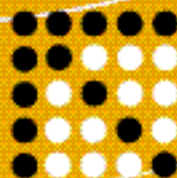


Black Staff in Further Education

**Summary report of
the Commission
for Black Staff in
Further Education**

an
agenda
for
action



the
Commission
for **Black Staff** in
Further **Education**



The Commission for Black Staff in FE was established following recommendations from the Stephen Lawrence Inquiry Report in 1999. Key organisations in Further Education recognised the pressing need to tackle institutional racism and set up the Commission as an independent body.

Aims

The Commission was established to work in partnership with the sector to:

- challenge racism
- break down barriers for Black staff
- raise the achievement level of all who work and learn in Further Education.

Terms of reference

The Commission's terms of reference were to examine:

- the current employment profile of Black staff in further education
- the factors that might dissuade Black people from entering careers in further education and those that encourage them to work in the sector
- the institutional factors that might undermine Black staff
- the institutional factors that might inhibit the progression of Black people throughout the sector.

It was agreed that the Commission's work would be time limited and focus on securing workable recommendations both for the sector as a whole and for individual stakeholder organisations

Members of the commission

Commissioners

- Mike Peters (*Chair*), *Executive Director of Education, London Borough of Lambeth*
- Rajinder Mann (*Vice Chair*), *Development Officer, NIACE/ Network for Black Managers (formerly of Richmond LEA)*
- Sam Allen, *Senior Lecturer, Loughborough College/ NATFHE*
- Phil Barnett, *Assistant Director, Equality and Diversity, Learning & Skills Council*
- Dame Lorna Boreland-Kelly, *Chair of Governors, Lambeth College/ AoC*
- Bernie Borland, *Principal, St Francis Xavier Sixth Form College /Sixth Form College Employers' Forum*
- Wally Brown CBE, *Principal, Liverpool Community College*
- Ahmed Choonara, *Principal, South Nottingham College/ Association of College Managers*
- Chrissie Farley, *Principal, Hackney Community College/ AoC*
- Stuart Gardner (*until 2000*), *Further Education Funding Council*
- Asquith Gibbes (*until 2000*), *Governor, Lewisham College*
- David Gibson, *Chief Executive, Association of Colleges*
- Tony Henry, *Deputy Chief Executive, City College Birmingham*
- Tejo Kaur, *Head of Department, City of Wolverhampton College/ NATFHE*
- Robin Landman, *Director, LMS Associates/ Network for Black Managers*
- Paul Mackney, *General Secretary, NATFHE*
- Christina McAnea, *National Officer for Education Services, UNISON*
- Joel Whittle, *St. Helen's College/ UNISON*

Staff:

- Josephine Ocloo, *Project Director*
- Rita Volante, *Secretariat, AoC*
- Rita Dobson (*until 2001*), *Secretariat, AoC*

Sponsor organisations

- Association of Colleges (AoC)
- NATFHE, The University and College lecturer's union
- Network for Black Managers (NBM)
- Learning and Skills Council (LSC – formerly Further Education Funding Council)

Supporting organisations

- Association for College Management (ACM)
- GMB
- Sixth Form College Employers Organisation (SFCEF)
- UNISON

Funding

The Commission's work has been funded by the DfES and the Learning & Skills Council until January 2003.

Terminology

The Commission has used the generic term 'Black' to refer to members of African, African Caribbean, Asian and other visible minority ethnic communities who may face racism. However, the Commission is conscious that the debate on terminology is not static.

Acknowledgements

The Commission for Black Staff in FE wish to thank the following people for their significant contributions to the work. The Editorial committee – David Gibson, Rajinder Mann, Chrissie Farley, Bernie Boreland, Dame Lorna-Boreland-Kelly, Phil Barnett, Sam Allen, Joel Whittle and especially Robin Landman for his time. Josephine Ocloo (project director/lead author), Stella Dadzie (consultant/writer), Pat Hood (consultant/writer).



Foreword

Education should lay the foundations for a better world. Supporting the learning of others, whether through teaching, administration, support work or providing services to colleges, is critical to the success of this country. Yet it is a well-documented fact that Black students are still under-achieving and there is an under-representation of Black staff at all levels within the sector. Action is therefore vital to address institutional racism. However this is not a simple issue with a simple solution. Nor is it helpful merely to point the finger of blame.

The landscape has changed and we have to take account of this. The establishment of the Learning and Skills Council, the enactment of the Learning and Skills Act 2000, the Race Relations (Amendment) Act 2000, the national elections in 2001 and of course elections in other parts of Europe this year provide a greater imperative to address racism. Above all lessons from the Stephen Lawrence Inquiry have given added impetus to our work and the legislation that followed.

Whilst the Commission has heard about the effects of racism, we have also heard of very good practice that needs to be shared in a systematic way. We must be constructive and most importantly we must work in partnership with the sector.

The recommendations and key findings in this report provide a way forward in trying to eliminate racism in Further Education. This will not be cost-neutral and the sector will need to identify funds to do this work. However, we are confident that assertive action by everyone will ensure that our common goal of eliminating discrimination within our sector and promoting Race Equality is achieved

Mike Peters

Chair, Commission for Black Staff in FE

July 2002



Introduction

The report of the Commission for Black Staff in Further Education responds to important and challenging developments in the sector, in particular the establishment of the Learning and Skills Council and the requirements of the Race Relations (Amendment) Act 2000.

It is published at a time when racism and how to tackle it has never been more hotly debated. **Politicians, journalists, employers and members of the general public have been challenged by a number of events with far-reaching implications** both within the UK and for the global community. The findings of the Stephen Lawrence Inquiry; racial violence and Islamophobia in the aftermath of September 11th; the dispersal of asylum seekers; the disturbances in 2001 in Oldham, Bradford and Burnley; the election of a BNP candidate in the 2002 local elections; and burgeoning support for far-right politicians within several EU member states have all contributed to a climate in which 'race' is rarely off the public agenda.

Many public institutions have been challenged by evidence of institutional racism, including the Police and local authorities. Macpherson's report called for discriminatory policies, practices and procedures to be closely scrutinised, and his recommendations have contributed to growing recognition of the need to tackle the under-representation of Black people in the workforce, particularly in organisations providing services to the public.

The Further Education sector is to be commended for its readiness to take up these challenges and support the efforts of the Commission to investigate them.

With their remit to widen participation and tackle social exclusion, **Colleges have a vital role to play in helping to lay the foundations upon which others can build**. As key players in the development of a successful UK economy, their capacity to equip learners to understand and respond to the needs of an increasingly diverse society is an indisputable priority. Promoting equal opportunities and good race relations is a prerequisite for developing skilled, motivated learners who can contribute positively both to the national economy and to local democracy.

The Commission recognises the important role to be played by Further Education Colleges in tackling racism. Although its findings suggest that there is much work to be done, it acknowledges that **there is already much good practice within in the sector that Colleges can emulate**. The Commission heard evidence of proactive recruitment strategies, consultative forums, targeted positive action initiatives and challenging strategic targets for

addressing institutional racism. Its summary report and good practice guidance are aimed at disseminating this good practice, as well as raising awareness of the case for change.

The Commission has chosen to address this task through its analysis of key issues and a series of recommendations for Governors, managers, staff and key stakeholders within the sector. The Commission's summary report also presents the findings from its Inquiry and commissioned research.

The summary report's primary focus is on issues for Black staff, and the important implications for Colleges

seeking to tackle under-representation in the workforce. These are regarded as key strategies for raising learner achievement. It acknowledges that training and education providers, like employers in many other sectors, face a recruitment crisis and may find it difficult to recruit Black staff, particularly to senior management posts.

However, the summary report identifies a number of additional issues for Colleges to address if they are to meet their specific duties under the RRAA.

Key issues identified by the Commission include:

- Conditions of service
- Curriculum design and delivery
- Equality policies and practices
- Funding and accountability
- Governors
- Inspection
- Policy making
- Recruitment and selection
- Retention, progression, career development and job satisfaction
- Sector employment policies and procedures
- Staff numbers
- Staff qualifications
- Student numbers and achievement

The report outlines the Commission's findings in each of these key areas and concludes with a number of important recommendations. **Its recommendations provide a framework for moving the Race Equality agenda forward in Further Education Colleges** in a positive, pro-active way. It is hoped that these will actively assist the sector as it seeks to respond to the changing local, national and global context.

Summary of findings

The Commission conducted its inquiry by:

- gathering first-hand evidence from Black and White staff in the sector
- commissioning quantitative and qualitative data about their involvement in Further Education
- receiving evidence from national organisations, stakeholders and expert witnesses
- holding targeted events at which Black staff expressed their views.

Although the Commission's focus was on how institutional racism has affected Black staff, it recognises that many of its findings have implications for everyone who works in the sector, regardless of their ethnic origin. Many White staff will identify with the issues and key findings identified in the Report. It is clear that they too will benefit from Colleges' efforts to introduce greater strategic rigour and more equitable policies and procedures in line with the legislation.

The findings in the summary report are based on data from a National Survey and Case Study research carried out by the University of North London (UNL), between May 2001 and April 2002, to assess the employment position of Black staff. Data from the LSC's Staff Individualised Record (SIR) 2000-2001 and the Individualised Student Record (ISR), Labour Force Survey Data for 2000-2001, as well as research

from the Learning and Skills Development Agency 2002.

At first sight, the data shows some slight variations from national demographics, but closer scrutiny reveals that Black staff are concentrated at the lower echelons of staffing structures in all job roles in the sector

National profile

- Black staff currently constitute 6.9% of the overall staff population in FE colleges.
- In London, 25.5% of staff are Black compared with a minority ethnic population of 28%.
- In the North West, 1.2% of staff are Black compared with a minority ethnic population of 4%.
- In the West Midlands, 8.3% of staff are Black compared with a minority ethnic population of 10%.

Employment

- There are only four Black principals of mainstream colleges, constituting less than 1% of the cohort.
- At managerial level, Black staff constitute 4.9% of managers, 3.8% of heads of teaching departments, 4.6% of senior lecturers and 6.9% of all main grade lecturers.
- Only 6% of all Black staff are managers compared with 9% of White staff.
- At senior managerial level, fewer than 3% of staff are from ethnic minority groups.

- 7% of staff in teaching positions are Black and they are over-represented in part-time lecturing posts (8.5%) and under-represented in the more secure fractional posts (4.5%).
- 7.2% of support staff directly employed by Further Education colleges are Black, not including staff working in catering, cleaning, security and other contracted services, 25% of whom are Black.
- In contracted positions, Black staff are three times more likely than White staff to be employed in security posts.
- 65% of White staff are in permanent teaching positions, compared to 60% of Black staff.

Staff qualifications

- 55% of minority ethnic staff in Further Education have been educated to first degree level compared with 49% of White staff.
- 6% of minority ethnic staff have no formal qualifications compared with 8% of White staff were similarly unqualified.

Curriculum

- Black lecturers are concentrated in Continuing Education, including Basic Skills and English for Speakers of Other Languages and, to a lesser extent, in Maths and Science.

Employment procedures and policies

A specially commissioned national survey showed that:

- Fewer than half (42%) of Further Education colleges always use formal recruitment procedures when

appointing part-time hourly paid teaching staff.

- Fewer than one in five of colleges nationally use target setting to address the under-representation of Black staff.
- Only 15% of colleges set targets for the employment and progression of Black staff.
- 20% of colleges set targets for representation in governing bodies.
- 5% of colleges set objectives for improving Black staff representation on key college committees, such as academic boards.
- Fewer than one in five colleges monitors the employment policies of contractors.
- 11% of colleges include Black representatives on interview panels as standard practice.
- 53% of colleges make use of ethnic monitoring data.
- Fewer than half of all colleges (45%) have organised specific equality training programmes for staff.
- Only 8% of colleges have Black staff support, focus or development groups.
- Only 1% of colleges have developed a mentoring programme specifically for Black staff.

Equality policies

- 6% of colleges nationally do not have an equal opportunities policy and only 6% of colleges have a specific race equality policy.
- Just over half of colleges (52%) have developed specific equality procedures to address the recruitment, selection, induction and progression of staff.
- 18% of colleges have specific equality

policies or criteria relating to redundancies and/or restructuring.

groups attaining lower grades despite a marked improvement in achievement for all minority ethnic groups.

Governors

- A survey of 270 members of the clerks' network revealed that, of the 134 Colleges responding, only 8% of governors and one corporation clerk were Black.
- Fifty-eight colleges (43%) had no Black governors at all.

Student numbers

- The percentage of minority ethnic students in Further Education in England increased from 12% in 1997-1998 to 14% in 1999-2000.
- There is substantial regional variation in the numbers of minority ethnic students ranging from 39% (London) and 15.6% (W.Midlands) to 4.2% in the South West.
- Four fifths of young people from minority ethnic groups remain in the education system compared with just over two thirds of White young people.
- 22% of White FE students live in deprived areas.
- The proportion of students from minority ethnic groups living in disadvantaged areas is far higher – 76% for Black Africans, 73% for Bangladeshis and 67% for African-Caribbeans.

Student achievement

- LSC data shows that minority ethnic students are still under-achieving in comparison to their White counterparts, with all minority ethnic

Inspection

- The Further Education Funding Council revealed that in 2001 there were only two full-time Black inspectors (3%) and no senior Black inspectors.
- Out of a total of 354 part-time inspectors, 26 (7%) were Black.
- Evidence from The Office for Standards in Education (OFSTED) (2001) revealed that the profile of minority ethnic staff has changed considerably since 1997 at certain levels.
- At HMI (inspector) level, the proportion of minority ethnic staff increased from 2.2% in 1997 to 3.6% in 2000.
- In Band A, which covers senior administration posts in OFSTED, minority ethnic staff made up 11% of total staff in 1997; this had increased to 18.2% in June 2000. In Band B, the next administration grade down, there were no staff from minority ethnic groups in 1997, by June 2000 that figure had risen to 11.1%. The most significant change had taken place at the lowest administrative grade (entry level), where minority ethnic staff constituted 11% of staff in 1997; in 2000, 50% of staff coming in at entrance level were from minority ethnic groups.

An agenda for action

The Commission proposes that immediate action be taken by stakeholder organisations, sector agencies, College Corporations, managers and individual staff on the following key recommendations:

- The Department for Education and Skills to:
 1. Provide clear and decisive leadership by modelling best Race Equality practice as an employer
 2. Monitor the impact of the Learning and Skills Act 2001 (section 14), and use its responsibility to interpret of the Secretary of State's remit letter to the LSC, ensuring its Race Equality objectives are translated into ambitious and realistic targets, and implemented
 3. Require the Director of the proposed leadership College to embed best Race Equality practice in all its activities and ensure that its programmes equip participants to manage diversity in the Learning and Skills sector
 4. Work with the LSC to enable all College corporations to set Race Equality employment targets measured against appropriate benchmarks by July 2003, for incremental implementation by 2009
 5. Ensure that adequate funding is available to
 - a. Equip all college staff to effectively manage and deliver Race Equality
 - b. Provide fast-track management training for suitably qualified minority ethnic staff
 - c. Make full appropriate use of positive action in staff training and recruitment
 - d. Market careers in post-compulsory training and education as a desirable career option to minority ethnic communities
 - e. Fund other measures such as mentoring and Ethnic Minority Achievement Grants (EMAGs) that may contribute to raising the achievement of minority ethnic learners
- 6. Ensure that the boards of all DfES-funded bodies are representative of the diversity of the national population; and that the Learning and Skills Council, in particular, becomes fully representative of the profile of learners in the sector
- 7. Ensure that the new Standards Unit in the Adult Skills Directorate mainstreams equalities in all its guidance, programmes, learning materials and actions
- 8. Devise and fund a robust three-year strategy to implement the recommendations of the Commission for Black Staff in Further Education and report its progress to the Secretary of State
- 9. Ensure that its Race Equality scheme is exemplary and systematically implemented

**Forward-looking, inclusive
Colleges seeking to promote
race equality will be
characterised by:**

● **Leadership**

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

● **Policy**

There is widespread consultation with representatives of different minority interest groups in the College to develop a race equality policy and action plan, including discussions with trade unions.

● **Accountability**

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

● **Mainstreaming**

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

● **Target setting**

Targets for race and equality are set as part of the College's strategic plan, using key benchmarks including the size of the College's minority ethnic population, its student profile and the size of the minority ethnic population nationally to address under-representation by Black staff.

● **Marketing**

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

● **Ethnic monitoring**

Data is monitored and analysed by ethnicity in a uniform way and the findings are presented and publicised annually in a clear and accessible form.

● **Positive action**

Positive action is used to provide facilities and services to meet the special needs of people from particular racial groups, including English Language classes and training targeted at minority ethnic groups and encouragement given to applicants

from racial groups that are under-represented in a particular areas of work.

- **Reviewing progress**

Steady progress is achieved by regularly reviewing and evaluating policy and progress.

Recommendations

The Commission for Black Staff in Further Education has considered the key findings from its investigations to date, and has identified a series of recommendations to address institutional racism in the sector.

In order to achieve real and lasting change, all agencies involved in the delivery of education and training in the Learning and Skills sector are urged to:

- **Raise awareness of the Commission's findings and recommendations**
- **Make sure that action is taken where necessary to eliminate discriminatory practices and procedures**
- **Take proactive steps to change attitudes and organisational cultures**
- **Provide training to ensure that staff are sensitised to identify and deal with institutional racism**
- **Acknowledge, promote and share good practice in the sector**
- **Set ambitious but realistic targets and timeframes for change**

● The Learning and Skills Council to:

1. Provide clear and decisive leadership by modelling best Race Equality practice as an employer.
2. Address the under-representation of Black people on its staff and take systematic steps to ensure that its workforce at all levels is fully representative of the ethnic profile of the national population by 2009.
3. Ensure that its national and local Councils, its Chief Executive, National Directors, local Executive directors and other senior staff receive high quality Race Equality training as required by the Race Relations (Amendment) Act 2000.
4. Take systematic action to ensure that all College corporation members can receive Race Equality training action and encourage the sharing of good practice by governing bodies across the sector.
5. Take action for targeted recruitment and training of minority ethnic governors.
6. Ensure that its external Equality and Diversity Advisory Group is fully representative of Race Equality interests.
7. Work in partnership with the CRE to issue definitive guidance to learning providers on how to translate the requirements of the Race Relations (Amendment) Act 2000 into meaningful learner and staff recruitment targets.
8. Ensure that the implementation of Race Equality targets and training is adequately funded.
9. Expand the Staff Individualised Record to include all employment grades and pay levels, including hourly paid staff, so that the position and progress of

minority ethnic staff can be accurately measured.

10. Require the external advisory group making recommendations on the final content of the revised framework for Provider Performance Review to advise on how best the Review process can support colleges to meet their statutory duties under the Race Relations Amendment Act 2000.
11. Set up a 'beacon award' scheme to recognise excellence in Race Equality practice.
12. Require its management board to ensure that its Race Equality scheme is exemplary and systematically implemented.

● The Inspectorates to:

1. Provide clear and decisive leadership, by modelling employment best practice in their own staff.
2. Address, as a matter of urgency, the under-representation of Black people in their staff at all levels so that they are able to provide inspection teams reflective of the national population and of the local communities of the learning providers they inspect by setting Race Equality employment targets measured against appropriate benchmarks by July 2003 for incremental implementation by 2009.
3. Add an additional Equalities question to the seven Common Inspection Framework questions and report on it.
4. Ensure that inspection reports evaluate the implementation of race and equalities policies and highlight good practice.
5. Report on the representation of minority ethnic groups in learner and staff recruitment and progression.

6. Ensure that all inspectors understand their critical leadership role in promoting race equality.
 7. Ensure that board members, as well as the chief executive, senior staff and the executive receive Race Equality training.
 8. Deliver mandatory annual equalities training for all inspectors so that they are fully equipped to identify and report on progress towards Race Equality within the revised Common Inspection Framework.
 9. Ensure that their boards are representative of the profile of learners in the sector.
 10. Ensure that their Race Equality schemes are exemplary and systematically implemented.
- College corporations to:
 1. Provide clear and decisive leadership, by modelling best race equality practice as employers.
 2. Incorporate into their annual training cycle an explicit component on their statutory and other responsibilities for race equality.
 3. Ensure that the composition of the corporation board reflects the ethnic diversity of communities both locally and nationally.
 4. Ensure that external and internal recruitment processes actively promote applications from Black staff and governors.
 5. Ensure that the principal and senior staff set Race Equality employment targets measured against appropriate benchmarks by July 2003, for incremental implementation by 2009.
6. Ensure that senior post-holder performance appraisal schemes incorporate Race Equality targets.
 7. Ensure that senior managers incorporate Race Equality specifications into contracts with service providers.
 8. Ensure that all governors who sit on appointment panels for senior staff have received appropriate Race Equality training.
 9. Ensure that formal recruitment procedures are adopted for all posts (including part-time staff) unless there are exceptional circumstances, and to assess the reasons for the success or failure of minority ethnic candidates, and to act on those findings.
 10. Require training for all Clerks to enable them to advise Corporations on their legal obligations under the Race Relations (Amendment) Act 2000.
 11. Ensure that their Race Equality policies are exemplary and systematically implemented.
- Principals & Chief Executives to:
 1. Lead and inspire the College on implementing Equalities objectives and actively promote the College's Race Equality policy both internally and externally.
 2. Seek to refine their personal and professional understanding of Equalities issues through training and continuous professional development,
 3. Oversee and report on a rigorous action plan to achieve the College's objectives, as identified in its Race Equality policy.
 4. Ensure that Equalities objectives and considerations are embedded in the policies and practices of the institution, and that all staff are aware

of their individual and collective roles in ensuring an inclusive environment.

5. Ensure that the senior management team is accountable, and that all managers understand their responsibility to implement the Race Equality policy consistently across the College.
6. Ensure that staff development is available to ensure compliance with the legislation and promote appropriate action in cases of race discrimination.
7. Ensure that performance appraisal schemes for all staff incorporate a Race Equality component.
8. Ensure that Black staff are supported through the establishment of focus groups, the development of mentoring schemes and/or affiliation to appropriate national networks, as appropriate.
9. Set Equalities targets that are ambitious and proportionate to local communities' needs, in consultation with learners and staff from those communities.
10. Make arrangements for systematic ethnic monitoring of learners and staff, and for regular reports to the corporation ensuring that results are published annually for public scrutiny.
11. that staff recruitment processes are open and transparent and operate within rigorous equalities guidelines.

● College managers to:

1. Actively promote Race Equality and good race relations.
2. Be responsible and accountable for implementing the College's Race Equality policy and procedures.
3. Ensure that all full and part-time staff know their individual responsibilities and particular role in implementing the Race Equality policy, and receive

appropriate support and training in carrying them out.

4. Provide leadership at sectional and departmental level to champion Equalities in general, and Race Equality in particular.
5. Ensure that appraisal schemes incorporate Race Equality targets or criteria.
6. Ensure that all staff recruitment is carried out in accordance with the College's Race Equality policy.
7. Actively share good Race Equality practice in the teaching, learning and support of learners.
8. Take appropriate action where staff and learners contravene the College's Race Equalities policy.
9. Keep up-to-date with Race Relations and other relevant legislation, and maximise training and learning opportunities for their staff.

● Full and Part-time College staff to:

1. Actively promote Race Equality and good race relations.
2. Take account of their individual responsibilities and particular roles in implementing the Race Equality policy, and undertake appropriate support and training in carrying them out.
3. Avoid discrimination against colleagues or learners for reasons of race, colour, nationality or ethnic or national origin.
4. Be able to recognise and tackle racial bias and stereotyping.
5. Keep up-to-date with the Race Relations and other relevant legislation, and participate in relevant training and learning opportunities.
6. Monitor, record and respond effectively to racist incidents.

7. Promote the advantages of ethnic and cultural diversity both locally and nationally through their teaching and support roles.
- The Trade Unions to:
 1. Provide clear and decisive leadership, by modelling best Race Equality practice as employers.
 2. Set Race Equality employment targets for Trade Union staff, representatives and lay officers measured against appropriate benchmarks by July 2003, for incremental implementation by 2009.
 3. Ensure that, at every level, their Union's publicly stated commitment to Race Equality is fully reflected in the actions of paid officials and lay officers.
 4. Include specific reference to race equality in their strategic and action planning cycles.
 5. Incorporate race equality into the formal negotiating arrangements it has with employers.
 6. Ensure that paid officials and lay officers recognise the needs of their Black members and actively support them in casework arising from acts of institutional and individual racism.
 7. Ensure that paid officials and lay officers involved in casework receive Race Equality training.
 8. Share good Race Equality practice nationally, locally and between unions and union members.
 - National and local sector agencies, Sector Skills Councils and other stakeholders to:
 1. Provide clear and decisive leadership, by modelling best Race Equality practice as employers.
2. Take steps to ensure that their staffing reflects the national population and the learners served by the Learning and Skills sector by setting Race Equality employment targets for their staff, measured against appropriate benchmarks by July 2003, for incremental implementation by 2009.
 3. Recognise, promote and reward best Race Equality practice.
 4. Ensure that all staff receive appropriate Race and Equalities training and are aware of the different needs of the Black communities served by the Learning and Skills sector.
 5. Ensure that staff are trained and able to comply with Race Relations legislation governing employers who provide work based learning.
- The Commission for Racial Equality to:
 1. Work with the LSC and DfES on improving ethnic monitoring systems and on developing and implementing targets for learners and staff.
 2. Actively support all agencies in the Learning and Skills sector in implementing their Race Equality schemes.
 3. Publish an enforcement strategy in support of the Race Relations (Amendment) Act 2000 that clarifies when and how the sector could become the subject of enforcement action.

Partnership working

All agencies working in the Learning and Skills sector should, wherever practicable, endeavour to work collaboratively to ensure that Race Equality best practice is adopted and widely shared.



department for
education and skills

