The role of IAG in challenging stereotypes and promoting equality

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The role of IAG in challenging stereotypes and promoting equality

An equal society protects and promotes equal, real freedom and opportunity to live in the way people value and would choose, so that everyone can flourish.

An equal society recognises people's different needs, situations and goals, and removes the barriers that limit what people can be and do

'Fairness and freedom', The Equalities Review,2007

The role of IAG in challenging stereotypes and promoting equality

- How has the role been articulated?
- How has it been delivered?
- With what effect?
- What of the future?

Comments based on

- Various iCeGS research projects including:
  - EHRC: Equality and diversity in careers education, information, advice and guidance
  - DfE: STEM Careers Awareness Timelines
  - LSC: Apprenticeships in Staffordshire: an equality and diversity perspective

- Focus on young people but principles apply to all age services

How has the role been articulated?

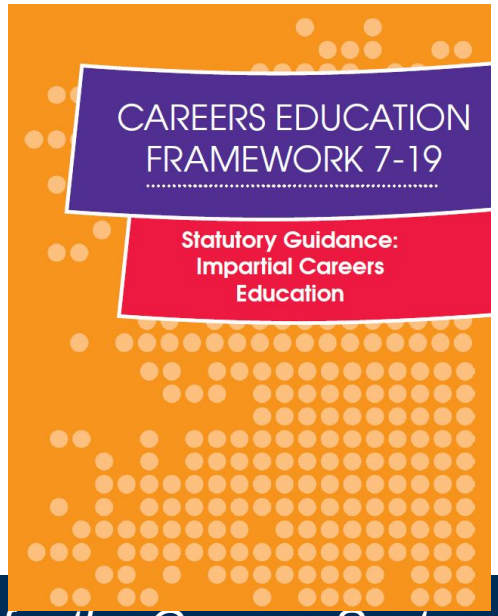
1. Legislation
2. Government guidance
3. Professional codes of practice
4. Resources

1. Legislation

- Education and Skills Act 2008
  - Schools must deliver impartial careers education free from institutional (or individual) bias and in the interests of the young person
  - Schools must have regard to the statutory guidance
- Apprenticeship, Skills, Children and Learning Act 2009
  - Schools must provide information advice and guidance on vocational training opportunities where they consider this to be in the best interests of the pupils.
- The Equality Act 2010
  - To eliminate discrimination, harassment and victimisation, advance equality and foster good relations

2. Government guidance

- Statutory guidance 2009
  - A principle of careers education is to actively promote equality of opportunity and challenge stereotypes
- Non-statutory guidance
  - National framework, 2010
  - Quality standards, 2007



Quality standard 5

5 Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes

5.1 services reach all young people in the local community, including disadvantaged and marginalised groups

5.2 information, advice and guidance services are personalised to meet the needs of individual young people

5.3 young people facing barriers to access to learning, training and employment are given the help that they need to overcome these barriers

5.4 services are sensitive to the faith, cultural, and family background that people come from

5.5 stereotypes and limited career aspiration are challenged, for example through the use of positive actions activities, taster sessions, the use of appropriate role models and work placements

5.6 communications with young people are adapted to reflect the different needs of recipients (e.g. in relation to basic skills needs or disabilities)

5.7 active efforts are made to ensure that the information, advice and guidance workforce reflects the diversity of the wider community

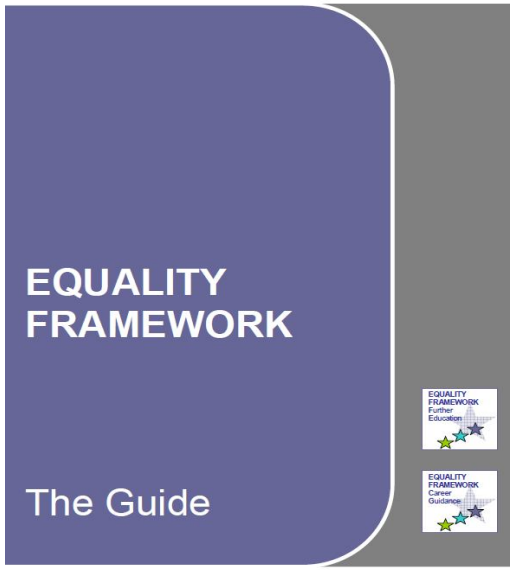
3. Professional frameworks, 2010

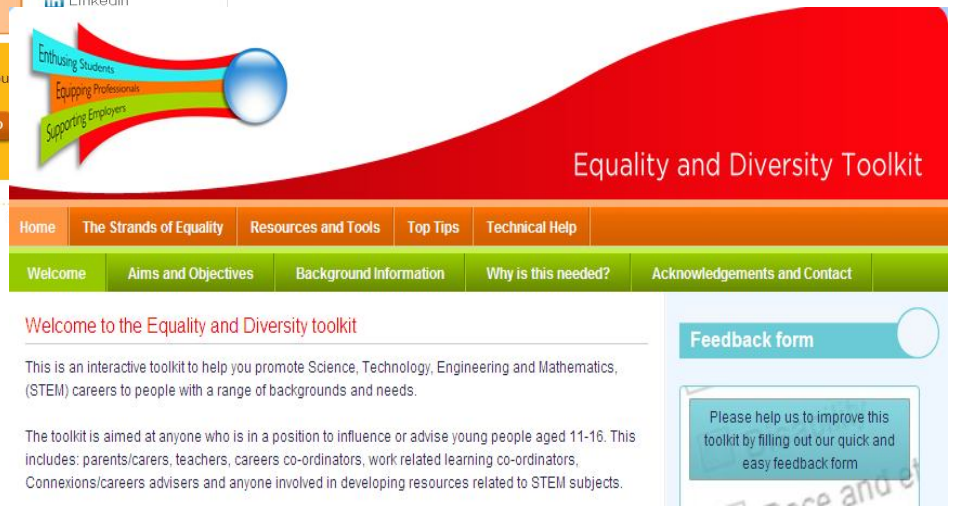
Statement of Common Principles agreed by ACEG, ACPI, AGCAS, ICG, NAEGA

The five professional associations each operate their own code of practice, but each also subscribes to certain core principles of good ethical practice. They share the view that their practitioner members should:

5. actively promote equality and diversity and help clients to overcome barriers to personal achievement resulting from prejudice, stereotyping and discrimination.

4. Resources





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How has the role been delivered?

- Young parents project, Glasgow.
  - Regeneration
  - Multi-agency & networked
  - Ongoing interventions
  - Advocacy
  - Challenge colleagues as well as young people

How has the role been delivered?

- Connect South West
  - Clear organisational commitment
  - Development managers
  - Link with mainstream practice
  - Targeted support for particular groups
    - 2BU
    - Individual support advisers

How has the role been delivered?

- HCS Ltd: Stop Gap
- Birmingham Royal Ballet: Dance Track
- Derby: Interagency Strategy to support Roma
- PSC Training and Development: Widening Choices
- LGBT Excellence Centre: Wales

With what effect?

- Partial evidence
  - Individual initiatives have positive feedback with +ve evaluative evidence
  - Survey work – all respondents reported significant work across many aspects
  - Data gaps
  - Inspection
    - Ofsted
    - Reliance on self assessment

An intractable issue?

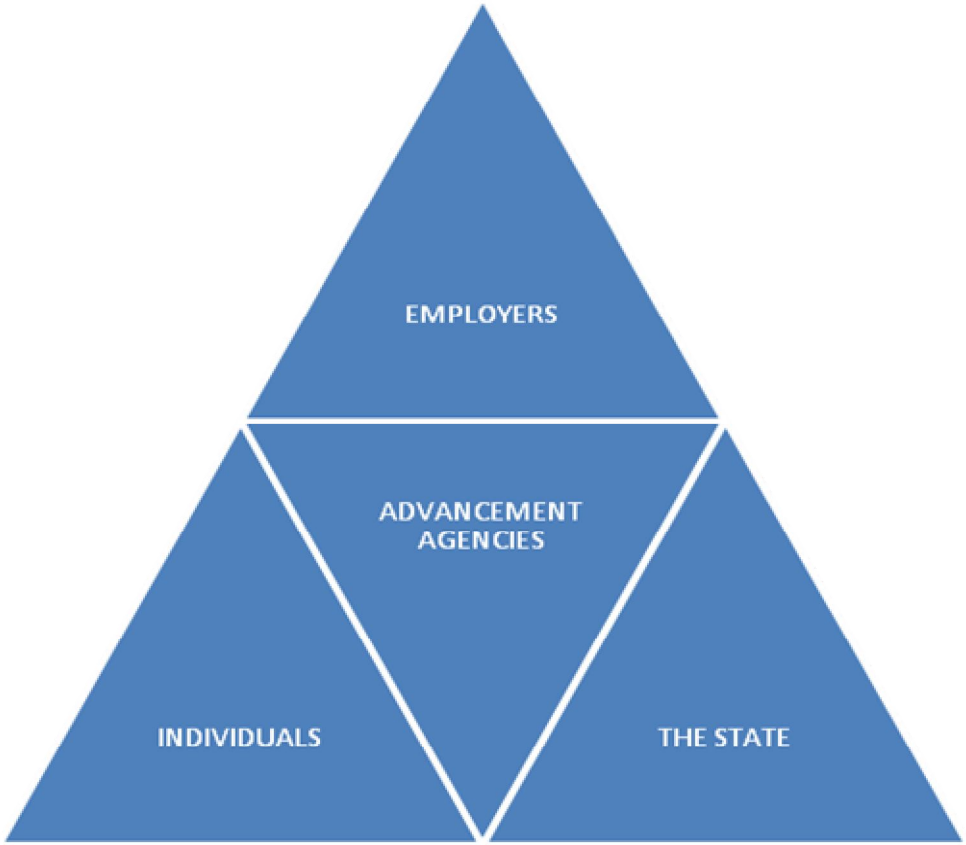
- 78% of Y12s taking physics A level are boys while 76% taking sociology are girls (2008)
- At HE girls opt for biosciences & medicine rather than computing, technology & physics (2009)
- 98% of apprenticeship starts in construction were male, while 97% of starts in childcare were female (2009)
- 20% of young people enrolling on agriculture & livestock WBL routes have learning difficulties and disabilities (2009)

Choices still conform to stereotypes, but the stereotypes are changing

What of the future?

- Education Bill : Committee stage
  - Replace the duty on schools to provide careers education with a duty to secure access to independent and impartial careers guidance; remove duties on schools regarding how careers education and guidance is delivered
  - Remove the Secretary of State's direction making powers in relation to local authority services to promote participation
- Education Bill Equalities Impact Assessment
  - Focus on NEET
  - RPA
  - Provision of apprenticeship opportunities.
- All age careers service
  - In progress – part of a market of provision

The role of IAG: an agent of change?



Thank You

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