Liberal Democrats' Race Equality Task Force

EVIDENCE SUBMISSION, JUNE 2012

1. Introduction

Education consistently emerges through ROTA's varied research projects, consultation events and membership as a top area of concern among London's BAME communities. It is for this reason that education has remained one of our policy priorities for almost 30 years. We welcome the Liberal Democrat's Race Equality Task Force as an opportunity to voice these concerns. We would be happy to meet to discuss them in more depth along with potential solutions. To arrange a meeting please contact Barbara Nea, Senior Policy Officer, on 020 7842 8531 or on e: barbara@rota.org.uk.

About ROTA

ROTA is a social policy organisation focused on issues impacting on Black, Asian and minority ethnic (BAME) communities. Our current membership is comprised of 3,500 individuals and statutory, voluntary and private sector representatives with an interest in race equality particularly in our priority areas – health, education and criminal justice. While most of our work is London-focused, the policy recommendations that emerge from it have national implications.

As a BAME-led organisation, all ROTA's work is based on the principle that those with direct experience of inequality should be central to solutions to address it. Our work is actively informed by the lived experiences of BAME communities and their organisations.

To find out more visit www.rota.org.uk.

2. Methodology

During 2011/12, 500 voluntary and statutory sector representatives took part in ROTA's *Educational Reforms: Challenges and Opportunities for BAME communities* and *Shaping the future: Race and racism in the 21st century* seminar series. These seminars, which were heavily oversubscribed, focused on children, young people and education. This submission summarises the broad ranging discussions that took place at the seminars and solutions posed; it highlights how considerable a concern educational inequality and the deficiencies in the capital's school system remain among London's BAME communities still in 2012. This submission also includes relevant findings and recommendations from recent ROTA research projects.

3. Key educational inequalities and recommendations

The denial of racism

Participants at our 2011/12 seminars expressed concern about current trends in dominant social and political discourse and policy-making, where there is denial that race inequality remains a societal problem. Many examples of this trend in educational policy were given. For example the schools white paper[1] and subsequent Education Act was criticised for its failure to reference or respond to race inequality. Similarly the Mayor of London's Education Inquiry was criticised. While it was heavily focused on the educational outcomes of different BAME groups in the capital, it is not based within the context of the Equalities Act 2010. ROTA's recent response to the Inquiry's interim report[2] highlighted lack of consideration of equalities legislation in the development of educational policy and practice, which limits its potential to address racial inequalities at best, and exacerbating them, at worst.

The conflation of educational disadvantage linked to ethnicity and that linked to socio-economic status was identified as a concern. Participants cited evidence[3] that shows when socio-economic factors are considered, such as employment status and family structure, there are still unexplained differences in educational outcomes across different ethnic groups. Participants gave examples of how young people from wealthier BAME families still face disadvantages in education due to racism. Policy measures to address educational disadvantage, such as the pupil premium will not ensure education equality for BAME pupils as it does not sufficiently address race.

New forms of racism

The seminars explored new dimensions of racism. Participants asked if the pattern of 'super diverse' inner London boroughs facing disadvantage within the national context of policy reforms and public spending cuts could amount to institutional racism. With two thirds of London's school populations made up of BAME pupils, is there something more fundamentally lacking in national government's failure to address the 10,000 shortfall of school places through proportionate capital funding than sheer short-sightedness?

There was also worry as to whether we were beginning to see a re-emergence of more overt forms of racism, with the racist comments of footballers John Terry and Luis Suarez in late 2011 emerging in many discussions. Participants reported a sense that copycat incidents were on the increase in their local communities.

The risks of free schools exacerbating educational inequality

Since June 2011 ROTA has been running the 'Inclusive schools – free schools monitoring project'. The ongoing research phase is determining: the level of involvement of BAME communities in free schools as proposers, governors, staff and pupils; the support needs of

[1] Department for Education (2010) *The Importance of Teaching. The Schools White Paper 2010.* https://www.education.gov.uk/publications/eOrderingDownload/CM-7980.pdf.
[2] ROTA (2010) *Response to the consultation on the Mayor of London's Inquiry into Education in London.*
[3] For example The National Equality Panel (2010) The Anatomy of Economic Inequality. Report of the National Equality Panel. Government Equality Office.

BAME communities seeking to set up free schools; and the support needs of free schools in developing inclusive services.

We have surveyed 60 free school projects. We are also working closely with a group of 12 lead proposers from BAME communities that have historically faced acute educational disadvantage, developing a qualitative account of the barriers and enablers they have faced in developing their projects.

An initial analysis of the evidence is revealing that:

- Those from BAME communities that have historically faced acute educational disadvantage are under-represented as proposers in successful free school projects.
- Those from such communities who have attempted to establish free schools have faced significant barriers to success, largely related to access to financial resource.
- The support currently available from the New Schools Network is not yet sufficient to bring such communities up to a level playing field within this initiative.
- The support currently available from Department for Education (DfE) and the New Schools Network on the Equality Act 2010 is not yet sufficiently enabling successful free schools to confidently meet their related duties.
- There are instances where it appears new Free Schools are increasing ethnic and socio-economic segregation in schools systems, particularly in multi-cultural localities.

The full report will be available over the summer.

Case study: Free schools may have problematic unintended outcomes

New Vic Sixth Form college in Newham, for example, is ranked by the Sutton Trust as in the top five per cent of high performing sixth forms in England in progressing students from disadvantaged backgrounds to university. The London Academy of Excellence (LAE) is a new sixth form free school that will open close to New Vic in September 2012. LAE's vision is to "increase dramatically the number of successful applications made to top universities by students from economically and socially disadvantaged communities". There is no shortage of quality sixth form A-level places for the subjects LAE will offer in this part of East London. This free school is being established in direct competition with New Vic and, if it is successful, will directly impact on the level of resources available to New Vic, without improving the quality of provision in Newham.

Recommendations:

- Liberal Democrats Race Equality Task Force to commission an independent equalities impact assessment of the Free Schools Programme.

School funding reforms

The loss of the ring-fenced funds and the absorption of the (Ethnic Minority Achievement Grant) EMAG has significantly reduced or eliminated the level of specialist provision for

BAME pupils at risk of under-performing. There is a real risk that much of the progress that has been made in turning around educational outcomes for BAME children and young people will be reversed as a result of changes to EMAG, risking not only their futures but the capital's prosperity and position as a world city.

DfE, in its new consultation '*School funding reform: Next steps towards a fairer system'* (DfE 2012) is proposing that English as an Additional Language (EAL) pupils can only be funded for three years. NALDIC research[4] has demonstrated that it takes five to seven years to acquire the level of fluency in English needed to access the national curriculum.

The impact of changes to EMAG goes beyond EAL pupils. A recent investigation by Traveller's Times[5] revealed that Gypsy, Roma and Traveller (GRT) education in London has been devastated. With 12 council-run GRT education support teams abolished since 2007 – out of a total of 32 – and with front-line staff halved from 60 to 30, this makes London the worst affected English region. With Bexley, Greenwich, Kingston Upon-Thames, Lambeth, Lewisham and Southwark all abolishing their Traveller education teams, South London has been particularly badly affected.

Concerns expressed by Travellers and teachers in the Traveller's Times recent article provide a snap shot of the impacts of this: *"The dismantling of the Traveller education network isn't driven by concerns over the education of Travellers, but by the need to cut costs. Yet the amount of money being saved is tiny and at such a cost to the individual life chances of Traveller children and to society. Far too many children are first brought to the attention of Traveller education by youth offending teams as it is. What is going to happen to those children if the service is no longer there?"*

Our response[6] to DfE's 2010 consultation on the pupil premium highlighted the need to link pupil premium indicators to equality indicators. The full complexity of educational disadvantage cannot be considered without taking into account equality issues and the current and historical disadvantages people from groups protected under the Equality Act 2010 face (gender, disability, race, religion or belief, sexual orientation, gender reassignment and pregnancy and maternity). In determining how to spend the pupil premium, equality issues should be considered.

In our response we also reported strong anecdotal evidence from our networks that people from many BAME communities attach great stigma to requesting free school meals (FMS). This was backed up within the Free School Meals (Scotland) Bill Consultation Report, published by the Scottish Parliament on 20/01/09[7]. Additionally, A2 nationals, which

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[4] http://www.naldic.org.uk/research-and-information

[5] 'Travellers Times (25.11.2011) *London Traveller education service cut to ribbons*', available at http://www.travellerstimes.org.uk/list.aspx?c=00619ef1-21e2-40aa-8d5e-f7c38586d32f&n=0a5a6332-c5cb-42bb-a31a-133ac186adbc

[6] ROTA (October 2010) *Response to the Department for Education's Consultation on school funding 2011 – 2012. Introducing a pupil premium'* Available at http://www.rota.org.uk/sites/default/files/consultationresponses/Response%20to%20Pupil%20Premium%20F.pdf.

[7] The High Ethnicity Authorities' Special Interest Group (HEASIG) (2011) *Response to DfE's 'Consultation on School Funding 2011-12: Introducing a Pupil Premium'.*

comprise a significant proportion of the capital's pupil population, are restricted in accessing FSMs, even though many experience levels of disadvantage that should make them eligible for the pupil premium. Such lower FSM take up rates among some BAME groups are likely to have significant impact on levels of funding available to London schools.

Recommendations:

- National government to reinstate a ring-fenced Ethnic Minority Achievement Grant (EMAG).
- National government to undertake an impact assessment of the absorption of EMAG.
- National government to develop a central support package that enables schools to ensure the pupil premium addresses educational disadvantage resulting from race as well as socio-economic disadvantage.
- National government to maintain funding for EAL pupils for between five and seven years while they acquire the level of fluency in English required to access the national curriculum.

Out-of-school factors

Disadvantaged BAME communities face a range of out-of-school factors which impact on educational outcomes. There is growing evidence that reforms and spending cuts across a range of public policy areas – such as health, welfare benefits and employment – are detrimentally impacting on BAME communities. These will in turn impact on the educational experience of BAME pupils.

Recommendation

- The Liberal Democrats' Race Equality Task Force to monitor new and emerging race inequality across all areas of public policy.

Raising achievement - the success factors

Educational attainment varies significantly between ethnic groups. The picture is complex, with some BAME groups falling significantly behind, and others achieving above the national average. In England at Key Stage 4 (age 16) the lowest achieving groups are pupils of Irish Traveller and Gypsy/Roma heritage with 9.2% and 9.1% achieving 5 A*–C grade GCSEs respectively.[8] Other groups that achieve significantly lower than average are Black Caribbean, Pakistani, Other Black and pupils from a Mixed White and Black Caribbean background. These groups achieved 39%, 43%, 41% and 42% A*–C grade GCSEs respectively. The differential outcomes for different BAME groups are similarly reflected in achievement in the English Baccalaureate[9].

[8] Department for Children, Schools and Families. *Key Stage 4 Attainment by Pupil Characteristics, in England 2008/2009*, (London: DCSF, 2010) http://www.education.gov.uk/rsgateway/DB/SFR/s000900/sfr34-2009v2.pdf

[9] http://www.guardian.co.uk/commentisfree/2011/jun/12/black-pupils-held-back-baccalaureate-race

Participants in ROTA's 2011/12 seminar series voiced strong concerned about these remaining inequalities and the risk that progress against them in recent years will be reversed as a result of changes to schools funding, public spending cuts to children and young people's services and national policy reforms.

The following case study highlights the value of targeted action to address racial inequality in education.

Case study: Raising achievement, the success factors

Lambeth is one borough that has had considerable success in raising the attainment of groups of pupils that have faced acute educational disadvantage historically (e.g. in many schools in Lambeth 70 per cent of black pupils achieve 5+ A* - C compared to a national average of 49%).

Reasons for success factors and improvement[10] in Lambeth include:

- Strong leadership and vision with commitment to and focus on addressing attainment gaps
- Effective use of data
- Effective use of a diverse multi-ethnic workforce
- Effective teaching and learning
- Parental support (and school support aimed at engaging parents)
- Inclusive curriculum
- Strong links with black community
- Parents, pupils and staff value diversity
- Effective Support for EAL

Recommendations from this work include: support to enable schools to share good practice; an increase in research that focuses on what works and challenges perceived notions of underachievement in schools additional funding to support schools in areas of challenging circumstances.

These recommendations mirror those made in various other statutory reports on raising the achievement of BAME pupils[11].

Policy recommendations:

- National government to ensure investment in targeted programmes that address race inequality in education.
- A school workforce development programme to enable the teachers to be more confident and competent in working in multi-cultural classrooms. This is particularly important given the removal of standards from Qualified Teacher Status standards that explicitly relate to this skill set.

[10] See Feisa Demie's presentation, *'Raising Achievement and Aspirations for Black Children: Success Factors'* at the Mayor's London Schools and all our children conference, November 2011.

[11] E.g. Ofsted (2002b) *Achievement of Black Caribbean Pupils: Good Practice in Secondary Schools.* London: HMSO; Evaluation of the national *Aim Higher* programme.

- Boroughs to maintain/establish local programmes that provide alternative routes to teaching for residents. Enable the boroughs to learn from programmes such as the Tower Hamlets' *Recruiting Local Teachers* initiative. Those from communities that have historically faced acute educational disadvantage, such as the Irish Traveller community should be targeted through such work.
- Initiate a support programme for schools to enable them in addressing issues of race inequality.
- Synthesize and take forward the recommendations from various reports over the years such as '*The educational experiences and achievements of Black boys in London schools 2000 – 2003. A report by the Education Commission*'. While many such reports are dated, the findings remain relevant today.

Voice and representation

BAME people, and in particular men, are under-represented in the classrooms, as senior managers in schools and on bodies that oversee education. Participants identified many examples of the under-representation of BAME people in senior statutory roles and in democratic processes: No black people on Hackney's Learning Trust board; only 30 of England's 21,000 head teachers are black.

BAME families have limited influence on school systems, who often to do not know what their rights are or about the avenues for engaging with schools. At our Hackney *Shaping the Future* seminar, there was considerable discussion on how this could be overcome, for example through support for BAME people to work as effective school governors. There was also some discussion about the opportunity provided by the Government's free schools programme for communities to take a lead in developing education services where dissatisfied with what currently exists. However, for the most part, there was limited awareness among participants about such opportunities.

Recommendation

- Advocate for a programme of support aimed at enabling BAME communities to influence the education system. This could include support for parents to become effective governors; mentoring and support for BAME teachers and head teachers; raising awareness about among BAME communities about their educational rights and how to demand accountability using equalities legislation and other policy and legislative tools.

Capacity of schools to promote race equality and race relations

Participants felt that education as a space that allows *"developing knowledge of self and heritage"* is denied to BAME pupils in many of London's state schools. Linked to this, many of the capital's state schools lack expertise in, or are even fearful of dealing with racial inequalities and racist bullying or harassment. Black and world history is given insufficient emphasis. Community responses such as through supplementary schools are being disproportionately hit through public spending cuts.

Access to quality education services

Access to quality education services, particularly in deprived inner London wards where BAME young people make up greatest proportions was a key area of concern. Risks that quality will deteriorate in the face of public spending cuts and how we could address this were considered. This was expressed alongside concerns with difficulty recruiting good teachers to schools working in the most challenging circumstances.

Teachers' expectations of and rapport with black pupils

Teachers' expectation of and rapport with black boys, in particular African Caribbean boys, was identified as a concern. This was often related to expectations in terms of academic ability but also unfairness in behaviour management processes. Participants cited various research[12] that has identified the impact of teacher stereotyping on the education of BAME pupils. Pupils are often entered into lower sets, limiting the final grade they can achieve in exams. Pupils are often encouraged to take up lower-status subjects as well as extra-curricular activities. A recent study[13] described how too many teachers accepted undisruptive behaviour and average attainments as sufficient from African Caribbean pupils; how the processes and dangers are magnified in the case of young men, who are more likely to be viewed as a potential threat to good order and can quickly find themselves subject to escalating disciplinary procedures. Participants noted how teachers themselves are often also concerned about their abilities to teach BAME pupils effectively. One participant noted a recent study[14] that described how many newly-qualified teachers do not feel confident in multi-cultural classrooms and in dealing with issues of race equality. A 2010 Teaching and Development Agency survey backed up this study reporting that half of newly-qualified teachers in England said they did not feel confident in teaching learners from multi-ethnic backgrounds.[15]

Behaviour and discipline

Participants linked teachers' expectations for BAME pupils to unfairness in the application of behaviour management processes. Rates of permanent exclusion are highest for Gypsy/Roma pupils (0.38% of the school population), Travellers of Irish Heritage (0.30% of the school population) and Black Caribbean pupils (0.30% of the school population)[16]. Changes to the exclusion appeals process are likely to have a disproportionate impact on pupils from these BAME communities. Changes include removing the possibility for appeals panels to reinstate pupils who have been unfairly excluded; appeals can now only recommend a responsible body to reconsider their decision. This is very concerning, particular as government research has found that these disproportionate exclusion rates are

[12] E.g. 'Vincent, C. et al. (2011) *The Educational Strategies of the Black Middle Classes*. Institute of Education', ' Rollock, N, Dr (2007) *Failure by another name? Educational policy and the continuing struggle for Black academic success.* The Runnymede Trust' and 'Mayor of London (2004) *The educational experiences and achievements of Black boys in London schools 2000 – 2003. A report by the Education Commission.* London Development Agency'.

[13] Vincent, C. et al. (2011) *The Educational Strategies of the Black Middle Classes*. Institute of Education.

[14] Hick, P. et al (2011) *Promoting Cohesion, Challenging Expectations. Educating the teachers of tomorrow for race equality and diversity in 21st century schools.* Manchester Metropolitan University.

[15] Teaching and Development Agency (2010) *The Newly Qualified Teachers Survey.* Available at http://dataprovision.education.gov.uk/public/page.htm;jsessionid=647FD40FE670B41655F0AD6A868D47A5?years=2010&_nhs=_hlk_52906&_na=forward&popup-mode=&to-page=viewSct5yrReports&submit_view=View.

[16] Department for Education (2010) *Permanent and Fixed Period Exclusions,* http://www.education.gov.uk/rsgateway/DB/SFR/s000942/index.shtml

partly attributable to conscious and unconscious prejudice from teachers[17]. Disadvantages caused by exclusion are exacerbated because education provided through pupil referral units is often of poor quality.

Recommendation

- Invest in training that addresses risks of institutional racism in the implementation of schools' behaviour management processes for staff with responsibility for them.
- Require schools to record and report data on the use of disciplinary powers by ethnicity of pupils and demonstrate how, in the use of such powers, they are meeting their statutory public sector equality duty.

Supporting pupils with mental health issues and special educational needs

Teachers and schools lack of experience in working with pupils with mental health issues, among which BAME pupils are over-represented was identified. Pupils with mental health issues are frequently misunderstood and misdiagnosed as having Attention Deficit Disorders or learning difficulties and treated inappropriately through behaviour management systems. In Hackney it was noted that while there are many programmes for pupils with mental, emotional and social issues, these are often not properly quality assured.

Higher education

The proportion of university places taken by BAME students has increased from 13 per cent of students in 1994/95 to 23 per cent in 2008/09, a figure broadly proportionate to their size in the young population[18]. Students from all BAME groups, except those from Chinese backgrounds, are less likely to attend more prestigious institutions[19]. Eight per cent of all black university students attend Russell Group universities compared to 24 per cent of all White students. These trends impact on graduate employment prospects. BAME graduates are more than twice as likely to be unemployed than white students.[20]

Recommendations

- Support to enable Russell Group universities to address BAME under-representation in their student population.
- A programme to support BAME students to gain access to Russell Group universities.
- Effective independent careers advice and guidance in order to give young people from BAME communities access to a wider range of universities or the labour market on graduation.

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[17] Department for Education and Skills (2006) *Ethnicity and Education: The Evidence on Minority Ethnic Pupils aged 5 - 16.*

[18] EHRC (2010) *Triennial Review, How Fair is Britain? Equality, Human Rights and Good Relations in 2010*, http://www.equalityhumanrights.com/uploaded_files/triennial_review/how_fair_is_britain_-_complete_report.pdf

[19] The Runnymede Trust (2007) *Not Enough Understanding? Student Experiences of Diversity in UK Universities*, http://www.runnymedetrust.org/uploads/file/Not%20Enough%20Understanding%20-%20final.pdf

[20] The Runnymede Trust (2007) *Not Enough Understanding? Student Experiences of Diversity in UK Universities*, http://www.runnymedetrust.org/uploads/file/Not%20Enough%20Understanding%20-%20final.pdf

Racist bullying

Racist bullying, which is a very real issue in many classrooms was spoken about by participants[21]. Recently the BBC reported nearly 88,000 racist incidents, which included name calling and physical abuse, were recorded in Britain's schools between 2007 and 2011[22]. Many areas including Luton, Oldham, Croydon, Bedford and Middlesbrough saw an increase of 40 per cent or more over the period 2007/08 to 2009. Racist bullying is notoriously under-reported. Participants at our 2011/12 seminar series expressed concern that, despite the continued high levels of racist bullying in schools, the Coalition Government had removed the duty on schools to record and report data about it.

Recommendation

- A preventative strategy to tackle racist bullying should be adopted which aims to tackle the root causes of prejudice, creates an environment which fosters inclusion, and a curriculum which promotes equality and diversity.
- Undertake work to support to schools comply with their obligations under the public sector equality duty in carrying out their various functions to promote good relations, which should involve responsibilities to stamp out racist bullying.

Further education

The removal of the Education Maintenance Allowance (EMA) was identified frequently as a concern at all our 2011/12 seminars, in particular due to its disproportionate impact on BAME students who are over-represented in less affluent socio-economic groups, and are therefore more reliant on it. While the full scale of the impact was unknown, many felt it would be considerable.

Non formal education

Non-formal education (including apprenticeships and volunteering) was identified as having considerable potential for young people who have are less academic and who may have disengaged from formal education. To tap into this, there is a need for sustainable investment in the organisations that provide them and the value of non-formal educational opportunities needs wider recognition. It was acknowledged that such opportunities which particularly benefit marginalised BAME young people, such as those provided by the BAME voluntary and community sector have been disproportionately impacted by public spending cuts.

Youth opportunity and aspiration

The impact of poor educational experiences combined with lack of youth opportunity was linked to the disengagement of some young people from education. The challenge in inspiring young people when the context in which they are being educated is one of reduced access to higher and further education, with the loss of Education Maintenance Allowance and increased tuition fees, high youth unemployment, particularly for black people, against a back-drop of an urban culture of immediate gratification and gang fidelity, was voiced. The

[21]

[22] http://www.bbc.co.uk/news/education-18155255

opportunities being offered to young BAME people through government's youth employment initiatives, if at all, being, at best uninspiring and at worst, exploitative.

While not discussed in detail, the 2011 riots and potential for future riots were not far from people's minds. The criminal view was rarely present; the riots were seen as a symptom of a society where educational opportunity and wealth is very unequally distributed and largely along ethnic lines in inner London.

Recommendation

- Ensure organisations with the trust of the most marginalised BAME communities are meaningfully engaged in the development and delivery of employment programmes.
- Greater communication about the opportunities that are available to young people.

Support for families

Support for parents and families was raised throughout the seminars. Different types of support were discussed from that for families with young people at risk of engaging in gangs to that to enable parents to engage with and influence schools.

Support that enables parents to support their children's education including: literacy and numeracy skills; English as a Second Language (ESOL); policy support, including on school governance were identified as key to addressing a range of educational inequalities.

Many of the existing support programmes for families and parents are inadequate. At our Hackney *Shaping the Future* seminar, a roundtable was dedicated to defining appropriate interventions from social care. This was because inappropriate and potentially racist interventions are a concern among some BAME families in Hackney.

Recommendation

- Ensure that national parenting programmes and strategies are well informed by the lived experience of BAME communities.

Grass-roots responses to educational inequality

The seminars highlighted the unique and vital role BAME voluntary and sector organisations can play in addressing educational inequalities. This has been supported by academic research[23] on the achievements of BAME students, which has revealed the importance of the community, including the church, in offering educational and career support and guidance to young people. Community organisations often offer BAME parents information and understanding that enables them to better navigate the education system. Additionally, community organisations often provide supplementary educational services that support pupils' success in mainstream education to the national curriculum.

Recommendation

[23] E.g. 'Channer, Y. (1995) *I Am a Promise: The School Achievement of British African Caribbeans. Stoke-in-Trent. Trentham Books' and '*Cork, L. (2005) *Supporting Black Pupils and Parents: Understanding and Improving Home-School Relations.* London: Routledge.

- Advocate for increased investment in the BAME VCS that deliver education and related services to BAME communities.

Barbara Nea
Senior Policy Officer
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What is ROTA?
ROTA is an action research and social policy organisation focused on issues impacting on Black, Asian and minority ethnic (BAME) communities.

As a BAME-led organisation, all ROTA's work is based on the principle that those with direct experience of inequality should be central to solutions to address it. Our work is actively informed by the lived experiences of BAME communities and their organisations.

How do I join?
Membership is free and the online membership form only takes a few minutes to complete. Members automatically receive our services including invitations to events, policy briefings, our monthly policy e-bulletin and more. The membership form is available on the 'about us' section of our website at www.rota.org.uk. Alternatively you can sign up at today's discussion seminar by talking to a member of ROTA staff.

You can find out more at www.rota.org.uk.
Follow us on Twitter: @raceontheagenda

C/o Voluntary Sector Services, 76 Shoe Lane, London EC4A 3JB
t: +44 (0) 20 7842 8531 e: rota@rota.org.uk

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