



European Union
European Social Fund
Investing in jobs and skills

www.esf.gov.uk



European Union
European Social Fund
Investing in jobs and skills

European Social Fund: Equality and Diversity Good Practice Guide – Gender



European Social Fund: Equality and Diversity Good Practice Guide Gender

ISBN: 978-1-84763-475-7



Printed on Evolution recycled stock using 75% recycled fibre.

Designed by CDS Ltd. WP: 502751

ECOTEC

Contents

European Social Fund: Equality and Diversity Good Practice Guide – Gender

1.0 Introduction	3
Background	3
Who this guide is for	3
Structure of the guide	4
Equality and diversity	4
What is good practice?	5
2.0 Equality and diversity – gender	6
Gender equality and European Social Fund	6
Gender Legislation in the UK	6
Equal Pay Act 1970	6
The Sex Discrimination Act 1975	6
The Employment Act 2002	7
Work and Families Act 2006	7
Gender Equality Duty 2007	7
Why ESF is supporting gender equality	7
Gender and the world of work	7
Gender and education	8
Gender and the pay gap	9
3.0 Recruitment – attracting participants	10
Attracting participants	10
Checklist	13
4.0 Assessing the needs of participants	14
Communication	14
Assessing participants	14
Checklist	16

5.0 Helping participants into non-traditional areas of work	17
Myths and stereotypes	17
Learning provision	17
Working with employers	18
Employers	18
Practical steps	18
Support for participants/employees	19
Checklist	20
6.0 Tackling under-representation of men and women in non-traditional jobs	21
Training and mentoring	21
Policy to guide practice	22
Checklist	23
7.0 Monitoring and evaluation	24
Annex One: Glossary	25
Annex Two: Useful contacts and resources	27

1.0 Introduction

The objective of the 2007–2013 ESF Operational Programme in England and Gibraltar is to increase employment and reduce unemployment and inactivity, tackling barriers to work faced by:

- disabled people and people with health conditions;
- lone parents and other disadvantaged parents;
- older workers;
- people from ethnic minorities;
- people with low or no qualifications, and
- young people, particularly if not in education, employment or training.

Background

The Department for Work and Pensions (DWP) European Social Fund (ESF) Division has commissioned this guide to identify and publish good practice from the 2000–2006 ESF and Equal Programme. As equal opportunities is a central aspect of the European Social Fund, the lessons learnt and good practice based on the Equal principles of equal opportunities and empowerment identified have been gathered together to inform the 2007–2013 Programme.

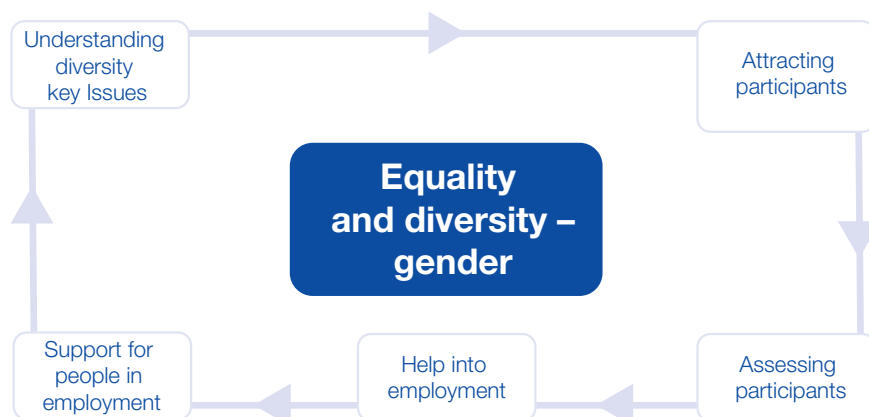
Who this guide is for

This good practice guide is aimed primarily but not exclusively at ESF Co-Financing Organisations (such as DWP/Jobcentre Plus and the Learning and Skills Council – LSC) that award ESF funding, and providers that deliver ESF projects.

The material will also be of interest to DWP policy divisions, ESF partners, equality and diversity organisations, devolved administrations, the European Commission and other Member States. The guide should also be of use to public bodies, projects and organisations that are developing strategies or delivering services to diverse communities.

Please note that this guide provides information and support that readers may choose to make use of. This does not mean that a provider or project applicant will be automatically successful in securing ESF monies.

Figure 1.1 Structure of the guide



The guidance is structured according to the main steps through which an ESF applicant may pass on the journey from worklessness to employment and beyond. Case studies detailing how outcomes were achieved are included in each section.

Equality and diversity

Equal opportunities initiatives typically occur because the law has compelled organisations to create a ‘level playing field’ in the workplace or to ensure equal access to services. They aim to ensure that individuals, irrespective of their race, national or ethnic origin, gender, sexual orientation, religion or belief, age or disability can have equal access to employment and educational opportunities and the different services that organisations provide. Note however that the Disability Discrimination Act is slightly different in the sense that it does not create a ‘level playing field’ where everyone is treated the same. It requires employers and others to make ‘reasonable adjustments’ that help to overcome the disadvantages that disabled people can face. The making of ‘reasonable adjustments’ can mean doing things differently for disabled people in order to treat them fairly in accessing employment, services, etc. In short, the law plays an important part in ensuring that the ‘rules of the game’ are fair.

Diversity initiatives go further: they aim to take people’s diverse characteristics fully into account to gain maximum benefit from their uniqueness as individuals. Consequently, it makes sense that treating everyone in the same way is not necessarily going to work. Different people will have different aspirations, expectations, opportunities, responsibilities and needs. Therefore, treating people fairly means recognising their differences, respecting them and acting accordingly. In short, diversity is about valuing difference and respect for people.

Since 2000 there has been a shift in emphasis with regard to the legal framework which underpins the rights of various groups. The Race Relations Amendment Act, The Gender Equality Duty and the Disability Equality Duty, have shifted analysis away from focusing on what a public authority is *not doing*, i.e. discriminating against a particular individual, to one which focuses more on what *they are doing*, i.e. promoting good race relations. Whereas the previous legal framework was dependent on individuals making complaints about discrimination, now it is dependent on public authorities to demonstrate that they treat different groups fairly, challenge discrimination and promote inter-group harmony. The Employment Equality (Sexual Orientation) Regulations, Employment Equality (Religion

or Belief) Regulations and The Employment Equality (Age) Regulations have all ensured additional legal support to a wider cross section of individuals.

There has also been an increased recognition of intersectional discrimination: discrimination based on a combination of grounds. Factors such as age, gender, disability, ethnicity, religion and sexual orientation can interact to create intersectional disadvantage, often affecting the most disadvantaged members of society, for example ethnic minority women or older disabled people.

The diversity component of the equalities debate requires those providing public services to reflect far more on the diverse nature of communities and groups. This has included recognition of issues of diversity within their user groups and placing a responsibility on providers to recognise, reflect and consult with the diversity of its local communities. Both recruitment and service delivery needs to be targeted and appropriate in order to reflect the diverse communities to be supported.

Organisations therefore need to ensure they have the correct systems and resources in place to respond to the diverse needs of individuals as well as specific issues shared by equality target groups. This good practice guide demonstrates there are a range of projects which are not simply grappling with the emerging equality and diversity debates but also helping to shape it.

Although projects should react to and reflect local circumstances there are common features that underpin successful approaches to equality and diversity, namely:

- a good understanding of equality and diversity, including the legislative requirements, and the communities you aim to support;
- securing community buy-in to support the attraction of diverse participants;
- having a robust and fair approach to assessing and developing those participants;
- having the relevant processes and partnerships in place to support participants into employment;
- ensuring that ongoing monitoring and evaluation allows you to continue that support for those in employment.

This guide provides guidance on ensuring that equalities and diversity are central to ESF projects. In addressing gender stereotyping, the guide appears to be asymmetrical in the sense that it focuses on the plight of women in traditional male dominated roles. The approach is intentional and meant to redress the balance, where appropriate and relevant, of helping women to penetrate traditional male dominated roles which tend to be better rewarded.

What is good practice?

The term 'good practice' is often used to mean effective practice, practice that promises results or best practice, when in reality these terms all mean slightly different things to different people. Without establishing benchmarks and robust arrangements for evaluation, views about whether practice is good are essentially subjective. For the purposes of this guide, we have defined 'good practice' as approaches that are working well and can be duplicated elsewhere.

The practical examples and case studies provided will help to evaluate each organisation's intentions and the impact that can be achieved.

2.0 Equality and diversity – gender

Gender equality and European Social Fund

Eliminating inequalities and promoting gender equality throughout the European Community is seen as priority for the European Union. This good practice guide is particularly focused on gender equality and supporting access to employment and skills development by women (primarily).

Gender equalities and equal opportunities is a regulatory cross-cutting theme for all structural fund programmes in 2007–2013. The new ESF programme in England has a dual approach to mainstreaming gender equality and equal opportunities. Gender equality and equal opportunities will be fully integrated across the planning, implementation, monitoring and evaluation stages of the programme. A new equal opportunities sub-committee has been established to advise the national ESF programme monitoring committee on equality issues.¹

Gender legislation in the UK

Gender legislation in the UK is covered by a series of gender specific policies and in general by employment directives. These pieces of legislation cover equal pay for equal work and skills, access to employment and training, treatment, conditions and opportunity in the workplace, particularly any form of discrimination or harassment.

Equal Pay Act 1970

The purpose of the Equal Pay Act 1970 is to eliminate discrimination between men and women in terms of their pay and contracts of employment where they are doing:

- work that is the same or broadly similar;
- work rated as equivalent under a job evaluation study;
- work of equal value in terms of the demands made on them under headings such as effort, skill and decision-making.

It covers both pay and other terms and conditions such as piecework, output and bonus payments, holidays and sick leave. European law² specifies that the concept of equal pay prevents discrimination in relation to redundancy payments, travel concessions, employers' pension contributions and occupational pension benefits. The Act does not give anyone the right to claim equal pay with a person of the same sex. In other words, any comparison **must be** with a person of the opposite sex.

The Sex Discrimination Act 1975

Whilst the Equal Pay Act applies to pay or benefits provided by the contract of employment, the Sex Discrimination Act covers non-contractual arrangements including benefits such as discretionary access to a workplace nursery or travel concessions. It prohibits direct and indirect sex discrimination, and there are special provisions about discrimination on the grounds of gender reassignment, pregnancy and maternity, and harassment in employment.

¹ www.esf.gov.uk/info_for_cfo_and_projects/gender_equality_and_equal_opportunities.asp

² For example, Article 141 of the EC Treaty; The Equal Pay Directive 75/117; European Commission Code of Practice on the Implementation of Equal Pay for Work of Equal Value

The Employment Act 2002

The Employment Act 2002 included a number of measures to help tackle the main causes of the pay gap, women's lower level of work experience and the part-time pay gap such as:

- improved maternity pay and leave;
- new rights to paid paternity and adoption leave; and
- a new right for parents of young children to apply to work flexibly.

The Employment Act makes it easier for women who have been discriminated against to take up equal pay cases by simplifying the existing procedure through the introduction of an equal pay questionnaire. The questionnaire came into effect in April 2003 and is intended to help those who believe they have not received equal pay to request key information from their employer; with a view to making it easier to resolve disputes.

Work and Families Act 2006

The Work and Families Act 2006 builds on the maternity rights provision in the Employment Act 2002, to increase the pay period for women from 26 to 52 weeks.

Gender Equality Duty 2007

The Equality Act 2006 brought in the Gender Equality Duty 2007 which applies to all aspects of the ESF programme. It creates a new legal requirement on all public authorities in Great Britain, when carrying out all their functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex;
- promote equality of opportunity between women and men.

The general duty, which is the overall duty to eliminate discrimination and harassment and to promote equality, came into force in Great Britain in April 2007. It includes taking action to eliminate pay discrimination and unlawful discrimination and harassment towards transsexual people. The specific duties are not an objective in themselves, but a means of meeting the general duty. Central to the requirements of the specific duties are the setting of objectives, reviewing, evaluating and consulting, and implementing actions. The specific duties for England, Scotland and Wales are different. Full details of the legal requirements of the duty are set out in the statutory Code of Practice for England and Wales and the separate Code for Scotland. The Gender Equality Duty also covers private and voluntary bodies carrying out public functions as well as functions carried out by external contractors. Legal liability for meeting the duty here remains with the public body who should take action to ensure that contractors meet the duty's requirements.

Why ESF is supporting gender equality

As mentioned above, all aspects of the ESF programme in Great Britain are legally obliged, under the Gender Equality Duty, to have due regard to the need to eliminate unlawful sex discrimination and harassment and to promote equality between women and men. Below are some areas where gender equality issues are of most concern.

Gender and the world of work

Whilst it exceeds the EU target of 60% and the EU average of 56.3%, the employment rate for women in England of 69.5% is almost 10% lower than the employment rate for men.

Although the unemployment rate for women is 5.1% compared with an unemployment rate for men of 5.7%, the inactivity rate for women is 26.7%, over 10% higher than the 16.4% inactivity rate for men.³

More women work part time than men. The factors that influence women to take part-time or other flexible patterns of work, such as shift work, include:

- dependant children;
- part-time work being widely available in certain occupations and sectors;
- elderly care;
- care and responsibility for family members in general.

There are other key female employment⁴ and unemployment trends⁵, for example:

- the increase in the female employment rate has mainly been concentrated in households where the male partner was already in work;
- lone mothers are more likely not to be working compared with lone fathers;
- in some ethnic groups, wide variations exist between male and female rates of employment;
- Black African, Pakistani and Bangladeshi women are three times as likely to be unemployed than white women;
- ethnic minority women are more likely to be unemployed than white women and, when in employment, they are more likely to work in the public sector;
- across the EU, unemployment rates are generally higher for women than men and women are also more likely to be long-term unemployed (i.e. for a year or more).

Gender and education

The likelihood of being unemployed decreases as educational attainment increases. This association between education and employment is considerably stronger for women than for men.⁶

Overall, a greater proportion of men than women have qualifications at level 3 or above. However, there are differences between age groups. Over half of women between the age of 55 and pension age hold low-level qualifications or none at all. Even in the cohort below this, the 45–54 age group, the difference in qualification levels is marked with double the percentage of women than men not qualified to level 2. In contrast more women than men have level 4 or higher qualifications in the 34–45 age groups (15.1% of women compared to 14.7% of men). However 34% of employed women in this age range with level 4 qualifications were in part-time employment. This could indicate that a significant number of women are working below their true abilities or capacity as it is assumed that a large proportion of part-time jobs require low skill levels. The proportion of men and women in the 34–45 age range who had not achieved qualifications was similar at 4.2% and 4.8% respectively.⁷

³ Annual Population Survey April 2006 – March 2007

⁴ Equal Opportunities Commission

⁵ www.womenandequalityunit.gov.uk/women_work/conference_downloads/adv_wom_key_fin.pdf

⁶ Ibid

⁷ England and Gibraltar European Social Fund, Convergence, Competitiveness and Employment Programme 2007–2013, page 66, Chapter 1 Analysis, see subsection on gender and qualifications. DWP/DES

In the 2006 Budget, the Government announced a package of measures to enhance lifelong learning opportunities for women in training and work, including:

- doubling the number of existing Skills Coaching pilots to 16 Jobcentre Plus districts with a specific focus on helping low-skilled women return to work;
- increasing by 50% the number of pilots delivering level 3 skills and focusing an additional pilot on women with low skills; and
- funding for Sector Skills Councils, matched by employers in industries with skills shortages, to develop new ways of recruiting and training low-skilled women, benefiting over 10,000 women.

In the 2007 Budget, the focus has been on helping women to advance their careers in the labour market. Measures include:

- a £500,000 programme to increase the availability of quality part-time work;
- an exemplar employer initiative in which employers give a commitment to reduce the gender pay gap;
- £10 million for the Women and Work Sector Pathways initiative to support innovative ways of helping women advance in their careers.

Gender and the pay gap

Occupational segregation is one of the main reasons for the gender pay gap between men and women. There are two types of occupational segregation. Horizontal segregation is the gendered channelling of women into certain occupations and industries (often low paying, with limited career opportunities). In terms of the roles women take in the workplace, women are less likely to work as managers or senior officials than men – just 11% of all women in employment compared to 18% of men. This is known as vertical segregation or more commonly as the ‘glass ceiling’ which serves as an invisible barrier to women’s progression to more senior levels.⁸

Gender segregation in the labour market leads to pay differences. The Engineering Society, for example, has shown that women have only 4% of managerial positions in the engineering sector. Consequently, the earnings of women in science, engineering and technology professions are 83% of male earnings, with the gap being largest between women and men with the highest level of qualifications.

Occupational segregation narrows the pool of talent that employers can choose from which means that people’s skills are being utilised to the full. Evidence suggests that subject choices made at school and careers followed are influenced by gender stereotypical influences and can restrict opportunities for people to fulfil their potential when they enter the world of work. Occupational segregation is a major factor behind the skills shortages currently affecting various industry sectors. It reinforces the rigidity of the labour market, which in turn has a negative effect on UK productivity and reduces our potential when competing in the wider global economy.

⁸ England and Gibraltar European Social Fund, Convergence, Competitiveness and Employment Programme 2007–2013, Chapter 1 Analysis, see subsection on occupational segregation by gender. DWP/DES

3.0 Recruitment – attracting participants

Gaining community buy-in is an important first step in engaging with participants from diverse groups.

It is possible to engage with communities in a variety of different ways but it is extremely important to understand their environment, the type of engagement each group prefers, and to then be able to deliver services in a way that benefits individuals, communities and thus, co-financing and providers.

Only by genuinely engaging with local people can we develop services which meet local needs and aspirations. Listening to the experiences and ideas of the people that services are targeting is the only way to make a lasting difference. Consultation of service users, employees and other stakeholders form one of the specific duties of the Gender Equality Duty. Such consultation provides a vital source of useful information for organisations to use when developing their gender equality objectives.

Attracting participants

The following points highlight some practical first steps that can be taken in developing engagement and buy-in to attract and recruit participants, male or female, to non-traditional routes to work and training:

Commitment: Demonstrate a genuine commitment to working with communities. The first step should be having a good understanding of the needs and requirements of the target group. Providers should already have a good idea of how policies and practices affect gender equality when delivering services to the target group.

Involvement: Ensure all staff are fully on board and committed to what is to be achieved and how it will be done. Ensure staff at all levels fully understand the ‘business’ benefits of attracting non-traditional participants as well as the legal requirement.

At a careers and equal opportunities event, involve atypical workers, such as male childcare workers and female engineers, as role models even if they are from stakeholder/partner organisations.

Planning: Ensure that the strategy is well-researched and evidenced. At the outset gather evidence of the needs and requirements of all participants and use this evidence to agree the purpose, scope and timescale of the engagement and the actions to be taken. Use individuals from the target group/representative groups themselves in the planning and developing phases to ensure the information gathered is accurate.

Flexible approach: Engage participants at levels they can best relate to, rather than expecting communities to relate to organisational structures and processes.

Who is the target group? There is no typical profile of a woman interested in non-traditional work. Like workers in any industry, women interested in non-traditional work may vary in marital status, faith, country of origin and sexual orientation, and some may have children. The diversity of the audience will reflect the diversity of the methods needed to recruit them.

Outcome focused: Providers should have clearly thought through what they want to achieve and why they are focusing on this target group. They should set out their objectives in their gender equality scheme and demonstrate how activities will benefit individuals and that they can relate to and share these goals.

Higher education

A university found that a disproportionately high rate of women were shortlisted and appointed. Further examination revealed that there had been a higher calibre of female applicants compared with the men. One theory was that more highly qualified women were attracted to the posts because they were given the confidence to apply by the emphasis in the advertisement on career development, including the opportunity to undertake a postgraduate diploma in learning and teaching, the offer of a mentor, and by the positive image of the institution in the advertisement.

Confront barriers: Be explicit about what support is on offer, how, when and why it can be used and what the benefits of doing so are. One way to achieve this might be through peer marketing.

Peer guide to choosing a career option

Using a collection of stories and experience from young people who have chosen to pursue a course/career which would be considered atypical of their gender provides a reference for other young people of what it might be like. It can detail the factors they considered when making their choice, where they sought advice, reactions of family and peers, how they sought evidence to convince their family they were serious about the choice, what it feels like to be in a minority, and what it feels like to do something different and enjoyable.

Instead of telling young people what to do it can provide honest and real accounts to support people to make an informed decision of their own.

Managing expectations: Be open and realistic about what can and cannot be achieved by engaging with communities. This includes managing the expectations of partner organisations but also of the participants being targeted.

Pictures speak a thousand words: When seeking to attract participants from a specific target group make sure that a significant proportion of the images on websites, brochures, flyers, and other publications include positive images of that group.

Role models: A DVD or CD-ROM of successful women role models could be distributed to schools, Connexions and other intermediary/support organisations as a careers guidance resource. Alternatively a web forum could be facilitated by a female role model/champion to challenge perceptions and provide encouragement.

Think long term: Where are the future target group now? Providers may want to work with colleges, schools and community organisations to help encourage women and men into non-traditional vocational training and jobs.

Sustainability: Dipping in and out of community activity will not be of any benefit to the target communities to be engaged. Long-term strategies that empower both the organisation and the participants are needed.

A 'girls day'

An FE college delivered an awareness-raising event to attract young women onto the college's construction courses. The event was attended by local schoolgirls as well as a number of female students. The college invited a number of champions/role models to present on the day. As well as information, tours of the college and examples of career options, the girls were able to participate in taster sessions and gain hands-on experience of bricklaying and painting and decorating.

Think laterally: If the target group are not in work or training but are attending other community facilities, partnership working with those organisations can help to familiarise people with the name of the organisation and what it can offer. Expand recruitment sources to include service provider's health facilities community and central schools community organisations. Flexibility in the timing of recruitment and provision of advice can help women who have childcare responsibility.

Recruiting atypical apprentices

Devise a strategy to reach the target group via a number of routes that could include:

- informing local schools about the opportunity for non-traditional work experience opportunity in property services for schoolgirls;
- planning an open day to give an insight into the apprenticeship opportunities;
- designing a flyer advertising the open day targeted at young women;
- distributing the flyer to residents, local childcare centres, the library, schools, colleges and Connexions;
- publicising the apprenticeship opportunities and the open day in a community newsletter.

Making the most of resources: It is worth taking time to research and determine which gender-specific recruitment strategies require the least amount of effort but may yield a high return. An alternative would be to assess which activities will require high effort in exchange for a high return. It is also important to remember, however, that the Gender Equality Duty requires public bodies to identify and then prioritise for action the most significant issues. Once these issues have been identified action should be taken to address them.

Partnership working: Providers should acknowledge that they are probably not the only organisation wanting to support or engage specific target groups, so they should look at opportunities for partnership working with other organisations/stakeholders. If a shared interest exists, think through how best to work together in a way that benefits the communities and organisations most effectively. Ensure that relevant information is shared and learn from each others' experiences. Where possible look at how resources can be shared too. For example, organise workplace tours with other training providers. Building new and worthwhile relationships can be extremely challenging. It requires perseverance, determination and creativity but the end result is worth it.

Analysis: It is worth using lessons from previous experience. Time taken to analyse the current/previous selection process and its success rate will determine whether women or men are being disproportionately screened out and what stage this happens at. This means efforts can be targeted in the appropriate areas such as advertising, application process, screening and interview. The specific gender duty to report against the gender equality scheme every year provides a good opportunity for future analysis.

Continuous learning: Keep an account of what is being carried out and with whom. Map out all existing levels of community activity and build on the contacts made to draw up community profiles, and carry out community needs assessments to understand what is needed. Using the duty to report against progress each year provides opportunity for informing service planning and provision.

Feedback: Make sure to feed back regularly to all involved communities and stakeholders what has been achieved and lessons being learnt.

Impact assessment: Think carefully about the likely impact of policies or procedures, strategies, functions and services on participants. This is a legal requirement of the Gender Equality Duty. Where processes or the opportunities on offer do not meet the needs of participants use this information to make the changes needed.

Monitoring and evaluation: Monitor and evaluate all activities undertaken and look at what works. Organisations should report against their gender equality scheme each year, and the scheme should be reviewed at least every three years. Where progress is slow or activities are proving less effective than anticipated, focus on alternative options to address this.

Checklist

The following steps can enable a truly inclusive approach to attracting participants:

- Do all staff understand the obligations and business benefits of engaging participants and the legislative requirements?
- Have all local contacts been researched and contacted?
- Are systems in place for relevant community and support groups, stakeholders and target groups themselves to engage in the project?
- How has this been evidenced?
- Has a realistic action plan and timetable been developed for this activity?
- Are the project's objectives and targets directly relevant to the target group?
- Have the target group been involved in the start-up of the project?
- Has a realistic budget been allocated for community engagement activity?
- Has an impact assessment, partial or full, been undertaken?
- Are appropriate monitoring and evaluation plans in place?
- Have all obligations under the Gender Equality Duty been fulfilled?

4.0 Assessing the needs of participants⁹

This section looks at different approaches for all participants and reflects the particular needs and legislative requirements in respect of disabled female participants.

Gathering information for an assessment is the first step in planning appropriate goals and objectives. An assessment should be an ongoing process through which information is gathered about a participant's strengths, interests, abilities, developmental needs, psychological, social and emotional development. It requires looking at how a participant functions in different environments with the assessment process being different for each participant depending upon their needs.

Because an assessment is an ongoing process, and the information gathered should be used for planning appropriate services and supports, it is essential that the right information is sought from the outset.

Communication

The assessment should be based on the principles of a person-centred approach where an open, honest and respectful approach is needed. As with all assessments the most important factor is for assessors to have good communication skills that enable them to:

- use down-to-earth, everyday language, avoiding jargon;
- be a good listener, able to identify underlying meanings;
- use prompts, to encourage participants to focus on identifying positives;
- allow the person to take the lead in conversation rather than using direct questioning;
- take time to build a relationship with the person being assessed.

Reasonable adjustments should be made to reflect the particular needs of disabled participants. For example, documents in accessible formats or the provision of sign language interpreters. Similarly, adjustments should be made to address the specific needs of participants in under-represented sectors or non-stereotypical jobs.

Assessing participants

Procedures: Assessment procedures must be fair, allowing for example a person with a speech impediment to have extra time to answer questions. Other examples include allowing a person with dyslexia to have extra time to consider written communications or ensuring that assessment centres are accessible to people with mobility impairments.

Trust: The assessor needs to focus on building a relationship and develop a sense of trust with the participant. Confidence may be an issue and so the assessor will need to play a key role in providing support through continuity and acting as the single point of contact. The purpose of the assessment is to support the individual – and they need to know this is what the assessment is about and that it is not a value judgement.

Confidence: Participants must feel that the process is a positive experience, which helps them to grow in confidence and feel able to start moving towards employment. It may be that they have transferable skills that they can evidence from areas of their life other than

⁹ Information contained in this section is not gender-specific and can apply to all learners.

employment. It may be some time since they have tried for a new job, and confidence in their skills and abilities can be very low, which needs specific techniques to build self-esteem in the current job market. For some women of different faiths, a female assessor may be preferable initially to overcome concerns about mixed gender classes.

All encompassing: Assessments must be broad and cover a range of topics – including education, employment and lifestyle to ensure that transferable skills are recognised particularly for people with gaps in their work experience or a lack of formal qualifications.

Action planning: The participant should be encouraged to work with the assessor to develop a personal action plan which includes both realistic and aspirational outcomes. The action plan needs to include an ongoing system for monitoring and evaluation of progress over time, so it can be modified if needed.

Motivation: Life experiences need to form a core part of the assessment process. Many participants do not have extensive educational experience and so focusing on life experiences and achievements outside of the educational system will allow the participant to focus on what they can do rather than what they cannot.

Two-way communication: Feedback about progress, support, opportunities, goal-setting and supervision/management should be a core part of the assessment process. This provides feedback for the host organisation but also encourages self-evaluation. Where possible allow for ongoing feedback both during and after the assessment.

Outcomes: The assessment should be outcome-focused using 'hard' and 'soft' outcomes. While evidence of achievement can be collected over time it is useful to have a baseline. So capture the starting point, agree personal and work objectives and collect evidence against these objectives.

Maximising potential: The assessor needs to work with the participant to understand their learning and development needs. Identifying how the participant learns best rather than having a 'one size fits all' approach will allow for a more accurate development plan to be put in place. It will also accord with the requirements of the Gender Equality Duty and the Disability Discrimination Act which requires 'reasonable adjustments' for disabled people and not just a 'one size fits all' approach.

Appropriate support: Make support and training as accessible as possible, and offer the participant development and learning opportunities at a time and location that suits them. Note that accessibility will vary depending on the learning and/or developmental situation of the participant. For some participants, accessibility will require offering full opportunities whilst other participants such as disabled people may require physical access to training facilities. For many participants it may have been some time since any development/learning was last undertaken and so ensuring the environment is appropriate and non-threatening will be key.

The key to working successfully with any target group is to ensure a flexible and bespoke approach to the learning and development needs of the participants. Avoid trying to mould the participant into a set type or group and instead look at how services can be developed and moulded around the needs of the individual participant.

Checklist

The following steps can enable a truly inclusive approach to assessing the needs of all participants:

- Are all staff involved in participant assessments fully trained and do they have a clear understanding of diversity issues, including the legal requirements relating to the target group?
- Has a participant's action plan been implemented?
- Are partnerships and multi-agency links in place to ensure external support can be adequately assessed?
- Does each assessment focus on the needs of the participant and include an education, employment and lifestyle perspective?
- Is there a clear, transparent and flexible approach to assessment?

5.0 Helping participants into non-traditional areas of work

Myths and stereotypes

Gender discrimination is usually the result of assumptions made about certain occupations and of male or female employees or prospective employees that are based on inaccurate, outdated and inappropriate stereotypes. Stereotypes can involve intersectional discrimination, integrating inaccurate ideas about gender with those about race or religion, for example. These attitudes work against the interests of the individual and employers and ultimately the economy.

Learning provision

Provision should be made for participants to learn about the dynamics of non-traditional areas of work. Measures should include:

- preparing participants for work through information leaflets to highlight the myths and stereotypes associated with non-traditional areas of work/occupations;
- making support available to participants to attend classes or work placements in order to familiarise themselves with the realities of non-traditional areas of work;
- support for employers and participants until the completion of assessments/exams;
- support for participants to interact and learn from other students in traditional and non-traditional areas of work/occupations.

Agender Equal Development Partnership

Learning about the dynamics of non-traditional areas of work

Partners worked with women and young females to encourage them to aspire to higher level careers not traditionally associated with women's employment. This was achieved by developing support centres that combine family support (childcare, child and adult health services, social service support etc) with advice about jobs, careers and training delivered by advisers who are expert in higher level jobs and non-traditional careers.

Partners focused on a number of centres offering family support and information, advice and guidance services, all of which were in areas of significant deprivation, with high levels of minority ethnic groups or lone/teenage parenthood.

New routes into careers not generally thought open to women were developed and actively involved public sector planning and funding bodies in developing the solutions to gender inequality. The methodology included invitations to partners to deliver innovative programmes and services that helped redress gender segregation. A number of sectors and occupations were targeted, for example:

- women into construction;
- women entrepreneurs;
- higher education; and
- engineers.

Working with employers

Intermediary support organisations can work alongside employers to educate under-represented groups about the opportunities that are available to them, what those jobs entail and the required skills to perform them. Support should include:

- encouraging employers to provide placements;
- encouraging employers to be case studies/champions to encourage other employers to provide placements targeting under-represented groups;
- taster courses held in community venues to provide under-represented groups with an insight into the reality of work in non-traditional sectors;
- debates, forums, case studies, peer guides, drama and other creative ways to challenge gender stereotypes;
- events presentations and tasters of the variety of career options within a non-traditional sector.

Employers

Employers need to be aware of the needs and requirements of the individual and of legislative requirements to ensure that where possible their work practices are not causing the barriers to or disengagement of a gender group. Understanding an individual's needs and requirements will enable an organisation to decide whether the opportunities it offers is right for the groups it wishes to attract. More broadly, public sector employers are subject to the Gender Equality Duty, and are required to gather information on and impact assess the effects of their employment policies on men and women. For employers not subject to the duty, this process is still an invaluable tool in creating a workplace free of gender barriers and discrimination.

JIVE Equal Development Partnership

Work practices and barriers

Partners in this project highlighted the under-representation of women in science, engineering, construction and technology sectors as a gender equality imperative and a national economic concern that is contributing to the continued skills gap. Through a research study, the Development Partnership identified a lack of opportunity in the workplace due to employers failing to market job vacancies effectively to under-represented groups. In order to address this inequality, the Development Partnership worked with employers to highlight legislation around equal opportunities and supplemented this through staff inductions and equality training. In addition, the Development Partnership also conducted a mapping exercise to identify where Black and Minority Ethnic women, who were under-represented in the workplace, are located, with the aim of engaging with them and involving them in the Development Partnership's activities.

Practical steps

Job advertisements: Job advertisements should not discriminate on the grounds of age, disability, gender, race, religion or belief, or sexual orientation. For example, if a job advertisement specifies or implies that candidates must be of a particular gender or nationality, it may be unlawful. Widen the range of places you advertise such as women's magazines.

When gender discrimination is lawful: Under certain limited circumstances it may be lawful for employers to discriminate when recruiting people. The context or nature of a job may demand specific characteristics. These must be genuine occupational requirements or genuine occupational qualifications, for example in advertising a vacancy to provide face-to-face counselling for rape victims it would be reasonable to specify female applicants only.

Selection: It is unlawful for an employer to discriminate against a candidate for a job because of their age, disability, race, religion or belief, sexual orientation or gender in any part of the recruitment process – in job descriptions, person specifications, application forms, during interviews, in tests, or in shortlisting. At no point should an applicant be asked for details that are not relevant to the job (any monitoring forms should be kept separate from applications).¹⁰ This includes interview questions – asking about gender related issues; such as plans to have a family or access to childcare could be considered evidence of discrimination.

Staff training: Organisations need to ensure that staff responsible for shortlisting, interviewing and selection are not basing their decisions on any gender biases and assumptions. Clear guidance and training, alongside a proper consideration of the required skills and abilities for the job are essential.

Equality of opportunity: Ensure that all staff are equally offered the same opportunity and encouragement to participate in promotion and developmental opportunities. In some cases this may mean actively encouraging groups who do not come forward.

Positive action: If organisations want to positively encourage more male or female applicants to apply to their organisation they can legally do so. Whilst attracting gender specific applicants is allowed, shortlisting or recruiting via positive action measures cannot be justified on gender alone and all applicants would need to be objectively assessed.

Evidence-based selection: There is no obligation on an employer to show that they have selected the best candidate for the job. However, all employers are recommended to keep records that allow them, if challenged, to justify their decisions to select particular candidates and reject others. Employers need to be able to show that each selection is based on objective evidence of a person's ability to do the job satisfactorily (for disabled candidates this means how they would perform the job if reasonable adjustments were made), and not on assumptions or prejudices about race, gender, disability, sexual orientation, religion or belief, or age.

Support for participants/employees

Choice: Look at providing a range of ways to support individuals, raise awareness of what support is on offer and to consult on support needs. People respond differently to different approaches. There is a need to offer flexibility and choice. This can include mentors, progress reviews, training, flexible hours, staff panels/working groups, comments boxes.

Flexibility: Organisations offering flexible working opportunities can be better suited to the needs of people with caring responsibilities or who are combining work with education, often women, and therefore it is positive to offer the widest range of opportunities. Flexible working covers a whole range of options including self employment, part-time, compressed hours, staggered hours, term-time, set days, job-sharing, self-rostering, shift swapping, home working and flexible working.

¹⁰ Note that in exceptional cases, an employer may ask about a disabled candidate's disability, but only to consider, for example, what reasonable adjustments may be required. The employer must not use the information to discriminate against the candidate on the basis of, or a reason related to the disability. See para 7.27 of the Code of Practice: 83.137.212.42/sitearchive/DRC/Docs/Employment_Occupation.doc

Pay and conditions: Ensure that people are able to benefit from the same pay by conducting an equal pay review. Expect to make reasonable adjustments to working conditions. The Gender Equality Duty requires public sector employers to show that they have paid due regard to the need to eliminate unlawful pay discrimination.

Work placement: Explore work placement opportunities prior to employment to allow both the organisation and the employee to gain an insight into the role and its requirements. Examples of a flexible working policy include:

- enhanced maternity leave scheme;
- phased return-to-work provision;
- return to practice refresher course;
- paternity leave;
- special leave provision;
- temporarily reduced hours.

Work readiness: It may be that some applicants have been away from the job market for a length of time, so easing them back in at a pace that suits them is very important. Processes need to take the individual's requirements into account. Motivation and commitment on both sides is needed to ensure that the participant is prepared and committed to move forward.

Open door policy: Ensure there is an open door policy that allows the participant to be open and honest about their experiences. If an opportunity does not work out for any reason the individual needs to know that they can learn from the experience and review alternative options.

Checklist

The following steps can enable a truly inclusive approach to helping participants into work:

- Is the organisation aware of the legislation and its requirements?
- Is information and support available for employers to ensure they understand what is required of them?
- Are applicants fully aware of all the opportunities available to them?
- Are applicants encouraged to seek job and learning opportunities that meet their specific requirements?
- Are partnerships in place to ensure that if external support is needed it can be accessed?

6.0 Tackling under-representation of men and women in non-traditional jobs

Gender under-representation is a cross-cutting issue and should not be seen from one perspective. It can occur between different ethnic communities, cultures and age groups. Support in the workplace should therefore be sensitive not only to both male and female needs but also to their differing ethnic or cultural circumstances. However, employees rarely like to be singled out or made to feel needy or overly dependent on others so management of such issues should be discrete and in agreement with the intended participants.

Training and mentoring

Offering mentoring and development opportunities to all participants will ensure constant awareness of workforce needs and their ongoing requirements. Learning and development should be seen as beneficial to all staff. All individuals should be given the same access to development opportunities. Note that same access may not be appropriate in the case of disabled people.

Mentoring in higher education

A website can be used to link undergraduates, graduate students, recent PhDs, and junior academic staff with a mentor. In this case the mentor is not a peer but a more experienced academic who has volunteered to act as an informal advisor to assist the educational and personal growth of the mentee. Matching is based on common interests in careers in academia or industry, mathematical education, balance of career and family, or general mathematical interests. The project website is also a resource library and sign-posting facility with a focus on gender, including case studies and policies.

All staff should know about promotion and training opportunities which should be open to everyone on a fair and equal basis. It is important to operate transparent and consistent systems for appraisal and performance management processes. There should be clear paths to accessing promotion and training opportunities for all employees. To support this, ensure mechanisms are in place for appraising, motivating and developing staff to retaining the skills that the organisation needs.

Ensuring that the training style is appropriate to the workforce's needs is also important. Training needs to be based on each individual's needs. For staff new to the role, mentoring, shadowing and training go hand in hand. There may be scope to involve partners and stakeholders and use those links if appropriate to deliver the mentoring and training.

Opportunities to train are only of benefit to employees if they are able to attend. Timing can be crucial to ensuring the accessibility of training particularly for part-time workers. In addition, the need to travel to training venues or find childcare can limit an individual's ability to attend training, particularly if it means time outside normal working hours. Provision of childcare for those attending training can help resolve such difficulties.

Ways to support personal development include providing:

- opportunities for job shadowing;
- careers advice and career planning;
- a women-only development course;
- competency-based performance management;
- crèche or support to access childcare.

As with all areas of work, ensure ongoing monitoring and evaluation is in place. Ensure accurate data is available about applicants, recruits, development opportunities provided and on leavers. This will enable processes to be monitored and continually assessed. Keep a record of training provided and who it is accessed by.

Policy to guide practice

Public sector employers are required to have a gender equality scheme which is accessible to employees, and all employers should have a policy on equal opportunities which includes a section on harassment, discrimination and equal pay. A policy protects employees and the employer. This will help to provide an environment in which employees can fulfil the duties and obligations of their contract free from harassment, discrimination, victimisation and scapegoating, and supports the organisations in compliance with UK and European law, specifically, the Sex Discrimination Act 1975, the Equal Pay Act 1970, the Race Relations Act 1976, the Disability Discrimination Act 1995, Employment Law including the latest Employment Equality Regulations 2005 and Age Regulations 2006.

The policy needs to be written in plain English and a copy accessible to all staff. This should include what is expected of staff but also the procedure for staff to notify management of any infringement of the policy. A clear action plan with roles, responsibilities and timescales needs to sit alongside the policy to show how it will be implemented and monitored.

The policy needs to define what constitutes harassment, bullying and intimidating behaviour. Often the best way to make this clear is to use examples. These can include explanations of the damaging effects of negative behaviour. It is also helpful to balance this with definitions and examples of positive and supportive behaviour. This also helps to explain why and how adherence to the policy is important and is helpful to everyone. It should be made clear how to make a complaint both informally and formally; be clear that this will be treated in confidence and the victim given protection. There should be clarification of the roles of management, HR and unions, if applicable and for every member of staff.

It is not always clear how these policies operate in practice and what they mean in everyday working life and unfortunately they are not always read by staff. Public sector employers are required under the Gender Equality Duty to gather and use information on their employment policies, and this should include reviewing how policies are communicated and applied in practice.

It is good practice to include training and raise awareness of equality policies in the induction training in the same way as health and safety, fire safety protocols, etc. This also allows people to ask questions and understand how the policy works in practice, for staff to talk through examples and for the company to ensure common understanding. This can be supported by asking staff to sign up individually to a policy as part of their contract of employment. In addition, regular updates (e.g. annually) on what is expected of staff can help to ensure the policy is adhered to in the longer term. This can also be addressed in company newsletters, team meetings, etc. Policies should be communicated so that all employees:

- know their rights and responsibilities;
- understand what action the company can take;
- know who to contact to discuss an issue;
- know the formal procedures to deal with an issue.

It is important to promote a culture of respect and dignity of all employees through effective implementation of policies and procedures. If the policy is contravened in any way the company must be seen to take action and the policy upheld in practice.

Checklist

The following steps can enable a truly inclusive approach to tackling under-representation of men and women in non-traditional jobs:

- Does the organisation have a clear recruitment, progression and training policy?
- Do all recruitment policies, procedures and practices meet the terms and objectives of the organisation's equal opportunities policy and action plan and appropriate legislative requirement?
- Is accurate data available on the organisation's staff recruitment and progression profile?

7.0 Monitoring and evaluation

It is worth pointing out that monitoring provides one of many ways of enabling equality policies to be assessed for effectiveness (impact assessment) generally and in respect of each and every minority group. For a more effective assessment of policies that will allow you to measure and improve services and also to identify and remove any possible barriers, monitoring should be undertaken alongside consultation and stakeholder involvement, identifying aims and objectives etc.

Throughout this guide, we have highlighted the need to apply recommended and relevant tools that will help embed monitoring and evaluation systems to ensure an accurate assessment of activities. Monitoring and evaluation needs to be built into every stage of activity, and is a legal requirement of the Gender Equality Duty. Monitoring equality practices requires collating, analysing and acting on data collected and can be used to:

- highlight possible inequalities;
- investigate the underlying causes of those inequalities; and
- help develop mechanisms to redress any unfairness or disadvantage.

Monitoring allows an understanding of the make-up of the workforce and provides an invaluable insight into who is applying and, of those applying, who has been successful. It is possible to collect information on provider's performance, monitor compliance, set improvement measures and monitor progress on them. Based on the monitoring data received back and the action taken, it is possible to deliver services far more effectively; for example, by considering mechanisms to reach groups under-represented in the workforce, or making sure that services are relevant to the diverse needs of customers.

Without monitoring, it is difficult to know whether policies and services are working. This could result in the policy being seen as paying lip service to equality, and therefore having little value. Such an approach risks losing credibility and commitment from those who have to deliver, as well as those who are affected by it if there is no evidence that policies work.

The most reliable and efficient way of monitoring the effectiveness of equality practices is to carry out regular analysis of the services offered to learners/beneficiaries and the staff employed. As well as fulfilling legal obligations, there are good business and ethical reasons for carrying out equal opportunities monitoring. The results of equality monitoring can inform the effective use of resources, improve competitiveness by attracting and retaining staff, and enhance service delivery by attracting a diverse range of beneficiaries.

Annex One: Glossary

Adverse impact

This is a significant difference in patterns of representation or outcomes between different equality strand groups, with the difference amounting to a detriment for one or more groups.

Ageism

Discrimination against people based on assumptions and stereotypes about age.

Best value

This refers to the process outlined in the Local Government Act 1999, which requires local authorities to secure continuous improvement in the delivery of services.

Black and Minority Ethnic (BME)

Term currently used to describe a range of minority ethnic communities and groups in the UK – can be used to mean the main Black and Asian and Mixed racial minority communities or it

can be used to include all minority communities, including white minority communities.

Community or social cohesion

A Government initiative, developed in response to the disturbances in 2001 in the north of England, which gives local authorities a leading role in helping to realise a ‘common vision’, a sense of belonging, and positive relationships between people from different backgrounds among the elements that help create cohesive communities.

Consultation

Asking for views on services or policies from service-users, staff, decision-making groups or the general public. Consultation can include a range of different ways of consulting such as focus groups, surveys and questionnaires or public meetings.

Disability

The legal definition for the purposes of the Disability Discrimination Act 1995 is ‘physical or mental impairment which has a substantial and long-term effect on an individual’s ability to undertake normal day-to-day activities’. However this definition sees people under what is known as the ‘Medical Model of Disability’. By contrast the ‘Social Model of Disability’ views disability as caused not by impairment but instead by the way in which society fails to meet the needs of disabled people. Any attempt to apply the social model should take into account the fact that some disabled people will themselves use the medical model – sometimes unaware of the social model.

Direct discrimination

Treating a person less favourably than others are, or would be, because of their race, ethnic origin, gender, disability, age, religious or other belief, or their sexual orientation.

Discrimination

Treating an individual or group differently and less favourably than others under comparable circumstances. It may be based on a person’s race, ethnic origin, gender, disability, age, religious or other belief, or their sexual orientation. It may be unlawful and can include harassment.

Diversity

Appreciating diversity goes beyond the mere recognition that everyone is different; it is about valuing and celebrating difference and recognising that everyone, through their unique mixture of skills, experience and talent, has their own valuable contribution to make.

Diversity proofing

Ensuring your practices are in no way compromising or having an adverse impact on equality and diversity.

Equalities

This is a shorthand term for all work carried out by an organisation to promote equal opportunities and challenge discrimination, both in employment and in carry-out functions and delivering services.

Ethnic monitoring

The process of collecting and analysing information about people's racial or ethnic origins to see whether all groups are fairly represented.

Impact assessment

An impact assessment is simply a tool/process that enables you to check how an existing service or policy or a new service or policy affects groups of people covered by equalities legislation. It allows you to look at evidence or consult as to whether the service or policy is discriminating (actual or perceived to be) against a particular group of people.

Indirect discrimination

Applying a rule or criteria to everyone which:

Cannot be met by people from a particular group **and** is to the disadvantage of the group **and** cannot be justified on non-discriminatory grounds. All three conditions must be met.

Racial group

Racial groups are defined by racial grounds, that is race, colour, nationality (including citizenship), or ethnic or national origins. All racial groups are protected from unlawful racial discrimination under the Race Relations Act. Romany Gypsies, Irish Travellers, Jews and Sikhs have been explicitly recognised by the courts as constituting racial groups for the purpose of the RRA. A person may fall into more than one racial group: for example a Nigerian may be defined by race, colour, ethnic or national origin and nationality.

Reasonable adjustments

Employers have a duty of making reasonable adjustments in respect of disabled candidates or staff, and those delivering services must consider adjustments to meet special needs of disabled customers and clients.

Service Level Agreement (SLA)

An SLA is a formal negotiated agreement between two parties. It is a contract that exists between customers and their service provider, or between service providers. It records the common understanding about services, priorities, responsibilities, guarantee, etc. with the main purpose to agree on the level of service.

Sexual orientation

A term describing a person's attraction to members of the same or different sex. Usually defined as lesbian, gay, bisexual, or heterosexual.

Stereotypes

Generalisations concerning perceived characteristics of all members of a group.

Annex Two: Useful contacts and resources

General

Campaign for Learning: The Campaign for Learning works to create opportunities and provide support for learning in families and communities, workplaces and schools that lead to positive change. www.campaign-for-learning.org.uk/cfl/index.asp

DG Employment, Social Affairs and Equal Opportunities: This Directorate-General has the task of contributing to the development of a modern, innovative and sustainable European Social Model with more and better jobs in an inclusive society based on equal opportunities. It plays a key role in promoting positive interaction between economic, social and employment policies, bringing in the main players who can help to achieve the EU strategic objective to make Europe the world's most competitive and dynamic knowledge-based economy, capable of sustainable economic growth, with more and better jobs and greater social cohesion. ec.europa.eu/dgs/employment_social/index_en.htm

Employment and Training Links Ltd: Works with disadvantaged individuals in Yorkshire and the West Midlands to support individuals and assist them to access training and work opportunities. www.employment-training-links.co.uk

Equality and Human Rights Commission: Information about individual rights and advice for employers and professionals. www.equalityhumanrights.com/en/Pages/default.aspx

Higher Education Funding Council for England: Working in partnership, the Higher Education Funding Council for England (HEFCE) promotes and funds high-quality, cost-effective teaching and research, meeting the diverse needs of students, the economy and society. Widening access and improving participation in higher education forms one of the Council's strategic aims. www.hefce.ac.uk

Jobcentre Plus: A Government agency supporting people of working age from welfare into work. It aims to help economically inactive people move into employment and to help people facing the greatest barriers to employment to compete effectively in the labour market and move into and remain in work. www.jobcentreplus.gov.uk

Learndirect: learndirect operates a network of online learning centres providing access to e-learning opportunities available to adults wanting to improve on existing skills or learn new ones, and to employers looking for innovative ways to develop the skills of their workforce. www.learndirect.co.uk

Learning and Skills Council: The Learning and Skills Council works to improve the skills of England's young people and adults. It has published a 'Single Equality Scheme' which brings together the LSC's policies on race, gender and disability. The scheme aims at ensuring a coherent framework for promoting equality and diversity within the organisations and across the learning and skills sector. www.lsc.gov.uk

National Institute of Adult Continuing Education (NIACE): NIACE exists to encourage more and different adults to engage in learning of all kinds; they campaign for and celebrate the achievements of adult learners. It is the largest organisation working to promote the interests of learners and potential learners in England and Wales. www.niace.org.uk

Support 4 Learning: Website to signpost to relevant organisations and resources in a number of key areas. The site contains links to resources for advisors, students and everyone involved in education, training and communities. www.support4learning.org.uk/home/index.cfm

UK Skills: A not for profit organisation which champions skills and learning for work through competitions and awards. www.ukskills.org.uk/opencms/opencms/website/aboutus/index.html

UK Resource Centre for Women in Science, Engineering and Technology: A website funded by the Department for Innovation, Universities and Skills as part of their Strategy for Women in Science, Engineering and Technology. www.setwomenresource.org.uk/en/

Gender

Women's Employment Enterprise Training Unit (WEETU): WEETU offer advice, training and support to develop employment and enterprise opportunities for women to take control of their economic lives. www.weetu.org

Women into Work Programmes: Funded through the Equal strand of the European Social Fund and managed by Supporting Others through Voluntary Action (SOVA), Women into Work Programmes aim to identify and tackle barriers to employment, training and education for women. www.wiw.org.uk/intro.html