

**Shetland Island's Council: in partnership with  
Shetland College; Shetland Licensing Board;  
Shetland School's Service; and ZetTrans**

**gender  
equality duty**

**SHETLAND'S**

**Gender Annual Report 2008**

**Access to the scheme**

Copies of this scheme can also be made available in large print, Braille or on audiotape.

Copies can also be translated into various languages, on request.

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“Women will not make it to the top in significant numbers unless action is taken to remove the barriers that stand in their way, and Britain will continue to miss out on women's skills and talents for another generation.”<sup>1</sup>

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<sup>1</sup> Jenny Watson, Chair of the Equal Opportunities Commission (2006)

## Introduction

The Gender Equality Duty (GED) is the biggest change to sex equality legislation since the Sex Discrimination Act came into force over 30 years ago.

### **What is the gender equality duty?**

The Equality Act 2006 amends the Sexual Discrimination Act to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need:

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

This is known as the 'general duty' and came into effect on 6 April 2007.

The gender equality duty also requires public authorities to have due regard to the need to eliminate unlawful discrimination and harassment against transsexual and transgender people in the fields of employment and vocational training (including further and higher education).

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

The GED is intended to address the fact that, despite 30 years of individual legal rights to sex equality; there is still widespread discrimination and gender inequality. One reason for this is that policies and procedures of public authorities can often appear neutral but have a significantly different effect on women and men – often contributing to greater gender inequality. Individual legal rights have not been enough by themselves to change this.

To support progress in delivering the general duty, there is also a series of 'specific duties'. These are as follows;

- **To prepare and publish a gender equality scheme**, showing how it will meet its general and specific duties and setting out its gender equality objectives.
- In formulating its overall objectives, **to consider the need to include objectives to address the causes of any gender pay gap.**

- **To gather and use information** on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services.
- **To consult stakeholders (i.e. employees, service users and others, including trade unions) and take account of relevant information** in order to determine its gender equality objectives.
- **To assess the impact of its current and proposed policies and practices** on gender equality, and to have due regard to the results of those impact assessments.
- **To implement the actions set out in its scheme** within three years, unless it is unreasonable or impracticable to do so.
- **To report** against the scheme every year and **review** the scheme at least every three years.

### **Why has the gender equality duty been introduced?**

The gender equality duty aims to make gender equality central to the way that public authorities work, in order to create:

- Better-informed decision-making and policy development
- A clearer understanding of the needs of service users
- Better-quality services which meet varied needs
- More effective targeting of policy and resources
- Better results and greater confidence in public services
- A more effective use of talent in the workforce.

## Gender; Scope for change?

The term 'sex' is used to describe biological differences between women and men. The term 'gender' refers to the wider social roles and relationships which structure men and women's lives. Gender inequality exists in all aspects of society and refers to lasting and embedded patterns of advantage and disadvantage.

In order to achieve actual equality of opportunity, it is necessary to recognise that in certain circumstances women and men, because of their sex or gender roles, are not in the same position. In some circumstances it may therefore be appropriate for public authorities to treat women and men differently, if that action is aimed at overcoming previous disadvantage.

For example, women make up the substantial majority of victims of domestic violence and rape. It would not be appropriate, therefore, for a local council to seek to fund refuge services on a numerically equal basis for men and for women.

A further example of this would be,

'NHS Shetland tries to make its condom distribution service as comprehensive as possible and free condoms are available in a variety of places including GP practices and village halls. The latest venue is barbershops. The health promotion clinical specialist in sexual health explains; 'Availability and accessibility are what's important. Condoms are available in GP practices but how accessible are they to people like young men, who don't go to see their GP. So, we tried to be a bit more imaginative and make sure condoms were available where men actually go'.

## **The Schemes**

The Shetland Islands Council, including the Schools Service and Shetland College, and ZetTrans decided to publish a Gender Equality Scheme together for Shetland. This outlined their individual requirements, service specific objectives and partnership Gender objectives. Therefore the Annual report for Gender will refer to the Shetlands Islands Council, Schools Service, Shetland College and ZetTrans.

## **The Council, The Schools Service, Shetland College and ZetTrans**

The Gender Equality Scheme published 30th June 2007, detailed how the Council, Schools Service, the Shetland College and ZetTrans complied with the Equality Act 2006 and the Sex Discrimination Act 1975 and accompanying regulations and best practice.

The Gender Equality Scheme covers both recruitment and employment practices and access to all Council, College and ZetTrans services.

The main stakeholders held within in the scheme were:

- ❖ Current service Users
- ❖ Trade Unions,
- ❖ Council staff,
- ❖ Pupils and ex-pupils
- ❖ Local community groups, in particular parent groups, and
- ❖ Community planning partners.

## Who are we?

### **The Council**

**Shetland** (formerly spelled **Zetland**; Old Norse,) is an Archipelago off the northeast coast of mainland Scotland. The islands lie to the northeast of Orkney, 280 Km from the Faroe Islands and form part of the division between the Atlantic Ocean to the west and the North Sea to the east. The total area is approximately 1466 km<sup>2</sup> (566 sq.miles). Shetland constitutes one of the 32 council area of Scotland. The islands' administrative centre and only burgh is Lerwick.

The largest island, known as the Mainland, has an area of 967 km<sup>2</sup> (374 sq. miles), making it the third-largest Scottish Island.

The current Population of Shetland is approximately 22,000.

Shetland Islands Council is a local authority established under the Local Government etc. (Scotland) Act 1973, as amended, and has its principle offices at the Town Hall, Lerwick, Shetland, ZE1 0HB.

The Shetland Islands Council provides services throughout Shetland and all its inhabited Islands, and all the Islands come under the Authority of Shetland Islands Council.

The Shetland Islands Council provides services in the areas of Environmental Health, Roads, Social Work, Community Development, Policy, ICT, Planning, Registration of Births, Death and Marriages, Safety and Risk, Economic Development, Building Standards, Trading Standards, Housing, Capital Programmes, Legal and Administration, Finance, Waste, Education, Burial Grounds, Fire Service, Ports and Harbours, Ferries, Human Resources, Integrated Child and Young People's Services, Older People's Services, amongst others.

The Council is made up of approximately 30 services, all of which are detailed in appendix **A**

Or you can go straight to the website to access the A to Z of Council Services.

<http://www.shetland.gov.uk/atoz/>

### **Schools Service**

The Shetland Islands Council is an Education Authority under the Education (Scotland) Act 1980 and through its Schools Service has a duty to ensure that there is, for their area, adequate and efficient provision of school education.

The Schools Service includes 385 Teachers who deliver the curriculum to 1867 primary pupils and 1660 secondary pupils. A total of 31 central support staff offer financial, administrative and quality assurance support to 34 establishments. A policy of inclusion seeks to ensure that young people are

educated in their local school as far possible and is consistent with meeting their needs. The Shetland Islands Council Inclusion Services provides a range of services to children and young people, through: youth work delivered in youth centres and clubs across Shetland; the Bridges Project to enable young people aged 16-19 to access education, employment and training; the Local Support Network, which through early intervention provides children, young people and families with support at the earliest opportunity.

### **Shetland Islands Area Licensing Board**

The Licensing Board is a separate body from the Council and is constituted under the Licensing (Scotland) Act 2005 to carry out the function of regulating liquor licensing and other related functions in the Shetland Islands Area. Although separate from the Council, the Board is wholly comprised of members of the Council. It has no direct employees but it receives all its administrative and legal support from staff employed by the Council. The Board has, as it is required to do, adopted its own Gender Equality Scheme. The opportunity is now taken to include the 2008 annual review of the Licensing Board's Scheme.

### **Shetland College**

Shetland College is a non-incorporated college governed by a Board of Management consisting of 9 members, all of whom are appointed by the Council. Shetland College is a partner college within the UHI Millennium Institute and as an unincorporated College the responsibility for Further and Higher Education is vested in Shetland Islands Council. The College is bound by the Shetland Islands Council's policies and procedures and therefore is required to comply with any requirements set out in Shetland Islands Council's Gender Equality Scheme. Similarly being a partner in the UHI Millennium Institute, cognisance of and adherence to their Gender Equality Scheme is also required.

Shetland College is primarily located at Gremista in Lerwick. The College currently comprises of two buildings and a car parking area. Additional departments under the umbrella of Shetland College are based off campus; including Hospitality and Vocational Training which are both located at the Anderson High School, and some courses within Health and Care which are housed in the Gutters Huts at the North Ness Business Park.

Shetland College Community Learning Network has lecturers based in five areas of Shetland, North Isles, North Mainland, Whalsay, West Mainland and South Mainland.

Shetland College offers a wide range of courses, both full time and part time in FE and HE provision.

### **ZetTrans**

Shetland's Transport Partnership (ZetTrans) was established in December 2005 following the introduction of the Transport (Scotland) Act 2005, following a successful campaign to be recognised as a Regional Transport Partnership (RTP) in its own right.

ZetTrans consists of a Board comprising of four elected Members of Shetland Islands Council (SIC). It is supplemented by a member from NHS Shetland, and one from HIE Shetland. In addition, individual representatives from Lerwick Port Authority, SIC Ports and Harbours Department, VisitShetland and the Sumburgh Airport Consultative Committee are invited as Advisers to the Board.

ZetTrans has the responsibility for the development and delivery of the Regional Transport Strategy.

In November 2006, responsibility for bus services was transferred to ZetTrans.

At officer level, the service delivery functions of ZetTrans are currently undertaken by SIC's Transport Service.

Operational funding for the Partnership is secured from SIC, with support provided by the Scottish Executive. The majority of projects and actions arising from the Transport Strategy are likely to be funded either through SIC's capital and revenue funds, or from the Scottish Executive.

## What do we want to achieve?

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 statements:

- ❖ 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
- ❖ The Community Plan priorities and targets contains the following:
- ❖ To make sure we are all able to enjoy living in Shetland as fully as possible:

We will be internationally renowned by ranking in the top 5% on a European stage<sup>2</sup>. To ensure that equal opportunities exist for all, no matter an individual's age, race, gender, faith, sexual orientation or disability and to decrease inequalities.

Shetland already ranks highly in Scotland for social welfare, health and safety. However, we are aiming to be high ranking on an international stage. We also recognise that not everyone in Shetland shares this good experience'

Trevor Phillips OBE, Chair of the Equalities and Human Rights Commissions, recently stated,

" There are 2 challenges that we face today as human beings. The first, how we live with our planet and the second, how we live with each other."

Although we have come some distance in equalizing men and women's roles in society, we recognise that we still have a long way to go. The Shetland Islands Council are fully committed to eliminating gender inequality and promoting equality between women and men (girls and boys). We also know that other equality issues such as race, disability, religion or belief, sexual orientation and age can affect people's lives and that a "one size fits all" approach is not the answer.

One of our key priorities from 2008-2011 is to improve people's life chances and reduce inequalities. This will be delivered through a set of priorities, targets and actions plans held within our local single Outcome Agreement. Please click on the link below to access this document

<http://www.sic.gov.uk/services/org-dev/singleoutcomeagree.asp>

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<sup>2</sup> To be completed

**Zetland Transport Partnership** is committed to fulfilling the duties set out under the amended Sex Discrimination Act 1975 and working towards gender equality.

The Vision of the Partnership is to develop an effective, efficient, safe and reliable transport system for Shetland. 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.

### **Shetland College**

Statement from the Director of Shetland College

Shetland College is committed to ensuring that all people within Shetland should be able to access further and higher education. Our 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.

*'I warmly welcome our new 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. Again, in partnership with agencies such as Shetland Council of Social Service, we are committed to addressing any inequalities and discrimination which might hinder individuals and communities from achieving their full potential.'*

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. It is recognised that in the first year much of the work will be about establishing a baseline and putting in place effective systems to better understand any issues relating to gender inequalities, to put in place actions to remedy any shortcomings and to put in place effective consultation and monitoring mechanisms.

Shetland College 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
- ❖ Establish appropriate consultation mechanisms, including an equalities committee
- ❖ Carry out impact assessments of all policies and procedures within the college

- ❖ Address any under representation by gender on decision-making bodies within the college
- ❖ Seek to increase numbers of male and female students taking up courses in which their gender has been traditionally underrepresented

***“A Society in which everyone can participate fully as equal citizens”<sup>3</sup>***

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<sup>3</sup> Equality and Human Rights Commission

## The Action Plans And A Summary of Results

### SHETLAND GENDER ACTION PLAN

Action	Timescale	Responsibility	Outcome/ Indicator
<b>Monitoring &amp; Evaluation</b>			
Review Recruitment and Selection procedures to ensure no gender related barriers exist and identify and introduce appropriate measures	October 2008	Human Resources Manager	Any gender related barriers identified
Promote Remote Working and Flexible Working policies and practices to encourage work life balance	March 2008 – end 2008	Head of Organisational Development	Increase in number of staff adopting remote or Flexible working
Ensure 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	April 2008	Head of Organisational Development	Increased knowledge of the workforce
Ensure exit interviews are available to all Maternity leavers	April 2008	Human Resources Manager	Any gender related barriers identified
Continue to build on existing information systems to ensure full and required data is gathered re student population and college workforce	Jan 2009	The Operations Manager	Any gender related barriers identified
Continue to monitor usage of all public transport services, in order to effectively match the level of provision to the demand	December 2008	ZetTrans	Any gender related barriers will be identified in ZetTrans's Annual Report, through a series of Key PIs -

			published mid 2008.
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<b>Energising the Organisation</b>			
To ensure all Heads of Service are aware of the Gender Equality Duty and cascade down to staff	April 2008	Head of Organisational Development	Increased knowledge of the Gender Equality Duty
Ensure that current Equality and Diversity Training is reviewed and developed to include Gender Equality Duty	April 2008	Human Resources Manager	Training continues to be relevant
Organise LGBT training and workshops for main stakeholders of Gender Equality Scheme through the Equality Network and Stonewall Scotland	April 2008	Head of Organisational Development	Increased awareness of LGBT issues in service delivery
Ensure all staff are aware of the Council's Gender Equality Scheme	April 2008	Head of Organisational Development	Increased awareness of the Gender Equality Scheme
Promote gender balance on decision making bodies	April 2008	Head of Organisational Development	Director, Shetland College
Decision making bodies more closely reflecting the gender profile of the population			
All current and proposed policies and practices will be equality impact assessed	March 2008	Head of Organisational Development and Director, Shetland College	Any gender related barriers identified
Consider including a standard heading within all new	October 2008	Head of Organisational	All Council reports including a

reports to Council – “Equalities and Human Rights”		Development	statement on equalities
Continue to promote gender balance on decision – making bodies	April 2009	Director, Shetland College	Decision making bodies more closely reflecting the gender profile of the population
Start to Impact assess the agreed list of polices, functions and business processes using the impact assessment template  Make changes as needed  Publish amended policies and put in place any training required  Monitor business practices and ensure change is effective	Oct 2008	Operations Manager	Any gender related barriers identified

<b>Involving Communities</b>			
Contact Service Managers to provide information on how they can consult with their service users about the Gender Equality Duty	September 2007	Head of Organisational Development	Any gender related barriers identified
Ensure results of any consultation exercises are disaggregated by gender	March 2009	Head of Organisational Development	All consultation results disaggregated by gender
Establish appropriate consultation mechanisms, including an equalities committee	Oct 2008	Director, Shetland College	Ongoing consultation on gender issues
With an emphasis on partnership, ZetTrans will	December	ZetTrans	Number of External Transport Forum

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	2008		meetings (planned to be quarterly with major air and ferry operators). Number of Area Transport Forums established (max of 7).
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<b>Service Delivery</b>			
Contact Service Managers to provide information on how the Gender Equality Duty will impact on their service – repeat	September 2008	Head of Organisational Development	Increased awareness of the Gender Equality Scheme in service planning
Continue to further seek to increase numbers of male and female students taking up courses in which their gender traditionally has been underrepresented	June 2008 Director	Shetland College	Increased numbers of students enrolling on courses in which their gender has been traditionally under represented
Investigate the introduction of a concessionary travel scheme which is appropriate to Shetland's circumstances. This will include those on low income and unable to access a private vehicle, addressing gender related issues, raised in recent local deprivation research.	December 2008	ZetTrans	Concessionary Scheme established for implementation in April 2009.
Continue to support the use of Scottish Executive Rural Transport funding to support the complementary network of shopper services	December 2008	ZetTrans	Percentage of households able to access DRT services.
Continue to investigate and trial innovative forms of public transport service delivery in an attempt to improve service levels, reliability, efficiency and gender issues, whilst reducing costs. In the future, this may include further development of community transport initiatives, and other forms of rural demand	December 2008	ZetTrans	Percentage of households able to access DRT services.

responsive provision.			
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<b>Reporting &amp; Review</b>			
We will report to the Council an updated action plan every year	June 2008	Head of Organisational Development	
We will ensure that these reviews take into account the views of communities, employees, trade unions and Members	Ongoing	Head of Organisational Development	

## GENDER EQUALITY SCHEME; Licensing Board

THREE YEAR ACTION PLAN – 2007- 2010

REVIEW 2008 (Revised April 2008)

Objective	Action	Target Date	2008 Review
Eliminate unlawful discrimination and promote equality of opportunity	<ol style="list-style-type: none"> <li>1. Adopt Gender Equality Scheme</li> <li>2. Review the Gender Equality Scheme on an annual basis</li> <li>3. Develop working relationship with Shetland Islands Council and their Community planning partners</li> </ol>	<ol style="list-style-type: none"> <li>1. 2007</li> <li>2. Ongoing</li> <li>3. Ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1. The Shetland Islands Area Licensing Board adopted a Gender Equality Scheme on 18 June 2007.</li> <li>2. This is the first annual review of the Gender Equality Scheme</li> <li>3. The Assistant Clerk is involved in a working group of officers looking at the fulfilment of the SIC's equality duty.</li> </ol>
Consult with stakeholders	<ol style="list-style-type: none"> <li>1. Consult with the new Licensing forum when it is established to seek opinions and suggestions towards improving equality of opportunity.</li> </ol>	<ol style="list-style-type: none"> <li>1. 2007</li> </ol>	<ol style="list-style-type: none"> <li>1. The Licensing Forum has only recently begun operation. The Assistant Clerk has arranged to attend the first suitable meeting to raise the issue of equalities.</li> </ol>

<p>Assess impact of policies and services on the promotion of gender equality</p>	<p>1. Review all current documentation for compliance with the Act.</p>	<p>1. 2007</p>	<p>1. This process has begun but has not been completed at the time of the report. Policies and procedures under the Licensing (Scotland) Act 1976 have been impact assessed. The new policies and procedures under the Licensing (Scotland) Act 2005 require to be impact assessed. The target date for completion is</p>
<p>Monitor policies for an adverse impact</p>	<p>1. Review all existing policies with a view to identifying any incompatibilities with the aims and objectives of the Act.</p> <p>1. Consider whether new policies or procedures to be adopted by the Board in the implementation of the Licensing (Scotland) Act 2005 will have an adverse impact on equality of Opportunity. If there could be adverse impact, whether it could be avoided or reduced</p>	<p>1. 2007</p> <p>2. Ongoing</p>	<p>1. The existing policies under the Licensing (Scotland) Act 1976 have been impact assessed. One possible source of inequality was identified being the lack of female board members. This will be brought to the attention of potential board members when a vacancy arises and through this review to the attention of current board members.</p>

Train Staff in connection with the general duty	1. Review staff training in conjunction with Shetland Islands Council and their community planning partners.	1. Ongoing	1. Two of the Administration Assistants and another Assistant Clerk have undertaken Equality and Diversity Training in February 2008.
Ensure public access to information and services	1. Publish this policy and distribute it to all members and officers of the Board. Copies will be available to any interested party from the Clerk to the Board, 4 Market Street, Lerwick, Shetland, ZE1 0JN.  2. As part of the annual review process consider whether further publicity in relation to the Scheme itself is required	1. 2007  2. Ongoing	1. Copies were distributed in December 2007.  2. The Gender Equality Scheme is available on the Licensing Board's Website.

## Issues arising

Review of Action Plan on Gender Equality – Issues arising 30/4/08

Issue	Action Required	Lead Officer	Timescale	Resource Implications
Lack of female representation on the Board	Make female Councillors aware of the situation when a vacancy arises. The Administrative Services Manager needs to be contacted to discuss how this might be done.	Assistant Clerk (S. Brunton)	1 month	None

Introduction of the Licensing (Scotland) Act 2005	Review new policies and procedures introduced under the Licensing (Scotland) Act 2005 for an impact assessment on gender equality.	Assistant Clerk (S. Brunton)	Before June 2009	Can be dealt with within existing resources.
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## Examples of how Council Services are meeting our Gender Equality Objectives (outlined in the Gender Equality Scheme)

### **How has the Library & Information Service contributed to the council meeting the Objectives?**

#### **What do we know from existing data and research?**

Considerable consultation, analysis and research undertaken during year through:

- Your Voice (Local Citizens panel made up of 600 people)
- Customer Satisfaction Questionnaire
- Public Library Quality Improvement Matrix Self-assessment
- Talis (Library Management System) analysis
- Consultation with new workers & families through ESOL classes

#### **Childcare**

- Shetland Library encourages staff to return to work after maternity leave and looks favourable on the creation of flexible working arrangements, where these can be put in place whilst ensuring a high quality of service to the public. Currently, from a workforce of 32 staff, four staff work flexibly to assist with childcare arrangements; of these one works full-time, one in a job-share arrangement and two work term-time only. One is a man and three are women
- All vacancies are considered for job-share.
- In terms of service to the public, a broad range of materials and learning opportunities on Childcare are available and libraries are available at varied times of the day, weekend and evening to promote usage
- Shetland Library promotes usage of libraries amongst babies and families through the Bookstart Scheme

#### **Transport to Library Services**

Shetland Library works hard to ensure that the public have access to high quality library services, regardless of access to private or public transport through:

- 2 Mobile Libraries serving most of island and rural Shetland
- Housebound Library services throughout Shetland
- On-line Library Services available 24 / 7
- Community Collections on all islands where Mobile Library unavailable
- Community Libraries in several School Libraries

## **Gender balance**

- The service is predominantly female (27 of 31) Of the six professional, Chartered Librarian posts, five are held by women, including that of Service Manager.
- In service provision terms opening hours, stock and promotions are planned to attract and cater for both men and women.
- In terms of the LGBT community, national and regional book collections and promotions are featured e.g. loud and Proud, Big Gay Read, booklists of materials likely to be of particular interest are posted on our website, publications drawing the public's attention to new anti-discriminatory measures, such as the Pink Pound, are displayed. Other council departments have used displays to circulate consultative material for the LGBT community.
- All senior staff trained in Recruitment and Selection, including a clear understanding of the non-discriminatory aspects

## **2. No actions, which have not been met**

## **3. Barriers to meeting objectives**

Occasional letters of objection about the display of materials of interest to the LGBT community are received and replied to by the Service Manager.

The balance between flexibility in relation to childcare, fairness and service need is a constant consideration.

## **4. Action Plan**

- In addition to adherence to the council's Equality and Recruitment and Selection Policies
- Continue to monitor the uptake of services in terms of gender (e.g. sampling)
- Market the Library Service in arenas likely to be attended by gender being targeted e.g. past features at Classic Car Show to introduce more men to services on offer.
- Consider the implications of all plans and initiatives in terms of gender and sexuality.

## How has the Finance Service contributed to the council meeting the Objectives?

### Finance contribution to Shetland GENDER ACTION PLAN

<b><u>Action</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Outcome/Indicator</u></b>
Adhere to Recruitment and Selection Policy	Ongoing	Staff undertaking Interviews	Discourage gender barriers
Provide training on Recruitment and Selection Policy	ASAP following appointment	Staff undertaking Interviews	Discourage gender barriers
Carry out Exit Interviews	Ongoing	Line Managers	Establish reasons for leaving and determine whether there are any problems
Adhere to Disciplinary and Grievance policy	Ongoing	Line Managers	Discourage gender barriers
Provide training on Disciplinary and Grievance Policy	ASAP following appointment	Line Managers	Discourage gender barriers
Encourage Remote Working in line with policy	Ongoing	Line Managers	Look favourably on staffs' requests. We have had four requests for remote working. Two are working successfully. One was unsuccessful due to broadband facilities and the other is only used as and when required.
Encourage Flexible Working in line with Policy	Ongoing	Line Managers	Look favourably on staffs' requests. All the staff who have requested flexible working have had their requests granted.
Adhere to Maternity & Parental Leave Policy	Ongoing	Line Managers	Look favourably on staffs'

			requests
Adhere to Job Share Policy	Ongoing	Line Managers	Look favourably on staffs' requests. We have agreed to three Job Share requests following return from maternity leave.
Adhere to Equality & Diversity Policy	Ongoing	All Staff	Discourage gender barriers
Adhere to Employment Over Retirement Age Policy	November 2008 Ongoing	All Staff	Whilst we have no staff who have fallen into this range as yet, we do have one who will be 64 this year and we will be writing advising him of his rights at the appropriate time, in line with the policy.
Adhere to Training Policy	Ongoing	All Staff	Discourage gender barriers
Offer all staff training according to their needs	Ongoing	All staff	Training is essential to enable staff to carry out their duties effectively. No staff have been refused relevant training
Adhere to Harassment & Bullying Policy	Ongoing	All Staff	Discourage gender barriers
Advertise Harassment & Bullying Policy by displaying posters on notice boards	Ongoing	All Staff	Informs staff on what to do if they are being harassed/discriminated against
Adhere to Absence Management Policy by carrying out Return to Work interviews	Ongoing	Line Manager	Will determine whether there are problems within the workforce
Keep up to date records on staffs' personal circumstances by carrying out data verifications	Yearly	Office Services	Ability to provide accurate data for statistical returns

When new policies are prepared Equality Impact Assessments will be prepared, where, applicable.	As and when required	Staff who prepare policies	Will indicate how the policy will affect employees and service users
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## **Adult Learning's contribution to Council's Equality Objectives**

What do we know from existing data and research?

- Profile of Shetland population available on datashare site
- Analysis of need re literacy and numeracy in Shetland Adult Literacy and Numeracy Strategic Plan 2006-8 (datashare)
- Barriers to Learning project report (datashare)
- Attitudes to Learning in Shetland (datashare)
- Population distribution by community council area (datashare)
- Ethnicity of ESOL learners participating in language learning (Adult Literacy Partnership)
- No of adults on low incomes, with health problems or disabilities affecting their learning, participating in literacies learning (Adult Literacy Partnership)
- Nos. of adults accessing fee waivers in evening class provision (SIC Adult Learning)

<http://www.shetland.gov.uk/datashare/>

Adult learning staff have identified that there is a need to profile participation in learning, compare it to population profile and identify the gaps in participation. However a potential difficulty with this it can be intrusive to ask participants about their sexuality, mental health or faith and many participants 'refuse' questions about age and disability. Forms are designed to collect information re ethnic origin, gender, fee waiver according to age and low income, and disability.

Staff within the adult learning service have identified that women have a higher participation rate in adult learning opportunities than men. This is a National pattern of participation and not particular to Shetland. Pro-active steps are going to be taken to engage men e.g. by offering classes designed for men. Informal consultation has taken place with LGBT learners to ensure that programmes meet individual needs.

## **Environmental Health: Contribution to Council Gender Objectives**

One of the Shetland Islands Councils priorities is to actively promote flexible and remote working to encourage and allow employees to manage their work around childcare responsibilities and in response to what can be an inflexible transport service.

Environmental Health Service Manager states,

“ There is one member of staff who works 7-2.30 each day to enable them to work and maintain childcare arrangements. All of the team who wish to work from home are supported to take work home when this is needed to cover childcare arrangements.

I am also developing a career grade to support and train Administrative posts into Environmental Health Officers. This increases the number of females into what was a predominantly male occupation. I also support two job share posts. I allow my staff to work remotely. One of my team has been on parental leave this year and I try to support my staff to enable them to use flexi time to cover their childcare requirements in holidays”

## **Sport and Leisure: Contribution to Council Gender Equality Objectives**

Please find below some examples of how the Sport and Leisure Service is contributing towards Council's Gender Action Plan and therefore our Gender equality objectives.

All staff taking part in Recruitment and Selection panels have been trained to do so. This is to ensure that recruitment and selection processes within the department are fair and equitable. This type of training is regularly offered to new employees who may have to take part in the recruitment process.

Exit interviews are regularly conducted with staff leaving the Service to ensure there are no unidentified reasons for their departure that should be known by the Service Managers.

Managers within the Sport and Leisure Service support staff where grievances are made or disciplinary action is required. Throughout 2007-08 a disciplinary procedure was concluded to deal with a case of verbal abuse towards an employee.

Remote Working - A number of posts within the Sport and Leisure Service have been located within Council premises outwith Lerwick. These are the Active Schools Posts based in Sandwick JHS, Brae JHS and Whiteness PS.

Flexible Working - The Sport and Leisure Service has agreed that a F/T male member of staff can alter their working hours to undertake childcare responsibilities. This arrangement has been put in place for a one-year period and will be reviewed after this time with an option to further extend the arrangement.

Maternity and Parental Leave - The Sport and Leisure Service is supportive of staff with young families and at present two members of staff are on maternity leave and a number of staff have had maternity support leave approved for them.

Job Share - At present there are a number of posts within this Service that are on a job share basis. In addition, where possible jobs are always advertised as potentially being available for job share.

Employment Over Retirement Age - The Sport and Leisure Service recognise the value of older members of staff and the contributions they can make to the Service. At present there is at least 3 members of staff in the Islesburgh Community Centre who are significantly beyond their normal age of retirement.

Return to work interviews are regularly held with staff in line with the Absence Management policy.

Staff verification documents have been completed for all staff in the Sport and Leisure Service.

All new policies are Equality Impact assessed to ensure they meet this legislation.

In order to deal with an ongoing equal pay issue new temporary contracts will be issued to 5 F/T temporary members of staff, two of which were previously paid at a higher rate of pay. This will ensure that all members of staff within this team will be paid under the same pay scales and conditions of service.

Within the sport and leisure area young women and girls have a statistically lower participation rate when it reaches early teenage years, therefore in the sport and leisure service they have committed to continue to target physical activities and sports at teenage girls in Shetland. This will be mainly done through our Active Schools Team, using a national programme called "Fit for Girls".

In addition they will continue to develop the "Young Mums" Active Futures programme, which seeks to get young mother physically active. It also seeks to develop social network through which young mothers can gain confidence, build self-esteem and become able to participate in activities on an independent basis.

They are also continuing our "FAST" programme this year which is targeted at young "homeless" men in Shetland. This programme provided football sessions and is being further developed to offer general fitness programmes and outdoor education sessions.

All of these programmes are run in partnership with other service areas.

If you would like any more information on these programmes please click on the link below.

<http://www.shetland.gov.uk/sport/>

## **Port and Harbour Operations Contribution to Councils Gender Equality Objectives**

This service area of the Council adheres to the Council's;

- Recruitment and Selection Policy
- Harassment and Bullying Policy
- Equal Opportunities Policy and
- Equality and Diversity Training procedures

As long as a person,

- Passes the industry medical and
- Passes the SIC selection and recruitment (non discriminatory) procedure

The successful candidate will be offered the post on the same terms and conditions as any other regardless of colour, creed, religion, sex, or age. Currently within this service area there is no woman employed, however a female Vessel Traffic Officer is due to start in July 2008, which is the first female to be offered this position in the UK.

It must be noted that statistically there is a low number of women employed in the industry worldwide.

This is also true of Ferry Service in Shetland too. This has always been a male dominated environment.

Flexible working cannot be offered to tug or launch crew due to the nature of the job. This will for a short time put off any females who may want to have a family, even if they may not be the partner responsible for the child caring responsibilities.

There are a limited number of persons serving in the marine industry with physical or medical difficulties due to the internationally set rules on medical fitness.

Due to the strict legislation concerning medical and physical fitness this can discriminate against certain individuals. However were a woman to go for the post and she passed the medical and was a suitable candidate, there would be no reason for that female not to be offered the post. There is a very low number of women applying for posts within these industries, however positive discrimination could be something we look at in the future. Raising awareness of this issue, training for women to gain confidence to apply for posts and making sure all boats are male and female friendly.

## **Consultation with Women's Group**

The Policy Unit requested women of worth to critically review the Shetland Gender Equality Scheme and to comment on possible actions or future outcomes that could be positive steps for the council to take with regard to Gender Equality.

Comments and Actions Points are as follows;

1. "There is no mention in the document of how (physically and/or mentally) disabled women are affected by gender inequality? We know from the women attending WOW that they can feel incredibly isolated in terms of the ongoing support they need and that this is exacerbated by things like poor bus services."

Action - ZetTrans and the Council Transport Service: area transport consultations forums. These aim to look at specific issues in communities and target their service to meet the needs of that community.

2. "Gender imbalance of those involved in the decision making processes."

Action – The Council recognises that there is a Gender Imbalance within their decision-making bodies and this is built into our action plan. We are doing better on this but it is an area we do relatively poorly at in comparison to other local authority areas. I am having a meeting with pupil support teachers at the start of a new term to discuss the PSE curriculum. We feel that young men and women need to feel confident, equal in any society and that no job or position is beyond their capabilities.

## **Council Policies**

**Equal Opportunities are paramount to the Shetland Islands Council and it's employees.**

All Council departments must adhere to the;

- Recruitment and selection Policy
- Disciplinary and Grievance Policy
- Remote Working Guidelines
- Flexible working Guidelines
- Maternity and Parental Leave Policy
- Job Share Policy
- Equality and Diversity Policy
- Employment over retirement age policy
- Training Policy
- Harassment and Bullying Policy
- Absence Management Policy



## Single Status and Equal Pay

In 1999, the Single Status Agreement was reached between national employers and Trade Unions. The agreement came from a recognition that pay and conditions in local government were not equal, and were open to challenge under equal pay legislation.

The principles of the Agreement are based on:

- Delivery of high quality and flexible services
- A well trained and motivated workforce
- Ensuring equal opportunities in employment

Traditionally, Councils in Scotland have had more than one set of pay rates terms and conditions for their employees, and Shetland is no exception. Single Status is about harmonising these, fairly and consistently.

Different sets of terms and conditions has meant that some groups of employees enjoyed benefits that others weren't, and there have been different rates for some of these benefits. As this is against Equal Pay legislation, and has led to claims of discrimination, **one** single set of terms and conditions has to be developed and introduced for everybody. This is what's known as 'Single Status'.

The National agreement on Single Status has set some terms and conditions to apply nationally across all Scottish Councils and left others for negotiation between individual Councils and local Trade Unions. However, all Councils were required, through the Agreement, to deliver the following,

1. A new local pay and grading structure to replace the current national grades and pay rates. This had to follow on from a Job Evaluation exercise;
2. An associated pay structure for the new grades using a new expanded spinal column of hourly rates/pay points, agreed by the Scottish Joint Council; and
3. Local, harmonised terms and conditions of employment.

### **Where Shetland Islands Council has got to**

The Council made a set of proposals to staff in February 2007 to implement Single Status, however these were rejected by employees and subsequently withdrawn by the Council. Since then Council has reassessed the best approach to Single Status. A joint Councillor / Union / Management Single Status Team was appointed, and that team has reviewed, updated and reassessed all aspects of the project since then.

Many of the details of Single Status have been overhauled in the last year, and the overall outcome for many staff is quite different to that proposed last February. Delivering the fundamental principles of equality and fairness are vital to the Council being a good employer, as is meeting its equalities duty. These have been kept squarely in mind as the Project Team has gone about its work.

Single Status is ultimately about modernisation, and the Council is confident that it now consulting on a set of proposals that meets that objective, but also reflects the interests and aspirations of individual members of staff.

As part of the interim arrangements pending the introduction of Single Status the Council has distributed £3 million in Equal Pay compensation to qualifying staff, cost for 2007/2008 were over £1 million. Equal Pay compensation liability will continue to rise throughout 2008/2009, and until Single Status is eventually introduced

The new proposals are to be discussed with staff during the autumn and subject to approval will be implemented later this year. This implementation will include an equalities impact assessment and an update to Shetland Islands Council equal pay audit to confirm their equality impact.

## **SCHOOLS SERVICE UPDATE 2008 GENDER EQUALITY DUTY**

The Schools Service is committed to promoting gender equality for all by fulfilling the objectives set in the Council's Gender Equality Scheme, and the targets set by the Schools Service Action Plan.

### **STAFF**

Schools Service staff work with staff from Human Resources to remove barriers affecting mothers returning to work and to inform action to promote gender equality within the Schools Service.

Schools Service staff monitor uptake of courses to inform gender equality in training – e.g. Leadership.

### **PUPILS**

A project group has been established to explore gender issues in schools, including attainment and involvement in school activities.

Two small projects have taken place to encourage boys' attainment in Maths and boys' participation in home economics.

The Schools Service is committed to raising awareness of gender issues and has included awareness raising by staff from the legal department at Head Teachers' and ASN teachers' meetings. An initial survey of current good practice has been shared with schools.

Schools Service staff liaise with other departments – e.g. integrated children's services – to raise awareness amongst young people about gender equality. Schools Service staff will participate in the Youth Voice Conference in June.

### **GENERAL**

The Schools Service is committed to an open review of practice and planned action to promote gender equality. The Equalities Review Group includes representatives of staff from various schools, other SIC well as to contribute to the action plans drawn up to meet the gender and disability equality duties

## Appendix A Gender analysis for the Shetland Islands Council 2007/08

### Councils Workforce

As at 1 April 2008 the Quarterly Joint Staffing Watch Survey for Shetland Islands Council shows the number of staff at **4,099** and the total number of FTE as **2,469**. This is broken down into **26.69%** male and **73.31%** female staff, of which **202** are part-time male and **2,006** part-time female. Posts such as Social Care Workers, Cooks and Cleaners are predominantly part-time female staff, which explains the high percentage of part-time female staff. The total number of staff records, including relief and supply staff, on the Council's payroll is **5,728**.

The various staff groups can be broken down as follows:

Table A

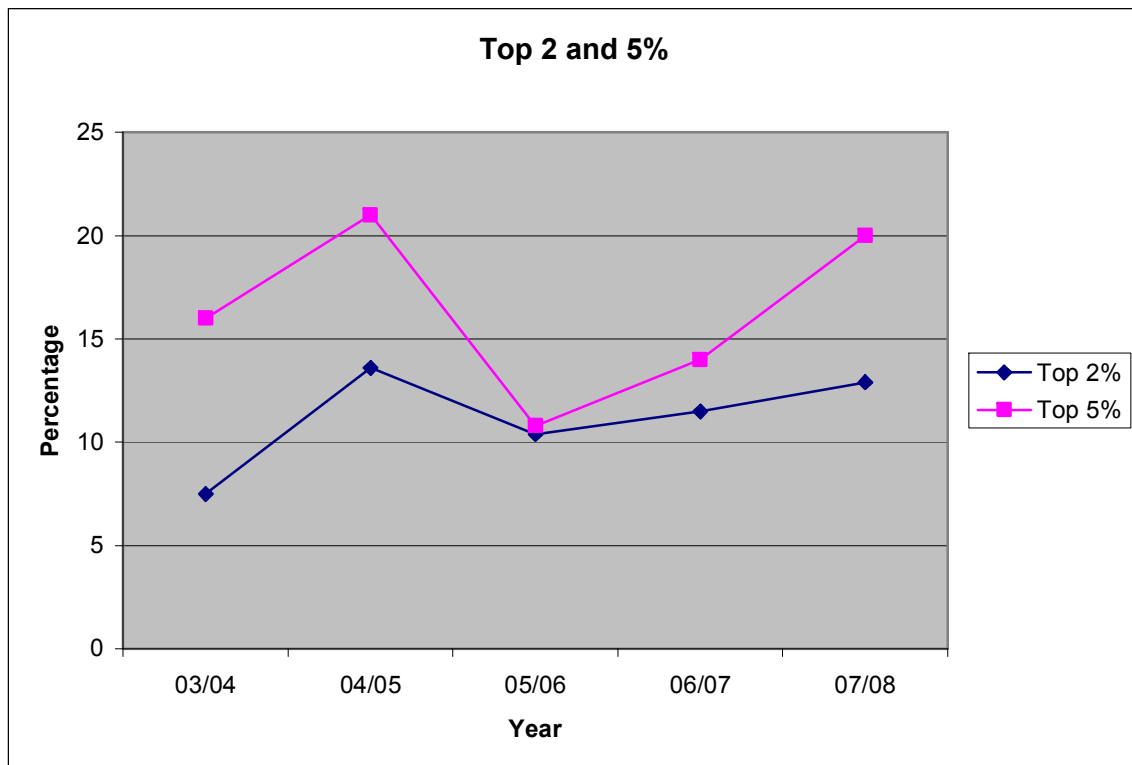
Staff Group	Male %	Female %
APT&C	35.18	64.82
Chief Officials	84.21	15.79
Manual Workers	22.24	77.76
Craft Operatives	97.87	2.13
Teachers	23.68	76.32
Lecturers	43.10	56.90
Instructors	18.82	81.18

The Council has arrangements in place to support the caring responsibilities of employees through the provision of childcare vouchers and various policies including maternity provisions, flexible working, adoption leave and parental leave. There are currently **41** employees who take part in the childcare voucher scheme, of this, 11 were male and 29 were female. However, the data on employees could not be broken down into those with caring responsibilities, as there are currently no measurements in place to record such information.

### **Statistical Evidence Update**

Two statutory performance indicators are collated by Audit Scotland in relation to Local Authority Staff gender balance. Percentage's of the top 2 and 5% of earners who are female. (*These indicators exclude teachers*) Shetland Island Council continues to perform poorly against the Statutory Performance Indicators. In the year 06/07, Shetland came 32<sup>nd</sup> out of 32 councils for performance on both indicators (top 2% and top 5%).

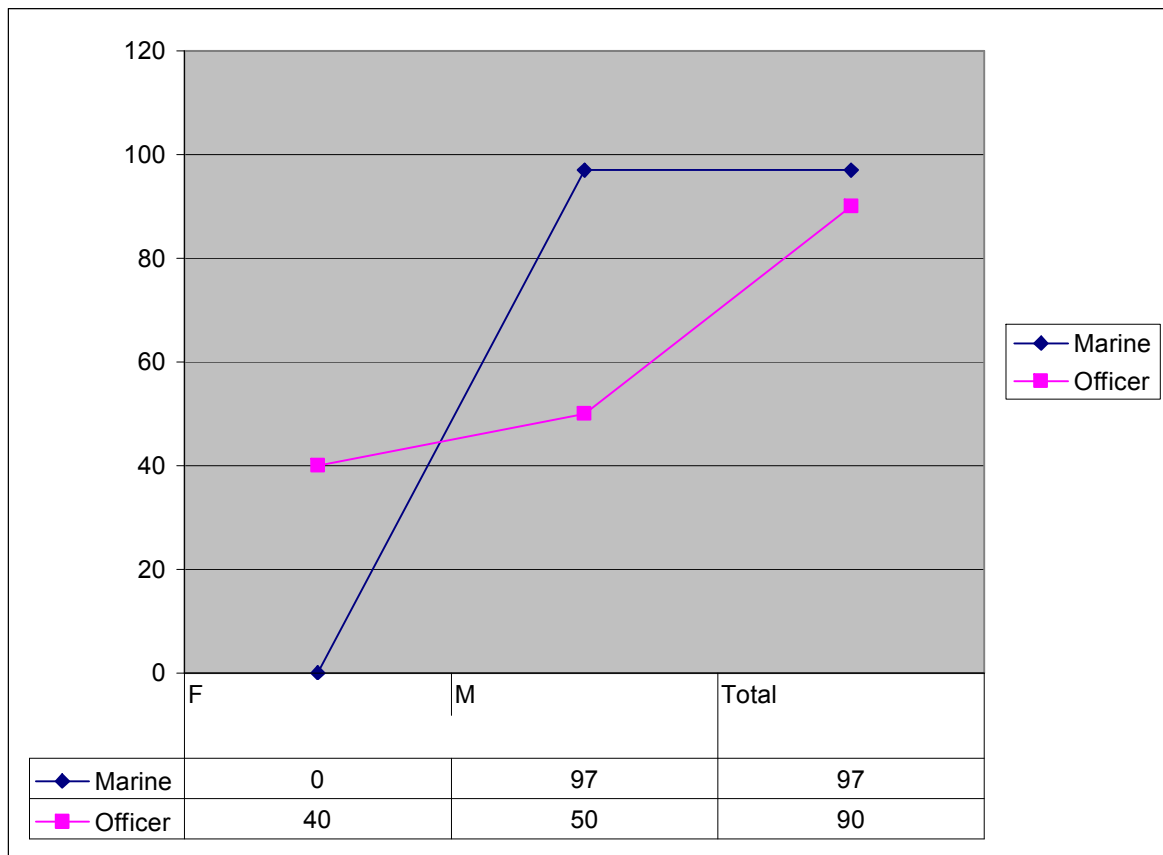
Figure 1 Top 2% and 5% of the Council workforce: Female



As you can see from figure 1, the council has made improvement within the last year. With an increase of 6% of women in the top 5% from 06/07 to 07/08 and 1.4% in the top 2%. This has mostly been due to females recruiting to service management position. However 80% of the top 5% of earners are male and 88% of the top 2% of earners are male therefore the council has a piece to travel yet.

One of the reasons as to why Shetland's performance is poor is primarily due to the Shetland Towage Merger bringing in additional marine staff. There are no women employed in this industry. This is not due to any recruitment or selection discrimination, simply that women do not apply.

**Figure 3 : 2007/08 top earners in the Council**



As you can see from figure 2, males and females at officer level are relatively equal.

The towage merger is not the only reason why Shetland performs poorly in these equal opportunity indicators. For instance;

- There are 19 chief officials in Shetland, 89% of which are men and
- 100% of craft operatives are men

Due to the nature of the equal opportunities indicators, the teaching staff of the council are not included, as they are measured by their own performance indicators. For the teaching staff in Shetland there are 77% female to 23% male. Lecturers are 58% female to 42% male. Were this to be included in the overall balance of the council workforce it would certainly go far to equalizing out the imbalance at present.

### **Analysis of Recruitment Practice and Promotion Rates**

All **job applicants** are asked to complete an Equal Opportunities Monitoring form, which is not seen by the selection panel. Successful candidate details are logged on an equal opportunities database. This database is used solely for the purpose of data analysis.

Table B

Promotion	Female	Male	Undisclosed	Grand Total
Undisclosed	145	82	47	274
Yes	394	230	4	628
No	819	317	8	1144
Grand Total	1358	629	59	2046

The data can then be broken down into gender and whether the job applicants had caring responsibilities.

Table C(a)

Children under 16	Yes	Grand Total
No	460	460
Undisclosed	8	8
Yes	160	160
Grand Total	628	628

Table C(b)

Elderly Relatives	Yes	Grand Total
No	610	610
Undisclosed	9	9
Yes	9	9
Grand Total	628	628

The annual salary change details report compares last year's salary level with this year's salary level and highlights possible promotions for employees. Out of **5,611** records, **576** showed a salary increase indicating a possible promotion and **5,035** were not. There are a high number of records as employees have an employee number for each post held. This information was then broken down into the staff groups of male and females who were promoted and those who remained the same. Please note the large variance between the figures for 06/07 and 07/08 is due to improved methods of reporting.

### Analysis of Training Opportunities

Gender	Approved	Not Approved	Grand Total
Female		2629	27
Male		1104	30
Grand Total		3733	57
			2656
			1134
			3790

There were 3,790 training applications of which 70.08% were female and 29.92% were male. Of the 3,737 successful training applications (approved by managers), 70.40% were female and 29.60% were male.

All employees should take part in an annual Employee Review & Development meeting with their line manager. Of the 89 meetings logged in 07/08, 71% of them were from female staff and 29% from male.

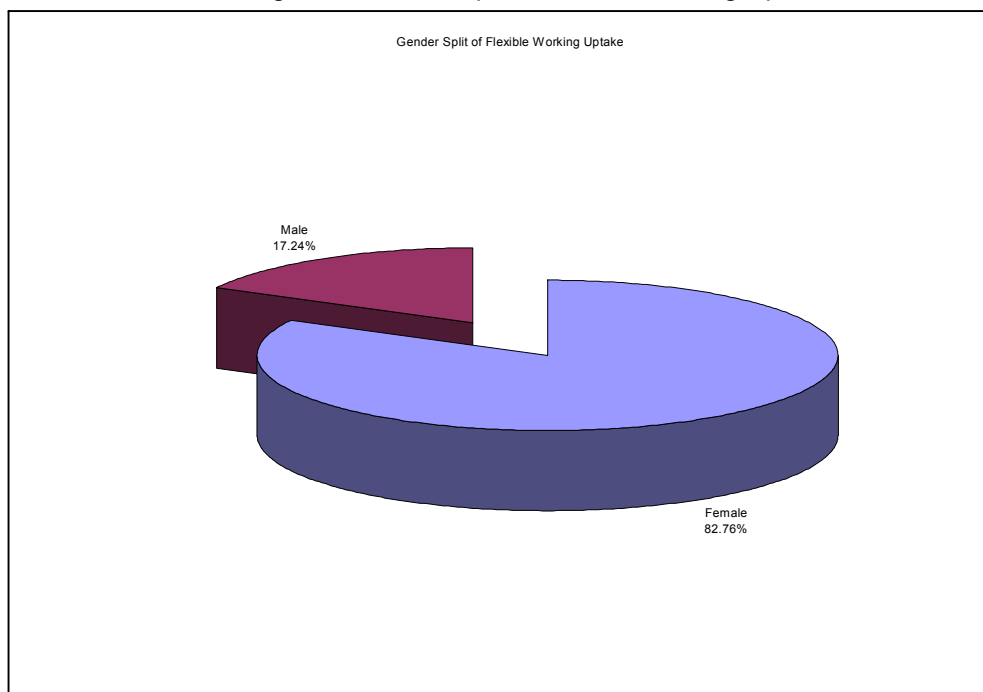
### Grievance and Disciplinary 07/08

From 1 April 2007 to 31 March 2008 there were **15** incidents reported through the Council's disciplinary procedure. A total of **53.33%** were male and **46.67%** were female. The departmental breakdown of disciplinary incidents is as follows:

- Infrastructure – **20%**
- Executive Services – **6.67%**
- Education and Social Care – **73.33%**

### Flexible Take Up Rates

Figure 4: Gender Split of Flexible working Uptake



The above chart shows the overall gender split of the uptake of Flexible working.

Chart shows flexible uptake

Female - 82.76%

Male – 17.24%

## Women and Men engaged in Decision and Policy Making Issues

A gender breakdown of those involved in decision and policy-making issues affecting Council employees can be seen in Table D below.

Table D

<b>Committee</b>	<b>Male</b>	<b>Female</b>
Council Members	17	5
Employees Joint Consultative Committee	16	3
Local Negotiating Committee for Teaching Staff	12	4
Shetland College Lecturers Joint Consultative Committee	4	3
Shetland College Lecturers Local Negotiating Committee	4	3
Executive Management Team	3	1
Total	56	19

Table D clearly shows the high number of males involved in Council decision and policy-making issues. This is not a reflection of the gender balance of Council employees, however these committees are a mixture of Council Members and Union Representative all of whom are elected by constituents and employees respectively. There continues to be a need to address the gender balance in those who actually put themselves forward for election as Council members and Union Representatives.

### Reasons for Leaving the Council 07/08

- 2 dismissals – 100% of which were male.
- 56 employees retired, 64% of which were female and 36% were male.
- Of the 486 employees who resigned in 07/08, 81% of them were female and 19% of them were male. This may be a point to be picked up on. If females are applying for more training opportunities, their uptake are substantially higher in annual employee review and development, they receive less disciplinary penalties and raise less formal grievances. It may be fair to pose the question why is it that 81% of resignations are female?

This may in part be answered by the high percentage of resignations in job share - holders. The number of resignations for female job share - holders is nearly 60%. This would suggest that further investigation may be required into why female job share holders are resigning, as it would indicate that job shares are not working.

Out of **5,728** records, **111** are job share and can be broken down by department as follows:

- Education and Social Care – **82%**
- Executive Services – **7%**
- Infrastructure – **7%**

The number of employees who have more than one job is shown in Table E, below.

Table E

Number of Jobs	Female	Male
1	1708	1041
2	556	115
3	212	37
4	108	8
5	54	4
6	15	1
7	3	0
8	1	0
9	1	0
Grand Total	2658	1206

### **Prevalence of Harassment and Sexual Harassment of Staff**

There have been no reported incidents of sexual harassment of staff in the last financial year. 8% or 2 incidents reported through the Council's grievance and disciplinary procedures were harassment and bullying cases. The outcome of 1 of these incidents was dealt with by formal procedures and the other incident was not progressed.

### **Marine Staff**

It is possible within the Towage Service to raise awareness of the lack of women within the service and to politically target women for recruitment, through a variety of methods, i.e. young women in schools, careers events with marketing aimed at women and young women.

**Shetland School Service; Gender Analysis**  
 5-14 results June 2007

Figure 4 Attainment levels by Gender: Reading

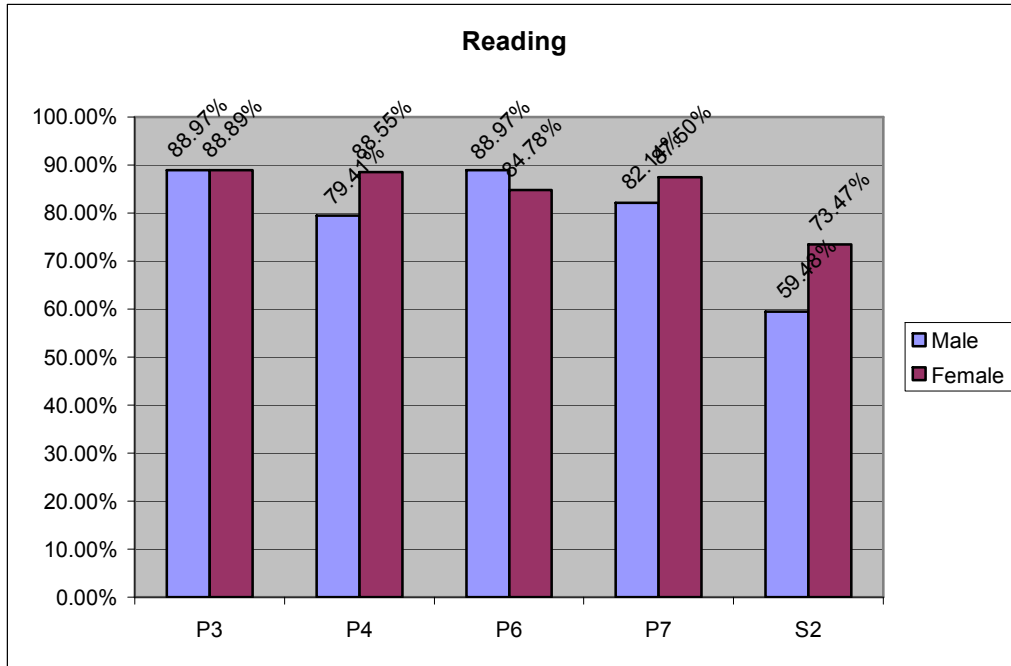


Figure 5: Attainment Levels by Gender: Writing

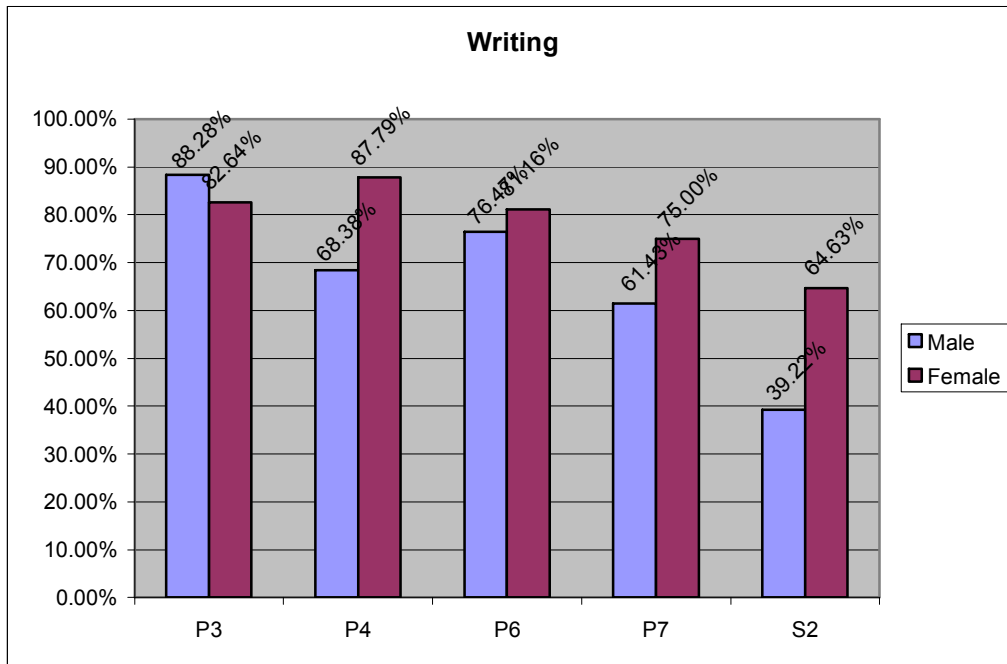
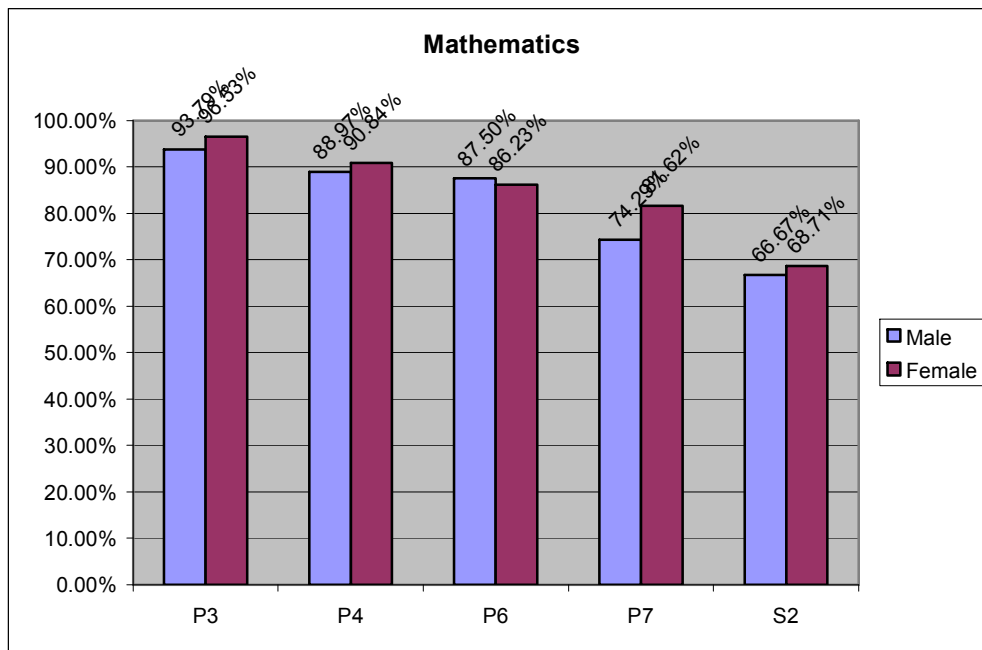


Figure 6: Attainment Levels by Gender: Mathematics



Females outperform their male counterparts in every area. None more staggering than in the graded area of writing, which by secondary 2, 64.63% of females are receiving minimum graded level to 39.22% of their male peers. In reading 73.47% of young females are receiving the required entry requirements in comparison to 59.48% of young males. Mathematics is the only area in which young females and males stay relatively comparable. Females outperform males by slightly over 2% by secondary 2.

## Appendix B

### Gender profile of Shetland College 2006/2007

Below is a breakdown of the gender profile for student enrolments for the academic year 2006/2007.

Mode of Delivery	Total number of Enrolments	Male	Male %	Female	Female %
<b>All</b>	<b>2185</b>	<b>1026</b>	<b>47</b>	<b>1159</b>	<b>53</b>
<b>Further Education programmes</b>					
Further Education (FE)	1981	977	<b>49</b>	1004	<b>51</b>
FE Full time	79	39	<b>49</b>	40	<b>51</b>
FE Part time / Distance Learning / Other Part time / Short/Full time / Evening/Weekend	1208	609	<b>51</b>	599	<b>49</b>
FE Day Release	543	253	<b>47</b>	290	<b>53</b>
FE Open Learning	104	29	<b>28</b>	75	<b>72</b>
<b>Higher Education programmes</b>					
Higher Education (HE)	204	49	<b>24</b>	155	<b>76</b>
HE Full time	75	11	<b>15</b>	64	<b>85</b>
HE Part time / Distance Learning/ Other Part time / Evening/Weekend	47	9	<b>19</b>	38	<b>81</b>
HE Day Release	49	18	<b>37</b>	31	<b>63</b>

There appears to be a reasonable balance between male and female enrolments across Further Education (FE) programmes with only a 6% excess in the female enrolments, compared to Higher Education (HE) programmes where there is a preponderance of female students.

There is also a reasonable balance between male and female enrolments with only slight excess (2%) in the female enrolments of the FE programmes and the FE full time enrolments. There is a gender balance with regard to FE part time programmes, which includes distance learning, other part time, short full time, evening and weekend programmes. The data was collated this way because the actual numbers for individual programmes were too small to publish separately, as doing so may have created an issue regarding student confidentiality.

When analysing the FE day release programmes there appears to be a reasonable balance between male and female enrolments with only a 6% excess in female enrolments. However there was a significant difference regarding gender in the FE open learning programmes where there is an excess of 44% in the female enrolments. This excess may be due to the types of programmes to which this mode of delivery lends itself, such as the health and care programmes, as these are curriculum areas that tend to attract more female enrolments.

However when analysing the total number of HE enrolments there is a significant difference in gender breakdown with two thirds of student enrolments being female compared to only one third being male. This suggests that females are twice as likely to enter into HE as males. The difference is even more apparent when HE full time programmes are examined. Here, only 15% are male whilst 85% are female. There is a similar difference when analysing HE part time, distance learning, other part time and evening/weekend with male enrolments at 19% and female enrolments 81%. Again the mode of delivery may lend itself to certain types of curriculum, such as the health and care programmes, attracting more female enrolments.

There appears to be a significant number of male enrolments, 37%, that are on HE day release programmes, but there still is a gender imbalance against the female enrolments of 63%, again this mode of delivery may lend itself to certain types of curriculum, or traditional roles may be at play wherein males are in full time employment and females may have more time available for study. However more in-depth research is required to determine the cause or causes of the imbalance.

**Appendix C**  
**The Gender Booklet; S3 Pupils Anderson High School**

Total booklets completed = 71

Female Male = 37

Male responses = 34

Secondary 3 pupils were asked to fill out the following Gender booklet during their pupil support lessons. The aim of this was to get an understanding of how young g people viewed Gender roles in society today and to see if the policies, which we are implementing, i.e. Gender Equality, are having any effect at this level.



# Gender

What do you think?

Shetland Islands Policy Unit

Female -----

Male -----

Age -----



These are two advertising campaign's each using men and women to sell a product.



1) Do you think these stereotype men and women?

2) Does it matter?



## Gender How do you feel?

- In Shetland, **77%** of teachers are female. Much of this is in the primary sector of education. **100%** of craft operatives are male. There are **74%** manual female workers in the council, a large percentage of which are female social care workers.
- At Anderson High School, mostly young women choose the vocational pathway courses in childcare and hairdressing. Young men predominantly take up the construction and sound engineering courses.

### 3) Why do you think this is?

### Do you think this matters?

- In Shetland, **89%** of Chief officials are men, and 11% are women
- At present in Shetland we have 5 female councillors and 17 male councillors. They have the final decision making powers for much of what will or will not take place in Shetland

### 4) Is this the way it should be? Why?



**Gender**  
**What do you want?**

Advantages/Disadvantages in today's society

**Q)** What are the Advantage's to being a young male/female in Shetland?

**Q)** What are the disadvantages to being a young male/female in Shetland?

Expectations for the Future

**Q)** What do you hope to achieve/would like to do, in the future?

**Q)** If you have children with your partner in the future, who do you think will look after the child/children? Why?

**Q)** Do you expect men and women to be paid the same wage for doing the same job?

**Analysis of Gender Booklet****Question 1(refer to page 38)**

**32%** of the females felt that the adverts were, in particular, stereotyping women; the remaining **68%** did not.

**38%** males felt that this stereotyped men and women, however were unclear if this mattered or not.

**Question 3 (refer to page 39)**

Overwhelmingly **76%** of the females felt that the answer to question 3 was;

“Children get on better with females”

“That’s what they are into”

“Men like to get dirty”

“ Girls like working with hair and children more than men do”

A number of respondents mentioned that it may be embarrassing for a male to go into childcare, or they may be made fun of which would put men off going into hairdressing and women construction.

**70%** of the males felt that this was in line with tradition and that girls and boys simply had different interests. Most felt that this was not important. **30%** males felt that this was an issue, however they were unclear as to why it may have occurred. A few quotes from the young men for Q3

“ Because they (men) want to have a stronger gender”

“Some jobs are seen as female jobs and some are seen as male jobs”

“ To scared to try it, in case they get bullied”

**Question 4(refer to page 39)**

**44%** of the young males felt that this is the way it should be, with explanations such as;

“Men do a better job at running a country”

**32%** of the males felt that this was **not** the way it should be, with most feeling that within the council it should be split more proportionately to represent society fairly.

**24%** were unsure.

**62%** of females felt that this was not the way it should be and that the executive and councillor chamber should be more proportional to the population of Shetland. One young female stated;

“ Men and Women should not be viewed as different deciders”

**14%** of the females felt that this was the way it should be as people had voted for this and **24%** were unsure if this was they way it should be.

### **Advantages/Disadvantages in today's society**

A few examples of the answers given from males and females to what are the advantages and disadvantages of being a young Shetlander today.

#### *Advantages*

F = “Its safer than being on the mainland” (this was mentioned many times for males and females)

F ”you get to wear make up”

F = you get a big choice of courses that was originally thought to be for boys”

F = “easier to get jobs”

F = you have Fun”

M – “easy to make friends from football”

M = “not many bad influences”

M = “Good Community”

M = “Sports”

#### *Disadvantages*

F = “no good clothes shops”

F = “not allowed in Up Helly Aa squad” (men only) Shetland wide Viking tradition (this was mentioned by quite a few females)

F = “nothing to do unless you like sport”

F = “ Having your period!”

F = “Police are annoying”

M = “Old people hate us”

M = “it's a remote place”

M = “not many Jobs” (several young men felt like this)

– Contrary to what young female felt.

### **Expectations for the Future**

A few examples of the answers given from young Shetland males and females for what they hope to achieve in the future.

F = “Travel”

F = “Hairdressing”

F = “I am going to go to Uni and get a good job” (quite a number of females said this)

F = “Fashion designer or art teacher”

F = “I am going to be a Forensic Scientist”

M = ”Police Officer” (a few young men said this)

M = “Electrical engineer or plumber”

M = “become a teacher”

M = “Journalist”

**Q) If you have children with your partner in the future, who do you think will look after the child/children? Why?**

*Answers*

**53%** of young males felt that it was the responsibility of both partners, with several stating (18%) that depending on who earned more in the future, that would be the person to continue working.

**30%** of males felt that it was the responsibility of the female/to look after the child, as it was more natural and **17%** did not know.

**70%** of the females felt that it was the responsibility of both parents and that it was important for both partners to spend time with the child/children to bond with them. Many of the young females felt that having a child would be dependant on their career, with many stating that they would use child minders or baby sitters to allow them to work.

**24%** of the females felt that it would be their responsibility in the future. The reasons given for this was either that they wanted too look after the child/children or that men are not given the equivalent in maternity leave, so it's easier for a women.

**6%** of females were unsure.

**Q) Do you expect men and women to be paid the same wage for doing the same job?**

*Answers*

**82%** of males said yes, **11%** said no and **7%** were unsure.

**100%** of females said that yes men and women should be paid the same wage for doing the same job.

**Few points from analysis to raise**

**Education**

A school is obviously a place of education and can heavily influence a young person and so one must engage openly and positively in any equal opportunity debate.

Over 70% of the young females and males felt that there were specific careers for men and women. I would ask the question why over 70% our educated young people of 14 and 15 feel that in this day and age it would be unnatural for a young man to choose a career in childcare or a young women to choose a career in engineering?

I would also ask why 44% of our young males feel that is a good thing to have 89% of our chief officials as male.

Quality of Life

Disadvantages

I would like to raise a few points from the listed disadvantages put from the young people.

F = "Police are annoying"

M = "Old people hate us"

M = "not many Jobs"

Following this booklet, a member of the policy unit will be in discussion with the Principal Teachers of Pupil Support to discuss the careers programmes and PSE programmes. This has been recommended, by the Head Teacher of the Anderson High School, as the most appropriate way forward. The progress and development of which will be input into the 2008/09 Gender Annual Report.

## **Appendix D: Council - Core Functions**

### **Education and Social Care –**

#### **Schools –**

- To educate young people aged 3 - 18 to reach their full potential

#### **Library & Information –**

- To provide books, large print books, music cd's, talking books, open learning packs, newspapers and talking newspapers.
- To provide free access to the Internet and a broad range of software
- To provide free access to a range of reference materials
- To provide promotional activities

#### **Adult Learning -**

- To provide a library service to schools Adult Learning –
- To provide a range of adult learning programmes to help adults and young people achieve their potential

#### **Sport & Leisure Services –**

- To manage sports and leisure facilities
- To manage Islesburgh Community Centre and Youth Hostel
- To manage play areas, multicourts and general amenity areas
- To deliver a programme of sports development opportunities and activities
- To deliver the Active Schools programme
- To provide outdoor education and adventure activities
- To administer a variety of grant aid schemes

#### **Train Shetland – Short Courses –**

- To develop and provide quality short courses locally to meet the need of both the SIC and external customers
- Train Shetland – Vocational Training –
- To act as a managing agent for the Government Funded Training Programmes of Skill seekers and Modern Apprenticeships

#### **Integrated Children's Services –**

- To provide an integrated care service for children and young people in Shetland.

#### **Criminal Justice –**

- To supervise offenders in the community in order to increase community safety and protect the public
- To work with offenders on community sentences or post release supervision to reduce current levels of re offending

#### **Community Care –**

- To provide a care service to older people, people with dementia, physical disabilities, mental health problems, sensory impairments, learning difficulties, children with disabilities or a disabling illness, people with HIV/AIDS and people who are terminally ill

**Inclusion –**

- To provide a universal youth work service delivered through a network of 10 youth centres provided in partnership with local communities and groups

**Community Work –**

- To provide up to date information and advice on all issues concerning voluntary organisations in a way that best suits the organisation
- To develop the skills and confidence needed for communities to engage and exercise power and influence, and to achieve their outcomes
- To engage with communities and other stakeholders across Shetland to identify, plan and meet their needs
- To provide community transport in the form of self drive community minibuses located throughout mainland Shetland

**Infrastructure –****Planning –**

- To prepare, maintain, review and implement the Structure Plan and Local Plan, which set out the framework for development and area regeneration
- To undertake wide consultation and resulting negotiations on new development proposals
- To ensure that new building work achieves national standards relating to the health, safety, welfare and convenience of people in and around buildings
- To look after our very rich heritage of buildings, landscapes, plants and animals

**Roads –**

- To ensure that all roads, footways, streetlights, traffic signals, culverts and bridges are inspected and maintained

**Ferries –**

- To own and operate a fleet of ferries providing lifeline services between the mainland and other islands

**Transport –**

- To provide local bus services on behalf of ZetTrans
- To provide internal air services and management of associated airport infrastructure
- To provide transport services for all other statutory functions within the Council, such school and social work transport
- To manage the Council fleet
- To administer the Council's function as licensing authority for taxi and private hire care licensing

**Trading Standards –**

- To check businesses for compliance with Trading Standards legislation
- To educate and inform locally based businesses and consumers
- To register and license locally based businesses
- To enforce Trading Standards legislation
- To maintain Shetland's standard weights and measures and provide a metrological service

**Environmental Health –**

- To ensure the healthy production of food animals, the responsible ownership of pets and the welfare of animals
- To ensure adequate protection, maintenance and improvement of the local environment so as to benefit the health of the community
- To ensure the safe production, manufacture, storage, handling and preparation of food and its proper composition and labelling
- To safeguard the safety, health and welfare of persons whilst at work and those who might be affected by work activities
- To ensure the provision and maintenance of housing stock of a good standard, that is safe and that is provided with all basic amenities
- To ensure the protection of public safety and/or elimination of nuisance or other adverse impacts of activities through the exercise of licensing controls
- To prevent the potential spread of disease and/or physical damage resulting from infestation by pests
- To ensure proper public health controls are in place at ports of entry
- To protect and secure improvements in the public's health

**Waste –**

- To audit Council services and buildings with regard to environmental performance
- To promote waste prevention within the Council, households and the business community
- To provide a range of disposal and recovery options
- To monitor and coordinate activities related to the cleaning of litter and graffiti and maintaining public areas to a high environmental standard

**Burial Grounds –**

- To provide a grave digging service for all funerals in Shetland
- To maintain all 62 yards
- To maintain records of all yards

**Cleansing –**

- To provide an integrated waste management service from the point of collection through to safe disposal or recycling

**Building Services –**

- To provide a catering service to schools and Social Care clients
- To provide a cleaning service to all Council schools, offices, public buildings and toilets
- To provide a building maintenance service for all Council properties

**Executive Services****Committee Services –**

- To manage, coordinate and administrate all Council and Committee meetings, and their related subcommittees and forums
- To administrate all Scottish Parliament, Westminster Parliament, Shetland Islands Council and Community Council elections
- To implement and comply with the Data Protection Strategy, Policy and relevant legislative requirements
- To implement and comply with the Records Management Strategy, Policy and relevant legislative requirements, including the Freedom of Information (Scotland) Act 2002

**Registration Services –**

- To collect and process accurate information from the public to enable an event to be registered, to produce an accurate permanent record, and to ensure that no events remain unregistered

**Legal Services –**

- To provide a legal service to all Council departments

**Contract Compliance –**

- To provide a tendering and contract administration service to all Council departments, including advice and assistance regarding EU procurement regulations and relevant Council policies and procedures.

**Asset Services –**

- To manage the Council's assets
- To provide land and seabed surveys to facilitate works in the capital programme

**Emergency Planning –**

- To prepare a Community Risk Register (CRR)
- To prepare and produce emergency plans and procedures
- To provide advice to businesses and voluntary organisations

**Safety and Risk –**

- To provide a corporate approach to the management of risk across all Council services

**Human Resources –**

- To recruit and retain high quality people to meet the Council's present and future needs
- To build on and improve fair employee relations strategies

**Policy –**

- To initiate, coordinate and facilitate partnership working initiatives

- To develop Council wide corporate strategies based on need, and prepare mechanisms to deliver those strategies
- To promote and ensure the incorporation of best value principles and management practices throughout the Council
- To develop performance management systems at all levels of the Council

**ICT Unit –**

- To provide and ICT service for all parts of the Council

**Finance –**

- To provide financial management information and advice
- To maintain the General Ledger of the Council's Financial Management System (Integra)
- To manage the Council's cash flow
- To provide a payroll, pensions and payments service
- To conduct audit investigations, as directed
- To collect local taxes due
- To process claims for Council Tax Benefit and Housing Benefit in Shetland

**Housing –**

- To provide general needs, temporary, supported and sheltered accommodation
- To provide a strategic overview of housing provision in Shetland

**Capital Programme –**

- To manage the range of individual projects within the Council's Capital Programme on behalf of service users
- To manage the Council's aspirations and to deliver a sustainable Capital Programme

**Economic Development Unit –**

- To provide a research and development function
- To invest in a variety of projects and economic sectors
- To provide a marketing function

**Ports and Harbour Operations –**

- To maintain a service to board and land pilots to/from vessels and for running moorings from ships to the shore dolphins
- To maintain a towage service for tankers berthing at and sailing from the Sullom Voe oil terminal
- To assist the oil terminal in any marine related activity

