



GENDER EQUALITY SCHEME

**The Scheme also incorporates the South Ayrshire Education
Gender Equality Scheme and the South Ayrshire Licensing
Board Gender Equality Scheme**

June 2007

As the Member of the Council Leadership Panel Council with responsibility for equalities I would like to welcome the publication of the Gender Equality Scheme.

Gender equality is not a one way process as it will benefit both women and men. The Scheme identifies many ways in which the Council can develop both as an employer and as a provider of essential services. I warmly endorse the Scheme and look forward to seeing our commitments turned into action.

*Councillor Margaret Toner
Community Services Portfolio Carrier*

The Member Officer Group is concerned to take forward all aspects of the Council's equality work. The Gender Equality Scheme is the third such scheme that the Council has produced and together they set out a challenging agenda for all services of the council to grow and develop. The Group will be working to lead these developments over coming years and with the support of all departments we will ensure progress and improvement across all aspects of the Council's work.

*Brian Connolly
Chairman of the Member Officer Group on Equality & Diversity*

Foreword by Chief Executive

The Gender Equality Scheme sets out a range of important issues and actions that the Council will address to promote gender equality across the Council.

We have much to be proud of in the work of the Council to promote gender equality, with impressive records of achievement, for example in community safety and regeneration.

However, it is clear from the information contained within the Scheme that relatively we still have a lot of work to do to address occupational segregation and the low proportion of women in senior positions within our employment. The traditional patterns of employment that sharply differentiate between those jobs suitable for men and those jobs for women is no longer appropriate, nor indeed acceptable. The Council in this Scheme, both at member and officer level, sets out our commitment to effectively address these issues.

As a result of these commitments I look forward to focused action which will improve our performance to a higher level in the three year life of the scheme and to the consequential positive effect this will have on the work of the Council.

Tom Cairns
Chief Executive

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1. INTRODUCTION

The New Gender Equality Duty

The General Duty

1.1 The Equality Act 2006 has created a new statutory duty on all public authorities, when carrying out their functions, to have due regard to the need:

- to eliminate unlawful discrimination and harassment
- to promote equality of opportunity between men and women.

This is known as the 'general duty' and comes into effect on 6 April 2007¹.

1.2 The duty applies to all public authorities in respect of all of their functions. This means it applies to policy-making, service provision, employment matters, and in relation to enforcement or any statutory discretion and decision-making. It also applies to a public authority in relation to services and functions which are contracted out.

The Specific Duty

1.3 In addition there are specific duties that apply to all public bodies. Those specific duties, in brief, are:

- To prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives.
- In formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- To gather and use information on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services.
- To consult stakeholders (i.e. staff, service users and others, including trade unions) and take account of relevant information in order to determine its gender equality objectives.
- To assess the impact of its current and proposed policies and practices on gender equality, and to have due regard to the results of those impact assessments.
- To implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so.
- To report against the scheme every year and review the scheme at least every three years.

The first scheme must be published by 29 June 2007.

¹ Much of this introduction is drawn directly from the statutory guidance: *Gender Equality Duty Draft Code of Practice Scotland*, EOC, 2007.

Equal Pay Statement

1.4 In addition, listed public authorities which have at least 150 full time equivalent staff, must publish a statement which outlines their policy on equal pay between men and women, no later than 28 September 2007. They must review this statement and publish a report on their equal pay policy within three years of its publication, and at least every three years thereafter.

Education Authorities Gender Equality Schemes

1.5 Education authorities will be required, as well as publishing their own scheme, to ensure that the schools they manage gather information on the effects of their policies and practices on gender equality, assess the impact of those policies and practices on gender equality, carry out steps to meet the duty, and report on these activities.

1.6 Scottish Ministers have an additional duty to publish reports every three years. These reports must set out the priority areas they have identified for public authorities in the advancement of equality of opportunity between men and women, and provide a summary of progress made. The first report must be published by 1 July 2010.

Procurement

1.7 The Council includes as part of its specification for contracted services a requirement that contractors comply with all relevant statutory regulations that relate to equal opportunities e.g. the Approved Provider List. Currently the Council awaits the Equal Opportunities Commission's sectoral guidance on procurement and will update its procedures section at the earliest opportunity thereafter.

Why a Gender Equality duty?

1.8 There is considerable evidence that gender inequality remains firmly entrenched in many aspects of life in Scotland. A recent survey commissioned by the Scottish Executive summarised the issue.²

1.9 The report shows that there has been progress towards greater gender equality in Scotland in recent years. The pace of change towards greater equality remains very slow, and gender inequalities persist in Scottish society. In the main such inequalities disadvantage women compared to men, for example, in access to political power and decision-making positions in public life, and in employment and pay. In general women are also disadvantaged compared to men in terms of access to resources such as private cars and housing. More rarely males are disadvantaged compared to females, for example, in terms of qualifications obtained on leaving school. Women are overwhelmingly the victims of domestic abuse, and men are overwhelmingly the perpetrators, and women are much more likely than men to have concerns about their personal safety.

1.10 In order to help address these issues the UK government introduced the gender equality duty for all public sector bodies. The duty attempts to make gender equality central to the way that public authorities work. The Equal Opportunities Commission believe that this will lead to:

- better-informed decision-making and policy development

² *A Gender Audit of Statistics: comparing the position of women and men in Scotland* by Esther Breitenbach and Fran Wasoff, Scottish Executive social Research, 2007.

- a clearer understanding of the needs of service users
- better-quality services which meet varied needs
- more effective targeting of policy and resources
- better results and greater confidence in public services
- a more effective use of talent in the workforce.

1.11 The duty is intended to address the fact that, despite 30 years of individual legal rights to sex equality, there is still widespread discrimination – sometimes intentional, sometimes unintentional – and persistent gender inequality. Policies and practices that seem neutral can have a significantly different effect on women and on men, often contributing to greater gender inequality and poor policy outcomes. Individual legal rights have not been enough by themselves to change this.

1.12 The duty is intended to improve this situation, both for men and for women, for boys and for girls. Gender roles and relationships structure men's and women's lives. Women are frequently disadvantaged by policies and practices that do not recognise their greater caring responsibilities, the different pattern of their working lives, their more limited access to resources and their greater vulnerability to domestic violence and sexual assault. Men are also disadvantaged by workplace cultures that do not support their family or childcare responsibilities, by family services that assume they have little or no role in parenting, or by health services which do not recognise their different needs. Both sexes suffer from stereotyping of their roles and needs. The duty should help the public sector, and those working with it, to identify and respond to stereotyping, sex discrimination and sexism, resulting in improvements for all.

1.13 The duty requires public authorities to identify and tackle discrimination, to prevent harassment, and to ensure that their work promotes equality of opportunity between men and women. It is a form of legally enforceable 'gender mainstreaming' – building gender equality into the core business thinking and processes of an organisation. It is different from previous sex equality legislation in two crucial respects:

- public authorities have to be proactive in eliminating discrimination and harassment, rather than waiting for individuals to take cases against them.
- public authorities have to be proactive in promoting equality of opportunity, and not just avoiding discrimination.

Promoting Gender Equality in South Ayrshire Council

1.14 This Scheme is designed to promote gender equality in South Ayrshire Council and ensure that the Council fulfils its new statutory duties. The Council is actually responsible for the production of three schemes :

- The South Ayrshire Council Gender Equality Scheme
- The Education Authority Gender Equality Scheme
- South Ayrshire Licensing Board Scheme.

1.15 All three are contained in this document. The document contains elements that are common to all three schemes – for example impact assessment and employment issues. Specific sections are included that relate to the Licensing Board and to Education.

2. ISSUES AND ENGAGEMENT

2.1 Gender equality raises a number of issues and challenges for the Council. These are identified and discussed in this section. Some of the issues have been identified nationally and reflect national concerns while some have been identified by local engagement which has taken a variety of forms. Some of the issues are longstanding concerns that need to be addressed with greater urgency, some are being identified for the first time.

2.2 The Scheme is not the definitive word on any of these issues. Rather it is a snapshot of the concerns that we have identified in recent months and which we believe need attention. During the life of the scheme (2007-2010) our understanding will improve and action will be taken to address the points identified here. It is therefore to be expected that the emphases and priorities identified here may change in the coming years.

Engagement

2.3 Engagement on gender equality issues creates special challenges. Unlike the race or disability equality duties which demand the involvement of specific and reasonably well defined groups gender equality issues are universal – they affect everybody. The approach to involvement has reflected this.

South Ayrshire 1000

2.4 The Council and its community planning partners collect information on issues of importance to people across South Ayrshire through a citizens panel called the South Ayrshire 1000. Panel members are drawn from across South Ayrshire and are representative of the adult population as a whole. In 1996 a survey was carried that covered a number of issues of general interest to the council and partners. The survey data has been analysed in order to distinguish if there are differences of opinion on major issues by gender.

2.5 The survey asked panel members for their views on the following issues:

- the area in which they lived
- how they receive or would like to receive information about local public services
- internet use
- facilities and services for young people
- community safety
- local environmental issues (noise, vandalism, etc.)
- qualifications and attitudes towards education, training and work.

2.6 The remarkable feature of the responses was that, for the most part there was little difference in the responses of men and women. Overall the responses of men and women to wide ranging questions similar and only in a minority of questions did differences emerge. For example, there were few difference in views about the area in which people lived, about information on local services or internet. There were some differences in relation to community safety and the environment; and about services for young people. These differences are discussed in more detail in the appendix. Concerns about community safety have been identified as a priority for the scheme and are addressed in the section on community safety below. Issues relating to education are addressed in the section on education.

2.7 The exercise is useful in identifying issues where the attitudes of men and women may differ and equally useful in illustrating that on many issues there may be no significant differences in attitude. In future such exercises any analysis of the data will include a breakdown of responses by gender to ensure any such differences are picked up at the outset.

Action: any future South Ayrshire 1000 surveys will analyse and report on differences in attitude between men and women as a routine part of the survey.

Multi agency partnership

2.8 There has been extensive consultation through the Multi-Agency Partnership on Violence Against Women with a number of groups and individuals in the development of services. This consultation has been ongoing for many years and has informed the development of policy on community safety. This is discussed in more detail in the section on community safety below. Specifically the partnership has been involved in the development of this scheme, for example at its meeting on 12 April 2007.

Voluntary organisations.

2.9 The Council has consulted with a number of organisations in conjunction with Kyle and Carrick Council for Voluntary Organisations. The findings of the consultation to date are that, the three most important gender equality issues, in order of priority are:

- Violence and Safety
- Gender Equality Awareness of Council staff and members
- Childcare

2.10 The gender issue of greatest importance to voluntary organisations is violence and safety. In particular, there were issues of vulnerability for women going outwith their home at night and issues of fear of crime, particularly amongst older women. They considered that this may have an impact on the ability of women to take shift-work employment.

2.11 Related to this it was considered that there was an unjustified assumption that young men are aggressive and violent, which feeds fear of crime.

2.12 Respondents suggested that education and training, across the whole Council including elected members and all grades of staff, would help raise awareness of gender equality issues

Staff

2.13 Consultation of staff is ongoing including:

- preparation of an employee opinion survey on equalities and
- discussions with Trade Unions.

2.14 A survey of staff in the Department of Safety and Regulation was carried out in 2005. The result revealed some issues of concern for both men and women which the department and Human Resources have sought to address.

2.15 The survey proved valuable in identifying concerns and it is the intention of the Council to repeat the exercise council-wide, with a specific section exploring equalities issues.

2.16 Thereafter any agreed equality improvement actions identified by the survey, and will be incorporated in the appropriate equality scheme action plan.

2.17 Consultation with Trade Unions are on-going and as above any agreed improvement actions identified will be incorporated in the appropriate equality scheme action plan.

Training

2.18 Training is essential to ensure that issues relating to gender equality are understood by both staff and councillors. Both Voluntary organisations and trade unions have identified this as an issue in the consultation undertaken for this Scheme.

2.19 However, training on gender equality should not be seen in isolation from related training on other equality issues. There needs to be training on all three public sector duties to ensure consistency across the Council.

2.10 One of the main functions of the Human Resources Section is the provision of a comprehensive range of employee development opportunities and Human Resources will therefore support the Council in the promotion of gender equality objectives to ensure compliance with the Gender Equality Duty.

Action

To promote gender equality awareness across the Council the Human Resource Section will:

- **Review existing training courses and ensure that gender equality requirements are included as appropriate.**
- **Source appropriate and cost effective gender awareness training provision and support its delivery.**
- **As part of the Best value Equality and Diversity Seminar Programme arrange an elected members' seminar on Gender Equality.**
- **Support the Equalities and Diversity Employees forum to take forward appropriate gender equality objectives and tasks.**

3. EMPLOYMENT

Analysis of the Council's workforce by gender

3.1 The Council employs over 6,300 staff of over whom over 4,400 are women: approximately 70% of the workforce. This figure is fairly typical of councils across Scotland as is the existence of extensive occupational segregation in the workforce. This has been identified as a concern in the EOC guidance.

“Occupational segregation: many areas of public sector employment are highly gender segregated – high levels of occupational segregation may put public authorities at higher risk of equal pay claims. Reducing segregation with fair and objective recruitment processes and removing barriers to employment will enable public sector employers to reduce this risk and may help to fill vacancies”

Equal Opportunities Commission³

Analysis by Department and Service

3.2 Evidence of occupational segregation begins to emerge when the workforce within each department and service is considered. The Council has four departments.

Table 1: Breakdown of gender by department

Department	Female	Male	Total	% Women	% Men
Chief Executives	212	119	331	64	36
Development Safety and Regulation	195	490	685	28	72
Education Culture and Lifelong Learning	2916	838	3754	77	23
Social Work Housing and Health	1110	456	1566	70	30

3.3 The proportion of women by department varies from 77% in Education, Culture and Life Long Learning to 28 % in Development Safety and Regulation. A more detailed breakdown gives added information.

³ *Meeting the Gender Duty in Employment, Guidance for GB public authorities, Equal Opportunities Commission, February 2007, page 6.*

Table 2 Breakdown of employees by gender in Chief Executive's Department

Chief Executive's Department	Female	Male	Total	% Women	% Men
CPC	12	7	19	63	37
Finance and ICT	178	96	274	64	36
HR	20	10	30	67	33
Chief Executive's Office	2	1	3	67	33
Performance Appraisal and Audit	1	4	5	20	80

3.4 In most sections of the Chief Executive's Department there are more women than men and little evidence of occupational segregation on a large scale.

Table 3 Breakdown of employees by gender in DSR Department

Department	Female	Male	Total	% Women	% Men
Directorate support	6	2	8	75	25
Enterprise and Property	7	18	25	28	72
Legal and Protective	51	19	70	73	27
Planning and Transportation	40	59	99	40	60
Neighbourhood Services	90	389	479	19	81

3.5 DSR has the highest proportion of men of any department of the Council. This is particularly true of Neighbourhood Services, which includes waste management, roads maintenance and grounds maintenance.

Table 4 Breakdown of employees by gender in ECLL Department

Department	Female	Male	Total	% Women	% Men
Educational Achievement and Quality Development	72	28	100	72	28
Educational Resources	922	217	1139	81	19
Lifelong Learning	445	271	716	62	38
Public Private Partnership	2	1	3	67	33
Catering, Cleaning and Leisure etc.	1496	321	1817	82	18

3.6 The great majority of staff in Education, Culture and Lifelong Learning are women. This typically reflects the gender balance among teaching staff, which is discussed below.

Table 5 Breakdown of employees by gender in SWHH Department

Department	Female	Male	Total	% Women	% Men
Housing	194	66	260	75	25
Social work	869	146	1015	86	14
Property and Design	52	245	297	17	83

3.7 As with education, the majority of staff in housing and social work are women. However, in the property and design service the majority of staff are men.

3.8 Across the Council, Modern Apprenticeships and the Skillseeker programme run in the areas of Administration, Customer Service and Amenity Horticulture, Carpentry, Plumbing, Painting & Decorating, Electrician, and Slater. However, as evidenced in SWHH, when it comes to recruitment for the more traditional trades women are severely under-represented. The Council is therefore developing ways of attracting young women into apprenticeships, for instance by working with schools to inform girls about careers in the local government sector. Recruitment, training and selection processes including interviewing techniques are also being examined to ensure fairness and equality apply at all times.

Analysis of the workforce by category and grade.

3.9 The council's workforce is employed under different collective agreements. Analysing the data by type of employee also reveals a pattern of occupational segregation.

Table 6: Breakdown by Collective Agreement

	Female	Male	Total	% Women	% Men
Chief Officers	3	14	17	18	82
APT&C	2450	655	3105	78	22
Manual Worker	812	626	1438	56	44
Teacher	1160	390	1550	74	26
Craft Worker	0	216	216	0	100

3.10 The most senior officers of the Council - the Corporate Management Team, has a reasonable balance of two women and three men however, women are poorly represented among chief officers (18%) and there are no women employed by the council as craft workers. On the other hand women predominate in both APTC (administrative, professional, technical and clerical) grades and in teaching posts. The numbers of women and men who are employed as manual workers are more evenly balanced but this category covers a number of different occupations and is worth examining in more detail.

Table 7 Breakdown of employment in manual worker tasks by gender

	Female	Male	Total	% Women	% Men
Grounds maintenance	1	50	51	2	98
Catering	228	1	229	99	1
Cleaning	309	23	332	93	7
Waste Management	1	129	130	1	99
Leisure	131	104	235	56	44
Other Manual Workers	121	281	402	30	70

3.10 While the overall category of manual worker does not indicate any great gender segregation, a more detailed analysis suggests the reverse. Grounds maintenance and waste management are almost exclusively male preserves while catering is almost exclusively female. Cleaning is also largely dominated by female employment. Leisure services, including the Citadel sports centre and activity centres, appears to have a more balanced pattern of employment.

3.11 Most teaching staff are women, as are most head teacher and depute head teachers in primary school. In secondary school there are more men in post as head teachers or depute head teachers.

Table 8 Breakdown of teaching posts by gender

	Female	Male	Total	% Women	% Men
All Teachers	1160	390	1550	74	26
Head teachers/Deputes (secondary)	12	27	39	31	69
Head teachers/Deputes (primary)	66	11	77	86	14

3.12 An analysis of all council staff by grade also demonstrates a distinctive pattern of employment.

Table 9 : Breakdown by Grade

	Female	Male	Total	% Women	% Men
GS	823	74	897	91	9
Technical	17	80	97	17	83
Administrative/ Professional	657	175	832	78	22
Principal Officers	285	189	404	70	30
Homecare	393	10	403	97	3
Others	2337	1379	3716	62	38

3.13 The great majority of staff at GS grades (relatively low paid clerical workers) are women: 823 women compared to 74 men; but most staff employed technical grades are men: 83%. Homecarers are overwhelmingly women. Women are well represented in more senior and managerial grades (principal officers) but as noted above at chief officer level are more poorly represented.

How does the Council compare with other councils?

3.14 Audit Scotland collect and publish data on the proportion of women in senior positions as a key performance indicator. The table below is extracted from the figures published for 2005-6.

Table 10: The percentage of highest paid 2% of earners among council employees that are women

Council	Rank in 2005-6	Percentage of women in top 2% of earners 2005-6	Percentage of women in top 2% of earners 2003-4	Better or worse?
East Ayrshire	27	26.1	17.2	Better
North Ayrshire	19	29.7	25.0	Better
South Ayrshire	26	26.6	35.4	Worse
Scotland		31.7	27.6	Better

3.15 Whilst the table shows that South Ayrshire had slipped into the lowest quartile on this measure against a general improvement across Scotland between 2003/04 and 2005/06, the most recent figures for 2006/07 (produced internally but not yet published externally) reveal an increase of 4.3% (to 30.9%) in the proportion of women in the top 2% of earners.

Transsexual employees and potential employees

3.16 Due to the small numbers of transsexual employees and to ensure sensitivity and privacy, the Council will not collect information on its equal opportunities monitoring form. The Council considers that it would be a barrier to recruitment and possibly discriminatory to include a reference to gender identity such as "Is your gender identity the same as the gender you were assigned at birth?" This question is more likely to prevent individuals from completing the form and give the impression that they were being identified/ singled out in practice, despite any written assurances.

3.17 Instead the Council will give the undertaking that it:

1. Welcomes applications from individuals irrespective of race, disability, gender, age, sexual orientation and faith or belief;
2. Respects the privacy and is sensitive to the needs of transsexual staff including confidentiality;
3. Would like staff to raise any transsexual issues or concerns in confidence through the Human Resources Section.

3.18 This undertaking will also be published on the Council's equality and diversity webpage and intranet.

3.19 In addition, the Council will refer and provide links to our Equal Opportunities and Respect at Work Policies.

Employment Policies Promoting Gender Equality

3.20 The Council has developed a range of policies to help promote gender equality. These include policies to address harassment and encourage more flexible working. Key documents include the following:

Respect at Work - Harassment and Bullying

3.21 The Council is committed to providing a positive working environment for every employee in which we have equal opportunities, freedom from discrimination, harassment, bullying and victimisation.

3.22 The Council aims to create a positive culture in which individuals are valued and respected by ensuring that every employee behaves with respect, equality and dignity towards others, irrespective of status, personality, gender, marital status, race, disability, religion, membership or non-membership of a trade union, sexual identity, age or any condition rather than a person's suitability for the job.

3.24 Respect at Work leaflets are available for:

- managers
- employees
- the alleged harasser.

Maternity Leave Requests

3.25 The aim of this guide is to highlight the main points relating to Maternity Leave and Pay and covers the following: length of maternity leave; entitlement to Statutory Maternity Pay/Maternity Allowance; notice required to commence leave and health and safety implications.

3.26 The Council make the commitment that no employee should be treated less favourably or dismissed for any reason solely connected with her pregnancy or maternity.

Maternity Support and Paternity Leave

3.27 The Council recognises the need to support employees through the period associated with childbirth and will act in a sympathetic manner in dealing with requests for maternity support & paternity leave.

Adoption Leave

3.28 The Council recognises the need to support employees through the period associated with adopting a child and will act in a sympathetic manner in dealing with requests for adoption leave. This policy also outlines arrangements following the introduction of new rights to leave and pay for adoptive parents whose children are placed with them on or after 1st April 2007.

Surrogacy Leave

3.29 The Council recognises the need to support employees through the period associated with surrogacy of a child and will act in a sympathetic manner in dealing with requests for surrogacy leave. Details of this policy are included as part of the Adoption Leave Policy above.

Parental Leave

3.30 Parental leave is a right to take unpaid time off work to look after a child or make arrangements for the child's welfare. Parents can use it to spend more time with children and strike a better balance between their work and family commitments, for example to accompany a child during a planned stay in hospital; checking out new schools; settling a child into new childcare arrangements etc.

Compassionate Leave

3.31 Council recognises the need to support employees at times of bereavement, illness or urgent domestic distress and will act in a sympathetic manner.

Flexible Working

3.32 The Council is committed to providing effective and progressive employment policies, which meet the specific needs of its employees and the community it serves. In this policy the Council recognises the new rights of carers and parents as defined in the Work and Families Act 2006, to apply to work flexibly. This includes carers and parents of children aged under 6 or of disabled children aged under 18, as well as carers of an extended range of adults. This policy together with the Council's parental leave policy provides parents with more opportunities to devote more time to their children in early life.

3.33 As part of flexible working the Council has a Flexible Working Hours Scheme. This scheme allows employees covered to vary their starting and stopping times of work, from the normal starting and stopping times within specified limits and subject to their manager's approval to suit their personal circumstances, including travelling arrangements, whilst still ensuring that the Council can operate effectively.

Job Sharing

3.34 The Council recognises that job sharing may provide opportunities for employees to balance work and home life more effectively, and will therefore encourage the creation of job sharing opportunities where this can be done without detriment to the provision of services.

3.35 All established posts within the Council can be considered eligible for job sharing unless the Head of Department can show that job sharing of a specific post cannot be justified.

Childcare Voucher Guide

3.36 As part of the Council's commitment to helping employees achieve an effective work-life balance, the Council supports Childcare Vouchers as an efficient way of helping working parents to pay for childcare. The Council operates the Childcare Vouchers scheme through a Voucher management company called Accor Services UK.

3.37 The scheme is a Salary Sacrifice scheme which means an amount equivalent to the Childcare Vouchers will be deducted from the employee's salary on a monthly basis. The employee will then be exempt from deduction of tax National Insurance contributions on the amount of the voucher,

Employment Equalities Policy

3.38 This policy details the Council's commitment to eliminating discrimination, either direct or indirect, in every area of its responsibilities or influence, and to promoting equality throughout South Ayrshire.

3.39 The policy aims to ensure that no employee, job applicant or service user receives less favourable treatment than another on the grounds of sex, gender re-assignment, race, colour, nationality, ethnic or national origins, marital status, disability, sexual orientation, age, trade union activity, political or religious belief.

Actions to promote gender equality

3.40 Despite the measures described above to promote gender equality the Council has clearly not been fully successful in promoting gender equality in employment. Most, if not all, councils in Scotland are in a similar position and South Ayrshire Council clearly needs to do more to consider how it can respond the large areas of occupational segregation in evidence in the data presented above.

3.41 There appear to be two areas in which the council needs to improve:

- Addressing the low proportion of women in senior posts
- Addressing the specific concentrations of occupational segregation that have been identified above.

3.42 Action to address this issue could take a number of forms

- Corporate HR policy development and implementation
- Department and service initiatives
- National policy developments.

Corporate Action

3.43 As set out above there are a number of policies in place to promote gender equality but they have not yet been entirely effective. Other councils have been in a similar position and some have taken steps that have resulted in significant improvements⁴. In part this has been due to the introduction of new policies and in part to the clear signal that the council has sent out to staff that it wishes to take action.

3.44 Advice from the EOC also strongly suggests that corporate HR policies and their implementation are an effective way of tackling the low proportion of women in senior positions. The EOC has identified three ways in which employers can get more women into management:

- staff development and improved recruitment practices
- flexible working arrangements such as part-time work, job sharing or working from home
- discouraging the long hours culture which means that time spent at work can be valued more highly than what is actually achieved⁵.

⁴ For example the *Women in Management* Programme of Highland Council which has helped lift the proportion of women in senior positions from 18% to over 30% between 2003 and 2006.

⁵ *Women and Men in Britain: Management*, EOC, 2002

Action: In order to address the relatively low number of women in senior positions the Council will review its corporate employment policies and practices taking into account the successes achieved in councils elsewhere and the guidance on best practice available from the EOC. The review will seek to identify steps that the council needs to take to develop new policies or refine and publicise existing policies and practices to reduce occupational segregation in senior positions in the Council.

Departmental and service initiatives

3.45 Many of the areas of occupational segregation identified above are specific to particular professions or occupations. The areas in which occupational segregation appears to exist include manual and craft occupations and care workers where employment has been traditionally seen as 'men's work' or 'women's work'. But it also includes teaching staff where segregation may be increasing. The levels of occupational segregation vary by department and by service and the causes and consequences may be quite different in different services. The issues relating to the employment of craft workers (entirely men) may be very different from the issues relating to care workers (mainly women) so a service specific approach is probably necessary.

Action: The Council, through the Human Resources Officer Group, will undertake a review involving all departments and heads of service to:

- **identify the main areas of occupational segregation in council services**
- **set out the implications of the occupational segregation both for service users and for employees, and**
- **make recommendations to address the issues identified.**

Corporate Human Resources will prepare a report on the findings, and in conjunction with the Human Resources Officer Group, will propose actions both for inclusion in the annual report and for consideration by members.'

National policy developments

3.46 Some of the issues identified are already subject to national debate. Gender segregation is widespread in councils across Scotland and the related issues for employees and service users will be likewise. Councils can contribute to this debate but are unlikely to resolve it entirely. Councils can expect the Scottish Executive and Parliament to make an important contribution and to support local action to promote gender equality. Annual reporting is one means by which the Council can contribute to the national debate and ensure that its work is more widely known. It is an opportunity to draw attention to successes and identify challenges that could be addressed at national level and also to raise issues with community planning partners.

4. POVERTY AND EXCLUSION

4.1 The South Ayrshire Community Planning Partnership and Communities Scotland agreed a Regeneration Outcome Agreement (ROA) in 2005⁶. This document sets out the main aims of the Council and its partners to promote social and economic regeneration in South Ayrshire. The ROA is primarily targeted at those geographical areas eligible for CRF funding in South Ayrshire: Ayr North, Wallacetoun and Newton; and Glendoune, Girvan.

4.2 The main aims of the ROA are to

- Reduce levels of crime and anti-social behaviour
- Increase employability of working-Age Adults
- Increase in Health and Wellbeing
- Raise Educational Attainment
- Engage Young People

4.3 These are translated into specific outcomes:

- Reduce fear of crime and anti-social behaviour
- Reduce levels of financial exclusion
- Increase community involvement
- Reduce gap in unemployment rates
- Reduce number and percentage of children living in workless households
- Establish community based social enterprise culture
- Promote healthier lifestyles
- Reduce addiction levels
- Improve levels of mental health
- Reduce gap in educational attainment
- Establish network of community-run services
- Increase capacity of young people

4.4 Many of these outcomes have gender implications and a range of projects are under way to promote gender equality through regeneration.

Promoting economic activity

4.5 Pre-employment courses in Girvan in preparation for the opening of a new ASDA store presented job opportunities for women returning to the labour market. One third of students taking part in these courses were offered jobs.

However, shared intelligence with Job Centre Plus and Ayr College supports the view that the lack of available childcare was a barrier in a significant number of cases. (Of 100 jobs offered 25 were refused either on lack of childcare or failing to meet the 'better off' calculation).

⁶ Regeneration Outcome Agreement 2005-2008, South Ayrshire Community Planning Partnership, 2005.

4.6 The approach arising from this is to plan specific interventions around lone-parents:

- An open day is being planned for the 21st of August to offer more support to lone-parents and those coming off incapacity benefit to access local job opportunities.
- Discussions with Job Centre Plus are also underway to have more of their staff offering outreach contact on the premises.
- In addition steps are being taken to increase the availability of flexible childcare in the local learning centre which hosts pre-employment training.
- Discussions are also taking place with Stepping Stones for families Childcare Development Project and Ayr College to utilise funding from the RSPA rural funding initiative to provide training in childcare to increase the number of available childminders and encourage women to turn their own childcare skills in potential employment and business opportunities.

4.7 In Ayr the programme seeks to address low rates of economic activity amongst women by providing increased learning opportunities, supported by childcare and transport. Examples of services, which directly address gender inequality, include Access to Employment Ayr (A2EA). A2EA is a social enterprise funded partly through the ROA programme, which operates in the Ayr North and Wallacetoun and Newton areas in Ayr. The organisation provides a community childcare service to help reduce barriers to training and employment for local women. 'Childwatch' can accommodate up to 80 children, with subsidised rates for low-income beneficiaries who are engaged in training for employment programmes.

Health improvement

4.8 The ROA programme seeks to offer increased access to physical activities and healthier lifestyles through health promotion and awareness raising, community health development work and structured sport and physical activities. Examples include the development of a new Multi-Use Games Area in Wallacetoun and Newton. Initial patterns of use showed that those accessing the facility were mostly boys and young men. To redress gender inequality, services targeted specifically at girls and young women were provided and additional efforts made to encourage them to make greater use of the facility. A number of new developments have since arisen from this initial engagement with girls and young women through the MUGA.

4.9 The ROA programme supports a range of services, which engage and work with young people. One example of the focus on gender inequalities is the work with young people around sexual health issues. Groupwork and structured activities organised through the ROA-funded Domain Youth Centre in Ayr North for example, have provided opportunities for the young people to explore issues relating to gender stereotyping and how this affects their own behaviour and relationships.

Engagement

4.10 Community engagement is an ongoing process within the ROA programme to ensure that the views and aspirations of local communities help to shape the regeneration process. The programme supports a number of community organisations and communities are represented at all levels within the CPP. The Ayr North Women's Forum allows for gender inequality issues to be raised locally and articulated within the CPP framework by this under-represented group.

NEET

4.11 In terms of raising educational attainment, a 'NEET' Strategy is being developed by partner agencies in South Ayrshire through the CPP. The aim is to reduce the number of 16-19yr olds not in employment, education or training. Statistics show that a high proportion of young people falling into this category come from Ayr North and Wallacetoun and Newton areas. In addition, the proportion of females in the NEET category is much higher in South Ayrshire than in Scotland as a whole. A range of preventative measures, including action required to address gender inequalities, is being developed through the strategy and will shape the deployment of resources and delivery of service.

Links to community safety

4.12 The ROA programme links with the South Ayrshire Multi-Agency Partnership on Violence Against Women & Children, in line with the regeneration priorities around tackling crime and anti-social behaviour. Ayr North and Wallacetoun and Newton show a higher incidence of crime and anti-social behaviour than other parts of South Ayrshire. The Partnership has been a leader in Scotland in developing and implementing services to promote gender equality by tackling violence against women. Specific initiatives developed through Partnership include the provision of security measures for women & children experiencing domestic abuse, domestic abuse training for all partner agencies and awareness raising campaigns on sexual assault and sexual abuse.

5. COMMUNITY SAFETY



5.1 South Ayrshire Council leads a Multi-Agency Partnership on Violence Against Women and Children. The Partnership has been a leader in Scotland in developing and implementing services to promote gender equality by tackling violence against women.

5.2 The Partnership is working to try and dismantle all aspects of violence against women including (but not limited to) domestic abuse, rape, sexual assault, sexual harassment, child sexual abuse, and commercial sexual exploitation. Violence against women is a problem, which is relevant to every member of the community and which demands collective action. South Ayrshire's Multi-Agency Partnership is committed to supporting women and children who have or are experiencing gender-based violence. It also supports the current Women's Aid prevention programme.

5.3 The Multi-Agency Partnership consists of 17 partner agencies (both statutory and voluntary) including various different council services and departments. It reports to the South Ayrshire Community Safety Partnership. The Partnership has established a domestic abuse group to take forward this aspect of its work. The Community Safety Partnership links to South Ayrshire Community Planning Partnership.

5.4 The Multi-Agency Partnership works within the guidelines of the Scottish Executive & is informed by:

- National Strategy to Address Domestic Abuse in Scotland (2000)
- Domestic Abuse A National Training Strategy (2003)

Resources and Services

5.5 The Multi-Agency Partnership has a full-time co-ordinator, Community Safety Officer (Violence Against Women) with South Ayrshire Council and has assistance from the Community Safety Project Assistant. The project assistant collates domestic abuse training dates from South Ayrshire Women's Aid, designs the training leaflet and distributes them.

5.6 The Multi-Agency Partnership also works closely with the Council Antisocial Behaviour Team to co-ordinate and manage the Additional Security Project for women and children experiencing domestic abuse or any other aspect of violence against women within their own home. The Antisocial Behaviour Officer (Victim/Witness support) spends 15-20 hours a week on this project.

5.7 The Additional Security Project provides women and children experiencing domestic abuse with a range of security measures, including a prioritised 999 response through an alarm system, to help them feel safer in their own home, or in

temporary accommodation. Women must be referred through local agencies and are assessed by a Community Safety or Antisocial Behaviour Officer to help identify security measures most appropriate for their needs. Women accessing the Project are contacted regularly for review and are asked to complete an evaluation of the project. A database is kept of all clients and security measures accessed.

Domestic abuse Training

5.8 Domestic abuse training is promoted to all partner agencies and is compulsory for members of the Multi-Agency Partnership and all members of the Community Safety Team. It is advertised on the SAC website and is free to anyone wishing to attend the multi-agency training days.

5.9 Participants in the domestic abuse training days are asked to complete evaluation forms.

Performance management

5.10 Statistics on domestic abuse and other forms of violence against women are collated from Strathclyde Police, Women's Aid and the Scottish Domestic Abuse Helpline. The information gathered is used to inform future work.

5.11 Performance is reported back to the Multi-Agency Partnership, the Domestic Abuse Joint Action Group and Community Safety Partnership at meetings. Progress reports are made to funding bodies, such as Scottish Executive & Strathclyde Police.

Future Action

5.12 The Partnership has plans to develop its work including the following:

- Running a sexual assault/sexual abuse/rape awareness campaign in partnership with Rape Crisis Scotland, probably in autumn 2007.
- Developing a Violence Against Women directory of services, possibly expanding this to be a good practice handbook.
- Organising an away day, with a commitment to the Multi-Agency Partnership being made by all partners.
- Developing the domestic abuse and larger Violence Against Women strategy.
- Continuing to work in partnership with the Community Safety Partnership. It is intended to take the white ribbon campaign to this group for possible development as part of a larger Scottish Campaign. It is hoped this will encourage more involvement of men in the campaign. The Community Safety Partnership has agreed to lead on this campaign, which will run in November 2007.
- Updating credit card leaflets with service provision details for women experiencing gender-based violence.

6. CRIMINAL JUSTICE SOCIAL WORK SERVICES

6.1 The Criminal Justice Team in South Ayrshire provides social work services to approximately 700 offenders per annum. The gender profile of this workload is that approximately 80% will be male and 20% female. The needs of male and female offenders differ and the Criminal Justice Team has arranged services in such a way as to meet the different requirements.

Services to female offenders

6.2 For woman offenders the team works with Barnados who provide a complimentary support service to the work the council provides in addressing offending needs. This support is practical and involves the support workers in a range of activities such as assisting with financial matters, health matters, practical household matters and dietary issues. The teams run various groups which are specific to women and aimed at addressing their particular needs. Such groups have been run in partnership with Health Services and have included sessions on:

- diet and nutrition
- dealing with stress
- personal hygiene
- sexual issues
- health and personal appearance.

6.3 The Criminal Justice Team monitors the breach rate for women offenders which used to be exceptionally high and running between 40% and 50% of all cases. Since the above services have been put in place this breach rate has reduced to less than 10%. Where possible the team will allocate women offender cases to female social workers.

Services to male offenders

6.4 The team have also recently provided group work services specific to male offenders and these services are provided in partnership with the STEP Project. The group work sessions deal with anger management issues, which are often common amongst male offenders.

Harm assessment and bail supervision

6.5 The Criminal Justice Team provides social work services within Ayr Sheriff Court and part of the duties undertaken involve staff doing a self harm assessment on offenders who have either been remanded or sentenced to imprisonment. This assessment is undertaken before the prisoner leaves Ayr Sheriff Court and is faxed to the receiving prison. The priorities in relation to these assessments are young offenders under the age of 21, women offenders and any offender being sentenced to custody for the first time.

6.6 The Criminal Justice Team provides bail supervision services in partnership with SACRO and the priorities for this service are young people under the age of 21, women offenders and persons charged on indictment. Finally, the Criminal Justice Team can, in appropriate circumstances, arrange suitable childcare to enable the parent to attend appointments, supervise attendance activities or community service.

7. EDUCATION GENDER EQUALITY SCHEME 2007

7.1 The Equality Act 2006 requires education authorities to produce a Gender Equality Scheme and Equal Pay Statement. South Ayrshire Council is the education authority for the area and has prepared this Education Gender Equality Scheme as part of its overall Gender Equality Scheme. The Education Scheme sets out a clear statement of commitment by South Ayrshire Council to promote gender equality for pupils and staff. Some parts of the Education Gender Equality Scheme will refer to the council's overall Scheme, for example in relation to employment.

A Commitment to Gender Equality in Education

7.2 The Department of Education, Culture and Lifelong Learning (ECLL) is committed to the promotion of equality of opportunity to children, young people and staff. The new Gender Equality Duty (GED), by introducing specific duties for education authorities, will enable ECLL to highlight the promotion of gender equality already established in schools, youth centres, leisure and cultural activities.

7.3 The GED will enable ECLL to build on the above existing practice and further promote gender equality across all our service areas enabling the department:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women

The Structure of the Scheme

7.4 The Scheme has two elements to it. The paragraphs below set out the issues and overall approach. Accompanying this are a set of actions that set out how the commitments will be taken forward. The Actions are appended to this document.

7.5 The approach of the Education Gender Equality Scheme is to cover the following:

- Employment issues
- The legislative and policy background
- ECLL gender equality aims and objectives
- Gathering evidence and self assessment leading to school improvement
- ECLL process of consultation with staff and other stakeholders in setting the objectives
- Impact assessment of the GED policy and practice
- Business planning and reporting

Employment Policies Promoting Gender Equality

7.6 All education staff are employees of South Ayrshire Council and the issues and actions identified in the Council's scheme apply to education. The Council Gender Equality Scheme has identified a number of issues of concerns. Two are particularly significant: the low proportion of women in senior positions and the existence of occupational segregation among staff delivering council services. Patterns of employment in education are different from some other council services - there are far more women than men among teaching staff and a high proportion of primary

school teachers are women. The actions proposed by the Council are to review both issues and report back to members on the implications for services and employees. The department will play a full part in these reviews and report back to corporate Human Resources. For further details see the employment section of the Council's Gender Equality Scheme.

Legislation and Policy

7.7 Key legislative changes have already enabled inclusive approaches for children and young people who experience barriers to learning. The most significant of these in respect of the Gender Equality Duty in Education are:

- Sex Discrimination Act 1975
- Standards in Scottish schools (etc) 2000
- Education (Additional Support for Learning) Act 2004

7.8 In addition to the above legislation, there are also a number of key programmes developed to strengthen the Scottish education system. 'Ambitious Excellent Schools' is the most comprehensive modernisation programme in Scottish schools for a generation. One strand of this is the curriculum reform programme 'A Curriculum for Excellence' which proposes the purpose of education is to enable all young people to become:

- Successful learners
- Confident individuals
- Effective contributors to society
- Responsible citizens

7.9 A Curriculum for Excellence aims to develop these capacities in a way which enables young people to have respect for others; to understand different beliefs; to develop informed, ethical views of complex issues; to relate to others and manage themselves; and to work in partnership and in teams.

7.10 An important objective for ECLL will be to ensure that gender equality issues are clearly articulated across curriculum areas to enable an anti-discriminatory, inclusive approach to learning and teaching.

7.11 The Council and its community planning partners have in place a number of strategic planning processes which relate to the GED. All these documents contain commitments to promote equality.

- *A Better future Together*, the South Ayrshire Community Plan 2006-2010
- Integrated Children's Service Plan
- ECLL Service Plan
- School Improvement Planning

7.12 The Gender Equality Scheme translates the general commitments into specific aims and objectives to promote gender equality.

Gender Equality in Education: Aims and Objectives

7.13 This aims of the Education Gender Equality Scheme are:

- Promoting equality of opportunity between boys and girls and men and women
- Eliminating discrimination that is unlawful under the Act
- Eliminating harassment that is related to gender

7.14 These aims will be taken forward through the following objectives to enable schools to assess the impact on gender equality of existing policies and practices as well as future developments. This should include assessing if new school and existing policies:

- further gender equality
- address gender stereotypes
- examine if there is evidence to suggest that boys and girls or men and women have different needs, experiences, concerns or priorities in relation to gender equality policy
- unintentionally disadvantage people of one sex or the other, or transgender people

Action to Promote Gender Equality: School Improvement

7.15 This will be taken forward through the arrangements that are already in place for self evaluation in schools and school improvement planning. Arrangements are already in place to collect data and publish data on pupil attainment in all schools. This is carried out by the Department's Educational Achievement and Quality Development Team.

7.16 In the preparation of this scheme due regard has been paid to the audits and information already gathered under EA&QD management information and pupil attainment data. Overall responsibility for taking forward the actions will fall to the Head of Educational Achievement and Quality Development.

Engagement

7.17 A strategic planning forum taking forward this Action Plan will identify clear objectives to enable schools to include the promotion of the Gender Equality Duty in their school improvement planning process, linking in with key tasks from the annual statement of ECLL improvement objectives. This will ensure that individual schools produce schemes and assess the impact of their policies and practices on gender equality.

7.18 The planning forum taking forward the attached action plan will be extended to include parental representation, pupils, young people and other key stakeholders to further create strategic policy connection with related areas, such as Race Equality and Disability Equality Action Plans. ECLL consultation processes are currently under review and a policy statement is being developed. Representation by stakeholders is already in place and the further involvement of:

- Members of staff
- Pupils
- Parents
- Parent Councils
- Community Groups
- Trade Unions
- Further Education Partners

7.19 This will enable the strategy group to create further links with key groups and stakeholders.

7.20 The Additional Support for Learning Strategy Group; Parental Representation Strategy and Accessibility Strategy are also working to promote inclusion in a proactive and collaborative framework, supporting children, young people and their parents to overcome barriers to learning. Within this framework, networks with parents and voluntary organisations help to provide information and feedback on service provision. This work will also be a strong source of information to link into our monitoring and evaluation of the GED Action Plan's effectiveness.

Impact Assessment

7.21 ECCL will use the Impact Assessment tool developed by South Ayrshire Council. Education managers have been trained in the use of the impact assessment process and it is now being rolled out across the department. Full details of the Impact Assessment process can be found in the South Ayrshire Council Gender Equality Scheme.

Business Planning, Monitoring and Reporting

7.22 The progress in achieving the scheme overall will be reported to members and published in the Gender Equality Annual Report. The process of business planning, monitoring and reporting in ECLL is delivered through the Council's Corporate Performance Management System (CPMS). Full details of this system are set out in the South Ayrshire Council's Gender Equality Scheme.

8. IMPACT ASSESSMENT

8.1 The Council has developed a generic approach to impact assessment that includes gender, disability and race equality impact assessment. The approach developed by the Council makes impact assessment part of the policy development process. Any major new policy or review of an existing policy will be impact assessed. Officers are also encouraged to use the approach to assess the likely impact of new projects, programmes or funding applications.

8.2 The approach requires officers preparing policy reports to consider the impact of their policy on people in South Ayrshire, whether on the community as a whole or on particular groups within the community. To assist officers in this process the Council developed and piloted an impact assessment tool in 2006 consisting of a checklist and supporting guidance. A copy of the impact assessment tool is included as an appendix to this scheme.

8.3 The impact assessment toolkit guides an officer through a checklist including questions such as the following.

- Who is the policy aimed at: everybody living in South Ayrshire or a particular group or a particular area?
- What will be the likely impact of the policy on disabled people, including both positive and negative impacts?
- In assessing the impact what evidence has been collected; for example, who was involved in developing the policy and who was consulted, when and how?
- What other evidence was used in developing the policy?

8.4 The impact assessment process is open to scrutiny – officers are encouraged to share their assessment with stakeholders, both partners and community groups to ensure that the information and assessment is accurate. The process offers the opportunity to revise policies before they are finalised to take account of unforeseen or adverse impacts and to learn from closer engagement with, for example, groups representing disabled people.

8.5 This approach is being introduced across all departments in 2007. Training is being provided to all departments to help them implement the new arrangements. A key concern for the Member Officer Group on Equality and Diversity during the period of this Scheme will be to review the progress of impact assessment and suggest any changes or improvements to ensure its effectiveness.

8.6 In order to achieve this all departments are now being asked to identify policies, procedures and projects that will be impact assessed and to report on progress with this work to the Member Officer Group. The annual report will contain details of progress across departments.

Action: all departments are asked to identify policies, procedures and projects that will be impact assessed and to report on progress with this work to the Member Officer Group.

9. BUSINESS PLANNING, MONITORING AND REPORTING

9.1 The Council has adopted a system of business planning that comprises four elements:

- The Corporate Business Plan
- Departmental Service Plans
- Performance Management
- Public Performance Reporting

9.2 The Council's *Business Plan 2005-2008* sets out the corporate objectives of the Council. Equalities are included as a cross cutting theme. *Service plans* are prepared by all departments every year to set out how they will take forward commitments set out in the business plan and put them into effect.

9.3 Delivering these commitments and ensuring that they are achieved requires effective *performance management*. Any issues or problems that may affect progress need to be dealt with as they arise. The Council's Performance Management System (CPMS) helps to achieve this. Departments must report quarterly on progress in implementing action plan commitments. Summary reports on progress are presented to council committees to allow council members to scrutinise progress.

9.4 Performance is reported to the public in three ways. A Calendar is published annually providing an overview of Council services and where further information can be obtained. This is complemented by a newsletter that provides more information on the performance of a selection of services. The third and most detailed level consists of performance and audit reports that provide most detailed information on how the Council is performing.

9.5 The Gender Equality Scheme forms an integral part of these arrangements.

- The Council's Business Plan commits the Council to promoting equality as whole.
- The Gender Equality Scheme takes forward this commitment and sets out actions that will be taken to promote gender equality.
- The actions set out in the Scheme are integrated into department service plans and the actions are monitored through CPMS.
- Performance is reported to the Council's Member Officer Group on Equality and Diversity.

9.6 This process allows stakeholders to monitor progress, identify new opportunities and challenges. It also allows the Council to collate information for the annual review and subsequent schemes. The first review of progress will be prepared on this basis and submitted to the Member Officer Group and stakeholders for scrutiny.

It is essential that the Gender Equality Scheme is seen not as a standalone commitment but as part of the Council's business planning process as a whole and therefore integral to its work to achieve best value.

10. SOUTH AYRSHIRE LICENSING BOARD: GENDER EQUALITY SCHEME 2007

(This section comprises the South Ayrshire Licensing Board Gender Equality Scheme 2007.)

10.1 The South Ayrshire Licensing Board has prepared a Gender Equality Scheme in 2007 to meet its duties under the Equality Act 2006. The Scheme has been prepared in conjunction with South Ayrshire Council and makes reference to the Council Scheme in a number of places.

South Ayrshire licensing Board

10.2 South Ayrshire Licensing Board comprises 8 members. They are all serving councillors of South Ayrshire Council and are appointed to the Board by the Council. All Councillors receive gender equality awareness training as part of their induction training as councillors. (Following the elections of May 2007, the newly elected Board will comprise six male and two female members)

Employment Issues

10.3 The Board employs no staff. Rather it is serviced by staff employed by South Ayrshire Council. For all employment matters, including the publication of the Equal Pay Statement, see the relevant section about employment contained in the South Ayrshire Council Scheme which apply to staff serving the Board.

Functions of the Licensing Board

10.4 The Board processes licensing applications for both liquor and gambling. In relation to gambling the Board makes decisions relating to premises rather than individuals. A separate authority, the Gambling Commission deals with individual permits to work in the gambling industry. In connection with liquor licensing, the Board must decide if applicants are fit and proper persons to hold a licence. In making this decision the Board receive reports from Strathclyde Police who are also bound by their own gender equality scheme.

Impact Assessment, Business Planning, Monitoring and Reporting.

10.5 These issues are handled by staff from South Ayrshire Council, Department of Development, Safety and Regulation on behalf of the Board. The arrangements for these issues set out elsewhere in the Council Scheme are in place in the department and are applied to the work of the Board.

Monitoring gender issues in licensing

10.6 A breakdown of the gender statistics for all licence-holders within the South Ayrshire area is attached as Appendix 5. The Board wishes to ensure that there is no discrimination on grounds of gender in relation to applications. To address this it will monitor the gender of both applicants for licences and the granting of licences. This will allow the Board to identify if there are any issues relating to gender in the granting of licences and take further action if necessary.

Action: South Ayrshire Licensing Board will monitor by gender all applications and licences granted. The results will be reported to the Board and published in the Council's annual gender equality report.

Action Plan

Gender Equality Scheme 2006 – Departmental Action Plan

Department	Chief Executive's	Service/Section	Corporate Policy and Communications
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No.	Objective
1	Promote Gender Equality through implementation of the Gender Equality Scheme 2007

Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
1.1	Co-ordinate the report on progress, made by all departments in identifying policies, procedures and projects that will be impact assessed, to the Member Officer Group.	Apr 2008	Jun 2008	L Finlayson	Progress report submitted for approval to the Member Officer Group on Equality & Diversity..
1.2	Ensure any future South Ayrshire 1000 surveys analyse and report on differences in attitude between men and women as a routine part of the survey.	Jun 2007	Jun 2010	C Doyle	Gender analysis available within each survey
1.3	Prepare and submit for approval the annual report on progress made on the Gender Equality Scheme actions.	Jan 2008	Jun 2008	L Finlayson	Annual Gender Equality Scheme Progress Report prepared
1.4	Publish the approved annual report on progress made on the Gender Equality Scheme actions.	Jan 2008	Jun 2008	L Finlayson	Annual Gender Equality Scheme Progress Report available on the Council's website.
1.5	Review the Council's Gender Equality Scheme 2007	Jun 2009	Jun 2010	L Finlayson	Publication of the Council's Gender Equality Scheme 2010.
1.6	Undertake an employee survey that includes a section on equalities issues.	Oct 2007	Dec 2007	C Doyle	Employee views on equalities issues obtained and reviewed for potential management action.

Gender Equality Scheme 2006 – Departmental Action Plan

Department	Chief Executive's	Service/Section	Human Resources
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No.	Objective
	To promote gender equality awareness across the Council

Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
	Review existing training courses and ensure that gender equality requirements are included as appropriate.	Jan 2008	Jun 2008	Arlene Quinn	Completion of review.
	Source appropriate and cost effective gender awareness training provision and support its delivery.	Jan 2008	Jun 2008	Arlene Quinn	Delivery of training.
	As part of the Best value Equality and Diversity Seminar Programme arrange an elected members' seminar on Gender Equality.	Jan 2008	Jun 2008	Arlene Quinn	Seminar held.
	Support the Equalities and Diversity Employees forum to take forward appropriate gender equality objectives and tasks.	Jan 2008	Jun 2010	John Singleton	Completion of identified objectives and tasks.

Gender Equality Scheme 2006 – Departmental Action Plan

Department	Chief Executive's	Service/Section	Corporate Human Resources
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No.	Objective
	Improve employment arrangements in regard to gender equality

Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
	Review corporate employment policies and practices to address the relatively low number of women in senior positions, taking into account the successes achieved in councils elsewhere and the guidance on best practice available from the EOC.	Jan 2008	Dec 2008	John Singleton	Higher proportion of women in senior positions.
	Seek to identify steps that the council needs to take to develop new policies or refine and publicise existing policies and practices to reduce occupational segregation in senior positions in the Council	Jan 2008	Dec 2008	John Singleton	Reduced occupational segregation.
	Co-ordinate a review of all departments and heads of service to identify the main areas of occupational segregation in council services	Jan 2008	Dec 2008	John Singleton	Reduced occupational segregation.
	Within the above review set out the implications of the occupational segregation both for service users and for employees and make recommendations to address the issues identified.	Jan 2008	Dec 2008	John Singleton	Reduced occupational segregation.
	Prepare report on the findings with proposed actions both for inclusion in the annual report and for consideration by members.	Jan 2008	Dec 2008	John Singleton	Reduced occupational segregation.

Gender Equality Scheme 2006 – Departmental Action Plan

Department	Development Safety and Regulation.	Service/Section	Community Safety
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No.	Objective				
1	Women and Children will have improved access to information in relation to support services available.				
Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
	Produce and distribute leaflets with relevant information and available services.	Apr 06	Mar 08	Suzanne Bishop	No. of different leaflets produced. No. of leaflets distributed
	Information on local services will be made available on MAP website.	Apr 06	Mar 08	Suzanne Bishop	No of hits on service-user section of MAP website.
	Marketing campaigns on domestic abuse & sexual violence.	Apr 06	Mar 08	Suzanne Bishop	Campaign evaluation from no. of calls made to key support numbers displayed in campaigns.

Gender Equality Scheme 2006 – Departmental Action Plan

Department	Development Safety and Regulation.	Service/Section	Community Safety
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No	Objective				
2	Women and Children will receive an improved agency response from local service providers.				
Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
	Promote domestic abuse training within partner agencies	Apr 06	Mar 08	Suzanne Bishop	No. of agencies/service-providers accessing Domestic Abuse Training (Day 1 and Day 2)
	Create a full service-provider section to the MAP website expanding to include all areas of violence against women with information on local support agencies.	Apr 07	Mar 08	Suzanne Bishop	No of hits on service-provider section of MAP website.
	Create a Violence Against Women directory of services.	Apr 06	Mar 08	Suzanne Bishop	No. of agencies/service providers who receive a copy of the directory of services.
	Implement evaluation of Additional Security Project	Apr 07	Mar 08	Suzanne Bishop	No. of women who feel safer in their home as a result of security measures accessed.

Gender Equality Scheme 2006 – Departmental Action Plan

Gender Equality Scheme – Departmental Action Plan

Department	Education, Culture and Lifelong Learning	Service/Section	EAQD/Resource Support/Lifelong Learning/Sport and Leisure
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No.	Objective
1	To provide a learning environment which promotes gender equality and challenges discrimination.

Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
1.1	Impact assess ECLL policies and procedures to ensure compliance with Gender Equality duty.	Aug 07	Feb 08	C Quinn Section Heads	Programme of Impact of Assessment on target
1.2	Raise awareness of GED with all staff.	Aug 07	Dec 07	C Quinn Section Heads	All staff aware of the Gender Equality Duty
1.3	Information on educational achievement by gender will continue to be produced and discussed by SMT and school staff and actions identified.	Ongoing	Ongoing	A Kelly	Gender imbalance identified and actions built into School Improvement Plans

Gender Equality Scheme 2006 – Departmental Action Plan

Department	Education, Culture and Lifelong Learning	Service/Section	EAQD/Resource Support/Lifelong Learning/Sport and Leisure
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No.	Objective
1	To provide a learning environment which fosters ambition and prepares young people for their future role in the workforce.

Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
1.4	Tackle discrimination and promote equality by challenging gender stereotyping.	Sep 07	Jan 08	C Quinn Link Officers	Training delivered to all school staff on gender equality duty
1.5	Ensure breadth and balance of the curriculum reflect gender equality and challenges gender stereotypes.	Oct 07	Oct 09	C Quinn Link Officers Review of School Improvement Plan	Link Officer Report Gender Equality Tool Kit in use
1.6	Ensure learning, teaching and assessment methods do not have a gender bias.	Nov 07	Jun 08	C Quinn Link Officers Review of School Improvement Plan	Link Officer Report Gender Equality Tool Kit in use

Gender Equality Scheme 2006 – Departmental Action Plan

Department	Education, Culture and Lifelong Learning	Service/Section	EAQD/Resource Support/Lifelong Learning/Sport and Leisure
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No.	Objective
1	To provide a learning environment which fosters ambition and prepares young people for their future role in the workforce.

Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
1.7	Ensure pupil subject choices do not reflect gender stereotypes of occupational categories/career options.	Sep 07		PTs Guidance C Quinn	Guidance Staff review career guidance materials
1.8	Encourage pupils to try a wide range of options for work experience placements and "non traditional" for male/female.	Dec 07		L Varrie C Quinn	School information encourages pupils to consider 'non traditional' work experience placement
1.9	Health Promoting School/Sport & Leisure policy to address particular issues for pupils with regard to gender (exercise, sexual health, mental health and bullying).	Aug 07	Feb 08	C Quinn P Whelan (Or Another)	Health Promoting/ Sport & Leisure policies address gender balance

Gender Equality Scheme 2006 – Departmental Action Plan

Department	Education, Culture and Lifelong Learning	Service/Section	Resource Support
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No.	Objective
*	To develop a gender-balanced workforce at all levels and across subject areas and staffing functions.

Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
	To promote equality of opportunity by challenging the gender balance in subject areas.	Oct 2007	June 2008	Chrissie Quinn Lead PT Networks	Subject choice forms include a gender equality statement.
	To ensure personnel policies and procedures promote gender equality in the work place. **	Jan 2008	Dec 2008	Lyndsey Lamont	HR policies and procedures reviewed.

- ** This will be taken forward in conjunction with Human Resources

Gender Equality Scheme 2006 – Departmental Action Plan

Department	Social Work, Housing and Health	Service/Section	Social Work - Criminal Justice
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No.	Objective				
1	Provide short targeted intervention to young male offenders to reduce re-offending.				
Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
1.1	Establish and run an accredited groupwork programme	31/12/07	ongoing	J Hunter	Attendance, Reduction in re-offending
1.2	Monitor effectiveness of the above	1/04/08	31/3/09	J Hunter	Attendance, Reduction in re-offending

No.	Objective				
2	Maintain lower than 20% breach rate for women on supervision.				
Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
2.1	Develop range of support services to meet the needs of women offenders	1/10/07	31/3/08	J Hunter	Female specific services available
2.2	Monitor effectiveness of female specific services	1/4/08	31/3/09	J Hunter	Breach rate will be below 20%

Gender Equality Scheme 2006 – Departmental Action Plan

Department	Social Work, Housing and Health	Service/Section	Social Work - Children and Families Services
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No.	Objective				
1	Ensure appropriate services are in place to support families through domestic violence situations				
Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
1.1	Along with major partners provide an improved service to families referred as part of domestic violence situations.	Aug 2007	Apr 2009	A Stewart	Significant reduction in unallocated reports and increased numbers of families accessing appropriate services
1.2	To agree with Police, Health, Education and the Reporter an appropriate screening process for the above referrals.	Aug 2007	Apr 2009	A Stewart	Screening process has been put in place

Gender Equality Scheme 2006 – Departmental Action Plan

Department	Social Work, Housing and Health	Service/Section	Social Work - Older Peoples Services
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No.	Objective				
1	Ensure a more appropriate gender balance of care staff across the service user groups of the Department				
Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
1.1	Significantly increase the percentage of males recruited and trained in care services.	Aug 2007	May 2010	N Watson	Higher percentage of males employed across the spectrum of care.
1.2	Ensure that our recruitment/promotional material and training materials and resources emphasis care as a positive career choice for males.	Aug 2007	Aug 2008	N Watson	Increased applications for care posts by males.

Department	Social Work, Housing and Health	Service/Section	Social Work - Property & Design Services
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No.	Objective				
1	To ensure that the recruitment of apprentices to Property and Design (Trading) is carried out in a manner which promotes equality of opportunity.				
Task Ref	Task	Scheduled Start Date	Scheduled End Date	Lead Officer	Outcome Measurement
1	Work with Human Resources to redesign the recruitment process	Started	Augt 2007	Mark Smith	Increase in the number of female candidates.

Arrangements for Impact Assessment



EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Guidance and Checklist

2006

**SOUTH AYRSHIRE COUNCIL
EQUALITY AND DIVERSITY IMPACT ASSESSMENT 2006**

Section One: Policy Details*

Name of Policy	
Lead Officer (Name/Position)	
Review Team (Names/Positions)	

*Policy could include strategy, project or application: see guidance below.

What are the main aims of the policy?	
What are the intended outcomes of the policy	

Section Two: What are the Likely Impacts of the Policy?

Will the policy impact upon the whole population of south Ayrshire <i>or</i> particular groups within the population (please specify)	
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Considering the following themes, what likely impacts or issues does the policy have for the group. List any likely positive or negative impacts

Race equality: Issues relating to ethnic minorities, including gypsy travellers and migrant workers	
Gender equality: Issues specific to women or men	
Disability equality: Issues relating to disabled people	
Age equality: Issues relating to older people or children and young people	
Other groups (please specify)	

Section Three: Evidence Used in Developing the Policy

In assessing the impact set out above what evidence has been collected from involvement, engagement or consultation? <i>Who</i> did you involve, <i>when</i> and <i>how</i> ?	
In assessing the impact set out above what evidence has been collected from research or other data. Please specify <i>what</i> research was carried out or data collected, <i>when</i> and <i>how</i> this was done.	
Have you identified any gaps or uncertainties in our understanding of the issues or impacts that need to be explored further?	

On the basis of the above assessment should the policy go ahead or is further work needed first?

Yes policy should go ahead

No policy should be subjected to more development work

Any comments?

Section Four: Performance monitoring and reporting

Considering the policy as a whole, including its equality and diversity implications:

When will the policy come into effect?	
How long will the policy have effect?	
When will the policy be reviewed?	
Which committee will have oversight of the policy?	
Will any additional staff training be required to put the policy into effect? (please specify)	

Impact assessment agreed on (date)	
Content agreed by Head of Service (Name/position)	

South Ayrshire Council Equality and Diversity Impact Assessment Guidance

What is Equality and Diversity Impact Assessment (IA)?

IA is an open process by which the Council or any other public body can assess and demonstrate the likely impact of its policies, projects or procedures on different groups that make up the population of the area. It is an evidence based approach that can be used to help the Council meet its best value duties and its equality duties.

Why carry out impact assessment?

IA is now a statutory responsibility for public bodies. It was introduced by the Race Relations Amendment Act 2000; is now required under the Disability Discrimination Act 2005 and will be included as a future requirement under Gender and Age Equality legislation. To quote from the DDA

A public authority must include in its Disability Equality Scheme a statement of the authority's methods for assessing the impact of its policies and practices, or the likely impact of its proposed policies and practices, on equality for disabled persons.

The Council therefore has to demonstrate that it has arrangements for IA in place and is putting them into effect. It is also a tool that can help the Council meet its best value objectives, not only in relation to equalities but also to support evidence based policy development.

What the impact assessment is designed to show?

IA is a self-assessment process that is carried out when developing or reviewing policies. The purpose is both to ensure that an authority's decisions and activities do not disadvantage any particular group within the population, and also to identify how they might promote equality of opportunity. It should therefore show the likely impact of any policy on different groups and the evidence used by the Council in making the assessment.

What should an IA contain?

A good IA should contain details of the:

- Aims and intended outcomes of the policy
- Likely impacts on different groups
- Evidence from consultation, research or other sources that was used in the assessment
- Any further engagement, consultation or research that is needed
- How the policy will be taken forward, managed and monitored.

Who should carry out an impact assessment?

Any officer developing a new policy should be aware of the duty and arrange to carry out an IA before the policy goes to committee. The procedure should not be onerous and, if the policy has been

- well thought out in advance

- has clear aims and outcomes and is
- based on sound evidence,

then the IA should be completed quickly.

At the outset it is recommended that the IA checklist should be completed by at least two people – the main author of the policy and an external assessor from another service or department (or even from outside the Council) who is familiar with IA. This will help ensure a degree of scrutiny in the process.

When should IA be applied?

In theory all policies, strategies and procedures of the council should be impact assessed. The most practical approach is to assess new policies, strategies or other major developments as they are being developed or as they come up for review. The best approach is to consider the likely impacts of a new policy as it is being developed – make this part of the policy development process.

IA should certainly be applied as a priority :

- If you believe that the policy you are developing will have significant implications for people living in South Ayrshire and you need to spell out what those implications could be;
- If the policy is likely to have a particular impact on one or more groups living in South Ayrshire;
- If the policy has major strategic importance for a service or the Council
- If you believe that an existing procedure or practice might disadvantage some individuals or particular group.

There may be other cases where IA is necessary or could be helpful.

- Grant applications to the Scottish Executive, Communities Scotland or other funding bodies may require IA to be carried out. A funding application will certainly be stronger if it can demonstrate that equalities implications have been taken into consideration; and IA is an effective way to demonstrate this.
- Project management may benefit from an IA, particularly if external funding is being sought.

IA Should be an Open Process

The process of IA should be open to scrutiny. Ideally, if an IA assessment is carried out early in the policy development process, then the results should be shared with stakeholders, both partner organisations and community groups involved in the development of the process for their comment and possibly revision. This will help strengthen the policy making process. The finalised IA statement should be made public, for example by presenting to committee as part of a report, or by publishing it on the Council's website.

Helpful hint: The Scottish Executive is subject to the same requirement to publish Impact Assessments for its policies and strategies as the Council. If the policy you are developing relates to a Scottish Executive initiative, such as regeneration or community safety then it might be helpful to ask the Scottish Executive for a copy of the IA they have prepared on the initiative. The same applies to Communities Scotland or government agencies.

South Ayrshire Council
Equality and Diversity Impact Assessment Guidance

Completing The IA checklist

(The checklist is available as a word document so that individual boxes can be expanded as required.)

Section One: Policy Details

Name of policy: give the name of the policy, strategy, project, funding application or other initiative.

Lead officer: the lead officer should be the officer who is responsible for developing the policy. The Review Team should be the team carrying out the IA. This should include at least one person involved in developing the new policy and one person from another service or department who has *not* been involved in developing the policy. If wider expertise is needed it may be helpful to consider inviting one or two other others to join the assessment including representatives from outwith the Council if appropriate.

Aims and Outcomes: give a brief summary of the aims and expected outcomes of the policy. The aims and intended outcomes should include reference to other relevant documents such as the Departmental Service Plan, Council Business Plan, Community Plan, or Scottish Executive documents.

Section Two: What are the Likely Impacts of the Policy?

In this section the checklist should be used to identify the main impacts that the policy could have on different groups.

The first question asks whether the policy will affect the whole population or part of the population. (*The Council's Youth Strategy, for example, is aimed at primarily at young people*)

This section gives the opportunity to spell out any impacts or issues that the policy raises for specific groups. The groups listed relate to the new statutory requirements of equalities legislation: race, gender, disability, age. For each group identify any particular impact or issue that the policy has for the group. Impacts could be positive or negative. A new policy may set out to improve service provision for a particular group, but it might also have unintended consequences for other groups or it might face particular challenges in relation to a particular group. (*For example in the Youth strategy, under gender, it was identified that there is a low take up of sports opportunities among girls. The strategy has identified this an issue and will seek to address it.*)

Impact assessment is not a precise science and it will not be possible to identify all the possible consequences of a policy. Circulating the draft to stakeholders, both partners and community groups might help to identify unforeseen impacts.

There may be other people not listed in the checklist that are relevant and should be mentioned. For example policies may have particular implications for rural areas; if this is the case it would be worth identifying under 'other groups'.

Section Three: Evidence Used in Developing the Policy

Section three provides the opportunity for the respondent to set out the evidence on impacts that has been collected in the development of the policy.

First, in the development of the policy; who has been consulted or involved in its development? Both the relevant equalities legislation and the duty to achieve best value demand effective consultation and engagement. This question allows the policy maker to describe how this was achieved. (*The Youth Strategy for example has been developed in the context of involvement of young people over many years and makes a commitment to establish new structures to take forward this engagement. The recent development of rural service priority areas has involved consultation in particular localities on local priorities and needs.*)

Auditors will expect to see evidence of engagement with relevant groups where policies are targeted those groups. For example if a policy has been developed for a group of people with a particular disability, have people from that group been involved in its development?

Similarly this is an opportunity to set out the data or research that has been used, whether local or national, in the development of the policy. It may be worth mentioning any relevant government guidance that has influenced the development of the policy.

Gaps

Few policies are developed in the context of perfect information or understanding of an issue. The checklist offers an opportunity to mention these gaps and set out, if necessary, whether steps can be taken to remedy these and fill in any gaps. (*For example in the development of the Council's Race Equality Scheme 2005 it was clear that we did not have the ability to engage fully with small and dispersed populations in South Ayrshire. The RE scheme dealt with this by including a commitment to improve engagement in order to get better information and understanding of needs in the future.*)

Section Four Performance Monitoring and Reporting

This section allows the respondent to describe how the policy will be taken forward. This will act as a record for future reviews, monitoring, and for identifying any training requirements. Finally it is recommended that, when completed, the IA is signed off by the relevant Head of Service.

It is recommended that a copy of the completed IA is kept on an open file in a way that it easily accessible both to auditors and the public upon request.

Comments on this policy

Equality and Diversity IA is a new policy tool and 2006 is the first year it has been formally used in South Ayrshire Council. If you have any questions or comments please contact Adrian Shaw, Chief Executive's Department on 01292 612134 or at adrian.shaw@south-ayrshire.gov.uk

Equalities Monitoring Statement

SOUTH AYRSHIRE COUNCIL

EQUALITIES MONITORING STATEMENT AS AT DECEMBER 2006

1. Applicants for Employment/Promotion

All applicants for employment are required to complete an Equal Opportunities Monitoring Form. Information from these forms is collated on a quarterly basis by Corporate Human Resources.

This information is currently recorded in a discrete HR database, from which the relevant information can be extracted. This recording will subsequently transition to the Oracle HRMS system as part of the planned software implementation.

The total number of applicants by ethnic background, gender and disability for the most recent quarter for which figures are available (Oct-Dec 06) was as follows: -

- The proportions of disabled applicants, interview candidates and successful appointees were generally consistent throughout the recruitment process
- The proportions of non-white applicants, interview candidates and successful appointees were around the population proportion, and were generally consistent throughout the recruitment process

Applicants for Employment		Total No: 589	
Gender			
	Number	Proportion (%)	
Male	199	33.8	
Female	389	66	
Not Disclosed	1	0.2	
Ethnic Origin			
	Number	Proportion (%)	
White Scottish	543	92.1	
White English	18	3.1	
White Welsh	3	0.5	
White Irish	4	0.7	
Other White British	3	0.5	
Any Other White Background	1	0.2	
Any Mixed Background	1	0.2	
Indian	0	0	
Pakistani	0	0	
Bangladeshi	0	0	
Chinese	0	0	
Any Other Asian Background	0	0	
Caribbean	0	0	
African	1	0.2	
Any Other Black Background	0	0	
Any Other Background	6	1	
Not Disclosed	9	1.5	
Disability			
	Number	Proportion (%)	
Disabled	9	1.5	
Not Disabled	557	94.6	
Not Disclosed	23	3.9	

Selected for Interview		Total No: 289	
Gender			
	Number	Proportion (%)	
Male	76	26.3	
Female	213	73.7	
Ethnic Origin			
	Number	Proportion (%)	
White Scottish	271	93.8	
White English	6	2.1	
White Welsh	3	1.0	
White Irish	0	0	
Other White British	2	0.7	
Any Other White Background	0	0	
Any Mixed Background	1	0.3	
Indian	0	0	
Pakistani	0	0	
Bangladeshi	0	0	
Chinese	0	0	
Any Other Asian Background	0	0	
Caribbean	0	0	
African	0	0	
Any Other Black Background	0	0	
Any Other Background	2	0.7	
Not Disclosed	4	1.4	
Disability			
	Number	Proportion (%)	
Disabled	6	2.1	
Not Disabled	268	92.7	
Not Disclosed	15	5.2	

Successful Appointments		Total No: 96	
Gender			
	Number	Proportion (%)	
Male	18	18.8	
Female	78	81.2	
Ethnic Origin			
	Number	Proportion (%)	
White Scottish	89	92.7	
White English	3	3.1	
White Welsh	0	0	
White Irish	0	0	
Other White British	1	1	
Any Other White Background	0	0	
Any Mixed Background	1	1	
Indian	0	0	
Pakistani	0	0	
Bangladeshi	0	0	
Chinese	0	0	
Any Other Asian Background	0	0	
Caribbean	0	0	
African	0	0	
Any Other Black Background	0	0	
Any Other Background	0	0	
Not Disclosed	2	2.1	
Disability			
	Number	Proportion (%)	
Disabled	1	1	
Not Disabled	93	96.9	
Not Disclosed	2	2.1	

The total number of internal applicants for promotion by ethnic background, gender and disability for the most recent quarters for which figures are available (Oct-Dec 06) was as follows: -

- The proportions of male and female internal applicants, interview candidates and successful appointees were all in line with the proportions of male and female staff.
- The proportions of non-white internal applicants, interview candidates and successful appointees were all above or in line with the proportion of non-white staff.
- The proportions of disabled internal applicants, interview candidates and successful appointees were all slightly below the proportion of disabled staff.

Applicants for Promotion		Total No: 357
Gender		
	Number	Proportion (%)
Male	121	33.9
Female	235	65.8
Not Disclosed	1	0.3
Ethnic Origin		
	Number	Proportion (%)
White Scottish	339	94.9
White English	8	2.2
White Welsh	2	0.6
White Irish	0	0
Other White British	1	0.3
Any Other White Background	0	0
Any Mixed Background	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
Any Other Asian Background	0	0
Caribbean	0	0
African	1	0.3
Any Other Black Background	0	0
Any Other Background	2	0.6
Not Disclosed	4	1.1
Disability		
	Number	Proportion (%)
Disabled	1	0.3
Not Disabled	342	95.8
Not Disclosed	14	3.9

Selected for Interview		Total No: 204
Gender		
	Number	Proportion (%)
Male	55	27
Female	149	73
Ethnic Origin		
	Number	Proportion (%)
White Scottish	196	96
White English	3	1.5
White Welsh	2	1
White Irish	0	0
Other White British	1	0.5
Any Other White Background	0	0
Any Mixed Background	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
Any Other Asian Background	0	0
Caribbean	0	0
African	0	0
Any Other Black Background	0	0
Any Other Background	1	0.5
Not Disclosed	1	0.5
Disability		
	Number	Proportion (%)
Disabled	0	0
Not Disabled	194	95.1
Not Disclosed	10	4.9

Successful Appointments		Total No: 73
Gender		
	Number	Proportion (%)
Male	14	19.2
Female	59	80.8
Ethnic Origin		
	Number	Proportion (%)
White Scottish	72	98.6
White English	0	0
White Welsh	0	0
White Irish	0	0
Other White British	1	1.4
Any Other White Background	0	0
Any Mixed Background	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
Any Other Asian Background	0	0
Caribbean	0	0
African	0	0
Any Other Black Background	0	0
Any Other Background	0	0
Unknown	0	0
Disability		
	Number	Proportion (%)
Disabled	0	0
Not Disabled	72	98.6
Not Disclosed	1	1.4

Research

South Ayrshire Council Gender Equality Scheme 2007

Consultation on Gender Issues: The South Ayrshire 1000 Questionnaire Survey 2006

Introduction: The SA 1000 Survey 2006

South Ayrshire Community Planning Partnership has sought the views of a citizens panel of 1000 people from across south Ayrshire on a number of occasions to help it assess priorities for actions, policies etc. The panel is maintained by external consultants (FMR) on behalf of the Partnership.

In 2006 the panel was asked to complete a questionnaire survey on a number of issues of concern to partners. The questionnaire asked people about

- the area in which they lived
- how they receive or would like to receive information about local public services
- internet use
- facilities and services for young people
- community safety
- local environmental issues (noise, vandalism, etc.)
- qualifications and attitudes towards education, training and work.

The responses have been examined to see if there are issues around which there are differences between men and women. Overall the responses of men and women were similar and only in a minority of questions did differences emerge.

In total there were 830 responses to the survey comprising 425 women and 405 men and in response to most questions there were not important differences between men and women. Issues where there were differences are identified below.

Information about local public services

In general attitudes to the local area and information about public services demonstrated few differences. Slightly more men than women received information on public services from the internet than women (106 men as opposed to 83 women) and slightly more men received information from the Council 'Update' newspaper (182) than women (166). But both men and women responded that the local newspapers were the most important source of information about local services (376 women and 352 men).

The majority of both men and women had access to the internet either at home, at work or at another location.

Services to young people

Do you know of any of any of the following facilities for young people in your area?

	Women responding yes	Men responding yes
Out of school or after school care programmes	156	112
Sports /leisure facilities	222	236
Sports coaching	126	132
Opportunities for young people to study after school	54	71
Holiday play schemes	161	110

There were some differences in awareness of services for young people. More women (156) than men (112) were aware of out of school or after school care programmes but more men (236) were aware of sports and leisure facilities than women (222). Women (161) were more aware of holiday play schemes than men (110) but more men (71) than women (54) were aware of opportunities for young people to study after school.

How concerned are you about the following issues regarding children and young people?

	Women who were very concerned	Men who were very concerned
Quality of school meals	121	74
Their sexual activity or sexuality	193	111
Bullying /harassment/violence	285	199
Alcohol misuse	280	232
Smoking	247	198

Women were more concerned than men about the quality of school meals: 121 were very concerned compared to only 74 men and women were also more concerned about sexual activity (193 women were very concerned compared to 111 men). This also applied to bullying and harassment (285 women were very concerned compared to 199 men); alcohol misuse (280 women as opposed to 232 men) and smoking (247 women were very concerned as opposed to 198 men). A picture is emerging that, on the whole, women are more concerned about the range of risks facing young people than men.

Community safety and local environment

Some differences also emerge in relation to community safety issues. 51 women said 'I don't go at out night alone'. Women were also more aware of environmental nuisances such as vandalism or graffiti; rubbish and litter; dog fouling; drug misuse and speeding traffic.

How common would you say the following things are in this neighbourhood?

	Women responding 'very common'	Men responding 'very common'
Vandalism/graffiti	68	40
Rubbish or litter	128	115
Dog fouling	187	138
Drug misuse	38	21
Inconsiderate driving/speeding	113	91

Employment and training

There were more women than men expressing a desire to return to work or training, but the overall numbers were small. More women than men indicated that they intended to give up paid work to care for a family. In identifying barriers to work more women than men identified lack of work experience as an issue (19 as opposed to 8) and the time needed for education and training (62 as opposed to 48). More women mentioned availability of childcare as a barrier compared to men and 38 mentioned the cost of childcare. More men than women mentioned age as a barrier (31 as opposed to 22).

Are any of the following barriers to you going into learning, training or work?

	Women responding yes	Men responding yes
Lack of work experience	19	9
Time needed for education or training	62	48
Availability of childcare	33	10
Cost of childcare	38	13
Cost of travel/transport	32	24
Age	22	31

When asked what would help get you into education, training or employment, the issue most frequently mentioned by women was confidence – 71 women mentioned that 'raising my confidence' would help as opposed to 32 men.

Conclusions

As with all surveys the results must be treated with caution and it must be remembered that the figures quoted above are out of a total of 830 respondents. In response to most questions the differences between men and women were small, but the questions identified above do suggest that in some issues there are differences in attitude or experience. Interpreting these differences is not necessarily straightforward and the results are not a simple guide to action. Rather the information can be used by service managers to reflect on policy development and the impact of services.

Adrian Shaw & Chris Doyle
March 2007

Gender Profile South Ayrshire Licence-holders

