

Equality and Human Rights Commission

Equality outcomes and the Public Sector Equality Duty

A guide for public authorities
in Scotland

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1 | Introduction

Context for this guide

This guide is one of a series written by the Equality and Human Rights Commission (the Commission) to explain how public authorities can meet the requirements of the Equality Act 2010 (the Act), which harmonises and replaces previous equalities legislation. The Act includes a public sector equality duty which replaced the separate duties relating to race, disability and gender equality. The public sector equality duty came into force on 5 April 2011.

There are eight guides giving advice on the public sector equality duty in Scotland:

1. The essential guide to the public sector equality duty
2. Equality outcomes and the public sector equality duty
3. Evidence and the public sector equality duty
4. Involvement and the public sector equality duty
5. Assessing impact and the public sector equality duty
6. Mainstreaming the equality duty
7. Employee information and the public sector equality duty
8. Board diversity and the public sector equality duty

The Essential Guide gives an overview of the requirements of the public sector equality duty. The other seven documents provide additional practical advice. Further information can be found on the Commission's website:

www.equalityhumanrights.com.

If you require this guide in an alternative format and/or language please contact us to discuss your needs. Contact details are available at the end of the publication.

Legal status of this guide

This guide gives advice on how to meet the public sector equality duty. It will help public authorities to comply with their legal duties under:

- Section 149 of the Equality Act 2010 (the public sector equality duty), and
- The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 as amended

Aim of this guide

This guide aims to help authorities subject to the public sector equality duty to implement the duty as it relates to setting equality outcomes. The guide provides more detailed advice to supplement the information set out in the *Essential guide to the public sector equality duty*.

Who this guide is for

This guidance provides advice to two types of public authority: authorities that are subject only to the public sector equality duty and those that are also subject to the specific duties under the 2012 regulations mentioned above ('listed authorities'). The different requirements for each type of public authority are set out clearly throughout this guide.

The guide is aimed at those responsible for implementing the public sector equality duty in public authorities in Scotland. It will be of interest to staff right across public authorities, but particularly those involved in setting equality outcomes, as well as staff in charge of business planning, procurement, analysis, performance management, human resources, grant making, governance and scrutiny.

The guide will also assist those who have an interest in the work of public authorities such as service users, voluntary bodies, unions, and equality organisations.

Content of this guide

This guide:

- Explains the obligations of listed authorities to publish equality outcomes and report progress under The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 as amended (the 2012 Regulations)
- Explains the purpose of publishing equality outcomes and how this relates to the other requirements of the public sector equality duty
- Provides advice on preparing and publishing equality outcomes

- Advises on deadlines and appropriate publication formats.

This guidance is for public authorities in Scotland. Separate guidance on the public sector equality duty is available for public authorities in England (and bodies with non-devolved functions in Scotland and Wales) and public authorities in Wales.

These reflect the differences in the specific duties for England and Wales.

2 | Equality outcomes and the public sector equality duty

The public sector equality duty is here referred to as the 'general equality duty' and is set out in the Equality Act. If you are listed in The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 as amended you are also covered by specific duties, which are designed to help listed authorities meet the general equality duty. Further information on the public sector equality duty can be found in our Essential guide to the public sector equality duty.

The General Equality Duty

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

This guidance refers to these three elements as the three 'needs' mentioned in the general equality duty and so when we discuss the general equality duty we mean all three needs.

The public sector equality duty covers the following protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The public sector equality duty also covers marriage and civil partnerships, with regard to eliminating unlawful discrimination in employment.

The ban on age discrimination in services and public functions came into effect on 1 October 2012. As the ban does not extend to people under 18 this limits the scope

of the duty to have due regard to the need to eliminate 'unlawful discrimination' under the first need of the duty (although it does not limit the other two needs).

The Specific Duties

The purpose of the specific duties in Scotland is to help those authorities listed in the Regulations in their performance of the general equality duty.

For a complete list of listed authorities and their reporting cycles - see our publication "Public Authorities in Scotland – Who is covered by the Specific Duties?" which can be found here. www.equalityhumanrights.com/en/publication-download/public-authorities-scotland-who-covered-specific-duties

What the Specific Duties require on equality outcomes

The duty of public authorities (covered by the Specific Duties) to publish equality outcomes and report progress

The specific duties require each listed authority to publish a set of equality outcomes which it considers will enable the authority to better perform the general equality duty. It must publish a fresh set of equality outcomes within four years of publishing its previous set.

In preparing this set of equality outcomes, the authority must take reasonable steps to involve people who share a relevant protected characteristic and any person which appears to the authority to represent the interests of those people.

The authority must also consider relevant evidence relating to people who share a relevant protected characteristic.

If an authority's set of outcomes does not seek to further the needs of the general equality duty in relation to every relevant protected characteristic, it must publish its reasons for proceeding in this way.

An authority must publish a report on the progress made to achieve its' equality outcomes every two years.

A note on terminology

This guidance uses the term ‘policy’ as shorthand for any activity of your organisation. Therefore ‘policy’ should be understood broadly to embrace the full range of your policies, provisions, criteria, functions, practices and activities including the delivery of services – essentially everything you do.

This guidance uses the term ‘equality groups’ to mean ‘persons who share a relevant protected characteristic’ and where reference is made to ‘equality groups and communities’ this includes ‘any person who appears to the authority to represent the interests of those persons’.

3| What are equality outcomes?

An equality outcome is a result which you as an authority aim to achieve in order to further one or more of the needs mentioned in the general equality duty. In other words, an equality outcome should further one or more of the following needs: eliminate discrimination, advance equality of opportunity and foster good relations.

By focusing on outcomes rather than objectives, this specific duty aims to bring practical improvements in the life chances of those who experience discrimination and disadvantage. So in practice, you might find it helpful to think of equality outcomes as results intended to achieve specific and identifiable improvements in people's life chances.

For example, your equality outcomes might be to reduce the income gap between women and men in your own workforce or in your local area in partnership with others, or they might be to increase the proportion of disabled people living in homes suitable for their disability. For further examples of equality outcomes see section 7(c).

You should take care not to confuse equality outcomes with outputs. Outputs describe what gets done, what an organisation or service produces or delivers training events or an improved evidence base, for example. Outcomes are the changes that result for individuals, communities, organisations or society as a consequence of the action you have taken. Outcomes include short-term benefits such as improved service delivery or service uptake or changes in knowledge, skills and attitudes, as well as longer-term benefits such as changes in behaviours, decision-making, or social and environmental condition

4| Why prepare and publish equality outcomes?

The specific equality duty requires you to prepare and publish a set of equality outcomes.

The duty is intended to operate in conjunction with a public authority's existing corporate systems and frameworks for business planning and public performance reporting. It is intended to improve outcomes for those who experience discrimination and disadvantage.

Preparing and publishing equality outcomes will help you to:

- increase transparency by establishing a clear link between your evidence and the action you are taking to advance equality
- ensure you are addressing the right issues
- make better, fairer decisions, which are understood by those affected by them
- become more accountable to those whom you serve or employ
- show you are bringing tangible benefits for communities and the people who work for you.

5 | When must you prepare and publish equality outcomes?

A listed authority is required to publish a set of equality outcomes which it considers will enable it to better perform the general equality duty. It must publish a fresh set of equality outcomes within four years of publishing its previous set.

An authority must publish a report on the progress made to achieve its' equality outcomes every two years.

The specific duties are intended to embed equality within public authorities' existing systems and frameworks. As a result, you should aim to prepare your equality outcomes and business plan in tandem, using your equality outcomes as a way of helping you to meet your strategic business priorities.

6 | Who should be involved in preparing equality outcomes?

The specific duty requires you to take reasonable steps to involve people who share a relevant protected characteristic and their representatives. In practice, you will want to involve a range of people in preparing your outcomes.

By involving staff groups, individuals, equality groups and communities you will help give a voice to those who are affected by your decisions and ways of working, and to improve decision-making. These people and groups can tell you where you are successful in advancing equality and where action is most needed. This is particularly important where there are evidence gaps. You will need to take reasonable steps to involve people with all protected characteristics. For further information on involvement see our guide *Involvement and the public sector equality duty*.

Within your organisation, you will want to engage policy-makers and where possible analysts in gathering and analysing the evidence that you will need to inform your outcomes. This will involve considering the evidence you already have across all of your functions, as well as what relevant national, local and other evidence is available. In so doing, you will need to consider evidence relating to discrimination and other prohibited conduct, equality of opportunity and good relations, for all protected characteristics.

Your equality outcomes will focus your equality work for the following four years. Consequently, they should be closely linked with your organisation's strategic priorities and senior management and decision-makers should lead their development. Visible leadership from Councillors, Board members and senior managers is likely to be an important factor in successfully delivering your outcomes.

7 | How to prepare and publish equality outcomes

A | Identify the equality issues in your organisation and sector, based on evidence and involvement

Remember, the purpose of setting equality outcomes is to help you further the needs mentioned in the general equality duty. In other words, an equality outcome should further one or more of the following: eliminate discrimination, advance equality of opportunity, and foster good relations.

In preparing your equality outcomes you must consider relevant evidence relating to equality groups and communities and take reasonable steps to involve them in the process of preparing outcomes.

While you have the flexibility to decide for yourself which outcomes to set and how many to set, you will need to consider evidence across all protected characteristics. Gathering and analysing this evidence will help you understand the most significant equality issues in your organisation and sector, and to show that the outcomes you set are supported and justified by the evidence.

If you publish a set of equality outcomes that does not seek to further the needs mentioned in the general equality duty in relation to every relevant protected characteristic, you must publish your reasons for proceeding in this way. Each individual outcome need not cover all relevant protected characteristics. It is only if, across the entire set of outcomes, a particular characteristic is not covered that you must publish reasons.

Beyond this, there is no single blueprint for how to go about preparing equality outcomes, but several possible approaches. For example, some public authorities might find it helpful to start with their existing long-term national or local strategic outcomes and consider relevant evidence relating to protected characteristics (including input from involvement activities), to identify whether and how inequalities might present specific challenges to achieving existing strategic outcomes. This

could then form the basis for setting equality outcomes that align with and support existing strategic outcomes. Others might find it helpful to start with a blank sheet and use their equality evidence and involvement activities not only to generate strategic equality outcomes, but also to identify any gaps in their existing national or local strategic outcomes.

Whatever approach you take, you will need to be able to show you have considered a range of relevant evidence. You may therefore find it helpful to prepare summaries of your analysis to demonstrate how this evidence has informed your outcomes.

Steps in gathering and considering evidence

Following these steps will help you show that the outcomes you set are supported and justified by the evidence:

- Consider the evidence you already have and whether it is disaggregated by protected characteristics. If not, what steps can you take to disaggregate it? You may already collect information that is not currently seen as equality data but which could help you.
- What national, local and other evidence is available that you can use, for example from an umbrella body or regulator within your sector?
- Make sure you have a range of different types of evidence. Relevant evidence will encompass not only numerical or quantifiable data but also non-numerical or qualitative data that give an insight into people's experience and behaviours, e.g. feedback from service users, staff surveys, research and consultation responses, etc.
- Once you have established what evidence you have, assess what evidence you need to inform your equality outcomes.
- What are the evidence gaps and how can you fill these gaps? This could include using your involvement processes and working together with other public authorities in your area. In addition, what steps can you take to improve your evidence base in the longer term?
- Analyse and assess your evidence. What is it telling you? What significant issues is it pointing towards?
- Consider how the evidence you have gathered will help you to meet the three needs of the general equality duty: eliminate discrimination, advance equality of opportunity and foster good relations.

Remember that alongside considering relevant evidence you must take reasonable steps to involve people with relevant protected characteristics in preparing your

equality outcomes. Involvement is not a 'one off' but part of a process. When you have a list of possible outcomes, it will be helpful for you to continue your discussions with equality groups and communities to get their views on your suggested equality outcomes. This will help ensure that they know their earlier involvement has informed your outcomes, and give them the opportunity to make comments and suggest amendments. Taking time to involve a wide range of stakeholders will improve your performance of the duty and increase the transparency of the process.

For further information on gathering and considering evidence please see our guide Evidence and the public sector equality duty, which includes information on filling evidence gaps.

B | Setting clearly defined outcomes

Use your evidence to help you decide which equality outcomes to set. You need to be clear about what outcomes you wish to achieve, and why, and how you will measure and report on progress towards them. Your evidence and involvement activities will provide you with valuable information in preparing your outcomes. If a major issue has emerged from the evidence, but you decide not to include it in your outcomes because you believe the required change is unachievable or because there is an initial lack of hard data to support it or to monitor progress, you should be sure that you can demonstrate you have considered all reasonable options for achieving the outcome before rejecting it.

Proportionality and relevance

You will be expected to use equality outcomes to focus your efforts and use your resources most effectively to further the needs of the general equality duty. This is of particular importance in a period of constrained public spending. You should prepare a set of outcomes based on the principles of proportionality and relevance. This means you should consider setting outcomes which address the most significant inequalities emerging from your evidence and involvement activities, and taking into account your organisation's resources and functions. In setting outcomes you should also consider what could make the most impact or difference to people's life chances. The efforts put in need to be in proportion to both the resources of the organisation and the potential impact on people's lives.

We recommend this work is led at the highest level within your organisation and that decision-makers are appropriately trained in preparing and evaluating progress on

equality outcomes. It is also important that your final outcomes are more than simply a list of ideas contributed by colleagues across your organisation. Your outcomes should reflect a strategic overview of the most significant equality issues for your organisation as a whole.

The community you serve will have an interest not only in the outcomes you publish but also in the extent to which you have used information from your evidence and involvement activities to determine these outcomes. They will expect you to produce a reasonable level of data and analysis to justify the outcomes you are setting, and to demonstrate how your actions will enable you to have due regard to the needs of the general equality duty. This means there must be a clear and identifiable link between your evidence and involvement activities and the outcomes you have set.

In line with the principles of transparency, accountability and proportionality, you may wish to develop your own criteria for selecting equality outcomes. Some of the criteria you might consider include:

- **Scale** – how many people are affected by the issue and how does the issue impact on their life chances?
- **Severity** – does the issue present a risk to equality of opportunity for particular protected groups? Is it a significant barrier to opportunity or freedom?
- **Concern** – do equality groups and communities see it as a significant issue?
- **Impact** – is the problem persistent or getting worse? What is the potential for improving life chances? Is the problem sensitive to public intervention?
- **Remit** – are you able to address the issue given your remit?

Clearly, it will not be possible to address all inequalities fully in a four-year period. However, you will be expected to set equality outcomes that you have identified through evidence and involvement, and show action and progress that is proportionate to the importance of the issue for the groups affected and for your organisation.

Many of the challenges faced by equality groups are stubborn and ingrained and it will take some time to address them fully. It could be that you identify key issues that will take longer than four years to address, such as reducing gender segregation in vocational training (see section 7(c) Example 3). This is not a reason to neglect such issues. You could instead set outcomes which aim to achieve what is possible within the current cycle of outcomes and continue to address these within the next cycle. By breaking issues down in this way you could make progress on some of the most stubborn and ingrained equality challenges, but within a manageable timeframe and in a way that does not stretch your organisation's resources.

Partnership

Public authorities increasingly work in partnership with other agencies and organisations from the public, community, voluntary and private sector to plan and deliver services, for instance in a Community Planning Partnership. This can help to focus partners' effort and resources on tackling challenges in a coherent way, and help to save resources and prevent stakeholders from becoming overstretched. It can encourage a more joined-up approach to equality. Partnership equality work may help a public authority to provide evidence that it is showing due regard to the general equality duty. However, accountability for the duties and for their own equality outcomes will remain with each individual body subject to the duties.

C | Set outcomes that are specific and measurable

You are required to report on the progress made to achieve your equality outcomes at least every two years. It is important, therefore, that you set outcomes that are specific and measurable, and put in place mechanisms to enable you to monitor progress. This will help you report on progress towards your published outcomes, as well as identify where insufficient progress is being made and where and when you may need to revise your strategy.

Measuring outcomes

Ask yourself, 'How will I measure whether we have been successful in achieving this outcome?' If you struggle to find an answer, your outcome is not specific or measurable enough. Be realistic about your outcomes; not every outcome will be on track all the time and you will want to reappraise and sometimes reconsider outcomes as a result. You should avoid vague outcomes such as 'improve community relations' or 'have a more diverse workforce'.

The actual outcomes you set will depend on your organisation's size, key priorities and the issues identified through your evidence and involvement activities, but some examples of specific and measurable equality outcomes are as follows:

- reduce the levels of homophobic bullying in schools
- reduce the concern of people from ethnic minority backgrounds about violent crime in the local area
- improve uptake of cervical smear services among lesbian women.

This does not mean that you must limit all your outcomes to results that can be measured numerically. Nor should you be put off setting challenging outcomes simply because they cannot currently be measured. Some outcomes are 'hard' or tangible and can be measured in numbers, such as the number of Gypsy Traveller children attending school in your area. Some outcomes are 'soft' or intangible and can be more difficult to measure. With soft outcomes you need to set proxy indicators that might reasonably show your outcome is happening, such as women feeling more confident about using public transport after dark.

Numerical measures are useful because they allow you to assess how inequalities are changing over time. But they are only one of a number of ways to monitor progress on equality. Inequalities experienced by small minorities (such as transgender people) are not well tracked by numerical data. You should therefore aim to supplement numerical data with other forms of data, such as qualitative data gained through focus groups, complaint letters and feedback forms. Such an approach will help to ensure that your outcomes capture not only tangible disparities in achievement between particular groups, but also less tangible discrimination or other forms of unequal treatment experienced by particular groups.

In addition, there may be particularly severe instances of inequality (such as homophobic bullying in schools) that are important to consider, but which are difficult to capture by numerical measures. If you set an outcome to reduce the incidence of homophobic bullying in schools, for example, and know or suspect that existing numerical monitoring and reporting systems do not adequately capture the problem, your output might be to have effective monitoring and reporting systems in place by a given date. In this case you might expect to see a short-term increase in recorded incidents as a result.

Some approaches to setting and presenting outcomes

There is no single blueprint for presenting equality outcomes; several options are possible. In order to describe fully what you wish to achieve, you should consider explaining what the inequality problem is that you want to address, the outcome or change you aim to achieve, the timescale and who is affected by the outcome (one or all of the protected characteristics). A change that benefits a particular group (e.g. young people) is not in itself an equality outcome if it does not address a disparity between that group and other groups.

To help you begin, we set out below various options to illustrate what an equality outcome could look like and three potential approaches to setting equality outcomes. In the first example a public authority starts with its existing corporate strategic

objectives and sets an equality outcome which contributes to these objectives. In the second example a public authority starts with the evidence of the problem or need and sets an equality outcome drawing on its evidence and involvement activities. In example three, several public authorities in partnership start with the national strategic outcomes and set individual equality outcomes which will contribute to the national outcome. These examples are illustrations only and are not intended to cover all of the activities a public authority would undertake. You might find it helpful to adopt one or more of these approaches at the same time. They all have different strengths and are equally valid.

You may want to approach outcome setting by preparing and publishing the kind of material covered in these examples so that people can see how you decided your equality outcomes. But you are only required to publish a set of equality outcomes and do not have to include all of the working behind it.

Example 1

A council has a corporate objective to improve the road network and influence improvements in public transport, and has allocated significant resources to carry out a programme of work over the next four years to achieve this. It decides to set an equality outcome which will form part of the local transport strategy and also contribute towards the work of the regional transport partnership.

Inequality problem: When considering relevant evidence across its planning and development function and input from its involvement activities, the council found that:

A lack of regular, accessible and direct transport disproportionately prevents disabled people and older men and women from being able to participate in all aspects of life – employment, health, shopping, local activities, etc.

- Disabled people are more likely to use and rely on a bus service than non-disabled people, and are more likely to use a bus service than a train service.
- Adults with impairments were significantly more likely than adults without impairments to experience difficulties getting in and out of local buses and trains. Some of the difficulties include a lack of seating at bus stops and bus drivers not lowering the bus to enable entry and exit of the bus.
- There are gender differences in travel and transport needs: women tend to rely on public transport more than men, especially low-income women; and women are more likely to make complex journeys, often travelling to childcare, school, work and shops.

- Public transport and lack of childcare facilities and shops near employment locations impacts on women's ability to participate in the labour market.
- Women and older people feel more vulnerable than average using public transport and being out alone after dark, especially in the inner city and social housing estates.

Equality outcome: Women, older people, and disabled people have access to people, goods and services in their local area through safe and sustainable transport.

General Equality Duty: Advance equality of opportunity

Outputs:

- Lighting upgraded at all bus stops and in high crime areas
- Twenty bus shelters fitted with additional seating along one key route
- Twenty-five bus stops upgraded to shelters following requests from residents
- New road layout and bus network in town centre designed (based on balancing the needs of all community members) and implemented
- New timetable for two key bus routes successfully negotiated with partners
- Equality groups and communities attending regular passenger panel meetings to review the implementation of transport schemes

Activity:

- Plan and implement new transport schemes for the council area to improve: accessibility; traffic and demand management; and safety
- Consult and involve equality groups and communities to identify their needs and barriers
- Assess the impact of the schemes on equality at the start of the process, and continue to review and update the assessment throughout its implementation to avoid negative impacts
- Consider evidence from across the council and partner organisations to make appropriate links to other corporate objectives. For example, to support the local economy, improve employability, increase healthy living and advance equality of opportunity.

You might find it helpful to develop a simple model like the one below to show the links between the problem you wish to address, your activities and your planned outcomes.

Table 1 | Example 1

Situation/ problem	Activities	Outputs	Equality outcomes	General duty
<p>Women, older people and disabled people disproportionately affected by lack of regular, accessible and direct transport, limiting their participation in key aspects of life</p>	<ul style="list-style-type: none"> Involve equality groups to identify needs/barriers Plan and implement new transport schemes Assess impact of schemes on equality Make links to other relevant corporate objectives 	<ul style="list-style-type: none"> Equality groups attend meetings to review transport schemes Lighting upgraded Bus shelters upgraded New road layout and bus network in town centre New bus timetables 	<ul style="list-style-type: none"> Women, older people and disabled people have access to safe and sustainable transport Women, older people and disabled people have access to people goods and services in their local area 	<ul style="list-style-type: none"> Advance equality of opportunity

Example 2

Education is a key determinant of life chances, enabling people to develop the skills, capacity and confidence to build a secure future for themselves. An education authority has a critical role and responsibility in delivering high quality services that meet the needs of the local community and improve learners' outcomes.

An education authority considers relevant evidence and involves equality groups and communities in order to set an equality outcome for the authority which will also contribute towards its Community Planning Partnership Single Outcome Agreement.

Inequality problem: When considering relevant evidence an education authority identified the severe gap in educational outcomes for young disabled people and young Gypsy Travellers:

- Young people with additional support needs (ASN) have significantly poorer educational outcomes than non-ASN pupils. One in five ASN pupils leave school with no qualification; and 48 per cent of ASN pupils leave school with five passes at SCFQ level 3 or above compared to 92 per cent of pupils with no ASN.
- Estimates suggest that only 20 per cent of Gypsy Traveller children of secondary school age attend school. This attendance gap is likely to be a significant factor influencing educational outcomes among this group, but more evidence will be required to understand the nature and extent of this issue so that appropriate action can be taken to improve outcomes for this group.

Equality outcome: Improve educational attainment and achievement for disabled children/young people and Gypsy Traveller children/young people.

General Equality Duty: Advance equality of opportunity

Activity:

- Make effective use of assessment and performance information to improve pupil attainment and achievement.
- Establish a baseline to measure young Gypsy Travellers' attendance and performance.
- Identify and meet the specific needs of target groups through improved teaching approaches and pupils' experiences through Curriculum for Excellence.
- Design and deliver (with partners) a range of outreach activities to increase attendance of Gypsy Traveller children and young people.

Note: You may find that developing a simple model like the one below could help you set and measure your equality outcomes, and help explain your work to other people.

Table 2 | Example 2

Situation/ problem	Activities	Equality outcomes	General duty
<ul style="list-style-type: none"> • Education is a key determinant of life chances • There is a gap in educational outcomes for young disabled people and young Gypsy Travellers 	<ul style="list-style-type: none"> • Use assessment and performance information • Establish baseline to measure young Gypsy Travellers' attendance and performance • Identify and meet needs of target groups • Outreach activities 	<ul style="list-style-type: none"> • Improve educational attainment and achievement for young disabled people • Improve educational attainment and achievement for young Gypsy Travellers 	<ul style="list-style-type: none"> • Advance equality of opportunity

Example 3

A national skills development body and a higher education institution decide to work in partnership to achieve a national strategic outcome and set individual equality outcomes which will contribute to the national outcome.

Inequality problem: evidence and involvement activities show there is extremely high gender segregation in vocational training – in particular, women are less likely than men to study science, engineering and technology – which directly impinges on equality of employment opportunities.

National strategic outcome: we realise our full economic potential with more and better employment opportunities for our people.

Skills development body's vision: to drive forward real, positive and sustained change in Scotland's skills performance.

Higher education body's vision: to widen access and opportunity for students.

Equality outcome (long term): increase the representation of women in science, engineering and technology (SET) courses.

General Equality Duty: Advance equality of opportunity.

The partners used the model below to help them explore how to work up from the problem to achieve a high-level national outcome involving their different individual contributions.

Table 3 | Example 3

National strategic outcome Long-term	We realise our full economic potential with more and better employment opportunities for our people	
Equality outcome Long-term	Increase representation of women in science, engineering and technology (SET) courses	
Outcomes Short and medium term (2–4 years)	Partner contributions to outcomes	
	Skills development body	Higher education body
	<ul style="list-style-type: none"> • Women have more positive attitudes to a career in SET • Women have increased awareness of SET training opportunities • Education and careers professionals have increased confidence in how to tackle gender segregation • Education and careers professionals have increased awareness of gender segregation in SET vocational training 	<ul style="list-style-type: none"> • Women students better informed about career options and choices • Increased visibility of SET women students, professionals and academics within institutions • Reduced isolation for women students on SET courses • HE staff and students have increased confidence in how to tackle gender segregation within SET
Outputs	<ul style="list-style-type: none"> • 8 careers days for women students and their teachers (48 schools participate across Scotland) • Number of education and careers professionals who receive development training in gender equality 	<ul style="list-style-type: none"> • 6 sector focused networking events for women SET students/academics/ industry • 6 employability workshops in partnership with industry for women SET students • 6 careers days involving women school students/academics/industry

<p>Outputs (continued)</p>	<ul style="list-style-type: none"> • 8 regional career days held for women returners or women considering a SET career 	<ul style="list-style-type: none"> • Number of students in mentoring partnerships with industry and academics • Number of students trained as SET ambassadors and taking part in SET outreach work in schools • Number of education and careers professionals who receive development training in gender equality
<p>Activities</p>	<ul style="list-style-type: none"> • Recruit women role models in SET for careers days • Publicity campaign promoting careers in SET for young women • Training sessions on gender equality in SET • Assess impact of SET Modern Apprenticeships on gender equality • Identify skills gaps in regional employment areas • Partner with local FE/HE and employers to provide career days • Conduct equality training needs analysis of education and careers professionals • Identify needs and gaps in women students' <u>knowledge</u> of SET training and career opportunities • Collect and analyse gender data on recruitment, retention and completion in SET 	<ul style="list-style-type: none"> • Partner with local colleges to open up events to their students • Run mentoring training • Establish mentoring partnerships • SET Ambassador Training for students • Gender Equality/Diversity training sessions for staff members • Equality and diversity training in all SET programmes • Identify women with qualifications in SET and SET employers for mentoring and networking events • Identify external resources to support work • Baseline figures for women's participation on SET courses

	training courses	
Situation / Problem	Gender segregation in vocational training, women less likely than men to study science, engineering and technology, directly impinging on equality of employment opportunities	

D | Publish outcomes and report on progress

Published information about your outcomes, the action you have taken and the progress you have made to achieve them is likely to provide evidence that the public will use to assess your performance on equality.

The regulations specify that you must publish a report on the progress made to achieve your outcomes in a manner that is accessible to the public. The information should be clearly identifiable and presented in such a way as to enable all who have an interest to access it readily. If you use a website you will want to ensure that the information is easy to find and that it is put in a format that is compatible with the system's accessibility features, which provide screen reading facilities for people with sight or physical mobility impairments.

You must, where feasible, publish this information using an existing means of public performance reporting, such as your annual report. However to ensure transparency and accessibility, it should be possible to identify the outcomes report easily within your annual report. Linking your equality reporting to existing public performance reporting systems will help reduce the reporting burden by directly providing audit, scrutiny and regulatory bodies with the material they require. Where systems do not exist, you are free to decide how best to report on progress.

You will provide greater clarity for all if you set out how you intend to monitor progress at the same time as you publish your equality outcomes, although this is not required by the regulations. Make sure your outcomes are well signposted on your website and think about using your progress reports as a way of showing the impact of your work and celebrating your achievements.

Balanced reporting is as important as clear reporting. Ideally you should report on areas not only where progress is good but also where progress has been slow, or performance poor. That way your reporting should help you to learn what works and make better decisions.

Decision-makers within your organisation, for example Councillors, Board members or senior managers, must actively consider how they are giving due regard to the general equality duty in all decisions they make. They will therefore need to be kept updated on your equality outcomes and progress towards them, ideally alongside other performance information. Showing visible leadership on equality is likely to be an important aspect in successfully delivering your outcomes.

E | Publish subsequent sets of equality outcomes

A listed authority is required to publish a set of equality outcomes which it considers will enable it to better perform the general equality duty. It must publish a fresh set of equality outcomes within four years of publishing its previous set.

An authority must publish a report on the progress made to achieve its' equality outcomes every two years.

You must also take reasonable steps to involve equality groups and communities and to consider relevant evidence relating to people with protected characteristics in preparing fresh sets of equality outcomes.

As you consider your subsequent outcomes, we recommend that you review your progress to date and the relevance of your previous outcomes. Your fresh set of outcomes could include some of the same outcomes as previously, some revised outcomes, completely new outcomes or a combination of these, depending on the progress you have made. If you have any outcomes where you have not been successful in achieving sufficient progress, you should include information on why this is and what steps you plan to take to achieve your outcomes as a result.

By preparing and publishing your equality outcomes on a regular basis, you will make better, fairer decisions and be able to show that you are bringing tangible benefits for communities and the people who work for you.

Contacts

This publication and related equality and human rights resources are available from the Commission's website (www.equalityhumanrights.com).

For advice, information or guidance on equality, discrimination or human rights issues, please contact the Equality Advisory and Support Service, a free and independent service.

Website	www.equalityadvisoryservice.com
Telephone	0808 800 0082
Textphone	0808 800 0084
Hours	09:00 to 20:00 (Monday to Friday) 10:00 to 14:00 (Saturday)
Post	FREEPOST Equality Advisory Support Service FPN4431

Questions and comments regarding this publication may be addressed to scotland@equalityhumanrights.com. The Commission welcomes your feedback

What formats are available?

This guide is available as a PDF file and as a Microsoft Word file from www.equalityhumanrights.com. For information on accessing a Commission publication in an alternative format, please contact: correspondence@equalityhumanrights.com.

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