

DIVERSE EUROPE AT WORK

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UK LOCALISATION STUDY DEW PROJECT

Prepared for the
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UK LOCALISATION STUDY

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This report is a working copy to be amended after feedback from partners and ineterst groups.

April 2009

Throughout Europe there is an underlying unity of purpose in overcoming divisive issues apparently caused by diversity and disability: both the Council of Europe and the EU have formal positions on the issues. In the UK, there is an especially strong legal framework which influences training courses and materials, and raises awareness of diversity issues at all levels of industry, business and education.

The UK provides examples of detailed legislation which sets out parameters for conduct by individuals and organisations, against which all materials development and training courses must be set.

Since the Treaty of Rome established the European Community in 1957, there has been legislation at EU level on various aspects of discrimination. The early focus was on equality of opportunity for women and men, while the 1999 Treaty of Amsterdam enhanced the fundamental rights of individuals, rights of citizenship and - for the first time in Europe - rights for persons that are disabled.

The European Convention on Human Rights was incorporated into UK law through the Human Rights Act 1998, which introduced a range of political and civil rights. The Equality Act 2006 created a single Commission for Equality and Human Rights to replace the Commissions for Racial Equality, Disability and Equal Opportunities and included other equality strands such as sexual orientation and religion and belief. This Act also introduced obligations on public bodies to be pro-active, such as a positive duty on to promote equality between men and women and eliminate unlawful discrimination and harassment. See [App A Overview of EU and UK Legislation](#) for more details of this legislation.

Issues specifically mentioned in UK legislation include

- Gender: men and women in employment; maternity leave; gender reassignment and transsexuals
- Sex: sexual orientation; same-sex couples
- Race: racial hatred defined by reference to colour, race, nationality or ethnic origins
- Disability: defined as a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day duties
- Religion: religion or belief held; lack of religion or belief
- Ageism: employment practices; retirement dates

All these topics are referred to in the proposed DEW training materials, which also look at factors which might contribute to misunderstandings or conflict, including

- dress code
- dietary requirements
- attitudes to work and the workplace
- body language
- poor communication skills

The UK Localisation Study has yielded a very concrete profile of the desired content of courses, of the required outcomes, of the groups most likely to use them, and even of schemes of work leading to certification. The DEW project materials are distinctive in being set in a larger European context, yet appealing on both international and national levels.

This section looks at some indicative examples from the CoE, EU, and UK.

The Council of Europe (CoE) has a distinguished history in areas concerning Human Rights, encompassing all its activities, and in foreign languages within the Languages Policy Division. In particular, language professionals are familiar with Threshold Level which led on the A1 to C2 levels of the Common European Framework of Reference for Languages: learning, teaching, assessment, known as the CEFR.

The Autobiography of Intercultural Encounters comes from a relatively new area of interest for the CoE and was developed to promote intercultural dialogue.

The CoE Autobiography of Intercultural Encounters is a personal document which encourages users to think about and learn from the intercultural encounters that have made a strong impression or had a long-lasting effect on them. The autobiography is a document for cross-curricular and general use in formal and non-formal educational contexts. It invites users to reflect critically upon their own memorable intercultural experiences, and helps them to analyse them in retrospect and in the light of the most defining aspects of each encounter. The autobiography aims to promote respect for diversity both nationally and across borders.

The significance of this document is that has philosophical and pedagogical similarities with the DEW project materials and proposed training programmes, by

- showing a concern for the micro level of day-to-day experiences, which are part of the DEW project;
- taking an awareness-raising and issue-solving approach to issues raised, in a similar manner to the DEW project materials.
- The Autobiography selects and describes specific intercultural encounters and identifies different aspects of intercultural competence by referring to
- Attitudes: the user's attitudes and feelings towards the whole experience, reflecting to what degree attitudes such as respect for diversity have been developed;
- Behaviour: the interpretation of another's behaviour as well as the behavioural patterns followed by the learner in a particular intercultural experience;
- knowledge and skills: the user's knowledge about otherness and how people act in intercultural contact situations; the skills applied during and after the event;
- Action: the action taken by the user as a result of analysing the intercultural encounter.
- All these considerations form part of the development of the DEW materials. The scenarios are specifically designed to promote a critical analysis of the way the participants have acted, using a retrospective view of the intercultural encounter, exploring how he or she sees the encounter now, and how he or she might respond in the future. The CoE Autobiography claims the potential to promote change, and so do the DEW materials and training programmes, founded on the same principles.

Further details are below at

[App B CoE Autobiography of Intercultural Encounters](#)

and at

http://www.coe.int/t/dg4/linguistic%5CAutobiogrWeb_EN.asp.

EUROPEAN COMMISSION GRANTS AND SUPPORT

The European Commission actively supports Diversity in Europe through its programme of policy statements and grants, and through its own internal practices. This DEW project is a beneficiary of the European Commission's approach.

EU CASE STUDY: CROSS-CULTURAL LEARNING & DEVELOPMENT

The Learning and Development unit, as part of the Administration at the European Commission (i.e. Internal to the EU, not policy or grants) provides speakers and facilitators for conferences concerned with human resources and staff development to consider issues such as:

- What cultural differences affect the way people learn?
- Do they make a significant impact on the success of learning and development across cultures?
- How in practice do you deliver the same programme of learning to staff across geographical boundaries?
- What are the practical implications of delivering training, learning and development to different cultures?
- How can we develop an appropriate high-level, strategic look at how the world of learning is changing and what the future may hold.

See also <http://www.cipd.co.uk/cande/hrd/exhibition/preregister>

UK OFFICE FOR NATIONAL STATISTICS

The Office for National Statistics (ONS) produces independent information to improve understanding of the UK's economy and society. There has been a compulsory decennial census in the UK starting with 1801, 1811, 1821 and 1831. The census reflects the need for reliable and impartial statistics for planning the proper allocation of resources, policy-making and decision-making in society.

CASE STUDY: NATIONAL STATISTICS: CENSUS 2011 QUESTIONNAIRE CONTENT

Recommendations for Questions to be included in the 2011 Census concerning national identity, ethnicity, migration and religion have been published as part of a consultative exercise. While the Census is motivated by a need for planning, the areas of new concern reflect issues also shown in the latest legislation, and in the DEW project:

- Sexual orientation
- Concerns about acceptability & quality of data
- Country of previous usual residence
- Other topics more useful for migration information

ETHNICITY

The Race Relations Act makes it unlawful to discriminate on grounds of Race or Ethnic or national origins. Public authorities have duties to monitor equality and to give due regard to eliminating unlawful racial discrimination and promoting equality of opportunity and good relations between different racial groups.

ONS provides a definition of an ethnic group, based on a 1983 ruling by the parliamentary House of Lords acting as a Supreme Court. An ethnic group has a distinct identity, based on recognising a long shared history and having distinct cultural traditions, which may be related to one or more of the following characteristics:

- Ancestry, Geographical Origin, Country of Birth, Nationality, Cultural Traditions, Language, and Religion

LANGUAGE COMPETENCE

Language Competence is being measured to reflect a growing need for information on the level of English language proficiency and on languages used other than English (or Welsh in Wales).

UK ORGANISATIONS

The UK has a wide range of organisations dealing with diversity issues, some state funded, some private, and some arising from professional associations. This is a small selection and each item has an embedded note and hyperlink. The first three are still referred to by their names, although they have been amalgamated into one body, the [Commission for Equality and Human Rights](#) which has a broader agenda to include sexual orientation, religion and belief (see [App A Overview of EU AND UK Equalities Legislation](#) below).

- Commission For Racial Equality
- The Disability Rights Commission
- The Equal Opportunities Commission
- The Home Office: Community and Race
- The Home Office: Police Equality and Diversity
- The Home Office: Research Development Statistics
- Gay Police Association
- National Black Police Association
- British Association of Women Police
- Civil Service: Diversity – What Works?

TARGET GROUPS

A core aim of the DEW project is to match the materials produced to the needs of different partner markets. It is also clear that in the UK the main motivation for diversity training stems from the legal requirements and the need for human resources and staff development to remain up-to-date.

In the UK the key markets are:

- Public sector (at government, regional and local level)
- Education centres
- Corporate sector (leading companies)

Identifying the UK market is closely linked with other issues discussed below, especially at [UK Case Study: Marketing, Courses, Materials, and Contacts](#)

CASE STUDY

Sussex Police has a mission statement which reflects all the UK legislation, which in turn captures the essence of EU legislation and the aims of the DEW project:

- deliver a citizen-focused policing service: recognising the needs of different communities and individuals, with Sussex Police actively engaged with the public and our partners;
- take care to assess the impact of our policies on gender, disability, race, religion and belief, sexual orientation and age equality;
- create a working environment where diversity is recognised, valued and celebrated.

EAW UNITS

The positive approval of the contents, design and effectiveness of the EAW materials has been demonstrated by the feedback from diverse target groups around Europe both at the close of the previous project, as well as more recently, for example at the IC Florence March 2009 Conference: *Creativity and Innovation*.

The notes below are taken from those of an independent UK based trainer, relating the EAW materials to a UK situation; the reviewer supposes that there are few limitations on budget to make significant changes and additions.

STRENGTHS OF THE EXISTING MATERIAL

The quality of the DVD production is clear and easy to understand. The EAW materials are well produced and give a professional impression of the subject. In particular

- The materials are user friendly and is presented in a non-threatening manner.
- The language is on the whole simple to understand and the DVD is ideal for a wide audience given that some programmes overuse legal terminology and jargon.
- Being a DVD makes this material cost-effective for delivery to end users; postage and production costs are kept at a minimum. The product is also deliverable electronically via email.
- No stock needs to be held in reserve as new DVDs can be copied each time orders are received.
- The DVD box cover works, and the promotional material gives an accurate impression of its contents – in English, and in eight other languages.

SUGGESTIONS FOR IMPROVEMENTS

There are very few materials using moving images as part of the training package. Much of the print material is the property of the trainer - the UK is a very crowded market in terms of organisations offering training and consultancy. The common thread from providers to target groups is that in understanding diversity an organisation can protect itself from possible litigation from disgruntled employees. This could mean that organisations are treating diversity awareness as a box-ticking exercise and are not really getting to grips with the problem.

The DEW materials are different, and should be marketed as helping people understand each other, rather than just an exercise in ticking the diversity box to avoid legal problems.

The EIWP project produced the Europe at Work materials, consisting of 14 multilingual units on DVD, in print, and as web-based self-study programmes. These EAW materials met the requirements of EIWP to the fullest, but analysis shows that they can be enhanced by further adaptation in order to fit the needs of our target markets. In the UK, this means broadening the scope of the materials to include all the issues covered by UK legislation.

The present scenarios and DVD could be improved by addressing these points:

- easier navigation: chapter numbers should be changed to the chapter titles on the menu;
- overusage of Asians characters as victims could lead to alienation from other target end users;
- an audience that has had previous training in the area of diversity may need a different approach, and this should be in the accompanying trainers' notes.

A more detailed critique of all 14 units is given below at [App D Critique of existing EAW units](#).

FOR UK TARGET GROUPS

EAW could be deemed as patronising by Asian viewers, as the Asian community is well established in the UK and some of the issues may be outdated for the UK situation, even if relevant in the rest of Europe.

There is over-representation of Asian/Muslims, while the following are under-represented in the DVD: Jews; Romany community (gypsies/ travellers); devout Christian.

Whites/Caucasians are only portrayed as employers/managers.

Response from DEW: the new materials will portray other ethnic groups and be aware of power relationships, but is beyond the scope of this project to accommodate all these ethnic groups.

Consider whether the EAW materials could be relevant to training in the following areas:

- Employment law for managers
- Emotional intelligence in the workplace
- Managing people in the workplace

Response from DEW: these issues may arise in discussion, but are not central to the DEW project.

Other points to consider include

- Diversity training materials and courses are common in the UK, and the EAW product may find it difficult to penetrate a crowded market place.
- The DVD needs to focus on issues which concern HR experts.
- Diversity raises serious issues in the UK, not least because of the detailed legislation in place; the materials must not skirt these serious issues by trying not to offend.
- Additional themes/units are needed to meet UK needs.
- EAW may succeed if the DVD pricing is very competitive, as most training material is very expensive. A price of about £100 could attract interest and would not be a barrier to UK sales.

PROPOSALS FOR NEW MATERIALS

The DEW project will adapt and extend the original EAW DVD materials and training manual, add a trainer's manual, and further develop the self-study option. The new contents must incorporate wider diversity, be relevant across the partnership, be useful in each country, and also meet expectations raised by policies and practices at European level

At the first transnational meeting, partners agreed that the new materials should reflect research done on the previous EU project led by Finland which identified a strategy and methodology around which existing print materials could be adapted and new materials developed. Subject to confirmation by country-specific research, the new materials should include three filmed units on sexual orientation, ageism, and disability.

NEW SCRIPTS FOR DISCUSSION

Suggested content amendments incorporate wider diversity, as discussed above.

The production of new materials is dependent firstly on the acceptance of scripts for the scenarios. These are being developed for the meeting in May 2009.

Draft four, with scenarios on sexual orientation, disability, and ageism, is in [App E Draft scenarios: development phases](#), which also contains an earlier draft. Reading these drafts, and then the scripts which follow, gives an insight into the thinking and creative processes that take place, influenced by feedback from within and outside the partnership.

DRAFT SCRIPTS FOR DISCUSSION

To be tabled for the meeting in London May 2009 as Appendix F.

SAMPLE PRINT UNIT AND TRAINERS MANUAL

To be discussed/tabled for the meeting in London May 2009 as Appendix G.

GENERIC VERSIONS VS. LOCALISED VERSIONS

Local partners can be engaged by offering them an opportunity to fund the development of specific versions of the DEW materials, tailor-made for their purposes.

In explaining the nature of the DEW materials to potential partners, the following summary for the UK can be adapted:

The EAW scenarios provide a stimulus for workplace discussion around equality and diversity, including

- Ethnicity
- Gender
- Race
- Sexual orientation
- Religion
- Disability
- Ageism

The DVD training materials are accompanied by written support material which will cover legal requirements and good practice.

Feedback relating to the relevance of the scenarios for equal and diversity issues for your personnel would be very much appreciated. If your organisation wishes to support his project, we can supply tailor made versions for you, reflecting the specific needs and training aims within the context of equality and diversity training.

TRAINING COURSES

Key activities in the later months of the project include the dissemination of the materials Europe wide. Training courses will be based on the UNEC in-service teacher-training courses with appropriate adaptations for the partner countries.

Adaptation will recognise the different forms the training should take (in-site, online, part- or full-time, self study or tutoring, etc.) and whether it should lead to certification.

The checklist below reflects key training issues, and is expanded further in [App H UK BTEC Health and Social Care Syllabus: Images of People](#).

DIFFERENT GROUPS

Religious groups, older people, male/female, ethnic groups, people with disabilities

- Negative images stereotypical images, assumptions, labelling, gender bias
- Positive images non-stereotypical, positive role models, respect for diversity and difference, role of the media, role of individuals

ROLE OF THE MEDIA

Books, leaflets, newspapers, magazines, television

DISCRIMINATION AND ITS EFFECTS



FORMS OF DISCRIMINATION

Ageism, racism, sexism, disability or gender bias.

TYPES OF DISCRIMINATION

At individual level and at institutional level (such as access to particular services like family planning services, food choice in institutions);

Overt and covert discrimination;

EFFECTS OF DISCRIMINATION

Physical e.g. Injury and threats to personal safety, isolation, poor health;

Emotional e.g. Fear, low self-esteem, lack of confidence, depression;

Social e.g. Exclusion, avoidance, poor work opportunities and life chances;

AVOIDING DISCRIMINATORY PRACTICE

INDIVIDUAL RESPONSIBILITIES

- Respecting and valuing diversity
- Asking clients to state their preferences
- Providing appropriate translation facilities
- Ensuring food choices meet religious requirements
- Providing access to prayer facilities
- Providing for gender choice of carer
- Undertaking care procedures in a respectful and empathetic manner
- Using preferred names, forms of address, titles, etc;
- Demonstrating knowledge and understanding that individual differences are important
- Using preferred names, forms of address, titles, etc
- Using respectful language
- Adopting a non-patronising attitude

INSTITUTIONAL RESPONSIBILITIES

- Having organisational policies in place
- Equal opportunities policies
- Anti-discriminatory procedures which are regularly monitored and updated
- Demonstrating respect and value through positive action, e.g.
- Disciplinary processes and procedures for non-compliance

BENEFITS TO INDIVIDUALS

- Improved health; improved life chances; improved standards of living
- Access to services and opportunities; stronger economy
- Better relationships; confident individuals

CERTIFICATION

The development of certification for the DEW programme is still to be discussed and issues include:

- Information on the need for certification of diversity training
- Identify the most relevant form of certification that can be mainstreamed into the education markets and policies of the partner countries.
- Type of most suitable training for the public in each partner country

GOVERNMENT AND OTHER INITIATIVES

Government and other initiatives in the field of certifying intercultural communication skills spring from the legal framework which applies in the UK.

A common aim is to raise awareness regarding behaviours expected of line managers

Proof of study is often required. It is not sufficient just to send notice that a policy is available; training and follow-up to training essential.

See more details at [App H UK BTEC Health and Social Care Syllabus: Images of People](#).

UK CASE STUDY: MARKET, MARKETING, COURSES, MATERIALS, AND CONTACTS

MARKET

Because of the statutory requirements, the main target group organisations above typically have in place a system of human resources and staff development which responds to the needs of legislation. The DEW project complements this approach by offering materials for discussion which reflect the dilemmas faced by employees, at any level, rather than by policy makers.

UK target groups are clearly defined as

GOVERNMENT AND OTHER STATE ORGANISATION

- ministries, national bodies
- local councils
- police, fire services, hospitals
- others

EDUCATION CENTRES.

- universities
- vocational training centres
- others

LARGE PRIVATE SECTOR EMPLOYERS

- employment agencies

MARKETING

A marketing communications plan with budget and Implementation timescale requires detailed knowledge of local conditions. See [App J Marketing in the UK – an approach](#) for a complete example which can be adapted to other situations.

Common to most marketing plans are the following:

- Website
- Mail Shot
- Budget
- Launch
- PR (Training Day)
- Implementation Timescale
- Launch
- Direct Mail
- Launch
- PR Training Day
- Example of an Approach Letter
- Example of a Press Release

COURSES

Information about courses and materials available shows that alleged n-line delivery and elearning is in fact correspondence course material, sent electronically.

There is little material using DVD, film or video. We are awaiting a report from visits to national hard people and organisational development conference & exhibition, London 21 – 23 April 2009.

MATERIALS

The DEW products, using DVD and print, represent a leading contemporary development in materials development for diversity training. The following example is taken from a similarly named but different source. It has an approach, structure and content very similar to the EAW materials, but has taken localisation issues much further.

DIVERSITY IN THE WORKPLACE

This learning package has many similarities with EAW concepts and approaches: see

http://www.marshallacm.co.uk/diversity_workplace.html

Diversity in the Workplace was the first course produced by Marshal Acme and is claimed to be their most popular course. The module is highly customisable with clients linking key parts of the programme to their own internal policies. The generic script covers:

- An introduction to the concepts of diversity, equality and equal opportunities
- An explanation of why diversity is important
- Overview of legislation (direct and indirect)
- Race (including race relations amendment act)
- Sexual discrimination (including the gender equality duty)
- Sexual orientation
- Disability (including the disability equality duty)
- Religion
- Age
- Stereotyping and prejudice
- Bullying and harassment
- Legal liability
- Challenging unacceptable behaviour
- Evaluation and conclusion

The materials uses a variety of quizzes which stimulate interest in the subject and allow learners to apply their knowledge to realistic scenarios. There are also optional end of course evaluations and an end of course assessment in the form of randomly generated questions.

The whole course takes an hour to complete and users can bookmark progress as they work through the programme.

Extensive customisation is possible with clients using their own photography, quotes from key members of staff and editing of case studies.

Contact us for a demonstration of the course or for further details please visit our website dedicated to diversity in the workplace www.diversityintheworkplace.co.uk

UK CONTACTS

This is an indicative list of types of contacts who can use DEW project materials cooperate with the DEW project, or help with dissemination.

TRAINERS AND MATERIALS DEVELOPERS

<https://obs.acas.org.uk/eventslist.aspx>
<http://www.acas.org.uk/index.aspx?Articleid=1363>
<http://www.you-unltd.co.uk/diversity-and-equality-training-course-10.asp>
<http://www.thompsons.law.co.uk/lttext/lelr-weekly-36-reasonably-adjusted.htm>
<http://www.skillboosters.com>
<http://www.marshallacm.co.uk/courses.html>
<http://www.equalitytraining.com/equalityabout.html>
<http://www.cylux.co.uk/>
<http://www.aboutequalopportunities.co.uk/what-is-homophobia.html>
<http://www.skillboosters.tv/>
<http://www.westminster-briefing.com/?P=1559>
<http://www.hrmagazine.co.uk/home/>
http://www.epic.co.uk/content/what_we_do_index.htm

FIRE AND RESCUE SERVICE

Equal Opportunities Lead Co-ordinator
East Sussex Fire and Rescue Service
20 Upper Ton Road
Eastbourne
East Sussex

LOCAL COUNCIL

Head Of Equalities And Inclusion
Brighton And Hove City Council
King's House
Grand Avenue
Hove
Equalities@Brighton-Hove.Gov.UK
01273 291577
Fax (01273) 294008

PRIVATE SECTOR: WASTE MANAGEMENT

HR Manager
Cleansing Services Group Ltd
Grange Road
Bottle
Southampton
Enquiries@Csgwasteman.co.uk
01489 782232
Fax: 01489 789821

MULTILINGUAL SITE IN 13 LANGUAGES

Assessing the Impact of our Policies on Gender, Disability, Race, Religion and Belief, Sexual Orientation and Age Equality.
Sussex Police Diversity Team



Police Headquarters

Church Lane

Lewes

East Sussex

http://www.sussex.police.uk/about_us/race_diversity.asp

Consultation@sussex.pnn.police.uk

01273 404730

بالعربية | বাংলা | 廣東話 | فارسی | ગુજરાતી | भाषा का नाम | اردو | کوردیی سۆزانی | Polski | Русский |
Español | Lietuviškai | Latviešu | Português | English

GENERAL

ACAS

Age Positive

Department Of Business, Enterprise and Regulatory Reform

Employers Forum on Age

Equality and Human Rights Commission

The Age and Employment Network

Disabilities

Inclusive Learning for all: Why accessible E-Learning makes business sense

APPENDICES

APP A OVERVIEW OF EU AND UK EQUALITIES LEGISLATION

EU AND UK GENERIC LEGISLATION

EU: TREATY OF ROME (1957) ARTICLE 119

In 1957 the Treaty of Rome established the European Community. Article 119 of the Treaty provides that men and women should receive equal pay for equal work without sex discrimination.

EU: TREATY OF AMSTERDAM 1999

This updates the Treaty on European Union brought into force in Maastricht in 1992.

The Treaty aims to increase freedom, security and justice within Europe. It achieves it by enhancing the fundamental rights of individuals, and rights of citizenship and for the first time in Europe, rights for persons that are disabled.

EU & UK: EUROPEAN CONVENTION ON HUMAN RIGHTS (ECHR)

The ECHR was incorporated into UK law through the Human Rights Act 1998. The Act introduces a range of political and civil rights.

UK: EQUALITY ACT 2006

The Act created a single Commission for Equality and Human Rights to replace the

- Commission for Racial Equality
- Disability Rights Commission
- Equal Opportunities Commission

and included other equality strands such as

- sexual orientation
- religion and belief

UK LEGISLATION

UK legislation has taken an increasingly pro-active stance in recent years. While legislation actively prohibits certain actions, it now calls upon management and others in responsible positions to be pro-active in preventing illegal actions.

GENDER

EQUAL PAY ACT 1970 (AND AMENDMENTS)

This Act prevents discrimination between male and female employees in the same job in relation to pay and terms and conditions. It introduced the concept of equal pay for work of equal value.

SEX DISCRIMINATION ACT 1975

This Act makes it unlawful to treat a woman or a man less favourably in employment, training, education and the provision of goods, facilities and services on the grounds of their gender or marriage.

EMPLOYMENT RIGHTS ACT 1996

This Act requires that contracts of employment must be provided and established maternity rights.

GENDER RECOGNITION ACT 2004

The Act means that transsexual people can marry in their acquired gender, obtain a birth certificate recognising the acquired gender, and obtain benefits and a state pension just like anyone else of that gender.

Employment Equality (Sex Discrimination) Regulations (2005)

These regulations prohibit harassment and sexual harassment; make less favourable treatment of women on grounds of pregnancy or maternity leave unlawful; extend protection to those undergoing gender reassignment.

EQUALITY ACT 2006

Gender: The Act introduced a positive duty on public bodies to promote equality between men and women and eliminate unlawful discrimination and harassment.

SEXUAL ORIENTATION

EMPLOYMENT EQUALITY (SEXUAL ORIENTATION) REGULATIONS 2003

This Act makes it unlawful to discriminate on grounds of sexual orientation in employment and vocational training. The regulations include protection against direct discrimination, indirect discrimination, victimisation and harassment.

CIVIL PARTNERSHIP ACT 2004

The Act allows same-sex couples to make a formal legal commitment to each other by entering into a civil partnership through a statutory civil registration procedure.

THE EQUALITY ACT (SEXUAL ORIENTATION) REGULATIONS 2007:

These took effect from 30 April 2007 and made it unlawful to discriminate on the grounds of sexual orientation

- In the provision of goods, facilities and services
- In the disposal and management of premises
- In education
- In the exercise of public functions

RACE RELATIONS

RACE RELATIONS ACT 1976

This Act makes it unlawful to discriminate against a person on the grounds of race, colour, nationality, ethnic or national origins in employment, training, education and the provision of goods, facilities and services.

PUBLIC ORDER ACT (1986)

This Act clarified some meanings in law:

- Racial hatred: hatred against a group of persons in Great Britain defined by reference to colour, race, nationality or ethnic origins.
- Ethnic group: an ethnic group is one that has a long and shared history, of which the group is conscious as distinguishing it from other groups, and the memory of which it kept alive and a cultural tradition of its own, including family and social customs and manners, often but not necessarily associated with religious observance.
- Incitement to racial hatred: an offence to publish or distribute material which is threatening or abusive or insulting if racial hatred is likely to be stirred thereby or if this is intended.

It is a criminal offence to use threatening, abusive, insulting words or behaviour or disorderly behaviour within the hearing or sight of a person likely to be caused harassment, alarm or distress by that behaviour.

CRIME AND DISORDER ACT 1998

This Act defines a racial incident as ‘any incident in which it appears to the reporting or investigating officer that the complaint involved an element of racial motivation; or any incident which includes an allegation of racial motivation made by any person.’

RACE RELATIONS (AMENDMENT) ACT 2000

This Amendment places public authorities under a general duty to promote race equality. They must aim to eliminate unlawful discrimination, promote equality of opportunity, and promote good relations between people of different racial groups.

The Act makes the duty proactive and also prescribes some specific duties to help achieve the aims of the general duty. Impact Assessment is one of these specific duties.

RACE RELATIONS ACT 1976 (AMENDMENT) REGULATIONS 2003

EC Article 13 Race Directive established for the first time a minimum standard of legal protection from racial discrimination across Europe. EC Directives are European Community Laws that Member states must comply with.

Key improvements to UK domestic legislation included the explicit prohibition of racial harassment; preventing landlords from discriminating on racial grounds; and shifting the burden of proof –when a claimant establishes a *prima facie* case of racial harassment the court will uphold the complaint in the absence of a satisfactory explanation.

DISABILITY

DISABILITY DISCRIMINATION ACT 1995

This Act makes it unlawful to discriminate against a person on the grounds of disability in the areas of employment, provision of goods, facilities and services and buying or renting land or property. Disability is defined as ‘a physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal day to day duties’.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT (2000) SENDA

Universities, Colleges and Local Education Authorities have legal responsibilities not to treat disabled learners less favourably for a reason related to their disability and to provide reasonable adjustments for these students.

DISABILITY DISCRIMINATION ACT 1995 (AMENDMENT) REGULATIONS 2003

These amendments extended the provisions of the original act to cover all employers, no matter how small, no matter how few employees they have in their organisation, and included contract

workers, office holders, self-employed people contracted in by an organisation to provide a specific purpose, trustees/managers of occupational pension schemes and organisations which provide employment services.

Victimisation and harassment are also specifically prohibited.

Reasonable adjustments are required to any provision, practice or criterion which puts disabled people at a substantial disadvantage in comparison to non-disabled people.

DISABILITY DISCRIMINATION ACT 2005

This legislation places a duty on public sector bodies to promote disability equality, in much the same way that the Race Relations (Amendment) Act 2000 requires the promotion of good race relations, and to publish a Disability Scheme. The general duty under the Disability Discrimination Act 2005 requires organisations to:

- Eliminate unlawful disability discrimination and harassment
- Promote equality of opportunity and positive attitudes towards disabled people
- Take account of people's disabilities (even if this means treating them more favourably)
- Encourage participation by disabled people in public life

RELIGION AND BELIEF

EMPLOYMENT EQUALITY (RELIGION AND BELIEF) REGULATIONS 2003

This Act makes it unlawful to discriminate on grounds of religion or belief held – or lack of religion or belief – in employment and vocational training. The regulations include protection against direct discrimination, indirect discrimination, victimisation and harassment.

Equality Act 2006

Religion and Belief: extended protection on the grounds of religion and belief to provision of goods, facilities and services, the disposal and management of premises, in education and in the exercise of public functions. T

his brings the regulations more in line with existing provisions on Disability, Race and Sex.

AGEISM

EMPLOYMENT EQUALITY (AGE) REGULATIONS 2006

This Act makes it unlawful to discriminate on the basis of age in all aspects of employment, including recruitment and training. A default retirement age of 65 has been introduced.

APP B COE AUTOBIOGRAPHY OF INTERCULTURAL ENCOUNTERS

HOW DOES THE AUTOBIOGRAPHY CONTRIBUTE TO THE EDUCATION PROGRAMME OF THE COUNCIL OF EUROPE?

The autobiography is a document developed by the Council of Europe within a general framework of language education, education about religious diversity and education for democratic citizenship. In particular, it is a tool to foster respect for diversity, dialogue and social inclusion. With its emphasis on the critical analysis of users' intercultural experiences, it complements other language policy division tools such as the European language portfolio (www.coe.int/portfolio). Piloting is taking place in 2007/2008. It is anticipated that the autobiography will be translated into local languages and adapted as appropriate.

HOW ARE INTERCULTURAL ENCOUNTERS EXPLORED?

An intercultural encounter can be an experience between people from different countries, but it can also be an experience with individuals from other cultural backgrounds in the same country, for example, from other regional, linguistic, ethnic, or religious backgrounds.

Users of the autobiography develop understanding and competences for the future by reflecting critically on the experience.

They select and describe specific intercultural encounters in which they have taken part, analyse their experience individually and identify different aspects of their current intercultural competence by referring to:

Attitudes: the user's attitudes and feelings towards the whole experience, reflecting to what degree attitudes such as respect for diversity have been developed;

Behaviour: the interpretation of another's behaviour as well as the behavioural patterns followed by the learner in a particular intercultural experience;

Knowledge and skills: the user's knowledge about otherness and how people act in intercultural contact situations; the skills applied during and after the event;

Action: the action taken by the user as a result of analysing the intercultural encounter.

This retrospective view of the intercultural encounter favours a critical analysis of the way the user acted at the time, how he or she sees the encounter now and how he or she might respond in the future. The autobiography has the potential to promote change.

WHO IS THE AUTOBIOGRAPHY FOR?

The autobiography is for the learner, who can use it, for example:

Individually, as a way of recording, exploring and reviewing his or her intercultural experiences;

With the help of the teacher/tutor, who can implement it with the whole class either to deal with users' intercultural experiences in general or to analyse a particular intercultural experience undergone by users (such as a school trip);

With the help of parents, who may wish to get involved in their children's work.

The autobiography is designed to be used across the curriculum in school or any other educational context contributing to lifelong learning. Intercultural experiences can be analysed within disciplines as diverse as foreign language learning, history, geography, religion, citizenship education, etc. The autobiography can also be used as a self-evaluation and development tool.

The autobiography is the property of the learner, who can choose what information she or he wishes to share and what she or he prefers to keep private.

HOW MANY VERSIONS OF THE AUTOBIOGRAPHY ARE THERE?

There are two versions:

A version for younger learners, up to around age 11, including those who are not yet able to read and write;

A version suitable for other users in schools and beyond.

The autobiography is accompanied by a facilitator's guide with details of the rationale, including the underlying model of intercultural competence, and specific guidelines concerning how to use and make the most of this tool. See www.coe.int/t/dg4/linguistic%5cautobiogrweb_en.asp.

This presentation deals with issues of race, ethnicity, employment, religion and sexual orientation in the UK in terms of questions to be asked at the compulsory national census, held every ten years.

This appendix is a selection from a PowerPoint presentation at [National Statistics: Census 2011 Census questionnaire content](#).

1 2011 Census: Updated view on content for England & Wales
Office for National Statistics
March 2007

2 PURPOSE

Share current thinking on likely content of the 2011 Census questionnaire
Provide update on development of ethnicity, identity, language & religion questions
Provide the opportunity to comment
NB: Presentation covers Census in England & Wales

3 SHORT-TERM MIGRANTS

Many short-term migrants in the UK who stay or intend to stay for short periods i.e. 3 – 12 months

- Using services and may be working

Increasing requirement to collect information from these people

- Census uses 6 month UK residence definition
- Population estimates use 12 month UK residence definition

4 SHORT-TERM MIGRANTS

To identify short-term migrants and understand differences, ideally want to know

- Year/month of arrival in UK
- Anticipated total duration of stay

Recognised difficulties asking about intentions on a self-completion questionnaire
Questions are being considered for the Census but further research is required

5 SHORT-TERM MIGRANT WORKERS

Requirement to collect additional information about people from overseas who are living and working in UK

- group is large and growing importance in contribution to UK economy
- Assist in reducing the undercount of jobs in Census and Labour Force Survey (LFS) compared to ONS Business surveys.

Ideally, this would include all people working regardless of length of stay

6 SUMMARY

Difficult to count groups need to be included and identified in the 2011 Census
Collecting extra information in 2011 may help to minimise and explain differences between Census count and rolled forward population estimates

7 INDIVIDUAL QUESTIONS - LIKELY TO BE INCLUDED

Ethnicity, Identity, Language & Religion

- Ethnic group
 - Asked since 1991
 - Most requested topic
- National identity

- New topic to complement ethnic group question
- Welsh language proficiency
 - Asked since 1891 – in Wales only
 - Policy development and resource allocation
- Religion
 - Asked since 2001 – voluntary question
 - Resource allocation

8 INDIVIDUAL QUESTIONS - LIKELY TO BE INCLUDED

- Occupation
 - Asked since 1831
- Self-employed or employee
 - Asked since 1851
- Supervisor status
 - Asked since 1851
- Ever worked
 - Asked since 2001

9 INDIVIDUAL QUESTIONS - LIKELY TO BE INCLUDED

Other labour market

- Economic activity – 5 questions
 - Asked since 1851
 - Policy development and resource allocation
- Address of workplace
 - Asked since 1901
 - Transport planning
- Travel to work
 - Asked since 1971
 - Transport planning
- Individual questions - Under consideration

10 TOPICS FROM 2001

- Qualifications
 - Asked since 1961
 - Policy development and resource allocation
- Industry
 - Asked since 1911
 - Improves quality of NS-SEC and used separately
- Name of employer
 - Asked since 1911
 - Improves accuracy of Industry coding
- Carers
 - Asked in 2001
 - Policy development to support unpaid carers

11 INDIVIDUAL QUESTIONS - UNDER CONSIDERATION

New topics

- Second residences
 - Help 'get the count right'
 - Improve understanding of difference between Census and mid year estimates
- Month and Year of arrival

- Improve migration statistics
- Citizenship
 - Improve migration statistics
- Income
 - Identify areas of deprivation
- Language
 - Policy development and service provision

12 INDIVIDUAL QUESTIONS - NOT INCLUDED

Topics from 2001

- Hours worked
 - Asked in 2001
 - Insufficient user requirement
- Number of employees at workplace
 - Asked in 2001
 - Used to derive NS-SEC using full method

New topics

- Large number of new topics requested
 - Sexual orientation
- Concerns about acceptability & quality of data
 - Country of previous usual residence
- Other topics more useful for migration information

13 DEVELOPMENT OF ETHNICITY, NATIONAL IDENTITY, RELIGION AND LANGUAGE

14 AGENDA

Question development process for ethnicity, national identity, religion and language

Main issues for development

- Ethnicity
- National Identity
- Religion
- Language

15 CONSULTATION WITH USERS

Establish what information is needed and why

- 2005 consultation on Census topics
- 2006/07 consultation on ethnicity, identity, language and religion
- Aiming to reach a wide range of users

16 WHY ETHNICITY INFORMATION IS COLLECTED

Race Relations Act makes it unlawful to discriminate on grounds of:

- Race
- Ethnic or national origins

Public authorities have duties to:

- Monitor equality
- Give due regard to eliminating unlawful racial discrimination and promoting equality of opportunity and good relations between different racial groups

17 DEFINITION OF AN ETHNIC GROUP

An ethnic group has a distinct identity, based on recognising a long shared history and having distinct cultural traditions, which may be related to one or more of the following characteristics:

- Ancestry
- Geographical origin
- Nationality
- Country of birth
- Cultural traditions
- Religion
- Language (from a House of Lords ruling, 1983 - acting as a Supreme Court)

18 RACE OR ETHNICITY?

In the UK people sometimes use the terms 'ethnicity' and 'race' interchangeably but they are distinct:

- Race tends to relate to physical characteristics, for example including skin colour
- Ethnicity relates to social or cultural identification

Both are covered by equalities legislation

19 2007 ETHNIC GROUP QUESTION (ENGLAND)

(note that Wales has its own version, and Scotland and Northern Ireland have their own jurisdictions).

13 What is your ethnic group?

◆ Choose one section from A to E, then tick the box to show your ethnic group.

A White

English

Other British

Irish

Any other white background, write in

B Mixed

White and Black Caribbean

White and Black African

White and Asian

Any other Mixed background, write in

C Asian or Asian British

Indian

Pakistani

Bangladeshi

Chinese

Any other Asian background, write in

D Black or Black British

Caribbean

African

Any other Black background, write in

E Other ethnic group

Arab

Gypsy/Romany/Irish Traveller

Any other, write in

20 USER REQUIREMENTS FOR 2011: ETHNIC GROUP

Information on additional groups

- Arab
- Gypsy, Romany, Irish Traveller
- UK identities e.g. Welsh, English, Cornish
- Sikh
- Jewish

21 USER REQUIREMENTS FOR 2011: ETHNIC GROUP

Information on additional groups

- Kashmiri
- African: different nationalities or regions
- Black British

- Eastern European identities
- Mixed: Chinese and White

22 ISSUES FOR 2011: ETHNIC GROUP

Acceptability of terminology

- Colour terms Black and White
- Mix of colour and geographical labels
- Gypsy or Romany
- Arab or Middle Eastern
- Mixed or Multiple Heritage

23 ISSUES FOR 2011: MULTIPLE RESPONSE ETHNICITY

Advantages

- Richer data
- Ability to more accurately describe ethnicity
- Around 2% gave multiple responses in 2001
- Disadvantages
- Loss of comparability with 2001
- People may answer inconsistently
- Can be difficult to process and interpret

24 WHY IS RELIGION INFORMATION COLLECTED

Provides richer information on diversity

Race Relations Act protects Jews and Sikhs as ethnic groups

Equality Act protects from discrimination against religion or belief

25 RELIGION

- Records religious identity or affiliation
- Does not measure the number of practising members of each religion
- Does not aim to collect information on non-religious belief systems
- Voluntary question, due to Census law

26 2007 RELIGION QUESTION (WALES)

14 it is your religion?

- ◆ This question is voluntary.
- ◆ Tick one box only.

None

Christian (including Church in Wales, Catholic, Protestant and all other Christian denominations)

Buddhist

Hindu

Jewish

Muslim

Sikh

Any other religion, write in

27 USER REQUIREMENTS FOR 2011: RELIGION

Additional categories

- Pagan
- Humanist

Measure different denominations

- Christian: Church of England/Protestant, Catholic
- Muslim: Sunni, Shia

28 WHY SHOULD LANGUAGE BE MEASURED?

Growing need for information on:

- Level of English language proficiency
- Languages used other than English

Some languages covered by:

- Welsh Language Act
- European Charter for Regional or Minority Languages

29 ISSUES FOR 2011: LANGUAGE

What additional aspect to measure:

- Languages spoken
- English language proficiency
- Preferred language of communication
- where English is not the first language
 - First language or mother tongue
 - Main language spoken at home
 - Different aspects of fluency: speak, read, write, understand

30 CONTACT DETAILS

Ethnicity, Identity and Inequalities Branch
 Office for National Statistics
 Room D201, 1 Drummond Gate
 London
 SW1V 2QQ
ethnicity&identity@ons.gsi.gov.uk

APP D CRITIQUE OF EXISTING EAW UNITS

TITLE AND INTRODUCTION

The introduction mentions the problems that immigrants may face. It would be more inclusive if the opening comments spoke about Europe as being a diverse community.

Using ethnically diverse people to say a few words in the opening message would allow different end users to identify with people from their own particular ethnic background.

In the UK, the focus on immigrants could alienate those people from ethnic minorities who have grown up in or were born in the UK and who do not view themselves as immigrants.

INTERPRETING THE MESSAGE

This example stands for very many occasions when misunderstandings or poor communication occur.

Questions to consider:

The doctor is under pressure: is it a surprise when he mentions this to camera at the end? Should he give his monologue halfway through the scene?

Have you ever been in a position where you did not understand what was happening? How did this make you feel (showing empathy)?

How is this type of situation dealt within your organisation?

APPEARANCE

This is a very good chapter, clearly presented.

By exploring the notion further that Ms Tate has a prejudice against women who 'allow' themselves to be manipulated by men and religion, would emphasise how people bring their own agendas to their workplace..

Questions to consider:

Was Ms Tate right in believing that the candidate would be hampered by her dress code?

What other forms of religious clothing would you recognise?

RELATIONSHIPS

This chapter offers a variety of interpretations and discussion points.

Questions to consider:

Is it trying to portray mark as racist?

What purpose does the story of the gift serve?

The camera shot at the end finds mark explaining the pressure he is under and appears to justify his actions and tone.

Introduce something about inappropriate work place behaviour.

For the UK and some other countries, mark's shaven head, appearance and tone of voice suggests that he might be a racist.

An ideal opportunity to show British workplace culture is at the office Christmas party showing acceptable and unacceptable behaviour, such as flirting, insults, or inappropriate use of language.

FOOD

The questions at the end are good and should stimulate worthwhile debate.

Questions to consider:

Use an office environment or factory canteen. For example, a devout Jewish employee, rather than making a fuss if there was only pork to eat, would rather just choose not to eat. Even though he laughs off the teasing by his workmates, he is deeply hurt.

The question of why people tend not to defend their cultures can be raised.

The area of minorities living in fear, or least intimidation, within a larger community could be examined.

For the UK the message (cultural food issues) is lost in the setting (hospital), as UK hospitals are very sensitive to cultural food issues.

RELIGION

This is a very good chapter tackling the issues of religious tolerance and diversity. This issue is common in the UK and no doubt across Europe as well.

The questions are very challenging and do not need any amendments.

TIME

This chapter highlights the issues employers face with immigrant workers not conforming to local customs and culture and the message is well presented.

Questions to consider:

Explained why timekeeping is important in certain cultures. Why did the manager not explain from the outset the reason for being on time?

In the UK, northern culture could be confused with the north of England rather than the north European cultures which is meant.

Extensions could include questions on attitudes and feelings:

What made the worker so upset that she walked out?

Was racism evident in the manager's attitude?

Did the worker overreact? She works in a culture where being on time is important.

AUTHORITY

The chapter leaves open the issue of why Melik was not willing to challenge authority.

Extensions could include:

Explore the concept of emancipation and conflict within cultures where freedom is restricted.

For the UK, this offers a good opportunity to demonstrate how a UK person deals with the feelings and culture of another who originates from a country that does not challenge authority.

RACE

It may not work to portray the manager as south African as the audience may not be in touch with or be able to relate to modern south African history.

Questions:

The attitude displayed by the employee immediately jumping to the conclusion that this was all about race could be further examined.

In the UK questions relating to law governing racism in the workplace can be examined.

CONFLICT

More conflicting interaction between the two people at the same level might be a better representation of conflict in the UK workplace.

Questions to consider:

Does this scenario really show conflict? Or does it demonstrate bullying – by the worker?

What are the legal implications for insubordination in the workplace?

How should managers deal with this situation under the disciplinary procedure?

QUALIFICATIONS

The questions at the end of the scenario are suitable. However, are we discussing the importance of qualification recognition or pressure to fit in with the host culture?

Questions to consider include:

Why did Chidimma behave in such a manner?

How prevalent is it to downgrade or not acknowledge qualifications from other countries?

BODY LANGUAGE

The portrayal of body language is restricted to a very specific situation: how transferable is this? Or is it a sufficient stimulus for discussion?

Questions to consider:

Prejudice in a situation according to the body language that is being observed, for example, in a work situation where actions are apparently inappropriate but intention is in fact fine.

LANGUAGE ACQUISITION

The scenario gets the message across well.

Questions to consider:

The manner in which the customer spoke to the clerk when he mocked her accent.

Is it racist to mock an accent?

GENDER

The attempt to portray gender equality issues in the workplace has too many overlaps with religious views of the role of women. By making this a 'female Muslim issue', it does not tackle the general problems women face in the workplace. For example, it would be clearer if a man in a meeting is holding a female colleague back.

In the UK, the questions need to explore legal implications and issues in this scene, as there is detailed and complex legislation about gender issues.

APP E DRAFT SCENARIOS: DEVELOPMENT PHASES

DRAFT FOUR - SCENARIOS ON SEXUAL ORIENTATION, DISABILITY, AND AGEISM

SEXUAL ORIENTATION

Simon	mid 20's	telesales worker.	Quietly confident.
Jay	early 20's	telesales worker	loud and cocky. White
Fay	late 20's	team manager	white
Lauren	30's	HR manager	black

In a telesales office Simon and Jay are at workstations. Jay announces that he's going for an early lunch. As Jay leaves he tells Fay about how he and a mate walked into a pub last night. When they got to the bar they are realised everyone in there was a poofter. Ahhhhh ! So they walked backwards out the bar – it was like they were on rewind. Guarding their backs. Jay thinks this is hilarious and uses expressions and gestures to animate his story. Fay smiles weakly but says nothing. Jay leaves for lunch.

Simon complains to Fay about Jay's homophobic comments. Fay gives weak excuses for Jay. Simon says that he's gay. Fay is surprised. Fay promises to have a word with Jay but asks Simon to keep his sexual orientation to himself. Why ? Because it's not an issue. It could disrupt team unity. Simon informs her that he will take up legal proceedings against the company unless she takes action. Later Fay admits to an HR manager that she doesn't know how to confront Jay's homophobia. She's afraid of upsetting Jay especially as he's got this month's best sales figures.

DISABILITY

David	40's	line-manager	ethnic origin to be decided
Rowan	xx	new employee	disability unspecified at present
Lauren	30's	HR manager	black

David is explaining to Rowan what his duties will entail. It is an awkward exchange and David clearly feels uncomfortable having to manage a disabled person. Later David and Rowan are in a meeting with HR to discuss a 'reasonable adjustment' audit for Rowan. David is stressed about meeting targets and feels out of his depth in trying to assimilate Rowan into the team. There is tension in the room as Lauren asks Rowan how the first few days have gone. Rowan says he feels unwelcome and that the team only see the disability and nothing else. David looks pissed off but is surprised

when rowan says that he doesn't blame david. If the problem wasn't systemic, then david would have got the support that he needs.

AGEISM

Trevor	40's	manager	ethnic origin to be decided
Lauren	30's	HR manager	black
Una	50's	applicant	white

Trevor complains that Una, who is 56 years old, has been short-listed for interview.

In the interview Trevor suggests that Una is too senior and over-qualified. Trevor says this is an energetic company where they work hard and play hard and there would be significant cultural differences. Una asks Trevor directly if he thinks she is too old for the job. Trevor vigorously denies ageism but says that for the next motivation day the team are going white water rafting. How does she feel about white water rafting ? Afterwards the HR manager says that Una was the best applicant and that Trevor needs to change his attitude. Although Trevor is senior to the HR manager, he realises that he could be in trouble.

FURTHER THEMES DRAFT TWO FEB/MARCH 2009

SEXUAL ORIENTATION

Simon (27) and Fay (35) have a friendly relationship in the office even though she is his manager. When they meet in the canteen, simon talks about seeing a film (Harvey Milk) with his male partner. Although Fay had guessed that simon was probably gay, this is the first time he has overtly spoken about his sexuality. At first she is pleased that simon has shared this confidential information with her as she hopes this will strengthen their friendship. But simon has decided to be open in the office about his sexual orientation. Fay advises simon that this might have a negative effect on the team dynamics because she suspects that one or two team members might react in an 'immature' way. Simon becomes adamant about coming out at work and challenges Fay to take action against any homophobic comments. Suddenly Fay's new friendship looks to be under threat.

DISABILITY

Dave (38) is a line manager and a member of an interview panel. He is very focused on meeting key targets and is unhappy with the list of candidates. Eve (30) from HR is also on the panel and believes in positive discrimination and that they should engage a deaf applicant. A heated argument develops between these two. They both appeal to Robert (50) who is the third panel member and head of the division. His main concern seems to be avoiding litigation.

Or

A panel of management and HR is trying to agree who to make redundant. Is it easier to make someone redundant who is not disabled ?

AGEISM

At the end of a working day Una is preparing to go home. Today is her 50th birthday but she's not telling anyone. She is self-conscious about her age as she works in a youth-orientated office. She is suffering from hot flushes and the rest of her colleagues have no idea what she's going through. Clare (40) from HR enters her office. She has brought flowers and champagne. Una is mortified that her manager knows that she has reached the dreaded five zero. After initial reluctance Una confides in the manager. She has fears about new technology, about loosing her job, about being seen as no longer fit for purpose.

Much to Una's surprise, Clare tells her that she is putting her up for high level leadership training. Una is flattered but feels uneasy about her age. Clare says the company needs a balance of youthful leaders as well as older and wiser people. People who have raised a family. Youth and experience

need to work together. Besides older people generally show more company loyalty. When Clare suggests that they go to a club to celebrate, Una has to face her fears about being seen as too old to go clubbing.

APP F DRAFT SCRIPTS FOR DISCUSSION

To be tabled for the meeting in London May 2009

APP G SAMPLE PRINT UNIT AND TRAINERS MANUAL

To be discussed/tabled for the meeting in London May 2009

APP H UK BTEC HEALTH AND SOCIAL CARE SYLLABUS: IMAGES OF PEOPLE

IMAGES OF PEOPLE BTEC HEALTH AND SOCIAL CARE SYLLABUS UNIT 8

Edexcel Level 1 BTEC introductory qualifications in health and social care

Guidance and units BD013377– issue 2 – February 2005 61

Unit 8 images of people

Unit type Certificate and Diploma

Learning hours 60 hours

UNIT DESCRIPTION

In this unit you are introduced to the way society views and treats different groups of people and the impact this can have upon their health and wellbeing. In this unit you will challenge stereotypical images and find ways of tackling discrimination. You will learn about the benefits of avoiding discrimination, both for individuals and society as a whole.

Assessment

This unit is internally assessed.

Summary of learning outcomes

To achieve this unit you must:

Identify society's images of different groups of people within the population

Explore discrimination and its effects on individuals

Find out ways of avoiding discriminatory practice in health and social care service provision

Investigate the benefits to individuals of avoiding discriminatory practice in health and social care service provision.

CONSIDERATIONS IN HR RE DISCRIMINATION

1 IMAGES OF DIFFERENT GROUPS OF PEOPLE

Different groups	e.g. Religious groups, older people, male/female, ethnic groups, people with disabilities
Negative images	stereotypical images, assumptions, labelling, gender bias
Positive images	non-stereotypical, positive role models, respect for diversity and difference, role of the media, role of individuals
Role of the media	books, leaflets, newspapers, magazines, television

2 DISCRIMINATION AND ITS EFFECTS

Forms of discrimination

- ageism, racism, sexism, disability, gender bias;
- types of discrimination e.g. at individual level and at institutional level (such as access to particular services like family planning services, food choice in institutions);
- overt and covert discrimination; statistical indices of discrimination.

Effects of discrimination

- physical, e.g. injury and threats to personal safety, isolation, poor health;
- emotional, e.g. Fear, low self-esteem, lack of confidence, depression;
- social, e.g. Exclusion, avoidance, poor work opportunities and life chances;
- statistical indices of the effects of discrimination.

3 AVOIDING DISCRIMINATORY PRACTICE

Avoiding discriminatory practice can be at an individual level or at an institutional level.

INDIVIDUAL RESPONSIBILITIES

Respecting and valuing diversity, e.g. by

- asking clients to state their preferences,
- providing appropriate translation facilities,
- ensuring food choices meet religious requirements,
- providing access to prayer facilities,
- providing for gender choice of carer
- undertaking care procedures in a respectful and empathetic manner
- using preferred names etc;

Demonstrating knowledge and understanding that individual differences are important

- using preferred names, forms of address, titles, etc
- using respectful language
- adopting a non-patronising attitude

INSTITUTIONAL RESPONSIBILITIES

Having organisational policies in place, e.g.

- equal opportunities policies
- anti-discriminatory procedures which are regularly monitored and updated

Demonstrating respect and value through positive action, e.g.

- disciplinary processes and procedures for non-compliance.

[from: BD013377 BTEC Introductory Qualifications in Health and Social Care (Issue 2 – February 2005 62)]

ASSESSMENT

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This unit is internally assessed.

To pass this unit, your evidence for assessment must show that you can meet all the learning outcomes of the unit.

There are three grades of pass: pass merit distinction.

TO ACHIEVE A PASS GRADE, YOU NEED TO SUCCEED IN THE FOLLOWING:

E1 compare stereotypical images commonly associated with different groups within the population
2PM describe the forms of discrimination commonly experienced by one group of the population
UP identify the possible effects of discrimination on the physical, social and emotional well-being of your chosen group



A4 give examples of ways in which stereotypical images and discrimination can be avoided in the care setting

A5 identify the benefits to your chosen group of avoiding discriminatory practice.

TO ACHIEVE A MERIT YOU NEED TO ACHIEVE EVERYTHING AT PASS GRADE AND:

ME collect images from a range of sources independently and explain their relevance

ME select and use appropriate information to demonstrate the effects of discrimination on the physical, social or emotional well being of your chosen group

3M suggest how the discrimination may affect the provision of care to your chosen group.

TO ACHIEVE A DISTINCTION YOU NEED TO ACHIEVE EVERYTHING AT MERIT GRADE AND:

DO suggest how the images could have been presented in a non-stereotypical way and explain the benefits of this to the group and to society

DO reflect on the new knowledge you have gained to identify and explain one change you would make to your behaviour.

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DELIVERY

Much of this unit can be explored through the use of the media. Newspapers and popular magazines are often a source of unlimited material that can be used to acknowledge the concept of negative images of people in society. Older people are often portrayed as 'past it' with no sense of purpose or useful contributions to make to society. Examining role models of older people engaging in activities often perceived as dangerous or adrenaline forming can challenge these images. Issues of race, sex and disability can be explored in much the same way. You could perhaps initiate this aspect through a discussion around the use of television adverts and soaps.

If approached sensitively, a learner's personal experience can be made reference to. You could also consider setting up an 'experiment' with learners that creates a discriminatory experience, based around hair or eye colour, for example. However, a thorough de-briefing would be required.

Evidence of good practice (on leaflets etc) could be used to discuss ways in which stereotypical images and possible discrimination can be avoided.

SUGGESTED SKILLS ACTIVITY

Working in groups, learners could produce a display to reflect issues related to discrimination and effects that these may have on health and well-being of individuals.

ASSESSMENT

The assessment criteria are written in a way to allow diversity and innovation. However, it is essential that learners' evidence provided, fully meets the requirements as set out by each criterion and each of the topics identified under the main heading is covered and 'fully visible' to the assessor. This unit is assessed by the centre and is subject to external verification by Edexcel through the national standards sampling (noses) system.

It is suggested that all of the adult literacy; reading and writing and communication; reading and writing key skill units at level 1 could be covered in the teaching and learning of this unit. There are opportunities for assessment for aspects of working with others. The achievement of the skill/s is not compulsory. If the centre decides to develop these skills and/or carry out an assessment as part of this unit, the specification and guidance published by can must be used.

Learners need to gather evidence and they would need to be registered separately.

SUGGESTED RESOURCES

Libraries and access to its facilities will be essential sources of support for learners following this unit of study. Additionally, a collection of leaflets from a range of service providers could be used to explore images of people and attitudes towards those groups of people from the service provider. The television, particularly advertisements and soap operas are a very useful source of material for both yourself and the learner.

Copies of policies and guidelines for staff in a variety of organisations could also be accessed and used as discussion documents to explore discrimination in the workplace.

BOOKS

Haworth e and Forshaw c — *gates health and social care Edexcel: student book* (Heinemann educational, 2002)

Hilliard-parker h — *gates health and social care: foundation level: vocational booklet: investigating working in health and social care* (Longman, 1994)

Irvine j and mason l — *achieving your BTEC level 1 introductory awards* (in development)

[see

www.edexcel.com/migrationdocuments/btec%20introductory/224354_11_health_social_care_units.pdf]

APP J MARKETING IN THE UK – AN APPROACH

Initial marketing communications budget

Implementation timescale

Marketing communications plan

WITHIN THE UK

PRESS RELEASES

It would be ideal if press releases could be published in the HR trade press such as *personnel today*. However, as the programme is not unique, it would be necessary to be competitive in terms of its pricing in comparison to other European recognised products.

LAUNCH

The programme should be launched at an appropriate venue, such as a university hall, to which key decision makers are invited.

The launch should include:

- The showing of the DVD with explanation
- Time to discuss how to use the programme and to target audience
- Refreshments
- Give-away sample
- Direct mailing

This is probably the most effective and cost efficient method of marketing the product:

A 'taster' copy of the DVD should be sent to target decision makers along with an introductory letter and explanation

This would be followed up with phone call to maximise results

Mailing lists can be bought as mail merges

PR

A free training day could be offered to which representatives from organisations such as unions, academies, business link and other organisations that have an interest in employer-employee relation are invited. This would familiarise key HR personnel with the programme's concept.

OUTSIDE THE UK

There are possible channels in mainland Europe and the methodology of targeting these would be similar to that in the UK:

- Organisations which either have a branch in the UK or are wishing to start one up
- Employment agencies which help people find work in the UK
- British Council offices
- Individuals who are considering relocating to the UK
- Initial marketing communications budget

WEBSITE

For marketing purposes, websites are essential. A website will allow ease of access of information to potential end users and for future products to be delivered electronically.

The website need not be overcomplicated

It should offer a sample of the DVD and some facility for online purchasing

There should be no movement on the home page as search engine "spiders" tend to ignore those that have movement on them as they slow the search engine down

Some investment in search engine optimisation would be needed but this could be achieved on ad words with a modest monthly budget

Budget: £2000-£3000 is adequate

MAIL SHOT

A successful mail shot campaign should contain the following elements:

Well-defined one-page approach letter explaining the offer

Small brochure supplying further information sent to decision maker

Follow up telephone call

Sample of the product (for example, one of the chapters on DVD)

BUDGET

Marketing databases can be bought for around £0.20 per name, which also contain addresses and phone numbers

A small brochure costing no more than £600

Second class postage currently @ £0.27 per item (co envelope or dl)

Personnel to follow up mail shot at approximate cost of £175 per day

A sample DVD at approximate cost £0.80 per disc

Therefore, the cost of sending out 1000 letters (a good size campaign) over a two-month period would be as follows:

Database: £200

Brochure: £600

Postage: £270

Envelopes: £300

Letter heads: £120

Telephone follow-up x 10 days £1750

Sample DVD: £800

Total cost: £4,040.00

LAUNCH

A successful launch should contain the following elements:

Appropriate venue

Presentation

Sample of the product (same as in the mails hot).

Time to network with drinks and canapés

Budget:
Venue: £500
Presentation: £200
Total cost: £1,230.00

Sample DVD: £80
Refreshments: £300
Invite letter: £150

PRESS RELEASE

Press releases are not always reliable as it may not be deemed newsworthy enough or publishing could be delayed due to space pressure resulting in loss of impetus
In general, press releases are free, but there is no guarantee that it will be published
Maximising the chance of publication is by purchasing some advertising space alongside the press release, such as an advertorial (an advert with an extended write-up on the product). Cost: approximately £2,000.00

PR (TRAINING DAY)

Invite 20 to 30 participants (fewer than half will come) to a training day at a small intimate venue, where the material can be explored in-depth
This will enable one to one conversations to take place with people who have influence in the buying of products
A sample of the DVD to be given to these people
Target audience: education officers at aces, trade unions, appropriate representatives from the department of employment and business link
Budget:
Venue hire: £500
Refreshments: £200
Invites: £30
One day of training: £400
Total cost: £1,130.00

IMPLEMENTATION TIMESCALE

Once the product is refined, the marketing campaign can begin working to the following schedule:
Pre-launch
Direct mail
Produce brochure
Purchase direct mail database
Merge database with approach letter. This should be dated with the intended posting date
Produce sample DVD
Stuff envelopes ready for mailing

LAUNCH

Book venue	Book venue
Book caterers	Book catering
Book presenter	Book trainer
Send out invitations	Send out invitations
PR training day	
Press release - to be sent within the first few days of launching the product	

DIRECT MAIL

Send out letters with brochure and sample DVD as soon as possible after the launch
These should be sent in batches of 200 with a working week between each batch.
Telephone follow-up to be made one week after mailing
The direct mail campaign will take on its own shape once the follow-up calls are made

LAUNCH

This should be done within two weeks of the launch day
Particular note should be made to avoid holiday periods and religious holidays
Staff should be on hand to gather information from those attending the launch
There should be a launch offer to encourage early purchase of the product
Attendees should be followed up by telephone call within two weeks of the launch

PR TRAINING DAY

This should be done within the first month of the launch date to influence key organisations to adopt and promote the product
DVDs should be distributed free
Attendees should be followed up by a telephone call within two weeks of the pr day
Appendices

EXAMPLE OF AN APPROACH LETTER

Dear
Re: diversity in the European workplace
I am writing to you to introduce an exciting new training programme on the subject of diversity in the workplace.
The programme has been developed by a team of academics with the purpose of creating a diversity training programme that is suitable at any level. Topics discussed are set to challenge employees' beliefs and conceptions relating to other cultures.
The pace of the DVD and the language used makes this ideal for teaching at any level of understanding.
I have enclosed a trial version for your perusal and the full version can be purchased for £xxxx.
We are also able to offer training using our own in-house highly skilled trainers. Our fee for a one day training session is £xxxx. At the end of the training day we will give you a free copy of the full version of the DVD.
I am sure that you will find the enclosed of use and excellent value and i look forward to hearing from you in due course.
Yours

EXAMPLE OF A PRESS RELEASE

EAW video confirms advantages of diversity in the European workplace
An expanded Europe has brought countless benefits to the residents of the EU, including ease of travel affording us the opportunity to experience and enjoy different cultures.
One of the biggest benefits is the employment opportunity that Europe has brought. This has also thrown up some challenges as different cultures work together.
Diversity in the European workplace has put together a training DVD and programme that examines the problems faced in the workplace from the integration of the diversity of Europe.
The language of the DVD is user friendly and is translated into the main exec languages. It poses challenging and questioning scenarios that can be used for thought provoking discussions in the workplace.
Organisations which have their own in-house training can purchase the DVD to complement their own diversity training programmes. Organisations that do not offer an in-house training service will be able to use a trainer from the diversity in the European workplace's own team of trainers.
For further details please contact.....