

Equal Opportunities Guidance in Developing and Delivering Projects



Equal Opportunities in Developing and Delivering Projects

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Over 300 languages are spoken in London

Source: London Facts

Introduction

Organisations frequently ask a number of questions about equality and diversity including;

- why and how is equality and diversity relevant to us?
- what are we meant to do?
- if we are only one of a group of partners who is responsible?

Paying attention to and actively managing equality and diversity is important to ensure not only legal compliance but to provide effective services to the full range of people who make up the modern society in which we all live. Too many people today continue to face prejudice and discrimination because they are seen as different from the majority. This may be due to the colour of their skin, religious beliefs, age, gender, sexuality or because they have a disability.

By establishing when and how equality and diversity issues are relevant to your project/service and employment practices you can start to take action to remove barriers to participation and achievement. This will contribute positively to the creation of an inclusive culture which reduces discrimination and provides genuine equality of opportunity.

For some people “equal opportunities” is a mysterious and complicated specialism. There may be concern that an in-depth knowledge of legislation is needed. This guidance is intended to demonstrate that having a genuine desire to serve the community well and by listening and responding to the

people you aim to serve equality of opportunity and diversity can be readily achieved.

The guidance recommends that you build up awareness of your legal responsibilities and good practice through professional training and that you seek in depth legal advice from a specialist when you need it.

This guidance document is aimed at those who want to serve their community better and are involved in;

- the processes of defining, designing and making decisions about inclusive projects prior to implementation
- the practical delivery, monitoring and evaluation of projects
- implementing a succession strategy.

Assuming an equality policy is already in place this document offers practical advice on the steps decision-makers and project staff can take to integrate and promote equality into delivery from inception to closure.

This guidance covers both capital and revenue projects. It strongly advises designers and deliverers to enter a virtuous circle of checking the assumptions behind their proposals and decisions by continually asking “What does the evidence indicate is needed?” “How can the needs it has identified best be met?” and “What impact are our interventions having?”

Fewer than 8% of disabled people in the UK are wheelchair users

Source: Disability Rights Commission

Chapter 1 Developing and Designing Projects

This chapter explains the stages project designers and developers need to consider at the project inception stage.

Identifying that equality is relevant and the degree of its relevance is critical to those early discussions and meetings where a project idea starts to take shape.

Where equality is judged to be relevant you will need information about the needs of different groups of people that you intend to address. Including the views of people who are either excluded or under-represented in these early discussions will enable you to identify their needs and prevent remedial action later.

For example, if you intend to run women only training programme you will need to take into account certain considerations such as care responsibilities and religious needs. By listening to the intended target group the timetable can be developed to incorporate later start/early finish times, time for religious prayer etc. By taking these into consideration you avoid beneficiaries missing out on vital elements of the project and reduce the number of potential early leavers.

You will also need to assess the likely impact of your proposal on different groups of people prior to implementation. Seeking out the perspectives of a range of different people will ensure that the project genuinely meets the needs of those it

is designed for and increase the likelihood of it being successful.

All these stages are important to developing and designing your project/proposal. The amount of time you spend on each stage will depend on the time you have to prepare the proposal/plan and also the degree of relevance equality has to it. In circumstances where a short deadline is unavoidable you may only have time to obtain limited feedback from the community and community based organisations. However, in

less time constrained circumstances it is important to give a proportionate amount of time to seeking community involvement and consultation.

This chapter explains;

- ◆ How to identify when equality is relevant.
- ◆ How to identify issues and develop an inclusive project and
- ◆ How to assess the impact of your proposal before you implement it.

Women make up over half the total population of London

Source: Mayor of London

Developing your project idea

Needs analysis and evidenced based decision making

Project proposals must be designed around the fullest understanding of the different needs of the people they are intended for and take account of existing provision. This “mapping” is important to deepen your understanding of the diversity in your target community. It is also important to avoid making decisions based on assumptions albeit professionally held ones. The extent and level of the profile you need will depend entirely on what you are aiming to achieve.

In addition to drawing on existing data it is important to involve people in the community at the design stage. Their up-to-the-minute information about the issues they face and how they might be addressed is essential at the design phase.

Projects designers and developers will naturally draw on existing statistics and information as part of this process. However you may find that where information does exist the experiences of some people are not represented or analysed in the level of detail you need e.g. disabled people or women. In addition the information might also be out of date e.g. current census data does not reflect recent changes in demography. Similarly, information about people may be limited such as migrant workers or refugees and asylum seekers or people living in very marginalised communities such as gypsies and travellers.

Even where existing sources of data and information have been used to analyse needs, further community involvement is recommended to obtain feedback on your analysis and conclusions. In addition, where formal information is lacking you will need to gather information directly from communities. Community views are particularly important to determining whether or not your proposals will work as you intend in practice.

In addition to community consultation, organisations who work with excluded or “hard to reach” people can provide data and also guidance about engaging their client group in your development work.

At this stage you also need to take account of existing provision in the area to avoid duplication and ensure that your project will add value.

Key points

- ◆ Don't assume! Ensure that your data, analysis and conclusions identify the needs of the different groups of people you intend to target.
- ◆ Supplement desk research by finding out more directly from the community.
- ◆ Check out your conclusions by seeking feedback from the community and those close to different groups.

The average cost of a reasonable adjustment for a disabled person is
approximately £50

Source: Employers Forum on Disability

Community participation

Community participation is important to find out more about the needs and experiences of people from excluded or under-represented groups and in determining what sort of new service/project will be helpful. It also helps professional managers review the accuracy of the conclusions they reached from formal data analysis.

Community involvement also helps to build mutually respectful relationships which will help you to assess the likely impact of your project in practice and ensure that it is realistic and will be supported when it is implemented. The issue of equality monitoring, especially ethnic monitoring, is an important issue to discuss at the community level. Seek advice about how to explain and approach this.

You will need to agree how an ongoing relationship between the project and the community can work. In particular you should explore how people in the community can continue to be involved in monitoring the effectiveness and impact of the project. (See chapter 2 for more information about this).

This can be challenging work. You may find that some communities do not wish to participate in the way you would like or expect. This does not necessarily mean that there is a lack of interest rather that some groups of people have been ignored, over consulted in the past or are newcomers. Some may not believe that their input will be influential. None the less, the onus lies with the project designers to cultivate an atmosphere of trust, confidence and transparency where relationships can be developed and flourish given time.

A key point is to create frequent opportunities for ongoing dialogue and engagement. Explain what you are proposing to do, avoid assuming that you know exactly what is needed and remain open and flexible to feedback about the issues and how they can be addressed.

Promoting good community relations especially among people of different racial groups is also critically important during this phase. You need to pay attention to this from the outset by making sure that the wider community is informed of what you are doing and why.

Achieving all these aims will be helped by having a media relations strategy. A mix of approaches and media are needed to communicate with disabled people, women, people from ethnic minority backgrounds, people of different ages, people from faith communities and the gay and lesbian community.

Key points

- ◆ Make it easy for people to talk to you. Use interpreters if needed and keep the dialogue going.
- ◆ Target the people you don't usually to hear from and keep an open mind about what they tell you. Act on it where you can and explain why when you can't.
- ◆ Promote good community relations by developing and implementing an ongoing media strategy to explain what you are doing and why.

Black women have the highest rate of business ownership among women of any ethnic group

Source: National Statistics

Designing your project

Preparing the proposal and delivery plan

The project design will be a response to the needs you have identified from the data analysis, your supplementary research and listening to community views. You should be in a position to clearly specify, prioritise and balance different people's needs. You should define the proposal's aim and objectives in terms of how it meets these different needs and the benefits and outcomes you intend to deliver.

The plan will detail how your equality policy objectives will be met at all stages of the project. With this in mind you will need to set equality targets or indicators for participation levels by different groups and for outputs and/or outcomes. These targets and indicators will be relevant later when you prepare a marketing and communication plan. Decisions about the performance management and monitoring arrangements to track your actual performance against forecasted equality objectives and targets will also be needed. This also has implications for your management arrangements and ongoing community involvement.

As already stated, promoting good community race relations is an important aspect of the communications plan. Think carefully about who you want to communicate with and what you want to say. The plan will need to include communication with neighbouring communities who will not be directly benefiting from the project as well as those within the target community. Information, whether web-based or print, must be accessible to everyone, incorporate the needs of second language speakers and disabled people.

Completing an equality impact assessment

Once you have fully formed your project proposal you will need to assess it again to judge the likely impact of it in practice. The Commission for Racial Equality (CRE) produce helpful written guidance on this. In essence you should re-open your conversation with the community and seek their views on;

- the likely impact of the proposed project and the management arrangements on different groups of people
- how any negative impact can be mitigated
- whether the proposed project will eliminate discrimination, promote equality of opportunity and promote good community/race relations.

Key points

- ◆ Support your priorities by setting equality targets to help direct activity and monitor your performance.
- ◆ Make arrangements to keep different sections of the community involved and informed.
- ◆ Return to the community to carry out an equality impact assessment.

Unemployment rates for most black and minority ethnic groups are substantially higher than those for the white population

Chapter 2 Delivering your project

This chapter provides guidance on the equality issues project deliverers and managers will need to address and manage during the implementation phase.

Many of the issues covered in this section will arise during the development phase. Arrangements to address them may have been agreed at that stage. Your partners may already have processes in place to manage these issues and you may decide to adopt those if they fit your purposes.

This chapter explains how to mainstream equality into;

- ◆ the partnership and/or executive/steering group
- ◆ the procurement and sub-contracting arrangements
- ◆ different types of communications activity
- ◆ staff and beneficiary induction arrangements
- ◆ monitoring and review arrangements

Womens' gross individual income is on average only 52% of mens'

Source: National Statistics

Partnership development

You will want to build on the community involvement work you initiated during the project development phase by ensuring that your steering group, management committee or other strategic/executive body effectively represents the community it serves. From a delivery perspective it is important that the membership reflects the purpose of the project or partnership. An example of a committee monitoring form is in Chapter 4.

One obvious way of achieving this is to ensure that the members of the group have the knowledge and experience to be able to represent a diversity of interests. Usually this will mean recruiting members from a range of backgrounds and some with specialist knowledge and experience in equality and diversity issues and/or the needs of particular groups of people. Having a diverse Board is important but this does not automatically mean that equality issues will be dealt with effectively. Board members will need to be trained so that they understand and can meet their responsibilities.

In addition to encouraging and inviting individuals from organisations that represent the interests of a particular group, it is also important to encourage involvement from individuals themselves. Empowering people in the community by building their confidence and leadership capacity to participate in the executive and/or advisory group is a very important activity. The offer of training and support to help individuals make their contribution is key to encouraging involvement from women, disabled people, ethnic minority people, refugees, gypsies, young people, older people and gay men and lesbians.

Resist the temptation to stop this type of activity once you have achieved a target number of representatives. With regard to the members of the main Board/ Executive group it is important to ensure that;

- the terms of reference, including its functions, specify responsibility for eliminating discrimination, promoting equal opportunity and good community and race relations;
- ways of working encourage and support attendance by taking account of the personal circumstances and needs of different people e.g. communication methods, meeting dates, times, locations and duration; and
- The members are properly trained and are clear and confident about leading by example and meeting their equality and diversity responsibilities. In addition you may want to identify an equality champion.

Key points

- ◆ Ensure that the Board's terms of reference specify clear equality and diversity responsibilities.
- ◆ Encourage diversity amongst the membership and involve community members, offering training and support where needed to build confidence.
- ◆ Ensure members are trained to carry out their equality and diversity responsibilities.

Procurement and working with contractors

The process of awarding projects needs to be open and transparent. If you subcontract part of your delivery to someone else there are equality implications for both the procurement **and** delivery arrangements.

It is the responsibility of the Board and/or the person responsible for safeguarding the proper use of public funding to ensure that public money is not spent on practices that lead to unlawful discrimination but are used to support and encourage equality of opportunity and good community relations.

Equality will be more relevant to the procurement of some goods, services and infrastructure projects than others. For example some projects may need to be delivered in a culturally sensitive way and it will be important that a potential supplier can demonstrate their ability in this area. You will have to decide the degree of relevance and make sure that it is appropriately considered at each stage of the procurement and delivery process. The Commission for Racial Equality provides helpful guides for public bodies and suppliers. Contact details in Chapter 4

You will need to ensure that your contractors (and potential contractors) are aware of your equality requirements and are able to deliver them. One way to achieve this is to issue a statement of your expectations and also to clearly specify your delivery requirements as part of the procurement process. Follow this up by requiring the contractor to describe how they will meet your requirements and make sure it is a key criteria in the assessment process. You should then be in a position to use this information to monitor the performance of the successful contractor.

In addition to ensuring that relevant equality requirements are built into the description of the goods or service you are looking to procure you need to think about the diversity of your supplier base. It is important to use the procurement process itself to promote equal opportunity. You can do this by taking steps to build a diverse supplier base. For example do you monitor your suppliers? Does your current supplier list include businesses run by women or people from ethnic minorities? Do you send information to networks of ethnic minority businesses, women's enterprises, voluntary groups and social enterprises? Your local Business Link and Chamber of Commerce may be able to help you widen your contacts. There is also an example of a supplier monitoring form in Chapter 4.

Lastly, you can promote equality by offering job opportunities to people in the community. A number of research organisations now recruit, train and pay residents to carry out market research. In addition to putting public money directly into the local economy you are building up the involvement of people from a range of backgrounds into the project delivery.

Key points

- ◆ You are responsible for the performance of your suppliers so make sure they know what you expect of them.
- ◆ Promote equality by increasing the diversity of your supplier base.
- ◆ Offer and encourage people in the community to provide you with services.

The 2001 Census showed that 2.1 million people belonging to a minority ethnic group lived in London. This accounted for 29% of the city's population

The marketing of your services needs to be based on inclusive methods and language. It needs to reach every section of the community and encourage potential participants to take advantage of the opportunities it offers. You need to ensure all marketing is jargon free and avoids any discriminatory language.

To encourage the widest possible take-up and to address any under-representation you will need to make use of encouraging statements in your advertising. For example;

“We particularly welcome people from all sections of the community, women and disabled people” or

“The Star Project is committed to promoting equality, challenging discrimination and developing community cohesion”

There are a number of methods you could use when marketing and publicising your project in order to reach as wider audience as possible.

Local jobcentres will often advertise on your behalf and refer clients who are unemployed to take advantage of training services. It is worth drawing up a Service Level Agreement (SLA) with the jobcentre to encourage advisors to refer to your project. Requesting a slot in the office meeting to present the details of the project and answer any questions on the training can often lead to an increase in referrals.

In addition to advertising in local newspapers your local Race Equality Council may also be able to distribute information to local community groups at little or no charge. This will also

apply to disability and women led organisations. All literature should be made available in a range of languages relevant to the local community, audio and Braille should also be available on request.

Advertising on the internet is increasing and whilst this method can potentially reach a wide audience you need to take care with the design and layout of the information. A recent study has shown that over 90% of websites are considered inaccessible to disabled people.

Finally, encourage your organisation to gain the two tick symbol from Jobcentre plus which you can include on all marketing materials. Contact the local district office for more information. See Chapter 4 for contact details

Where responses are invited, returns should ideally include an equality monitoring section with a clear explanation as to why this information is needed.

Key points

- ◆ Be inclusive by using a range of marketing methods, inclusive language and images and by making sure web-based information is accessible
- ◆ Make contact with community /disability and women led organisations
- ◆ Offer your literature in a range of languages, Braille and audio.

Women with dependent children in London are less likely to be in employment than women elsewhere in the UK

Outreach and Community Relations

Residents, public service-providers and their service-users in the community play a vital role in supporting the project, shaping the perception of it and judging the success of it. Listening to and understanding what is being said “on the street” is an important source of feedback.

Outreach work plays an important role in engaging people in the target groups you are aiming to reach and the wider community. This type of community-based activity is also likely to be a key part of your communication and community race relations strategy.

Existing relationships need to be maintained and new ones created in order to keep a high and positive profile within the community. Having a visible presence and taking every opportunity to promote and explain what you are doing is important to building credibility and confidence. A number of approaches to outreach such as the use of targeted focus groups and outreach workers have shown successful results in building up relationships and encouraging involvement and participation. Examples of best practice can be obtained from the Community Development Toolkit for Neighbourhood Renewal. Contact details in Chapter 4.

From an equality perspective the key issues to be aware of are similar to those already covered in the section on community participation e.g. making it easy for people to talk to you, being sensitive to the communication needs of some disabled people.

In addition you will need to be aware of cultural differences and the etiquette expected in different communities. This is particularly important when working with some ethnic minority groups and faith groups. Be particularly sensitive to what is appropriate when meeting older people and women.

You will find your relationships with people in community groups particularly helpful in this respect.

Key Points

- ◆ Be aware of different people’s needs and make sure that your approaches are inclusive and accessible.
- ◆ Ensure respect for others by finding out about relevant cultural and religious practices and ensure that others have relevant information about yours as necessary.
- ◆ Be aware and take action to meet your responsibility to promote good community race relations.

By 2020 Half the population will be over 50

Source: Disability Rights commission

Beneficiary induction

Induction to a programme is often the first contact with the project and an opportunity to gather important information. Some organisations have stated that the 'induction day' is often fraught and that after the initial welcome beneficiaries can often be left on their own to complete paperwork whilst staff carry out eligibility checks and complete the more complex paperwork.

In a number of cases the questions concerning individuals' ethnicity and disability status are dealt with last. This often gives the impression that the information is neither important nor relevant to their participation in the project. In addition, individuals have expressed concern that they have not received an adequate or convincing explanation about why the information is required, or how declaring personal and sensitive information will benefit them or how it will be kept confidential.

Confidentiality is an area of concern for a number of people and reassurance that their details will be kept safe from other participants, only seen by those members of staff who need to see them and will not be used or passed on to other organisations is particularly relevant when asking people to complete forms with personal information.

Changing the way the induction process is conducted can allay these fears, encourage people to provide relevant information which will enable you to respond to their needs better and produce valid statistics to inform your project. There are a number of areas linked with equality that should be discussed at induction, including;

- Rights and responsibilities
- Confidentiality
- Grievance procedures
- Behavioural /conduct code
- Organisational Equality Policy and statement

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Introducing these topics for discussion will send a message to both staff and participants that equality of opportunity and standards of personal conduct including language is taken seriously, it will also help participants to understand why it is important and ensure that it is actively promoted.

Discussing individual rights, including brief overviews of legislation, will be helpful in highlighting an individual's accountability for ensuring that their behaviour is respectful and promotes equality and diversity.

The Data Protection Act needs to be considered when ever you are collecting/collating personal details. Contact details in Chapter 4

Key points

- ◆ Encourage people to provide equality-related information by explaining why it is needed and how it is kept safe.
- ◆ Be clear about what standards of personal conduct you expect and highlight individual roles *and* responsibilities
- ◆ Be proactive by displaying the organisation's equality statement.

Monitoring

Over 14 faiths are practised in London

Source: Factsabout london

Monitoring

As part of routine performance management you will need to collect information to monitor performance against your equality objectives, targets and indicators. Monitoring information should be used to action plan and improve the quality of what you are doing.

Collecting and analysing relevant data will quickly show whether you are reaching particular target groups. Monitoring levels of participation and outcomes achieved by different groups of people is important management information which will be relevant to evaluating the overall impact of the project /programme later.

Aside from contractual requirements you need to decide what relevant monitoring data is needed. You may decide that the general categories of information you already collect are correct but need breaking down further by ethnicity, gender and disability. For comparative analysis, ethnic monitoring is best based on the census categories. From autumn 2006 a public sector duty to promote disability equality will be introduced and disability monitoring will be required by law.

Some information will be more easily collected than others and you will need to find innovative ways of responding. The list below suggests categories of information for you to consider.

- Board membership
- Attendees at focus groups and public meetings
- Job applicants and appointments
- Suppliers and the outcomes of procurement/contracting processes
- Project funding applicants and outcomes

- Project participants
- Participants leaving the project
- Project outputs
- Participants at focus groups, consultations and other public events.

Requests for information on age, sexual orientation and religion should be treated as optional and only be required if directly relevant to your objectives. Guidance should be sought from specialist organisations and people in the community about the most appropriate way to collect sensitive data. You must always explain why you are collecting the data, how it will be kept safe and what will happen to it. The Data Protection Act must be adhered to at all times. If you are unsure of the requirements of the DPA consult the website as detailed in Chapter 4

You may wish to identify priority areas for improvement and enrich the data by phasing in new categories annually. The monitoring procedure itself should be reviewed to ensure that the data being collected is still relevant and that the procedure itself is not discriminatory.

Key points

- ◆ Decide what information is needed to manage your performance against equality objectives, targets and indicators.
- ◆ If sensitive data is needed seek advice on how best to collect it.
- ◆ Identify ways to continuously enrich your data.

Only 30% of minority ethnic women in the UK are managers or professionals

Source: Oxfam

Formal performance reviews conducted by the management board and/or steering group provide valuable information about the quality, outputs and outcomes of the programme. In essence it is an inquiry about whether the project is making a difference and an exploration as to the nature of that difference.

The review process should include looking closely at the equality objectives and compare actual performance against targets and indicators. The range of information collected through routine monitoring should be reviewed, analysed and interpreted. The statistical data used in the review should include the following broken down by ethnicity, gender and disability

- number of beneficiaries accessing the programme;
- number of completers
- number of early leavers
- number of qualifications
- number of job outcomes
- Number of outputs broken down by ethnicity, gender and disability.

The analysis and interpretation of the data will be done with a commitment to continuous improvement in mind. Reviewers need to stay open to feedback from programme evaluators, trainers and/or trainees and others that suggest that whilst the programme is acceptable it could be improved through some minor adjustments.

Questions you may wish to ask are;

- Do the beneficiaries still need what the programme is designed to offer?

- Have other programmes been developed that are better or more cost-effective in relation to current needs and from which you can learn or refer?
- Should the programme be maintained, modified, replaced or discontinued?

These questions require critical management thinking and usually a high level decision before action is taken.

Where performance is unsatisfactory it is important to find as much as possible as to why. Before implementing remedial action seek feedback to ensure that, as far as possible, the changes will have the positive effect that you intend. Where performance is better than expected it is equally important to understand why so that it can be repeated and shared with others as good practice.

Key Points

- ◆ Scrutiny of actual performance against equality objectives and targets is a key part of the review process.
- ◆ Make changes if equality performance is not satisfactory and seek feedback on the likely effect of any changes before you introduce them.
- ◆ Identify and repeat good practices and share them with others.

Disabled people are nearly 7 times more likely to be out of work than non-disabled Londoners

Chapter 3 Project Closure and Succession

This chapter explains the equality issues to be aware of and the steps to take at the end of a project.

Closure and post funding options have usually been briefly considered prior to the implementation phase but in practice are not re-visited or properly discussed until the funding is coming to an end.

The topics covered in the chapter look at the key areas to take into account when closing or considering closure of a project which are;

- ◆ Evaluation and assessing impact
- ◆ Succession strategy options.

There are around 66,000 BME-owned businesses in London

Source: London Development Agency

Evaluation and Assessing Impact

Evaluation is generally designed to assess why and how things have changed and the impact of that change, that is, what difference has your project made. In addition evaluators aim to assess the effectiveness of the project/programme and to ensure that lessons are learned and fed back to inform future decisions.

With regard to equality and diversity the evaluation strategy should set out the arrangements for assessing;

- the performance of the project/programme in meeting the equality and diversity objectives and targets
- the outcomes of the project/programme in helping individuals and organisations reduce or overcome barriers to equality
- the overall impact of the project/programme in reducing barriers to equality and promoting equality and diversity.

The evaluation should specifically evaluate the impact of the activity in meeting current and forthcoming public sector duties to promote race, disability and sex equality. To understand the wider strategic effect of the project/programme you will want to establish the extent to which;

- project partners understand their duties and responsibilities
- financial and other resources have been fairly and appropriately allocated.

The evaluation methodology needs to be consistent with the equality and diversity objectives. Quantitative and qualitative data must be inclusive. The equality monitoring data you have collected and equality performance reports will be key pieces of evidence during the evaluation exercise.

Any primary research must be conducted in an accessible way and include a broad range of participants. Set targets for participant interviews if this is part of the evaluation process.

Key points

- ◆ Build equality and diversity into the scope and objectives of the evaluation framework
- ◆ Ensure the evaluation methodology takes account of the experiences and feedback of a range of different people. Weight or boost the sample if necessary
- ◆ Ensure the final evaluation report is accessible especially if the intention is to disseminate it at community level

80% of small businesses said they would employ a disabled person if they had the right skills for the job

Source: Disability Rights Commission

The key to ensuring that your succession strategy has the desired result is to discuss the future of the project on a regular basis and not leave it until the final stages.

There are usually four main routes open when considering succession;

- Securing further funding – identifying alternative sources of grant funding or loan finance in order to continue the activity
- Social enterprise – developing an alternative business and/or operational model through commercialising aspects of the project/activity
- Mainstreaming – transferring particular aspects of a project and/or knowledge, lessons learned and best practice arising from delivery to influence the way mainstream public sector services are provided
- Project closure – closure of the project and its activities as efficiently and effectively as possible whilst minimising the impact on staff and clients and capturing and disseminating information about the benefits and lessons learned.

There are a number of guidance documents available to help in assessing the options and preparing a succession strategy. These are listed at the back of the Succession Strategy Toolkit and 'How To' guide on the GOL website.

In direct response to the need for practical guidance on this matter the 'Readiness Assessment Tool' was jointly commissioned by Government Office for London (GOL) and the London Development Agency (LDA). This has been designed to help managers self assess how ready their operation is to move from ESF/SRB funding to other business models or, alternatively, to manage an effective end to their activities.

When considering the options and taking decisions you will need to assess and take account of the impact of each of the options from an equality perspective. Managers will want to know whether the effect of the option under consideration is positive, neutral or negative in terms of promoting of equality. This will be particularly important if the public sector duty applies. The CRE guidance on conducting impact assessments will be a helpful source of information.

Key Points

- ◆ Consider the effect of each of the succession options from an equality perspective.
- ◆ If the public sector duties apply ensure that an impact assessment is done where it is relevant to do so and publish it.
- ◆ Take the results of the impact assessment into consideration when making decisions and record that you did so.

There are more unemployed people in London than in Scotland and Wales
put together

Chapter 4 Useful Contacts and Resources

This chapter is designed to provide you with additional information and includes;

- ◆ Supplier monitoring form
- ◆ Ethnicity monitoring form
- ◆ Committee Monitoring Form
- ◆ Useful contacts

70% of disabled people become disabled during their working life

Source: Disability Rights Commission

Tracking the Ethnicity of Suppliers

Diversity Monitoring (for monitoring purposes only)

Does the organisation have less than 250 employees? Yes No

Does the organisation have any owners, directors or partners that are women? Yes No

Please indicate by ticking the relevant box below, the ethnic group of any owners, directors or partners. If no information is given then please tick the 'information withheld' box.

White British	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>
White (other)	<input type="checkbox"/>	Other Asian	<input type="checkbox"/>
Mixed White/Black Caribbean	<input type="checkbox"/>	Other Black Background	<input type="checkbox"/>
Mixed White/Black African	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed White and Asian	<input type="checkbox"/>	Other Ethnic Group	<input type="checkbox"/>
Other mixed Indian	<input type="checkbox"/>	Information Withheld	<input type="checkbox"/>

The above information will be held in the strictest confidence and be used for internal monitoring purposes only. Any information used for reporting will be in numerical format only and will not name individual companies.

Ethnicity monitoring form

The ethnic monitoring categories listed below have been developed by the CRE in response to many people wanting their national identity to be acknowledged. The categories are an expanded version of the census information currently gathered in England and Wales

A White

- British
 - English
 - Scottish
 - Welsh
 - Other, please write in
- Irish
- Any other White background, please write in

B Mixed

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed background, please write in

C Asian, Asian British, Asian English, Asian Scottish, or Asian Welsh

- Indian
- Pakistani
- Bangladeshi
- Any other Asian background, please write in

D Black, Black British, Black English, Black Scottish, or Black Welsh

- Caribbean
- African
- Any other Black background, please write in

E Chinese, Chinese British, Chinese English, Chinese Scottish, Chinese Welsh, or other ethnic group

- Chinese
- Any other background, please write in

European Structural Funds Committee Representation in London

Equalities monitoring for key committees

This form has been developed in close liaison with our partners to ensure a co-ordinated approach to equalities monitoring in London's regeneration activity and use of current good practice. Please use block capitals throughout and avoid use of acronyms.

First name _____ Last name _____

Organisation you represent _____

Committee name _____

Ethnicity

Choose ONE section from A to E, then tick the appropriate box to indicate your cultural background.

A. White

- British
- English
 - Scottish
 - Welsh
 - Other, please specify _____
- Irish
- Other, please specify _____

B. Mixed

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed background, please specify _____

C. Asian, Asian British, Asian English, Asian Scottish, or Asian Welsh

- Indian
- Pakistani
- Bangladeshi
- Any other Asian background, please specify _____

D. Black, Black British, Black English, Black Scottish, or Black Welsh

- Caribbean
- African
- Any other Black background, please specify _____

E. Chinese, Chinese British, Chinese English, Chinese Scottish, Chinese Welsh, or other ethnic group

- Chinese
- Any other background, please specify _____

Gender

- Female Male

Are you a disabled person

- Yes
- No

Signature: _____ Date: _____

Data Protection

The information you supply here will be used solely to monitor the equalities performance of committees managing European Structural Funds in London. It will be made available as statistical tables and charts and individuals will not be identifiable.

Useful Contacts

Age

Age Positive
<http://www.agepositive.gov.uk>

Employers Forum on Age
 Employers Forum on Age, Astral House 1268 London Road
 London SW16 4ER
 Tel: 020 8765 7597; Fax: 020 8765 7374
www.efa.org.uk

Disability

Disability Discrimination Information
 Freepost MID02164, Stratford-upon-Avon CV37 9BR
 Tel: 0845 622 633
www.disability.gov.uk

Disability Rights Commission
 DRC Helpline, Freepost MID 02164, Stratford-upon-Avon
 CV37 9BR
 Tel: 0845 7622 633; Fax: 0845 7778 878
<http://www.drc-gb.org>

Employers Forum on Disability
 Nutmeg House, 60 Gainsford Street, London SE1 2NY
 Tel: 020 743 3020; Fax: 020 7403 0404
<http://www.employers-forum.co.uk>

Gender

Equal Opportunities Commission
 Arndale House, Arndale Centre, Manchester M4 3EQ
 Tel: 0161 833 9244; Fax: 0161 838 8312
<http://www.eoc.org.uk>

Women and Equality Unit
 10 Great George Street, London SW1P 3AE
 Tel: 020 7273 8880; Fax: 020 7273 8813
<http://www.womens-unit.gov.uk>

<http://www.opportunitynow.org.uk>
 Works with employers to realise the full potential of women in the workforce.

Outreach and community relations

Neighbourhood Renewal Unit
 Office of the Deputy Prime Minister
 Community Development Toolkit
 For all publications Tel: 0870 1226 236
 Textphone: 0870 1207 405
www.neighbourhood.gov.uk
 hotline number 08450 82 83 83

Commission for Racial Equality
 Promoting good race relations guide
<http://www.cre.gov.uk/duty/grr/index.html>

Race

Commission for Racial Equality
 St Dunstan's House, 201-211 Borough High Street,
 London SE1 1GZ
 Tel: 020 7939 0000; Fax: 020 7939 0001;
 Email: <mailto:info@cre.gov.uk> www.cre.gov.uk

Religion and belief

Culham Institute.

The institute is a small organisation researching religious issues. The site has information on all religions and a calendar of religious festivals

<http://www.culham.ac.uk>

Sexual Orientation

Stonewall

<http://www.stonewall.org.uk>

General

Data Protection Act

www.homeoffice.gov.uk

Neighbourhood Renewal

www.gos.gov.uk

Succession Strategy Toolkit

(Link through European Funding)

www.gos.gov.uk

Equal Opportunities Guidance

(Link through European Funding)

www.gos.gov.uk

ACAS

<http://www.acas.org.uk>

This is an excellent site which will guide you through all aspects of legislation, advice to employers and service providers and easy to use guidance.

Connexions Service

Email:connexions.service@dfes.gsi.gov.uk

www.connexions.gov.uk

Department for Education & Skills

Caxton House, 6-12 Tothill Street, London SW1H 9NA

Tel: 0870 001 2345; Fax: 020 7273 5124

www.dfes.gov.uk

Department for Education & Skills Publications

Sherwood Park, Annesley, Nottingham NG15 0DJ

Tel: 0845 60 222 60; Fax: 0845 60 333 60

Department for Trade & Industry

1 Victoria Street, London SW1H 0ET

Tel: 020 7215 5000; Fax: 020 7215 6740

www.dti.gov.uk

Department for Trade & Industry Publications Orderline

ADMAIL 528, London SW1W 8YT

Tel: 0870 1502 500; Fax: 0870 1502 333;

Mincom: 0870 1502 100

www.dti.gov.uk/pip

Equality Direct Helpline - confidential advice line for business on equality

Tel: 0845 600 3444 www.equalitydirect.co.uk

PO Box 1999, Sudbury Suffolk CO10 2WA

Tel: 01787 881165; Fax: 01787 313995

www.hsebooks.co.uk

Institute of Personnel & Development

IPD House, Camp Road, Wimbledon, London SW19 4UX

Tel: 020 8971 9000; Fax: 020 8263 3333

www.ipd.co.uk

Training

Andrea Adams Trust
 Maritime House, Basin Road North, Hove BN41 3AW
 Tel: 01273 704 900 Email: aa@btinternet.co.uk
<http://subnet.virtual-pc.com/ni47290/andrea-adams>

Chartered Institute of Personnel and Development (CIPD)
 CIPD House, Camp House, London SW19 4UX
 Tel: 020 8971 9000 Fax: 020 8263 3400
 Email: lis@ipd.co.uk
<http://www.ipd.co.uk>

Disability Dynamics Ltd
 Laylands House
 25 Catisfield Road
 Fareham. PO15 5LP
 Tel: 01329 841814 Fax: 01329 849149
 Email: info@laylands.co.uk
<http://www.disabilitydynamics.co.uk>

ESF Objective 3 Co – Financing Organisations

Association of London Government
 C/o Greater London Enterprise
 28 Park Street
 London. SE1 OAL
www.alg-europe.gov.uk

London Development Agency
 Devon House
 58-60 St Kathrine's Way
 London. E1W 1JX
www.lda.gov.uk

LSC London East
 Boardman House
 64 Broadway
 Stratford
 London. E15 1NT
www.londoneast.org

LSC London South
 Canius House
 1 Scarbrook Road
 Croydon
 Surrey. CR0 1SQ
www.lsc.gov.uk

LSC London Central
 8th Floor, Centre Point
 10 New Oxford Street
 Holborn.
 London WC1A 1DR
www.lsc.gov.uk

LSC London North
 Dumayne House
 1 Fox Lane
 Palmers Green
 London
 N13 4AB
www.lsc.gov.uk

Jobcentre Plus
 London Regional Office
 5th Floor
 236 Grays Inn Road
 London
 WC1X 8HL
www.jobcentreplus.gov.uk

Business Link for London
 Centre Point, 3rd Floor
 103 New Oxford Street
 London
 WC1A 1DP
www.bl4london.com

South London Connexions
 Canius House
 1 Scarbrook Road
 Croydon Surrey
 CR0 1SQ
www.connexions-southlondon.org.uk

LSC London West
 West London Centre
 Central House
 Lampton Road
 Middlesex
 TW3 1HY
www.londonwest.org

LSC Pan-London Programme
 8th Floor, Centre Point
 103 New New Oxford Street
 Holborn
 London WC1A 1DR

Area Partnerships

Inner East/Outer Thames Gateway
 8th Floor, Anchorage House
 East India Dock
 2 Clove Crescent
 London. E14 2BE
www.thames-gateway.org.uk

Upper Lea Valley Partnership
 Unit A102 The Chocolate Factory
 Clarendon Road
 Wood Green
 London. N22 6XJ
www.urbanfutures.org.uk

West London Area Partnership
 London Borough of Hammersmith and Fulham
 Room 39, Hammersmith Town Hall
 King Street
 London W6 9JU
www.lbhf.gov.uk

Acknowledgements.

The authors wish to acknowledge that in addition to using their own professional knowledge and experiences in the writing of this guide they have drawn liberally from a variety of publicly available information sources. These sources have been listed in the previous pages for the benefit of others to use. We are thankful to these other author colleagues for the work they have done to promote equality and diversity and now add our own contribution to this helpful library of information.

Jane Dawson Government Office for London.

Jane Brown East of England Development Agency.

August 2005.



EUROPEAN UNION
European Social Fund



EUROPEAN UNION
European Regional
Development Fund



Equal Opportunities Guidance in Developing and Delivering Projects

Enquiries to:

European Unit
Cross-Programme Strategic Team
Floor 7
Riverwalk House
157-161 Millbank
London
SW1P 4RR

email: enquiries-europe.gol@go-regions.gsi.gov.uk

Telephone: 020 7217 3667

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