



## **1 Identify and address inequalities in LSC funded programmes**

### ***1.1 Identify regional and local inequalities in learner participation and success rates***

**1.1.1 Review progress against Regional EDIMs**

**1.1.2 Work with partnership teams to identify local EDIMs**

### ***1.2 Challenge LSC Partnership Teams to address inequalities in their local areas***

**1.2.1 Identify local and provider level challenges for each partnership area**

**1.2.2 Ensure effective responses from partnership teams to address challenges**

**1.2.3 Work with Area and Partnership Team E&D leads to review progress in addressing challenges**

### ***1.3 Plan and implement activities to increase the % of BME learners learning at Level 2 and above***

**1.3.1 Increasing targeted provision and outreach for isolated BME groups, including more community based learning**

**Carry out further analysis and breakdown of levels of participation of BME Groups**

***Identify those who break the Trend and share good practice***

***Work with Partnership Teams to achieve better analysis of BME Data at Provider level.***

**Identify any BME engagement activity that could be taken forward with learndirect**

**Identify any BME engagement activity that could be taken forward with UK-Online Centres**

**Work with Beacon to facilitate events with BME individuals and Providers - What Prevents you from participating at level 2 and above? What can practically be change?**

**1.3.2 Investigate opportunities to develop ESF funded projects to integrate employment and skills for BME communities**

**Carry out feasibility study for pilot activity in Hendon, Sunderland**

**Work with Skills Development Manager, Economic Development Director, ESF and Partnership Teams to ensure coherence of project activity**

**1.3.3 Continue to work with Interfaith forum to ensure actions are taken forward to remove faith barriers within FE**

**Encourage Interfaith forum to take forward the recommendations of SHM consultation and facilitated session**

**1.3.4 Identify and promote the use of supporting role models**

**Identify Possible activity which Black Leadership Initiative could take forward**

**Involve BECON and take account of BME events**

**Equality North East: Business case/marketing activity for Role Models**

**1.3.5 Develop and carry out appropriate Marketing Activity**

**Increase awareness of benefits of Level 2 (and above) opportunities with parents, elders and community groups**

***Ensure ESOL FACTS are communicated***

***Ensure Child Care support is communicated***

***Ensure EMA offer is communicated to BME communities***

**Change perceptions of FE amongst BME communities in the NE**

**Include a focus on preferred learning styles**

**1.3.6 Form a Project Task Group**

**BECON (Lead)**

**(Hassan Khajee) LSC Skills Development Manager**

**NE FE Interfaith Forum (John Hames or Karenza Passmore)**

**Equality North East (Tricia Collins or Liz)**

**Learndirect (Sally McMahon - Depending on activity)**

**UK-Online Centres (Tracy Richardson - Depending on activity)**

**Woodholmes Group**

**Marketing (LSC)**

**Partnership Team Representative (Helen Crawford or Janice Green)**

***1.4 Increase the % of LLDD apprentices completing their framework***

**1.4.1 Identify options for addressing the inequality**

**1.4.2 Evaluate options and select most effective proposal(s)**

**1.4.3 Ensure delivery of proposal(s) by April 2009**

***1.5 Reduce the % of young parents not in education, employment or training***

**1.5.1 Evaluate 2007-08 Young Parent programmes**

**1.5.2 Use evaluation to inform 08-09 Young Parent programmes**

**1.5.3 Share good practice from Young Parent programmes evaluation**

**1.5.4 Design and promote web resource for partnership teams and providers**

**1.5.5 Further analysis of data and share findings**

**1.5.6 Care to Learn: good practice**

***1.6 Ensure equity in participation and success rates of groups of offender learners***

**1.6.1 Identify and address inequalities in OLASS participation and achievement rates**

**1.6.2 Map and report on existing NE Prison E&D Strategies for learning and skills**

***1.7 Review and report on the levels of participation of LLDD learners in the region***

**1.7.1 Further analyse LLDD participation rates: by programme, age and local area**

**1.7.2 Compare results of analysis with nationally supplied data and other sources**

**1.7.3 Share findings with LLDD team and agree subsequent actions**

***1.8 Monitor and report on the progression rates of key groups of Entry to Employment learners***

**1.8.1 Review rates on a quarterly basis and share findings with Partnership teams**

**1.8.2 Identify starkest inequalities at provider level and request responses from partnership teams**

***1.9 Implement the recommendations of the Apprenticeship Review to address equality issues in Apprenticeships***

**1.9.1 Provide Super Mentors for atypical learners**

**Establish tender process for groups**

- **Establish operating guidelines and methodologies**
- **Establish evaluation processes**

**1.9.2 Increase focus of regional LLDD funding on Apprenticeships**

**1.9.3 Use the matching service to focus activity where there is evidence that groups of applicants are not being successful in their applications**

**1.9.4 Work with employers offering apprenticeships to develop recruitment policies that truly deliver equality of access**

**1.9.5 Subject to National agreement develop an Atypical pilot for Atypical (male & female)/BME/Disability**

**1.9.6 Identify ways of encouraging atypical Adult Apprenticeships**

**1.9.7 Promote the 'Daring to be Different' business case for diversity**

## **2 Integrate equality and diversity into LSC and Provider activity**

### ***2.1 Provide appropriate E&D training opportunities for identified LSC colleagues***

**2.1.1 Arrange and deliver Single Equality Scheme Briefings**

**2.1.2 Regional facilitation of other national initiatives**

**2.1.3 Regional monitoring of workbook completion**

**2.1.4 Identify further needs through E&D Leads group**

### ***2.2 Further develop sustainable networking arrangements for LSC funded providers***

**2.2.1 Evaluate and build on N4C activity for providers to date**

**2.2.2 Take forward recommendations from Provider E&D Networks Options report**

**2.2.3 Link to legacy of Single Equality Scheme Provider Support programme, including Virtual Learning Environment**

### ***2.3 Seek assurance that LSC providers are fulfilling their legal responsibilities for E&D***

**2.3.1 Provide up to date and effective guidance for Provider Dialogue**

**2.3.2 Work with Partnership Team and Area Leads to ensure assurance activities are undertaken through Provider Dialogue**

**2.3.3 Take action to address any gaps in assurance activity**

**2.3.4 Ensure regional planning and commissioning activities pay due regard to equality and diversity priorities**

***2.4 Ensure that IAG for adults responds to the needs of all groups***

**2.4.1 Use the commissioning, delivery planning and monitoring processes to set and review improvement targets for identified groups**

**2.4.2 Broker links between IAG providers and representatives of under-represented groups**

**2.4.3 Keep IAG providers up to date with LSC NE E&D priorities**

***2.5 Embed equality and diversity in Train to Gain through the Regional Plan for Growth***

**2.5.1 Take action to ensure Train to Gain participation rates reflect working age population profiles for gender, ethnicity, disability and age**

**2.5.2 Identify and influence delivery of Train to Gain Broker training and development requirements related to E&D**

**2.5.3 Ensure Management & Leadership Development in Train to Gain influences leaders to champion the E&D agenda**

***2.6 Catalyse effective equality and diversity practice through the Single Equality Scheme Provider Support Programme***

**2.6.1 Enable the delivery of SES Support Programme briefings for Partnership teams**

**2.6.2 Facilitate the sharing of effective Single Equality practice from the Action Working projects**

**2.6.3 Promote the use of the Virtual Learning Environment**

**2.6.4 Establish sustained support arrangements through the final regional conference**

***2.7 Include priority groups in plans and activities related to Integrating Employment and Skill***

**2.7.1 Ensure priority groups are clearly identified in specifications for Skills for Jobs and Local Employment Partnerships proposals**

**2.7.2 Communicate E&D priorities through the Regional Economic Inclusion Group**

**2.7.3 Work with internal and external partners to improve access to ESOL programmes for priority groups**

## ***2.8 Encourage provider involvement in activities to bring about effective Community Cohesion***

**2.8.1 Publicise and communicate the findings of the DIUS consultation on the role of FE in Community Cohesion**

**2.8.2 Influence and inform support for refugees, asylum seekers and migrant workers through membership of the NE Strategic Migration Partnership**

**2.8.3 Support the further development of the NE Interfaith Forum for FE**

**2.8.4 Investigate opportunities for cultural exchange between NE learners and those from more diverse regions and cities**

## ***2.9 Develop activity to ensure E&D is addressed through 14-19 Partnerships***

**2.9.1 Identify activities with 14-19 Director and Nominated DCSF partner**

**2.9.2 Agree responsibilities for carrying out identified activities**

**2.9.3 Review progress against identified activities**

## **3 Promote equality and diversity in learning and skills through partners and stakeholders**

### ***3.1 Work with the LSC Regional Council champion to promote E&D in learning and skills***

**3.1.1 Arrange and deliver E&D induction for regional champion**

**3.1.2 Agree responsibilities and schedule for reviews and updates**

### ***3.2 Promote the business case for a diverse workforce with employers and their representatives***

#### **3.2.1 Support the aims and activities of the NE E&D Partnership: Employment, Skills and Enterprise group**

**Contribute case studies and effective practice**

**Identify opportunities for capacity building of employers and managers**

**Encourage the development of E&D employer champions**

**Contribute to the proposed E&D employer conference**

#### **3.2.2 Inform the development of the full business case for diversity through the NE E&D Partnership: Evidence group**

#### **3.2.3 Promote the use of the Equality NE E&D employer standard**

**3.2.4 Steer the development of the Enhanced Skills Brokerage service to meet the needs of businesses run by identified under-represented groups**

**3.2.5 Investigate opportunities to promote workforce diversity through projects tested in other areas**

**MERLIN project: East**

**MOSAIC (BITC) project - NW**

**3.2.6 Investigate and recommend solutions to increase levels of diversity in the regional FE workforce**

**3.2.7 Work through the Network for Black Professionals to further promote the use of the LSC Race Equality in Employment Standard**

### ***3.3 Manage the implementation of our Regional Strategy for Meeting the Learning and Skills Needs of Refugees and Asylum Seekers***

**3.3.1 Co-ordinate activity to meet the learning and skills needs of asylum seekers and refugees in the region**

**Manage the Implementation Group to agree and oversee implementation of the strategy**

**Review the content and future responsibilities for the strategy**

**3.3.2 Enhance communication within the region to ensure accurate and up to date information**

**Ensure consistent information on availability of and eligibility of learning opportunities for asylum seekers and refugees**

**Promote the availability of learning programmes and environments for refugees and eligible asylum seekers**

**3.3.3 Upgrade levels of support for refugees and asylum seekers to access and complete learning programmes**

**Ensure that all 16-18 year old asylum seekers are handled as priority learners in accessing learning**

**Ensure availability of effective and suitable childcare support for refugees and asylum seekers**

**3.3.4 Continue close working with Regional Refugee Forum to ensure effective implementation of the strategy**

***3.4 Work with and support VCS and BME organisations to engage priority groups***

**3.4.1 Take advantage of opportunities to engage priority groups through our Working Together Strategy for Third Sector**

**3.4.2 Draw up and deliver a Service Level Agreement with the Black and Ethnic Minority Communities Network (BECON)**

**3.4.3 Improve communications with the Third Sector through the VCS Equalities Coalition**

***3.5 Continue activity with partners to meet the needs of older learners***

**3.5.1 Increase communication and joint working with Age Concern**

**3.5.2 Continue involvement in the regional Productive Ageing task group**

**3.5.3 Ensure older learners are identified as priority groups in LSC funded ESF projects**

**3.5.4 Disseminate information and good practice in engaging and retaining older learners**

**3.5.5 Build on the success of Train to Gain in engaging learners aged 45 plus**

**3.5.6 Maximise the potential for increased participation of over 50 learners in the expanded Adult Apprenticeship programme**

***3.6 Promote E&D in learning and skills through sponsorship of two NE Equality Awards***

***3.7 Take forward partnership working to implement an Involvement Framework for Disability Equality***

**3.7.1 Influence the direction of the Equality NE Working Group to involve people with disabilities**

**3.7.2 Exploit opportunities to work with ONE NE, Equality NE and other partners to meet our Disability Equality duties**

***3.8 Improve collaboration with identified partners to address E&D issues for LGBT learners***

**3.8.1 Establish improved communication channels with representatives of LGBT individuals and communities**

**3.8.2 Disseminate resources and information to support LGBT learners to providers, partnership teams and other stakeholders**

***3.9 Ensure LSC priorities are reflected in strategy and actions of the NE Equality & Diversity Partnership and its themed groups***

**3.9.1 Inform and support the NEEDP Employment , Skills and Enterprise Action Plan**

**3.9.2 Deliver informative contributions to the NEEDP Evidence group**

**3.9.3 Advise and inform the NEEDP Mainstreaming group to ensure LSC priorities are included**

**3.9.4 Play an active part in the NEEDP Wider Partnership group**

***3.10 Take forward regional activities from LSC national Mental Health Task Group***

