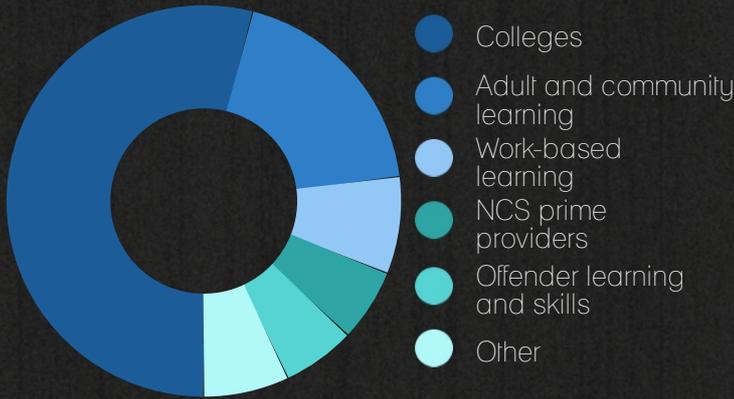


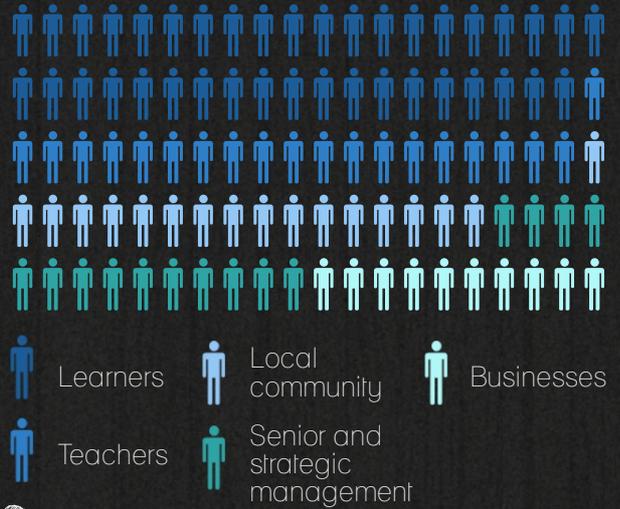
# Equality and Diversity Partnership Grants 2010-2013

Between 2010 and 2013 the Equality and Diversity Partnership Fund distributed grants to further education providers to support innovative and sustainable projects which would develop the capacity of the sector to meet the public sector Equality Duty.

## providers

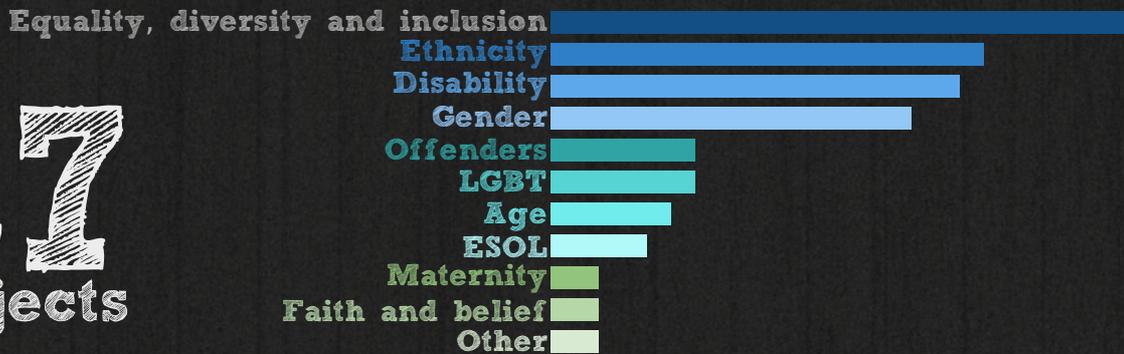


## participants



## equality focus

**87**  
projects

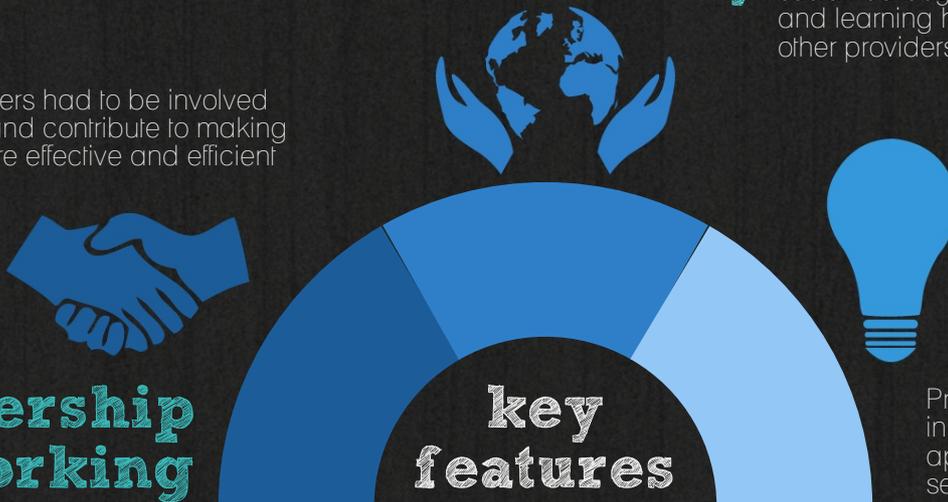


## sustainability

The benefits of projects had to be sustained beyond the funding period, and learning had to be transferrable to other providers

Relevant partners had to be involved in the project and contribute to making the project more effective and efficient

**partnership working**



**key features**

**innovation**

Projects had to deliver innovation by taking a new approach from which the sector could learn

# Overall impacts and outcomes of projects 2010-2013

As explained by projects in their final reports

## on knowledge



Projects said they gained greater awareness of equality issues due to their activities.

Data was collected which could be used for future initiatives and data collection methods were improved.

Shortcomings and areas for improvement were discovered which could be tackled in the future.

Effective approaches and examples of good practice were identified and could be emulated.



## on practice

Partnership working was a common positive impact, with some existing partnerships being built on, and new partnerships continuing after funding had ended.

Equality, diversity and inclusion was mainstreamed into everyday practice and across curriculums.

Staff became better aware of and better equipped to approach equality issues.

Teamwork was strengthened amongst staff, and environments became safer and more inclusive.

## on learners



Projects explained that learners increased their self-esteem, confidence and self belief through participating in projects or benefiting from project activities.

They gained 'soft' skills such as interview techniques, language, communication and other life skills.

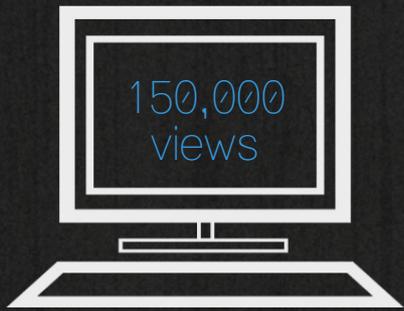
Some learners gained formal education, employment and training outcomes from participating in projects.

Others gained a greater sense of citizenship and were more fully engaged in learning and society.



## City College Plymouth:

Raising awareness of sexual exploitation



Examples of good partnership working

## Highbury College: Creating confident communities

14 groups of learners

100% retention on the program

College retention of students with mental health issues rose from:

56% to 85%

Students at the college produced a film about sex trafficking and sexual exploitation to help people identify children at risk.

The partners - the local NHS trust and police force - helped with the research and appeared in the film. Local hospitals displayed the film on loop and used it as a training video.

Kent and Essex police forces discovered and used the film for training, as did individuals across other sectors. It has now been viewed at least 150,000 times.

Public, private and many voluntary sector organisations worked with the college to identify vulnerable groups.

The project supported various people: those recovering from drug addiction, young people not in education, employment or training, ESOL learners, learners with learning difficulties or disabilities and mature students on Access courses.

These learners joined programs focused on life skills, social and economic wellbeing and advocacy. Learners developed communication, teamwork, self-management and employability skills.

## Hopwood Hall College: Equality peer ambassadors

15 trained and accredited student ambassadors

16 college principals attended the students' workshop

73% of learner participants at the students' Annual Voice Conference strongly agreed the event developed their understanding of equality issues



Examples of sustainable good practice

## FE Sussex: Equality, diversity and inclusion in Sussex



Learners trained as 'Peer Ambassadors' and were accredited with a level 1 in Philosophical Enquiry. They identified locally relevant issues, including legal issues, extremism, bullying and lack of cohesion.

Ambassadors offered support and guidance to fellow students and were role models, dispelling myths, challenging stereotypes and raising awareness and tolerance.

The project was embedded in the wider college infrastructure and the ambassadors disseminated the lessons they had learned to the wider community.

FE Sussex, in partnership with the Ebony Horse Club, organised a program of horse riding activities for rural and urban students from both organisations. This was to foster good relationships and increase understandings of difference.

The partnership has continued and the excursions are now an embedded in the equine curriculum.

Students gained a new appreciation of other lives and cultures, and the rural student body is now more diverse.

## Heba: Raising aspirations

**72** learners

confidence  
self-esteem  
aspirations



Examples of  
innovative good  
practice

## C&K Careers: Enabling Roma



information  
advice  
guidance

The project engaged 72 of the most vulnerable women in the local community who were already attending English lessons at the centre.

The project used the existing lesson times to schedule talks by role models in employment and return visits to new workplaces and learning environments.

Learners gained confidence, self-esteem and openness to work and learn to benefit themselves and their families.

The project worked with local community groups to identify the needs of the local Roma community.

Information, advice and guidance resources were developed for advisors in order to provide a more inclusive service which understood the stigmatisation the community faces.

Strong bonds have been formed with the Roma community and the resources continue to be used in the National Careers Service.

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For more information on this evaluation, and to read the full report, visit [www.employment-studies.co.uk](http://www.employment-studies.co.uk)

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