

Gender Equality Scheme 2010-2013

for

**Shetland Islands Council
Schools Service
Shetland College UHI
Shetland Licensing Board
ZetTrans**

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1. Introduction

This Gender Equality Scheme sets out our renewed commitment to achieving equality of opportunity for men and women, as employees of the Shetland Islands Council and our partner organisations, our customers and the wider community.

This is a joint Gender Equality Scheme for Shetland Islands Council (SIC), SIC Schools Service, Shetland College, Shetland Licensing Board and ZetTrans. It forms our revised scheme for 2010-2013.

2. Context

2.1 National Context

2.1.1 Equal Opportunities

The Scotland Act (1998) gives the Scottish Government power to encourage equal opportunities, particularly the observing of equal opportunities requirements. It provides the Government with power to impose duties on Scottish public authorities and cross border public bodies operating in Scotland.

The Scotland Act defines equal opportunities as:

‘The prevention, elimination or regulation of discrimination between persons on grounds of sex or marital status, on racial grounds, or on grounds of disability, age, sexual orientation, language or social origin, or of other personal attributes, including beliefs or opinions, such as religious beliefs or political opinions.’

2.1.2 Best Value 2 Requirements

The objective of Best Value is to ensure that management and business practices in local government deliver better and more responsive public services. Best Value in local government is about local authorities ensuring equal opportunities, being accountable and transparent by engaging with the local community, and continuously improving the outcomes of the services they provide. Best Value became a statutory duty following the Local Government in Scotland Act 2003.

Within the ‘Proposed Characteristics of a Best Value Council’ (characteristics that would be looked for during a BV2 corporate assessment), local authorities must be able to demonstrate that:

- The Council understands the needs of its different communities and involves them in developing a local vision, setting priorities and shaping services. It has clear strategies for consultation, representation and participation, which reflect the national standards for community engagement;
- The Council is clear about the outcomes it wants to achieve from its community engagement activity and adopts appropriate engagement approaches to achieve them;
- The Council uses a range of approaches to inform the community about its services, activities, performance and decision-making, which are accessible to all;
- The Council provides relevant information in understandable and appropriate languages and formats;
- Information promotes positive images of all population groups in the community, avoiding stereotypes; and
- The Council regularly evaluates its communication methods and adapts these in response to citizens’ feedback¹.

Equalities Audit Framework: Indicators of a Best Value Councilⁱⁱ

Leadership:

- Senior officers and elected members promote and lead an equality improvement agenda
- Equality outcomes are reflected in policies, strategic objectives and actions
- Equality is built into decision making and scrutiny arrangements
- Organisational learning around equality supports a culture of continuous improvement
- Reporting arrangements are accessible and they report on equality outcomes

Human Resources:

- The organisation values diversity in its workforce and provides equality of opportunity for all
- Staff are supported in meeting the organisations equality and diversity goals

Service Delivery (inc. Equality Impact Assessment):

- Services are delivered around the needs of diverse communities
- Equality impact assessments improve equality of outcomes
- Communities are satisfied that services meet their diverse needs
- The organisation has improved outcomes for its diverse communities

2.1.3 The Gender Equality Duty

The Sex Discrimination Act 1975 (as amended by the Equality Act 2006) creates the general duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Eliminate unlawful discrimination and harassment; and
- Promote equality of opportunity between men and women.

The Sex Discrimination (Public Authorities) (Statutory Duties) (Scotland) Order 2007 places a statutory duty on local authorities to review and publish a revised Gender Equality Scheme every three years.

Over the past few years, the Council, Shetland College, ZetTrans, the Licensing Board and the Schools Service have produced a joint Race Equality Scheme, Gender Equality Scheme and Disability Equality Scheme.

All previous Schemes are available here:

<http://www.shetland.gov.uk/equalopportunities/documents.asp>

2.1.4 The Equality Act 2010

Following the implementation of the Equality Act 2010, which will be fully implemented across Scotland by April 2011, this Gender Equality Scheme will be reviewed. A number of the actions outlined in the Action Plan of this Scheme will be amalgamated into a larger scheme that includes all strands of equality.

The Equality Act 2010 can be found via the following link:

http://www.opsi.gov.uk/acts/acts2010/pdf/ukpga_20100015_en.pdf

The Equality Act aims to harmonise the discrimination law, and strengthen the law to support progress on equality. The previous six strands of anti-discrimination has been harmonised into one Act, and extended to produce what is known as 'protected characteristics'. These are:

- Age
- Disability
- Race
- Religion or Belief
- Sexual orientation
- Gender
- Gender reassignment
- Pregnancy & Maternity

The Equality Act also introduces a duty on local authorities to address the inequality arising from socio-economic disadvantage, and to place this objective at the core of their policies and programmes.

Many of the issues raised within each equality strand are not unique to individual equality groups, but affect the wider community as a whole. Previous Equality Schemes, including this one have stood alone as single frameworks, but equality strands (i.e. age, gender, race, etc) are not isolated themes; they can have an effect on and are affected by individual strands – as individuals we are all a complex mix. Shetland's rurality means that we should be seeing people as individuals rather than categorising them into equality groups.

2.2 Local Context

2.2.1 Shetland Islands Council

The Council is committed to fulfilling the duties imposed on it under the amended Sex Discrimination Act 1975 and working towards gender equality.

Shetland's community statement contains the following:

- We'll seek to create fulfilling, well paid jobs for all, whatever their talent
- Foster confident, thriving communities across Shetland
- Promote justice and equality, here and overseas
- Expand knowledge, extend opportunities and improve access

Shetland's community statement, known as 'The Shetland Resolution' can be found here:

<http://www.shetland.gov.uk/communityplanning/TheShetlandResolution.asp>

Shetland Community Planning Partnership, as part of their obligations under the Local Government Act (2003), is committed to promoting equalities, and through the Single Outcome Agreement approach, all Community Planning Partners have committed to embedding equalities in their service delivery. Local outcomes within Shetland's Single Outcome Agreement seek to promote equality of opportunity across the whole population of Shetland and contribute to the indicators that have been developed to monitor progress.

The Council's Corporate Plan 2010-2011 commits to deliver on the Single Outcome Agreement.

2.2.2 Schools Service

The Schools Service Improvement Plan is committed to implementing all areas of Curriculum for Excellence, working effectively with partners to ensure that all individuals are able to be successful learners, confident individuals, responsible citizens and effective contributors. Specifically over this period, the Schools Service will be involved in implementing the Skills Strategy and the Parental Involvement Strategy to take account of equal opportunities and diversity, and in implementing the ASL legislation.

The Schools Service is also committed to the creation of a Blueprint for Education, which will ensure equity of provision across Shetland.

2.2.3 Shetland College UHI

The Shetland College Strategic Plan, 2008-2011, ensures that the Shetland College UHI will:

- Take an active role in the development of a Skills Strategy for Shetland to ensure that individuals are equipped with the skills Shetland needs and improve inclusiveness and equality of opportunity through offering a range of programmes from Access 3 to degree to meet local demand; and
- Ensure adherence to equality, diversity and inclusion regulations in all college practices, and regularly review and refresh the college's Quality Manual and all policies and procedures.

Statement from the Director of Shetland College:

'I will ensure Shetland College continues to adhere to its legal duty to promote gender equality and to take account of the needs of all people in our decision making across the whole organisation. With the support of Shetland Islands Council we aim to demonstrate best practice in recruitment and retention by providing excellent support for our staff. Equally we are committed to addressing any inequalities and discrimination which might hinder individuals and communities from achieving their full potential.'

2.24 Licensing Board

Shetland Islands Area Licensing Board adopted a Gender Equality Scheme on 6 April 2007. The Board acknowledged in that Scheme that it was committed to fulfilling its legal duty to work towards gender equality in its activities. The Board, in its Statement of Licensing Policy (2007), restated its commitment to appraising its policies, procedures and practice to furthering the goal of equal access for all to their services. The Statement of Licensing Policy also recognises that the Board cannot operate in isolation and that it should have due regard to the policies of Shetland Islands Council.

2.2.5 ZetTrans

The Transport Strategy for Shetland (2008) ensures that the:

- Delivery of the Transport Strategy vision and objectives will improve accessibility for all groups in society, through the range of measures proposed (i.e. improved provision for pedestrians, cyclists and public transport users); and
- Delivery of the Transport Strategy, particularly the objectives related to social inclusion and accessibility, as well as integration will deliver transport improvements ensuring equal opportunities to all.

3. Our Gender Equality Objectives

To promote Gender Equality, the SIC and its partner organisations will ensure:

- All staff are aware of Gender Equality issues and their responsibilities to promote gender equality;
- All staff have a greater awareness around transgender issues;
- All policies relating to Gender have been assessed for equality of opportunities, and appropriate amendments made;
- All employees are paid equally regardless of sex/gender; and
- Appropriate monitoring systems are in place to meet general and specific duties, including employee records for staff with caring responsibilities, flexible working requests and transgender employees.

3.1 Shetland Islands Council

In addition, the Council's guiding principles and rationale for meeting the general duty are:

- Gender balance within the workforce and equal pay;
- Eliminate unlawful discrimination and harassment and promote equal opportunities for transsexual and transgender people;
- To review the current gender profile of Shetland's population and the workforce of the Shetland Islands Council, identify issues and draw up an action plan to meet the identified needs;
- To ensure active, inclusive and meaningful consultation with service users, providers and the community in the development of the scheme and monitor its implementation; and
- To ensure that the Local Authority, the Schools Service, ZetTrans and NHS Shetland work together to meet the above objectives.

SIC Human Resources monitors the gender profile of the Council's workforce ensuring that Shetland Islands Council is maintaining its policy of non-discrimination.

3.2 Schools Service

In addition, the Schools Service will:

- Review and respond to information on gender, collated from schools using SEEMIS¹ and from Human Resources, to inform future action to address any gender imbalance in the workforce. Schools' information will be included in the annual Standards and Quality Report.

3.3 Shetland College UHI

Shetland College is committed to ensuring that all people within Shetland should be able to access further and higher education. Shetland College's mission is to make a major contribution to the local economy through provision of high quality further and higher education and training, which meets the needs of the population and employers.

¹ South and East Ayrshire Education Management Information System

Shetland College is committed to ensuring that all students, staff and users of the college have equality of opportunity in whatever aspect of college activity they are engaged in and will work to ensure that that opportunity is not compromised through any form of discrimination.

The College will work with Shetland Islands Council to address the objectives and actions identified in this Gender Equality Scheme action plan, including those objectives and actions particular to the College. Shetland College UHI is committed to addressing the objectives identified in Shetland Islands Council Gender Equality Scheme and in addition shall:

- Build on existing information systems within the college to ensure full and required data is gathered re student population and college workforce;
- Build on appropriate consultation mechanisms, including the Equalities Committee. Ensure that the Equalities Committee brings to the table any issues relating to inequalities and discrimination and that action is taken to address these;
- Continue to carry out impact assessments of all policies and procedures within the college and put in place any actions required to address inequalities;
- Seek to address any under representation by gender on decision-making bodies within the college; and
- Seek to increase numbers of male and female students taking up courses in which their gender has been traditionally underrepresented.
- Seek to address any gender bias in attainment and achievement levels across all courses.

3.4 Shetland Licensing Board

In addition, Shetland Licensing Board shall:

- Eliminate unlawful discrimination and promote equality of opportunity
- Consult with stakeholders;
- Assess impact of policies and services on the promotion of gender equality, and monitor policies for an adverse impact;
- Train staff in connection with the general duty; and
- Ensure public access to information and services.

3.5 ZetTrans

In addition, ZetTrans:

- Is committed to developing an effective, efficient, safe and reliable transport system for Shetland; and
- The transport system will comprise an integrated network of accessible, and affordable internal, inter-island and external links, which will contribute to the development of a safe, healthy vibrant and inclusive society, a diverse, successful and self-sufficient economy, and enhanced environmental quality.

4. Review of 2007-2010 Gender Equality Scheme

Achievements have previously been reported in the Gender Annual Report 2009, and the Equality Annual Report 2009:

<http://www.shetland.gov.uk/equalopportunities/documents/GenderAnnualReport2009Final.pdf>

<http://www.shetland.gov.uk/equalopportunities/documents/EqualityAnnualReport2009.pdf>

The next Equality Annual Report will be published in November 2010. This will report on any further progress on the objectives of the Shetland Islands Council's and its partner organisations, any progress on the proposed actions outlined in Section 6 of this Scheme, any future achievements, and provide an update of the Gender Equality Scheme Action Plan. The Equality Annual Report 2010 will pull reporting on the three equality strands: race, disability and gender.

Some significant achievements from the above reports and those that have occurred since their publication are detailed below. These achievements illustrate that the Shetland Islands Council and its partner organisations have taken action to promote equality between men and women, developed our recording and reporting systems to help gather information on equality issues, and plan our services around meeting the needs of both men and women.

4.1 Shetland Islands Council

Achievements:

- An Equal Pay Statement has been published for Shetland Islands Council. An equal pay audit will now be conducted every three years to monitor the application of the Council's pay scheme to ensure the SIC complies with equal pay legislation and that there is no evidence of gender bias. Shetland Islands Council's Equal Pay Statement can be found here:
<http://www.shetland.gov.uk/equalopportunities/documents/EqualPayStatement.pdf>
The Equal Pay Statement will be reviewed following the first equal pay audit in 2010/11.
- In May 2009 the Policy Unit ran a pioneering Role Model Programme throughout schools in Shetland. This was to help raise young people's awareness of under representation of women and men in certain professions within Shetland. The aims of the Role Model Programme were to explore young people's perceptions of gender roles in employment and seek to inspire them to consider jobs that have been traditionally viewed as exclusively male or female. Human Resources have continued this work at the Anderson High School, challenging perceptions of traditional roles, promoting gender balancing of the

workplace, and exploring pupils' views on gender roles in employment, aiming to remove gender stereotypes within the public sector.

- On 22 May 2009 the Council and Unions signed a collective agreement for a new pay model and terms and conditions for local government employees, meeting the Council's objectives to implement a fair and sustainable Single Status offer. The introduction of Single Status has eliminated the payment of bonuses to predominately male groups of workers and promotes equal pay for equal work across genders.
- During 2009, the Community Care Service introduced a Trainee Social Care Worker Programme designed for those who have not previously considered a career in care to experience a structured programme consisting of work-based learning and taster placements in a variety of settings. Out of the 14 trainee placements, 7 were male and 7 were female.
- Employees returning to work following maternity leave has increased from 76% in the financial year 2007/08 to 93% in 2008/09. This has been mainly due to the increase in flexible working arrangements for working parents.
- The number of Shetland Islands Council employees taking childcare vouchers has increased from 48 in April 2009 to 51 in April 2010. This is due to a promotional push on the scheme, increasing awareness and interestⁱⁱⁱ.
- Equality Impact Assessments (EqIA) are carried out on all Service Plans and Policy documents, to ensure services meet the needs of our diverse communities. The EqIA for the Human Resources Service Plan 2010-11 highlighted a positive impact on women: by maintaining the numbers of remote working when reducing workforce numbers, this will increase proportions more likely to be taken by women who have more caring responsibilities. Previous Service Plans have taken positive action on promoting gender equality by focusing on improving the equal opportunity SPI re the number of women in top 2% & 5% of earners within SIC.

4.2 Schools Service

Achievements:

- The SEEMIS² system for management of information has been introduced, which will give improved access to data at school and central level, to allow effective monitoring of equalities information.
- Mothers returning to work have been identified, and consultation carried out to improve arrangements for women returners. Further consultation with women returners will inform future action. The Schools Service have explored the uptake of flexible arrangements to support parents and to ensure that women returners are supported by ongoing contact with the service (e.g. through attendance at in-service training).
- Attainment data has been examined to identify any gender issues and promote equality through individual projects (e.g. targeting reading in one primary school where boys were achieving less well).

² South and East Ayrshire Education Management Information System

- Information from our annual request to schools, regarding work to promote gender equality will, in future, be celebrated in our Standards and Quality Reports.
- The development of the Parenting Strategy including consideration of impact on gender. This included consultation with communities re support for families in Shetland.
- The Schools Service has worked with the Single Status team towards the final agreement, which means equal pay for equal work.
- The Schools Service has continued to support full day care in Mossbank and a vulnerable nursery service in Lunnasting.
- Crèche facilities are provided to allow staff to participate fully in the Blueprint consultation.

4.3 Shetland College UHI

Achievements:

- As a partner of UHI, the college is now able to access national data regarding Shetland through the UHI Map, Scottish Neighbourhood Scheme.
- Shetland College managers and staff participated in Equality and Diversity training as part of the college's Staff Development Programme. All new staff continue to participate in the college's induction procedure, part of which outlines the Gender Equality Scheme and Action Plan. All new staff are made aware of the location of the documentation on the college's intranet.
- The college ensures that a representative number of males and females make up the decision-making bodies within the college.
- The college will continue to seek to increase numbers of male and female students taking up courses in which their gender has been traditionally underrepresented. An example of this is the Skills for Work Construction Crafts class in which an increasing number of females have signed up.
- In January 2010 the college had a HMIE Equality and Diversity Aspect Visit. A number of strengths were highlighted during the visit.
 - It was felt that there was a tremendous cultural diversity within the college, and overall, the college is very strong with regard to equalities.
 - College staff have fully bought into the inclusion agenda of the college.
 - The College Equalities Committee has a strong remit.
 - There have been very positive statements made about the college prospectus and the college website in relation to equalities.

Responses from students were that they felt supported. There were no instances of bullying and learners felt safe. All experienced positive integration, which reflects the college ethos.

4.4 Shetland Licensing Board

Achievements:

- A Licensing Forum has begun operation and was consulted on Equality issues on 15 January 2009.

- Review of the impact of policies and services on the promotion of gender equality has begun.
- Two of the Administration Assistants and another Assistant Clerk have undertaken Equality and Diversity Training.

4.5 ZetTrans

Achievements:

- ZetTrans has become a partner organisation in the Rural Transport Solutions project. This project will enable ZetTrans be part of innovative trials relating to public transport and demand responsive services across Shetland, improving outcomes for its diverse communities. This project is part of the Northern Periphery Programme and is funded through the European Rural Development Fund.

5. What we know in 2010

5.1 Community Profile

5.1.1 Population Structure

In 2009, mid-year estimates show that there are more men than women in Shetland (50.5% are men and 49.5% are women), a trend that has been consistent since the 2001 census^{iv}.

For the 0-64 age group there are slightly more men than women in Shetland, and from 65 upwards, the gender profile changes, with more women than men (see Figure 1). This reflects the difference in life expectancy and premature mortality between genders.

The gender profile found in Shetland opposes that found in Scotland as a whole. In Scotland there are slightly more women than men across all age groups^v. The skew in gender found in Shetland, is partly due to the out migration of women of childbearing age, which has implications on Shetland's birth rate. The trend of an increasing skew in the male to female ratio, with more males than females in the working age population, is projected to continue.

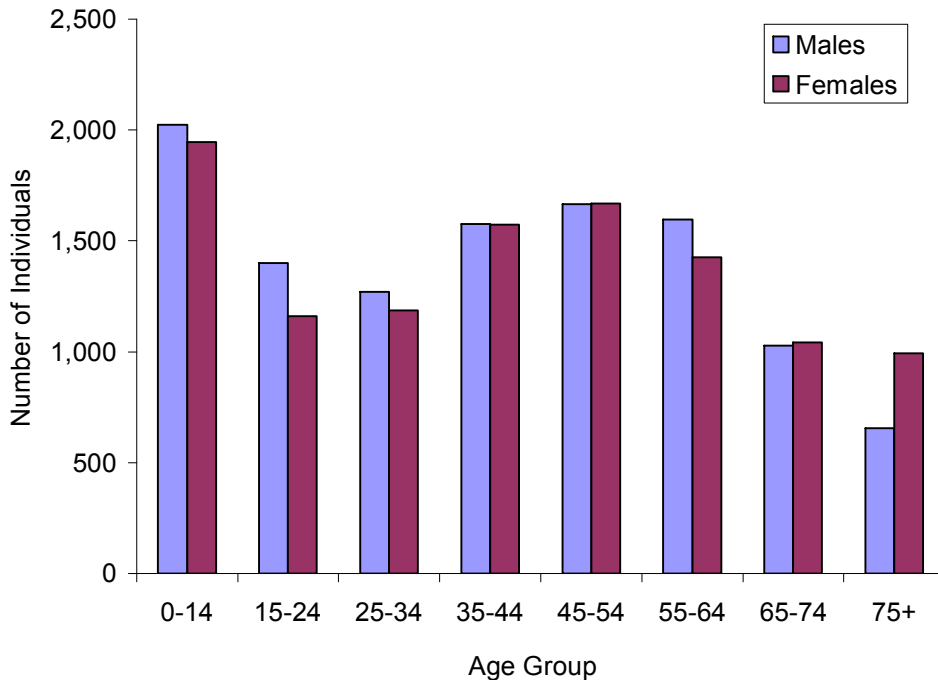


Figure 1: Gender breakdown of the Shetland population, 2009^{vi}

5.1.2 Issues Currently Known

Table 1 provides the gender breakdown of occupation groups in Shetland from the 2001 Census. Males dominate the skilled trade occupations (29.0% of the male working age population, compared to 5.93% of female), process plant and machine operatives (17.3% of males, and 2.8% of females) and the managers and senior officials occupations (11.2% of males, and 8.35% of

females). However, females dominate the administrative and secretarial occupations (18.0% of the female working age population, compared to 2.8% of male), personal service occupations (15.5% of females, 1.99% of males), and sales and customer service occupations (10.1% of females, 2.2% of males).

Table 1: Gender breakdown of occupation groups in Shetland (Census 2001)^{vii}.

Gender	Geographical Area	Males		Females	
		Shetland	Scotland	Shetland	Scotland
Male (or female) working age population (aged 16-74)		6,337	1,192,329	5,043	1,068,952
	Managers and senior officials	11.16	14.77	8.35	9.27
	Professional occupations	7.95	11.38	10.51	10.23
	Associate professional and technical occupations	13.21	13.57	12.04	14.44
% of male (or female) working age population (aged 16-74) working as	Administrative and secretarial occupations	2.84	4.96	18.01	21.40
	Skilled trade occupations	29.04	20.99	5.93	2.35
	Personal service occupations	1.99	2.34	15.55	12.49
	Sales and customer service occupations	2.16	4.47	10.13	13.29
	Process plant and machine operatives	17.26	14.95	2.82	3.73
	Elementary occupations	14.39	12.55	16.68	12.80

In the **Schools Service** in 2009, there was little difference between the attainment of boys and girls in most secondary subjects (as was the case in previous years). However, there is some evidence to suggest that boys in primary schools perform less well in writing and reading than girls, particularly in the early stages. Also, there continues to be some subjects preferred by boys (e.g. physics, technical education) and girls (home education, foreign languages)^{viii}.

Table 2 provides a breakdown of **Shetland College** student enrolments by gender for the academic year 2007/08 and 2006/07. The overall trend is that there are more females enrolled in the College than males, in both further and higher education, and the proportion of females is slightly greater in higher education. This skew in the gender profile is more pronounced in the 2007/08 academic year than 2006/07, with a fairly even split in the academic year 2006/07 for FE programmes.

Table 2: Gender profile for Shetland College student enrolments, 2007/08 and 2006/07^{ix}

Mode of Delivery	Total number of enrolments		Male		Female	
	2007/08	2006/07	2007/08	2006/07	2007/08	2006/07
All Enrolments	1723	2185	682 (40%)	1026 (47%)	1041 (60%)	1159 (53%)
Further Education programmes						
Further Education (FE)	1495	1982	602 (40%)	977 (49%)	893 (60%)	1004 (51%)

FE Full time	83	79	36 (43%)	39 (49%)	47 (57%)	40 (51%)
FE Part time / Distance Learning / Other Part time / Short / Full time / Evening / Weekend	797	1208	329 (41%)	609 (51%)	468 (59%)	599 (49%)
FE Day Release	506	543	206 (41%)	253 (47%)	300 (59%)	290 (53%)
FE Open Learning	109	104	31 (28%)	29 (28%)	78 (72%)	75 (72%)
Higher Education programmes						
Higher Education (HE)	228	204	80 (35%)	49 (24%)	148 (65%)	155 (76%)
HE Full time	69	75	21(30%)	11 (15%)	48 (70%)	64 (85%)
HE Part time / Distance Learning / Other Part time / Evening/Weekend	135	47	57(42%)	9 (19%)	78 (58%)	38 (81%)
HE Day Release	24	49	Figures are too small to be published (8%)	18 (37%)	22 (92%)	31 (63%)

In the academic year, 2007/08, the female prevalence is mirrored across the board in full time, part time, day release and open learning programmes. The part time courses are again analysed as a group since the actual figures for individual programmes were too small to publish separately. Greater excess is apparent in HE full time programmes; only 30% are male whilst 70% are female compared with 15% and 85% in 2006/07.

5.1.3 Summary

5.1.3.1 Baseline Data

- There are more men than women in Shetland.
- The gender profile found in Shetland opposes that found in Scotland.
- The skew in gender found in Shetland, is partly due to the out migration of women of childbearing age.
- The trend of an increasing skew in the male to female ratio is projected to continue.

5.1.3.2 Issues to Resolve:

Issues regarding gender include:

- The skew in gender found in Shetland, is partly due to the out migration of women of childbearing age, and this has implications on birth rate.
- A combination of negative net migration and natural change will further influence the population structure of Shetland.

Encouraging young females to settle in Shetland is part of the solution to stabilise the population structure, and equal opportunities for women may play a deciding role.

In relation to the Schools Service and Shetland College:

- In primary schools there continues to be some subjects preferred by boys (e.g. Physics, technical education) and girls (home education, foreign languages).

- There are more females enrolled in the College than males.

5.2 Workforce Profile

The workforce profile for ZetTrans and Shetland College is included in that for Shetland Islands Council.

5.2.1 Shetland Islands Council

The SIC holds gender data for 100% of the workforce. 75.14% of the SIC workforce are female, and 24.86% are male (2009/10). Gender discrimination is still prominent in the top earners of council employees. In 2009/10:

- The percentage of council employees in the top 5% of earners that were women stood at 20.3% (28 out of 138); and
- The percentage of council employees in the top 2% of earners that were women stood at 13.0% (7 out of 54)^x.

Both figures rank 32nd, the poorest performing Local Authority in Scotland.

There is a specific and identifiable local reason for these indicators illustrating a significant gender skew. The gender skew in the top 5% of earners and top 2% of earners is due to the merging of Shetland Towage with the Shetland Islands Council, which brought in a significant number of additional marine staff in the top pay bracket's, who were all male. When statistics are analysed for Council employees, excluding Marine Staff, figures are more comparable with other Local Authorities and Public bodies.

The gender breakdown of particular types of work within the SIC are monitored and reported on annually (see Figure 2).

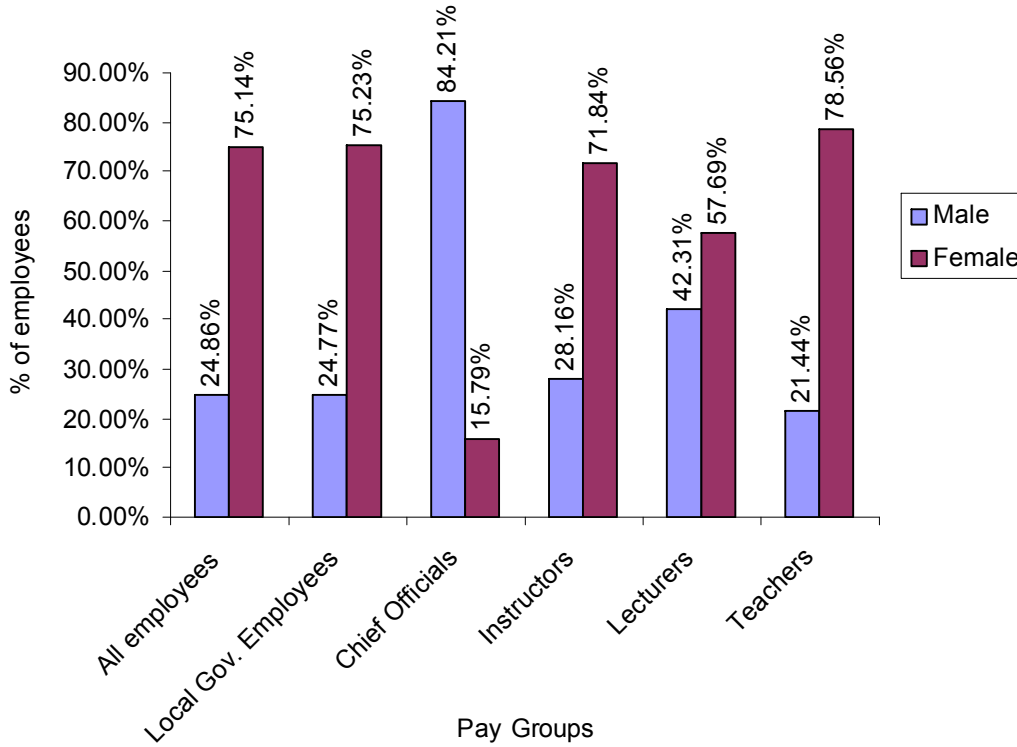


Figure 2: Gender breakdown of pay groups within the Shetland Islands Council, 2009/10^{xi}.

Figure 3 provides the gender breakdown of job applications received by the Shetland Islands Council in the financial year 2009/10.

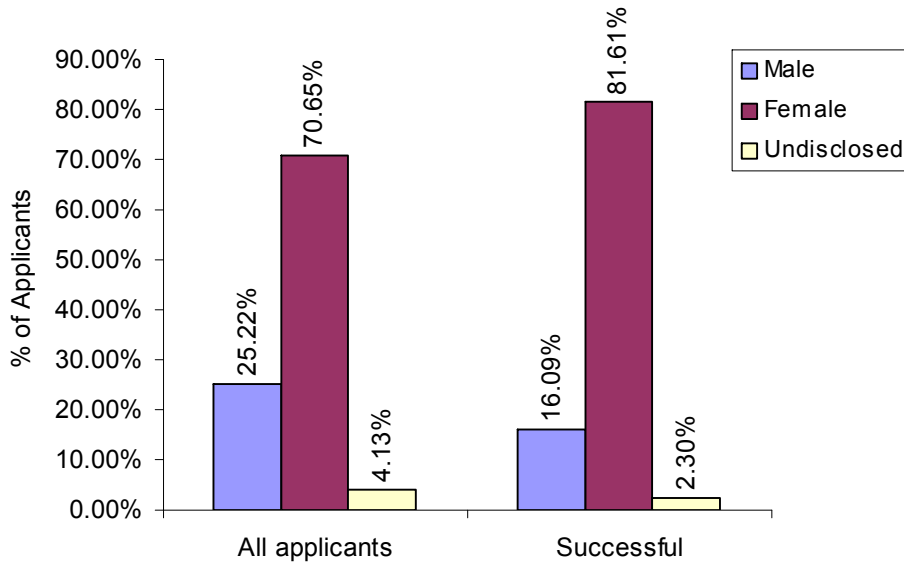


Figure 3: Gender breakdown of Job Applications received by the SIC. The gender breakdown of all applicants, and those that were successful in their application, 2009/10^{xii}.

In the financial year 2009/10, there were a total of 5574 training applications received through the SIC. During this period:

- 79.8% of all training applications were from women

- 21.2% of all training applications were from men

This is comparable with the workforce profile of 75.1% female and 24.9% male.

In the financial year 2009/10, 222 Employee Review and Development Meetings took place. Of which:

- 80.6% were with female employees
- 19.37% were with male employees

This is skewed in comparison with the workforce profile of 75.1% female and 24.9% male. The proportion of males receiving an Employee Review and Development Meeting under represents the number of males that are employed by the SIC.

5.2.2 Schools Service

Females make up the majority of teaching staff in Shetland. In the financial year 2009/10, 42.1% of head and deputy head teachers in secondary schools were women and 57.9% were men. The percentage of head and deputy head teachers in primary schools that are women stood at 90.9% and men at 9.1%. There are more female head and deputy head teachers in primary schools than there are in secondary schools^{xiii}.

6. What do we need to do?

Following the issues raised, the following actions must be taken:

6.1 Shetland Islands Council

Ongoing Actions from 2008-10:

- Work with partners to address the objectives and actions identified in this Gender Equality Scheme Action Plan.
- Continue to undertake Equality Impact Assessments, ensuring that all future policies are processed through the policy unit's template.
- Ensure effective data collection and follow up action to issues arising from the information within the Gender Equality Scheme.

New Actions for 2010-13:

- Ensure equality and diversity training is reviewed to reflect and comply with the Equality Act 2010.
- Promote guidance on Community Involvement and Participation to ensure the needs of communities in relation to gender are sought and issues known.
- Ensure the contractual agreement with Shetland Amenity Trust, to run Promote Shetland, is implemented³.
- Deliver on the Single Outcome Agreement strategic outcome: 'we will sustain and, where necessary, grow the number of childcare places, to meet identified need'.
- Conduct an equal pay audit to monitor the application of the Council's pay scheme, to ensure the SIC complies with equal pay legislation and that there is no evidence of gender bias.
- As part of the annual review process consider whether further publicity in relation to the Scheme itself is required.
- Explore what positive action can be taken, through implementation of the Equality Act 2010, in challenging gender stereotypes and traditional male and female roles in the workplace.
- Continue work with the Equalities Working Group within the SIC and work with partners when there is opportunity to do so.

6.2 Schools Service

Ongoing Actions from 2008-10:

- Work with partners to address the objectives and actions identified in this Gender Equality Scheme Action Plan.
- Continue to undertake Equality Impact Assessments, ensuring that all future policies are processed through the policy unit's template.
- Ensure effective data collection and follow up action to issues arising from the information within the Gender Equality Scheme.

New Actions for 2010-13:

- Ensure equality and diversity training is reviewed to reflect and comply with the Equality Act 2010. A Quality Assurance visit by central officers

³ See Shetland.org.

will gather information on practice in schools to meet the equalities duties and we will arrange training to meet any identified needs

- Provide an annual SEEMIS⁴ and staffing report to the Schools Service Management Team for discussion and follow up action.
- Schools Service will consult school leavers regarding any schools' approaches to ensuring inclusive approach and improved services for LGBT⁵ learners.
- Arrange a Quality Assurance focussed visit to all schools to consider approaches to inclusion and how schools promote and ensure equality and fairness.
- Work with partners to ensure women returners are able to access training and support.

6.3 Shetland College UHI

Ongoing Actions from 2008-10:

- Work with partners to address the objectives and actions identified in this Gender Equality Scheme Action Plan.
- Continue to undertake Equality Impact Assessments, ensuring that all future policies are processed through the policy unit's template.
- The college will continue to seek to increase numbers of male and female students taking up courses in which their gender has been traditionally underrepresented.

New Actions for 2010-13

- Ensure equality and diversity training is reviewed to reflect and comply with the Equality Act 2010.
- Ensure that learning and teaching materials used and developed adhere to equality, diversity and inclusion.

6.4 Shetland Licensing Board

Ongoing Actions from 2008-10:

- Work with partners to address the objectives and actions identified in this Gender Equality Scheme Action Plan.
- Continue to undertake Equality Impact Assessments, ensuring that all future policies are processed through the policy unit's template.
- Consult with the new Licensing forum to seek opinions and suggestions towards improving equality of opportunity.

New Actions for 2010-13:

- Ensure equality and diversity training is reviewed to reflect and comply with the Equality Act 2010.
- Complete the Equality Impact Assessment of the policy and procedures adopted by the Board for the implementation of the Licensing (Scotland) Act 2005.
- As part of the annual review process consider whether further publicity in relation to the Scheme itself is required.

⁴ South and East Ayrshire Education Management Information System

⁵ lesbian, gay, bisexual, transgender

6.5 ZetTrans

Ongoing Actions from 2008-10:

- Work with partners to address the objectives and actions identified in this Gender Equality Scheme Action Plan.
- Continue to investigate, trial and implement improvements in the public transport service, which includes demand responsive transport that meets the needs of diverse communities.
- Continue to consult with communities to develop public transport services. One method is through External and Internal Transport Forums for consultation on specific transport issues.

New Actions for 2010-13:

- Ensure equality and diversity training is reviewed to reflect and comply with the Equality Act 2010.
- Review and update the Transport Strategy, including consultation with communities through the existing Area Transport Forums and other methods, so that it meets the needs of Shetland's diverse communities.

7. Action Plan

Best Value Indicator 1 (Leadership):				
Senior officers and elected members promote and lead an equality improvement agenda				
Action/Task	Current Status	Target/Outcome	Lead Responsibility	End Date
Work with partners to address the objectives and actions identified in this Gender Equality Scheme Action Plan	Action Plan for 2010-13.	Objectives and actions have been addressed.	Shetland Islands Council Schools Service Shetland College UHI Shetland Licensing Board ZetTrans	2013
Provide an annual SEEMIS ⁶ and staffing report to the Schools Service Management Team for discussion and follow up action.	First joint SEEMIS and Census report October 2010.	Follow up action informs Service Improvement Plan.	Schools Service	Annually thereafter
Best Value Indicator 2 (Leadership):				
Equality outcomes are reflected in policies, strategic objectives and actions				
Action/Task	Current Status	Target/Outcome	Lead Responsibility	End Date
Continue to undertake Equality Impact Assessments, ensuring that all future policies are processed through the Policy Unit template.	All current policies have been processed through the policy unit's Equality Impact Assessment. Equality Impact Assessments will be reviewed to comply with the Equality Act 2010 before April 2011.	All policies have been identified and processed through the policy template and that appropriate amendments have been made so that Gender is not a barrier to opportunities.	Shetland Islands Council Schools Service Shetland College UHI Shetland Licensing Board	Ongoing

⁶ South and East Ayrshire Education Management Information System

Ensure the contractual agreement with Shetland Amenity Trust, to run Promote Shetland, is implemented.	There is a gender skew in Shetland's population and encouraging young females to settle in Shetland is part of the solution to stabilise the population structure	Promotion of Shetland's economic activity through job opportunities and stimulation of the private sector maintains a stable, gender-balanced population.	Shetland Islands Council	31 st August 2012
Best Value Indicator 3 (Leadership):				
Equality is built into decision making and scrutiny arrangements				
Action/Task	Current Status	Target/Outcome	Lead Responsibility	End Date
Consult with the new Licensing Forum to seek opinions and suggestions towards improving equality of opportunity	A Licensing Forum has begun operation and was consulted on Equality issues on 15 January 2009.	Stakeholders have been consulted and have contributed towards improving equality of opportunity	Shetland Licensing Board	2011
Review and update the Transport Strategy, including consultation with communities through the existing Area Transport Forums and other methods, so that it meets the needs of Shetland's diverse communities.	Planning in progress for consultation in early 2011.	Updated Transport Strategy.	ZetTrans	2011
Best Value Indicator 4 (Leadership):				
Organisational learning around equality supports a culture of continuous improvement				
Action/Task	Current Status	Target/Outcome	Lead Responsibility	End Date
Continue work with the Equalities Working Group within the SIC and work with partners when there is opportunity to do so.	Core working group meets on a regular basis within the SIC, and has ongoing contact with its partner organisations in regards to Equality and Diversity.	The Equalities Working Group supports continuous improvement in regards to Equality and Diversity.	Shetland Islands Council	Ongoing
Best Value Indicator 5 (Leadership):				
Reporting arrangements are accessible and they report on equality outcomes				

Action/Task	Current Status	Target/Outcome	Lead Responsibility	End Date
As part of the annual review process consider whether further publicity in relation to the Scheme itself is required	The Gender Equality Scheme is available on the Shetland Islands Council and Licensing Board's Website.	The scheme is easily accessed by the public and its content is promoted	Shetland Islands Council Shetland Licensing Board	2010
Best Value Indicator 6 (Human Resources):				
The organisation values diversity in its workforce and provides equality of opportunity for all				
Action/Task	Current Status	Target/Outcome	Lead Responsibility	End Date
Conduct an equal pay audit to monitor the application of the Council's pay scheme, to ensure the SIC complies with equal pay legislation and that there is no evidence of gender bias.	The first equal pay audit, since the publication of the equal pay statement has yet to be carried out.	To address any unjustified pay inequalities between genders.	Shetland Islands Council	2010/11
Deliver on the Single Outcome Agreement strategic outcome: 'we will sustain and, where necessary, grow the number of childcare places, to meet identified need'.	There are 29 active childminders registered in Shetland. There are current gaps in childcare provision for Whalsay, Unst, Yell and West Side. The number of women of childbearing age is projected to fall sharply in the next 10 years ^{xiv} , which will directly affect the birth rate and the demand for childcare services. Population projections estimate a 33% decline in children aged 0-15 by 2033 ^{xv} .	The number of childcare places are sustained to meet identified need	Shetland Islands Council	2011
Explore what actions can be taken through implementation of the Equality Act 2010 in challenging gender stereotypes and traditional	2009/10: - 28 (out of 138) women in the top 5% of earners employed by the SIC.	Gender roles are challenged in the workplace, and women are supported in their aspirations in reaching senior management	Shetland Islands Council	2011

male and female roles in the workplace.	- 7 (out of 54) women in the top 2% of earners employed by the SIC. More women than men in instructing, lecturing and teaching jobs.	positions.		
Work with partners to ensure women returners are able to access training and support.	Updated collection of data on women returners.	Staff are aware of the range of opportunities to support women returners back to work.	Schools Service	Ongoing
Best Value Indicator 7 (Human Resources):				
Staff are supported in meeting the organisations equality and diversity goals				
Action/Task	Current Status	Target/Outcome	Lead Responsibility	End Date
Ensure equality and diversity training is reviewed to reflect and comply with the Equality Act 2010.	Equality & Diversity half-day course provided by TrainShetland. Head teachers have received Equality Training and organise training in their own schools according to improvement plans.	Staff are made aware of gender equality issues and their responsibilities to promote gender equality, and there is a culture of inclusion in the workplace.	Shetland Islands Council Schools Service Shetland College UHI Shetland Licensing Board ZetTrans	April 2011
Best Value Indicator 8 (Service Delivery):				
Services are delivered around the needs of diverse communities				
Action/Task	Current Status	Target/Outcome	Lead Responsibility	End Date
Continue to consult with communities to develop public transport services that meet the needs of diverse communities. One method is through External and Internal Transport Forums for consultation on specific transport issues.	This work is ongoing through the Rural Transport Solutions project. Consultation will also be carried out when reviewing the Transport Strategy.	Consultation exercises carried out in early 2011.	ZetTrans	Ongoing

The College will continue to seek to increase numbers of male and female students taking up courses in which their gender has been traditionally underrepresented.	The overall trend is that there are more females enrolled in the College than males, in both further and higher education. The female prevalence is mirrored across the board in full time, part time, day release and open learning programmes.	Increased number of students enrolling on courses in which their gender has been traditionally under-represented.	Shetland College UHI	Ongoing
Ensure that learning and teaching materials used and developed adhere to equality, diversity and inclusion.	Organised workshops facilitated by colleagues from Scotland's Colleges in equality and diversity in relation to learning and teaching materials are in the staff development programme for 2010/2012.	All learning and teaching materials used and developed adhere to equality, diversity and inclusion.	Shetland College UHI	2013
Schools Service will consult school leavers regarding any schools' approaches to ensuring inclusive approach and improved services for LGBT ⁷ learners.	Current anecdotal evidence suggests that LGBT learners may have negative experience of school.	Improved ethos and increased awareness amongst staff of issues affecting LGBT learners	Schools Service	2013
Arrange a Quality Assurance focussed visit to all schools to consider approaches to inclusion and how schools promote and ensure equality and fairness.	Recent inspections evidence good practice and the Schools Service is committed to maintaining –and improving this, at a time of considerable change	Positive report on inclusive approaches in school, with strong evidence of good practice	Schools Service	2012
Best Value Indicator 9 (Service Delivery):				
Equality Impact Assessments improve equality of outcomes				
Action/Task	Current Status	Target/Outcome	Lead Responsibility	End Date
Complete the Equality Impact	Partially completed	Completion of the Equality Impact	Shetland Licensing Board	September 2010

⁷ lesbian, gay, bisexual, transgender

Assessment of the policy and procedures adopted by the Board for the implementation of the Licensing (Scotland) Act 2005.		Assessment of the current Licensing Board's policy and procedure under the Licensing (Scotland) Act 2005.		
Best Value Indicator 10 (Service Delivery):				
Communities are satisfied that services meet their diverse needs				
Action/Task	Current Status	Target/Outcome	Lead Responsibility	End Date
Promote guidance on Community Involvement and Participation to ensure the needs of communities in relation to gender are sought and issues known.	The Policy Unit provides community Involvement Training, and use of the VOiCE tool ⁸ is mandatory.	The Council's relationship with communities across Shetland is constructive and respectful, and is consistent in its approach to involving communities.	Shetland Islands Council	Ongoing
Best Value Indicator 11 (Service Delivery):				
The organisation has improved outcomes for its diverse communities				
Action/Task	Current Status	Target/Outcome	Lead Responsibility	End Date
Ensure effective data collection and follow up action to issues arising from the information within the Gender Equality Scheme.	Current data presented within the Gender Equality Scheme 2010-13	Data on Gender is kept up to date and actions are tailored to the issues that arise from this data.	Shetland Islands Council Schools Service	Ongoing
Continue to investigate, trial and implement improvements in the public transport service, which includes demand responsive transport that meets the needs of diverse communities.	ZetTrans has become a partner in the Rural Transport Solutions project, through the Northern Periphery Programme funded by the European Rural Development Fund.	Establishment of the new service framework with contract implementation on the following timescales:	ZetTrans	Project area 1 – 2011 Project area 2 – 2012 Project area 3 – 2013 Project area 4 – 2014 Project area 5 – 2015

⁸ VOiCE is a database planning and recording tool designed to assist individuals and organisations to design and deliver effective community engagement. VOiCE has been developed by SCDC on behalf of the Scottish Government.

8. References

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- ^{iv} GROS, 2010. *Mid-Year Population Estimates Scotland*. [Online] <http://www.gro-scotland.gov.uk/statistics/publications-and-data/population-estimates/mid-year/index.html>
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- ^{viii} SIC, Schools Service, 2009.
- ^{ix} SIC, Policy Unit, 2009. *Gender Annual Report, 2009*. [Online] <http://www.shetland.gov.uk/equalopportunities/documents/GenderAnnualReport2009Final.pdf> (2009/10 data will be available after the academic year)
- ^x Policy Unit, SIC, 2010. *Statutory Performance Indicators, 2009-10*.
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