

Young People's and Employers' Perceptions of Equal Opportunities in the World of Work

A thesis submitted for the degree of Doctor of Education

By

Harshinder Kaur Malhi

School of Sport and Education, Brunel University

December 2008

Abstract

This study investigates how young people and employers perceive equal opportunities in the world of work. Events such as the Stephen Lawrence Inquiry (Macpherson, 1999), the Race Relations (Amendment) Act 2000 and other legislation to promote equal opportunities, for example, Employment Equality Regulations, 2003 (Phillips, 2007, p.36) have placed this issue high on the political and education agenda. This study also investigates how young people perceive the message of equal opportunities in employers' recruitment material as employers often declare in recruitment advertising that they are an equal opportunity employer (Dickens, 2000, p.138).

A qualitative approach is taken using semi-structured interviews with thirty students in the sixth form in five secondary schools and five employers (The Army, The Fire Service, Metropolitan Police Service, British Airways and Mars UK) in West London. Policy documents on equal opportunities were also collected from the selected schools and employers. All the sources of data, that is the interviews with students and employers and the documentary data were analysed using a thematic approach.

This study provides an in-depth insight and a snapshot at a local level of the national picture on equal opportunities in the world of work in relation to gender and ethnicity. The findings are that the young people, employers and the documentation of employers and schools show common understandings but also differences in their perception and portrayal of equal opportunities in the world of work. This study has also found that young people do not perceive the message of equal opportunities in the recruitment material. The implications of these findings are considered for both Careers Education and Guidance in schools and employers. This study concludes that the consensus is inspiring as it shows that young people and employers have a common vision of equal opportunities in the world of work and this consensus is followed through in policy documents. However, the differences, whilst they add variation to the perception and portrayal, need to be addressed if equal opportunities in the world of work are to progress further. To address these issues a model of Embedded Mutual Partnership is recommended between schools and employers.

## Acknowledgements

This study is dedicated to my late nephew Dr Harjit Singh who died in a tragic road accident at the age of 29 years old. Harjit was an inspirational academic to all.

I wish to thank my tutors at Brunel University – Professor Steve Hodkinson for starting me on this study and Dr Alexis Taylor for her time and guidance in enabling me to finish this study. My thanks

also go to the young people, schools and employers for their co-operation in the collection of the data. Thanks also to my peers at Brunel for their individual and collective support.

Most of all my sincere thanks to my husband Harjit and daughters Tajinder, Iqvinder and Tarnjit – I am indebted to them because without their encouragement and love it would not have been possible to complete this journey.

## Table of Contents

Chapter 1	Introduction to the study	
1.0	Introduction	1
	Rationale and background	1
	My professional context	2
	Problem of defining equal opportunities in the world of work	3
	Impact of globalisation	5

Political influences	8
The literature	9
The educational context	11
1.2 Research questions	13
1.3 The purpose of the research	13
1.4 The significance of the study	13
1.5 The Study	14
Chapter 2 Literature Review (Institutional Focused Study)	
2.0 Introduction	15
2.1 The historical development and philosophical underpinning of equal opportunities	16
2.1.1 Post 1945: The social class approach	17
2.1.2 1950s and 1960s: The assimilationist approach	18
2.1.3 1970s: The integrationist approach	20
2.1.4 1980s: The cultural pluralism approach	21
2.1.5 1990s: The diversity approach	24
2.1.6 2000 to present: The inclusiveness and human rights approach	25
2.2 The author's beliefs on equal opportunities	28
Employers and equal opportunities in the world of work	30
The Government's perspective on equal opportunities in the world of work	33
2.4.1 Discrimination	33
2.4.2 Education	36
2.4.3 Racism in schools	37
2.4.4 Equality, social inclusion and widening opportunities	39
2.4.5 Equality for women	41

2.4.6	Disability	42
2.4.7	Religion, belief and age discrimination	43
2.5	Young people’s career aspirations	44
2.6	Identified emerging themes	50
2.7	Conclusions and relevance for the present study	53
2.8	Summary	55

### Chapter 3 Methodology

3.0	Introduction	56
3.1	Research approach	56
3.2	Research methodology	58
3.3	Choice of data collection methods	61
3.3.1	Rationale for interviews	62
3.3.2	Rationale for using recruitment material	65
3.3.3	Rationale for policy documents	66
3.4	The participants: students and employers	67
3.4.1	Schools and students	67
3.4.2	Employers	71
3.5	Data Collection from employers	74
3.6	Administration of student interviews	75
3.6.1	Administration of employers’ interviews	75
3.7	Pilot study and design	76
3.7.1	Pilot study	76
3.7.2	Pilot studies and design of interview questions for the students	77
3.7.3	Final version of interview questions for students and justification	79
3.7.4	Pilot study and design of interview questions for the employers	80
3.8	Summary of data collection methods in relation to the research	85

	questions and connection with emerging themes	
3.9	Analysis of data	86
3.9.1	Use of software	86
3.9.2	Selected design for analysis	86
3.9.3	Analysis of student interviews	88
3.9.4	Analysis of employer interviews	90
3.9.5	Analysis of documents: schools and employers	90
3.9.6	Comparison of themes across the four sources of data	90
3.10	Validity and Reliability	91
3.11	Ethical Issues	92
3.12	Summary	96
Chapter 4	The Results	
4.0	Introduction	97
4.1	The results of the analysis of the student interview data	98
4.1.1	Students' perceptions of equal opportunities in the world of work	98
4.1.2	Students' perceptions of equal opportunities in the employers' recruitment material	101
4.2	The results of the analysis of the employers' interview data	108
4.3	The results of the analysis of the employers' documentation	111
4.4	The results of the analysis of the schools' documents	113
4.5	Comparison of themes across the data sources	116
4.6	Overall findings	117
4.6.1	The similarities	118
4.6.2	The differences	118
4.7	Summary of chapter	119

Chapter 5	Discussion and Analysis of Results	
5.0	Introduction	120
5.1	Similarities	121
5.1.1	Being fair	121
5.1.2	No discrimination	123
5.1.3	Respect	127
5.2	Differences	128
5.2.1	Respecting diversity	128
5.2.2	Skills and abilities	131
	Developing the individuals' abilities and valuing their contributions	132
5.2.4	Experience of the school curriculum	134
5.3	Students' perceptions of equal opportunities in the employers' recruitment material	136
5.3.1	Theme 1: Uncertain about the existence of equal opportunities	136
5.3.2	Theme 2: Images are deceiving and employers have materialistic reasons for employing people of different races	138
5.3.3	Theme 3: Recognition of change – employers are attempting to tackle problems of discrimination	139
5.3.4	Theme 4: Role models/diversity attracts diversity	140
5.4	Summary	142
Chapter 6	Conclusions	
6.0	Introduction	143
6.1	Summary of previous chapters	143
6.2	Research questions	144
6.3	Conclusions	144

6.3.1	How do young people and employers perceive equal opportunities in the world of work?	144
6.3.2	Do young people perceive the message of equal opportunities in employers' recruitment material?	145
6.4	Implications of this research	147
6.4.1	Implications for Careers Education and Guidance (CEG) and teachers in schools	147
6.4.2	Implications for employers	150
6.5	Recommendations	151
6.5.1	The distinctive nature of the Embedded Mutual Partnership	153
6.5.2	The principles of the Partnership	154
6.5.3	The implementation of the Embedded Mutual Partnership	155
6.4.4	The practicalities of the Embedded Mutual Partnership	156
6.5.5	Summary of the Embedded Mutual Partnership	157
6.6	Significance of the Study	158
6.7	Limitations	159
6.8	Future Research	160
6.9	Overall Conclusion	161

References	162
------------	-----

## Appendices

Appendix 1	Sample of recruitment material
Appendix 2	Recruitment details on the five selected employers
Appendix 3	Letter to schools and parents and student consent letter
Appendix 4	Letter to employers
Appendix 5	Stages of data analysis – clusters and themes



Perceptions of Equal Opportunities – Students’ Interviews

Perceptions of Equal Opportunities – Employers’ Interviews

Employers’ Documents on Equal Opportunities

Schools’ Documents on Equal Opportunities

Recruitment Material - comparison of themes across the employers

Appendix 6 Permission from University’s Ethics Sub-Committee

## Tables

Table 1 Summary of historical and philosophical underpinning of equal opportunities in the United Kingdom	16
Table 2 Details of schools	68
Table 3 Details of students interviewed	71
Table 4 Details of employers interviewed	75
Table 5 Pilot interviews with students	78
Table 6 Pilot interviews with employers	80
Table 7 Summary of data collection in relation to research questions and emerging themes	85
Table 8 Analysis of interviews with students	88
Table 9 Coding	97
Table 10 Themes of how students perceive equal opportunities in the world of work	98
Table 11 Students’ perceptions of equal opportunities in the recruitment material	101
Table 12 Themes of how employers perceive equal opportunities in the recruitment material	108
Table 13 Themes of how employers’ documents portray equal opportunities in the world of work	111

Table 14	Themes of schools' documentation	113
Table 15	Comparison of themes across data sets	117
Table 16	Summary of comparison of themes across the data sets	120
Figure		
Figure 1	Embedded Mutual Partnership	152

## Chapter 1

### Introduction to the Study

#### Introduction

The purpose of this study is to investigate young people's and employers' perceptions of equal opportunities in the world of work and in particular how young people perceive the message of equal opportunities in relation to employers' recruitment material. The main link between potential employers and employees in any recruitment procedure is advertising. Advertisements can be placed in the national, local press, broadcast media, in careers offices, schools and on the Internet. Advertisements are usually accompanied by the claim: '[name of employer]...is an equal opportunities employer'. The study aims to get closer to how young people and employers perceive equal opportunities in the world of work by interviewing sixth form pupils from five schools in West London boroughs and five major employers in the same area (The Army, London Fire Service, Metropolitan Police Service, British Airways and Mars UK), as well as exploring these perceptions through schools' and employers' equal opportunities policies. Student views were also sought on their perception of how equal opportunities was portrayed in the employers' recruitment material. The research considers the implications of the findings for Careers Education and Guidance in schools and for employers. This chapter introduces the study by considering the rationale underpinning it and the factors that prompted this study. The specific research questions are identified and the significance of the study is outlined. This chapter ends by outlining the structure of the study.

#### Rationale and background

The rationale for the study is underpinned by the need to acknowledge equal opportunities in the world of work. Events such as the July 2001 Bradford and Burnley riots (John 2001, p.1), the discrimination case relating to Kamlesh Bahl, Vice-President of the Law Society (Gibbs, 2003, p.2), the publication of the Stephen Lawrence Inquiry (Macpherson, 1999), Learning for All (Commission for Racial Equality [CRE], 2000) and Race Equality in Public Services Report (REPs) (Home Office, 2005b) have brought equal opportunities to the forefront of the twenty-first century. However, while great progress has been made in the last thirty years with legislation (for example, the Race Relations Act 1976; Race Relations (Amendment) Act 2000; the Disability Discrimination Acts 1995 and 2005), the need to make explicit the message of equal opportunities in the world of work has never been more acute than the present time. This is particularly so when we witness concerns of working mothers (Hinsliff, 2006, p.21, EOC, 2005, p.1), of people with disabilities and issues of human rights (Dimond, 2004, p.140) as well as high levels of racial and cultural tension in the UK and internationally (Vincent, 2001, p.6).

Six further key factors have also prompted this study, namely:

my professional context (1.1.1)

the problem of defining equal opportunities in the world of work (1.1.2)

the impact of globalisation (1.1.3)

political influences (1.1.4)

the literature (1.1.5)

the educational context (1.1.6)

Together these factors highlight the complexity of the issue of equal opportunities in the world of work.

### My professional context

As a secondary school teacher of Geography for twenty-nine years, presently with responsibilities for Careers and Work-Related Learning in an outer London, 11-18 comprehensive school, I have an invested interest in equal opportunities in the world of work. Education in the widest sense has a pivotal role in promoting equal opportunities for all our students. As a Careers Education teacher, I still see a gender bias in work experience placements with a negligible number of students crossing the stereotypical boundaries. For example, boys taking up work experience placements in garages and girls in nursery schools. Working with young people has raised my awareness of their views and this study gives me the opportunity to give a voice to young people.

The pressure placed on schools by Government legislation and the political agenda on equal opportunities has made my colleagues and I face the realities of these changes and we do not all agree with the legislation requirements. For example, some colleagues see the requirement for each school, to have a race equality policy as an unnecessary pressure on schools; others see it as essential in the twenty-first century.

My experience as a Careers Education teacher when meeting external agencies, such as Connexions and employers has made me aware of the impact of equal opportunities in the world of work and the views of employers on the skills and knowledge they expect from young people. (Connexions is a national service managed locally by Connexions partnerships providing, information, advice and guidance on training, careers and personal issues to 13-19 year olds and up to 25 year olds for those

with learning needs [DfEE [now known as Department for Children, Schools and Families], 2000). As the teacher responsible for Careers Education I have a professional duty to deliver the Careers Education and Guidance programme and this study is intended to help me fulfil this duty better by listening to the views of employers and young people on how they perceive equal opportunities and what the implications of those perceptions are for the young people themselves, schools and employers. Hence my professional context has acted as a key prompt for this research study.

### 1.1.2 Problem of defining equal opportunities in the world of work

Equal opportunities is a nebulous term in education and the world of work. The literature shows that the term 'equal opportunities' is problematic to define because it refers to many different phenomena – race, social class, sexual orientation, gender, age, religion and disability. Additionally, does equal opportunities mean providing the same for everyone or catering for individual needs? As Weiner (1998, p.322) says one of the problems of examining how effective or otherwise equal opportunities is, is that the term is an elusive one. Arora (2005, p.6) views equal opportunities in three ways:

as equal treatment

as equal access

as equal share

In the first view of equal opportunities as equal treatment everyone is treated in the same way. This view of equal opportunities is based upon equality through 'sameness'. This is also stated by Gagnon and Cornelius (2002, p.17). The problem with this approach is that individual differences and varying needs are ignored. Parekh (2000, p.240) states that because human beings are deemed to be equal, equality is seen as treating them in the same way. In my opinion, this is mistaken as we need to take into account both similarities and differences.

The second approach focuses on equal opportunity as equal access. The advantage of this approach is that it considers it important to remove unfair treatment and goes further by promoting equal access to the point of service delivery (Arora, 2005, p.6). As I see it, this removal of unfair treatment is important because unless an obstacle is removed, equality of opportunities cannot occur. For example, a woman may be able to attend a course if childcare was provided.

The third approach sees equal opportunity as equal share; incorporating equal access and equal treatment. Equal share indicates that equal opportunity can only exist when the benefits of society or service delivery, such as education and employment, are available and held equally by the groups which make up our society. As Arora (ibid, p.6) advocates the latter view includes provisions of

positive action to provide special education and training for those who would otherwise not be able to enjoy the benefit of an equal opportunity policy.

Gagnon and Cornelius (2002, p.24) classes positive discrimination, which is needed to redress past imbalances, as 'radical equal opportunities'. The radical equal opportunities perspective aims to achieve equal outcomes or fair distribution of rewards (Gillborn and Youdell, 2000, p.3). The radical perspective moves towards an idea of equality through differences rather than 'sameness'. 'Radical equal opportunities' proposes positive discrimination to achieve equality. For example, the promotion of quotas for disadvantaged groups. Certainly, in recent years the Government has been in favour of positive discrimination in the workplace. This is especially so in services such as the Army, Police and the Fire Service (three of the employers identified in this present study) , where targets for the recruitment of ethnic minorities and women have been set. Employers such as the Metropolitan Police Service established Positive Action Central Teams (PACT) in 1995 (Blakemore and Drake, 1996, p.11). Their aim is to make the Metropolitan Police Service more representative of the communities in London by achieving 25% of police officers originating from an ethnic minority background by 2009. PACT concentrate their efforts on running recruitment events in targeted areas, providing positive action support which allows prospective candidates to compete on an equal footing with all other applicants (Stacey, 2003, p.20). Oppenheim (1997, p.63) says unequal distributions are required to enable participants to have a common starting level to allow equalisation of opportunities.

Clements and Spinks (2000) provide a useful definition of equal opportunities:

In our society, there are people just like you and me, who every day are having to face prejudice and discrimination merely because they happen to be different in some way from the majority. It may be the colour of their skin, their religious beliefs, because they are a woman, because they have a disability, or because they are gay or lesbian. Getting rid of such unfairness and inequality is what equal opportunities is all about (p.1).

This is an encompassing definition and is particularly appealing because it appears to allow everyone to relate to it. It sees equal opportunities as a vehicle for solving inequality. The above discussion shows that equal opportunities is a complex term and this study adds to the debate of equal opportunities at work by focusing on gender and ethnicity and how it is perceived by young people and employers.

Impact of globalisation

My professional experience as a Geography and Careers teacher has also given me an appreciation of the impact of globalisation on education, employment and equal opportunities in the world of

work. In theory, it appears that the international community is being drawn together by a process of globalisation characterised by the rapid exchange of information, capital, goods, people and services (Tulchin and Bland, 2005, p.1, Burbules and Torres, 2000, p.2). While this phase of globalisation is not unique (as we have had previous eras of internationalisation, for example, from the Roman Empire to the nineteenth century industrial revolution [Kaplinsky, 2005, p.19]), the present rapidly developing interconnectedness and interdependence of national economies has had a major impact on the world economy (Gould, 2004, p.160). This economic interdependence has resulted in power and dominance by mainly western corporations (ibid, p.160) - inevitably impacting on our social and working lives, including employers and equal opportunities. With globalisation comes inequalities in the distribution of goods, services and cultural values (Tulchin and Bland, 2005, p.2). However, there are positive impacts of globalisation, for example, international co-operation on women's rights and child labour (ibid, p.226).

Globalisation can also be seen as a driving force for UK employers to recognise how diversity can benefit their businesses. Williams (2006, p.6) suggests that until recently employers regarded diversity in the workplace as either a legislative problem (no employer wants to be taken to a tribunal), or as a public-relations issue. There is now a new awareness that diversity is a core issue for business given the diverse customer and employee populations. Globalisation has exposed UK companies to new cultural practices such as providing prayer rooms and giving religious holidays as a result of their global expansion and with companies coming over to the UK bringing in new practices and traditions with them. Bhavnani (2001, p.12) argues that the impact of globalisation and changing nation states such as South Africa and ex-Yugoslavia has forced renewed thinking about racism, ethnicity, culture, and white versus black. Bhavnani goes on to suggest that the unification of Germany, the fragmentation of the Soviet Union and changes in Eastern Europe led to new thinking about ethnic, gendered and national identities. For example, people from Uzbekistan and Kazakhstan are recognised as independent in their own countries rather than under the blanket term of Russians.

With globalisation comes the need for education to help young people recognise their contribution and responsibilities to the global community. Osler and Starkey (2005, p.1) advocate that education has a critical role to play in enabling us to respond to the processes of globalisation, as young people need to understand the links between their own lives and those of others, both globally and locally. The justification for this is that in democracies (established and new) there is renewed interest in education for citizenship and human rights. Young people need to have experiences which allow them to understand interdependence (ibid). Fennell and Arnot (2008, p.1) contend the emergence of global agendas provides an opportunity to combine the diverse understandings emerging from the different western and non-western traditions. Gillborn and Mirza (2000, p.6) also view equality of opportunity as a vital issue in the wider social and economic trend towards global diversity. They argue that it is difficult that any pupil in school could live without meeting or working with people of different ethnic backgrounds given the multi-ethnic diversity in Britain and with students competing in the global job market (Parekh, 2000, p.6).

Globalisation brings with it implications for Careers Education and Guidance as gone are the days when career choice was limited. As the Department for Education and Skills [now known as the Department for Children, Schools and Families], 2004, p.1) has recognised, globalisation and technology have transformed the world and change has become a feature of daily life, especially with the 14-19 education programme of diplomas for young people (DfES, 2004c, p.2). In recognition of the development of globalisation the government produced guidance on Developing the Global Dimension in the School Curriculum 2005 (DFID, 2005). The emphasis in this guidance to schools is on concepts such as citizenship, diversity and human rights. The aim is to place the school curriculum within a broader global context (DFID, 2005, p.1). Maylor, Reed, Mendick, Ross, Rollock (2007, p.5) have highlighted that the curriculum needs to allow pupils to appreciate diversity, including white ethnicity and that the pupils have their own identities within this diversity.

Maguire (2002, p.5) observes that New Labour's view that globalisation is inevitable has underpinned their legislation on education reform by preparing the nation for increased demands for skills. It is encouraging that the Government recognises that young people should be given opportunities to understand the global context of their lives and develop skills that will enable them to combat injustice, prejudice and discrimination (DFID, 2005, p.5). But do schools follow this guidance, as it is not statutory? Furthermore, is this guidance criticising teachers by suggesting that they have not been teaching global issues in the past? At the same time, it can be argued that guidance on developing the global dimension in the school curriculum enhances one of the duties placed on schools by the Race Relations (Amendment) Act 2000 to promote good relations. The impact of globalisation has acted as another prompt for this study as it is a facet that has drawn the international community together, bringing both positive outcomes like raising awareness of human rights and in provoking the principal dilemma of inequality in society and the world of work (Tulchin and Bland, 2005, p.2). Globalisation has an impact on equal opportunities in the world of work as young people in Britain may work for foreign companies set up in Britain, as well as young people travelling to work abroad. There is also the issue of differences in wages of the global workforce with clothing factory workers in less economically developed countries earning a few pounds per day in comparison to Britain's earning the minimum wage of £5.73 for those aged 22 and above for the same job (HM Revenue and Customs, 2008). Getting the benefits of globalisation more equitable between countries and within countries has a bearing on equal opportunities in the world of work and hence this factor has acted as a prompt to this research.

### Political influences

Another factor prompting the study is that a number of government legislations have been affected by equal opportunities in the world of work. For example, political interest has been expressed by the then Prime Minister Tony Blair (Waugh, 2001, p.1; The Race Equality in Public Services Report (REPS), (Home Office, 2005b, p.3); Women and Work Commission (2006, p.21); the Equality Act 2006; and the establishment of the Disability Rights Commission (DRC) in 2000 (Clements and Spinks, 2006, p.195).



An important piece of legislation is the Race Relations (Amendment) Act 2000, which came into force in April 2001 as a result of the Stephen Lawrence Inquiry (Macpherson, 1999). This places a statutory duty on public authorities to promote race equality including education, in carrying out their functions. The government's view was that there was a moral as well as an economic case 'for equality and fairness'. The then Home Secretary, Jack Straw, stated that 'the Bill formed part of the Government's programme to achieve equality' (BBC News, 2001). The moral case for equality and fairness is that all members of society should feel safe at work. The economic case is that all employees should be able to work without discrimination enabling employers to reap the benefits of a diverse workforce.

However, despite the Equal Pay Act 1970 and the Sex Discrimination Act 1975, women continue to be under represented in traditional male jobs. Moreover, it was only in 2003 that the first female Law Lord, Baroness Hale, was appointed by the Government (BBC News, 2003). The Stephen Lawrence Inquiry (Macpherson, 1999) recommended that schools play a key role in enabling the development of racial justice, as well as proposing amendments to the National Curriculum (Osler and Starkey, 2005, p.125). Schools, along with other public organisations were required by law to have a race equality policy by 31st May 2002 as part of the Race Relations (Amendment) Act 2000. However, Bhavnani (2006, p. xii) in her investigation of career aspirations of young ethnic minority people found that for just under half of ethnic minority boys and girls that there are jobs that they feel that they cannot apply for because of their ethnic background. Black Caribbean (44%) and Pakistani (39%) boys followed by Black Caribbean (37%), Pakistani and Bangladeshi (36%) girls were restricted in their job choices. Furthermore, The Final Report of the Equalities Review (Phillips, 2007, p.2) revealed that despite some successes, inequality remained in education and employment. This was further highlighted by the Equal Opportunities Commission report that despite achievements of women they are not reaching the top of their professions, for example, women represent just 10% of directors at FTSE 100 companies. Ethnic minority women make up 0.4% of FTSE 100 directors (EOC, 2007, p.1). Other legislation has raised equal opportunities on the educational agenda including the publication of Every Child Matters (DfES, 2003), Youth Matters: Next Steps (2006a) and the Social Exclusion Unit set up by the Labour government in 1997. The needs of children, and in my view rightly, have been brought to the forefront with the debate on inclusion and exclusion in education. Young people, whether they be White, Black or Asian, who are currently unable to claim their right to education because of exclusion may not be able to access a whole range of activities from artistic skills to gaining the skills which ensure that they can enjoy future economic rights (Osler and Starkey, 2005, p.59).

## The literature

Reading the literature also acted as a prompt to this study as it shows that the comparison of young people's and employers' perceptions of equal opportunities in the world of work is an under

explored area. Also in reading the literature by Jones (2000a), Clements (2000), McMillan (2001), Dimond (2004), Hoque and Noon (2004), Hayward and Miller (2006) on equal opportunities for the Institutional Focused Study (as part of the Doctorate in Education requirements) in Chapter 2, it is evident that equal opportunities is an issue which concerns a range of people including academics, politicians and educators. Some academics argue that we still have more to do with equal opportunities in the work place. For example,

...many organisations are also only paying lip service to equal opportunities. Good intentions are simply not matched by sustained commitment in practice (Hilpern, 2001, p.3).

However, the literature also shows that divisions exist not only on what the term means (Clayton and Williams, 2001, p.1) but also whether or not it is a viable concept (Wilson, 1991, p.28). Clayton and Williams (2000, p.1) state that the nature and defence of the egalitarian ideal have become the subject of renewed philosophical debate. The philosophical assumption is that 'equality of opportunity' is an intelligible and sensible educational ideal. Wilson (1991, p.27) contests this notion. He argues that equality of opportunity and equal opportunities is too obscure an idea to entertain as a practical ideal in education. He suggests (p.28) that the idea that everyone is equally good at learning and that their powers are equal is false. This argument is also supported by Schaar (1997, p.138) who says that not all talents can be developed equally. Although Wilson (1991, p.29) does accept that some learning can take place there will be many other things which not everyone has the power or ability to learn. Wilson even opposes the case for equal opportunities for learning on the grounds of scarcity of resources and that individuals vary in their ability and willingness to use the resources. For example, having a computer is only an educational resource if it is used for learning by the owner otherwise it is a play feature or a piece of metal (Wilson, 1991, p.30).

Burwood (1992, p.258) accepts that individuals differ in their attitudes and motivations and that society's resources are limited but argues that this does not mean the opportunity should not be given. He goes further to argue that there should be no barriers of social class, race and gender barring individuals from learning. In reply to Wilson, Burwood (1992, p.257) and Leicester (1996, p.277) contend the notion of equality of educational opportunity is a sensible educational ideal. Leicester suggests that equality of opportunity in the wider context reveals that it is a meaningful, rational and praiseworthy educational ideal. He emphasises (ibid, p.279) that equal opportunities in education is not only a coherent and sensible ideal but also an ethical requirement.

It could also be argued that egalitarianism as a basis for educational policy is acceptable because if we value educational activities we should promote greater equality of opportunity (Leicester, 1996, p.280). Lewis and Habeshaw (1990, p. xiii) contend that education is one area where action can be taken and since education is a major influence on people's lives, the practice of equal opportunities in education will encourage equal opportunities in other situations. Teachers in schools, further and higher education and the workplace, have a role in furthering equal opportunities. Orr (2000, p.14) states that equality of opportunity is accepted as a necessary guiding principle in educational

provision as he says few would question that it is as important for girls to do well at school as it is for boys and that both sexes should be helped to make choices from the same range of educational and employment opportunities.

Whilst at one level this all makes educational and moral sense Ross and Schneider (1992, p. xx) see a perverse twist in the argument. Equal opportunities concentrates on discrimination against groups. It forces us to think of women primarily as women, of minorities as minorities, of people with disabilities as disabled. That is, we see people as representatives of particular groups and can be blind to the individuals concerned. That is not to say that we should discard laws protecting groups from discrimination but that we should recognise that women or minorities are not appointed to employment because they represent a particular group but because they are the best candidates on their individual merits (Ross and Schneider, 1992, p.xxi). Thus the literature acted as a prompt to this study.

#### The educational context

Recent educational reforms have also prompted this study. The 14-19 Education and Skills White Paper (DfES, 2005) raises the educational context for equal opportunities by recognising that equipping young people with the skills employers need and the ability to go on learning throughout their lives is essential for social justice. According to the then Secretary of State, Ruth Kelly, reviewing education for 14 to 19 year olds is seen as giving every young person the opportunities they need and deserve (DfES, 2005, p.3).

It remains to be seen whether changes in the school curriculum, such as the 14-19 Diplomas, the new A-level specifications with the first awards for these qualifications in 2010 will enhance or hinder equal opportunities for young people (DfES, 2005, p.6). The 14-19 changes could be seen as simply turbulence, a reworking of the surface that makes little or no difference to the underlying currents (Lumby and Foskett, 2005, p.164). Nevertheless, the educational concerns of exclusion and disengagement from learning by young people because they are not stretched or attracted by the curriculum offered or because they feel excluded because of their religious, racial beliefs are equal opportunities issues that need to be addressed.

The Every Child Matters (DfES, 2003) debate has further highlighted the concern for the welfare of children in pre-school years as well as schooling years and post-compulsory education.

...we want to go further: we want to maximise the opportunities open to them (the children) – to improve their life chances, to change the odds in favour (DfES, 2003, p.1).

Although 'Every Child Matters' (DfES, 2003, p.5) was a product of the tragic deaths of children (Victoria Climbié, Maria Colwell) it is linked to educational opportunities as the policies set out are designed both to protect children and maximise their potential for services that cover children and young people from birth to nineteen; aiming to reduce the number of children who experience educational failure.

Such is the importance of securing equal opportunities for pupils that OFSTED inspectors are charged to take into account the extent to which a school is 'socially inclusive' and ensure equal access and opportunity for all. (Teachernet, 2006). Truancy is linked to equal opportunities in education since school truants are missing out on the opportunities offered by schooling. There are also a significant number of 16 to 18 year olds not in education and training which results in their life chances being unequal (DfES, 2003, p.6). The relevance of the educational context of equal opportunities outlined above to this study is that it has a direct impact on young people and the role of employers in education and has acted as a prompt in this research to seek how young people and employers perceive equal opportunities at work.

#### Research questions

The above factors identified the focus of the research to answer the following research questions:

How do young people and employers perceive equal opportunities in the world of work?

Do young people perceive the message of equal opportunities in employers' recruitment material?

#### The purpose of the research

The purpose of conducting this study is to describe perceptions of students and employers concerning equal opportunities in the world of work and arrive at recommendations for good practice that will improve practice, in this case, between Careers Education and Guidance in schools and employers.

#### The significance of the study

This study is significant in five ways. Firstly, the study adds to the perceived gap in the literature (identified in Chapter 2) and makes an original contribution to the knowledge of equal opportunities

in the world of work by showing how it is perceived by young people and employers and portrayed in the policy documents. It also shows how the message of equal opportunities in employers' recruitment material is perceived by young people – the potential employees. Secondly, equal opportunities in the world of work is a high priority through employment legislation and education policy as shown in Chapter 2. This study provides an in depth insight and a snapshot at a local level of the national picture on equal opportunities in the world of work. Thirdly, the present study also provides direction for future academic research (see section 6.8) such as comparison of perceptions of equal opportunities in the world of work between different ethnic groups and genders. Fourthly, this study has practical application for schools and employers to further the progress of equal opportunities in the world of work. Fifthly, it has also progressed my personal and professional understanding of equal opportunities in the world of work.

## The Study

This chapter has introduced the research by providing the background to it and outlining the key factors prompting this study. It has also considered the term 'equal opportunities' as well as stating the focus and research questions of this study. The significance of the study was emphasised.

Chapter 3 discusses the methodology of the study. It gives the rationale and critically examines the research approach in the qualitative paradigm with justifications of the participants as well as data collection of documents and interviews with young people and employers and a thematic approach to data analysis.

Chapter 4 presents the results of the analysis of the interviews with the young people and employers and of the documents, with extracts from the data. The findings of the study are discussed and critically analysed in relation to the literature in Chapter 5. Chapter 6 concludes the study by outlining the implications in relation to the research questions discusses and makes recommendations for schools and employers. This final chapter also considers the significance of the study, outlines the limitations and identifies future research.

The study begins with Chapter 2 which presents the Institutional Focused Study (IFS) undertaken as part of the requirements of the Doctorate in Education programme. This allowed for an in-depth critical review of the literature by focusing on equal opportunities including the historical and philosophical underpinning and identified key related issues on this phenomenon in the world of work in relation to gender and ethnicity.

## Chapter 2

### Literature Review (Institutional Focused Study)

#### 2.0 Introduction

The previous chapter introduced the research by providing the background, rationale and the factors prompting the research questions. This chapter forms the Institutional Focused Study (IFS) required as part of the Doctorate in Education programme and focuses on critically reviewing literature on equal opportunities in the world of work. Firstly, the historical development and philosophical underpinning of this phenomenon are explored (2.1) leading to an examination of the author's beliefs on equal opportunities (2.2). The chapter then critically explores related areas – the Government perspective on equal opportunities in the world of work (2.3) and young people's career aspirations (2.4). The chapter also gives a critical commentary on the emerging themes, and the relevance of the Institutional Focused Study for this present research is also included. Thus, this Institutional Focus contextualises the study and thereby identifies key issues related to equal opportunities in the world of work.

One of the risks in a literature review is that it will be all-inclusive and attempt to cover all the information on equal opportunities. To avoid this, in line with Hart (1998, p.1), it was decided to map the review by setting the context for this study on equal opportunities in relation to gender and ethnicity in the world of work including recruitment in the UK. The literature review is also mapped by important dates. The historical perspective and philosophical underpinning is confined to 1945 to the present day because from this period, important changes to the employment landscape in terms of gender and ethnicity were made. The literature on the employers is restricted from 1994 to the present day because a number of events such as the Stephen Lawrence Inquiry (Macpherson, 1999) as outlined in section 3.4.2 and legislation change like the Race Relations (Amendment) Act 2000 (Clements & Spinks 2006, p.207) affected equal opportunities in the work place.

## 2.1 The historical development and philosophical underpinning of equal opportunities

In order to position this present research, it is necessary to explore the philosophical underpinning of this phenomenon. This is undertaken through an examination of how the concept of equal opportunities and its implementation (in society and education) has developed historically.

This shows that the phenomenon of equal opportunities has a long and contested history and, although different philosophical phases can be identified, it is recognised that these phases are overlapping and are not discrete periods. Indeed, as Nash (2004, p.369) suggests the complexity of equal opportunities as a political ideal and the relationship between equality and egalitarianism continue to be discussed by philosophers. However, while the philosophical development of equal opportunities does not fit into a neat linear development, Jewson and Mason (1994, p.593) suggest the philosophical underpinning of equal opportunities roughly coincides with the decades. Therefore in the following section the changing and developing philosophical approaches to the concept of equal opportunities, especially as they relate to gender and ethnicity - the focus of this present study - are presented in decades.

This historical development is summarised in Table 1 and shows that since 1945 the historical development and philosophy of equal opportunities has changed over the decades, and which are identified here by the following terms: the social class approach (post 1945); the assimilationist approach (1950s and 1960s); the integrationist approach (1970s); the cultural pluralism approach (1980s); the diversity approach (1990s) to the inclusiveness and human rights approach (2000 to present).

Table 1

Summary of historical and philosophical underpinning of equal opportunities in the United Kingdom

Decade	Philosophical underpinning and Rationale	Events and Legislation
Post 1945	Social class – inequalities based on social class system	Expansion of working class and women during inter and post war years
1950s and 1960s	Assimilation – ethos of assimilation and absorption of ethnic minority groups	Immigration from the Commonwealth

First Race Relations Acts (1965 and 1968)

1970s Integration –

recognition of culture and ethnicity of immigrants

Second wave of feminist movement Equal Pay Act 1970

Sex Discrimination Act 1975

Race Relations Act 1976

1980s Cultural pluralism - multicultural/multiethnic ideology that society consists of culturally distinctive groups

Scarman Report 1981, Rampton Report 1981, Swann Report 1985

1990s Diversity –

recognition of enrichment by different people

Migration from east European countries

Disability Discrimination Act 1995

Stephen Lawrence Inquiry 1999

2000 to the present Inclusiveness and Human Rights –

equal opportunities widened to include sexual orientation, religion, transgender and age. Human rights to include gay men and lesbian marriages Race Relations (Amendment) Act 2000

Citizenship and social cohesion

Commission for Equality and Human Rights 2007

The historical development of equal opportunities starts with post 1945 as during the Second World War women played an active role in the workforce. However, after 1945 it was largely assumed that women would relinquish their wartime roles in the economy and return to full-time domestic life (Blakemore and Drake, 1996, p.17).

### 2.1.1 Post 1945: The social class approach

Prior to the Second World War, while the term equal opportunities did not exist, the philosophical concept of equality and inequality was understood and was predominantly based on inequalities in



the social class system in Britain. Movement between the classes and upward mobility was almost non-existent before the Second World War. Some would argue that it is still an issue (Gillborn and Youdell, 2000, p.38; Nash, 2004, p.364, Phillips, 2007, p.33). An economic system that generates a class system based on wealth is counter to the philosophy of social justice.

Post 1945 led to a number of initiatives to provide greater opportunities for the poor, women and working class people. The introduction of the National Health Service and the Education Act 1944 (Phillips, 2007, p.30) both brought universal access to health and to compulsory education, which along with social security benefits to cover sickness and unemployment and a basic pension and family allowances, provided development of the concept of equal opportunities for the working class. These welfare state changes provided the opportunity for upward social mobility (Blakemore and Drake, 1996, p.15). With the access to education under the Education Act 1944 and an increase in non-manual workers because of occupational changes, economic and technological growth, more people moved out of being perceived as working class and into being perceived as middle class. As Coleman, writing at this time (1968, p.9) suggests the emergence of public, tax-supported education was not only a function of industrial development but also the class structure of society.

However, these changes did not result in the same chances of upward and downward mobility for everyone (Phillips, 2007, p.31). Rhodes and Braham (1989, p.191) and Blakemore and Drake (1996, p.15) support this by agreeing that the expansion of the job market provided opportunities for upward social mobility but the class gap in educational achievements remained as wide as it had been in pre-war years. Furthermore, Nash (2004, p.371) and Coleman (1968, p.15) suggest that in spite of improved educational opportunities, other social forces, such as the quality of literacy and lack of resources in the family and neighbourhood disadvantaged working class children in comparison to the learning opportunities for middle class children.

Post 1945 saw not only a continuation of the social class system but also the rise in sex discrimination against women, particularly in the world of work. The involvement of women working in the Second World War changed the status and working lives of women, although, once the war had ended employers expected them to return to their domestic lives (Ross and Schneider, 1992, p.xiv). Many women did return to their domestic duties but others decided to stay in the workforce; often facing discrimination such as being barred from joining labour unions. However, it was not until the 1970s with the Equal Pay Act 1970 and Sex Discrimination Act 1975 that legislation provided a legal resource to women who were disadvantaged in the workplace (Walsh, 2006, p.552).

### 2.1.2 1950s and 1960s: The assimilationist approach

The 1950s and 1960s were landmark decades for the development of the concept of equal opportunities in Britain when the focus changed from social class to immigration. As a result of the need to meet employment requirements after the Second World War, the 1950s brought increases

in the numbers of people from the Commonwealth entering Britain, changing the employment landscape (Phillips, 2007, p.33). However, the philosophical underpinning of equal opportunities at this time was based on the concept of assimilation or absorption and on the view that a nation is a single entity both politically and culturally (Arora, 2005, p.19). The approach was that the nation was one homogenous culture and it was assumed that minorities would assimilate into the 'British way of life' and that equal opportunities was based on the rhetoric of 'colour blindness' (Jewson and Mason, 1994, p.595 and Gillborn and Youdell, 2000, p.28). Whilst this approach gave a 'welcome' sign to the ethnic minorities, it could be criticised for a loss of individual and group identity.

The assimilationist philosophy was particularly applied in education. One of the methods to facilitate the assimilation of ethnic minority pupils was to adopt the dispersal or 'spreading the children' policy of the then Department for Education and Science (DES) given in Circular 7/75 (Tomlinson, 1983, p.17). Gillborn and Youdell (2000, p.20) suggest that it was believed that immigrant pupils would concentrate in inner city schools and raise racial tension and hinder the progress of White pupils by having more attention from teaching staff (ibid). As a result immigrant children were bussed to different schools and boroughs such as London Borough of Ealing took up this 'busing policy'. This policy was criticised as it was discriminatory and racist and was ruled illegal in 1975 (Tomlinson, 1983, p.17).

The assimilationist philosophy was underpinned by the perspective that the Black immigrant people were the problem. This was portrayed in the world of work as labour migration from the West Indies and British Commonwealth countries like India began to affect the social composition of the workforce and combine racial inequalities with social class (Arora, 2005, p.21). The high unemployment in the late 1950s and early 1960s produced disquiet about immigration labour as illustrated by the milestone of post-war racist disturbances in Notting Hill, London in 1958 (Blakemore and Drake, 1996, p.17). Increasing assertive claims by minority groups of neglect and discrimination in employment and in society impacted on the philosophy of equal opportunities with a call for recognition of the culture of immigrants leading to the philosophy of integration (ibid, p.27). The first Race Relations Acts (1965 and 1968) outlawed direct discrimination on the grounds of race, colour, ethnic group and national origin (Phillips, 2007, p.33).

### 2.1.3 1970s: The integrationist approach

During the late 1960s and into the 1970s the development of equal opportunities was underpinned by an integrationist perspective with cultural recognition and represented a departure from the assimilationist ideology (Arora, 2005, p.20).

The main perspective of this approach was that contact with ethnic minority groups would reduce prejudice and therefore differences should be accommodated and tolerated (Arora, 2005, p.20; Parekh, 2000, p.204). In education teaching about culture would promote a positive self-image

among minority groups and understanding amongst the indigenous people. As Arora states (ibid) teachers recognised that many immigrant children had to cope with culture shock of the host culture and saw the need to become knowledgeable about the cultural and religious backgrounds of their pupils to help their integration into British society. However, a criticism of this philosophy as with the previous assimilationist era is that by maintaining the status quo Britain lost the opportunity to benefit from the contribution of ethnic minorities to the enrichment of British society (Arora, 2005, p.27).

Two important milestones in the 1970s in the development of equal opportunities were the Race Relations Act 1976 (Jewson and Mason, 1996, p.594) and establishment of the Commission for Racial Equality by the 1976 Act (now part of the Commission for Equality and Human Rights). As Clements and Spinks (2006, p.66) stated the aim of both of these was to help promote equality of opportunity and good relations between ethnic groups and both have implications especially in the world of work. The Race Relations Act 1976 developed the 1965 and 1968 Race Relations Acts by reaffirming the importance of countering direct discrimination and for the first time, included the concept of indirect racial discrimination (Blakemore and Drake, 1996, p.121). This Act assisted in the pursuit of equal opportunities in employment for ethnic minority groups by making it unlawful to discriminate directly and indirectly against someone on the grounds of their colour, race, nationality or ethnic origin (Clements and Spinks, 2006, p.207).

At the same time legislation was being introduced to support equal opportunities in relation to women in the world of work. The joining by the U.K with the European Union in 1973 with Britain signing up to the European Directive on equal pay for equal work (Clements and Spinks, p.195) helped women. The milestones of the Equal Pay Act 1970 and Sex Discrimination 1975 furthered equal opportunities for women (ibid). Walsh (2006, p.552) advocates that these Acts are associated with the second wave of feminist movement.

The Race Relations and Sex Discrimination Acts are worthy of praise as they attempted to eliminate discrimination and entailed acceptance to a degree of ethnic variation within a tolerant society (Jewson and Mason, 1994, p.595). Jewson and Mason also argued that the introduction of fair recruitment, entailing matching the job with the relevant skills, experience and qualifications of the employee instead of attributes of the candidates to 'fit in', supported the developing notion of equal opportunities in the work place (ibid, p.596). Nevertheless, Jewson and Mason (1994, p.596) criticise these measures as statements of interest not incorporated into day to day practice. Furthermore, the specific provisions for ethnic minorities and women made by employers in the 1970s like time off for religious events or child care were a response to special needs rather than a systematic review of the provisions for the needs of ethnic minorities and women.

The education response was also to move from an assimilationist perspective to notions of integration by giving minority children 'opportunities for personal development in their new

environment' (Tomlinson, 1983, p.19). In addition, the then Department for Education and Science (DES) decided it was essential to collect statistics on immigrant pupils to plan for buildings and resources (ibid). As stated by Tomlinson (1983, p.19) the intentions may have been laudable but criticisms of the statistics included fears that racists would use these figures to show how schools were dominated by immigrants. Also, the definition of an 'immigrant' child by the DES was a child in the country for less than ten years. This was based on the assumption that after ten years there would be integration and fewer problems of adjustment to a new society.

#### 2.1.4 1980s: The cultural pluralism approach

The assumptions behind the integrated approach can be criticised for being naive as it assumes that firstly, ethnic minorities can be integrated into the host society and secondly, that they want to be integrated. The latter was vindicated in the 1980s with the development of cultural pluralism, when ethnic minorities themselves demanded to retain their linguistic and cultural traditions and criticised the quality of education offered to their children (Tomlinson, 1983, p.21).

Arora (2005, p.28) suggests that a truly culturally plural society means that each group preserves their own traditions and still participates as citizens with the indigenous society. As an ideology cultural pluralism appears to be simple and straight forward. However, in reality it is difficult to operate as it means accepting lifestyles of groups that the indigenous society may disagree with and it means giving up long standing privileges enjoyed by the host society. Arora (ibid) contends that it is not possible to have a plural society having equal amounts of power to maintain a cultural equilibrium. Nevertheless, the notion of cultural pluralism was a step forward in the developing philosophy of equal opportunities allowing ethnic minorities, including their children to have access to their home language, religion and culture as a natural matter of right. As recognised by academics like Parekh (2000, p.8) culture is important to people as their self-esteem depends on other people accepting and respecting their cultural differences.

There were also a number of historical milestones that affected equal opportunities in Britain in the 1980s. Urban unrest in inner cities of some parts of the U.K. in the mid 1980s impacted on the socio-economic position of ethnic minorities by making the Government aware of the need for regenerating inner cities where a high concentration of ethnic minorities were located (Jenkins and Solomos, 1989, pviii). In 1981, the Scarman Report (Scarman, 1981) called for urgent action to tackle racial discrimination and the social conditions that underlay the disorders in Brixton. The Scarman Report led to attempts to reduce the disadvantage faced by ethnic minorities in employment and introduced positive action such as race awareness training in employment (Blakemore and Drake, 1996, p.57). However, the 1985 urban riots in Handsworth, Brixton and Toxteth showed little had been achieved despite the recommendations of the Scarman Report and attempts to promote equal opportunities in employment through the law (Jenkins and Solomos, 1989, p.52).

Gillborn and Youdell (2000, p.3) suggest that in education, equal opportunities was enshrined by the milestones of the Rampton Report of 1981 (Rampton, 1981) and Swann Report 1985 (Swann, 1985) which both focused on underachievement of ethnic minority pupils. The Swann Report argued for equality of opportunity mainly in terms of underachievement and accepted the need for multicultural education. As a result, a common theme of the mid 1980s was the recognition that Britain contained a wide variety of social, racial and ethnic groups and the school curriculum should reflect this and prepare all children for a society that is multicultural. As contended by Arora (2005, p.25), multicultural education was thus intended to be part of the education of all pupils and aimed to promote cultural understanding and respect by giving pupils knowledge of various cultures in Britain. However, as Gillborn and Youdell (ibid, p.36) advocate the 1988 Education Reform Act (Office of Public Sector Information, 1988) which introduced a statutory National Curriculum for all state schools was to set a 'colour-blind' precedent with issues of race and cultural diversity particularly eliminated from the educational agenda. The National Curriculum appears to be in line with the concept of a common culture and therefore contradictory to the general philosophy of cultural pluralism. Thus, there appeared to be a mismatch between the philosophy of cultural pluralism and the implementation of this ideal in education. This is concurred with Arora (2005, p.38) who raised concern that equal opportunities policies would be abandoned as the Education Reform Act had chosen to omit multicultural education, except as a non-statutory cross-curricular theme.

In terms of gender, the 1980s saw the fruits of the Equal Pay Act 1970 and Sex Discrimination Act 1975 with the increase of women in managerial, supervisory and professional jobs (Blakemore and Drake, 1996, p.98). However, the concept of the 'glass ceiling' and the 'stone floor' affected the underpinning of equal opportunities for women. The glass ceiling philosophy suggests there is discrimination when women reach a high level in management and are prevented from going further up the career ladder. The stone floor concept suggests a large number of women are left on the low-wage employment floor with little or no chance of lifting themselves from this low level (Blakemore and Drake, 1996, p.98). These two concepts illustrate that although equal opportunities improved for women in the 1980s, inequalities in the workplace still remained.

#### 2.1.5 1990s: The diversity approach

The 1990s saw further development of the philosophy of equal opportunities from the recognition of cultural pluralism to the concept of diversity where diversity is valued, celebrated and seen as positive and enriching society (Cooper; 2004, p.7 and Gagnon and Cornelius, 2002, p.26). The diversity approach developed in the 1990s because of a greater variety of people in Britain with the migration of European Union workers (Phillips, 2007, p.40) and with this the recognition of enrichment by different people. Jewson and Mason (1994, p.610) argue that diversity was not a new concept in the 1990s, but the increasing recognition of its significance to the world of work was new.

As advocated by academics like Coussey, (2002, p.4) and Ross and Schneider, (1992, p.49) employers increasingly realised the business benefits of diversity. Diversity brings in fresh ideas and people from ethnic minorities and women have a wide range of skills and talents, recognition of which can expand an employer's business to a wider market (Coussey, 2002, p.4).

With regard to gender, to encourage women into work, the 1990s saw more positive action initiatives such as the provision of company crèches and career-break schemes. Such schemes are laudable as they help women to return to work. Another relevant development impacting on diversity and gender in the 1990s was the introduction of the Sex Discrimination (Gender Reassignment) Regulations 1999, extending the protection offered by the Sex Discrimination Act 1975 to those individuals undertaking gender reassignment. This legislation had the effect of ensuring that a person who is seeking to change their gender identity through surgical means is protected by law against discrimination in relation to employment and pay.

The philosophy of diversity underpinning the concept of equal opportunities in the 1990s was that diverse contributions, needs and attributes require a holistic, positive approach which recognises and values differences in employees and focuses on the distinctive contribution that individuals can make (Dickens, 2000, p.162). This view is in line with Noon and Blyton (1997, p.185) who state that recognition of the diversity of the work force shifts the debate away from the disadvantages shared by different groups to an individual focus. They advocate that the notion of equal treatment according to sameness disappears and is replaced by a notion of equal treatment according to different needs.

However, there are criticisms of the philosophy of diversity as Gagnon and Cornelius (2002, p.27) advocate. They argue that the diversity approach focuses on the culturally diverse workforce at the expense of gender. Furthermore, they raise the idea that equal opportunities is in competition to diversity, placing the two approaches in opposition to one another (ibid, p.33). Ward and Winstanley (2002, p.306) disagree with this and state there is an overlap between the two approaches as both aim at achieving a diverse work force and removing obstacles which prevent that. However, the diversity approach is recognising and valuing differences in a wider sense to include aspects such as sexual orientation, language, religion, lifestyle (ibid).

A further criticism of the diversity philosophy raised by Cooper (2004, p.7) is the role of power in structuring social diversity, suggesting that the changes the diversity philosophy aspires to remain unclear. Cooper (ibid, p.8) suggests that diversity philosophy is based on the presumption that social and cultural differences should not be hierarchically organised and raises the question of the desired place of collective identities within society: are such identities oppressive or enabling? This is a valid point as it raises the issue about what differences should be encouraged and what differences should be discouraged.

Although the criticisms of diversity are relevant, this development in the concept of equal opportunities is an important recognition of the enrichment of society by different groups of people. Also, it is a change in focus from helping individuals from disadvantaged groups to get on in society to emphasising individual differences and using it to enrich society. This represents progress in the philosophy of equal opportunities.

#### 2.1.6 2000 to the present: The inclusiveness and human rights approach

At the turn of the twentieth century the philosophy of equal opportunities represented a development of diversity into inclusiveness, with the widening of equal opportunities to include sexual orientation, religion, transgender and age. These features are relevant to all ethnic groups and gender. In addition, the current philosophy of equal opportunities is based on the recognition of equal worth of every individual as reflected in human rights principles focusing on dignity and respect (Phillips, 2007, p.13).

Human rights in the twenty-first century have contributed to the debate of equal opportunities with the introduction of the Civil Partnership Act 2004 (Clements and Spinks, 2006, p.105) which recognised the legal status of same-sex relationships. This shows a commitment by the Government to extend fairness and equality to all citizens and respect the diversity of our society (ibid). However, while Blakemore and Drake (1996, p.29) agree that this changing attitude brings enhanced employment prospects, public recognition and tolerance they accept that discrimination and prejudice have not totally disappeared. In addition, despite the move to inclusiveness and legislative changes to promote this, it can be argued that gay men and lesbians across all ethnic groups are still not able to fully enjoy equal opportunities as they are not openly able to show affection toward each other in public (Clements and Spinks, p.106). Furthermore, many gay men and lesbians have found that if their sexual orientation becomes known to their employer, their career prospects can be threatened (ibid, p.107)). Hence the rhetoric of 'inclusiveness' in the philosophy of equal opportunities may not always be the case in reality.

A number of other key events in the twenty-first century have contributed to the development of the philosophy of inclusiveness in equal opportunities. For example, the Stephen Lawrence Inquiry (Macpherson, 1999) generated by the racist murder of a young black student Stephen Lawrence, identified institutional racism in Britain (Clements and Spinks, 2006, p.151; Phillips, 2007, p.35). However, Clements and Spinks (2006, p.154) argue that the concept of institutional racism is not new but one that has been around for many years. To combat this the Race Relations (Amendment) Act 2000 introduced a duty on the public sector to promote racial equality (Phillips, 2007, p.35). In education the impact was to call for a national curriculum aimed at valuing cultural diversity and preventing racism (Arora, 2005, p.44). Responding to pupils' diverse learning needs and raising standards for pupils from ethnic minorities are all positive steps towards the achievement of equal opportunities in the world of work.

A further development in education in the twenty-first century has been Citizenship as a statutory subject in secondary schools since September 2002 (QCA, 2000, p.3). For the first time all pupils have to be taught about the diversity of national, religious and ethnic identities in the UK and the need for mutual respect and understanding. In addition, Citizenship includes human rights in an intercultural and international context (QCA, 2000, p.8). These elements of the school curriculum promote inclusiveness and human rights as an underpinning of the philosophy of equal opportunities.

A development at the end of the last century into the twenty-first century has been the role of men and women in domestic and family life. Since the late 1970s changes in social attitudes to accepting women in a dual role of paid work and family responsibilities has meant that women have to balance this dual role. Over recent years the role of men in domestic responsibilities has increased and challenged the social structures and values which underpin gender inequalities in the workplace (Blakemore and Drake, 1996, p.80). However, Blakemore and Drake (1996, p.112) state only a proportion of men are willing to take on an equal or greater share of child care and other household work. This point is further propounded by Clements and Spinks as women made up 80% of part-time employees in 2005 (2006, p.88) because of dependent children. This raises issues about equal opportunities and life chances of women. For example, despite some men taking on child-caring responsibilities, on the whole, women still have the responsibility for caring and raising children (Dickens, 2000, p.162). This results in women not working or taking on part-time work which is often of lower status and pay or where the hours fit in with school times and holidays. As stated by Clements and Spinks (2006, p.89) the situation is not likely to improve further until better child-care facilities are available and there is recognition by employers that opportunities need to be given to men and women to combine child-care or being carers with a career.

The description of the historical and philosophical development of equal opportunities has shown that this phenomenon is complex and changing and supports the notion of equal opportunities as a contested and nebulous term. As equal opportunities has been interpreted differently by different people it is important that the researcher states her own beliefs which are outlined in the next section.

## 2.2 The author's beliefs on equal opportunities

The complexities of equal opportunities is recognised in literature, for example, Wilson (1991, p. 27); Leicester (1996, p. 277) and Arora (2005, p.6) and the author agrees that equal opportunities is a complex phenomenon. One of the reasons for the complexity of equal opportunities is the changing historical philosophy of this phenomenon (2.1), indicating a lack of stability in the concept. This lack of stability is recognised by Coleman (1968, p.7). His statement, while made in 1968, that the concept of equal opportunities had 'changed radically and is likely to undergo further change in the future' is relevant today. In line with Coleman (1968, p.7) the author believes the concept of equal opportunities is still evolving in the twenty-first century. Hence, the focus of this study is to see how



contemporary young people and employers perceive this concept in the world of work today and the reason for stating my beliefs.

The philosophical underpinning of the author's view of equal opportunities is valuing the individual as a person so that opportunities are there for everyone in order that no one receives less favourable treatment. Equal opportunities is about broadening the opportunities for people to reach their individual potential and improving their life chances in a fairer society. I agree with Mithaug (1996, p.1) that every member of society deserves an optimal chance to pursue their goal in life including in education and the world of work. Most people want to be treated fairly and to have the same chance of achieving their own interests as others (ibid, p. 15). Equal opportunities is about providing these chances and eliminating obstacles.

Equal opportunities is about the removal of unfairness and inequalities. Some, like Layer (2005, p.223) would say equal opportunities should be replaced with confronting inequality. Others would say equal opportunities is about social justice which needs to include not just economic but also cultural rights and well-being (Parekh, 2000, p.8). This resonates with the philosophy that culture matters to people and that their self-esteem relies on recognition and respect for their culture. As Parekh (ibid) says and as recognised in this study in the globalisation section (1.1.3), contemporary multicultural societies are bound by economic and cultural globalisation.

Furthermore, equal opportunities enshrines a person's right to be treated with dignity and respect. This requires not just providing equal opportunities to emancipate minority groups but a change in attitudes in wider society towards minority groups, whether they be women, disabled or those from ethnic minorities; to treat them with dignity and respect their differences. This is propounded by Parekh (2000, p.1) who suggests that diverse groups such as feminists and gay men want society to respect and recognise the legitimacy of their differences as they constitute their identities. This links to the philosophy of the 1990s of diversity (2.1.5). To the author, diversity means more than different ethnic minority groups or gender but also those with unconventional lifestyles, such as lesbians and those with different talents and abilities. Equal opportunities is about breaking down barriers and unlocking the diversity of people and allowing them to contribute fully to society including the world of work (Murray, 2008, p.16).

The author's belief of equal opportunities supports the notion of inclusion because it develops the notion of diversity further by including all members of society producing a greater diverse, inclusive society where every person matters. Equal opportunities is more than winning rights for minorities, it is about creating an environment in which each individual can fulfil his or her potential (Ross and Schneider, 1992, p. 55). In education and in the world of work, the author supports a culture that stresses individualism (Noon and Blyton, 1997, p.47). The author advocates in the world of work,

employers need to continue to recognise the diversity of the work force and move towards greater recognition of individual differences to tap a rich source of neglected talent (ibid, p.185).

Indeed, the historical development of the philosophy of equal opportunities since 1945 (2.1) has shown a gradual recognition of the rights of a wider range of people. Although the philosophy of this phenomenon has expanded over the decades from social class to inclusiveness and human rights in the twenty-first century, the author agrees with Phillips (2007, p.37) that progress on the achievement of equal opportunities has been piecemeal and patchy. Thus the evolution of the philosophy of equal opportunities is fragile and uneven (ibid, p.2). The twenty-first century needs to ensure that to build on the historical progress of equal opportunities for a fair and free society the opportunities provided for each individual to flourish need to be real for people to lead a fulfilling life (Phillips, 2007, p.5). This is particularly the case with decentralisation of employment with technology and globalisation (see 1.1.3). For example, offices of companies abroad makes equal opportunities even more important.

In addition, Arora (2005, p.47) claims that despite the rhetoric of an inclusive society and cosmetic changes, fundamental injustices and inequalities faced by minority groups whether they be transgender people, ethnic minorities or women remain. This is concurred with by Phillips who states:

‘...and despite our successes, some kinds of inequality remain at levels that can only be described as intolerable, particularly in education and employment’ (2007, p.2).

In the author’s view being a full member of society with a voice and sense of belonging where entitlement to quality of life becomes a reality means that every person does matter and equal opportunities is achieved in society and in the world of work. Equal opportunities is about allowing people to live and work in harmony in a socially just, inclusive society with mutual respect for diversity. The ideal is to achieve a point where equal opportunities is no longer an issue but an accepted feature of everyday life for all, including in education and the world of work – the focus of this study. Thus the next section (2.3) reviews the literature on equal opportunities in the world of work.

### 2.3 Employers and equal opportunities in the world of work

Literature on employers and equal opportunities in the world of work has focused on a variety of aspects ranging from race equality policies at work (Creegan, Colgan, Charlesworth and Robinson, 2003, p.617) to the experiences of men in female dominated occupations (Simpson, 2004, p.349).

One issue identified in the literature on employers is the effect of equal opportunities policies in the world of work. It is a legal requirement for public companies (like the Army, Fire Service and Police Service) to have an equal opportunities policy but as Weiner (1998, p.34) states there is debate about what having an equal opportunities policy means and this fuzziness in interpretation has caused weaknesses in the effectiveness of equal opportunities policies. Hoque and Noon (2004, p.482) evaluated the equal opportunities policies in the UK and their study found that despite an increase in formal policies in private sector and public sector businesses, in practice, inequality persists. Dickens (2000, p.157) and Creegan et al (2003, p.617) support Hoque and Noon (ibid) in this finding and state that an equal opportunities policy becomes an end in itself rather than progress and equality. Hoque and Noon (2004, p.496) conclude that whilst some equal opportunities policies may be effective, others may be what they term as 'empty shells' as the policies are not supported by improved equality outcomes. For example, some employees in their study stated that they do not have access to equal opportunities practices because they are unaware that they are entitled to them (ibid).

A consideration that needs to be taken into account is that Hoque and Noon's study used data from the 1998 Workplace Employee Relations Survey (2004, p.484). Since then, the Race Relations (Amendment) Act 2000 (Clements and Spinks, 2006, p.207) companies have had to produce implementation plans and as a result, in theory, the equal opportunities policies should be more effectively implemented. However, Creegan et al (2003, p.617) who researched employee perceptions of race equality policies at work found an implementation gap. This study found that despite the introduction of the race equality implementation plan employees perceive a widening rather than a narrowing implementation gap.

A further feature identified by the literature (Bagilhole, 2006, p.327, El-Sawad, Ackers, Cohen, 2006, p.273) on equal opportunities policies in the world of work is family friendly policies as a strategy to promote equal opportunities. Bagilhole and El-Sawad et al (2006) recognise that family friendly policies such as parental leave, child care and flexible working hours have a positive effect in providing equal opportunities. However, Bagilhole (2006, p.328) argues that there is a lack of a consensus about whether the positive effect of such policies is universal for all employees. Other writers such as Hakim (2006, p.280) also doubt family-friendly policies produce gender equality in the workforce. Bagilhole further suggests that there is resentment of such policies by male employees as the equal opportunities initiatives are in place for the benefit of women with child care (2006, p.335). In addition, the issue of perceived stigma associated with taking up family friendly policies is suggested by El-Sawad et al (2006, p.276) and Bagilhole (2000, p.333) found a similar vein with concerns amongst employees that taking up family-friendly policies may harm their career prospects and threaten job security.

A recurring theme in the literature (Creegan et al, 2003, Hoque and Noon, 2004, Bagilhole 2006, El-Sawad et al, 2006) on employers and equal opportunities policies in the world of work is that these policies are unlikely to secure equal opportunities unless employers develop an environment and

culture that allows equalities of opportunity to flourish. Creegan et al (2003, p.634) support this point as their study found that despite the formal commitment, the equal opportunities policy was perceived to have a limited impact on the culture of equality in the organisation. Equal opportunities will only be realised if there is an organisational commitment and employees feel free to access these policies. The role and training of managers is seen as important in translating policy into practice (El-Sawad et al, 2006, p.276, Bagilhole, 2006, p.340).

Another case study on employers explored the issue of equal opportunities in the world of work from a different perspective; that is, the experience of men in female dominated occupations. Simpson (2004, p.349) explored the implications of men's non-traditional career choices for their experiences and for gender identity. Equal opportunities in the world of work is important to men as it is to women, ethnic minorities and people with disabilities and yet there is little research on men who perform 'women's work' (ibid, p.350). Simpson (2004, p.356) suggests that men in female dominated occupations such as librarians, nurses and primary school teachers benefit from their minority status through enhanced leadership and by being given special consideration such as opportunities to acquire skills that may not be forthcoming for female colleagues. This is in contrast to difficulties women face when they move into the male dominated careers (ibid, p.352), however, can alienate themselves from female staff by asserting their masculinity and experience conflict with reconciling the feminine nature of their work. In addition, men experience anxiety from implications of homosexuality (Simpson, p.361). Simpson's study highlights the positive and negative impacts of equal opportunities on men in non-traditional career choices.

In summary to this section, employers are working with a wider legislation and policy context on equal opportunities in the world of work but the impact on recruitment of under represented groups particularly in terms of ethnicity and gender is still minimal. These issues have implications for government legislation on equal opportunities in the world of work and young people as potential employees. As a result, the next section examines the Government's perspective on equal opportunities in the world of work

## 2.4 The Government's perspective on equal opportunities in the world of work

Equal opportunities is constantly high on Britain's political agenda (Carvel, 2004, p.1; EOC, 2005, p.1; Clarke, 2005, p.5; Home Office, 2005b; Women & Work Commission, 2006 and Phillips, 2007). From the Government's perspective the key issues on the world of work include: discrimination, education, racism, social inclusion, widening opportunities and equality for women, disability, religion, belief and age legislation. The next section considers these issues.

### 2.4.1 Discrimination

Discrimination is a major issue identified by government. The Race Relations Act 1976 and the Race Relations (Amendment) Act 2000 are the main legislation that deals with racial discrimination. The

Race Relations Act 1976 prohibits discrimination by public, private and voluntary organisations in the areas of employment, education, housing and in the provision of goods, facilities and services.

The Act outlaws direct and overtly less favourable treatment on racial grounds, indirect discrimination and victimisation.

One of the main events affecting equal opportunities and prompting a response from government was the Stephen Lawrence Inquiry resulting in the Macpherson Report in February 1999. As a result, the Race Relations Act 1976 was amended by the Race Relations (Amendment) Act 2000, which came into force on the 2 April 2001. This now places a general duty on all public bodies to promote race equality. Also in June 2000 the European Commission issued the Race Discrimination Framework Directive which member states were required to implement by July 2003 to combat discrimination on a variety of grounds including 'racial or ethnic origin.' (IRL Bulletin 684 March 2002 p.2). However, equal opportunity is not just about race equality. It is about ensuring equal opportunity regardless of gender, social class, religious beliefs, sexual orientation, age and disability.

The findings of the Stephen Lawrence Inquiry Report (Macpherson, 1999, paragraph 6.34) had implications for all organisations such as education, health, social services and housing. This led the Government into deciding that comprehensive measures should be taken to wipe out institutional racism. The Race Relations (Amendment) Act 2000 represents the most significant piece of reform to racial discrimination. By 31 May 2002 key public bodies were required to have in place specific measures to meet their duty to promote equal opportunities. For example: educational institutions like Brunel University, West London, updated and placed its equal opportunity statement on their web site with an action plan (Brunel University, 2003). The Race Relations (Amendment) Act 2000 defined higher education to be included within the listings of 'public authorities'. In addition, the Race Relations (Amendment) Act 2000 gave the then Commission for Racial Equality (CRE) new powers to issue statutory Codes of Practice, providing practical guidance to public authorities to promote racial equality and new enforcement powers to issue compliance notices.

Research carried out by the CRE (2003, p.5) showed that the changes as a result of the Race Relations (Amendment) Act had produced positive benefits with organisations thinking more widely about policy making and service delivery. However, the CRE also found that six months after the deadline of 31st May 2002 a number of organisations had not complied with legislation (CRE, 2003, p.6). Kelly (2005a, p.15) also reported that over two years after the deadline, many schools still appeared to be struggling to give the issue serious consideration.

Further, the Government prompted by the July 2001 Oldham, Bradford and Burnley riots (Waugh, 2001, p.1), launched an extensive inquiry into discrimination against Britain's ethnic minorities in health, education and in the place of work took place in 2001. The then Prime Minister's personal policy unit was asked to examine the role of discrimination in both public services and private

employers as the rate of ethnic minority unemployment stood at its highest in 2001. The findings of this inquiry resulted in the Strategy Unit Report: Ethnic Minorities in the Labour Market, (Cabinet Office, 2003) and the Race Equality in Public Services Report (REPS), (Home Office, 2005b) and the Final Report of the Equalities Review (Phillips, 2007). The main findings were that there were inequalities in public services such as education and housing and in the labour market (Mactaggart, 2005b, p.3).

Minority ethnic groups still have poorer labour market outcomes than for white people and discrimination may be one factor that accounts for this. (Home Office, 2005b, p.7).

It was found that even when measurable factors such as levels of human capital and living in deprived areas were taken into account, people from ethnic groups continued to suffer an employment disadvantage. This unquantifiable factor was termed the 'ethnic penalty' and employer discrimination was stated to be a part of this (Home Office, 2005b, p.16). The REPS further reported that:

minority ethnic households were more inclined to see racial harassment as a serious problem in their local area (ibid, p.8);

white people were most confident of all ethnic groups that the criminal justice system respects the rights of the accused and treats them fairly. Black people were the least confident. In addition minority ethnic communities are at a greater risk of being a victim of crime than white people (ibid, p.9);

surveyed perceptions of racial discrimination and community cohesion showed minority ethnic groups reported much higher levels of perceived discrimination than the white population (ibid, p.9).

The Government's view is that race equality is not just about reducing the differences in the labour market, education, health and criminal justice service but also about people feeling that they will not be discriminated against on the basis of their race. They emphasise that public perceptions of discrimination are important because they affect how people interact with public and private services (Home Office, 2005b, p.51). However, the final report, The Equalities Review (Phillips, 2007, p.9) admits that prejudice persists and this has a negative impact on the treatment of women, ethnic minorities, disabled people, transgender, lesbian and gay people in the work place.

#### 2.4.2 Education

Equal opportunities is also high on the Government's agenda for education (DfES, 2005a, DfES, 2005b, DfES, 2003, Flaherty, 2006, p.14, Keats, 2006, p.12). In education, the Government's 'Every Child Matters' (DfES, 2003) and 'Youth Matters: Next Steps' (DfES, 2006a) and 'Higher Standards,

Better Schools for All' (DfES, 2005a) as well as widening access and participation in higher education (Perkins, 2004, p.2) have raised discussion of equality within our youth and education system.

Inequalities in educational achievement by ethnic minorities can be identified as a feature of Government literature as racism and inequalities in education are seen as contributing to under achievement of ethnic minorities, which is then continued in the world of work (Home Office, 2005, p.16). The Government provided the Ethnic Minority Achievement Grant (EMAG) in 1998 to replace Home Office Section 11 funding in an attempt to raise the achievement of minority ethnic groups. Section 11 of the Local Government Act 1966 (National Archives, 2008) provided funding until 1998 to schools via local authorities to provide equality of opportunity for all ethnic minority groups, in particular, pupils for whom English is an additional language ([www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk)). Further support for the effective use of EMAG for addressing disadvantage experienced by ethnic minorities in accessing education, training and employment was made in *Aiming High: Raising the achievement of minority ethnic groups* (DfES, 2003). The then DfES declared that the EMAG has been successful in raising the achievement of ethnic minorities (Ethnic Minority Achievement Unit [EMAU] 2005, p.1). This is in contrast to the findings of Tikly, Osler & Hill (2005, p.283) who criticise the EMAG for not improving the achievement of some groups, such as Black Caribbean pupils. Tikly et al (ibid, p.304) concluded that EMAU needs to be linked to a stronger anti-racist commitment in the National Curriculum and in teacher training as well as greater consultation with Black and Asian communities to ensure that ethnic minority students are able to achieve their potential and compete equally in the world of work.

The inequalities in educational attainment among certain ethnic groups (Pakistani, Bangladeshi and Black Caribbean students) are being addressed by tackling the achievement gap in schools and raising and widening participation in higher education (Home Office, 2005b, p.11). However, Strand (2007, p.5) undertook a longitudinal study of young people in England on their education choices and aspirations for the future and found the continuing gap in educational attainment for Pakistani, Bangladeshi, Black Caribbean and Black African groups who achieved Key Stage 3 average points score of 3.0 points was less than White British pupils. These inequalities in educational achievement continue into Key Stage 4 with the 2006 GCSE results showing the Black Caribbean pupils with the lowest percentage achieving five or more GCSE A\*-C grades at 45% in comparison to 58% of White British pupils. The low achievement level of Black Caribbean pupils has implications for equal opportunities in the world of work as these pupils are entering the world of work with the disadvantage of lower qualifications.

#### 2.4.3 Racism in schools

The issue of racism in schools having an adverse impact on equal opportunities in education and the world of work was raised by the Macpherson Report (1999) which recommended three specific actions for education:

amending the National Curriculum to value cultural diversity and prevent racism;

reporting and recording all racist incidents;

that all OfSTED inspections of schools should examine their implementation of the recommendations (Briefing to Schools Race Relations (Amendment) Act 2000 p.1).

The Government accepted all three recommendations and to date has taken the following action:

- 1) the National Curriculum has been revised to increase opportunity to include race equality, for example in Citizenship and PSHE;
- 2) Circular 10/99 states clearly that all schools should record and monitor racist incidents;
- 3) all OfSTED Inspectors should have completed mandatory training in inspecting issues of race equality by September 2001.

Despite this action, Gillborn (2001, p.21) criticised the government for rejecting Macpherson's recommendation for significant changes in the National Curriculum. In addition, the Macpherson Report highlighted the serious issue of institutional racism and the Race Relations (Amendment) Act 2000 has placed a duty on schools to address discrimination within their settings. The Amendment Act strengthens the Race Relations Act 1976 in a number of ways for educational bodies including:

...it will be illegal for schools, their employees, or others contracted by them, to discriminate on racial grounds. This means that all functions of schools are now covered by the Act. Schools must also have due regard to the need to eliminate unlawful racial discrimination, promote equality of opportunity and good relations between people of different racial groups (Briefing to Schools RR(A) Act 2000, p.1).

To enforce these duties on schools, The Commission for Racial Equality (CRE, 2000) issued all primary and secondary schools in England and Wales a guide: Learning For All: Standards for Racial Equality in Schools 2000. Learning For All sets standards for equality in seven key areas including Community Partnership. The latter is significant in that it takes equal opportunities to include the internal fairness of an organisation and the way in which the service is delivered.

Social inclusion also has implications for equal opportunities within our schools, as illustrated by the findings of the Stephen Lawrence Inquiry (Macpherson, 1999). The findings were accepted by government, particularly those that identify institutional racism as a major cause of social exclusion (Osler and Morrison, 2000, p.14). As a result OFSTED inspectors were issued with Educational Inclusion and School Inspection (ibid, p.21), which indicates the areas to be evaluated in examining a school's strategies for preventing and addressing racism.



However, Osler and Morrison (2000, p.153) ask if equality and race equality can be inspected. This question is relevant because equality cannot be quantified. Osler and Morrison (2000, p.21) investigated how OfSTED is fulfilling the responsibilities given to it by the Government in March 1999 to monitor strategies in schools to prevent racism. They found that the term 'educational inclusion' was used to cover a range of equality issues from equal opportunities for all pupils, the education of pupils having English as an additional language, the education of pupils with special educational needs and pupils who are gifted or talented. It appears that a 'camouflage' term is being used rather than directly addressing the issue of equality. It could be argued that 'educational inclusion' is a much better term to use as it covers all aspects of equality, not just race. However, it is important that equality, including racism and its impact on the pupils, whether they are from minority or majority communities is identified. Osler and Morrison (2000, p.22) contend that race equality has yet to become a central part of the OfSTED culture, but by at least recognising that monitoring of race equality is part of OfSTED, it does raise the profile of equality in schools.

'Learning for All' (CRE, 2000, p.11) gave education a fundamental role in eliminating racism and promoting and valuing racial diversity. However, it is important to stress that this responsibility is for all schools including those with few or no ethnic minority pupils. This view is supported by Osler and Morrison (2000, p.57) who discovered from their interviews of OfSTED inspectors that predominantly white schools may have difficulties in promoting race equality. Osler and Morrison argue that race equality is even more important in white schools because people will have little or no contact with ethnic minorities to help them understand different cultures. It is disappointing to note from Osler and Morrison's study that the importance of race equality in predominantly white schools was not reflected in the inspection reports where the evidence of reporting on race equality was sparse (Osler and Morrison, 2000, p.78). Furthermore, doubts were expressed as to whether 'middle England' is ready to accept initiatives which address race equality (ibid, p.147).

#### 2.4.4 Equality, social inclusion and widening opportunities

Equality, social inclusion and widening opportunities for young people are themes in the Government's 14-19 Education and Skills proposals following the Working Group on 14-19 Reform, chaired by Sir Mike Tomlinson in 2004 (DfES 2005a, p.4). The 14-19 proposals emphasise that every child should receive an excellent education – whatever their background and wherever they live (DfES, 2005b, p.3) and that services are built around the needs of children in order to maximise opportunity (DfES, 2005b, p.2). The Equalities Review (Phillips, 2007, p.7) acknowledges these issues and identified persisting inequalities in education, employment, retirement, health and justice.

The increasing curriculum flexibility and choice at 14-19 proposals aims to give every young person the chance to maximise their opportunities in life. The Government has focused on all services that cover children and young people with 'Every Child Matters' (DfES, 2003, p.5); 'Youth Matters' (DfES, 2006a, p.1) and 'Higher Standards, Better Schools for All' (DfES, 2005b) highlighting that it will be no longer acceptable for young people to be denied the opportunity to achieve their full potential

whatever their talents and abilities. The Government has included higher education in its plans to increase opportunities with the 'Widening Participation in Higher Education' proposals (DfES, 2003). The Government's intention is to improve the prospects of entering higher education for young people from the lowest socio-economic groups (Perkins, 2004, p.2). Layer (2005, p.23) views widening participation as confronting inequality and celebrating diversity. Other writers, for example, Oduaran and Bhola (2006, p.vii) and Arnot and Mac an Ghaill (2006, p.5) advocate that with globalisation the need to expand access to education has become a necessary tool for ensuring economic well-being and social justice for all nations.

However, widening participation is not a new concept as in 1993 British Petroleum (BP) supported a project called ACE (Aiming for College Education) to assist under represented groups (Perkins, 2004, p.2). Indeed, Pearl and Singh (1999, p.6) state that the need to broaden their traditional cohort profile to attract more students by targeting a market of non-traditional students has been high on the agenda for HE institutions since the 1990s.

Widening opportunities is also related to the world of work as the 14-19 Education and Skills Plan (DfES, 2005a, p.4) has major implications for careers education and guidance as greater flexibility and choice in the Key Stage 4 curriculum has been introduced. Links with businesses as part of vocational and work-related programmes need to promote the key skills by young people and develop their employability through direct contact with the world of work (Allen, 2007, p.2). Also access to a range of vocational options and qualifications will require guidance to help young people make informed learning and career choices (Rose, 2003, p.10).

This will require effective careers education and guidance from schools and employers and other agencies advising young people on careers. However, as Newman argues (2006, p.15) it is unfortunate that Tomlinson's Working Group on 14-19 Reform original recommendations on 'independent' and 'impartial' information advice and guidance have been lost. Watts (2005, p.8) also voices concern over quality and impartiality with the proposed changes of Connexions (responsible for providing national advice and guidance on training and careers for 13 to 21 year olds [DfEE, 2000]) to disappear as a national service though local authorities are encouraged to retain the Connexions brand. The DfES (2006b, p.22) counter argues that the development of a set of standards will be the key to securing impartiality of advice. Allen (2007, p.2) further recommends that schools improve careers education and the capability of young people to analyse and make use of advice by ensuring it reflects current practice in the work place.

#### 2.4.5 Equality for women

The rights of women for equal pay and sex discrimination have been part of Government legislation since the 1970s with the Sex Discrimination Act and Equal Pay Act 1975. Such legislation does try to provide equality and protection for women, but the issue is that 33 years after the Sex

Discrimination Act was introduced, assumptions are still made about the roles, behaviour, ability and needs of women and men. This form of sexual stereotyping can be found throughout society, affecting attitudes, expectations and decisions (EOC, 2001, p.1). The Equality Bill 2005 advocated equality as it included a duty on public bodies to promote gender equality (EOC, 2005, p.1). However, The Equalities Review (Phillips, 2007, p.9) reported that Pakistani, Bangladeshi mothers of young children suffer from disadvantage of the work place with limited career progression and discrimination. This finding is supported by Bhavnani (2006, p.36) and the EOC Moving On Up? The Way Forward (EOC, 2007, p.11) stating that younger generations of women of Pakistani, Bangladeshi heritage and Black Caribbean women are hampered in gaining employment due to their sex, ethnic background and faith. A review of policies and practices is recommended by this EOC report (ibid, 2007, p.7). Prosser (2006, p. vii) advocates that despite more women in employment and in senior positions, the pay and opportunity gap for women remains. Women who work full time earn 13% less than men; plus women are crowded into a narrow range of lower paying occupations (ibid).

Mellor (2003, p.77) states that women experience unfairness in their daily lives with 24,000 sex discrimination and equal pay cases at employment tribunals in 2002. The real extent of discrimination is likely to be higher as many women do not report it as they fear rocking the boat at work (ibid). Furthermore, Prosser (2006, p. 71) contends that discrimination in the workplace causes differences in pay for women and men. This view is propounded by Arnot and Mac an Ghail (2006, p.8) stating that substantial gender inequalities remain in the labour market. They claim that despite government encouragement to create a less male centred sector, the problems of female low pay, part time work and provision of child care have not been effectively tackled.

Hakim (2006, p.279) counter argues that policy-makers' and feminists' emphasis on equal opportunities in the world of work assume that the main reason for differences between men and women in the labour market outcomes such as the pay gap due to sex discrimination is not the case. She argues (2006, p.280) that men and women continue to differ in their work orientations because of differences in life goals, family life and careers. Indeed, Hakim (ibid, p.286) suggests preference theory for explaining women's choices between work and family. That is women prefer not to work or seek a work-life balance and this explains the continuing pay gap and occupational segregation. It could be that the Gender Equality Duty (EOC, 2006, p.1), which came into force in April 2007, eliminates sex discrimination as change in the 'culture of organisations will be required under this duty.' Instead of individuals making complaints about sex discrimination the legal responsibility will be on public authorities to demonstrate that they treat men and women fairly. However, it could be argued that this new duty does not go far enough as it does not cover private sector organisations unless they are providing a public service.

#### 2.4.6 Disability

Equal opportunities for people with disabilities has been recognised as an issue through legislation. Although the Government could be criticised for giving insufficient protection to people with

disabilities over the years, the basis of protection in law has been the Chronically Sick and Disabled Persons Act 1970. However, it was not until the Disability Discrimination Act 1995 that it became unlawful for employers to discriminate against disabled people (Massie, 2005, p.1). Recent amendments to this Act have raised the importance of including people with disabilities at work and in providing access to general public facilities such as shops and schools. Also the definition of person with a disability amendment has been widened to include unseen conditions such as dyslexia and diabetes. Employers that have been exempt from employing people with disabilities such as the Fire Service, now have to make reasonable adjustments to the working environment in order to employ people with disabilities.

#### 2.4.7 Religion, belief and age discrimination

The Government have raised a number of other issues relating to equal opportunities with the Employment Equality (Religion or Belief) Regulations 2003, making it unlawful to discriminate against an individual on the grounds of religion or belief (or lack of it) (Kelly, 2005, p.16).

The positive points of these new rules are that employers may be required to provide prayer rooms or allow employees to take time off for religious holidays. However, the difficulty arises with the loose definition of religion and belief as the regulations not only cover mainstream religions but also others such as Druidism and even atheism (BBC, 2004).

From October 2006, age discrimination laws have come into force in the U.K. The advantage of this law is that it covers private and public sectors and protects the young and old. Given that life expectancy is high in the UK and people are healthy to go on working beyond the age of 60/65 years this legislation gives people the choice of working to the age that they decide. However, it may impact negatively on young people in the work place who may not gain promotion as rapidly as in the past because older people are not vacating their position due to their wish to work beyond the traditional retirement age.

The Government promotes equal opportunities in the world of work with legislation as outlined in this section which is then required to be implemented by the employers but how does this influence the young people as future employees? This next section considers the careers aspirations of young people in schools.

#### 2.5 Young people's career aspirations

A relevant issue to this study identified in the literature is young people's career aspirations. Mellor (2003, p.78) suggests that the education system can help to reduce inequality between women and men and ensure that every individual has the opportunity to fulfil their potential. It is acknowledged

that boys' underachievement is a concern for the education system and action has been undertaken (Mellor, 2003, p.78). Enabling girls to achieve their potential is a different challenge. Girls may be passing more examinations than the boys but many are denied the opportunity to fulfil their aspirations in the labour market as they still work in a narrower range of jobs than men (Mellor, 2003, p.79). This finding is supported by Osgood, Francis and Archer (2006, p.306) and Arnot and Mac an Ghaill (2006, p.8) who state that in spite of girls' raised ambitions, the types of occupations chosen by girls and boys remain strongly gendered. An investigation by the EOC (2006, p.1) found that despite many young people being interested in non-traditional work, Britain was failing to open up opportunity and choice for girls and boys entering work via vocational route ways. Prosser (2006, p.9) colludes that despite higher aspirations and out performance of boys at school young women still follow traditional routes and are being paid less than men as a result. She advocates that young women need a better understanding of the world of work to experience working in non-traditional jobs and better careers information, advice and guidance.

Studies on career aspirations (Francis, 2002, p.76) show that choices made by 14-16 year old boys and girls reflect an embedded gender dichotomy; that is, for girls to opt for creative or caring jobs and boys to opt for scientific, technical or business orientated occupations. Hayward and Miller's findings (2006, p.63) are in keeping with Francis. However, a criticism of Francis' study is that the pupils were asked to select an occupation classified into groupings such as scientific, caring and technical. The difficulty is that not all occupations can be classified clearly as scientific or creative. For example, working in the Media can be technical or creative or both. Perception as a basis for rejecting most jobs by young children is in keeping with findings of Foskett and Hemsley-Brown (1997, p.1).

An important suggestion by Francis (2002, p.84) that is relevant to this research is that young women may have had their work aspirations widened by equal opportunities programmes. Francis suggests that equal opportunities legislation has to some extent discouraged employers from discriminating against women and encouraged women to apply for non-traditional careers. A more recent study by Francis with Osgood (2006, p.307) shows that gender-stereotypical patterns in pupils' occupational aspirations have been duplicated in work-experience placements. Work experience exacerbates rather than challenges pupils' gender stereotypical paths. One of the reasons cited for this is that parents often secure the work experience placement for their child. This practice has implications for equity and fairness because middle class parents who are connected to middle class professionals secure placements for their children. This privileges some pupils over others, acting as a barrier to social justice and equality of opportunity (Osgood et al, 2006, p.307). Miller (2006, p.32) agrees that work experience is a major opportunity to broaden students' horizons and this opportunity is being wasted. This is in line with Prosser's (2006, p x) recommendation that work experience placements for pupils need to take place in an occupation not traditionally taken up by their gender.

The literature has cited several reasons for boys, especially, not to want to take up traditionally female occupations (Osgood et al, 2006, p.313). Peer group attitudes, fear of bullying, especially for boys about opting to follow non-traditional occupational career aspirations are other reasons for boys not wanting to enter jobs traditionally undertaken by females (Osgood et al, 2006, p.306). This is supported by Francis (2000, p.45) who found that damage to masculine identity by association with the feminine can have powerful consequences for boys' self-esteem and social positioning. Further evidence of this is provided by Fuller et al (2005, p.306) who found in a study of the Modern Apprenticeship that boys were worried about being teased, especially about their sexuality, if they selected a traditionally female occupation. Girls were found to be concerned about how they would be treated in the work place if they chose a traditionally male apprenticeship. Fuller et al found that gender segregation was a feature of apprenticeship programmes. Newton, Miller, Page and Tuohy (2007, p.1) give good equal opportunities examples in young apprenticeships for boys and girls which illustrate that some progress has been made in furthering equal opportunities for young people.

However, Bhavnani (2006, p.6) undertook a study on the changing aspirations of young ethnic minority women. This included a survey of 1310 young women aged 16 in relation to work as well as choices young people make at 16 about their aspirations and their experiences/perceptions of advice and guidance agencies. Bhavnani found that significant numbers expect difficulties associated with their 'race and gender' (ibid, p.60). In addition, Bhavnani (2006, p.44) claimed a quarter of Black Caribbean, Pakistani and Bangladeshi girls did not get the careers advice from school to consider jobs that would fulfil their potential.

The literature has also identified that the Media is an important influence on young people's perceptions of careers. Foskett and Hemsley-Brown's (1997) examined the perceptions and knowledge of specific careers held by pupils aged ten, fifteen and seventeen and the influence of those perceptions on choices of career and education pathways. However, their research did not cover perceptions of equal opportunities in careers. Their research was based on focus groups and questionnaires, adopting both qualitative and quantitative approaches and focused particularly on the influence of the Media.

Foskett and Hemsley-Brown's (1997, p.69) study confirms the importance of career perceptions in shaping the choices of individual pupils and identified images conveyed by adults about careers and images from the Media influence perception. The Media provide images of what jobs entail, for example a newsreader; as well as images of how particular jobs are valued and perceived. In addition stereotypical images in drama or comedy, news coverage of particular work areas or the social values attributed to jobs both implicitly and explicitly through the Media all have an influence. These images are significant in young people's perception of careers. These images are filtered and reworked by individuals in relation to their own personal perspectives. Interpretations are influenced by the individual's personal history, ideology, social, economic position and values. The

final image may be unique to each individual but broad patterns may be identified in relation to particular careers (Foskett and Hemsley-Brown, 1997, p.69).

Their findings in relation to ten year olds show that although students believe the choice is entirely their own, it tends to be based on parental attitudes and their cultural and social surroundings including family, friends and Media images, especially television (ibid, p.88). Few television programmes give informative careers advice but they do show certain jobs and convey the lifestyle and status of those individuals. Of course it could be argued that such programmes such as 'Casualty' are entertainment programmes and do not reflect the reality of careers in a hospital. Conversely, Hayward and Miller (2006, p.63) who surveyed pupils aged 14-18 contend that as TV programmes have a strong impact on the impressions young people form of occupations scriptwriters and producers should consider women in science, engineering and technology jobs in the TV 'soaps'. They quote the initiative implemented by the UK Resource Centre for Women in Science, Engineering and Technology to introduce an award for the best TV production presenting images of women in these industries (ibid). Although Hayward and Miller (2006, p.63) recognise that the Media is just one key route into young people's awareness and that parent and peer group influences remain strong influences on job choice.

The literature also claims that role models enable young people to view the job and lifestyle of the career, which is a feature in choosing the particular career (Foskett and Hemsley Brown, 1997 p.110). Information on careers where there is no personal link has little or no impact on young people's understanding of jobs. Thus, the use of teachers as role models to reflect the diversity in the UK focuses strongly in the literature because if young people see teachers of their own background in professional posts they are more likely to achieve self-esteem and obtain qualifications to do well in the world of work.

Arora (2005, p.16), for example, advocates that recruitment of teachers from minority ethnic groups is needed. Arora contemplates that the very experience of schooling and visible lack of teachers from their own ethnic groups may discourage young people from considering teaching as a profession. The Swann Committee in 1985 is quoted by Arora (2005, p.92) stating that if we are to dismantle racism in our society, both White and Black children need to have positive Black role models. Since 1997, the Government (Carrington and Skelton, 2003, p.253) has targeted recruitment to increase male recruitment to primary teaching and attract ethnic minorities to teaching to provide 'role models' in schools. Arnot and Mac an Ghail (2006, p.6) also concur with this idea of recruiting more male primary teachers to address underachievement and disaffection of boys. As Arnot and Mac an Ghail state the 'language of equal opportunities had been converted into performance discourses' (ibid, p.7). Basit and McNamara (2004, p.97) suggest that the pressure to increase the recruitment and retention of ethnic minority teachers is to develop a teaching force that reflects the diversity in the UK population and provide role models for ethnic minority students. The philosophy here is that matching teachers and children by gender and ethnicity is seen as a

means of tackling underachievement by some ethnic groups (OFSTED, 2001, p.19 and Learner, 2001, p.9).

However, the literature also identifies several issues with regard to role models. It could be contested that all teachers regardless of their colour or backgrounds are role models as responsible adults. To be accepted as a role model teachers need to have respect from their pupils and this is not achieved just by being a teacher from an ethnic minority. Also the literature is equivocal about whether minority pupils identify with teachers of the same ethnicity as themselves. For example, Carrington and Skelton (2003, p.257) claim that matching pupils and their teachers by gender and ethnicity makes little impact on pupils' attainment and the experiences of ethnic minority student teachers on school placements found that students who wanted to be a 'role model' for Asian children were rejected by the Asian boys and girls who instead showed disrespect and hostility to the student teacher (ibid, p.261). They also found that student teachers were against positive discrimination and targeted recruitment because their credibility as teachers would be undermined (ibid, pgs 261-262). Students did not want to be appointed because they are male or because of the colour of their skin. The male or Black teacher may feel they have been appointed as a 'token' (Arora, 2005, p.95). Carrington and Skelton (2003, p.262) admit that matching teachers and children by gender and ethnicity may be helpful in contributing to greater social justice and equality in schools but whether role models alone are the answer to changing the status quo of underachievement by boys or African Caribbean and Pakistanis or Bangladeshi students is the question.

The link of underachievement to the world of work is that if boys or students from ethnic minority groups are underachieving in school they will not be able to access careers that require high qualifications and therefore suffer inequality in the world of work. This is highlighted by the DfES (2006, p.91) report on Ethnicity and Education that the percentage for Black Caribbean pupils with a fixed period of exclusion remains high. The proportion of Black/Black British teachers increased slightly from 1.5% in 2003/04 to 1.7% in 2006 (DfES, 2006c, p.101). These figures show that firstly it is not possible to make a direct correlation between more Black teachers with a result in better achievement and entry into the world of work.

Jones (2001/2002, p.13) claims progress has been made with the Race Relations (Amendment) Act 2000 as it has placed on schools the duty to address discrimination and promote race equality. She recognises that in education the National Curriculum non-statutory framework for PSHE is a vehicle for challenging racism and gender stereotyping. The orders for citizenship implemented in September 2002 also include sections on equality of opportunity. Teachers would contend that equality of opportunity is part of most schools' policy statements and that all teachers should challenge racism and stereotyping and promote racial equality in education, and career choice. Issues of equality should be an intrinsic part of all teaching activities and not just of careers and citizenship provision. All teachers need to recognise this and be given training if necessary. Osler and Morrison (2000, p.147) found that teachers, including head teachers needed training in equality



issues, especially race equality. OfSTED should be inspecting more race equality and that schools need to be accountable in this area and also that equality issues need to be a whole school approach with children and their families (Osler and Morrison, 2000, p.143). The reason for this is that if issues of equal opportunities are addressed in schools then our future workforce is likely to challenge such issues as racism and stereotyping in society and in the world of work.

Pathak's (2000, p.1) findings support Jones' conclusion that we have not achieved equality as his findings on ethnicity in education, training and the labour market show a continuous underachievement for certain ethnic groups which starts in early education through to further and higher education and continues in the labour market. The research shows that 66% of ethnic minority adults compared to 80% of white adults are economically active. Only about half of Bangladeshi and Pakistani adults of working age are economically active. Pathak states that differences in employment rates between white and ethnic minority men remain and "this means discrimination by employers cannot be ruled out as a key factor" (2000, p.2). A criticism of these findings is the lack of socio-economic information including age, as the older generations of Asians are disadvantaged with low English skills and neighbourhood deprivation. However, the Government reported that ethnic groups continued to suffer an employment disadvantage and employer discrimination contributed to this disadvantage (Home Office, 2005b, p.16).

## 2.6 Identified emerging themes

The chapter has shown that there is consensus over the importance of equal opportunities in the world of work. However, it has also shown that there are contested views on the concept and meaning of the term equal opportunities (Wilson, 1991, p.28; Clayton and Williams, 2001, p.1). Also, despite the abundant literature on equal opportunities (for example, Coussey and Jackson, 1991; Pojman and Westmoreland, 1997; Mason, 1998; Pearl and Singh, 2000; Myers, 2000 and Arora, 2005), the meaning of the term remains complex. However, despite this, the chapter so far has identified several emerging themes.

Firstly, the themes of discrimination and fairness have emerged as crucial concepts. The theme of discrimination is especially important to equal opportunities in the world of work because employment remains the best route out of poverty (Phillips, 2007, p.62). It enables an individual to achieve economic independence which is important for quality of life. Discrimination in the workplace can lead to a spiral of demoralisation, loss of motivation, self confidence, worsening of health and well-being for the individual (ibid). The recognition of both direct and indirect discrimination is a profound break through in equal opportunities (Phillips, 2007, p.34).

The concept of fairness is also highlighted by the literature (for example, Jewson and Mason, 1994, p.596; Arora, 2005, p.6 and Phillips, 2007, p.2). Treating people fairly, without discrimination is advocated as fundamental in life generally and in the world of work as this impacts on human resource management and work life balance (Clements and Spinks, 2006, p.132). Furthermore, in line with Nash (2004, p.362) it could be argued that fairness is a prerequisite and a dimension of full social and political participation. Although Nash does question if fairness can be achieved because for example, in education and work it is impossible to start with equal chances of success unless the most fortunate are deprived of opportunities (Nash, 2004, p.370). This would not bring any benefit to society as a whole but reduce the general level of prosperity and social well being (ibid).

Secondly, the theme of diversity has also emerged as an important theme impacting on equal opportunities, as differences are enriching. For example, Gagnon and Cornelius (2002, p.26) propound that respecting diversity is enriching for organisational culture and promotes equality in the workplace. In addition, diversity draws its distinctiveness from 'difference' rather than 'sameness' (ibid). Diversity as an aspect of equal opportunities shows that a 'one-size-fits-all' state will be ineffective in a society which is now characterised by individuality and greater diversity (Phillips, 2007, p.45).

Thirdly, the theme of choice and opportunity to fulfil individual potential is noted in the literature. This theme is especially important as young peoples' career aspirations can be hindered by a lack of attention to this (Mellor, 2003, p.73 and EOC, 2006, p.1). In turn this can impact on the development of social justice. For example, Nash (2004, p.364) says a working class girl who leaves school at 16 and works in a factory is a victim of social injustice, making decisions that cannot be true 'choices'. A lack of choice and opportunity can also lessen the development of non-traditional careers. For example, Prosser (2006, p.9) suggests that opportunity and choice is not available as young women continue to follow traditional careers. Blakemore and Drake (1996, p.62) argue that while merit as shown by educational qualifications or work record is not a perfect measure of abilities and potential they do offer the fairest and objective way of establishing who should be given the job.

Fourthly, the literature (Foskett and Hemsley-Brown, 1997 and Arora, 2005) identified the Media and role models as important in young people's perceptions of careers and equal opportunities. Although the literature is equivocal about this, with some scholars being in favour (Arora, 2005, p.16) and others being sceptical of role models as a means of achieving equal opportunities (Carrington and Skelton, 2003, p.253).

This chapter has also shown that the Government has developed a positive perspective on equal opportunities. It has tried to tackle the themes identified above through legislation. However, while the Government appears to see equal opportunities as paramount as evidenced in the plethora of legislation to promote equal opportunities in education, work and public services it can be criticised on a number of issues. Firstly, there is a vast array of legislation, especially related to ethnicity and

gender with which employers have a legal obligation to comply. However, studies (for example, Metcalf and Forth, 2000, p.1, Saunderson, 2000, p.400; Jones, 2000b, p.32 and Osgood et al, 2006, p.305) have shown that the implementation of legislation is not straight forward and that school students' career aspirations continue to be affected by issues of gender and ethnicity. Secondly, the Government seems reactive in its action. For example, the Macpherson Report prompted the Government to pass the Race Relations (Amendment) Act 2000. Employers' response to equal opportunities is also reactive in that they respond to Government legislation. This raises two questions: 'Is such a response by the Government a 'political correctness' move?' 'Does this mean that employers would not give regard to equal opportunities if they were not bound by legislation?'

Although equal opportunities in the world of work is wide ranging including all under-represented groups, for example, people with disabilities and religious groups, the literature and legislation focuses on equal opportunities relating to gender and ethnicity. More recently, greater attention has been paid to other under-represented groups such as the Employment Equality (Religion or Belief) Regulations 2003 (Kelly, 2005, p.16) in line with the philosophical underpinnings of the present decade of social inclusion and human rights.

Also, there is no one law on equal opportunities. In the UK, we have a fragmented approach to an equal opportunities policy with different Acts covering different aspects. Although, the Discrimination Law Review envisage that in 2010 a single Equality Bill will form the basis of discrimination regulations (Office of the First Minister and Deputy First Minister, 2005). In 2007, the Government established a statutory organisation – the Commission for Equality and Human Rights (CEHR) to replace the existing race, disability and sex equality commissions. Phillips (2006, p.6) and Dimond (2004, p.142) argue that integration of the commissions into a single body does not ensure coordination or proper representation of equal opportunities.

The Government appears to see equal opportunities in the world of work as legal terms, passing legislation to prevent discrimination and to promote equal opportunities rather than as a matter of moral and social justice (Jones, 2000b, p.32). The employers appear to see equal opportunities as a legal obligation and a business imperative. Employers view equal opportunities and diversity in pragmatic terms and as good business sense. As suggested by Iganski, Mason, Humphreys and Watkins (2001, p.296) the recruitment of ethnic minorities in the National Health Service is for business benefits rather than a concern for social justice. Is good business sense sufficient for promoting equal opportunities in the world of work? The literature and legislation are clear on this matter that equal opportunities is necessary to respect and value individuals for themselves and not just for economic benefit.

However, employers alone cannot achieve equal opportunities. This view is in line with Clements (2000, p.15) who states that equal opportunity is often seen as basically the concern of the

employer. The attitudes of the potential employees are crucial if we are to see equal opportunities in society at large.

## 2.7 Conclusions and relevance for the present study

As a result of this chapter four important conclusions are drawn. Firstly, the IFS has shown the importance and complexity of equal opportunities in the world of work and informed the research question for this study: 'How do young people and employers perceive equal opportunities in the world of work?' by identifying four crucial underlying themes, namely, discrimination and fairness; diversity; choice and opportunity to fulfil individual potential; and the Media and role models as important in young people's perceptions of careers and equal opportunities.

Secondly, the Institutional Focus Study has shown that school students appear to see equal opportunities in terms of ethnicity and gender. This is shown on a number of studies, including those by Foskett and Hemsley-Brown (1997, 2001); Francis, (2002); Fuller et al, (2005); Hayward and Miller, (2006) and Strand, (2007). However, these studies have concentrated on perceptions of school subjects, career choices or educational attainment rather than students' perceptions of equal opportunities in the world of work. Indeed, Foskett and Hemsley-Brown (1997) are the only ones to study directly the perceptions of careers and work of young people pre-18 year olds. Although Foskett and Hemsley-Brown's recent literature (2001) has looked at young people's decision making in education, training and career-markets, they have used their 1997 career perception data. Thus providing a real need to update, over a decade later, and giving a vital rationale for this present study not only on young people but also employers' perceptions.

Thirdly, equal opportunities in the world of work has been a focus of Government legislation for over thirty years. Even so, this IFS has shown that how this is implemented by employers is not straightforward and the young people's career aspirations continue to be affected by issues of ethnicity and gender. Given this, it is relevant to see how these two sets of partners (students and employers) perceive equal opportunities in the world of work. The IFS has shown that this comparison of perceptions of young people and employers is an under-explored issue, especially in relation to how this is portrayed in official documentation such as employers and schools policy documents.

Finally, the IFS has guided the research for this present study. It has shown a scarcity of studies on young people's perception of the message of equal opportunities in employers' recruitment material. Recruitment material – the link between employers and young people (potential employees) can act as a vehicle for communicating equal opportunities in the world of work. Thus this review has focused this study in exploring the second research question: Do young people perceive the message of equal opportunities in employers' recruitment material? Thus, the

emerging themes from the literature guide the data collection in relation to the research questions for this study (as outlined in Table 7 in the next chapter: 3.8).

The emerging themes from the literature guide the data collection in relation to the research questions for this study as outlined in Table 7 in the next chapter (3.8).

## 2.8 Summary

This chapter has focused on the historical and philosophical underpinnings of equal opportunities and given the author's view on this phenomenon. It has also critically reviewed the literature on equal opportunities in the world of work and outlined the emerging themes on equal opportunities from the historical and philosophical underpinning, from the perspective of employers, the Government and young people. It has identified the complexity of equal opportunities and informed this present study to compare how young people and employers perceive equal opportunities and how it is portrayed in policy documents as well as see if young people perceive the message of equal opportunities in employers' recruitment material. The literature in this Institutional Focused Study has provided a lead to further research, which gives the young people as well as employers a voice on the matter of equal opportunities in the world of work. The next chapter continues the journey by outlining the methodology and methods employed in this research.

## Chapter 3

### Methodology

#### 3.0 Introduction

This chapter sets out the research design for this study. The rationale for the methodology and methods selected to inform the research questions are discussed. In addition, the analysis design and ethical considerations are presented and justified.

### Research approach

The study researches the questions: How do young people and employers perceive equal opportunities in the world of work? Do young people perceive the message of equal opportunities in the recruitment material? The research questions influenced the choice of the research approach. A qualitative approach was adopted for two reasons. Firstly, there are epistemological reasons for selecting a qualitative approach for this study. Epistemology is concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible (Crotty, 1998, p.8) and it influences the way research is carried out. As a researcher it is important to acknowledge that epistemology and ontology; that is, my way of understanding will affect the choice of research approach (Crotty, 1998, p.9).

It would be futile to state that as a researcher I am totally neutral because as a person I have views (as given in 2.2) and it is essential I recognise my bias and justify my epistemological and ontological stance as the various ways of viewing the world suggest different ways of researching (Crotty, 1998, p.66). I would argue that the positivistic paradigm could not represent the richness of the experiences of individuals as I agree with Husserl (Crotty, 1998, p.28) that the world perceived through a scientific grid is highly systematic. Thus, it is difficult to view the world as regular and uniform. That is not to say that a scientific or positivist view is not relevant, but that research into perceptions of equal opportunities in the world of work is best served by an interpretive perspective because this approach looks for culturally derived interpretations of the social world (Crotty, 1998, p.67).

In line with Creswell (2003, p.30) my qualitative study is exploratory enabling the researcher to listen to participants and build an understanding based on an interpretation of their ideas. This research is underpinned by interpretive educational research, which seeks to understand the phenomenon of equal opportunities in the world of work from the perspectives of those involved in this case the young people and selected employers (Hodkinson, 1995, p.4).

Quantitative and qualitative approaches are often seen as in opposition. As Pring (2000, p.248) says this dichotomy is misleading as the distinction between quantitative and qualitative is not as clear as objectivity versus subjectivity. Pring concludes that 'the qualitative investigation can clear the ground for the quantitative – and the quantitative be suggestive of differences to be explored in a more interpretive mode' (Pring, 2000, p.259).

Furthermore, it is not the case that qualitative research is superior to quantitative research (Denzin & Lincoln, 2000 p.1027) rather that for my research a qualitative interpretive approach is appropriate as it is in the world of lived experience where individual belief intersects with culture (Denzin & Lincoln, 2000, p.8) and seeks to understand the world from the perspective of the participants.

Secondly, although it is recognised that the research questions could have been answered with numerical data, qualitative data was collected as it has enabled this study to explore the perception of young people and employers on equal opportunities in the world of work and the young people's perceptions of employers' recruitment material as it allowed the participants to express their perception in their own way. Whereas a quantitative approach would have restricted the participants' responses to pre-determined answers decided by the researcher as in the case of Fowler's (1998, p.13) study on learning outcomes in Careers Education and Guidance. For example, in a quantitative approach a bi-polar scale asking the participants to give a number to what extent they perceived the message of equal opportunities in the recruitment material would have restricted the participants' response to a number and not enabled them to engage in the recruitment material and express their own views. As Denzin and Lincoln (2000, p.8) say the qualitative approach emphasises the qualities of entities and on process stressing how social experience is given meaning. Hence the qualitative approach was selected as perception cannot be measured as quantity or frequency.

#### Research methodology

A case study methodology was selected because it allows one to understand and interpret the world in terms of its participants – in this study the young people and selected employers. As advocated by Cohen, Manion and Morrison (2000, p.181) a case study provides a unique example of real people in real situations as well as enabling one to understand how ideas and abstract principles fit together (ibid). A further rationale for selecting a case study methodology is that it is in line with the selected qualitative, interpretative research approach as outlined in 3.1 because case studies can as stated by Cohen et al (2000, p.181) 'penetrate situations in ways that are not always susceptible to numerical analysis'. In addition, a case study focuses on individuals or groups and seeks to understand the perceptions of events and situations, allowing participants' lived experiences of thoughts and feelings to speak for themselves. This feature of the case study methodology makes it suitable for this research on perceptions of equal opportunities in the world of work of young people and employers.

As recognised by academics like Stake (2000, p.435) and Robson (1999, p.51) case study methodology is not new or restricted to any discipline. Therefore, it is worth considering what a case study is and how this present study is a case study. Several definitions of the term case study have been provided by scholars. For example, Robson (1999, p.5) states: 'the case is the situation, individual, group, organisation or whatever it is that we are interested in'. He defines case study as:

'... a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence' (p.5).

This definition can be applied to this present study as it is empirical – that is the collection of data on the contemporary phenomenon of equal opportunities in the world of work. This study also uses multiple sources of evidence from young people, employers, recruitment material and policy documents on equal opportunities in the world of work.

This study can also be applied to Stake's definition of an 'instrumental case study' (2000, p.437) if a particular case is explored to provide an insight and advance understanding into an issue – in this study the issue is equal opportunities in the world of work.

A further feature of the case study methodology is that the case is 'bounded' as suggested by Stake (2000, p.436) and Cohen et al (2000, p.182). The boundedness is useful for specifying the case, enabling boundaries to be drawn around the case. This study is bounded geographically to London and by the participants of young people aged 17 to 18 year olds and the selected employers.

However, there are a number of criticisms of the use of case study as a methodology. For example, it is considered as a 'soft' option (Robson, 1999, p.56). But as Robson (1999) states:

'the case study is not a flawed experimental design; it is a fundamentally different research strategy with its own designs' (p.56).

Another criticism of case study methodology is that this is carried out in a careless, inefficient manner. Also that it is not easy to cross check and may be selective and biased (Cohen et al 2000, p.184). However, these criticisms could be made of any research methodology. As Cohen et al (2000, p.181) propound case study methodology is gathered systematically and rigorously. Another criticism of the case study is that it is not possible to generalise from a single case study (Stake, 2000, p.539). On the contrary, a case study is a specific instance to illustrate a more general principal or issue; enabling one to understand how ideas and principles can fit together. Also, a case study gives an insight into other similar cases (Cohen et al, 2000, p.181). Furthermore, Cohen et al (2000, p.184) argue that the strength of case study methodology lays in the attention to the 'subtlety and complexity of the case in its own right'.

Another criticism of case study methodology is that it is descriptive and not theoretical. However as stated by Stake (2000, p.439) exploration can lead to an early step to theory building. This criticism is based on the assumption that research has to theorise – is this a valid assumption? As Stake (ibid)



suggests a 'case' can be researched because of its intrinsic interest and by focusing on theorising the researcher's attention is taken away from the main features of the case itself. Regardless of which methodology is selected, the important features are the reliability and validity of the findings which are covered later in this chapter in 3.8.

Other methodologies were also considered for this study such as feminist research methodology and phenomenology. Feminist research methodology was considered because it challenges the legitimacy of research that does not empower oppressed groups (Cohen et al, 2000, p.35). Given this study is on equal opportunities in the world of work the feminist approach appears to be relevant as it gives minority groups like women and minority ethnic groups a voice (ibid). This resonates with Robson's view (1999, p.63) that feminist researchers have made a convincing case for the existence of sexist bias in research for example viewing the world from a male perspective. An argument for using feminist methodology could be made for this study as it would give the feminist view on equal opportunities in the world of work. Crotty's (1998, p.164) outline of Marxist feminists as concentrating on issues relating to women's work – both paid employment and unpaid employment in the home can be related to this study on equal opportunities in the world of work. For example, Marxist feminists argue that equal access to jobs will not provide equality but women undertaking a double work load should receive a wage for their domestic labour. Supporters of the feminist approach like Olesen (2000, p.215) advocate that feminist research is diversified and challenging presenting new ideas about oppressive situations for women.

However, critics of the feminist methodology like Crotty (1998, p.177) argue that there is a lack of clarity in feminist methodology. Furthermore, Crotty (1998, p.161) suggests that feminists experience the world as a patriarchal world and this would have provided a very narrow, biased approach to my study as the research question was how young people and employers perceive equal opportunities in the world of work regardless of their gender or ethnicity. As Cohen et al (2000, p.35) say research should be empowering to all participants therefore, the feminist research methodology was considered not appropriate for this study.

Phenomenology was also considered as a methodology for this study because phenomenology invites engagement with phenomenon in our world and what we experience (Crotty, 1998, p.79). At first, this methodology appears to be relevant to the perception of the phenomenon of equal opportunities in the world of work. However, a criticism of phenomenology concerns the understanding we already have. Our culture provides us with meanings, so it could be argued that it is not possible to have a fresh perception. A further issue with phenomenology is the claim by phenomenologists that there are certain structures to consciousness of which we gain direct knowledge but there is no agreement of what these structures are between phenomenologists (Cohen et al, 2000, p.23). Punch (1998, p.97) propounds this by adding that the different types of phenomenology that have emerged (for example, transcendental phenomenology of Husserl and Schutz's existential phenomenology) often differ in the emphasis they place on certain aspects of the underlying principles. Given this uncertainty amongst phenomenologists and the need for in-depth

focusing on one phenomenon involving long interviews, this methodology was thought to be too complex and beyond young people and thus rejected.

However, having considered these two other methodologies it was decided that case study methodology was best suited to this study in exploring equal opportunities in the world of work as case study methodology allows opportunity to explore, investigate and report the complex dynamic, unfolding interactions of events and human relationships (Cohen et al, 2000, p.181). In particular, case study methodology is interpretive research seeing the situation through the eyes of participants and this point is relevant to both my research questions of how young people and employers perceive equal opportunities in the world of work and do young people perceive the message of equal opportunities in the employers' recruitment material? A final rationale for selecting case study methodology is that it is appropriate for the use of multiple methods of investigation (Robson, 1999, p.53) as outlined in the next section on data collection.

### 3.3 Choice of data collection methods

The way people perceive equal opportunities is very much about the way people see the world and how they experience it. Hence the research design needed to be suitable to answer the specified research questions (stated in 1.2).

In order to inform the research questions the data collection methods needed to be appropriate. The choice of data collection methods was linked to the chosen case study methodology largely in keeping with the qualitative paradigm of allowing participants to express their perceptions of equal opportunities in the world of work. The data collection methods also needed to be practical. Hence, the following methods of data collection were selected:

Interviews - with students and interviews with employers. Interviews with students included recruitment material from the five selected employers (see Appendix 1 for sample of material).

Collection of documentation – prospectuses from schools and policy documents on equal opportunities from schools and employers.

#### 3.3.1 Rationale for interviews

The rationale for the choice of interviews is that the interview is a powerful tool for understanding others and gaining an insight into people's perceptions, meanings and constructions of reality (Punch, 1998, p.174). Also interviews are seen as a main feature of our contemporary society with television talk shows termed as 'an interview society' by Silverman (2000, p. 822). On the one hand, interviewing appears to be a 'simple' method, which involves the researcher asking questions, and the interviewee providing the answers (Rapley, 2004, p.15); on the other hand, asking questions and getting answers is more complex than that.

With regard to the different styles of interviews Fontana and Frey (2000, p.667) argue that the researcher must be aware of the pitfalls and problems of the type of interviews they choose. The research design favoured interviews as this method sees humans as generating knowledge and enabled participants to discuss their interpretations of the world in which they live – a view supported by Kvale (1996 p.14) and Cohen et al (2000, p.267). There is no single best method of data collection and Cohen's (2000, p.73) notion of 'fitness for purpose' has been applied in this study. This is further supported by Punch (1998, p.176) who suggests that the type of interview selected should be aligned with the purposes of the research and the research questions.

As part of the research design, alternative methods of interviews were considered. For example, group interviews could have been employed as a method of data collection. The interaction of pupils in discussing equal opportunities could have been beneficial to this study, as this might have produced rich data. Certainly, the potential for discussion to develop a wide range of views to be expressed is an advantage of group interviews. When studying opinions and attitudes about taboo subjects Flick (2002, p.112) suggests that the use of dynamics of a group discussing such topics is more appropriate than a well-organised interview. There is the value of group interviews creating an interactional situation that is closer to everyday life than one to one interviews. However, a disadvantage to this method is that the discussion may become dominated by a few individuals (Fontana and Frey, 2000, p.652). It may have been possible to arrange group interviews within one school but the logistics of arranging pupils from different schools to form one group interview would have been difficult. This same difficulty applies to employers, as it is hard enough to obtain an interview with one company with their busy schedules, let alone five employers together for a specific time. There is also the danger of 'chaotic' data collection and analysis with several voices (ibid). Thus, I rejected this method, in favour of one to one interviews which allowed the individuals to express themselves and provided clarity with the well-ordered interview. This is in line with Robson (2002, p.284) who acknowledges that group dynamics affects who speaks and what they say.

The interview format can be structured, semi-structured or unstructured (ibid, p.15). Other terminology used to distinguish the three main types of interview includes informal conversation, semi-standardised and standardised (Punch, 1998, p.175). The structured interview consists of planned, standardised questions with pre-coded categories for the responses. The advantage of structured interviews is that the interviewer controls the pace of the interview with all interviewees receiving the same set of questions asked in the same order (Fontana and Frey, 2000, p.645). The pre-coded categories require a lot of planning and thought but even in the most structured interviews not every category can be anticipated. Structured interviews leave little or no room for interviewees or interviewees to use their own initiative or judgement. Structured interviewing may provide a rational response, but it may not take into account the emotional dimension. In addition to these points the main reason for rejecting this method of interviewing in this present study is that it allowed no variation or depth in the answers.

Alternatively unstructured or narrative interviews can provide an in-depth interview and are a powerful research tool producing rich data. On the surface this approach to interviewing may appear as a soft-option in that the interviewer has little to do, as the interviewee is the one who does all the talking. Although, as recognised by Punch (1998, p.178) this type of interviewing requires skill. However, it was decided against the unstructured interview for this study for several reasons. Focusing questions were needed to address the research questions stated in 1.2. The narrative interview is mainly used in the context of biographical research and it is important the interviewer does not interrupt the narrative with questions (Flick, 2002, p.97). As I needed to seek clarification or ask further questions on issues raised by the pupils or employers, I decided that the unstructured narrative approach was not suitable for this research. I was also aware of the problems in interviewing that not every interviewee is capable of giving a narrative presentation. Students and employees could be reticent and more so the validity of the narrative scheme dominant in Western culture cannot be taken for granted for other non-Western cultures (Flick, 2002, p.102). As my interviewees involved pupils from different cultures, the latter point was important to this study.

Furthermore, experience of the pilot study and interviewing for an earlier assignment for the Doctorate in Education showed that students need questions to keep the interview going. The factor of time was also an issue as students may have to return to lessons and employers may have very busy schedules. The means of accessing the issues in the interview in a short space of time were important. As a result, a semi-structured, face-to-face interview approach was selected. A semi-structured interview allows pre-determined questions to address the areas necessary for the research questions but at the same time allows the flexibility to modify the questions if the interviewee had already covered the point. In particular, a semi-structured approach enables additional questions to be asked and follow up issues raised by the interviewee. Punch (2000, p.92) stresses the importance of being open to the interviewee's individual way of talking. A semi-structured interview with prompt points allows that adaptability.

A further advantage of the semi-structured approach was that I was interviewing adults and young people and with young people in particular there is a possibility of short answers. The questions provide structure to the interaction and help to keep the momentum going. Also, in line with Rapley (2004, p.18) these questions assisted in keeping the interview focused with distractions around the interview room like the ringing of a bell to indicate lunchtime in schools.

Semi-structured interviews may not provide the rich data generated by an unstructured interview (Flick, 1998, p.92). Flick's argument that the semi-structured interview restricts rather than illuminates the interviewee's viewpoint has validity. However, I would argue that the semi-structured interview does, on balance, allow flexibility and when greater detail is required, further questions can be asked.

### 3.3.2 Rationale for using recruitment material

The rationale for using recruitment material from the selected five employers in the students' interviews is that the recruitment material is the main link between employers and potential recruits and main method for advertising career opportunities by the employer. The recruitment material is often the first impression of the employer for young people in schools with posters around the school, usually in the schools' careers education or work related learning department and common rooms. Also the recruitment material is in the public domain for example, with posters/leaflets on billboards, transport stations, newspapers, magazines, television and on the internet.

Recruitment material is a means of communicating the equal opportunities message as most employers include the statement '[our organisation] is an equal opportunities employer' (Clements and Spinks, 2006, p.137 and p.196). These statements affirm the employers' commitment to equal opportunities in the world of work and should give confidence to potential applicants that they will not be discriminated against. The recruitment material used in the student interviews was given by the employers and varied in extent and type, that is some gave booklets others leaflets (see examples of recruitment material in Appendix 1). By including recruitment material from the five employers in the young people's interviews, it was possible to explore the research question: Do young people perceive the message of equal opportunities in the recruitment material?

### 3.3.3 Rationale for policy documents

Policy documents from each of the employers and schools and school prospectuses were selected as one of the methods of data collection. School prospectuses were selected because they provide information on the schools in which the interviewed students studied. Also such documentation provided a rich source of data and maybe collected in conjunction with interviews (Punch, 1998, p.190).

Another rationale for including documentation as a data collection method is that the literature review (Chapter 2) identified a gap in the use of documents on similar studies. For example, Francis (2002; 2000; 1996) and Foskett and Hemsley-Brown (1997) used no documentary evidence in their research. The inclusion of documentation enriches this study because it adds another dimension to equal opportunities in the world of work for example, since the Race Relations (Amendment) Act 2000, public bodies including employers and schools are legally required to have a race equality policy which may influence perceptions about equal opportunities in the work place. Thus access to these policies and prospectuses was deemed essential to the research study. The advantage of using documents is that they are usually available to the public by accessing websites, as this is a significant means of presenting documents in the 21st century. Prior (2004, p.388) argues that documents are agents in their own right and the ways in which documents are written, used and how they function in organisational settings play a key part in the research process. This view is further supported by Atkinson and Coffey (2004, p.57) in that if we wish to understand how companies work and how people work within them then documents are an important element.

Criticisms of using documents include the point that documents may be selective and there is a suggestion that they may even be deliberately deceptive (Finnegan, 1996, p.143). Hodder (2000, p.705) argued that 'what people say is often very different to what people do' and this may well be relevant to school and employer policy statements. Others like Atkinson and Coffey (2004, p.73) also support the view that it cannot be assumed that documentary accounts are 'accurate' portrayals. But despite these criticisms policy documents on equal opportunities were selected because of the reasons outlined above and because they are important mechanisms in achieving equal opportunities in the world of work. The policy documents given by the schools and employers varied in extent and type, for example, some were a page in length, others were several pages.

### 3.4 The participants: students and employers

As Punch (1998, p.193) contends sampling is as important in qualitative research as it is in quantitative because we cannot study everyone. Thus, for my study I used purposive sampling. The participants in the study were six sixth form students from each of five secondary schools from the outskirts of West London to Central London. Five senior recruitment managers from employing organisations in London were also participants in the study.

#### 3.4.1 Schools and students

The schools were selected on the basis that a range was included in terms of ethnic background and gender to provide a representative group of young people. The schools were also selected on the basis of a priori definition in that schools had to be co-educational, 11-18 comprehensive schools so that the schools would have common characteristics. Initially it seemed that it would be simple to select schools with the sampling limited in advance by these criteria. In reality it was less straightforward. Therefore, the design had to take into account that a number of the West London Boroughs have 11-16 schools (with post-16 education in Sixth Form Colleges/F.E. Colleges), single sex schools or religious schools, leaving a smaller number of schools that could be approached.

Other groups that could have been selected for the interviews include personnel in the education department in local authorities, as they are responsible for schools in their Borough. However, the schools, not local authorities, are directly responsible for ensuring that policies for equal opportunities are enforced in their schools. Table 1 gives details of the selected five schools. The schools are labelled respectively 1 to 5 for reasons of confidentiality.

Table 2

Details of Schools

School Number	Location	Type	Description
---------------	----------	------	-------------

1

2

3

4

5 Inner London

Inner London

Outer London

Outer London



Outskirts      11-18 yrs V.A Mixed Comprehensive

11-18 yrs Co-ed Comprehensive

11-18 yrs Co-ed Comprehensive

11-18 yrs Comprehensive

11-18 yrs Co-ed Comprehensive Church of England school. Voluntary aided Grammar school until 1977.

Total students: 150 students in each year group

6th Form numbers: Six form entry

Ethnic mix: Mainly White and Black

Specialist Science and Mathematics status. Successful in raising achievement with, African-Caribbean boys

Total Students: 1, 354 students

6th Form numbers: 250

Ethnic mix: predominantly Black and Asian students.

Specialist Art status Total students: 1200

6th Form numbers: 200

Ethnic mix: high proportion of Black and Asian

Total students: 1, 243

6th Form numbers: 270 Ethnic mix: High proportion of Asian students; smaller proportion of White and Black

Situated in affluent, greenbelt area, predominantly White middle class catchment area. Originally a grammar school. Became comprehensive in 1977 now specialist school in Mathematics and Computing.

Total Students: 1, 142

6th Form numbers: 210

Ethnic mix: Mainly White

Originally pupils in Year 13 (18 years old) were to be interviewed but the logistics of this did not work out as the interviews took place in the Spring/Summer terms and these terms clash with coursework deadlines and public examinations. Timings of the interviews was an important consideration of the research design, therefore, the original intention was amended to focus on Year 12 as these pupils would still be attending school in the summer term after their AS examinations.

Sixth formers were selected because these young people would have had their Careers Education in their present school and also will be entering the world of work after school or into higher education and involved in considering career choices linked to their A level studies. These pupils are our immediate future working generation at which recruitment material is targeted. Flick (2002, p.69) advocates that it is important that interviewees should have the necessary knowledge and experience of the issues to be raised in the interview. Interviewees should also have the ability to articulate their answers. It was decided that although the younger age group of Year 11 could also be targeted by recruitment material they were too young and would lack the experience of Year 12 students. In line with the literature (Flick 2002, p.71), no sampling decision is right per se but I believe that the Year 12 pupils were appropriate for my research questions because the issue of equal opportunities in the world of work is relevant to these students' immediate future.

The students selected for interviews was left to the schools with the requirements that from each school:

six pupils were required from the Sixth Form studying AS/A2;

of these six pupils an ethnic mix of two pupils from an Asian, African or Caribbean and English background were required (the schools used student records to identify the ethnic origin of the pupil) and

one male and one female were required in each of the ethnic groups.

In total thirty pupils were interviewed, six from each of the five schools. The above shows that whilst the research design used a priori definition (Flick, 2002, p.63) it is still not easy to categorise students. A pre-defined group of young people in the sample was considered necessary in order to

ensure that students from different ethnic and gender backgrounds were included to provide a represented group of young people in London. Defining the interviewees provided a structure to the sample, consistency and balance in the students that were interviewed in all the schools. However, the use of a defined group to interview in advance of data collection can be criticised for restricting the variation range. Also the definition of the different ethnic groups is difficult. For example, the definition of an 'Asian' is problematic as the majority are born in Britain and have British nationality. The Asian pupils may regard themselves as being British and even resent being labelled as 'Asian'. Furthermore, does Asian mean an Indian, Chinese or Sri Lankan? Indeed, research by the Office for National Statistics (ONS) (National Statistics Online, 2004) showed that most of Britain's ethnic minorities regard themselves as British with 75% Asians claiming British as their identity.

For the purpose of this study, 'Asian' is defined as those whose parental origins are in the Indian sub-continent – India, Pakistan, Bangladesh and Sri Lanka. However, even within the Indian sub-continent, there are great differences between them for example religion (Sikhs, Muslims, Hindus), languages (Punjabi, Hindi, Gujarati and Tamil) and culture which makes it difficult to use this 'blanket' term as it will disguise and do injustice to the richness and diversity of the Asian people.

There is also the problem in defining 'Black' people as the colour of their skin is being used to identify this group of people. Reference to people by the colour of their skin can be offensive if used in a derogatory manner. However, 'Black' is used as a means of identifying an individual on DfES categories for collecting data on ethnic groups and in the Government census. In this study the term Black refers to African and Caribbean Black people. The researcher is aware that as with the term Asians, this generalises the difference in culture and background of Black British, Black Africans and Black Caribbean. Nevertheless, the term Black is less offensive than 'coloured.' People in Britain often use this term in a patronising way or worse, as a racist term (Clements, 2000, p.29).

There are also problems in defining non-Asians/Blacks. Using a term like 'White' is complex. Ethnic origin data for schools has as many as sixteen 'white' categories. For example, White-British-Scottish, White-British-Welsh, White-Irish, White-Albanian, White-Croatian And Other White-British. There are further complexities with mixed/dual white and Black Caribbean and White Asian ethnic origins. For the purposes of this research, non-Asians/Blacks are people who are White and have parental origins in Britain. Using these broad definitions the secondary schools were able to provide a mix group of students – Asian, Black and White. Pre-determining of the sample enabled a balance of males, females and ethnic backgrounds to be interviewed. Table 3 gives a breakdown of the pupils identified as 1-30 for reasons of confidentiality.

Table 3

#### Details of Students Interviewed

Students	School	Ethnicity and Gender
----------	--------	----------------------

S1, S2, S3, S4, S5, S6      1      1. White female, 2. White male

3. Asian female, 4. Asian male

5. Black female, 6. Black male

S7, S8, S9, S10, S11, S12      2      7. White female, 8. White male

9. Asian female, 10. Asian male

11. Black female, 12. Black male

S13, S14, S15, S16, S17, S18      3      13. White female, 14. White male

15. Asian female, 16. Asian male

17. Black female, 18. Black male

S19, S20, S21, S22, S23, S24      4      19. White female, 20. White male

21. Asian female, 22. Asian male

23. Black female, 24. Black male

S25, S26, S27, S28, S29, S30      5      25. White female, 26. White male

27. Asian female, 28. Asian male

29. Black female, 30. Black male

### 3.4.2 Employers

The employers selected for my research comprise the Army, London Fire Service, the Metropolitan Police, British Airways and Mars UK. These employers were selected for six reasons.

Firstly, all the employers chosen provide a range of employment opportunities in West London, the locality of the research. For example, British Airways PLC was selected as an internationally known airline that young people in the study will be familiar with as it is a major employer in the locality offering a range of career opportunities from engineering to flight crew.

Secondly, as major employers in the area they all have recruitment material in the public domain that was available to use in the research and which actively claims to promote equal opportunities. The Army, Fire Service and Police, particularly, have enhanced their recruitment material in response to previous criticisms (See Appendix 2.0, 2.1 and 2.2). For instance, to show the public that the Army embraces ethnic diversity, individuals from the Asian community are now highlighted as role models

in advertisements (Sheed, 2003, p.9) although it could still be argued that publicity of a few ethnic minority officers is tokenism (Hilpern, 2001, p.42).

A third reason for selecting the employers featured in the study is to provide a contrast between public and private organisations and the consequent differences with regard to some legislative aspects of equal opportunities in the world of work. The three public employers that is, the Army, Fire Service and Police Service, are subject to all legislation relating to equal opportunities. In contrast, British Airways and Mars were selected as both are private employers and obliged by the Race Relations Act 1976 which prohibits discrimination by public, private or voluntary organisations in the areas of employment, education, housing and the provision of goods, facilities and services (IRLB, 2002, p.2). They are bound by legislation on laws of discrimination and are expected to have equal opportunities as good practice, but not bound by the Race Relations (Amendment) Act 2000, although arguably, the private sector should have been included in the Race Relations (Amendment) Act, 2000 if Britain is to achieve equal opportunity for all.

As a fourth reason, this provides an interesting contrast in that recruitment data from the employers in the study is out-of-balance. The private companies as they are not subject to the Race Relations (Amendment) Act 2000, are not required to report on numbers of employees from minority groups. This is in contrast to the public employers who are obliged to report these statistics, and which shows that recruitment of ethnic minorities and women – the two focus groups of this study - are low. For example, the Metropolitan Police Service figures in Appendix 2.1 show that although recruitment of women to the MPS has increased, ethnic minorities are still under-represented.

Fifthly, the choice of employers was also significant to the research due to historical changes in their approaches to equal opportunities. The three public employers have in the past been criticised for their lack of equal opportunities with regard to the under-representation of women and ethnic minorities, resulting in formal investigations because of discrimination. For example, the Metropolitan Police Service has received almost constant poor press ranging from accusations of individual racism to institutional racism, especially since the Stephen Lawrence Inquiry (Macpherson, 1999). Within the Army the Ministry of Defence Household Cavalry in 1996 (CRE Report, 1996) underwent a formal investigation into shortcomings regarding recruitment from ethnic minorities. The London Fire Service was also viewed as falling short in equal opportunities because of its low number of female employees (Bennetto and Peacock, 1999, p.10 and HM Fire Service Inspectorate, 1999, p.7). See Appendix 2.2 for recruitment details on the under representation of women and ethnic minorities in the Fire Service.

A final rationale for selecting these employers is that they all claim to actively promote equal opportunities and are using positive action to enhance equal opportunities in the workplace. With regard to the public companies, the Army, London Fire and Metropolitan Police Services - to improve shortcomings in the past - have been involved in Positive Action Schemes and target setting in an attempt to improve the recruitment of women and ethnic minorities (Stone and Tuffin, 2000, p.1).

The Fire Service has made major investments over the last few years so that diversity at all levels becomes the norm (Hilpern, 2002, p.22) and may encourage changes in perception (ibid). The Fire Service is also taking positive steps to highlight the Service as a graduate career. This may be one way to help raise its profile as a career with Asians and thus increase diversity (Hilpern, 2002, p.23). In an effort to improve their recruitment the Metropolitan Police Service launched its Positive Action Central Team 'PACT' (Cashmore, 2001, p.648) with the aim of achieving a target of 25% of police officers from ethnic minority backgrounds by 2009 (Home Office,1999, p.2). The Ministry of Defence has spent £20 million on a national recruitment campaign and made special provisions for religious and cultural needs (Hilpern, 2001, p.40). Such schemes show that these public employers are serious about recruiting a diverse workforce although Stone and Tuffin (2000) found that ethnic minorities were cynical about the sentiments of the target setting. In addition, as argued by Clements and Spinks (2006, p.139) employing minority groups for the sake of achieving targets is of little value and that ethnic groups should be appointed on merit, attitudes and skills.

With regard to the private companies British Airways' Equality and Diversity Policy (British Airways Jobs, 2008) promotes equality of opportunity and encourages diversity to help British Airways as an employer to understand the needs of and provide the best possible service to its customers This reason is in line with Mars UK, which is based on the principle that diversity is a business benefit and cultural richness is a natural asset in doing business. This is illustrated by the following extract from its recruitment material,

Distinctive voices working together within a common culture is one of the ways we have described how we do business at Mars. We value the talents and contributions of associates of diverse backgrounds in reaching toward our future (Mars UK Graduate Development Opportunities Application Form 2002, p.6).

Appendix 2.3 and 2.4 show the changes in the recruitment data for British Airways and Mars UK.

### 3.5 Data collection from employers

Data collection from these employers was two fold. Firstly, the five organisations were asked to provide a copy of their equal opportunities policy and information on their employee composition as shown below.

1. Copy of equal opportunities policy.

2. Number of employees – full-time:

Males .....

Females .....

3. Number of employees – part-time:

i) Males .....

ii) Females .....

4. The ethnic composition within the different employment levels:

i) Manual Work .....

ii) Supervisory level .....

iii) Professional/Managerial level .....

Secondly, representatives from each of the organisations agreed to be interviewed. Table 4 gives a breakdown of the employers identified as E1 to E5 for reasons of confidentiality.

Table 4

Details of Employers Interviewed

Organisation	Employee	Position of Responsibility	Ethnicity and Gender
--------------	----------	----------------------------	----------------------

Army	E1	Careers Adviser	White male
------	----	-----------------	------------

London Fire Service

(provided two personnel's responsible for equal opportunities) E2a

E2b Positive Action Manager

Quality Performance and Monitoring Equality Services Officer White female



Asian female

Metropolitan Police Service    E3    Policy Adviser    Asian female

British Airways    E4    Diversity Executive    White female

Mars UK    E5    Resource Manager    White female

### 3.6 Administration of student interviews

A letter seeking permission was sent to the selected schools along with consent letters for parents and students (see Appendix 3). The students were interviewed during term times in their schools. The location of the interviews with the students was left to the Head of Sixth Form in each of the schools. The length of the interview was between 45 minutes to 1 hour. A quiet classroom or office to allow recording of the interview was requested. The schools either provided a classroom or careers office/library. The interviews were sometimes interrupted by the school bell ringing and noise from other students in the corridor during change of lessons. This was overcome by stopping the interviews and tape recording until the noise dissipated.

#### 3.6.1 Administration of employers' interviews

The design included initial contact with the organisations by letter (see Appendix 4 for copy of letter to companies). The letter was written both as a careers teacher and as a researcher because employers are likely to be welcoming to a schoolteacher as they are keen to further good public relations with schools and especially as careers teachers can assist employers in their recruitment of school leavers. A copy of the interview questions accompanied the letter. The letter was followed up by a telephone and/or email to arrange an interview. The design allowed a period of several months for the data collection from employers as the difficulties involved with very busy employers are well documented (Cohen et al, 2000, p.53). Contacting the employers was fraught with difficulties with some companies giving the official line 'we don't give names of individuals, write to the personnel department and your letter will be passed to the appropriate person'. This experience is noted by Rapley (2004, p.17) who found that he was repeatedly passed from one department to the next.

Employers' interviews lasted between 1- 1½ hour. The interviews were conducted at the employers' premises. The location of the interviews was significant, not only for the quality of tape recording the interview in a noisy area, but also the location can reflect the organisation of the company. For example, one employer held the interviews in an open plan area, as they do not have a 'close-door' ethos. The other four interviews were held in private offices.

## Pilot study and Design

### 3.7.1 Pilot study

There are many advantages of conducting a pilot study. A pilot study can allow the feasibility of data collection methods and their design to be assessed and amended accordingly (Robson, 2002, p.185). This will certainly save time and errors being made if the pilot study shows omissions or irrelevant points. In addition, the pilot allows the researcher to practise research skills. This is especially important in this study because as noted by Cohen et al (2000, p.122), the issues of leading questions can be recognised in a pilot interview. However, Kvale (1996, p.158) argues that the qualitative research interview is particularly suited for employing leading questions to check the reliability of the interviewees' answers and to verify the interviewees' interpretations.

A pilot of the whole study i.e. the documentation, and interviewing several students and employers was not considered necessary for this research as how students and employers perceive equal opportunities will be individual. However, the interview questions with the students and the employers were piloted because as Silverman (2001, p.121) suggests, the reliability of interviews can be enhanced by careful piloting. In keeping with research design literature (Robson, 2002; p.383, Kvale, 1996; p.147; Cohen et al, 2000, p.121) the researcher found the pilot of the interview questions valuable in converting the research design into reality.

### 3.7.2 Pilot studies and design of interview questions for the students

A sample of the interview questions for the students was trialed on adults working in careers education and also with three sixth form students. The pilot consisted of the two questions below:

What message of equal opportunities do you perceive from this image?

Does this image encourage/persuade you to apply?

The feedback from the adults stated that two questions were insufficient and that there would need to be a number of questions to help them express their views. It was felt that it would be too

ambitious to expect pupils to talk at length without several questions to keep the interview moving. The three sixth form students from my own school also verified the concern raised by the adults that the responses from the students would be too short to provide a meaningful set of data. Given this, the design of the interview questions was changed by increasing the number of questions (see Table 5). The interview questions were derived from the literature review (in Chapter 2), which showed that equal opportunities at work is not being achieved (Jones, 2000a, p.32; Francis, 2002, p.86). The interview questions were also inductive in that they were drawn from a set of premises based on the experience of the researcher as a careers teacher.

The revised questions were piloted again on three different sixth form students from my school. Although the questions assisted in keeping the interview moving, many of the responses were too brief. The data collection appeared more like a questionnaire than an interview because of the high number of questions. Given this the design of the interview questions was amended by:

(i) using three sub headings on equal opportunities, recruitment material and careers education and guidance;

(ii) changing the wording to avoid direct questions. For example, question 1 was changed from 'What does the term equal opportunities mean to you?' to 'Tell me what the term equal opportunities means to you' in an attempt to produce a more in depth response;

(iii) using prompt points when necessary to cover the research questions. For example, prompt points such as student's view on how the employer could improve their recruitment material were used if this was not already covered by the student when responding to question 3: 'What message of equal opportunities do you perceive from these images?'

(iv) deleting the questions that produced irrelevant data. For example, question 4 on cultural diversity as this term confused the students and distracted them from the term equal opportunities.

Table 5

Pilot Interview Questions with Students

Introduction: ask students what they are studying in year 12 and what career plans they have for the future to put students at ease.

What does the term equal opportunities at work mean to you?

How important do you think equal opportunities are in the world of work?

Are you aware that employers have equal opportunities policies? If yes, how? Tell me about what you know.

Are you aware that many companies are encouraging ethnic minorities by having cultural diversity policies? If yes how? What does the term mean to you?

Tell me about the image you have of the Army, Fire Service, the Police Service, BA and Mars as employers.

What is your image/ perception based on?

Task: Show job adverts

What message of equal opportunities do you perceive/see from this image?

Tell me about what you are feeling/ experiencing as you view this recruitment material.

Does this image encourage/persuade you to apply?

How do you think employers could improve their recruitment material to attract different groups of people to apply?

Do you think your background/ethnic origin/gender influence how you view this recruitment material? (If no, explain your answer. If yes – how?)

12) Do you think your background/ethnic origin/gender influence how you view equal opportunities.

13) Does your school, (especially Careers Education), provide information on equal opportunities in the world of work?

14) How can schools make you more aware of the laws on equal opportunities?

What do you think schools could do to enable you to exercise your rights of equal opportunities at the world of work?

16) Do you think you will have equal opportunities when you apply for work?

### 3.7.3 Final version of interview questions for students and justification

As a result of the pilot, a revised set of student interview questions were written. These were:

Introduction: ask pupils what they are studying in year 12 and what career plans they have for the future to put pupils at ease.

#### Equal Opportunities

1. Tell me what the term equal opportunities at work mean to you?

#### Prompts

How important do you think equal opportunities are in the world of work?

Are you aware that employers have equal opportunities? If yes, how? Tell me about what you know.

2. Tell me about the image you have of the Army, the Fire Service, the Police, BA and Mars.

#### Prompt

What is your image/ perception based on?

The justification for these questions is that they gained responses to research question 1: 'How do young people and employers perceive equal opportunities in the world of work?'

Show Recruitment Material

Show job advertisements

3. What message of equal opportunities do you perceive from these images?

## Prompts

Does this image encourage/persuade you to apply?

How do you think employers could improve their recruitment material to attract different groups of people to apply?

4. Do you think your background/ethnic origin/gender influence how you view this recruitment material and equal opportunities?

Questions 3 and 4 were included to inform research question 2: 'Do young people see the message of equal opportunities in the recruitment material?'

## Careers Education and Guidance

5. What information does your school provide on equal opportunities in the world of work?

6. What do you think schools could do to make you aware of equal opportunities at the world of work?

7. Do you think you will have equal opportunities when you apply?

Questions 5 to 7 were asked to gauge students thoughts on Careers Education and Guidance on School.

### 3.7.4 Pilot study and design of interview questions for the employers

The pilot interview had twenty-four questions and it was piloted on one employer, as it was difficult to pilot on several employers given their busy schedules. Table 6 gives details of the pilot questions.

Table 6

#### Pilot Interview Questions with Employers

5. What strengths can you identify in your approach to equal opportunities?

6. What weaknesses can you identify in your approach?

7. Do you encounter any barriers in implementing your policy?

(Does the policy work well?)

8. What skills does your company/service see as being essential for personnel responsible for implementing the plan?

9. How do you skill your personnel for implementing equal opportunities? (What kind of training is provided?)

10. What are the implications for your company/service of legislation on equal opportunities? (Race Relations Amendment Act 2000)

11. Do you think school leavers should be aware of your Equal Opportunities Policy?

12. How does your company/service make the public, especially school leavers, aware of your Equal Opportunities Policy?

13. How do you decide on the design of your recruitment advertisements?

14. Do you portray your equal opportunities message in the advertisements?

If yes – how?

If no – why not?

Do you monitor equal opportunities in your recruitment process?

If yes – How?

If no – why not?

16. How do use your ethnicity/gender data?

17. How do you recruit to vacancies?

Procedure?

Selection process?

Interviews – panel or 1 to 1?

Any role models in interviewers?

Selection tests? (Fair for all?)

18. Where do you normally advertise?

19. Have you ever advertised in:

Opportunity – The Career magazine for Black and Asian Students.

Punjab Times.

Asian Radio Stations.

Others?

20. Are you involved in any schemes to bring in the local community?

21. What are the implications of recent 'headline news' about equal opportunities issues?

22. Do you have any plans to further develop your equal opportunity work?

23. What would your company/service like to see the schools doing to promote equal opportunities in the work place?



24. Are there any issues on recruitment or equal opportunities that you would like to raise?

This pilot showed the same weakness as with the students' interviews in that there were too many questions. In light of this the questions were revised as follows:

sub-headings equal opportunities policy, the recruitment process and future plans were introduced;

the interview questions were amended from direct questions to

'Tell me about ...' For example, question 1 was changed to 'Tell me what the term equal opportunities means to you as an employer', to encourage a conversation rather than a closed response. Rephrasing to 'Can you tell me about your Equal Opportunities Policy' combined interview questions 3, 4, 5, 6 and 7;

prompt points on how the policy was implemented and the strengths, weaknesses of the policy were asked if necessary. This improved the quality of the interview design by refocusing the question;

questions were combined e.g. 11 and 12 to assist in reducing the number of

questions;

questions 13, 16, 19, 20 and 21 were deleted, as they produced no relevant data for the research questions.

The questions were revised as follows:

Regarding Equal Opportunities Policy

1. Tell me what the term equal opportunities means to you as an employer?

Prompt

How important is it that young people perceive your company/service as an equal opportunities employer?

2. Tell me about your Equal Opportunities Policy?

Prompts

How is your Equal Opportunities policy implemented?

What strengths/ weaknesses can you identify in your approach to equal opportunities?

These questions would answer research question 1 'How do young people and employers perceive equal opportunities?' and to obtain information on the effectiveness of the equal opportunities policy.

3. What skills do you see as being essential for personnel responsible for implementing the plan?

Prompt

How do you skill your personnel for implementing equal opportunities? (What kind of training is provided)

Question 3 was to see if the company/service procedures link to their policy and to identify the skills, training required by personnel responsible for equal opportunities.

4. What are the implications for you of legislation on equal opportunities? E.g Race Relations (Amendment) Act 2000

This question was asked to see if the company/service has had to renew/update their equal opportunities policy in line with legislation.

5. How does your company/service make the public, especially school leavers, aware of your Equal Opportunities Policy?

The above question was to see the significance the company/service gives to its equal opportunities policy and to assist with identifying the implications of this research to employers and Careers Education and Guidance.

Recruitment Process:

6. Do you portray your equal opportunities message in the advertisements?

If yes – how?

If no – why not?

Do you monitor equal opportunities in your recruitment process?

If yes – How?

If no – why not?

How do you recruit to vacancies?

Procedure?

Selection process?

Interviews – panel or 1 to 1?

Any role models in interviewers?

Selection tests? (Fair for all?)

The questions on the recruitment process (Questions 6, 7 and 8) were to see if the company's equal opportunities policy was put into practice and reflected in its recruitment process. This information would compliment the document data collected for the company.

Where do you normally advertise?

Question 9 was to find out if the company was implementing its equal opportunities by targeting the correct audience; that is, did the company advertise vacancies in the Black/Asian media.

Future

10. Do you have any plans to further develop your equal opportunity work?

11. What would you like to see the schools do to promote equal opportunities in the work place?

12. Are there any issues on recruitment or equal opportunities that you would like to raise?

Questions 10, and 11 enquired about any future plans on equal opportunities and assisted in identifying the implications for Careers Education and Guidance in schools. Question 12 gave the employer an opportunity to raise any issues that had not been addressed or were felt to be significant to their company.

### 3.8 Summary of data collection methods in relation to the research questions and connection with emerging themes

Table 7 shows how the research questions are answered through the data collected by each of the methods and the connection between data collection and the emerging themes identified in Chapter 2. The data collection methods looked at each of the emerging themes as outlined in Table 7 below.

Table 7

#### Summary of Data Collection in relation to Research Questions and Emerging Themes

Data Collection Method	Research Question	Connection with emerging themes identified in the literature (2.6) and data collection
------------------------	-------------------	--

1. Interviews with students including viewing the employers' recruitment material (see Appendix 1 for sample of recruitment material)		The interview data answers:
---	--	-----------------------------

Research question 1: How do young people perceive equal opportunities in the world of work?

Research question 2: Do young people perceive the message of equal opportunities in employers' recruitment material?

2. Interviews with five selected employers		The employers' interview data answers:
--	--	--

Research question 1: How do employers perceive equal opportunities in the world of work?

### 3. Collection of policy documents on equal opportunities from the schools and employers

Research question 1: How do young people and employers perceive equal opportunities in the world of work?

The policy documents provided an insight into equal opportunities in the world of work to compare with how young people and employers perceived equal opportunities

## 3.9 Analysis of data

### 3.9.1 Use of software

The use of computer-aided programs such as ETHNO and NUD.IST as analytic tools available to researchers was considered. The use of computer programmes in qualitative research has increased (Weitzman, 2000, p.803; Kelle, 2004, p.473). Weitzman (ibid) advocates qualitative researchers can now find software that is appropriate to their analysis plan but that there is no one best programme.

Computer programs do have the advantages of efficiency and ease of organising the data. Nevertheless, none of them will perform automatic data analysis. Coding by computer programs should not be seen as synonymous with analysis (Coffey and Atkinson 1996 p.12). The researcher needs to define the analytic issues and interpretation. Tesch (1995, p.4) argues that computers do not mechanise analysis. However, these programs were not selected as the researcher viewed the interview data as a social, personal encounter and in analysing this data the researcher is part of the process, which could have been lost with the use of a computer program. Criticisms of alienation between researcher and the data are strong points for rejecting the use of such programs, as I believe the personal interaction of the data is part of the interpretative process of data analysis in keeping with my epistemological and ontological reasons for selecting a qualitative approach. Although it could be argued that personal interaction is still possible with a computer program but to a lesser extent.

### 3.9.2 Selected design for analysis

The design for analysing the data took into account the literature that highlights the point that there is no 'right' way or fixed formula for analysing data (Tesch, 1995, p.96). Also, it could be argued that the process of analysis should not be seen as a distinct stage of research, but rather as a reflexive activity that should inform data collection. Analysis permeates the whole process of research design and collection (Atkinson and Coffey, 1996, p.6). Analysis aims to interpret the data but there is no

magical tool for uncovering the meaning hidden in the data. Although classifying and coding are useful in analysing data, the analysis design needed to represent the phenomenon of how students and employers perceive equal opportunities in the world of work.

As a result, in line with Flick (2002, p.185) and Hycner (1985, p.290) a thematic analysis of interview data was chosen. This approach is suited to the research issue of perspectives on the phenomenon of equal opportunities (Flick, 2002, p.185). For consistency, all the sources of data, that is the interviews with students and employers and documentary data was analysed using a thematic approach. The thematic approach would allow interpretation of how the students' and employers' perceive equal opportunities.

A thematic approach to interpreting data is supported by Rosenthal (2004, p.54), Gomm (2004, p.189), and Cohen et al, (2000, p.284). Smith, Jarman and Osbourn's (1999, p.218) thematic approach, and Hycner's (1985, p.279), were seen as particularly suitable to this research as they aim to explore in detail participants' view of the topic under investigation, in this case, how students and employers perceive equal opportunities.

The thematic approach was used to identify:

the range of themes on equal opportunities perceived by the students, employers and in the documents and

to see if there were any similarities and differences between the four sets of data.

In adopting this design for analysis the researcher was aware of the criticisms targeted at thematic analysis in that this method may tell more about what was in the mind of the analyst than the interviewee (Gomm, 2004, p.10). A counter argument to this criticism is that qualitative research recognises more openly, than quantitative research, that the researcher's own identity and background have a role in the analysis of data (Denscombe, 2003, p.281). The researcher is not totally neutral in the process of analysing. The researcher's reflections, impressions, irritations, feelings become data in their own right, forming part of the interpretation (Flick, 2002, p.6). Personal experience is involved when trying to make sense of someone's account (Tesch, 1995, p.35). Cohen et al (2000, p.279) argue that it is crucial to keep in one's mind that the interview is a social, interpersonal encounter and not merely a data collection exercise. However, what Denscombe advocates is an open mind (*ibid*, p.283) or 'bracketing' (Hycner, 1985, p.281). The analysis design had to take into account the researcher's influence, as the process of identifying themes is not totally mechanical and 'cold'. Hycner (1985, p.280) suggests 'bracketing' the researcher's interpretations and entering into the world of the interviewee. The recordings are approached with openness to whatever meanings emerge (*ibid*). Tesch (1995, p.92) also supports this in that when the researcher gets ready to attend the data, the first task is a conceptual one: the clarification of your own preconceptions; that is 'bracketing'. However, is this completely feasible given that in the analysis process the researcher is immersed in the data? The analysis design dealt

with this issue by setting out to understand what the interviewee was saying rather than what the researcher was expecting that person to say.

This design aimed to give a clear, systematic but flexible procedure to organise and interpret the phenomenon of equal opportunities in the world of work and thus a multi-step design was used. Each source was analysed as a discrete data set. The data was analysed in the following order. The interview from the students was analysed first, followed by the analysis of the employers interview data. After this, analysis of the documents, firstly from the schools and then the employers, was undertaken. The analysis of the student interview data established the 'ground rules' for the analysis of the subsequent data sets.

### 3.9.3 Analysis of student interviews

The student interview data was analysed in detail through a process of thematic data reduction adapted from Hycner (1985, p.279) and is given in Table 8.

Table 8

#### Analysis of the Interviews with students

Stage 1 Transcriptions: each interview was recorded and transcribed. The interviews were transcribed verbatim with pauses, sighs and emotional expression like laughter as they enhance the 'atmosphere' of the interview.

Stage 2 recorded interviews were listened to again against the transcripts for accuracy and a sense of the whole interview (Cohen et al, 2000 p.285). The transcripts were read several times to become immersed and 'intimate' with the account (Smith et al, p.220, 1999) and notes were made in the margin of initial ideas.

Stage 3 To manage the data of thirty student interviews twelve transcripts were selected as a sample maintaining an ethnic and male, female mix with 4 White students (2 males, 2 females), 4 Black (2 males, 2 females) and 4 Asian students (2 males, 2 females). The sample allowed initial close reading of the data. A further sub-sample of a different set of twelve student interviews (with the same ethnic and gender mix as the main sample) were selected to identify any additional information that had not appeared in the main sample. The remaining six interviews were read to check for any further unidentified information.

Stage 4 Data reduction: the data was reduced to units of meaning to elicit the participant's meanings (Hycner, 1985, p.282) as a list of initial patterns. At this early stage the tendency was overly inclusive so as not to exclude a unit that might later prove important (ibid, p.286). Additional initial patterns from the sub sample were also listed.

Stage 5 Clustering: the patterns identified were then clustered according to similarities (Cohen et al, 2000, p.285). The purpose of data reduction or condensation (Tesch, 1995, p.139) is to focus and organise the data by themes. At this stage, general themes rather than specifics were identified so as not to strip the data from its context (Miles and Huberman, 1994, p.11).

Stage 6 Re-clustering: all the clusters were re-clustered and further reduced.

Stage 7 Determining themes: the clusters were examined to determine the potential themes. This iterative process of re-reading the transcripts, re-clustering and reduction allowed the data to be reduced until no new themes emerged.

Constant checking against the original transcripts took place in stages 4 to 6 to ensure that the research remained true to the original interview and as a check that the researcher was bracketing preconceived ideas of the phenomenon under study (Tesch, 1995, p.92). The themes that were unique or common to a minority of the interviews were also considered for their relevance to the research question. The reason for doing this was that although these individual themes may not have been common, they may be significant and worth following up later.

To ensure validity and trust all the data from the interviews and documents was listed so as not to exclude any statements before any selection for the clustering took place. This initial list was reviewed at each stage of the clustering process to validate them ensuring that the researcher was not selective in deciding on the statements that were clustered to identify the themes. Also to achieve data confidence and security the clusters and themes identified from the sub-samples were checked against all the transcripts and documents for any omissions. This added to the reliability of the themes as checking the clusters of themes with the original data in line with Riemen (1998, p.280) allowed the researcher to see if there was anything in the data that was not accounted for in the cluster of themes and whether the cluster proposed anything which was not in the original minor themes.

Inevitably there were some that did not link into the final themes. These were identified in the clusters but not identified as themes and where relevant they were used to inform the discussion and conclusion of the findings in Chapter 5 and 6 (see Appendix 5 for clusters and themes). For



example, the awareness and importance of equal opportunities raised in the students' interview data is relevant to equal opportunities in the world of work but it is not a perception of how students perceive equal opportunities, therefore it was not identified as a theme but used in the discussion on the school curriculum (5.2.4 and 6.4.1). Another example was the role of the media in influencing equal opportunities in the world of work was raised in the students' and employers' interviews and was used to inform the discussion on the implications for employers and how the differences in perception could be addressed in section 6.4.2. Due to the amount of data only the data on the perception and portrayal of equal opportunities is shown as examples of how the clusters and themes were derived in Appendix 5. The potential themes from the clusters on the student's data on the recruitment material is shown as a matrix to identify the final themes common to all five employers' recruitment material (4.1.2 Table 11).

#### 3.9.4 Analysis of employer interviews

All the stages of analysis in Table 8 with the exception of Stage 3 were then applied to the employers interview data. As there were only five employers, there was no need for a sub-sample.

#### 3.9.5 Analysis of documents: schools and employers

The schools and employers documents were analysed by the same method as the interview data by thematic reduction. Firstly the school documents and then the employers documents were analysed by reading them several times to get a sense of the whole document and then Stage 4 to Stage 6 were applied from Table 8.

#### 3.9.6 Comparison of themes across the four sources of data

The themes from the students' interviews, employer' interviews and the documents from the schools and employers were then compared using matrices (Table 15). In line with Miles and Huberman (1994, p.127) such a matrix has its rows and columns arranged to bring together overarching themes.

The matrices allowed visual display of the themes from each data set including students, employers and documents for schools and employers and allowed comparison between these. The final themes, which captured the essence of the phenomenon were then used to answer the research questions.

This multi step design for analysis provided a comprehensive process for identifying the themes to interpret the phenomenon of equal opportunities. Although there is the criticism that if a different thematic framework had been used, the themes may have been different (Gomm, 2004, p.196). In addition, Denscombe, (2003, p.281) raises the issue that by coding the transcripts there is a possibility of de-contextualising the meaning. In response to these criticisms the themes were compared with the transcripts and interviews to ensure that the meaning of the data was not missed or taken out of context.

### 3.10 Validity and reliability

Validity and reliability are essential features of any research as contended by scholars (Robson, 1999, p.66; Punch, 1998, p.300 and Creswell, 2003, p.195). As Silverman (2002, p.175) contends unless a researcher shows that the methods are reliable and conclusions valid, there is little value in the research.

Validity is another term for truth in that are the findings an accurate representation of the phenomena to which they refer to (Silverman, 2002, p.175). Reliability refers to consistency and replicability over time and groups of respondents (Cohen et al, 2000, p.117). To ensure that this study is valid and reliable and that the findings of this study are based on critical investigation of the data and do not depend on 'selective' examples a number of steps were undertaken:

The data was studied systematically and rigorously. For example, the tape recordings were transcribed verbatim to remain true to the data. I undertook the transcribing of all the data, rather than employ different transcribers, to ensure consistency in transcribing. The tape recordings were checked against the transcripts;

The clustering and thematic approach was applied to all the sources of data, that is the interviews and documents to ensure a systematic consistent approach;

The process of clustering and identification of themes was iterative with constant checking against the original data in order to validate it;

Triangulation by data source was used, namely the students and employers' interviews and policy documents from schools and employers. Triangulation is advocated by a number of writers (Punch, 1998, p.247; Robson, 1999, p.283; Denzin and Lincoln, 2000, p.5) as a variety of methods can be used to study the same phenomenon. As advocated by Miles and Huberman (1994, p.267) by collecting data from these different sources the verification process is built in as the findings are identified by the different sources. This is also supported by Richardson (2000, p.934) who states, in triangulation a researcher deploys various methods to validate data. This view is further held by Cohen et al (2000, p.112) who also argue that exclusive reliance on one method may bias the data. However, it is important to recognise the criticism of triangulation, that it may assume there is a

'fixed point' that can be triangulated (Richardson, 2000, p.934) and that at first sight triangulation appears to go against a qualitative approach. Richardson (ibid) answers this by advocating that we do not triangulate, but crystallize, corroborate and acknowledge that there are a number of ways from which to approach the world.

### 3.11 Ethical Issues

All social research involves ethical issues because it is concerned with data from and about people (Punch, 1998, p.281) and it is imperative that the researcher is sensitive to the ethical issues in his/her research. As Cohen et al (2000, p.47) contend research is an ethical enterprise. Research needs to be in an ethically defensible framework as it involves human beings and not 'objects.' Consideration of moral issues and respect for participants is crucial for social research, hence this research study addressed several aspects. Permission was obtained from the University's Ethics Sub-Committee (Appendix 6). As the research design included interviewing young people, the ethical consideration of obtaining permission from the schools and parents was addressed in writing (Appendix 3). The letters sent to parents outlined the purpose of the study, sought written consent from the participants as well as the parents as 'gatekeepers.' The letter also explained that the interviews would be tape recorded and transcribed. That anonymity and confidentiality would be honoured at all times and that the pupils could withdraw from participating at anytime. Cohen et al (2000, p.51) advocate that informed consent arises from the subject's right to freedom. Informed consent further involves obtaining voluntary participation (Kvale, 1996, p.112). As Kvale (1996, p.113) highlights, with school children the question arises about who should give the consent. As the students were 17/18 years old they were young adults, therefore it was felt that they had the right to consent and were thus, asked if they would be willing to take part in the study. However, as they were still in school, parents also had a right to know that their child was participating in this research.

A letter was also written to the employers, requesting their participation in the research and outlining the nature of the research so that the employer had information about the research before agreeing to be interviewed.

A further ethical consideration was my role as both a careers teacher and as a researcher. As a careers teacher, rather than a researcher, access to the schools should be easier as I had 'street credibility' as someone who understood what the job entailed (Robson, 2002, p.382). One of the schools in the research was my own and this gave a major advantage of access and knowledge about the school and students. However, a right to interview your own pupils should not be taken for granted and as a result the appropriate channels of Governors, Headteacher and parents needed to be followed. Whilst there are advantages of being in the school, there are many disadvantages such as having the role of researcher may be difficult for colleagues and my students. My relationship with the students was particularly important because as a teacher they see me in a different role including as a disciplinarian. Teacher as teacher and teacher as researcher may be conflicting roles

and it is a valid question to ask: can one step in and out of the two roles? (Murray and Lawrence, 2000, p.10). It was essential that the question of ethics, of confidentiality and privacy of research participants was not compromised by the privileged role of the practitioner. To ensure this I 'bracketed' the two roles by conducting interviews with the students after school and telling the students at the start of the interview about my study and that I was not interviewing them as a teacher.

There are also ethical issues involved in interviews as a method of data collection. Interviews have been criticised on the grounds of reliability and bias (Robson, 2002, p.273). Not everyone agrees with this. Rapley, (2004, p.19) argues that some scholars think 'neutralists' is ideal. If an interviewer is not neutral they may bias the interview and 'contaminate' the data (ibid). On the other hand, in attempting to remain neutral there is a danger of the interviewer creating a barrier. It is important to develop a cooperative relationship to achieve a good rapport with the interviewee. It is essential to treat the interviewee with respect. Fontana and Frey (2000, p.668) contend that to learn about people we must treat them as people and show our human side (ibid, p.658).

The interviewer needs to acknowledge his/her influence on the interview as it is impossible to be neutral as interviewers are active because they guide the interview and influence it with their body language (Rapley, 2004, p.20). Rapley (ibid, p.19) points out that there are many influences including the physical space, the interviewee's status and gender and these influences on the interview need to be recognised by the interviewer. Indeed, increasingly qualitative researchers are accepting that interviews are not neutral means of collecting data but interactions between people (Fontana and Frey 2000, p.646). The design of the interview questions with the prompt points allows examples to be given to the interviewees to talk or clarify their thoughts. This follows Rapley (2004, p.20) who suggests that the interviewer should get on with interacting and explore the thoughts of the interviewee and if you feel it is relevant, offer your thoughts for comparison. Rapley states that more contemporary literature argues for active or collaborative interviewing. In this study, when the students asked for clarification whilst interviewing this was given without imposing my view on them.

Ethical issues arise in tape recording. Recordings need to be kept in a secure place and the names of individuals disguised in the transcriptions. The research design included tape recording to allow eye contact with the interviewees. This point is highlighted by Robson (2002, p.289-290) as the tape provides a permanent record and allows you to concentrate on the interview. In addition, the tape recorder eliminated the problem of accuracy of field notes as Silverman (1997, p.203) states that tape recordings and transcripts can provide detailed representations of the interview. Also to have the interviewer making notes during the interview may be obtrusive to the interviewee. The same criticism could be made of the tape recorder and that it affects the privacy experienced by the interviewee (Scott and Usher, 1994, p.110) but I used a personal microphone so that the tape was not directly in front of the respondent. However, in this case and in line with Cohen et al (2000, p.281), the advantage of the tape recorder in providing a reliable and accurate recording instead of

the reliability of the data depending upon the memory of the interviewer outweighed the criticism of the tape recorder.

Another criticism of the tape recorder that is worthy of note is that it fails to record the non-verbal communication in the interview in terms of body language and facial expressions of the smile, nod or frown. Non-verbal communication certainly adds to the verbal communication (Cohen et al, 2000, p.281) and using video recording, which certainly record the non-verbal communication, could solve this problem but this method comes inherent with other difficulties. For example, the video recorder is more intrusive and might have a silencing effect on the interviewee, or encourage the interviewee to 'play-up' to the camera. Video recording is also very time consuming to analyse (ibid). On the positive side video recordings allow for a richer interpretation than the tape recorder (Kvale, 1996, p.161). The tape recorder allows the interviewer to concentrate on the conversation and the dynamics of the interview (ibid).

In keeping with Kvale (ibid) a recording of the visual setting of the interview, field notes straight after the interviews to capture the atmosphere and personal interaction were part of the research design. The field notes helped to recall the interview and were useful as an aide memoire. The tape recordings were transcribed by myself and locked in a cabinet to which only I had access to so that confidentiality was maintained.

Ethical issues also arise because of the nature of this research. For example, as it involved asking students about equal opportunities I was concerned that they may use it as a platform to express their hostilities towards certain people. Young people may have seen the interview as an opportunity to express their racist/sexist views. The research design needed to be aware of this and prepare strategies to cope with such a situation such as advising the interviewee that their statements may be offensive, or terminating the interview if the need arose. In this study, I overcame this by politely reminding one of the students that his statement could be provocative as he was making generalisations.

Finally, to preserve the identity of the students, it was decided to refer to each of the students by a number, but in order to do justice to the students their gender and ethnicity is specified (as outlined in Table 3).

### 3.12 Summary

This chapter has detailed the research design and identified the methodology and the methods employed in collecting the data. It has given the advantages and disadvantages of the methods and critically considered alternative methods. Rationales have been given for the choice of participants

including the employers. This chapter has also given details of the analysis of the data and discussed ethical issues. The next chapter presents the results of the data analysis with discussion of the results in Chapter 5.

## Chapter 4

### The Results

#### 4.0 Introduction

This study investigates how young people and employers perceive equal opportunities in the world of work by interviewing students, employers and by studying policy documents on equal opportunities from schools and employers. This chapter presents the results of the analysis of the data in response to the research questions identified in 1.2. The analysis gives rise to results from four data sets:

the students' interviews, including their views on recruitment material (4.1)

the employers' interviews (4.2)

employers' documents on equal opportunities (4.3)

schools' documents on equal opportunities (4.4)

By comparing the results across these sets, main findings have been identified. This forms the structure of this chapter, with the results from each data set being presented in turn, followed by

the presentation of the main findings. Appendix 5 shows examples of how the themes emerged from reducing the data using clustering. Each theme is identified in this chapter and extracts from the original data are used to illustrate the themes. The extracts are direct from the transcripts both to illustrate and to give a sense of the richness of the data. The main findings are discussed fully in relation to the literature in Chapter 5.

To respect confidentiality, data sets and participants are identified according to the codes in Tables 2 and 3 (3.4.1) and Table 4 (3.5) followed by the page reference of the original transcript or document.

#### Table 9

##### Coding

##### Group Code Used

Students S1, S2, S3, 4, S5 to S30

Employers E1, E2, E3, E4, E5

Employers' Documents E1D, E2D, E3D, E4D, E5D

School Documents S1D, S2D, S3D, S4D, S5D

For example, S1 p.1 means student 1 page 1 of transcript. E1 p.1 means employer 1 page 1 of the transcript, E1D p.1 means employer 1's document page 1 and S1D p.1 means school 1's document page 1.

#### 4.1 The results of the analysis of the student interview data

This section is divided into two parts to show the themes that emerged from the students' interview data on how they perceive equal opportunities in the world of work and secondly the students' perception of equal opportunities in the recruitment material.

##### 4.1.1 Students' perceptions of equal opportunities in the world of work

Four themes emerged from the analysis of students' interview data in response to how they perceived equal opportunities in the world of work. Table 10 below provides a list of the themes.

Table 10

Themes of how students perceive equal opportunities in the world of work

THEME Equal Opportunities is...

- 1 Being fair by treating everyone the same
- 2 No discrimination against colour, background, culture, race, men, women, disability or appearance
- 3 Being judged on skills
- 4 Having choice and giving respect

Theme 1: Equal opportunities is being fair by treating everyone the same

Twenty-two of the students in this study perceived equal opportunities as fairness by treating everyone the same.

The term equal opportunities means fairness – yes being fair to everyone. (S9 p.1).

I think equal opportunities means everyone should have the same...everyone should be treated fairly, everyone should have the same. (S25 p.1)

Whether you're a male or female or black or white, you're given the same opportunities in anything. (S7 p.1)

I think the whole point of equal opportunities is that everyone gets the same treatment and everyone has a chance. (S7 p.2)

...I think that [equal opportunities] means to me treat everyone the same in terms of you know studying normal school work and also at work, don't look at where they come from or race or



religion or anything like that just treat them all the same. (S12 p.1)

There was a slight variation in terminology used by some students to 'equal chance' but they still perceive equal chance as treating everyone the same.

I think it means like in a job or something, they have to give an equal chance to everyone, it doesn't matter which country you are from or what race you are, you have equal chance of getting the job as anyone else. (S22 p.1)

That everyone should have an equal chance of getting anything and be treated the same no matter what their race, age or sexuality. (S14 p.1)

I personally think that's when everybody is treated equally. (S17 p.1)

That's everyone's given fair and equal chances in society to do what everyone should be allowed to do what their wishes and basically given like equal opportunities in education and the workplace. (S10 p.1)

Theme 2: Equal opportunities is no discrimination against colour, background, culture, race, men, women, disability, appearance

Fifteen of the twenty-four students perceived equal opportunities as not discriminating against potential employees according to a range of external features from colour to appearance. The terms 'colour' and 'discrimination' featured strongly in the students' response:

...sometimes people get put down because they might not be the like right colour or something for a job... (S22 p.1)

...so you won't get someone else being prejudiced or being discriminated against say because of the colour of their skin or I don't know, some form of disease that they have got. I would expect there to be some sort of equality for every job. (S4 p.1)

...if somebody has a disability they should be given equal opportunities. Having the chance to do what they want to do just as much as everyone else. (S19 p.1)

I think equal opportunities means people of different races, religions or backgrounds being treated as equals in the work place or at school. It also means that people shouldn't be treated unfairly because of their race, colour or things like that. (S23 p.1)

You can't discriminate against people regardless of their colour, the age, the way they look, their appearance. (S9 p.2)

The term 'discrimination' was also seen by one student to be relevant to White people:

I think without discriminating against white people as well they need to have more of an array of different races to come in. (S27 p.2)

Theme 3: Equal opportunities is being judged on skills

Theme 3 showed a more complex perception of equal opportunities in the world of work. Although only seven students perceived equal opportunities as being judged on skills it was identified as a theme because it was talked about at length by the seven students emphasising that equal opportunities is being judged on having the ability and skills to do the job. These students appeared to be against positive discrimination on the grounds of colour and race if the individuals concerned did not possess the necessary skills to do the job in question. For example,

Everyone's got an equal right to have a job provided they've got the skills and if they've got the skills, there's no reason why you should be denied a chance to be on level playing field...So you know it's very important that people are not prejudiced against, but equally you know, you shouldn't be discriminated against in favour if you skills are not up to it. (S26 p.2)

I think the ability to do the job is much more important. (S25 p.3)

I think you should judge A or B on what they can give you, not what they are like or where they are from or if English is their first language or not. As long as they can do the job and they are qualified for it. (S29 p.1)

Theme 4: Equal opportunities is having choice and giving respect

Having choice was identified as a theme because eleven of the students perceived equal opportunities in this way and talked about it at length. These students were keen to express that equal opportunities was about having personal choice and having their views listened to.

...you have to respect people as individuals because at the end of the day everyone has feelings... (S9 p.2)

Well equal opportunities to me as a student is...it's having your own choice and your own views listened to and doing everything you want to do. (S18 p.1)

To me equal opportunities is I would say, everyone in the world sharing everything and having equal opportunities to do what ever they want (S4 p.1)

Student 9 used the term 'respect' specifically by referring to respect for individuals, as well as respecting religions and races. This was considered to be a 'gem' as it was unique talk on perceiving equal opportunities as giving respect to people.

#### 4.1.2 Students' perceptions of equal opportunities in the employers' recruitment material

In order to ascertain if young people perceived the message of equal opportunities in the recruitment material the students were asked to view recruitment material from the selected five employers (Army, Fire, Police, BA and Mars). The students were first asked about their perception of these five employers and then they were shown recruitment material from the employers to see if the young people perceived a message of equal opportunities. The themes were compared across all five employers

to arrive at the final themes in Table 11.

Table 11

Students' perceptions of equal opportunities in the recruitment material

Theme Number	Theme	Aspects of theme
1	Uncertain about the existence of equal opportunities	White male dominant. Discrimination against women. Concern over racism. Lack of cultural diversity. Professional posts not associated with ethnic groups. Absence of people with disabilities.
2	Images are deceiving and employers have materialistic reasons for employing people of different races. Images to show minorities are employed but this is not the case in reality. Employers recruit from different cultures because it is the law and for their image.	
3	Recognition of change – employers are attempting to tackle problems of discrimination. Changes in sexist language. More black and Asian officers being recruited. Institutional racism and the impact of the Stephen Lawrence case.	
4	Role models/diversity attracts diversity	Need to see role models from own background to be attracted to those employers.

#### Theme 1: Uncertain about the existence of equal opportunities

Students appeared uncertain about equal opportunities in the world of work in the recruitment material. For example,

I'm not getting a message of equal opportunities. But there is a Black female, so there is a bit of equal opportunities. There's no Asians, no Chinese either. I've just been seeing all men; a few Black people and I think that is a disgrace. I wouldn't apply for that reason. (S16 p.3)

There doesn't seem to be much equal opportunities in the ...There doesn't seem to be a mix of cultures...(S1 p.7)

I haven't seen Asians, Bangladeshis or women at all. They haven't advertised any one like that so I don't think there's any equal opportunities. (S3 p.5)

Linked to this expression of doubt as to whether the employers provide equal opportunities were comments on white male dominance, discrimination against women and ethnic minority groups.

Four of the five employers (E1, E2, E3 and E5) were perceived as 'white male dominant' by half of the students with the remaining employer (E4) was perceived as white and middle class. This perception of White male dominance was common to males, females and different ethnic groups of the students that were interviewed.

Male dominant, yeah, male White dominant. (S9 p.4)

This employer consists of mainly...there's mainly males, not that many women. It's mainly white people. That's what my view is. (S2 p.4)

White middle-classed (sic) people. You don't see many Black or Asian people in the advert. (S4 p.5)

Discrimination against women was identified by male and female students in their talk prompted by the recruitment material:

I know personally a girl actually who wants to join the Army in a couple of years after she finishes her A-levels. Good luck to her. I don't think she will get as far as a man would which is a shame. But definitely good luck to her. (S25 p.10)

Don't think that females are respected as much as males within the police force. (S19 p.3)

In the fire service, I've only seen a few females. (S16 p.2)

The recruitment material included women but students from both genders found these images to be sexist. Students commented on the images as being demeaning and offensive to women.

It's patronising in a way that you have an advert and the dominating thing in the middle is a lipstick that's what they think will attract women to the job. That isn't exactly equal for everyone. If they want equal opportunities and they are trying to get all sorts of different people, they should have something that would attract everyone not just those people that take care about wearing loads of make-up. (S7 p.10)

They've got 2 pages with mascara and lipsticks...I feel that's very demeaning like as if they are saying we need a pretty face on the brigade team. (S9 p.11)

This image that I get is of a bimbo. (S9 p.13)

Try hard to encourage women into the force - they've got pictures of lipstick and mascara to try and encourage them...I think it's slightly sexist. (S4 p.6)

Conversely, there were a few positive comments from students of both genders about using make-up to attract women to apply.

The image of lipstick, trying to say to women not to be put down by the fact that they are a woman and let that get in the way. It's trying to say that you will be appreciated and they should feel comfortable. They will be treated equally. (S23 p.4)

...it's not a boring job and is like as it says here as colourful as the bright lipstick. (S10 p.9)

There were comments by a few students that because the recruitment material was focusing on the women it would have a negative impact on the men.

They are trying to make the men feel left out. They've got so many women in there. (S16 p.3)

Trying to put the fire service across as being too feminine, so maybe men will stop applying thinking that the job is too easy maybe. (S1 p.4)

Another aspect of the students' uncertainty of the existence of equal opportunities in the world of work was highlighted by their talk on the recruitment material and their concern over racism which was expressed by males and females across all the ethnic groups interviewed.

I don't particularly think they are working hard enough to get rid of the racist minority...I think they would take a white Police officer over an Asian or Black. The fact that the number of Black and Asian Police officers is so minimal, that just says a lot about the employer. As an Asian I would think that I would get rejected; it's just an image I have of them. (S4 p.3-4)

There have been a lot of racist allegations against them. I guess people would have second thoughts about joining the Police Force. (S14 p.1)

Linked with the theme of uncertainty over the message of equal opportunities the students expressed the lack of cultural diversity in the recruitment material.

You see them as mostly white, young men joining the ... but I think they should recruit people from different cultures. They should make it more diverse. (S12 p.4)

Seems to lack cultural diversity. (S10 p.3)

I had imagined it to be that they had people of different races...there aren't people of different races involved...there aren't people of different races involves. Even myself being white colour...I don't think I'll be comfortable working in it because it's something I'm not used to. I think it's nice to have a mix. (S19 p.7)

I've never seen a black or Chinese or an Asian ...I think they have a criteria for an image...They are all blonde, blue eyes and have big red lipstick on. (S29 p.2)

The students' perception of professional posts in the recruitment material not being associated with ethnic groups was not confined to any one employer.

I have two images, one of factory workers and the boardroom, which would attract different types of people. In the factory, there would be lower classed (sic) people. I would expect there to be

more ethnic diversity in the factory than in the boardroom. In the boardroom, I'd expect it to be mainly white and male. (S14 p.1)

...Office jobs are promoted. But say jobs like pilots, I wouldn't associate them with ethnic groups. (S27 p.6)

The students' also suggested reasons for why there was a lack of cultural diversity. The students realised that it was not necessarily the employers' fault for the lack of diversity in their workforce but that the culture of ethnic minorities may prevent them from joining certain careers.

The Fire Brigade and the Police force is not a very Asian career. There would be a lot of eastern and western clashes of culture here. (S27 p.14)

Asian people go for white-collar jobs such as Law and Doctors. Don't think the Asian culture encourages Police officers. It might be because of the money involved. It might be because of the hours, the danger of it. I tend to think that Asian people tend to prefer a 'safer' job. (S27 p.6)

Another aspect of the recruitment material identified by the students was the absence of people with disabilities in the images.

Someone with a disability reading the form may think that because it's not mentioned they are not welcome. (S23 p.5)

Don't see a lot of people that are older or people with any form of disabilities...you don't see people in any of the packs with any disabilities, people with hearing aids or things like that. (S19 p.11)

The students' also commented that the recruitment material was targeting young people.

They are just trying to attract young people. (S22 p.7)

Trying to appeal to young people by having posters about the fashion. (S10 p.8)



Theme 2: Images are deceiving and employers have materialistic reasons for employing people of different races

The students perceived that the images in the recruitment material were not a reflection of reality. All five employers were seen as portraying images that were a façade as the students made the following comments:

It shows the different types of people, Black, White, Asians, Orientals. You have to remember that they photograph these people to show that there are minorities, but I don't think it's a reality that there are equal numbers of Blacks and White. (S4 p.8)

I haven't actually seen a woman...[working for this employer] so I don't know if there is deception in their adverts... if they are just putting it there for publicity sake. (S29 p.3)

I don't think its good because it's trying to prove we recruit any race or background when from the way I see it like on the streets, it's not like that. There's a lot of just White instead of a mixture. (S18 p.4)

Furthermore, the students suggested that employers only advertised and recruited women and ethnic minorities for their business image:

...it is better for their image really if they have different people. (S19, p.4)

They were just employed for one reason... for the company to be able to say they represent this ethnic group or this gender. (S10 p.11)

The students also stated that one of the reasons that the employers were recruiting under represented groups such as women and ethnic minorities was because they were obliged to by the law:

I think they are trying to recruit more from different cultures...maybe because it's the law and that's probably the main reason really. (S22 p.9)

They are promoting equal opportunities. In the various pictures they have African-Caribbean people... I expect that if they did not show something like that they would be questioned as to why not? (S26 p.10)

With all the legislation coming from the Government ...being treated a lot more fairer. (S25 p.6)

Theme 3: Recognition of change - employers are attempting to tackle problems of discrimination

The students' interviews also revealed that despite them having doubts about the existence of equal opportunities in the world of work, they did recognise that change is taking place and employers were trying to tackle the issue of discrimination at work.

The students pointed out that they had seen changes in the language used by employers in promoting equal opportunities for example:

Because of Deep Cut, there is a spotlight on training, bullying and things like that. So I think they have tried to root out any problems they've had. (S26 p.5)

... recruiting more from certain parts in London where there are more Black people or more Asians... to improve their relations with the public. (S12 p.4)

We know there was a lot of news about Stephen Lawrence where the Police were said to be racist. That may be a reason why they are so keen to highlight just how strongly they are against...(S20 p.4)

The students' data also showed some positive comments about employers promoting equal opportunities:

Giving out a signal to the wider public that it doesn't matter like where you're from, who you are, your background, if you want to become a Police officer, you know, we will train you. (S12, p.6)

#### Theme 4: Role models/diversity attracts diversity

In viewing the recruitment material, the students expressed the need for role models to be included in the employers' recruitment material and processes. The need for role models was commented on strongly by seventeen students on all five of the employers. The need for more ethnic minorities and women to be seen in the recruitment material was made by ethnic minority students and White students.

People from different backgrounds and different genders to talk to us (sic), yeah, role models if somebody wanted me to see that the police force does have Asian people and if I could talk to the Asian members and say okay so you working in the police force. (S9, p.13)

I'm not attracted to any of the images portrayed here. I'd probably be more attracted if there were more Asians. (S4 p.7).

They've got a whole line of people here and they are all White. That could be quite daunting to a Black person. (S20 p.3)

Students went on to suggest reasons for having role models in the recruitment material:

You wouldn't want to go into a job where there are hardly no other Asians there because you would feel like an outsider. You might feel threatened that they won't treat you the same. (S22 p.10)

An ethnic minority might want to see people of their race working for them. I guess they'd feel some sort of closeness. (S14 p.2)

If people were looking to join and they didn't see anyone from their background in the promotion material, they might think why are they not recruiting people from my background? Why are people from my background not wanting to join the Fire Brigade? Is it because there's something bad going on with it or is it because they are being discriminated against? (S26 p.13)

The students suggested that role models were necessary to encourage ethnic minority groups to apply as 'like attracts like'. Furthermore, they would feel more comfortable and less threatened if they had people from their own background working with them.

#### 4.2 The results of the analysis of the employers' interview data

Four themes emerged from the analysis of the interview employers' data about how they perceived equal opportunities in the world of work. Table 12 below provides a summary of themes.

Table 12

Themes of how employers perceive equal opportunities in the world of work

THEME Equal Opportunities is...

- 1 Each individual is treated fairly according to their needs and has the same opportunities to progress whether male, female, no matter what their colour, race or religion
- 2 Respecting diversity
- 3 Treat all employees with dignity, respect, free from bullying, harassment and discrimination.
- 4 People's skills and abilities which are job related; giving people choice based on merit and developing the individual's abilities and valuing their contribution

Theme 1: Equal opportunities is each individual is treated fairly

This theme appeared in four of the five employers' responses (E1, E2, E3, E4). These employers perceived equal opportunities as treating each individual fairly, according to their needs and having the same opportunities to progress whether male, female or regardless of their colour, race or religion. Employer 5 perceived equal opportunities as single status, non-hierarchical.

...equal opportunities is to allow everyone to be treated fairly, have the same opportunities... whether it's pay or promotion or the type of job. (E1 p.1)

...equal opportunities gives a lot of people that opportunity to progress no matter what their background. It's got to be in place to give everybody a fair shot, male or female, no matter what colour, race to reach the top. (E1 p.1)

It also means fairness at work. (E3 p.1)

Fairness, equality – each individual is treated fairly, according to their needs. (E2 p.1)

Ensuring all employees...can progress...within the organisation. (E4 p.1)

The emphasis on treating people as individuals and treating people according to their needs was further expanded by Employer 3 as including employing transsexuals. Taking into account sexual orientation and religious difference were aspects of treating individuals fairly, according to their needs.

...Working on the transgender policy, which is around the whole issue of employing officers of a transsexual nature. (E3 p.2)

In addition, Employer 2 added a different angle to fairness as she qualified fairness as confronting and challenging people who are not putting into practice the employers equal opportunities policy by being discriminatory or being unfair. Employer 2 stated that such a person should be confronted whatever their status.

...confronting people regardless of who the person is; they should be confronted, whether a manager, man, woman, Black person – that is fairness. (E2 p.2)

Theme 2: Equal opportunities is respecting diversity

All five employers perceived equal opportunities as respecting diversity. This theme links in with Theme 1 as the emphasis is on respecting differences and recognising individual needs.

We welcome and respect diversity. (E2 p.1)

We believe in diversity. (E3 p.1)

In addition to seeing diversity in terms of ethnicity, Employer 5 perceived diversity as 'creative thinkers'.

If you talked to one of our line managers about diversity, they would probably say it's really important to get some more creative thinkers in and what diversity means to different people is a real challenge. (E5 p.7)

This extract shows that there are different meanings of diversity. Diversity as creative thinkers is an intriguing concept of diversity and differs from the perception of diversity as different ethnic groups and sexes and will be discussed further in Chapter 5.

Theme 3: Equal opportunities is treat all employees with dignity, respect, free from bullying, harassment and discrimination

These terms were perceived to be important features of equal opportunities at work by E3 and E4:

Incorporated in our equal opportunities policy are things like dignity at work, bullying, harassment and discrimination. (E3 p.1)

We cover things like discrimination as well. All forms of discrimination, be it race, sex, disability, harassment and bullying. (E3 p.4)

Ensuring all employees, whether current or potential are treated with dignity and respect. (E4 p.1)

The above terms were used in the employers' interviews but missing in the students' data. This difference is discussed in Chapter 5.

Theme 4: Equal opportunities is people's skills and abilities, which are job related; giving people choice based on merit

All five employers viewed equal opportunities in the world of work as making decisions based on the employee's merits and skills irrespective of any other personal factor such as gender or race. The key feature of this theme identified by four of the Employers (E1, E3, E4 and E5) was that people would be recruited and promoted based on their abilities and skills that equal opportunities depended on qualifications and skills not based on external matters such as gender, race. Employer 2 did not refer to this theme in the interview but it was in their documents. The four other employers emphasised equal opportunities as giving people choice based on merit as shown by the following statements:

We are an employer of choice... choice in terms of we believe in fairness- everyone will be promoted, that it will be done on merit. (E3 p.1)

...Can progress as far within the organisation as their talent and skills allow. (E4 p.1)

Everything we do is about progression based on performance and merits. Not on anything else. It doesn't matter if you've got two legs, three legs, PhD or GCSEs, providing you can do the job and you can do it well as other people it really doesn't matter. (E5 p.2)

The similarity of this theme and the students' themes three and four is discussed in Chapter 5.

#### 4.3 The results of the analysis of the employers' documentation

Four themes emerged from the analysis of the employers' documents on equal opportunities policies. Table 13 below lists these themes.

Table 13

Themes of how employers' documents portray equal opportunities in the world of work

THEME Equal opportunities is...

- 1 Treat every individual fairly with respect, decency and dignity
- 2 Not to tolerate discrimination, harassment and bullying. Challenge and oppose discrimination

- 3 Respect differences including special needs and diversity
- 4 Decisions based on merit and personal skills and developing the individual's abilities and valuing their contribution

Theme 1: Equal opportunities is treat every individual fairly, with respect, decency and dignity

This theme was applicable to all five employers' documents. The documents focused on individuals at all levels being respected and treated fairly. All the employers mentioned the need for respect, to have cohesion and effective teamwork.

The documents outlined the importance of their staff understanding their responsibilities to treat every individual fairly, with respect and diversity at all levels including the public that they served.

Equality and diversity means treating every individual fairly with respect and dignity. (E1D p.2)

Treat individuals openly, fairly with dignity and respect. (E3D p.2)

Theme 2: Equal opportunities is not to tolerate discrimination, harassment and bullying. Challenge and oppose discrimination

Equal opportunities was seen as not accepting discrimination or bullying. In addition, the policy documents emphasised challenging and opposing any form of discrimination. The features identified by the policy documents included ethnic or national origin, sexual orientation, age, caring responsibilities, disabilities, marital status, political beliefs and religion.

This theme appeared in all five employers' documents:

Keeping the ... free from unlawful discrimination, including harassment and bullying. (E1D p.2)



All staff have the right to be treated fairly and the right to work in an agreeable environment free from harassment. (E2D p.17)

...to provide a working environment free from and form of harassment, intimidation, bullying, victimisation or unjustifiable discrimination. (E2D p.2)

We oppose discrimination based on age, caring responsibilities, colour...(E2D p.15)

We oppose homophobia, heterosexist, racism, religious bigotry and sexism. (E2D p.15)

Equality of opportunity in employment regardless of sex, marital status, race, colour, nationality, ethnic or national origin, sexual orientation, disability and perceived religious or political affiliation. (E4D p.1)

Theme 3: Equal opportunities is to respect differences, including special needs and diversity

Documents for Employers 1 to 4 provided evidence that these employers see equal opportunities as respecting differences and diversity.

We recognise that everyone is unique and will respect their differences. (E1D p.1)

Equality and diversity means recognising that each of us is different. (E1D p.2)

We welcome and respect diversity. (E2D p.15)

Encouraging a culture which welcomes, uses and manages diversity in the work place. (E3D p.3)

As people working together in a business, all employees have obligations to respect and value each other. Equality of opportunity is a fundamental aspect of such respect. (E4D p.1)

Employer 5 was different on this by stating that the success of the business can be enhanced by having a work force of diverse backgrounds and this was emphasised in their policy statement:

Distinctive voices working together within a common culture. (E5D p.1)

We wish to continue to develop a working environment where the special needs of all associates are acknowledged and respected, and where people are seen as unique individuals. (E5D p.2)

Theme 4: Equal opportunities is decisions based on merit and personal skills and developing the individual's abilities and valuing their contribution

All five employers viewed equal opportunities in the world of work as making decisions based on the employees' merits and skills irrespective of any other personal factor such as gender or race. The five employers also focused on the individual employee with regard to developing his/her abilities fully and valuing their contribution irrespective of their race, ethnic origin, gender, sex, social background, colour.

We give them the opportunity to develop their abilities fully... (E1D p.1)

We...value every individual's unique contribution irrespective of their race, ethnic origin, gender or social background. (E1D p.5)

We...seek to create an environment that maximises everyone's talents. (E2D p.1)

Value their contribution towards providing a quality service. (E3D p.2)

All candidates are considered strictly on their merits... (E4D p.1)

#### 4.4 The results of the analysis of the schools' documents

Five themes emerged from the analysis of the documentary evidence from the schools. These are listed in Table 14.

Table 14

Themes from Schools' Documentation

THEME Equal opportunities is...

- 1 Developing all children to their full intellectual, physical, social, practical, aesthetic potential
- 2 Respect and value the history, cultural and linguistic diversity of all ethnic groups.
- 3 Challenge discrimination on grounds of gender, culture, race, class, disability, religious belief, colour, sexual orientation, age, accent.
- 4 Foster self-esteem for all; value every student as an individual. Procedures for discipline and managing students are fair
- 5 To prepare young people to understand and take part in a diverse world

The school documents on equal opportunities referred to equal opportunities in a generic way focusing on the students and the curriculum. There was some reference to equal opportunities in the world of work as the school documents did include staff recruitment and professional development in their equal opportunities policy. Another link in the school documents to equal opportunities in the world of work was the connection to work experience as an entitlement in the National Curriculum for Key Stage 4 students (National Curriculum Council, 1991, p.3).

Theme 1: Equal opportunities is developing all children to their full intellectual, physical, social, practical and aesthetic potential

This theme focused on equal opportunities as developing the intellectual, practical and social potential of each child. This theme was common to all the schools:

All pupils are entitled to equality of educational opportunity, irrespective of ability, background, ethnicity, gender or sexuality and are encouraged at all times to make their maximum possible progress. (S1D p.1)

Equal opportunities for all pupils regardless of gender, race, culture, religion, sexuality, physical or intellectual ability allows them access to all areas of the curriculum and thus enable them to broaden their horizons to increase their choices and to raise their aspirations. (S2D p.2)

To enable all members of the school to achieve their true potential academically, creatively, practically and personally whilst retaining their personal and cultural identity. (S2D p.2)

Education should encourage each child to fulfil her/his intellectual, physical, practical, aesthetic and social potential. (S4D p.3)

...to raise expectations of their potential. (S2D p.3)

In order to provide genuine equality of opportunity for all the school will encourage individuals of both sexes and all cultures to develop their full potential. (S5D p.1)

The theme of developing the child was common in all school documents, although there was a difference in emphasis. For example, School 2 states achieving their potential 'whilst retaining personal and cultural identity'. School 2 considered it important not to lose the child's identity at the expense of academic achievement. School 5 emphasised both sexes so that boys and girls achieve their potential.

Theme 2: Equal opportunities is to respect and value the history, cultural and linguistic diversity of all ethnic groups

The school documents identified equal opportunities as respecting and valuing diversity of all ethnic groups and one of the schools clarified the range of ethnic groups.

... covers all ethnic groups and includes Refugees, Asylum seekers, Jewish and Irish people, Gypsies and Travellers. (S1D p.3)

Mutual respect values cultural diversity. (S2D p.4)

We value cultural and linguistic diversity - both in the school population and in the world outside; we encourage attitudes of respect for and appreciation of the needs and values of others. (S3D p.1)

Giving due recognition and respect to the history/ experiences of all ethnic groups. (S2D p.4)

Commitment to deliver a curriculum that provides occasions to reflect positively on the racial and cultural traditions of other communities. (S5D p.2)

Theme 3: Equal opportunities is to challenge discrimination on grounds of gender, culture, race, class, disability, religion, belief, colour, sexual orientation, age, accent

This all-encompassing theme was strongly featured in all the school documents. For example,

Every student/ staff member is able to fulfil their potential, unhindered by any form of prejudice, discrimination or harassment. (S1D p.4)

Discriminations on the grounds of race, class, disability and religion needs to be challenged wherever it appears. In some cases, it is not always obvious that discrimination is present, we need to examine all our practices to ensure that they promote equality of opportunity. (S3D p.1)

Discrimination on the basis of colour, culture, origin, appearance, gender, sexual orientation, age or belief or ability are unacceptable in this school.

(S4D p.1)

Theme 4: Equal opportunities is foster self-esteem for all; value every student as an individual. Procedures for disciplining and managing students are fair.

The schools documents focused on valuing students.

Every individual feels appreciated, valued and understood. (S1D, p.1)

To value every student equally... (S3D, p.1)

Foster individual self-esteem based on values and standards common to human beings of both sexes and all cultures. (S5D p.1)

The documents were also concerned with managing students fairly, including disciplining.

Procedures for disciplining students and managing behaviour are fair and equitable to students from all racial groups...(S1D p.6)

Attention should be given to students fairly so that one group does not receive undue amounts of attention at the expense of any group(s). (S2D p.3)

Theme 5: Equal opportunities is to prepare young people to understand and take part in a diverse world

The focus of this theme was on the school curriculum, including extra curricular activities. The school curriculum was seen as pivotal in providing equal opportunities and in preparing young people to take part in a diverse world by ensuring that all students have equal opportunity to access and experience the curriculum and that teaching methods take account of ethnicity, language needs.

Good equal opportunities practice should provide a constructive atmosphere freed from the impoverishing constraints of prejudice, fear and intolerance, so that all members of the school may enjoy the full benefit of the opportunities provided and be adequately equipped for life within a multi-cultural society. (S2D p.2)

Ensure that the curriculum and teaching methods take account of the ethnicity and language needs of all students and encourage students to respect cultures other than their own. (S3D p.3)

Staff will ensure that resources used in all curriculum areas are multi-cultural and contain positive images of all groups. (S2D p.3)

Comparison of themes across the data sources

The themes derived from the data analysis of each source (students' interviews, employers' interviews, documents from employers and schools) have been compared to identify how equal opportunities in the world of work is perceived by the students and employers and portrayed in the documents for employers and schools. This comparison is shown in Table 15, where the overall themes match the theme numbers shown in each of the tables, these are, Tables 10 to 14.

Table 15

Comparison of themes across data sets

Overall themes	Student interviews	Employer interviews	Employers Documents	School Documents
1) Being fair	Being fair by treating everyone the same according to their needs Procedures for disciplining and managing students are fair	Treat every individual fairly with respect, decency and dignity	Each individual is treated fairly	
2) No discrimination	No discrimination against colour, background, culture, race, men, women, disability or appearance and discrimination oppose discrimination	Treat all employees with dignity, respect, free from bullying, harassment and bullying. Challenge and	Challenge discrimination on the grounds of gender, culture, race, class, disability, religious belief, colour, sexual orientation, age and accent.	
3) Respect	Having choice and giving respect	Treat all employees with dignity, respect, free from bullying, harassment and discrimination Treat every individual fairly with respect, decency and dignity Foster self-esteem for all, value each student as an individual		
4) Respecting diversity and diversity	Respect diversity Respect and value history, culture and linguistic diversity of all ethnic groups	Respect differences including special needs		
5) Skills and abilities	Being judged on skills giving people choice based on merit	People's skills and abilities which are job related; Decisions based on merit and personal skills		
6) Developing the individuals abilities and valuing their contribution	Developing the individuals' abilities fully and valuing their contribution intellectual, physical, social, practical, aesthetic potential	Developing all children to their full	Develop the	
	Foster self-esteem for all, value every student as an individual			
7) Experience of the curriculum	Prepare young people to understand and take part in a diverse world			

## 4.6 Overall findings

The results of this comparison show that there are similarities and differences in how equal opportunities in the world of work is viewed by the students, employers and portrayed in the documents for employers and schools.

### 4.6.1 The similarities

Similarities have been identified as themes common to all four sources of data, that is the students, employers, school documents and employers' documents. The results show that there are similarities in the perception of equal opportunities in the students, employers and in the portrayal of documents for both employers and schools with the following common themes across all four data sources:

being fair

no discrimination

respect

### 4.6.2 The differences

Differences have been identified as themes not common to all four data sets. The results showed that there are differences in perception between the students and employers and in the portrayal of documents for both employers and schools with:

respecting diversity

skills and abilities was common across three data sources: students, employers and employers' documents

developing individual abilities and valuing their contribution was common across two data sources: employers' and schools' documents

experience the curriculum was common to only one source: schools' documents.

The findings from the analysis of the data across all four data sources (Table 15) are that there are links in how young people and employers perceive equal opportunities in the world of work and in



the portrayal of documents for employers and schools. The themes are similar to all four data sources in their view of equal opportunities in the world of work are being fair, no discrimination and respect. There is commonality in the way equal opportunities in the world of work is perceived by young people and employers and in the portrayal of equal opportunities in the documents for employers and schools.

The analysis of the data has also found that there are differences in perception and portrayal of equal opportunities in the world of work as the themes of respect diversity, skills and abilities, developing the individual and valuing their contribution and experience to the curriculum were not common to all four data sources.

In relation to the recruitment material the finding is that young people do not perceive the message of equal opportunities in the material. Although the students acknowledged that change was taking place and that employers were attempting to tackle discrimination, the students appear to be uncertain about the existence of equal opportunities in the world of work. The findings also show that the students perceive the images in the recruitment material as deceiving and are in favour of more role models in the recruitment material.

#### 4.7 Summary of chapter

This chapter has presented the results from the analysis of the data from the students' interviews, employers' interviews and documents from the employers and schools. It has also compared the themes from the four data sources and identified the finding that there are links in how equal opportunities in the world of work is perceived by the young people, employers and in the portrayal in the documents for employers and schools as there are common themes to all four data sources. The comparison across the data sets also shows that there are differences across the data sources. A further finding is that the young people do not perceive the message of equal opportunities in the world of work in the recruitment material. The students' perception of equal opportunities in the recruitment material showed uncertainty about equal opportunities in the world of work.

The next chapter critically discusses these findings in relation to the literature.

## Discussion and Analysis of Results

### 5.0 Introduction

The results presented at the end of Chapter 4 show how equal opportunities in the world of work is perceived by the students and employers and how it is portrayed in the schools' and employers' documents. The results (as summarised in Table 16) show that there are similarities and differences in how equal opportunities in the world of work is perceived by students and employers and how it is portrayed in the documents. This chapter begins by discussing the similarities and differences in the perception of equal opportunities in the world of work by the students, employers and portrayal in the documents in relation to research question 1: How do young people and employers perceive equal opportunities in the world of work? It then goes on to discuss the students' perceptions of equal opportunities in the recruitment material of the five selected employers in relation to research question 2: Do young people perceive the message of equal opportunities in employers' recruitment material? This chapter critically discusses the results in relation to the literature.

Table 16

Summary of comparison of themes across the data sets

Themes	Student Interview	Employers Interviews	Employers Documents	School Documents
1) Being fair				
2) No discrimination				
3) Respect				
4) Respecting diversity				
5) Skills and abilities				
6) Developing the individuals' abilities and valuing their contribution				
7) Experience of the curriculum				

### 5.1 Similarities

Students, employers and the documentation of employers and schools share a common understanding of equal opportunities in the world of work in three ways; namely being fair, no discrimination and respect.

#### 5.1.1 Being fair

Equal opportunities is perceived as 'being fair' by students, employers and is also portrayed as this in the documents for both employers and schools. However, there is variation in the use of the term 'fair' by the groups. The students perceive equal opportunities as treating everyone the same. The employers' perception sees 'being fair' as treating each individual fairly by giving them the same opportunities to progress. The employers' documents use fair as treating every individual fairly in terms of respect, decency and dignity. The schools' documentation used fair in relation to procedures for discipline and managing students.

The term 'fair', which has been identified as a common theme across the data groups in this study, is also identified in the literature. Clements and Spinks (2000, p.17 and p.18) view behaving in a fair, non-discriminatory way towards others who are different from you will allow individuals to extend equal opportunities. Clements and Spinks (2000, p.1) advocate whether you are an employer or employee, raising awareness and increasing knowledge of prejudice and discrimination will enable individuals to treat people with fairness. Furthermore, they argue that at the work place individuals have a personal responsibility to be fair to colleagues and customers.

The students' perception of equal opportunities in the world of work as being fair by treating everyone the same is in line with Arora (2005, p.6) who states that one way of viewing equal opportunities is everyone is treated in the same way. The disadvantage of this approach is that if all are treated the same, individual differences and needs are ignored (ibid). Another academic, Cornelius (2002, p.21) views equal opportunities as 'liberal' equal opportunities concerned with achieving a 'metaphorical level playing field for all'. This model of equal opportunities depends on the idea of equality as 'sameness'. The disadvantages of this model are that it denies differences arising from social group membership and competing on the grounds of individual merit (Cornelius, 2002, p.344). It could be argued that this disadvantage of equality is philosophically incoherent and morally problematic (Parekh, 2000, p.240). This is attributed to the idea that equality involves the opportunity to be different; for individuals of a different culture needs might require different rights to have equal opportunities (ibid). Gay (2001, p.88) supports this view stating that individuals vary considerably and treating people differently may be appropriate. Others (Coussey and Jackson, 1991, p.5) suggest that treating people in exactly the same way does not necessarily achieve equality of opportunities as indirect discrimination can occur even when people are treated the same. For example, eligibility criteria for a job may mean that only certain people can comply with the requirements. A further feature identified by Ross and Schneider (1992, p.52) of referring to equal opportunities as treating everyone the same is the implication that 'they' have to fit in the way 'we' operate.

The employers' perception of equal opportunities in the world of work as 'fair' is more involved because their perception goes further in that each individual is treated fairly according to their needs and has the same opportunities to progress in the workplace. This perception can be related to the approach that focuses on equal opportunities as removing obstacles (Arora, 2005, p.6; Gillborn and Youdell 2000, p.2). For example, a woman's needs to cater for her child may stop her from attending a residential course on management. If facilities are provided for her child at the residential course then she is treated fairly according to her needs and she is given the same opportunities to attend the course as her colleagues who do not have a child (Arora, 2005, p.6).

One of the employers developed the term 'fair' in their perception of equal opportunities in the world of work further by viewing being fair as challenging people who are in the wrong. If an employee is involved in unfair behaviour that employee should be confronted regardless of their position in the company or whether they are Black, White, male or female. This is an important point for all organisations to consider so that no one, even the directors and managers, are not immune from ensuring that their actions are fair. This is in line with Clements and Spinks (2006, p.137) who state that there needs to be a focus on implementation and compliance of the law on equal opportunities in the world of work. The employers' documents emphasise the individual and qualify 'fairly' with respect, decency and dignity.

The schools' documents referred to the term 'fair' in their procedures for disciplining and managing student behaviour rather than specifically to the world of work. The school documents focused on fair procedures of admissions and in the process of excluding a student from school which are applicable to all ethnic groups and genders. The use of fair in school documents on exclusion, in relation to all ethnic groups is not surprising given the concern raised by the 1996 Ofsted report (Arora, 2005, p.131) giving evidence in relation to Black boys. Inclusion in education is directly linked to the equality agenda and has been brought to the forefront by the Government and academics (Osler and Starkey, 2005, p.59 and Gillborn and Youdell, 2000, p.1).

The relevance of having 'fair' procedures in the process of excluding a student from school to this study on equal opportunities in the world of work is that the number of exclusions from schools from Black Caribbean backgrounds continues to be a concern in the twenty-first century with The Equalities Review (Phillips, 2007, p.8) suggesting that young people from some ethnic minority groups are at a greater risk of not being in employment or training. Young people excluded from school lack the skills to get on in life reinforcing inequalities during their working lifetime (ibid, p.24).

#### 5.1.2 No discrimination

Equal opportunities in the world of work as not discriminating against people was another common theme perceived by the students, employers and also identified in the employers' and schools' documents. Students' perception focused on no discrimination against colour, background, culture, race, men, women, disability or appearance. Young people perceived equal opportunities in the world of work as seeing people beyond the physical appearance of the person. The use of 'no discrimination' in the perception of equal opportunities in the world of work was referred to by Black, Asian and White students and it was also applied as not discriminating against White people, as well as other ethnic groups. This suggests that young people are broad-minded in their thinking of equal opportunities in the world of work. However, the students did not refer to bullying and harassment and this study raises the question: why was bullying and harassment missing from the students' perception of equal opportunities in the world of work? Given that bullying is well documented in schools (Donnellan, 2001, p.4; Liefoghe, 2005, p.265) it is intriguing that none of the thirty students interviewed mentioned bullying and harassment as part of their perception of equal opportunities in the world of work. One possible reason is that students view bullying as a separate entity to equal opportunities. Bullying and harassment are unacceptable in the workplace and are treated as a disciplinary offence (Gooch and Blackburn, 2002, p.171). Bullying at work is well researched (Hoel and Cooper, 2000; Lewis, 2005, p.281). As Lewis states (2005, p.282) the growth of workplace bullying being reported appears to be widespread. Therefore, it is not surprising that bullying is part of the perception of equal opportunities by employers and stated in their policy documents.

A further point that needs to be recognised is that although young people perceived equal opportunities in the world of work as no discrimination, they also were against positive discrimination. Young people expressed their feelings against positive discrimination both in their general talk on equal opportunities and after viewing the recruitment material. The statements against positive discrimination were made by Asians and White students. One female White student in particular was grieved that she had not been able to attend a summer school course to improve her study skills because it was for ethnic minorities. The student felt she was being discriminated because she was not a member of an ethnic minority. To her, this was against the whole principle of equal opportunities. This view is in line with literature as Wise (2005, p.7) says critics argue that positive action amounts to reverse discrimination against Whites. Basit and McNamara's study (2004, p.97) concerning the recruitment of newly qualified teachers from ethnic minorities questioned whether the process had been one of equal opportunities or affirmative action. They raise the point similar to Wise (2005, p.7) that policies to increase minority groups may cause antagonism and resentment against them (Basit and McNamara, 2004, p.101). Conversely, Basit and McNamara (ibid) state that positive action creates conditions for equality of outcome by equalising the starting point and is a means of addressing discrimination.

Academics such as Coussey and Jackson (1991, p.5) and Oppenheim (1997, p.62) also support positive discrimination stating that it is not sufficient to give the socially disadvantaged the opportunities open to the socially privileged. Unequal distributions are required to bring the former up to the same starting level such as 'access courses' (Clements and Spinks, 2006, p.203). In line with

this idea, positive action programmes are a feature of recruitment of the Metropolitan Police Service (ibid, p.204). The findings of this present study shows that young peoples' views on positive discrimination are in conflict to the employers who support positive action programmes for recruitment.

Students also expressed their concern over recruitment targets where a certain number of jobs should go to ethnic minorities or women. This finding goes against the ethos of positive discrimination and the setting of targets by the Government for such services as the Police and Fire Service (Stone and Tuffin, 2000, p.1). Although, it is not possible to make generalisations from this study alone, the views of young people voicing their opposition to positive discrimination is important for education and employers.

The employers' also perceived equal opportunities in the world of work as not discriminatory as well as free from bullying and harassment. The focus of the employers' interviews was on treating employees with dignity. Gooch and Blackburn (2002, p.191) quote Littlewoods plc as an employer having a Dignity at Work Policy to ensure that all employees are treated with dignity and respect. This policy involved designated supporters who offered confidential information and support to employees and managers have responsibility for preventing victimisation. The terms not to tolerate discrimination, harassment and bullying were featured in the employers' and schools' documents. In addition both sets of documents included challenging and opposing discrimination. The documents showed a proactive approach as 'challenging discrimination' was prevalent in both the school and employers' documents. It could be the case that documents of employers and schools are in the public domain and they need to be seen as challenging and seeking to eliminate discrimination.

The theme of discrimination is a major issue identified by the Government and legislation prohibits direct and indirect discrimination on the grounds of race, sex, disability as well as the Employment Equality (Religion or Belief) Regulations 2003 and age discrimination laws (Clements and Spinks, 2006, p.188). The literature, for example, (Dickens, 2000, p.153; Ross and Schneider, 1992, p.54; Gagnon and Cornelius, 2002, p.25) argues that employers respond to equality issues to avoid legal action for non-compliance with the law as did some students in this study. Dickens (2000, pgs.153-154) in particular states that equality legislation by domestic courts and the European Court of Justice have provided an important stimulus to act on race and sex discrimination. Even if legislation is viewed as 'a stick' it can be a part of wider reform as it provides a statement of public policy. Although, having a policy does not necessarily mean an intention to change; it is putting that policy into practise and actively monitoring its impact that will make the difference. Otherwise, a policy is simply a symbolic declaration. Furthermore, Dickens (2000, p.157) suggests that equality policies and initiatives in some organisations go no further than a declaration that they are equal opportunities employers reflecting complacency and that there is 'no problem here.' The presence of ethnic minorities or women in a company may be seen as evidence of no unfair discrimination, yet mask indirect discrimination. This was recognised by students interviewed in this study. One of the female White students stated that her Saturday job employer in retail employs a person from an

ethnic minority over a White person just to show that they are recruiting fairly. Another example was quoted by this student of a female wanting to join the Army but the student thought that she would not get as far as a man because of indirect discrimination. A White male student interviewed in this study stated that the employers need to show African Caribbean people in promoting equal opportunities or they would be questioned as to why they had no ethnic minorities in their recruitment material.

This present study shows that discrimination and its prevention is a significant feature for students, employers and in the documents. The main findings of the Government's Race Equality in Public Service Report (REPS) (Home Office, 2005b, p.16) found that employer discrimination was one factor that accounted for ethnic groups suffering employment disadvantage. The Government identifies employer discrimination as one of the factors contributing to the employment gap where minority ethnic groups remain 15.5% below the employment rate of the working population in Great Britain (Home Office, 2005b, p.17). It seems that although the employers state that they challenge and oppose discrimination, it does still prevail in employment. This point is supported by The Equalities Review (Phillips, 2007, p.24) stating that: 'women, disabled people and most ethnic minority groups are still not getting a fair deal at work'.

### 5.1.3 Respect

The theme 'respect' was common to all the sets of data. Treating employees with respect and dignity was seen as an essential feature of equal opportunities by all five employers both in their interviews and policy documents. The policy documents extended the use of respect to individuals served by the employer. School documents referred to the curriculum and teaching methods taking account of the ethnicity and language needs of the students and encouraging students to respect cultures other than their own.

The term 'respect' is high on the political and social scene with the Governments reform and respect agenda. The Respect For All web pages provide guidance on how schools can value diversity and challenge racism through the curriculum (QCA, 2001). To create a 'culture of respect', the Respect Task Force was established as a cross-Governmental organisation in September 2005 (Respect, 2005) for delivering the Respect Action Plan and to build a society in which we can respect one another. This approach could be criticised for being 'heavy handed' as a top down strategy. Will the world of work respond positively to this strategy? This approach does give a central lead to building a society in which we can respect one another. The 'Every Child Matters' (QCA, 2004) agenda for schools emphasises the theme of respect in the aims – are all pupils encouraged to have positive self-esteem and a healthy respect for others? Also the 'Every Child Matters' aims of making a positive contribution asks whether pupils are encouraged to become active citizens, with respect for equality? (QCA, 2004). The findings of this present study show that the school policy documents and

young people are already aware of the term 'respect' and perceive this as a central feature of equal opportunities.

Academics such as Blair (2001, p.79) and Lumby and Foskett (2005, p.5) contend that the notion of respect has a particular meaning for students in that it resonates for them a wider discourse that they expect to be respected in the work place. The 14-19 age range see themselves as adults wishing to receive respect from others and to make choices according to their own preferences (Lumby and Foskett, 2005, p.6). This present study shows that young people do perceive having choice and giving respect as part of the process of equal opportunities in the world of work.

The employers' perspective, both from the interviews and documents also portrayed 'respect' as an important element of equal opportunities in the workplace. Dickens (2000, p.145) propounds the view that equal opportunities fits well with the adoption of a human resource management approach which emphasises valuing and respecting individuals. Dickens (*ibid*) suggests that by employers focusing attention on the treatment of all staff employee relations benefit with improved motivation and performance.

## 5.2 Differences

The results in Chapter 4 show that there were also differences in the understanding of equal opportunities in the world of work. Some themes were not common to all four data sets namely: respecting diversity, skills and abilities and valuing their contribution and experience of the curriculum.

### 5.2.1 Respecting diversity

Respecting diversity was a common theme with the employers as well as in the documents for the employers and schools. Given that employers and schools are accountable to the Government and working within legal parameters, it is to be expected that this theme would be common to the employers' and their policy documents and schools' documents. It is in the interests of employers and schools to use politically correct terminology, as the contemporary ethos of society is to celebrate diversity and differences.

However, this theme was missing in the students' interviews. This study had a cross-section in its sample of students from across central London to the suburbs where the schools reflected diversity in their population. Yet not one of the thirty students interviewed perceived equal opportunities in the world of work as respecting diversity. This is a notable omission given that the theme of respecting diversity can be related to literature on education and employment. In education, as acknowledged by Arora (2005, p.7) during the 1980s there were notable achievements in the area of



cultural diversity. The need for all students to be educated with a view to being citizens of a culturally diverse society had been accepted. The National Curriculum Council (NCC, 1991, p.3) has been active in promoting cultural and linguistic diversity in schools. It is also a striking omission as one of the aims of the statutory citizenship programme of study in schools since 2002 is to encourage respect for different national, religious and ethnic identities (QCA, 2000, p.4). Schools have a statutory responsibility to teach the programmes of study for citizenship at Key Stages 3 and 4. The citizenship programme includes 'teaching pupils to value and respect the contribution of others' (QCA, 2000, p.25). Although schools are required to assess progress and base statements in reports to parents on evidence of recorded achievement of pupils through awards and portfolios taken to employers at interviews (QCA, 2002, p.5) it is debatable if progress or achievement in respecting diversity can be assessed. The strength of the citizenship programme is that it provides a framework for schools to give pupils an entitlement to spiritual, moral, social and cultural development to prepare them for the working world (QCA, 2000, p.5). This also resonates with the 'Every Child Matters' aim to encourage pupils to become active citizens, with respect for equality and awareness of social and global diversity (QCA, 2001).

This finding suggests that more on equal opportunities in the world of work, especially respecting diversity needs to be delivered in the school curriculum. This is supported by Maylor, Read, Mendick, Ross and Rollock (2007, p.5) who found that the curriculum needs to allow students to understand diversity including White British. In addition, more needs to be done to enable students to understand the plurality of people at work in Britain. Progress in equal opportunities in the world of work can continue if schools emphasise that 'diversity and identity in contemporary Britain are changing and kaleidoscopic' (Maylor et al, 2007, p.5).

Furthermore, diversity in education can also be seen as responding to the diverse learning needs of pupils. Indeed, reforms to education for diversity are now receiving worldwide attention (Corson, 1998, p.1) The National Curriculum inclusion statements for all subjects require teachers to have due regard to pupil's diverse learning needs (DfEE, 1999, p.18). The use of diverse learning to prepare students for the world of work regardless of their gender, ethnic origin or religion is important in education. This point can be related to the changes introduced by the 14-19 Education and Skills programme that advocate the reforms meet individuals' needs and aspirations equipping young people with the skills employers require (Kelly, 2005a, p.3).

In the world of work, diversity is a modern buzz word and many employers are waking up in particular to the business case for ethnic diversity and are actively seeking to attract ethnic minority graduates into a broader range of sectors (Hilpern, 2006, p.41). The following examples illustrate this point as universities are also promoting diversity with initiatives like the Employability and Diversity Project at the University of West England, Brunel University's mentoring scheme targeting ethnic minority students studying law, Diversity Week at Leicester and Manchester Universities (ibid, p.42). Also diversity policies are in place for many companies like Shell and AstraZeneca who say that one of their cornerstone values is to encourage diversity (Simmons, 2002, p.39).

The literature has identified that respecting diversity is a means of maximising business benefits. Williams (2006, p.6) states that the development of the business case for diversity has been driven by the recruitment and retention of diverse people and the representation of the clients and customers that the organisation serves. Williams gives the example of an elderly Punjabi woman opening a bank account is much more likely to go to a branch where someone speaks Punjabi (ibid, p.7). Academics like Ross and Schneider (1992, p.225), Dickens (2000, p.137) and Metcalf and Forth (2000, p.vi) suggest that the diversity approach recognises that we live in a diverse society and that businesses will be more successful if it caters for diverse customers. Also diversity presents opportunities in terms of staffing and business operations which could be used to develop a more significant efficient organisation (Metcalf and Forth, 2000, p.26). Gagnon and Cornelius (2002, p.26) advocate respecting diversity is seen as an organisational commitment to manage equality within the context of differing employee expectations, cultural traditions and religious requirements. To this end, respect for this aspect of employee identity is explicitly acknowledged and diversity of cultural heritage is viewed positively.

A different perspective was placed on the term respecting diversity by Employer 5 who included 'creative thinkers.' This concept of diversity differs from one usually associated with diversity of culture and race. The perspective raised by Employer 5 viewing diversity as 'creative thinkers' is referred to by Newell and Shackleton (2000, p.111) as there are differences between individuals in their psycho-social differences in abilities, personality, motivation and emotions as well as their ethnicity and gender. Given that jobs and organisations differ in terms of what they require it is important that employers recognise these differences in diversity because they are important to organisations in conducting their business effectively. This is supported by Ross and Schneider (1992, p.52) that every individual is unique by definition and the organisations that will succeed in the future are those that can harness this human aspect of diversity to advantage. Kandola and Fullerton (1994, p.35) show that employers reported benefits of improved teamwork and greater creativity as a result of valuing diversity.

### 5.2.2 Skills and abilities

The perception of equal opportunities in the world of work as including being judged on skills and abilities was common to the students and employers and their documents, although, this theme was missing in the schools' documents. This could be explained by the fact that the schools are not 'employing' students. However, developing the students' skills and abilities are relevant to schools. Developing a student's academic and social skills and encouraging them to achieve their potential are important aspects of schools. This is emphasised by the 'Every Child Matters' agenda (Hodge, 2004a, p.3).

One could ask if schools should focus on young people achieving personal and social development or be more involved in work based skills and abilities for employment. The consensus by the students, employers and employers' documents in this present study might suggest the latter as all these

sources emphasised that employees should be selected on their individual ability and skills to do the job. The importance of skills and abilities as part of equal opportunities in the world of work is also advocated by academics (Newell and Shackleton, 2000, p.111, Arora, 2005, p.10,) and the Government in the 14-19 Education and Skills White Paper (DfES, 2005a, p.4) to equip young people with the skills they need for employment. A study by Basit and McNamara (2004, p.102) on the recruitment of Newly Qualified Teachers (NQTs) supports this notion of skills and abilities taking precedence over ethnicity and gender. However, this point is contested by Pole (2001, p.349) saying that Black and Asian teachers are often located in curriculum areas such as language support and that their roles have more to do with their ethnicity than their intellectual abilities and training. This point is supported by Goldstein (2002, p.765) who states that organisations need to move towards a skill based rather than a race based ethos.

The young people in this study pointed out that everyone has an equal right to have a job provided they have the skills and that people should not be favoured if their skills are not up to the required standard. Employment laws such as the Sex Discrimination Act (1975), Disability Act (1995), have certainly made employers focus on the candidate's qualifications and ability to do the job as central features of recruitment so that irrelevant factors such as marital status and religious beliefs are not part of the recruitment process. Performance management and appraisal guidelines for employees have also enabled promotions within companies to be objective and related to skills and abilities. However, the literature also shows that there are inequalities in the labour market experiences between White and minority ethnic groups, with the latter suffering an employment disadvantage (Home Office, 2005b, p.16). A mismatch between the perception of the employers and reality is identified. This is further supported by research (Pathak, 2000, p.2), which shows that Black African men and women, despite being well qualified, experience high levels of unemployment with Black men more than twice the rate of White men.

### 5.2.3 Developing the individuals' abilities and valuing their contributions

The theme of developing and valuing the individuals' contributions was common only to the employers' and schools' documents. The schools documents emphasised developing the intellectual, physical, social, practical and aesthetic potential of the child. This was a strong feature of all the school documents. The employers' documents viewed equal opportunities as developing the abilities of their employees and valuing individuals irrespective of their race, ethnic origin, gender, sex, social background or colour.

The similarity in the employers and school documents is that equal opportunities in the world of work is seen as developing the individual. However, the schools documents focus on the individuals for the students' sake; whereas the employers focus on developing the individual for the self-interest or the needs of the organisation. This could be justified as the two institutions are focused on two different aspects.

The employer has a business to run and that the abilities of the employees should benefit the business is in the interest of the employer and the employees. Indeed, Dickens (2000, p.145) says equal opportunities fits well with the human resource management approach which emphasises valuing and developing people in pursuit of organisational effectiveness. Initiatives such as Investors in People (ibid) encourage employers to develop individuals which is of benefit to the individual and for the organisation receiving an award like Investors in People. Ross and Schneider (1992, p.10) state that equal opportunities is part of Total Quality Management and should help individuals fulfil their potential .

The schools' documents viewed equal opportunities as developing the students' intellectual, physical, social, practical and aesthetic potential, and also fostering self-esteem and valuing every student. The focus is on the individual child. This is in line with the education ethos that schools are there to educate the whole child. The individual child as the central figure in schools has been highlighted by such publications as Every Child Matters: Next Steps (DfES, 2004a); Every Child Matters: Change for Children (DfES, 2004b). The key features of these publications are:

To ensure that every child and young person has the opportunity to fulfil their potential... (DfES, 2004a, p.5).

The Government aims to achieve this through the 14-19 Curriculum reform programme starting from 2008:

The purpose of the education system is to help each and every individual reach their potential. This White Paper sets out how we build a system of 14 to 19 education that will do just that (Kelly, 2005a, p.3).

One could ask the question: what has the education system been doing in the past? In answer to this Lumby and Foskett (2005, p.177) suggest that we have arrived at a key period of opportunity in the development of education where a strong 14-19 sector can emerge but this should not be at the expense of past good practice.

The argument that in the world of work employers develop the individuals' abilities for materialistic reasons for the benefit of the organisation could also be applied to schools. With league tables and pressure on schools to meet their percentage of minimum target GCSE grades of A\* to C one could say that schools develop children's potential to achieve high examination results. Alternatively, teachers would strongly argue that schools are more than just about passing examination results to

achieve a good job in the world of work. Developing a child's physical, social, practical and aesthetic potential are equally important in education.

#### 5.2.4 Experience of the school curriculum

This was unique to the schools' documents which portrayed equal opportunities as: to prepare young people to understand and take part in a diverse world by ensuring that all students have equal opportunity to access and experience the curriculum and that teaching methods take account of ethnicity and language needs. The school curriculum, including extra-curricular activities is the main vehicle for delivering equal opportunities in schools. The school documents covered a range of curriculum issues relating to equal opportunities from admission procedures to teaching methods taking account of ethnicity and language needs of all students with no barriers to students' achievements. This theme is expected to be unique to schools as the delivery of the school curriculum is a priority for schools. Schools have a legal requirement to have equal opportunity policies, which cover appointment of staff, governors and visitors to the school (CRE, 2000, p.20).

The understanding of equal opportunities that students gain from the school curriculum can be taken into the world of work. Employers are interested in what schools teach and how they prepare students for the world of work (DfES, 2004c, p.1). Lumby and Foskett (2005, p.171) contend that employers often display the 'culture of blame' in that the education system fails to address the shortfall in core and key skills needed in business as well as the numbers of young people in vocational training.

This was also identified by The Tomlinson Committee (Working Group on 14-19 Reform 2003) and propounded in the 14-19 Education and Skills (DfES, 2005a, p.4) report that employers held the view that young people lack key generic skills and attributes needed for work and life. With the introduction of the new Specialised Diplomas the Government expects employers to have a greater input into the school curriculum to provide young people with an insight into work and provide the skills, knowledge and understanding for employment (DCSF, 2007, p.5).

In addition, the school curriculum and equal opportunities policies have a direct bearing on work experience as equal opportunities should permeate every aspect of the curriculum including work experience (NCC, 1991, p.7). Since September 2004, there has been statutory requirement for schools to include work related learning within the curriculum for all young people during Key Stage 4 (QCA, 2003, p.2). The statutory requirement is for schools to make provisions through, about and for work by providing opportunities of direct experience, knowledge and understanding of work (DfES, 2006d, p.3). Equal opportunities legislation should be applied to students on work experience and work related learning programmes (ibid, p.28). Work experience organisers should not only inform employers of their equal opportunities policy but also monitor the placements to ensure that this does take place.

Critics of the 14-19 changes include Lumby and Foskett (2005, p.164) stating that 'this change is simply turbulence, a reworking of the surface of the ocean that made little difference to the underlying pattern'. It is argued that instead of providing opportunities for the aspirations of individual young people the curriculum changes for 14-19 age range will result in confusion and contradiction (ibid, p.168). Lumby and Foskett suggest confusion because of the speed of change with the first Diplomas available in 2008 and contradiction because of the development of vocational programmes and at the same time retaining A Levels. The rhetoric of the vocational and academic curriculum has been part of the twentieth century and continues into the twenty-first century.

The school documents in this study on equal opportunities in the world of work showed the school curriculum prepares students to take part in a diverse world including the world of work. A differentiated curriculum to meet the needs of all pupils, including Special Education Needs (SEN) whether they be behavioural, learning or physical needs was also covered by the vision of equal opportunities as an experience of the school curriculum for all students to prepare them for the world of work.

Language needs were also identified in the school documents as part of equal opportunities so as to prepare young people to understand and take part in a diverse world of work. The language needs of students is as important in the twenty first century as it was in the 1960s and 1970s, with the arrival of children from the Indian sub-continent and Uganda. With greater globalisation and the opening of the borders of the former Eastern European Soviet bloc states and increased mobility within the European Union members have resulted in greater numbers of students who have European languages other than English as their first language (Smyth, 2003, p.2). For equal opportunities and social inclusion to be available for bilingual pupils; schools must enable all pupils regardless of their language background, to achieve their potential and participate in the world of work (ibid, p.5).

### 5.3 Students' perceptions of equal opportunities in the employers' recruitment material

The analysis of the students' perception of the message of equal opportunities in the recruitment material identified four themes:

#### 5.3.1 Theme 1: Uncertain about the existence of equal opportunities

This theme emerged strongly from the students viewing the recruitment material as illustrated by the extracts quoted in section 4.1.2.

The students stated that they could not see the message of equal opportunities and criticised the recruitment material for being 'white male dominant' and not showing a mix of cultures. The

perception of the employers being white male dominant was common to males and females and different ethnic groups of the students interviewed. The absence of people with disabilities as well as a lack of cultural diversity in the recruitment material was also noted by students. Concern over racism was expressed by males and females across all the ethnic groups interviewed. The students also suggested reasons as to why there was a lack of cultural diversity in some organisations. They suggested that the culture of ethnic minorities may prevent them from joining the Army or Police Service. The Fire Service was not seen as an 'academic' career by the Asian parents who aspire the professions of Lawyers and Doctors for their children. These perceptions of the students are supported by Cashmore (2001, p.655) with regard to recruitment into the Police Service. Cashmore states that reasons given for the lack of ethnic minority officers include family or peer resistance, restricted promotion opportunities and that racism of some form, whether 'unwitting' or intentional remains the highest barrier. African-Caribbean youths are thought to face peer group pressure not to become members of the Police Service as it is seen as an enemy in its eyes (ibid, p.643).

Pathak (2001, p.10), REPS (Home Office, 2005b, p.16) and The Equalities Review (Phillips, 2007, p.62) suggest that minority ethnic groups continue to suffer an employment disadvantage and that employer discrimination is a part of this. The Policy Research Institute on Ageing and Ethnicity (Patel, 2007, p.5) survey found that 35.5% of Small and Medium Sized Enterprises (SME) do not have ethnic minorities in their work force and some had no managers from an ethnic minority background. It is recognised by the Government (Home Office, 2005, p.51) that race equality is not just about reducing differences in the labour market but also about making people feel that they will not be discriminated against. The Citizenship Survey (ibid, p.52) showed that there were several organisations (Police, the courts, Crown Prosecution Service and Prison Service) for which the minority ethnic groups reported higher levels of perceived discrimination than the White population. 34% of the Black population, 21% of Asians felt that they would be discriminated against by the Police, where as the figure for the White population was 5%.

The Citizenship Survey also reported that Black people had the highest rate (39%) and Asians (31%) of job refusal and perceived unfair treatment at work. In all the ethnic groups, race was given as the key factor in being refused a job or promotion (Home Office, 2005b, p.59).

This point is further propounded by Bhavnani's research (2006, p.54) showing that young people perceive that it is harder to get the job you want if you are Asian, Black or Black Caribbean. My findings support the above because the students' interviews showed that they do perceive discrimination in employment. Conversely, the employers' interview data in this study shows that the employers do not perceive discrimination in employment. The employers state that all employees are treated with dignity, free from bullying, harassment and discrimination. The employers' documents go further and suggest that discrimination is challenged and opposed. My

findings show a mismatch between the students' and the employers' perception of discrimination in employment.

Another aspect of the students' expression of uncertainty about the existence of equal opportunities in the recruitment material was discrimination against women, which was expressed by male and female students. The five employers in this study specifically featured women and ethnic minorities in their recruitment material. The students commented on some of the images used in the recruitment material as demeaning and offensive to women using terms such as 'bimbo' and 'patronising'. As noted by Dickens (2000, p.142), whilst the UK has highest rates of women's participation, the labour market is the most gender segregated in the UK; with most women concentrated in part time work and mainly in clerical and personal services and sales. A study by the then Equal Opportunities Commission (EOC, 2007, p.3) found that many Bangladeshi, Pakistani and Black Caribbean women struggle to get jobs and to progress within them. This is despite rising achievement in school and having a clear ambition to succeed. Women from all backgrounds continue to be under-represented at senior levels. This concurs with and may explain the finding of this study that young people do not perceive the message of equal opportunities in the recruitment material because there is under-representation of women and ethnic minorities in key areas.

Discrimination in the labour market against women is recognised by Saunderson (2002, p.376) and Mellor (2004, p.10) stating that there are still barriers preventing young women from choosing jobs in areas traditionally linked to men and vice versa. Also that women entering male-dominated workforces are not accepted by male colleagues or even harassed. Mellor (2004, p.11) advocates that employers have a responsibility to tackle harassment or unfair treatment of any kind. The students in this study share the academics view on the discrimination against women. Whereas the employers interviewed in this study suggest that discrimination of all kind is opposed.

### 5.3.2 Theme 2: Images are deceiving and employers have materialistic reasons for employing people of different races

This study has found that the images in the recruitment material viewed by the students were seen as deceiving and not an accurate portrayal of reality but as tokenism. Students suggested that employers have materialistic reasons for employing people of different races. The students stated that one of the reasons that the employers recruited women and ethnic minorities is because of legislation. This issue is raised by Williams (2006, p.6) who admits that employers can regard equal opportunities as a legislative problem because no employer wants to be taken to a tribunal. Other academics Ross and Schneider (1992, p.54), Dickens (2000, p.145) agree that equal opportunities can be seen purely in terms of meeting legal requirements. This view is propounded by Hoque and Noon (2004) who suggest further that equal opportunities initiatives are adopted to give a positive company image:

'Moreover, critics argue that equal opportunities policies can be a façade behind unfair practices, prejudice and inequality' (p.483).



Also Ross and Schneider (1992) state that recruiting members of a minority group becomes an end in itself and 'tokenism' follows:

This has been a particular feature of experience in the United States where managers would boast of their equal opportunities performance. Recruiting a black female became colloquially known as a 'two for'. This meant two points for one recruit: one because she was female and another because she was black' (p.51).

The issue of tokenism is also raised by Coussey and Jackson (1991, p.71) and Arora (2005, p.93) in that successful women and ethnic minority staff can make important contributions but there may be difficulties if they are made to feel that they are being used as a token. Alternatively, it could be said that even if the reasons for employing minority groups are materialistic both the employer and employees benefit. Metcalf and Forth (2000, p.10) found that a retail company believed that an increase in ethnic minority staff in their stores had led to increase in ethnic minority customers. Also employees benefited from improved employees relations (ibid, p.10). These benefits are supported by Coussey and Jackson (1991, p.2) and Williams (2006, p.6).

### 5.3.3 Theme 3: Recognition of change – employers are attempting to tackle problems of discrimination

This finding of the study shows that young people are recognising that change is taking place. The results in 4.1.2 illustrate that the students had noticed change in the non-sexist language used by employers for example 'fire fighters' instead of 'firemen'. The students also commented on events such as the Stephen Lawrence Inquiry having an impact on employers promoting equal opportunities and tackling institutional racism. This point is acknowledged by academics such as Clements (2000, p.28) and Cashmore (2001, p.642). Clements outlines the changes recommended by the Stephen Lawrence Inquiry for the Police Service, including training in equal opportunities. Whilst Cashmore (2001, p.657) points out that promoting ethnic minority recruitment has been upgraded to a priority from a desirable outcome.

The recognition of change perceived by the students identified by this study can be linked to Dickens' (2000, p.138) statement that signs of progress towards greater equality of opportunity in employment can be seen in employers declaring in recruitment advertising that they are an 'equal opportunity employer'; as well as appointments of equal opportunities personnel do help to signal to all staff that the company is changing (Coussey and Jackson, 1991, p.17). Initiatives such as Opportunity 2000, Race for Opportunity, and 'Positive about Disabled People' (Dickens, 2000, p.138) emphasise a culture change, demonstrating commitment and changing behaviour (ibid). The placing of job advertisements in ethnic minority publications and in Asian TV channels was common to all

five employers in this study. This shows a culture change with employers now 'taking' themselves to the ethnic minorities.

Change is also recognised with the impact of globalisation (Bhavnani, 2001, p.12; Tulchin and Bland, 2005, p.1; Kaplinsky, 2005, p.19). Globalisation has exposed UK employers to new cultural and social practices meaning that customers and potential employees leaving school or college in the twenty first century do not tolerate practices that were acceptable in the past (Williams, 2006, p.6).

#### 5.3.4 Theme 4: Role models/diversity attracts diversity

The students suggested that role models were necessary to encourage ethnic groups to apply as 'like attract like' and that they would feel more comfortable, less threatened if they had people from their own background working with them. The students supported the idea that diversity attracts diversity in commenting that a greater range of people were needed in the recruitment material. The students' perception of diversity acts in a role model capacity in the recruitment material, raising the issue of role models in the world of work. This is noted in the literature from the EOC (2007, p.9) in relation to ethnic minority women that showed where they cannot see ethnic minority women represented in the workforce they would not apply to work there because they feel excluded. A similar vein is suggested by young girls aged 14 to 26 year olds (Hilpern, 2007, p.6) stating a lack of positive role models working in traditionally male environments deterred them from entering male-dominated professions. Miller (2007, p.5) gives prominence to this in stating that there is a growing awareness of the influence of role models and employers are seeking to increase the diversity in the recruitment of the people they attract. Miller (ibid) contends that the science, engineering and technology sector needs to promote individuals to become role models because this sector has stereotypes to overcome. The importance of role models in promoting equal opportunities is also an issue identified in other academic literature (Foskett and Hemsley Brown, (1997, p.11), Basit and McNamara (2004, p.97) Arora (2005, p.16), and by the government OfSTED (2001, p.19).

The value of role models is advocated by Blair (2001, p.108) for Black teachers having a positive impact on the lives of black students in that they could help them relate to issues of behaviour, identity and self-respect. Conversely, this is also possible for White teachers and there are arguments that minority pupils do not always identify with teachers of the same ethnicity as themselves (Pole, 1999, p.322). Pole refers to some black pupils not accepting black people in the role of a teacher and the use of the term 'coconut' and not 'black enough'. Pole (1999, p.323) quotes another example of ethnic minority teachers experiencing difficulties in being accepted by their own minority group for example a Muslim teacher's authority being refused by a group of Sikh teenage boys. Others (Carrington and Skelton, 2003, p.253; Allen, 2000) also refer to the limitations of using the role model argument to support the need for diversity. Allen (ibid) refers to the Harvard Law School protests against the appointment of black women as role models suggesting this would lead to the demise of excellence. Role models are important as suggested by the students in this study

but they are against positive discrimination as in line with Allen, they believe that people should not be appointed at the expense of quality (ibid).

#### 5.4 Summary

The above discussion of the themes across the groups in relation to the two research questions has highlighted the following. Firstly, that there are links between how young people and employers perceive equal opportunities in the world of work. There is commonality in the way equal opportunities in the world of work is perceived by young people and employers and in the portrayal of equal opportunities in the documents for employers and schools. The view of equal opportunities in the world of work as being fair, no discrimination and respect was common to all these groups. There are also differences in the perception and portrayal of equal opportunities in the world of work as some themes are not common to all four groups namely, the students, employers, school documents and employers' documents. Secondly, with regards to the recruitment material, the finding is that young people do not perceive the message of equal opportunities in the material.

In the following final chapter conclusions are drawn from this discussion in relation to each of the research questions. Implications of these are discussed and recommendations are made from this study for schools and employers. The next chapter also gives the significance of this study and explores the limitations and identifies future research.

## Chapter 6

### Conclusions

## 6.0 Introduction

This final chapter summarises the previous chapters and re-iterates the two research questions. It draws conclusions from the findings in relation to the research questions, discusses implications and makes recommendations for schools and employers. This chapter also considers the significance of the study, outlines its limitations and identifies future research.

### 6.1 Summary of previous chapters

This study started with Chapter 1 introducing the purpose of the investigation and rationale. It discussed the key factors that prompted this study; namely my professional context, globalisation, political influences, the literature and the educational context. The research questions were also stated. Chapter 2 comprised the Institutional Focused Study (IFS) which critically reviewed the historical and philosophical underpinnings of equal opportunities and stated the author's beliefs on this phenomenon. A critique of the literature was also undertaken, including government legislation. Studies on young people's career aspirations and the emerging themes on equal opportunities were also reviewed providing further direction in the designing of the specific research questions. Chapter 3 set out the research design for this study. The rationale for the methodology and methods selected were discussed including a justification of the selected participants. In addition the analysis design and ethical considerations were presented and justified. Chapter 4 presented the results and identified the main findings from the data, which showed that there are links as well as differences between how young people and employers perceive equal opportunities in the world of work and how it is portrayed in the documents for employers and schools. This chapter also identified that young people do not perceive the message of equal opportunities in the recruitment material. Chapter 5 discussed the findings in relation to the literature on equal opportunities in the world of work.

### 6.2 Research questions

The aim of this study was to answer two research questions:

How do young people and employers perceive equal opportunities in the world of work?

Do young people perceive the message of equal opportunities in employers' recruitment material?

The findings of this study are related to improving Careers Education and Guidance (CEG) in my own and local schools.

### 6.3 Conclusions

The discussion in Chapter 5 draws me to the following conclusions in relation to each of the research questions.

### 6.3.1 How do young people and employers perceive equal opportunities in the world of work?

The first conclusion from this study is that there is consensus as well as differences in how young people and employers perceive equal opportunities in the world of work and how it is portrayed in the employers' and schools' documents. This consensus is inspiring as it shows that young people and employers are in agreement in their vision of equal opportunities in the world of work and that the consensus is followed through in policy documents. This consensus can be built upon to further equal opportunities in the world of work.

However, while the differences in how equal opportunities in the world of work is perceived and portrayed by the aforementioned can be enriching and add variation, such differences need to be addressed if equal opportunities in the world of work is to progress further, especially if these differences are not to become tensions and cause conflict between young people and employers. A common vision by those in schools and employers is central to the effective implementation of equal opportunities in the world of work for all young people.

The above conclusion leads me to draw the second conclusion that the consensus shows commitment of both young people and employers to equal opportunities in the world of work. This is in line with Bhavnani (2006, p.72) who states that when choosing a future job, it is important for this generation of young people to work for an employer who has commitment to equal opportunities and welcomes staff from a range of backgrounds.

Thirdly, this study concludes that although there is consensus in how equal opportunities in the world of work is perceived by young people, employers and portrayed in the documents for employers and schools, the differences highlight the complexity of equal opportunities in the world of work. This complexity is also shown in the literature review in 1.1.2 and 1.1.5, for example, by academics such as Cornelius (2002), Arora (2005), Clements and Spinks (2000 and 2006). The complex and interrelated nature of equal opportunities in the world of work is a challenge for schools and employers.

### 6.3.2 Do young people perceive the message of equal opportunities in employers' recruitment material?

In answer to this research question the first conclusion is that the young people in this study do not see the message of equal opportunities in the world of work in the recruitment material. There is a mismatch between the young people's perception and employers' perception of the recruitment

material. The employers produce recruitment material, which they believe is representative of their commitment to equal opportunities. However, the young people are saying that they do not always perceive this message in the recruitment material.

The recruitment material is an important link between employers and young people as this is often the first link between young people and the world of work. This study has shown that there is a mismatch in this vital link. The young people interviewed in this study did not see the message of diversity and criticised the recruitment material for lack of role models. The extracts quoted from the students' interviews in Chapter 4 (section 4.1.2) illustrate that young people want to see people of their own background – females, males, ethnic minorities as 'diversity attracts diversity'. Although, conversely the young people did express their feelings against positive discrimination to meet recruitment targets for ethnic minorities or women.

On the positive side, the second conclusion in relation to this research question is, that despite the young people having doubts about the existence of equal opportunities in the world of work, they did recognise that change was taking place and the efforts of employers to tackle the issue of discrimination at work. The young people acknowledged some employers show the drive for equality and commitment to equal opportunities in the world of work. They commented on the Stephen Lawrence Inquiry (Macpherson, 1999) as having an impact on employers promoting equal opportunities and addressing institutional racism. The students also expressed the hope that they would have equal opportunities when they applied for work, but commented that there were no guarantees, despite laws on equal opportunities in the world of work. This expression was made by White young people as well as Black and Asians showing that the young people did not take it for granted that they would have equal opportunities in the world of work just because they are White.

The recognition of change and positive comments made by the young people should be encouraging to employers who have invested time and money into promoting equal opportunities in the world of work. However, there is no room for complacency. The conclusion that young people cannot see the message of equal opportunities in the recruitment material has implications for employers and schools, as they need to address these perceptions of young people if they are to attract a diverse workforce in the future. Employers need to capitalise on the positive comments and address the negative issues raised by the young people as in summary both employers and young people are committed to equal opportunities in the world of work. However, even though there is commonality there is also a mismatch in some areas of understanding in equal opportunities in the world of work and also in how young people and employers see the recruitment material, which is the main link between young people and the world of work. There is complexity of the concept and in implementing this in the employers' recruitment material so that the 'end-users' share the message of equal opportunities in the world of work. These points lead directly to the implications of these conclusions for schools and employers, which follow.

## 6.4 Implications of this research

These conclusions suggest two sets of implications; firstly in schools and secondly for employers. These are presented next.

### 6.4.1 Implications for Careers Education and Guidance (CEG) and teachers in schools

The implication for CEG in schools on building on the understanding of equal opportunities in the world of work is to ensure that the differences do not become points of conflict between young people and employers. Improved careers education can enable young people to make use of advice by ensuring it reflects current and emerging practice in the world of work including equal opportunities. With the proposal of raising the leaving age for education and training up to 18 years by 2015 as outlined in the Education and Skills Bill 2007 (DCSF, 2007) CEG has a major role in the education of young people.

The need for improving CEG in schools is advocated by the DfES (2005c, p.4), Bhavnani (2006, p.x), Prosser (2006, p.vii) and Barr (2007, p.15 and 2008, p.11). The DfES (2005c, p.16) states that insufficient priority is given to CEG in schools and recognises the importance of good CEG in providing an understanding of the job market especially with more diverse opportunities (ibid, p.8). CEG can contribute to the understanding of equal opportunities in the world of work in a fast changing society with the opportunity for continued employment in the world of work (Allen, 2007, p.5). The implication for CEG to further develop an understanding to equal opportunities in the world of work is that CEG needs to be mindful of the knowledge and understanding that young people bring with them. This present study shows that young people already have an understanding of equal opportunities in the world of work and careers teachers and advisers need to build on and perhaps challenge this understanding.

CEG presented in a way that meets the needs of young people – especially in relation to ethnicity and gender factors is essential for them to effectively experience equal opportunities in the world of work. Bhavnani's study (2006, p.44) found that Black Caribbean, Pakistani and Bangladeshi girls did not get the careers advice from schools to consider jobs that would fulfil their potential. In addition, Black girls were most dissatisfied with careers advice and its ability to widen their options (ibid, p.76). This point is concurred with the EOC report (2006, p.5) and further propounded by Prosser (2006, p.9) in relation to girls in that they need more understanding of the world of work and better CEG. This is an issue that needs to be addressed by CEG in schools if it is to promote a better understanding in the world of work.

Another implication for CEG in schools is the training of careers teachers. It is important that training of CEG teachers includes the latest developments and issues of equal opportunities in the world of work. This will enable effective careers education programmes which may take account of the findings and conclusions of this present study. Indeed, Blair (2001, p.20) suggests that initial teacher training needs to promote equal opportunities in the world of work. Blair (ibid) found that newly qualified teachers stated that they knew nothing about equal opportunities in the world of work. This view is further supported by Dhillon and Maguire (2001, p.4) who state that teachers – those training and experienced – need to be trained and prepared to challenge inequalities within schools and outside. As recognised by Andrews (2007, p.30) no one trains initially in CEG so teachers need professional development and training for the role. If students are to receive good quality CEG it is important that teachers of CEG have the relevant training. Students' career plans are influenced by subject teachers, therefore, all teachers, need to be kept up to date with equal opportunities in the world of work and progression routes (ibid).

The importance of training CEG and the concern that CEG teachers often have other responsibilities in addition to CEG has been propounded by OfSTED (DfEE, 1998, p.18); Law (2000, p.287) and Walkling (2006, p.20). Furthermore, Jones (2000a, p.38) advocates that careers teachers should take active participation in equal opportunities in the world of work by monitoring destination statistics of their own students by ethnic breakdown and by providing an understanding of issues of culture and lifestyle in the world of work. The National Standards for Subject Leaders (National Association of Careers and Guidance Teachers [NACGT], 1999, p.5) state that CEG teachers should have knowledge and understanding of employment law and equal opportunities legislation.

Another important aspect of training is that it needs to be part of continued professional development as equal opportunities in the world of work are dynamic and it is important that teachers remain up to date with developments (NACGT, 1999, p.4). Andrews (2008, p.1) emphasises that local authorities and schools need to provide curriculum support and INSET for careers education.

The findings of this study are not only significant to Careers Education and Guidance teachers but also to teachers delivering Citizenship and Vocational and Diploma courses and subject specific teachers like Business and Economics teachers. The findings are significant to these teachers because Citizenship Education has been a statutory component of the school curriculum (QCA, 2000) and teachers are expected to educate young people to acquire skills to participate in a culturally diverse society (Maylor et al, 2007, p.4). This is particularly the case as since 2004 schools have a statutory obligation in Key Stage 4 to provide work-related learning for all students, to enable them to learn through experience of work (QCA, 2003, p.2). This requirement makes this study significant to all teachers not only those connected with Careers Education and Guidance to enhance their collaboration with employers and businesses to support work related learning (Lumby and Foskett,



2005, p.137). Also the present 14-19 Curriculum changes taking place with the Diplomas with national entitlement in 2013 for every young person to study one of the fourteen lines of Diplomas (DCSF, 2005, p.3) means enhancement of choice for young people in relation to education and training. As a result all teachers involved in partnership with employers can produce positive change by ensuring that the needs of the young people and the provision of education and training is with due regard to equal opportunities (Foskett and Lumby, 2005, p.29).

#### 6.4.2 Implications for employers

One implication for employers is that greater liaison with schools will enable the differences in understanding of equal opportunities in the world of work between young people and employers to be addressed. The employers commented on bad press as influencing the perceptions of young people. For example, the Police Service acknowledged that Black young people may think the Police are racist because they hear about stop and search of Black people reported to the Media and from friends. The influence of the Media, acknowledged by the young people and employers, often portraying a negative image of employers is an area that employers need to address with closer liaison with schools. The Department for Children Schools and Families (DCSF, 2007, p.30) state that it is difficult to build a comprehensive picture of the quality of employer engagement hence supporting the need for more effective liaison between schools and employers to learn from each other.

The 14-19 changes with the new system of vocational diplomas to combine academic and vocational learning provide the window for better liaison between the world of work and schools. For example, the Government 14-19 Education and Skills (DfES, 2005a, p.6) programme is based on working with employers to offer more opportunities to young people to learn at work and outside school.

A further implication for employers and schools of the conclusion that young people did not perceive the message of equal opportunities in the recruitment material is that more input is required by employers into the school curriculum. In line with Allen (2007, p.2) promotion and consolidation of key skills by young people and development of their employability skills like Information Technology in the workplace will enable young people and employers to further the progress of equal opportunities in the world of work.

Another implication of this study on young people's perceptions of equal opportunities in the world of work in the recruitment material is a lack of role models. The shift of emphasis from integration to diversity is recognised by Clarke and Speeden (2001, p.6). This present study has identified that as 'diversity attracts diversity', the young people wanted to see people of their own background in the recruitment material. This challenges the view put forward by academics such as Allen (2000) and Carrington and Skelton (2003, p.258) that simplistic claims are made about role models bringing about change in the status quo (Carrington and Skelton, 2003, p.262). The young people interviewed

in my study said they would be attracted to apply to organisations that had people from their own background and gender. Sociological theory maintains that identification with groups and with individuals occupying designated status does not occur randomly but by the structure of established social relationships and prevailing cultural definitions (Merton, 1968, p.356). This point can be related to my study in that diversity in the world of work is an important factor. Young people applying to organisations are more likely to emulate and look up to someone from their background or gender who has succeeded in the career the young person is interested in. If we accept the above sociological theory that identification with groups or individuals occurs because of social relationships and cultural definitions it is essential that employers give prominence to employees of ethnic background and women and other under-represented groups so that they can attract a variety of young people.

## 6.5 Recommendations

Employers and schools need to acknowledge that policies on equal opportunities and their implementation have to be open to revision and change:

...the growing linkages in globalizing practice can support an increasing recognition of people's shared needs and concerns and this can provide the basis for dialogue between schools and employers (Gould, 2004, p.199).

Employers and schools would contest that they have equal opportunities policies and their documents are evidence of their commitment to equal opportunities and compliance with the law. In the employers' interviews, they recognised that young peoples' perceptions of employers as providers of equal opportunities was crucial. However, having equal opportunities policies as a paper exercise is of little value unless it is implemented effectively. As El-Sawad et al (2006, p.277) say policies alone are not enough. What happens in day-to-day practice will promote a culture of equal opportunities in the world of work. Employers in my study were realistic in their recognition of barriers to implementing their equal opportunities policies, including changes in attitude as people do not like changing their views. Certainly, training in equal opportunities and monitoring of equal opportunities policies has been given impetus by the Race Relations (Amendment) Act 2000. Nonetheless, despite the efforts of schools and employers, this study has shown there are differences in some areas of understanding of equal opportunities in the world of work by the young people.

As a result this study recommends a model of an Embedded Mutual Partnership. In line with Clements (2000, p.88) the development of this model is more than just a diagram as it flows from the research as explained in 6.5.1. The model of Embedded Mutual Partnership is identified in Figure 1.

## Figure 1 Embedded Mutual Partnership

The Embedded Mutual Partnership will enable the shared consensus and different perceptions of young people and employers to be valued and stimulate change to allow further progression of equal opportunities in the world of work.

Schools and employers might contend that they already have a partnership through school-business links and work experience (National Curriculum Council, 1991, p.3; DfEE, 1999, p.2). Nonetheless the Department for Children, Schools and Families (DCSF, 2007, p.6) claim the need to improve employer engagement to meet future challenges to raise standards and improve work related learning outcomes for young people. Allen (2007, p.2) contends the need for schools to improve quality and quantity of links with businesses. Also Miller (2007, p.11) advocates that employers did not get engaged in schools as they saw such activities as being peripheral to business or because they did not know how to be involved. However, my partnership model is unique as outlined in the next section.

### 6.5.1 The distinctive nature of the Embedded Mutual Partnership

The Embedded Mutual Partnership is distinctive because, firstly, it is not just a conceptual ideal but a practical means to further equal opportunities in the world of work by linking the two communities of the young people in schools – our future workforce – with employers in the workplace. The Embedded Mutual Partnership is distinctive as it provides a way of moving beyond the rhetoric to implementing the partnership at a local, micro-level. This Embedded Mutual Partnership will link principle and practice across the two environments of schools and employment to address the differences in understanding in equal opportunities in the world of work and in how young people and employers perceive the recruitment material outlined in this study. Secondly, it is an Embedded Mutual Partnership, which means a centre-stage mutual partnership in local context is recommended. It is an embedded partnership. That is, it is not an ‘add on’ but it is firmly rooted and an intrinsic element that permeates the school curriculum, including the hidden curriculum and work places.

A third distinctive feature of the Embedded Mutual Partnership is that it is developed from the suggestions of the participants in this study. It represents the voices of the young people and employers in this study. As a result it is ‘bottom up’ model in contrast to a ‘top down’ approach where ideas are imposed on young people. As Phillips states:

‘The old approach of a top down state – which pulls levers either by law or by central government to improve outcomes for particular groups – is no longer appropriate or effective in an increasingly diverse and individualised society’ (2007, p.37).

The bottom up model emanates from the young peoples’ and employers’ ideas empowering them to contribute ideas that the schools and employers can discuss and develop in collaboration with the young people. The bottom up approach gives young people responsibility and mutual status in power sharing and ownership of the Partnership. In this approach, each person’s contribution is valued and as it is an embedded partnership, the young people share a central role as active participants with the schools and employers in the development and implementation of policy and practice in progressing equal opportunities in the world of work. This is in line with current education thinking of the Every Child Matters agenda (DfES, 2003, p.13) giving young people real ownership and responsibility for proactive engagement in learning (Blair, 2004, p.43 and Lumby and Foskett, 2005, p.145). Also with the Government proposal for raising the leaving age to 18 year olds by 2015 (DCSF, 2007) I would argue that these young adults have a right to be mutual partners.

A fourth distinctive feature of this model is that this Embedded Mutual Partnership gives a platform to equal opportunities in the world of work, placing it high on the agenda of schools, employers and young people because although great progress has been made, there is no room for complacency.

### 6.5.2 The principles of the partnership

The principles of the Embedded Mutual Partnership model are that it is:

Developed in local contexts, with CEG, Citizenship and Diploma teachers taking a lead role;

Based on mutual esteem between the identified young people, specific schools and specific employers so that all three partners' contributions are valued;

A shared responsibility by the schools, young people and employers for developing a collaborative partnership;

A shared philosophy on improving equal opportunities in the world of work to give a meaningful purpose to the partnership by having common goals whereby the similarities and differences in views can be built upon to bring change.

### 6.5.3 The implementation of the Embedded Mutual Partnership

To enable the Embedded Mutual Partnership to become a reality and put the above principles into practice it is envisaged that the Partnership:

Is implemented at the micro level; that is, young people in individual schools with their local employers so that it is feasible and effective;

Establishes a working group that has a committee structure to produce the protocol and implementation plans;

Includes representatives from employers, teachers and students from under-represented groups; especially in relation to ethnicity and gender to ensure diversity in the partnership and to act as role models;

Is incorporated into the individual schools' and employers' equal opportunities policy;

Is ensured through the identified employers, schools and students making certain that they take an attitude of shared responsibility; that is, it is not just the responsibility of one designated person or department but a priority for all;

Builds on current good practice so that the previous good work is not undermined;

The partnership sees continuing professional developments for teachers and employers as critical in their work with young people;

Sets aside time for regular meetings to embed the partnership;

Is enthusiastic and willing to invest time and resources in producing learning opportunities for all partners;

Has all members - employers, teachers and students - moving routinely into each others' space, including students' common rooms, rather than as visitors for meetings, staff development and planning activities;

The partnership involves partners feeding back developments to the rest of the employees, teachers and students, for example, in CEG and recruitment material;

Regularly monitors and evaluates outcomes from all the partners so that it progresses and adapts to changes in equal opportunities in the world of work.

#### 6.5.4 The practicalities of the Embedded Mutual Partnership

It is recognised that the above concept of the Embedded Mutual Partnership is likely to present several challenges for schools and employers and there are a number of practicalities to consider. Firstly, is how the recommended mutual power sharing would work. Are teachers or employers prepared to give this status and empower each other and young people? In accepting this partnership, will teachers and employers need to re-position themselves to give each other and young people mutual status? Will young people be able to take on the responsibility that is needed? For a true partnership to occur teachers and employers and young people need to work collaboratively and negotiate with each other and be willing to learn from each other. This may be difficult when teachers and employers are more familiar with the traditional relationship with young people learning from them and pupils are used to viewing adults as figures of authority. The Embedded Mutual Partnership will need to negotiate an agenda based on mutual respect and shared responsibility.

Secondly, there are important practicalities to consider in implementing the Embedded Mutual Partnership. For example, it is a legal requirement that adults working with young people have been cleared by the Criminal Records Bureau (CRB) (Criminal Records Bureau, 2002) and would need those employers working in the Embedded Mutual Partnership to comply with this. A way of overcoming this issue is to have a set of regular employers who have been CRB checked working in the Partnership. While there may be practical difficulties in the case of absence or withdrawal of

personnel such practicalities are not insurmountable and should not detract from the importance of implementing the Embedded Mutual Partnership to further the relationship between schools, young people and employers.

A third practicality of successfully implementing the Embedded Mutual Partnership is the issue of financial cost. Teachers, the young people and employers may be willing to give up their time for free but if this is concept of Partnership is to be a sustained in practice, finance may be an issue. The question of who will pay needs to be asked. As acknowledged by Lumby and Foskett (2005, p.141), resource costs, both in terms of the cost of the project activity and the cost of sustaining the Partnership is a common problem for the success of partnerships. A solution to this practicality is to have a realistic budget for the Partnership which is regularly reviewed.

There is also the issue of who allocates the budget and, consequently, the issue of control through such financial allocation. This issue of control is raised by Lumby and Foskett (2005, p.138) with regard to the financial allocation of local Learning and Skills Council and by statutory control of the Key Stage 4 curriculum by the Government. If employers paid for the running of the Partnership they may exercise more control which goes against the ethos of the mutual partnership. However, a solution to this practicality is that a neutral partner is responsible for financial allocation and control. For example, the funding of the 14-19 Diplomas is from the Dedicated Schools Grant (DSG) which has provided funding to increase practical learning opportunities for the 14-19 changes (DCSF, 2008a). The DCSF announced a £60 million capital funding for the Diplomas including the funding of partnerships with employers (ibid). The DCSF propose a Non-Departmental Public Body to enable local authorities to commission effective provision for young people whilst ensuring budgetary control (DCSF, 2008b, p.18). Funding the Embedded Mutual Partnership is challenging because it requires trust and professionalism but again this practicality should not detract from the benefits of the concept of Embedded Mutual Partnership for the partners.

#### 6.5.5 Summary of the Embedded Mutual Partnership

This section has recommended that the Embedded Mutual Partnership is adopted by schools and employers on a micro level to further the work on equal opportunities in the world of work by including young people as mutual partners. This study recognises that schools and employers are already working together for the benefit of young people and this good practice can be built on with the Embedded Mutual Partnership. This section has also given the distinctive nature of the Embedded Mutual Partnership, particularly the 'bottom up' approach emanating from the young people's and employers' voices. The principles and implementation of the Embedded Mutual Partnership have been outlined including the challenging practicalities of this Partnership. It is advocated that these challenges should not detract from the advantages of schools, employers and young people working together in a mutual partnership to further progress equal opportunities in the world of work.

## 6.6 Significance of the Study

This study is significant in several ways. Firstly, it makes a contribution to knowledge by providing insight into equal opportunities in the world of work. This is significant as it adds to an under explored area as presently there is a dearth of literature on how equal opportunities in the world of work is understood by young people and employers and how this is evidenced in policy documents. It also shows how the message of equal opportunities in the world of work is perceived by young people (potential employees) in employers' recruitment material. This study contributes to further debate on equal opportunities in the world of work by particularly adding the perspective of young people.

Secondly, equal opportunities in the world of work is presently a matter of high priority at a national level through changing historical and philosophical underpinning, employment legislation and education policy as shown in Chapter 2. This study provides an in depth insight of this national picture at a local level. This study provides a 'timely' snapshot.

Thirdly, although it is not possible to make generalisations from this one case study, this research might be useful to those in similar contexts. For example, studies on people with disabilities and equal opportunities in the world of work. There is a possibility of dissemination of this study to a wider audience through professional journals, for example, the British Journal of Guidance and Counselling, and through professional conference presentations such as those held by The Association for Careers Education

and Guidance of which I am a member. Also, through schools as a careers teacher I have links with other schools and organisations such as Education Business Partnerships.

A fourth significance of this study is the practical application of the recommended Embedded Mutual Partnership (6.5) on equal opportunities in the world of work to inform action by schools and employers in West London, the location of the study including my own school and schools and employers involved in the study. The Embedded Mutual Partnership also has the potential to encourage employers to become more involved in education as stated by Allen (2007, p.14).

A final significance of this study is that it has progressed my personal and professional understanding of equal opportunities in the world of work as well as making me a more critical thinker and teacher. In particular, it has made me reflect on my willingness to give mutual status and learn from young people for example by involving them in the shared philosophy of the Embedded Mutual Partnership. I believe by involving young people, as mutual partners in the process of furthering



equal opportunities in the world of work will be beneficial so that teachers and employers can learn from our future generation. It is also made me reflect on my position as a researcher and teacher. I found the process of 'bracketing' my assumptions of the knowledge young people had of equal opportunities in the world of work difficult but also exciting. This study has allowed me to have discourse with young people, employers and colleagues in the teaching profession.

## 6.7 Limitations

In critically evaluating the study, this research could have been further developed in several ways. Teachers could have been interviewed on their perceptions of equal opportunities in the world of work. However, teachers were not included because the focus was on young people and the world of work. The study could also have been developed by including a wider variety of employers from the private sector to see if their perspective is different.

The scope of the study could also have been widened by considering diversity, inclusion (Special Education Needs), bullying and harassment policies as well as policies on equal opportunities. Also internet advertising could have been used as many companies now use this for the purposes of recruitment. Furthermore, interviewing the schools and employers on their equal opportunities policy documents could have added another dimension to the study. Although it may not be possible to interview the actual author of the document as policies are a statement representing the view of the organisation rather than one particular person.

In terms of the research design, as outlined in 3.1 the qualitative approach was considered appropriate as it enabled the phenomenon of equal opportunities in the world of work to be explored from the perspective of the selected participants. However, a quantitative approach or a combination of quantitative and qualitative approach could have been used as no one approach is perfect. The quantitative approach would have given statistical data. But the qualitative approach was selected as it enabled me to be involved in the research as a process, rather than just a data collection exercise.

Data collection by semi-structured interviews also has inherent limitations, for example by asking questions the participant is restricted to some extent to answer the questions. The use of unstructured interviews (Robson, 1999, p.230) could have been undertaken to collect data from the students and employers. This would have allowed for a completely informal interview for the conversation to develop naturally. However, the semi-structured interview is still considered to be the right choice in this study as it provided questions that guided students and employers in order to cover the key area under investigation. The semi-structured interviews also enabled the effective use of thematic analysis to be applied to the data. The thematic analysis of the data could be criticised for being too mechanical and loss of the individual participant's voice. On the contrary, the

iterative process and checking against the original transcripts and recordings allowed the analysis to remain true to the data.

## 6.8 Future research

This study has identified areas of future research. For example, further study on perceptions of equal opportunities in the world of work in other parts of the UK could take place, as it is difficult to generalise from one case study alone. Further research could include rural schools to give a wider representation of the views of young people in Britain. In addition, by including rural schools where the composition of their school population is not as diverse as the London schools may possibly provide different perceptions. Future research could also compare perceptions of equal opportunities in the world of work between different ethnic groups and genders. Research into equal opportunities in the world of work for other under-represented groups such as people with disabilities, those with different religious beliefs and sexual orientation could be undertaken. In addition, further research into some of the issues raised in this study, such as the idea of diversity as creative thinkers could be undertaken (4.2 and 5.2.1). Also as recognised in 6.7 the perception of CEG teachers and teachers who are involved in equal opportunities in the world of work could be compared with young people and employers. Such studies could broaden and deepen our understanding of equal opportunities in the world of work.

## 6.9 Overall conclusion

This study has shown that young people do not perceive the message of equal opportunities in employers' recruitment material and there is consensus and difference in the perceptions of equal opportunities in the world of work by young people and employers and in the portrayal of equal opportunities documents for employers and schools. This understanding can be built upon by sharing responsibility for furthering the progress on equal opportunities in the world of work by adopting an Embedded Mutual Partnership between the schools, the employers and young people as mutual partners. This study does not exhaust the discourse on equal opportunities in the world of work but stimulates further dialogue on this important and complex issue.

## References

Allen, A. (2000) The role model argument and faculty diversity. Accessed 28 June 2006, from [onlineethics.org/div/abstracts/fac-diverse.html](http://onlineethics.org/div/abstracts/fac-diverse.html)

Allen, J. (2007) Developing Effective Business Links, Learning and Skills Development Agency: Guidance for schools and colleges, DfES, London

Andrews, D. (1999) National Standards for Subject Leaders: exemplified for the role of careers co-ordinator, The National Association of Careers and Guidance Teachers, London

Andrews, D. (2007) Supporting Progression Managing IAG and Career Development, Specialist Schools and Academies Trust, London

Andrews, D. (2008) Survey of local authorities in England: curriculum support and INSET for careers education The Association for Careers Education and Guidance, February, 1-5

Army Recruitment Group. (2000) Career Opportunities For Ethnic Minorities, Army, Wembley

Annot, F. and Fennell, S. (2008) Gender Education and Equality in a Global Context: Conceptual frameworks and policy perspectives, Routledge, Oxford

Annot, M. and Mac an Ghail, M. (2006) The Routledge Falmer Reader in Gender and Education, Routledge, London

Arora, R. (2005) Race and Ethnicity in Education, Ashgate, Aldershot

Atkinson, P. and Coffey, A. (2004) Analyzing Documentary Realities, Sage, London

Bagilhole, B. (2006) Family-friendly policies and equal opportunities: a contradiction in terms? British Journal of Guidance and Counselling 34, 3, 327-343

Barr, S. (2007) Choice in 14-19 learning routes: how can we help young people to decide which one is best for them? Careers Education and Guidance June, 15-17

Barr, S. (2008) What do employers think about education business links? Careers Education and Guidance February, 11-13

Basit, T. (1996) "I do hate to be just a housewife" Career Aspirations of British Muslim Girls *British Journal of Guidance and Counselling* 24, 2, 227-242

Basit, T. and McNamara, O. (2004) Equal opportunities or affirmative action? The introduction of minority ethnic teachers *Journal of Education for Teaching* 30, 2, 97-115

Basit, T., Roberts, L., McNamara, O., Carrington, B., Maguire, M., Woodrow, D. (2006) Did they jump or were they pushed? Reasons why minority ethnic trainees withdraw from initial teacher training courses, *British Journal of Guidance and Counselling* 32, 3, 387- 410.

BBC News. (2001) MPs debate racism law. Accessed 19 June 2001, from [www.bbc.co.uk/hi/english/uk\\_politics/newsid671000/671983.stm](http://www.bbc.co.uk/hi/english/uk_politics/newsid671000/671983.stm)

BBC News. (2003) First Female Law Lord appointed. Accessed 05 November 2003, from [newsvote.bbc.co.uk/mpapps/pagetools/print/news.bbc.co.uk/1/hi/uk/3210003.stm](http://newsvote.bbc.co.uk/mpapps/pagetools/print/news.bbc.co.uk/1/hi/uk/3210003.stm)

BBC News. (2004) Q & A: New Anti-Discrimination Laws. Accessed 05 November 2004, from [news.bbc.co.uk/1/hi/business/3246916.stm](http://news.bbc.co.uk/1/hi/business/3246916.stm)

BBC News. (2005) White Men 'waiting list' for Met. Accessed 26 July 2005, from <http://newsvote.bbc.co.uk/mpapps/pagetools/print/news.bbc.co.uk/1/hi/uk/4526401.stm>

Beck, V., Fuller, A., and Unwin, L. (2006) Safety in stereotypes? The impact of gender and 'race' on young people's perceptions of their post-compulsory education and labour market opportunities *British Educational Research Journal* 32, 5, 667-686

Bennetto, J. and Peacock, K. (1999) Sexist and Racist Culture Rife in the Fire Service *Independent Newspaper* 17 September 1999, London.

Benskin, F. (1994) *Black Children and Underachievement in Schools*, Minerva Press, London

Bhavnani, R. (2001) Rethinking Interventions to Combat Racism, Commission for Racial Equality, London

Bhavnani, R. (2006) Ahead of the Game: the changing aspirations of young ethnic minority women, Equal Opportunities Commission, Manchester

Bhola, H. (2006) Access to Education: A global perspective. In Oduaran, A. and Bhola, H. (2000) Widening access to education as social justice: essays in honour of Michael Omolewa, Springer, London

Blair, M. (2001) Race and ethnicity in school exclusions: the role of the headteacher The Curriculum Journal 12, 3, 331-345

Blair, M. (2004) How can schools meet the needs of minority ethnic pupils? Education Review 17, 2, 42-48

Blakemore, K. & Drake, K. (1996) Understanding Equal Opportunities Policies Prentice Hall Europe, Hemel Hempstead

Bland, N., Mundy, G., Russell J. and Tuffin, R. (1999) Career Progression of Ethnic Minority Police Officers, Policing & Reducing Crime Briefing Note April

British Airways. (2002) People Relationships, British Airways Social and Environment Report 2002/2003. Accessed 03 April 2003, from [www.britishairways.com/travel/crsereport/public/en\\_gb](http://www.britishairways.com/travel/crsereport/public/en_gb)

British Airways. (2003) History of British Airways. Accessed 01 January 2004, from [www.britishairways.com/cgi-bin/press/fact\\_sheet/view\\_article.p1?year=2003](http://www.britishairways.com/cgi-bin/press/fact_sheet/view_article.p1?year=2003)

British Airways. (2003) Equality and Diversity. Accessed 14 April 2003, from [www.britishairwaysjobs.com/feature](http://www.britishairwaysjobs.com/feature)

British Airways. (2003) 2002/2003 Social and Environmental Report. Accessed 26 June 2006, from [www.britishairways.com/travel/crsereport/public/en\\_gb](http://www.britishairways.com/travel/crsereport/public/en_gb)

British Airways. (2008), British Airways Jobs. Accessed 01 February 2008, from [www.britishairwaysjobs.com/about/index.jsp](http://www.britishairwaysjobs.com/about/index.jsp)

British Airways Jobs. (2008) Recruitment Figures. Accessed 01 February 2008, from [barecruitment@ba.com](mailto:barecruitment@ba.com)

Brunel University. (2003) Brunel University's Statement of Intent and Purpose of Equal Opportunities. Accessed 24 February 2004, from [www.brunel.ac.uk/admin/humanresources/equalopp/eostate.html](http://www.brunel.ac.uk/admin/humanresources/equalopp/eostate.html)

Burbules, N. and Torres, A. (2000) *Globalization and Education: critical perspectives*, Routledge, New York

Burwood, L. (1992) Equality of opportunity as a sensible educational ideal *Journal of Philosophy of Education* 26, 2, 257-259

Cabinet Office. (2003) *Strategy Unit Report: Ethnic Minorities in the Labour Market*, Cabinet Office, London

Carrington, B. and Skelton, C. (2003) Rethinking role models: equal opportunities in teacher recruitment in England and Wales, *Journal of Education Policy* 18, 3, 253-265

Carvel, J. (2004) 'Abscess' of NHS racism exposed, *The Guardian*, 6 February 2004, London

Cashmore, E. (2001) The experiences of ethnic minority police officers in Britain: under-recruitment and racial profiling in a performance culture *Ethnic and Racial Studies* 24, 4, 642-659

Clarke, J. and Speeden, S. (2001) *Then and now: Change for the better?* Commission for Racial Equality, London

Clarke, C. (2005) *Improving opportunity, strengthening society*, Home Office, London

Clayton, M. and Williams, A. (2000) *The ideal of Equality*, Macmillan, Hampshire

Clements, P. (2000) *Fair Enough*, Home Office, London

Clements, P. and Spinks, T. (2000) *For the Equal Opportunity Handbook - How to deal with Everyday Issues of Unfairness*, Kogan Page, London

Clements, P. and Spinks, T. (2006) *The Equal Opportunities Handbook*, Kogan Page, London

Coffey, A. and Atkinson, P. (1996) *Making Sense of Qualitative Data*, Sage, London

Cohen, L., Manion, L. and Morrison, K. (Eds.) (2000) *Research Methods in Education*, Routledge, London

Coleman, J. (1968) The concept of equality of educational opportunity *Harvard Educational Review*, 28, 1 Winter, 7-22

Commission for Racial Equality. (1996) *Ministry of Defence (Household Cavalry) Report of a Formal Investigation*, Commission for Racial Equality, London

Commission for Racial Equality. (2000) *Learning for all Standards for Racial Equality in Schools*, Commission for Racial Equality, London

Commission for Racial Equality. (2005) *Annual Report for the Commission for Racial Equality*, The Stationery Office, London



Cooper, C. (2004) *Challenging Diversity: rethinking equality and the value of difference*, Cambridge University Press, Cambridge

Cooper, C. and Ingram, P. (2004) *Retention of Police Officers: a study of resignations and transfers in the forces*, Home Office, London

Cornelius, N. (Ed.) (2002) *Building Workplace Equality: ethics, diversity and inclusion*, Thompson, London

Corson, D. (1998) *Changing education for diversity* Open University Press, Buckingham

Coussey, M. (2002) Diversity as a business imperative. In Hobsons (2002) *Ethnic Minorities 2002*, CRAC, Cambridge, 4-5

Coussey, M. and Jackson, H. (1991) *Making Equal Opportunities Work*, Pitman, London

Creegan, C., Colgan, F., Charlesworth, R. and Robinson, G. (2003) Race equality at work: employee perceptions of the 'implementation gap' in a UK local authority Work, *Employment and Society* 17, 4, 617-640

Creswell, J. (2003) *Research Design, Qualitative, Quantitative and Mixed Methods Approach*, Sage, London

Criminal Records Bureau (2002) What is the CRB? Criminal Records Bureau. Accessed 8 December 2008, from [www.crb.gov.uk/default.aspx?page=308](http://www.crb.gov.uk/default.aspx?page=308)

Crishan, S. (1976) *Girls of Asian Origin in Britain*, YWCA, London.

Crotty, M. (1998) *The Foundations of Social Research Design, Qualitative, Quantitative and Mixed Method Approach*, Sage, London

DCSF. (2007) Building on the Best: final report and implementation plan of 14-19 work related learning, Department for Children, Schools and Families, London

DCSF (2008a) £60 Million Capital Boost to Create Diploma Showpieces, Department for Children, Schools and Families. Accessed 10 December 2008, from [www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0152](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0152)

DCSF (2008b) Delivering 14-19 Reform: Next Steps Summary, Department for Children, Schools and Families, Nottingham

Defence Analytical Services Agency. (2006) Table 3 Strength of the UK Regular Forces by sex and ethnic origin. Accessed 29 November 2006, from [www.dasa.mod.uk/natstats/tab/tsp4/tsp4tab3.html](http://www.dasa.mod.uk/natstats/tab/tsp4/tsp4tab3.html)

Denscombe, M. (2003) The Good Research Guide: for Small-Scale Social Research Projects, Open University Press, Buckingham

Denzin, N. and Lincoln, Y. (Eds.) (2000) Handbook of Qualitative Research, Sage, London

DfEE. (1998) National Survey of CEG, Special Schools and Pupil Reference Units, DfEE, Sudbury

DfEE. (1999) The Careers Service and Young Muslim Women, DfEE, Nottingham

DfES. (2003) Every Child Matters, The Stationery Office, Norwich

DfES. (2004a) Every Child Matters: Next Steps, DfES, Nottingham

DfES. (2004b) Every Child Matters: Change for Children, DfES, Nottingham

DfES. (2004c) 14-19 Curriculum and Qualifications Reform Final Report of the Working Group on 14-19 Reform Summary for Employers, DfES, London

DfES. (2005a) 14-19 Education and Skills, The Stationery Office, London

DfES. (2005b) Higher Standards, Better Schools for All Summary, DfES, Nottingham

DfES. (2005c) End to End Review of Careers Education Guidance, DfES, Nottingham

DfES. (2006a) Youth Matters: Next Steps: Summary, DfES, Nottingham

DfES. (2006b) Youth Matters: Next Steps, DfES, Nottingham

DfES. (2006c) Ethnicity and Education: The evidence on minority ethnic pupils aged 5-16 DfES, Nottingham

DfES. (2006d) Work-Related Learning and the Law: Guidance for schools and school-business link practitioners, DfES, London

DfES. (2007) 11-19 Curriculum and qualification changes, DfES, London

DFID. (2005) Developing the Global Dimension in the School Curriculum, The Department for International Development, Glasgow

Dickens, L. (2000) Still Wasting Resources? Equality in Employment. In Bach, S. and Sisson, K. (Eds.) (2000) Personnel Management A Comprehensive Guide to Theory and Practice, Blackwell Publishers, Oxford

Dillon, J. and Maguire, M. (2001) *Becoming a Teacher: Issues in Secondary Teaching*, Open University Press, Buckingham

Dimond, B. (2004) The new Commission for Equality and Human Rights Diversity in Health and Social Care 1, 2, 139-143

Dodd, V. (2003) New Racism Investigation into Police *The Guardian*, 31 October 2003, London

Donnellan, C. (2001) *Victims of Bullying*, Issues, Independence, Cambridge

East, J. (2005) The New Bill Opportunity 6.1, Spring, 26-27

Eggleston, J. (1986) *The Eggleston Report - Education for Some*, Trentham Books, Stoke

El-Sawad, A., Ackers, P. and Cohen, L. (2006) Critical perspectives on careers and family-friendly policies: introduction to the symposium *British Journal of Guidance and Counselling* 34, 3, 273-278

Ethnic Minority Achievement Unit [EMAU]. (2005) *Minority Ethnic Pupils Make Further Progress*, Ethnic Minority Achievement Unit Newsletter, 1, Spring 1-4

EOC. (2005) *Parliamentary Briefing- Equality Bill 21st November Commons 2nd Reading*, Equal Opportunities Commission, London

EOC. (2006) *Free to choose: Tackling gender barriers to better jobs*, Equal Opportunities Commission, London

EOC. (2007) *Moving on up? The Way Forward: Bangladeshi, Pakistani and Black Caribbean women at work*, Equal Opportunities Commission, Manchester

Fennell, S. and Arnot, M. (2008) *Gender, Education and Equality in a Global Context: conceptual frameworks and policy perspectives*, Routledge, London

Finnegan, R. (1996) Using Documents. In Sapsford, R. and Jupp, V. (Eds.) (1996) Data Collection and Analysis, Sage, London

Flaherty, J. (2006) GERI –Meeting the strong demand for LSN's equality and diversity programme Vocational Learning Support Programme 14-16 News Summer, 1-43

Flick, U. (1998) An Introduction to Qualitative Research, Sage, London

Flick, U. (2002) An Introduction to Qualitative Research, Sage, London

Fontana, A. and Frey, J. (2000) The Interview: From Structured Questions to Negotiated Text. In Denzin, N.L. and Lincoln, Y. (Eds.) (2000) Handbook of Qualitative Research, Sage, London

Foskett, N. and Hemsley-Brown, J. (1997) Career Perceptions Decision Making among Young People in Schools, Heist, Leeds

Foskett, N. and Hemsley-Brown, J. (2001) Choosing Futures Young people's Decision-Making in Education, Training and Careers Markets, Routledge Falmer, London

Fowler, A. (1998) Evidence of Learning Outcomes Journal of the National Association for Careers and Guidance Teachers December, 12-15

Francis, B. (1996) Doctor/nurse, teacher/caretaker: children's gendered choice of adult occupation in interviews and role plays Journal of Education and Work 9, 3, 47-58

Francis, B. (2000) The gendered subject: students' subject preferences and discussions of gender and subject ability Oxford Review of Education 26, 1, 35-48.

Francis, B. (2002) Is the Future Really Female? The Impact and Implications of Gender for 14-16 Year Olds' Career Choices Journal of Education and Work 15, 1, 75-88

Fuller, A., Beck, V., and Unwin, L. (2005) The gendered nature of apprenticeship: employers' and young peoples' perspectives *Education and Training* 47, 4/5, 298-311

Gagnon, S. and Cornelius, N. (2002), From equal opportunities to managing diversity to capabilities: a new theory of workplace inequality? In Cornelius, N. (Ed.) (2002) *Building Workplace Equality: Ethics, Diversity and Inclusion*, Thompson, London

Gay, B. (2001) *Social Justice in Schools*. In Dillon, J. and Maguire, M. (Eds.) (2001) *Becoming a Teacher: Issues in Secondary Teaching*, Open University Press, Buckingham

Ghaffur, T. (2004) *Thematic Review of Race and Diversity in the Metropolitan Police Service Final Report*, Unpublished

Gibbs, F. (2003) *Law Society cleared over Kamlesh Bahl* *The Times*, 01 August 2003, London

Giles, J. (2008) *Funding for 14-19 Diplomas*. Accessed 10 December 2008, from [www.eduwright.iow.gov.uk/the-lea/minutes](http://www.eduwright.iow.gov.uk/the-lea/minutes)

Gillborn, D. and Youdell, D. (2000) *Rationing Education Policy, Practice, Reform and Equity*, Open University Press, Buckingham

Gillborn, D. (2001) *Race equality and education policy* *Education Review* 15, 1, 21-26

Goldstein, B. (2002) *Catch 22-Black workers' role in equal opportunities for Black service users* *British Journal of Social Work* 31, 765-778

Gomm, R. (2004) *Social Research Methodology : a critical introduction*, Houndmills, Basingstoke

Gooch, L. and Blackburn, A. (2002) Managing people – equality, diversity and human resource management issues for line managers. In Cornelius, N. (Ed.) (2002) Building Workplace Equality: Ethics, diversity and inclusion, Thompson, London

Gould, C. (2004) Globalizing Democracy and Human Rights, Cambridge University Press, Cambridge

Grosvenor, I. (2001) Engaging with History after McPherson The Curriculum 12 275-289

Hakim, C. (2006) Women, careers and work-life preferences British Journal of Guidance and Counselling 34, 2, 279-293

Hargreaves, D. (1997) In defence of research for evidence based teaching Berg, 23, 4, 405-419

Hart, C. (1998) Doing a Literature Review: releasing the social science research imagination, Sage, London

Hayward, R. and Miller, L. (2006) New jobs, old occupational stereotypes: gender and jobs in the new economy Journal of Education and Work 19,1, 67-93

Herbert, I. (2001) How Rumours and Racists Sparked Britain's Worst Inner City Rioting for Two Decades The Independent, 9 July 2001, London

HM Revenue and Customs. (2008) National Minimum Wage. Accessed 19 December 2008, from <http://www.hmrc.gov.uk/nmw/#b>

Hilpern, K. (2001) Fair Treatment Opportunity Spring, 1, 13-21

Hilpern, K. (2002) Stand the Heat Opportunity Autumn, 3, 22-24

Hilpern, K. (2006) Waking Up To Diversity Careers Adviser, 10.1

Hilpern, K. (2007) Bias Dictated By Gender, *Careers Adviser*, 11.4

Hinsliff, G. (2006) Supermums 'need more time at home' *The Observer*, 10 September 2006, London

HM Fire Service Inspectorate. (1999) *Equality and Fairness in The Fire Service: A Thematic Review* by HM Fire Service Inspectorate, Home Office, London

Hobsons. (2002) *Ethnic Minorities 2002*, CRAC, Cambridge

Hodder, I. (2000) *Interpretation of Documents and Material Culture Handbook of Qualitative Research*, Sage, London

Hodkinson, P. (1995) How young people make career decisions *Education and Training* 37, 8, 3-8

Hodge, M. (2004a) *Every Child Matters: Next Steps*, DfES, Nottingham

Hoel, H. and Cooper, C. (2000) *Destructive Conflict and Bullying at Work*, UMIST, Manchester. Accessed 22 March 2006, from [www.bullyinginstitute.org/res/umist](http://www.bullyinginstitute.org/res/umist)

Home Office. (1999) *Equality & Diversity in the Police Service: Implementation of targets*. Accessed 24 February 2003, from [www.homeoffice.gov.uk/pcrg/police--\\_equality/dismanting\\_barriers.htm](http://www.homeoffice.gov.uk/pcrg/police--_equality/dismanting_barriers.htm)

Home Office. (2005a) *Improving Opportunity, Strengthening Society*, Home Office, London

Home Office. (2005b) *Race Equality in Public Services (REPS), Race Cohesion Equality and Faith Directorate*, London



Hoque, K. and Noon, M. (2004) Equal opportunities policy and practice in Britain: evaluating the 'empty shell' hypothesis *Work, employment and society* 18, 3, 481-506

Hycner, R. (1985) Some guidelines for the phenomenological analysis of interview data *Human Studies* 8, 3, 279-303

Iganski, P., Mason, D., Humphreys, A. and Watkins, M. (2001) Equal Opportunities and positive action in the British National Health Service: some lessons from the recruitment of minority ethnic groups to nursing and midwifery *Ethnic and Racial Studies* 24, 2, 294-317

Industrial Relations Law Bulletin. (2002) The duty to promote race equality *Industrial Relations Law Bulletin* March 684

Jenkins, E. & Solomos, J. (Eds.) (1989) *Racism and equal opportunities policies in the 1980s*, Cambridge University Press, Cambridge

Jewson, N. & Mason, D. (1994) 'Race', employment and equal opportunities: towards a political economy and an agenda for the 1990s, *The Sociological Review* 592-617

John, C. (2001) Bradford Trouble 'Was Predictable'. Accessed 10 July 2001 at <http://news.bbc.co.uk/1/hi/UK/1430809.stm>

Jones, M. (2000a) Professional support for teachers delivering CEG in Schools and Colleges *Careers Adviser* 4, 3, 36-39

Jones, M. (2000b) Equal Opportunities - The new agenda for learning and guidance *Careers Adviser*, 4, 6, 32-37

Jones, M. (2001/2002) *Ensuring equality of opportunity Co-ordinating Careers: The handbook of careers and guidance 2001/2002*, Trait, Cambridge

Kandola, R. and Fullerton, J. (1994) Diversity in Action Managing the Mosaic Institute of Personnel and Development, London

Kaplinsky, R. (2005) Globalization, Poverty and Inequality Between a Rock and a Hard Place Polity, London

Keats, C. (2006) Boys to Men Teaching Today August, 53, 12

Kelle, U. (2004) Computer Assisted Qualitative Data Analysis. In Seale, C., Gobo, G., Gubrium, J. and Silverman, D. (2004) Qualitative Research Practice, Sage, London

Kelly, P. (2005a) Teaching: On equal terms General Teaching Council Magazine Summer, 14-15

Kelly, R. (2005b) Foreword. In DfES. (2005a) 14-19 Education and Skills, The Stationery Office, London

Kimura, M. (2006) Ethnicity, Education and Employment, University of East London, London

Kvale, S. (1996) Interviews: An Introduction to Qualitative Research Interviewing, Sage, London

Law, B. (2000) Staff Development. In Watts, A., Law, B., Killeen, J., Kidd, J. and Hawthorn, R. (Eds.) (2000) Rethinking Careers Education and Guidance, Routledge, London

Layer, G. (2005) Closing the equity gap: The UK and the USA Impact of widening participation strategies, Niace, London

Learner, S. (2001) Extra support fails to raise standards The Times Educational Supplement 19 October. Accessed 04 September 2006, from [www.tes.gov.uk/section/story/?storyid=324300&windowtype=print](http://www.tes.gov.uk/section/story/?storyid=324300&windowtype=print)

Leicester, M. (1996) Equal opportunities in education: a coherent, rational and moral concern  
Journal of Philosophy of Education 30, 2, 277-287

Lewis, D. (2004) Bullying at work: the impact of shame among university and college lecturers British  
Journal of Guidance and Counselling 32, 3, 281-299

Lewis, V. and Habeshaw, S. (1990) 53 Interesting Ways of Promoting equal opportunities in  
education, Technical and Educational Services, Bristol

Liefooghe, A. (2004) Bullying at work: an introduction to the symposium British Journal of Guidance  
and Counselling 32, 3, 265-267

London Fire and Emergency Planning Authority. (2003) Equality Action Plan (Incorporating the Race  
Equality Scheme) 2002-03/05 Progress Report (FEP 431)

London Fire and Emergency Planning Authority (2006) Human Resources, Equalities and Health and  
Safety Panel (HLE 217), London

Lumby, J. and Foskett, N. (2005) 14-16 Education Policy, Leadership & Learning Sage, London

Macpherson, W. (1999) The Stephen Lawrence Inquiry TSO, London

Mactaggart, F. (2005b) Race, Equality in Public Services Report (REPS), Race, Cohesion and Equality,  
Faith Directorate, 3-51

Maguire, M. (2002) Globalisation, Education Policy and the Teacher Centre for Public Policy  
Research, London

Mars (2006) The Mars Story. Accessed 03 August 2006, from  
[www.mars.com/About\\_us/The\\_Mars\\_story.asp](http://www.mars.com/About_us/The_Mars_story.asp)

Mars (2003) University Recruitment: Industrial Placements in IT. Accessed 31 December 2003, from [www.mars.com/Careers\\_at\\_Mars/University\\_Recruitment/Programs.asp?1st](http://www.mars.com/Careers_at_Mars/University_Recruitment/Programs.asp?1st)

Massie, B. (2005). Foreword. In Hobsons (2005) Hobsons Guide for Students with Disabilities 1-2

Mason, A. (1998) Ideas of Equality, Blackwell Publishers, London

Maylor, U., Read, B., Mendick, H., Ross, A. and Rollock, N. (2007) Diversity and Citizenship in the Curriculum: Research Review, January, Brief No. RB819

McMillan, J. (2002) Viridi: Name of Top Cops Who Made My Life Hell Hounslow and Isleworth Informer 11 January 2002, London

Mellor, J. (2003) Gender: still an equality issue Education Review 17, 1, 77-81

Mellor, J. (2004) Tackling continuing gender segregation in the labour market, Newscheck Oct 1-28

Merton, R. (1968) Social Theory and Social Structure, Free Press, London

Metcalf, H. and Forth, J. (2000) Race Research for the Future: Business benefits of race equality at work DfEE, Nottingham

Metropolitan Police Authority. (2006) The Recruitment of Black and Minority Ethnic groups the MPS. Accessed 27 February 2008, from [www.mpa.gov.uk/committees/cop/2006](http://www.mpa.gov.uk/committees/cop/2006)

Mithaug, D (1996) Equal Opportunity Theory Sage, London

Miles, M. and Huberman, M. (Eds.) (1994) Qualitative Data Analysis, Sage, London

Miller, A. (Ed.) (2006) Developing Employer Engagement 14-19: Programme of Support for Delivery of Change on the Ground, DfES, London

Miller, L. (2007) How Can We Encourage Employers to Become Involved in Education? Institute for Employment Studies Report 446

Mirza, H. and Gillborn, D. (2000) Mapping Race, Class and Gender: A synthesis of research evidence, educational inequality, Public Office for Standards for Education, London

Morris, B. (2004) The Morris Inquiry London. Accessed from [www.themorrisinquiry.co.uk](http://www.themorrisinquiry.co.uk)

MPS Annual Report. (2003/04) Metropolitan Police Service and Metropolitan Police Authority: Joint Annual Report, London

Murray, L. and Lawrence, B. (Eds.) (2000) Practitioner - Based Enquiry Principles for Post-graduate Research, Farmer, London

Murray, A. (2008) Equal chances to learn, Teaching Today, August 2008, 16

Myers, K. (Ed.) (2000) Whatever Happened to Equal Opportunities in Schools? Gender Equality Initiatives in Education, Open University Press, Buckingham

Nash, R. (2004) Equality of Educational Opportunity: In defence of a traditional concept, Educational Philosophy and Theory, 36, 4, 361-376

National Archives. (2008) Home Office Section 11 Grant. Accessed 26 February 2008, from [www.nationalarchives.gov.uk/ERORecords/HO/415/1/reu/grant.html](http://www.nationalarchives.gov.uk/ERORecords/HO/415/1/reu/grant.html)

National Association of Careers and Guidance Teachers. (1999) National Standards for Subject Leaders: exemplified for the role of careers co-ordination, The National Association of Careers and Guidance Teachers, July 1999

National Curriculum Council. (1991) Work Experience and the School Curriculum NCC, York

National Statistics Online. (2004) Ethnicity & Identity. Accessed 08 January 2004, from [www.statistics.gov.uk/cci/nugget.asp?id=459](http://www.statistics.gov.uk/cci/nugget.asp?id=459)

Newell, S. and Shackleton, V. (2000) Recruitment and Selection. In Bach, S. & Sisson, K. (2000) Personnel Management A Comprehensive Guide to Theory and Practice, Blackwell Publishers, Oxford

Newman, S. (2006) Choice is yours Newscheck Jul/Aug, 1-32

Newton, B., Miller, L., Page, R. and Tuohy, S. (Eds.) (2007) Building on Young Apprenticeships: Equal Opportunities, Institute for Employment Studies, Brighton

Noon, M. & Blyton, P. (1997) The Realities of Work, Palgrave, Hampshire

Oduaran, A. and Bhola, H. (2006) Widening Access to Education as Social Justice: Essays in honour of Michael Omolewa, Springer, London

Office of the First Minister and Deputy First Minister. (2005). Accessed 14 May 2005, from [www.ofmdfmi.gov.uk](http://www.ofmdfmi.gov.uk)

Office of Public Sector Information (1988) Education Reform Act 1988. Accessed 5 December 2008, from [http://www.opsi.gov.uk/acts/acts1988/Ukpga\\_19880040\\_en\\_1.htm](http://www.opsi.gov.uk/acts/acts1988/Ukpga_19880040_en_1.htm)

OfSTED. (2001) Managing Support for the Attainment of pupils from minority ethnic groups, OfSTED, London

Olesen, V. (2000) Feminisms and Qualitative Research At and Into the Millenium. In Denzin, N.L. and Lincoln, Y. (Eds.) (2000) Handbook of Qualitative Research Sage, London

Oppenheim, A. (1997) Questionnaire Design, Interviewing and Attitude Measurement, In Pojman, L. and Westmoreland, R. (Eds.) (1997) Equality: Selected Readings, Oxford University Press, Oxford

Orr, P. (2000) Prudence and progress: national policy for equal opportunities (gender) in schools since 1975. In Myers, K. (Ed.) (2000) Whatever happened to equal opportunities in schools? Open University, Buckingham

Osgood, J., Francis, B. and Archer, L. (2006) Gendered identities and work placement: why don't boys care? Journal of education policy 21, 3, 305-321

Osler, A. and Morrison, M. (2000) Inspecting schools for race equality: OfSTED's Strengths and Weaknesses - A Report for the Commission for Racial Equality, Trentham Books, Stoke

Osler, A. and Starkey, H. (2005) Changing Citizenship: democracy and inclusion in education, Open University Press, Maidenhead

Parekh, B. (2000) Rethinking Multiculturalism Cultural Diversity and Political Theory Palgrave, Hampshire

Patel, N. (2007) Summary of Results from the cemeSME Research study, PRAIE, Leeds

Pathak, S. (2000) Race Research for the future Ethnicity in Education, Training and the Labour Market Research Topic Paper 1, March, 1-15

Pearl, M. and Singh, P. (1999) Equal Opportunities in the Curriculum, The Oxford Centre for Staff and Learning Development, Oxford

Perkins, K. (2004) 'Opening doors, unlocking potential' – widening participation in higher education Careers Education and Guidance June, 2-3

Phillips, T. (2007) The Equalities Review: Fairness and Freedom: The Final Report of the Equalities Review, HMSO, London

Pojman, L. and Westmoreland, R. (1997) *Equality: Selected Readings*, Oxford University Press, Oxford

Pole, C. (1999) Black teachers giving voice: choosing and experiencing teaching *Teacher Development*, 3, 3, 313-328

Pole, C. (2001) Black teachers: curriculum and career *The Curriculum Journal* 12, 3, 347-364

Pring, R. (2000) The false dualism of educational research *Philosophy of Education* 34, 2, 247-259

Prior, L. (2004) Documents. In Seale, C., Gobo, G., Gubrium, J. and Silverman, D. (Eds.) (2004) *Qualitative Research Practice*, Sage, London

Prosser, M. (2006) *Shaping a Fairer Future*, Women and Work Commission, London

Punch, K. (1998) *Introduction to Social Research Quantitative and Qualitative Approaches*, Sage, London

Punch, K. (2000) *Introduction to Social Research Quantitative and Qualitative Approaches*, Sage, London

Qualifications and Curriculum Authority. (2000) *Citizenship at Key Stages 3 and 4: Initial Guidance for Schools*, QCA, London

Qualifications and Curriculum Authority. (2001) *Respect for all: Valuing diversity and challenging racism through the curriculum*. Accessed 18 February 2008, from [www.qca.org.uk/qca\\_6755.aspx](http://www.qca.org.uk/qca_6755.aspx)

Qualifications and Curriculum Authority. (2002) *Citizenship at Key Stage 1-4: Guidance on assessment, recording and reporting*, QCA, London

Qualifications and Curriculum Authority. (2004) *Respect for all ethos*. Accessed 17 January 2008, from [www.qca.org.uk/qca\\_6756.aspx](http://www.qca.org.uk/qca_6756.aspx)



Qualifications and Curriculum Authority. (2004) Work-related learning for all at key stage 4, QCA, London

Rampton, A. (1981) The Rampton Report, HMSO, London. Accessed 5 December 2008, from <http://www.dg.dial.pipex.com/documents/docs1/rampton.shtml>

Rapley, T. (2004) Interviews. In Seale, C. Gobo, G. Gubrium, J. & Silverman, D. (Eds.) (2004) Qualitative Research Practice, Sage, London

Respect. (2005) The Respect Task Force. Accessed 18 February 2007, from [www.respect.gov.uk/members/article.aspx?id=8524](http://www.respect.gov.uk/members/article.aspx?id=8524)

Rhodes, J. And Braham, P. (1989). In Jenkins, E. & Solomos, J. (Eds.) (1989) Racism and Equal Opportunities Policies in the 1980s, Cambridge University Press, Cambridge

Richardson, L. (2000) Writing: A Method of Inquiry. In Denzin, N.L. & Lincoln, Y. (Eds.) (2000) Handbook of Qualitative Research, Sage, London

Riemen, D. (1998) The Essential Structure of a Caring Interaction. In Creswell, J. (1998) Qualitative Inquiry and Research Design Choosing Among Five Traditions, Sage Publications, London

Robson, C. (1999) Real World Research, Blackwell, Oxford

Robson, C. (2002) Real World Research, Blackwell, Oxford

Rose, L. (2003) Forthcoming changes to the Key Stage 4 Curriculum Co-ordinating Careers Trait, Essex

Rosenthal, G. (2004) Biographical Research. In Miller, L. (Ed.) (2005) Biographical Research Methods, Sage, London

Ross, R. and Schneider, R. (1992) *From Equality to Diversity*, Pittman, London

Ross, R. and Schneider, R. (2003) *Towards Racial Equality: An Evaluation of the Public Duty to Promote Race Equality and Good Relations In England and Wales*, Schneider-Ross, Hampshire

Sapsford, R. and Jupp, V. (1996) *Data Collection and Analysis* Sage, London

Saunders, M. (1982) *Multicultural Teaching: A Guide for the Classroom* McCraw-Hills, London

Saunderson, W. (2002) Academia and identity: construction of equal opportunities in the 'new managerialism – a case of lipstick on the gorilla? *Higher Education Quarterly* 56, 4, 376-406

Scarman, Rt. Hon. The Lord (1981) *The Brixton Disorders 10-12 April 1981*, Cmnd. 8427, HMSO, London

Schaar, J. (1997) *Equality of Opportunity, and Beyond*. In Pojman, L. and Westmoreland, R. (1997) *Equality: Selected Readings* Oxford University Press, Oxford

Scott, D. and Usher, R. (1994) *Understanding Educational Research*, Routledge, London

Seale, C., Rapley, T., Ryen, A. and Brannen, J. (Eds.) (2004) *Qualitative Research Practice*, Sage, London

Sheed, L. (2003) *Spectrum Profile Spectrum: Career and Education Opportunities for Ethnic Minority 16-19 year olds* Autumn, 2003

Silverman, D. (1997) *Qualitative Research: theory, method and practice*, Sage, London

Silverman, D. (2001) *Doing Qualitative Research A Practical Handbook*, Sage, London

Simmons, L. (2002) Diversity Plc Opportunity Spring 38-39

Simpson, R. (2004) Masculinity at work: the experiences of men in female dominated occupations  
Work, Employment and Society 182, 2, 349-368

Smith, J., Jarman, M. and Osbourn, M. (1999) Doing Interpretative Phenomenological Analysis. In  
Murray, M. and Chamberlain, K. (Eds.) (1999) Qualitative health psychology: theories and methods,  
Sage, London

Smyth, G. (2003) Helping Bilingual Pupils to Access the Curriculum, David Fulton, London

Stacey, A. (2003) Policing the streets joining the metropolitan police force, Get Smart 2.1, Spring,  
20-23

Stake, R. (2000) Case Studies. In Denzin, N.L. & Lincoln, Y. (Eds.) (2000) Handbook of Qualitative  
Research, Sage, London

Stone, V. and Tuffin, R. (2000) Attitudes of People from Minority Ethnic Communities Towards a  
Career in the Police Service, Police Research Series Paper 136, Home Office, London

Strand, S. (2007) Minority Ethnic Pupils in the Longitudinal Study of Young People in England (LSYPE),  
DfES, London

Surtees, S. (2002) Army's Fight on Racial Discrimination Careers and LMI Bulletin June, 3, 9

Swann, L. (1985) The Swann Report, HMSO, Accessed 15 May 2008, from  
<http://www.dg.dial.pipex.com/documents/docs3/swann.shtml>

Teachernet. (2006) Equal Opportunities and Education Accessed 30 July 2006, from  
[www.teachernet.gov.uk/teachinginengland/detail.cfm?id=229](http://www.teachernet.gov.uk/teachinginengland/detail.cfm?id=229)

Tesch, R. (1995) *Qualitative Research: Analysis Types and Software Tools*, Falmer, Hampshire

Tickly, L., Osler, A. and Hill, J. (2005) The ethnic minority achievement grant: A critical analysis  
*Journal of Education Policy* 20, 3, 281 – 312

Tomlinson, S. (1983) *Ethnic Minorities in British Schools*, Heinemann, London

Troyna, B. and Williams J. (1986) *Racism, Education and the State*, Croom Helm, London

Tulchin, J. and Bland, G. (2005) *Getting Globalisation Right: The Dilemma of Inequality*, Rienner, London

Vincent, A. (2001) Conference Special Newsletter Employment NTO questionnaire National Association Careers Guidance Teachers September 6-7

Walking, A. (2006) Developing a strategic approach to planning and delivering CEG: measuring up to the challenge, *Careers Education and Guidance* June 19-23

Walsh, A. (2006) Will increasing academic recognition of workplace learning in the UK reinforce existing gender divisions in the labour market? *Journal of Vocational Education* 58, 4, 551-562

Ward, J. and Winstanley, D. (2002). In Cornelius, N. (Ed.) (2002) *Building Workplace Equality: Ethics, Diversity and Inclusion*, Thompson, London

Watts, A., Law, B., Killeen, J., Kidd, J. and Hawthorn, R. (2000) *Rethinking Careers Education and Guidance* Routledge, London

Waugh, P. (2001) Blair Demands Major Enquiry into Race *The Independent* 5 July 2001, London

Weiner, G. (1989) Professional self-knowledge verses social justice: A critical analysis of the teacher-researcher movement *British Educational Journal* 15, 1, 41-51

Weitzman, E. (2000) Software and Qualitative Research. In Denzin, N.L. and Lincoln, Y. (2000) Handbook of Qualitative Research, Sage, London

Wengraf, T. (2001) Qualitative Research Interviewing, Sage, London

Williams, D. (2006) Workplace Diversity Today. In The Hobsons Diversity Handbook 2006, CRAC, London

Wilson, J. (1991) Does equality (of opportunity) make sense in education? Journal of Philosophy of Education 1,1, 27-32

Wise, T. (2005) Affirmative Action, Routledge, London

Women and Work Commission. (2006) Shaping a Fairer Future, Women & Work Commission, London

## **Appendix 1**

### **Examples of Recruitment Material used in the Students' Interviews**

(Recruitment material was provided by the employers and varied in type and quantity)

- Army
- London Fire Service
- Police
- British Airways
- Mars





Before we send the Army's recruiting message to Black, Asian and other potential recruits from minority ethnic backgrounds, let's be straight about one thing—we've had our shortcomings in the past on race. **Now consider the present..**







## LOOK AT LIFE

If you're aged between 15 and 20 and would like to experience what life in the Army is really like, then contact the team below. The Army offers work experience places and Look at Life Courses which take you through the paces.



contact the Army Experience Co-ordinator

**020 7414 2321**

or visit [www.armyjobs.co.uk](http://www.armyjobs.co.uk)

for general information on an Army career

  
**ARMY**  
BE THE BEST



Firefighting in London is a career for women who aren't content to take the back seat. There are no shortcuts to getting in (you'll have to pass the same tests as the men), but once you're there, there's a whole career ahead of you, with nothing but your own ambition and ability between you and the top jobs. There aren't enough women firefighters as yet in a brigade that needs to reflect the whole of London's population, but taking a stand at the Cosmo Show is just one of the ways we're working to change that. You could help us. Whatever your name is. For details of our Recruitment Information Days for Women, phone Dawne Marks on 020 7587 6166.

**LONDON FIRE BRIGADE**  
*making London a safer city*  
*Striving for equality and fairness at work*





## People will stare at you.

Not because you're Muslim. Not because you're Sikh. Not because you're a man. Not because you're a woman.

People will stare because you're a skilled professional and because you are wearing the colours of the most respected force in the community. They stare because you have the ability to protect their community, to save their lives.

With us, you'll get excellent training and development opportunities and the chance for more of a career than most people would imagine (you can earn up to £72,000).

So if you'd like all eyes on you, write for details about our recruitment information days to Dawne Marks, LFCDA, Firefighter Selection, Room 906B, Hampton House, 20 Albert Embankment, London SE1 7SD, or phone 0171 587 6166. Please quote reference AA/FF/02/00.

**LONDON FIRE BRIGADE**  
*making London a safer city*

*Striving for equality and fairness at work*

PROOF READ BY

# IT'S NOT WHERE YOU'RE FROM IT'S WHERE WE'RE GOING

**POLICE OFFICERS – £26,601** after 18 weeks' initial training

London is a vibrant mix of cultures, languages and lifestyles. Like you, we want to create a Police Service that reflects and represents the diversity of the city. Become a Police Officer, and you will be making your community a safer place, enjoying a rewarding career, and earning £26,601 after training. In addition, you will benefit from free rail travel within a 70 mile radius of London. To apply visit our website or call the recruitment line on 0845 727 2212, Mon - Fri 8am - 6pm, (answerphone at all other times). Ref: ASI/01/03.



**METROPOLITAN POLICE** *Working for a safer London.* [www.met.police.uk](http://www.met.police.uk) 0845 727 2212

Date: 7/3/03  
Revised: 7/3/03  
Size: 190x263 setsize  
● emp.worldwide

Op: SW  
3rd Op: sw  
AP: gary - C  
● murester.co.uk  
Publication: xxxxx



PROOF READ BY



## POLICE OFFICERS

To be one of the best police services in the world, we must build a service that represents everyone. Only through the trust and confidence of the communities we serve, can we build bridges and fight crime together.

The Positive Action Team aims to encourage and support those from different communities who are currently under-represented within the Metropolitan Police Service. Our mission is to reflect the diverse communities of London and embrace diversity in its fullest sense.

To apply as a constable in the Metropolitan Police Service, you need to be:

18 years old, a British or Commonwealth or Irish Republic citizen, permanently resident in the UK, ready to learn, physically fit, in good health with good eyesight and of good character.

Find out more by visiting our website or calling our Positive Action Team on 020 7230 0527/0530. Alternatively for an application form ring 0845 727 2212 Mon - Fri 8am - 6pm (answerphone at all other times). Please quote reference 2002/0/01.

Or come and see us at Stand 76 in the Careers and Commerce Pavilion at Mela 2002 at the NEC in Birmingham.



*Working for a safer London*

[www.met.police.uk](http://www.met.police.uk)



Meet the team that  
make it happen.



[www.britishairwaysjobs.com](http://www.britishairwaysjobs.com)

## Dynamic Sales Roles

Average OTE £18,000 +  
Newcastle Business Park

You know you're good at meeting targets - in fact, you thrive on the challenge. Here at British Airways we want to channel your skills into an environment where you can fulfil your potential.

As one of our professional Sales Agents, we can provide you with the ideal sales setting. Your role will involve receiving only incoming calls from our customers. You will have the ability to listen carefully and identify their travel needs, whilst actively promoting the British Airways products. Whether our passengers are booking flights, hotels or even arranging car-hire and travel insurance - you will be providing that one-stop shop for our customers.

Our Sales Agents work in an informal, yet target driven sales environment where every call is a potential sales opportunity. Exceeding sales targets gives you the chance to earn uncapped commission, together with delivering the highest levels of customer service at all times.

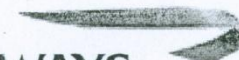
After a thorough induction programme, we'll offer a permanent FULL TIME contract and a salary of £11,990. As well as the opportunity to earn commission you will also benefit from the staff discounted travel.

To find out more and apply online, why not visit our website [www.britishairwaysjobs.com](http://www.britishairwaysjobs.com) or call our recruitment team on 0870 60 80 747 and quote reference TSANCL61.

The closing date for receipt of completed applications is 7th November, 2002.

*British Airways is an equal opportunities employer. We positively welcome applications from all communities.*

**BRITISH AIRWAYS**



# Employment Lawyer

Fixed-term contract, full time (maternity cover)  
Heathrow

You will be working in a specialist employment department where you will have strong employment experience in both contentious and non-contentious work. Working with an existing team of employment lawyers you will be exposed to fast moving, cutting-edge work. The role will involve dealing with people at all levels of the Company and advising on many aspects of the business.

With 5+ years' PQE, you will be a committed team player with a strong academic and technical background either from private practice or in-house. You will seek top quality work and will combine technical excellence with instinctive commercial awareness. With a proactive, flexible approach and outstanding communication skills, you must quickly gain the respect and confidence of clients who expect the best.

Joining the established team at our International Headquarters, the role is for a fixed term of 9 months, ideally commencing in mid-April. You must have the right to work in the UK.

To find out more about this role in complete confidence, please send your CV to: Simon Scott, British Airways Recruitment, The Rivers, Cranebank (S571), PO Box 59, Heathrow Airport, Hounslow, Middlesex TW6 2SL, email [hr.1.recruitment@britishairways.com](mailto:hr.1.recruitment@britishairways.com) or apply on-line at [www.britishairwaysjobs.com](http://www.britishairwaysjobs.com)

Closing date: 12th February 2002.

*British Airways is working towards equality of opportunity and positively welcomes applications from all sections of the community.*



BRITISH AIRWAYS 



**“Best of breed?”**

**Marketing Manager – Pedigree**

**Waltham, Nr Nottingham**

**Exceptional package**

As a true marketer, classically trained, the opportunity to impact an established, core brand stirs your blood. You already have a track record of outperforming both expectations and your peers, and this represents the level of opportunity you have been groomed for – the chance to grow a powerful, global, billion-dollar brand.

Accept this challenge, and you'll take control of the future of the brand, in a business that has always held quality marketing in high esteem. Looking at ways to innovate every aspect of the brand, you'll direct cross-functional project teams, lead areas of the NPD function, and develop the strategy that will significantly increase market share in the rapidly growing Petcare sector. Waltham is our centre of innovation for the Petcare sector, and the UK is our lead market. In addition to developing and consolidating the brand's UK market position you'll also be working with pan-European teams to develop and implement new strategic plans.

Your superb track record of classic brand management will be liberally spiced with a proven talent for innovation. You'll be part of a flexible, matrix-style culture, so networking ability and a love of real autonomy are key. With an outstanding academic background, and around eight years' experience within a blue-chip, consumer led organisation you will be perfectly positioned to develop your career in an environment of exceptional quality. Other Marketing opportunities at a similar level, but in different locations are also available.

Please send your CV with current salary details quoting ref no. **U11409-44** to Candidate Responses, Korn/Ferry International, 123 Buckingham Palace Road, London, SW1 9DZ or send it by fax on 020 7312 3130 or by email to [candidates-UK@kornferry.com](mailto:candidates-UK@kornferry.com)

For more information about Mars visit [www.mars.com](http://www.mars.com)

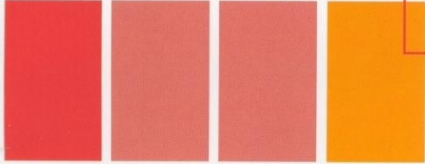
*Mars is committed to equal opportunity employment practices.*



Media <b>Marketing Week</b>	Insertion Date <b>12/02/03</b>	Copy Date <b>07/02/03</b>	t: 020 7636 1111
Media	Insertion Date	Copy Date	f: 020 7636 6611
Job No <b>102050</b>	Size <b>125 x 190mm</b>	Date <b>07/02/03</b>	isdn: 020 7636 3646
Proof <b>2</b>	Spell <b>x</b>	Double spaces <b>x</b>	
Mac <b>Ruth</b>	Acc. Handler <b>David T/Tania</b>	Art Director <b>John</b>	
Copy Writer	HR Contact <b>Louise Winston-Smith</b>	Copy read by _____	
<b>Cleared by</b>	Acc. Director _____	Acc. Handler _____	
	Art Director _____	Copy Writer _____	







**Sue Head**

**Age:** 25  
**Degree:** French and German,  
 Nottingham University  
**Joined Mars:** 1998  
**Current Role:** Personnel Manager (Sales)



The Management Development Programme is an exciting, diverse grounding for a fast track career. You're faced with immediate responsibility, real roles and demanding projects. The training's totally tailor made and the network of personal support managers and, of course the other trainees is unparalleled. Following a week's induction I was introduced to sales, in the Trade Marketing department. My role was representing the pet care part of our business to national retail customers across petcare and food, building relationships with

buyers and merchandisers, and establishing an efficient process to deliver new product launches onto our supermarket shelves.

My second placement was worlds apart. I joined the Operations team where I headed a team delivering a brand worth 20 million Euros. It was constantly challenging and changing environment where I needed to think on my feet and proactively influence change.

My final placement was in Logistics at Sochaczew in Poland. I led an initiative to introduce Supply Chain Integration, influencing people with different priorities and needs, communicating, inspiring trust and managing change. Plus there was the added challenge of a new language and culture.

Having completed the MDP, I returned to Manufacturing, where I had responsibility for thirty associates in an exciting major project growth area: single serve petfood. My challenge was to motivate the team to deliver the safety, quality and output targets whilst leading them through a time of great uncertainty.

After 18 months of shifts, I moved to Personnel where I am responsible for the Sales function in the UK. This is a great role where I work closely with my clients on the size and shape of their organisation, focusing on the harmonisation of two sales forces and the inevitable opportunities and issues that come with such a huge change.

After four years with the business, I am still experiencing both great challenges and great opportunities. Having built up four years of broad commercial experience, I now intend to build my career within Personnel. It is an area which is changing fast and which can truly add strategic value in any type of organisation.



**Steven Kwan**

**Age:** 23  
**Degree:** BSc (Hons) Biochemistry,  
 Edinburgh University,  
 MSc Business & Management,  
 Strathclyde Business School  
**Joined Mars:** 2001  
**Current Role:** Industrial Engineer



I joined Mars specifically because of the Management Development Programme. The programme offers exposure to many functions and units within the business and is tailored to meet individual development needs. The MDP gives you real responsibility early on and provides opportunities for travel.

My first assignment within Industrial Engineering has involved challenging and improving business processes mainly within manufacturing at Four Square, the drinks division of Mars. I have found that the Industrial Engineering role has a large emphasis on challenging the status quo, critical thinking, data and process analysis as well as the influencing of people across functions, between units, and amongst suppliers. I have been able to make large cost savings and efficiency improvements within our manufacturing operations.

My next assignment will be spent in Japan where I have been given the fantastic opportunity to develop and market Harry Potter® branded confectionery. Mars is giving me excellent opportunities to show my potential, develop and grow. I have found the culture to be very informal and supportive. Career wise, I feel that I have chosen the right company.

**What next?**

If you think MDP is for you please apply online at [www.mars.com/university](http://www.mars.com/university)  
 Alternatively you can fill in the enclosed application form or download a copy from the website and send to: Mars Graduate Marketing, PO BOX 2550, Dundee Road, Slough. SL1 4WZ

**Graduate Opportunities:**

- Across all functional areas:
- Commercial • Engineering • Finance
  - Logistics • Manufacturing • Marketing
  - Personnel • Research and Development
  - Sales • IT • Software Engineering

**Potential locations:**

UK, Ireland & International

**Starting Salary:** From £27,000

**Closing date:** Wednesday 13th November 2002

## **Appendix 2**

### **Recruitment details on the five selected employers**

**2.0 Army**

**2.1 Police**

**2.2 Fire**

**2.3 British Airways**





## Appendix 2.0

### Recruitment details for the Army

Figures for 2003 show that of the total 112, 130 Army personnel, 8, 290 (7.0%) were females. In 2006 of the total 107, 730 Army personnel, 8, 180 were females (7.1%) showing a slight increase. Figures for 2006 show the highest number of women officers at 1, 590 females (10.8%) compared to 1, 470 (10.2%) in 2003 (Defence Analytical Services Agency, 2006, p.8). Hilpern (2001, p.42) argues that the number of women in the Army remains small.

In 1997 0.7% of the intake came from ethnic minorities to 5% in 2002 (Surtees, 2002, p.9). The 2006 Army figures show 8,149 (8%) ethnic minority recruits compared to 6,071 (5.9%) in 2003 with officer figures also showing a slight increase in 2006 to 389 (2.8%) compared to 360 (2.7%) in 2003 (Defence Analytical Services Agency, 2006).

*The Ministry of Defence (Household Cavalry) Report of An Investigation* (CRE, 1996), found evidence of racial discrimination over recruitment into particular parts of the Army. The Army's recruitment procedure also came under scrutiny by the Commission for Racial Equality (CRE). It found that ethnic minorities were underrepresented in the Army. It found that the Household Cavalry's own leaflet '*Best of Both Worlds*' contained personnel in a wide variety of situations but none of those depicted were of ethnic minority origin. Although in small print was the statement 'The Army is an Equal Opportunity Employer under the terms of the Race Relations Act and welcomes inquiries and application from all ethnic groups' (CRE, 1996, p.14), the CRE commented that this statement could be easily missed and did not counteract the image of an all-white organisation to potential ethnic minority applicants.

As a result of the findings of the CRE Report (1996), the recruitment material for the Army has changed to make the message of equal opportunities more explicit. For example, the Army's recruitment leaflet entitled '*Career Opportunities For Ethnic Minorities*' (Army, Recruitment Group, 2000, p.1) states:

Before we send the Army's recruiting message to Black, Asian and other potential recruits from minority ethnic backgrounds, let's be straight about one thing – we've had our short comings in the past on race. Now consider the present...

The recruitment leaflet depicts Black officers and states that the British Army has a zero tolerance towards racial discrimination or harassment. In fact, all the Army recruitment materials have the following statement:

The Army welcomes applications from young men and women no matter what their marital status, race, ethnic origin or religious belief. No account is taken of sexual orientation or social background in considering applications. The Army is fully committed to equality of opportunity (Army Recruitment Group, 2000, p.10).

There have been changes in the recruitment material to show the public that the Army embraces ethnic diversity. For example, Ashok Kumar Chauhan (Hilpern, 2001, p.42) and Bharminder Singh Osahan (Sheed, 2003, p.9) because they are visibly different as Asians and Bharminder Singh as a Sikh wears a turban. These two men and others make excellent role models but it could still be argued that publicity of a few ethnic minority officers is tokenism.

## **Appendix 2.1**

### **Recruitment details for the Police**

The percentage of females in the MPS has increased from 14.82% in March 1998 to 16.07% in March 2002 but the target figure set by the Home Office for 2004 for females of 21% was not achieved. Although the 1998 to 2002 statistics show an increase of 1.25% the largest proportion of women are at the constable level (18.8%), with only 5 females compared to 32 males in the Commander and above ranks with only 5 females out of 61 Chief Superintendents. These figures illustrate that few females hold top ranks. By 2003 the MPS stated that 18% of the police service is made up of female officers (MPS Annual Report, 2003/04, p.69). In 2006, 35% of all new police recruits were female (Metropolitan Police Authority, 2006).

The ethnicity target of 7.9% for 2003 was not met as only 5.3% was achieved – a shortfall of 2.6%. The overall ethnic minority percentage serving in the MPS is only 6.18% (Ghaffur, 2004, p.19). The 2006 figures continue to show that recruitment of Visible Ethnic Minorities increased to 7.4% (Metropolitan Police Authority, 2006).

The Scarman Report of 1981, issued following the urban riots of 1980, warned that the Metropolitan Police Service (MPS) did not reflect the London population and recommended recruitment of more ethnic minority personnel (Cashmore, 2001, p.643). In 1993, the MPS was again at the forefront of criticism for their lack of equal opportunities in terms of under representation of ethnic minorities, particularly following the inquiry into the death of Stephen Lawrence (Cashmore, 2001, p.642). Stephen Lawrence was an eighteen year old Black student murdered in Eltham, South East London. The Stephen Lawrence Inquiry (Macpherson, 1999) accused the MPS of 'institutional racism' defining this as:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people (1999, paragraph 6.34).

In addition, the retention of ethnic minorities is an issue in the Metropolitan Police Service. Ghaffur (2004, p.22) found that candidates, particularly those from visible ethnic minorities, drop out during the recruitment process. Furthermore, Cooper and Ingram (2004, p.45) claim that nearly twice the proportion of ethnic minority officers resigned from the service than their white counterparts with many of these officers in the early stages of their careers. Another key finding of Cooper and Ingram (2004, p.vi) was that women also had higher rates of resignation and both female and ethnic minority officers had been subject to bullying and/or discrimination in their time in the service. This is highlighted by the cases of Sergeant Gurbal Viridi (McMillan, 2002, p.1) and Superintendent Ali Dizaei (Dodd, 2003, p.2).

The above recruitment figures show that the Metropolitan Police Service has been criticised for lack of diversity especially in the representation of women and ethnic minorities. The Morris Inquiry Report (Morris, 2004) chaired by Sir Bill Morris criticised the Police for discriminating against ethnic minority officers. Although, the report does acknowledge police reforms, it pointed out that diversity

is more than just about race and other groups such as women and gay officers need to be represented in the Police Service. It concludes that diversity is not embedded in the organisation (East, 2005, p.26).

## **Appendix 2.2**

### **Recruitment details for the Fire Service**

Figures for March 1998 showed that there were 436 women employed in a service made up of 33,597 full time and a retained service of 14, 493 (HM Fire Service Inspectorate, 1999, p.3). Although the London Fire Emergency Planning Authority (LFEPA) states that attracting applications from women remains a challenge, the number of uniformed operational female staff for 2006 was 3.06% compared with 2.83% in 2005 (LFEPA, 2006, p.4). The LFEPA reports a slight fluctuation in the top 5% earners that are women of 0.74% in 2005 for uniformed operational, compared to 0.73% in 2006 and for Main Grade/Principal Officer (MG/PO) 38.38% in 2005 with a decrease to 34.31% in 2006.

The review (HM Fire Service Inspectorate, 1999) gave details of sexual harassment including assault, but noticeably, all the women who had taken cases to employment tribunals had left the service. The review found that there were a number of issues which made the Fire Service unwelcoming to women from maternity leave, facilitating childcare to provision of showering facilities for women. A review of equipment and procedures has taken place and appropriate adjustments made to reduce the negative impact on the target groups of women and ethnic minorities to increase the recruitment figures for these groups. In addition, techniques used around the country to attract women have been the introduction of family friendly hours and 'Take your daughters to work day' (Hilpern, 2002 p.24).

Events such as these do allow females to get an insight into the Fire Service and may encourage changes in perception. Also certain terms like 'fire master' may suggest that women are not welcome, and the change in terminology to 'fire fighter' makes the service more appealing. Using politically correct terms may not necessarily change the 'macho' image of the services, but when

combined with advertisements and dedicated recruitment initiatives there are greater chances of success in increasing numbers from under represented groups.

There were 513 people from ethnic minorities in March 1998 and the Government has set a 7% recruitment target – about 3,000 ethnic minority fire fighters to be completed by 2009 (Bennetto and Peacock, 1999, p.10). Between July 2005 and June 2006 there have been 356 uniformed operational joiners of which 59 (16.37%) are from Black and Minority Ethnic communities (BME). There has been a long-term increase in the number of BME uniformed operational staff since 2004 from 8.45% to 9.26%. The number of BME employees within Main Grade/Principal Officer (MG/PO) staff reached 252 (26.9%) in 2006, although this represents a slight decrease (-0.19%) on 2005. However, the long-term trend has been a steady increase in the BME MG/PO staff rising from 24.76% in June 2003 (LFEPA, 2006, p.3). The top 5% earners that are BME showed 4.78% in 2005 to 4.38% in 2006 in uniformed operational and in MG/PO 9.09% in 2005 with a slight increase in MG/PO 9.80% in 2006 (LFEPA, 2006, p.16).

The top 5% earners that are BME showed 4.78% in 2005 to a slight decrease to 4.38% in 2006 in uniformed operational and in MG/PO 9.09% in 2005 with a slight increase in MG/PO 9.80% in 2006 (LFEPA, 2006, p.16).

In 1999, the Fire Service including the London Fire Service was accused of being dominated by sexist, racist and homophobic white male officers whose 'macho culture' has driven away women and ethnic minority recruits. The review *Equality and Fairness in the Fire Service* (HM Fire Service Inspectorate, 1999, p.20) highlighted the need to assess the cultural issues attached to equality and fairness and a better understanding of the need for diversity in the Fire Service (ibid p.7). In a recruitment drive in 1999 at one brigade, 87 applications were received from ethnic minority people and 90 applications from women. None of these applicants were successful (HM Fire Service Inspectorate, 1999, p.31).

Recruitment data shows that fewer Asians tend to apply for careers in the Fire Service than other ethnic minorities. The 2006 workforce profile for uniformed operational staff for the London Fire Service shows that Asian or Asian British was the smallest ethnic minority group with 0.92%, although this was an increase from 0.77% in 2004/05. The largest ethnic group in 2006 remains White with 87.38% followed by Black or Black British at 4.68% (LFEPA, 2006, p.18). One suggestion for this is that Asian families prefer their children to enter graduate professions, for example, to become lawyers, doctors and other highly skilled professionals (LFEPA, 2003, p.4). Therefore, to

make the Fire Service more appealing as a profession, it is taking positive steps by encouraging graduates to apply.

## **Appendix 2.3**

### **Recruitment for British Airways**

The BA workforce figures for March 2002, showed that 45.5% are women, but only 25% were at management level. There was a similar picture with ethnic minorities. Ethnic minorities make up 11.7% of the workforce. However at management level, the figure was 3.7% (British Airways, 2002, p.11). The 2006 figures show 37% of middle-managers are female and 7% of senior managers are female. The ethnic minority figure remains overall at 11.7% with some areas of the business over 20% and lower in other areas (British Airways Recruitment, 2008).

British Airways not only has an impact on West London but also nationally and globally as an aviation company facilitating trade and investment by providing links that enable British companies to access the global market. British Airways advocates that all their policies are well understood and followed through the company and they constantly review how the policies can be more effectively communicated to employees (British Airways, 2003, p.3).

It could be argued that given that the nature of BA's business is international and that over 36 million people (British Airways Jobs, 2008) travel with the airline, that it has no choice but to be diverse as its business depends on it. Promoting equal opportunities and diversity makes good



business sense and in today's competitive market, people want airlines that understand their needs, language and culture.

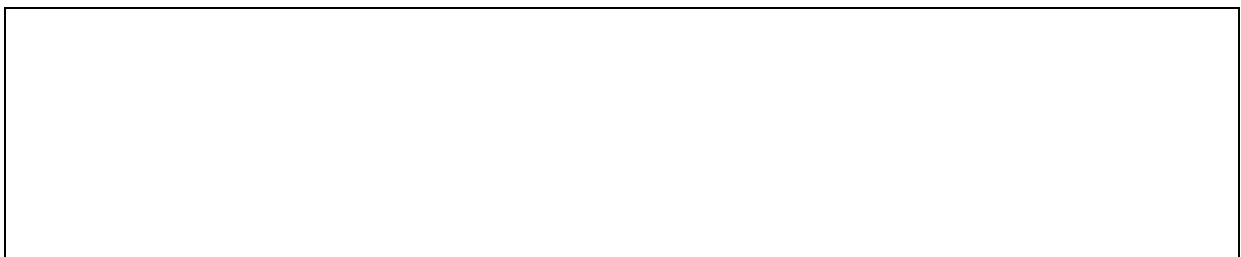
## **Appendix 2.4**

### **Recruitment details for Mars UK**

In total, the ethnic groups accounted for 18.45% of the manufacturing population, the largest being the Indian ethnic group with 9% (Mars, 2003). In 2006 the figures still show a range of ethnic groups with the Indian ethnic group as the largest.

Mars operates in many countries and is a name known to millions around the world. It is an \$18 billion business today with sites in over 65 countries (Mars, 2006). Mars not only manufactures world famous brands such as Snickers, it includes pet foods (Pedigree Masterfoods – division of Mars UK Ltd- formed in January 2002 by the merger of Mars Confectionery and Pedigree Masterfoods) as well as Dolmio, Uncle Ben's Rice, Klix and Flavia drinks vending systems and electronic automated payment systems.

Mars UK is a multinational privately owned business (Brenner, 1999, p.37) and is known for its guarded nature (Hobson, 2002, p.86). The company argues that due to private ownership there is no need for it to account to anyone. It is not bound by the Race Relations (Amendment) Act 2000 which obliges public sector bodies like the Police, Army and Fire Service to promote equal opportunities and good race relations. However, Mars UK is bound by the Race Relations Act 1976.



**Appendix 3**

**Letter to Schools, Parents and  
Student Consent Letter**

Due to confidentiality, not printed on headed paper

**Letter to Schools**

Dear

**Re: Research for Doctorate in Education**

I am Head of Careers at the above school and I am currently undertaking a part-time Doctorate in Education degree at Brunel University, Uxbridge.

My thesis is on 'Young People's and Employers' Perception of Equal Opportunities in the World of Work'. I have selected this topic because as a Careers Teacher, I wish to improve the quality of Careers Education for our future generation. My research should allow an understanding of how young people perceive equal opportunities in the world of work.

As part of my research, I will be interviewing Year 12 pupils in the West London schools about their perceptions including using advertisements of recruiting in various careers. In all, I will be using five schools and I would like you to be one of the sample schools. The school's name or any individual will not be mentioned in the study. I need to interview six Year 12 pupils from your school. If possible, I would like two pupils from different ethnic backgrounds to obtain a mixed group of English, Asian and Afro-Caribbean or any other group dominant in your Year 12. In addition, I would like to maintain a gender balance in this sample of three males and three females. I know it is a very busy period for Year 12 so interviews will only be arranged at times suitable to the pupils without any impact on their studies. I hope you or your post-16 coordinator will be able to select this sample group.

Each interview will be held in your school, on a one-to-one basis and it will last approximately 45 minutes to one hour maximum. I enclose a copy of the consent letter for parents and if you grant me permission to interview your pupils, I will provide more copies. I enclose a copy of the questions that the pupils will be asked. The pupils may withdraw from the interview at any stage. The interview will be tape-recorded and a copy of the transcripts will be available to the pupils. Anonymity and confidentiality will be honoured at all times and the research will only be used for my Doctorate thesis.

I will contact you by telephone in the next few days and I look forward to a favourable reply.

I thank you in anticipation of your cooperation in assisting me in my study.

Yours sincerely,

Mrs H.K Malhi

Head of Careers

Encs

**Parent's Consent Letter**

Dear Parents

**Re: Research for Doctorate**

I am Head of Careers at the above school and I am currently undertaking a part-time Doctorate in Education at Brunel University, Uxbridge.

My thesis is on 'Young People's and Employers' Perception of Equal Opportunities in the World of Work'. I have selected this project because as a Careers Teacher I wish to improve the quality of Careers Education for our future generations. My research should allow an understanding of how young people perceive equal opportunities and contribute to the debate of achieving equal opportunities in the world of work.

As part of my research I will be interviewing Year 12 pupils in West London schools about their perceptions using recruitment material in various careers.

The interview with your son/daughter will take place in his/her school for approximately one hour. The interview will be tape-recorded and transcribed for my study. Transcripts from the interview will be made available to the participants if required. Anonymity and confidentiality will be honoured at all times and the research will only be used for my Doctorate thesis. The pupil may withdraw from participating at any time.

If you require any further information, please do not hesitate to contact me at the above address. I hope you will sign the consent proforma attached and return it to the Post-16 Coordinator.

Yours faithfully,

Mrs H K Malhi

Head of Careers

**Proforma for Research for Doctorate**

Name of Pupil: \_\_\_\_\_

Tutorial/class group: \_\_\_\_\_

I hereby give permission for my son/daughter to be interviewed by Mrs. H K Malhi. I understand that the interview will be tape-recorded and be used solely for the study. I am aware that my child can withdraw from the project at any time.

Signature of parent: \_\_\_\_\_

I agree to participate in the above project:

Signature of pupil: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix 4**

**Letter to Employers**



**Letter to Employers**

Dear

**Re: Research for a Doctorate Thesis**

As I explained in our recent telephone conversation I am Head of Careers at the above Comprehensive School and I am currently undertaking a part-time Doctorate in Education at Brunel University, Uxbridge.

My thesis is on 'Young People's and Employers' Perceptions of Equal Opportunities in the World of Work'. I have selected this topic because as a Careers Teacher, I wish to improve the quality of Careers Education for our future generation. My research should allow an understanding of how young people perceive equal opportunities in the world of work.

As part of my research I will be interviewing Year 12 pupils (17-18 year olds) in the West London area about their perceptions using recruitment material as a stimulus for the interviews. Pupils will be asked to look at advertisements recruiting in different careers and I will be using recruitment material from the Army as an example of a major employer.

I look forward to our meeting on Wednesday 12<sup>th</sup> March at 9.15am. The interview will be on your Equal Opportunities Policy, Recruitment Policy and recruitment advertisements. The interviews will last approximately for one hour and with your permission I would like to tape record the interview. I would be grateful if you could provide me with a copy of your Equal Opportunities policy, your recruitment booklet and copies of any recent advertisements and an application form. I attach a request for some general data before our meeting and a copy of the questions for the interview.

Yours sincerely,

Harshinder Malhi (Mrs)

Head of Careers

Encs

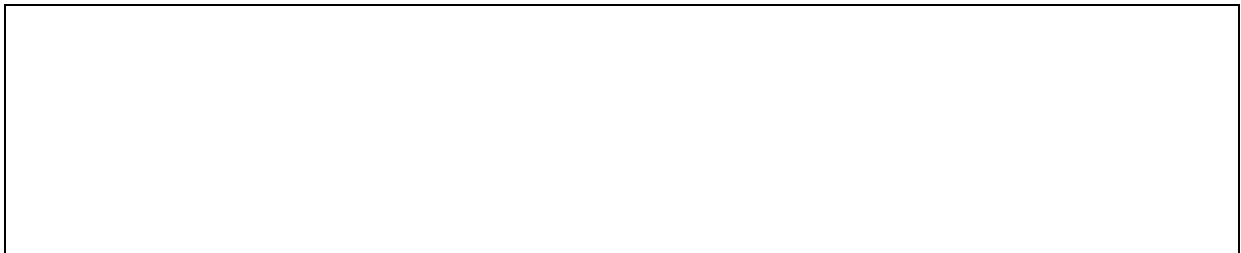
## **Appendix 5**

### **Stages of Data Analysis – Clusters and Themes**

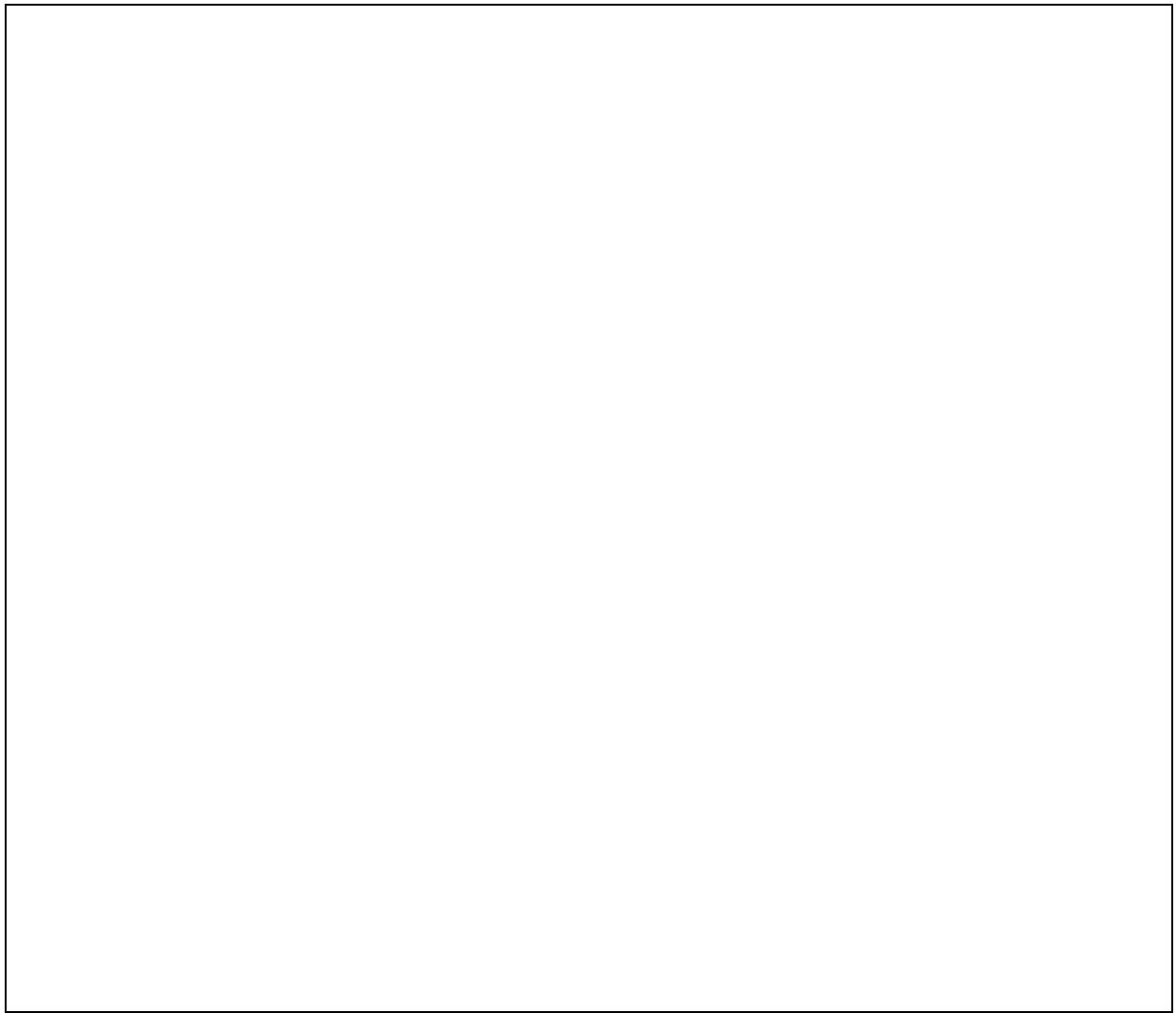
- Perceptions of Equal Opportunities – Students' Interviews
- Perceptions of Equal Opportunities – Employers' Interviews
- Employers' Documents on Equal Opportunities

- Schools' Documents on Equal Opportunities

- Recruitment Material - comparison of themes across the  
employers



**Perception of Equal Opportunities – Students’  
Interviews**



**Perception of Equal Opportunities- Students**

*Clusters*

*Re- Cluster*

*Further Reduction*

*Potential Theme*

*Initial patterns*

- 1. Fairness – being fair to everyone
- 2. Colour- might not be right colour, look down on people of different colour, did not get job because of colour
- 3. Differences between Black and White,
- 4. Freedom of speech whether White or Black
- 5. Equal Chance
- 6. Cultural diversity
- 7. Different cultures
- 8. Ethnic cultures
- 9. Same
- 10. Diverse
- 11. Background
- 12. Race
- 13. Age

- 1. Fair
- 5. Equal Chance
- 9. Same
- 30. Being treated fairly
- 32. Not treat differently to anyone else
- 37. Equal for both men and women – not treated differently to anyone else, so you could consider that as equal opportunities everyone is treated the same

- 2. Colour- might not be right colour, look down on people of different colour, did not get job because of colour

- 1. Fairness – being fair to everyone
- 30. Being treated fairly

- 5. Equal chance
- 9. Same
- 50. Everyone gets the same treatment

- 37. Equal for both men and women – not treated differently to anyone else, so you could consider that as equal opportunities everyone is treated the same

Fairness

Same

Equal for Men/Women

The same treatment

The same treatment for men and

**Being fair**

14. Respect all religions and races
15. Cannot discriminate against
16. Respect people as individuals
17. Look
18. Appearance
19. Western culture merge together
Initial patterns between Asian and western
Key: <span style="background-color: blue; color: white; padding: 2px;">Blending in two</span> → Clusters
<span style="background-color: green; color: white; padding: 2px;">Re-cluster</span> → Re - Cluster
<span style="background-color: yellow; color: black; padding: 2px;">Further Reduction</span> → Further Reduction
22. Give and take
23. Gender
24. Sex
25. Disabled should not be discriminated against because of disability
26. Not discriminate someone because of their colour
27. No Discrimination against anyone
28. Seen positive discrimination
29. Ethnicity
30. Being treated fairly

*Clusters*

6. Cultural diversity  
 7. Different cultures  
 8. Ethnic cultures  
 10. Diverse  
 11. Background  
 12. Race  
 19. Western culture merge together  
 20. Restore balance between Asian and western culture  
 21. Blending in two cultures  
 29. Ethnicity  
 33. Where you are from  
 57. Array of people from different races

*Re clusters*

6. Cultural diversity  
 7. Different cultures  
 8. Ethnic cultures  
 10. Diverse  
 29. Ethnicity

19. Western culture merge together  
 21. Blending in two cultures

20. Restore balance between Asian and western culture

12. Race  
 57. Array of people from different races

2. Colour- might not be right colour, look down on people of different colour, did not get job because of colour  
 26. Not discriminate someone because of their colour  
 47. Won't get someone else being

People not getting equal opportunities

Not discriminating against colour

*Further Reduction*

Cultural diversity

Merging of cultures

Balance of cultures

Race

Culture

Race



31. Sexuality –
32. Not treat differently to anyone else
33. Where you are from
34. Patriarchy
35. Balanced working environment – more equal women should get more higher jobs
36. Women should be able to speak up and do whatever they want.
7. Equal for both men and women – not treated differently to anyone else, so you could consider that as equal opportunities everyone is treated the same
38. Judged purely on skills
39. Having your own choice
40. Views listened to
41. Doing everything you want to do
<i>Initial Patterns</i> stereotypically confined to the house
43. Most cultures do have that stereotypical view of women in the house, particularly Bangladeshi men

14. Religion  
16. Respect people as individuals & all religions

23. Gender  
24. Sex  
31. Sexuality  
34. Patriarchy  
35. Balanced working environment – more equal women should get more higher jobs  
36. Women should be able to speak up and do whatever they want.  
47. Seeing women as

*Clusters*

25. Disabled should not be discriminated against because of disability  
47. Won't get someone else being prejudiced or being discriminated against because some form of disease

11. Background  
33. Where you are

23. Gender  
24. Sex

34. Patriarchy

35. Balanced working environment – more equal women should get more higher jobs  
36. Women should be able to speak up and do whatever they want.  
42. Seeing women as being stereotypically confined to the house

*Re- Clusters*

25. Disabled should not be discriminated against because of disability  
47. Won't get someone else being prejudiced or being discriminated against because some form of disease  
60. If somebody has a disability they should

Background

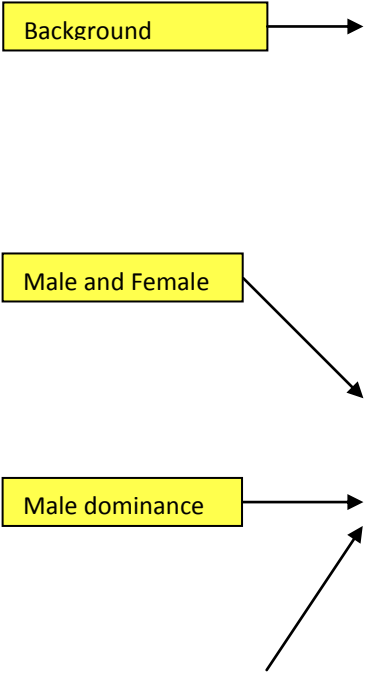
Male and Female

Male dominance

Women

*Further Reduction*

*Potential Themes*



44. Men and women should be treated the same
45. Everyone sharing
46. Do whatever they want
47. Won't get someone else being prejudiced or being discriminated against because of the colour of their skin or some form of disease
48. Male and female
49. Black or White
50. Everyone gets the same treatment
51. Handicapped
52. Summer schools for people from ethnic minorities, because I'm White, I could not go
<b>REMAINING SCRIPTS:</b>
53. They've got the skills
54. Ability to do the job is important
55. The best people should get the job
56. Not treated or judged for the way they are
57. Array of people from different races

Disability

15. Cannot discriminate against

No discrimination

No discrimination against colour, background, culture, race men, women, disability, appearance

15. Cannot discriminate against  
 27. No Discrimination against anyone  
 28. Seen positive discrimination

28. Positive discrimination  
 52. Summer schools for people from ethnic minorities, because I'm White, I could not go

Against positive discrimination

58. Having a chance to do whatever they want
59.No advantage for any different type of people
60. If somebody has a disability they should be given equal opportunities. Having the chance to do what they want to do just as much as everyone else.

13. Age  
17. Look  
18. Appearance

*Clusters*

38. Judged purely on skills  
53. They've got the skills  
54. Ability to do the job is important  
55. The best people should

39. Having your own choice  
40. Views listened to  
41. Doing everything you want to do

18. Appearance  
56. Not treated or judged for the way

*Re-clusters*

Skills

39. Having your own choice

Appearance

*Further Reduction*

*Potential Themes*

**Being  
judged on**

Choice  
  
Respect and

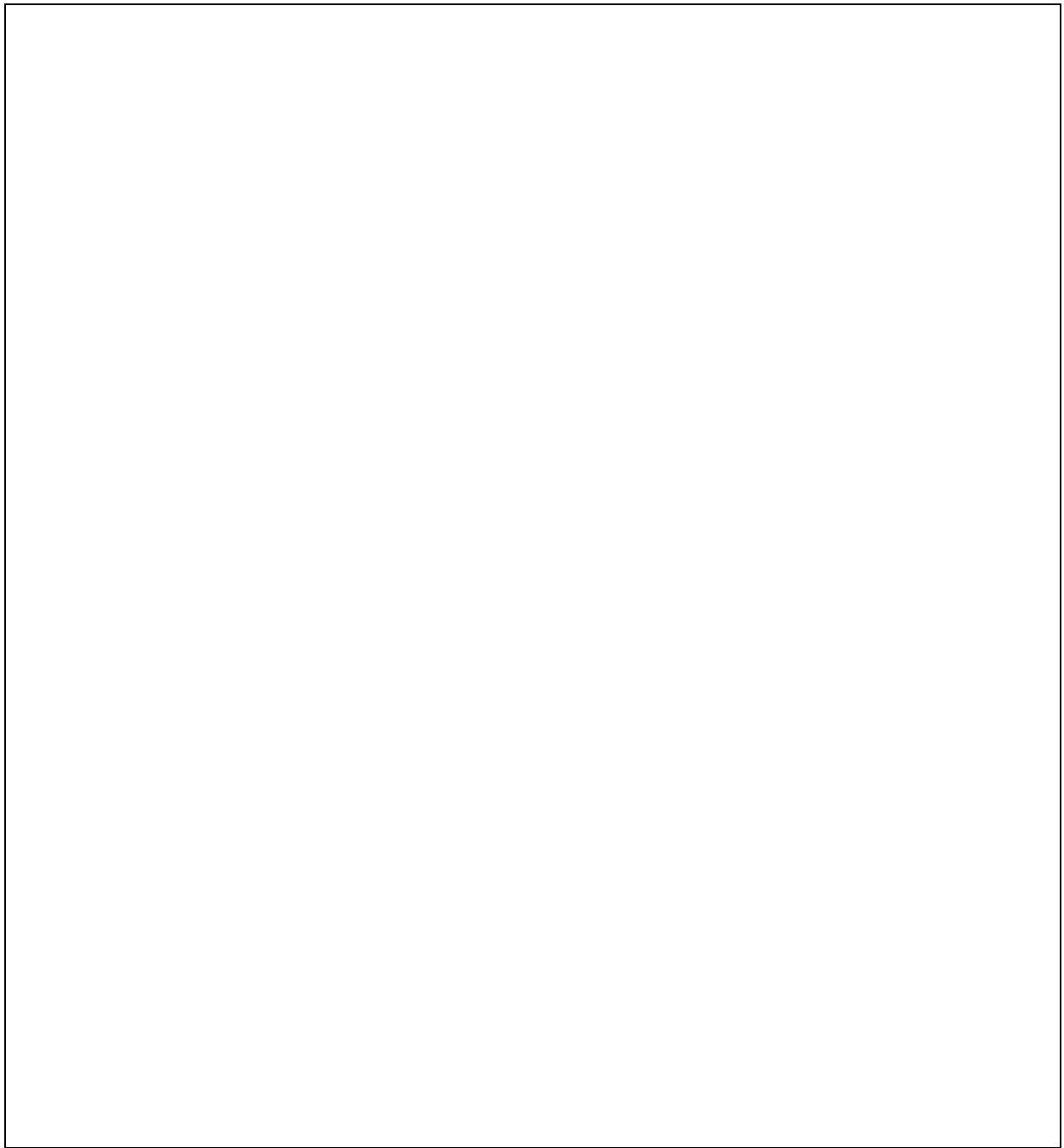

14. Respect all religions and races

16. Respect people as individuals

16. Respect people as individuals

**Having choice and giving respect**

**Perception of Equal Opportunities – Employers’  
Interviews**



*Clusters*

*Re-cluster*

*Further Reduction*

<b><i>Initial Patterns</i></b>
1.Allow everyone to be treated fairly; have the same opportunities
2. Opportunity to progress no matter what their background
3. Give everybody a fair shot male / female no matter what colour, race or religion to reach the top
4.Respect diversity
5. Equality
6. Fairness- each individual is treated fairly according to their needs
7.Each individual is treated fairly
8.Confronting people if they are wrong regardless of who the person is whether a manager, a man, woman or Black person – that is fairness
9.Employer of choice – we believe in fairness, everyone will be promoted and it will be done on merit.
10.Believe in diversity
11. Recognise the ability of our diverse

1.Allow everyone to be treated fairly; have the same opportunities  
 2. Opportunity to progress no matter what their background  
 3. Give everybody a fair shot male/ female no matter what colour, race or religion to reach the top  
 5. Equality

6.Fairness- each individual is treated fairly according to their needs  
 7.Each individual is treated fairly  
 8.Confronting people if they are wrong regardless of who the person is whether a manager, a man, woman or Black person – that is fairness

4.Respect diversity  
 10.Believe in diversity  
 11.Recognise the ability of our diverse

1.Allow everyone to be treated fairly; have the same opportunities  
 3. Give everybody a fair shot male/ female no matter what colour, race or religion to reach the top

5.equality

6.Fairness- each individual is treated fairly according to their needs  
 7.Each individual is treated fairly

8. Confronting people if they are wrong regardless of who the person is whether a manager, a man, woman or Black person – that is fairness

4.Respect diversity  
 10.Believe in diversity  
 11.Recognise the ability of our diverse workforce

Each individual treated fairly- have the same opportunities

Every body has an opportunity to progress to the top whether male, female, no matter what colour. race or religion

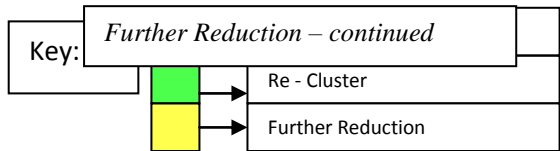
Each individual is treated according to their needs

Confronting people if they are wrong regardless of who the person is whether a manager, a man, woman or Black person – that is fairness

Respect and recognise the ability of the diverse workforce

workforce
12.We try to utilise those skills.
13.Dignity at work
14. Free from bullying
15.Free from harassment, all forms of discrimination, be it race, sex or disability
16. Fairness at work.
17.Ensure all employees, whether current or potential are treated with dignity, respect

Diversity in terms of 'creative thinkers'



Potential Themes

Each individual is treated fairly and according to their needs and has the same opportunities to progress whether male, female, no matter what colour, race or religion

**Each individual is treated fairly according to their needs and has the same opportunities to progress, whether male, female no matter what their colour, race or religion**

Each individual is treated according to their needs

**Respect diversity**

Fairness is confronting people in the wrong



*Initial Patterns*

17.Ensure all employees, whether current or potential are treated with dignity, respect

18.Can progress as far as their talent and skills allow

19. Single status non hierarchical

20.Progression based on performance and merits providing you can do the job.

21.Equal opportunity is part of how we do business.

22.Equal opportunities is absolutely tied into how we do business – part of our culture is about being an open business – applying that to ethnicity, gender, age.

23.Diversity in terms of ‘creative thinkers’

24.Very important that young people perceive the Army as an equal opportunities employer.

25.Letting people know what we’re about, what we do and how we do it.

*Clusters*

13.Dignity at work

17.Ensure all employees, whether current or potential are treated with

14. Free from bullying

15. Free from harassment, all forms of discrimination, be it race, sex or disability

9.Employer of choice - we believe in fairness, everyone will be promoted and it will be done on merit

12. We try to utilise those skills.

18.Can progress as far as their talent and skills allow

20.Progression based on performance and merits providing you can do the

*Re-cluster*

Dignity, respect at work

Free from bullying and harassment

12. We try to utilise those skills

18. Can progress as far as their talent and skills allow

180. We look for people’s skills and abilities, which are job related

9.Employer of choice - we believe in fairness, everyone will be promoted and it will be done on merit

19. Single status non hierarchical

21.Equal opportunity is part of how we do business

22.Equal opportunities is absolutely tied into how we do business – part of our culture is about being an open business

*Further Reduction*

Treat all employees with dignity, respect, free from bullying, harassment and discrimination

Look for people’s skills and abilities which are job related

Fairness- promoted on merit

Giving people choice based on merit

26. Aimed at 'gatekeepers' like careers teachers, parents.

27. People who are involved with young people: get their perceptions right first.

28. In our talk for ethnic minorities we have our own ethnic minorities recruiting team

29. We found that, like everyone else, we need to be an equal opportunities employer

**Further Reduction -continued**

Dignity and respect

19. Single status non hierarchical

21. Equal opportunity is part of how we do business

22. Equal opportunities is absolutely tied into how we do business – part of our culture is about being an open business – applying that to ethnicity,

*Potential Themes*

**Treat all employees with dignity, respect, free from bullying, harassment and discrimination**

Equal opportunities is part of our business and our culture

**NB** Not all the initial patterns up to 181 are given due to the quantity of data

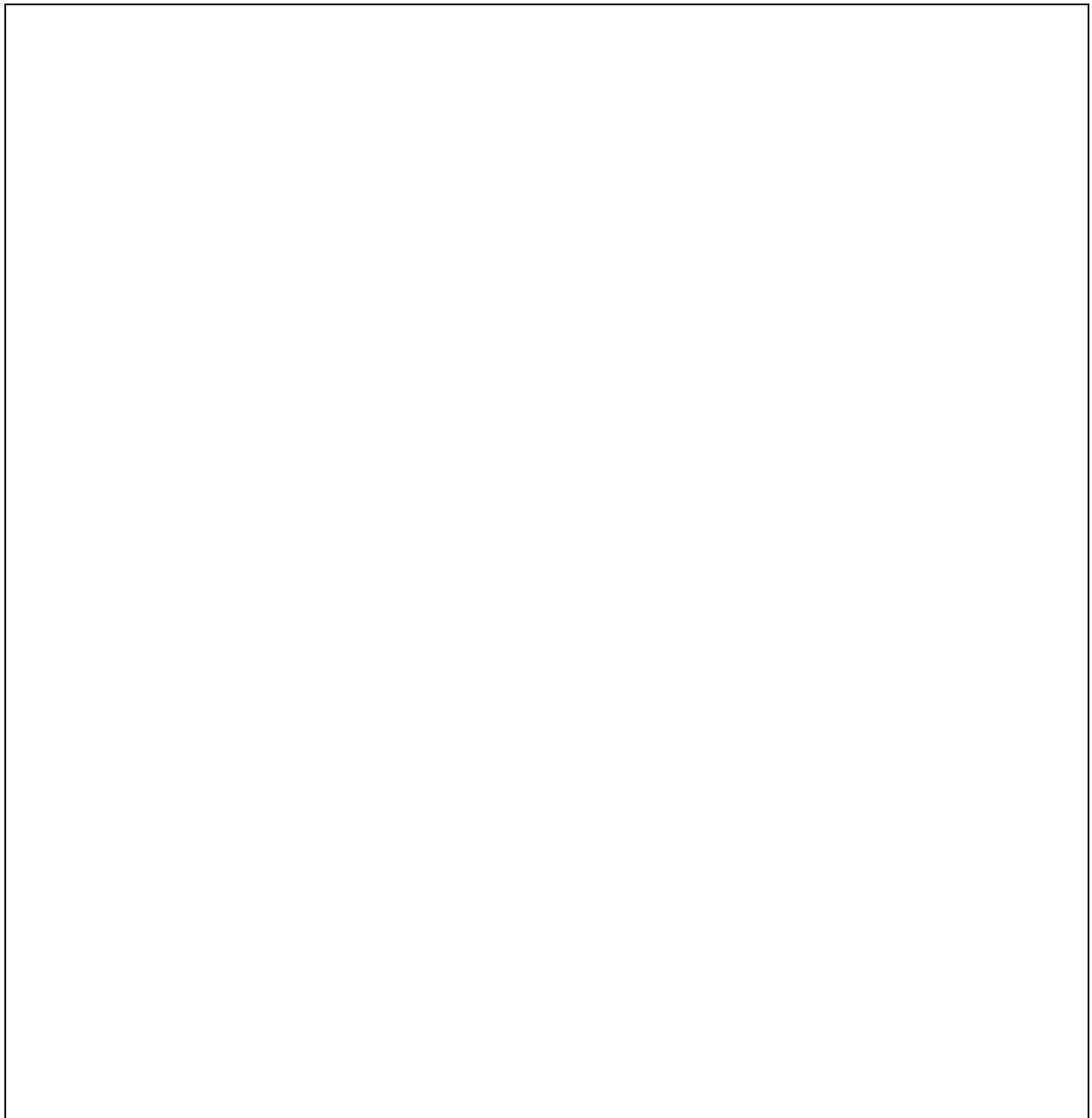
**People's skills and abilities which are job related; giving people choice based on merit**

Look at people's skills and abilities

Giving people choice based on merit



## **Employers' Documents on Equal Opportunities**



*Initial Patterns*

1. Treat everyone fairly, with respect and decency

2. Not tolerate unlawful discrimination including harassment, bullying

3. Respect differences

4. Opportunity to develop their abilities fully

5. Valuing the contribution each individual makes irrespective of their race

6. Valuing the contribution each individual makes irrespective of their ethnic origin

7. Valuing the contribution each individual makes irrespective of their gender

8. Valuing the contribution each individual makes irrespective of their social background

9. Not treat everyone in the same way

10. Not giving unfair advantages to people with certain characteristics or minority groups

11. Equality and diversity means

*Clusters*

2. Not tolerate unlawful discrimination including harassment, bullying

12. Free from unlawful discrimination, including harassment and bullying

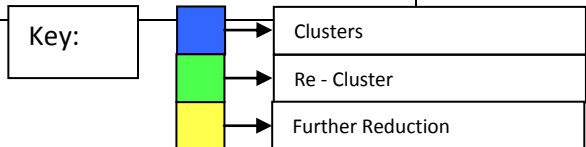
38. To be treated fairly, free from harassment

39. Provide a working environment free from any form of

3. Respect differences

9. Not treat everyone in the same way

treating every individual fairly, with respect and decency
12. Free from unlawful discrimination, including harassment and bullying
13. Provide a service accessible to all and meet the needs of diverse communities
14. Create, welcome and respect diversity



**Table 4.5 (ii)**

**Employers Documents on Equal Opportunities (re cluster)**

*Recluster*

*Further reduction*

*Potential Theme*

1. Treat everyone fairly, with respect and decency  
 2. Equality of opportunity is a fundamental aspect of such respect

Treat everyone fairly, with

Treat every individual fairly, with respect, decency and dignity



11. Equality and diversity means treating every individual fairly, with respect and decency

35. Every individual should be treated with respect

Every individual treated with respect

An expression of individual and collective rights and responsibilities

**An expression of individual and collective rights and responsibilities**

37. An expression of individual and collective rights and responsibilities

2. Not tolerate unlawful discrimination including harassment, bullying

38. To be treated fairly, free from harassment

Not tolerate unlawful discrimination including harassment and bullying.

**Not to tolerate discrimination, harassment and bullying**

41. Provide a working environment free from any form of bullying

3. Respect differences

14. Create, welcome and respect diversity

Respect differences

9. Not treat everyone in the same way

57. Welcomes, uses and manages diversity in the workplace

Welcomes, uses and manages diversity in the workplace

**Respect differences, including special needs and diversity**

*Initial Patterns*

*Cluster*

15. We oppose discrimination based on age

16. We oppose discrimination based on caring responsibilities

17. We oppose discrimination based on colour

18. We oppose discrimination based on disability

19. We oppose discrimination based on ethnic background

20. We oppose discrimination based on marital status

21. We oppose discrimination based on national origin

4. Opportunity to develop their abilities fully

5. Valuing the contribution each individual makes irrespective of their race

59. Fairness in which every member, irrespective of race can flourish and develop

67. Committed to all areas of diversity, namely race

75. Equality of opportunity in employment regardless of race

22. We oppose discrimination based on political belief
23. We oppose discrimination based on religion
24. We oppose discrimination based on sexuality
25. We oppose discrimination based on social background
26. Challenge prejudiced beliefs about different groups and communities in society
27. Oppose homophobia
28. Oppose heterosexist
28. Oppose heterosexist
30. Oppose religious bigotry
31. Oppose sexism
32. Will challenge prejudiced beliefs about older people and people who are socially excluded
33. Promote good relations between people from different communities who live in London

6. Valuing the contribution each individual makes irrespective of their ethnic origin

19. We oppose discrimination based on ethnic background

21. We oppose discrimination based on national origin

47. Challenge behaviour which is unacceptable, in particular on the grounds of race

49. Challenge behaviour which is unacceptable, in particular on the grounds of nationality

50. Challenge behaviour which is unacceptable, in particular on the grounds of ethnic or national origin

61. Fairness in which every member, irrespective of nationality can flourish and develop

*Recluster*

4. Opportunity to develop their abilities fully

5. Valuing the contribution each individual

59. Fairness in which every member, irrespective of race can flourish and develop

90. No job applicant or associate receives less favourable treatment

67. Committed to all areas of diversity, namely race

6. Valuing the contribution each individual

19. We oppose discrimination based on ethnic

21. We oppose discrimination based on national origin

49. Challenge behaviour which is unacceptable, in particular on the grounds of nationality

50. Challenge behaviour which is unacceptable, in particular on

*Further Reduction*

4. Opportunity to develop their abilities fully

Valuing the contribution each individual makes irrespective of their race

Equality of opportunity in employment regardless of race

Committed to all areas of diversity, namely race

6. Valuing the contribution each individual makes irrespective of their ethnic origin

**Not to tolerate discrimination, harassment and bullying. Challenge and oppose discrimination based on ethnic or national origin, sexual orientation, age, caring, responsibilities. Disabilities, marital status, political beliefs and religion**

Oppose discrimination based on ethnic background or national origin

61. Fairness in which every member, irrespective of nationality can flourish and develop

77. Equality of opportunity in employment regardless of nationality

No job applicant or associate receives less favourable treatment on such grounds as

91. No job applicant or associate receives less favourable treatment on such grounds as nationality

92. No job applicant or associate receives less favourable

**Cluster**

**Initial Patterns**

33. Promote good relations between people from different communities who live in London

34. Value diversity

35. Every individual should be treated

7. Valuing the contribution each individual makes irrespective of their gender

46. Challenge behaviour which is unacceptable, in particular on the grounds of gender

58. Fairness in which every member, irrespective of gender can flourish and develop

72. Committed to all areas of diversity, namely gender

73. Equality of opportunity in employment regardless of sex

with respect
36. Discrimination should be eradicated
37. An expression of individual and collective rights and responsibilities
38. To be treated fairly, free from harassment
39. Provide a working environment free from any form of harassment
40. Provide a working environment free from any form of intimidation
41. Provide a working environment free from any form of bullying
42. Provide a working environment free from any form of victimisation
43. Provide a working environment free from any form of unjustifiable discrimination
44. Treat individuals openly, fairly with dignity and respect
45. Value their contribution towards providing a quality service
46. Challenge behaviour which is

8. Valuing the contribution each individual makes irrespective of their social background

10. Not giving unfair advantages to people with certain characteristics or minority groups

13. Provide a service accessible to all and meet the needs of diverse communities

15. We oppose discrimination based on age  
 32. Will challenge prejudiced beliefs about older people and people who are socially excluded  
 58. Committed to all areas of diversity, namely age

unacceptable, in particular on the grounds of gender

47. Challenge behaviour which is unacceptable, in particular on the grounds of race

48. Challenge behaviour which is unacceptable, in particular on the grounds of colour

*Recluster*

16. We oppose discrimination based on caring responsibilities

*Further Reduction*

*Potential Theme*

7. Valuing the contribution each individual makes irrespective of their gender

58. Fairness in which every member, irrespective of

Valuing the contribution each individual makes irrespective of their gender and sex

46. Challenge behaviour which is unacceptable, in particular on the grounds of gender

72. Committed to all areas of diversity, namely gender

73. Equality of opportunity in employment regardless of sex

87. No job applicant or associate receives less favourable

Challenge unacceptable behaviour on the grounds of gender

**Decisions based on merit and personal skills. The opportunity to develop the employees abilities fully and valuing the contribution which each individual makes irrespective of their race, ethnic origin, gender, sex, social**

Valuing the contribution each individual makes irrespective of social background

Oppose discrimination based on sexual orientation

Not giving unfair advantages to people of minority groups

Provide a service accessible and meeting the needs of diverse communities

15. We oppose discrimination based on age

32. Will challenge prejudiced beliefs about older people and people who are socially excluded

Oppose discrimination based on age

68. Committed to all areas of diversity, namely age  
94. No job applicant or associate receives less favourable

Oppose discrimination based on caring responsibilities





## **Schools' Documents on Equal Opportunities**



*Initial Patterns*

1. Each child to fulfil her/his intellectual potential
2. Each child to fulfil her/his physical potential
3. Each child to fulfil her/his practical potential
4. Each child to fulfil her/his aesthetic potential
5. Each child to fulfil her/his social potential
6. Value cultural and linguistic diversity
7. Encourage attitudes of respect
8. Encourage attitudes of appreciation of the needs and values of others
9. Do not tolerate racist language or behaviour
10. Do not tolerate sexist language or behaviour
11. Challenge discrimination on the grounds of gender
12. Challenge discrimination on the grounds of race
13. Challenge discrimination on the grounds of class
14. Challenge discrimination on the grounds of disability

*Clusters*

1. Each child to fulfil her/his intellectual potential

30. Discrimination on the basis of ability is unacceptable in this school

48. E.O for all pupils regardless of physical or intellectual ability

65. All children are entitled to equality of educational opportunity irrespective of ability

70. All children are encouraged to make maximum possible progress to ensure that every student develops to his/her full

2. Each child to fulfil her/his physical potential

3. Each child to fulfil her/his practical potential

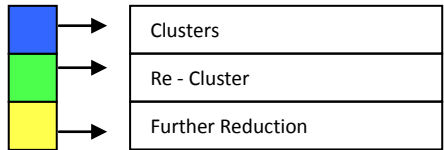
4. Each child to fulfil her/his aesthetic potential

5. Each child to fulfil her/his social potential

15. Challenge discrimination on the grounds of religion
16. Value every student and ensure all have E.Os to experience a whole curriculum.
17. Ensure no barriers to students' achievements on grounds of his/her racial or cultural background.
18. Ensure that the curriculum and teaching methods take account of ethnicity, language needs of all students

*Re- Clusters*

Key:



**Developing all children to their full intellectual, physical, social, practical,**



*Re- Cluster*

1. Each child to fulfil her/his intellectual potential

70. All children are encouraged to make maximum possible progress to ensure that every student develops to his/her full potential

30. Discrimination on the basis of ability is unacceptable in this school

48. E.O for all pupils regardless of physical or intellectual ability  
65. All children are entitled to equality of educational opportunity irrespective of ability

2. Each child to fulfil her/his physical potential

5. Each child to fulfil her/his social potential

3. Each child to fulfil her/his practical potential

*Further Reduction*

All children to make maximum progress to ensure every student develops to his/her full intellectual potential.

All children are entitled to equality of educational opportunity irrespective of ability

Each child to fulfil her/his physical, social, practical, aesthetic potential

18. Ensure that the curriculum and teaching methods take account of ethnicity, language needs of all students
19. Ensure that the curriculum and teaching methods encourage students to respect cultures other than their own.
20. Admissions, attendances and discipline is fair and is equitable to students from all backgrounds
21. Equal access to extra curricular activities
22. Discrimination on the basis of colour is unacceptable in this school.
23. Discrimination on the basis of culture is unacceptable in this school.
24. Discrimination on the basis of appearance is unacceptable in this school.
25. Discrimination on the basis of gender is unacceptable in this school.
26. Discrimination on the basis of origin is unacceptable in this school.

6. Value cultural and linguistic diversity

31. People of all ages, abilities, gender, background and ethnicity are to be valued and encouraged.

40. Embracing cultural richness

41. Values diversity

7. Encourages attitudes of respect

34. Respect and appreciate richness of cultural backgrounds

35. Respect and appreciate diversity of cultural backgrounds

62. Mutual respect values cultural diversity

17. Ensure no barriers to students' achievements on grounds of his/her racial or cultural background.

19. Ensure that the curriculum and teaching methods encourage students to respect cultures other than their own.

23. Discrimination on the basis of culture is unacceptable in this school.

26. Discrimination on the basis of origin is unacceptable in this school.

45. E.O for all pupils regardless of culture



27. Discrimination on the basis of sexual orientation is unacceptable in this school.
28. Discrimination on the basis of age is unacceptable in this school.
29. Discrimination on the basis of belief is unacceptable in this school.
30. Discrimination on the basis of ability is unacceptable in this school.
31. People of all ages, abilities, gender, background and ethnicity are to be valued and encouraged.

*Re- Clusters*

*Further Reduction*

*Potential Themes*

6.Value cultural and linguistic diversity  
 31. People of all ages, abilities, gender, background and ethnicity are to be valued and encouraged  
 67.All children are entitled to equality of educational opportunity

40. Embracing cultural richness

Value cultural and linguistic diversity

Value people of all ages, gender, background and ethnicity.

Respect & value the history, cultural and linguistic diversity of all ethnic groups

Value cultural richness and diversity

7. Encourages attitudes of respect  
61. Retaining their personal and cultural identity

Encourages respect  
Retaining cultural identity

Respect and value the history, cultural and linguistic diversity of all ethnic

17. Ensure no barriers to students' achievements on grounds of his/her racial or cultural background  
19. Ensure that the curriculum and teaching methods encourage students to respect cultures other than their own.  
85. Deliver a curriculum which reflects positively on racial and cultural traditions of other communities  
23. Discrimination on the basis of culture is unacceptable in this school.  
26. Discrimination on the basis of origin is unacceptable in this school

Deliver a curriculum that reflects positively on racial &

Deliver a curriculum that reflects positively on racial and cultural traditions.  
Enables students to question cultural

---

Discrimination on the basis of culture,  
origin is unacceptable

---

31. People of all ages, abilities, gender, background and ethnicity are to be valued and encouraged.

32. Curriculum which prepares young people to understand and take their part in a diverse world

33. Curriculum opposes all forms of prejudice

34. Respect and appreciate richness of cultural backgrounds

35. Respect and appreciate diversity of cultural backgrounds

36. Any form of racism is totally unacceptable

37. Promote good race relations

38. Eliminate unlawful racial discrimination.

39. Valuing all members of the community as individuals

40. Embracing cultural richness

41. Values diversity

8. Encourage attitudes of appreciation of the needs and values of others

11. Challenge discrimination on the grounds of gender

25. Discrimination on the basis of gender is unacceptable in this school

43. E.O for all pupils regardless of gender

53. All members to feel valued, supported, secure regardless of gender

68. All children are entitled to equality of educational opportunity irrespective of gender

76. Challenge gender and culture stereotyping

42. Views linguistic diversity positively
43. E.O for all pupils regardless of gender
44. E.O for all pupils regardless of race
45. E.O for all pupils regardless of culture
46. E.O for all pupils regardless of religion
47. E.O for all pupils regardless of sexuality
48. E.O for all pupils regardless of physical or intellectual ability
49. Access to all the curriculum to -increase their choices -raise aspirations
50. Provide A constructive atmosphere -freed from prejudice

- 12. Challenge discrimination on the grounds of race
- 36. Any form of racism is totally unacceptable
- 37. Promote good race relations
- 38. Eliminate unlawful racial discrimination
- 44. E.O for all pupils regardless of race

Enables students to question cultural assumptions and biases

- 11. Challenge discrimination on the grounds of gender
- 25. Discrimination on the basis of gender is unacceptable in this school
- 76. Challenge gender and culture stereotyping

Challenge discrimination on the grounds of gender & culture stereotyping

---

Equality of educational opportunities for all pupils regardless of gender

---

---

12. Challenge discrimination on the grounds of race

36. Any form of racism is totally unacceptable

38. Eliminate unlawful racial discrimination

37. Promote good race relations

84. Promote racial equality

Challenge discrimination on the grounds of race

---

---

---

Promote racial equality

50. Provide a constructive atmosphere - freed from prejudice

- freed from fear
- freed from intolerance

51. All members to feel valued, supported, secure regardless of race

52. All members to feel valued, supported, secure

13. Challenge discrimination on the grounds of class

52. All members to feel valued, supported, secure regardless of race

14. Challenge discrimination on the grounds of disability

55. All members to feel valued, supported, secure regardless of race

regardless of class
53. All members to feel valued, supported, secure regardless of gender
54. All members to feel valued, supported, secure regardless of sexual orientation
55. All members to feel valued, supported, secure regardless of disability
56. All members to feel valued, supported, secure regardless of accent
57. All members to feel valued, supported, secure regardless of age
58. All members to feel valued, supported, secure regardless of colour
59. All members to feel valued, supported, secure regardless of belief or achievement.
60. Achieve potential academically, creatively, practically
61. Retaining their personal and cultural identity

15. Challenge discrimination on the grounds of religion

29. Discrimination on the basis of belief is unacceptable in this school

46. E.O for all pupils regardless of religion

59. All members to feel valued, supported, secure regardless of

16. Value every student and ensure all have E.Os to experience a whole curriculum

18. Ensure that the curriculum and teaching methods take account of ethnicity, language needs of all students

20. Admissions, attendances and discipline is fair and is equitable to students from all backgrounds

21. Equal access to extra curricular activities

62. Mutual respect values cultural diversity.

13. Challenge discrimination on grounds of class.

Challenge discrimination on grounds of class

14. Challenge discrimination on grounds of disability

Challenge discrimination on grounds of disability

Challenge discrimination on grounds of gender, culture, race, class, disability, religion, belief, colour, sexual orientation, age, .....

15. Challenge discrimination on the grounds of religion  
29. Discrimination on the basis of belief is unacceptable in this school  
59. All members to feel valued, supported, secure regardless of belief or achievement

Challenge discrimination on the grounds of religion, belief



9. Do not tolerate racist language or behaviour  
10. Do not tolerate sexist language or behaviour

16. Value every student and ensure all have E.Os to experience a whole curriculum  
17. Ensure no barriers to students' achievements on grounds of his/her racial or cultural background

Value every student as an individual & ensure that all have equal opportunity to experience a whole curriculum

**Foster self-esteem for all; value every student as an individual.  
Procedures for discipline and managing students are fair.**

78. Foster individual self-esteem of both sexes and all cultures

62. Mutual respect values cultural diversity.

63. Recognition and respect to the history/experiences of all ethnic groups.
64 .Allow bilingual students opportunity to use their first language
65. All children are entitled to equality of educational opportunity irrespective of ability
66.All children are entitled to equality of educational opportunity irrespective of background
67.All children are entitled to equality of educational opportunity irrespective of ethnicity
68.All children are entitled to equality of educational opportunity irrespective of gender
69. All children are entitled to equality of educational opportunity irrespective of sexuality
70. All children are encouraged to make maximum possible progress to ensure that every student develops to his/her full potential
71. Ensure that every student accepts each individual regardless of origin and welcomes diversity

18. Ensure that the curriculum and teaching methods take account of ethnicity, language needs of all students

20. Admissions, attendances and discipline is fair and is equitable to students from all backgrounds

21. Equal access to extra curricular activities

22. Discrimination on the basis of colour is unacceptable in this school.

58. All members to feel valued, supported, secure regardless of colour

24. Discrimination on the basis of appearance is unacceptable in this school

72. Enables students to question cultural assumptions & biases
73. Students given skills necessary to recognise and combat prejudice and discrimination.
74. Development of anti-racism, anti-discrimination practice
75. Individuals of both sexes and all cultures to develop their full potential

27. Discrimination on the basis of sexual orientation is unacceptable in this school

47. E.O for all pupils regardless of sexuality

54. All members to feel valued, supported, secure regardless of sexual orientation

18. Ensure that the curriculum and teaching methods take account of ethnicity, language needs of all students

20. Admissions, attendances and discipline is fair and is equitable to students from all backgrounds

Fosters self-esteem of both sexes and all cultures

Ensure curriculum and teaching methods take account of ethnicity, language needs.

21. Equal access to extra curricular activities

Discrimination on the basis of colour and appearance is unacceptable.

Feel valued, supported regardless of colour

27. Discrimination on the basis of sexual orientation is unacceptable in this school

54. All members to feel valued, supported, secure regardless of sexual orientation

Discrimination on the basis of colour, sexual orientation is unacceptable.

Feel valued regardless of colour and

Discrimination on the basis of colour, sexual orientation, age is unacceptable. Feel valued and supported regardless of colour, sexual orientation, age

Discrimination on the basis of age is unacceptable.

75. Individuals of both sexes and all cultures to develop their full potential
76. Challenge gender and culture stereotyping
77. Develop understanding of all prejudices and assumptions underlying sexism and racism
78. Foster individual self-esteem of both sexes and all cultures
79. Demonstrate clearly the unacceptability of sexist and racist incidents
80. To participate in all aspects of school life irrespective of gender.

28. Discrimination on the basis of age is unacceptable in this school.

57. All members to feel valued, supported, secure regardless

32. Curriculum which prepares young people to understand and take their part in a diverse world

33. Curriculum opposes all forms of prejudice

50 Provide A constructive atmosphere, freed from prejudice

81. To participate in all aspects of school life irrespective of race.
82. To participate in all aspects of school life irrespective of creed
83. To participate in all aspects of school life irrespective of any other special need
84. Promote racial equality.
85. Deliver a curriculum which reflects positively on racial and cultural traditions of other communities.

49. Access to all the curriculum to -increase their choices

56. All members to feel valued, supported, secure regardless of accent

56. All members to feel valued, supported, secure regardless of accent

33. Curriculum opposes all forms of prejudice

32. Curriculum which prepares young people to understand and take their part in a diverse world

Curriculum opposes all forms of prejudice, prepares young people to understand & take part in a diverse world

49. Access to all the curriculum to -increase their choices,

Access to the entire curriculum to increase choices & raise aspirations





**Recruitment Material – comparison of themes across  
the employers**

--

--

Students' interviews on recruitment material.- comparison of themes across the employers

☐ = theme applicable to employer

	<b>Army</b>	<b>Fire</b>	<b>Police</b>	<b>B.A</b>	<b>Mars</b>		
<b>Themes</b>							
White male dominant	✓	✓	✓		✓		
Discrimination against women, seen as inferior	✓	✓	✓				
Concern over racism	✓	✓	✓				
Uncertainty about existence of E.O	✓		✓				
Lack of cultural diversity	✓		✓	✓			
Not seen as a career for ethnic minorities especially Asians	✓	✓	✓				
Role models needed	✓	✓	✓	✓			
Recognition of change - tackling problems of discrimination	✓	✓	✓				
Media influences perception	✓	✓	✓	✓			

Materialistic reasons for employing people of different races	✓		✓	✓			
Weak message of equal opportunities- restricted to Black & White people	✓		✓	✓			
Images are deceiving	✓	✓	✓	✓	✓		
Trying to recruit from different cultures because it is the law & for their image	✓		✓				
People with disabilities not in forefront	✓		✓	✓	✓		
Against positive discrimination	✓		✓				
Women in traditional passive roles	<b>Army</b>	<b>Fire</b>	<b>Police</b>	<b>B.A</b>	<b>Mars</b>		
Fire fighting seen as a man's job. Females would experience difficulties in joining the Fire Service							
Stereotype – macho 'action' man		✓					
A friendly, helpful public service		✓					

Institutional racism raised but the fire service not perceived as being institutionally racist		✓					
Recognition that the media is a factor on the images they have of employers							
Cultural pressures prevent Asians from joining the Fire Service							
An E.O 's employer because it is a public service		✓					
Recognition of change from a White male force to cultural and gender diversity							
Images seen as demeaning, offensive and sexist to women		✓					
Lack of gender balance							
Challenge to ethnic minorities and females to work in a White male		✓					

environment.							
Targeting young people		✓	✓	✓	✓		
Perceive White background as an advantage when applying for a job	<b>Army</b>	<b>Fire</b>	<b>Police</b>	<b>B.A</b>	<b>Mars</b>		
Discrimination against men		✓					
Under represented groups should be targeted by advertisements		✓					
Unwilling to change original image- racist view against White people		✓					
Need to see role models from own background to be attracted							
E.O's message but public are unaware		✓					
Seen as a respected, skilled profession		✓					
Deception. Images and							

reality do not match up							
Recognition of change in sexist language		✓					
White male dominant							
Position of women in the Police Service- lack of numbers & respect							
Lack of Black & Asian officers but recognition of changes in recruiting more of these officers							
Discrimination against Asians			✓				
Contradicting views: a) recognition of change b) expression of doubt- uncertain if Police are an E.O's employer	<b>Army</b>	<b>Fire</b>	<b>Police</b>	<b>B.A</b>	<b>Mars</b>		
Materialistic benefit of E.O to the Police as a public service							
Concerns over racism							
Lack of cultural mix							
Asian culture against							

joining the Police							
Recruitment of different backgrounds is token gesture							
Recognition of change taking place with more women & ethnic minority							
Trying to attract different cultures, backgrounds							
Lack of Asians							
More images of ethnic groups needed							
Overdoing the message of E.O			✓				
Students' original negative image not changed			✓				
Recognition of power of media in portraying a negative image of Police							
Students are cynical of images							
Issues of age- in favour of young							



Absence of people with disabilities							
Issue of racism & impact of Stephen Lawrence case							
Targeting certain groups could be negative							
Culture of airline White, middle class	<b>Army</b>	<b>Fire</b>	<b>Police</b>	<b>B.A</b>	<b>Mars</b>		
Sexist. Stereotypical with White females				✓			
Recognition of Asians in the Company				✓			
BA has E.O 's but some doubt							
Diversity-seen by some and not by others							
Professional posts not associated with ethnic groups				✓	✓		
World events have a negative effect on the employment of the ethnic minorities				✓			

A range of people employed for materialistic gain to the company							
Issue of ageism							
Contradicting view- seen as equal opportunities employer as gender balance & non-traditional roles for men							
Airline seen as white middle class				✓			
E.O's for women				✓			
Lack of people with disabilities							
Employees seen as qualified, skilled				✓			
Unclear message of E.O's; contradiction of image & statement							
Ethnic minorities need people of their own background							
Division of labour: poor, lower class people & ethnic minorities in the factory; White males in							

**Army**

**Fire**

**Police**

**B.A**

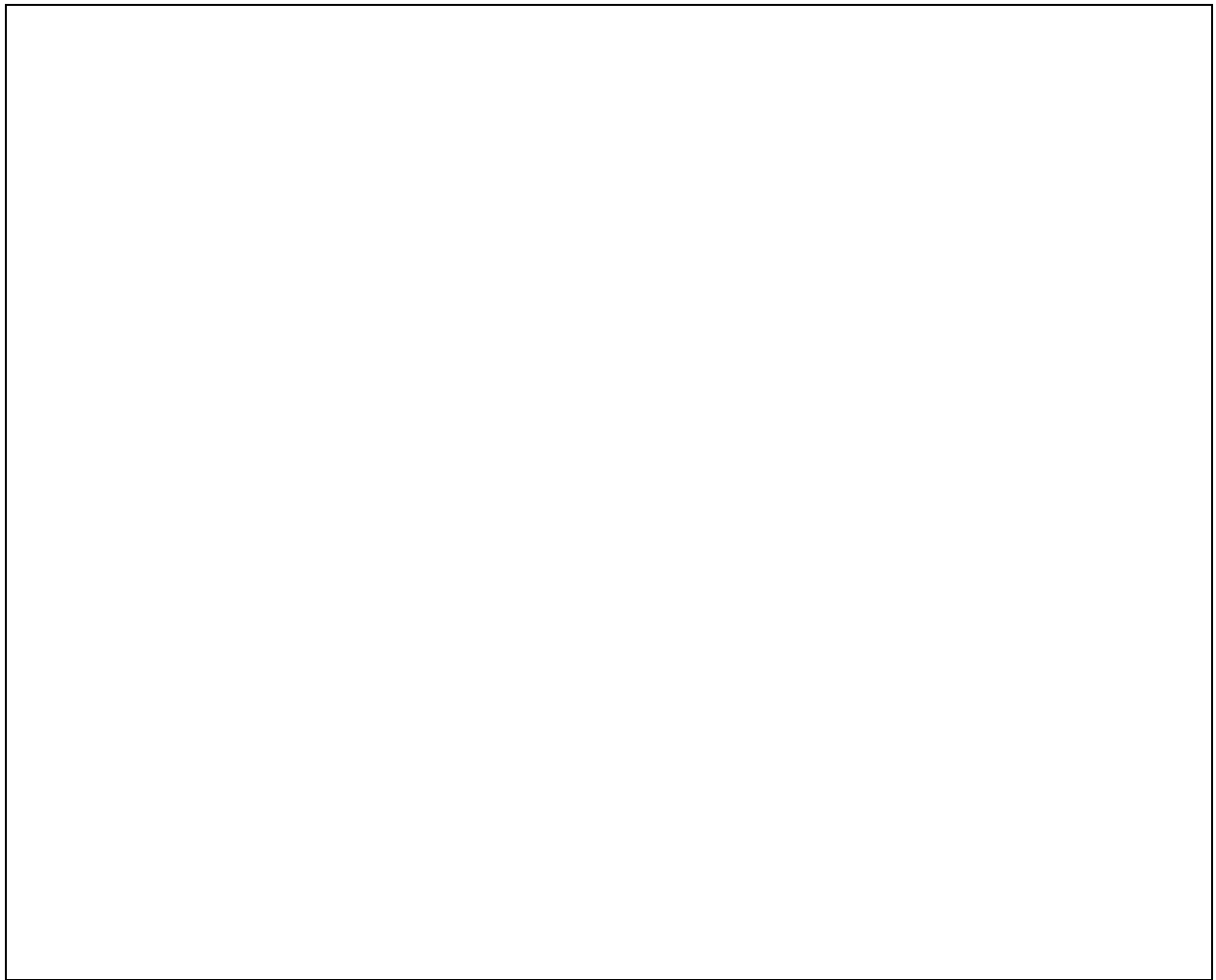
**Mars**

boardroom							
Exploitation of cocoa farmers					✓		
Biased towards younger people							
Mismatch between wordings in the recruitment material & the message perceived in the material							
Suggestion that Mars is an E.O employer							
Contradicting view points: a) seen as a White dominant company b) do have cultural diversity				✓			
Qualifications and ability are the main requirements				✓			
People with disabilities not acknowledged							
Distrust of adverts. Images seen as							

misleading							
Skills of employees seen as valuable.				✓			

## **Appendix 6**

**Permission from University's Ethics Sub - Committee**



Our ref: ethics01.03

January 10<sup>th</sup> 2003




Dear Harshinder,

Thank you for your submission detailing the ethical aspects of your research. The Ethics Sub-Committee met on 10<sup>th</sup> January and considered your submission. We thought that the submission reflected interesting and important work. Members of the Sub-Committee made a number of points that you might like to consider:

- Given the age of the respondents, we thought it important that they be given full opportunity to give consent to participate, in addition to consent being gained from 'gatekeepers'.
- We thought it important to ensure that respondents be aware that they could withdraw at any stage of the data collection process.
- We did not think it necessary for you to obtain permission to use material already in the public domain.
- We were unclear of the meaning of your statement "transcripts from the interviews will be made available to the participants". We thought that you might give consideration to how this might happen whilst preserving confidentiality.

I hope that these points are helpful and that you will be able to give these matters further consideration.

With good wishes,

  
Dr Simon Bradford  
Chair, Ethics Sub-Committee

