

nbm news

March 06



Black Principals in FE Sector

BLACK LEADERS' FORUMS WELL SUPPORTED

Getting 80% of Black principals and chairs to take time out of their busy schedules to discuss solutions and strategies for Black staff and students was no mean feat.

But the NbM succeeded and on February 23rd and 24th played host to the inaugural forums for Black chairs and Black principals, such was the importance placed upon the leaders' response to the recommendations on governance and management made in the Foster Review.

For the first time these critical stakeholders in FE were able to meet at a national level to help provide solutions and formulate strategies around issues related to Black staff and learners within the post-16 sector.

Hosted by the NbM and sponsored by the Centre for Excellence in Leadership (CEL) the Black Chairs' Forum and the Black Principals' Forum were part of a series of gatherings. Others included forums for Finance Directors, HR Professionals and Curriculum Leaders.

These were historic occasions as never before has a key national agency openly sought consultation of Black leaders in the FE sector.

Lynne Sedgmore, chief executive of CEL, said: "What I experienced was serious commitment from senior leaders, principals and chairs in the sector. There was a profound sophisticated discussion between them and CEL about how we can work together more powerfully in the future. I think that the time has now come where the voice of the senior Black

leaders gets heard. I hope that CEL has perhaps blazed a trail that will show other sector leaders and agencies what can happen when you work in close collaboration and respect with Black leaders in the sector."

Although the Foster Review was a key theme of the forums other important issues discussed included investigating appropriate mechanisms to support Black leaders who wish to apply for promotion; how to support Black managers who apply for, and succeed in, senior management posts and strategies to improve the quality of line management of Black staff.

The Network will analyse the feedback that comes from the forums and will be submitting a report to CEL in due course.

The forums are not a one-off. Now they are established they will each be held on a termly basis. The date for the next set of forums is the 1st June 2006.



Sujinder Sangha, Gerry Davies and Ahmed Choonara

Dear NbM...

letter

Dear Network for Black Managers

Some of my colleagues and I are interested in enrolling on one of the career development programmes that we have seen advertised with a 100% subsidy for Black staff. However, we are confused between courses that are on offer from the Centre for Excellence in Leadership and the courses offered by the Black Leadership Initiative; are they the same courses or are they different? If they are different, what is the difference? How can we tell which one to choose? We would also like to know the dates for programmes being run in advance. Is there any way of finding out this information?

Regards

Maria and colleagues, Liverpool

Reply

Dear Colleague

Thank you for your enquiry regarding the CEL subsidised programmes for Black and minority ethnic staff and the BLI programmes. CEL's programmes attract a 100% subsidy for BME participants as part of their Equality and Diversity strategy to promote and support leadership improvement, transformation and capacity building across the sector, thus improving the standard, diversity and talent pool of leaders.

The overall intention of the Black Leadership Initiative is to address the specific under-representation of Black staff at managerial level in the post-16 sector by developing and implementing a strategic approach to support the recruitment, retention and development of Black staff into future leadership roles.

The Black Leadership Initiative offers a range of development methods to this end, including mentoring, secondment, work shadowing and professional development workshops, all of which have been identified as successful methods of developing the qualities needed to move up the career ladder. It adds value to CEL programmes as it enables Black staff the opportunity to address issues that they face in the workplace in a safe, supported environment.

The BLI has a targeted approach to supporting and equipping Black and minority ethnic staff with the practical skills to make successful applications and to date we have had a number of successes including the appointments of four principals across the post-16 sector. So I would encourage individuals to take up the opportunities on offer in the mainstream programmes offered by CEL and the BLI as both will increase your practical and theoretical knowledge for your next career move.

For further information visit our website on www.bli.org.uk or give me a call on 07970 546250.

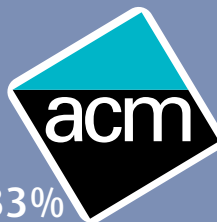
Rajinder Mann
Director
Black Leadership Initiative

Introductory offer for NBM members....

Join ACM before 1st May and receive 33% off your 2006 subscription.

To join using this offer telephone ACM on 01858 411 541 quoting 'NBM' offer and your NBM membership number.

Offer does not apply to existing ACM members.



Editor's Message...

There has been so much happening in the FE sector that we feel we need to share with you, that we have decided to increase the publication of NbM news so it is now a bi-termly newsletter. We are keen to get copies of the newsletter distributed to as many members as we can so please contact me if you wish to be added to the distribution list.

The repercussions of Agenda for Change and the Foster Review have raised several concerns, particularly in London and the south east, where people have been approaching our regional co-ordinators for their advice. To this end we have devoted three pages of this issue to Agenda for Change, where NbM executive board member Chris Yiannakou endeavours to answer key questions on issues that might affect you. It was evident at the Agenda for Change masterclasses, which took place in Birmingham and London on 22nd and 23rd March, that many colleges are not disseminating information. We feel that you have a right to know, so if you have any questions related to Agenda for Change please send them to me and NbM will produce an FAQ factsheet which will be made available on our Website.

We envisage that many people will be looking to update their skills, and together with the BLI, we intend to run a series of workshops in the summer term. We need professional people who are willing to share their skills and expertise with our BME colleagues. If you have experience in HR, staff development, finance, employer engagement, LSC funding or communication skills and would like to contribute to these workshops, again, contact me for further discussion.

I very much want to include human interest stories and examples of best practice in FE colleges so please keep me informed as to what is happening in your organisations.

In the next issue we will introduce a Careers Pathway page which will show how Black leaders within the sector have arrived at the top.

The deadline for the next issue is Friday 5th May 2006.

I look forward to hearing from you.

Jenny Morgan
Editor
jennym@nbm.org.uk



Peter Pendle, ACM Chief Executive & General Secretary



Competency and Capability: 88% of cases in London and south east are BME staff

In an interview with the Network, Peter Pendle, Chief Executive & General Secretary talks about the findings of the Association of College Managers' (ACM) recent research.

“It was a small-scale piece of research which came about because, at a certain point, it became apparent that our London and the south east regional officer was dealing with a disproportionate amount of competency and capability cases for Black and minority ethnic (BME) staff.

“As a result of this we decided to monitor all of our casework. It became evident that in the London and south east region, and specifically in cases related to competency and capability type issues, where the college management were identifying performance issues with members of staff, there was a higher proportion of BMEs involved. It was at that stage that we did more detailed research specifically for this region.

“The data was gathered over a 12-month period from 1st September 2004. **It revealed that 88% of the competence and capability cases that the association represented for London and the south east were BME cases**, which is staggeringly high. It is also important to know that the proportion of Black women in this group is substantially higher than Black men.

“I must point out that there are a couple of riders to our research: firstly, the sample used in the research were ACM members; secondly, the participants in the sample were ACM members who sought our advice, so we don't know if there are other people in similar situations out there who didn't seek our advice. And thirdly, because ACM has a close relationship and a Memorandum of Understanding with the Network, and a good working relationship with Robin Landman, we have occasionally taken a relaxed approach to allowing BMEs to join ACM, and to join when they might already have a problem.

“That said, there were some common themes surrounding the issues of competency and capability of BME staff: one is that there are an awful lot of white managers out there that, although they perceive themselves as politically correct and sign up to diversity as an objective in itself, not just from a business case but also morally, and are keen to appoint BMEs, they don't have any concept of how to manage BMEs and there are cultural issues.

“White managers don't manage Black staff in the same way that they manage white staff, firstly because they are worried about how it is going to be perceived and secondly they can sometimes find the relationship threatening. This means that lots of managers actually take a very hands off approach and they don't give the same level of support and guidance to BME staff as they might ordinarily do to other staff, which obviously makes it difficult for the BME person doing the job.

“So when problems occur its much more of a reactive, fire-fighting

response rather than being a properly managed process. All of a sudden these managers tend to pull back control, taking away the autonomy from the BME person they are managing. The underlying thing is that it totally undermines that member of staff's confidence and it could become quite a sharp downhill route.

“Certainly I can think of one or two cases where a poor performing BME staff member has been a consistent problem. Conversely, I can think of two or three cases where people (BMEs) who have obviously got the skills have come into a college from outside and the found it difficult to fit in with the FE culture. If there is one thing that does come through more so with BMEs is that they become disenchanted. Quite often they come into FE because they see it as a career move and when they get into this sort of situation it is almost as though they have been let down. Generally they leave FE colleges altogether.

“My tip to any BME staff is, don't get over promoted, if you are going to do a job you've got to make sure that you can do it, that you can deliver because your level of performance needs to be that much higher.

“My tip to colleges is that they should:

- **Firstly, make sure they get their recruitment processes and procedures spot on. This is key to making sure that they get the right person in the right role. And when they have the right person in the role they should make sure that the person has the appropriate induction, support and development.**
- **Secondly, ensure that college is able to meet different needs of BME staff but not manage them any differently; it should the same management process for all.**
- **Thirdly, particularly for ACM members, as soon as you identify a problem, deal with it at the early stage and involve the association.**

“Finally, the ACM has taken the issue of competency and capability up with the Association of Colleges (AoC). We have raised this issue with the minister, and we are pushing for something to be done. The thing we are keen to do is to undertake more detailed joint research on a national basis to get more data, because it is not something that is apparent outside London and the south east. Even when you bear in mind other conurbation urban areas it's not significant as far as we are aware.”





Robin's Column

The whole sector, or at least those who trouble to raise their heads from the day-to-day, awaits the publication of the imminent White Paper with a range of emotions spanning the gamut from trepidation to eager anticipation. From the perspective of the Network for Black Managers, I would firmly place us in the latter camp.

The Network is firmly but equivocally supportive of the modernisation of FE by this government, because we believe that this process will enhance the prospect of genuine and sustained equality of opportunity for Black and minority ethnic staff and, more importantly, students. Equivocal because we have witnessed previous false dawns, but optimistic because we have no choice but to be.

In his report, *Realising the Potential*, Sir Andrew Foster made a massive personal contribution to the work that the Network for Black managers has been involved in for the past eight or nine years. He robustly and emphatically drew attention to the fact that our sector, one that repeatedly styles itself as prioritising social inclusion, is demonstrably and persistently exclusive in the make-up of its leadership at all levels, and damningly also in its delivery staff. He also risked the ire of the "galaxy of stars" – the agencies that serve (or hinder) the sector, depending on your viewpoint, by pointing out that their performance in this regard is, if anything, far worse.

The modernisation agenda incorporates the vision mapped out by Sir Andrew, and the interpretation of the government's priorities as captured by the LSC's *Agenda for Change*. The implications of both documents for the FE colleges' workforce are profound. The "challenges" and opportunities are legion, but it is my firm belief that BME members of the workforce need to focus on the opportunities and downplay the risks. Those who have attended the recent NBM master classes, funded by the Centre for Excellence in Leadership, will have heard an impressive analysis from three sector leaders of the future. Of course there will be casualties, but in the end, if properly implemented, the new landscape will play to the strengths of BME communities – resilience, adaptability, flexibility and a willingness to take risks.

On a related issue, it has become worryingly clear to NBM that far too many BME staff in colleges are not members of a trades union. This might be for a variety of reasons – a bad experience with a previous union, or something similar, or a false assumption that keeping a low profile will be a protection against redundancy or poor performance management. Neither of these constitutes a valid reason not to be properly protected. Just as insurance companies don't entertain applications for cover *after* the event; unions don't look after new members in the same way as they would existing members. The Network is pleased to confirm that it now officially endorses the Association for College Management (ACM) as the recommended union for BME managers. This is because ACM is the only sector organisation that has fully implemented the recommendations of the Commission for Black Staff in FE, and has the most representative board of any sector organisation. In addition, elsewhere in this issue, as well as "walking the talk" on race, ACM has now made a handsome offer of a substantial discounted subscription rate for new BME members only, so now there is no real excuse for not being in a union. In addition, recent ACM research, referred to elsewhere in this issue, refers to shockingly high rates of competence and capability cases amongst BME ACM members in London. This is an indication that, although we as a sector have made progress, there is still a mountain to climb.

Finally, as we go to press, NBM and its partner, Tribal Education Training Solutions are in the final stages of preparation for our conference "*Race Equality: The Leadership Challenge*" on 30th March. We confidently anticipate a strong response from our sector, and it is vital that there is one, given Foster's comments and the recent letter to principals and chairs of corporation from Bill Rammell. In the next issue I will report on the outcome of the debate that took place.

Lynne Sedgmore, Robin Landman,
David Marshall and Ahmed Choonara



Partnership set to radically improve diversity of sector leaders...

"We are delighted to formalise the strong relationship that we already enjoy with NbM. Working in concert with NbM and the Black Leadership Initiative, which is a CEL project, we are committed to developing and delivering a national leadership strategy to radically improve the diversity profile of our leaders. CEL is proud to be a driving force in taking forward the race equality agenda for the sector."

David Marshall, Chair, Centre for Excellence in Leadership

A Memorandum of Understanding between the Network for Black Managers (NbM) and Centre for Excellence in Leadership (CEL) was signed at a dinner for Black Chairs and principals in London last month.

The agreement not only formalised the relationship that already exists between the two organisations but also set out their collaborative working arrangements for a period of three years.

NbM executive director Robin Landman said: "This partnership agreement further supports the Network's aim to work with like-minded partners to create a learning and skills sector that respects, reflects and celebrates

cultural diversity. CEL clearly embraces those values and supports our objectives."

The memorandum, which was signed on 23rd February by NbM chair Ahmed Choonara and CEL chair David Marshall, identifies the areas where the two organisations will work together.

For example, NbM will advise CEL on effective strategies to improve the Black and ethnic minority (BME) profile of leaders in the sector. This will include working proactively to create the conditions that will lead to increased numbers of BME leaders in senior positions and encouraging better quality of line management of Black staff.

NbM will also undertake relevant research and data analysis to provide clear baselines for improved action and targets, and will assist to embed managing diversity as a core competence for leadership training in all CEL mainstream programmes.



Beacon Award on Race Equality: is your college a winner?...



The Centre for Excellence in Leadership and Network For Black Managers Award for Promoting Race Equality 2006-2007

The Centre for Excellence in Leadership (CEL) and the Network for Black Managers are sponsoring a Beacon Award to promote and encourage good practice, high standards and sustained commitment to race equality within further education and sixth form colleges in England.

Beacon Award assessors will be looking for evidence of excellence, using some of the following criteria:

- *Leadership that inspires the college in implementing equalities objectives and actively promotes the college's equality policy both internally and externally*
- *Audits policies, procedure, practices leading to continuous improvement in provision*
- *Responds to local diversity and actively consults and involves the community*
- *Sets equalities targets that are ambitious and proportionate to the local*

community's needs and are reflective of the learner profile

- *Actively promotes the sharing of good race equality practice in the teaching, learning and support of learners*
- *Ensures that Black staff are supported through the establishment of focus groups and/or affiliation to appropriate national networks*

The 2006/2007 Beacon Awards prospectus will be published in April 2006 and copies will be available then either by contacting the AoC Charitable Trust on 020 7827 4600 or via the AoC website www.aoc.co.uk



Agenda for Change: are you ready?

Agenda for Change means colleges must:

- **Improve quality and achieve 76% success rates by 2008**
- **Increase course fees to 37.5% by 2008 and then to 50% by 2010**
- **Recruit priority learners: 16-18 year olds, adults on Skills for Life programmes & learners studying for their first level 2 qualification**
- **Deliver provision in the priority sectors shown in the regional matrix**
- **Reduce their dependency on LSC funding by:**
 - **Providing customised courses for employers at full costs**
 - **Deliver Work based Learning (WBL); E2E and apprenticeships**
 - **Being active in the National Employer Training Programme (NETP) which will be promoted as Train to Gain**
 - **Delivering 14 - 16 provision as part of a school link programme**
 - **Delivering HE provision**
 - **Bidding for European Funding & other funding**
 - **In 2008 the LSC will introduce Core & Commissioned funding; colleges will only be guaranteed 90% of their 2007-08 funding – the remaining 10% will be commissioned.**

Three recent reports have examined the idiosyncratic contribution made by further education colleges to learning and skills in England and their role in the country's economic development and social cohesion.

The LSC's Agenda for Change, the Leitch report and Sir Andrew Foster's Review of further education colleges have left the post-16 sector in no doubt that a revolution within FE is well on its way.

These reports have created significant new challenges and opportunities for all post-16 education and training providers, and have profound implications for the working lives of all who work within the learning and skills sector. Despite the major implications of these changes, the Network for Black Managers is aware that many Black and minority ethnic (BME) staff are not yet apprised of the full implications of the changes implicit and explicit in these reforms, and are not, therefore, ready to respond effectively either to the challenges they bring, or the opportunities.

In answering a series of key questions, NbM executive board member Chris Yiannakou, an expert on priority-led funding, explains what it could mean to you.

How are success rates measured? What happens if my course doesn't achieve 76% success rate?

Quality is central to the LSC funding and planning. The LSC expects a success rate of 76% across the board by 2008. The success rates are the percentage of students enrolling on a course and achieving their learning aim. Knowing the success rates of your programme area and of your college is essential.

Courses and programme areas with low success rates will be less likely to be funded by the LSC and will be at risk.

How will the increase in fees affect the learner in my programme area?

The contribution made by learners towards the costs of courses will rise from 27.5% to 37.5% by 2008 and then to 50% by 2010. This will have a major impact on college funding and on learners on a low income.



Learners on a low income who have already gained a level 2 qualification or equivalent cannot claim the level 2 entitlements.

Individuals and employers that can afford to pay the fees will expect the quality of the course to be of a high standard.

Who are the priority learners?

- 16-18 year olds
- Skills for Life – Learners in need of Basic Skills & ESOL training
- L2 Entitlement – learners studying for their first level 2 qualification

What is the significance of the priority sectors and the Matrix?

The priority sectors are based on regional skill needs. Colleges should have received their regional Matrix of Provision Table in January 2006. The Matrix uses colours to highlight which courses are likely to be funded and which courses are at risk of not being funded by the LSC. The courses in green identify the priority sectors which are most likely to be funded. The courses in orange are medium priority and may be funded in the short term. Courses in red are at risk of not being funded. The matrix on page 8 shows the priority funding for courses in London.

Is my course or programme area at risk?

Courses are at risk if:

- Your learners are adults in a low priority area.
- Your course is not part of the National Qualification Framework.
- Your course has a low success rate.

Will my course be funded next year?

LSC funding will be reduced and colleges will be expected to make up the shortfall from alternative sources of income and by increasing course fees. The LSC will only fund priority learners and priority sectors. If your course is in one of the priority sectors or your course recruits priority learners then it is more likely to be funded.

What can I do if my programme area or course is low or medium priority?

You can target priority learners; target 16-18 year olds, target adults who have not got a level 2 qualification, if your learners require basic skills or ESOL you can embed the training into your course. You may also unitise the course offer and offer it to employers on a full costs basis.

How can I stay ahead of the game or at least keep up with the changes in the FE sector?

Keep abreast of what is happening in the sector as a whole, do not singularly focus on what affects you directly. Read the articles in the TES, FE Focus or Tuesday's Guardian and not just the job sections.

Know who the key national agencies are, visit their Websites to see what's going on.

Make sure that you have a continuous professional development plan.

Look at different ways of updating your skills.

If you haven't already done so, start networking.

What can make my job more secure?

- A Teaching Qualification
- Good Success rates
- Grade 1 or 2 in teaching
- Good attendance & punctuality
- Teaching priority learners
- Teaching in a priority sector

How can NbM help?

The NbM will help by providing support and guidance both to individuals and providers.

With the Black Leadership Initiative we will work to provide additional career and professional development programmes to help people through transition periods.

It is up to all of us to share good practice, encourage and support the NbM to put on workshops and masterclasses to equip BME staff with the skills, knowledge and confidence to play a key role in FE sector.

Subject Sector		Sub subject Sector		Regional Priority Level
1	Health, Public Services and Care	1	Health, public Services and Care	H
		1.1	Medicine and Dentistry	M
		1.2	Nursing and Subjects and Vocations Allied to Medicine	H
		1.3	Health and Social Care	H
		1.4	Public Services	H
		1.5	Child Development and Well Being	H
2	Science and Mathematics	2	Science and Mathematics	L
		2.1	Science	L
		2.2	Mathematics and statistics	L
3	Agriculture, Horticulture and Animal Care	3	Agriculture, Horticulture and Animal Care	L
		3.1	Agriculture	L
		3.2	Horticulture and Forestry	L
		3.3	Animal Care and Veterinary Science	L
		3.4	Environmental Conservation	L
4	Engineering and Manufacturing Technologies	4	Engineering and Manufacturing Technologies	H
		4.1	Engineering	H
		4.2	Manufacturing Technologies	H
		4.3	Transportation Operations and Maintenance	H
5	Construction, Planning and the Built Environment	5.1	Architecture	L
		5.2	Building and Construction	H
		5.3	Urban, Rural and Regional Planning	M
6	Information and Communication Technology	6	Information and Communication Technology	M
		6.1	ICT Practitioners	M
		6.2	ICT for Users	M
7	Retail and Commercial Enterprise	7	Retail and Commercial Enterprise	H
		7.1	Retailing and Wholesaling	H
		7.2	Warehousing and Distribution	H
		7.3	Service Enterprises	M
		7.4	Hospitality and Catering	H
8	Leisure, Travel and Tourism	8	Leisure, Travel and Tourism	H
		8.1	Sport, Leisure and Recreation	M
		8.2	Travel and Tourism	H
9	Arts, Media and Publishing	9	Arts, Media and Publishing	M
		9.1	Performing Arts	L
		9.2	Crafts, Creative Arts and Design	M
		9.3	Media and Communication	H
		9.4	Publishing and Information Services	L
10	History, Philosophy and Theology	10	History, Philosophy and Theology	L
		10.1	History	L
		10.2	Archaeology and Archaeology Sciences	L
		10.3	Philosophy	L
		10.4	Theology and Religious Studies	L
11	Social Sciences	11	Social Sciences	L
		11.1	Geography	L
		11.2	Sociology and Social Policy	L
		11.3	Politics	L
		11.4	Economics	L
		11.5	Anthropology	L
12	Languages, Literature and Culture	12	Languages, Literature and Culture	L
		12.1	Languages, Literature and Culture of the British Isles	L
		12.2	Other Languages, Literature and Culture	L
		12.3	Linguistics	L
13	Education and Training	13	Education and Training	M
		13.1	Teaching and Lecturing	M
		13.2	Direct Learning Support	M
14	Preparation for Life and Work	14	Preparation for Life and Work	H
		14.1	Foundations for Learning and Life	H
		14.2	Preparation for Work	H
15	Business, Administration and Law	15	Business, Administration and Law	M
		15.1	Accounting and Finance	H
		15.2	Administration	M
		15.3	Business Management	H
		15.4	Marketing and Sales	L
		15.5	Law and Legal Services	L
U	Unknown	U	Unknown	L
X	Not Applicable	X	Not Applicable	L



BLACK BOYS BUCK NATIONAL TREND WITH HIGH PASS RATES...

**81% of subjects had 100% pass rate
- 100% of AVCEs passed.
Over 96% pass rate for A2 courses.
100% As or Bs in Art and Design.
11% increase in numbers taking A
levels over the past 2 years.**

Why has a sixth form college, nestled in the heart of an inner city borough of London, been so successful with the achievement results of its Black students where so many others in the FE sector have failed? How did it manage to achieve a 100% success rate for African boys and 98% success rate for Caribbean boys where so many others despair of the underachievement of Black boys?

NbM visited Crossways to find out why.....

There is evidence of a diverse culture within Crossways Academy - equality and diversity is not given lip service, it is not a policy lying dormant gathering dust on a shelf in a dark and dingy corner.

It is alive and kicking and working exceedingly well, and the proof of this is in the staff profile where BME representation is visible at all levels of the academy, including the governing body. This has an impact on the students, the majority of whom are BME and from different ethnic backgrounds. The academy's ethos is that students have staff around them that they can easily identify with and can see as role models.

The academy provides an inviting environment to both young people and the community.

Principal Anthony Bravo explained: *"Students choose to go to Crossways because they want to work hard to gain the skills and qualifications that are so vital to their future success."*

"Our learners are not allowed to think that OK is good enough,



we continually push them. As young adults it is important that they make sensible decisions about their future and take on personal responsibility."

"Many of our advanced level students (around 76%) go on to degree level. Just recently, Lavern Carty, one of our art and design students, was offered an unconditional place at the leading university of art and design in the country, where there are 800 applicants for each place."

Established in 2004, Crossways is a modern building with state-of-the-art facilities designed to meet the needs of young people and the local community. ICT underpins teaching and learning; interactive whiteboards are used in the classrooms and the academy's Virtual Learning Environment (VLE) is an intrinsic teaching and learning resource.

Students have access to laptops throughout the academy and can be seen using them to study, whether it is in the cafeteria or one of the designated study areas.

In an impromptu tour of the academy, Mr Bravo took NbM to see a selection of classes in action, confident that they would be well attended and interactive. Students he approached were positive and proud of their achievements.

When student Ayo was asked why he was doing so well with his studies he answered without hesitation: "Because I work hard, and because my headteacher is Black."





MEET OUR REPRESENTATIVES...

Sophia Din and Kewal Dass are the Network for Black Managers' northern representatives.

Sophia is the equality and diversity co-ordinator at Bradford College, a post she has held for just over a year.

Although this is her first time working within the FE sector, Sophia has 16 years' experience of working in equality and diversity and has acted as an adviser on a local, regional and national level.

Her vast work experience includes setting up specialist services, capacity building and working for mental health services to black and minority communities.

Sophia said: "I have a passion around equality and diversity especially around race inequalities, hence the reason why I joined the Network for Black Managers.

"I'm really pleased that there is such a network that will support the FE sector; that supports colleges as employers and black staff. This will ultimately assist black learners and their experiences and help them to prepare for becoming a part of a diverse workforce of the future."

Kewal is the head of Business and Professional Studies at City College Manchester. As well as being responsible for the curriculum, part of his role has been in promoting equality and diversity at the college through the Forum for the Advancement of Race Equality (FARE).

FARE is currently supporting a pilot programme for BME succession planning within the college.

Kewal focuses on making a positive impact on learners being successful and achieving their goals in education.

He enjoys playing squash, badminton, being with his family and spending time in the great outdoors.

Do you need help in diversifying your organisation or realising your potential?

THEN THIS IS THE CONFERENCE FOR YOU...

Diversifying Leaders, Diversifying Leadership

The 3rd BLI Annual Conference

Thursday 25th May 2006

International Convention Centre, Birmingham

£250 + VAT

Book a place now...Call 01902 428528

Aims of the Conference

To bring together policy makers, sector leaders, decision-makers and future leaders to:

- Consider what diversifying leaders means for leadership within the post-16 sector in contemporary, multi-ethnic Britain
- Examine existing pre-conceptions of leadership and whether they help or hinder us to diversity leadership

- Explore alternative models of leadership and their utility for the sector

- Develop practical solutions to help individuals and organisations broaden their concepts of leaders for the sector

- Better equip sector institutions to value and manage ethnic and cultural difference

- To enable the sector to expedite the diversity of its workforce



Date	NbM Regional Events
28 March	London and South: Behaviour & learning in young people
3 April	Northern: Ofsted Workshop 1 - Role of the College Nominee with the new Ofsted Inspection Framework
11 April	London and South: Finance for Non-Finance managers workshop 2 - the next level
27 April	Midlands: Dudley College of Arts and Technology 6pm-9pm
3 May	London and South: Ofsted Workshop 1 - Role of the College Nominee with the new Ofsted Inspection Framework
4 May	London and South: Every Child Matters, Staying Healthy Being Safe
10 May	Midlands: Ofsted Workshop 2 - Data Management (Understanding your data)
17 May	Midlands: regional event Nottingham
22 May	Northern: Ofsted Workshop 2 - Data Management (Understanding your data)
25 May	BLI Conference: Diversifying Leaders, Diversifying Leadership, International Convention Centre, Birmingham
29 May	London and South: Ofsted Workshop 2 - Data Management (Understanding your data)

Date	NbM Regional Events
1 June	NbM National Forums: Principals, Chairs, Finance Directors, HR Professionals, Curriculum Leaders
7 June	Midlands: regional event
7 June	Northern: Ofsted Workshop 3 - Preparing for Inspection
19 June	London and South: Ofsted Workshop 3 - Preparing for Inspection
7 July	End of Year Social Event hosted by London and South region
2 October	Midlands: Ofsted Workshop 3 - Preparing for Inspection
16 October	Northern: Ofsted Workshop 4 - Excellent Teaching and Learning
30 October	London and South: Ofsted Workshop 4 - Excellent Teaching and Learning
6 November	Midlands: Ofsted Workshop 4 - Excellent Teaching and Learning
21 November	NbM AGM: Birmingham

If anyone is interested in attending any of the national and regional events, please contact Anne-Marie Salmon by email: anne-maries@nbm.org.uk or telephone 01902 715309. OFSTED WORKSHOPS CAN ONLY BE BOOKED ONLINE. Visit NbM Website www.nbm.org.uk for more information.

BLI Alumni Events...

Following numerous requests from previous participants the BLI hosted its first two regional Alumni events in London and in Birmingham.

The primary aim of these events was to give past participants the opportunity to network and to influence the BLI in future developments.

Rajinder Mann, director of the Black Leadership Initiative said: "Our purpose is to strengthen the BLI network and increase the pool of ideas for supporting new and existing participants".

The successful events were attended by 42 people, all keen to develop the alumni group and activities. The following comments give a flavour of the event:

"It was good to meet up at the Alumni dinner I wanted to thank you for a lovely evening last Friday, it was also really interesting and a learning experience to network with the various people there."

"Thank you for organising a really great evening. I caught up with some old friends and made some new ones. It was a wonderful way to end the week!"

"Many thanks for organising such a brilliant evening - fantastic food and fun company. I met some new people, caught up with others and thoroughly enjoyed myself. Thanks - long live BLING." (BLI Networking Group!)



"Firstly I like to thank you and BLI for a wonderful and productive network meeting. I think much helpful discussion took place around the table and I for one am glad that I decided to attend."

"Just a quick note to thank you both for hosting a fantastic BLING-ing evening.

"Everything was wonderful. Great company, Great food, Great venue, Great atmosphere and most of all Great after dinner speeches!! I found the event most enjoyable and useful in building strong networks. I eagerly look forward to the next date."

Rajinder said, "Our hope is that the Alumni will seize the reins by engaging with each other and being very proactive in contributing to future BLI activities but also contribute to the wider social cohesion and race equality agenda."

For future events call the BLI office on +44(0)1902 428528 or visit our website: www.bli.org.uk

ALI WORKS HIS WAY TO THE TOP...



Congratulations to Ali Hadawi, who was appointed principal of Southend Adult Community College in January.

Iraq-born Ali has worked in education on and off since graduating in 1989. He was previously vice principal for Quality and Student Services at Greenwich Community College and was looking for a principalship in an adult community college.

He said: "My career has been a rollercoaster, spanning higher education, further education, the sixth form sector and industry."

Ali, who grew up as one of eight children in Babylon, Iraq, has also spent time working in the computer industry and was an e-learning project director in Oman from 2000 to 2002.

He said: "Enriched by my five years in industry, I have brought with me an alternative set of skills which have proved to be invaluable in improving the offer of educational opportunities to our students."

"The greatest challenge was on my return to the UK in August 2002 to take up the post of Learning Area Manager for the failing Maths, Science and Technology Department at Greenwich Community College, which was

shortly to be reinspected having failed its previous inspections."

"My biggest success was that department being awarded the highest grade for improvement four months after I had taken leadership of it."

"I have worked my way up from lecturer, through head of department and vice principal to my recent appointment as principal. These posts have given me an insight into the working experience of the staff cohort in a college and how best to achieve cohesion and harmony and to work as a team for the benefit of our students."

Ali said of his upbringing in Babylon: "I had a magical childhood as one of eight children. I achieved the IB in Iraq and started a degree course at Baghdad University before the opportunity arose to come to the UK for my Higher Education.

"I embrace all cultures but have been influenced in particular by the first 20 years of my life living with my family in Iraq and the majority of the next 20 years living in the UK, whose history and people fascinate me." He lists his father, who still lives in Iraq with Ali's mother and siblings, as one of his strongest influences. "He affected and continues to influence my life and decisions - the loveliest man I have ever met!" he said.

Southend Adult Community College has 7,000 learners, 50% on qualification programmes and the others on non-accredited provision. It has a good standing with very successful community links.

Asked what changes he plans for the college, Ali said: "Early days - watch this space."

First Steps to Leadership Course is a resounding success...

First Steps Graduates



The first cohort of 44 first line Black and minority ethnic (BME) managers graduated from the First Steps programme on 17th March.

Principals and line managers also attended the graduation ceremony in support of their staff.

The course, an unmitigated success with a 98% retention rate, has helped pave the way for a sustained career in the sector for these graduates, many of whom, it is anticipated, will become inspirational leaders in the not-too-distant future.

First Steps to Leadership is a new development programme for front line managers from the visible Black and ethnic minority communities. It is run by the Centre for Excellence in Leadership (CEL) in partnership with the Network for Black Managers (NbM).

"This programme is designed to assist Black managers to be successful and confident in their first leadership role," said Deborah Persaud, First Steps Project Director at CEL. "It is unique because it is specific to the learning and skills sector. The delivery team was brought in not only because of their work as management consultants but also because they have a strong grounding in the sector. They can put issues such as policies, strategies, funding and targets into an FE context."

In addition, evaluating management skills, networking and learning from experienced BME senior staff were also on the agenda. Course participants were delighted to meet BME 'crème de la crème', as one participant put it, such as Wally Brown, Principal of Liverpool Community College; Stella Mbabegbu, Principal of Highbury College and Dame Lorna Boreland-Kelly, Chair of Governors at Lambeth College. Guest speakers were invited for evening sessions – to make the most of every available moment.

Split into two groups the delegates attended either the Birmingham or London sessions. One colleague could not wait for a course nearer home and travelled all the way from Yeovil, Somerset. The programme was run for six days spread over five months.

Learning will be continued beyond the course as all successful participants will continue their development through accessing the growing list of Black and White mentors from the Black Leadership Initiative.

CEL will be running more First Steps cohorts in the next academic year and enrolments are taking place now. If you wish to express an interest or find out more, call Emma Goreeph on 020 7654 3312 or e-mail her on emma.goreeph@centreforexcellence.org.uk

What the delegates said...



"When I went back to work after my first day on the course my colleagues were amazed at how much I knew about what was going on in FE because I am such a little person in the college. The course has made me tall!"
Satinder Kaur, Wolverhampton College



"I work in an area where there are few BME staff. I was surprised to see so many on the course. I now feel proud to be part of this group."

Hanife Dacosta, Medway Adult and Community Learning Service

"I'm in business support and I wasn't sure if the course was going to help me. I now have a new insight into the curriculum and I am more enthusiastic about my work."

Hasna Begum, Oldham College

"I was initially hesitant about the importance of a course for Black managers but realise that it's highly relevant. The experiences, comments and views of senior Black managers made the sector come alive for me."

Michael Crane, Uxbridge College

"I felt petrified about going on the course. I had to face identity issues. I have gone beyond that now and am now comfortable about my place at college and among my students."

Faizana Syed, Lewisham College

"The best thing was the inspirational role models. I'd never heard of them before. I feel strongly that this course should be for all BME staff, not just first line managers – if I was not a co-ordinator I would have missed this!"

Medellis Ezzidio, SEEVIC College

"It's been exhilarating. I now know that I'm capable of doing what I'm doing and of doing more. I've set my sights higher. I've gone back and promoted the course to colleagues."

Hanna Myles, City College, Birmingham

"It's priceless to learn from experienced BME staff. I now also have a new network of colleagues who I can contact."

Sharen Kang, Leicester College

