



equality north east

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Telephone: 0191 495 6262



“equality and diversity - what’s that then?”

For more information visit the
Equality North East Website:
www.equality-ne.co.uk



“equality and diversity - what’s that then?”

welcome

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

This workbook has been put together to give you a better understanding of what Equal Opportunities means and also about your right to fair treatment whoever you are. It also gives you information about different religions and ways of life of people in the UK today.

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

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

Learning and Skills Council North East Regional Office

EQUALITY NORTH EAST

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Consideration will be given to any enquiries requesting this booklet in an alternative format.

To keep up to date with equality legislation visit ‘The Law’ section on the Equality North East website:
www.equality-ne.co.uk/resources/law.html

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DISABILITY

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

Skill: National Bureau for Students with Disabilities

Head Office:

Chapter House

18-20 Crucifix Lane

London SE1 3JW

Telephone/Minicom: 020 7450 0620

Email: skill@skill.org.uk

www.skill.org.uk

The Dyslexia Institute

Telephone: 01784 222300

www.dyslexia-inst.org.uk

Epilepsy Action

Epilepsy Action is the working name for British Epilepsy Association

Email: helpline@epilepsy.org.uk

www.epilepsy.org.uk

Disability North works to develop ways to promote and support the inclusion and integration of disabled people into society.

Telephone: 0191 284 0480

Minicom: 0191 285 7261

Email: reception@disabilitynorth.org.uk

www.disabilitynorth.org.uk

AGE

Age Concern supports all people over 50 in the UK, ensuring that they get the most from life.

Telephone: 020 8765 7200

www.ageconcern.co.uk

The British Youth Council (BYC)

We promote the active citizenship of young people and work to help them develop the skills and abilities to participate fully within decision making bodies, the communities in which they live and society as a whole.

Telephone: 0845 458 1489

Email: mail@byc.org.uk

www.byc.org.uk

RELIGION OR BELIEF

North East Religions Resources Centre

A specialist library of religious resources, it is 'one library on two sites' - Durham and Percy Main in North Shields – and has a comprehensive stock including both practical and academic resources in a variety of media - books, videos, posters, artefacts and CD's.

resource_centre@resourcescentreonline.co.uk

www.resourcescentreonline.co.uk

OTHER WEBSITES

In addition to the specific web addresses given, there is a multitude of open access information published on the internet.

These include:

BBC:- www.bbc.co.uk

Britkids:- www.britkid.org

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equality legislation

Equal Pay Act 1970 (EPA)

- The purpose of the Equal Pay Act is to eliminate discrimination between men and women in pay and other terms of their contracts of employment such as piecework, output, bonus payments, holidays and sick leave.
- It covers: like work, work rated as equivalent, work of equal value.
- It does not give anyone a right to claim equal pay with another person of the same sex.

The Sex Discrimination Act 1975 (SDA)

- The Sex Discrimination Act makes it unlawful to treat a woman or a man less favourably on the grounds of their sex or marital status in employment, training, education and the provision of goods, facilities and services.
- This includes: the selection process; the terms on which a job is offered; choosing a successful applicant; opportunities for promotion; transfers or training; benefits granted by an employer in dismissals, disciplinary hearings or other unfair treatment of employees.
- There are times when it is legal to advertise for a certain sex to do a certain job. Such as a female carer for a woman or a male carer for a man. This is called a General Occupational Requirement.

The Gender Reassignment Regulations 1999 (GRR)

- Came into force on 1st May 1999 and extends the SDA to cover discrimination in employment and vocational training on grounds of gender reassignment.
- "Gender reassignment" is defined by the SDA as "... a process, which is undertaken under medical supervision for the purposes of reassigning a person's sex by changing physiological or other characteristics of sex, and includes any part of such a process."
- The Regulations do not cover the provision of goods, facilities or services.

Don't Suffer In Silence - Bullying Website shares valuable experiences of those who have been bullied, or have even bullied others, to demonstrate that you need not Suffer in Silence.

www.dfes.gov.uk/bullying

RACE

Darlington & Durham County REC's mission is to work towards the elimination of racial discrimination and to promote equality of opportunity and good relations between persons of different racial groups.

Darlington & Durham REC
3 The Redhill Villas, Miners Hall, Durham, DH1 4BA

Telephone: 0191 3862700
ddcrec@care4free.net
www.darlingtonrec.org.uk

Black and Ethnic Minority Community Organisations Network (BECON)
Promote, support and provide information and training to the BME voluntary and community sector in the North East region.

BECON
182 Portland Road, Newcastle, NE2 1DJ
Telephone: 0191 209 4747
information@becon.uk.com
www.becon.org.uk

EX-OFFENDERS

Apex Charitable Trust
The Trust offers a range of services to ex-offenders and employers to ensure a better employment relation

St Alphage House
Wingate Annexe
2 Fore Street
London
EC2Y 5DA

Telephone: 020 7638 5931
Email: jobcheck@apextrust.com

REFUGEES AND ASYLUM SEEKERS

North of England Refugee Service
2 Jesmond Road West,
Newcastle upon Tyne,
NE2 4PQ
Telephone: 0191 2457311
Email: info@refugee.org.uk
www.refugee.org.uk

SEXUALITY

(SPOD) Association to Aid the Sexual and Personal Relationships of People with a Disability
286 Camden Road, London, N7 0BJ
Telephone: 0171 6078851

Stonewall Limited
2 Greycoat Place, London, SW1 1SB
Telephone: 0171 2229007
www.stonewall.org.uk

MESMAC works with gay and bisexual men to increase the range of choices open to them.

Telephone: 0191 233 1333.
Minicom: 0191 233 2112
www.mesmacnortheast.com

LBW Network
Welcoming the participation of all women who live, work or celebrate life in Middlesbrough, regardless of age, ability or culture, that identify as lesbian or bisexual.
Telephone: 01642 803607/01642 249300
www.neukol.org.uk/sites/lbwn/

"equality and diversity - what's that then?"

contacts

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

GENERAL

Citizen's Advice Bureaux
They offer free advice on all areas of equality of opportunity including, in some cases, support for individuals or organisations wishing to make a complaint about discrimination.
www.adviceguide.org.uk

Equality North East
Metropolitan House,
Longrigg, Swalwell,
Gateshead,
Tyne & Wear, NE16 3AS.
Telephone: 0191 495 6262

Equality and Human Rights Commission (EHRC)
England

Telephone: 0845 604 6610
Textphone: 0845 604 6620
equalitiescheme@equalityhumanrights.com
www.equalityhumanrights.com

Shelter
Helpline for those facing a housing emergency:
Freephone: 0800 446441

GENDER

Fatherhood Institute
Exists to support the welfare of children by the positive and active involvement of fathers and male carers in their lives.

Fathers Direct, Herald House, Lambs Passage, Bunhill Row
London, EC1Y 8TQ
Telephone: 020 7920 949
www.dad.info

Fawcett Society
Fawcett is the UK's leading organisation campaigning for equality between women and men.

Fawcett, 1-3 Berry Street, London, EC1V 0AA
Telephone: 020 7253 2599
info@fawcettsociety.org.uk
www.fawcettsociety.org.uk

British Institute of Human Rights (BIHR)
BIHR is a human rights organisation that is committed to challenging inequality and injustice in everyday life in the UK.
Telephone: 020 7848 1818
info@bihr.org.uk
www.bihr.org

MIND

Provide a mental health information service to people via phone, email or letter. They also offer information, support and understanding. Visit the website to find the nearest MIND to you.

Mind, PO Box 277, Manchester, M60 3XN
Telephone: 0845 766 0163
info@mind.org.uk www.mind.org.uk

The Race Relations Act 1976 (RRA)

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

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

This includes:

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

The Race Relations Amendment Act 2000 (RRAA)

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

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

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

“equality and diversity - what's that then?”

The Disability Discrimination Act 1995 (DDA)

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

The DDA affects:

- Employers and service providers
- Disabled people
- Landlords and others who are responsible for letting or selling property.

A person is disabled if they have:

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

REASONABLE ADJUSTMENT

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

ACCESSIBILITY

Businesses and other organisations need to take reasonable steps to tackle physical features that act as a barrier to disabled people who want to access their services.

The Disability Discrimination Act 2005

In addition to introducing a new positive duty on public bodies to promote equality of opportunity for disabled people, the act also extends the definition of Disability to:-

Provide protection for people diagnosed with the progressive conditions of HIV, MS and cancer

Remove the requirement that mental illnesses must be "clinically well-recognised"

Ensure that all functions of public authorities (e.g. issuing licences) are covered by the DDA and not just services as now

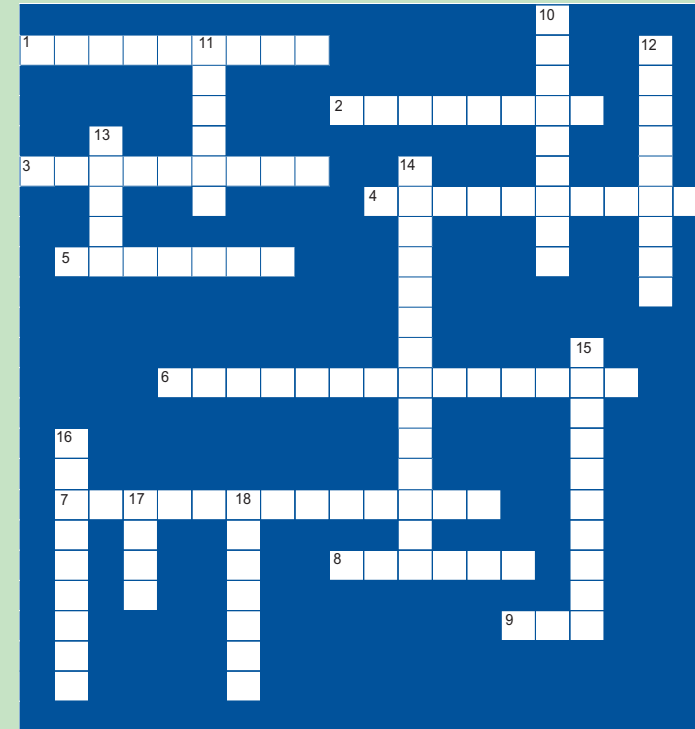
Provide a power to apply the DDA duties on other Service Providers to the provision of transport vehicles

Include provisions enabling disabled people to get Reasonable adjustments, other than to Physical features, when dealing with landlords and managers of rented premises

Ensure that a landlord cannot unreasonably refuse consent where a disabled tenant wishes to make an adaptation to rented accommodation

Cover bodies that award general qualifications (like GCSEs and A Levels)

crossword



ACROSS

1. People may find sexist jokes _____ (9).
2. ___North East or The ___Act 2006 (8).
3. If you have a complaint you must follow the procedure (9).
4. The ___Discrimination Act 1995 (10).
5. You should treat others with ___(7).
6. If you are not in the ethnic majority, you are in the ___(6)___(8).
7. This is when someone is treated badly as a result of making a complaint (13).
8. _____Reassignment (6).
9. Employment Equality ___Regulations 2006 (3).

DOWN

10. ___(6)___(4) is the National Default Retirement Age.
11. Discrimination on the grounds of ___Orientation is illegal (6).
12. ___do not recognise the existence of a God or creator, or they deny it (9).
13. The Christian Holy Book is called the ___? (5).
14. The dictionary definition of ___ is "to distinguish difference between, judge between" (14).
15. To make assumptions about someone based on how they look is to ___ (10).
16. Difference (9).
17. The ___will be the new organisation set up under the Equality Act.
18. ___read the Quran (7).

"equality and diversity - what's that then?"

stereotyping exercises for groups

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

Exercise One

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

Exercise Two

1. Break into pairs and choose one of the following characters – a different one per group.
 - Librarian
 - Skateboarder
 - Construction worker
 - Doctor's receptionist
 - Secretary
 - Hairdresser
 - Doctor
 - Nurse
 - Chef
 - Footballer
2. Give the character a name and draw a picture of what they look like. Consider the following questions while you're doing this.
 - What gender are they?
 - How old are they?
 - What is their ethnic origin?
 - Do they have a disability?
 - Do they have a partner or are they single?
 - What do they do in their spare time?
 - Do they have children?
3. When you have finished drawing your character take it in turns to tell the group about your character and discuss why your character is like that? Have you made any assumptions about them and if so why?

The Disability Equality Duty 2006 (DED)

- The DED places a legal requirement on all Public Authorities to actively look at ways of ensuring that disabled people are treated equally.
- Most public authorities are also covered by specific duties, which set out a framework to assist authorities in meeting their general duty.
- All public authorities covered by the specific duties must:
 - publish a Disability Equality Scheme (including within it an Action Plan)
 - involve disabled people in producing the Scheme and Action Plan
 - demonstrate they have taken actions in the Scheme and achieved appropriate outcomes
 - report on progress
 - review and revise the Scheme.

Special Educational Needs and Disability Act 2000 (SENDA)

Also referred to as Part 4 of the Disability Discrimination Act 1995.

SENDA is the part of the DDA that relates to Education.

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

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

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

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

“equality and diversity - what's that then?”

EU Employment Directive 2000

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

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

How a directive works, is that a member state such as the UK, passes new legislation in its own country, to meet timescales in the European Directive. These dates are 2003 for Religion or Belief, Sexual Orientation and 2006 for Age.

In the UK discrimination on the grounds of Religion or Belief and Sexual Orientation became illegal in December 2003 and discrimination on the grounds of Age became illegal October 2006.

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

Human Rights Act 1998 (HRA)

Came into force on the 2nd October 2000.

Article 14 of the European Convention on Human Rights states that: "...the enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any grounds such as sex, race, colour, language, religion or belief, age, political or other opinion, national or social origin, association with a national minority, property, birth or other status."

All public authorities are required to adhere to the HRA.

This means that courts, which themselves are considered public authorities, will have to interpret domestic law in line with the HRA.

Census), 80% of whom are active in their faith. 39% of UK Sikhs attend a religious service at a Gurdwara (meaning house, or residence of God, this is their place of worship) once a week.

- The word "Sikh" is Punjabi for "disciple" and Sikhs are disciples of the Gurus.
- Sikhism does not have priests, but most Gurdwaras will have a Granthi. A Granthi is a learned Sikh who is skilled in reading the scriptures, however, a Granthi has no special religious status.
- The principal Sikh scripture is the Adi Granth, often called the Guru Granth Sahib.
- Sikhs believe that there is a single, all-powerful God, who created the universe and everything in it.
- The essence of being a Sikh is that one lives one's life according to the teachings of the Sikh Gurus, devotes time to meditating on God and the scriptures, and does things to benefit other people.
- Sikhism emphasises social and gender equality, and stresses the importance of behaving unselfishly.

- Sikhs believe that a normal family life should involve earning an honest living, having a humble attitude and sharing happiness and wealth with others to make up an ideal life. Sikhs believe in the Fatherhood of God and Brotherhood of Man.
- Their main celebrations include Diwali, the festival of lights and Baisakhi, the day when Sikhs celebrate the formation of the Sikh brotherhood.

exercise/activity

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

Hint: You may find the Equality North East website of use when doing this exercise (www.equality-ne.co.uk/workingforchange - visit the religion or belief section)

"equality and diversity - what's that then?"

JUDAISM:

- There are 267,000 Jews living in the UK (2001 Census). 85,000 actively practise their faith.
- The fundamental beliefs of Judaism are: there is a single all-powerful god who created the universe and everything in it and that God has a special relationship with the Jewish people, cemented by the covenant that God made with Moses on Mount Sinai, 3500 years ago.
- Jews are divided according to their beliefs and practices and according to their racial origins, as either having roots in central Europe (Ashkenazi Jews) or Spain and the Middle East (Sephardi Jews). The main divisions of belief and practise are as follows:
 - Orthodox Jews follow the original teachings and traditions of the faith closely.
 - Ultra-Orthodox Jews obey religious laws very strictly. Ultra-orthodox is not a term that Jews like very much, and it is more acceptable to use the word "Haredi".
- Hasidic Jews are a sub-group of Haredi Jews, but the two terms are not interchangeable.
- Reform Jews have adapted their faith and customs to modern life.
- Conservative (also called Masorti) Jews fall somewhere between Orthodox and Reform Jews.
- Reconstructionist and Humanistic Judaism are modern American movements.
- The holy book, which they use as a way of life, is called the Torah.
- Traditionally, Jews practise their worship in synagogues, where they pray 3 times a day. Saturday is a holy day (or Sabbath) in the Jewish faith.
- The lighting of candles and the preparation of traditional potato cakes celebrate the festival of lights called Hanukkah.

SIKHISM:

- There are 18–20 million Sikhs in the world, and 80% of them live in the Punjab state in Northwest India, where the faith began. There are 336,000 Sikhs in Britain (2001

Employment Equality Regulations 2003 Religion or Belief

The regulations apply to vocational training and all facets of employment including recruitment, terms and conditions, promotions, transfers, dismissals and training. They make it unlawful on the grounds of religion or belief to:

- Discriminate directly or indirectly against anyone because of their religion or belief;
- Subject someone to harassment.
- Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on the grounds of religion or belief;
- Discriminate or harass someone in certain circumstances after the working relationship has ended.

Exceptions may be made in very limited circumstances if there is a genuine occupational requirement for the worker to be of a particular religion or belief in order to do the job or to comply with the religious or belief ethos of the organisation.

Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. It will be for the Employment Tribunals and other Courts to decide whether particular circumstances are covered by the regulations.

“equality and diversity - what's that then?”

Employment Equality Legislation 2003 Sexual Orientation

The regulations apply to all employment and vocational training and include recruitment, terms and conditions, promotions, transfers, dismissals and training. They make it unlawful on the grounds of sexual orientation to:

- Discriminate directly or indirectly against anyone because of their actual or perceived sexual orientation;
- Subject someone to harassment
- Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of sexual orientation;
- Discriminate against someone, in certain circumstances, after the working relationship has ended.

Within the regulations, sexual orientation is defined as:-

Orientation towards persons of the same sex (lesbians or gay men)

Orientation towards persons of the opposite sex (heterosexual)

Orientation towards persons of the same sex and the opposite sex (bisexual)

- This religion teaches its followers a way of life and is mainly practised by Indians. This religion has no single founder or prophet, no single holy book or organised place of worship.
- Hindus believe that there is a creator or a supreme spirit that is neither male nor female and is far too complicated for ordinary people to understand and worship. Therefore, they worship this creator through 3 main images:
 - 1) Brahma, the creator.
 - 2) Vishnu, the preserver.
 - 3) Shiva, the destroyer.

Worship takes place in homes, however temples are also used.
- There are 4 holy books in Hinduism – The Vedas collections of Sanskrit hymns (written down 1200–900 BCE, but based on older oral versions), Brahmanas-ritual instructions (1000–650 BCE), the Upanishads, mystical works (400–200 BCE) and the Bhagavad Gita (200 BCE).
- The two most important festivals are Holi and Diwali.

ISLAM:

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

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

HINDUISM:

- Hinduism first developed in India over 4 or 5 thousand years ago. In the UK there are about 560,000 Hindus (2001 Census), approximately 160,000 of whom are active in their faith.

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Employment Equality (Age) Regulations 2006

- This law covers almost all aspects of employment, from advertising a post, to being considered for redundancy. It makes it illegal to discriminate against someone because of their age when in employment but does not yet extend to the provision of goods and services. As with other legislation it will probably be only a matter of time before this changes.
- It is illegal for employers to discriminate against employees, trainees or job seekers because of their age and employers must ensure that all workers, regardless of age, have the same rights in terms of training and promotion.
- There is a national default retirement age of 65 which will mean employers can no longer force an employee to retire before then, unless there is a genuine occupational requirement.
- Employers will be required to revise their recruitment and retention policies, as they will no longer be allowed to use age as a consideration in employment, promotion or retirement decisions. They must also update their equality policy to include age, and all staff should be made aware of the implications of the regulations.

The legislation includes:-

- * Direct discrimination
- * Indirect discrimination
- * Harassment
- * Victimisation

Equality and Human Rights Commission (EHRC)

- The EHRC came into being on 1 October 2007. It combines the responsibilities and powers of the three previous equality commissions.
- The EHRC champions equality and human rights for all, working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.
- The commission has significant powers to enforce the equalities duties of organisations and authorities, including, ultimately, launching official inquiries and formal investigations.

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- There are many different variations or “denominations” including Orthodox, Roman Catholicism and Protestantism.
- Christians believe that there is only one God, and He is the creator of the universe and everything that is in it. God has created the world distinct from Him but is believed to be active within it. Christianity teaches its followers a way of life.
- God reveals Himself in three ‘persons’: Father, Son (Jesus Christ) and Holy Spirit. However, these three persons are regarded as a unity, sharing one ‘substance’.
- The main beliefs of Christianity include the belief in the Holy Spirit, forgiveness of sins, the resurrection of the body and the everlasting life.

Diversity in Different Cultures/Religions

BUDDHISM:

- Has about 500 million adherents around the world, there are about 150,000 (2001 Census) active Buddhists in the UK.
- Buddhism was first formulated by Sidharta Gautama in India about 2,500 years ago. After his death followers of this religion carried on practising the main beliefs, which are the importance of discipline and meditation.
- Buddhism focuses on each individual seeking to attain enlightenment. Nirvana (enlightenment) can be reached by following the Eightfold Path of:
 - Right understanding
 - Right thinking
 - Right speaking
 - Right acting
- Right lifestyle
- Right endeavouring
- Right mindfulness
- Right contemplation
- Buddhism has no unique creed, no single authority, and no single sacred book.
- There are many schools and practices of Buddhism.

CHRISTIANITY:

- There are 6 million active Christians in the UK, but over 42 million in the UK (2001 Census) would regard themselves as nominally Christian.
- Christians believe that Jesus Christ is the Son of God, who came to earth as a man to restore the relationship between humans and God that had gone wrong.

equality quiz

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

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

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Discrimination

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

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

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

There are two types of discrimination.

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

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

Harassment

The dictionary definition of harassment is “to torment, worry”.

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

Examples may include:

- Verbal abuse or taunting.
- Racist and/or sexist comments or jokes.
- Ignoring someone.
- Unwanted physical contact.
- Unfair allocation of work.
- Display or circulation of offensive materials/books etc.
- Intrusive questioning about ethnic origin.
- Unnecessary references to sex.

Diversity

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

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

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

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

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

“equality and diversity - what’s that then?”

grievance procedures

Every organisation should have a grievance procedure. You should follow this procedure if you have a complaint against a member of staff or another learner. It should be explained to you at your induction and you should be given the details in writing.

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

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

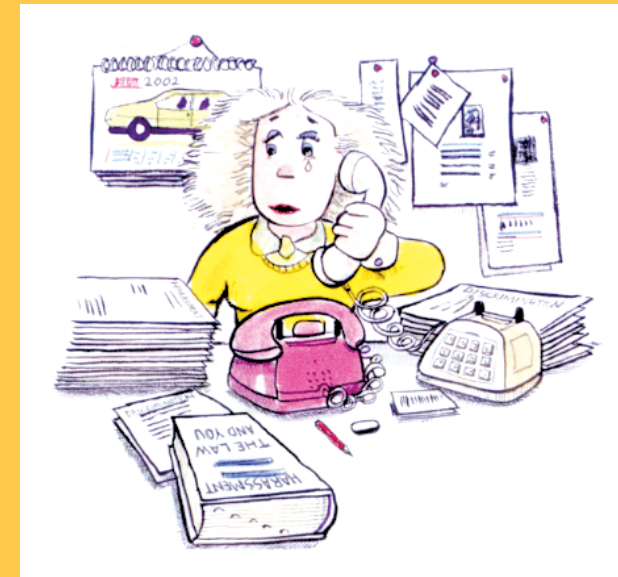
1. Who should you report your complaint to?
2. When should you make a complaint?
3. What is the informal procedure you should follow?
4. What is the formal procedure you should follow?

If you have a grievance then you should follow this procedure before you do anything else. However, if you have done all of the above and you feel that your problem has still not been solved then you can contact the Learning and Skills Council, details on the back cover.

“equality and diversity - what’s that then?”

exercises

1. A new learner/member of staff has joined your group and seems to have taken an instant dislike to you. Their behaviour towards you has deteriorated and you are frightened because he/she has threatened you. What do you do? Discuss this in a group or with your tutor/assessor.
2. Find out all you can about discrimination and harassment. Use the Internet and/or other sources of information.
 - Design a leaflet that could be issued to your colleagues/college year group providing information on harassment and discrimination.
 - Use clip art images.
 - Keep all of your rough notes to show progression to the final product.
 - Present your research to your assessor/tutor.



How can you support Equal Opportunities

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

- ✓ Always ensure that you are treating everyone fairly!
_____ treat others with respect and kindness, as you yourself would like to be treated. Never take part in bullying or discriminate against others.
- ✓ Watch for unfair treatment.
Always speak up if you are _____ with the way that someone has spoken to you or if they have done something that you believe to be wrong. Sometimes they may not be _____ of their own offensive behaviour! If you feel that you cannot deal with this inform your _____ or a colleague/tutor.
- ✓ Encourage Teamwork.
Teamwork is very _____. By working honestly and openly you will be able to build a team and gain people's trust.
- ✓ Learn about Equal Opportunities.
Attend meetings and find out about equality and _____. Learn as much as you can to ensure that you are giving people opportunities. Read up on the relevant Acts and ensure that you know _____ rights.

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“equality and diversity - what's that then?”

exercise

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

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

1. Compare the England Football Team that won the World Cup in 1966 to the Team that played in the 2006 World Cup.

- What do you notice about the two teams?
- Why do you think there are differences?

2. Compare the 'artists' who had number one hits in 1986 in the UK Charts to those who had number ones in 2006.

- What are the differences?
- Why do you think there are differences?
- How many men, women and people of different ethnic groups are there and how does this compare with the demographic makeup of the UK today?



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