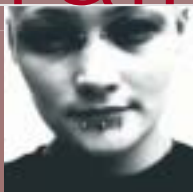community

economic development

people

training

business start-up

rural

research and development

EQUAL OPPORTUNITIES

equality in practice - making it work

Europe and Scotland
Making it **work together**

EQUAL OPPORTUNITIES GOOD PRACTICE GUIDE

'EQUALITY IN PRACTICE
- MAKING IT WORK'

Prepared for Scottish Structural Fund Programme Management Executives by
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SCOTTISH EXECUTIVE

'EQUALITY IN PRACTICE
- MAKING IT WORK'

Ministerial Foreword

Lewis Macdonald
Deputy Minister for Enterprise
and Lifelong Learning

Some would argue that in the 21st century there is no need for specific guidance on equal opportunities. With well-established legislation covering a range of anti-discrimination issues, you might think the issue of equal opportunities had already been addressed. This is not the case. In fact, equal opportunities have become more important than ever, as Scotland's workforce becomes ever more diverse.

Scotland's labour market has gone through tremendous changes in the last few decades. So we must be alert to the ways in which distinct groups of people, or individuals, can be excluded because their needs have not been recognised from the outset.

Equal opportunities are not just about women, or disabled people, or members of ethnic minorities.

It's about your neighbour who wants to start her own business but feels she can't take out a loan, or your friend who faces discrimination because he wants to work in childcare. Or maybe it's about your sister, who can't find a job to fit around family commitments, or the man you chat to on the bus, who's scared to let on to future employers about his long-term health problems. Or just maybe it's about you.
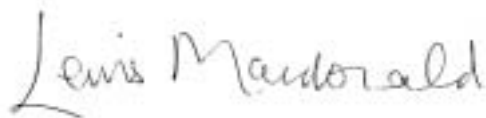
Equal opportunities affect us all - our families, friends, colleagues, employees, communities. It is not a box to be ticked or an add-on once a service is almost up and running.

Equality of opportunity has to be at the heart of policies, procedures and practices, from the outset. At every stage we must ask ourselves - whom does this exclude? Does this deny people an equal opportunity to participate? Are we giving everyone an equal opportunity to contribute?

By embracing equal opportunities from the start of every project, we can ensure that Scotland benefits from an inclusive society and a growing economy. Equal opportunities are not just about fairness for the individual: it also makes good business sense to include everyone with the potential to make a contribution.

This Guide highlights how projects are breaking down the barriers to employment, training and services that are often faced by groups and individuals. It gives practical examples of how Scottish Structural Fund projects have mainstreamed equal opportunities into their policies, procedures and practices. It gives examples of good practice and provides case studies taken from a range of projects, showing how equal opportunities have been embedded into different types of projects, and at different stages.

The Scottish Executive Partnership Agreement's commitment is to *"tackle the social, educational and economic barriers that create inequality."* This clearly links into the European Funds programmes which put equal opportunities into practice. I am sure that this Guide will reach a wide audience, carrying forward positive messages on mainstreaming equal opportunities and offering practical advice on how it can be done.
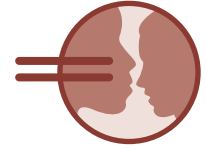
Lewis Macdonald

EQUAL OPPORTUNITIES
GOOD PRACTICE GUIDE

CONTENTS

01

MAINSTREAMING EQUAL OPPORTUNITIES IN SCOTTISH STRUCTURAL FUND PROGRAMMES

This Guide has been designed to provide projects with an easy-to-use manual to help ensure that mainstreaming equal opportunities takes place at each stage of project design and delivery, and to share the extensive experience of mainstreaming equal opportunities in projects funded by the European Structural Funds in Scotland. All projects should incorporate equal opportunities issues as a condition of Structural Funds support and the Guide is intended to show how equality issues can be built into different types of projects and at different stages. It has been designed as a reference manual for project developers and project managers.

The Guide is developed into three main sections:

= A background to the Scottish approach to mainstreaming equal opportunities
= A step-by-step guide to how equality issues can be mainstreamed into different types of projects at the design and the delivery stages
= Good practice examples and case studies taken from a range of projects

There are five Structural Fund Programmes in Scotland for the period 2000-06

= Highlands and Islands Special Transition Programme
= East of Scotland Objective 2 Programme
= South of Scotland Objective 2 Programme
= Western Scotland Objective 2 Programme
= Scottish ESF Objective 3 Programme

There are also four Community Initiative Programmes in Scotland

= Equal
= Interreg III
= Leader+
= Urban II

This Guide provides examples from the five Structural Fund Programmes, and the four Community Initiative Programmes.

02
OUR APPROACH TO
MAINSTREAMING EQUAL OPPORTUNITIES

The European Commission has made it clear that equal opportunities issues should be integrated into all Programme-funded activity The Commission's focus on equal opportunities emphasises gender issues, but in common with other UK nations (and reflecting the Scotland Act and policy priorities), the Scottish Programmes have elected to take a broader definition of equal opportunities:

> **"the prevention, elimination or regulation of discrimination between persons on grounds of sex or marital status, on racial grounds, or on grounds of disability, age, sexual orientation, language or social origin, or of other personal attributes, including beliefs or opinions, such as religious beliefs or political opinions."**
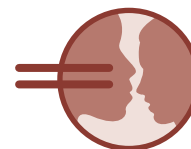
Structural Fund Programmes have an important role to play in helping to combat the inequalities that exist in society today - not only between women and men, but for people with disabilities, people from minority ethnic groups and others facing discrimination. The Programmes are not merely committed to combating social exclusion, but also have strong economic imperatives for mainstreaming equal opportunities.

In the Scottish Programmes, we have a dual approach to equal opportunities, combining mainstreaming with scope for funding positive action or discrete projects. **Mainstreaming** means making equality part of every stage of the policy development and implementation process, and all projects funded by Structural Funds must demonstrate that they have built equality issues into their activity. However, there is still a real need for **positive action** projects, for specific innovative actions and projects aimed at redressing existing inequalities, and all Programmes have measures designed to encourage this type of targeted approach.

KEY EQUALITY ISSUES IN SCOTLAND

The Programmes make an important contribution to improving the competitiveness of the Scottish economy and combating social exclusion. We understand that not all individuals or groups have the same ease in accessing services and opportunities. Today, in Scotland, individuals and groups still face inequalities due to their gender, ethnic group, disability, age or sexual orientation regarding:

= rates of inactivity and unemployment
= pay and conditions of employment
= rates of enterprise creation and growth

= access to transport and other services
= sharing of unpaid domestic and family care work

These issues have to be addressed to allow the full impact of the Structural Fund programmes to be felt and allow the full potential of all people in Scotland to be utilised. In employment, it makes sense for businesses to be able to attract as wide a pool of potential employees as possible. In service delivery, it benefits those providing facilities and services to eliminate barriers which may otherwise deny people access to these facilities and services.

WHERE TO FIND EQUALITY STATISTICS

There are a number of places to source statistical information relating to equal opportunities. These include the 3 equality Commissions - Commission for Racial Equality; Disability Rights Commission, and the Equal Opportunities Commission; from the Structural Funds Programme Management Executive websites; Futureskills Scotland; from the Office of National Statistics; from the Scottish Census Results Online.

BACKGROUND:
SCOTTISH EQUAL OPPORTUNITIES MAINSTREAMING TOOLKIT

Building in equalities makes better projects: leading to better targeting of a project, more effective delivery, and a more focused understanding of what needs to be done in terms of actions. It does not have to be burdensome - by incorporating equal opportunities from an early stage, projects can save time, money and effort.

There have been a number of tools produced to help applicants and project managers with this process, including the "Toolkit for Mainstreaming Equal Opportunities into Structural Fund Programmes in Scotland" launched in 2000. This has been a useful tool for mainstreaming equal opportunities into programmes as a whole: the Toolkit provided guidance for plan teams, programme managers, project appraisers and decision makers to make sure that equal opportunities was built into the policies and practices of the Scottish Programmes at the design stage. It also offered practical advice for project applicants on how to mainstream equal opportunities into project activity.

The usefulness of the Mainstreaming Toolkit has been recognised beyond the Scottish Programmes. The European Commission has often referred to it as an example of good practice and has recommended use of the Toolkit to a number of Member States.

As the Programmes have developed, there has been increasing demand for an exchange of experience guide which highlights examples of good practice in Structural Funds projects. The need was identified for a practical manual which could share the wealth of good mainstreaming experience already in the Scottish programmes, demonstrate simple ways in which different types of projects could mainstream equal opportunities into different aspects of their project activity, and underline the benefits to project managers of adopting a comprehensive approach to mainstreaming. Our approach to improving mainstreaming has been to provide an encouraging and supportive framework to work with project sponsors to bring about steady, incremental change.

This Guide builds on the foundations laid by the Toolkit and gives further practical advice and guidance to projects on how to embed equalities into their policies, practices and procedures.

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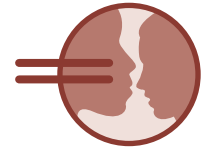
HOW TO USE THE GUIDE

THE PROJECT LIFE-CYCLE APPROACH

The Guide follows project activity through different parts of a life-cycle and shows ways that equal opportunities considerations can be built in - from project development and design, through consultation, delivery, monitoring and evaluation. Examples are given from real projects to reflect the variety of activity funded through the Programmes, and show how equal opportunities can be incorporated into different types of projects.

The Guide is not meant to be just a tick-list for projects. Not all of the practical suggestions on how to address equality issues will be relevant to every project, but the suggestions allow projects to choose which of these may be relevant to their project activity, to their organisation, and to their style of partnership working. This can help develop an approach to mainstreaming equality which is tailored to projects.

Mainstreaming equal opportunities is relevant to all types of projects, not just training or awareness raising projects. All projects will benefit from a deeper understanding of who accesses using their services or facilities, and from the removal of direct and indirect barriers to participation.

The Guide looks at all aspects of project design and project delivery and gives project examples covering:

- = What are some of the equality issues?
- = What would help?
- = Examples of how equal opportunities can be built more effectively into activity from Structural Fund projects

PROJECT TYPES

European Structural Funds support a variety of activity. It is difficult to envisage any activity funded through the Programmes which does not have an equal opportunities dimension.

This Guide takes examples of different types of activity from real projects. In the sections that follow, a range of examples of projects will be highlighted:

- = Business start-up and Business growth
- = Community economic development (CED)
- = Research and development
- = Rural development

- = Sites and premises and infrastructure
- = Tourism
- = Training for employed people
- = Training for non-employed people
- = Urban Development

Examples will show how projects have incorporated equal opportunities issues:

- = Recognition that not all groups and individuals have the same requirements and support needs
- = Flexible delivery of support and training to take account of care and employment responsibilities
- = Early consultation with groups and individuals to deepen understanding of needs and support required
- = Using publicity, marketing, and training materials which use inclusive language and images
- = Addressing accessibility issues, including physical access issues for those with mobility or sensory impairments; and accessible materials
- = Promoting positive messages about equal opportunities
- = Working with partners and employers to develop equal opportunities strategies

PROJECT DESIGN

Three key phases of project design will be considered:

1. Consultation with target groups
2. Consultation with partners
3. Publicity and marketing

Consultation helps to deepen understanding of target groups' needs and helps address issues of multiple exclusion. It also means that proposals from under-represented groups in the community may be acted upon.

Publicity and marketing offer clear opportunities to promote projects' and organisations' commitment to mainstreaming equality.

IDENTIFYING BARRIERS

We recognise that not all individuals or groups of people have the same ease of access to support services, training and other activities.
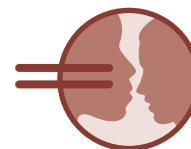
Potential barriers can include:

= **Methods used** (e.g. relying on IT or only written materials)
= **Physical barriers** (inaccessible venues or lack of facilities)
= **Attitudinal barriers** (the way staff approach or respond to groups and individuals and assumptions that are made)
= **Cultural barriers** (using inappropriate facilities or language)*

Some examples of how such barriers can be overcome can be: raising awareness of the issues; support such as childcare; help with travel costs; accessible venues and materials; flexible delivery; support for English language learning; and awareness raising in equal opportunities issues.

LEARNING FROM PREVIOUS PROJECTS

In designing a project, it helps to have as much detailed information as possible from similar activity. This can be in the form of information from past projects, feedback from partners, target groups or members of staff. It can be helpful to get information from similar projects, including any data, baseline information, labour market statistics, more qualitative data, and research findings.

Projects which have a remit which includes contracts for labour market information, or the collection of similar data, should consider the potential for disaggregation of statistics, the potential for providing richer data on particular target groups and their engagement in social and economic development, and the potential for wider distribution of these data.

PROJECT DELIVERY

Projects which have successfully mainstreamed equalities considerations have developed an approach which looks at all aspects of project development, design and delivery. All elements of a project life-cycle offer opportunities to ensure accessibility and fairness to potential project beneficiaries, and to promote a positive message on equalities.

In project delivery, there are a number of areas which to be considered to help provide equality of access:

= **Recruitment:** are recruitment policies and practice for beneficiaries and clients inclusive? Do they seem 'open to all'? Is support available for those with care responsibilities? Is project information clear about specific groups of people being targeted?

- Accessibility: are people able to access your project? For example, is the project accessible by public transport? Do renovation and refurbishment plans include potential to make sites more accessible? How is accessibility incorporated into building design

- Communicating EO policies: how is your commitment to equal opportunities communicated to staff and clients? Are all opportunities taken to mention your commitment, e.g. reports, training, marketing information?

- Materials: if you use training materials, do they reinforce a positive equal opportunities approach? Do they address stereotyping and challenge stereotypical assumptions by showing a range of people in different situations? Are alternative formats offered, e.g. large print, translation into community languages, braille versions, audio-cassette versions?

- Flexibility: is there flexibility in timing of events, training, or support sessions which allow those with care responsibilities to participate?

- Support: what particular support can be provided to facilitate access? Is childcare or dependent care support available? Does the project provide help with travel costs?

- Work with employers: does the project help employers develop their own equal opportunities or family friendly policies and strategies? Does the project ensure contractors have equal opportunities policies? Does equal opportunities practice extend to work experience and placements?

- Monitoring and Evaluation: how is data collected to measure performance against equal opportunity targets? How is baseline information monitored?

- Positive action: is there scope for specific targeted action which addresses the needs of particular groups facing barriers to involvement?

All stages in a project's life-cycle offer opportunities to make a project more inclusive, more focused and better able to deliver on its targets and objectives.

CASE STUDIES

Case studies provide an opportunity to look in more detail at how specific projects have embedded equal opportunities throughout their project activity. The case studies are from the Scottish Programmes and Community Initiatives and as well as addressing how projects have mainstreamed equal opportunities, give some information on the challenges they faced and how these were tackled. Contact details are provided, if you would like further information from the projects themselves.

04
BUSINESS START UP AND BUSINESS GROWTH

Projects funded through the Structural Funds for **business start-up and business growth** can involve a range of activities*, for example:

- = awareness raising of advantages of starting a business, general or targeted events, networking events
- = grant and allowance schemes linked to self-employment training and support
- = assistance in enterprise and management skills to promote business start-ups by women and men in sectors dominated by the opposite sex
- = business angel schemes
- = stimulation of spin-out companies
- = development of investment funds to support competitive and innovative SMEs
- = mentoring and peer support networks

- = training and technical assistance, e.g. business planning
- = initiatives to increase rate of business formation by under-represented groups e.g. women, young people, people with disabilities, ethnic minorities and people from SIP areas
- = linkages between SMEs through export, trade development, marketing and transportation networks
- = provision of incubation support services
- = venture capital assistance
- = support for development of e-business

[*for advice on eligibility of project activity, please contact the relevant PME – details on Useful Links page]

9

WHAT ARE THE EQUALITY ISSUES?

There are a number of barriers which can affect women, people with disabilities, people living in disadvantaged areas, or people from ethnic minorities when starting, or growing a business. These can include:

- = Difficulty in accessing finance due to
  - = lack of own financial resources
  - = poor credit rating after long term benefit receipt
  - = lack of accessible information on sources of grants and loans

- = Impact of caring and domestic responsibilities
- = Difficulties in making the transition from benefits to self-employment
- = Lack of mentors and role models
- = Perceived lack of tailored business support
- = Fear of losing the security of regular benefit income
- = Confusion over initial contact points for business start-up advice and support
- = Lack of access to appropriate training and support
  - = lack of advertising of services available
  - = lack of transport/funding for transport to and from advice centre
  - = training provided in inaccessible venues
  - = training not tailored to individual needs

- = The sectors in which women start businesses are those in which most are employed, e.g. service and retail sectors
- = Women often start a business as a means of circumventing the 'glass ceiling' or to pursue a better work/life balance
- = Women often start a business while continuing to work part-time
- = There is some evidence that under capitalisation of businesses can have a detremental effect on growth potential
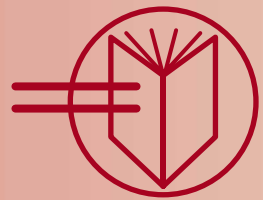
WHAT WOULD HELP?

Changes which would help include changes in culture, attitude and environment, as well as infrastructure and delivery mechanisms.

=   Offering innovative finance schemes e.g. micro-credit or mutual lending groups
=   Affordable premises, e.g. incubator units or managed workspace
=   Working with local networks, e.g. for business women, for people with disabilities
=   Providing women-friendly enterprise training programmes
=   Accessible premises meeting the needs of people with sensory disabilities
=   Owners/managers of business premises could be encouraged to work with business start-ups to ensure equality issues are addressed and premises/services are responsive to needs
=   Provide childcare facilities or offer information on child and dependent care
=   Facilitate transition from benefits to self-employment, e.g. providing peer support and mentors, benefits advice
=   Develop on-line support providing specific enterprise advice and information
=   Actively marketing services in accessible formats to socially excluded groups
=   Implementing equality awareness training for all advisory staff and assessors
=   Providing ongoing business mentoring support
=   Inter-agency working and referrals
=   Help with transport costs
=   Help with childcare costs

WHAT CAN BE DONE IN PROJECTS?

Project Design

Consultation with Target Groups
=   Have you consulted relevant local user groups e.g. women's groups, ethnic minority organisations, disability groups to check for any unforeseen barriers?
=   Have you considered their needs in designing the project?
=   Have you consulted with your local access officer or access group?
=   Have you considered carrying out a community profiling exercise for the area?
=   Are the life skills of beneficiaries recognised and incorporated into any training?
=   Do you consult with employees and customers/clients and use feedback to improve your organisation's practices, procedures and facilities?

Example **a project focusing on business start-ups and SME growth incorporated good practice and learning from other projects and regions into project design and delivery. Consultation with potential customers was conducted during the project design stage, with new ideas and suggestions incorporated into the project.**
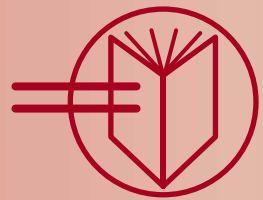
Consultation with Partners

= Do you ensure all contractors have equal opportunities policies?
= Do you work with partners to improve mainstreaming of equality into their culture and organisation?
= Can partners provide equal opportunities training and/or awareness raising?
= Can partners provide childcare, dependent care or information on care?
= Do any partners provide specialist support and advice?
= Do you ensure that partners address accessibility issues?
= Do you consult with local transport providers?

Example **a project encouraging entrepreneurship in a SIP area set up a Steering Group to develop its services in line with the mainstream self-employment initiatives managed by Scottish Executive and Scottish Enterprise. The Steering Group consists of members of the local community and support providers in the wider business development decision-making process to ensure that future developments remain focused on ensuring maximum local advantage.**

Publicity and Marketing

= If adaptations are provided - e.g. loop induction system, IT support, sign language support, interpretation - do you advertise this (e.g. in press releases, publicity) reinforcing positive messages about accessibility?
= Is website information accessible to people with mobility and/or sensory impairments?
= Is your project information available in a range of formats: large print, translation into community languages, Braille versions, audio-cassette versions, CD-roms?
= Does your marketing material encourage under-represented groups, e.g. women, people from ethnic minorities, people with disabilities, and older people, to be involved with the project?
= Do you use a variety of methods to get message across?
= Do you use inclusive language and images that reflect diversity?
= Do you use local radio and press to promote success stories and give positive messages on equal opportunities?

=   Would text messaging services/email services help get information to hearing and speech-impaired clients?

> Example **a project encouraging business growth amongst female entrepreneurs targets their material at all groups of women - younger, older, ethnic minority, disabled women, women living in a Social Inclusion Partnership area and is marketed in a variety of ways, including through local media and through partner organisations.**

PROJECT DELIVERY

Recruitment

=   Does the project help an individual decide if self-employment is a realistic option?
=   Do you examine recruitment policies and practices to check for indirect discrimination or barriers?

> Example **a business start up project designed its recruitment process to target as wide a female audience as possible to ensure equal access to the project regardless of geography, education and work background, ethnicity, family make-up and responsibilities. A series of awareness raising events were held in different locations to attract and inspire women to consider self-employment. Assessment process helps an individual decide if self-employment is a realistic option for them.**

Accessibility

=   Do you check that there is no minimum grant award which might indirectly exclude anyone?
=   Are initial home visits available?
=   Does the project offer childcare at all stages of involvement with the project, including initial contact and recruitment/assessment interviews?
=   Is the project accessible by public transport?
=   Are adaptations provided, e.g. loop induction system, IT support, sign language support, interpretation?
=   Have safety issues been considered, e.g. well-lit paths, proximity to bus stops?
=   Has an access audit been carried out or being considered? (This can identify areas of concern relating to access by people with impaired mobility or other access needs.)

= Have you considered improvements in decoration and signage for people with sensory impairments? Is accessibility actively promoted and marketed?

= Do you have clear external signage on premises to assist people with learning difficulties or visual impairments?

> Example **a microcredit scheme project aims to improve the start-up rate, survival and growth prospects of small businesses, predominantly owned by women or people from disadvantaged backgrounds. Support includes low cost, flexible loans, assistance with childcare and travel expenses during meetings and training. Combines provision of resources with provision of support from peers and experts to enable businesses to start up and develop more effectively. This has led to increased female participation.**

Communicating EO Policies

= Are SMEs advised of the benefits of work life balance practices?

= Is information on your EO policies available on your website?

> Example **a project aimed at raising awareness of equal opportunities in SMEs provided direct training with business advisers in LECs, local authorities, LEDCs. While the project had a specific gender focus, project participants were given a broader perspective on equality, including importance of work/life balance policies and how they impact one quality at work between women and men.**

Materials

= Is information made available in local community languages?

= Does preparation of business plans include a section on equal opportunities?

= Do you use training materials which reinforce a positive equal opportunities approach?

= Are training materials designed to act against stereotyping prejudice and discrimination?

= Is there potential to build in training on equal opportunities?

> Example **a project has commissioned a short film to highlight the positive impact made by black and ethnic minority businesses and communities to the Scottish economy, and on wider society. The film will follow young entrepreneurs as**
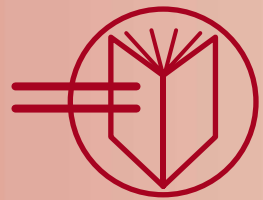
they try to realise their dreams, and break down barriers. It is hoped that the film will be part of an interactive CD-Rom to be used by Careers Advisers.

Flexibility

= Is support available through the day and evenings/weekends to suit the needs of the individual?
= Does the project take into account current employment and family responsibilities and an agreed rate of progress for a client?
= Are times for support sessions flexible to fit with care responsibilities?
= Do you use outreach and community based methods of delivery, to engage and support excluded groups?

> Example **a business growth project is delivered within a flexible timetable, taking account of current employment and/or family responsibilities. Training and groups sessions and access to advisors are available through the day and evenings/weekends to suit the needs of the individual client.**

Support

= Is childcare support available?
= Is information on local childcare provision available?
= Do you provide support to those with dependent care responsibilities? For example, information on local care providers, loans or allowances to help pay for care?
= Do you help with travel costs?

> Example **an integrated business support project for women offers advice, information, grant and loan funding, networking, seminars, workshops, training, aftercare, mentoring and coaching. It is targeted at younger, older, women from ethnic minorities, women with disabilities, and women living in SIP areas, and provides support to women at risk of multiple exclusion, including childcare and transport costs.**

Work with Employers/Work Experience

= Does the project offer appropriate advice to individuals to seek further work experience and/or if necessary qualifications before joining the project?
= Do you work with employers to help to strengthen understanding and practice on equal opportunities?

= Does the project work with employers to develop their own equal opportunities strategies?
= Do you work to challenge gender stereotyping?

> Example **a project providing business start up support in SIP areas encourages clients receiving grants to develop family friendly policies. Childcare assistance is built into business development grants and staff development is delivered on a flexible basis to ensure those with family responsibilities can take part.**

Monitoring and Evaluation

= Do you monitor feedback from work placements?
= Do you set baselines to measure progress of target groups?
= Do you use local labour market information to identify under-represented groups?
= Do you disseminate good practice in equal opportunities in SMEs - e.g. by cascading through training and advice?

> Example **a business support project carries out SME health checks through monitoring visits and questionnaires to collect data. A database is developed to help facilitate project performance and to allow results to be measured against the equality objectives of the project.**

Positive Action

= Have you considered setting up support networks for under-represented groups, e.g. women, people from ethnic minorities, people with disabilities and older/younger people?
= Does the project encourage mentoring/use of positive role models?
= Do you aim for gender balance on any committees or boards?

> Example **a project identified issues of under-representation of women and people from ethnic minority communities in media growth companies, set baselines and targets for increased participation.**
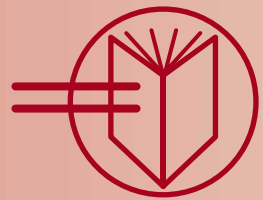
PROJECT DESCRIPTION

The project has been designed to provide loan and grant funding to new and existing businesses in the Western Isles. In addition to financial support - largely in the form of interest free loans - business advice and counselling/mentoring support is available. A structured two-year programme of Aftercare support has become an essential part of the Phase 2 programme.

Initially focused on the commercial sector, the Phase 2 project will be extended to include coverage of financial support to Social Enterprises. The Business Advantage project is part of a raft of business support measures offered by the Council, which includes Business Loans, Fisheries Loans and the Prince's Scottish Youth Business Trust.

CASE STUDY
BUSINESS ADVANTAGE
COMHAIRLE NAN EILEAN SIAR

The broad aims of the project are to encourage business start-up and increase the capacity of these businesses to survive and flourish in difficult market circumstances. In addition existing businesses are helped to develop their capacity to expand through new projects and marketing activities.

The Council works closely with other agencies, particularly Western Isles Enterprise. The effect of such public sector financial assistance has been to lever-in private sector investment in order to enable the development of projects, which would not otherwise progress.

How did the project mainstream equal opportunities?

= Through ensuring that as many people as possible in the Western Isles became aware of the project and could access details from as wide a range of outlets as possible.

= Through emphasising that there were no individuals or groups who were automatically excluded from accessing help from the Project.

= Through offering enhanced rates of financial support to disadvantaged groups and areas.

How did you address equal opportunities at the project design stage?

=   By reducing physical access problems to information through the development of a wide range of information, distributed through a variety of sources and outlets.

=   Staff commitment to visiting potential clients in their own homes/businesses.

=   Action, along with other agencies, in the development of the "First Stop" promotional campaign of business advice and support.

=   Adopting a client-centred ethos in determining the levels of support necessary for each client, particularly in the area of Business Planning.

=   Offering enhanced support to disadvantaged individuals and to those individuals residing in areas of particular social and economic disadvantage e.g. Initiative at the Edge Areas.

=   Monitoring all enquiries on the basis of age, gender, ethnicity and race.

=   Promoting geographical equality through the decentralisation of staff.

How did you incorporate equal opportunities issues in project delivery?

Largely through offering a range of support and information that was tailored to individual need. We are interested in good quality projects and are committed to helping our clients translate their ideas to a form that will attract funding. Often an important part of this process is to help the client build his/her self confidence and to act as a mentor throughout the business development process.

An awareness of the range of additional support available to particular individuals (e.g. under 30s, unemployed, those individuals living in designated areas - Initiative at the Edge and Better Neighbourhood Service Fund) and a close working relationship with the agencies offering such support, ensures that we maximize our service to all clients.

If you would like further information on this project, please contact:

Business Advantage
Comhairle nan Eilean Siar
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05
COMMUNITY ECONOMIC DEVELOPMENT

The types of Structural Funds projects assisting **Community Economic Development** can involve a range of activities*, for example:

=   *provide training for community leadership and related advice in developing community groups*

=   *development of community capacity and support to assist local people engage more effectively in the regeneration of local communities*

=   *initiatives to assist the linking of economic opportunities to excluded individuals and communities including childcare initiatives; transport assistance; ICT projects and other practical forms of support*

=   *development of community investment funds and other financial instruments designed to address barriers to social and economic inclusion including support to credit unions; micro credit schemes*

=   *development of social firms*

=   *support for the development of social economy initiatives*

=   *capacity building of social economy organisations to assist them to provide services such as childcare, innovative transport projects, micro finance services, key funds and volunteering opportunities which engage local people and combat barriers to exclusion*

=   *develop support structures, including involving the business community and local people and communities to engage proactively in community regeneration decision making*

[*for advice on eligibility of project activity, please contact the relevant PME – details on Useful Links page]
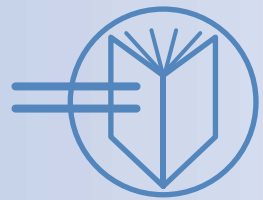
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WHAT ARE THE EQUALITY ISSUES?

= women and men have different experiences of poverty
= discrimination cuts through different experiences of poverty and exclusion, for example the majority of lone parents in Scotland are women and often face a number of barriers, including: low levels of qualifications and work experience, lack of affordable childcare, lack of access to suitable employment, poverty, poor health, poor housing, isolation, low self esteem and lack of access to their own transport

Those at higher risk of non-employment can include:

= lone parents
= people with disabilities
= those with low qualifications and skills
= those over 50
= those living in areas of weak labour demand
= members of certain ethnic minority groups
= ex-offenders
= drug users
= homeless people

WHAT WOULD HELP?

= community transport initiatives linked to employment and training
= employment creation projects to offer people paid employment in their own communities
= improving the affordability, accessibility, flexibility and quality of childcare, including for parents working unsocial hours
= childcare which is responsive to varying ages and needs
= increased inter-agency working, e.g. links between specialist agencies and employment and training agencies
= projects being aware of issues of multiple disadvantage and develop policies and practices to combat this
= projects which provide ESOL
= financial incentives to encourage employer-supported childcare e.g. holiday play-schemes

WHAT CAN BE DONE IN PROJECTS?

Project Design

Consultation with Target Groups

= Have you consulted relevant local user groups e.g. women's groups, ethnic minority organisations, disability groups to check for any unforeseen barriers?
= Have you considered their needs in designing the project?
= Have you consulted with your local access officer or access group?
= Have you considered carrying out a community profiling exercise for the area?
= Are the life skills of beneficiaries recognised and incorporated into any training?
= Do you consult with employees and customers/clients and use feedback to improve your organisation's practices, procedures and facilities?

> Example **a business growth service for social economy found that clients themselves often provided solutions to identified barriers and the project incorporated client feedback and learning to develop aftercare services and subsequent work.**

Consultation with Partners

= Do you ensure all contractors have equal opportunities policies?
= Do you work with partners to improve mainstreaming of equality into their culture and organisation?
= Can partners provide equal opportunities training and/or awareness raising?
= Can partners provide childcare, dependent care or information on care?
= Do any partners provide specialist support and advice?
= Do you ensure that partners address accessibility issues?
= Do you consult with local transport providers?

> Example **a training project for lone parents has developed an extensive network involving community groups, lone parent groups, the local social work department, community education, local development companies, JobCentre Plus, pre-5 centres and health visitors. This has ensured a constant stream of referrals to the project from the local community.**

Publicity and Marketing

= If adaptations are provided - e.g. loop induction system, IT support, sign language support, interpretation - do you advertise this (e.g. in press releases, publicity) reinforcing positive messages about accessibility?

= Is website information accessible to people with mobility and/or sensory impairments?

= Is your project information available in a range of formats: large print, translation into community languages, Braille versions, audio-cassette versions, CD-roms?

= Does your marketing material encourage under-represented groups, e.g. women, people from ethnic minorities, people with disabilities, and older people, to be involved with the project?

= Do you use a variety of methods to get message across?

= Do you use inclusive language and images that reflect diversity?

= Do you use local radio and press to promote success stories and give positive messages on equal opportunities?

= Would text messaging services/email services help get information to hearing and speech-impaired clients?

> Example **a learning centre which integrates asylum seekers and refugee learners with other local learners uses publicity materials positively reflecting the cultures and values of target groups.**

PROJECT DELIVERY

Recruitment

= Are recruitment processes inclusive to reach as wide a pool of potential beneficiaries as possible?

= Do you examine recruitment policies and practices to check for indirect discrimination or barriers?

= Are there any local employment strategies in place?

> Example **a learning and enterprise centre has multilingual staff and outreach workers. They take a flexible approach, enabling potential beneficiaries to have interviews at home, in a comfortable environment.**

Accessibility

= Have safety issues been considered, e.g. well-lit paths, proximity to bus stops?
= Is the project accessible by public transport and does it link with local transport providers?
= Are accessible parking spaces available close to buildings?
= Has an access audit been carried out or being considered? (This will identify any areas of concern relating to access by people with impaired mobility or other special access needs)
= Are adaptations provided, e.g. loop induction system, IT support, sign language support, interpretation?
= Have you considered improvements in decoration and signage for people with sensory impairments? Is accessibility actively promoted and marketed?
= Do you have clear external signage on premises to assist people with learning difficulties or visual impairments?

> Example **an ILM Project for disabled adults identified access needs of participants during recruitment. These needs were addressed by the project e.g. by providing sign language interpretation, transport to/from work and training.**

Communicating EO Policies

= Have you considered using an equal opportunities questionnaire for SMEs applying for funds?
= Are SMEs advised of the benefits of work life balance practice?
= Is information on your EO policies available on your website?
= Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?
= Do you explain your equal opportunities policies and strategies to partners?

> Example **a community learning resource centre employs local staff, and has specialist placements for local people with learning difficulties. The centre works to develop capacity in the local community, encouraging local people to use centre's recycling initiatives, linking with parents and carers in conjunction with Family Support.**

Materials

= Is information made available in local community languages?
= Does preparation of business plans include a section on equal opportunities?
= Do you use training materials which reinforce a positive equal opportunities approach?
= Is there potential to build in training on equal opportunities?
= Is the physical design of your project as inclusive as possible to anticipate future legislation?

> Example **a community learning project provides language, translation and interpretation for refugees and asylum seekers, allowing greater access to training and learning facilities.**

Flexibility

= Is support available through the day and evenings/weekends to suit the needs of the individual?
= Are times for support sessions flexible to fit with care responsibilities?
= Do you use outreach and community based methods of delivery, to engage and support excluded groups?

> Example **a community transport project uses software that records in detail the needs of each individual. This ensures that the type of vehicle used meets the passenger's requirements. Drivers have all had disability awareness training, and the system allows them to be forewarned of customers' needs, enabling them to increase the quality of their service.**

Support

= Is childcare support available?
= Is information on local childcare provision available?
= Do you provide support to those with dependent care responsibilities? For example, information on local care providers, loans or allowances to help pay for care?
= Do you provide help with travel costs?

> Example **a project providing business start up support in Community Economic Development areas ensures that there is easy access for disabled clients. Specialist travel support is provided to clients requiring it and funds are available to assist with purchasing any small items of equipment required, such as computer aids.**
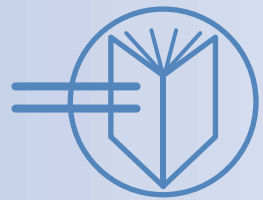
Work with Employers/Work Experience

=   Do you work with employers and SMEs to strengthen understanding and practice on equal opportunities?
=   Do you work with employers to develop their own equal opportunities strategies?
=   Do you encourage employers to adopt inclusive workforce learning strategies?
=   Do you encourage work placements that challenge gender stereotyping?

> **Example a project providing support for unemployed people has worked to improve liaison with employers and this has resulted in a different approach to work placements and more employers becoming involved with the project. The project tries to change attitudes of employers to disadvantaged groups and show them how beneficiaries can add value to their workforce.**

Monitoring and Evaluation

=   Do you disseminate best practice in equal opportunities in SMEs - e.g. by cascading through training and advice?
=   Do you monitor facilities to determine use by under-represented groups in the community?
=   Do you monitor feedback from work placements?
=   Do you set baselines to measure progress of target groups?
=   Do you use local labour market information to identify under-represented groups?

> **Example a project assisting social firms has policies covering all aspects of recruitment, monitoring and practice. The policy ensures that gender is monitored throughout the project's work and they use databases to track all clients of the project, monitoring gender, postal code, employment status, ethnicity, disability.**

Positive Action

=   Have you considered setting up support networks for under-represented groups, e.g. women, people from ethnic minorities, people with disabilities and older/younger people?
=   Does the project encourage mentoring/use of positive role models?
=   Do you aim for gender balance on any committees or boards?

Example **a community learning project provides a number of women-only classes, designed with a package of support measures which tackle labour market barriers, including childcare, guidance and personal and social development.**

PROJECT DESCRIPTION

The aims of the DARTS project is to demonstrate that the needs of the individual can be identified and taken into account, using new technologies to provide a multi modal, cost effective, user friendly, sustainable transport solution.

CASE STUDY
DEMAND RESPONSIVE ANGUS RURAL TRANSPORT PILOT SCHEME ANGUS TRANSPORT FORUM

Full reporting on all aspects of the project (good and bad) have been and will be used to publish findings to assist policy makers, operators and community groups to set up similar schemes in Scotland and Europe.

The aim is to maximise the use of all existing resources to provide a local solution to local needs. Sustainability, Social Inclusion, Equal Opportunities, Rural Regeneration are all taken into account in the design of the project.

How did the project mainstream equal opportunities?

The project is based around four simple concepts. The first being life planning, that is taking into account the ever changing needs of each person throughout their lives, recognising that a flexible solution is required. The second is maximising existing resources to meet highlighted demands. The third concept is sustainability - there is no point in starting new concepts unless they can survive in the long term. The fourth concept is to recognise the role new technologies can play in the design and service provision of a multi modal, integrated public transport service.
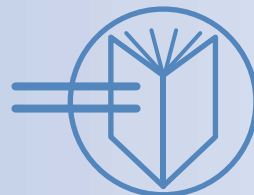
The project looks to include everyone regardless of ability, disability, race, creed or colour. As long as someone is alive they are considered a customer with specific identifiable needs. Those should be recognised to allow any individual to contribute to their own and an area's development.

How did you address equal opportunities issues at the project design stage?

Angus Transport Forum is a charity with over 125 member groups representing all aspects of life in Angus. A sustainable transport system must be designed to be as attractive to use by as many people as possible. Being a charity the Forum is not politically aligned or restrained by the need to make profits. The Forum and its members decided to take a long term view of what is required in the design of a fully integrated system.

Rural areas in Angus have suffered from depopulation and reduced facilities over the years, yet the area is one of the most attractive in Scotland. Any sustainable solution must recognise that transport is required to aid the process of access to and from the area. Simply providing a vehicle and a route is no solution. In today's society the needs of the individual are greater than ever before. No-one should be excluded from being able to access whatever they require to do because of rural isolation or disability.

These matters were discussed with member groups and stakeholders at a very early stage. Over 150 meetings have taken place over the past 6 years in the area. User groups have been set up around the main 6 boroughs in Angus.

How did you incorporate equal opportunities issues in project delivery?

The software used in our project records the needs of each individual. This ensures that the type of vehicle used meets the passenger's requirements. Drivers receive training in disability awareness and people can be picked up from their front door and taken to their destination. Recognition of local needs and our life planning strategy means that we are targeting to children and childcare, mothers, elderly people, people with disabilities, access to education, health, training and employment.

Our travel dispatch centre based at Stracathro Hospital in Brechin acts an information sponge, soaking up travel requests and issues. These issues are then discussed with transport providers to find solutions.

Did you encounter any particular challenges in mainstreaming equal opportunities?

Legislation is a major problem in achieving a fully integrated public transport system. Each mode of transport is governed by its own legislation. Each mode has a part to play in providing a user friendly transport solution.

Local authorities manage their transport on a client based solution. Each department manages their own client group requirements and rarely recognise the greater needs of communities. The current system in its design discriminates against individuals out with that client group. Integration of client groups is not encouraged. However, integration of services was impossible before new technologies such as GPS, GPRS, Mobile Phones, Internet, and Real Time Scheduling systems were designed. These tools now make it possible to identify the needs of individuals and stakeholders and make it possible to benefit more people.

No organisation likes change and statutory bodies are the same. Technology may be available to assist in the design of improved services, however, unless mindsets change and a shared vision on how services will be delivered in the future, it will be difficult to effect real improvements in service.

The Angus project has over 30 stakeholders for a pilot area consisting of less than 10,000 people. Adopting the 80/20 rule as a realistic benchmark, it is impossible to get everyone to agree to what is the most important priority as each organisation thinks there issues are the most important.

Notwithstanding these issues, the concept of life planning within the Community Planning agenda makes it very difficult to argue against. Everyone should be pursued to take a longer sustainable view on how policies and services can be encouraged.

If you would like further information on this project, please contact:

Brian Masson
Angus Transport Forum
Estates Department
Stracathro Hospital
Brechin
Angus DD9 7QA.

T. 01356 665125 F. 01356 665000
atforum@tiscali.co.uk

06
RESEARCH AND DEVELOPMENT

The types of Structural Funds projects delivering **Research and Development** can involve a range of activities*, for example:

= *research projects into industrial change and skills needs; the effects of new technology and the implications for training on particular sectors; cross-sectoral labour market assessments*

= *dissemination of best practice material and research on entrepreneurship*

= *development of new analytical and diagnostic tools for gender related employment issues*

= *research which identify gender issues and positive gender policies, related to HRD and company development*

= *grants and schemes to enable businesses to access R&D and to pursue product innovation*

= *develop specialised skills training programmes and appropriate vocational qualifications to support R&D commercialisation of R&D to the benefit of SMEs in the region*

= *development of new tools for labour market analysis and prediction, and the effective dissemination of results; development of training packages and guidance materials*

= *development of high technology spin-out SMEs from medium and large companies from further and higher education institutions*

= *financial assistance to support applied R&D, technology transfer and commercialisation projects*

= *knowledge transfer links between higher and further education, research institutions and SMEs*

[*for advice on eligibility of project activity, please contact the relevant PME – details on Useful Links page]

WHAT ARE THE EQUALITY ISSUES?

- = There may be a lack of understanding of the underlying causes of inequality
- = There may be a lack of understanding of how to change and what is possible/best practice
- = The link between equality and competitiveness is not as strongly confirmed as it could be
- = There is a lack of incentive to change, and legislation may act as a stick resulting in implementation to ensure minimum compliance and no more
- = Research which has been done is not always disseminated to the right people to ensure change happens
- = Women with a first degree or post-graduate degree in Science, Engineering and Technology (SET) subjects are most likely to be employed within "Personal and Protective Service Occupations" employment sector
- = Women with post graduate qualification in SET subjects are more likely to be employed part-time compared to male counterparts
- = In SET occupations men's hourly earnings are higher than those of women in the same occupation
- = In SET occupations men's hourly earnings increase with age, whereas women's hourly earning remain the same or decrease with age
- = Retaining women is more cost-effective than new recruitment

WHAT WOULD HELP?

- = Further research into the underlying causes of inequalities
- = Linking equality to competitiveness in such a way that it can't be ignored, and stressing that those companies with inequalities will face competitive disadvantages if they don't change
- = Ensuring that researchers and partners linked to research projects have the right contacts to ensure the research is disseminated to the right audience ie policy makers, SMEs etc
- = Research findings are disseminated to appropriate bodies and in appropriate places to ensure wider access and to inform future research, e.g. relevant websites
- = Research findings which produce a good business case for equality issues with employers
- = Training for all staff, especially top management in diversity and equality issues
- = Opportunity for flexible working, i.e. part-time, job share, working from home, flexible hours
- = Open and fair appraisal and career development plans
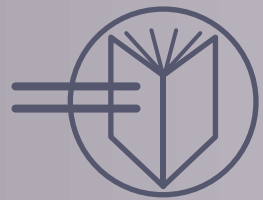
- = Participation by women equally with men in training, continuing professional development, transferable management and top leadership skills
- = Mentorship schemes
- = Opportunities for women to network with other women in SET
- = Appropriate policies for keeping women in touch while they are out of the labour force, e.g. attendance at workplace seminars, access to key journals etc
- = Schemes to encourage the return of skilled and expert scientists, engineers and technologists after a career break

WHAT CAN BE DONE IN PROJECTS?

Project Design

Consultation with Target Groups
- = Have you consulted relevant local user groups e.g. women's groups, ethnic minority organisations, disability groups to check for any unforeseen barriers?
- = Have you considered their needs in designing the project?
- = Have you consulted with your local access officer or access group?
- = Have you considered carrying out a community profiling exercise for the area?
- = Are the life skills of beneficiaries recognised and incorporated into any training?
- = Do you consult with employees and customers/clients and use feedback to improve your organisation's practices, procedures and facilities?

> Example **a water treatment project works with relevant local agencies that provide job buddies. The project assists women returners through provision of training and employment as job buddies, with opportunity for highly paid scientific development work. This may be particularly suitable for women returners whose scientific career has been interrupted by caring responsibilities.**

Consultation with Partners
- = Do you ensure all contractors have equal opportunities policies?
- = Do you work with partners to improve mainstreaming of equality into their culture and organisation?
- = Can partners provide equal opportunities training and/or awareness raising?
- = Can partners provide childcare, dependent care or information on care?
- = Do any partners provide specialist support and advice?
- = Do you ensure that partners address accessibility issues?
- = Do you consult with local transport providers?

Example **a gender research project set up a board of management for the project made up of the local Women's Issues Forum, with representatives from a variety of agencies including NHS, Strathclyde Police, a mental health organisation, Women's Aid, CVS, and Victim Support.**

Publicity and Marketing

= If adaptations are provided - e.g. loop induction system, IT support, sign language support, interpretation - do you advertise this (e.g. in press releases, publicity) reinforcing positive messages about accessibility?

= Is website information accessible to people with mobility and/or sensory impairments?

= Is your project information available in a range of formats: large print, translation into community languages, Braille versions, audio-cassette versions, CD-roms?

= Does your marketing material encourage under-represented groups, e.g. women, people from ethnic minorities, people with disabilities, and older people, to be involved with the project?

= Do you use a variety of methods to get message across?

= Do you use inclusive language and images that reflect diversity?

= Do you use local radio and press to promote success stories and give positive messages on equal opportunities?

= Would text messaging services/email services help get information to hearing and speech-impaired clients?

Example **a research project ensures that the outcomes of the research were disseminated back to those participating in the research to enable them to better understand the underlying issues in their own organisations and have a chance to address them.**

PROJECT DELIVERY

Recruitment

= Do you examine recruitment policies and practices to check for indirect discrimination or barriers?

= Are interviewees representative of a wide section of the public/service users?

Example a research project ensures that those selected for interview represent a wide cross-section of people with a large enough sample size to ensure results are significant enough to draw statistically valid conclusions.
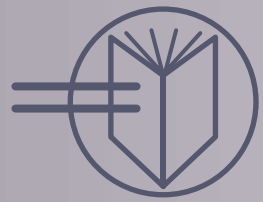
Accessibility

= Do you check there is no minimum grant award which might indirectly exclude anyone?

= Does the project offer childcare at all stages of involvement with the project, including initial contact and interviews?

= Have safety issues been considered, e.g. well-lit paths, proximity to bus stops?

= Is the project accessible by public transport and does it link with local transport providers?

= Are accessible parking spaces available close to buildings?

= Has an access audit been carried out or being considered? (This will identify any areas of concern relating to access by people with impaired mobility or other special access needs)

= Are adaptations provided, e.g. loop induction system, IT support, sign language support, interpretation?

= Have you considered improvements in decoration and signage for people with sensory impairments? Is accessibility actively promoted and marketed?

= Are questionnaires available in different languages, formats, e.g. telephone surveys, minicom, text surveys

= Are training and support services made accessible to under-represented groups?

= When disseminating research, are venues, materials used accessible and non-stereotypical?

= Do you have clear external signage on premises to assist people with learning difficulties or visual impairments?

> Example **a research project ensures that interviews and focus groups take place at convenient times and in locations with public transport, child care provision and physical access available as needed.**

Communicating EO Policies

= Have you considered using an equal opportunities questionnaire for SMEs applying for funds?

= Are SMEs advised of the benefits of work life balance practices?

= Is information on your EO policies available on your website?

= Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?

= Do you explain your equal opportunities policies and strategies to partners?

Example **a research project ensures that research is incorporated into a Continuing Personal Development programme targeted at SME managers and delivered in a flexible and affordable manner.**

Materials

- = Are research methods varied to ensure widest representation of all groups?
- = Have you explored the potential for inclusive and accessible design?
- = Is information made available in local community languages?
- = Does business plans preparation include a section on equal opportunities?
- = Do you use training materials which reinforce a positive equal opportunities approach?
- = Is there potential to build in training on equal opportunities?

Example **a project ensures that advice on existing good practice in building design for equal opportunities encourages development of 'softer' engineering skills and practices.**

Flexibility

- = Do you have flexible working arrangements?
- = Do you have flexible delivery of training?
- = Is support available through the day and evenings/weekends to suit the needs of the individual?
- = Are times for support sessions flexible to fit with care responsibilities?
- = Do you use outreach and community based methods of delivery, to engage and support excluded groups?

Example **a project providing higher level ICT skills for women is task based rather than test based which can be less intimidating to those with low/no qualifications. The course content is adjusted to reflect women's lives, in recognition of the project's purpose in redressing gender imbalance in ICT occupations.**

Support

- = Is childcare support available?
- = Is information on local childcare provision available?
- = Do you provide support to those with dependent care responsibilities? For example, information on local care providers, loans or allowances to help pay for care?
- = Do you provide help with travel costs?
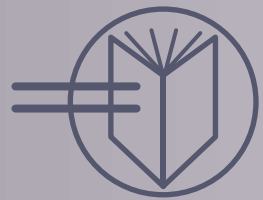
> Example **a project training women for engineering management provides arrangements to support family commitments in terms of dependents and childcare, confidence building and assertiveness training to encourage women to follow a management career in a traditionally male dominated area.**

Work with Employers/Work Experience

=   Do you work with employers and SMEs to help strengthen understanding and practice on equal opportunities?
=   Do you work with employers to develop their own equal opportunities strategies?
=   Do you encourage employers to adopt inclusive workforce learning strategies?
=   Do you encourage work placements that challenge gender stereotyping?

> Example **a project promoting gender equality awareness amongst companies and individuals by working with local employers and employees to change attitudes and develop policies to improve gender imbalance appointed a project worker to research existing work practices, carry out gender monitoring, work with local employers and local enterprise companies to raise awareness of gender equality issues.**

Monitoring and Evaluation

=   Do you disseminate best practice in equal opportunities in SMEs - e.g. by cascading through training and advice?
=   Do you monitor facilities to determine use by under-represented groups in the community?
=   Do you monitor feedback from work placements?
=   Do you set baselines to measure progress of target groups?
=   Do you use local labour market information to identify under-represented groups?

> Example **a virtual learning centre project makes sure that any materials developed by the project are monitored to ensure that they are free of stereotyping by gender or ethnicity.**

Positive Action

=   Have you considered setting up support networks for under-represented groups, e.g. women, people from ethnic minorities, people with disabilities and older/younger people?
=   Does the project encourage mentoring/use of positive role models?

=   Do you aim for gender balance on any committees or boards?
=   Do you have project to encourage more women in SET jobs?
=   Have you set up any women's SET networks?
=   Do you have 'keep in touch' schemes during career breaks/care leave?

Example **a development programme which focused on business start-ups and SME growth in sectors with potential for growth ensured that links made to research institutions were with a range of departments to include equal opportunities research groups.**
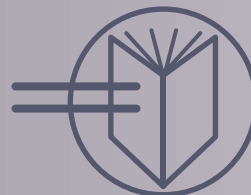
PROJECT DESCRIPTION

This project sought to examine factors influencing gender stereotyping of the career preferences of school students in their middle secondary school years. The research involved an extensive survey of S2 and S3 pupils in state schools across Edinburgh and West Lothian and follow on face-to-face interviews with pupils in four of these schools.

CASE STUDY
GENDER STEREOTYPING AND CAREER CHOICE
CAREERS SCOTLAND (EDINBURGH AND LOTHIANS)

The research was carried out in order to inform the development of an integrated package of resources and actions designed to combat gender stereotyping in careers choice amongst 12 - 16 year olds. An application for further ESF funding has been successful and this will support the development and piloting of such a package in selected schools in Edinburgh and West Lothian.

The project was led by Careers Scotland and involved as partners, The City of Edinburgh Council, Edinburgh Learning (Edinburgh's lifelong learning partnership) and West Lothian Council. The Employment Research Unit at Napier University was commissioned to carry out the research

How did the project mainstream equal opportunities?

The project conducted research to examine factors influencing gender stereotyping of the careers preferences of school students in their middle secondary school years. It involved an extensive survey of S2 and S3 pupils in state schools across West Lothian and Edinburgh accessing both urban and rural areas with follow on in-depth interviews with pupils in four schools. Questionnaires were designed to allow pupils with learning disabilities to be involved. The project aims to raise awareness of gender issues in relation to entry to the labour market with young people, parents, carers, teachers, employers and careers advisors.

A successful bid has been made for a further project that will develop and pilot package of activities and resources, designed to be used in schools, that will tackle the gender stereotyping issues.

How did you address equal opportunities issues at the project design stage?

The project was designed to research the gender issues arising in young people's views about jobs and their own career choices. The project arose from evidence from the annual school leaver destination analysis which showed that little had changed over the past 10 years in terms of the types of jobs entered by girls and boys; they were still very much along traditional gendered lines with boys entering areas like construction, technical and scientific, engineering, transport etc and girls being heavily represented in the caring and personal service areas.

In designing the project care was taken to ensure that equal opportunities considerations informed the design of research questionnaires and interviewing schedules.

The partnership in the project included the City of Edinburgh Council and their representative on the Steering Group was their Equalities Officer from the Education Department.

Contact was made early on with the Equal Opportunities Commission in Scotland with a view to sharing research findings. We were able to build on earlier research carried out by them. We shared our findings with them and involved them in our dissemination activities.

Research findings were disseminated through the production of a report circulated to relevant bodies e.g. local councils, schools, colleges, employers and nationally through Careers Scotland, Scottish Enterprise Network, Edinburgh Lifelong Learning Partnership and EOC. A dissemination event was held in Edinburgh in February 2004 to launch the findings and the full report is available on the Careers Scotland website.

The recommendations from the research will inform the development of an integrated package of resources and actions designed to combat gender stereotyping in careers choice among 12 - 16 year olds.

Equal opportunities was addressed through the design of the questionnaires and through the involvement of Equal Opportunities Commission.

If you would like further information on this project, please contact:

A summary of the research can be found on www.careers-scotland.org.uk or www.napier.ac.uk

Or contact: Edith Critchley or Brian Scott
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Atholl House,
2 Canning Street
Edinburgh EH3 8EG.

T. 0131 228 7532
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brian.scott@careers-scotland.org.uk

07
RURAL DEVELOPMENT

The types of Structural Funds projects which contribute to **Rural Development** can involve a range of activities*, for example:

= *advice and support services to enhance take-up of ICT by SMEs, learning institutions and communities*

= *support innovative actions to increase access to ICT in rural areas for communities and businesses (e.g. local access points)*

= *development of initiatives which link economic opportunities to excluded individuals and communities, e.g creation of accessible learning centres to enable people to upgrade their skills and enter the labour market*

= *training in project development, management, financial and monitoring skills*

= *facilitating and researching networks and partnerships of intermediary organisations*

= *providing capacity building support for organisations providing support for excluded groups*

= *support for community economic infrastructure which aids local economic development, including community halls and childcare facilities*

= *establishment of renewable energy projects and local networks to support the use of renewable energy resources*

= *development of specific initiatives which help address economic exclusion, such as childcare and innovative and community transport initiatives oriented towards employment and visitor access.*

[*for advice on eligibility of project activity, please contact the relevant PME – details on Useful Links page]

WHAT ARE THE EQUALITY ISSUES?

= For rural communities, there are often issues of distance and isolation
= There is often poor access to jobs, services and other opportunities, particularly for excluded groups, e.g. people with disabilities, people from ethnic minorities, lone parents
= Women and men have different experiences of rural exclusion
= Complex issues of multiple disadvantage
= Lack of public transport - this disproportionately affects women, as 80% of public transport users are women
= Hidden nature of some aspects of exclusion in rural areas
= Changing demographics - depopulation of some communities, and out-migration of young people
= Can be issues of a narrow base of economic activity, and the seasonal nature of employment
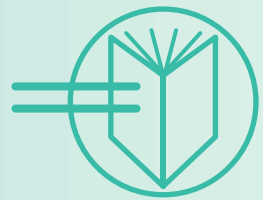
WHAT WOULD HELP?

= Developing actions which will raise the visibility of excluded people in rural areas without stigmatising them
= Co-ordination of services and integration of activities between projects
= Emphasis in rural areas should be on needs not numbers
= Increased childcare provision
= Increased provision of dependent care
= Improved access to transport/links with transport providers
= Distance and on-line learning and training support
= Links to local employment strategies

WHAT CAN BE DONE IN PROJECTS?

Project Design

Consultation with Target Groups

= Have you consulted relevant local user groups e.g. women's groups, ethnic minority organisations, disability groups to check for any unforeseen barriers?
= Have you considered their needs in designing the project?
= Have you consulted with your local access officer or access group?
= Have you considered carrying out a community profiling exercise for the area?

= Are the life skills of beneficiaries recognised and incorporated into any training?
= Do you consult with employees and customers/clients and use feedback to improve your organisation's practices, procedures and facilities?

> Example **a project developing a training centre by refurbishment of an existing building, to upskill, retrain redundant staff in a rural area was involved in consultation with beneficiary groups, e.g. Accessible Transport Forum, local disability coalition on project design during the planning stage.**

Consultation with Partners
= Do you ensure all contractors have equal opportunities policies?
= Do you work with partners to improve mainstreaming of equality into their culture and organisation?
= Can partners provide equal opportunities training and/or awareness raising?
= Can partners provide childcare, dependent care or information on care?
= Do any partners provide specialist support and advice?
= Do you ensure that partners address accessibility issues?
= Do you consult with local transport providers?

> Example **a graduate placement scheme for SMEs in rural areas ensured that equal opportunities was a key aspect of the design of the project, aiming for a balance of cost and impact which will help increase equal opportunities for new and existing businesses.**

Publicity and Marketing
= If adaptations are provided - e.g. loop induction system, IT support, sign language support, interpretation - do you advertise this (e.g. in press releases, publicity) reinforcing positive messages about accessibility?
= Is website information accessible to people with mobility and/or sensory impairments?
= Is your project information available in a range of formats: large print, translation into community languages, Braille versions, audio-cassette versions, CD-roms?
= Does your marketing material encourage under-represented groups, e.g. women, people from ethnic minorities, people with disabilities, and older people, to be involved with the project?
= Do you use a variety of methods to get message across?
= Do you use inclusive language and images that reflect diversity?

- Do you use local radio and press to promote success stories and give positive messages on equal opportunities?
- Would text messaging services/email services help get information to hearing and speech-impaired clients?

> Example **a construction project for women focused on gathering labour market information on the extent of female participation in the construction sector in the local area. They then researched attitudes to women in construction amongst employers, employees, careers advisors guidance teachers and other interested parties.**
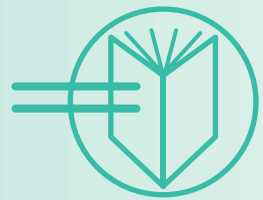
PROJECT DELIVERY

Recruitment
- Does the project help an individual decide if self-employment is a realistic option?
- Do you examine recruitment policies and practices to check for indirect discrimination or barriers?
- Are there any local employment strategies in place?

> Example **a graduate placement project for rural SMEs has an annual action plan to help assess if project is equally accessible to all and monitors recruitment and selection at all stages of the project.**

Accessibility
- Do you check that there is no minimum grant award which might indirectly exclude anyone?
- Are initial home visits available?
- Does the project offer childcare at all stages of involvement with the project, including initial contact and recruitment/assessment interviews?
- Have safety issues been considered, e.g. well-lit paths, proximity to bus stops?
- Is the project accessible by public transport and does it link with local transport providers?
- Are accessible parking spaces available close to buildings?
- Has an access audit been carried out or being considered? (This will identify any areas of concern relating to access by people with impaired mobility or other special access needs)
- Are adaptations provided, e.g. loop induction system, IT support, sign language support, interpretation?
- Have you considered improvements in decoration and signage for people with sensory impairments? Is accessibility actively promoted and marketed?

= Do you have clear external signage on premises to assist people with learning difficulties or visual impairments?

> Example **a visitor access project integrates heritage protection, access development and improvements to visitor facilities. It attempts to ensure that low level paths have wheelchair access, and aims to improve access by public and alternative transport.**

Communicating EO Policies

= Have you considered using an equal opportunities questionnaire for SMEs applying for funds?
= Are SMEs advised of the benefits of work life balance practice?
= Is information on your equal opportunities policies available on your website?
= Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?
= Do you explain your equal opportunities policies and strategies to partners?

> Example **a graduate placement scheme for SMEs ensured that equal opportunities were a key aspect of the design and planning of the project. The project encourages prospective entrepreneurs and existing businesses to adopt robust equal opportunities policies. The project itself is committed to carrying out written equal opportunities policies in the day to day activities of the project. The policy is monitored and modified in the light of information gained through monitoring.**

Materials

= Is information made available in local community languages?
= Does business plans preparation include a section on equal opportunities?
= Do you use training materials which reinforce a positive equal opportunities approach?
= Is there potential to build in training on equal opportunities?

> Example **a town regeneration project involving environmental improvement installed a hearing loop into an existing building to enable members of the community with hearing impairment to participate in steering groups. In response to requests from the community, information leaflets are printed in large font.**

Flexibility

=   Do you use outreach and community based methods of delivery, to engage and support excluded groups?
=   Are services offered at different times and locations?
=   Do you have flexible working arrangements?
=   Are times for support sessions flexible to fit with care responsibilities?

> Example **a tourism business support project ensures that business support is available on a flexible basis - including evenings and weekends to allow more people to attend.**

Support

=   Is childcare support available?
=   Is information on local childcare provision available?
=   Do you provide support to those with dependent care responsibilities? For example, information on local care providers, loans or allowances to help pay for care?
=   Do you provide help with travel costs?

> Example **a tourism business advice project offers the option of personal visits to businesses. This can help to reduce the need for childcare and travel to project premises.**

Work with Employers/Work Experience

=   Do you work with employers and SMEs help to strengthen understanding and practice on equal opportunities?
=   Do you work with employers to develop their own equal opportunities strategies?
=   Do you encourage employers to adopt inclusive workforce learning strategies?
=   Do you encourage work placements that challenge gender stereotyping?

> Example **a learning centre project is working to identify needs of local companies. A local fish processing factory has a large number of non-English speaking employees and is developing an ESOL course to meet their needs.**
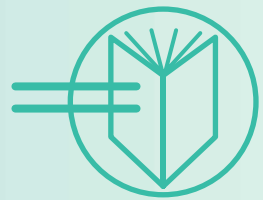
Monitoring and Evaluation

= Do you disseminate best practice in equal opportunities in SMEs - e.g. by cascading through training and advice?

= Do you monitor facilities to determine use by under-represented groups in the community?

= Do you monitor feedback from work placements?

= Do you set baselines to measure progress of target groups?

= Do you use local labour market information to identify under-represented groups?

> Example **a project providing support to rural SMEs to develop good equality practice ensured that monitoring forms would give all the information required on project participants. The project also ensured that participants had full access to training events and that events were held in accessible premises, etc.**

Positive Action

= Have you considered setting up support networks for under-represented groups, e.g. women, people from ethnic minorities, people with disabilities and older/younger people?

= Does the project encourage mentoring/use of positive role models?

= Do you aim for gender balance on any committees or boards?

> Example **a graduate placement project for rural SMEs encourages target group participation in the project management where possible and if appropriate.**

PROJECT DESCRIPTION

The Scottish Borders Rural Partnership (SBRP) was set up in late 1996. It is now a grouping of 23 local agencies working together and with local rural communities to improve services, the environment and the quality of life for all - regardless of age, disability, gender, sexuality, and ethnic background.

CASE STUDY
SCOTTISH BORDERS RURAL PARTNERSHIP

The SBRP's major project is to staff and operate and Rural Resource Centre (RRC), the Generic and Specialist fieldworkers of which

= *prioritise 'bottom up' community development, particularly in excluded communities. Confidence is raised through "capacity building", thus reducing the dependence on service providers and enhancing the prospects of sustainability and participation*
= *provide support and assistance to groups (including Community Councils) in project development, consultation techniques, village appraisals, empowerment, funding and community enterprise*
= *promote Rural Community Transport based on a survey of rural transport provision and community appraisal outcomes of needs promote actions by local communities in line with the SBC Local Agenda 21 Programme*
= *promote and assist applications to a community support fund*
= *establish regional and local inter-agency sub-groups to co-ordinate community development and inter-agency training*
= *promote ICT to communities of less than 500 as a method of keeping in touch with government, local service providers and other communities*
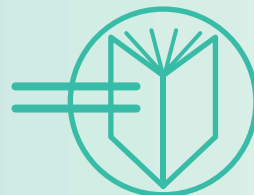
How did the project mainstream equal opportunities?

The SBRP devised an "Equal Opportunities Policy" which applies to both the SBRP itself and to the RRC. Consequently the policy informs both the working practices of staff and also the projects and other activities that communities supported by the staff undertake. The Policy is based on that of SBC and also the one promoted by the Scottish Council of Voluntary Organisations. It also incorporates items from the "Toolkit for Mainstreaming Equal Opportunities".

A person has been designated to have responsibility for devising, implementing and monitoring an "Equal Opportunities Programme" in accordance with an "Equal Opportunities Implications Form". An Officer from the Scottish Borders Council's Personnel Department conducts a monthly "audit" of equal opportunities compliance.

All staff have to undergo equal opportunities training and their work is monitored at 6 monthly intervals.

How did you address equalities issues at the project design stage?

The SBRP Executive agreed with an analysis of the potential barriers to working in and access to and participation in the projects/other community activities supported by staff. They were:

- = Physical barriers
- = Employment barriers
- = Lack of staff and community awareness of equal opportunities issues
- = Lack of confidence
- = Issues concerning "minority groups"
- = Perception of community development
- = Economic factors

Methods of working were devised and incorporated into work practice to eliminate these barriers as much as possible.

How did you incorporate equal opportunities issues in project delivery?

Addressing the Physical Barriers

The SBRP will use only premises which are fully accessible. The RRC will take a mobile RRC to remote communities. Staff will generally meet individuals and community groups on their premises. The SBRP will use premises which are relatively accessibly by public transport (by Scottish Borders standards). An "equal opportunities checklist" will be used to ensure that all events arranged by the staff are compliant. The adoption of the checklist by communities and individual "customers" will be very strongly encouraged by staff.

Addressing Employment Barriers

Conditions of service will make paid and voluntary posts in the SBRP as widely available as possible: the SBRP has adopted the SBC Health and Safety Policy guidelines, its equal opportunities policy and a "lone working policy". Vacancy advertisements, job descriptions and person specifications will be written and used to comply with equal opportunities legislation (available for job share, part time opportunities, "Positive About Disability".)

Addressing Staff and Community Awareness

All staff will be given the time and cost of equal opportunities/awareness training. Staff will inform and encourage their community contacts to become aware of the importance of ensuring equal opportunities pervades their thinking/planning.

Addressing "Lack of Confidence" factors

Staff will always raise with community organisations who are arranging meetings/actions how best to enable as wide a range of people as possible to contribute. This will include very strong recommendations as to appropriate participatory methods and staff will be equipped to train people in the use of these methods.

Special efforts will be made to encourage young people or those with special need to make their views known.

Addressing ethnic/other minority group issues

The RRC will ensure that publicity/information is usable and reaches as many such groups as possible. Advice will be sought from the Commission for Racial Equality and the Disability Rights Commission on relevant positive action training.
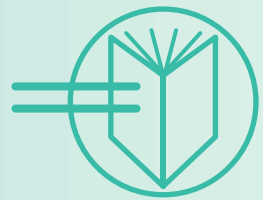
Addressing "Perception of Community Development"

The "informal rural activists' network" will partly address this issue through its press releases and dilute this perception. Committees and community councils will be encouraged to be more receptive of their role in community development.

Addressing Economic Factors

The SBRP will encourage the credit union serving the Scottish Borders to roll out its services to those unable or unwilling to open a traditional "bank account". The cost of participating in any RRC activity will be kept as low as is possible. The Rural Community Transport Fieldworker will encourage the development of low cost rural transport.

The RRC will refer any issues of rural poverty and its ramifications to appropriate agencies and encourage the provision of low cost alternatives.

Did you encounter any particular challenges in mainstreaming equalities?
Constantly maintaining vigilance/compliance by staff. Also, remembering to raise issues with community groups and achieve their "buy in".

If you would like further information on this project, please contact:

    Roger Hemming or any staff at the

    Scottish Borders Rural Partnership's Rural Resource Centre
    Tweed Horizons
    Melrose TD6 0SG.

    T. 01835 824125 F. 01835 824126
    roger@sbrp.org.uk
   lesley@sbrp.org.uk

08
SITES, PREMISES AND INFRASTRUCTURE

The types of Structural Fund projects which assist **Sites, Premises and Infrastructure** can involve a range of activities*, for example:

- = *provision of starter units for new businesses, including micro-businesses*
- = *improved transportation services and port/harbour facilities*
- = *development of training infrastructure*
- = *provision of serviced sites*
- = *development of small scale workspaces*
- = *development of small-scale industrial and community based premises and sites*

*[*for advice on eligibility of project activity, please contact the relevant PME – details on Useful Links page]*

It makes good business sense for premises and sites to be as accessible as possible, to allow the greatest participation by all sections of the population. For such projects supported by the Structural Funds, we expect them to exceed the minimum accessibility standards in place at the time of project design, and to have a view to 'future-proof' buildings by anticipating future accessibility legislation and guidelines. There are a number of organisations which can give advice on access issues, e.g. local access forums, and it is recommended that these are consulted at as early a stage as possible in the design of a project.
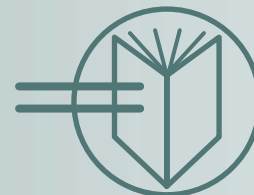
WHAT ARE THE EQUALITY ISSUES?

Some examples of the barriers that make the physical environment difficult are:
- =   Transport difficulties; parking; street obstructions; slopes; lighting
- =   Entrances: buzzers that you can't see, reach, hear, operate; steps
- =   Building layouts that are too small and cluttered
- =   Furniture; toilets; and phones that are not accessible
- =   Unclear signage

WHAT WOULD HELP?

- =   Clearer signing of premises by partners and contractors
- =   Location of site - consideration of services, childcare, transport available to allow full access by employees, partners, clients and customers
- =   Inclusive marketing approaches to attract different types of companies and from differing sectors
- =   Access audits should be part of general management
- =   Research market and consult with under-represented groups to identify any potential barriers
- =   Consider how use of the premises can be more flexible to attract different markets
- =   Consider setting up a building users' forum which has a strong focus on equal opportunities and accessibility issues
- =   Flexible access times
- =   Owners of business premises should be encouraged to work with business start-ups to ensure equality issues are addressed and premises are responsive to needs

WHAT CAN BE DONE IN PROJECTS?

Project Design

Consultation with Target Groups
- =   Have you consulted relevant local user groups e.g. women's groups, ethnic minority organisations, disability groups to check for any unforeseen barriers?
- =   Have you considered their needs in designing the project?
- =   Have you consulted with your local access officer or access group?
- =   Have you considered carrying out a community profiling exercise of the area?
- =   Are the life skills of beneficiaries recognised and incorporated into any training?

= Do you consult with employees and customers/clients and use feedback to improve your organisation's practices, procedures and facilities?

> Example **a renovation project for a learning centre looked to address barriers faced by parents and wheelchair users and developed alterations identified through consultation with centre users. The project also supports local asylum seekers to form a Management Committee to identify and address needs**
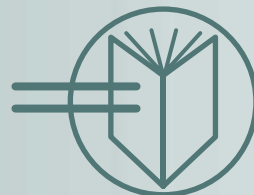
Consultation with Partners
= Do you ensure all contractors have equal opportunities policies?
= Do you work with partners to improve mainstreaming of equality into their culture and organisation?
= Can partners provide equal opportunities training and/or awareness raising?
= Can partners provide childcare, dependent care or information on care?
= Do any partners provide specialist support and advice?
= Do you ensure that partners address accessibility issues?
= Do you consult with local transport providers?

> Example **a redevelopment of a former steelworks to create a mixed use light industry/office estate will ensure that there was disabled access to and within the building, that child and dependent care facilities were provided, issues of safety and security were addressed. Public transport will link to areas of need, and the local community has been involved from the scoping stages of the development onwards.**

Publicity and Marketing
= If adaptations are provided - e.g. loop induction system, IT support, sign language support, interpretation - do you advertise this (e.g. in press releases, publicity) reinforcing positive messages about accessibility?
= Is website information accessible to people with mobility and/or sensory impairments?
= Is your project information available in a range of formats: large print, translation into community languages, Braille versions, audio-cassette versions, CD-roms?
= Does your marketing material encourage under-represented groups, e.g. women, people from ethnic minorities, people with disabilities, and older people, to be involved with the project?
= Do you use a variety of methods to get message across?
= Do you use inclusive language and images that reflect diversity?

= Do you use local radio and press to promote success stories and give positive messages on equal opportunities?
= Would text messaging services/email services help get information to hearing and speech-impaired clients?
= Do you advertise equality aspects in press releases for site/premises?

> Example **a community learning resource centre has worked to develop capacity in the local community, through awareness raising, participation in fund raising and reactive responses to community needs.**

PROJECT DELIVERY

Accessibility

= Do you check that there is no minimum grant award which might indirectly exclude anyone?
= Are initial home visits available?
= Does the project offer childcare at all stages of involvement with the project, including initial contact and recruitment/assessment interviews?
= Have safety issues been considered, e.g. well-lit paths, proximity to bus stops?
= Is the project accessible by public transport and does it link with local transport providers?
= Are accessible parking spaces available close to buildings?
= Has an access audit been carried out or being considered? (This will identify any areas of concern relating to access by people with impaired mobility or other special access needs)
= Are adaptations provided, e.g. loop induction system, IT support, sign language support, interpretation?
= Have you considered improvements in decoration and signage for people with sensory impairments? Is accessibility actively promoted and marketed?
= Do you have clear external signage on premises to assist people with learning difficulties or visual impairments?

> Example **a ferry berthing project will have a significant positive benefit for women in particular through improved facilities for public transport access, safer pedestrian environment and improved passenger facilities. These facilities will also support equal access for disabled passengers. Project is addressing disadvantage faced by those residents of island communities currently discriminated against by poor transportation, particularly those reliant on public transport.**

Communicating EO Policies

= Have you considered using an equal opportunities questionnaire for SMEs?
= Are SMEs advised of the benefits of work life balance practice?
= Is information on your EO policies available on your website?
= Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?
= Do you explain your equal opportunities policies and strategies to partners?
= Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?

> Example **an enterprise and learning centre has developed equality policies itself and insists that contractors must have equality policies in place.**

Materials

= Is information made available in local community languages?
= Does business plans preparation include a section on equal opportunities?
= Do you use training materials which reinforce a positive equal opportunities approach?
= Is there potential to build in training on equal opportunities?
= Is the physical design of your project as inclusive as possible to anticipate future legislation?

> Example **a family learning centre has consulted on, and examined accessibility issues and this was reflected in refurbishment plans which reinforced a positive message about accessibility.**

Flexibility

= Do you use outreach and community based methods of delivery, to engage and support excluded groups?
= Are services offered at different times and locations?
= Do you have flexible working arrangements?

> Example **a microelectronics skills development centre has open access including up to 24-hour use on site with security access using a smart card system. It has access to nursery provision, catering facilities, community and business links, and access for people with disabilities. Remote access options include direct links to community learning centres.**
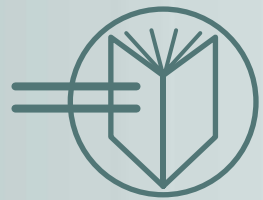
Support

= Do you provide support to those with dependent care responsibilities? For example, information on local care providers?
= Is childcare support available?
= Is information on local childcare provision available?

> Example: **a ferry berth enlargement project enhances access to the transport network for people with disabilities through provision of a lift in the passenger access tower - this will also be of benefit to those carrying heavy luggage or travelling with children. A floating pontoon is provided with a ramp to allow access by wheelchair users from private yachts or cruise ships.**

Work with Employers/Work Experience

= Do you work with employers to help to strengthen understanding and practice on equal opportunities?
= Does the project work with employers to develop their own equal opportunities strategies?
= Does it make sense to develop a joint equal opportunities policy or plan for the building?

> Example **a project enhancing access to transport ensures that contract documentation for any contracts tendered include a clause specifying that contractors are obliged to comply with equal opportunities legislation with regard to any contract awarded.**

Monitoring and Evaluation

= Do you monitor facilities to determine use by under-represented groups in the community?
= Do you set baselines to measure progress of target groups?
= Do you use local labour market information to identify under-represented groups?
= Do you disseminate good practice in equal opportunities in SMEs - e.g. by cascading through training and advice?

> Example **a renovation project for a learning centre made good use of internal monitoring systems to set targets. Use of the centre will be monitored by gender, race, and disability and fed back into future evaluations.**

CASE STUDY
ENTERPRISE AND LIFELONG LEARNING CENTRE
GOVANHILL COMMUNITY DEVELOPMENT TRUST

PROJECT DESCRIPTION

The project is a redevelopment of a 3 storey building on the site of a former hospital as an enterprise and lifelong learning centre. The centre will include a community campus managed by the local college, a centre for enterprise training, business incubation units and lettable space for small businesses. It will provide a physical focus for people wishing to access services and support, particularly that which will help them to develop skills for employment and self-employment. The service will target disadvantaged groups such as the black and ethnic minority (BME) community.

How did the project mainstream equal opportunities?

Project planning for the building took into account equal opportunities in terms of access and overall building design. Govanhill Housing Association as an equal partner has considerable experience in this area of disabled access. With a black and ethnic minority population of 20 - 30% the project had to be effective at encouraging and enabling access to all sections of the community. Projects based in the building include an enterprise project targeting women from the BME community. Consultations took place with the Ethnic Minorities Enterprise Centre and the association's own BME project GOSIP which supports the BME community in accessing services.

How did you address equal opportunities issues at the project design stage?

Consultation took place with a range of appropriate bodies, and the results of our own community consultation exercise conducted by the Poverty Alliance. Statistics on community involvement informed the process, e.g. local college information on the number of students from the BME community.
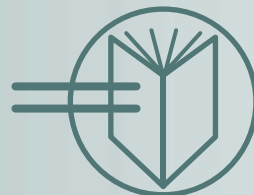
The building will be fully compliant with the Disability Discrimination Act, all areas of building having wheelchair access and accessible for people with a range of disabilities. A Braille machine and induction loop system will be installed.

Groups consulted included Future Visions black youth group, Kiran Asian Women's group.

How did you incorporate equal opportunities issues in project delivery?

The building has not been redeveloped yet, therefore the project is not yet at the delivery stage. However, the local plan involves issue-based forums on learning, youth etc and delivery will take place in the context of these groups. Membership includes residents and is representative. These forums act as advisory groups for individual projects.

Project intends to recruit multilingual staff to support individuals facing language barriers. All contractors must comply with equal opportunities in respect of dealings with staff and clients, the hiring of consultants and other bodies, and equality of access to employment. All contractors must have an equal opportunities policy in place.

Did you encounter any particular challenges in mainstreaming equal opportunities?

Yes. It is easy (relatively) to inform people in minority communities e.g. leaflets in community languages, but more difficult to get people involved and to sustain that involvement. Another challenge is to be responsive outwith existing provision, e.g. training sessions just for Muslim women because of demand from sections of the community.

If you would like further information on this project, please contact:

Lawrence McCabe
Govanhill Community Development Trust
Unit 11
Govanhill Workspace
69 Dixon Road
Glasgow G42 8AT.

T. 0141 424 3266
lmccabe@gcdt.co.uk

09
TOURISM

The types of Structural Funds projects which assist **Tourism** can involve a range of activities*, for example:

- = training projects in tourism, heritage culture, media and arts based enterprises
- = improvement of existing cultural, heritage and environmental attractions, adding value and improving the overall visitor experience
- = initiatives which provide economic benefits through upgrading and interpretation of the built and natural environment and cultural heritage including local access networks
- = natural and cultural heritage interpretation, other heritage and conservation initiatives
- = marketing and promotion to improve the quality of the tourism sector
- = co-ordinated targeted destination marketing, promotion and branding initiatives to raise awareness of the area and promote local tourism products
- = support for access to the countryside - footpaths for tourist and local community use, long distance footpaths, bridle-ways and off-road cycle-ways

*[*for advice on eligibility of project activity, please contact the relevant PME - details on Useful Links page]*
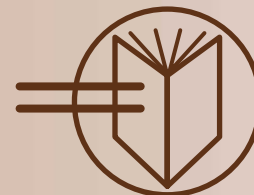
WHAT ARE THE EQUALITY ISSUES?

= 1 in 4 households has at least one disabled person as a household member - excluding one disabled person may exclude a whole family or group
= Many people with disabilities are currently excluded from using and enjoying access to the outdoors because unnecessary barriers are placed in their way
= Issues of work life balance for tourism employees
= Women employed in tourist related businesses are often in low paid, low skilled occupations, working part-time or in seasonal employment.
= Accessible facilities are often not marketed well
= Information on tourism is often not particularly accessible
= There is strong anecdotal evidence of under-participation in countryside recreation by young adults, low income groups, people from minority ethnic and black groups, women, older people and people with disabilities
= Participation in countryside recreational activity offers an attractive means of promoting social inclusion and can have a wide range of social, economic and health benefits

Barriers to enjoying the countryside can include:

= Lack of signs and direction
= Lack of maintenance
= Lack of facilities (car parking, benches, signs)
= Lack of publicity
= Not feeling safe (felt strongly by those visiting urban and urban fringe woodland)

WHAT WOULD HELP?

= Developing an 'access for all' approach to access planning and path network development can make sure that outdoor access is provided in an inclusive and fair way (a wide range of people - some older people, pregnant women, people with pushchairs, children and people with temporary medical conditions will find access much easier)
= Promotion of good practice amongst site managers to meet needs of potential user groups
= Promotion of countryside as a place for all ages, groups, lifestyles, abilities
= Anti-racist training and practice could be embedded in all agencies
= Consult with people with disabilities as part of any access planning process to help determine local needs and priorities
= Interpretation information, signage and furniture should be accessible for all

= Taking account of issues such as childcare and dependent care provision, work life balance issues, ensuring training for part-time workers and projects which work to counter gender stereotyping in employment sectors and occupations
= Providing clear information on websites, making information available in alternative formats will help people with disabilities make better informed decisions about being involved in tourist activities
= Increasing sight-lines for footpaths/cycle paths
= Provide parking and adapted toilets for people with disabilities
= Disability awareness training for staff

WHAT CAN BE DONE IN PROJECTS?

Project Design

Consultation with Target Groups
= Have you consulted relevant local user groups e.g. women's groups, ethnic minority organisations, disability groups to check for any unforeseen barriers?
= Have you considered their needs in designing the project?
= Have you consulted with your local access officer or access group?
= Have you considered carrying out a community profiling exercise of the area?
= Are the life skills of beneficiaries recognised and incorporated into any training?
= Do you consult with employees and customers/clients and use feedback to improve your organisation's practices, procedures and facilities?

> Example **a visitor access project in a National Park ensures that some paths are suitable for use by wheelchair users and people with pushchairs. Members of the public are asked to provide feedback on paths currently used and offer views on how these can be improved, or where new paths are required.**

Consultation with Partners
= Do you ensure all contractors have equal opportunities policies?
= Do you work with partners to improve mainstreaming of equality into their culture and organisation?
= Can partners provide equal opportunities training and/or awareness raising?
= Can partners provide childcare, dependent care or information on care?
= Do any partners provide specialist support and advice?
= Do you ensure that partners address accessibility issues?
= Do you consult with local transport providers?
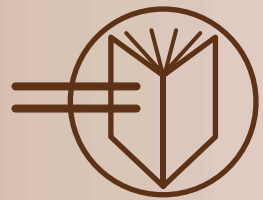
> Example **a tourism marketing campaign works with local disability and environmental agencies to ensure access can be achieved in line with 'Countryside for All' Standards and Guidelines. The project website features a prominent section on access for disabled visitors.**

Publicity and Marketing
=   If adaptations are provided - e.g. loop induction system, IT support, sign language support, interpretation - do you advertise this (e.g. in press releases, publicity) reinforcing positive messages about accessibility?
=   Is website information accessible to people with mobility and/or sensory impairments?
=   Is your project information available in a range of formats: large print, translation into community languages, Braille versions, audio-cassette versions, CD-roms?
=   Does your marketing material encourage under-represented groups, e.g. women, people from ethnic minorities, people with disabilities, and older people, to be involved with the project?
=   Do you use a variety of methods to get message across?
=   Do you use inclusive language and images that reflect diversity?
=   Do you use local radio and press to promote success stories and give positive messages on equal opportunities?
=   Would text messaging services/email services help get information to hearing and speech-impaired clients?

> Example **a project supporting tourism advisers has ensured that marketing reinforces positive messages to attract target groups and involves positive marketing of accessible facilities. Their website has been improved to make it more user-friendly for people with disabilities.**

PROJECT DELIVERY

Recruitment
=   Do you examine recruitment policies and practices to check for discrimination or barriers?
=   Are there any local employment strategies in place?

> Example **a project addressing barriers to the labour market for people from ethnic minorities is developing diversity training models for use in the heritage and tourism sectors.**

Accessibility

= Do you check that there is no minimum grant award which might indirectly exclude anyone?
= Are initial home visits available?
= Does the project offer childcare at all stages of involvement with the project, including initial contact and recruitment/assessment interviews?
= Have safety issues been considered, e.g. well-lit paths, proximity to bus stops?
= Is the project accessible by public transport and does it link with local transport providers?
= Are accessible parking spaces available close to buildings?
= Has an access audit been carried out or being considered? (This will identify any areas of concern relating to access by people with impaired mobility or other special access needs)
= Are adaptations provided, e.g. loop induction system, IT support, sign language support, interpretation?
= Have you considered improvements in decoration and signage for people with sensory impairments? Is accessibility actively promoted and marketed?
= Do you have clear external signage on premises to assist people with learning difficulties or visual impairments?

> Example **a tourist support project ensures that services are accessible to all, including physical access and hearing induction loops in Tourist Information Centres, font type and size and use of colours in printed material have been reviewed.**

Communicating EO Policies

= Have you considered using an equal opportunities questionnaire for SMEs?
= Are SMEs advised of the benefits of work life balance practice?
= Is information on your EO policies available on your website?
= Do you explain your equal opportunities policies and strategies to partners?
= Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?

> Example **a tourism business advice project is working with owners and managers of tourism businesses to ensure that issues of access and opportunity for all are embedded in employment practices and that examples of good practice are widely communicated.**
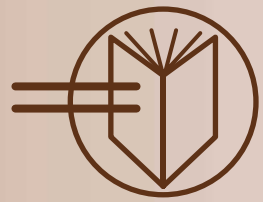
Materials
= Is information made available in local community languages?
= Does business plans preparation include a section on equal opportunities?
= Do you use training materials which reinforce a positive equal opportunities approach?
= Is there potential to build in training on equal opportunities?

> Example **a tourism promotion project targets its marketing at women as they are usually the major decision makers in the choice of a holiday destination. This influences the choice of communications, visuals and editorial content.**

Flexibility
= Do you use outreach and community based methods of delivery, to engage and support excluded groups?
= Is support available through the day and evenings/weekends to suit the needs of individuals?
= Do you have flexible working arrangements?
= Are times for support sessions flexible to fit with care responsibilities?

> Example **a tourism business support project has active links to the local Childcare Partnership which allows them to provide information to SMEs on local childcare provision.**

Support
= Is childcare support available?
= Is information on local childcare provision available?
= Do you provide support to those with dependent care responsibilities? For example, information on local care providers, loans or allowances to help pay for care?
= Do you help with travel costs?

> Example **a golf marketing campaign recognises that women, whether visitors or owners of businesses may have different needs, to be addressed, e.g. childcare, access to transport, training, women only playing sessions.**

Work with Employers/Work Experience
= Do you work with employers and SMEs to strengthen understanding and practice on equal opportunities?

- = Do you work with employers to develop their own equal opportunities strategies?
- = Do you encourage employers to adopt inclusive workforce learning strategies?
- = Do you encourage work placements that challenge gender stereotyping?

> Example **a tourism SME project encourages networking between businesses - this is particularly successful in encouraging confidence building in entrepreneurs.**

Monitoring and Evaluation

- = Do you disseminate best practice in equal opportunities in SMEs - e.g. by cascading through training and advice?
- = Do you monitor facilities to determine use by under-represented groups in the community?
- = Do you monitor feedback from work placements?
- = Do you set baselines to measure progress of target groups?
- = Do you use local labour market information to identify under-represented groups?

> Example **a tourism marketing campaign conducted an evaluation of a previous campaign and found that it appealed strongly to women. Other issues identified were potential access to remote areas of Highlands and Islands and the availability of suitable accommodation for people with disabilities. The project works with businesses to include specific section on website for disabled visitors. Visitor attractions that offer special facilities for disabled visitors will be highlighted in all promotions and take-up will be monitored and results evaluated.**

Positive Action

- = Have you considered setting up support networks for under-represented groups, e.g. women, people from ethnic minorities, people with disabilities and older/younger people?
- = Does the project encourage mentoring/use of positive role models?
- = Do you aim for gender balance on any committees or boards?

> Example **a niche marketing campaign actively targets women, as research has shown that women make the majority of decisions on family holiday destinations. Marketing and publicity material has been developed with this in mind.**
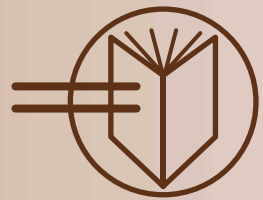
CASE STUDY
BEINN EIGHE VISITOR CENTRE
SCOTTISH NATURAL HERITAGE

PROJECT DESCRIPTION

The project sought to develop an innovative interpretive centre and series of interpreted all abilities access trails at Beinn Eighe National Nature Reserve (NNR). This included the upgrading and extension of the former visitor centre, the development of three external interpreted trails and an extension and improvements to the car park.

How did the project mainstream equal opportunities

One of the key objectives of the project was to provide 'access for all' by creating shorter, lower ground trails leading out from the refurbished visitor centre. This was an important consideration as the existing Mountain and Woodland Trails - which are located in a different part of the reserve, away from the main visitor focus - were known to be too long and strenuous for some visitors. The Mountain and Woodland Trails also make no provision for those with impaired mobility or in wheelchairs.

The new trails include an all-weather trail within the building leading out to the trails through the pinewoods and up onto the hillside - a short trail for less able visitors and children, a medium-length trail for families, wheelchair users, and sight impaired, and an easy walking trail for all ambulant visitors (providing a taster for the more challenging upland trails within the NNR).

How did you address equal opportunities issues at the project design stage?

The Fieldfare Trust, a charitable body specialising in providing advice on access and information in the countryside, advised on the proposals. Fieldfare worked along with the Joint Mobility Unit (Royal Institute for the Blind and Guide Dogs for the Blind Association) to ensure the development was as accessible as possible for people with disabilities.

The facilities at the site (entrances and exits, toilets etc) were designed to comply with legal requirements for disabled access.

The surfaces of the trails were designed to accommodate different user groups e.g. a tarmac surface allowing universal access on the short, level trails with plenty of stopping points with seating; a gravel surface for the carefully graduated Lower Ridge Trail which is accessible to more adventurous wheelchair users. For the internal trail a varied textured flooring was used in an attempt to bring some of the experience of the outdoors inside.

Interpretive panels were positioned to ease access for wheelchair users, listening posts were installed, large print laminated maps were produced for visitors to carry with them on the trails, tactile markers were used throughout for those with visual disabilities, and 'touch and feel' objects were provided offering a range of sensory stimulants for visitors.

The variety of trail options and interpretive provision ensured that groups/individuals usually unable to experience the natural heritage, particularly at sites such as Beinn Eighe, were given the opportunity to do so.

How did you incorporate equal opportunities issues in project delivery?

We consulted local access organisations and invited representatives with disabilities to visit and comment on the site during its development phase. Good practice would indicate that ideally these groups should be involved from the outset. They are able to identify changes that will make it easier for them and people with other disabilities to use the site. We have also organised an independent audit of the site's 'access for all' facilities now that it is open to the public.

SNH operates an Equal Opportunities Policy, which includes providing staff with opportunities to receive training. Staff working on the reserve, particularly visitor centre staff, received disability awareness /equality training along with training to allow them to respond to emergencies (fire evacuation, toilet alarms, etc).

All contracts were let in accordance with SNH Procurement guidelines, which ensure that all tendering processes are open and transparent.

Did you encounter any particular challenges in mainstreaming equal opportunities?

Not everyone can access the Upper Ridge Trail. SNH discussed at length whether the route could be made fully accessible, but decided against on the grounds of landscape impact, funding deadlines and cost. We therefore sought the least restrictive option which, in this case, meant a stable and firm surface, even steps, drains not culverts and regular stopping points.
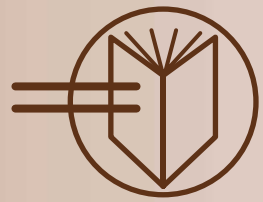
If you would like further information on this project, please contact:

John Walters
Scottish Natural Heritage
Fraser Darling House
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Inverness IV2 4AG.

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john.walters@snh.gov.uk

10

TRAINING FOR EMPLOYED PEOPLE

The types of Structural Funds projects delivering **Training for Employed People** can involve a range of activities*, for example:

- *training Needs Assessments for individuals and groups of SMEs*
- *facilitating supply chain development between companies*
- *development of work based qualifications*
- *awareness raising and good practice training for employers involved with target groups*
- *assessor/mentor training and networking*
- *higher level training for women in ICT*
- *aftercare and mentoring*
- *promotion and awareness raising amongst individuals and companies of the relevance of gender issues to HRD*
- *guidance, support and confidence building for those in unskilled and low skilled employment*

- *guidance, support and confidence building for those in unskilled and low skilled employment*
- *in-company training audits to ensure companies provide appropriate training/re-training for staff*
- *core and basic skills training*
- *support for management training and development of high level skills*
- *guidance and counselling*
- *EO training for managers, supervisors*
- *development of quality management training for companies*
- *support towards the costs of Gender and Family Friendly Policies Audits*

*[*for advice on eligibility of project activity, please contact the relevant PME - details on Useful Links page]*
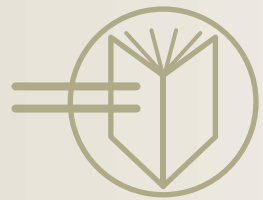
WHAT ARE THE EQUALITY ISSUES?

- = part time workers often have less access to training than their full time colleagues
- = gender pay gap of 19% between male and female full-time workers
- = gender segregation in workforce - women tend to be concentrated in lower paid, lower skilled employment
- = gender stereotyped attitudes prevail in workplaces
- = need to update and upgrade skills
- = lack of awareness of in-work support
- = older workers may face discrimination
- = disabled workers often face discrimination
- = ethnic minority workers often face discrimination

WHAT WOULD HELP?

- = working with whole workforce to challenge stereotypes and change attitudes
- = providing support to those with dependent care responsibilities
- = providing advice on in-work benefits
- = providing advice on in-work support for people with disabilities
- = ensuring that training and development strategies are 'equality proofed' i.e. that they are checked for direct and indirect discrimination
- = training for women and men aimed at sectors where their gender is under-represented

WHAT CAN BE DONE IN PROJECTS?

Project Design

Consultation with Target Groups

- = Have you consulted relevant local user groups e.g. women's groups, ethnic minority organisations, disability groups to check for any unforeseen barriers?
- = Have you consulted with your local access officer or access group?
- = Have you considered their needs in designing the project?
- = Are the life skills of beneficiaries recognised and incorporated into any training?
- = Do you consult with employees and customers/clients and use feedback to improve your organisation's practices, procedures and facilities?

> Example **a project consults with employees with disability regarding opportunities through an annual questionnaire, with the aim to resolve the issues raised. In addition, the project is currently working with a focus group of employees with disability to improve all aspects of the project.**
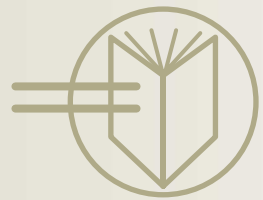
Consultation with Partners

- Do you ensure all contractors have equal opportunities policies?
- Do you work with partners to improve mainstreaming of equality into their culture and organisation?
- Can partners provide equal opportunities training and/or awareness raising?
- Can partners provide childcare, dependent care or information on care?
- Do any partners provide specialist support and advice?
- Do you ensure that partners address accessibility issues?
- Do you consult with local transport providers?

> Example **a business development training project ensures that all contracted companies and partners are aware of their aims to assist excluded groups into training and they must have an EO policy of their own. They actively encourage and promote good EO practice with local SMEs being assisted and the project will not offer support to any business that advocates different rates of pay for the same job to different groups because of gender, race, disability etc.**

Publicity and Marketing

- If adaptations are provided - e.g. loop induction system, IT support, sign language support, interpretation - do you advertise this (e.g. in press releases, publicity) reinforcing positive messages about accessibility?
- Is website information accessible to people with mobility and/or sensory impairments?
- Is your project information available in a range of formats: large print, translation into community languages, Braille versions, audio-cassette versions, CD-roms?
- Does your marketing material encourage under-represented groups, e.g. women, people from ethnic minorities, people with disabilities, and older people, to be involved with the project?
- Do you use a variety of methods to get message across?
- Do you use inclusive language and images that reflect diversity?
- Do you use local radio and press to promote success stories and give positive messages on equal opportunities?

= Would text messaging services/email services help get information to hearing and speech-impaired clients?
= Do you use non-traditional images of training?

> Example **a project which develops skills for social care workers markets the course to a traditionally low paid and undervalued workforce, whose access to further or higher education has been limited. This enables individuals to release previously overlooked skills and qualities which will enhance their career and standing within the workforce.**

PROJECT DELIVERY

Recruitment
= Do you examine recruitment policies and practices to check for indirect discrimination or barriers?
= Do you offer information for potential participants on course requirements, structure, etc?
= Do you have an inclusive recruitment strategy, e.g. involving community groups and organisations?
= Do you consider pre-entry information for potential beneficiaries?
= Do you distribute posters and leaflets in key place to reach potential beneficiaries, especially those who do not access other services?

> Example **a project upskilling care workers ensures that SMEs involved with project receive information about the programme for distribution to employees. All interested workers invited to an information session with project manager. During this session barriers to involvement and individual needs will be identified. Due to the limited educational background and lack of educational awards of some of the target population, it is expected that such needs would include assistance with poor study skills and lack of experience in preparing presentations or written work, poor self-esteem etc.**

Accessibility

= Are courses designed to be accessible to people previously alienated by and from traditional education?

= Are training venues accessible?

= Does the project offer childcare at all stages of involvement with the project, including initial contact and recruitment/assessment interviews?

= Is the project accessible by public transport and does it link with local transport providers?

= Is provision made for training to be available to part-time and shift workers?

= Have safety issues been considered, e.g. well-lit paths, proximity to bus stops?

= Are accessible parking spaces available close to buildings?

= Has an access audit been carried out or being considered? (This will identify any areas of concern relating to access by people with impaired mobility or other special access needs)

= Are adaptations provided, e.g. loop induction system, IT support, sign language support, interpretation?

= Have you considered improvements in decoration and signage for people with sensory impairments? Is accessibility actively promoted and marketed?

= Do you have clear external signage on premises to assist people with learning difficulties or visual impairments?

> Example **a project training workers in advanced technology skills allows beneficiaries with learning disabilities the opportunity to use a tape recorder and ensures that handwriting is not used as an evaluative criterion, so that those with motor impairments will not be disadvantaged.**

Communicating EO Policies

= Is information on your EO policies available on your website?

= Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?

= Do you explain your equal opportunities policies and strategies to partners?

= Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?

= Are employers advised of the benefits of work life balance practices?

= Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?
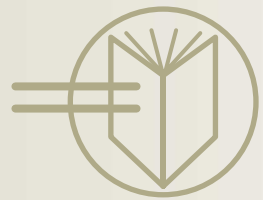
Example **a project developing a virtual learning centre has included equal opportunities considerations in the project design at all stages. Participants in the courses have been directed to websites and sources of information about accessibility issues and equal opportunity policies and law.**

Materials

= Is information made available in local community languages?
= Does business plans preparation include a section on equal opportunities?
= Do you use training materials which reinforce a positive equal opportunities approach?
= Is there potential to build in training on equal opportunities?
= Is course content designed to be inclusive?

Example **a project developing skills for social care workers uses different materials, such as visual, audio, verbal, written and different methods of working such as individual, partners, small and large groups. Course materials are geared towards those with little academic background and are prepared to be as accessible as possible, for example using different coloured print or paper to support students with dyslexia. Tutor feedback on assignments is given via audio tape to minimise difficulties encountered by students with literacy/language problems.**

Flexibility

= Do you make use of practical flexible training materials to provide the opportunity to study outwith the project activity time (allowing equal access to training materials)?
= Do you have flexible attendance requirements?
= Is there scope for open/distance learning?
= Are courses available full and part-time?
= Do you offer extensions to end dates of modules?
= Do you offer scope for transfer to alternative programmes?

Example **a tourism initiative project provides an interactive online training course for staff working in the tourism industry who often face barriers to learning due to location, as many businesses are situated in remote rural areas. The project provides an online training course available as-and-when required.**

Support

= Is childcare support available?
= Is information on local childcare provision available?
= Do you provide support to those with dependent care responsibilities? For example, information on local care providers, loans or allowances to help pay for care?
= Do you provide help with travel costs?

> Example **an Adult Basic Education project has made efforts to ensure that no-one is excluded from learning because of cost and offers a free service to all participants, with additional support with childcare, travel costs. Participants can access tuition at a time and place that is most convenient to them.**

Work with Employers/Work Experience

= Do you work with employers and SMEs to strengthen understanding and practice on equal opportunities?
= Do you work with employers to develop their own equal opportunities strategies?
= Do you encourage employers to adopt inclusive workforce learning strategies?
= Do you encourage work placements that challenge gender stereotyping?

> Example **an Adult Basic Education project has appointed a workplace tutor to develop workplace literacy and numeracy programmes for employees in SME companies across the area.**

Monitoring

= Do you monitor the experience of training and set targets for under-represented groups?
= Do you monitor feedback from work placements?
= Do you set baselines to measure progress of target groups?
= Do you use local labour market information to identify under-represented groups?
= Do you disseminate good practice in equal opportunities in SMEs - e.g. by cascading through training and advice?
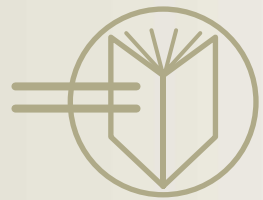
> Example **a project addressing gender pay gap issues has developed an evaluation form to monitor how well they are reaching a diverse range of participants. The forms are also used when the project displays information and materials at events, and as part of mailing campaign, and records what sort of information, other languages or print options individuals may require to suit their specific needs.**

Positive Action

= Have you considered setting up support networks for under-represented groups, e.g. women, people from ethnic minorities, people with disabilities and older/younger people?
= Does the project encourage mentoring/use of positive role models?
= Do you aim for gender balance on any committees or boards?

> Example **a project training childcare workers targets groups which are under-represented in childcare when recruiting staff, ie. from minority ethnic communities, men, and people with a disability. They also ensure all information leaflets are available in local community languages.**

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PROJECT DESCRIPTION
Environmental Justice Higher Education Certificate

Environmental Justice Higher Education Certificate is being developed by Friends of the Earth with support from Queen Margaret University College. The Higher Education Certificate in Environmental Justice through distance learning is an opportunity for community workers, community activists and trade union activists to participate in this course, specifically designed for people who are active on environmental justice issues.

CASE STUDY SWELL

THE SWELL PROJECT IS SPECIFICALLY AIMED AT BREAKING DOWN BARRIERS TO CAREER AND LEARNING PROGRESSION.
SWELL IS A DEVELOPMENT PARTNERSHIP COMPRISING A BROAD, CROSS SECTORAL RANGE OF PARTNER ORGANISATIONS.
GOOD PRACTICE EXAMPLES ARE NOTED BELOW

One Workplace Equal Rights: partnership project between the Scottish Trades Union Congress (STUC), the Scottish Executive's One Scotland Many Cultures campaign and SWELL Development Partnership.

Aims:

= *to offer advice and support to trade union representatives and officials on implementation of equal opportunities best practice and tackling racism and discrimination via: Workplace bargaining; awareness raising activities; policy/best practice development; learning programme initiatives*

= *to promote the Scottish Executive's One Scotland Many Cultures Campaign at a workplace level and work with individual trade unions on capacity building programmes*

= *to tackle racism*

= *to promote and raise awareness about new and existing rights at work in areas of race, disability, sexual orientation, gender, and age and how to access these rights for both unions and employers*

= *to enhance co-operation and transfer of expertise between the key equality advice agencies and trade unions*

Higher Education Certificate for Carers

The HE Certificate for Carers was developed by the School of Health Sciences/Nursing at Queen Margaret University College, Edinburgh in response to demand from health and social care professionals, for a formal programme of education for carers who wished to be better informed about their caring role. A modular programme of studies was designed in collaboration with St Joseph's Service, Midlothian, to meet the education needs of carers working in a variety of different health and social care settings. The programme offers first year degree level studies in a number of different modes. It does not yet provide the carer with a professional outcome, but does offer the benefits of study to certificate level whilst allowing participants to continue with their caring role. On completion students who wish to continue their studies at degree level can do so through the combined studies route offered by QMC. 15 fully funded places are available. Funding includes module fees, travelling expenses and replacement carer costs.

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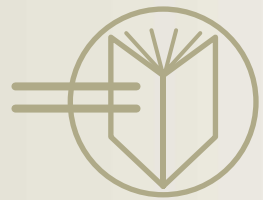
How did the Development Partnership mainstream equal opportunities?

Environmental Justice Higher Education Certificate

Many activists who are in employment find it difficult to access courses which can empower them in their activism. This is particularly relevant where the workplace is the focus of their activism, such as trade union representatives. This course is a conversion of a community based course but made more accessible through distance learning format (using printed study guide and WebCT). In addition to employed activists, the course will also improve equal opportunities by making it available to activists who find access to traditional courses more difficult, through disability, caring responsibilities or remote locations.

One Workplace Equal Rights

Project offers support, training and advice to trade union representatives and officials on promoting and bargaining for inclusive work practices via a range of activities including: Website; Freephone Hotline; campaign materials including poster campaign; residential training; employer seminars in all sectors; conducting research to develop effective trade union strategies for promoting equal opportunities good practice.

Higher Education Certificate for Carers

The programme facilitates access to degree level studies for students from different academic backgrounds through SCQF. Students unable to meet normal academic entry requirements are facilitated to participate in the programme as associate students. To assist student attendance, the programme is offered in part-time mode with classes offered in both day and evening sessions as demand dictates. Students can apply for help with funding of their course through QMUC Student Services. QMUC is engaged in negotiation with Scottish Social Services Council to have the HEC in Caring recognised as a registered qualification.

How did you address equal opportunities at the project design stage?

Environmental Justice Higher Education Certificate

The course is particularly designed and targeted at activists for environmental justice who therefore tend to live and work in locations with environmental damage. The curriculum is negotiated to some extent and the course therefore maintains relevance to a wide range of different local issues. Maximum use of discussion on WebCT is encouraged. WebCT is particularly geared to make accessibility easier for people with disabilities.

One Workplace Equal Rights

A project advisory group was formed consisting of representatives from equality advice agencies and other equality advice agencies and other equality organisations including EOC, DRC, CRE, Stonewall, Age Concern, Scottish Employment Rights Network, TUC Education, and Scottish Interfaith Council. This group has guided and monitored progress as well as addressed equalities issues at project design stage.

Higher Education Certificate for Carers

The programme was developed taking cognisance of QMUC's equal opportunities policy and quality standards. The head of students' services offered the programme development team advice and guidance on all relevant precepts.

How did you incorporate equal opportunities issues in project delivery?

One Workplace Equal Rights

Input from our Advisory Group as well as research into best practice via the project's equality networks. The project recruited training consultants to deliver and advise on training content.
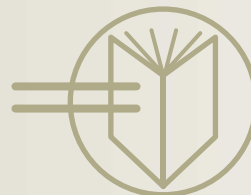
Higher Education Certificate for Carers

The admissions policy for the HEC for Carers is consistent with the principles and philosophy of the programme. The primary condition of access is based on the premise that it is open to all carers who can show that it will be of benefit to them and for whom there is a reasonable expectation that they will succeed.

It is recognised that the programme target group include many people for whom formal education has created barriers to participation. Such barriers are actual, as well as cultural, and include issues around: - mode of attendance, the location of courses, flexibility of programme transmission, teaching and learning methodologies, the relevance of the curriculum and issues around entry onto programmes.

An induction programme is implemented for all students, with special attention paid to the needs of part-time students. Emphasis is given to providing students with the necessary study and information technology skills for commencing a programme of degree level studies.

Students are made aware of systems of support, academic tutor arrangements and their role in monitoring and evaluation of the programme. Students are guided through the programme handbook and an assessment is made of their learning needs. They are assisted to develop personal management strategies that enable them to effectively balance their workload and learn how to be self-directed learners.

Did you encounter any particular challenges in mainstreaming equal opportunities?

Environmental Justice Higher Education Certificate

There have been some technical problems regarding access to WebCT from a range of different computers. Some students feel isolated working from distance learning.

One Workplace Equal Rights

= raising awareness of equality issues within trade unions who are traditionally concerned with pay issues etc together with problems of defining mainstreaming in a practical context.

= ensuring that all six strands of equality - age, race, gender, disability, religion, sexual orientation were given equal scope in delivery and content.

Higher Education Certificate for Carers

QMUC endorses a student-centred approach to teaching and learning that encourages and facilitates participation and activity as means of achieving personal growth. However, given the diverse background and experience of carers, it is recognised that learners may be at different developmental stages of autonomous learning, therefore a mix of teaching strategies and learning supports have been developed to meet the particular needs of this student group. In particular, study skills have been integrated into each module with a particular focus on the development of written skills through formative and summative assessments.

If you would like further information, please contact:

Environmental Justice Higher Education Certificate
Eurig Scandrett/Tara O'Leary
Friends of the Earth Scotland
Lamb's House
Burgess Street
Edinburgh EH6 6RD.

Higher Education Certificate for Carers
Margaret Bell/Frank Quinn
SWELL Project
Room 528d
Queen Margaret University College
Edinburgh EH12.

T. 0131 317 3234
mbell1@qmuc.ac.uk
fquinn@qmuc.ac.uk

One Workplace: Equal Rights
Zaffir Hakim
Scottish Trades Union Congress
Scottish Trades Union Centre
333 Woodlands Road
Glasgow G3 6NG.

T. 0141 337 812
zhakim@stuc.org.uk

11

TRAINING FOR NON-EMPLOYED PEOPLE

The types of Structural Funds projects delivering **Training for Non-Employed People** can involve a range of activities*, for example:

= *pre-vocational and vocational training*
= *job search activities*
= *awareness raising and good practice training for employers involved with target groups*
= *guidance and counselling*
= *projects aimed at particular excluded groups who face barriers to the labour market, e.g. people with disabilities, lone parents, people from ethnic minorities, homeless people etc*
= *upgrade people's skills after periods of unemployment awareness raising of employment opportunities and training for pre-school leavers*

= *training activities that complement ERDF support for SIP strategies designed to assist disadvantaged and excluded individuals/families to develop the capacity to take up opportunities to engage or re-engage in the economy specialised training for women returners*
= *developing core and IT skills*
= *aftercare (including mentoring)*
= *training for men and women moving into employment where their sex is under-represented*
= *accreditation of prior learning*
= *activities to maximise the number of jobs available to people from SIP communities in the identified areas of opportunity and growth sectors*

*[*for advice on eligibility of project activity, please contact the relevant PME – details on Useful Links page]*
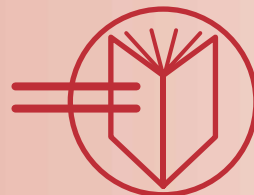
WHAT ARE THE EQUALITY ISSUES?

= Issues of multiple disadvantage
= Gendered nature of some employment sectors. For example, around two-thirds of women in employment work in either 'public administration, education and health' or 'distribution, hotels and catering' - by comparison, men's employment is generally more evenly spread
= Attitudes towards what constitutes 'women's' and 'men's' employment options can restrict employment and training opportunities for women and men
= Women represented by only 1 in 5 of the IT workforce
= New research suggests women are leaving IT jobs in greater numbers than they are recruited
= More than two-fifths of working women work part-time. 62% of working mothers with children under 16 work part-time compared with 11% of working fathers
= Women working full time earn 19% less than men working full time
= 70% of the low paid are women
= 75% of working women are in the 5 lowest paid sectors

WHAT WOULD HELP?

= Work to change young people's perceptions of careers in IT, using role models and mentors, school workshops about IT
= Promote work-life balance programmes in IT and related sectors
= Work to change business culture and organisation
= Sensitive, family friendly timetabling of training or events can minimise the need for after-school care
= Projects which address gender segregation issues, e.g. examine ILM schemes or supported employment schemes to check for gender bias in training or work placements

WHAT CAN BE DONE IN PROJECTS?

Project Design

Consultation with Target Groups

= Have you consulted relevant local user groups e.g. women's groups, ethnic minority organisations, disability groups to check for any unforeseen barriers?
= Have you consulted with your local access officer or access group?
= Have you considered their needs in designing the project?
= Are the life skills of beneficiaries recognised and incorporated into any training?

= Do you consult with employees and customers/clients and use feedback to improve your organisation's practices, procedures and facilities?

> Example **a project for 14-16 year olds at risk of disengagement from education held informal consultation events with young people to involve them in planning and design of project activity and used an outreach worker to meet young people at a mutually convenient and acceptable location.**
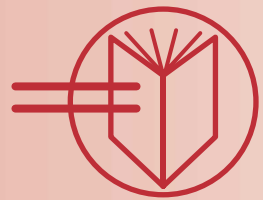
Consultation with Partners
= Do you ensure all contractors have equal opportunities policies?
= Do you work with partners to improve mainstreaming of equality into their culture and organisation?
= Can partners provide equal opportunities training and/or awareness raising?
= Can partners provide childcare, dependent care or information on care?
= Do any partners provide specialist support and advice?
= Do you ensure that partners address accessibility issues?
= Do you consult with local transport providers?

> Example **a project designed to widen employment choices of people with disabilities has a positive dialogue with local ethnic minority initiatives and actively promotes the project to people with disabilities from different cultures and race. Each training package is evaluated by beneficiaries and staff through informal discussion, evaluation forms and their success in preparing people to integrate into the open labour market.**

Publicity and Marketing
= If adaptations are provided - e.g. loop induction system, IT support, sign language support, interpretation - do you advertise this (e.g. in press releases, publicity) reinforcing positive messages about accessibility?
= Is website information accessible to people with mobility and/or sensory impairments?
= Is your project information available in a range of formats: large print, translation into community languages, Braille versions, audio-cassette versions, CD-roms?
= Does your marketing material encourage under-represented groups, e.g. women, people from ethnic minorities, people with disabilities, and older people, to be involved with the project?
= Do you use a variety of methods to get message across?
= Do you use inclusive language and images that reflect diversity?

- = Do you use local radio and press to promote success stories and give positive messages on equal opportunities?
- = Would text messaging services/email services help get information to hearing and speech-impaired clients?
- = Do you use non-traditional images of training?

> Example **a project raising awareness of the employment opportunities for women in construction developed promotional methods and marketing materials designed to counter stereotyping and promote construction sector to potential women recruits and their advisors, including parents. The project visited schools, held mini-seminars and a Young Women in Construction conference - the conference logo came from competition during National Construction Week in schools. The project produced a CD-Rom for employers telling them about the project and employing women on site. A CD also going to schools and careers advisors with relevant information on careers in construction.**

PROJECT DELIVERY

Recruitment
- = Do you examine recruitment policies and practices to check for indirect discrimination or barriers?
- = Do you offer information for potential participants on course requirements, structure, etc?
- = Do you have an inclusive recruitment strategy, e.g. involving community groups and organisations?
- = Do you consider pre-entry information for potential beneficiaries?
- = Do you distribute posters and leaflets in key place to reach potential beneficiaries, especially those who do not access other services?

> Example **a project providing training for lone parents provides information about in-work benefits, childcare services available, housing benefit etc which enables beneficiaries to understand the various employment options available. It also offers potential participants a welfare benefits check to explore the implications of attendance on programme.**

Accessibility

=   Are courses designed to be accessible to people previously alienated by and from traditional education?

=   Does the project offer childcare at all stages of involvement with the project, including initial contact and recruitment/assessment interviews?

=   Is the project accessible by public transport and does it link with local transport providers?

=   Have safety issues been considered, e.g. well-lit paths, proximity to bus stops?

=   Are accessible parking spaces available close to buildings?

=   Has an access audit been carried out or being considered? (This will identify any areas of concern relating to access by people with impaired mobility or other special access needs)

=   Are adaptations provided, e.g. loop induction system, IT support, sign language support, interpretation?

=   Have you considered improvements in decoration and signage for people with sensory impairments? Is accessibility actively promoted and marketed?

=   Are training and assessment materials developed in a range of formats to meet the needs of participants, e.g. video, tapes (minimise barriers of language and writing ability)?

=   Is the project accessible by public transport and does it link with local transport providers?

=   Do you have clear external signage on premises to assist people with learning difficulties or visual impairments?

> Example **a project providing women with highly skilled and highly specialised training in IT sector provided help with travel - choice of bus pass, petrol allowance or taxi for disabled participants, or one-off series of driving lessons.**

Communicating EO Policies

=   Is information on your EO policies available on your website?

=   Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?

=   Do you explain your equal opportunities policies and strategies to partners?

=   Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?

=   Are employers advised of the benefits of work life balance practices?

=   Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?
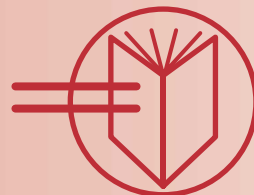
Example **a project providing ICT training for women produces an Annual Report which highlights the ethos and philosophy of the organisation and their commitment to equality of opportunity. The Annual Report is widely circulated throughout the area to employers, community groups, and those involved in working with local people and groups. The project reviews and develops EO policy annually. Policies are developed in consultation with staff and students and apply to all. EO issues are addressed at weekly staff meetings.**

Materials

- = Is information made available in local community languages?
- = Does business plans preparation include a section on equal opportunities?
- = Do you use training materials which reinforce a positive equal opportunities approach?
- = Is there potential to build in training on equal opportunities?
- = Is course content designed to be inclusive?

Example **a project for unemployed young people developed a joint project 'My Life, My Future - Pakistan and UK' which targets young people from diverse cultural backgrounds around the world in an attempt to challenge cultural stereotypes and promote self-advocacy.**

Flexibility

- = Do you make use of practical flexible training materials to provide the opportunity to study outwith the project activity time (allowing equal access to training materials)?
- = Do you have flexible attendance requirements?
- = Are courses available full and part-time?
- = Do you offer extensions to end dates of modules?
- = Do you offer scope for transfer to alternative programmes?

Example **a project offering training aimed at unemployed women is designed to be family-friendly, timetabled around school times. At initial information sessions, prospective participants are encouraged to bring along their children if no suitable childcare arrangements can be made.**

Support

= Is childcare support available?
= Is information on local childcare provision available?
= Do you provide support to those with dependent care responsibilities? For example, information on local care providers, loans or allowances to help pay for care?
= Do you provide help with travel costs?

> Example **a project offering training support for people with disabilities provides childcare support, plus guidance in sustaining childcare support after project support is withdrawn. Dependant care is also offered, providing support to those responsible for providing care to a partner or relative.**

Work with Employers/Work Experience

= Do you work with employers and SMEs to help to strengthen understanding and practice on equal opportunities?
= Do you work with employers to develop their own equal opportunities strategies?
= Do you encourage employers to adopt inclusive workforce learning strategies?
= Do you encourage work placements that challenge gender stereotyping?

> Example **a project providing training for disabled adults delivers mentor training courses to employers and co-workers of people with disabilities. Although this is specifically geared towards supporting people with disabilities, the person-centred approach is transferable to supporting others who have been excluded from the workplace, e.g. women returners, long term unemployed people, people from ethnic minority backgrounds etc.**

Monitoring and Evaluation

= Do you monitor feedback from work placements?
= Do you set baselines to measure progress of target groups?
= Do you use local labour market information to identify under-represented groups?
= Do you disseminate best practice in equal opportunities in SMEs - e.g. by cascading through training and advice?
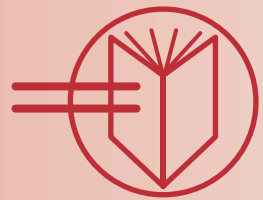
Example **activities and outputs for a project for educationally disadvantaged 14-16 year olds are monitored and evaluated by sex, race, disability and will be evaluated to ensure that there is equal access for all members of the target group in line with levels of diversity in target areas. Any imbalances are addressed through setting targets in the project implementation plan.**

Positive Action

- = Do you encourage projects aimed specifically at women and higher skilled IT jobs?
- = Do you encourage projects aimed specifically at women and SET jobs?
- = Do you encourage projects aimed specifically at training men for under-represented occupations, e.g. in childcare or social care?
- = Do you work to challenge gender stereotypes/traditional career choices with young people and pre-school leavers?
- = Does the project encourage mentoring/use of positive role models?
- = Do you aim for gender balance on any committees or boards?

Example **a women's ICT project assisted the Institute of Applied Technology in putting together an 'Introduction to Engineering' training programme for women and trainers have worked with IAT staff to provide assistance and advice on working with women in a male dominated environment.**

PROJECT DESCRIPTION

New Approaches' Progressive Employment Project aims to provide a structured, yet flexible strategy to developing linkages between excluded individuals and employment opportunities.

CASE STUDY
NEW APPROACHES - PROGRESSIVE EMPLOYMENT CLACKMANNANSHIRE COUNCIL

The project is structured in the sense that beneficiaries are provided with an assessed and tailored support process that maps the most effective approach for them to enter into employment. It is flexible in the sense that the types of intervention and frequency of interventions are varied and complementary.

When a beneficiary registers for the project they are not entering a specific training programme with pre-determined timelines founded on strict start and end dates. Instead, they are joining a customised support process that continues for as long as is necessary for each beneficiary.

New Approaches - Progressive Employment Project strives to provide a seamless progression toward employment, which then moves to a process of progression in employment through supported aftercare. Therefore the project activities include a range of integrated customised support packages to meet individual needs:

= *Guidance, advice and support*
= *CV assistance*
= *Job matching*
= *Job searching*
= *Customised pre-employment and progressive training*
= *Longer–term aftercare*
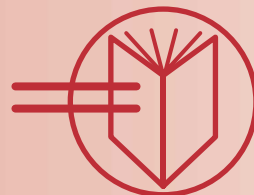
How did the project mainstream equal opportunities?

This project does not exclusively focus on equal opportunities. The beneficiaries of this project are jobless individuals resident in SIP /CED areas of Clackmannanshire who are experiencing greater levels of social and economic exclusion, and who possess a range of barriers and multi barriers that prevent them gaining and sustaining employment in their chosen career.

However, the project works in accordance with equal opportunities framework and legislation. Project staff are fully aware of the need to support beneficiaries who may face any form of discrimination whilst entering the labour market and Equal Opportunities is core to the structure of the project.

How did you address equal opportunities issues at the project design stage?

Project registration records details of gender, ethnic origin, age and length of unemployment, plus any special needs or disabilities. This ensures equal opportunities monitoring and management review; regular monitoring of Equal Opportunities are undertaken by reporting to the management board.

Project marketing activities promote equal access (e.g. newsletters/press releases) and focus equally on client's achievements. The promotion of family friendly policies to employers, working in partnership with them and local agencies, promoting and advocating recruitment from target groups, and providing financial support where childcare/dependent or travel costs present initial barriers to success.

The local culture reflects a bias from individuals towards jobs that have gender imbalances. The project sponsors are fully aware of the needs of people with disabilities and the project aims to ensure that the support measures exceed those required by recent legislation.

How did you incorporate equal opportunities issues in project delivery?

It has established working partnerships with specialist services such as: the Council's Day Care Service (supported employment); NCH (homeless); Everyday Skills (literacy skills); and APEX (Ex offenders), encouraging participation for all. It delivers customised individual needs assessment for all clients within target groups to ensure barriers to participation for individuals are minimised.

Ethnic Minorities, Carers and Disabilities groups experience additional barriers such as discrimination, lack or no childcare provision that is affordable, no disable access and /or facilities in the workplace. The project addresses this by:

= promoting flexible working hours for optimum access for beneficiaries
= having disabled access for wheelchairs
= providing ACT software to help the hard of hearing and poorly sighted
= providing childcare support for beneficiaries in training and entering employment
= providing aftercare support to encourage equal opportunities in the workplace - for example, in tandem with the Supported Employment Unit in Clackmannanshire, the project is providing guidance and customised training for people with learning disabilities, taking part in work experience projects
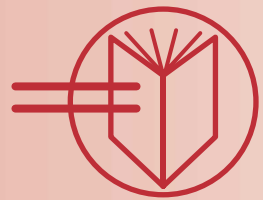
Working with a range of partners, the project has pioneered the Breaking Into Employment Programme (BITE) for addressing the most disadvantaged and vulnerable individuals in the community, who are furthest away from employment and require learning support to engage with the labour market.

The following are examples of the project's work in promoting equal opportunities:
One female client's ambition was to become a bus driver, but had no success in applying to the local bus company. The project contacted the company and set up an initial interview. In partnership, the project paid for her provisional licence and theory test and the company gave her driving lessons. She has been working with the bus company for almost a year and is thoroughly enjoying it.

A male client with speech impairment had contacted a stock taking company regarding a current vacancy. Due to difficulties in being understood, the company immediately dismissed him as potential candidate. The project contacted the company and encouraged the company to give him an opportunity to show his worth. The company were impressed with him, they gave him a second interview and he got down to the last two candidates.

A couple who had just arrived in Clackmannanshire from Europe dropped in to the project looking for help. Their English was limited and they were looking for any assistance to find employment. Through the project's one to one advice, guidance and support service complemented with our advocacy service with other organisations and employers, one has started full time employment in the catering industry, and the other started voluntary work and undertaking ECDL at the local college.

Did you encounter any particular challenges in mainstreaming equal opportunities?

Not any specific problems. Although, more vulnerable clients need a more intensive and longer-term support, therefore partnerships are key to success.

If you would like further information on this project, please contact:

Jeanie Robin
New Approaches Project
Greenside Street
Kilncraigs
Alloa FK10 1EB.

T. 01259 727333 F. 01259 727330
jrobin@clacks.gov.uk

12

URBAN DEVELOPMENT

The types of Structural Funds projects which contribute to **Urban Development** can involve a range of activities*, for example:

- = *capacity building support for organisations providing support for excluded groups*
- = *facilitating and researching networks/partnerships of intermediary organisations*
- = *site servicing and preparation; creation and enhancement of premises for SMEs, environmental improvement*
- = *creation of new/upgrading of existing training premises to meet labour market demands and needs of SMEs*
- = *creation or improvement of industrial areas, business centres and facilities*
- = *training in project development, management, financial and monitoring skills*

- = *development of strategic sites and urban regeneration areas, e.g. rehabilitation of derelict and vacant land for productive end use, maximising opportunities for economic development*
- = *development of facilities such as business premises or training and learning facilities to support economic and social inclusion*
- = *improvements to the environment, safety and security of recognised industrial and business areas in partnership with indigenous business*

*[*for advice on eligibility of project activity, please contact the relevant PME - details on Useful Links page]*
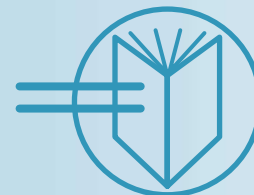
WHAT ARE THE EQUALITY ISSUES?

=   Women and men have different experiences of poverty and social inclusion strategies should recognise how discrimination cuts through different experiences of poverty and exclusion - projects must be aware of issues of multiple disadvantage and develop policies and practices to combat this
=   The majority of lone parents are women and face a number of barriers, including - low levels of qualifications and work experience, lack of affordable childcare, lack of access to suitable employment, poverty, poor health, poor housing, isolation, low self esteem and lack of access to their own transport.
=   Improving access - barriers may be:
    =   information
    =   physical access
    =   cultural
    =   transport
    =   financial
=   Women and men have different transport needs - 80% of public transport users are women

WHAT WOULD HELP?

=   Appropriate access information available on websites
=   Access audits should be part of general management
=   Accessible events included in events timetable
=   People with disabilities and people from ethnic minorities represented on forums
=   Provide 'safe' routes and open spaces
=   Promote streets and spaces which provide natural surveillance
=   Encourage routes for walking and cycling which are clear and direct and overlooked by surrounding development to make people feel safe
=   Give thought to appropriate lighting, improved signs and information
=   Consider what would improve the quality of the pedestrian environment for users
=   Improved access by public transport

WHAT CAN BE DONE IN PROJECTS?

Project Design

Consultation with Target Groups
=   Have you consulted relevant local user groups e.g. women's groups, ethnic minority organisations, disability groups to check for any unforeseen barriers?

- = Have you consulted with your local access officer or access group?
- = Have you considered their needs in designing the project?
- = Are the life skills of beneficiaries recognised and incorporated into any training?
- = Do you consult with employees and customers/clients and use feedback to improve your organisation's practices, procedures and facilities?

> Example **an integrated employment project for disabled adults who experience double exclusion caused by disability and long term unemployment ensures that the access needs of individual participants are identified during pre-selection and addressed so that beneficiaries can participate on an equal basis in the project.**
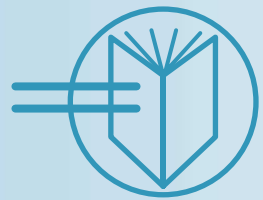
Consultation with Partners

- = Do you ensure all contractors have equal opportunities policies?
- = Do you work with partners to improve mainstreaming of equality into their culture and organisation?
- = Can partners provide equal opportunities training and/or awareness raising?
- = Can partners provide childcare, dependent care or information on care?
- = Do any partners provide specialist support and advice?
- = Do you ensure that partners address accessibility issues?
- = Do you consult with local transport providers?

> Example **a project encouraging business growth amongst female entrepreneurs disseminates good practice on equal opportunities through partner organisations.**

Publicity and Marketing

- = If adaptations are provided - e.g. loop induction system, IT support, sign language support, interpretation - do you advertise this (e.g. in press releases, publicity) reinforcing positive messages about accessibility?
- = Is website information accessible to people with mobility and/or sensory impairments?
- = Is your project information available in a range of formats: large print, translation into community languages, Braille versions, audio-cassette versions, CD-roms?
- = Does your marketing material encourage under-represented groups, e.g. women, people from ethnic minorities, people with disabilities, and older people, to be involved with the project?
- = Do you use a variety of methods to get message across?
- = Do you use inclusive language and images that reflect diversity?

- = Do you use local radio and press to promote success stories and give positive messages on equal opportunities?
- = Would text messaging services/email services help get information to hearing and speech-impaired clients?

> Example **an environment trust project ensured that all recruitment and marketing material contains a positive message that the project is intended for women, people from ethnic minorities, and people with disabilities, highlighting previous successful clients from these groups.**

PROJECT DELIVERY

Recruitment

- = Do you examine recruitment policies and practices to check for discrimination or barriers?
- = Do you offer information for potential participants on course requirements, structure, etc?
- = Do you have an inclusive recruitment strategy, e.g. involving community groups and organisations?
- = Do you consider pre-entry information for potential beneficiaries?
- = Do you distribute posters and leaflets in key place to reach potential beneficiaries, especially those who do not access other services?
- = Are there any local employment strategies in place?

> Example **in a community learning project, applicants are asked to complete confidential equal opportunities monitoring forms which are analysed to provide information about applicants, shortlisted and successful candidates with respect to gender, disability and ethnicity.**

Accessibility

- = Have safety issues been considered, e.g. well-lit paths, proximity to bus stops?
- = Is the project accessible by public transport and does it link with local transport providers?
- = Are accessible parking spaces available close to buildings?
- = Has an access audit been carried out or being considered? (This will identify any areas of concern relating to access by people with impaired mobility or other special access needs)
- = Are adaptations provided, e.g. loop induction system, IT support, sign language support, interpretation?

- Have you considered improvements in decoration and signage for people with sensory impairments?
- Is accessibility actively promoted and marketed?
- Do you have clear external signage on premises to assist people with learning difficulties or visual impairments?

> Example **a family learning centre provides a friendly, welcoming atmosphere, attractin people to lifelong learning and will help remove any notion of learning and education as a forbidding institution associated with failure. Strong focus on: employability via multi-media delivery; IT familiarisation and upskilling, experimental learning, job placements, enterprise clubs, study clubs, job search and online learning.**

Communicating EO Policies

- Is information on your EO policies available on your website?
- Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?
- Do you explain your equal opportunities policies and strategies to partners?
- Do you ensure that renovation and refurbishment plans consider the potential to incorporate accessibility plans?
- Are employers advised of the benefits of work life balance practices?

> Example **a community learning project communicates EO policies to staff and management through training, beneficiaries through equality training being integrated into courses as part of personal and social development, and partners through information as part of preparation for work placements.**

Materials

- Is the physical design of your project as inclusive as possible to anticipate future legislation?
- Do you have clear external signage on premises to assist people with learning difficulties or visual impairments?
- Is information available in local community languages?
- Do you use training materials which reinforce a positive equal opportunities approach?
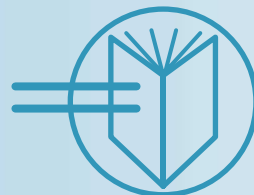
> Example **a project working with energy sector SMEs provides advice on existing good practice in terms of building design for equal opportunities**

Flexibility

- = Do you use outreach and community based methods of delivery, to engage and support excluded groups?
- = Is support available through the day and evenings/weekends to suit the needs of individuals?
- = Do you have flexible working arrangements?
- = Are times for support sessions flexible to fit with care responsibilities?

> Example **a childcare and community learning facility provided affordable, flexible childcare, including out of school care, and a full day nursery service to allow parents to participate in learning.**

Support

- = Is childcare support available?
- = Is information on local childcare provision available?
- = Do you provide support to those with dependent care responsibilities? For example, information on local care providers, loans or allowances to help pay for care?
- = Do you provide help with travel costs?

> Example **a training project for lone parents provides a range of support to participants. Support includes: meeting childcare costs and travel expenses, literacy and numeracy support, access to counselling and advice, ESOL. Training and assessment materials have been developed in a range of formats to meet the needs of participants, e.g. video, tapes. Induction loop system provided.**

Work with Employers/Work Experience

- = Do you work with employers to develop their own equal opportunities strategies?
- = Do you encourage employers to adopt inclusive workforce learning strategies?
- = Do you work with employers and SMEs to strengthen understanding and practice on equal opportunities?
- = Do you encourage work placements that challenge gender stereotyping?

> Example **a community learning project works to increase awareness of equal opportunities issues among local employers and partners providing work placements for beneficiaries.**

Monitoring and Evaluation
= Do you disseminate best practice in equal opportunities in SMEs - e.g. by cascading through training and advice?
= Do you monitor facilities to determine use by under-represented groups in the community?
= Do you monitor feedback from work placements?
= Do you set baselines to measure progress of target groups?
= Do you use local labour market information to identify under-represented groups?

> Example **a community learning project measures qualitatively as well as quantitatively: e.g. increased confidence, improved health and increased involvement in community activities. Project design changes regularly in order to adapt to needs which have been identified through this process.**

Positive Action
= Have you considered setting up support networks for under-represented groups, e.g. women, people from ethnic minorities, people with disabilities and older/younger people?
= Does the project encourage mentoring/use of positive role models?
= Do you aim for gender balance on any committees or boards?

> Example **a community learning project supports local asylum seekers to form a Management Committee to identify and address their needs.**
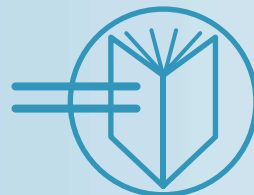
PROJECT DESCRIPTION

Glasgow Harbour is a waterfront regeneration development, covering 120 acres along the banks of the Rivers Clyde and Kelvin. It is transforming an under-used and derelict site into a mixed use area containing a mix of residential, business, retail and leisure activity, creating a vibrant new West End destination into which substantial private sector investment will flow. Over 3000 FTE jobs are expected to be created at the end of the investment.

CASE STUDY
GLASGOW HARBOUR
EMPLOYMENT TEAM
GLASGOW CITY COUNCIL

This ESF project arose as a result of a condition of grant being placed upon three ERDF applications for Glasgow Harbour's infrastructure works, which collectively secured European Funds support towards the project's enabling infrastructure, landscaping and transport works.

The condition of grant built upon the expectation that the Glasgow Harbour project would create employment during and after construction. This provided a clear opportunity for the public agencies to develop a construction employment programme aimed at directing many of the on-site jobs on local, unemployed individuals. The condition of grant was not prescriptive and allowed the Council to develop a programme which was meaningful and appropriate to the needs of both the client group and the developer. The ESF project was tied to the capital development, so has faced timing challenges associated with the scheduling of the infrastructure works.

How did the project mainstream equal opportunities?

The project has provided an on-site employment office where on- and off-site opportunities are directed. This provides easy access for local individuals seeking construction employment. The office is staffed by a dedicated project team including secondments from the Glasgow Local Economic Development Company Network

(LEDCN) and Jobcentre Plus. Potential beneficiaries go through an action-planning process where the Employment Team will establish whether they are solely interested in construction, whether they are appropriately skilled, whether they need additional training etc. This process informs the next step for the referral of the client, whether immediately into a construction employment interview, a LEDCN up-skilling programme, or other. Nearby employers also use the Employment Office as a recruitment agency ensuring that a wide range of opportunities are available at any time.

The LEDCN have also worked to ensure dissemination throughout the city of the employment opportunities being made available to local residents. Continued liaison with Social Inclusion Partnerships is being undertaken and pilot programmes developed such as the Granite Sett project which has been very successful both in promoting environmental sustainability and in moving beneficiaries into permanent employment at the end of training.

Networking events have been promoted at a range of times, using different locations and in a variety of formats to encourage as wide an interest as possible. The key local agencies have all been involved in the implementation of the project and are represented on the steering group. The LEDCN provides assistance for travel, childcare, and other mechanisms which promote access by disadvantaged individuals.

How did you address equal opportunities issues at the project design stage?

Consultation: the first issue that had to be overcome was securing the buy-in of the developer, Glasgow Harbour Ltd (GHL) and their project managers, Capita. Capita had previously experienced many local labour programmes, often implemented as part of an EU-funded project, which had in their eyes been superficial initiatives, using inappropriately qualified/trained clients, which could not be called successful in terms of employment options.

The Council sought to resolve these fears by bringing in the LEDCN, led by Castlemilk Economic Development Agency, to develop a formal local labour programme for the project. This involved presentations and meetings between Capita, the Council and the LEDCN to highlight the services and financial support available and the role of each agency. GHL agreed to provide an on-site office which was duly refurbished and occupied initially by a seconded team which developed up the wider programme.

At all times the Council made assurances to all partners, that any problematic issues between the developer/project manager and Employment Office should be raised directly with the Council and steps would immediately be taken to resolve things.
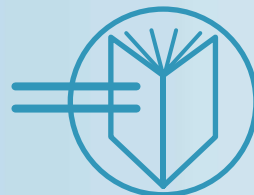
Partnership: we had to ensure that the key agencies i.e. LEDCN, Jobcentre plus, Scottish Enterprise Glasgow, and the Council were all supportive of the Employment Office as their buy-in was essential to its success. It is hoped that the Glasgow Harbour Employment Office will ultimately act as a satellite arm of Construction Glasgow.

How did you incorporate equal opportunities issues in project delivery?

Local labour contract clauses: probably the single most important issue and what makes this project very successful. The buy-in of GHL allowed clauses to be placed in tender documentation which compelled contractors to state in their tender proposal how they would respond to the local labour programme. This was included as a scored element in the tender appraisal. All ERDF-funded contracts would require successful contractors to engage with the Employment Team and direct employment opportunities through it.

For more detailed information on this contact Liz Mallon, CEDA, T. 0141-634-1024.

Did you encounter any particular challenges in mainstreaming equal opportunities?

Not particularly given the very detailed preparatory work and consultation with the main stakeholders.

We have had to demonstrate that the Glasgow Harbour Employment Office does not duplicate existing provision, which with the level and range of service available, clearly doesn't.

Many people raised issues about the legality of incorporating local labour clauses/issues into contracts but this was never an issue because:

= The contracts were awarded by a private body (GHL) who is not bound by public procurement directives
= Any public body bound by the directives can legitimately incorporate such clauses providing such elements and the tender appraisal system are made evident to all tenderers

If you would like further information on this project, please contact:

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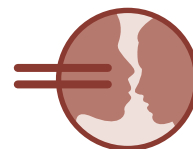
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USEFUL LINKS

PROGRAMME MANAGEMENT EXECUTIVES

Highlands and Islands Partnership Programme www.hipp.org.uk
Eastern Scotland European Partnership www.esep.co.uk
South of Scotland European Partnership www.sosep.org.uk
Strathclyde European Partnership www.wsep.co.uk
Scottish Objective 3 Partnership www.objective3.org
EQUAL www.objective3.org/equal
Interreg www.interreg3c.net/sixcms/list.php?page=home_en
Leader+ www.ukleader.org.uk/
URBAN II www.wsep.co.uk/urban.asp

EQUALITY COMMISSIONS

Commission for Racial Equality www.cre.gov.uk
Disability Rights Commission www.drc-gb.org.uk
Equal Opportunities Commission www.eoc.org.uk

STATISTICAL SOURCES

Futureskillsscotland www.futureskillsscotland.org.uk
National Statistics Online www.statistics.gov.uk
Scottish Census Results Online www.scrol.gov.uk

Page 7 paragraph 1* sourced from:
Scottish Executive Good Practice Guidance - Consultation With Equalities Groups

SCOTTISH EXECUTIVE