

For information

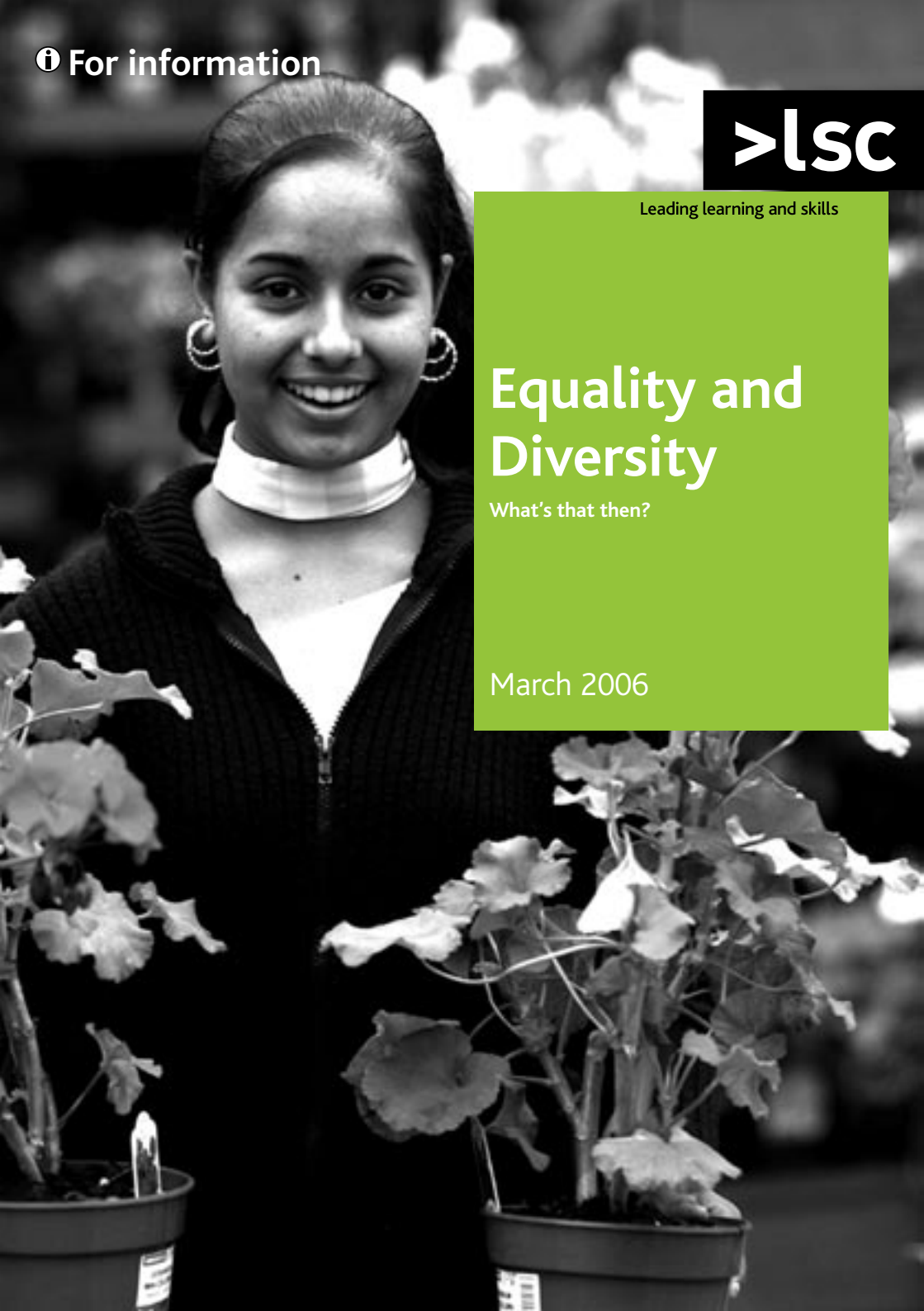
>lsc

Leading learning and skills

Equality and Diversity

What's that then?

March 2006



Contents

Welcome	3
Equality legislation	4
Equality quiz	11
Discrimination and harassment	12
How can you support equal opportunities?	13
Grievance procedures	14
Diversity	15
Stereotyping	20
Contacts	22



Welcome

We hope you enjoy this updated version of the popular “equality and diversity – what’s that then?” booklet. We have taken account of feedback and comments from many different people and we think we have now created an even better booklet for learners whatever programme they are following.

Members of the Learning and Skills Council have put this workbook together, based on original work undertaken by the West Yorkshire Learning Provider Equality Network, to give you more understanding of what Equality and Diversity means and also about your right to fair treatment whoever you are. It also gives you information about different religions and ways of life of people in the UK today.

We hope that you will find the workbook both informative and helpful. There are exercises, which we hope will be enjoyable. It will increase your knowledge of Equality and Diversity and help you to achieve your qualification.

The workbook will also help you learn more about the rich diversity of people at your College or Learning provider, in your workplace or in the community in which you live. We hope you will learn to understand and appreciate the differences that make life interesting.

Equality Legislation

Equal Pay Act 1970 (EPA)

The purpose of the Equal Pay Act is to eliminate discrimination between men and women in pay and other terms of their contracts of employment such as piecework, output, bonus payments, holidays and sick leave.

It covers:

- like work
- work rated as equivalent; and
- work of equal value.

It does not give anyone a right to claim equal pay with another person of the same sex.

The Sex Discrimination Act 1975 (SDA)

The Sex Discrimination Act makes it illegal to treat a woman or a man less favourably on the grounds of their sex or marital status (i.e. whether they are married or not) in employment, training, education and the provision of goods, facilities and services to members of the public.

This includes:

- in the selection process
- the terms on which a job is offered
- choosing a successful applicant
- in opportunities for promotion, transfers or training
- in benefits granted by an employer; and
- in dismissals, disciplinary hearings or other unfair treatment of employees.



The Gender Reassignment Regulations 1999 (GRR)

Came into force on 1st May 1999.

It extends the SDA to cover discrimination in employment and vocational training on grounds of gender reassignment.

“Gender reassignment” is defined by the SDA as “...a process, which is undertaken under medical supervision for the purposes of reassigning a person’s sex by changing physiological or other characteristics of sex, and includes any part of such a process.”

The Regulations do not cover the provision of goods, facilities or services.

Civil Partnership Act 2004

The Civil Partnership Act grants legal status to same sex couples in the UK and extends the SDA to protect them against discrimination. The Act entered into force on the 5th December 2005, allowing same-sex couples to form civil partnerships. The Act also places co-habiting same-sex couples on the same legal basis as co-habiting heterosexual couples.

The Race Relations Act 1976 (RRA)

The Race Relations Act 1976 makes it illegal to discriminate on the grounds of colour, race, nationality, ethnic or national origins in the fields of:

- employment
- training and related matters
- education
- the provision of goods, facilities and services; and
- accommodation.

This includes:

- in the selection process
- the terms on which a job is offered
- choosing a successful applicant
- in opportunities for promotion, transfers or training
- in benefits granted by an employer; and
- in dismissals, disciplinary hearings or other unfair treatment of employees.

The Race Relations Amendment Act 2000 (RRAA)

The Race Relations Amendment Act 2000 places a ‘general’ duty on all public authorities e.g. Local Councils, Schools, Colleges, the Police etc to:

- eliminate unlawful racial discrimination
- promote equality of opportunity; and
- promote good race relations between persons of different racial groups.

Public authorities also have to have in place policies and action plans which set out how they are going to meet the duties mentioned above and other more ‘specific’ duties placed upon them such as staff training, monitoring their staff and customers by ethnic origin and ensuring that their policies and procedures do not have an adverse impact on one group of people in relation to another.

The Disability Discrimination Act 1995 (DDA)

This Act makes it illegal to treat someone with a disability less favourably than other people, unless there is a justifiable reason to do so. The courts will decide if the reason is justified.

The DDA affects:

- employers and service providers
- disabled people; and
- landlords and others who are responsible for letting or selling property.

A person is disabled if they have:

"...a **physical or mental impairment** which has a **substantial and long term adverse effect** on his or her ability to carry out **normal day to day activities.**"

Reasonable Adjustment

In order to help a disabled person to do the job, employers will have to decide what changes are necessary to the workplace or the ways the work is done, and make any changes that are reasonable. When considering what is reasonable, employers will take into account how much the changes would cost and how much they would help.

Disability Discrimination Act 2005

In April 2005 a new Disability Discrimination Act was passed by Parliament, which amends or extends existing provisions in the DDA 1995, including:

- making it unlawful for operators of transport vehicles to discriminate against disabled people
- making it easier for disabled people to rent property and for tenants to make disability-related adaptations
- making sure that private clubs with 25 or more members cannot keep disabled people out, just because they have a disability
- extending protection to cover people who have HIV, cancer and multiple sclerosis from the moment they are diagnosed
- ensuring that discrimination law covers all the activities of the public sector; and
- requiring public bodies to promote equality of opportunity for disabled people.

The Disability Equality Duty will place a responsibility on public bodies to promote equality of opportunity for disabled people. This duty comes into force on 5th December 2006.



Special Educational Needs and Disability Act 2001 (SENDA)

Also referred to as Part 4 of the Disability Discrimination Act 1995, SENDA is the part of the DDA that relates to Education.

It came into force in September 2002. It means that Colleges and Local Authorities have legal responsibilities to:

- not treat disabled learners less favourably for a reason related to their disability; and
- provide reasonable adjustments for disabled learners.

These responsibilities apply to any service, which is provided specifically for students e.g. all teaching, catering facilities, outings and trips etc.

The responsibilities are also 'anticipatory' which means that the likely needs of disabled learners must be anticipated and provision should be made in advance i.e. they should not just respond to the individual's needs of one learner when the situation arises.

Exercise

The situations described below could apply to any company or college. Read this and either discuss your results with your assessor/tutor or present your results to your group.

1. Your company has advertised for a sales executive and amongst the applicants is a person with a disability

or

2. A new college year has started and among the new students there is an individual with a physical disability.

Answer the following questions.

1. Has your company / college got adequate provision for the individual concerned?

2. Identify 3 disabilities and how your company / college would need to prepare to accommodate each disability. Remember not everyone with a disability is in a wheelchair.

3. What are the provisions currently in place?

4. What else could be done to help someone with a disability to work in your company / attend your college?

EU Employment Directive 2000

The Directive put in place a general framework for equal treatment in employment and vocational training and guidance. It is commonly called the Employment Directive.

It is designed to outlaw discrimination at work and training on grounds of age, sexual orientation, disability and religion or belief. It sets a framework, which will ensure that there are minimum standards for combating discrimination throughout the European Union.

How a directive works is that a member state, such as the UK, passes new legislation in its own country, to meet timescales in the European Directive. These dates are 2003 for religion and sexual orientation and 2006 for age.

In the UK discrimination on the grounds of religion and sexual orientation became illegal in December 2003 and discrimination on the grounds of age will be illegal by the end of 2006.

There have also been changes to the Disability Discrimination Act that took effect in October 2004 to account for the changes introduced in the Directive.

Employment Equality (Sexual Orientation) Regulations 2003

The regulations apply to all employment and vocational training and actual or perceived sexual orientation in respect of recruitment, terms and conditions, promotions, transfers, dismissals and training.

Sexual orientation is defined as:

- orientation towards persons of the same sex – lesbians and gay men
- orientation towards persons of the opposite sex – heterosexual; and
- orientation towards persons of the same and the opposite sex – bisexual.

It is unlawful on the grounds of sexual orientation to:

- directly discriminate against anyone
- indirectly discriminate against anyone
- subject someone to harassment
- victimise someone; and
- discriminate against someone after the working relationship has ended.





Employment Equality (Religion and Belief) Regulations 2003

The regulations apply to all employment and vocational training in respect of recruitment, terms and conditions, promotions, transfers, dismissals and training.

Religion and belief is defined as:

- any religion, religious belief or similar philosophical belief
- includes those who do not have a religious belief; and
- extends beyond the more well known religions and faiths to beliefs such as Paganism and Humanism.

It is unlawful on the grounds of religion or belief to:

- directly discriminate against anyone
- indirectly discriminate against anyone
- subject someone to harassment
- victimise someone; and
- discriminate against someone after the working relationship has ended.

Employment Equality (Age) Regulations 2006

These regulations will apply to both employment and vocational training. It will be unlawful to discriminate against anyone on the grounds of age and the regulations will cover all age groups. The new regulations will demand employers to significantly change many aspects of how they recruit and employ people. There are serious penalties for failure to comply.

Statutory Code of Practice on Racial Equality in Employment

This code came into force on 6th April 2006 in order to help eliminate racism at work. It provides employers with guidance on how to avoid unlawful racial discrimination and outlines employers legal obligations under the RRA.

Human Rights Act 1998 (HRA)

Came into force on the 2nd October 2000.

Article 14 of the European Convention on Human Rights states that:

"...the enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status."

All public authorities are required to adhere to the HRA. This means that courts, which themselves are considered public authorities, will have to interpret domestic law in line with the HRA. This means that issues such as sexual orientation could have been ruled unlawful despite not being directly covered by UK legislation until December 2003.



Equality Quiz

Read the questions in the left hand side. Match up each question with the correct answer by writing the letter in these boxes.

QUESTION		ANSWER
A	What issues should be covered by an Equal Opportunities policy?	Unwanted, unacceptable and offensive behaviour imposed upon a person.
B	What is direct discrimination?	Follow the appropriate company procedure. This is usually called the Grievance Procedure.
C	What is indirect discrimination?	Being treated less favourable (not just differently) on the grounds of gender, marital status, colour, race, nationality or ethnic or national origins.
D	What constitutes sexual /racial harassment?	A requirement for a job that is held by someone of a particular gender or race e.g. you can advertise for a female model to model women's clothes.
E	What is the definition of disability according to the Disability Discrimination Act 1995?	A commitment to equality, informed by legislation, linked closely to the organisation's goals, with measurable and achievable objectives. It should highlight responsibilities and identify means of arriving at and evaluating the set objectives.
F	If you were harassed at work, what procedure would you follow?	A physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
G	Name 3 areas of legislation currently enforced by Government.	When a requirement or condition is applied to all persons but which has a disproportionate effect on persons of a particular group because of their inability to comply with the requirement/condition.
H	What is a genuine occupational qualification?	Sex Discrimination Act, Race Relations Act and Disability Discrimination Act.

Discrimination

The dictionary definition of discrimination is "to distinguish difference between, judge between."

Discrimination is about people being thought of as having different worth or value, being treated differently or given fewer opportunities.

Sometimes discrimination arises because people have decided that some people "deserve" to be treated less well than others. In other cases, people make discriminatory assumptions, for example, that older workers will take more sick leave than younger ones, or that a British Asian applicant for a job will not speak English as well as a white candidate.

Discriminating against someone could include, for example:

- not giving them a job or a place on a course
- not treating them as well on the job or course; and
- not allowing people to go on for further training (for example, assuming that women with young children or mature workers would not be interested in schemes aimed at preparing them for promotion).

There are three types of discrimination.

Direct discrimination – this happens when one person is treated less favourably than another person would be treated in the same circumstances e.g. refusal to give a learner a work placement because of their sex, race or disability.

Indirect discrimination – this happens when a requirement is applied equally to everyone but has the effect of excluding one group of people more than another. For example, if your learning provider were to introduce a requirement that all learners had to be at least 6 feet tall, this would exclude more women than men from training. It would discriminate against women.

Victimisation – this occurs when a person is treated less favourably than others are because they have made a complaint under the Sex, Race or Disability Discrimination Acts

Harassment

The dictionary definition of harassment is "to torment, worry."

Harassment is very difficult to define because it can take many forms. It can be directed at an individual or a group. It is the effect that it has on an individual that is important, not the intention of the harasser. Whatever form the harassment takes it is unwelcome and unwanted and is both stressful and intimidating for the victim. Bullying is also a form of harassment.

Harassment examples may include:

- verbal abuse or taunting
- racist and/or sexist comments or jokes
- ignoring someone
- unwanted physical contact
- unfair allocation of work
- display or circulation of offensive materials/books etc
- intrusive questioning about ethnic origin; and
- unnecessary references to sex.

Exercise

1. A new learner/member of staff has joined your group and seems to have taken an instant dislike to you. Their behaviour towards you has deteriorated and you are frightened because he/she has threatened you. What do you do? Discuss this in a group or with your tutor/assessor.

2. Find out all you can about discrimination and harassment. Use the Internet and/or other sources of information.

- Design a leaflet that could be issued to your colleagues/college year group providing information on harassment and discrimination.
- Use clip art images.
- Keep all of your rough notes to show progression to the final product.
- Present your research to your assessor/tutor.

How can you support Equal Opportunities?

Complete the sentences below by using the words at the bottom of the page.

Always ensure that you are treating everyone fairly!

_____ treat others with respect and kindness, as you yourself would like to be treated. Never take part in bullying or discriminate against others.

Watch for unfair treatment.

Always speak up if you are _____ with the way that someone has spoken to you or if they have done something that you believe to be wrong. Sometimes they may not be _____ of their own offensive behaviour! If you feel that you cannot deal with this inform your _____ or a colleague/tutor.

Encourage teamwork.

Teamwork is very _____. By working honestly and openly you will be able to build a team and gain people's trust.

Learn about Equal Opportunities.

Attend meetings and find out about equality and _____. Learn as much as you can to ensure that you are giving people opportunities. Read up on the relevant Acts and ensure that you know _____ rights.

unhappy

important

Always

manager

aware

your

diversity

Exercise

Things have changed considerably over the past 40 to 50 years in terms of Equal Opportunities and if you look around you the diversity of the community in which you live will probably also have changed a great deal over the same period.

In order to illustrate the changes carry out one of the following exercises. You can use the Internet to find out all you need to know to answer the questions.

1. Compare the England football team that won the World Cup in 1966 to the team that played in the 2002 World Cup.

- What do you notice about the ethnic make up of the two teams?
- Why do you think there are differences?

2. Compare the 'artists' who had number one hits in 1974 in the UK charts to those who had number ones in 2004.

- What are the differences in terms of ethnicity, gender etc?
- Why do you think there are differences?
- How many men, women and people of different ethnic groups are there and how does this compare with the make up of the UK population today?

Discuss the above exercises with your group/assessor or tutor.

Grievance Procedures

Your organisation may have a policy on Dignity at Work which outlines the procedures to be followed if you are being bullied or harassed. If not, every organisation should have a grievance procedure. You should follow the appropriate procedures if you have a complaint against a member of staff or another learner. It should be explained to you at your induction and you should be given the details in writing.

If you feel that you are being treated unfairly or that your learning provider, work placement or employer is harassing you then you should follow the appropriate procedure laid down by that organisation.

In order to familiarise yourself with the procedure please answer the following questions

1. Who should you report your complaint to?
2. When should you make a complaint?
3. What is the informal procedure you should follow?
4. What is the formal procedure you should follow?

If you are being bullied or harassed, then you should follow your organisation's procedures before you do anything else. However, if you have done all of the above and you feel that your problem has still not been solved then you can contact your local Learning and Skills Council as detailed on the back of this booklet.

Diversity

In the past Equal Opportunities has often been described as 'everyone being the same'. This description of Equality however is somewhat outdated. Today when we talk about Equality we describe it in terms of everyone being different but being treated with an equal level of respect and having equal access to services, training etc.

Diversity is about valuing and embracing the differences in people, whether that relates to gender, race, disability, age or a whole host of other individual characteristics not currently covered by legislation.

Just think how awful the world would be if everyone was the same, if they all looked the same, had the same values and beliefs, ate the same foods, liked the same things etc. When you think about your friends have a think about what you like about them that is different to you, the football team they support, the music they like etc. Diversity is about enjoying these differences whatever they are!

Diversity In Different Cultures/Religions

Just how much do you know about the different cultures and religions that people practice around the world?

Here is a list of some of the major religions practised in the UK today and a few brief facts about them.

BUDDHISM:

- It has about 500 million adherents around the world – about 150,000 (2001 Census) active Buddhists in UK.
- Buddhism was first formulated by Sidhharta Gautama in India about 2,500 years ago. After his death followers of this religion carried on practising the main beliefs, which are the importance of discipline and meditation.
- Buddhism focuses on each individual seeking to attain enlightenment.

Nirvana (enlightenment) can be reached by following the Eightfold Path of:

Right understanding
 Right thinking
 Right speaking
 Right acting
 Right lifestyle
 Right endeavouring
 Right mindfulness
 Right contemplation

- Buddhism has no unique creed, no single authority, and no single sacred book.
- There are many schools and practices of Buddhism.



CHRISTIANITY:

- This religion is widely practised by Christians all over the world.
- There are 6 million active Christians in the UK, but over 42 million in the UK (2001 Census) would regard themselves as nominally Christian.
- Christians believe that Jesus Christ is the Son of God, who came to earth as a man to restore the relationship between humans and God that had gone wrong.
- There are many different variations or "denominations" including Orthodox, Roman Catholicism and Protestantism.
- Christians believe that there is only one God, and He is the creator of the universe and everything that is in it. God has created the world distinct from Him but is believed to be active within it. Christianity teaches its followers a way of life.
- God reveals Himself in three 'persons': Father, Son (Jesus Christ) and Holy Spirit. However, these three persons are regarded as a unity, sharing one 'substance.'
- The main beliefs of Christianity include the belief in the Holy Spirit, forgiveness of sins, the resurrection of the body and the everlasting life.

- The main celebrations of this religion include Christmas, when the birth of Jesus Christ is celebrated and Easter, when it is believed that Jesus Christ was resurrected following his crucifixion.

HINDUISM:

- Hinduism first developed in India over 4 or 5 thousand years ago. In the UK there are about 560,000 Hindus (2001 Census), approximately 160,000 of who are active in their faith.
- This religion teaches its followers a way of life and is mainly practised by Indians. This religion has no single founder or prophet, no single holy book or organised place of worship.
- Hindus believe that there is a creator or a supreme spirit that is neither male nor female and is far too complicated for ordinary people to understand and worship. Therefore, they worship this creator through 3 main images: 1) Brahma, the creator. 2) Vishnu, the preserver. 3) Shiva, the destroyer. Worship takes place in homes, however temples are also used.
- There are 4 holy books in Hinduism - The Vedas collections of Sanskrit hymns (written down 1200-900 BCE, but based on older oral versions), Brahmanas-ritual instructions (1000-650 BCE), the Upanishads, mystical works (400-200 BCE) and the Bhagavad Gita (200 BCE).
- The two most important festivals are Holi and Diwali.



ISLAM:

- There are about 1.6 million Muslims in the UK (2001 Census), about 600,000 of whom are active in the faith. Those who are not active still regard being a Muslim as an important part of their identity.
- Islam is more than a system of belief. The faith provides a social and legal system and governs things like family life, law and order, ethics, dress, and cleanliness, as well as religious ritual and observance.
- There is only one God, called "Allah".
- Allah's last prophet was Muhammad (peace be upon him). Muhammad (pbuh) was not a god; he was a man through whom God revealed his will. Although Muslims revere Muhammad (pbuh) they do not worship him. The holy book, which Muslims follow as a way of life, is called the 'Quran'.
- The 5 pillars of Islam include, faith in the religion, worship, which includes 5 daily prayers, fasting in the month of Ramadan, charity and pilgrimage to the holy city of Mecca at least once in a lifetime.
- The main celebrations for this religion are Eid ul Fitr and Eid ul Adha.
- Like Christianity there are different denominations of Islam. The two main denominations are Shia and Sunni; however other schools of thought exist.

JUDAISM:

- There are 267,000 Jews living in the UK (2001 Census). Only 85,000 of them are active in their faith.
- The fundamental beliefs of Judaism are: there is a single all-powerful god who created the universe and everything in it and that God has a special relationship with the Jewish people, cemented by the covenant that God made with Moses on Mount Sinai, 3500 years ago.
- Jews are divided according to their beliefs and practices and according to their racial origins, as either having roots in central Europe (Ashkenazi Jews) or Spain and the Middle East (Sephardi Jews). The main divisions of belief and practice are as follows:
 - **Orthodox Jews** follow the original teachings and traditions of the faith closely.
 - **Ultra-Orthodox Jews** obey religious laws very strictly. Ultra-Orthodox" is not a term that Jews like very much, and it is more acceptable to use the word "Haredi."
 - **Conservative** (also called Masorti) Jews fall somewhere between Orthodox and Reform Jews.
 - **Hasidic Jews** are a sub-group of Haredi Jews, but the two terms are not interchangeable.
 - **Reform Jews** have adapted their faith and customs to modern life.

• Reconstructionist and Humanistic

Judaism are modern American movements.

- The holy book, which they use as a way of life, is called the Torah.
- Traditionally, Jews practise their worship in synagogues, where they pray 3 times a day. Saturday is a holy day (or Sabbath) in the Jewish faith.
- The lighting of candles and the preparation of traditional potato cakes celebrate the festival of lights called Hanukkah.

SIKHISM:

- There are 18-20 million Sikhs in the world, and 80% of them live in the Punjab state in Northwest India, where the faith began. There are 336,000 Sikhs in Britain (2001 Census), 80% of whom are active in their faith. 39% of UK Sikhs attend a religious service at a Gurdwara (meaning house, or residence of God, this is their place of worship) once a week.
- The word "Sikh" is Punjabi for "disciple" and Sikhs are disciples of the Gurus.
- Sikhism does not have priests, but most Gurdwaras will have a Granthi. A Granthi is a learned Sikh who is skilled in reading the scriptures, however, a Granthi has no special religious status.
- The principal Sikh scripture is the Adi Granth, often called the Guru Granth Sahib



- Sikhs believe that there is a single, all-powerful God, who created the universe and everything in it.
- The essence of being a Sikh is that one lives one's life according to the teachings of the Sikh Gurus, devotes time to meditating on God and the scriptures, and does things to benefit other people.
- Sikhism emphasises social and gender equality, and stresses the importance of behaving unselfishly.
- Sikhs believe that a normal family life should involve earning an honest living, having a humble attitude and sharing happiness and wealth with others to make up an ideal life. Sikhs believe in the Fatherhood of God and Brotherhood of Man.
- Their main celebrations include Diwali, the festival of lights and Baisakhi, the day when Sikhs celebrate the formation of the Sikh brotherhood.

Exercise/Activity

Your task is to pick one of the above religions (not your own) and research it in more detail. Look at the practices of the religion, its followers and any customs and cultures attached e.g. Holy days, celebrations and special diets. Finally, present your findings to the rest of the group or alternatively have a discussion about it with your Tutor/ Assessor.

HINT: You may find the BBC website of use when doing this exercise (www.bbc.co.uk - search for religion)

Stereotyping Exercises For Groups

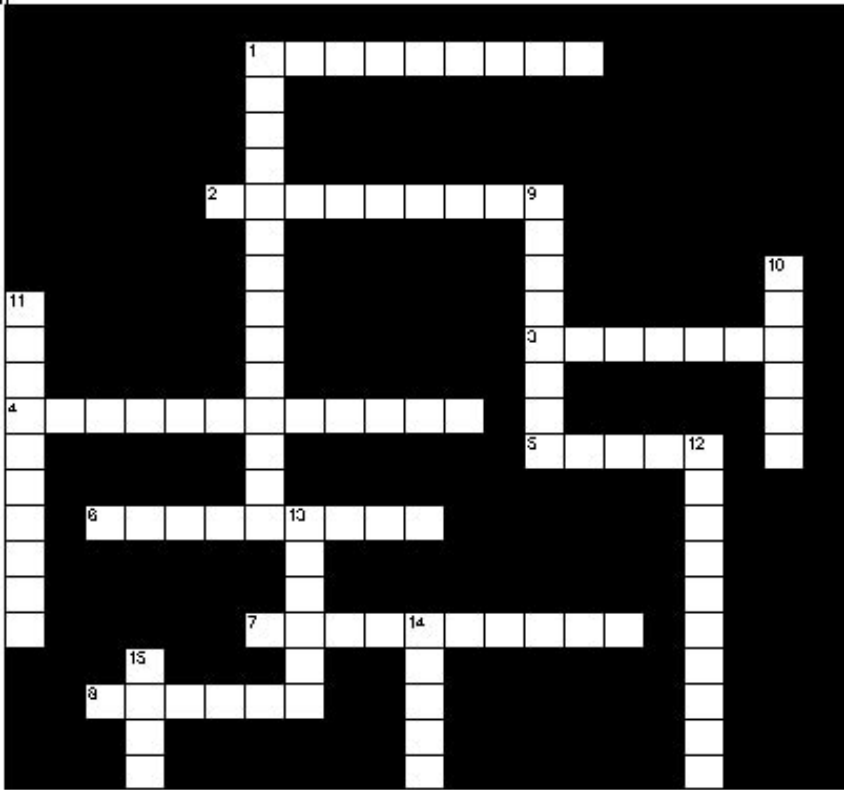
It is very easy to make assumptions about people based on purely superficial characteristics, for example their age, their gender or perhaps their ethnic origin. The following exercises illustrate this.

Exercise 1

1. Working individually, think of something that no one else in the group knows about you (a 'secret' that you don't mind everyone else knowing). Write it down on a piece of paper and pass it to your tutor/assessor.
2. When everyone in the group has done this, the tutor/assessor will read out each 'secret' in turn. Collectively you need to decide whose 'secret' it is. Do this until all the 'secrets' are gone and everyone in the group has been given one of them.
3. Check with all members of the group to see whether or not you have assigned them the right secret, and if not ask to whom it belongs.
4. Ask all members of the group about what they made assumptions about and why.

Exercise 2

1. Break into pairs and choose one of the following characters – a different one per group.
 - Construction Worker
 - Engineer
 - Health Care Worker
 - An ICT Professional
 - Plumber
 - Child Care Worker
2. Give the character a name and draw a picture of what they look like. Consider the following questions while you're doing this
 - What gender are they?
 - How old are they?
 - What is their ethnic origin?
 - Do they have a disability?
 - Do they have a partner or are they single?
 - What do they do in their spare time?
 - Do they have children?
3. When you have finished drawing your character take it in turns to tell the group about your character and discuss why your character is as they are. Have you made any assumptions about them and if so why?



Across

1. Valuing all people and their experience (9)
2. To judge a person because of their religion is _____(9)
3. A gay woman is a _____(7)
4. Gender-_____ (12) often leads to single sex industries
5. If you are not an adult you are a ____ (5)
6. Homophobic name calling is _____(9) and discriminatory
7. A learning difficulty is a type of _____(10)
8. To treat somebody badly because they are black is _____ (6)

Down

1. 8 across and 13 down behaviour are types of _____(14)
9. True _____ (8) is treating all people fairly
10. Somebody who self injures may have _____ (6) health problems
11. To allow a dyslexic more time in an exam would be _____ (10)
12. To constantly tease somebody is _____ (10)
13. To treat women less favourably than men is _____ (6)
14. Someone who picks on others is a ____ (5)
15. Not discriminating is the right thing to do because it is ____ (4)

Contacts

You may find the following organisations / websites of use if you want to find out more about a particular issue.

General

Citizen's Advice Bureaux

They offer free advice on all areas of equality of opportunity including, in some cases, support for individuals or organisations wishing to make a complaint about discrimination.

They have a web site, which gives basic information about many topics including equal rights and employment and training. This information is available at www.adviceguide.org.uk

Disability

The national organisations listed below can give advice and information about issues around disability and discrimination.

Disability Rights Commission

Freepost, Mid 02164,
Stratford Upon Avon, CV37 9BR
Tel: 08457 622633
www.drc.org.uk

Skill: National Bureau for Students with Disabilities

Chapter House,
18-20 Crucifix Lane, London, SE1 3JW
Tel: 0800 328 5050
www.skill.org.uk

The Dyslexia Institute

Park House, Wick Road,
Egham, Surrey, TW20 0HH
Tel: 01784 222 300
www.dyslexia-inst.org.uk

Epilepsy Action

Epilepsy Action is the working name for British Epilepsy Association
New Anstey House, Gate Way Drive, Yeadon,
Leeds, LS19 7XY
Tel: 0808 800 5050
www.epilepsy.org.uk

Gender

The Equal Opportunities Commission offers free advice and representation to individuals and organisations in addition to their excellent publications.

Women's Aid Federation and Rape Crisis Centres offer practical help and support for women who have experienced violence, physical, emotional or sexual abuse.

Equal Opportunities Commission

Arndale House, Arndale Centre,
Manchester, M4 3EQ
Tel: 0845 601 5901
www.eoc.org.uk

Women's Aid Federation (England)

PO Box 391, Bristol, BS99 7WS
National Helpline: 0808 2000 247
www.womensaid.org.uk

Rape Crisis

e-mail: info@rapecrisis.org.uk
www.rapecrisis.org.uk

Race

Commission for Racial Equality

The Commission for Race Equality is working for a just society that gives everyone an equal chance free from fear of racial harassment and violence.

St Dunstan's House, 201-211 Borough High Street, London, SE1 1GZ

Tel: 020 7939 0000

www.cre.gov.uk

Ex-offenders

Information on the law relating to ex-offenders is published in the leaflet "Wiping the Slate Clean" published by the Home Office.

APEX Trust

National confidential helpline for help and advice on ex-offender employment issues.

St. Alphage House, 2 Fore Street, London, EC2Y 5DA

Tel: 0870 608 4567

www.apextrust.com

NACRO (National Association for the Care and Resettlement of Offenders)

They can supply information about local projects and groups.

169 Clapham Road, London, SW9 0PU

Tel: 020 7582 6500

www.nacro.org.uk

Sexuality

(SPOD) Association to Aid the Sexual and Personal Relationships of People with a Disability

286 Camden Road, London, N7 0BJ

Tel: 020 7607 8851

Stonewall Limited

Equality and justice for lesbians, gay men and bi-sexuals.

46 Grosvenor Gardens, London, SW1W 0EB

Tel: 020 7881 9440

www.stonewall.org.uk

Homelessness

Shelter

Freephone helpline for those facing a housing emergency

Tel: 0808 800 4444

National Minimum Wage

Department of Trade and Industry

Tel: 0845 6000 678

www.dti.gov.uk/er/nmw

Answers to quiz

Across

1. Diversity
2. Prejudice
3. Lesbian
4. Stereotyping
5. Youth
6. Offensive
7. Disability
8. Racist

Down

1. Discrimination
9. Equality
10. Mental
11. Reasonable
12. Harassment
13. Sexist
14. Bully
15. Fair

Learning and Skills Council

Cheshire and Warrington

0845 019 4163

cheshireandwarringtoninfo@lsc.gov.uk

Cumbria

0845 019 4159

infocumbria@lsc.gov.uk

Greater Manchester

0845 019 4142

grmanchesterinfo@lsc.gov.uk

Greater Merseyside

0845 019 4150

merseysideinfo@lsc.gov.uk

Lancashire

0845 019 4157

lancashireinfo@lsc.gov.uk

Extracts from this publication may be reproduced for non-commercial educational or training purposes on condition that the source is acknowledged and the findings are not misrepresented.

Consideration will be given to requests for this document in other formats.