# Glasgow's Learning…
# about equality!

# A framework for equality in community learning and development in Glasgow

## June 2007

# Contents

# What is this pack for?

We – the Community Learning Strategy Partnership – have produced this pack to help all organisations involved in community learning and development (CLD) activity in Glasgow in making equalities central to your activities.

It contains two main sections:

- guidance on equalities monitoring; and
- a self assessment framework for evaluating your approach to equality.

The overall aim is to support CLD organisations to focus on equality as a vital part of your work.

# Equalities monitoring

The Community Learning Strategy Partnership is committed to developing high quality CLD activity which meets the needs of all individuals and communities across the city.  To do this, we need to understand the profile of our communities.  And we need to know who is using our current services, and what people think of them.

We want to be able to gather information about who is using CLD services across Glasgow, and use this to identify any inequalities that need to be addressed.  In particular, we would like to focus on the six main equalities strands promoted by the Scottish Executive:

| Age | Ethnic origin | Sexual orientation |
|---|---|---|
| Faith | Gender | Disability |

Just now, everyone gathers information in slightly different ways.  This makes it difficult to compare what everyone is doing, and get a consistent picture across the city.

By producing this pack, we hope that CLD providers can begin to standardise the way that we gather information about equality.  We're not necessarily asking you to gather extra information about your service users.  Instead we just want to make sure that we all ask the same questions in the same way.

This makes it easier for us to understand who is using our services.  But it also makes it easier for our service users if we gather information in a consistent way.  And it will make it easier for you to compare the information you gather with city wide patterns, and other service providers.

## Why is equalities monitoring important?

When we talk about equalities monitoring, we mean gathering information on the personal characteristics of our service users.  This is important for a number of reasons.

### Providing effective CLD activity

As a CLD provider, your role is to make sure that people are able to develop their skills, experience, confidence and resources.  A central part of your activity is to offer support and guidance to disadvantaged communities, and assist people to make the most of opportunities available to them.  In this way, CLD activity can play a key role in promoting and creating equality in Glasgow.

To do this effectively, it is essential to understand which individuals and groups within the community are using your services, what they think about the activities, and what their needs are for the future.  This means you can identify any gaps or inequalities, and work out how to address these.  Without some form of equalities monitoring, it is simply not possible to do this.

> 'To have an equality policy without (ethnic) monitoring is like aiming for good financial management without keeping financial records'
> (Commission for Racial Equality website, 2007)

### Meeting the law and best practice

Nationally, the Scottish Executive stresses the importance of targeting activities at the most excluded and vulnerable communities.  Guidance – entitled **Same Difference?** - has been produced emphasising the importance of CLD activity with equalities groups.  The national self assessment framework for CLD activity (**How Good is Our CLD?**) also stresses the importance of equality.

Our commitment to inclusion in Glasgow is set out in our CLD strategy.  The law also requires that public organisations promote equality in terms of race,

disability and gender.  More importantly, it is good practice to make sure that everyone in the community has the opportunity to use CLD services.  All of these factors mean that an understanding of who is using our services, and what they think about them is critical.

'How can an organisation demonstrate that it has given due regard to disability equality without an evidence base?' (Disability Rights Commission guidance)

**Find out more:**
Our CLD strategy - Glasgow's Learning - is available online at
www.csglasgow.org/services/learning/InYourCommunity/CommLearningDev/

The Same Difference? guidance on CLD work with equalities groups is available online at www.communitiesscotland.gov.uk/samedifference

The self assessment framework for CLD providers – How Good Is Our CLD? – is available online at www.hmie.gov.uk/documents/publication/hgio2cld.pdf

# How should we gather equalities information?

There is lots of advice about how best to gather equalities information – from organisations like the Commission for Racial Equality, the Disability Rights Commission, the Equal Opportunities Commission and Stonewall Scotland. All of the advice about equalities monitoring has a number of consistent messages:

o **Don't monitor unless you plan to act on it** – there is no point gathering lots of statistics, and never doing anything with them. Your organisation needs to be committed to analysing monitoring information regularly, and doing something about any inequalities you identify. Otherwise, gathering equalities information is simply a waste of time.

> 'Only collect information your organisation will use' (Disability Rights Commission)

> 'The temptation is to collect the information then put it away in a cupboard'
> (CLD provider, Glasgow)

o **Clearly explain why you are gathering personal information** – people need to know why you need this information, and how it will be used. If this is not clear, they are less likely to provide it.

> 'There should be a clear reason for asking every question' (CLD provider, Glasgow)

o **Guarantee anonymity** – gathering information anonymously results in higher response rates. In most cases, anonymity should be guaranteed. If information is linked to individuals, it is very important to treat this in a confidential and sensitive way. And most importantly, to let service users know this is the case.

> 'We need to improve our understanding of how to use the information effectively'
> (CLD provider, Glasgow)

o **Think about the words and categories you use** – it is important to word questions about people's personal characteristics in an appropriate way.  No-one likes being categorised, and finding the right words to ask about people's characteristics is very important.  It is also important that the questions asked can, where possible, be compared to national figures and a local baseline (if available).

o **Build trust** – equalities monitoring systems need to be introduced gradually.  It is important to start by gathering basic equality information, see what this tells you, act on it, and then start to gather more detailed information if needed.  This means that both staff and service users can build confidence in the role of the equalities monitoring system.

'It needs to lead to an improvement in service delivery' (CLD provider, Glasgow)

## What information should we gather?

Based on guidance from equalities organisations, we have developed a form that sets out some standard questions for service users (see below).

We **recommend** that, where possible, you should try to gather all of the information on this form.  It is important to gather information about a range of characteristics.  If you don't gather this information, you can't assess whether there are inequalities or barriers to using your services.

But, we do recognise that it can take time to build up **trust** with service users.  And you need to demonstrate that you are asking these questions for a reason.

Guidance on gathering monitoring information about sexual orientation, religion and gender identity emphasises the importance of firstly creating a culture of

equality in the organisation.  Once you have developed this culture, you can then begin to monitor on these issues.

If your organisation doesn't currently do much equalities monitoring, you may want to start by introducing some of this monitoring information – and build up to asking all of the questions over time.

Or, you may want to ask some basic questions to gather equalities information when people first make contact with you.  Once you have built up a relationship with them, you could move on to ask more detailed questions.

We're not suggesting that you **have** to use this form – you might already have systems in place that gather all of this information.  But, it does really help us if all CLD providers ask questions and gather information in the same way.  This means that we can share information, and analyse it across the city in a meaningful way.

It would be very helpful if you could compare the standard questions on the form below, with the questions that you ask already – and see if you can make them consistent over time.

It's worth remembering that the questions set out below are based on the advice given by equalities organisations about how best to phrase questions to obtain a high response rate from service users.

## Voluntary Equalities Monitoring Form

We are committed to providing a high quality service to everyone.  It helps us if we know a bit about the people who are using our service.   It would be very helpful if you could fill in this short equalities monitoring form.

The information you provide will be **anonymous**.  It is also voluntary - you don't have to fill this form in.  Or if you like, you could fill in some parts and not others.

We will **only** use this information to help us to improve our services in the future.  We will anonymise the information, and provide details on the overall number of service users in each category to the Community Learning Partnership, and other funding organisations.

**1.     Are you:**

| Female | | Male | | Prefer not to say | |
|---|---|---|---|---|---|

**2.     Which age band do you fall into?**

| Under 16 | | 26 - 34 | | 55 - 64 | |
|---|---|---|---|---|---|
| 16 - 19 | | 35 - 44 | | 65 plus | |
| 20 - 25 | | 45 - 54 | | Prefer not to say | |

**3.     What is your ethnic group?**

| White | | Multiple ethnic background | |
|---|---|---|---|
| Scottish | | Any (write in) | |
| Other British | | | |
| Irish | | Black | |
| Other (write in) | | African | |
| Asian | | Caribbean | |
| Indian | | Other (write in) | |
| Pakistani | | | |
| Bangladeshi | | Other background | |
| Chinese | | Other (write in) | |
| Other (write in) | | | |
| | | Prefer not to say | |

**4.     What is your current faith, religion or belief?**

| Church of Scotland | | Muslim | | Another religion (write in) | |
|---|---|---|---|---|---|
| Roman Catholic | | Hindu | | | |
| Other Christian (write in) | | Pagan | | None | |
| | | Jewish | | Prefer not to say | |
| Buddhist | | Sikh | | | |

**5.     Do you consider yourself to be a disabled person?**

| Yes | | No | | Prefer not to say | |
|---|---|---|---|---|---|

**6.     What is your sexual orientation?**

| Bisexual | | Gay woman/ lesbian | | Other | |
|---|---|---|---|---|---|
| Gay man | | Heterosexual/ straight | | Prefer not to say | |

**7.     Is your gender identity the same as the gender you had at birth?**

| Yes | | No | | Prefer not to say | |
|---|---|---|---|---|---|

## How and when should information be collected?

In the CLD field, it is useful for us to know:

o   who is using our services;

o   what people think of them; and

o   what the outcome of our activities have been.

This means that equalities monitoring should be undertaken:

o   when people access our services;

o   when undertaking satisfaction surveys; and

o   when evaluating the outcome or impact of our activities.

The way in which each organisation gathers monitoring information will vary, depending on the kind of CLD activity you are involved in.  For example, if you will have an ongoing relationship with the service user, it may be most appropriate to gather monitoring information once the user has had time to build trust and get to know you.

Or, if you need people to register or fill in a form to participate in your service, it might be easiest to gather monitoring information at this stage.

## How will people feel about equalities monitoring?

Equalities monitoring means that people do need to provide detailed personal information.  People can sometimes be worried about this.  Generally, the main concerns are:

o   why do you need this information?

o   who will see this information?

o   what will you do with the information?

It is important that these concerns are addressed, to encourage people to give you the information you need to plan and improve your services.  It is also vital that staff and volunteers understand the importance of collecting this information.

Firstly, make sure that there is a clear explanation of exactly why you are gathering the information, what you will do with it, and who will see it.  For example:

> We are committed to providing a high quality service to everyone.  It helps us if we know a bit about the people who are using our service.   It would be very helpful if you could fill in this short equalities monitoring form.
>
> The information you provide will be **anonymous**.  It is also voluntary - you don't have to fill it in.  Or if you like, you could fill in some parts and not others.
>
> We will **only** use this information to help us to improve our services in the future.  We will anonymise the information, and provide details on the overall **number** of service users in each category to the Community Learning Partnership, and other funding organisations.

Statements like this can be helpful in encouraging people to complete monitoring forms.  But the main way to encourage completion is through demonstrating that your organisation is committed to equality.  This is a longer term objective, but can be evidenced by publishing the results of your analysis of equalities monitoring information, and committing to action to address any inequalities identified.

**Example: encouraging people to fill in ethnic monitoring forms**

Hackney Community College wanted to encourage more students to complete the voluntary ethnic monitoring section of enrolment forms.  In 2003, almost one third of students did not declare their ethnic origin on the form.  To encourage students to complete the form the college produced leaflets explaining:

- what information was needed and why;
- how it would be used; and
- how the use of such information would benefit the students.

Training was also provided to staff on how to ask questions on ethnicity and other personal information.  By 2005, the number of students declaring their ethnicity had increased by 20 per cent.

## Should information be anonymous?

We recommend that the monitoring information you gather is anonymised.  It should be separated from the other details held on file about that individual.  People should be able to return forms completely anonymously.  You may want to think about allowing people to fill the form in and put it in a separate box, rather than handing it to a staff member.  Or issuing forms with a freepost envelope.  All of the guidance on equalities monitoring states that guaranteeing anonymity greatly increases completion of monitoring forms.

This joint equalities monitoring system for CLD providers in Glasgow is simply aimed at gathering overall statistical monitoring information – and using this to take action.  But in some cases, your organisation might want to track the progress of individuals with certain characteristics through your system.

This can offer valuable information on the experience of different communities. But if you are doing this you **must**:

- o let service users know that information will be linked to them in this way and get their consent to this;
- o establish appropriate protocols if the data is to be shared with other organisations;
- o make sure that individuals cannot be identified from any analysis you do of this; and
- o be particularly careful about tracking individuals with a Gender Recognition Certificate – as disclosure of this would breach the Gender Recognition Act.

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**Find out more…**

More information on the Gender Recognition Act is available at www.gra-info.org.uk

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## What about data protection?

The purpose of the law on data protection is to make sure that information is used in the way in which it was intended to be when it was gathered.  There is nothing about equalities monitoring that should cause a problem in terms of data protection, if the following issues are taken into account:

- o **Data protection registration** – make sure that your organisation is registered with the Information Commission.  Check how you have registered, and what you have said about how information will be used.  Make sure that this is in fact how you do use the information you gather.  Remember, you can update your registration to include new uses of information if you need to.

> **Find out more…**
>
> There is more information about data protection registration on the Information Commission website at www.ico.gov.uk

- o **Consent of service users** – make sure that service users provide information willingly.  Let them know that completion of the equalities monitoring form is voluntary, and that it is anonymised.  Explain clearly how information will be used, and who it will be shared with.

- o **Publishing information** – when you analyse equalities information, make sure that no-one could identify an individual from this.  For example, if the numbers in one category are very small, it may be possible to identify the individuals involved.  Be particularly careful when analysing multiple equalities issues – for example older LGB people.  Linking different factors could result in identification of an individual.  Under no circumstances should an individual be able to be identified from published information.

- o **The right to check information** – if you are a public authority, you should also make sure that service users know they have the right to see the information you hold on them, and have any incorrect information deleted.  If equalities monitoring is done anonymously, obviously this information won't be stored on the individual's file.  But if you link information to individuals to track progress, it might make people feel happier if they can check what information you hold.

> **Find out more…**
>
> There is more information about an individual's right to check the information that public authorities hold about them at www.itspublicknowledge.info

# How should the information be analysed?

On a regular (perhaps annual) basis, you should analyse the equalities monitoring information you gather.  You should look not only at the number of people falling into each of the equalities groups, but also at multiple equalities groups.  For example, you could assess how many young LGB women are using your service, or older men from minority ethnic communities.

This will help to identify different experiences and barriers between and within groups.  And it recognises people as individuals – no-one fits neatly into just one group.  Many people may be experiencing **multiple discrimination**, and everyone will fall into more than one equalities group.

You should then compare information on service use with information on the composition of the wider community, or the community that your organisation is trying to target.

**For example…**

The 2001 Census identified that approximately 5.5 per cent of the population in Glasgow is from a minority ethnic community.  But you find that only 2 per cent of your service users are from minority ethnic communities, and this reduces to just 1 per cent for young people aged under 25.  Clearly, you would need to find out more about why this is the case.  And take positive action if necessary.

When you are analysing the information, you may want to consider:

o **Is there a large non-response rate to that question?** – Could this be skewing the results?  Make sure you don't jump to conclusions about the characteristics of people who don't complete questions on the monitoring form.  You might need to gather some more qualitative evidence, through speaking to people, to find out more about the situation.

o **Is our service targeted at a particular community?** – For example, if your service is specifically for young disabled people, it does not tell you much that most of your clients fall into that group.  In this case, you would probably want to do more work on checking that people who fall into other equalities groups – for example minority ethnic communities – are proportionately represented.

o **What information can I compare my findings with?** – Although information sources like the Census can be useful, it can be difficult to get baseline information about the profile of local communities.  You might need to speak to other local organisations to gather information from them, or do some more work on profiling communities.  Over time you will be able to compare your monitoring information with city wide patterns, and other service providers – as the joint equalities monitoring system develops.

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**Find out more…**

Communities Scotland has produced two examples which talk through how a community profile was undertaken with minority ethnic communities and Gypsy/ Traveller communities.  These are available on Communities Scotland's website at www.communitiesscotland.gov.uk

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## How can I use it to inform future service provision?

Equalities monitoring information is just one way of ensuring that your organisation meets the needs of equalities groups.  Once you have analysed the information, you will have an idea of where there may be barriers to accessing services, or achieving desired outcomes.

But the monitoring information itself will not normally be enough.  Generally, you will have to identify areas of disadvantage or potential inequality, and do some more work to find out why these are occurring and how they could be addressed.  In this way, monitoring information is part of a much wider strategy on equality within your organisation.

Detailed guidance on CLD and equality has been produced by Learning Connections – entitled **Same Difference?**  This contains advice about a range of issues, including assessing the needs of equalities groups, planning services, and embedding equality in your organisation's activities.

**Find out more…**
The Same Difference? resource on CLD activity with equalities groups is available online at www.communitiesscotland.gov.uk/samedifference

## Who should I share monitoring information with?

We are committed to understanding the needs and experiences of equalities groups across Glasgow.  As a result, we want to make sure that all CLD organisations monitor equalities issues in a consistent way, and are able to share this information to enhance our understanding and improve services.

Each year, we will ask all CLD providers to give the Community Learning Partnership a copy of their equalities monitoring information.  We expect that you will be willing to share this information with us, with the aim of improving services

to equalities groups.  The information will then be analysed for the whole city, giving us a strategic overview of use of CLD services and activities by equalities groups.  Key issues and inequalities will be identified, and any issues arising will be explored on a joint basis.

It may also be useful to publish your equalities monitoring information on an annual basis (perhaps in your annual report) and make sure that service users are able to access a copy.  This will demonstrate to service users that you are making use of the information they provide you with, particularly if published alongside an action plan for addressing any inequalities identified.

**Example: openness and accountability improve community relations**
Avon and Somerset Constabulary wanted to ensure that people knew exactly why equalities information was being gathered, and how it was being used.  It set out arrangements for:

- o   publishing the results of equalities monitoring information; and
- o   publishing impact assessments and consultations on equalities issues.

The aim was to increase openness and accountability and improve relations with local communities.  The organisation also outlined how it would increase public awareness and accountability for its race equality work. This served to improve relations with ethnic minority communities and increased confidence in the police force as a whole.

# How can we develop our equalities monitoring in the future?

The equalities monitoring framework outlined in this guidance is relatively simple. This is largely because of feedback from CLD providers in Glasgow.  You stressed that any joint system has to be basic, simple and easy to use.

But, depending on the experience and direction of your organisation, you may want to expand the monitoring you do in the field of equalities.  It can be useful to gather more detailed information, in certain circumstances.

## Gender

The Equal Opportunities Commission suggests that to fully identify gender inequality, it can be useful to explore issues around **caring and working** responsibilities.

> 'You should think about whether to monitor for part-time working and caring responsibilities (including child care, elder care or care for a family member)
> Both groups are predominantly women at a national level.'
> (Equal Opportunities Commission)

As we suggest in our equalities monitoring form, it can also be helpful to monitor whether service users are currently or previously **transgender**.  This is a very sensitive issue, and equality organisations have different opinions on whether this kind of monitoring should be undertaken.  The Equal Opportunities Commission suggests that this monitoring should take place for service users. This is in anticipation of new legislation which will be implemented in late 2007 which will outlaw discrimination for transgender people in the provision of goods, facilities and services.

But others disagree.  Press for Change – a campaigning organisation – states that the trans status of service users **should not** be monitored until the law is introduced which offers protection against discrimination.  It also stresses that monitoring should not be undertaken with small populations, as this can make people identifiable.  Particular care must be taken with reporting and publishing information – as there is a danger of contravening the Gender Recognition Act if people are identified.

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**Find out more…**

Access the Press for Change guidance at www.pfc.org.uk/node/1408

The Equal Opportunities Commission guidance is available at

www.eoc.org.uk/Default.aspx?page=19957

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**Example: expanding equalities monitoring categories**

Glasgow University currently monitors staff and students consistently in terms of gender, ethnic origin and disability.  Diversity Working Groups covering disability, ethnic origin, gender, sexual orientation and faith have been established to manage the university's approach to equality.  These groups receive regular reports on monitoring information, and report to the Equality and Diversity Committee.  These reports include analysis of key gaps and barriers, and recommendations for future action.

The university is beginning to expand the equalities monitoring information gathered.  This is happening gradually.  For example, a recent staff attitude survey included a question on sexual orientation and transgender status.  This was also included in a survey consulting on the Gender Equality Duty.  As the response to this question was positive, the university is considering including this question as standard in the future.

## Disability

There are a number of areas where you could expand the information you gather on disability.  Firstly, in addition to establishing whether someone would define themselves as disabled, you may wish to know if they feel they are disabled as defined **by law**.  The Disability Rights Commission suggests that one potential monitoring question could be:

The **Disability Discrimination Act** considers a person disabled if:

- o you have a longstanding physical or mental condition or disability that has lasted or is likely to last at least 12 months; and
- o this condition or disability has a substantial adverse effect on your ability to carry out normal day-to-day activities.

Do you consider yourself to be disabled as set out under the Disability Discrimination Act? **Yes/No**

You may also wish to gather information on the **type** of impairment that individuals have, to assess any similarities or differences in barriers or inequality.  The Disability Rights Commission suggests using simple (although fairly crude) categories.  If you wish, more categories could be added to reflect the particular concerns of your own organisation.  For example, it may be particularly important to your organisation to establish the type of learning difficulty experienced.

Please state the type of impairment which applies to you.  If more than one applies, please tick as many as apply to you.  If none apply, please mark other and specify the type of impairment.

- o **Physical impairment** - such as difficulty using your arms or mobility issues which mean using a wheelchair or crutches.

- **Sensory impairment** - such as being blind/ having a serious visual impairment/ being deaf/ having a serious hearing impairment.
- **Mental health condition** - such as depression or schizophrenia
- **Learning disability/ difficulty** (such as Down's syndrome or dyslexia) or **cognitive impairment** (such as autistic spectrum disorder)
- **Long standing illness or health condition** - such as cancer, HIV, diabetes, chronic heart disease or epilepsy
- **Other** (please specify)

Finally, you may wish to establish the **impact** of the person's impairment on their everyday life.  This focuses strongly on the social model of disability – what barriers does the individual experience – rather than focusing on their medical condition.  The suggested barriers can be varied to suit your own organisation.

It can help us to ensure effective involvement of everyone if we can identify anything that is a barrier to your full participation.  What are the biggest barriers for you in doing what you want to do in this organisation?  Tick any that apply:

- Access to buildings, streets and transport vehicles
- Written information or communication
- Verbal or audible information/ communication
- People's attitudes to you because of your impairment, medical condition or disability
- Lack of reasonable adjustments
- Policies or procedures such as the fire evacuation procedure
- Other barriers (please specify)

**Find out more…**

The Disability Rights Commission guidance is available at www.drc-gb.org/pdf/DRC_Evidence_Gathering_Guidance.pdf

## Ethnic origin

The question that we have included in the equalities monitoring form uses the 2001 Census categories for ethnic origin.  The Commission for Racial Equality **strongly advises** using these categories.  It means that you can compare the information you gather with the 2001 Census.

But there is some debate about the best way to phrase questions about ethnic origin.  The Census ethnic origin categories are currently being reviewed and tested, in advance of the 2011 Census.  In addition, a number of communities are now formally recognised by law as ethnic groups – but are not included in the 2001 Census categories.

You may wish to consider whether you should add **more detail** to the suggested question on ethnic origin.  For example, you might wish to include Jewish, Sikh and Gypsy/ Traveller communities as stated groups on the form.  Or, if your work is particularly targeted at asylum seekers or eastern European communities, you may wish to break down the ethnic origin categories in more detail so that you are able to extract meaningful information.

If you do add extra categories, it is important to remember that you must be able to collate the information for comparison with the 2001 Census.  So, if you add new categories, these should be **sub-categories** of the ones we suggest on the form.

This approach ensures that you are still able to provide more general information in a way which allows comparison with other CLD providers in Glasgow.  It also ensures that you can still compare the information you gather with national information sources, like the 2001 Census.

## Faith

Again, the faith categories suggested in this pack are based on the 2001 Census. We know they're not perfect, and don't pick up every faith, belief or religion.  But they do provide a basis for comparison across the city, and nationally.  If you want to add more categories, please add them as sub-categories of the ones we have suggested.

## Age

Guidance on monitoring the age of service users states that the age bands you use should be those that make the most sense for your organisation or sector.  The 2001 Census can be broken down into any age categories, so it is always possible to compare to this baseline.

The age bands we have suggested were set in **consultation** with CLD organisations in Glasgow.  We felt they made sense for the kind of work CLD organisations are involved in.  But we know they may not suit everyone.  You may want to break these down further, for example if your work is targeted at older people, or young people.  If you do this, again, please make sure that the information can be collated into the broad age categories that we have suggested in this pack.

**Example: detailed equal opportunities monitoring pilot**

Lothian and Borders police are the first force in the UK to pilot a self-classification, diversity monitoring programme for staff and service users. Monitoring systems gather information on:

- ethnic origin;
- religion;
- sexual orientation;
- transgender status;
- disability;
- gender; and
- age.

All staff are encouraged to complete a self classifying survey. In addition, service users are asked questions on all seven issues whenever a customer survey is carried out. This type of monitoring is the first of its kind policing in the UK.

Before the introduction of the monitoring system, there was some concern about the wide range of personal information being gathered from staff and service users. But in reality, the scheme has been very successful. The monitoring process has allowed Lothian and Borders police to gain a greater understanding of the diversity of its workforce and services users. It ensures that the organisation's Equal Opportunity Policy is transparent, and based on the needs and experiences of staff and service users. It also allows the force to support staff in an appropriate way.

The monitoring system was developed in close consultation with equalities groups and other key partners – including City of Edinburgh Council and NHS Lothian. The introduction of new monitoring systems was accompanied by diversity awareness training for all staff.

# Where can I get more information?

**Title:** Same Difference?
**Published by:** Learning Connections
**Available:** www.communitiesscotland.gov.uk/samedifference
**Summary:** guidance on CLD activity with equalities groups

**Title:** How Good is Our CLD (2)
**Published by:** HMIE
**Available:** www.hmie.gov.uk/documents/publication/hgio2cld.pdf
**Summary:** self assessment framework for CLD activity

**Title:** The Disability Equality Duty - guidance on gathering and analysing evidence to inform action
**Published by:** Disability Rights Commission
**Available:** www.drc-gb.org/pdf/DRC_Evidence_Gathering_Guidance.pdf
**Summary:** advice on how to gather and use the evidence you need to meet the disability equality duty

**Title:** Gathering and using information on gender equality
**Published by:** Equal Opportunities Commission
**Available:** www.eoc.org.uk/Default.aspx?page=19957
**Summary:** advice on how to gather and use the evidence you need to meet the gender equality duty

**Title:** Ethnic monitoring
**Published by:** Commission for Racial Equality
**Available:** www.cre.gov.uk/gdpract/monitoring.html
**Summary:** guidance on ethnic monitoring categories and processes

**Title:** Trans equality monitoring
**Published by:** Press for Change
**Available:** www.pfc.org.uk/node/1408
**Summary:** guidance on when and how to monitor transgender issues

**Title:** Monitoring disability
**Published by:** Trades Union Congress
**Available:** www.tuc.org.uk/equality/tuc-9664-f0.cfm
**Summary:** advice on monitoring disability in the workplace, but generally applicable to monitoring service users as well

**Title:** Monitoring LGBT workers
**Published by:** Trades Union Congress
**Available:** www.tuc.org.uk/equality/tuc-9303-f0.cfm
**Summary:** advice on monitoring LGBT workers, but generally applicable to monitoring service users as well

**Title:** Working and learning together
**Published by:** Scottish Executive
**Available:**
www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/lccs_008211.pdf
**Summary:** the national policy framework for CLD in Scotland

**Title:** Learning Connections website
**Published by:** Learning Connections
**Available:** www.lc.communitiesscotland.gov.uk
**Summary:** links to useful materials, publications and guidance for CLD providers

# Equality – A self assessment framework

Equality is central to CLD activity.  Scottish Executive policy stresses the importance of targeting vulnerable communities, as does Glasgow's strategy for CLD.  National guidance produced by Learning Connections emphasises the importance of work with equalities groups.  And How Good is Our CLD also gives guidance on equalities issues.

We know that there is a lot of guidance out there already.  This **self assessment framework** has been developed as a way of helping you make linkages with existing guidance, and quickly assess your performance.  They bring together the key themes raised in other guidance documents, and help you to consider how well your organisation is performing in terms of equalities.

The framework explores your performance in eight key areas:

- equality and the law;
- understanding the needs of equalities groups;
- involving equalities groups in service planning and provision;
- promoting activities to equalities groups;
- monitoring service uptake, satisfaction and outcomes;
- assessing the impact of policies and procedures;
- documenting your commitment to equality; and
- promoting fairness, inclusion and positive attitudes.

Each section asks you to rate your current performance, and think how you could improve it in the future.  We provide **links** to guidance and support that is available to help you to meet the targets you set yourself.

This framework has been designed for your organisation to use as a development and improvement tool.  You **don't** have to complete it all at once. You may want to focus on one or two areas where you want to target your activities in relation to equalities.

You should also remember that the framework hasn't been designed as a one off exercise.  It's designed to help you think about your performance, and set targets for improvement.  You may find it useful to **return** to the framework on a regular basis, to see how well you are progressing.

Overall, it has been designed as a short, simple exercise to help you to assess your activity in the field of equality.  Please use the framework in the way which best suits your own organisation.

**1.** **How well does our organisation understand the law in relation to equalities and how it impacts on our activities?**

| | Very badly | Quite badly | Quite well | Very well |
|---|---|---|---|---|
| Gender | | | | |
| Age | | | | |
| Ethnic origin | | | | |
| Disability | | | | |
| Sexual orientation | | | | |
| Faith | | | | |
| Transgender | | | | |

**Some issues to think about when completing this:**

Are you aware of your responsibilities in terms of –

- o Human rights?
- o General and specific duties for race, gender and disability equality?
- o Responsibilities under Best Value and/ or Community Planning?

Does everyone in the organisation have a clear understanding of the law?

Which aspects of the law might be particularly important or relevant for your organisation?

**What more could we do?  What targets should we set ourselves?**

**Find out more…**

The **Same Difference?** guidance on CLD activity with equalities groups summarises all of the equalities law relevant to CLD providers, and provides links to further information.  The guide can be accessed online at www.communitiesscotland.gov.uk/samedifference.  If you don't have internet access, contact Suzanne Rennie at Learning Connections on 0131 479 5050.

The **How Good is Our CLD** self assessment framework contains standards relating to fulfilment of statutory duties.  Standard 1.2 relates to compliance with legislation and responsiveness to guidance and codes of practice.  More information is available online at www.hmie.gov.uk/documents/publication/hgio2cld.pdf.

Learning Connections has produced guidance on understanding and **setting outcomes** for CLD activity.  This guidance is available at www.lc.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/lccs_017262.pdf

## 2. How well are our services based on a clear understanding of the needs of:

|  | Very badly | Quite badly | Quite well | Very well |
|---|---|---|---|---|
| Both men and women |  |  |  |  |
| People of all ages |  |  |  |  |
| Ethnic minority communities |  |  |  |  |
| Disabled people |  |  |  |  |
| People of all sexual orientations |  |  |  |  |
| Faith communities |  |  |  |  |
| Transgender people |  |  |  |  |

**Some issues to think about when completing this:**

Do we understand the size and profile of the communities that we work with?

Do we speak to people and gather qualitative information about their needs and experiences?

Do we make sure that we regularly update our understanding of needs?

Do we know what we can do to meet these needs more effectively?

**What more could we do?  What targets should we set ourselves?**

**Find out more…**

The **Same Difference?** resource contains a detailed section on the process of needs assessment for equalities groups. Access it online at www.communitiesscotland.gov.uk/samedifference.

The online **Community Engagement How To Guide** contains advice on different ways of involving communities, including a separate section on engaging equalities groups.  It is available at www.ce.communitiesscotland.gov.uk

The Scottish Executive's **Working and Learning Together Guidance** emphasises the importance of understanding the needs of all communities.  It is available online at:
www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/lccs_008211.pdf

## 3.    How well are equalities groups involved in planning and reviewing our service provision?

| | Very badly | Quite badly | Quite well | Very well |
|---|---|---|---|---|
| Both men and women | | | | |
| People of all ages | | | | |
| Ethnic minority communities | | | | |
| Disabled people | | | | |
| People of all sexual orientations | | | | |
| Faith communities | | | | |
| Transgender people | | | | |

**Some issues to think about when completing this:**

Do we actively seek to involve people from equalities groups in our service planning?

Do we know what the potential barriers to participation and involvement are, and work to address these?

Do we know what people from equalities groups think about our services?

Do we listen to what people tell us and build it into our service planning?

Do we communicate regularly with equalities groups, and provide feedback on their involvement?

Do we use the National Standards for Community Engagement to help us with engaging with equalities groups?

**What more could we do?  What targets should we set ourselves?**

**Find out more…**

The **National Standards for Community Engagement** have been produced to help organisations to involve people effectively.  They are available online on the Community Engagement How To Guide at:
www.ce.communitiesscotland.gov.uk

Guidance on using the National Standards with equalities groups has also been produced.  It is also available on the Community Engagement How To Guide – go to the section on '**Engagement and Equalities**'.

The **Same Difference?** resource has a section on service planning – go to
www.communitiesscotland.gov.uk/samedifference

## 4. How well do we promote our activities to equalities groups?

| | Very badly | Quite badly | Quite well | Very well |
|---|---|---|---|---|
| Both men and women | | | | |
| People of all ages | | | | |
| Ethnic minority communities | | | | |
| Disabled people | | | | |
| People of all sexual orientations | | | | |
| Faith communities | | | | |
| Transgender people | | | | |

**Some issues to think about when completing this:**

Do we make sure that our activities are promoted in a wide range of ways?

Do we target promotion at particular groups?

Do we ask people from equalities groups where they would like to hear about our activities?

Do we monitor how effective our promotion is?

**What more could we do?  What targets should we set ourselves?**

**Find out more…**

The **How Good is Our CLD** self assessment framework contains a standard relating to 'Opportunities for People' (Standard 5.1).  This emphasises the need to promote opportunities to all participants.  It also contains guidance on how you might evidence that you are meeting this standard.  Go to www.hmie.gov.uk/documents/publication/hgio2cld.pdf for more information.

The **How To Guide to Community Engagement** contains specific advice about promoting activities to minority ethnic communities.  Go to www.ce.communitiesscotland.gov.uk and click on Engagement and Equalities.

The **Same Difference?** guide contains advice about promoting activities to equalities groups – see Section 8: CLD Activity with Equalities Groups.

## 5.     How well do we monitor service uptake, satisfaction and outcomes by equalities group?

|  | Very badly | Quite badly | Quite well | Very well |
|---|---|---|---|---|
| Both men and women |  |  |  |  |
| People of all ages |  |  |  |  |
| Ethnic minority communities |  |  |  |  |
| Disabled people |  |  |  |  |
| People of all sexual orientations |  |  |  |  |
| Faith communities |  |  |  |  |
| Transgender people |  |  |  |  |

**Some issues to think about when completing this:**

Do we gather statistical monitoring information, when appropriate?

Do we gather qualitative evidence through discussing experiences with service users?

Do we understand the level of personal information that our service users feel comfortable providing?

Are we committed to building trust to enable us to collect more information in the future?

Do we regularly analyse the information we gather?

Do we use this information to inform service delivery and take action to address inequality?

**What more could we do?  What targets should we set ourselves?**

**Find out more…**

This pack provides detailed advice on equalities monitoring, and links to further sources of support.  It also provides a suggested standard monitoring form for CLD providers in Glasgow.

More information on equalities monitoring is available from organisations like the Commission for Racial Equality, Disability Rights Commission, Equal Opportunities Commission, Stonewall Scotland and Press for Change.

## 6. How well do we assess the impact of our policies and procedures on equalities groups?

| | Very badly | Quite badly | Quite well | Very well |
|---|---|---|---|---|
| Both men and women | | | | |
| People of all ages | | | | |
| Ethnic minority communities | | | | |
| Disabled people | | | | |
| People of all sexual orientations | | | | |
| Faith communities | | | | |
| Transgender people | | | | |

**Some issues to think about when completing this:**

Do we undertake Equality Impact Assessments to help us understand the impact of our policies on equalities groups?

Do we use our equalities monitoring information in doing this?

Do we screen our policies to identify potential barriers or inequalities for different groups?

Do we know how to recognise both direct and indirect discrimination in our policies and practices?

Do we consult with people from equalities groups about our policies and procedures?

**What more could we do?  What targets should we set ourselves?**

**Find out more…**

Standards 4.1 and 4.2 of the **How Good is Our CLD** framework focus on impact of your activities on the local and wider community.  This includes consideration of inclusion and diversity.  For more information go to: www.hmie.gov.uk/documents/publication/hgio2cld.pdf

The **Same Difference?** resource contains advice on assessing the impact of policies and procedures.  Go to www.communitiesscotland.gov.uk/samedifference and then Section 9 – Organisational Development.

## 7.     How well do we document our commitment to equality?

| | Very badly | Quite badly | Quite well | Very well |
|---|---|---|---|---|
| Both men and women | | | | |
| People of all ages | | | | |
| Ethnic minority communities | | | | |
| Disabled people | | | | |
| People of all sexual orientations | | | | |
| Faith communities | | | | |
| Transgender people | | | | |

**Some issues to think about when completing this:**

Do we have a written equality strategy?

Do we keep a written record of our assessments of policies for their impact on different equality groups?

Do we have a written policy on harassment and discrimination of service users and staff?

Do we emphasise our commitment to equality in promotional material, other policies and strategies, and so on?

Do we publish our equalities monitoring information?

**What more could we do?  What targets should we set ourselves?**

**Find out more…**

Section 6 of **How Good is Our CLD** focuses on policy development and planning.  For more information go to: www.hmie.gov.uk/documents/publication/hgio2cld.pdf

The **Same Difference?** resource contains advice about demonstrating organisational commitment to equality.  See Section 9 – Organisational Development – at www.communitiesscotland.gov.uk/samedifference

## 8. How well do we promote fairness, inclusion and positive attitudes?

|  | Very badly | Quite badly | Quite well | Very well |
|---|---|---|---|---|
| Both men and women |  |  |  |  |
| People of all ages |  |  |  |  |
| Ethnic minority communities |  |  |  |  |
| Disabled people |  |  |  |  |
| People of all sexual orientations |  |  |  |  |
| Faith communities |  |  |  |  |
| Transgender people |  |  |  |  |

**Some issues to think about when completing this:**

Do we make sure that all staff are fully trained in equality, diversity and anti-discriminatory practice?

Do we tackle discriminatory or prejudiced attitudes of service users or staff?

Do we work to create a welcoming atmosphere for all?

Do we work to ensure that equality is mainstreamed within service planning, delivery and evaluation?

**What more could we do?  What targets should we set ourselves?**

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**Find out more…**

Information on the duty of public authorities to promote equality in race, disability and gender is available in a useful summary document.  **Bringing Equality to Scotland: The Three Public Sector Duties** is available online at: www.eoc.org.uk/PDF/3_Cmsn_Duties_bookelt_Feb02.pdf

**GARA** (Glasgow Anti Racist Alliance) has produced guidance on commissioning anti racist training.  The document is available online at www.gara.org.uk/gara0502_pubtraining.htm

The Same Difference? resource contains advice on creating a positive organisational culture – see Section 9: Organisational Development at www.communitiesscotland.gov.uk/samedifference

Detailed guidance on mainstreaming equality has been produced by the Scottish Executive at www.scotland.gov.uk/mainstreaming/?pageid=403