

## Equality and Diversity Partnership Projects



### Case Study Reports for the Equality & Diversity Partnership project programme (2010-2011)

Co-financed by

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# 1. Introduction

The Learning and Skills Improvement Service (LSIS) and Skills Funding Agency invited learning and skills providers to submit bids for activities around equality and diversity (E&D) and community cohesion. Learning and skills providers were invited to bid for up to £25,000 each to undertake projects between November 2010 and 30 April 2011.

The fund was open to organisations in England whose primary function was as a provider of further education and training. Eligible providers needed to be Skills Funding Agency/Young People's Learning Agency-funded organisations (excluding schools) subject to inspection by Ofsted.

The deadline for receipt of project proposals was 15 October 2010. One hundred and forty project proposals were received.

The proposals were assessed by a panel of LSIS and Skills Funding Agency staff against the published criteria (for example, evidence of need, project aims, outputs and outcomes, partnerships, project planning, project and partnership management, quality assurance and evaluation, impact measurement, value for money, risk management, innovation, ability to promote equal access and inclusion, sustainability, dissemination of outcomes and forward strategy).

Following the scoring process the highest scoring project proposals were selected. Fourteen projects were selected and, following a short delay, commenced delivery in December 2010.

Given the tight timescale for delivery the following project management approach was adopted by LSIS and Skills Funding Agency:

- Completion of a mid-term summary report;
- Participation in a project management forum in London (January 2011);
- Project monitoring telephone calls for each project (January-February 2011);
- One-to-one project management meetings for selected projects (March-April 2011);
- Completion of project management case study template (May 2011); and
- Review of resources submitted to LSIS/Skills Funding Agency (May 2011).

Given the innovative nature of the projects, the emphasis was on impact and outcomes rather than specific outputs and projects were given a high degree of flexibility in how they were delivered.

In total over 1525 learners and 247 staff were engaged with. Although not the main aim of the projects, 107 people received qualifications and over 50 public, private and third sector organisations were supported. Around 75 workshops and events were delivered and over 40 sets of resources – for example action plans and toolkits – were produced.

This report analyses the work carried out by each of the 14 projects and reflects on how they illustrate the themes of the Equality Framework. It also includes a summary case study report produced by each of the projects. Each case study outlines the work carried out, the lessons learnt, outputs and outcomes, including resources and materials developed through the projects.

## 2. Setting the project themes against the Equality Framework

The Equality Framework is a continuous performance improvement tool, enabling learning providers to meet the diverse needs of staff and learners and to promote consistent practices.

Developed by Lifelong Learning UK (LLUK) in consultation with lifelong learning stakeholders, the framework consolidates the principles set out in previous lifelong learning initiatives, such as equality standards and competencies, and is intended to facilitate the journey towards equality excellence. The Common Inspection Framework includes equality and diversity as a limiting grade. It contributes to and may limit a provider's overall grade of effectiveness. The Equality Framework uses the same principles of evidence gathering to demonstrate that the provider has considered equality in five performance areas.

The Equality Framework has been modelled on the Equality Framework for Local Government, which came as a successor to the well-established Equality Standard for Local Government that had been in operation since 2001. The Equality Framework is now available on the Excellence Gateway: <http://www.excellencegateway.org.uk/page.aspx?o=256637>.

In the table below, we have matched each project against the themes from the Equality Framework. Some of the projects fit into more than one category.

Theme	Project
Leadership and organisational commitment	<p>Accrington and Rossendale College (Meeting the needs of LGBT learners in Pennine Lancashire)</p> <p>Lewisham College (Sexual bullying and gender conflict)</p> <p>Myerscough College (Equality and Diversity Curriculum and the Community)</p> <p>Q Training Ltd (Embedding learning in everyday for disadvantaged groups)</p> <p>Sussex Downs College (Equality and diversity in the apprentice learner journey)</p>
Learner and stakeholder engagement	<p>Accrington and Rossendale College (Meeting the needs of LGBT learners in Pennine Lancashire)</p> <p>Amersham &amp; Wycombe College (Research and Publicity to engage Young Pakistani Individuals into College life)</p> <p>Grimsby Institute (Empower – Supporting LGBT communities to participate and achieve in education, learning and training)</p> <p>Hartlepool College of Further Education (Roots to Success)</p> <p>Hull Adult Education Service (Improving declaration rates for learning difficulties, disabilities and support needs in adult and community education)</p> <p>Kirklees Council (Independent Action)</p>

	<p>Lewisham College (Sexual bullying and gender conflict)</p> <p>Q Training Ltd (Embedding learning in everyday for disadvantaged groups )</p> <p>Stockton Riverside College</p> <p>Telford and Wrekin Council and Small Woods Association (Amazon Woman)</p> <p>WILD Young Parents' Project (Inspiring young mums)</p>
Learner achievement, access and experience	<p>Amersham &amp; Wycombe College (Research and Publicity to engage Young Pakistani Individuals into College life)</p> <p>Grimsby Institute (Empower – Supporting LGBT communities to participate and achieve in education, learning and training)</p> <p>Hartlepool College of Further Education (Roots to Success)</p> <p>Hull Adult Education Service (Improving declaration rates for learning difficulties, disabilities and support needs in adult and community education)</p> <p>Kirklees Council (Independent Action)</p> <p>Lewisham College (Sexual bullying and gender conflict)</p> <p>Stockton Riverside College</p> <p>Sussex Downs College (Equality and diversity in the apprentice learner journey)</p> <p>Telford and Wrekin Council and Small Woods Association (Amazon Woman)</p> <p>WILD Young Parents' Project (Inspiring young mums)</p>
A modern and diverse workforce	<p>Q Training Ltd (Embedding learning in everyday for disadvantaged groups )</p>
Community awareness and equality mapping	<p>Amersham &amp; Wycombe College (Research and Publicity to engage Young Pakistani Individuals into College life)</p> <p>C G Partnership (Youth and Diversity, Our Journey)</p> <p>Grimsby Institute (Empower – Supporting LGBT communities to participate and achieve in education, learning and training)</p> <p>Myerscough College (Equality and Diversity Curriculum and the Community)</p>

From the table above, it is clear that there is a good spread of projects covering each theme. That noted, there remain some areas that are less well represented, in particular the

'developing a modern and diverse workforce' theme. As shown by the latest Annual Workforce Diversity Profile<sup>1</sup>, staff diversity continues to be a major issue for the learning and skills sector.

## 3. Case study evidence

This section reflects on how the case studies illustrate different aspects of the Equality Framework, to enable users of the Framework to find examples of good practice relating to each theme.

### 3.1 Leadership and organisational commitment

All the projects demonstrated aspects of the organisational commitment theme. For example, Lewisham College involved learners in the media and drama departments to create a short film in which they acted out an incident of sexual bullying and gender conflict. This provided a stimulus for discussion and fed into a widely disseminated resource to support staff to address issues of sexual bullying and gender conflict with learners.

Accrington and Rossendale College researched how to meet the needs of young Lesbian, Gay, Bisexual and Transgender (LGB and T) learners in the local area. The college was keen to improve its understanding and act as a leader to the wider community. It used a mix of focus groups, consultations with LGB and T learners, the development of staff resources, and training to achieve this. The college used an online research questionnaire to gather the views of LGB and T people within East Lancashire. The project culminated in the publication of a report and dissemination across the region.

Myerscough College used sport to advance equality in the community. They delivered a Schools, Citizenship, Anti-Racism and Football project (SCARF) which used football, other sports and art activities to engage children and young people in anti-racism/multicultural education in the local area. This project questioned the views of learners, and encouraged them to think about the consequences of racist behaviour. Myerscough College Sports students' were involved with course delivery and worked with pupils in schools. A 'Respect' week at the college was used to strengthen organisational commitment and make links with the local community.

Organisational commitment was also demonstrated through the work of Sussex Downs which produced a good practice toolkit to help Work Based Learning (WBL) providers to improve how they collect equality evidence. Amersham & Wycombe College developed an action plan that was incorporated into the college's wider Equality and Diversity Action Plan.

Q Training aimed to advance equality in the organisations it works with in the care sector. It did this by training staff in how better to support the people in their care with learning difficulties and mental health problems. The training aimed to enable staff to embed skills development in day-to-day activity, focussing on literacy, numeracy, employability, ICT and self confidence. Staff also learned to work with their clients to use open-source, web-based learning and development materials.

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<sup>1</sup> Lifelong Learning UK, Annual Workforce Diversity Profile, 2008/09 (published February 2011)

## 3.2 Learner and stakeholder engagement

Learner and stakeholder engagement was another important element in all the projects. For example, the Grimsby Institute undertook research with LGB and T people in order to develop training tools for educational professionals. Similarly, Hull Adult Education Service used research to increase declaration rates of learning disability, difficulty and support needs for students on Adult and Community Learning (ACL) courses. Learners' views were gathered and 'ambassadors' were trained to engage with particular learners.

Amersham & Wycombe College wanted to become the provider of choice for the local Pakistani community and to help Pakistani students maximise their opportunities and achievements. They used research to help understand and respond to the needs of the Pakistani community. The College shared its project findings with other providers with a significant Pakistani minority, such as Nelson & Colne College in Lancashire, to work together and inform further strategies.

Hartlepool College of Further Education gave thirty six offenders at a local open prison the opportunity to work on a community allotment operated by the College and the local authority. The project provided the offenders with opportunities to engage in 'community payback' activity whilst gaining practical horticulture skills along with 'softer' skills, such as communication, teamwork, planning, organising and decision-making. The project enabled closer and more effective relationships between partners – a local open prison, a further education college and a local authority. It also included an element of community engagement, as the beneficiaries were brought together with other allotment users, including adults with learning difficulties and disabilities.

The Small Woods Association delivered a 12-week learning programme for women offenders within the male-dominated forestry sector. For two days per week in a woodland environment, the women received expert tuition and support to gain skills in woodland management and greenwood crafts. They also received mentoring and guidance into further opportunities, such as employment, training and volunteering. In addition to gaining new skills, the women developed their social skills, and were supported to address their individual offending behaviours with the aim of enabling reintegration into mainstream society. The programme emphasised team building, self confidence, self reliance and greater personal and social responsibility. It was delivered through a strong local partnership involving third sector organisations, learning and skills providers, and the probation service.

Kirklees Council Independent Action developed and piloted a training package for learners from Kirklees with sensory impairments (auditory and visual). The training enabled them to contribute to fundraising and accounting functions in voluntary, community and faith organisations.

The WILD Young Parents' Project improved access to learning for young mothers living in Cornwall through 'experience days' and other support. The project improved the understanding of both the young women and the staff of the learning opportunities available. It also improved the understanding of staff of the barriers and support needs of young women.

## 3.3 Learner achievement, access and experience

All the projects aimed to help improve achievement, access and learner experience. For example, the WILD project improved access to learning through 'experience days'.

The Grimsby Institute contributed to achievement, access and experience through its Empower LGBT conference and E&D Northern Network Event.



Research also played a part in improving learner achievement – Amersham & Wycombe College’s work with the Pakistani community led to changes in how the College engaged with the Pakistani community and the development of communication tools to inform learners about career options and widen access to the curriculum.

The Hartlepool College of Further Education and Small Woods Association projects improved access to skills and qualifications for offenders, including horticulture and woodland management skills, as well as ‘softer’ skills.

The Kirklees Council training enabled access to training in fundraising and financial management and increased the confidence of the learners. The project also promoted further learning.

The reading group at Stockton Riverside College allowed English for Speakers of Other Languages (ESOL) learners to talk informally with native English speakers outside of the classroom. This helped learner achievement by tackling language barriers. In addition, other learners had a chance to meet people from different cultural and racial backgrounds, which helped challenge stereotyping.

Sussex Downs College increased its own understanding and that of its contractors, of the importance of E&D data in addressing achievement and participation gaps. The project also led to changes in the way Skills Advisers conduct their conversations with employers regarding the recruitment of apprentices.

### 3.4 A modern and diverse workforce

A number of the projects provided staff training on E&D. The Q Training project was most relevant to this theme as it embedded learning and development within the day-to-day activities of support workers. This equipped them to help service users with their own personal development. The project also supported organisations in promoting learning to their staff and care clients.

### 3.5 Community awareness and equality mapping

The work at Amersham & Wycombe College helped establish stronger links between the provider and its community, including addressing issues of community cohesion.

The CG partnership project addressed a number of issues related to ethnic diversity and rural living in Lincolnshire. It centred on raising vulnerable students’ awareness of E&D and the effects of extremism on their community. The scope of the project was broadened to include a range of E&D issues that were relevant to the students, such as anti-Semitism.

The Myerscough College project aimed to raise awareness of racial equality among young people in the community. All students involved in the project confirmed that their awareness of E&D issues had increased. The project also raised the awareness of staff within the college of the benefits of Equality Impact Assessments (EIAs), and equality data analysis. A model of good practice was developed with Curriculum Heads, including the need for a data schedule to produce regular, detailed analysis to support EIA.



## 4. Dissemination of Projects to Learning Providers

In June and July 2011, LSIS and the Skills Funding Agency organised two major dissemination events in York and Birmingham respectively. Our aim was to disseminate learning, findings and recommendations from the projects we supported in the last two years.

Delegates were impressed with the level of commitment which went into developing these projects and the diversity of resources available to support equality, diversity and inclusion activities. All the case study reports and resources from the projects are now live on the Excellence Gateway: <http://www.excellencegateway.org.uk/edresource>.

What delegates fed back to us after the two events:-

- 'There was a wide variety of schemes covering most Equality and Diversity areas.'
- 'There were lots of ideas for networking and building links in community and promoting Equality and Diversity – for both learners and staff! Ensure more promotion of flexible learning option for staff/managers.'
- 'Information provided today is so valuable'
- 'I will inform my staff of the free resources available that were shown to us today.'
- 'Thank you, delivery and providers were excellent!'
- 'Practical information from those who had developed and used materials'
- 'The whole event was very useful – the dissemination of some excellent practice was the strength of the event. '
- 'This event has highlighted the resources that are available for E&D that can be utilized in my day to day activities as an Assessor. It has given me clear signposts into developing our E&D Policy.'
- 'Sexual bullying and Gender conflict was the most useful for myself. The whole showcase and the chance to chat with providers was great.'
- 'Showcases were very good – useful sharing and through provoking'
- 'Showcase events and networking. Picked up good practice and lots of resources.'
- 'Access to resources. Lots of free resources and guidance which will save hours, no weeks, of research!'
- 'Finding about the projects and resources. These things we can actually use – excellent!!'
- 'The showcase was a really initiative method to expose professionals to differing E&D approaches to various characteristics. I was pleased I went to a variety of areas. Great to network!'

## 5. Annex: Case studies<sup>2</sup>

### Accrington & Rossendale College

<b>Provider and project name</b>	<b>Accrington &amp; Rossendale College</b> <b>'Meeting the needs of LGB&amp;T learners in Pennine Lancashire'</b>
<b>Contact person</b>	Tamsin Deasey 01254 354095 <a href="mailto:tdeasey@accross.ac.uk">tdeasey@accross.ac.uk</a>
<b>Aim and scope of project</b>	<p>The aim of the project was to establish the most effective method to ensure that needs of young Lesbian, Gay, Bisexual and Transgender (LGBT) learners in the local area are met by the College. The project provided the opportunity to better understand the needs of LGBT learners and to maximise their participation and retention within the college.</p> <p>The project:</p> <ul style="list-style-type: none"> <li>• Carried out a needs analysis of LGB&amp;T learners</li> <li>• Funding a LGB&amp;T youth social/support group</li> <li>• Held LGBT learner focus groups</li> <li>• Created an interactive website</li> <li>• Carried out an Equality Impact Assessment on relevant college services and activities</li> <li>• Undertook an online research questionnaire</li> </ul>
<b>Main issue to address</b>	<p>In 2008/09, 3,770,900 adults participated in Government-funded learning (excluding Higher Education). There is no way of measuring how many of them are LGBT without sexual orientation monitoring. However, the Government places estimates that between 5-7% of the UK population are lesbian, gay or bisexual, while the Gender Identity Research and Education Society estimates that around 600 in every 100,000 people may experience some degree of gender variance.</p> <p>Applying these statistics to the College, based on 6000 enrolments, there should be:</p> <ul style="list-style-type: none"> <li>• An estimated LGB population of 420 learners; and</li> <li>• An estimated 36 learners that have experienced some degree of gender variance.</li> </ul> <p>The project aimed at establishing an effective model of practice to support LGB&amp;T learners.</p>
<b>Partnership and roles</b>	<p>Accrington &amp; Rossendale College was the lead organisation and coordinated all activity in line with the project funding outline.</p> <p>Lesbian and Gay Foundation (LGF) delivered training to staff and students, co-ordinated the focus groups, devised the online</p>

<sup>2</sup> These case studies have been edited.

	questionnaire, and prepared the final report.
<b>Project outputs</b>	<ul style="list-style-type: none"> <li>• An LGBT youth social/support group was contacted and partnered with for the duration of the project. The LGBT youth group was attended by approximately 8-10 people on a weekly basis for the duration of the funding.</li> <li>• LGF hosted an awareness day held at the college in December 2011, which promoted the project alongside generic LGBT resources and support lines</li> <li>• 3 focus groups were held (1 was held with the LGBT youth social/support group, with 2 further groups held at the college)</li> <li>• 75 members of staff attending LGBT awareness training delivered by the LGF</li> <li>• 120 students attending LGBT awareness training delivered by the LGF</li> <li>• An online research questionnaire aiming to get the views of LGBT people within the East Lancashire community was devised and was live on the College's website and the LGF's website for the duration of the project</li> <li>• A report was commissioned from the LGF based on information gathered from both focus groups &amp; the questionnaire.</li> </ul>
<b>Project impacts and outcomes</b>	<p>Actual</p> <ul style="list-style-type: none"> <li>• Increased awareness of LGBT issues, directly related to our learners for all staff that attended the awareness building sessions.</li> </ul> <p>Responses to the question 'What will you do differently as a result of the workshop?' included:</p> <ul style="list-style-type: none"> <li>• I will be able to refer students to the correct point of information more effectively</li> <li>• Challenge Homophobic bullying</li> <li>• Be more aware</li> <li>• Challenge language and stereotyping</li> <li>• Use more LGBT images in Powerpoint &amp; media</li> <li>• Challenge students language/terminology</li> <li>• Utilise LGF resources to highlight area for support mechanisms</li> </ul> <ul style="list-style-type: none"> <li>• Increased knowledge of the issues surrounding LGBT people in the East Lancashire area via survey results.</li> <li>• Increased awareness of internal LGBT work and the support in place for learners.</li> <li>• Increased awareness that the College is an LGBT friendly organisation to both current student body (throughout internal promotions and the focus groups) and to the wider community through a LGBT web page and the survey.</li> <li>• Allowed the College to provide more targeted and focused support packages and services for LGBT learners and LGBT people in the wider community thanks to more in-depth knowledge gained from the survey and the focus groups.</li> <li>• Gave the College the ability to provide better services to LGBT</li> </ul>

	<p>learners with free resources and information sources, thanks to stronger networks being put in place thanks to the project.</p> <ul style="list-style-type: none"> <li>• Provided a safe and secure environment for LGBT youth to meet and be supported via the funding of the LGBT youth group.</li> <li>• Showed the College the need to hold a wider selection of LGBT affirmative literature, which has been actioned.</li> <li>• There was also a massive gap between students' understanding of and sympathy with transphobia as compared to homophobia. When gender identity was broached, it was met with a general lack of understanding. Therefore the College's Sexuality and Gender Identity Sub Committee will pick up this finding and look at promoting more trans-specific messages.</li> </ul> <p>Expected</p> <ul style="list-style-type: none"> <li>• Increased understanding and empathy of LGBT issues amongst school children and teachers in every school in East Lancashire once the safer schools pack is distributed.</li> <li>• A decrease in homophobia within secondary schools in East Lancashire once LGBT issues are highlighted within schools, thanks to the safer schools pack.</li> <li>• A decrease in homophobia within the College now that both staff and students have a better understanding of LGBT issues.</li> <li>• The College will look to identify appropriate staff to act as points of contact or mentors for LGBT students. The report findings highlighted that ability to confide safely and confidentially in a member of staff with regard to issues connected to sexual orientation and gender identity is important to provide individuals with a secure environment. Therefore the College will look to implement this suggestion.</li> <li>• The College will look to amend the Single Equality Scheme so that it recognises sexual orientation and gender identity as being separate from gender.</li> </ul>
<p><b>Timeframe for realising impacts, outputs and outcomes</b></p>	<p>Challenging and changing beliefs linked to homophobia and transphobia is an ongoing project and one that will not show an immediate impact. This project enabled the College to build awareness of LGBT issues and promote an LGBT friendly environment. It also provided a stepping stone to take LGBT work forward in the future, including tackling homophobia within all schools and colleges in East Lancashire.</p> <p>Immediate impacts can be seen within the College and staff and learners have a better understanding of LGBT issues.</p> <p>The recommended actions that have arisen from the final report including amending the Single Equality Scheme and identifying appropriate staff who can be LGBT mentors will be picked up immediately (May 2011) by the Sexuality and Gender Identity Sub Committee and should be implemented within three months.</p> <p>Once the safer schools packs are disseminated to schools and used by the teachers this will change homophobic beliefs within</p>

	<p>schools in East Lancashire.</p> <p>Longer term impacts will be challenging and changing homophobia ideas within the wider community and obviously this will be an ongoing outcome with no end date.</p>
<b>Number of learners and equality groups</b>	<p>The project will impact on all of our learners for a number of reasons including:</p> <ul style="list-style-type: none"> <li>• Staff have undergone LGBT training and are better equipped to deal with LGBT issues raised by their learners.</li> <li>• Many of learners that may never have been exposed to LGBT issues now have a greater understanding of them and are more understanding of their fellow LGBT learners.</li> <li>• By promoting an LGBT friendly College it shows the value of all learners and support all diverse cultures and backgrounds. In turn this shows that bullying and/or harassment of any form will not be tolerated.</li> </ul>
<b>Impact of working with LSIS</b>	<p>The partnership with LSIS gave us the opportunity to:</p> <ul style="list-style-type: none"> <li>• Gain a better understanding of a largely overlooked section of the College community.</li> <li>• Provide a vehicle for forming strong relationships with other LGBT organisations and community groups across Lancashire.</li> <li>• Change the culture of the College and highlighted the importance of all staff and students, not only being tolerant of, but also being empathetic with LGBT people.</li> <li>• Highlight the issues facing LGBT learners in schools and Colleges across a large geographic region of East Lancashire, with the aim of stamping out homophobia at a young age by re-educating children aged 11 – 16.</li> <li>• Promote LGBT awareness among both -College community and wider East Lancashire.</li> </ul>
<b>Value for money</b>	<ul style="list-style-type: none"> <li>• The project enabled the local LGBT group to continue for the duration of the project (after losing their own funding in November 2010).</li> <li>• The focus groups identified that many students felt most vulnerable in secondary school, many faced homophobic bullying and many felt that teachers found it difficult to support them. The project enabled the College to purchase safer schools packs which raise awareness of LGBT issues to students and teachers within the College and to all 50 schools in East Lancashire by sending them copies of the pack alongside copies of the LGF research findings.</li> <li>• 75 Members of college staff were trained in LGBT Awareness during a staff development day which enabled them to become more aware of the issues faced by LGBT students.</li> <li>• 120 students attended LGBT Awareness sessions – hopefully leading to a more positive attitude towards LGBT students from their peers.</li> </ul>
<b>Involvement of senior management</b>	<p>The project was delivered as a discrete project, coordinated through the College Development Team. A project steering group was set up to include college staff and partners. The College</p>

	<p>representative on the Steering Group will undertake the project management role on an operational level and reported back to the College Development Team. This team will report internally to the College Development and Funding Group and to the Steering Group. The College Development and Funding Group, made up of members of SMT, oversee the performance of externally funded contracts. This group reports to the College Principal regarding any serious issues of underperformance or risk.</p>
<p><b>Other stakeholders</b></p>	<p>The Young People's Service (YPS) supported the project from the beginning, promoting the message, distributing key messages regarding the survey and focus groups and generally agreeing to be a driving force behind promoting LGBT awareness within the community. The YPS have also agreed to work with the College going into the future around LGBT issues.</p> <p>Lancashire County Council had an involvement in the project and a member of the Council sat on the steering group. They provided the College with contact details of large networks of LGBT and health organisations across Lancashire who could not only promote our project but could also provide us with resources and much more.</p>
<p><b>Learner involvement in planning and delivering the project</b></p>	<p>Learners were not directly involved in the planning and delivery of the project but their feedback from focus groups and the survey will inform the College's future LGBT support package.</p>
<p><b>Raising awareness</b></p>	<p>Awareness of the project was raised in a large number of ways:</p> <ul style="list-style-type: none"> <li>• Through poster and flyer drops within the local community, such as public buildings, youth clubs, and libraries.</li> <li>• By emailing and dropping flyers at every secondary school in the area.</li> <li>• Utilising the networks of our local health services, Young People's Service and much more to email and post flyers to all members.</li> <li>• Distributed to every single 16 – 18 year old learners within the College via a flyer handed to them during one-on-one support sessions and distributed more generically in all College social areas.</li> <li>• A web page on the College website and a page on the College intranet.</li> <li>• Promoted in the wider Greater Manchester area by the Lesbian and Gay Foundation, on their website, email bulletins and in their magazine OutNorthWest.</li> <li>• A dissemination event took place on 3 May focused on disseminating findings to College staff. The LGF presented their research findings and recommendations.</li> <li>• The research findings will be further disseminated through our College staff at various external meetings including the PSHE consortia in May and the college sexual awareness day in June.</li> <li>• The findings will be disseminated to every secondary school in East Lancashire (five copies of the final report and five safer</li> </ul>



	schools pack to each school)
<b>Forward strategy</b>	<p>The College has an existing Sexuality and Gender Identity Sub Committee that includes seven staff members from all areas of the College and feeds into the main equality and diversity committee. This group aims to ensure that LGBT issues are on the agenda at the College and that we provide support for our LGBT staff and students.</p> <p>The Sexuality and Gender Identity Sub Committee continues to run to promote LGBT awareness within the College and the wider community. The College now works closely with schools after they have received copies of the safer schools pack. The establishing of an LGBT youth group to support not only our learners but also the wider community is also being examined.</p>
<b>Difficulties</b>	<ul style="list-style-type: none"> <li>• Lack of learner engagement initially</li> <li>• Lack of engagement from secondary schools in the area – no one would sit on the steering group</li> <li>• Lack of responses to the online survey from the learners within college or the wider community</li> <li>• Staff resistance (minimal) to attend the LGBT staff awareness training days mainly due to religious or personal beliefs.</li> </ul> <p>Whilst initially schools were not involved in the steering group the College Health practitioner has been used to link with the school's health practitioners to get them to accept and utilise the safer schools packs.</p> <p>Whilst the number of respondents to the online survey remained low throughout the project, sufficient evidence were gathered.</p>
<b>Lessons</b>	<p>A major learning point from the project was that people are still very reluctant to voice their sexual orientation or their views around needs as an LGBT person. A small proportion of the local community completed the online survey even though it was promoted extensively for a number of months. This highlights that either people are still too afraid to publicly 'out' themselves, or as was evident from the focus group feedback, they do not want to be 'singled out' or 'differentiated' because of their sexuality.</p> <p>This seems to be a shift which could be attributed to age. Whilst older LGBT people tend to be less open about coming out because they see it as being a private and confidential part of their lives, younger people tend to be less open about it as they don't want to be treated differently to heterosexual people and don't feel they need to be differentiated.</p> <p>Both factors highlighted that it is still extremely difficult to gather data on the LGBT community and without this data we cannot deliver appropriate services and support to mirror this segment of our community.</p> <p>If repeated the following factors would have a huge impact on the outcomes:</p>



- More support from local secondary schools and the Young People's Service at the beginning of the project to increase the number of respondents.
- Potentially by branding the survey with the College logo some people may have been deterred from completing because of privacy issues.
- More student awareness sessions would greatly help to decrease any ignorance around LGBT issues within the College community. Due to timescales of the project it was not possible to conduct more learner awareness sessions.

The project was extremely useful in realising the views of opinions of not only LGBT learners in Pennine Lancashire but also gaining understanding of the views of non-LGBT people in the area, and what issues LGBT people still face. We were able to gather views, gain evidence, support a local LGBT youth group and also provide every school in East Lancashire with information on LGBT issues with a view to ending homophobia and transphobia. None of this would have been possible without the LSIS project funding and it could make a huge difference to the lives of LGBT youth in the area.

# Amersham & Wycombe College

<b>Provider and project name</b>	<p><b>Amersham &amp; Wycombe College</b></p> <p><b>Research and Publicity to engage Young Pakistani Individuals into College life</b></p>
<b>Contact person</b>	<p>John Atkinson – Director of Human Resources and Organisation Development            Email – <a href="mailto:jatkinson@amersham.ac.uk">jatkinson@amersham.ac.uk</a>            Telephone 01494 585523</p> <p>Ismail Humphrey - Learner Data Services Manager            Email <a href="mailto:ihumphrey@amersham.ac.uk">ihumphrey@amersham.ac.uk</a></p> <p>Sanna Manir</p>
<b>Aim and scope of project</b>	<p>To reverse the downward trend in learner numbers from the Pakistani community, to ensure that Pakistani students maximise their opportunities and achievements in College and to understand and respond to the needs of the Pakistani community to ensure we are their local community FE provider of choice.</p>
<b>Main issue to address</b>	<p>There were 4 key problems affecting our Pakistani students:</p> <ul style="list-style-type: none"> <li>• To reverse the decline in the numbers enrolling</li> <li>• To reverse the downward trend in retention</li> <li>• To narrow achievement gaps in certain areas at Level 1 and 2 long courses</li> <li>• To increase the distribution of students across the whole curriculum offer.</li> </ul>
<b>Partnership and roles</b>	<p>Connexions – Provided data and advice on tracking Pakistani destinations in Buckinghamshire.</p> <p>Peer Review and Development Group Members (PRD) for sharing comparable data on Pakistani students</p> <p>Parent Pupil Partnership Unit – High Wycombe</p>
<b>Project outputs</b>	<p>The main output was a research paper, conclusions, recommendations and an action plan. The College will commission media students to develop a specific marketing and information strategy directed at the Pakistani community.</p> <p>An action plan was adopted into the existing College Equality and Diversity Action Plan with appropriate measures and impact assessment.</p> <p>The College shared its findings with other colleges with significant Pakistani visible minority in their communities and to this end we have teamed up with Nelson &amp; Colne College in Lancashire to work together and inform further intervention strategies to achieve the objectives of the report.</p>
<b>Project impacts and outcomes</b>	<ul style="list-style-type: none"> <li>• A verbal report has been made to the Senior Leadership Team who have confirmed their commitment to implementing the Action Plan.</li> <li>• A change in way the college will interact and engage the Pakistani</li> </ul>

	<p>community.</p> <ul style="list-style-type: none"> <li>• To develop communication tools to inform the community of the career options available to potential students, to widen access to the curriculum and to see an increase in the spread of students from being concentrated in specific areas.</li> <li>• To engage the ambassador to promote the college and to work in partnership to build a better understanding of and address the needs of our Pakistani students.</li> <li>• To provide material and knowledge to change teacher behaviour towards Pakistani students and their perspectives of the community so they are better informed to respond proactively to their students and prospective students.</li> <li>• Teachers in courses not usually visible or sought after by prospective Pakistani students are putting forward ideas to make their courses more appealing to the Pakistani community.</li> <li>• The action plan derived from the research specific targeted interventions which lead to a cultural shift in the organisation development of the College championed by the Director of Human Resources and Organisation Development.</li> </ul>
<b>Timeframe for realising impacts, outputs and outcomes</b>	<p>Short term (immediate and quick action to implement) and Medium term (requires resources and a longer timescale but reasonably quick to implement once building blocks in place). The longer term (impact of short and medium term interventions) will take time to feed through to results for example a broader distribution of Pakistani students across the curriculum offer.</p> <p>Short term – immediate and deliverable by July 2011.  Medium term – deliverable in year 2011/12  Longer term –post 2012</p>
<b>Number of learners and equality groups</b>	<p>The Project will have an impact on first year learners from the Pakistani community moving to second year in 2011/12 and on prospective students from year 2011/12. This will cover 8% of our student learners.</p>
<b>Value for money</b>	<p>The College has limited funds and would not have been able to conduct a thorough piece of research. We would have done something but there would have been concerns about the output and whether our conclusions would have been robust enough to make a significant difference in a short space of time.</p> <p>The community will ultimately benefit in that using the outputs from the research the College will get closer to the Pakistani community, to work with it rather than on the periphery and be able to offer a much more inclusive educational provision which will change the respective perspectives of how the community see this college and how we see the community in our midst. Creating mutual understanding and wider opportunity will play a significant part in community cohesion.</p> <p>The project also benefits our wider student community outside the Pakistani community to build understanding and inclusiveness and broaden our Equality and Diversity cultural change.</p>
<b>Involvement of senior management</b>	<p>The project was sponsored by our Principal, championed by the Director of HR and OD and involved co-operation across all SLT partners.</p>

	At the end of April the SLT received a verbal report and committed itself to implementing the action plan and making significant impact.
<b>Other stakeholders</b>	Muslim Parent Association and Karima Foudation – Prepared to promote our work Cressex School (where Pakistani students are the majority pupils) – agreed to promote a visit of year 11 students to College to experience Performing Arts and other Creative Industries curriculum offers. This is an area of under representation and complements our objective of having a wider distribution of underrepresented groups across our curriculum.
<b>Learner involvement in planning and delivering the project</b>	Learners were not involved in planning however learners were involved in informing the research and the outcomes so that their views will be extremely influential in determining how the college responds to them.  One of the expected outcomes is that we will commission media students to produce a communications strategy including material appropriate to its promotion and badged with the LSIS signage.
<b>Raising awareness</b>	Staff and students are very aware of the project and our plans are to: <ul style="list-style-type: none"> <li>• Make presentations to the student union (Learner voice)</li> <li>• Presentations at staff development</li> <li>• Presentations to influential Community Groups</li> <li>• Report on the research and the action plan will go on the college website and accessible to the public</li> <li>• Interviews on local community radio, Awaaz Radio High Wycombe 107.4 FM</li> <li>• Partnership working with the Muslim Parents Association.</li> </ul>
<b>Forward strategy</b>	The funding was the research and findings stage of the project. The college will publically announce its commitment to the outcomes and make achievement of the recommendations a core plank in its strategic mission and Quality Improvement Plan for year 2011/12.
<b>Difficulties</b>	There was a misunderstanding of our intentions as an out-reach worker from the Pakistani community visited a partner schools used a questionnaire designed solely for Pakistani students in a mixed group of students and without authorisation from the college project co-ordinator or the head teacher.  The delay in final confirmation of the bid meant that the internal resource allocated to the project had been assigned elsewhere and we took the decision to engage an external researcher.
<b>Lessons</b>	We gained a better understanding of the culture and values of the visible minority community in our midst and that a one size fits all is wholly inappropriate. The issues within the community are in themselves quite complex and diverse and require the college to address them in a way that supports opportunity, family security, community cohesion and inclusiveness. As a provider with a strong white European profile amongst teachers more work needs to be done to develop better understanding. Our work will be of benefit to other providers where a visible minority community is in the heart of a predominantly rural area where employees represent the dominant majority in the community.

We would have liked to research much more of the media avenues in the community to gain a better understanding of how that media influences community opinion. However this will be a stated aim within our action plan.

# CG Partnership

<b>Provider and project name</b>	<b>CG Partnership Equality &amp; Diversity Journey</b>
<b>Contact person</b>	Josie Pederson/Rebekah Sanderson <a href="mailto:rebekah@cgpartnership.com">rebekah@cgpartnership.com</a>
<b>Aim and scope of project</b>	<p>Students all live in rural areas of Lincolnshire and the ethnic diversity is low. An increase was observed from 0.7% in 1991 to 1.3% in 2001 but a more accurate and up-to-date figure will be available following the 2011 Census.</p> <p>Through a lack of contact with people of a different ethnic or religious background to themselves, students feel uncomfortable and unsure of their own feelings about black and minority ethnic (BME) groups. A key issue centred on several students being involved with youth football firms.</p> <p>The aim of the project was to raise vulnerable students' awareness surrounding equality and diversity and highlight to them the effects that locally active right-wing extremist organisations may have on their community. It also aimed to give them a sense of community-cohesion, helping them understand why these organisations can be so far reaching and damaging.</p> <p>Throughout the project the focus has widened to include many more facets of equality and diversity while making it very relevant to the students. The students have been exposed to a lot of interventions that have made them consider their outlook.</p>
<b>Main issue to address</b>	The project was initiated, as a reaction to the involvement of a student with football firms, especially with the Lincoln Youth Squad, which aligns itself with Lincoln City FC.
<b>Partnership and roles</b>	<p>The Lincoln CID team delivered a number of sessions, some for staff and some for students. One officer also helped organise and accompanied the visits to the Mosque and Cathedral. The specific role of the CID team was to work in partnership with CG Partnership staff to help raise awareness of diverse cultures thereby improving knowledge and tolerance by offering young people different activities to generate opportunities for reflection and to be able to challenge current stereotypical viewpoints.</p> <p>The Lincoln City Football Club delivered a day of awareness raising and fun for the students involved in the project. In particular the focus was around the team captain, Delroy Facey, talking to the young people and taking open questions about youth football firms and racism in the game.</p>
<b>Project outputs</b>	<p>One hundred young people and staff were engaged with the project. The majority attended most of the interventions including the following:</p> <ul style="list-style-type: none"> <li>• 10 Extremism and Awareness Sessions</li> <li>• CID Workshop Session: "Islam in the Media"</li> </ul>

- Hate Crime Conference: Boston College
- CID Workshop Session: Staff Training
- Lincoln City FC Visit & Talk
- CID Workshop Session “Act Now” Terrorism Workshop
- Disability Awareness Training x 2
- Holocaust Museum Visit and Survivor Presentation
- Mosque and Cathedral Visit
- Gainsborough Travellers Initiative Workshop
- Hate Crime Awareness Session
- LYS – research and reflection workshop

Events devised by young people to promote cultural diversity and community cohesion:

- Wheelchair Basketball Event
- FNP Chinese New Year Celebration
- Hate Crime Awareness Raising Workshop (x3)
- FNP Intergenerational event – intro to ebay with town council

Thirty young people report more tolerance and greater understanding of diversity by end of project. This has been evidenced through the accredited portfolio work, video diaries, DVD and photobook.

Thirty young people visit the Holocaust Museum in Newark. This involved an introduction, tour of the garden and museum and a presentation from Rudy Oppenheimer, a holocaust survivor. Most of the young people had never had the opportunity to examine what happened in the Holocaust or appreciate the number or types of groups affected. Some were engaged enough to buy Rudy’s book, one student read it over the weekend and then went straight to her local library to take out Ann Frank’s Diary. The reflections captured on video on the way home were sober and some are included in the DVD and the video diary entries. One student said he had used the term ‘dirty Jew’ in the past without attaching any meaning to it, it was a term his father used, he said he would never say it again and was going home to speak to his dad about what he had learned.

Fifteen accredited units in diversity. This included:

- Fourteen learners have completed Understanding Equal Opportunities at Level 1
- Thirteen learners have completed Understanding Diversity in Society at Level 1
- Seven learners have completed Understanding Prejudice and Discrimination at Level 1

These 34 portfolios will go through our External Verification process and certificates will be issued.

One DVD resource made by the students. There have been 4 filming sessions with the students and the DVD is with the filmmaker in edit. The film documents the ‘learning journey’ of the young people and includes many of the video diary reflections immediately after interventions and further thoughts and feelings from the



learners during the filmmaking process. The purpose of the DVD is to promote a positive and inclusive attitude towards diversity and to demonstrate an increased tolerance and knowledge within our learners through their 'journey' and subsequent reflections. The DVD will be a large part in our dissemination of the project.

Permanent exhibition on youth and journey to diversity. Three display exhibitions have been set up in Market Rasen, Gainsborough and Mablethorpe. The displays are made up of photos, posters and written reflections of the student's journey.

One hundred copies of on-line Photobook. Each person involved in the project will have a copy to commemorate their 'E&D Journey'. These will be showcased and distributed at the dissemination event in Mablethorpe.

A Video Diary which details learners' journey and experiences. Following most trips and interventions staff have encouraged learners to reflect on film thereby capturing thoughts, feelings and reactions very soon after the event. A permanent video diary was set up at the Mablethorpe centre so learners could go in and make entries on an ad hoc basis. These clips have been included in the video diary and will be uploaded to the moodle space.

E&D space on CG Partnership Moodle including teachers' resources. There is a large amount of material to upload to the moodle space and this has been challenging because of technical difficulties.

Three members of staff travelled to London to attend a "Train the Trainer" event delivered by Equality and Diversity UK.

**Project impacts and outcomes**

Staff have documented an increased awareness of how behaviour could be seen as offensive from the students. One example of this is a large reduction in the use of the word 'gay' as a pejorative term. Staff have noted an increase in understanding surrounding the offensiveness of this term, and have witnessed students explaining this to each other in an informal setting, feeling comfortable with their knowledge.

Staff have also reported that E&D is included more in parts of the curriculum, with students bringing topics of conversation up which they would not have had the knowledge or confidence to do before. The project has helped to cultivate and foster a more open and inclusive environment in which to discuss and explore issues around culture and diversity.

Staff now feel more confident in delivering the subject due to training they received and resources that have been purchased, researched and developed.

Students are far more aware of and less vulnerable to extremist organisations as a result of the work they have done around football firms and the visit to LCFC. In Market Rasen the learners conducted

	<p>a research workshop where we encouraged them to go onto the LYE website and look at how it was targeting young people through language, images and set up. The learners then engaged in a topical discussion charting how recruitment of one young person may pan out through society and where it might take that person, how it could touch the lives of others and what kinds of people were involved, ranging from pseudo hooligans to politicians.</p> <p>The Hate Crime Conference at Boston College kick-started quite a lot of activity on this project, using The Sophie Lancaster Foundation website as a vehicle. This story resonated with the learners as they could identify with a peer from a sub culture. Information and resources were collected from the Police, Stop Hate Crime and Local Safety Partnerships and used them to develop an awareness raising workshop which we delivered to our learners, a local youth club and a supported housing project for 16 – 24 year olds.</p>
<b>Timeframe for realising impacts, outputs and outcomes</b>	<p>The main interventions related to the project have all taken place, but the environment it has created amongst the learners is one which constantly encourages the discussion of pertinent points related to E&amp;D and as mentioned above, the students themselves are constantly educating new students about what they have learnt. The accredited delivery will form a Progression Award at Level 1 in the next academic years' delivery model. The DVD and the photobooks are ready and certificates for accreditation presented over the summer.</p>
<b>Number of learners and equality groups</b>	<ul style="list-style-type: none"> <li>• Students and staff planned many events during the project and 100 people were involved over all</li> <li>• 3 members of staff were trained by a specialist organisation (Equality &amp; Diversity UK) in the delivery of E&amp;D</li> <li>• Students and staff have created a DVD and photo book which gives an account of their learning journey</li> </ul>
<b>Value for money</b>	<p>The project represented excellent value for money as it ran alongside a Foundation Learning Project and utilise some staff and resources.</p> <p>Working in partnership with Axiom Housing, Community Safety Partnership, Hill Holt Wood (another provider) young people from other organisations were included in trips and interventions. This helped raise the profile of young people in the community, such as the Friday Night Project ICT intergenerational event with the Town Council.</p>
<b>Involvement of senior management</b>	<p>Senior management were involved by way of securing the funding, monitoring progress, action planning, providing information, advice and guidance, securing training opportunities externally and budget control. The CEO delivered a session to Lincolnshire County Council sub-contracted organisations around the Equality Act and Inspection requirements for E&amp;D. The Deputy Director for Youth Inclusion was actively involved in organising some of the interventions and delivering workshops.</p>
<b>Other stakeholders</b>	<p>Bishop Grosseteste University College were involved as one of their 3<sup>rd</sup> year Drama in the Community degree students was on placement during the project. The student worked with tutors and learners during the filmmaking process and helped students prepare a small internal drama based dissemination to CG Partnership staff.</p>

<b>Learner involvement in planning and delivering the project</b>	<ul style="list-style-type: none"> <li>• Learners had input from the beginning of the project. This was important as it allowed them to take responsibility for and examine closer their own feelings and potential prejudices</li> <li>• Two learners designed a session to be delivered to another group of young people based on a hate crime conference they had been on as part of the project</li> <li>• FNP young people held an intergenerational event where they invited members of the Town Council to the youth club to take part in ICT Intro Mini Sessions around Ebay and Facebook, the young people were also on hand to offer advice on mobile phone use</li> <li>• Learners contributed ideas and steered a lot of the activities, suggesting activities, such as a visit from a wheelchair user and visits to different places of worship</li> </ul>
<b>Raising awareness</b>	<ul style="list-style-type: none"> <li>• Different community groups were included in the project to raise awareness within localities.</li> <li>• Workshops were delivered to the local supported housing young tenants and involved members of the public with events such as a talent show. Much has been posted on the lead body website.</li> <li>• Small internal dissemination event with Bishop Grosseteste University College</li> <li>• Planning of showcase designed and performed by the students who took part in the learning journey.</li> <li>• Allow other local training organisations access to the Moodle space where they can obtain resources and plans</li> <li>• The DVD and photo book shares the learners' and staff's journey for a long time and help maintains awareness</li> </ul>
<b>Forward strategy</b>	<p>Without funding this project will struggle although regular scheduled equality and diversity sessions will be provided</p>
<b>Difficulties</b>	<ul style="list-style-type: none"> <li>• Organising a trip to the Holocaust Centre in Newark due to bad weather</li> <li>• Learners usually disengaged to a certain point but good reactions received about the project</li> </ul> <p>Resistance from one student in Gainsborough who did participate in some accredited portfolio work but refused to participate in trips. Aggressive resistance to the project, particularly the visit to the mosque, from a parent of a learner in Mablethorpe. The parent made telephone calls to tutors and the Deputy Director expressing his wish that his son was not to be exposed to 'blacks' or Muslims, that they specifically relocated to Mablethorpe because there was practically no diverse groups there and they were openly racist. The mother came into the centre on the morning of the trip to meet with the tutor to discuss this and tried to incite the rest of our learners to boycott the trip, without success. We sought support from the Prevent Team within Lincolnshire CID. As it was a trip to the Cathedral as well as the mosque the tutors agreed that the student in question would go on the trip but would not enter the mosque, PC Rizwaan Chothia from the CID Prevent team agreed to accompany the trip and remain with the student outside the mosque to engage him in discuss around his and the families intolerance. This proved to be a very positive discussion and gave the student an opportunity</p>

	to explore a different perspective with Rizwaan.
<b>Lessons</b>	<ul style="list-style-type: none"><li>• The involvement of other organisations, such as the police force and Lincoln City Football Club meant that students got a unified message but a varied method of delivery which worked well and the students responded positively</li><li>• Students especially enjoyed the practical approaches taken during the trip – due to the extra funding instead of watching a video of someone doing something or reading an account of it we went and did it ourselves, which worked fantastically</li><li>• The project worked well as a short, awareness raising period, but any organisation following this method also needs to be prepared for the long term effects of it</li><li>• Engage with more foundation learning providers and widen the scope of engagement with the project</li></ul>

# Grimsby Institute Group

<b>Provider and project name</b>	<b>The Grimsby Institute Group (leading on a project that involved many local partners)</b>
<b>Contact person</b>	Alex Baghurst - Diversity Development Manager The East Coast Centre for Diversity The Grimsby Institute Group Nuns Corner, Grimsby, DN34 5BQ Web-site – project: <a href="http://www.lgbt-nelincs.org.uk">www.lgbt-nelincs.org.uk</a> Web-site – general: <a href="http://www.eastcoastdiversity.org.uk">www.eastcoastdiversity.org.uk</a> Tel: 01472 311222 ext.428 Email: <a href="mailto:baghursta@grimsby.ac.uk">baghursta@grimsby.ac.uk</a>
<b>Aim and scope of project</b>	LGBT research activity was designed and completed. Based on the findings and recommendations in the research report, training tools for educational professionals have been created. The project had a local focus (North East Lincolnshire) although providers across the country will benefit from the free on-line training toolkit.
<b>Main issue to address</b>	This project enables a better understanding of the experiences and barriers of LGBT people in education, learning and training and look at how good educational professionals are at promoting all sexualities and gender identities.
<b>Partnership and roles</b>	Franklin College (FE, 6 <sup>th</sup> Form) Adult & Community Learning Services Anti-bullying Coordinator, North East Lincolnshire  The North East Lincolnshire LGBT Forum supported this proposal (this includes a range of voluntary, community, private sector, public sector organisations). This support was invaluable in terms of publicising the work and maximising participation and impact. The Grimsby Institute Diversity Office administers the LGBT Forum on a voluntary basis (i.e. maintains the contacts database, minutes meetings, etc).  The above partners guided the process of appointing a researcher, designing the process, signing off on the investigative work and testing the training platform.
<b>Project outputs</b>	<ul style="list-style-type: none"> <li>• 60+ attendees at Empower LGBT conference 28/2</li> <li>• 50+ attendees at E&amp;D Northern Network Event where LGBT and Embedding E&amp;D were the key themes</li> <li>• 50+ focus group participants (learner and staff)</li> <li>• 200 questionnaires completed via survey-monkey facility</li> </ul> <p>The development of a comprehensive on-line training toolkit is the most significant output of this project. The facility is up on-line and being tested by a select few before being made available to the public after May.</p>
<b>Project impacts and outcomes</b>	Activity throughout the course of the project has generated some very positive feedback which is demonstrated by the quotes below: <ul style="list-style-type: none"> <li>• Have a greater awareness of LGBT issues and feel more able to challenge others.</li> <li>• Better understanding of LGBT issues.</li> </ul>

	<ul style="list-style-type: none"> <li>• Keep in closer touch with our LGBT, residents and offender reps.</li> <li>• Will endeavour to create awareness within my own workplace.</li> <li>• Use information for my clients and also fellow staff members.</li> <li>• What a great day, extremely informative.</li> <li>• Challenge indirect discrimination more...embedded into our social culture and the more subtle it is the more damaging it becomes.</li> <li>• Will use the information and handouts when developing E&amp;D training courses.</li> <li>• Look at different websites to be more aware of support etc.</li> <li>• Review our marketing materials to make sure they 'speak' to young LGBT people, couples/ families.</li> <li>• Adapt my practice; I am aware of more agencies to signpost to.</li> <li>• Put more emphasis on trans issues when I deliver staff training.</li> <li>• These days must continue.</li> <li>• Overall a fantastic conference.</li> <li>• A lot of information was valuable and the personal stories were interesting.</li> <li>• Very informative and worthwhile.</li> <li>• Loved the visual board. Never a dull moment, how refreshing. Well done to all.</li> </ul>
<b>Timeframe for realising impacts, outputs and outcomes</b>	<p>Approximately 1 month to get all of the information out to providers in North East Lincolnshire. Then it is a case of how quickly this is rolled out across staff groups.</p> <p>It is hoped a significant proportion of staff working in local providers of training, learning and educational environments will have completed the toolkit before the beginning of the 2011/12 academic year.</p>
<b>Number of learners and equality groups</b>	<p>144 learners returned a completed questionnaire. 117 of these (81%) were full-time at college, the remainder being in school, work-based learning, adult education or with a voluntary or community provider.</p> <p>Learner/young person participation in focus groups was as follows:</p> <ul style="list-style-type: none"> <li>• 15 from Council for Young People</li> <li>• 30 in college tutorials</li> <li>• 32 in learner forums</li> <li>• 20 (approx) at Empower LGBT Conference</li> <li>• 28 LGBT conference workshops</li> </ul>
<b>Value for money</b>	<ul style="list-style-type: none"> <li>• Use of an existing and extensive network with other providers and the community</li> <li>• Benefit of running projects in the past helped with start-up and delivery</li> <li>• Network dissemination through existing framework and organisations across the country (only a contribution to event costs will be required from this project funding).</li> <li>• Platforms and schedules from previous projects were used to control the cost of developing face-to-face training and the on-line training tool</li> <li>• On-line dissemination and involvement (e.g. through working with the on-line tool or email circulation of the Empower booklet) means far-reaching circulation for a very low cost.</li> </ul>



<b>Involvement of senior management</b>	Senior Managers were aware of, and supported, the Empower project. The Principal of The Grimsby Group was interviewed by the researcher and a summary of this is included in the research report. Her response included saying she believed it would be good practice for LGBT Awareness Training to be delivered by members of the LGBT community.
<b>Learner involvement in planning and delivering the project</b>	<ul style="list-style-type: none"> <li>• Local media – raising the profile of the research</li> <li>• Network steering group – for supporting coverage of the Empower work in network sessions</li> <li>• Local education professionals that are passionate about equality and wanted to raise the project profile (e.g. the healthy schools coordinator)</li> <li>• NE Lincs LGBT Forum</li> </ul> <p>All of the above stakeholders played a significant role in promoting the research, or supporting activity to encourage participation and feedback in the project.</p>
<b>Raising awareness</b>	Due to time limitations it was not possible to engage learners in the research design
<b>Forward strategy</b>	Two articles published in the local daily paper (The Grimsby Telegraph) and an interview on radio station Compass FM. There have been mentions in a series of newsletters and electronic communications that have been regular and comprehensive. Hard copies of the guidance and instructions have been sent to all local education providers. Promotion to a wider audience (e.g. The Equality Network) will be by electronic means. All of the information is accessible from <a href="http://www.lgbt-nelincs.org.uk">www.lgbt-nelincs.org.uk</a> .
<b>Difficulties</b>	Now the product is tested and on-line the training facility requires little maintenance. The developers have built in a function to allow content to be edited without having to revisit technical support.
<b>Lessons</b>	<p>One difficulty was a lack of participation and engagement. People can tend to avoid debating LGBT issues because they are 'afraid of getting it wrong' or it can make them feel uncomfortable. Targeting LGBT participants would seriously limit our sample size. Therefore it was decided to target responses from people of all sexual orientation and gender identities, and take the research to the target audience. This involved visiting classes and approaching tutors to request focus group sessions. Adopting this approach from the outset helped gain good levels of participation.</p> <p>The research process discovered there are many great resources out there which were brought together.</p> <p>Repeating the project elsewhere is likely to yield similar results and so, therefore, emphasis now needs to be put on implementing the recommendations.</p>



# Hartlepool College of Further Education

<b>Provider and project name</b>	<b>Hartlepool College of Further Education – ‘Roots to Success’</b>
<b>Contact person</b>	Darren Hankey <a href="mailto:dhankey@hartlepoolfe.ac.uk">dhankey@hartlepoolfe.ac.uk</a> 01429 404005
<b>Aim and scope of project</b>	The aim of the project was to engage with thirty-six offenders at a local open prison to provide them with an opportunity to work on a community allotment operated by the college and the local authority. The project aimed to provide the offenders with opportunities to engage in a community payback activity whilst gaining practical horticulture skills along with ‘softer’ skills, such as communication, teamwork, planning, organising and decision-making. The project also aimed to increase closer and more effective relations between the main partners – a local open prison, a further education college and a local authority. Finally, the project aimed to increase the community’s confidence in terms of offenders and the contribution they can make to society.
<b>Main issue to address</b>	The project was part of a mix of activities, both inside and outside of the prison and using other agencies such as the Probation Service, which sought to increase the offenders’ chances of effective resettlement into society upon release.
<b>Partnership and roles</b>	Hartlepool College of Further Education <ul style="list-style-type: none"> <li>• Transportation of offenders between the prison and allotment</li> <li>• Provision of appropriate equipment and materials</li> <li>• Delivery of education and qualifications</li> <li>• Administration of the project including reporting to LSIS</li> <li>• Dissemination of the project with the other partners</li> </ul> Hartlepool Borough Council <ul style="list-style-type: none"> <li>• Provision of the opportunity to use the allotment</li> </ul> HMP Kirklevington Grange <ul style="list-style-type: none"> <li>• Identification and selection of offenders for the project</li> <li>• Provision of PPE</li> </ul>
<b>Project outputs</b>	The following outputs were achieved: <ul style="list-style-type: none"> <li>• Engagement with 13 offenders who performed activities at the allotment for varying periods of time</li> <li>• Two learners achieved the level 1 Award, 6 learners the Certificate or Diploma in Practical Horticulture Skills and three learners the Diploma in Practical Horticulture Skills</li> <li>• Thirteen learners reported an increase in the ‘softer’ skills as a result of being a part of the project</li> <li>• Thirteen learners reported satisfaction with the project</li> <li>• More effective partnership working between the three main partners</li> <li>• Improved engagement with members of the community and local enterprises</li> </ul>
<b>Project impacts and outcomes</b>	The main impact has been the removal of barriers to learning experienced by the target group. In addition, learners have become more independent in terms of preparing for assessments and

	<p>performing allotment operations as the project evolved. As the project came to an end, three learners expressed desire to continue working at the allotment on a voluntary basis showing increased motivation and confidence with regard to seeking and undertaking employment. Closer relations have formed between the three main partners and information was regularly shared related to potential funds for future collaborative projects. Effective community engagement has been witnessed – other allotment users included adults with learning difficulties and disabilities and the learners from this project have worked effectively with these users. In addition, unsolicited requests for seeds, plants and manure from members of the public have been dealt with effectively by the learners. Two local enterprises have purchased allotment products from the learners increasing the learners' customer-facing skills and the community's confidence in offenders.</p> <p>Upon release, it is hoped that this project has had an impact on the learners in terms of increasing their chances of not reoffending and making an effective resettlement into society.</p>
<b>Timeframe for realising impacts, outputs and outcomes</b>	Most have been realised with the main 'expected' impact depending upon individual offender's release dates
<b>Number of learners and equality groups</b>	Thirteen (with eleven obtaining a qualification in Practical Horticulture Skills and all reporting an increase in 'softer' employment skills). All of the learners were offenders and this was the target group for this project.
<b>Impact of working with LSIS</b>	This work could not have been performed without the help of this project. All the partner organisations have recently witnessed restrictions in funding and, in some instances, the loss of services aimed at individuals and groups at the margins of society. The project has witnessed closer, more effective working relations; specifically in terms of information sharing with the view of securing further funds for future collaboration.
<b>Value for money</b>	Without the funds the thirteen learners would not have had the opportunity to work on the allotment and engage in this form of community payback. In addition, value for money has been afforded in terms of the learners gaining the horticulture qualification and practical horticulture and softer employment related skills. Value for money has been afforded in this part of the community as greater cohesion, has been witnessed. Finally, the project has the potential to provide wider savings in terms of reduced crime in the future as well as preparing the learners for engagement in the workforce upon their release.
<b>Involvement of senior management</b>	For both Hartlepool College of Further Education and HMP Kirklevington, senior managers were the main organisational representatives. For Hartlepool Borough Council, the project had senior management endorsement.
<b>Other stakeholders</b>	The allotment is accessed by other users from a local day care centre who predominantly have learning difficulties/disabilities. They have been involved in the project in terms of working closely with the offenders to ensure the key allotment operations and functions were

	performed effectively.
<b>Learner involvement in planning and delivering the project</b>	As the project evolved, all the learners were actively engaged in planning and delivery in terms of ensuring the allotment operated smoothly. Through the College lecturer, learners would identify the tasks that needed doing and align this to the qualification's modules. As time went on, the learners became increasingly independent and would plan and prepare their work ready for the relevant assessment.
<b>Raising awareness</b>	<p>Awareness has been raised in terms of the three partner organisations' existing structures and mechanisms. For example, at Hartlepool College of Further Education, the project has been reported at numerous committee meetings, including the Executive Committee. In the community, other allotment users have been made aware of the project as have other community members. The work of the allotment, which includes other projects, has featured in the local media and also led the College recognised as Beacon Award winner.</p> <p>The following activities have taken place as part of a dissemination strategy:</p> <ul style="list-style-type: none"> <li>• Feedback to the next North East Local Offender Partnership meeting (May 2011) which includes organisations, such as local prisons, National Probation Service, the NHS and other voluntary and public sector organisations involved with managing offenders</li> <li>• A press release in the Hartlepool Mail and on the College's website, the local authority's publications and those at Kirklevington Grange prison.</li> <li>• Kirklevington Grange Prison has an Ofsted inspection in May and this programme featured as a part of this process</li> <li>• Communications have been made with the Criminology team at Teesside University with a view of addressing lecturers/students re the project.</li> <li>• A meeting with the Respect group which is an organisation based in the North East which works with offenders and ex-offenders</li> </ul>
<b>Forward strategy</b>	The allotment will continue to operate as Future Job Fund money has been secured and this has led to the employment of over thirty employees. Several of the project's learners have expressed a desire to continue working at the allotment and options are being explored to facilitate this request. Other meetings have been planned for the continued support and development of the allotment as a social enterprise – thus becoming self sufficient and not depending on external funding.
<b>Difficulties</b>	<p>Lack of learner engagement: The initial proposal identified the engagement of thirty-six learners. Only thirteen learners engaged with the project and this was a result of some learner apathy as well as prison regimes – some potential learners were denied the opportunity to join the project as a result of the terms and conditions of their sentence.</p> <p>Late start: Initially, the proposal was declined and official confirmation was not received until a few weeks after the planned start date. This did put the project back by a few weeks and, in this time, the college's main Horticulture Lecturer sought employment elsewhere.</p>

	<p>Poor weather: The North East of England witnessed one of the severest winters on record with the allotment being inaccessible for two months from the middle of November.</p> <p>These barriers were overcome by extending the time on the allotment for the learners who did engage and, as a result, this led to more substantial qualifications being delivered. Another Horticulture Lecturer was recruited.</p>
<b>Lessons</b>	<p>Working with offenders and the prison system is extremely rewarding and closely aligned to the values of the two other partner organisations. That said, working with this client group and prisons is not without its issues. The project did not engage with the amount of learners intended – in future, a more cautious and realistic approach would be better employed. Of those who did engage with the project, the vast majority did so in a full and productive manner</p>

# Hartlepool Sixth Form College

<b>Provider and project name</b>	<b>Hartlepool Sixth Form College Embedding E&amp;D into organisations to maximise the opportunities for all learners to achieve their full potential</b>
<b>Contact person</b>	Shirley Robson Shirley.robson@hpoolsf.ac.uk Hartlepool Sixth Form College Brinkburn Hartlepool TS25 5PF
<b>Aim and scope of project</b>	The project built on a previous successful network project but was different in that the focus was making the networks accessible and would target those who would most benefit from attending.
<b>Main issue to address</b>	The project aimed to make teachers trainers and employers feel supported by being able to share ideas and use active learning approaches to embed E&D when teaching or training others. In turn this maximised opportunities for all learners to achieve their full potential. The networks were generic and not subject specific so they could be accessed by anyone involved in teaching and learning. To model best practice the networks were delivered/facilitated by Advanced Learning Coaches (ALCs) using active learning approaches
<b>Partnership and roles</b>	<ul style="list-style-type: none"> <li>• Hartlepool Sixth Form College, New College Durham, City Sunderland College and Bishop Auckland College were involved.</li> <li>• An ALC from each college attended planning meetings led by the Project Lead from Hartlepool Sixth Form College. Emphasis at the meeting was on making the networks accessible.</li> <li>• The four ALCs reviewed the content of the networks. The project lead produced new resources following the planning days.</li> <li>• Each college involved provided a venue and catering for the network. The ALC from each respective college introduced 'their' network and housekeeping arrangements.</li> <li>• The project lead sent out invitations, collated all information, produced certificates badges, delegate packs and resources for each network. The project lead was responsible for report writing and coordinating funding.</li> </ul>
<b>Project outputs</b>	<p>Four networks were delivered with the following:</p> <ul style="list-style-type: none"> <li>• City Sunderland College 14 delegates and 4 ALCs</li> <li>• Hartlepool Sixth Form College 18 delegates and 3 ALCs</li> <li>• New College Durham 26 delegates and 3 ALCs</li> <li>• Bishop Auckland College 14 delegates and 2 ALCs</li> </ul> <p>A total of 72 delegates attended plus 4 ACLs. The resources included:</p> <ul style="list-style-type: none"> <li>• A PowerPoint/handout.</li> <li>• An adaptation of LSIS 10 Pedagogical approaches used as an activity then techniques handout</li> <li>• Preposterous statements laminated for discussion</li> <li>• Equality and Diversity Icebreaker activity</li> <li>• Common inspection Framework Structure of grades flow diagram</li> <li>• Grow model</li> </ul>

	<ul style="list-style-type: none"> <li>• Assessment for learning tools activity</li> <li>• Links to Excellence Gateway</li> </ul>
<b>Project impacts and outcomes</b>	<ul style="list-style-type: none"> <li>• The evaluations all state that the content of the networks were clear effective and appropriate. Also the materials were of a high standard and overall they were very satisfied with the network.</li> <li>• All delegates committed to doing something differently as a result of the network. The comments varied, such as varying assessment methods, use peer assessment, develop strategies to use the pedagogical approaches in lessons, use correct terminology, and gradually implement more approaches in teaching.</li> <li>• As all ALCs from each college were involved in teacher training then a follow up in 3 months time was needed to judge effectiveness of the networks. Comments have been acted upon - for example, one delegate wanted to set up blogs for students so another delegate invited her to sit in on a session to observe this being done. Her lesson was covered while she attended the session and was followed up by coaching.</li> <li>• A silent GROW session at the end allowed for reflection and delegates individually thought about their current practice and ways to improve and most found this beneficial and a useful model that they could use with their learners also.</li> <li>• The project identified that the most popular time for having a network is a twilight session; Saturdays were not at all popular.</li> <li>• Research at the beginning identified that the 3 hour network was more popular than an all day event as teachers/trainers are reluctant to leave the workplace for a full day. This 3 hour network was therefore “active and inspiring” and “friendly and beneficial” as quoted by the delegates</li> </ul>
<b>Timeframe for realising impacts, outputs and outcomes</b>	<p>A further network possibly in 3-6 months time may be delivered if a meeting with AoC is successful. There are many colleges and training providers still to target and this contact will be very useful in the original aim ‘Embedding equality and diversity into organisations to maximise the opportunities for all learners to achieve their full potential’. The evaluations of this network and the materials produced will be invaluable in working collaboratively with colleges via AoC.</p>
<b>Number of learners and equality groups</b>	<ul style="list-style-type: none"> <li>• Seventy two participants were involved of which the majority were full time teachers or trainers. By attending the network they tried out new ideas and approaches to impact positively on the learners they teach.</li> <li>• The learners could be from any target group and the active learning approaches could help to engage all learners.</li> <li>• As the networks are not subject specific or aimed at any particular level it is anticipated that all learners can benefit from the learning approaches demonstrated.</li> </ul>
<b>Impact of working with LSIS</b>	<p>The LSIS Branding was instrumental in the networks being well attended and a certificate of attendance with LSIS Logo was well received by delegates as they could use this as evidence of CPD requirements. LSIS Resources were used as well as some new adaptations and this gave confidence to the ALCs facilitating as they could be sure that the methods had LSIS approval and were therefore a reliable and credible source of information. Working with LSIS gave credibility to the networks and the fact it was funded by LSIS motivated</p>



	<p>the colleges to deliver on time with good results. The funding allowed the project lead to be allocated time to ensuring the project was always on track. The colleges in the partnership were allocated funding for ALC time and refreshments and lunch which was provided. The funding from LSIS was acknowledged at each network and meant that the delegates and ALCs felt valued.</p>
<b>Value for money</b>	<ul style="list-style-type: none"> <li>• The partnership working represented good value for money as the venues were readily available with free parking and reception facilities already in place.</li> <li>• The Colleges and ALCs were in the north east region but not close together which meant that roughly speaking there was a network accessible to anyone in the northern region.</li> <li>• As the ALCs have worked together before there was a great deal of trust and understanding in order for the project to stay on track. Roles were very clear from the outset and they all shared the same goal.</li> <li>• It was relatively easy to recruit for the networks as all email contacts were used between the ALCs.</li> <li>• The networks were very well attended and evaluations suggest the networks were extremely useful and valuable to the delegates.</li> <li>• The ALCs, as a result of the project, are all more actively involved in addressing CPD requirements within their organisations. All of them would take part in future similar projects.</li> <li>• Some resources were laminated and used again at each network and are still available to be used again if required.</li> <li>• Training materials were emailed to those who requested them such as Northumberland College to enable the training manager to repeat the training in house.</li> <li>• Seventy two participants and four ALCs benefitted directly from the project but the ripple effect from this means the project has the potential to reach so many more; that is, learners who the delegates are directly involved with.</li> </ul>
<b>Involvement of senior management</b>	<p>Senior managers were involved at the beginning of the project in the decision of who to invite. Senior managers have been given feedback after each network and copies of evaluations are held at each college. Vice Principals of The North East Sixth Form Colleges network have been made aware of the project resulting in a meeting with the Association of Colleges in May. Invitations to networks have been directed to managers in organisations responsible for CPD training</p>
<b>Learner involvement in planning and delivering the project</b>	<p>An LSIS Consultant was helpful to recruit from North East Chamber of Commerce (NECC). Two delegates from NECC attended a network and found it very beneficial. The LSIS Consultant had recommended the network and it was a contact we would not have had so the involvement of the consultant was useful and the contact can now be added to our data base for future network events.</p>
<b>Raising awareness</b>	<p>One learner was employed at Hartlepool Sixth Form College as a student technician. It was his responsibility to prepare some of the resources by laminating them and also to prepare delegate packs for each event. Involvement in this project has developed his skills in communication particularly listening skills; working to deadlines and taking responsibility in ensuring packs were prepared accurately with attention to detail.</p>



<b>Forward strategy</b>	The project has been shared at North East Sixth Form Colleges Vice Principals meetings. The Chairman of The Association Of Colleges is aware of the project and a meeting is planned in May to discuss further networks for the AoC.
<b>Difficulties</b>	The project lead has been approached by other colleges who would like to attend another network and a contribution to the network is being discussed to cover photocopying, refreshments, and facilitator fee.
<b>Lessons</b>	<ul style="list-style-type: none"> <li>• Senior management involvement was crucial to engage some staff to attend a network but any staff resistance dissolved when at the network as all delegates were fully engaged and this is reflected in the evaluations. Key to this is the fact that the ALCs were seen as supportive colleagues and all four have attended substantial LSIS Training as ALCs so are very familiar with LSIS Values. This came across in the networks and the ALCs facilitated the networks rather than leading them. This is important as if the networks are facilitated well then the delegates will feel valued for their contributions and are more likely to support each other in the future.</li> <li>• One difficulty that was encountered was the Saturday network planned only had four delegates so a decision was made 5 days before to cancel and reschedule at a later date on twilight instead. This was a good decision as the delegates could come to the twilight and it ended up having 14 delegates which was more cost effective.</li> <li>• Twilight times are most popular for networks, such as 3 to 6pm or 4 to 7pm with refreshments on arrival. Originally a full day network was planned but instead 3 hour sessions were suggested to make them accessible, although initially there was a concern that too much was being squeezed into 3 hours. The evaluations suggest the pace was right with relevant content covered in this time so 3 hours seems appropriate.</li> <li>• It is good practice to have one person leading to avoid duplicate invitations and certificates etc. As well as being professional this also meant that there was no wasted delegate packs and certificates as the lead could alter numbers as invites were accepted.</li> <li>• Other staff have also contributed, such as reception/admin staff, catering staff, student technician, CPD managers and of course the delegates themselves. This project has been delivered using a fully collaborative approach and thanks to everyone involved.</li> </ul>

# Hull Adult Education Service

<b>Provider and project name</b>	<b>Hull Adult Education Service</b>
<b>Contact person</b>	Sue Robinson and Joy Foster <a href="mailto:Sue.Robinson@hullcc.gov.uk">Sue.Robinson@hullcc.gov.uk</a> Tel: 01482 331214 <a href="mailto:Joy.Foster@hullcc.gov.uk">Joy.Foster@hullcc.gov.uk</a> Tel: 01482 331695
<b>Aim and scope of project</b>	The project researched and developed innovative methods of increasing learner declaration rates of learning disability, difficulty or specific support needs for students on Adult Community Learning (ACL) courses. Evidence suggest that many learners do not declare their disability or difficulty at enrolment and, therefore, do not receive all the support they require. As a result, some may withdraw from courses or do not achieve their aims. Currently learners are asked at enrolment and at review points on the course about their support needs. The use of ambassadors was examined, taken from the current learner body that receive support, to increase the disclosure rate.
<b>Main issue to address</b>	In the City of Hull 21% of the population have a disability but only 8% of the learners registering on courses declare that they have a disability. There was a need to improve the disclosure rates from learners with a disability, difficulty or specific need, improving the accuracy of data collection and so improving the take-up of available support for learners with extra needs, improving their outcomes.
<b>Partnership and roles</b>	The partners involved with the project were MIND, The Learning Disability Partnership Board and CASE.  Phil Anastasi from MIND provided some input into the difficulties that people have accessing education when they have a mental health problem. The Learning Disability Partnership Board helped by providing input and ideas and offering venues to talk to learners which provided a platform for discussion.  CASE invited the project to engage with learners and provided a forum.
<b>Project outputs</b>	The following outputs were achieved: <ul style="list-style-type: none"> <li>• November Partnership Board Meeting</li> <li>• Training for Staff on mental health awareness from Phil Anastasi MIND (6<sup>th</sup> January @ The Avenues AEC</li> <li>• Learner Panel</li> <li>• Learner Forum @ Case on 20<sup>th</sup> January</li> <li>• 3 Disability Ambassadors – went into groups to talk about disability and gave out questionnaire through January, February and March. ALS workers conducted own research resulting in case studies</li> <li>• Questionnaire collated in March and findings extracted</li> <li>• Case studies written and a promotional leaflet containing case histories of current students receiving support drafted and printed</li> </ul>
<b>Project impacts and outcomes</b>	<ul style="list-style-type: none"> <li>• Posters, pull ups and PowerPoint presentations on screens in Adult Education receptions to increase awareness</li> <li>• Mental Health Clinics in centres – MIND (expected)</li> <li>• Disability ambassadors to work alongside learners (actual)</li> <li>• Booklet on disclosure of disabilities with success stories (actual)</li> </ul>

	<ul style="list-style-type: none"> <li>• Simplified enrolment form for September (actual)</li> <li>• More training for staff – particularly frontline admin staff in July or September. (actual)</li> <li>• Prompt cards for admin to be used to encourage learners to disclose their disabilities and help for admin at peak enrolment times by learning support staff who will be available to talk to learners and explain and support learners to fill in the enrolment forms. (actual)</li> <li>• Offer for 2011/12 to encourage more PCDL First Steps courses for hard-to-reach learners, such as learners with mental health issues, homeless and rootless learners and women coming out of prostitution. (actual)</li> </ul>
<b>Timeframe for realising impacts, outputs and outcomes</b>	The main impacts on enrolment, retention and achievement in the next academic year 2011/12
<b>Number of learners and equality groups</b>	<p>Over 50 learners have been impacted as follows:</p> <ul style="list-style-type: none"> <li>• Raised awareness of support available for learners to learners and staff</li> <li>• Discussion about ‘what is a disability?’ provided the service with useful information about learners’ preconceptions and perspectives of disability</li> <li>• Almost all learners interviewed where from the equality groups and the information was used when planning future promotions or publicity</li> <li>• Discussion about language and terminology concluded that the term ‘disability’ was acceptable for the majority (51%)</li> </ul>
<b>Impact of working with LSIS</b>	Project allowed time to focus on the issues of disclosure and provided the opportunity to put time and staff into this research. It also provided the opportunity to liaise with partners across the city of Hull to get their input and experiences on the issues of disclosure. The partners being CASE Training, Mencap, The Learning Disability Partnership Board and MIND.
<b>Value for money</b>	<p>The project represented good value for money by:</p> <ul style="list-style-type: none"> <li>• Partnership working helped us to make efficiencies and also helped the partners we worked with to gain insight into similar questions they had around disclosure for their organisations.</li> <li>• Providing different perspectives from other organisations working with target groups and providing valuable input.</li> <li>• Allowing access to groups of prospective learners who may be hard-to-reach.</li> <li>• Contributing to community cohesion by bringing groups of people together with a wide range of disabilities and able bodied people.</li> <li>• Providing training for frontline staff on mental wellbeing which helped to de-stigmatise mental ill health and gave valuable advice on the employees own mental wellbeing and how to recognise signs of depression.</li> </ul>

<b>Involvement of senior management</b>	Senior management were involved by attending meeting and training with regular reports and updated at the E&D meetings and managers meetings. The final report went to the Senior Management Team with suggestions for changes.
<b>Other stakeholders</b>	Wider members of the Learning Disability Partnership Board were involved and contributed to the discussion in an advisory capacity.
<b>Learner involvement in planning and delivering the project</b>	Two learners who have received learning support after declaring a disability started to write their success stories for a leaflet and a display to promote the service. Two of the members of the Learner Panel came to the meeting and talked to learners as ambassadors.
<b>Raising awareness</b>	A final awareness raising session was planned for July when staff training will be rolled out. There will also be some Mental Wellbeing clinics which will be run by MIND and will hopefully be available on a regular basis to enable staff and learners to get help, advice and signposting.
<b>Forward strategy</b>	The project will continue after LSIS funding has stopped. Leaflets and promotion will continue and we will still use ambassadors to promote learner support and encourage people to declare their disability. Outcomes will still be monitored by looking at data on the MIS.
<b>Difficulties</b>	The timing of the project was thrown by the severe weather conditions in November and December.  The centres had to be closed and this meant that meetings had to be re-scheduled. There were also more delays due to council spending cuts which meant partners had to re-structure and put in new bids to keep afloat.  The second round of staff training has been planned for July as training time is limited during term-time.
<b>Lessons</b>	The dialogue with learners and partners has been very valuable but required more time. It has been very enlightening to listen to and read what learners think is going to happen when they declare their disability. For example: 'I won't be allowed on the course', 'I have panic attacks', and 'is this a disability?'.  Learners had some preconceptions regarding declaration and how they would be helped. As a result of carrying out the project a new system of referral for any learner ticking that they want to talk to a member of staff about support has been initiated. On-going dialogue with learners is taking place earlier in the recruitment process.

# Kirklees Adult Learning

<b>Provider and project name</b>	<b>Kirklees Adult Learning in partnership with Fit4funding, West Yorkshire Community Accounting Service and the Kirklees Sensory Impairment Development Group. 'Independent Action'</b>
<b>Contact person</b>	Kate Fleming Adult Lifelong Learning Manager Kirklees Council <a href="mailto:Kate.fleming@kirklees.gov.uk">Kate.fleming@kirklees.gov.uk</a>
<b>Aim and scope of project</b>	Independent Action is a collaborative project which develops and pilots a training package for learners from Kirklees with sensory impairments (auditory and visual) that will enable learners to play an active role in the 'Big Society Agenda' by contributing to fundraising and accounting functions for voluntary, community and faith organisations in their communities.
<b>Main issue to address</b>	To reduce isolation and promote inclusivity for learners with hearing and/or sight impediments through innovative approaches. In particular, to promote engagement of and participation by people with sensory impairment in the management and development of Third Sector organisations, particularly in fundraising, management and financial aspects.
<b>Partnership and roles</b>	Kirklees Council - lead body Fit4funding (The Charities Information Bureau) – project management and training (accredited and unaccredited) on Fundraising WYCAS (West Yorkshire Community Accounting Service) – training on financial procedures Kirklees Sensory Impairment Development Group
<b>Project outputs</b>	Engagement of 20 learners in total over the different aspects of the course. The training covered the following: <ul style="list-style-type: none"> <li>• Funding and Fundraising Skills for the Voluntary and Community Sectors this would focus on refining existing materials following pilot work – 4 day equivalent course or combined face to face and e-learning – accredited by OCN</li> <li>• Developing a successful funding application – 2 day face to face course (for learners who had previous knowledge/experience)</li> <li>• Financial rules and procedures – 1 day face to face course (this is a component of an OCN accredited course)</li> </ul> <p>New or specially adapted learning materials and a good practice manual were also created.</p>
<b>Project impacts and outcomes</b>	<ul style="list-style-type: none"> <li>• Increased confidence in engagement in fundraising and financial management</li> <li>• Integration of strategies to engage sensory impaired learners on future training courses from Fit4funding and WYCAS</li> <li>• Removal of barriers to learning for blind, visually impaired and deaf learners (actual)</li> </ul>
<b>Timeframe for realising impacts, outputs and</b>	Mainly by April 2011, through evaluation sheets. Sample comments: <p>"We will use the updated information for future bids"</p> <p>".....to provide funder with clear concise objectives....."</p>

<b>outcomes</b>	<p>“look at things more positively and put in more orderly fashion”          “We will review (finance) practices and tighten up in areas.....implement relevant policies.....”          “I hope that these courses will be allowed to continue”.</p> <p>In the longer term Fit4funding will raise barriers with funders and encourage them to:</p> <ul style="list-style-type: none"> <li>• Give sufficient time for sensory impaired groups to respond to opportunities</li> <li>• Consider whether format of forms is accessible to the sensory impaired or whether they have alternative formats or mechanisms in place.</li> <li>• Greater emphasis in fit4funding and WYCAS training on needs of sensory impaired learners</li> </ul> <p>“I will try and involve more deaf members to be involved in fundraising”          “..... more active in completing funding applications”</p>
<b>Number of learners and equality groups</b>	<p>Twenty one people attended training and 2 learners attended 2 sessions. Thirteen learners had sensory impairments.</p> <p>New skills were developed for visually impaired, blind and deaf people to enable them to access funding for their community projects, including: increased awareness of funding options; planning more community projects and needs analysis;</p> <p>‘I’ve learnt a lot – made you think about what you’re doing which is the most important thing’;          ‘I know a heck of a lot more about funding now’; it has allowed me to think more carefully about funding and the criteria to follow’;          ‘I will look at things more positively and put in a more orderly fashion.’</p> <p>Of the 21, 16 had a sight or hearing impairment and the remainder are members of visually impaired or deaf-led groups, so their skills will be used to benefit that community.</p>
<b>Impact of working with LSIS</b>	<p>New links were established (e.g. with the Nerve Centre in Huddersfield) and research to make training accessible undertaken to develop new materials.</p>
<b>Value for money</b>	<ul style="list-style-type: none"> <li>• Use of existing materials as starting point.</li> <li>• Liaison through SID network</li> <li>• Previous engagement of F4F and WYCAS with SID group</li> <li>• Shared vision within partnership group</li> </ul> <p>In the long term the project will create savings for the wider community, particularly in health and adult care, as the learners’ own projects attract external funding to tackle isolation and promote wellbeing amongst people with sensory impairments.</p>
<b>Involvement of senior management</b>	<p>Senior managers involved in steering group.          Senior Manager of F4F managing project</p>
<b>Other stakeholders</b>	<p>Advice was taken on accessible training methods from members of Kirklees Visual Impairment Network, Huddersfield Deaf Centre, the</p>



	Nerve Centre (for people with neurological conditions) and from individual signers.
<b>Learner involvement in planning and delivering the project</b>	Learner with severe visual impairment involved in developing materials. Deaf Society involved in development of additional event, including a meeting with a deaf learner.
<b>Raising awareness</b>	<p>Three main ways of raising awareness:</p> <ul style="list-style-type: none"> <li>• Through attending meetings</li> <li>• Through SID network</li> <li>• Through final report</li> </ul> <p>Lessons will also be shared with other learning providers and funding advisers, through networks and by creating a new area on fit4funding's website, and to raise issues of inaccessible funding processes with funders.</p>
<b>Forward strategy</b>	<p>Access to training will be available for sensory impaired learners. The training providers will offer ongoing support to learners who need advice on funding applications.</p> <p>Approaches will be made to other West Yorkshire authorities to provide similar training.</p>
<b>Difficulties</b>	<p>People previously identified as interested, withdrew or were unable to attend on designated days, despite consultation on most appropriate timing of courses. Despite the recession and funding cuts, more learners than we expected were in employment (outside the voluntary sector) or in full-time higher education, which required us to organise extra sessions outside standard working hours.</p> <p>An e-learning option was considered for deaf learners to address the timing issue but it was decided that tutor input with interpreters would be more appropriate. Nonetheless, e-learning could provide progression opportunities for those learners keen to develop their skills further.</p> <p>Lack of engagement of sensory impaired learners on financial planning training. A second day of the first course was organised to accommodate learners.</p> <p>Contacting deaf learners was particularly difficult, and was most effective by text message and through posters at the Deaf Centre, which most people visit only weekly, so this slowed the recruitment process.</p>
<b>Lessons</b>	<p>The project could be replicated elsewhere, and the learners were very appreciative of the efforts made to meet their various access needs. Without this extra planning and investment, sensory impaired people will continue to be marginalised from this kind of training.</p> <p>For visually impaired learners, visual and kinaesthetic methods are inappropriate, and most information has to be taken in aurally. This also required cutting down the volume of information. It was possible to introduce variety through a mixture of short lectures, discussions,</p>

podcasts and exercises where the tutor read the task aloud to assist people with specific ocular conditions.

For deaf learners, visual methods are good but even clipart can raise problems, as its use often relies on visual puns which may not be clear to learners whose first language is not English. Simplified vocabulary is needed, and where two signers are used there can be issues of them using different signs to try to explain specialist terms. PowerPoint can be used, but where the tutor is expanding on the points verbally, learners have to switch their attention between the screen and the interpreter.

The timescales were very tight and January and early February were avoided in case of bad weather. A SID group meeting was used to talk to learners about the courses on offer, which also delayed recruitment. It would have been better to contact the member groups directly at an earlier stage.

<b>Provider and project name</b>	<b>Lewisham College</b> <b>Sexual bullying and gender conflict</b>
<b>Contact person</b>	Dith Banbury <a href="mailto:Dith.banbury@lewisham.ac.uk">Dith.banbury@lewisham.ac.uk</a> 020 8694 3400
<b>Aim and scope of project</b>	<p>The main aim of the project was to produce a resource that can be used as a stimulus to:</p> <ul style="list-style-type: none"> <li>• Raise young people’s awareness of sexual bullying and gender conflict; and</li> <li>• Help prevent sexual bullying and gender conflict from occurring in colleges, schools and youth settings.</li> </ul> <p>The scope of the project was twofold. Firstly, to work with learners in the media and drama departments at Lewisham College to create a short film to demonstrate an incident of sexual bullying and gender conflict that other young people could relate to and use as a stimulus for discussion. Secondly, to produce a staff resource around the film to support them to address sexual bullying and gender conflict with the young people with whom they work.</p>
<b>Main issue to address</b>	Research shows that sexual bullying and gender conflict in further education (FE) colleges and schools is a daily reality for many young people – usually in public places, such as corridors, lunch queues. The use of social networking sites and mobile telephones exacerbates the problem. However, resources that help staff address these issues with young people are scarce, particularly within the FE sector; we aimed to provide something for the FE and KS4 school sector to use with young people.
<b>Partnership and roles</b>	<ul style="list-style-type: none"> <li>• Lewisham College – DVD production and internal project management</li> <li>• Anti-Bullying Alliance Regional Adviser– consultation and writing of resource</li> <li>• Independent Education Consultant – external project management and writing of resource</li> <li>• Lewisham Youth Offending Service – advisory role on Steering Group and from young people about the script</li> <li>• Lewisham Police – advisory role on Steering Group</li> </ul>
<b>Project outputs</b>	<ul style="list-style-type: none"> <li>• Production of DVD</li> <li>• Production of staff resource pack</li> <li>• Launch for 50 people</li> </ul>
<b>Project impacts and outcomes</b>	<ul style="list-style-type: none"> <li>• Raising awareness of sexual bullying and gender conflict (expected).</li> <li>• Helping to prevent sexual bullying and gender conflict through a change in the confidence of staff to address it and in the behaviour of young people (expected).</li> <li>• A positive impact on college and school communities (expected).</li> </ul>
<b>Timeframe for realising impacts,</b>	Launch of resource took place in May. Outcomes as listed above will be ongoing once colleges/schools use the resource. Awareness-raising will be immediate, behaviour change would be an outcome of

<b>outputs and outcomes</b>	following the resource through a 6-8 week programme of sessions; a positive impact on college and school communities is a longer-term impact once a critical mass of young people have been through the programme and a whole-organisation approach has been implemented.
<b>Number of learners and equality groups</b>	<p>There were nineteen learners directly involved in the project. Findings from the evaluation process indicate that they:</p> <ul style="list-style-type: none"> <li>• Were pleased to have their opinions listened to in the first workshop, from where the storyline originated;</li> <li>• Have a much better understanding of the filming process as actors, and have discovered how long the process can take;</li> <li>• Have a much better understanding of the editing process and its complexity;</li> <li>• Found devising and filming the monologues hardest as they had to get to know their character and what s/he might think and say; and</li> <li>• Enjoyed being involved in, and are proud of, the finished product.</li> </ul> <p>The College aims to support all equality groups through the project. In relation to gender, ethnicity and class, this group reflected groups well. There were no disabled members of the group, and sexual orientation was not explored.</p>
<b>Impact of working with LSIS</b>	Working with LSIS was invaluable as it provided the funding to develop the resource.
<b>Value for money</b>	<ul style="list-style-type: none"> <li>• As learners completed a lot of the work either as part of their course or as part of additional work they wanted to complete as part of a portfolio for future study/career, production costs were kept very low.</li> <li>• The dedication of staff involved meant that the project received much more time than had been budgeted for which kept costs low.</li> <li>• In the future, use of the resource could help to prevent agencies – for example the police - from having to become involved with young people if they can manage their relationships and conflict more effectively.</li> </ul>
<b>Involvement of senior management</b>	The Assistant Principal of Lewisham College has been a driving force behind the project from the point where the college applied for funding from LSIS. She chaired the Steering Group; kept senior managers in the local authority up-to-date; involved the Marketing Manager from the college and also kept the College Principal informed. A senior manager from the local police force has also been involved in the Steering Group.
<b>Learner involvement in planning and delivering the project</b>	<p>Nineteen learners were involved in planning and delivering the project. They took part in the following ways:</p> <ul style="list-style-type: none"> <li>• Participated in the initial workshops to increase their awareness of sexual bullying and gender conflict;</li> <li>• Devised the storyline for the film as a result of the workshops;</li> <li>• Storyboarded and scripted the film;</li> <li>• Filmed and edited the DVD; and</li> <li>• Composed the music.</li> </ul>
<b>Raising</b>	A launch event was organised to raise awareness about the project

<b>awareness</b>	and disseminate the resource. The College marketing department also contacted local and national press.
<b>Forward strategy</b>	The project will continue in that colleges and schools who wish to address the issue of sexual bullying and gender conflict will use the resource. The resource has been publicised and uploaded to the Lewisham College, LSIS and ABA websites.
<b>Difficulties</b>	<p>The main difficulty was the late start of the project and the knock-on effect of the reduced timescale on getting every facet of the project completed to time. This was overcome by staff and young people putting in additional hours over and above the budget.</p> <p>The only other difficulty was an issue with competing priorities around the curriculum with college and, as time went on and there was some slippage in production time, with projects that the two external consultants were involved in. These difficulties are entirely normal and were overcome with sheer hard work and good time management on the part of everyone involved.</p>
<b>Lessons</b>	<ul style="list-style-type: none"> <li>• <b>Timescale:</b> Despite a lot being achieved in a short space of time, at least one additional month of term-time to allow for proper contingencies around re-shoots; checking congruence between the written and visual media; and production time.</li> <li>• <b>Steering Group:</b> Whilst Steering Groups were well attended in the main, one core member of staff was unable to attend. This meant that communication sometimes was not as effective as it could have been, and that this member of staff's understanding of the project was less developed than others'. There were no major problems that arose from this, but on one or two occasions it did increase the workload of other staff.</li> <li>• <b>Project management:</b> One or two issues in connection with project management arose during the project, mainly to do with lack of clarification about roles and responsibilities. In the future it is suggested that one project manager is appointed and at the beginning of the project to be clear about roles and responsibilities.</li> <li>• <b>Core production team:</b> It may have been helpful at the beginning to identify members of the Steering Group who made up the core production team; these people could then have been clearer about roles and responsibilities, and worked more closely together as a team.</li> <li>• <b>Launch date:</b> Due to completion deadlines, the launch date was very close to the final resource pack production date.</li> </ul>

# Myerscough College

<b>Provider and project name</b>	<b>Myerscough College - Equality and Diversity Curriculum and the Community</b>
<b>Contact person</b>	Hayley Arthur – Equality and Diversity Support Officer 01995 642177 harthur@myerscough.ac.uk Bernard Pendleton – Head of Student Support & Welfare 01995 642348 <a href="mailto:bpendleton@myerscough.ac.uk">bpendleton@myerscough.ac.uk</a>
<b>Aim and scope of project</b>	<p>This project had a number of strands. The first strand linked into the Schools, Citizenship, Anti-Racism and Football (SCARF) project that aimed to use football, other sports and art activities as a medium for engaging children and young people from Key Stages 2/3/4 in anti-racism/multicultural education. Pupils learn many of their opinions in line with those of the society in which they live and are heavily influenced by their peers. This project sought to question the views of these pupils, enabling them to think about the consequences of their views and their actions. Myerscough College Sports students' were involved with course delivery and working with the pupils to impact on the issues of racist behaviour across Preston and raise their awareness.</p> <p>The findings of the SCARF project provided guidance and training to curriculum staff to enable them to adopt the model for other curriculum areas.</p> <p>The second strand aimed to complement the findings, through comprehensive Equality Impact Assessment (EIA) training undertaken by Curriculum management to enable them to critically evaluate their curriculum offer.</p> <p>The third strand involved research into the impact of gender on the learning experience and retention of specific Myerscough student groups. This was to gain greater understanding of the issues resulting in the present achievement gap of female learners.</p> <p>A Respect week was organised at the College to disseminate this project and involve further community activities and promote E&amp;D.</p>
<b>Main issue to address</b>	The main focus of the project was to enable E&D to be further embedded in curriculum delivery by the use of community involvement. The Preston North End (PNE) SCARF project was a pilot of a new way for staff and learners to engage with E&D. Improved awareness of EIAs at Curriculum manager level would enable staff to review and address their curriculum offer in light of any issues. Myerscough College, a Land Based & Sports provider has a wide range of provision many of which are predominantly male or female e.g. Motorsports and Equine. At present there is an achievement gap of female learners (16-18) of 6% which has widened over the last three years. In order to address this issue further information was needed on this achievement gap including the impact of residential provision for students.
<b>Partnership and roles</b>	Preston North East (PNE) Football Club was a Partner in delivering the SCARF project. Their role was to provide links to schools in Preston,



	<p>one with a high percentage of black and minority ethnic (BME) pupils and another with low numbers BME pupils. PNE provided a coordinator to deliver the SCARF project and the football club coaching staff provided a 10 week scheme of work, and session materials. These materials focussed on improving awareness and respect. The coaching staff worked alongside College students and the project coordinator to deliver the scheme. PNE Football Club hosted a celebration visit and tour of the Football Club during the final week.</p> <p>The two primary schools were key partners and provided weekly opportunities during class times to facilitate project delivery. School staff supported the project and encouraged pupil involvement and participation.</p> <p>Myerscough College provided the leadership and co-ordination of College student involvement and collated regular feedback and evaluation from all involved. EIA training and development was provided by external support</p>
<p><b>Project outputs</b></p>	<ul style="list-style-type: none"> <li>• Two schools and their local communities involved with the SCARF project benefited from the coaching activities provided by the Myerscough learners.</li> <li>• Seven Myerscough learners increased their own knowledge and awareness of E&amp;D and classroom delivery.</li> <li>• Every week over a 10 week period an average of 60 pupils was engaged in activities linked to E&amp;D topics.</li> <li>• A DVD was made of the delivery of the project showing teachers and learners working with the session plans which will be available for dissemination of the project.</li> <li>• Session plans are available to use online for Equality and Diversity course tutorials.</li> <li>• Nine Curriculum Heads received training on subject specific EIAs Assessments and reviewed their area EIAs as part of the process.</li> <li>• Extensive evaluation was conducted in relation to the gender achievement gap issues which have resulted in further information to allow actions to be recommended.</li> </ul>
<p><b>Project impacts and outcomes</b></p>	<p>Heads of Curriculum at Myerscough College have increased their awareness of EIAs and have benefited from a co-ordinated approach and peer support. The project has impacted on Myerscough Colleges EIA process resulting in revised EIA Policy and Procedures. A model of good practice was shared and discussed with Curriculum Heads. Another positive outcome was an identification of a requirement for a data schedule to support regular detailed analysis of data to support the EIA process and actions. Other Cross College areas will adopt this EIA training model.</p> <p>School pupil feedback forms completed throughout the project show clear evidence of pupils commitment to change their behaviour. For example, “Trying their best not to judge people based on first impressions.”</p> <p>Teaching and Support Staff at both primary schools commented on how beneficial the schools project had been and welcome future involvement. On visits to PNE and Myerscough during the final week,</p>

	<p>teachers expressed their sincere appreciation of all involved.</p> <p>All students involved in the project have confirmed that their awareness of E&amp;D has increased. Their personal skills and competence in delivering sessions to pupils has developed. Students were interviewed throughout the project and their views recorded on a DVD.</p> <p>The College benefited from the Respect week which enabled students to look at the meaning of 'Respect' and to celebrate everyone's different backgrounds, cultures, religions and abilities.</p> <p>The week strengthened Myerscough College's commitment to community cohesion and encouraged learners and staff to respect diversity. A Respect board captured the feelings and thoughts of students about their definition of Respect. These will be collated and fed back to senior management to inform future developments at a future date.</p> <p>The analysis of the student experience involved staff, student interviews and a residential focus group. Analysis and recommendations on how to improve the learning experience for females will inform future decision making and actions. These actions will aim to negate the achievement gap between 16-18 males and females on Equine and Animal Studies.</p>
<p><b>Timeframe for realising impacts, outputs and outcomes</b></p>	<p>Sixty school children benefited from the experience on a weekly basis. They enjoyed all the sports activities and mixing with another school which had a different ethnic mix. At the end of the project the pupils visited PNE Football Club and Myerscough College for their final event to reinforce anti-racist behaviour.</p> <p>The Myerscough College students received recognition on this day for their involvement from the College. This is to be further recognised at the Presentation of Awards ceremony in July 2011.</p> <p>The 9 Curriculum Heads completed the EIA training and are now more aware of E&amp;D and how to further embed this with their curriculum staff teams and areas. Heads will complete EIAs for their curriculum area over the next academic year.</p> <p>The College has benefited from the learner research and the recommendations on how to improve gender achievement equality in areas such as Animal Studies and Equine. These actions will be monitored throughout the year by the E&amp;D management group.</p> <p>During the 'Respect' week many staff and students helped celebrate diversity and were involved with a range of activities. The community contacts and links which were used within the week and form a basis for improved community cohesion in the future.</p>
<p><b>Number of learners and equality groups</b></p>	<p>Seven Myerscough College students, 60 primary school pupils, 2 school teachers and 4 teaching assistants from primary schools all benefitted from the project. Following the students' involvement in the project the learners will receive accreditation for their voluntary work and will disseminate their experiences to 250 sports learners at the</p>

	<p>College.</p> <p>The 'Respect' week at the College was promoted to FE learners (800), 16-18 (700), 19+ (100).</p> <p>Nine Curriculum Heads, The Head of Student Support &amp; Welfare, Equality Support Officer and the Assistant Principal of Quality and Development also benefited from the EIA training.</p> <p>The Student Experience Survey and focus groups involved over 200 learners and 12 teaching staff.</p>
<b>Impact of working with LSIS</b>	<p>LSIS were available for guidance and support. Working with LSIS was positive and the meeting in London was excellent as good practice was shared.</p> <p>Our partner, PNE Football Club representative attended the LSIS meeting and this helped formulate a good working relationship.</p> <p>The mid-project telephone conference was extremely beneficial and supportive and ensured that the College continued to adhere to the project guidelines and objectives and clarified the dissemination process.</p>
<b>Value for money</b>	<p>Myerscough College involvement with PNE Football Club enabled the effective delivery in the primary schools which promoted Cultural Diversity. Without LSIS support this initiative would not have been possible.</p> <p>EIA training and the learners surveys increased awareness of inequalities and opportunities to improve all learner's experiences at the College by offering a more inclusive curriculum.</p>
<b>Involvement of senior management</b>	<p>The project regularly reported progress to the E&amp;D management group. Key senior management, Deputy principals, Curriculum Heads were involved in this meeting. Emerging project findings and lessons learned were regularly shared and discussed at the Curriculum Quality weekly meetings. Senior staff supported and recognised the efforts and success of this project within Respect week.</p>
<b>Other stakeholders</b>	<p>Longsands Primary School, Preston and St Matthews Primary School, Preston, allowed 2 hours a week for the College students to deliver E&amp;D issues to their pupils. The schools supported the project and thoroughly enjoyed the last day when the two schools were brought together for activities.</p> <p>A number of external organisations supported the Respect week activities and are committed to further work with the College.</p>
<b>Learner involvement in planning and delivering the project</b>	<p>Twelve students were initially interviewed for the project, 7 students regularly participated on a weekly basis. They had to plan and deliver their own sessions in the schools and co-ordinated the sports activities. On the final day of the SCARF project 20 other Myerscough learners and 4 staff were involved with the activities.</p>
<b>Raising awareness</b>	<ul style="list-style-type: none"> <li>The findings were disseminated in Respect week to other Myerscough students and staff through displays and activities.</li> </ul>

	<ul style="list-style-type: none"> <li>• The students participating in the SCARF project presented and involved their peers. The Lancashire Evening Post reported the SCARF project which disseminated the work in the local community.</li> <li>• Future dissemination will include recognition of students' involvement at the Presentation of Awards ceremonies and the College Open Day where members of the public attend.</li> </ul>
<b>Forward strategy</b>	<p>The SCARF project model of using links with the community to enable students to gain further awareness of E&amp;D will continue in the next academic year. Already links have been made with other partners to carry this forward.</p> <p>EIA of the curriculum has been included in the annual cycle of management activities linked to Self assessment process.</p> <p>The student experience surveys have highlighted key areas for development and they will influence the format of future student surveys.</p>
<b>Difficulties</b>	<p>The time constraints of working with partner schools initially caused some co-ordination issues. This included the matching of College and school timetables. Strong work by the coordinators overcame these issues. Additionally, the coordinator had to put on extra sessions to help the students prepare for the presentations and ensure that they had the confidence to deliver and meet objectives.</p>
<b>Lessons</b>	<p>The main lessons include:</p> <ul style="list-style-type: none"> <li>• During any community based project it is important to maintain a strong relationship with the students involved.</li> <li>• Communication from all parties was paramount to ensure success.</li> <li>• The students have acknowledged that preparing their sessions beforehand gave them more confidence in their ability to deliver the sessions. Community links with the local schools is growing and this project has facilitated positive development of some of those links.</li> </ul> <p>Overall this project was very successful as it has helped young people to understand the effects of their actions and the impact of these actions on other people.</p> <p>Myerscough College has further embedded E&amp;D into the Curriculum and plans have been put in place to address gender achievement imbalance at Myerscough College</p>

<b>Provider and project name</b>	<b>Q Training Ltd</b>
<b>Contact person</b>	David Mortimer 5 Bassey Road, Rackheath, Norfolk, NR13 6PZ. <a href="mailto:david.mortimer@qtraining.net">david.mortimer@qtraining.net</a> 07710438060 or 01376 348704
<b>Aim and scope of project</b>	Embedding learning in everyday activity for disadvantaged groups.
<b>Main issue to address</b>	<p>Stemming from the FIF3 project with the elderly the project embeds economically and social useful learning and development activities within the daily activity of people supporting the learning difficulties, mental health clients and youngsters in hostels.</p> <p>Support workers were trained on how to help these groups develop literacy, numeracy, employability, interview and ICT skills, build CVs and self confidence to provide an entry point to employment.</p> <p>Support workers also learned to work with their clients to use open source web based materials both as learning tools and for general developmental activities.</p> <p>Some of this support was available generally (IAG, Jobcentre plus etc) but barely accessible to these groups and only ad hoc with little consistency hence the need to embed it in their environments.</p>
<b>Partnership and roles</b>	<p>Q Training Ltd (lead partner)</p> <p>Braintree Enterprise Agency (referral source)</p> <p>Results Consortium (referral source)</p> <p>CTS Ltd (training partner)</p> <p>QCH Ltd (referral source)</p> <p>Augusta Partnership (referral source)</p>
<b>Project outputs</b>	<p>Outputs include:</p> <ul style="list-style-type: none"> <li>• Thirty three support/key workers in mixed care settings trained and in training (85 days training delivery rather than 48)</li> <li>• Forty one service users of mixed ages and one mental health service user received documented training/personal development sessions delivered by the support and key workers above</li> <li>• This is ongoing in 6 residential care settings (approximately 50 service users and one housing association (approximately 300 service users and residents.)</li> <li>• Three adults in Residential mental health have participated in formal training and received further long term embedded activity as a follow up to this</li> <li>• Three young adults (16-18) with learning difficulties undergoing embedded activity (long term activity)</li> <li>• One 88 year old lady has received additional ICT training and ongoing support after referral from UK ONLINE</li> </ul> <p>This is a total of 81 documented beneficiaries against a target of 80 with 267 days of training against a target of 240. This has been</p>



	delivered across 6 residential settings for learning difficulties, one community setting, one housing association and two domestic settings. This is a total of 10 organisations or sites against a target of 8.
<b>Project impacts and outcomes</b>	<p>Set against the target impact measures and outcomes:</p> <ul style="list-style-type: none"> <li>• Embed learning and development support skills and activities within the day-to-day activities of support workers so that they are equipped to help and advice service users with their own personal development.</li> <li>• Embed the following curriculum areas within the care setting: ICT, advice &amp; guidance, locating and using open source web based materials, literacy support, numeracy support, interview skills, employability skills, CV building and general confidence building for a total of 60 beneficiaries.</li> <li>• Demonstrate that this can be taken up as part of main stream care activities in these settings.</li> <li>• Support and promote the independence of service users by providing access to learning and development opportunities.</li> <li>• Increase the overall uptake of ICT by these groups.</li> <li>• Support a proportion of service users move from a fully supported service to one where they have developed a level of personal independence such as entering employment.</li> <li>• Provide employment and work experience or mainstream education opportunities for 15 beneficiaries.</li> <li>• Provide a platform for all service users to move into work experience, employment or further learning.</li> <li>• Reduce the number of observation visits for NVQs in these settings from 6-9 to 4-6.</li> <li>• Reduce the average assessor time taken for level 2 and 3 NVQ deliveries from 22.5 to 19 hours.</li> <li>• Produce a transferrable model of excellence that can be implemented in other settings and sectors.</li> <li>• Ensure added value to participating organisations in order to ensure sustainability after project end.</li> <li>• Develop and foster a demand for qualifications such as NVQs in learning and development and advice and guidance or PTLLS within these settings which will further ensure sustainability.</li> <li>• Engage with 8 organisations in the local community as beneficiaries.</li> <li>• Promote the project and its outcomes to 30 organisations within the local community and 30 training organisations.</li> </ul>
<b>Timeframe for realising impacts, outputs and outcomes</b>	With the exception of NVQ delivery, all the outcomes have been achieved, demonstrated and enacted. It will take around 2 years to roll these improvements out through the sector skills council, networks, the NSA and ACTAN.
<b>Number of learners and equality groups</b>	Beneficiary organisations and individuals have been marginally excluded. Individual beneficiaries are over represented for support workers and people with learning difficulties and underrepresented in mental health and hostel residents.
<b>Impact of</b>	Working with LSIS helped grow the organisation



<b>working with LSIS</b>	
<b>Value for money</b>	<p>Eleven beneficiary care organisations and six partners involved in the project. With an LSIS contribution of £25,000 this equates to £1,785.71 per organisation. This delivered at least 240 days of training at a cost of £93.63 per person per day. Considerably over 50% was to those disadvantaged groups that mainstream training and education finds so difficult to access.</p> <p>This is purely within the life of the project and does not consider the amount of sustained activity after the project lifecycle. Importantly, it does not measure the long term social and economic benefit or any improvement the quality of life for the beneficiaries.</p>
<b>Involvement of senior management</b>	The project lead and project manager are senior and middle managers respectively. They used existing contacts to involve senior managers from partner and beneficiary organisations.
<b>Other stakeholders</b>	The National Skills Academy provided advice in bidding for and setting the project up.
<b>Learner involvement in planning and delivering the project</b>	Two learners were consulted as part of project application and planning.
<b>Raising awareness</b>	<p>A mix of project meetings with providers and network sessions were used to promote the project. Organisations involved here included: Elate Training, Mymar Training Consortium, JISC e-learning forum, Care Norfolk Brokerage,</p> <p>Awareness has also been raised within care settings visited and by talking with NVQ candidates</p>
<b>Forward strategy</b>	<p>This centres on some of the challenges including:</p> <ul style="list-style-type: none"> <li>• Poor selection and provision of support staff as beneficiaries.</li> <li>• Poor selection and provision of clients as beneficiaries.</li> <li>• A lack of willingness by Care providers to help clients develop independence, move on and deliver a service requiring less support.</li> <li>• Drop off of the project activity as support from the program ends.</li> <li>• Beneficiary organisations seeing this as a "freebie" of low intrinsic value or short term opportunity.</li> </ul>
<b>Difficulties</b>	<p>Of the two hostels originally identified as beneficiary organisations one declined to respond to contact. The other rejected the training opportunities on the basis that staff did not have time to attend nor was it of benefit to equip staff with skills that could be passed on to service users.</p> <p>This was mirrored in two mental health and one learning difficulty service providers Timescales were a difficulty as when the service was offered many homes wanted to do more work with their service users and staff,</p>

	<p>Jobcentre plus did not feel it was their role to get involved in the project..Connexions were keen to get involved but the local authority in question felt there were too many projects like this and therefore declined. This could also have been an issues with lack of government funds for Connexions this on the whole they are struggling to keep afloat and they are assessing their service at present.</p>
<p><b>Lessons</b></p>	<p>The weather can be a factor as with the snow it was at points hard to get to appointments and also for homes to allow us due to staff shortage.</p> <p>There is scope for this project to be expanded and grow within the care field offering a equal partnership in some ways between staff and service users i.e. offering training that can be completed by all thus aiding staff to complete their job role and service users to gain skills to enable them to find work placements. This would enable a great sense of worth and self esteem while also embedding learnt skills. LSIS timescales are short; more could be achieved easily for the same money with longer timescales. Given the time to plan and offer this service to more homes would increase the amount of areas you could disseminate to.</p> <p>It is important to be careful about beneficiary selection and ensure written agreements from them prior to beginning.</p> <p>This project could be expanded by assisting those who live in care settings (vulnerable) find work placements and then complete further training and go on to seek active work, this in itself is full time project.</p> <p>This project has showed service users and others how valuable they are and how delivering training to them as equals has improved their skills and relationships within the homes they live.</p> <p>This project has been welcomed by service users, managers and care staff and has helped create a support network.</p>

# Small Woods Association

<b>Provider and project name</b>	<b>Small Woods Association</b>
<b>Contact person</b>	Angela Pollard <a href="mailto:angelapollard@smallwoods.org.uk">angelapollard@smallwoods.org.uk</a> 01952 432769
<b>Aim and scope of project</b>	<p>The 'Amazon Woman' project was a 12 week structured learning programme which demonstrated the opportunities for women offenders within the occupationally segregated forestry sector. Taking place two days per week in a woodland environment, the women received expert tuition and support to gain skills in woodland management and greenwood crafts. They also received mentoring and guidance into follow on opportunities such as employment, training and volunteering.</p> <p>In addition to gaining new skills, the women developed their social skills, and were able to address their individual offending behaviours with the aim of reintegrating them into main stream society. The programme developed positive team building, self confidence, self reliance and greater personal and social responsibility. Health and well-being were developed through physical activity and by utilising the woodland setting to aid mental well-being.</p>
<b>Main issue to address</b>	Rehabilitate and reintegrate women offenders and those at risk of offending into their local communities by addressing the causes of offending behaviour in a safe non-threatening woodland environment, developing their employability skills and increasing their knowledge and skills in the management of woodland and woodland products.
<b>Partnership and roles</b>	Telford & Wrekin Council (managed the contract with LSIS) and West Mercia Probation Trust (identified and provided the client group)
<b>Project outputs</b>	<ul style="list-style-type: none"> <li>• Partnership working with West Mercia Probation Trust who identified trainees. Because of difficulties with obtaining the numbers through probation the project team also liaised with other agencies to identify those women considered at risk of offending through substance misuse or mental health.</li> <li>• Provided a 12 week training programme in a woodland environment teaching woodland management and greenwood craft skills.</li> <li>• Signpost to other opportunities within forestry. The client group were introduced to other opportunities, Green Gym who run volunteering opportunities in practical conservation (2 trainees expressed an interest in pursuing this). Training in biodiversity monitoring (2 trainees have been offered funded places on a course).</li> <li>• Records have been kept of attendance and progression is still being monitored.</li> <li>• Monitored the health and well-being of trainees using SF36 health evaluation tool. Findings that have caused concern have been discussed with the individuals. Participants also completed a Personal Feedback Form.</li> <li>• A minimum of 5 Learners in Hereford and 8 Learners in Telford. One Telford participant was a probation employee.</li> <li>• End of project celebration event in Hereford on 6<sup>th</sup> May for family</li> </ul>

	and friends.
<b>Project impacts and outcomes</b>	<ul style="list-style-type: none"> <li>• Stopped one participant from feeling extremely low ‘helped me not do anything stupid’</li> <li>• ‘Small nature of the group has helped me to learn more practical skills and has been more relaxing’</li> <li>• ‘Helped me to get out of bed in the morning’</li> <li>• ‘Good way to learn new things with new people’</li> <li>• Changes in behaviour noted by staff; for instance, one lady afraid of touching a knife for self harm concerns. She was using a whittling knife spontaneously for carving a spoon.</li> <li>• One lady afraid of trying out anything practical started to help staff member when making a stool</li> <li>• ‘I have never done something that I am so passionate about. Opened new doors for me’</li> <li>• ‘Enjoyed this course lots and learnt a lot more’</li> </ul>
<b>Timeframe for realising impacts, outputs and outcomes</b>	<p>Within the first couple of weeks of the starting date commitment to attending was achieved by four learners in Hereford. Within the first few weeks of starting in Telford one participant had found employment. A second Telford participant found employment within seven weeks. Another Telford participant expressed a wish to progress to a forestry apprenticeship after three weeks on the programme and that enthusiasm never diminished throughout. Another Telford participant was keen to find other conservation opportunities.</p>
<b>Number of learners and equality groups</b>	<p>Project had an impact on all 15 learners.</p> <p>In Hereford: Improved commitment levels in all six in Hereford for contacting staff in relation to attendance at the project. Four learners attended for most of the weeks. Improved motivation in all four. Improved mood in all four. Able to take initiative to keep camp running smoothly. Assisted each other to overcome practical and emotional problems. Huge improvement in ability to carry out practical wood craft skills. There were some problems with recruitment through probation in Hereford and none of the participants were from the Hereford office of West Mercia Probation. The participants were recruited by project team through their contacts.</p> <p>In Telford: Eight participants were recruited through the Shropshire and Telford &amp; Wrekin offices of West Mercia Probation (one was a Probation Worker). One person was referred through Substance Misuse but despite continued conversations and efforts she failed to attend. But this is symptomatic of the client group we were working with.</p>
<b>Impact of working with LSIS</b>	Initial problems with accreditation were addressed with LSIS support
<b>Value for money</b>	The Head of Service Shropshire, West Mercia Probation Trust, has reported “feedback from the Shropshire probation staff has been very positive. The women participants found the project enjoyable, were engaged with the material, found it therapeutic both in the nature of the work and in it being a women only group. The project has had an impact on those women involved and if it has increased their self esteem and opportunities for employment then these are important

	desistance factors for many offenders. The fact that women offenders under formal supervision are able to access the project as part of that supervision clearly is an efficient use of resources.
<b>Involvement of senior management</b>	The Heads of Service for West Mercia Probation Hereford, Shropshire and Telford & Wrekin were involved in the Steering Group and planning. The Senior Manager for Small Woods Social Forestry team worked alongside the project team throughout and spent a day in the woods with the Telford women.
<b>Other stakeholders</b>	Contact was made with several organisations, Local Authority and Primary Care Trust departments who have contact with women in the 'at risk' category including SHYPP, Connexions, YOT, Teenage Pregnancy Strategy Co-ordinator, Life Long Learning Team, Herefordshire Housing, South Wye Drug and Alcohol Forum, Criminal Justice Drug Team, Community Mental Health Teams
<b>Learner involvement in planning and delivering the project</b>	Learners were not involved in the pre-planning but were involved through participation and decision making over what they wanted to make.
<b>Raising awareness</b>	Posters were supplied to Probation and a variety of organisations with clients who were either offenders or at risk of offending. Local Authority networks in Shropshire and known agencies and contacts in the West Midlands were also used. Herefordshire networks circulated project flyer and information sent to CLINKS magazine, run by the probation service. Local Safety Partnership wish to run a feature on the project possibly in the autumn in their magazine.
<b>Forward strategy</b>	Amazon Woman will not continue at the moment but funding is being sought. The participants have been signposted to other opportunities and will be contacted. Funding has been secured in Telford working with people with mental health problems and with the BME community. The programme will start as a mixed programme but may include a separate day to attract women in the Asian community. There may be opportunities to bring women offenders into this programme.
<b>Difficulties</b>	<ul style="list-style-type: none"> <li>• There were difficulties with numbers and Hereford Probation has insufficient notice of the project. Hereford probation did a review of the potential referrals based on the criteria and identified 11 women currently on supervision in or around the city who would not be excluded for risk or health reasons. No referrals from Hereford Probation throughout the 12 week programme were received.</li> <li>• The authorisation to run the project came less than 1 week before commencement due to contract arrangements and confirmation of the funding being in place, leaving little time to promote. Staff changes at Probation in Hereford meant the participants believed to have been lined up for the project did not materialise. Suitable candidates from probation were already engaged elsewhere and could not be diverted at such short notice.</li> <li>• Existing partnerships were used to enable engagement with a wider group of 'at risk' women, and drew on our own records identifying appropriate individuals who have not previously qualified for funding but have shown an interest in trying the project</li> <li>• Childcare was an issue as many of the women had childcare</li> </ul>

	<p>issues. Probation tried to access funding to pay for nursery care but was unsuccessful. Time and days were organised to suit those women who needed to drop and collect children from school. It took place through half-term and Easter Holidays which impacted on the Forest School programmes on the project days that fell within these holidays so that the women and their school age children could work together in the woods and there was less risk of the women dropping out over this period and not returning.</p>
<p><b>Lessons</b></p>	<ul style="list-style-type: none"> <li>• It would be useful to run a taster day for the referring agencies so they know what the programme is and what the participants will be doing.</li> <li>• Childcare may be a problem and nursery care is expensive and could not be included in the budget.</li> <li>• Greater flexibility in start dates of the project</li> <li>• The project was highly beneficial to the client group. The women had to work in the cold and wet (as well as some very nice warm sunny days) so there are many who would not want to come on several of those days.</li> </ul>



# Stockton Riverside College

<b>Provider and project name</b>	<b>Stockton Riverside College (SRC)</b>
<b>Contact person</b>	<a href="mailto:Sue.pattison@stockton.ac.uk">Sue.pattison@stockton.ac.uk</a> <a href="mailto:Karen.sutcliffe@stockton.ac.uk">Karen.sutcliffe@stockton.ac.uk</a>
<b>Aim and scope of project</b>	The North East of England has few people from Black and minority ethnic (BME) backgrounds and hence, few BME learners/staff within the college (SRC). The mainly white British learners had little exposure to different cultures/religions; this can lead to barriers in understanding and communication. The project strengthened links with the third sector to improve integration and participation of the BME community, to hold a Respect Festival to increase cultural awareness and to create an ESOL chat-room to give BME learners a voice (this evolved into a reading group so that it had a specific learning aspect).
<b>Main issue to address</b>	To raise achievement rates for BME learners and increase participation of BME community
<b>Partnership and roles</b>	<u>BECON</u> : support networking activity; engage with beneficiaries; organise event <u>Stockton BME Network</u> : involve BME groups in project activities <u>Cleveland Police</u> : focus on forced marriage issues and ensure staff/students are aware of issues and what help is available <u>Connect FE</u> : provide links with faith contacts and help people of different faiths understand each others' perspectives
<b>Project outputs</b>	<ul style="list-style-type: none"> <li>• Raising Aspirations Event in conjunction with BECON attracted 50 attendees from the BME community</li> <li>• Have a Nice Day Event in conjunction with BECON attracted approx 100 women from the BME community</li> <li>• Reading Group (this replaced the Chat-room idea) attracted 12 learners from ESOL and Skills for Life</li> <li>• Focus Group attracted 4 British Asian males</li> <li>• Respect Festival Event attracted approx 200 learners and staff</li> <li>• Connect2Work training from BECON attracted 15 learners.</li> </ul>
<b>Project impacts and outcomes</b>	<ul style="list-style-type: none"> <li>• The community events strengthened links with the third sector. This improved the College's reputation in terms of its commitment to equality with the partners and their contacts. The attendees at the events signed up for ESOL/Skills for Life information and 50 prospectuses were collected. Several people attempted the literacy/numeracy activities to assess their own skills and engaged with staff from the college.</li> <li>• The reading group allowed ESOL learners to talk informally with native English speakers outside of the classroom; it is expected that the language barrier to further learning would be diminished. In addition, the English learners had a chance to meet others from different cultural/racial backgrounds to aid their understanding and challenge stereotyping.</li> <li>• The focus group for Asian males is small but expanding each time a meeting is held. The learners have responded well to the content and showing enthusiasm for organising celebrations of festivals and educating other learners about Islam. It is expected that this will</li> </ul>

	<p>have an impact on retention/achievement.</p> <ul style="list-style-type: none"> <li>• The Respect Festival was an opportunity for learners and staff to learn about different cultures/faiths in an enjoyable and informal setting. It encouraged people to reflect on what respect is in relation to attitudes/behaviour towards others.</li> <li>• The Connect2Work training had interest from 10 learners and it is expected that 1 person will take up the opportunity to be trained to help others.</li> </ul>
<b>Timeframe for realising impacts, outputs and outcomes</b>	<p>In some cases, the impact was immediate in that learning took place about other cultures and religions (true for staff as well as learners). In addition, the College engaged with BME members of the community at the time of the community events.</p> <p>In other cases (participation/achievement) there will be a longer period before impact can be assessed. A dramatic change in the short term is not envisaged but rather a year on year improvement.</p> <p>The contacts made through the project will enhance the College's reputation through word-of-mouth. Existing contacts/partnerships have been strengthened through working together.</p>
<b>Number of learners and equality groups</b>	<ul style="list-style-type: none"> <li>• The project impacted on 400-500 people (evidenced by registers and photographs).</li> <li>• The community events, focus group and reading group and Connect2work attracted the majority of the BME target groups</li> <li>• The Respect Festival attracted staff and students of all ethnicities, the majority being white British people.</li> </ul>
<b>Impact of working with LSIS</b>	<p>LSIS funding enabled some of the events and initiatives to take place. Ideas which had been discussed previously were put into practice. It also leant kudos to the College as we were able to say we were chosen to receive the funding from LSIS.</p>
<b>Value for money</b>	<p>Due to the contacts in the community appropriate venues were secured, catering and contributors at a reasonable rate; those contacts were then happy to be involved in the College's events.</p> <p>In a wider context, one partner was able to extend the contract of a worker who was due to be made redundant in order to help us with the community events.</p> <p>The community events, while ostensibly about increasing participation at SRC, also acted as a mechanism to promote community cohesion with its inclusion of various organisations and services. It enabled the police and fire service to make useful contact with the BME community and also publicised help available for victims of domestic violence and forced marriage.</p>
<b>Involvement of senior management</b>	<p>The Principal contributed to the application for the project and steered the project towards strengthening links with the third sector. He was present at the Raising Aspirations event and gave a welcome speech to the attendees. The Deputy Principal and Vice Principal agreed to release staff from their day-to-day duties in order to attend training which they agreed should be compulsory (although in the event, the training did not take place in the time scale but could be something for the future). All senior managers were present at the college Respect</p>

	Festival.
<b>Other stakeholders</b>	<p>There were several contributors to the events held in the community and the Respect Festival. For example, information was provided about domestic violence, women's refuge, fire safety and cultures. Other stakeholders included the more recreational aspects of the events such as henna hand painters, jewellery and fashion, Thai Chi and Arabic calligraphy. Indian and Chinese food was offered as an added incentive to attend.</p> <p>Together, this created a fun yet informative setting in which people were relaxed and able to engage with the more educational/ college marketing activities.</p>
<b>Learner involvement in planning and delivering the project</b>	<p>Learners contributed in various ways to make the project successful. For example, two ESOL learners and one ex-learner (now a graduate) gave talks to the audience about their experiences in the Raising Aspirations event (2 members of staff also gave talks). Their stories were inspirational and focused on how education, in particular our college, had provided them with opportunities and had built their confidence. This was particularly poignant for the Asian women who had overcome cultural barriers to participate in education and employment.</p> <p>Five learners from the Hair and Beauty department gave hand and arm massages and painted nails in the community events. Their participation also enabled them to achieve credits towards their main course.</p> <p>Two learners participated in the Respect Festival by offering henna hand painting. Various learners (some from the focus group) brought in music from their culture; three learners staffed a 'guess the flag' competition and quiz while another staffed a Respect Wall activity. 2 learners helped to serve food and several catering students made the scones and tea. Their help was acknowledged by letter</p>
<b>Raising awareness</b>	<p>The College and its partners have raised awareness about the project through liaising with community groups and using their electronic email contacts. Dissemination has been achieved in the same way. BECON have a newsletter which has also been utilised.</p> <p>The College has an Equality and Diversity Committee at which awareness and dissemination has taken place. College staff and external agencies attend. The committee also informs the college Governors' meetings of equality initiatives.</p> <p>The Respect Festival was also used to impart information about the project through the use of its plasma screens located in various parts of the buildings and it was publicised in the staff bulletin.</p> <p>The local press were invited but did not attend.</p>
<b>Forward strategy</b>	<p>Elements of the project will be easy to continue – for example, focus groups and reading groups. The focus groups are expected to lead to initiatives which see learners engaged with activities outside of their classroom setting. For example, learners will become more involved in educating others about their religion or culture and in organising</p>

	<p>religious/cultural celebrations.</p> <p>Smaller activities will be easy to repeat each year, for example the Respect Wall (learners wrote on paper ‘bricks’ what their idea of respect is and these were displayed in the form of a wall).</p> <p>Participation in community events organised by partners will be possible although financially it is uncertain whether the college will be able to support such events on its own in the future. Likewise, some activities which attracted a fee (poetry workshop, Arabic calligraphy) may be difficult to fund.</p>
<b>Difficulties</b>	<p>Some of the partners we anticipated working with did not engage with the project for various reasons. For example, the contact at HMS Kirklevington took early retirement; the person nominated to work with from the prison went on long term sick; the funding for a role of a partner from Cleveland Police came to an end; the North East Refugee Service were unable to find time to participate. BECON, was also facing cuts and have now had to lay off several of their staff.</p> <p>The focus group for Asian males only attracted a small number of learners although numbers increased with each meeting. This is something we can build on with time.</p> <p>Some staff were unable to get involved in the way we anticipated because of workload and inconvenient timing – ESOL learners were undergoing spoken exams which take up a lot of time for both the staff and the learners.</p> <p>Internally, the College underwent a restructure which caused difficulties for staff. In addition, some key staff were on sick leave and some were facing redundancy.</p>
<b>Lessons</b>	<ul style="list-style-type: none"> <li>• The lessons learnt were that partnerships are very important especially in relation to external events.</li> <li>• Without the support of BECON it would have been difficult to organise the community events. The contact at Cleveland Police was instrumental in helping to organise the women’s only event. The contacts were people who we had worked with before and it is vital that those relationships are sustained and nurtured.</li> <li>• In addition, the learners’ involvement was crucial and in future events this would be expanded</li> <li>• It is also necessary to allow certain ideas to evolve according to demand and ideas brought in by others.</li> <li>• It was difficult to get feedback/monitoring forms filled in, due in part to some of the participants’ level of English.</li> </ul>

# Sussex Downs College

<b>Provider and project name</b>	<b>Sussex Downs College (SDC)</b> <b>Equality &amp; Diversity in Apprenticeship delivery – mapping the learner journey.</b>
<b>Contact person</b>	Clare Westbrey-Tong 01323 637252
<b>Aim and scope of project</b>	To improve the understanding of Work Based Learning (WBL) providers on how to evidence Equality and Diversity (E&D) through the production of a good practice toolkit.
<b>Main issue to address</b>	<ul style="list-style-type: none"> <li>• Ofsted Grades for E&amp;D – especially of WBL</li> <li>• Encourage employers to recruit from a diverse pool of potential employees</li> </ul>
<b>Partnership and roles</b>	<p>Sussex Downs College – lead provider. SDC produced the toolkit and oversaw the mock Ofsted inspection.</p> <p>Chichester College – contributed to the toolkit, provided case studies and took part in the mock inspection</p> <p>PBL – as above.</p> <p>Sussex Council of Training Providers (SCTP Ltd) – provided a desktop review of the toolkit, and hosted the dissemination event.</p>
<b>Project outputs</b>	<ul style="list-style-type: none"> <li>• The toolkit has been shared across SCTP Ltd members of which there are 50 members</li> <li>• The Business Case for Diversity has been promoted by the College’s Skills Advisers to our employers who are considering recruiting an Apprentice</li> <li>• Case Studies have been incorporated into the toolkit</li> </ul>
<b>Project impacts and outcomes</b>	<p>For Sussex Downs:</p> <ul style="list-style-type: none"> <li>• Strategically the Apprenticeship Quality Group is looking for opportunities to use feedback from the toolkit and mock inspection. E&amp;D is now a standing agenda item for the Apprenticeship Quality Group</li> <li>• An increased understanding of the importance of E&amp;D data and the significance of management information for both ourselves and our sub-contractors</li> <li>• An improved understanding of the whole Apprentice Learner Journey</li> <li>• An increased awareness of how the analysis of E&amp;D data can reduce achievement gaps</li> <li>• A change in the way Skills Advisers conduct their conversations with employers regarding the recruitment of Apprentices. Skills Advisers will now use the Business Case for Diversity to inform discussions</li> </ul> <p>For partners:</p> <ul style="list-style-type: none"> <li>• Updates to SAR and Improvement Plan</li> <li>• Updates to Equality Policies</li> <li>• An increased awareness of the use of data broken down by diversity</li> </ul>



	<ul style="list-style-type: none"> <li>• New case studies that can be shared with employers</li> <li>• Changes in the way partners will work with lead organisations regarding the observation of Teaching &amp; Learning</li> <li>• Production of new guidance for assessors on the review process and embedding E&amp;D within it</li> </ul>
<b>Timeframe for realising impacts, outputs and outcomes</b>	Fully within one academic year (the end of 2011/12). This will allow the College to experience a full cycle of the learner journey.
<b>Number of learners and equality groups</b>	The main outcomes of the project are products and at this stage it is difficult to measure the number of learners.
<b>Impact of working with LSIS</b>	The funding grant supplied via LSIS has enabled the College and partners to take a strategic focus on Apprentices ensuring that the learning experience is of the same quality as for all other learners (parity of esteem).
<b>Value for money</b>	<ul style="list-style-type: none"> <li>• By engaging with PBL, Chichester College and SCTP Ltd, the College was able to achieve some economies of scale in terms of partner engagement. They were able to represent a cross section of Sussex WBL providers.</li> <li>• Three providers engaged in the mock inspection and the recommendations will be shared widely across the SCTP Ltd membership base</li> <li>• The production of the Toolkit and the Business Case for Diversity can now be widely shared</li> </ul>
<b>Involvement of senior management</b>	The Head of Quality & Learning Services took a strategic lead in the project and ensured it was a standing agenda item at the College's Teaching & Learning Unit and Apprenticeship Quality Group The Principal requested a copy of the toolkit and is currently reviewing its content. From partners a Chief Executive and a Director were actively engaged in the project
<b>Other stakeholders</b>	SCTP Ltd – provided an independent desktop evaluation
<b>Learner involvement in planning and delivering the project</b>	There was no learner involvement in planning and delivery.
<b>Raising awareness</b>	Awareness of the project has been raised via partners and by working through SCTP Ltd. The lead Project Manager created synergies through work on another LSIS funded project (FE Sussex – A4OPSIS.) The findings were disseminated at an SCTP Ltd members meeting in May.
<b>Forward strategy</b>	The College would like to recommend that any providers that are currently below a Grade 2 for E&D should use the toolkit to support their improvement plans.



<b>Difficulties</b>	<p>There was a ‘bottleneck’ regarding the receipt of case studies from partners. The Project Manager intervened and discussed the content with the partners and this resulted in four good case studies that were incorporated into the toolkit</p> <p>Whilst developing the toolkit, there were some challenges around the use the E&amp;D language. This required ‘translation’ to a WBL provider’s point of view.</p> <p>A wide audience was recognised for the toolkit – from a Grade 1 provider who might just want to brush up on an aspect of the learner journey to a Grade 3 provider seeking to explore all aspects. The toolkit was developed using an holistic approach to meet the requirements of different providers.</p>
<b>Lessons</b>	<ul style="list-style-type: none"> <li>• It is important to have a wide audience when designing resources. The audience needs to come from a cross section of roles. A wide range of providers (e.g. private, GFE) are required</li> <li>• Presentation style of any resources and it is critical to engage the audience. The first draft was text heavy and was in danger of looking ‘bland’. This was addressed by an in-house graphic designer who added colour, images and altered the layout.</li> <li>• It is important to consider time scales. Some of the ideas presented in the original bid were too ambitious for the actual timescale given. For example there was a compromise on the Apprentice Alumni and provide recommendations for best practice rather than establishing an Alumni network</li> <li>• An extension/2<sup>nd</sup> phase project would be very useful to embed the toolkit and Business Case further. At the LSIS networking event in London we met providers that were in their 2<sup>nd</sup> phase and they articulated very clear benefits of being able to embed their original ideas.</li> <li>• The Case Studies provided demonstrated to us that it is possible to meet and exceed the equality agenda</li> </ul>

# WILD Young Parents Project College

<b>Provider and project name</b>	<b>WILD Young Parents Project College 'Experience Days'</b>
<b>Contact person</b>	Eleanor Beard <a href="mailto:eleanor.beard@wildproject.org.uk">eleanor.beard@wildproject.org.uk</a> 01209 210077
<b>Aim and scope of project</b>	To improve the access to college for young mothers living in Cornwall by providing 'experience days' and offering support to overcome the barriers that they face.
<b>Main issue to address</b>	Removing the barriers for under-represented groups to access college for a day or two day 'Experience Day'
<b>Partnership and roles</b>	WILD and Cornwall College. provides 'experience days' at each college campus across Cornwall, delivery of IAG (information, advice and guidance), individual and group support, course outlines, Student Ambassadors (SAs) gave an account of their own experiences and to mentor the learners and Support Workers to ensure learners have the right information on courses, enrolments and study skills.
<b>Project outputs</b>	<ul style="list-style-type: none"> <li>All the WILD groups engage in sessions looking at career options, course choices and campuses with over 54 young women participating. Some knew what they wanted to do and needed the opportunity to test out their choices and experience new things. Others had no idea and would benefit from impartial careers advice.</li> <li>The matching of HE Student Ambassadors to all WILD groups based on location and SAs pre HE experience. Follow-up with information and advice by SAs, Student Services and Support Workers about courses, application processes, student finance support, study skills and mentoring to enable them to inspire and share their journey into HE.</li> <li>Project Manager arranged for 'experience days' across the campus' offering subjects chosen by the learners. Dates organised and Project Coordinator and Project Workers promote the 'experience days' with support from the Support Workers and SA's.</li> </ul> <p>A Student Ambassador said: 'Many of the young women would like to take on the role of an Ambassador when they get to college so they can inspire and support others.'</p> <p>Individuals supportively chose the 'experience day' activity and campus to attend, then arranged with their WILD Project Workers and WILD Coordinator, travel and childcare. The days were arranged around subject areas (Access to HE &amp; Performing Arts, Water sports &amp; Beach combing, Access to Social Science, and Zoology).</p> <p>Summary of the project outputs:</p> <ul style="list-style-type: none"> <li>54 learners participated in the initial consultations.</li> <li>32 expressed an interest in attending.</li> <li>11 attended the 'experience days' and</li> <li>8 applied for courses.</li> </ul>
<b>Project</b>	<ul style="list-style-type: none"> <li>Increased understanding of what would support and what would</li> </ul>

<b>impacts and outcomes</b>	<p>hinder a young parent from progressing into and through college based education and training.</p> <ul style="list-style-type: none"> <li>• Inform future projects and college provision – providing concrete data and intelligence about what these young women need and what is achievable.</li> <li>• Travel and childcare have detrimental impacts on accessibility to colleges across Cornwall. Although there was funding available for childcare, some young mums did not feel comfortable in leaving their child for one day in a nursery, some would have preferred childcare near to the college and some unmotivated or found it difficult to be ready in the morning. Combined with travel times, public transport made it difficult for the young mums to engage.</li> <li>• WILD and Cornwall College would like to provide an on-site venue for childcare and transport pick-ups for the young mums arranged in advance.</li> <li>• Increased knowledge of partnership working and how to deliver future projects. WILD has made new relationships with different college staff, tutors and head of departments which means future projects, information and developments can be made direct.</li> <li>• Increased awareness of learning opportunities for the young women as well as staff. Young women were able to think about their future aspirations even if they were not ready to engage in the ‘experience days’.</li> <li>• Increased self-esteem and confidence in the young women, by having support from SAs, experience in the classroom, application processes</li> </ul>
<b>Timeframe for realising impacts, outputs and outcomes</b>	<p>This project has already seen impacts and outputs from the participation, engagement and applications as well as partnership working. Learners that have engaged are relaying information to their peers encouraging them to take part in the future. Plans are also being made to continue this work with Cornwall College as well as Penwith and Truro College. Outcomes are being released on a constant basis as the project continues to unfold and develop.</p>
<b>Number of learners and equality groups</b>	<p>This project has had an impact on all WILD members. Each member has had the opportunity to listen to each other and others’ experiences, learn what courses they could apply for at specific college campus’, engage in group activities relating to course options, attend college ‘experience days’ speak to students, tutors and student services. It has given them the opportunity to explore their future aspirations, gain confidence and improve their self-esteem.</p>
<b>Impact of working with LSIS</b>	<p>LSIS support was required to start and deliver the project.</p>
<b>Value for money</b>	<p>The project has informed WILD of further of the needs and motivations of the young mums by wanting better lives for their children, a desire to move off benefits, find employment and to have a secure home. To be able to provide not only financially but to be a role model to their children.</p>
<b>Involvement of senior management</b>	<p>The senior manager from WILD and Cornwall College provided support to all those involved and where informed of the project progress.</p>
<b>Learner</b>	<p>This project was centred on learners and their individual needs which</p>

<b>involvement in planning and delivering the project</b>	shaped the content and delivery style. All members from WILD were able to provide ideas and insights as to what they would like to happen within the project. They gave their past experiences of education, areas of interest, barriers that they face support needs that may help them.
<b>Raising awareness</b>	Awareness of the project has been made through partnership working, WILD website and facebook. The findings were published on the WILD website and available to all partners, press, council and local MP. The Project Manager disseminated findings to Cornwall College staff.
<b>Forward strategy</b>	<ul style="list-style-type: none"> <li>• WILD will continue working in partnership with Cornwall College and is organising two further 'Taster days' with Aim Higher funding.</li> <li>• Cornwall College will continue delivery of Skills for Life courses to the WILD groups across the county.</li> <li>• Student Ambassadors have made and will be keeping in contact with those that have applied for courses through to 2012.</li> <li>• Support workers will continue working with all members of WILD. All contacts made through the project will continue in collaboration with the prospect of further projects being arranged.</li> </ul>
<b>Difficulties</b>	<ul style="list-style-type: none"> <li>• Arrangements for the 'Experience Days' were to be carried out and implemented by January/February 2011. However, it was April before the 'experience days' took place.</li> <li>• There was a smaller amount of uptake onto the 'experience days' than anticipated despite promotion from Project Workers, Support Workers, Student Ambassadors, Project Coordinators, as well as childcare and travel being provided.</li> <li>• Not all campus' had been informed or provided 'Experience Days' as planned.</li> <li>• The IAG tutor did not attend for a session that had been arranged</li> <li>• All partners and learners were kept informed of the project progression and communication continued to pursue with arrangements.</li> <li>• Uptake on the project seemed low, but for those that attended was a pleasant, positive experience, which they were able to feedback to their peers.</li> <li>• Feedback from the campus' not involved has started and arrangements will hopefully be arranged for the near future, so that those wanting to attend do not miss out.</li> <li>• Other arrangements were quickly and professionally made through Student Services to provide IAG for the learners.</li> </ul>
<b>Lessons</b>	<ul style="list-style-type: none"> <li>• Young mothers have a low sense of esteem and often feel isolated. With relevant role models, positive educational experiences and continued support is key to raising self esteem and personal expectations.</li> <li>• Planning and implementing at the start of this project was crucial for the project to work, and without the delegation of certain responsibilities delayed actions to happen.</li> <li>• Management, roles and responsibilities need to be clear and accountable for. Set deadlines and commit to them and for all partners to be accountable to others.</li> <li>• The time scale between the initial consultations with the learners to the actual 'experience days' was a too large which meant that some of the learners lost interest or enthusiasm to engage. Therefore,</li> </ul>

planning of the dates needed to be sooner, incorporate holidays including half-term and Easter breaks. With most of the groups closed the week before the 'experience days', it made it difficult to remind, encourage and motivate the learners to attend. Management of this could have been delegated to ensure activity went ahead as planned.

- Alternative childcare and travel arrangements could have been made if more time was given. By providing on-site childcare and mini-buses may have encouraged more learners to attend the campus'. Although this would not be sustainable for the learners, it would have given more of them the chance to experience college and gain further information and discover if they would actually be able to enrol, attend and continue onto a college course.
- It is important to highlight to external agencies that early parenthood does not have to be a hindrance to success; instead it can be a catalyst to get people thinking about, and acting upon how best to provide a secure and comfortable future for their family.
- WILD would certainly carry out this project or similar again as it is invaluable work.