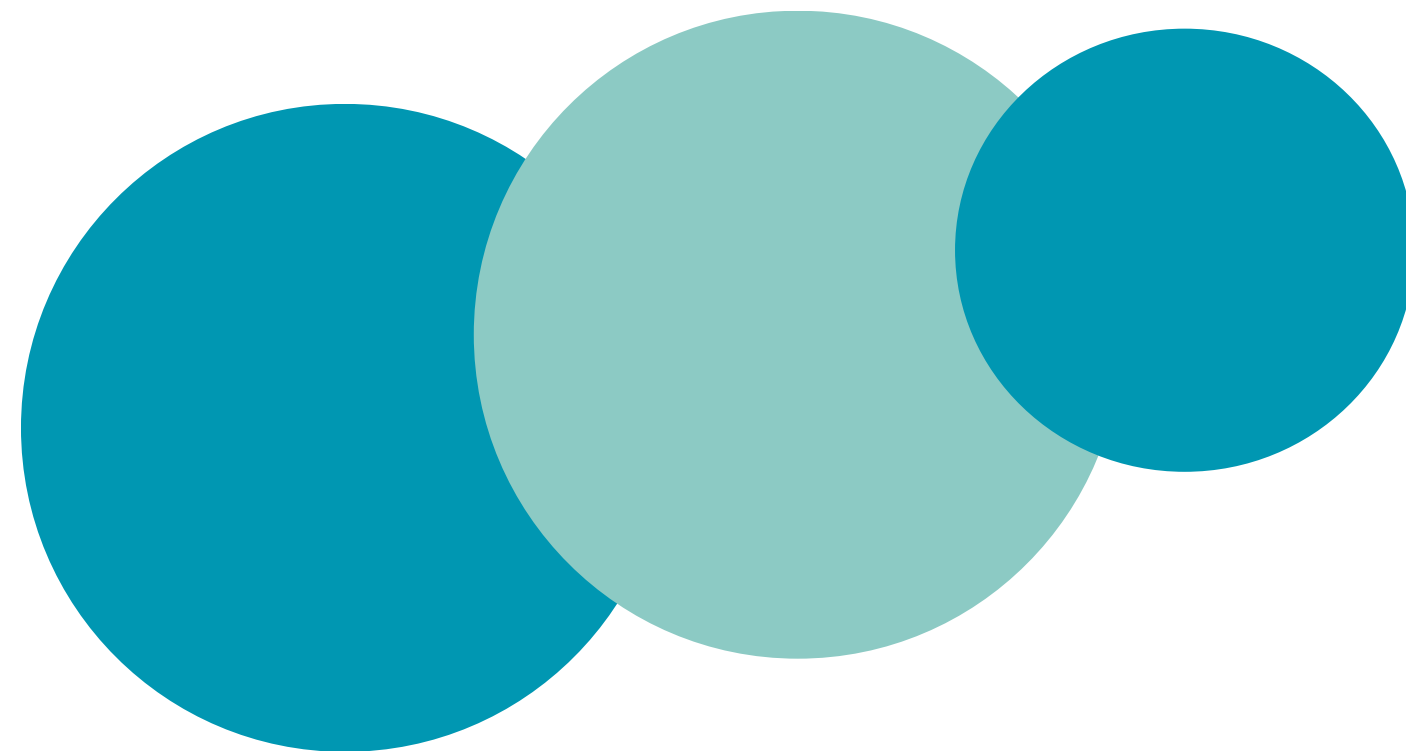


Improving Gender Balance Self-Evaluation Framework

For Community Learning and
Development Providers

April 2023



IMPROVING
GENDER
BALANCE &
EQUALITIES

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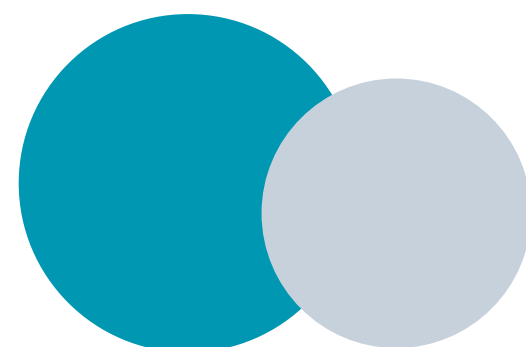
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Introduction

This self-evaluation framework is designed to support Community Learning and Development (CLD) providers to reflect, discuss and plan for an ongoing and sustainable approach to improving gender balance and equalities for all learners and community members.

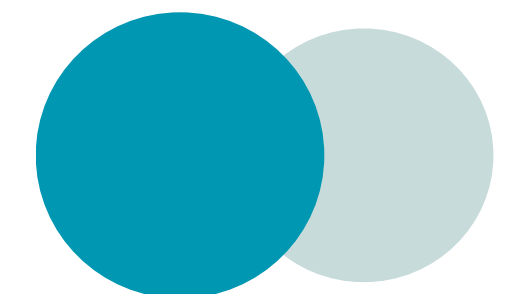
A gender stereotype is a widely held belief or generalisation about the behaviours, characteristics and roles performed by women and men.

Why Improve Gender Balance? Children receive and absorb gender stereotyped messages about what they can and cannot do as a girl or as a boy from a very early age. Research strongly suggests that there is no inherent difference between girls and boys which should limit their interests, capabilities or ambitions. And yet, we recognise that the choices that children and young people make, and many subsequent work and life choices, are highly gendered.

There is, of course, nothing inherently wrong with making choices along gendered lines, however research tells us that preconceived notions regarding gender roles can have a negative impact on, and limit, learners' wellbeing and opportunities.

“Put simply, gender role stereotyping removes almost half of our best future engineers.” **SAAB Gender Commission 2022**

Gender equality is goal five of the **United Nations Sustainable Development Goals** and underpins all Outcomes in the Scottish Government's **National Performance Framework.**



Terminology

The following terminology is used throughout this document:

- Community learning and development (CLD) is the field of professional practice in Scotland that encompasses Youth Work, Community Based Adult Learning and Community Development. CLD enables people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities. CLD uses a range of formal and informal methods of learning and social development with individuals and groups in their communities. Programmes and activities are developed in dialogue with communities and participants, working particularly with those excluded from participation in the decisions and processes that shape their lives. **(CLD Standards Council for Scotland)**
- The term ‘practitioner’ is used as a single term which encompasses all staff (paid and voluntary) who use CLD approaches.
- The term ‘parents’ encompasses all parents and those responsible for the primary care of children and young people.

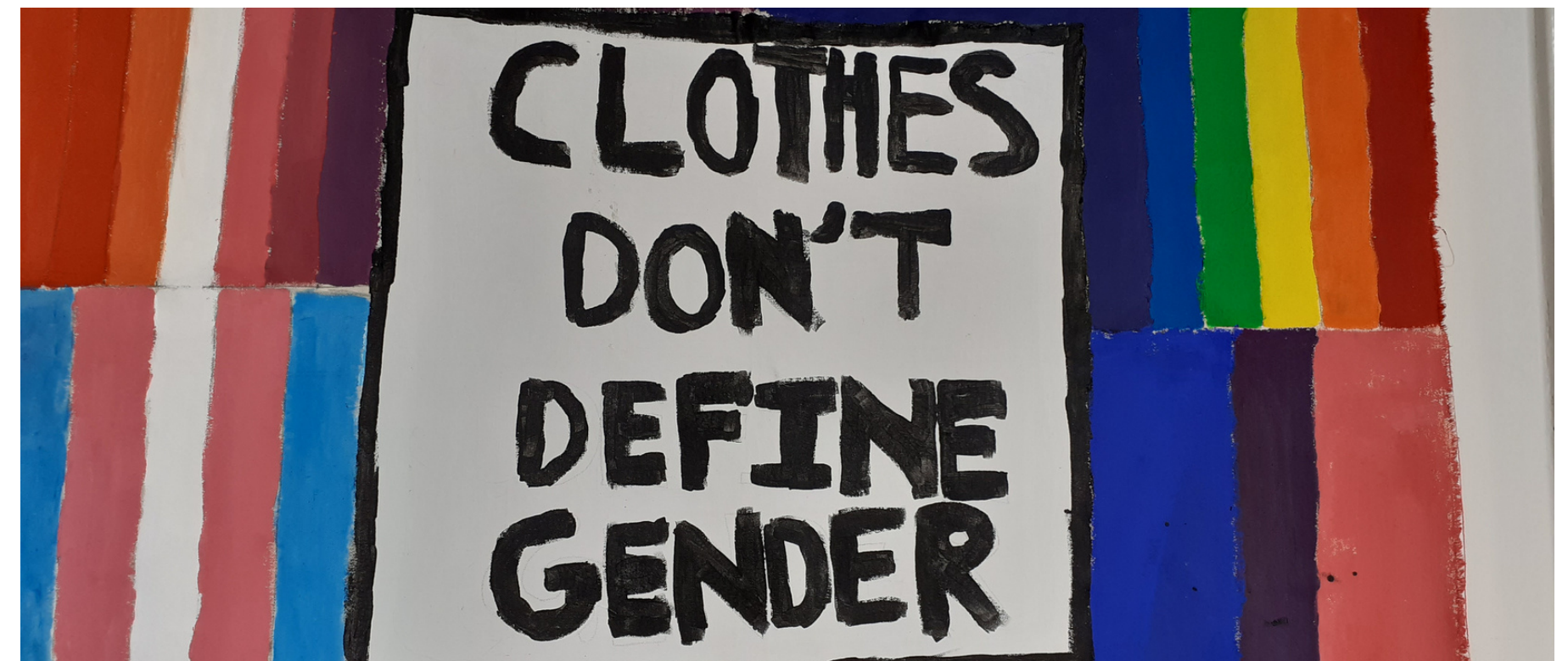
Please note we refer to ‘girls and women’ and ‘boys and men’ in this document in order to allow discussion of the impact of gender stereotypes on all individuals. This is not to imply a fixed, binary understanding of gender. Whilst considering the impact of gender stereotypes, it is important to take into consideration the impacts on learners who identify as transgender or non-binary.

What the research tells us

The Scottish Government's **Equality Evidence Finder** reveals a gendered pattern of outcomes across many areas of life:

- Women have a higher life expectancy than men, but the gap has decreased since 1981 (2019)
- 55% of children looked after are male (2020)
- Less than one sixth of Scottish SME employers are entirely or majority-led by women (2019)
- Young women participate more in education, whilst young men participate more in employment (2020/21)
- Poverty rates are highest for single mothers, but the gap is smaller than it used to be (2021)
- 86% of Social Security Scotland clients self-identify as women (2021)
- Women-headed households are less likely to be managing well financially (2019)
- Men drive more frequently than women. Women use the bus slightly more than men (2020)
- 77 per cent of all schoolteachers are women and 77 per cent of head teachers are women (2020)
- Over three-quarters of NHS Scotland workforce are women (2021)

- Over the last decade the proportion of women who have volunteered has been consistently higher than men (2019)
- Households assessed as homeless are more likely to be male (2021)
- The proportion of men drinking at hazardous or harmful levels is almost twice that of women (2021)
- Around three-quarters (73%) violent crimes are committed by male offenders only (2020)
- 75% of victims of homicide are male (2017)
- 80% of domestic abuse incidents recorded by the police involve a female victim and a male accused (2021)



Education

Girls in Scotland were much more likely than the OECD average and boys in Scotland to express a fear of failure. (**PISA, 2018**)

Exclusion rate per 1,000 pupils is more than three times higher for male pupils (33.4) than female pupils (9.5). (**Scottish Government, 2019**)

Heteronormative gender roles may also have an impact on LGBT+ young people. In 2022, 70% of gay/lesbian, 58% of bisexual and 57% of transgender young people experienced bullying in school on the grounds of being LGBT: a rise from 71% of LGBT young people in 2017, 69% in 2012 and 60% in 2007. (**LGBT Youth Life in Scotland, 2022**)

Research suggests that the intersect between gender, class and race may make it particularly difficult for a Black, working-class young woman, for example, to access and progress in science. (**ASPIRES 2, 2020**)

Most qualifiers from Higher Education in Scotland were women, 60% in full time, 53% in part time courses (**Scottish Funding Council, 2021**). The proportion of men with low or no qualifications (10.8%) is higher than that for women (8.6%) (**National Indicator Performance, 2020**)

Work

61% of Modern Apprenticeship starts were men 2021/22. (**Skills Development Scotland, 2022**)

Women are heavily over-represented in occupations which tend to be lower paid and undervalued compared to those which are male dominated. For example, 38.5% of women in employment work in low pay occupations compared to 20.6% of men. (**Gender Pay Gap Action Plan, 2019**)

A gender pay gap exists in the CLD workforce in Scotland and women are over-represented (75%) (**Working with Scotland's Communities | CLD Standards Council for Scotland**)

Scotland's overall mean gender pay gap currently sits at 13% (**Close the Gap, 2020**)

The gender pay gap for disabled women can be as high as 18.9% depending on the impairment. (**Equality and Human Rights Commission, 2018**)

The employment rate for Black and Minority Ethnic groups in Scotland is 15% lower than that of the white population, and significantly worse for BAME women, whose employment rate is 20% lower than white women. (**Runnymede, 2020**)

Wider impact of gender roles and inequality

52% of girls say they feel ashamed about how they look because they do not look like girls or women in the media (**Girls Attitude Survey, 2018**)

Gender roles may also impact mental health and wellbeing. Just under three quarters of all suicides in Scotland were male, 2011-2019 (**ScotSID**), whilst amongst adolescent girls there is a higher prevalence of depression and eating disorders and they are more likely to engage in suicidal ideation and attempts (**World Health Organisation, 2002**)

One in five children in Scotland will have experienced domestic abuse by the time they reach 18 years old. (**Education Scotland, 2020**)

As a result of Covid-19, 58% of Dads want to change the way they parent in the future, with 41% wanting to be there more for their children (**Fathers Network Scotland, 2021**)

41% of people who provide unpaid care to a relative, friend or neighbour are men, 59% are women (**Scottish Government, 2015**)

Data represented throughout this document reflects the binary genders of women/girls and men/boys and does not account for those who are intersex or identify as non-binary, although a lot of them would have been raised as a particular binary gender. This is something to consider also for transgender people.

It is also important to understand that these gender roles are not inevitable and are a result of structural gender inequality which creates pervasive, prescriptive and systemic stereotypes within our society. In **Understanding Patriarchy** the author and social activist bell hooks argues that patriarchal gendered roles are assigned to us as children. Men and women both play a role in maintaining the power imbalance of a patriarchal culture, even if men benefit more. Men also face a “crisis of patriarchal masculinity” which limits their opportunities to be true to themselves.

Our aim is to expand perceptions of what any individual might want to choose and to ensure that all learners and community members have genuine opportunities to develop skills and confidence across all domains of their lives.

Gender stereotypes and unconscious bias have an impact on the confidences and choices of children and young people from an early age and through multiple mechanisms.



An individual can be influenced by a stereotype even if they do not rationally subscribe to the stereotypical belief. These unconscious biases have an impact on our actions. **Research** suggests, for example, that whilst few teachers believe they treat girls and boys differently, their unconscious attitudes do lead to different expectations. The basic assumptions we make about a child or young person, often unconsciously, will affect our interactions with them.

IT and social media have improved connections to others and access to services for many people. At the same time, they can lead to heightened anxiety for some. **Fourteen-year-old girls** were more than twice as likely than boys to feel left out from their friends if they couldn't use social media at night. Online channels can magnify gender stereotyped behaviours. **UNESCO'S 2020 survey** found that 73% of women journalists had experienced online violence in the course of their work.

The Impact of Internet Pornography on Adolescents (2012) found consistent links between adolescent use of pornography that depicts violence and increased degrees of sexually aggressive male behaviour.

The work of the Improving Gender Balance and Equalities programme suggests that in education a whole-setting approach can help reduce gender imbalances. As gender imbalance and inequality are societal issues, there is not a quick fix. Instead, interventions should be data informed, long term, sustained and embed change into everyday practice, attitudes and environment.

Intersectionality



Finally, it is important to consider which girls/women and which boys/men each issue will affect most pointedly through an awareness of wider inequalities and ensure the needs and experiences of all learners are taken into consideration.

In all of the above, it is important that practitioners have strategies to ensure discussions around gender stereotypes and inequality are safe for all learners and community members, particularly those most negatively impacted by them. CLD providers should ensure learners have access to safe spaces to access support, should they need it, and aim to become a safe space for all learners and community members where discrimination and inequality are actively challenged.

This framework focuses largely on gender equality, but it is important to bear in mind that no equalities category exists in isolation of others. We need to be mindful of the complex and cumulative way in which multiple forms of discrimination (such as racism, sexism and classism) combine, overlap or intersect, especially in the experiences of marginalised individuals or groups. **Our reflection and planning will need to consider how gender intersects with poverty, race and disability, for example.** A **2022 Fawcett Society report** revealed that at every stage of the career journey, from entering work to senior leadership, women of colour are being locked out of reaching their true potential.

- Well-being is being impacted: 39% of women of colour stated their well-being had been impacted by a lack of progression compared to 28% of white women, whilst being refused promotion led to loss of motivation for 43% of women of colour.
- Locked out of progression: 28% of women of colour (compared with 19% of white women) reporting that a manager had blocked their progression at work, and 42% reporting being passed over for promotion despite good feedback (compared to 27% for white women)

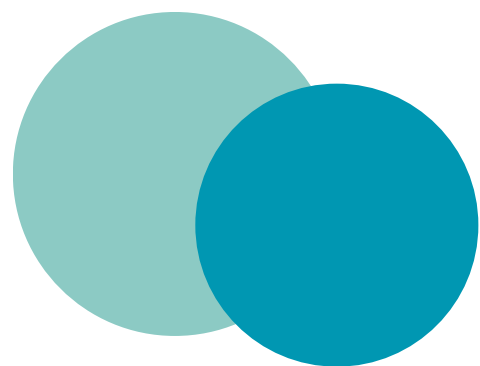


How to use this framework

The framework is a working document to be used alongside the **CLD IGBE Data Guide** and the **Action Plan**. We encourage you to use it the way that best meets the needs of your CLD provision.

You may wish to use it in different ways, at different times for example to inform overall strategic approaches, or to support focused planning in a single area. The Framework is intended to provide stimulus for dialogue, reflection and planning whilst allowing you to develop your own innovative approaches. Ultimately, it should support a long-term, sustainable and multi-faceted approach.

The framework is designed to work across all fields of CLD practice, and to weave in with other existing priority areas. The framework has been designed around How good is our community learning and development? (Fourth edition) (**HGIOCLD**) to support managers and practitioners to improve services. To begin your self-evaluation journey, you may wish to focus on a single Quality Indicator (QI) and consider just two or three challenge questions. The framework is also aligned with national priorities and policies including tackling child poverty and closing the poverty related attainment gap; employment and skills; improving mental health, community empowerment and creating community wealth. The Framework focuses on seven QIs from HGIOCLD? offering 'Features of Highly Effective Practice' and 'What this looks like when we are improving gender balance and equalities' for each QI. The framework also sets out suggested Challenge Questions for each section.



Evaluating Practice

Practitioners are encouraged to evaluate their current practice under one of three headings:

- **Exploring** – Awareness is being raised about this particular area of the framework. A lead person/people have been designated and a strategy/approach has been formulated.
- **Adopting** – Work is underway in this particular area, and consideration has been taken around how this work will be made sustainable. Learning is being shared amongst all staff and learners/ communities are actively involved. Evaluations are being planned to measure effectiveness.
- **Embedding** – Significant work has been undertaken in this particular area, steps have been taken to ensure sustainability and evaluation of effectiveness has been completed. New planning is taking place on the basis of the evaluation findings.



There is an **evidence box** in each section which prompts individual practitioner/ provider reflection on current levels of confidence in each area and any actions that may already have been taken. In your **action plan**, you may wish to focus on aspects that are currently being adopted to ensure they become fully embedded or focus on newer aspects that you are just beginning to explore.



Leadership and Direction

(Quality Indicator numbers below are from HGIOCLD?4)

QI 5.1 Vision, culture and direction

This indicator looks at vision, culture and direction within an organisation. It focuses on how well vision, values and aims inform planning for improvement. It considers how well these promote equity and nurture a positive culture and ethos. It focuses on economic, social and cultural diversity.

Status:

- Exploring
- Adopting
- Embedding

Evidence:

Features of Highly Effective Practice:

Culture, ethos and equity

- Our vision, values, aims and objectives promote equality, diversity and inclusion. They support stakeholders to challenge prejudice. They demonstrate a shared ethos and commitment to the highest possible standards.
- We have a shared understanding of our ambition to increase equity so all communities and learners can succeed.
- Effective leadership at all levels supports staff, partners, learners and communities to feel valued, be innovative and work together well to achieve the positive outcomes set out in our vision.

What this looks like when we are improving gender balance and equalities:

- Almost all practitioners understand equity vs equality (that sometimes different groups face different barriers and treating everyone the same will not lead to equal outcomes).
- Almost all practitioners demonstrate individual and collective responsibility to initiate and contribute to well-informed change in response to gender and wider imbalances.
- Staff at all levels and volunteers take increasing responsibility for implementing and driving improvements in gender equality.

QI 5.2 Leading people and developing partnerships

This indicator explores our effectiveness in building capacity for leadership at all levels. It looks at how well leaders build a culture of learning and how well practice development supports and drives improvement.

Status:

- Exploring
- Adopting
- Embedding

Evidence:

Features of Highly Effective Practice:

Building and sustaining a strong workforce

- Almost all staff and volunteers engage regularly in effective and high-quality development activities which support and improve their CLD practice and help them meet professional standards.

What this looks like when we are improving gender balance and equalities:

- There are planned, systematic and effective opportunities for staff and volunteers at all levels to develop leadership of gender equality initiatives. For example, space is created regularly in meetings at every level to allow professional dialogue around gender equality to share interesting practice and to deepen understanding of changing societal norms and legislation.
- Good practice internally and externally is celebrated and shared and used to inspire further change.
- Where there are practitioners of different genders in the provision, care is taken to ensure that everyone is seen to be doing the same variety of roles/jobs.
- Almost all staff are familiar with the concept of intersectionality and understand its potential impact.
- Almost all staff are aware of the underlying causes of gender inequality.

QI 5.3 Governance for boards, management committees, trustees

This indicator looks at the roles and responsibilities of volunteer leaders on boards and management committees, or who are trustees in community groups and voluntary organisations. It considers the make-up of boards. It looks at how effective volunteer leaders are at leading and governing the organisation, and monitoring performance and risk.

Status:

- Exploring
- Adopting
- Embedding

Evidence:

Features of Highly Effective Practice:

Make up and role

- Our volunteer leaders include representatives from the community we support. They bring a range of lived experiences and represent those from diverse backgrounds and age groups.
- Our volunteer leaders receive appropriate support, guidance and training to enable them to fulfil their roles well.

Leadership

- Volunteer leaders are committed to supporting the organisation's capacity to improve outcomes. They ensure that effective reporting and governance arrangements, which are appropriate to the work of the organisation, are in place and monitored regularly.

What this looks like when we are improving gender balance and equalities:

- Volunteer leaders review data disaggregated by gender, and other protected characteristics where applicable, to ensure the organisation is meeting its responsibilities in respect of legislation, regulation and codes of practice.

QI 6.1 Raising Standards

This indicator considers how well leaders are fulfilling their statutory duties and how effective they are at taking account of changes to legislation, policies and guidance in their planning.

Status:

- Exploring
- Adopting
- Embedding

Evidence:

Features of Highly Effective Practice:

Legislation and policies

- Leaders at all levels plan well for changes to legislation, policies and guidance. Our policies and procedures are clear, appropriate and up-to-date.
- Leaders ensure all staff, volunteers and partners comply with their duties and responsibilities in respect of legislation, regulations, strategies, policies, guidance, standards and codes of practice.
- We respond quickly to and adjust our practice in line with new legislation, policies, strategies and changes effecting professional practice. All partners, staff and volunteers participate actively in regular training and development opportunities to support this.

What this looks like when we are improving gender balance and equalities:

- Policies, procedures and training support the service to promote gender equality and respond effectively to changing legislation e.g. for transgender young people and adults.
- Policies are regularly reviewed to ensure they reflect a zero-tolerance approach towards sexism, transphobia, homophobia, biphobia or incidences of sexual harassment and/or sexual abuse.
- Procedures for reporting such incidents are known by all staff and service users, are clear, easy to follow and any such reports are acted upon quickly and sensitively.

QI 6.2 Securing improvement

This indicator relates to how well improvement is secured. It examines the rigour, robustness and consistency of quality assurance processes. It considers how effectively leaders at all levels and across partnerships use self-evaluation to increase positive impacts.

Status:

- Exploring
- Adopting
- Embedding

Evidence:

Features of Highly Effective Practice:

Self-evaluation

- Leaders at all levels ensure self-evaluation is embedded in the organisation and across all activities. It is rigorous, an- transparent. Outcomes of self-evaluation informs, supports and drives improvement priorities.
- We use a wide range of peer, local, regional and national good practice examples and research to reflect on, evaluate, inform and improve our practice.

What this looks like when we are improving gender balance and equalities:

- Self-evaluation includes a focus on gender balance and equalities.
- Data relating to the wider culture of CLD provision are monitored and disaggregated by gender and other protected characteristics (for example this might include data relating to learners taking up volunteering or joining community activities such as parent and toddler group etc) and action is planned to close any gaps.
- Our practice around gender balance and equalities is informed by a wide range of sources.

Challenge Questions (Leadership and Direction):

1. How is improving gender balance being connected to and woven through other priorities for the CLD provider?
2. How successfully do our vision, values and aims support us to promote gender equality, diversity and inclusion?
3. How well do we enable partners, staff and volunteers to access appropriate and regular development opportunities that support their practice in relation to gender balance and equality?
4. As volunteer leaders (board members, management committee members or trustees) how well do we represent the community and stakeholders the organisation serves?
5. How diverse are we? Do we represent an appropriate cross section of the community?
6. How well do we provide appropriate governance, or where relevant, leadership, to support the vision, values and aims of the organisation? How well do we ensure it meets legislation, regulation, policies, guidance and codes of practice?
7. How well do we use data, disaggregated by gender and other protected characteristics, and other information to identify, assess and respond appropriately to emerging and changing needs and persistent and systemic inequalities?
8. How well do we support staff and volunteers to understand their role in quality assurance and engage in regular and robust self-evaluation practice?
9. How well do we use research and sharing of effective practice to reflect on and improve our own practice and performance around gender balance and equalities?
10. How clear are we of our responsibility to meet legislation, regulations, strategies, plans and codes of practice?
11. How equipped are we to respond effectively to changing policy or guidance? How well do we respond to and meet new and rapid societal or legislative changes?

Performance and outcomes

(Quality Indicator numbers below are from HGIOCLD?4)

QI 1.2 Improvements in equality, diversity and inclusion

Access and inclusion: This theme explores how our approaches to access and inclusion improves life chances.

Status:

- Exploring
- Adopting
- Embedding

Evidence:

Features of Highly Effective Practice:

- A strong ethos of access and inclusion is embedded in our organisational culture at all levels, and this is reflected in our practice.
- Participants are respected, treated fairly, know their rights and are valued. Our approaches to inclusion and reducing inequalities are robust, clear and effective.
- Community organisations we support can also demonstrate how well they are responding to and reducing inequalities.
- We are increasing the life chances of almost all our participants, in particular those who are most disadvantaged.
- We have effective systems in place to monitor and evaluate our approaches to access and inclusion. They demonstrate our practices are fair and inclusive.
- We regularly seek out and act on feedback from stakeholders, including marginalised groups. We learn from the lived experiences of participants to improve our approaches and impact.

What this looks like when we are improving gender balance and equalities:

- Care has been taken to ensure that the physical environment sends positive messages about all genders and avoids inadvertently reinforcing stereotypical ideas. Consideration is given to the use of colour, images and words, for example, both in wall displays and in less prominent locations.
- Data relating to access of provision is disaggregated by gender and other protected characteristics to analyse and evaluate whether access is equitable.

QI 1.2 Improvements in equality, diversity and inclusion

Reducing barriers and inequalities: This theme considers the steps we are taking to define and reduce persistent and systemic inequalities and barriers to participation and progression.

Status:

- Exploring
- Adopting
- Embedding

Evidence:

Features of Highly Effective Practice:

- We are pro-active in identifying and taking action to overcome structural and individual barriers to participation, learning and achievement for learners and communities.
- We can demonstrate how well we contribute to reducing persistent and systemic inequalities, including the negative effects of poverty.
- Barriers to participation have been reduced significantly with regard to social, cultural and economic differences and for those with protected characteristics.
- We can demonstrate we have increasing numbers of participants from under-represented communities or groups.
- We work well with partners to identify gender-based barriers, including using Equality Impact Assessments, and take a collaborative approach to inclusion.
- We provide additional well-targeted support to meet specific and individual needs, using our shared resources effectively to reduce barriers and tackle inequalities.

What this looks like when we are improving gender balance and equalities:

- Where explicit gender segregation occurs (i.e. intentionally separating into groups of men and women), there is a clear rationale and it is a proportionate means of achieving a legitimate aim (For example, Men's Sheds reducing social isolation, young women's groups supporting sexual health). This is likely to be for practical reasons or to ensure high levels of participation (for example reluctance to participate in mixed groups for cultural, safety or social reasons).
- Care is taken to ensure that non-binary and transgender learners are allowed to make free choices that feel most appropriate and safe for them in these scenarios.
- Where implicit segregation occurs, solutions are developed. For example, can a balance be found between a group wishing to play football, and those who might prefer to access the space to engage in quieter activities.

QI 1.2 Improvements in equality, diversity and inclusion

Fairness, equality and diversity: This theme looks at how well we promote fairness, equity, equality and diversity, and challenge discrimination.

Status:

- Exploring
- Adopting
- Embedding

Evidence:

Features of Highly Effective Practice:

- We consistently promote a culture of fairness and comply with relevant equalities legislation.
- We understand, value and celebrate social and cultural diversity.
- We actively seek to challenge and reduce prejudice and discriminatory practices and advance equality of opportunity.
- Our curriculum helps support equality and fosters good relations.
- All staff and volunteers are clear about their responsibilities in regard to fairness, equality and diversity and inclusion and this is evident in their practice.
- We are pro-active in ensuring decision-making groups and structures include representatives from all sections of the communities they serve. We value and learn from their lived experience and use this to ensure our work addresses barriers and unfairness.
- We can demonstrate that our provision meets the changing needs of the learners and communities we support.

What this looks like when we are improving gender balance and equalities:

- Practitioners are aware of their own language and there is an open and supportive ethos where all educators feel comfortable to support each other in noticing unintentionally gendered words and comments. (For example, using feminine pronouns when referring to a nurse).
- Practitioners are aware of the tendency for fictional and imaginary characters to become male by default and take steps to mitigate this. (For example, a teddy bear is likely to be referred to as 'he' unless it is wearing something stereotypically regarded as feminine).
- Almost all practitioners understand the importance of tackling everyday sexist language and understand its relationship to harmful behaviours including gender-based violence.
- Learners and practitioners understand how to react and feel confident speaking up when they encounter gender bias, stereotypical language or sexist behaviour.
- Practitioners and learners understand the link between gender stereotypical assumptions and some of the prejudice experienced by the LGBTQI+ community.
- Practitioners understand the relationship between gender stereotypes, gender inequality and gender-based violence and understand that addressing "low level" sexist language and sexist behaviours is a key step to preventing gender-based violence and achieving equality.

Challenge Questions (Performance and Outcomes):

1. How well do we ensure a strong ethos of access and inclusion is embedded in our physical environments and organisational culture at all levels?
2. How well do we ensure all our participants are respected, treated fairly, know their rights are valued by us and free from gendered pre-conceptions?
3. How successfully do we remove gender-based barriers to access and monitor our approaches to ensure they are effective in reducing barriers to participation?
4. How well do we listen, learn from and act on the lived experiences of, and impact of gender identity, on learners, communities and other stakeholders to inform our approaches?
5. How effective are we in taking positive steps to overcome gender-based barriers to learning, achievement and progression for all learners and communities?
6. How successfully do we use Equality Impact Assessments, and where relevant Island Communities Impact Assessments, with key partners to support work to reduce persistent gender inequality?
7. How well do we plan, work, evaluate and share our resources and intelligence with partners to reach those most affected by persistent gender inequality?
8. How effective are our protocols for responding to sexist language and behaviour?
9. Are all staff (paid and voluntary) trained to recognise gender-based violence? Are they able to address it in their CLD work, including by providing victims with information about rights and services they can access?
10. How well do our strategic, business and operational plans embed fairness, consistent approaches to gender equality and diversity in all aspects of our work?
11. How well do we ensure that decision making groups and structures are fully representative of people who are affected by persistent and systemic gender inequality including those with additional protected characteristics?
12. How well do we meet our requirements to be proactive in working towards the elimination of gender-based discrimination and prejudice, to ensure participants are clear about their rights and entitlements, and to advance equality of opportunity?

Management and delivery

(Quality Indicator numbers below are from HGIOCLD?4)

QI 4.1 Delivery of community development

This indicator examines how well practitioners build trusting, valued and respectful relationships with communities.

Status:

- Exploring
- Adopting
- Embedding

Evidence:

Features of Highly Effective Practice:

Effective relationships

- Practitioners are experienced and well supported by leaders in building respectful, inclusive, trusting and equitable relationships with communities. As a result, practitioners' relationships with communities includes an appropriate balance of relevant challenge and support, including around gender equality where appropriate.

What this looks like when we are improving gender balance and equalities:

- Practitioners recognise how the interactions they have with communities can reinforce or dispel stereotypical patterns of behaviour.
- Practitioners are aware of the multiple ways in which unconscious bias can impact interactions, for example affinity bias whereby we treat someone similar to us more favourably.

4.2 Delivery of community learning

This indicator looks at how well services and organisations identify learner needs and design and deliver high quality community based learning experiences. It examines what is in place to engage and support learner involvement. It explores how well our processes support learners to achieve and progress.

Status:

- Exploring
- Adopting
- Embedding

Evidence:

Features of Highly Effective Practice:

Design and delivery

- We ensure learning opportunities are inclusive, accessible and address gender inequalities. As a result, we reach learners with the greatest needs and at times of transition or change.
- We regularly evaluate and benchmark our learning offer to ensure we meet standards and inform improvement planning.

Learner involvement

- Our provision is informed and developed in discussion with learners and communities. Learners are actively involved in shaping both their own and the wider learning offer.

What this looks like when we are improving gender balance and equalities:

- Practitioners are able to recognise, explore and challenge where necessary stereotypical gender roles in delivery of programmes.
- Practitioners understand that young people learn from the behaviour of adults and model gender equality through their own actions.
- Employability related learning including work placements, work-based learning, employer visits etc. actively challenges gender stereotyping and preconceptions about roles and learner pathways. Practitioners encourage diverse thinking in learners to consider a broader view of programme choices, career options and job opportunities.

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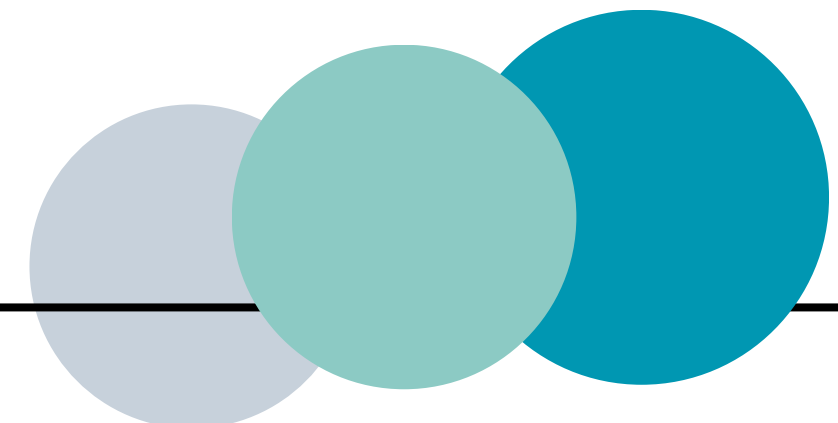
What this looks like when we are improving gender balance and equalities:

- Care is taken to ensure that in work or volunteering based learning opportunities where learners may be in a minority (by gender, race or ethnicity, disability or for LGBTQIA+ learners), the environment is safe, that the employer or organisation has relevant policies and procedures for reporting incidents of harassment, for example, that they actively promote equality and inclusion and have a zero-tolerance policy for hate crimes and discrimination.
- Practitioners recognise that for some men and boys there is a tension between (masculine) self-identity, and the behaviours required for engagement in certain activities. For some boys/men there can be a perception that displaying effort and engagement is feminine. Strategies to encourage subverting these stereotypes and raising the value of traditionally feminine roles/activities is in place. Opportunities to challenge negative perceptions of stereotypically feminine behaviours are capitalised upon.
- Practitioners recognise that patterns of praise and feedback means some girls/women may learn to be compliant and not take risks in their learning.
- Practitioners are aware of the multiple ways in which unconscious bias can impact in CLD delivery. For example, practitioners recognise the potential for expecting and accepting different behaviours from children, young people and adults of different genders; making assumptions about which areas of the service/provision and types of activities learners of different genders will prefer; interacting differently with individuals; giving different advice and direction etc.
- Practitioners understand that these unconscious ideas are communicated through micro-messages such as body language and choice of words and are confident in putting in place a range of strategies to mitigate the impacts.
- Practitioners understand the potential for unconscious bias to influence how we describe individuals, what we praise or criticise, the language we use to praise and what success is ascribed to. Care is taken to sense-check verbal interactions and written reports.
- Our provision challenges gender stereotypical assumptions and develops a shared understanding of this with learners and communities. A rights-based approach is taken, and learners are actively involved in shaping both their own and the wider learning offer to address gender stereotypes.

Challenge Questions (Management and Delivery):

1. How do we know our relationships with communities are respectful, gender inclusive, equitable and built on mutual trust?
2. How well do we review our pathways to ensure they are aligned to national and local priorities, address gender inequalities and can adapt to changing needs?
3. How is a shared understanding of what 'balanced participation' looks like achieved across all CLD provision?
4. Are all practitioners mindful of how they use praise and compliments?
5. How well is self-efficacy understood and actively developed across all CLD provision?
6. How are practitioners supported in exploring unconscious assumptions?
7. What does holding and communicating high expectations to all learners look like across all CLD provision?
8. How well do we use a rights-based approach to support learner participation?
9. How effectively do we reflect the context of learner's lives, address gender-based barriers to enable participation and progression and meet individual and community aspirations?
10. How successfully do we use learner and other stakeholder feedback to improve the learner offer?
11. How well do we ensure learners are actively engaged in challenging gender stereotypes when shaping their own learning and in the wider service design and improvement?

| Element | <p style="text-align: center;">HGIOCLD?4 Quality Indicators used in the Improving Gender Balance and Equalities Framework</p> |
|---|---|
| <p>1. Leadership and Direction</p> | <p>5.1 Vision, culture and direction 5.2 Leading people and developing partnerships 5.3 Governance for boards, management committees, trustees 6.1 Raising standards 6.2 Securing improvement</p> |
| <p>2. Performance and Outcomes</p> | <p>1.2 Improvements in equality, diversity and inclusion Themes:</p> <ul style="list-style-type: none"> • Access and inclusion • Reducing barriers and inequalities • Fairness, equality and diversity |
| <p>3. Management and Delivery</p> | <p>4.1 Delivery of community development 4.2 Delivery of community learning</p> |



Links to additional support and resources:

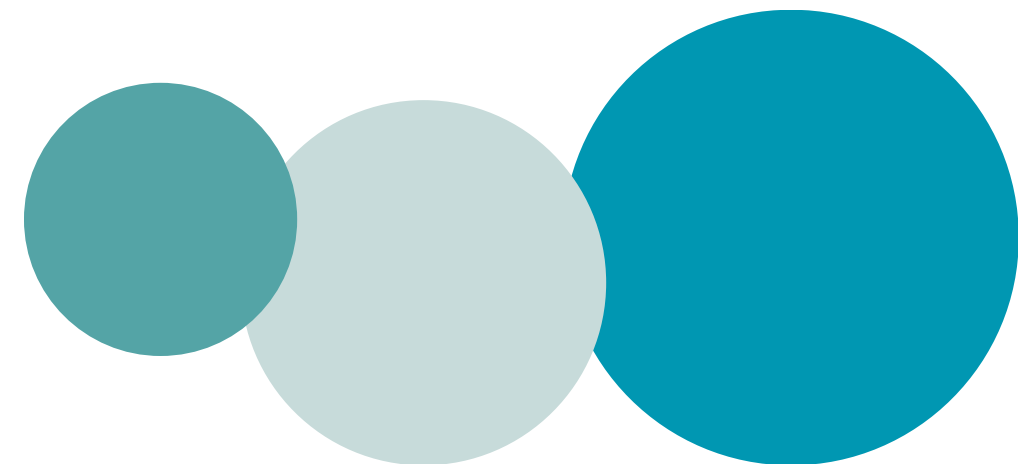
- **Improving Gender Balance and Equalities** Education Scotland resources for schools and early years settings
- Twitter: @EdScotIGBE
- **Improving Gender Balance and Equalities in CLD - Wakelet**
- **United Nations Sustainable Development Goals: Gender Equality**

Gender Equality Resources for CLD Providers

- **Zero Tolerance**
- **Gender friendly nurseries**
- **Lettoysbetoys**
- **Developing the Young Workforce – Scotland’s Youth Employment Strategy**
- **Engaging fathers in family learning**
- **Feminism: A Fourth to be Reckoned With? Reviving Community Education Feminist Pedagogies in a Digital Age (Concept)**

Wider equalities support & resources

- **Equality Evidence Finder**
- **Rights Respecting Schools**
- **Rape Crisis Scotland Sexual Violence Prevention Work**
- **Mentors in Violence Prevention**
- **LGBT Youth Scotland Charter Mark**
- **The Black Curriculum**
- **Skills Development Scotland Equality and Diversity Mainstreaming Report, 2021-25**
- **Supporting Transgender Young People – Guidance for Schools in Scotland**
- **A Fairer Scotland for Disabled People: employment action plan**
- **National Resource for relationships, sexual health and parenthood**
- **White ribbon campaign Scotland**



National Outcome: Human Rights

National Indicators

- Public services treat people with dignity and respect
- Quality of public services
- Influence over local decisions
- Access to justice

Sustainable Development Goals

- SDG 5: Gender equality
- SDG 10: Reduced inequalities
- SDG 16: Peace, justice and strong institutions
- SDG 17: Partnerships for the goals

National Outcome: Culture

National Indicators

- Attendance at cultural events or places of culture
- Participation in a cultural activity
- Growth in cultural economy
- People working in arts and culture

Sustainable Development Goals

- SDG 5: Gender equality
- SDG 10: Reduced inequalities
- SDG 11: Sustainable cities and communities

National Outcome: Environment

National Indicators

- Visits to the outdoors
- State of historic sites
- Condition of protected nature sites
- Energy from renewable sources
- Waste generated
- Sustainability of fish stocks
- Biodiversity
- Marine environment

Sustainable Development Goals

- SDG 5: Gender equality
- SDG 7: Affordable and clean energy
- SDG 8: Decent work and economic growth
- SDG 9: Industry, innovation and infrastructure
- SDG 12: Responsible consumption and production
- SDG 6: Clean water and sanitation
- SDG 13: Climate action
- SDG 14: Life below water
- SDG 15: Life on land

National Outcome: Health

National Indicators

- Healthy life expectancy
- Mental wellbeing
- Healthy weight
- Health risk behaviours
- Physical activity
- Journeys by active travel
- Quality of care experience
- Work related ill health
- Premature mortality

Sustainable Development Goals

- SDG 5: Gender equality
- SDG 10: Reduced inequalities
- SDG 12: Responsible consumption and production
- SDG 3: Good health and wellbeing

National Outcome: Fair Work & Business

National Indicators

- The number of businesses
- High growth businesses
- Innovative businesses
- Economic participation
- Employees on the living wage
- Pay gap
- Contractually secure work
- Employee voice
- Gender balance in organisations

Sustainable Development Goals

- SDG 4: Quality education
- SDG 5: Gender equality
- SDG 7: Affordable and clean energy
- SDG 8: Decent work and economic growth
- SDG 9: Industry, innovation and infrastructure
- SDG 10: Reduced inequalities
- SDG 12: Responsible consumption and production

National Performance Framework

Our Purpose, Values and National Outcomes



National Outcome: Education

National Indicators

- Educational attainment
- Confidence of children and young people
- Resilience of children and young people
- Work place learning
- Engagement in extra-curricular activities
- Young people's participation
- Skill profile of the population
- Skill shortage vacancies
- Skills under-utilisation

Sustainable Development Goals

- SDG 4: Quality education
- SDG 5: Gender equality
- SDG 10: Reduced inequalities
- SDG 1: No poverty
- SDG 2: Zero hunger
- SDG 3: Good health and wellbeing

National Outcome: Children

National Indicators

- Child social and physical development
- Child wellbeing and happiness
- Children's voices
- Healthy start
- Quality of children's services
- Children have positive relationships
- Children's material deprivation

Sustainable Development Goals

- SDG 4: Quality education
- SDG 5: Gender equality
- SDG 7: Affordable and clean energy
- SDG 10: Reduced inequalities
- SDG 1: No poverty
- SDG 2: Zero hunger
- SDG 6: Clean water and sanitation
- SDG 3: Good health and



National Performance Framework

nationalperformance.gov.scot

National Outcome: Economy

National Indicators

- Productivity
- International exporting
- Economic growth
- Carbon footprint
- Natural Capital
- Greenhouse gas emissions
- Access to superfast broadband
- Spend on research and development
- Income inequalities
- Entrepreneurial activity

Sustainable Development Goals

- SDG 4: Quality education
- SDG 5: Gender equality
- SDG 7: Affordable and clean energy
- SDG 8: Decent work and economic growth
- SDG 9: Industry, innovation and infrastructure
- SDG 10: Reduced inequalities
- SDG 12: Responsible consumption and production

National Outcome: International

National Indicators

- A positive experience for people coming to Scotland
- Scotland's reputation
- Scotland's population
- Trust in public organisations
- International networks
- Contribution of development support to other nations

Sustainable Development Goals

- SDG 5: Gender equality
- SDG 9: Industry, innovation and infrastructure
- SDG 10: Reduced inequalities
- SDG 16: Peace, justice and strong institutions
- SDG 17: Partnerships for the goals

National Outcome: Poverty

National Indicators

- Relative poverty after housing costs
- Wealth inequalities
- Cost of living
- Unmanageable debt
- Persistent poverty
- Satisfaction with housing
- Food insecurity

Sustainable Development Goals

- SDG 5: Gender equality
- SDG 7: Affordable and clean energy
- SDG 10: Reduced inequalities
- SDG 12: Responsible consumption and production
- SDG 1: No poverty
- SDG 2: Zero hunger

National Outcome: Communities

National Indicators

- Perceptions of local area
- Loneliness
- Perceptions of local crime rate
- Community land ownership
- Crime victimisation
- Access to green and blue space
- Places to interact
- Social capital

Sustainable Development Goals

- SDG 5: Gender equality
- SDG 7: Affordable and clean energy
- SDG 9: Industry, innovation and infrastructure
- SDG 10: Reduced inequalities
- SDG 6: Clean water and sanitation
- SDG 11: Sustainable cities and communities

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For further explanation of terms used in this document see Glossary

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