. An interest in Race/Equality is not necessarily evidence of expertise, however, and members will need training, briefings and regular updates if they are to perform their 'championing' role effectively. The same is true for Black staff focus groups and other special interest forums. Membership of College committees can provide invaluable personal and professional development, and a benefit that should be highlighted when approaching potential recruits. The precise role and function of Race/Equality Committees will vary from College to College, but all members are likely to benefit from briefings, updates and training sessions that empower them to

- advise and support other colleagues
- explain legal, Inspection and other statutory requirements
- facilitate discussions about Race/Equality issues in staff meetings
- challenge inappropriate attitudes
- analyse and interpret data

- assess the impact of College policies on women, ethnic minorities and other relevant groups
- support cross-college monitoring and review activities
- identify evidence for self-assessment
- recognise and promote good practice within their department or faculty.

Staff training

'During the last nine months we have developed both race and disability awareness briefings designed to raise the awareness of all staff of new legislation. In addition, a mini-conference was organised with external speakers discussing their own personal and professional experiences of race and disability issues'

HR Manager

● Teaching Staff

The attitudes and expectations of teaching staff are central to the experience of learners and have a major impact on their retention and achievement. Updating knowledge and maintaining skills in their area of expertise is vital, teaching staff should also be trained to recognise and respond to discriminatory language, inappropriate behaviour and stereotypical assumptions. Their training should empower them to place the learner at the heart of their provision and to equip all learners, whatever their social or ethnic background, with the skills and awareness they need to operate in a multi-cultural society. Key messages about promoting Race/ Equality and responding to diversity should be fully integrated into all sessions, and may be better received if publicised to staff under titles such as 'Establishing boundaries', 'Facilitating groups', 'Assessing Learners' Needs' or similar themes that reflect the practical challenges faced by teachers and assistants in the classroom. Discreet Race/Equality training must be relevant to their area of provision, and relate closely to their role and responsibilities as members of a curriculum team. It should be supported by practical guidance, including opportunities to debate and define good practice. Where staff are resistant to Race/ Equality training or unable to access it, they may benefit from

- access to information, reports and good practice checklists on the intranet
- involvement in Equality committees and/or events that celebrate diversity
- work-shadowing colleagues who provide ESOL or community outreach classes
- temporary exchanges with colleagues in areas that attract a more diverse cohort of learners

- mentoring and 'buddying' opportunities involving colleagues with positive views
- taking part in consultations with learners from minority communities.

● Support Staff

'Awareness-raising activities that involve standing in another's shoes, can encourage frontline staff to start thinking very differently about their attitudes and behaviour on reception. However briefly, they need to experience what it's like when you don't understand the system, don't speak the language or are used to people in uniforms treating you with hostility or suspicion...'

Race Equality Trainer

Race/Equality training is a priority for front of desk and other support staff, many of whom play a vital role as the College's ambassadors and gatekeepers. As the first point of contact for visitors to the college, frontline staff are largely responsible for the first and last impressions of people entering or leaving the site.

Staff who provide administrative support and those who work as technicians, librarians, finance officers and estate managers also come into regular contact with staff, students and visitors. Their attitudes and behaviour can therefore have a major impact on the day-to-day life and ethos of the College.

When evaluating their training, support staff frequently acknowledge the value of opportunities to exchange views with teachers and colleagues in other roles. The dialogue alone can help to raise awareness of inappropriate language and attitudes. Staff also benefit from exposure to best practice examples and new ways of thinking. If identifying resource or support needs is included as a training outcome, the feedback can provide a valuable insight into the barriers and frustrations experienced by potential and actual learners. Involvement in consultation exercises and cross-college committees can encourage staff to become more actively involved in College life, and can be a particularly effective form of training for support staff who seek promotion or career development.

● Part-time staff

Colleges rely increasingly on hourly-paid and fractional staff to deliver the curriculum and other essential services, yet they are often conspicuously absent from training. They may receive information about training opportunities via the regular channels, but the perception that part-time staff will not be paid and practical barriers like the timing of sessions can effectively exclude them. Similar barriers may also be apply to agency or contracted staff.

Where staff are constrained by their hours or other commitments, Induction packs or Staff Handbooks may seem the most expedient way to convey key messages to Visiting Tutors and other part-timers, particularly when supported by audio-visual aids, buddy schemes and other informal training strategies. However, these are no substitute for team meetings, staff development workshops and the INSET opportunities available to full-time staff.

As well as paying staff to take part in essential meetings and INSET events, Colleges are finding innovative ways to train and support part-timers. They include

- organising alternative twilight, half-term or weekend training sessions to enable more people to attend
- encouraging Human Resource or line managers to write to part-timers regularly with relevant news and information and messages of appreciation
- organising away-days and social gatherings for staff who are based off-site or who rarely meet their colleagues
- ensuring that part-timers access appraisals linked to personal development planning to help them identify skills gaps and progression options
- helping individuals who express an interest in full-time posts or promotion to identify development opportunities and map available options
- providing funding and encouragement to unqualified teachers wishing to take advantage of teacher training opportunities and professional development targets identified in *Success for All*.

Team meetings and away-days

Colleges are dependent on co-operative staff teams that work in an efficient and co-ordinated way. This requires effective line management, good communication and a sense of shared purpose. Regular team meetings provide an ideal forum for team development and ensure that the Race/Equality implications of the team's functions can be regularly addressed, preferably as a standing item on team agendas. Discriminatory attitudes, inappropriate behaviour or remarks that cause offence may be at the root of poor relations within teams, whatever their ethnic mix. Whether these are intended, unwitting or perceived, the effects on colleagues or learners can be de-motivating and highly disruptive. Team Away-days facilitated by a skilled external trainer or neutral party encourage a sense of team identity and purpose by enabling teams to

- identify common values or goals
- articulate and share good practice
- evaluate and review progress

- plan and assess services or curriculum provision
- agree how they will implement targets and action plans
- clarify individual roles and responsibilities
- explore shared issues and concerns
- air and resolve differences
- acknowledge team achievements.

These activities are essential if teams are to work effectively. They are particularly important for exploring the challenges of delivering College Race/Equality policies, where clear objectives, consistent approaches and good communication are primary requirements.

External contractors

'College security is provided by an external contractor, but the service agreement includes a requirement that security staff must respect and as far as possible, reflect the diversity of our students and undertake customer services training as part of their induction with us'.

College senior manager

External contractors should be expected to comply with College Race/Equality policies and respond appropriately to learners' diverse needs. They must also comply with the law. This should be written into all external contracts as a standard clause, along with any training, monitoring or procedural requirements the College may wish to specify. Where training is provided, it should incorporate practical advice, guidance on behavioural expectations and clear messages about what it means to support the College's Race/Equality policy, avoiding unnecessary educational jargon. Exercises should address the specific challenges presented by people from diverse backgrounds, including any cultural and religious considerations affecting communities served by the College. The training will be most effective where it encourages contracted staff to

- recognise their individual responsibilities
- identify and mirror best practice
- consider resource, behaviour and other implications for the services they provide.



Chapter 4

Challenges and strategies

'There was a belief that some staff in colleges were overtly racist and unwilling to change, resulting in low attendance or resistance to key training messages. Others were seen as complacent or unaware of how their individual behaviour helped to reinforce institutional racism.'

Challenging Racism: Further Education Leading the Way
Report of the Commission for Black Staff in FE, Nov 2002

| RACE EQUALITY TRAINING: CHALLENGES & STRATEGIES | |
|---|--|
| COMMON CHALLENGES | AVAILABLE STRATEGIES |
| There are low expectations of Race Equality training based on hearsay or negative prior experiences | <ul style="list-style-type: none"> ● Organise short, 'safe' introductory sessions to be delivered via induction or team meetings ● Market training so as to raise expectations (e.g. use of positive comments from past evaluations) |
| Staff perceive training as a 'management agenda' or evidence that their skills are not valued, rather than a personal entitlement | <ul style="list-style-type: none"> ● Promote all training as an individual entitlement and/ or a condition of service ● Distinguish strategic, operational and individual outcomes, so that the training can be tailored to address practice issues |
| Staff do not attend due to competing priorities, demands or commitments | <ul style="list-style-type: none"> ● Spread Staff Development Days through the year to avoid a concentrated, five-day 'block' ● Use feedback from evaluations and monitoring of take-up to influence forward planning and identify flexible solutions |
| Staff are suspicious of the training and fearful that it will 'expose' or embarrass them | <ul style="list-style-type: none"> ● Use advance marketing and training aims to emphasise the practical focus of any training and it's anticipated value to teams ● Link the training directly to participants' roles and responsibilities |
| Staff are cynical about the value of the training and frustrated with the slow pace of change | <ul style="list-style-type: none"> ● Use structured discussions to explore the many reasons why change cannot occur overnight ● Build staff consultation exercises into training that explore ways to accelerate the change process |
| The training is seen as 'fire-fighting' following an incident rather than a genuine attempt to change College culture | <ul style="list-style-type: none"> ● Invite a governor or senior manager to introduce and contextualise the training ● Give the expected outcomes a high profile when advertising sessions ● Use newsletter items and team briefings to suggest alternative motives, such as raising learner achievement or enhancing organisational success ● Use in-house marketing, posters, positive images, cultural events and Management training to challenge the existing College culture and ethos |

| RACE EQUALITY TRAINING: CHALLENGES & STRATEGIES | |
|---|--|
| COMMON CHALLENGES | AVAILABLE STRATEGIES |
| There is resistance to mandatory training because staff feel coerced or regard it as 'sheep-dipping' to meet statutory requirements | <ul style="list-style-type: none"> ● Ensure that directives are respectfully worded and explain why all staff are required to attend ● Use staff newsletters/ team briefings to emphasise the value of the training ● Link outcomes to improving individual performance and other benefits |
| The training attempts to address too many issues in too little time | <ul style="list-style-type: none"> ● Involve trainers in careful forward planning of the programme and the timing of activities ● Link each training objective to a specific activity ● Allow sufficient time for movement into groups, feedback and comfort breaks when planning |
| The trainer lacks credibility because of their background, manner or appearance | <ul style="list-style-type: none"> ● Provide background information about the trainer to enhance their credibility ● Brief the trainer well so that s/he can 'scope' the training to match the needs of the group ● Ensure that all trainers can demonstrate the necessary knowledge and experience to deliver ● Identify individuals who can support the trainer |
| The group includes difficult or recalcitrant individuals who are resistant to change | <ul style="list-style-type: none"> ● Give individuals a 'stake' in the training by involving them in an aspect of the planning ● Start with issues people can identify with personally or feel more comfortable with ● Explore alternative delivery methods (e.g. one-to one sessions or work-shadowing) ● Arrange for a senior manager to be present to support the trainer |
| There is insufficient time to cover the key messages or do justice to the programme | <ul style="list-style-type: none"> ● Embed Race/ Equality training into an on-going Staff Development programme ● Deliver the training in 'bite-size' units ● Put Race/ Equality issues on key agendas, and use checklists/ good practice examples to guide discussions |
| College management is complacent and equates delivering the training with resolving the issues | <ul style="list-style-type: none"> ● Link the training to specific organisational or departmental targets that are monitored and reviewed ● Publish regular progress reports so that unresolved issues are kept on the agenda |

Minimising the risks

Low attendance, inappropriate training aims, poor facilitation and defensive attitudes are among the many risks that beset Staff Development, whatever its theme. However, because of its perceived 'political' focus and the potentially emotive issues it addresses, Race/ Equality training is especially vulnerable. Pro-active marketing and careful needs analysis will help to reduce these risks, but it is the skills of the facilitator(s) that determine the quality of participants' learning on the day. An experienced trainer will anticipate challenges or potential pitfalls and have strategies for dealing with them. They will appreciate that minimising the risks relies on

- careful and thorough preparation
- an understanding of the College's particular context and history
- awareness of the impact of any previous training in this area
- detailed planning of programmes and activities
- involvement by managers and key staff with close working knowledge of the target group, particularly at the planning stage
- clear aims and outcomes
- a good range of activities that cater for different needs, learning styles and levels of awareness
- ground rules that promote mutual respect and support for everyone in the training room, including the trainer
- an empathic, non-confrontational style of facilitation.

Mandatory training

In their efforts to meet the general and specific duties of the RRA Amendment, many Colleges are introducing mandatory training so that all staff can be made aware of the need for legal compliance and their individual responsibility for delivering Race/ Equality policies. However, staff who are coerced into attending may feel angry and resentful, thereby blocking the learning that should take place. Mandatory training may be unavoidable in circumstances where raising awareness of legal compliance is an urgent priority or where some staff have consistently refused to attend. Wherever possible, though, efforts should be made to encourage voluntary participation and avoid a 'sheep-dip' approach. This is best achieved by ensuring that training is relevant, sensitively marketed and well-facilitated. It must also be actively supported by managers who have are known to have undergone similar training, and can encourage staff to

- view their regular development, including refresher training and updates, as a condition of service
- see training as an entitlement rather than an imposition

- appreciate the relevance of the training to their own role and responsibilities
- participate in consultations about their training needs
- identify their own training priorities in appraisals or team meetings
- take ownership of part or all of the training agenda
- evaluate the training against explicit aims and outcomes
- take part in events that will leave them feeling motivated, energised and keen to apply what they've learnt.

While voluntary training is preferable to a 'three line whip' approach, it carries its own risks. It may be poorly attended, leaving Staff Development managers with the difficult task of justifying the cost of further sessions. It may also 'preach to the converted' by reaching only those staff with a prior interest or paid responsibility for promoting Race/ Equality. There are no easy answers to these challenges, but the strategies outlined above will reassure all but the most recalcitrant staff and should be fully explored.

Tackling non-attendance

The factors that undermine attendance should be carefully analysed. They are likely to include insufficient notice, poor timing, inaccessible venues or lack of access to cover. Staff may also have faced objections by line managers because of low expectations, workload or depleted departmental funds. Many of these factors can be overcome by making managers accountable for cover arrangements and giving out consistent messages about individual entitlement and the benefits of attending. Where staff actively refuse to participate, additional strategies may be called for such as highlighting any penalties or professional disadvantages. If whole teams or departments are involved, these messages may need to be targeted at responsible managers so that they can be raised in performance appraisals. Instructing individuals to attend Race/ Equality training remains an option, but it is best seen as a last resort. The alternatives include...

- one-to-one discussion to explain why the training is important and allay unfounded fears
- linking take-up of training to individual targets via performance appraisal
- reviewing the title or changing the focus so that the emphasis is on practice issues
- taking the training to the team by building it into action planning, self-assessment or service review activities
- integrating Race/ Equality considerations into all Staff Development, so that they become natural and commonplace
- using internal marketing, the College intranet, staff newsletters, promotional videos and other media to reinforce key messages to all staff.

Creating safe boundaries

Once inside the training room, the emphasis should be on safety and encouraging ownership of the agenda and outcomes. Training ‘contracts’, discussion guidelines or ground rules are essential if participants are to feel safe to express their views and opinions. They provide clear boundaries that define and discourage inappropriate behaviour. They also help to reinforce the need for confidentiality, mutual respect and tolerating different viewpoints. They are particularly important in Race/ Equality training, because of the scope for unease or dissent. They demonstrate the importance of behavioural codes and learning contracts, enabling staff to learn by experience. Negotiating training guidelines from scratch will encourage ownership, but could take up valuable time. A more efficient approach is to incorporate a set of basic training guidelines into the College’s staff development strategy, so that they become a standard feature of all in-house training. There should be scope for participants to amend or add to the list at the start of each workshop, and ground rules should be skipped only in contexts where the scope for interaction is limited or the group is already well established.

Handling resistance

‘Our workshop was disrupted by one particular colleague who was negative and confrontational from the start. She interrupted and challenged the trainer at every opportunity, argued with other participant, and seemed extremely threatened by the idea that the College wanted to control her behaviour or beliefs. This spoilt the session for everyone else. No teacher would have put up with such scathing and provocative behaviour.’

Trainee’s feedback

Overt or covert staff resistance is one of a number of challenges that can undermine the positive impact of Race/ Equality training. The challenges and negative attitudes of recalcitrant individuals can disrupt the learning, undermine the enjoyment of other participants and undermine key training messages. Some staff may have painful experiences of being victimised or accused of racism. Others may be fearful of exposure or suspicious about training that appears to be specifically aimed at them. There may also be individuals who have experienced discriminatory behaviour first-hand, leaving them feeling angry or frustrated with the slow pace of change. These factors can undermine even the best-planned training, making the trainer’s job significantly harder. Provocative or defensive behaviour will distract the facilitator and spoil the session for other participants. Wherever possible, these challenges need to be anticipated in advance so that pre-emptive steps can be taken to minimise their impact. An experienced trainer will be able to contain disruptive behaviour and will not rise to the bait when individual colleagues

behave inappropriately. Although each will have their own ways of handling difficult customers, they should appreciate the need to

- avoid personalising the issues
- criticise the ideas or the behaviour – not the person
- use well-informed, reasoned arguments
- invite peer support
- use humour to diffuse tension or challenge negativity, if appropriate
- take the individual aside so that they cannot 'play to the audience'
- call for an unscheduled break to allow tempers to cool
- ask the individual to leave
- use the formal complaints procedure to ensure that the behaviour is not allowed to reoccur.

Using external trainers

'It can be very difficult to get the right external trainers. The brief must be carefully agreed in writing as well as verbally. Things like the delivery style and interactivity need to be negotiated so that trainers understand the need to start from where the college is and not talk AT people. We just had a particularly bad experience of using external trainers. They didn't follow our brief, patronised staff, spoke for too long and weren't at all interactive. Staff felt demoralised, patronised, attacked and very annoyed. I have given (the trainers) feedback but the main speaker refuses to listen to our concerns. I'd checked them out with another college before using them and they were recommended, but my mistake was to assume that they would deliver what we needed automatically, without making our requirements explicit'.

Staff Development Manager

Finding external trainers with the competence and awareness to provide successful Race/ Equality training can be a very real challenge. As well as being able to demonstrate a sound understanding of Race/ Equality and diversity issues, the trainer needs to have

- a good understanding of the Learning and Skills sector
- detailed knowledge of legal and statutory frameworks and the implications for FE colleges
- insight into the particular circumstances of the college, department or team

- the necessary people skills to handle the issues staff are likely to raise.

Asking for references or previous trainee evaluations is the best way to establish that an external trainer is competent to handle the challenges and strong emotions that can arise in the training room. This reduces the risk that the training could 'backfire' or that important messages are undermined by boredom, negativity or cynicism.

An external trainer's sensitivity to the College's needs and context is largely dependent on the background information supplied by the contracting manager to familiarise the trainer and support their preparation. This might include

- the College's Mission, Values and Race/ Equality Statement
- staff and learner profiles by ethnic group
- the results of staff/ student surveys highlighting key issues or concerns
- feedback from recent inspections highlighting Race/ Equality strengths and weaknesses
- details of the College's Curriculum Offer
- reports, policies and procedures that are relevant to the training
- information about trainees' previous training experiences, including any negative feedback
- a named contact with telephone and e-mail details.

As with other externally contracted services, it is good practice to issue a standard contract so that the training agreement (often made initially by e-mail or telephone) can be acknowledged in writing and formalised. Trainers should be given duplicate copies of a standard contract outlining

- details of the training contract (i.e. dates and delivery times, target groups, minimum and maximum group size)
- the anticipated training outcomes
- requirements for complying with the College's Race/ Equality and Health & Safety policies, including information about evacuating the training room in the event of an emergency
- the College's expectations with regard to confidentiality, the trainer's language and behaviour, their presentation of materials, delivery and other professional standards
- confirmation of the venue and any accommodation and equipment requirements
- the agreed fee.

The trainer should expect to supply the College with relevant information, too. This will include

- information about their employment experience, qualifications or other

credentials to deliver staff development, including references or trainee evaluations from previous clients

- evidence of appropriate training experience, ideally in a Further Education context
- the programme, aims and outcomes that have been negotiated and agreed
- master copies of any handouts or resources to be distributed or collated in advance
- details of their travel arrangements
- the trainer's contact details, including mobile number and e-mail address
- their bank details, where payment is to be made by BACS

Using in-house facilitators

The cost of using external trainers and the need to process large numbers of staff may encourage Staff Development managers to consider in-house facilitation or cascading strategies. This may seem more cost effective than buying in an external trainer or expert speaker, and may offer the College greater flexibility in terms of delivery. However, unless it is a familiar component within their own curriculum area, it is unlikely that many staff will have the competence or confidence to provide specialist Race/Equality training. In-house facilitators could feel 'set up to fail' unless there is strong organisational backing and a recognition that they will need to be given

- initial trainer training with opportunities to explore expectations and clarify the aims
- realistic training outcomes
- adequate time to plan and prepare
- the same level of support, background information and communication given to external trainers
- appropriate training facilities and equipment
- an opportunity to debrief and discuss any set-backs or successes

Race/ Equality training should not be confused with other forms of training that are value-free. In-house facilitators will need development time and active support if they are to manage their existing workload alongside the volume of research, planning and preparation involved. They may need to be paired with someone in another department, to avoid the stress of training close colleagues and team mates in a potentially controversial area. Preparation time, effective trainer training and access to common resources are among the many training and support issues that will need to be considered if the use of in-house facilitators is to prove a real saving. Alternatively, it may be better to ascribe a less challenging role. This can be achieved by limiting discussions to 'safe' activities and keeping the focus on practice issues such as identifying best practice guidelines.

CHECKLIST: TIPS FOR SUCCESSFUL GROUP FACILITATION

1. Plan training programmes thoroughly, ensuring that participants are properly briefed and know what is required of them.
2. Give clear instructions about the objectives of each activity - and check understanding. Where appropriate, provide written instructions, including reminders about chairing discussions, keeping notes and reporting back.
3. Make sure there is a variety of activities, reflecting different learning styles.
4. Vary the size and composition of small groups - and remember that the more groups and participants there are, the longer they will need to report back.
5. Mix and match participants to vary their interactions and encourage learning from a variety of different backgrounds and experiences.
6. Ensure that small groups are well-balanced - including, a good mix of professional expertise, ethnic/ cultural backgrounds and gender as appropriate.
7. Use exclusive group work for black or women staff only when it is essential to create additional safety, or where participants support the need to compare and contrast perceptions and experiences.
8. Leave sufficient time for feedback and de-briefing - and where possible, 'eavesdrop' on discussions so that issues and additional training messages can be anticipated in advance.
9. When working in plenary sessions or large groups, be conscious of non-participants and try to enhance their confidence to contribute by creating opportunities for them to speak.
10. Be sensitive to the personal 'baggage', external distractions and 'red herrings' that can block concentration and undermine learning.
11. In large group discussions, highlight the links between different contributions using verbal or written signposting.
12. Wherever possible, encourage ownership of ideas by enabling trainees to learn from experience - or each other.
13. Try to leave sufficient time for evaluation so that participants can give immediate feedback on the aspects that did/ did not work (and why).
14. Don't allow individual agendas or anecdotes to dominate the session.
15. Be flexible enough to let the discussion take its course if something important or relevant will be learnt
16. When dealing with particularly large numbers or limited time, invite small groups to record the points on a flipchart and post these up to encourage quiet reflection or informal discussion during breaks.
17. If using breakout rooms, make sure that these are close to the main training room, so that staff do not waste time travelling between rooms.
18. Adopt a trainee-centred approach and avoid giving orders, long speeches or individual reprimands.

Training resources

DISCUSSION GUIDELINES

- Respect the safety and dignity of everyone, including the trainer
- Be prepared to share your views and experiences and to learn from others
- Give everyone a chance to speak, listen and be heard
- Accept the fact that others may hold very different views or beliefs to your own
- Keep discussions safe by respecting confidentiality
- Keep to agreed times and try to stay focussed
- Turn off mobile phones or switch them to silent
- Let the trainer know if you have any unmet needs or prior commitments

Use ground rules and discussion guidelines to establish clear boundaries and encourage an appropriate ethos.

IMPLEMENTING RACE/ EQUALITY POLICY

WARM-UP DISCUSSIONS (5-10 minutes)

Working in pairs or groups of three, refer to the College's Race/ Equality statement and discuss...

- What this means to you in practice, in your current role
- A time when you've witnessed it being implemented or ignored
- The factors that help or hinder your team from delivering it
- How you demonstrate this commitment to college visitors
- How you would adapt or improve it for the learners you work with

These activities may look similar, but they would each lead the discussion in a different direction. Select only ONE of the options to meet the needs of the target group and complement the focus of the training.

Using checklists to promote good practice

TEACHING SPEAKERS OF ENGLISH AS AN ADDITIONAL LANGUAGE

Unless they learnt English in the home as a small child, a student's English will only be as good or as comprehensive as the formal instruction they've received. They may be reasonably fluent in conversational English or the language of daily social routines, but have had little or no exposure to any scientific, technical or academic English vocabulary. The classroom, workshop or laboratory may therefore be the very first place where the student has encountered a whole range of words and concepts.

Use this checklist to establish whether you are doing all you can to help Asylum seekers and other EAL students acquire this new vocabulary:

| DO I (or WE)... | ✓ | EVIDENCE? |
|--|---|-----------|
| ● Provide a stress-free, motivating learning environment? | | |
| ● Take the time to listen, encourage and correct? | | |
| ● Contextualise the content of handouts, lessons and curriculum themes | | |
| ● Recognise the role that the learner's first language plays when acquiring a second language? | | |
| ● Encourage learners to use their first language to clarify vocabulary and explain concepts? | | |
| ● Give clear instructions? | | |
| ● Avoid the use of jargon? Slang? Strong regional dialects? and unnecessarily long or complex words? | | |
| ● Use short, straightforward sentences? | | |
| ● Break texts up into manageable chunks? | | |
| ● Highlight and explain difficult, subject-specific vocabulary? | | |
| ● Use large print and clear handwriting? | | |

| DO I (or WE)... | ✓ | EVIDENCE? |
|---|---|-----------|
| ● Use texts, worksheets and handouts that are well-presented and clear? | | |
| ● Avoid language or materials that are 'culture-bound'? | | |
| ● Choose resources that interest and motivate the learner and are relevant to their age, ability and experience? | | |
| ● Use diagrams, pictures and charts to illuminate the text? | | |
| ● Avoid overloading the learner with text? | | |
| ● Help learners to analyse and extract the meaning from texts by underlining key words and important passages? | | |
| ● Label diagrams and paragraph headings? | | |
| ● Highlight the grammar as well as the content of worksheets? | | |
| ● Encourage learners to demonstrate understanding by... <ul style="list-style-type: none"> ● sequencing sentences or paragraphs to make a coherent whole? ● matching texts to diagrams and illustrations? ● sorting essential from non-essential information? ● grouping information into categories? | | |

Use checklists - or invite curriculum teams to develop their own - to highlight good practice with identified groups and support self-assessment and classroom observation.

Embedding Race Equality

How could this resource be used in training to raise awareness among frontline staff of Race Equality issues?

| | | | | |
|---|--|---|---|---|
| A person in a wheelchair | A person born and raised on a farm | A person with an Irish accent | A person who speaks more than one language | A person with a hearing disability |
| A person who is a Muslim | A person with a criminal record | A person of Chinese heritage | A young woman in her early twenties | A person who is left-handed |
| A person who is of mixed race | A young man who is colour-blind | A person who lives in a caravan or trailer | A person who lives in a council house | A person with Black African ancestry |
| A man in his sixties who cannot read or write | A person from an Eastern European country | A person who has a degree | A single parent with a two-year old child | A person who is over six feet tall |
| A person who is retired | A person who is a vegetarian | A person of Asian heritage | A person who is Jewish | A person who is gay or lesbian |

Staff may feel nervous when discussing Race/ Equality, particularly if it is a new or unfamiliar topic. Encourage 'buy-in' by embedding key messages into training resources and discussions with a wider focus and including groups everyone can identify with.

Lawful or unlawful?

A Jewish student goes to the canteen for lunch. When he enquires about Kosher food, the manager says 'we don't make special arrangements - what you see is what you get!'

A black man is turned down after being interviewed for a care-taking post in a predominantly white, rural college. The reason given by the head of Personnel is that the students would have given him a hard time.

There is an announcement in the College newsletter that, because ethnic minority staff are under-represented in senior management posts, a course entitled 'BEM staff into FE management' has been organised in partnership with a local university..

A Muslim student is constantly being hassled by a group of 17 year-old White boys. They tease her for wearing a headscarf and tell racist jokes within earshot, claiming that it's 'only a bit of fun'.

An Asylum-seeker is referred to the EAL (English as an Additional Language) by a College receptionist. When interviewed, it turns out he has a degree in Computer Science and was looking for an ITC course.

A large, inner-city College places an advertisement in the local paper for an Outreach Worker who can speak Punjabi and has good working knowledge of the local Sikh community.

A lecturer needed to set up work placements for two students. She contacted a local electronics firm and after explaining the purpose of the work experience, was invited to visit the factory. While touring the workshops, she mentioned in conversation that the students were black. The manager hesitated. He then explained that, while he had no personal objections, 'the guys on the factory floor' might not react well to this. He suggested sending two White students instead.

- What would you do if you were in this lecturer's shoes? Or the responsible Senior manager?
- Was this company in breach of the Race Relations Act?
- If the company concerned had Race Equality policy, would this have made a difference?
- What would have happened if this lecturer had agreed to send two white students instead, as suggested?

Legal jargon will send most people to sleep. Use 'live' scenarios and case studies that staff can easily recognise to raise awareness of unlawful or undesirable practices.

Language

In which circumstances do you think it would or would not be appropriate to use the following terms?

| | | |
|------------|-----------------------|-------------------|
| Girls? | Black? | Crippled |
| Ladies? | White? | Handicapped? |
| Housewife? | Half-caste? | Disabled? |
| Love? | Mixed-race? | Wheelchair-bound? |
| Man? | Asylum-seeker? | Special needs? |
| Lads? | Pakistani? | |
| | Gypsy? | |
| | Immigrant? | |

Encourage staff to think about the power of language and the importance of thinking about the meaning and context of words, so that they can make informed decisions about which terms to avoid

Any surprises?

AN INDUCTION ACTIVITY FOR LARGE GROUPS

Aims:

- to encourage new staff to identify other newcomers and introduce themselves
- to 'break the ice', challenge initial stereotypes and help form the group

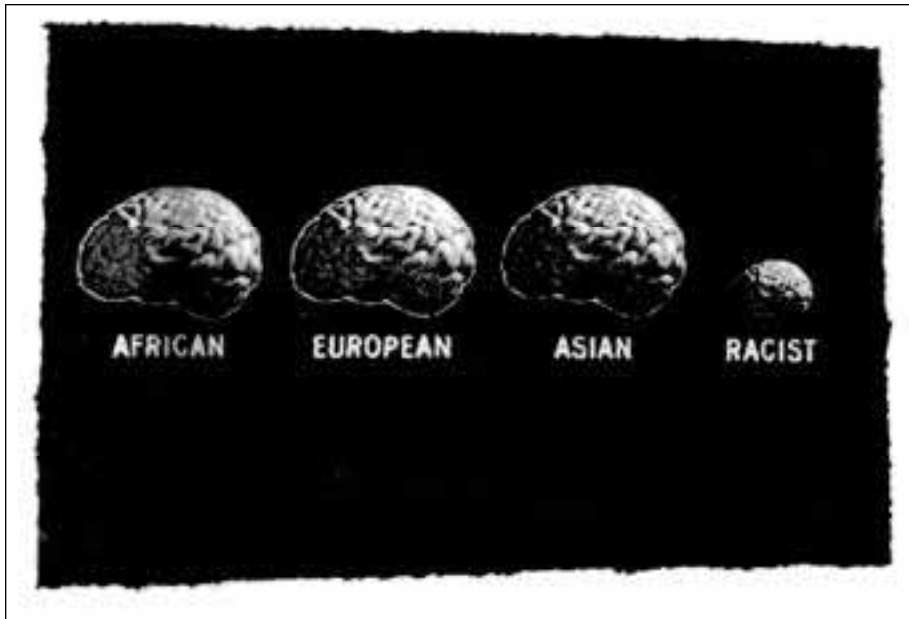
Task:

Ask everyone to look around the room and privately identify two people who they imagine they would have either a lot or very little in common with. Their task is then to mingle and introduce themselves to at least five people, without revealing whom they chose. Their discussions should include revealing something about themselves that no-one else would know.

Follow-up:

Ask if there were any surprises, especially when talking with people they thought they wouldn't have much in common with. Stress how easy it is to make assumptions about people based on age or appearance. Invite the group to remember this as they come into contact with colleagues and learners from a diverse range of cultures, backgrounds and experiences.

Smile...



From CRE advertising campaign



Race/ Equality training doesn't have to be humourless. Make sure staff know the difference between a racist joke that hurts or demeans, and jokes that can raise awareness and make everyone smile...

Glossary of key terms

● Black

Black is commonly used to describe people who because of their 'race', colour or ethnic origin are identifiably different. Originally used to refer exclusively to people of African descent, it also serves as an umbrella term and may include people from a much wider range of geographic, cultural and linguistic backgrounds. When used in this generic way, 'Black' refers to people with a common yet diverse experience of racism rather than a particular skin tone. The Commission has used the generic term 'Black' to refer to members of African, African Caribbean, Asian and other visible minority ethnic communities who may face racism. However, the Commission is conscious that the debate on terminology is not static.

● Culture

Culture refers to the shared rituals, symbols and practices that give a group its sense of identity. Expressed through music, language, food, dress, art etc, culture is a dynamic concept that may include, but is not necessarily the same as, someone's personal beliefs or their religious or moral values.

● Direct discrimination

Direct racial discrimination occurs when a person is treated less favourably than others on grounds of their race. The Race Relations Act defines 'racial grounds' as race, colour or nationality (including citizenship), and ethnic or national origins (RRA §1(1)(a)). However, the EU Race Directive which came into force in July 2003 recognises only race, national and ethnic origin within the term 'racial group'. People from all racial groups, including White people, are protected by this law.

● Ethnic minority/minority ethnic

Ethnic minority refers to people who belong to minority groups with a distinct cultural and historical identity. The term is used loosely to encompass:

- people who were born overseas but have settled in Britain
- people who are British born whose parents or grandparents were born overseas
- religious and linguistic minorities
- national minorities like the Welsh, Irish or Scottish.

The term 'minority ethnic' reverses the emphasis in order to stress that all people belong to ethnic groups. Thus people are described as belong to *majority* or *minority* ethnic groups. These terms may need to be reviewed as in some inner-city areas 'minority' ethnic groups are increasingly likely to be in the majority.

● Ghettoisation

The term 'ghettoisation' refers to the clustering of Black staff or students in certain geographic or vocational areas of the college – for example, ESOL or Community Outreach – in a way that confirms stereotypical assumptions about what Black staff or students do best.

● Harassment

The EU Race Directive includes the concept of Harassment. Under the changes which came into force in July 2003, it is illegal for an employer or an individual employee to harass a person because of their race, national or ethnic origin. Harassment on grounds of race involves violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. It is usually, though not always, intentional and on-going, and includes persistent name-calling, bullying, ridicule, and acts of psychological, verbal or physical abuse.

● Indirect discrimination

Indirect discrimination on grounds of race, national or ethnic origin occurs when a criterion or apparently neutral practice which applies equally to everyone has a disproportionately adverse effect on people from a particular racial, national or ethnic group, and there is no objective justification for the rule (RRA §1(1)(b), §28). The definition changed in line with the EC Burden of Proof Directive that came into force in July 2000.

● Institutional racism

Institutional racism, as defined by Macpherson, refers to *'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin... seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people'*. While it may be unconscious or unwitting, as Macpherson suggests, there is evidence that it can also be calculated and deliberate.

● Marginalisation

Marginalisation occurs when a person or group is excluded from decision-making or mainstream activities.

● Positive action

It is lawful under both the Race Relations and the Sex Discrimination 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 (RRA §37, §38; SDA§47). It is also lawful to address any special educational, training or welfare needs identified for a specific racial group (RRA §35). Positive Action encompasses a range of measures to encourage people to take full and equal advantage of opportunities in jobs, education and training. It is not to be confused with positive or 'reverse' discrimination, which involves giving preferential treatment to a particular group and remains illegal in the UK.

● Prejudice

Prejudice occurs when someone pre-judges an individual or group of people from a particular racial group because of ignorance or a belief in certain stereotypes or assumptions.

● **'Race'**

The idea that people belong to different races was developed in the 18th and 19th centuries in an attempt to explain perceived differences between people. However, genetic research has shown that a person's skin colour is of little more relevance than the colour of their eyes or hair. The notion of 'race' is used less and less these days as genetic research has shown that biologically, human beings are essentially the same. Recent studies also suggest that prior miscegenation (the mixing of people from different racial groups) is common within three or four generations, even in individuals who, from their appearance, are identified as White, Black or Asian.

● **Racism**

Racism describes a complex set of attitudes and behaviour towards people from another racial or minority ethnic group resulting from long-standing historical relationships. It is most commonly based on:

- the belief that physical or cultural differences correspond directly with differences in personality, intelligence or ability, leading to assumptions about racial superiority or inferiority
- the social and economic power of members of one racial or ethnic group to promote or enforce such attitudes
- racism is described in the Macpherson report as both overt and subtle '*...conduct ... words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin.*'

● **Stereotyping**

Stereotyping is the act of labelling or categorising particular groups, usually in a negative way, because of pre-conceived ideas. It relies on broad generalisations, often popularly held, that all members of a particular racial or ethnic group will think and behave identically.

● **Structural racism**

Structural racism describes discrimination that is endemic within wider society – for example, in education, employment, housing and the Criminal Justice system. It goes beyond individual organisations, referring to the way racism has come to pervade the culture and institutions of British society as a whole.

● **Tokenism**

Tokenism refers to the appointment or use of individuals in positions that carry little or no influence, conveying the false impression that they have power or status within the organisation.

● **Victimisation**

Victimisation on grounds of race occurs when a person is discriminated against for taking action under the Race Relations Act or for supporting such action by another (RRA §2). A recent ruling by the House of Lords makes it clear that an employer can be found liable regardless of whether they are consciously or subconsciously motivated.

● **Visible minority**

Visible minority is an alternative term for 'ethnic minority'. Some see it as a less ambiguous way of identifying non-White groups.

Resources and websites

● Race/Equality guidance

- Challenging Racism: Further Education Leading The Way (*Commission For Black Staff In FE, 2002*)
- Discrimination on the grounds of religion or belief: A NATFHE discussion document (*NATFHE, 2002*)
- The duty to promote Race Equality: a framework for inspectorates (*CRE, 2002*)
- Ensuring equality of opportunity: quality information pack (*AOC, 2002*)
- Ethnic monitoring: a guide for public authorities (*CRE, 2001*)
- Equality in practice: a guide to mainstreaming (*LSC, 2001*)
- Framework for a Race Equality Policy for Further Education Colleges (*CRE, 2002*)
- Joint agreement on guidance for Equality and Race Equality in Further Education (*AOC, 2002*)
- Learning & Skills Council strategic framework to 2004 (*LSC, 2001*)
- Race & Representation: An Inquiry, Harminder Singh (*NATFHE, 2002*)
- Race Equality in FE Colleges/
Book One: 'Attracting people who want to get in' (2002)
Book Two: 'Keeping People who want to stay' (2003)
Book Three: 'Training People who need to know' (2003)
(*Stella Dadzie/Commission for Black Staff in FE, 2002*)
- Race Relations (amendment) Act 2002: Equality & Diversity guidance (*LSC, 2002*)
- Statutory Code of Practice on the Duty to Promote Race Equality: A Guide for Institutions of Further and Higher Education (*CRE, 2002*)

● Websites

- Association of Colleges
www.aoc.co.uk
- www.asylumsupport.info
- Commission for Racial Equality
www.cre.gov.uk
- Disability Rights Commission
www.drc-gb.org/drc
- Equal Opportunities Commission
www.eoc.org.uk
- Home Office
(links to Human Rights Unit and Race Equality & Diversity Unit)
www.homeoffice.gov.uk
- Learning & Skills Council
www.lsc.gov.uk
- Learning & Skills Development Agency
www.lsda.org.uk
- NATFHE
www.natfhe.org.uk
- Network for Black Managers
www.feonline.net
- Niace Racially Inclusive Network
www.niace.org.uk
- OFSTED
www.ofsted.gov.uk
- The 1990 Trust
www.blink.org.uk
- The Runnymede Trust
www.runnymedetrust.org.uk
- The Refugee Council
www.refugeecouncil.org.uk

RACE EQUALITY IN FURTHER EDUCATION COLLEGES



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