

# **European Social Fund Gender Equality and Equal Opportunities Mainstreaming Plan for England and Gibraltar 2007-2013**

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**European Union**  
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Investing in jobs and skills

## **Foreword**

**This document sets out our vision for mainstreaming gender equality and equal opportunities in the England and Gibraltar ESF programme during 2007-2013. It describes the action that will be taken to help ensure that equal opportunities is integrated into all aspects of the programme. It will be of interest to all partners involved in the programme.**

**This plan aims to build upon best practice from the 2000-2006 programme whilst introducing some new approaches to mainstreaming. For example, for the first time, there is a coherent set of equality targets for an ESF programme at both national and regional level. These targets will be challenging for all partners involved in delivering the programme and progress will be closely monitored.**

**A key part of the plan is the need to develop the knowledge capacity of partners to help them understand what they have to do to help mainstream equal opportunities in their work.**

**The plan also gives a commitment to launch a new award scheme to reward partners who have 'gone the extra mile' in promoting equal opportunities in England and Gibraltar.**

**ESF Division in DWP and the Gender Equality and Equal Opportunities Subcommittee are committed to ensuring that equal opportunities are mainstreamed throughout the ESF programme. We will regularly review its implementation and report on progress to the Programme Monitoring Committee.**

**I hope that all of our partners in ESF familiarise themselves with the key aims and objectives of this plan.**

**Ken Lambert  
Chair, Gender Equality and Equal Opportunities Sub Committee**

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## **1. Purpose of this plan**

This plan aims to:

- reinforce the high level and public commitment that the operational programme has towards actively promoting gender equality and equal opportunities and mainstreaming;
- explain our vision of how gender equality and equal opportunities will be mainstreamed in the operational programme;
- provide an action plan setting out key aims, objectives and equal opportunities targets;
- show each region's proposed contribution to the equal opportunities target set for the programme;
- provide a management tool and key point of reference to help the national ESF Gender Equality and Equal Opportunities Sub Committee and Programme Monitoring Committee assess the progress that is being made;
- describe the role that its key regional partners will have in helping to mainstream gender equality and equal opportunities in ESF.; and
- share good practice with other regional programmes / structural fund programmes in promoting gender equality and equal opportunities.

## **2. Who is this plan for?**

This plan is aimed at all key implementing bodies for the ESF programme in England and Gibraltar, including:

- the Managing Authority with the lead on mainstreaming gender equality and equal opportunities;
- the national Programme Monitoring Committee, its Gender equality and equal opportunities sub committee and regional committees;

- Co-financing Organisations (CFOs) and other beneficiaries; and.
- CFO providers, including match funding providers.

A summary version of this strategy will also be published on the ESF national website alongside the complete version.

### 3. What is gender equality and equal opportunity mainstreaming?

Gender equality and equal opportunities mainstreaming is a social justice-led approach to policy-making in which equal opportunities principles, strategies, and practice are integrated into all aspects of the policy. The gender equality duty and other equality duties in the UK set out legal requirements for public bodies – the mainstreaming approach complements this by helping organisations to address these requirements.

There are three key elements to mainstreaming:

- (i) principles – these set out the high level commitment to and concepts of equality;
- (ii) systems - these are various systems that underpin a mainstreaming approach , typically, these are strategies, policies, monitoring and evaluation systems, reporting systems, training strategies, capacity building etc; and
- (iii) tools and techniques – these can be broken down into three main areas:
  - analytical tools – MI , statistics, survey results, impact analysis , evaluations etc:--
  - consultation – conference feedback, networking ;
  - educational tools – awareness raising events; case studies; good practice guides; transfer of knowledge ad understanding generally etc.
- (iv) outcomes – i.e. the impact of the programme or initiative .

Gender equality and equal opportunities mainstreaming aims to:

- make equal opportunities a **visible** issue for all stakeholders involved in delivering a policy or programme by highlighting that equal opportunities is not just `somebody else's job' – but something everybody has to consider and act upon in their work;
- help **transform** organisations including partners involved in delivering

policies and programmes by encouraging new approaches to delivery and new ways of thinking – including challenging any practices which may be discriminatory;

- **promote** better policies and practices through better consultation – putting customers at the heart of policy making.

In terms of programme delivery equal opportunities mainstreaming involves integrating equal opportunities into the high level plans, delivery arrangements, including publicity and communications as well as the monitoring and evaluation systems and strategies.

#### **4. Our vision for mainstreaming gender equality and equal opportunities in the ESF England and Gibraltar Operational Programme**

Our vision is to ensure that gender equality and equal opportunities will:

- be properly integrated into the planning, delivery, monitoring and evaluation of the ESF programme in England and Gibraltar as described in the Operational Programme;
- support a dual approach to mainstreaming as described in the operational programme document, i.e. one which encourages all providers to take gender equality and equal opportunities into account when delivering their activities as well as using ESF to support a range of specific or specialist support activities as described in the operational programme for England;
- achieve the equality targets set out in the operational Programme at national and regional level and ensure that all partners including regional partners are aware of the important contribution they have to make towards mainstreaming and the achievement of equality targets;
- maintain a sustained and pro-active approach to promoting gender equality and equal opportunities and ensure that the theme is a highly 'visible' theme throughout the programme
- encourage all stakeholders involved in the programme to consider how they might improve upon the way they can better integrate equal opportunities by sharing and disseminating new ideas and good practice as well as reward those partners who have 'gone the extra mile' through a national award scheme; and
- help to ensure that all partners involved in delivering ESF actively promote equality in line with their public duties under equalities legislation.

## **5. Links between this plan and the DWP equality schemes and other equality schemes.**

This mainstreaming strategy will help ensure that the ESF Operational Programme in England is delivered in a way which is consistent with the DWP Equality Schemes ( DWP Welfare to Work Group - WWEG) and the wider framework of equality legislation. A key aim is to ensure that ESF is contributing to the DWP's public duty to promote equality. (DWP is the Government department with responsibility for ESF funding in England.)

The DWP published its first disability and gender equality schemes (with an annual report on its race equality scheme) in December 2006. The European Social Fund is covered in Section 1 of the WWEG scheme which describes the importance of:

“ensuring that equality is embedded in all areas of the European Social Fund programme and that there is a significant focus on helping disabled people, carers, ethnic minority groups and older workers”.

The prime aim of this mainstreaming strategy is to ensure that ESF is integrated or embedded in all aspects of planning, delivery, monitoring and evaluation.

The England and Gibraltar ESF operational programme will be delivered in partnership with other key public organisations, notably, the LSC and RDAs and some local authorities.

The LSC's Single Equality Scheme covers all its funded provision, including that funded through ESF. It incorporates individual schemes for gender, disability and ethnicity into a coherent framework for promoting equality and diversity. It describes how the LSC challenges itself, its partners and providers to deliver outcomes which are representative of the communities they serve, and how they will address disadvantage and raise the aspirations of both present and potential learners.

RDAs and local authorities will, of course, have their own equality schemes. Although ESF delivery may not be specified in their equality schemes, the mainstreaming approach proposed in this strategy should, nevertheless, help ensure that the ESF-funded element of their delivery is focused on helping them discharge their public duty to actively promote equality. This includes those providers and their sub-contractors directly involved in delivering ESF.

The gender equality and equal opportunities sub committee will consider the human-rights based approach taken by the Equality and Human Rights Commission (EHRC) in the coming months and identify any methods or similar approaches which could be usefully adopted within the ESF gender equality and equal opportunities mainstreaming plan.

## 6. Policy context of the ESF programme.

The wider policy context of the England ESF programme is described in the Operational Programme document itself. It describes how ESF will support the Lisbon national reform programme and the national employment and skills strategies, especially by adding value to programmes and initiatives to extend employment opportunities and develop a skilled and adaptable workforce. In particular, ESF targets disadvantaged groups and low skilled people.

The ex-ante evaluation analysis section of the OP (see [hypertext link](#)) includes analysis of key equality strand groups and highlights a number of barriers which disadvantaged groups / people from equality strands face in the labour market.

The equality impact assessment screening report that was undertaken for the new programme (see [hypertext link](#)) includes analysis on the degree of representation and performance of the key target groups in the previous programme and will be reviewed during the life of the programme

There were a number of key findings from the previous programme derived from the analysis of representation and performance of various equality strand groups:

### Representation (against Labour Force Survey population baselines)

In terms of representation the analysis and test from the equality impact assessment screening report highlighted a number of positive statistics as well as a range of issues, for example:

#### Positive statistics

- women were slightly over-represented (against LFS population) compared to men (by 1%);
- all ethnic minority groups were over-represented (against LFS population) – both for men and women;
- there was an even gender split across the main ethnic minority groups;
- women and men from the 18-28 age range group were over-represented (against LFS population) ;
- all the main ethnic groups were over-represented (against LFS population) at programme level, both in total and by gender;

#### Issues

- the new programme will include a focus on targeting older women and men promoting active ageing in the labour market and providing skills training for older workers;
- the new programme recognises that there are disparities between ethnic sub groups in the labour market and that Pakistani and Bangladeshi groups (especially women) are particularly disadvantaged and should be targeted;
- the representation of people who are disabled from reported management information programme data was much lower than self-declared data from the beneficiary survey indicating that data underestimates the participation rates

- of people who are disabled; and
- the new programme needs to actively promote disclosure of disability, in order to help beneficiaries and also ensure that the statistical data is more accurate in this respect.

## Performance

In terms of performance, the analysis and test from the equality impact assessment screening report highlighted a number of positive (and some less positive) statistics and issues, for example:

### Positive results / issues

- ESF helped people from ethnic minorities find employment – there was an increase in 12 percentage points in the employment rate in people from ethnic minorities from starting to leaving ESF projects,
- 75% of people from ethnic minorities achieved a qualification as a result of attending ESF. A greater percentage of people achieved NVQ 4 in ethnic minority groups than any other group.
- The 2005 beneficiary survey shows that for people who are disabled, the level of employment increased by 16 percentage points on joining to immediately leaving.

### Negative results / issues

- The drop in inactivity for people from ethnic minorities on ESF is just over half that of the white group at 7%
- The EOC (now replaced by the EHRC) advised ESFD that their recent General Formal Investigation into part-time and flexible working (Working outside the box: Changing Work to Meet The Future 2007) found a substantial body of evidence that the experience of women working makes a major contribution to the UK's low productivity. The EOC estimated that 80% of part-term workers, the equivalent of 5.6million people, a fifth of the entire working age population, are working below their potential. The new ESF programme will respond to this by providing lifelong learning opportunities for part-time workers so they can advance in their careers.
- People who are disabled were less likely to achieve a qualification than other groups.

- Beneficiaries over the age of 50 were least likely of all age groups to gain a qualification (60%) while the under 18s were most likely to do so ( 81%).
- Women were nearly twice as likely to enter part-time employment after leaving ESF-funded courses as men (this reflects the wider labour market picture).

(it is worth pointing out that ESF can fund projects which can take gender differences in the labour market by promoting access to training for women. Training below Level 2 is important for helping some women develop as potential employees.)

## **7. Legislative and regulatory context**

Annex 1 of this strategy describes the main structural fund programme regulations that relate to the Equality cross cutting theme.

Annex 2 provides a background list of some of the key European and domestic equality legislation that relates to equality within the international, EU and domestic context and provides a list of useful websites for further information.

## **8. The importance of gender equality in the gender equality and equal opportunities cross cutting theme**

In this plan, gender is specified as an issue along with wider equal opportunities because:

- ESF is an EU-funded programme and the structural fund regulations give specific reference to the importance of promoting gender equality in all structural fund programmes.
- Women comprise 50% of the population and are therefore a significant target group for programmes; and
- All public bodies have a public duty to promote gender equality.

Participation rates by all the disadvantaged groups need to be increased, and we need also to recognise that each strand of inequality interacts with others and at different points over the life-cycle. The gender effect is especially pervasive, and counteracting it will open up wider opportunities for all disadvantaged groups

## **9. Gender and the England and Gibraltar ESF programme**

The England and Gibraltar ESF programme clearly explains that activities funded

through ESF “should be designed to respond to the specific needs of participants with disabilities or health conditions, older workers, participants from ethnic minorities and women. “Page 132 of the programme document describes the Equal Opportunities Commission’s report on the availability of the flexible working arrangements highlighting the strong business case for training and flexible working.

Priority Axis 1 of the England and Gibraltar ESF programme “Extending employment opportunities” explains that this priority will support a wide range of activities to help people back to work, including:

- mainstreaming and specific action to improve access of women to employment and increase sustainable participation and progress of women in employment , and to help men and women access occupations or sectors where they are underrepresented;
- activities to help lone parents, Jobseeker Allowance recipients with children and other disadvantaged parents enter and make progress at work, and so contribute to alleviating child poverty

Priority Axis 2 of the England and Gibraltar ESF programme “Developing a skilled and adaptable workforce” explains that this priority will support a wide range of activities including:

- training leading to level 2 qualifications ( especially for those without current or relevant level 2 qualifications , part-time workers and workers in sectors with weak training records;
- training for women and ethnic minorities in sectors where they are underrepresented at qualification level 3;
- lifelong learning and vocational training for low-skilled and low-paid women workers to improve their progression; and
- training and mentoring and supporting men and women in occupations or sectors where their gender is underrepresented , in order to tackle gender segregation.

The convergence region of Cornwall and the Isles of Scilly have priorities which are analogous to Priorities one and two for the rest of England.

Most of the targets and indicators for the programme are also broken-down by sex.

## **10. Gender and this mainstreaming plan**

The approach to mainstreaming adopted in this plan will promote, amongst other things, a dual approach to mainstreaming – which means that ESF will be used to support a range of equality-specific actions (such as the gender-specific actions listed in the previous section) as well as encouraging all activities to take respond to the specific needs of participants.

The regional reporting process proposed in this plan will require regions and Gibraltar, to report on the specific activities that they are funding to help promote gender equality.

The action plan in this mainstreaming plan proposes that CFO plans, procurement and contract management processes are subject to equality impact assessments. This will include checking that plans are identifying appropriate gender-related activities to support the programme and that these are being reflected in the procurement documentation and that plans are identifying appropriate gender-related activities to support the programme and that these are being reflected in the procurement documentation and that appropriate provision is being bought. A similar review will be required from non-CFO beneficiary organisations as well as those in Gibraltar. To help with this, the action plan in section 11 proposes a project to help CFOs additional assessments where they do have the capacity to do so. This may involve developing gender mentors who can advise CFOs.

Continuing to develop the capacity of CFO staff in terms of their understanding of their legal duty to promote gender equality (as well as the other public duties) will be one of the themes of the training that is proposed in this plan. Identifying and disseminating good practice in equal opportunities – including gender – is also one of the objectives under the action plan.

## **11. ESF and the gender pay gap**

Closing the gender pay gap is an important priority for the UK Government. Annex 4 provides background on the gender pay gap and its causes. The England and Gibraltar ESF Programme will contribute to tackling the gender pay gap by funding additional training for low-skilled women, particularly those in part-time and low paid jobs, and by funding activities to help men and women enter non-traditional occupations.

## **12. Equal opportunities and multiple disadvantage**

Although the targets for the new ESF programme are largely broken down by the main equality 'strands' it is important to recognise that many people within these strands face multiple disadvantage in the labour market.

In the 2000- 2006 ESF England and Gibraltar programme , the ESF Evaluation team commissioned a study, " Research into multiply disadvantaged groups in ESF Objective 3 programme in England", which was used to inform the update to the mid term evaluation report ( DWP 2005). This research cited the extensive research undertaken by Richard Berthoud "Multiple Disadvantage in Employment : A Qualitative Analysis (Joseph Rowntree Foundation, 2003).

Berthoud identified a number of groups who are likely to experience the greatest disadvantage in the labour market:

- older people;
- those without partners, particularly those with care responsibilities, predominantly lone parents;
- people in unskilled LFS socio-economic groups, including those without qualifications;

- people with disabilities;
- people from ethnic minorities – particularly Pakistani and Bangladeshi groups; and
- people who live in low employment density regions.

Multiply disadvantaged people are people who share two or more characteristics from the list above. For example, the following people could be said to be multiply disadvantaged:

- a female, disabled, older person;
- a Pakistani woman;
- a lone parent with low skills;
- an older Bangladeshi person without qualifications.

Berthoud also identified that although the nature of the disadvantages provide an indication of the depth of problem facing an individual, it is the number of disadvantages that give a more direct assessment of their distance from the labour market.

Statistical techniques are now available which allow differences for each of the equality groups to be examined in a new way. This is called the penalty approach and research carried out for DWP has produced interesting results using this method (see Heath and Chueng; 2006 and Berthoud and Bleksaune, 2007). Such penalties can be obtained for each equality group. An ethnic penalty is the disadvantage experienced by a group after control for age, qualifications and other important factors. It involves statistical modelling and requires large sample survey data or MI with a large set of variables. It is intended that this method will be used to analyse data from the 2009 Cohort Study and perhaps from the MI system, provided data of sufficient quality is available.

This type of penalty analysis is, of course, dependent on the variables measured and used in this model. Where the estimates are at odds with other studies, it may be because other researchers, specialising in the analysis of one particular group, have been able to use more detailed data (e.g. on disability), or because they have focused on particular issues relevant to the population group under examination (e.g. the migration history of ethnic minorities).

Heath, for example, found that, for males, ethnic penalties are high particularly for the African and the Pakistani/Bangladeshi groups and there has been some but not very much change over two decades. This means that an African man with the same levels of qualifications as a white man is much more likely to be unemployed. These regression adjusted results take us much further than examining gross differences. They enable a like by like comparison to be made, so that individuals with the same educational background are compared.

The ESF Evaluation Team's research into multiply disadvantaged groups in ESF in the previous programme looked at the analysis provided in the 2002 Objective 3 Leavers' Survey and compared this with the LFS. Where comparison was possible between the Leavers' Survey and the LFS, it appeared that ESF projects were engaging with these groups at a rate above that of the general population of the

## LFS.

<sup>1</sup>Heath, A. and Cheung, S. (2006) Ethnic penalties in the labour market: Employers and discrimination. DWP Research Report 341. Oxford University. <http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep341.pdf>

<sup>2</sup>Berthoud, R. and Blekesaune, M. (2007) Persistent employment disadvantage. DWP Research Report 416 <http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep416.pdf>

Data from the latest ESF Beneficiaries' Survey (2005), conducted by IPSOS/MORI, indicated that Objective 3 continues to support individuals who experience multiple disadvantages. Overall, 66 per cent experienced one or more labour market disadvantages on entry. This group can be broken down as follows:

- 29% had one disadvantage;
- 21% has two disadvantages;
- 16% had three or more disadvantage

### Multiple Disadvantage with gender split ESF Beneficiary Survey 2005

	Multiple Disadvantages				
	Total %	None %	One %	Two %	Three %
1. Proportion of all beneficiaries by number of disadvantages	100%	34%	29%	21%	16%
	Of which.....	Of which.....	Of which.....	Of which.....	Of which.....
2. Women	54%	48%	55%	58%	63%
3. Men	46%	52%	45%	42%	37%
Total men and women (row 2 + row 3)	100%	100%	100%	100%	100%

Source: Table extract from ESF Beneficiary Survey for England 2005 (MORI/IPSOS)

The table above indicates that, of those beneficiaries who had multiple disadvantages, a high proportion were women. For example, women make up 63% of the 16% of beneficiaries who had 3 disadvantages.

CFOs and their providers need to be able to respond to multiple disadvantage in the way they deliver their courses and activities is that the needs of individuals are met.

Although they are not referred to explicitly in Berthoud's work, drug users, ex-offenders and people with mental health problems are likely to have multiple disadvantages and can be targeted in the ESF programme.

## How will we know if we are helping people with multiple disadvantages?

The operational programme explains that its activities will address the specific needs of people who experience multiple disadvantages (for example, older workers, or lone parents with low skills, disabilities or health conditions).

People who are economically inactive and people who are disabled are key target groups for the new ESF programme and, from our experience of delivering ESF, we know that a considerable proportion of individual participants are very likely to experience multiple disadvantage.

The Managing Authority will be developing a management information database which draws upon the individual records of ESF programme participants and which should enable a richer picture of the personal characteristics of the participants to be accessed for the purposes of evaluation analysis. This new system should enable the ESF Evaluation Team to cross-tabulate data to identify the degree of multiple disadvantages of participants. This analysis will also be enhanced by the proposed cohort surveys of participants and leavers. The result of such analysis will be presented in the ESF Evaluation Team's evaluation report into gender equality and equal opportunities.

### **13. Role of key partners in mainstreaming equal opportunities**

This section highlights the main role of the key players involved in implementing the programme. It is important that all players understand what their role is in mainstreaming gender equality and equal opportunities.

The training needs analysis and training delivered as part of the mainstreaming plan's aims and objectives will need to take these roles into account – particularly for the regional partners including those actually delivering ESF support.

#### Managing Authority

The Managing Authority will have an important role actively promoting equal opportunities by developing operational policy for mainstreaming equal opportunities, including integrating it into plans, delivery arrangements, monitoring systems as well as setting up equal opportunities network and integrating the theme into communications and the national website etc. The Managing Authority will be responsible for:

- preparing and updating the mainstreaming plan;
- providing guidance on equal opportunities for CFOs and other beneficiaries;

- ensure that CFOs make their providers aware of their legal obligations in terms of promoting the different equality duties and to help develop training materials and guidance which CFOs can use to help them discharge this function;
- setting up the national ESF equal opportunities award scheme which recognises providers and CFO partners who go the extra mile;
- providing the chair and secretariat support for the Equal Opportunities Sub Committee and reporting back to the national programme monitoring committee;
- co-ordinating reporting arrangements and feeding reports on progress in mainstreaming equal opportunities into the annual implementation report that is submitted to European Commission; and
- ensuring that equal opportunities is covered in monitoring of CFOs and other beneficiaries).

The Managing Authority teams in Government Offices will have a role in ensuring that CFOs follow guidance on promoting equal opportunities. They will need to discuss progress towards equal opportunities targets and mainstreaming with the providers in review meetings. The Managing Authority will delegate these tasks in London and Gibraltar to the London Development Agency and Government of Gibraltar as intermediate bodies.

### ESF Evaluation Team

The ESF evaluation team has an important role in ensuring that equal opportunities is covered in the evaluation strategy and that issues raised by the equal opportunities sub-committee are taken into consideration when designing evaluation surveys such as the cohort survey.

The ESF Evaluation Team will:

- prepare the evaluation strategy and oversee the evaluation of equal opportunities (and other cross cutting theme SD);
- compile reports and make recommendations; and
- be represented on the equal opportunities sub committee and update the sub committee on evaluation work.

### Programme Monitoring Committee (PMC)

The PMC will have an important role in ensuring that a high level of commitment and visibility is given to promoting the equality theme. It will receive update / progress reports from the Equal Opportunities Sub Committee as a regular agenda item and

discuss the progress that is being made towards the equality targets for the programme as well as any other relevant equality mainstreaming issues concerned with performance or delivery.

### Gender Equality and Equal Opportunities Sub Committee

The Gender Equality and Equal Opportunities Sub Committee will have an important role in advising the Managing Authority on the preparation and delivery of the national ESF equal opportunities mainstreaming plan. It will also:

- advise and comment on reporting arrangements between the MA and partners in the regions;
- advise the PMC and comment on progress towards equality targets through the Managing Authority's update reports on behalf of the Gender Equality and Equal Opportunities Sub Committee;
- provide updates and presentations at Regional ESF Committee meetings (this will be undertaken by the secretary of the Gender Equality and Equal Opportunities Sub Committee)
- actively promote good practice, including good practice and lessons learned from the EQUAL programme as well as sharing ideas and good practice with other programmes across the UK; and
- contribute to any ESF Equality Network workshops which ESF Division may organise during the programme period.

### Regional Skills Partnerships (RSPs)

The RSPs (and the London Skills and Employment Board in London) will have an important role in establishing the regional ESF framework document for their region which informs the Co Financing Organisation plans. These CFO plans inform the tender specifications for the procurement of provider services, setting out the regional priorities for funding and support.

The Managing Authority issued specific cross cutting theme guidance (see Annex 3) to RSPs before the programme which emphasised that public bodies now have a general duty under equality legislation to promote equality in a pro-active way. The guidance explained that equal opportunities targets would be set for each region in order to meet output and result indicators in the national operational programme. These regional targets should also be set out in the regional ESF framework. The framework should also include information and recommendations on:

- Key regional equal opportunities issues arising out of the regional labour market ( gender / ethnicity / disability / age) including any information / local knowledge on barriers faced by sub-groups e.g. Pakistani women

- Main areas of occupational and sectoral segregation for managers and employees in key sectors in the region, highlighting pay and skills gaps that ESF could help address in the region as well as highlighting the main equality groups or sub-groups affected (e.g. part-time female workers).
- Identify specific communities in the region's city or rural areas that need targeted support.

### Regional ESF Committees

Regional ESF committees will have an important role to play in terms of endorsing the regional CFO plans, ensuring that equality issues identified in regional ESF frameworks are to be addressed and also in considering CFO regional performance reports, including progress towards equality targets as well as agreeing remedial action to remedy any under performance.

Regional committees may wish to consider the use of their own specialist cross cutting theme sub-committees to oversee progress being made on these themes.

Regional committees will report (via the Managing Authority) to the equal opportunities sub committee on the progress they are making towards their equality targets and how their committees are accessing equality expertise and promoting the equality theme generally. Representatives from regional committees may be invited to give presentations to the equal opportunities sub-committee on good practice in their regions.

### Co-financing Organisations (CFOs)

CFOs ensure that equal opportunities are integrated into provider procurement arrangements and set contractual obligations etc concerning equal opportunities in terms of policies, implementation plans and adhering to legislation. CFOs need to ensure that their plans identify the priorities described in the Regional ESF Framework documents and that these, in turn, are reflected in the procurement process. They have an important role to play in terms of actively promote equal opportunities as well as ensuring that contractual requirements are met through monitoring visits etc.

CFOs will carry out spot monitoring of providers to check delivery arrangements and they will also be responsible for assuring themselves that all projects funded by ESF or match respect ESF regulatory requirements, with particular regard to cross cutting themes – including equal opportunities.

CFOs devise three year CFO plans which address priorities set out in the regional ESF frameworks. These CFO plans should refer to specific activities which ESF can be used to support which also help mainstreaming. The delivery arrangements may vary depending on the contracting model used. For example, in DWP the 'prime contractor' may support niche or specialist provision which is specific to certain groups being targeted or which offer a specialist service which more mainstream

providers may not be able to deliver.

**Specific information on mainstreaming within the two principal CFOs, DWP and LSC, is given at Annex 5 and 6**

#### Providers / local delivery

ESF providers will have a vital role to play in actively promoting equal opportunities through the way they design and deliver their training to participants.

They need to deliver within the contractual requirements as a minimum. ESFD's training strategy should aim to support CFOs including by providing training and guidance materials which they, in turn, can use to support providers.

#### **14. Action Plan**

Progress towards the action plan aims and objectives below will be reviewed regularly by the equal opportunities sub committee and progress made will be reported back to the national programme monitoring committee (PMC).

Some of the aims and objectives contained in the action plan are on-going in nature whilst others are to be achieved before 2010. Although the action plan will be reviewed on a regular basis, it is likely that there will be a substantial review at the half-way point in the programme (2010) and new aims and objectives will apply for the remainder of the life of the programme.

Copies of the progress reports made to the PMC will be put on the equal opportunities section of the national ESF website.

**Aim 1: To promote high level commitment to gender equality and equal opportunities**

Objective	Success criteria	Who / When?	Action	Progress Review date
<p>Managing authority (ESFD) prepares mainstreaming strategy with endorsement statement from head of Managing Authority</p>	<ul style="list-style-type: none"> <li>• Plan prepared and agreed</li> <li>• Supportive endorsement from chair of PMC;</li> <li>• Plan printed, circulated widely, put on national ESF web-page; copied to relevant partners; promoted in national e-zine etc.</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD / July 2008</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD to clear plan with sub committee and PMC;</li> <li>• ESFD to produce a 1 page summary for general readers;</li> <li>• Article for e-zine in July 2008 with web-link to final version of plan</li> </ul>	<p>Action completed</p> <p>March 2009</p> <p>Action completed</p>
<p>Equal Opportunities is a regular agenda item at National Programme Monitoring Committee Meetings</p>	<ul style="list-style-type: none"> <li>• All PMC meetings have equal opportunities in the agenda – either as an update report on the work of the equal opportunities sub committees or as a separate agenda item in its own right</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD to ensure that equal opportunities is incorporated as an agenda item at each PMC meeting held in future (as described in success criteria).</li> </ul>	<p>Cross cutting themes are a standing agenda item at PMC</p>
<p>Equal Opportunities is a regular agenda item at Regional ESF Committee Meetings</p>	<ul style="list-style-type: none"> <li>• All regional committees to have the equal opportunities cross cutting theme as an agenda item for future meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD / Regional Committees (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD to discuss this with regional ESF committees.</li> <li>• Regional ESF committees to ensure that equality is discussed at future meetings, for examples (i) progress towards targets; (ii) progress in mainstreaming generally; (iii) progress in supporting equality –</li> </ul>	<p>July 2009</p> <p>July 2009</p>

Objective	Success criteria	Who / When?	Action	Progress Review date
			<p>specific / specialist equality projects and activities; (iv) reporting arrangements / requirements; (v) representation on committees and access to equality expertise.</p>	
<p>Regional ESF Committees to be invited to attend ESF Sub Committee meetings to present good practice in their region.</p>	<ul style="list-style-type: none"> <li>• Regional presentations delivered during 2009 – 2010.</li> <li>• Sub committee has a better understanding of some of the key issues in each region and the individual region's contribution towards mainstreaming through good practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Regional ESF committees from July 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD to send out details of what will be required from July 2008.</li> <li>• Process to be reviewed in 2010.</li> </ul>	<p>July 2009</p>

**Aim 2: To ensure that all committees and implementing authorities promote a balanced participation of men and women in the management and delivery of the programme in an appropriate way and to ensure that expertise from representatives from disadvantaged groups and experts in the field of equality are able to provide appropriate input to the work of the national and regional programme monitoring committees.**

Objective	Success criteria	Who / When?	Action	Progress Review date
National and regional committees to provide a gender head count of ESF committee members to the national Equal Opportunities Sub Committee and to promote or encourage a better gender balance as appropriate	<ul style="list-style-type: none"> <li>• Head count survey completed &amp; national overview prepared</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD / Committee secretariats – by December 2008</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD writes out to Committee secretariats – compiles report on gender balance once replies are received.</li> </ul>	March 2009
All committees to report on the extent to which they are or will be accessing equal opportunities expertise from experts and other representatives.	<ul style="list-style-type: none"> <li>• Report received from each sub-committee</li> <li>• Expertise identified</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD / Committee secretariats (December 2008)</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD consult regional secretariats on this issue (as part of head-count exercise mentioned above) – compile progress report for sub committee and report to national PMC on progress.</li> <li>• Access to expertise may also be covered in national TA project</li> </ul>	March 2009

Objective	Success criteria	Who / When?	Action	Progress Review date
<p>CFOs to be encouraged to review their own internal equal opportunities policies and staff diversity monitoring arrangements as well as consider OFSTED reports. Forthcoming training and development (national TA project) should be used to help CFO staff encourage their providers to review their own internal equal opportunities policies and staff diversity monitoring.</p>	<ul style="list-style-type: none"> <li>• Good practice material identified circulated.</li> <li>• Organisations review / improve policies where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD / CFOs ( ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD identify good practice in this area through web / desk-based research and consultation with equality sub-committee</li> <li>• Check any contractual obligations with CFO organisations and ensure this is monitored.</li> <li>• Good practice on this circulated to CFOs / in e-zine / web-page etc;</li> </ul>	<p>March 2009</p> <p>March 209</p> <p>July 209</p>

**Aim 3: To produce and present a national report to the national Programme Monitoring Committee on the progress that is being made towards mainstreaming gender equality and equal opportunities and the national equality targets. This reporting process will be reviewed on an annual basis in order to promote continuous improvement in reporting arrangements.**

Objective	Success criteria	Who/ When?	Action	Progress Review date
<p>ESFD to prepare a national progress report which is compiled from the regional progress reports produced by the Government Offices/LDA on the basis of information from CFOs and other beneficiaries, as set out in Action Note 010/08 ( <b>SEE ANNEX 7 FOR DETAILS</b> )</p>	<p>(i) National progress report agreed by sub committee and national PMC</p>	<p>ESFD April 2009</p>	<ul style="list-style-type: none"> <li>• Draft national progress report prepared and presented to sub committee</li> </ul>	<p>April 2009</p>
	<p>(ii) Qualitative questions reviewed and amended annually as required</p>	<p>April 2009</p>	<ul style="list-style-type: none"> <li>• Sub committee agree progress report to be presented to PMC</li> </ul>	<p>April 2009</p>
		<p>July 2009</p>	<ul style="list-style-type: none"> <li>• Progress report presented to PMC</li> </ul>	<p>July 2009</p>
		<p>May 2009</p>	<ul style="list-style-type: none"> <li>• Final version of progress report used to inform annual implementation plan</li> </ul>	<p>May 2009</p>
			<ul style="list-style-type: none"> <li>• Qualitative questions issued to CFOs and other beneficiaries in regions reviewed by sub committee and amended as required. This review</li> </ul>	<p>August 2009</p>

Objective	Success criteria	Who/ When?	Action	Progress Review date
			<p>process will be undertaken annually. A small working group may be set up to look at his work and report, possibly by written procedure, to the sub committee.</p>	

**Aim 4: To set up a TA-assisted training project to help reinforce the knowledge capacity of key partners in delivering actions.**

Objective	Success criteria	Who / When?	Action	Progress Review date
<p>To prepare an appropriate specification for a training project which delivers the following phases:</p> <p>Phase 1 :</p> <p>Identify jobs / postholders at national and regional level who need equal opportunities training / support ( e.g. from Managing Authority at national and regional level; CFOs, non-CFO organisations in Convergence region and phasing-in regions etc)</p> <p>Phase 2</p> <p>This phase should involve a training needs identification exercise for staff identified in phase 1.</p> <p>Phase 3 – deliver training</p>	<ul style="list-style-type: none"> <li>• Specification prepared following internal consultation with DWP/LSC &amp; EHRC</li> <li>• The broad aims and objectives of training discussed at sub committee</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD / sub committee / regional committees and CFO partners.</li> <li>• July/August 2008</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD prepare specification</li> </ul>	<p>Specification prepared and issued in November 2009</p>

Objective	Success criteria	Who / When?	Action	Progress Review date
To prepare TA application for funding	<ul style="list-style-type: none"> <li>TA application prepared</li> </ul>	<ul style="list-style-type: none"> <li>ESFD January 2009</li> <li>ESFD January 2009</li> </ul>	<ul style="list-style-type: none"> <li>Identify divisional funds for `match` funding purposes</li> <li>Prepare TA application</li> </ul>	<p>April 2009</p> <p>April 2009</p>
To project manage the project and report on progress to the national sub committee as appropriate	<ul style="list-style-type: none"> <li>Project delivered effectively, efficiently, on time and on budget.</li> </ul>	<ul style="list-style-type: none"> <li>ESFD &amp; representatives from sub committee / sub committee organisations etc.</li> <li>On-going from January 2009.</li> </ul>	<ul style="list-style-type: none"> <li>ESFD sets up project management steering group</li> </ul>	<p>April 2009</p>
To review and evaluate the success of the training / support delivered, identifying lessons learned for the second half of the programme.	<ul style="list-style-type: none"> <li>Review undertaken</li> <li>Brief report prepared</li> </ul>	<ul style="list-style-type: none"> <li>ESFD / Consultant trainers appointed</li> <li>December 2009</li> </ul>	<ul style="list-style-type: none"> <li>Trainees consulted</li> <li>Consultants prepare evaluation report on the project</li> <li>Lessons learned discussed at sub committee and reported back to national programme monitoring committee</li> </ul>	<p>December 2009</p>

**Aim 5: Ensure that equality impact assessments are undertaken on CFO plans, procurement and contract management processes relating to ESF, including gender, disability, race and ethnicity and age.**

Objective	Success criteria	Who?	Action	Progress Review date
The national TA project will help to train appropriate CFO staff to undertake equality impact assessment reviews of their CFO plans, and procurement and contract management processes	Specification developed	ESFD	2009	April 2009
Deliver equality-impact assessment training project	CFO plans and processes equality assessed.	Contractor	2009/2010	April 2009 & July 2009
Implement agreed recommendations from equality impact assessments in time for the second tranche of contracting in 2009/2010	Agreed recommendations implemented	CFOs	2010	December 2009

**Aim 6: To ensure that equal opportunities is a highly visible theme in the programme and that support for this theme is sustained throughout the life of the programme.**

Objective	Success criteria	Who?	Action	Progress Review date
Ensure that equal opportunities is a prominent theme in ESF news e-zine	<ul style="list-style-type: none"> <li>• Equal opportunities issues are incorporated into all e-zines published.</li> <li>• At least two thirds of e-zine issues contain an equal opportunities-specific article</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare articles</li> </ul>	On-going
Ensure that equal opportunities theme is included in the national ESF website	<ul style="list-style-type: none"> <li>• National ESF website has an appropriate equality section</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD</li> </ul>	<ul style="list-style-type: none"> <li>• Sub committee consulted on web-page contents</li> <li>• Appropriate material to include in web-page identified</li> <li>• Website kept up to date with fresh / new information as appropriate</li> </ul>	<p>Web-page set up</p> <p>On-going</p> <p>On-going</p>

Objective	Success criteria	Who?	Action	Progress Review date
Set up a `virtual` equal opportunities network with GO and CFO partners	<ul style="list-style-type: none"> <li>• Network set up</li> <li>• Active participation from members – with positive feedback on usefulness of the network</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD / Regional Committees / CFOs</li> <li>• July 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare terms of reference for network and agree with CFOs / regional partners</li> <li>• Consult regional partners and identify network members including people who undertook equal opportunities training</li> <li>• Set up e-mail distribution list for network members</li> </ul>	December 2009
Organise and deliver an annual equal opportunities `workshop` designed to involve a range of key ESF equal opportunities network partners in the regions on progress being made in mainstreaming and also update network partners on latest policy or legislative issues.	<ul style="list-style-type: none"> <li>• Well attended workshop</li> <li>• Positive feedback from delegates on usefulness of workshop</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD</li> <li>• 1<sup>st</sup> workshop to be delivered by July 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Sub committee consulted on design and content of workshop</li> <li>• A list of key speakers identified – this may include CFO providers</li> <li>• Workshop delivered</li> </ul>	December 2009

Objective	Success criteria	Who?	Action	Progress Review date
Set up a national ESF equal opportunities award scheme to reward organisations and individuals who have been active in promoting equal opportunities and in developing or delivering good practice.	<ul style="list-style-type: none"> <li>• Annual award scheme set up by 2009</li> <li>• Award scheme maximises publicity for good practice</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD</li> <li>• Annual award scheme set up by December 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Terms of reference for scheme established following consultation with sub committee</li> <li>• Award working group and panel set up</li> </ul>	<p>September 2009</p> <p>July 2009</p>
Review and update good practice guidance on website	<ul style="list-style-type: none"> <li>• Good practice guidance kept up to date</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD / regional partners</li> </ul>	<ul style="list-style-type: none"> <li>• Use annual report / publicity cases studies and national award to update good practice guidance on the national web site.</li> </ul>	On-going



- **Aim 7: To consider the findings and recommendations from the evaluation work undertaken at national and / or regional level.**

Objective	Success criteria	Who / When?	Action	Progress Review date
<p>To ensure that the national sub committee is fully aware of planned evaluation work and specifications for that work and are actively involved in the project management of any evaluation projects being undertaken where this appropriate</p>	<ul style="list-style-type: none"> <li>• Sub Committee is kept up to date on the work of the evaluation team in general – and on the specific evaluation surveys that will be of particular use or interest to the sub committee.</li> </ul>	<ul style="list-style-type: none"> <li>• ESFD / Head of ESF Evaluation Team /Sub Committee members.</li> </ul>	<ul style="list-style-type: none"> <li>• Head of ESF Evaluation Team to become member of sub committee.</li> <li>• Head of ESF Evaluation Team to give presentations on proposed strategy and also specific surveys as and when appropriate.</li> <li>• Evaluation reports discussed at sub committee meetings from equality perspective discussed – looking at findings and recommendations that relate to mainstreaming and progress towards equality targets.</li> <li>• Mainstreaming plan</li> </ul>	<p>Action completed</p> <p>Action completed</p> <p>On-going</p>

Objective	Success criteria	Who / When?	Action	Progress Review date
			amended and reviewed as appropriate	
To undertake regular reviews of the equality impact assessment which was prepared before the launch of the programme and to update the assessment as appropriate.	<ul style="list-style-type: none"> <li>Impact assessment reviewed annually</li> </ul>	<ul style="list-style-type: none"> <li>ESFD / ESF Evaluation Team / Sub Committee.</li> <li>1<sup>st</sup> review autumn 2009 (to be followed by annual reviews).</li> <li>The results of ESF evaluation participant surveys to be taken into consideration.</li> </ul>	<ul style="list-style-type: none"> <li>1st review once an appropriate and substantial amount of ESF MI data becomes available on ESF MI system / database and through evaluation survey work.</li> </ul>	Autumn 2009

## 15. Targets

The equality targets and indicators used in the following tables are extracted from the targets in the operational programme.

Progress towards these targets will be reviewed at least once per year by the gender equality and equal opportunities sub group and reported to the PMC. A copy of the report will also be sent to the regional ESF committees so that they can discuss their region's contribution to the national gender equality and equal opportunities targets (compared to other regions) and identify and appropriate action that may need to be taken in the light of any underperformance.

**OP programme performance indicators (for the whole programme)**

<b>Indicator</b>	<b>Target</b>	<b>Data source (to measure progress)</b>	<b>Frequency</b>
<b><i>Outputs</i></b>			
1. Total number of participants	Number of participants: <b>1,790,000</b>	Individual participant data	Annual report and PMC meetings
2. Participants who are unemployed	Number of unemployed participants: <b>381,000</b>	Individual participant data	Annual report and PMC meetings
3. Participants who are economically inactive	Number of economically inactive participants: <b>311,000</b>	Individual participant data	Annual report and PMC meetings
4. Participants with basic skills needs	Number of participants with basic skills needs: <b>355,000</b>	Individual participant data	Annual report and PMC meetings
5. Participants with disabilities or health conditions	Proportion of participants with disabilities or health conditions: <b>19%</b>	Individual participant data	Annual report and PMC meetings
6. Participants aged 50 or over	Proportion participants aged 50 or over (excluding 14 to 19 year old NEETs and at risk): <b>19%</b>	Individual participant data	Annual report and PMC meetings
7. Participants from ethnic minorities	Proportion of participants from ethnic minorities: <b>19%</b>	Individual participant data	Annual report and PMC meetings
8. Female participants	Proportion of female participants: <b>51%</b>	Individual participant data	Annual report and PMC meetings

## Priority 1: Extending employment opportunities (Regional Competitiveness and Employment)

**Resources:** €3,587,881,024

**Target:** To extend employment opportunities by helping more people enter employment or engage in activity leading to employment, particularly disadvantaged groups, as a result of the programme's interventions.

1.5 Participants with disabilities or health conditions	Proportion of Priority 1 participants with disabilities and health conditions: <b>22%</b>	Proportion of people with disabilities or health conditions in the workless population (LFS): 19%.	Individual participant data	Annual report and PMC meetings
1.7 Participants aged 50 or over	Proportion of <u>unemployed and inactive</u> Priority 1 participants aged 50 or over (i.e. indicator 1.2): <b>18%</b>	Proportion of people aged 50 or over in the workless population (LFS): 28%.	Individual participant data	Annual report and PMC meetings
1.8 Participants from ethnic minorities	Proportion of Priority 1 participants who are from ethnic minorities: <b>25%</b>	Proportion of ethnic minority people in workless population (LFS): 18%	Individual participant data	Annual report and PMC meetings
1.9 Female participants	Proportion of Priority 1 participants who are female: <b>51%</b>	Proportion of women among unemployed people and inactive people who want to work (LFS): 51%.	Individual participant data	Annual report and PMC meetings

## Indicators without targets (Priority 1)

Indicator	Data source (to measure progress)	Frequency
<b>Outputs</b>		
1.14 % Participants who receive support with caring responsibilities	Follow-up survey of participants	2010 and 2013
<b>Results</b>		
1.19 % Participants with disabilities or health conditions in work on leaving	Individual participant data	Annual report and PMC meetings
1.20 % Participants with disabilities or health conditions in work six months after leaving	Follow-up survey of participants	2010 and 2013
1.23 % Participants aged 50 or over in work on leaving	Individual participant data	Annual report and PMC meetings
1.24 % Participants aged 50 or over in work six months after leaving	Follow -up survey of participants	2010 and 2013
1.25 % Ethnic minority participants in work on leaving	Individual participant data	Annual report and PMC meetings
1.26 % Ethnic minority participants in work six months after leaving	Follow-up survey of participants	2010 and 2013
1.27 % Female participants in work on leaving	Individual participant data	Annual report and PMC meetings
1.28 % Female participants in work six months after leaving	Follow-up survey of participants	2010 and 2013
1.29 % Participants who gained basic skills	Individual participant data	Annual report and PMC meetings
1.30 % Participants who gained qualifications	Individual participant data	Annual report and PMC meetings

## Priority 2: Developing a skilled and adaptable workforce (Regional Competitiveness and Employment)

**Resources:** €1,967,547,658

**Target:** develop a skilled and adaptable workforce by helping more people gain basic skills and qualifications as a result of the programme's interventions.

Indicator	2007-2013 target	Contextual baseline (annual)	Data source (to measure progress)	Frequency
Outputs				
2.5 Participants with disabilities or health conditions	Proportion of Priority 2 participants with disabilities and health conditions: <b>15%</b>	Proportion of employed people in working age population with disabilities or health conditions (LFS): 13%.	Individual participant data	Annual report and PMC meetings
2.6 Participants aged 50 and over	Proportion of Priority 2 participants aged 50 and over: <b>20%</b>	Proportion of employed people in working age population aged 50 or over (LFS): 24%.	Individual participant data	Annual report and PMC meetings
2.7 Participants from ethnic minorities	Proportion of Priority 2 participants who are from ethnic minorities: <b>13%</b>	Proportion of employed people in working age population who are from ethnic minorities (LFS): 10%	Individual participant data	Annual report and PMC meetings
2.8 Female participants	Proportion of Priority 2 participants who are female: <b>50%</b>	Proportion of employed people in working age population who are female (LFS): 46%	Individual participant data	Annual report and PMC meetings

## Indicators without targets (Priority 2)

Indicator	Data source (to measure progress)	Frequency
<b>Outputs</b>		
2.13 % Female participants in part-time work	Follow-up survey of participants	2010 and 2013
<b>Results</b>		
2.18 % Female participants who gained basic skills	Individual participant data	Annual report and PMC meetings
2.19 % Female participants who gained level 2 qualifications	Individual participant data	Annual report and PMC meetings
2.20 % Female participants who gained level 3 qualifications	Individual participant data	Annual report and PMC meetings
2.21 % Female participants who gained level 4 and above qualifications	Individual participant data	Annual report and PMC meetings
2.22 % Female participants who gained units or modules of qualifications	Individual participant data or survey	Annual report
2.23 % Participants with disabilities or health conditions who gained basic skills	Individual participant data	Annual report and PMC meetings
2.24 % Participants with disabilities or health conditions who gained qualifications	Individual participant data	Annual report and PMC meetings
2.25 % Participants with disabilities or health conditions who gained units or modules of qualifications	Individual participant data or survey	Annual report
2.26 % Participants aged 50 or over who gained basic skills	Individual participant data	Annual report and PMC meetings
2.27 % Participants aged 50 or over who gained	Individual participant data	Annual report and PMC meetings

qualifications		
2.28 % Participants aged 50 or over who gained units or modules of qualifications	Individual participant data or survey	Annual report
2.29 % Ethnic minority participants who gained basic skills	Individual participant data	Annual report and PMC meetings
2.30 % Ethnic minority participants who gained qualifications	Individual participant data	Annual report and PMC meetings
2.31 % Ethnic minority participants who gained units or modules of qualifications	Individual participant data or survey	Annual report
2.32 % Part-time female workers who gained basic skills	Follow-up survey participants	2010 and 2013
2.33 % Part-time female workers who gained qualifications	Follow-up survey participants	2010 and 2013
2.34 % Part-time female workers who gained units or modules of qualifications	Follow-up survey participants	2010 and 2013

## Priority 4: Tackling barriers to employment (Convergence)

**Resources:** €99,526,530

**Target:** To tackle barriers to employment in Cornwall and the Isles of Scilly by helping more people enter employment or engage in activity leading to employment, particularly disadvantaged groups, as a result of the programme's interventions.

Indicator	2007-13 target	Contextual baseline (annual)	Data source (to measure progress)	Frequency
<b>Outputs</b>				
4.5 Participants with disabilities or health conditions	Proportion of Priority 4 participants with disabilities and health conditions: <b>27%</b>	Proportion of people with disabilities or health conditions in the workless population (LFS): 23%.	Individual participant data	Annual report and PMC meetings
4.6 Participants who are lone parents	Proportion of Priority 4 participants who are lone parents: <b>8%</b>	Not available	Follow-up survey of participants	2010 and 2013
4.7 Participants aged 50 or over	Proportion of <u>unemployed and inactive</u> Priority 4 participants aged 50 or over (i.e. indicator 4.2): <b>30%</b>	Proportion of people aged 50 or over in the workless population (LFS): 42%.	Individual participant data	Annual report and PMC meetings
4.8 Participants from ethnic minorities	Proportion of Priority 4 participants who are from ethnic minorities: <b>1%</b>	Not available	Individual participant data	Annual report and PMC meetings
4.9 Female participants	Proportion of Priority 4 participants who are female: <b>51%</b>	Proportion of women among unemployed people and inactive people who want to work (LFS): 51%.	Individual participant data	Annual report and PMC meetings

#### Indicators without targets (Priority 4)

Indicator	Data source (to measure progress)	Frequency
<b>Outputs</b>		
4.14 % Participants who receive support with caring responsibilities	Follow-up survey of participants	2010 and 2013
<b>Results</b>		
4.15 % Unemployed participants in work on leaving	Individual participant data	Annual report and PMC meetings
4.16 % Unemployed in work six months after leaving	Follow –up survey of participants	2010 and 2013
4.17 % Economically inactive participants in work on leaving	Individual participant data	Annual report and PMC meetings
4.18 % Economically inactive participants in work six months after leaving	Follow-up survey of participants	2010 and 2013
4.19 % Participants with disabilities or health conditions in work on leaving	Individual participant data	Annual report and PMC meetings
4.20 % Participants with disabilities or health conditions in work six months after leaving	Follow-up survey of participants	2010 and 2013
4.21 % Lone parents in work on leaving	Follow-up survey of participants	2010 and 2013
4.22 % Lone parents in work six months after leaving	Follow-up survey of participants	2010 and 2013
4.23 % Participants aged 50 or over in work on leaving	Individual participant data	Annual report and PMC meetings
4.24 % Participants aged 50 or over in work six months after leaving	Follow-up survey of participants	2010 and 2013
4.25 % Ethnic minority participants in work on leaving	Individual participant data	Annual report and PMC meetings
4.26 % Ethnic minority participants in work six months after leaving	Follow-up survey of participants	2010 and 2013
4.27 % Female participants in work on leaving	Individual participant data	Annual report and PMC meetings
4.28 % Female participants in work six months after leaving	Follow-up survey of participants	2010 and 2013
4.29 % Participants who gained basic skills	Individual participant data	Annual report and PMC meetings
4.30 % Participants who gained qualifications	Individual participant data	Annual report and PMC meetings



## Priority 5: Improving the skills of the local workforce (Convergence)

**Resources:** €157,147,152

**Target:** To improve the skills of the workforce in Cornwall and the Isles of Scilly by helping more people gain basic skills and qualifications as a result of the programme's interventions.

Indicator	2007-2013 target	Contextual baseline (annual)	Data source (to measure progress)	Frequency
<b>Outputs</b>				
5.8 Participants with disabilities or health conditions	Proportion of Priority 5 participants with disabilities and health conditions: <b>17%</b>	Proportion of employed people in working age population with disabilities or health conditions (LFS): 15%.	Individual participant data	Annual report and PMC meetings
5.9 Participants aged 50 and over	Proportion of Priority 5 participants aged 50 and over: <b>22%</b>	Proportion of employed people in working age population aged 50 or over (LFS): 25%.	Individual participant data	Annual report and PMC meetings
5.10 Participants from ethnic minorities	Proportion of Priority 5 participants who are from ethnic minorities: <b>1%</b>	Not available	Individual participant data	Annual report and PMC meetings
5.11 Female participants	Proportion of Priority 5 participants who are female: <b>51%</b>	Proportion of employed people in working age population who are female (LFS): 47%	Individual participant data	Annual report and PMC meetings

### Indicators without targets (Priority 5)

Indicator	Data source (to measure progress)	Frequency
<b>Results</b>		
5.24 % Female participants who gained basic skills	Individual participant data	Annual report and PMC meetings
5.25 % Female participants who gained level 2 qualifications	Individual participant data	Annual report and PMC meetings
5.26 % Female participants who gained level 3 qualifications	Individual participant data	Annual report and PMC meetings
5.27 % Female participants who gained level 4 and above qualifications	Individual participant data	Annual report and PMC meetings
5.28 % Female participants who gained units or modules of qualifications	Individual participant data or survey	Annual report
5.29 % Participants with disabilities or health conditions who gained basic skills	Individual participant data	Annual report and PMC meetings
5.30 % Participants with disabilities or health condition who gained qualifications	Individual participant data	Annual report and PMC meetings
5.31 % Participants with disabilities or health conditions who gained units or modules of qualifications	Individual participant data or survey	Annual report
5.32 % Participants aged 50 or over who gained basic skills	Individual participant data	Annual report and PMC meetings
5.33 % Participants aged 50 or over who gained qualifications	Individual participant data	Annual report and PMC meetings

5.34 % Participants aged 50 or over who gained units or modules of qualifications	Individual participant data or survey	Annual report
5.35 % Ethnic minority participants who gained basic skills	Individual participant data	Annual report and PMC meetings
5.36 % Ethnic minority participants who gained qualifications	Individual participant data	Annual report and PMC meetings
5.37 % Ethnic minority participants who gained units or modules of qualifications	Individual participant data or survey	Annual report
5.38 % Part-time female workers who gained basic skills	Follow-up survey of participants	2010 and 2013
5.39 % Part-time female workers who gained qualifications	Follow-up survey of participants	2010 and 2013
5.40 % Part-time female workers who gained units or modules of qualifications	Follow-up survey participants	2010 and 2013

## Regional equality targets

	Regions											
	EM	East	Gib	Lon	Mers	NW	NE	SE	SW	SY	WM	YH
<b>Priority 1</b>												
<b>% of participants with disabilities or health conditions</b>	22%	22%	22%	22%	22%	22%	22%	22%	22%	22%	22%	22%
<b>% of participants who are lone parents</b>	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%
<b>% of participants aged 50 or over</b>	18%	18%	20%	18%	18%	18%	18%	18%	18%	18%	18%	18%
<b>% of participants from ethnic minorities</b>	21%	16%	-	56%	5%	17%	8%	11%	7%	12%	31%	21%
<b>% of female participants</b>	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%
<b>Total no. participants</b>	76000	68200	1000	158600	57900	100000	73200	70200	44200	55300	114100	65900

**Regional equality targets continued.....**

	<b>Regions</b>											
	<b>EM</b>	<b>East</b>	<b>Gib</b>	<b>Lon</b>	<b>Mers</b>	<b>NW</b>	<b>NE</b>	<b>SE</b>	<b>SW</b>	<b>SY</b>	<b>WM</b>	<b>YH</b>
<b>Priority 2</b>												
<b>% of participants with disabilities or health conditions</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>
<b>% of participants aged 50 and over</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>
<b>% of participants from ethnic minorities</b>	<b>9%</b>	<b>8%</b>	<b>-</b>	<b>37%</b>	<b>4%</b>	<b>8%</b>	<b>4%</b>	<b>9%</b>	<b>4%</b>	<b>6%</b>	<b>14%</b>	<b>8%</b>
<b>% of female participants</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>
<b>Total no. participants</b>	<b>70700</b>	<b>69800</b>	<b>1000</b>	<b>126700</b>	<b>58500</b>	<b>99700</b>	<b>68000</b>	<b>65300</b>	<b>41000</b>	<b>51500</b>	<b>106200</b>	<b>61300</b>

## **Annex 1: Structural Fund Regulations & Equal opportunities**

The main General and ESF Structural Fund regulations that relate to gender equality and equal opportunities are:

### **General regulation: Council regulation (EC) no 1083/2006**

#### Article 16

The Member States and the Commission shall ensure that equality between men and women and the integration of the gender perspective is promoted during the various stages of the implementation of the Funds.

The Member States and the Commission shall take appropriate steps to prevent any discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation during the various stages of implementation of the Funds and, in particular, in the access to them. In particular, accessibility for disabled persons shall be one of the criteria to be observed in defining operations co-financed by the Funds and to be taken into account during the various stages of the implementation.

### **ESF Regulation No 1081/2006**

#### Para 16

“The Member State and the Commission are to ensure that the implementation of the priorities financed by the ESF and the Convergence and Regional competitiveness and employment objectives contribute to the promotion of equality and elimination of inequalities between women and men. A gender mainstreaming approach should be combined with specific action to increase the sustainable participation and progress of women in employment.”

#### Article 3 (scope of assistance)

Paragraphs under this Article list a wide range of actions which ESF can support, including “mainstreaming and specific support to improve access to employment, increase the sustainable participation and progress of women in employment and reduce gender-based segregation in the labour market, including by addressing the root causes, direct and indirect, of gender pay gaps.”

## Article 6 (Gender Equality and Equal Opportunities)

The Member States shall ensure that operational programmes include a description of how gender equality and equal opportunities are promoted in the preparation, implementation, monitoring and evaluation of operational programmes. Member States shall promote a balanced participation of women and men in eth management and implementation of operational programmes at local, regional and national level, as appropriate.

## **Annex 2: Equality Legislation**

### International Context

The right to non-discrimination is recognised by key international legal instruments such as:

- the UN Convention on Civil and Political Rights;
- the UN Convention on Economic, Social and Cultural Rights;
- the UN Convention on the elimination of racial discrimination;

and

- the ILO convention No 111.

The provisions of non-discrimination contained in the European Convention on Human Rights and Fundamental Freedoms were reinforced by the entry into force on 1 April 2005 of a new Protocol 12 to that Convention, which provides for a free-standing right to equal treatment.

### EU Context

The EU has introduced a considerable body of legislation to help tackle sex discrimination relating to pay, working conditions and social work.

In addition to this, the Amsterdam Treaty (1997) included Article 13 which empowers the European Union to take action to deal with discrimination based on a whole new range of grounds, including racial and ethnic origin, religion and beliefs, disability and sexual orientation.

The European Council adopted two directives in 2000: the Racial Equality Directive and the Employment Equality Directive. These directives have required Member States to make quite significant changes to their domestic legislation – including those that already had comprehensive anti-discrimination legislation in place. Member States have also had to update their legislation on sex discrimination in the light of Directive 2002/73/EC on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion and working conditions.

The EU's Charter of Fundamental Rights, proclaimed in December 2000, was designed to reaffirm the EU's commitment to the principle of non-discrimination. Article 21 of the Charter bans discrimination on the 6 grounds listed in Article 13 of the Amsterdam Treaty as well as 7 additional grounds: social origin; genetic features; language; political or other opinion; membership of a national minority; property and birth. The list of groups is not definitive and the principles set out in the Charter are meant to guide the development of policy in the EU and Member States. The Charter is used as a reference document for the European Court of Justice in its interpretation of Community law.

## **UK Legislation**

### **Disability Discrimination Act 1995**

The Disability Discrimination Act 1995 (DDA1995) prohibits discrimination against disabled people in the areas of employment, access to goods, facilities and services, public authority functions, private clubs and premises, education; and provides for regulations to be made to improve access to public transport.

### **Disability Discrimination Act 2005**

The Disability Discrimination Act 2005 (DDA 2005) extended and amended the provisions of the DDA 1995. A key aspect of the DDA 2005 is the duty it places on the public sector to promote equality of opportunity for disabled people – known as the Disability Equality Duty (DED). This requires all public authorities to look at the outcomes they are delivering for disabled people and to consider redesigning their services to tackle inequalities. Listed authorities, such as local authorities, NHS trusts and government departments are also required to publish and implement Disability Equality Schemes, setting out how they intend to implement the general DED.

### **Employment Act 2002**

The Employment Act 2002 includes a number of measures to help tackle the main causes of pay gaps. In particular, the Act makes the following provisions: statutory rights to paternity and adoption leave and pay; amend the law relating to statutory maternity leave and pay; amend the Employment Tribunals Act 1996; make provision for the use of statutory procedures in relation to employment disputes; amend the law relating to particulars of employment; make provision about compromise agreements; make provision for questionnaires in relation to equal pay; make provision in connection with trade union learning representatives; amend section 110 of the Employment Rights Act 1996; make provision about fixed-term work; make provision about flexible working; amend the law relating to maternity allowance; make provision for work-focused interviews for partners of benefit claimants; make provision about the use of information for, or relating to, employment and training; and for connected purposes.

### **Employment Directive 2000**

Prohibits discrimination on the grounds of sexual orientation, religion or belief, disability and age. It covers conditions for access to employment, self-employment and occupation, working conditions, including dismissals and pay; and vocational guidance and training.

### **Employment Equality (Sexual orientation) Regulations 2003**

These regulations outlaw discrimination (direct discrimination, indirect discrimination, harassment and victimisation) in employment and vocational training on the grounds of sexual orientation. The regulations apply to discrimination on grounds of orientation towards persons of the same sex (lesbians and gays), the opposite sex (heterosexuals) and the same and opposite sex (bisexuals).

### **Employment Equality (Religion or Belief) Regulations 2003**

These regulations outlaw discrimination (direct discrimination, indirect discrimination, harassment and victimisation) in employment and vocational training on the grounds of religion or belief. The regulations apply to discrimination on grounds of religion,

religious belief or similar philosophical belief. It is noted that there is also now legislation (Equality Act 2006 and the Sexual Orientation Regulations 2007) for both religion or belief and sexual orientation.

### **Employment Equality (Sex Discrimination) Regulations 2005**

These regulations introduces new definitions of indirect discrimination and harassment, explicitly prohibits discrimination on the grounds of pregnancy or maternity leave. It sets out the extent to which it is discriminatory to pay a woman less than she would otherwise have been paid due to pregnancy or maternity issues.

### **Employment Equality (Age) Regulations 2006**

These regulations outlaw discrimination in employment and vocational training on the grounds of age. The regulations apply to discrimination in the workplace on grounds of age both young and old. It sets out the appropriate guidance for employers to ensure that recruitment and development opportunities are fair to all ages.

### **European Treaties and conventions**

Article 141 (ex 119) Treaty of Rome 1957 Treaty establishing the European Community. This provides that men and women should receive equal pay for equal work or work of equal value.

### **Equal Pay Directive 1975**

This provides that all discrimination on the ground of sex in respect of all aspects of pay should be eliminated.

### **Equal Treatment Directive 1976 & 2002**

These provide that there shall be no discrimination on grounds of sex in access to employment including promotion, vocational training and working conditions.

### **Equal Pay Act 1970**

The Equal Pay Act 1970 gives an individual a right to the same contractual pay and benefits as a person of the opposite sex in the same employment, where men and women are doing:

- Like work; or
- Work rated as equivalent under an analytical job evaluation study; or
- Work that is proved to be of equal value.

### **Equality Act 2006**

The Act's main provisions include:

- establish the Equality and Human Right's Commission (EHRC) and define its purpose and functions;
- make unlawful discrimination on the grounds of religion or belief in the provision of goods, facilities and services, education, the use and disposal of premises, and the exercise of public functions;
- enable provision to be made for discrimination on the grounds of sexual orientation in the provision of goods, facilities and services,

education, the use and disposal of premises and the exercise of public functions;

- create a duty on public authorities to promote equality of opportunity between women and men ('the gender duty'), and prohibit sex discrimination and harassment in the exercise of public functions.

### **Gender Equality Duty 2007**

A statutory duty which requires all public authorities in England, Wales and Scotland to demonstrate that they are paying due regard to the need to promote equality for women and men, and to eliminate sex discrimination and harassment.

### **Gender Directive 2004/113/EC**

The Directive extends EU sex discrimination law to cover goods, facilities and services, excluding education. It includes gender reassignment and will extend the scope of the gender equality duty to include eliminating discrimination and harassment against transsexual people in goods and services.

### **Local Government Act 1999**

This Act makes provision for imposing on local and certain other authorities, requirements relating to economy, efficiency and effectiveness; and also makes provision for the regulation of council tax and precepts.

### **Pregnant Workers Directive 1992**

This requires minimum measures to improve the health and safety at work of pregnant women and women who have recently given birth or are breastfeeding, including a right to maternity leave.

### **Race Directive 2000**

The purpose of this Directive is to lay down a framework for combating discrimination on the grounds of racial or ethnic origin, with a view to putting into effect in Member States the principle of equal treatment.

### **Race Relations Act 1976**

The Race Relations Act (RRA 1976) makes it unlawful to treat a person less favourably than another on racial grounds. These cover grounds of race, colour, nationality (including citizenship), and national or ethnic origin.

### **Race Relations (Amendment Act) 2000**

The RR(A)A outlawed discrimination (direct and indirect) and victimisation in all public authority functions not previously covered by the RRA, with only limited exceptions. It also placed a general duty on specified public authorities to promote race equality.

### **Racial and Religious Hatred Act 2006**

The Racial and Religious Hatred Act 2006 makes it an offence for inciting (or 'stirring up') hatred against a person on the grounds of their religion. It is designed to fill gaps in the existing laws, which already protect people from threats based on their race or ethnic background.

### **Sex Discrimination Act 1975**

The Sex Discrimination Act 1975 (which applies to women and men of any age, including children) prohibits sex discrimination against individuals in the areas of employment, education, and the provision of goods, facilities and services and in the disposal or management of premises.

### **Sex Discrimination (Gender Reassignment) 1999 Regulations**

These regulations are a measure to prevent discrimination against transsexual people on the grounds of sex in pay and treatment in employment and vocational training. They effectively insert into the SDA a provision to extend the Act, insofar as it refers to employment and vocational training, to include discrimination on gender reassignment grounds.

### **Social Security Directive 1979**

This requires equal treatment of men and women workers in statutory schemes providing protection against sickness, invalidity, old age, accidents at work and occupational diseases **and** unemployment.

## Annex 3

### Guidance for Regional Skills Partnerships on cross-cutting themes

#### Guidance on Cross Cutting Themes

The programme will adopt a dual approach to mainstreaming the cross-cutting themes. The operational guidance will focus on the detailed 'horizontal' integration of the themes at project-provider / CFO level. The framework should provide a strategic steer for the CFO plans on region-specific CCT issues e.g. relating to key sectors which are being targeted in the region.

#### Sustainable Development.

When identifying priorities for ESF in terms of supporting sustainable development, including environmental sustainability, the framework should consider:

- how ESF could best complement ERDF programmes and other relevant regional economic strategies by promoting training and employment in a way which also supports environmental sustainability;
- identifying skills needs in key sectors driving economic growth in the region and which are likely to have a high impact on the environment ( thereby providing a steer for CFO plans in terms of identifying vocational training courses which may benefit most from integrated sustainable development training);
- identifying support for skills and jobs, including regional priorities, identified in LANTRA's Sector Skills Agreement (Environmental Conservation Industry) Stage 3 <sup>2</sup>
- entrepreneurial and skills support for SMEs in the Environmental Goods and Services (EGS) Industries Sector. <sup>1</sup>

1. This sector currently employs 400,000 and is growing rapidly year on year. Turnover is likely to increase by £20 billion by 2015. ( Ref: Emerging Markets in the Environmental Sector November 2006 - DTI). 2. ( Stage 5 should be available in late January 2007).

#### Equal Opportunities

Public bodies now have a general duty under equality legislation to promote equality in a proactive way. This includes monitoring representation and performance of key groups.

Equal opportunities targets or 'minimum levels of inclusion' will be set for each region (see in order to meet output and result indicators in the national operational programme. These targets should also be referred to in the framework which should include information and recommendations on:

- Key regional equal opportunities issues arising out of the regional labour market ( gender / ethnicity / disability / age) including any information / local knowledge on barriers faced by sub-groups e.g. Pakistani women
- Main areas of occupational and sectoral segregation for managers and employees in key sectors in the region, highlighting pay and skills gaps that ESF could help address in the region as well as highlighting the main equality groups or sub-groups affected (e.g. part-time female workers). Identify specific communities in the region's city or rural areas that need targeted support.

## Annex 4 : Gender Pay Gap

### What do we mean by the term 'pay gap'?

According to the Equal Opportunities Commission ( now Equality and Human Rights Commission ) :

“The gender pay gap is determined by calculating women’s overall average pay as a percentage of men’s.”

So, for example, the pay gap is said to be 17% where women’s pay is 83% of men’s. The gender pay gap is said to ‘narrow’ as women’s average pay moves closer to men’s. To arrive at a figure for the gender pay gap most official statistics compare the average hourly earnings of men and women working full-time, as the best way to compare ‘like with like’ (EOC, 2006). This involves treating men’s average hourly (full-time) pay as the starting point and calculating the ratio of women’s average hourly pay to that amount. If there were no gap, that ratio would be 1; if there is a gap, the ratio is less than 1 and if women were to have an advantage the ratio would be more than 1. To give a percentage gap, therefore, that ratio is subtracted from 1 and is multiplied by 100. For example, according to the data used in this study, men’s average full-time hourly earnings over 2001-2005, were £11.57 and women’s were £9.73. The gender pay gap, according to these figures was, therefore

$$1 - ( 9.73/11.57 ) \times 100 = c.16\%$$

### What is the UK’s gender pay gap?

The median gender pay gap has reduced from 17.4% in 1997 to 12.6% in 2007. The mean figure has fallen from 20.7% to 17.2% in the same period.

Median part-time gender pay gap has remained fairly static and has reduced from 43.5% in 1997 to 39.1% in 2007. The mean figure for 2007 is 35.6%, compared with 41.9% in 1997.

Further details on the gender pay gap can be found on the Office for National Statistics.

### What are the causes of the pay gap?

The reasons for the pay gap are complex and interconnected. Key factors include:

- **Human capital differences:** i.e. differences in educational levels and work experience. Historical differences in the levels of qualifications held by men and women have contributed to the pay gap. Although women’s are now catching up with men, and indeed, in some areas are actually better qualified than their male counterparts, these historical differences will still affect older women. Moreover , there is now evidence to show that even where women and men have equivalent qualifications, women receive a lower rate of return on their human capital than men do. However, women are still more likely than men to

have breaks from paid work to care for children and other dependants. These breaks impact on women's level of work experience, which in turn impacts on their pay rates.

- **Part-time working:** the pay gap between men and women's part time hourly earnings and men's full time hourly earnings is particularly large and, because so many women work part-time, this is a major contributor to the gender pay gap. While some part-timers, especially older and younger workers, will have lower qualifications, much of the gap is due to part-time work being concentrated in less well-paid occupations and in part-timers receiving little or no on-the-job training or career development
- **Travel patterns:** on average, women travel shorter distances to work than men do, particularly if they are working part-time. Balancing work and caring may restrict a woman to a particular locality, while lower earnings may reduce the amount of money available for travel. Lower earning women will also be more reliant on public transport.
- **Occupational segregation:** women's employment is highly concentrated in certain occupations (60 per cent of working women work in just 10 occupations). And those occupations which are female-dominated are often the lowest paid. In addition, women are still under-represented in the higher paid jobs within occupations – the "glass ceiling" effect.
- **Workplace segregation:** at the level of individual workplaces, high concentrations of female employees are associated with relatively low rates of pay. And higher levels of part-time working are associated with lower rates of pay, even after other factors have been taken into account.

Other factors which affect the gender pay gap include: job grading practices, appraisal systems, reward systems and retention measures, wage-setting practices and discrimination.

## Gender pay gaps and ethnicity

In 2006, the EOC published a report (which was also funded by ESF) entitled "Pay Gaps: the position of ethnic minority women and men" (Lucinda Platt University of Essex). The report compared the average hourly earnings for full-time and part-time employees by ethnic group and gender, and summarised the extent of to pay gaps experienced by women and men from different ethnic groups in relation to the pay of white British men.

Some of the key findings from the report concluded that:

- There is a substantial full-time, hourly pay gap for women (16-59) from AL ethnic groups relative to white men, and for all minority group men (16-64) except for Indian men. However, the average hourly pay gap for minority women (13 per cent) is almost three times as high as the average hourly pay gap for minority men (5 per cent).

- Pakistani women have the highest pay gap among women at 28 per cent. This compares with the pay gap among white British women of 17 per cent. Bangladeshi men have the highest full-time pay gap among men ( 39 per cent);
- Higher qualifications ( level 3 and above) make little difference to the pay gaps experienced by women from ALL ethnic groups relative to white men qualified at this level. However, they do make a difference to most groups of ethnic minority men.

## **The genders pay gap and implications for productivity**

The Women and Equality Unit published a report “The impact of women’s position in the labour market on pay and implications for UK productivity” (Walby and Olsen, Nov 2002). The report identifies a gender dimension to skills deficits and market failure – both barriers to productivity. The skills deficits are gendered because women have lower levels of educational qualifications than men do on average and tend to get less on-the-job training, especially if working part-time. Failures in the market resulting from out-moded practice and poor work/life balance as well as segregation / discrimination can prevent the most effective deployment of labour.

In 2005 the EOC commissioned a literature-based analysis of how labour market outcomes for women and men are linked to constraints and preferences arising from their specific individual characteristics and contextual effects (Employment Transitions over the Life Cycle, Perrons & Sigle-Rushton. LSE, EOC 2006). Where possible, the review examined variations by ethnicity, faith and level of qualification. The review concluded that people in the UK are more qualified and more active in the labour market than ever before, but gendered patterns of employment participation, hours of work, occupational segregation and pay emerge immediately on leaving education and continue throughout the life course.

Older individuals, those from ethnic minority and faith groups and those with disabilities, face additional barriers to work, and the way in which these barriers are perceived and experienced interact with gender in important ways:

- *Optimism and openness*: Despite the optimistic attitudes expressed by young people towards employment patterns and choices and despite greater equality in educational outcomes, ethnically differentiated and gendered patterns continue with respect to levels of employment, occupational and sectoral specialisations and earning. Employers also express openness to women and men moving into non-traditional occupations, but, in practice, fail to facilitate their entry.
- *Qualifications*: These continue to shape labour market experiences, for both women and men, with the more qualified experiencing wider labour market opportunities and stronger labour market attachments (Johnes, 2006).
- *Unpaid work*: The uneven gender distribution of domestic labour and care continues to place constraints even on the highly qualified, though to a lesser degree. Having children affects the participation rate of mothers, even when their children start school, in their middle adult years. Many women who return to the labour market end up in female dominated part-time jobs and work considerably below their potential.
- *Flexibility*: Flexibility with respect to working hours may contribute to expanding employment and retaining people in employment. If introduced in a flexible way, tailored to varying employee requests, it could potentially enable people to

realise their aspirations or obligations to care at different points in the life cycle, or to realise other aspirations relating to time to engage in other non work activities without losing their labour market attachment or career opportunities

## Annex 5

### **DWP's equality mainstreaming arrangements for procurement and contract management**

1 DWP is committed to equality and to promoting opportunity and independence for all. DWP has processes in place in its procurement and management arrangements for employment provision which aim to ensure that equality and diversity are effectively delivered. Equality requirements are an integral part of the processes for procuring provision, provider accreditation, contract management and quality assessment. Provider guidance informs providers of DWP's requirements.

2 Providers are aware that commitment to equality and valuing diversity must be demonstrated in the delivery of contracted employment provision. Discrimination is not tolerated on any grounds including gender, marital status, sexual orientation, race, colour, nationality, religion or age.

#### Procurement

3 All procurement is delivered under EC procurement requirements for openness and competitiveness. DWP buys a range of provision for customers with diverse needs and who face often difficult or multiple barriers to working. Any organisation who can meet the criteria for accreditation may bid – organisations not yet accredited may still bid but will be required to become accredited before contract award.

4 In the procurement process, bidders must set out their understanding of the services required by, and their experience of working with, the relevant customer group(s) as detailed in the provision specification. They are asked to provide evidence of how they have met the requirements of specific customer groups or, if the organisation has no or limited experience they must explain how they will address this gap and detail how they will support them. This may be by the inclusion of expert partners or subcontractors in the delivery of the service. Bidders must provide details about premises and facilities they intend to use, details of their suitability for the particular provision, what equipment and facilities will be available and to describe transport and accessibility arrangements. This is to ensure compliance with the DDA. Responses to these requirements are taken into account in the assessment of bids.

5 All procurement opportunities are advertised through the Supplying DWP website. Information from the 2008 DWP ESF procurement is at [http://dwp.gov.uk/supplyingdwp/what we buy/european social fund.asp](http://dwp.gov.uk/supplyingdwp/what_we_buy/european_social_fund.asp)

#### Provider accreditation

6 Under the terms of the DWP contract, before a provider can be awarded a contract of more than £50,000, they must be accredited through the DWP accreditation process, which is managed on DWP's behalf by a partner organisation, Momenta. Provider accreditation includes ensuring that suppliers comply with legislative requirements, including Equality and Diversity legislation. The provider is required to ensure that any subcontractors adopt and implement similar policies and

plans.

7 As part of the accreditation process the provider will be asked how they have ensured that any previous or existing provision meets the requirements of the relevant Acts, including whether they have a written equal opportunities policy that adheres to the requirements of the following:

- Sex Discrimination Act 1975;
- Race Relations Act 1976 and Race Relations (Amendment) Act 2000;
- Disability Discrimination Act 1995;
- Employment Equality (Religion and Belief) Regulations 2003;
- Employment Equality (Sexual Orientation) Regulations 2003;
- Age Discrimination 2006.

8 Providers will be asked whether any findings of unlawful discrimination in relation to non-employment matters have been made against them in the last three years, or if any of their contracts have been terminated on the grounds of failure to comply with legislation prohibiting discrimination or contract conditions relating to equal opportunities. Providers will be asked to confirm that they have a complaints procedure in place and that complaints in relation to discrimination are addressed and monitored.

9 To be accredited, all providers of Contracted Employment Services must have Equality and Diversity policies. This must include an agreed policy for dealing with harassment and grievances, and agreed plans for supplier diversity, and for equality and training. Equality plans must include a comprehensive policy statement covering race, gender, disability, age, faith/belief and sexual orientation in line with current legislation and the relevant codes of practice. Plans must describe non-discriminatory recruitment policies and procedures and confirm that publicity for vacancies will encourage applicants equally and fairly from all groups. The provider must describe steps that will be taken to ensure that their subcontractors implement a similar policy, and set out the methods to be used for monitoring and reporting on the implementation of the policy and its effectiveness. Equality plans must also show how training will be delivered to staff at all levels and how the provider will ensure that their subcontractors implement a similar training plan.

10 Providers' accreditation is reviewed annually by Momenta. Every 12 months from the beginning of the contract the provider will be required to produce information recording the proportion of its employees who are female, disabled and the ethnic background of all employees. The provider will also be required to produce information recording the proportion of its sub-contractors that are small to medium sized enterprises, ethnic minority enterprises and black minority enterprises.

11 The contract management process is risk-based and involves formal reviews at specific intervals. Equality of opportunity is a required feature of the provider's annual self-assessment report and will be discussed at the contract review.

12 Through the terms and conditions of contracts, providers will be required to ensure that they and sub contractors assist and co-operate with DWP to promote equality of opportunity actively. Providers will be expected to support and be involved in Equality Impact Assessments undertaken by the Department at various stages, beginning once preferred bidders are known and in readiness for the start of the provision.

13 At the start of the contract and where these change during the life of the contract, providers must provide details about premises and facilities they intend to use, details of suitability for the particular provision, the equipment and facilities available and transport and accessibility arrangements.

## **Provider guidance**

14 DWP publishes guidance for providers of all programmes. Under Equal Opportunities requirements the guidance makes clear that providers are responsible for ensuring that they are fully compliant with all Equal Opportunities & Diversity legislation. The guidance states that providers are expected to ensure the provision they deliver provides equality of access to all opportunities and seeks to narrow the gap between different groups within society in the attainment of learning and job outcomes. The guidance links this requirement to the accreditation process for providers, under which their approach to equal opportunities is an important factor in the award of contracts, and contributes to informing the level and nature of contract monitoring throughout the life of a contract.

15 In the ESF section of the guidance, to which providers of both ESF and match funding contracts are directed, sets out the ESF requirements for marketing and publicity, document retention and for support to the cross-cutting themes of Gender, Equality and Equal Opportunities, Sustainable Development and Health (London region). Providers are required to ensure that subcontractors and delivery partners also meet these requirements. This includes requiring providers to:

- Maintain an equality policy, training plans and supplier diversity plan;
- Ensure a discrimination complaints procedure is in place;
- Ensure an equal opportunities policy is in place for staff and customers;
- Ensure service delivery and premises used comply with the Disability Discrimination Act (DDA);
- Complete an equality impact assessment;
- Ensure a sustainable development plan is in place, for example, to demonstrate how waste is minimised or recycled, how energy consumption is minimised, how use of transport is minimised and promoting awareness of environmental issues. A sustainability plan is required within 26 weeks of the contract starting.

## Quality inspection

16 All providers of major programme provision, including match and ESF, are subject to independent inspection by OFSTED (for the ESF provision the OFSTED arrangements are likely to be introduced by early 2009).

The primary focus of inspection is the experience and expectations of participants on provision and will include looking at the extent to which provision is inclusive and promotes equality of access to employment and skills opportunities.

## DWP and Jobcentre Plus Equality schemes

17 Jobcentre Plus plays a critical role in the successful delivery of contracted employment provision, including by advising, supporting and referring customers, assisting and advising employers, providing discretionary funding and Access to Work funding for disabled people, and working in partnership with providers to plan provision requirements, co-ordinate publicity activity and support providers' performance.

18 Both DWP and Jobcentre Plus have published information on their Equality Schemes, informed by consultation with customers, staff, employers, partners and other key stakeholders.

DWP Equality Schemes Progress Report  
<http://www.dwp.gov.uk/aboutus/equalityschemes/>

Jobcentre Plus Equality Schemes  
<http://www.dwp.gov.uk/aboutus/equalityschemes/progress/pdfs/ES2008-English-JCP.pdf>

## DWP Commissioning Strategy

19 In February 2008 DWP published its Commissioning Strategy following a consultation exercise and further extensive consultation with existing and potential providers, representative groups, employer organisations, and other parts of government. The document sets out a more strategic approach to the commissioning of employment programmes. It includes measures to support medium and smaller providers, and those offering specialised services. The Code of Conduct contained in the strategy describes principles of behaviour between providers, and between providers and their sub-contractors.

20 Among the core values in the Code are for providers to have respect for their partners (actual and potential), including the use of fair contracting and funding arrangements; to ensure transparency, non-discrimination, equal treatment and accountability in relationships between the parties; and to promote equality and diversity in their own workforce and in their supply chain.

21 On Equality and Diversity, the strategy states that all providers will have effective equality and diversity policies and that providers should promote diversity and equality in their ways of working, in relation to their own staff, their supply chain and in the delivery of services.

22 The strategy is not specific to a particular programme or provision and is a framework that will evolve as the market matures. DWP will develop plans and practical arrangements to start to turn the principles into new ways of working. Some of these will be implemented as new provision is commissioned, such as the flexible New Deal. Others will be developed and tested separately, including looking at how partnerships can build joined up delivery arrangements.

DWP Commissioning Strategy

<http://www.dwp.gov.uk/publications/dwp/2008/com-strategy/cs-rep-08.pdf>

## Annex 6

### Learning and Skills Council's arrangements for procurement, contract management and consultation

This annex sets out how the Learning and Skills Council integrates equal opportunities into its procurement and contract management processes.

#### Procurement

The LSC operates a two stage Open and Competitive Tendering (OCT) process for the selection of providers.

**Stage One**, the Pre Qualification Questionnaire (PQQ), has an array of questions establishing the suitability of a provider to be Invited to Tender (ITT) for specific elements of learning and skills delivery. This includes equal opportunities as well as quality, health and safety and financial health.

**Stage Two**, the ITT specification, against which submissions are made, contains the specific details of what provision is sought and in many cases it will specify particular delivery targets on specific participant types such as sex, disability, age, ethnicity, employment status, prior skills level etc. The ITT concentrates on measuring each applicant's ability to deliver the tender specification to the standard required, including breaking down the costs of delivery, management etc. However it maintains an overview on the specifics of how equal opportunities will be addressed with regard to this particular element of delivery.

Both of these stages of the OCT process contain assessment elements which measure responses on equal opportunities. Below are example files from both stages. These show not only the questions but the scores carried for each answer. The PQQ equal opportunities score is a maximum of 68 out of a total of 192, and the ITT equal opportunities/cross cutting themes elements carry a maximum of 12 out of 149 for the full assessment.

*NB where the PQQ score shows “– 68” overleaf this should read 0 as in other fields.*

The EO scores associated with the PQQ process represent over a third of the total available score for the PQQ, and so an applicant needs to score well in this section. The minimum threshold for this whole section is 35 (of the 68) points and failure to score over this threshold would result in a failed application. In total a provider was required to score 131 of the 192 available points to be invited to enter the ITT stage. Any issues that need further details or improvements on any section of the PQQ or ITT are addressed firstly with the provider in the contract clarification part of the OCT process and later through the contract management and relationship management processes.



## PQQ Questionnaire

Question	Description	Mandatory	Question Type	Max score
<b>NOTE</b>	The purpose of this section is to establish your organisation's commitment to equality of opportunity			
Question	Description	Mandatory	Question Type	Max score
[EO] Equal Opportunities: Policy	Do you have an equal opportunities policy?	No	Yes/No Value	– 68/10
[EO] Equal Opportunities: Statutory Obligations	Is it your equal opportunity policy as an employer to comply with statutory obligations under the legislation covering disability, gender, race, age, sexual orientation and religion and/or belief equality and accordingly, our practice not to treat one group less favourably than others because of their gender, disability, ethnicity, age, sexual orientation, religion and/or belief in relation to decisions to recruit, train or promote employees or learners?	No	Yes/No Value	0/7
Question	Description	Mandatory	Question Type	Max score
<b>NOTE</b>	Your policy on equality and diversity, covering: gender, disability, ethnicity, age, sexual orientation and religion and/or belief is set out (please indicate as appropriate):			
Question	Description	Mandatory	Question Type	Max score
[EO] Equal Opportunities Policy Details: Instructions	Is your policy on equality and diversity set out: in instructions to those concerned with recruitment, training and promotion:	No	Yes/No Value	0/8
[EO] Equal Opportunities Policy Details: Documents	Is your policy on equality and diversity set out: in documents available to employees, learners, recognised trade unions or representative groups of employees or learners:	No	Yes/No Value	0/5
[EO] Equal Opportunities Policy Details: Advertisements	Is your policy on equality and diversity set out: in recruitment advertisements and other literature:	No	Yes/No Value	0/5
[EO] Equal Opportunities Policy Details: Record Keeping	Equality record keeping of workforce and learners (by ethnic origin, gender and disability) is undertaken?	No	Yes/No Value	– 68/10
[EO] Equal Opportunities Policy Details: Observing Codes of Practice	Do you observe the Codes of Practice from the Statutory Commissions for equality, which give guidance to employers on the elimination of discrimination and the promotion of equality of opportunity in employment?	No	Yes/No Value	0/8
[EO] Equal Opportunities: Formal Investigations	In the last three years has your organisation been the subject of a formal investigation by the Commission for Racial Equality (CRE) or the Equal Opportunities Commission (EOC) or the Disability Rights Commission (DRC) on the grounds of alleged unlawful discrimination?	No	Yes/No Value	0/5
[EO] Equal Opportunities: Findings Against You	In the last three years have there been any finding of unlawful discrimination made against your organisation by any court or employment tribunal?	No	Yes/No Value	0/5
[EO] Equal Opportunities: Analysis of Grievances and Complaints	Do you collect and analyse data on grievances and complaints made which include a claim of discrimination on the grounds of: gender, disability, race, age, sexual orientation and religion and/or belief?	No	Yes/No Value	0/5

## ITT EO Questionnaire

### 1 Contribution to Equality & Diversity Cross-Cutting Theme

(Max score available = 12 across all 4 questions) (Max character limit = 3,000 characters for each 4 sub questions)

15A Do you understand the wide range of needs you might have to deal with when working with the participants? (3 points)

Tip: Describe the wide range of needs that exist within your target group(s) and demonstrate that you understand these different needs. Explain any previous experience you have of working with the different target group(s) and or/how you have conducted research or consultation exercises to find out about their different needs. Explain how you will influence employer behaviour to respond to the needs of participants.

Ref: **NW/Y/S01/C15**

Please enter your answer here

15B Will the way you design and deliver your activities meet these different needs? (3 points)

Tip: Explain how the design and delivery of your proposal takes into account the wide range of needs that exist within your target group(s).

Explain how your previous experience and/or research/consultation have informed the design and delivery of the proposed activities.

Ref: **NW/Y/S01/C16**

Please enter your answer here

15C Does your organisation have an Equal Opportunities Policy and a Plan that explains how you will put this into place and monitor progress?

How will this impact on your proposed activities? (3 points)

Tip: Explain how your Policy and Plan will impact upon staff and participants involved in your proposal. Describe what equal opportunities targets you will set and explain how these will be monitored and reviewed during its lifetime. If you are working with other organisations, explain how you will ensure that they are committed to equal opportunities. Explain how you will deal with any complaints of discrimination, bullying or harassment that you may be made by staff, participants or the general public. Finally, please confirm that your organisation will meet its obligations under the Disability Discrimination Act, the Race Relations (Amendment) Act, the Sex Discrimination Act, the Employment Equality Regulations for Sexual Orientation and Religion/Belief, and any other relevant legislation in the delivery of the proposed

activities. It is not necessary to attach a copy of your organisation's Equal Opportunities Policy.

Ref: **NW/Y/S01/C17**

Please enter your answer here

15D Will you use appropriate marketing and publicity for your proposed activities that reflect your organisation's commitment to equal opportunities? (3 points)

Tip: Describe the different methods and types of marketing and publicity material you will use to promote your proposed activities, with particular reference to how equal opportunities issues will be reflected in your choice of material.

Ref: **NW/Y/S01/C18**

Please enter your answer here

## **Contract management**

The LSC operates an integrated management structure for all its funds to ensure an appropriate separation of duties. The LSC use contract staff that review performance, payments and contracts and are predominantly desk based. These staff work in concert with outward facing partnership staff that deal directly with the providers and have a holistic "relationship" with the providers giving them a single point of contact with the LSC.

Reviewing equal opportunities issues forms part of both roles' responsibilities, from monitoring performance and ILR returns against contracted requirements as performed by the contracting staff, to work carried out by the partnership team as described in the LSC's single equality scheme. Action for equality and diversity and (where appropriate) equality and diversity impact measures (EDIMs) are considered as part of partnership teams' dialogue with providers on their plans, focusing on progress against the current plan, improvement indicators and specific areas for action or development. This includes responding to needs that the provider has identified, and the provider's own EDIMs.

All reporting takes place through the LSC's existing information-gathering and progress reviews. Partnership teams may seek specific information relating to regional action plans for equality and diversity. Providers are themselves responsible for complying with equalities legislation, and we seek their assurance that they comply with statutory duties as part of our dialogue with them.

## **Consultation**

LSC/GO regions identified a number of third sector organisations with which to consult strategically through cross-sector consultation groups, on the development of ESF plans for 2007-2010. In addition, alongside other CFOs, the LSC holds regional and sub-regional workshops with third sector organisations, to support their participation in the OCT procurement process..



## **2007 - 2013 ACTION NOTE**

<b>Reference Number</b>	<b>010/08</b>
<b>Date Issued:</b>	<b>14 November 2008</b>
<b>Review date:</b>	<b>31 December 2010</b>

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### **CFO and non-CFO Contributions to Annual Reports for 2008**

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## **WHO**

Regional MA Teams, LDA EPMU, CFOs and non-CFOs, and the Government of Gibraltar.

## **WHAT**

This action note sets out the process, timetable and information for narrative contributions to the Annual Implementation Report (AIR) and other reports for the calendar year 2008.

## **CLEARED**

David Oatley, Head of MA: Policy Team  
Jocelyn Dann, ESF Team, WWEG Delivery Directorate, DWP.  
Julie Hobbins, ESF Team, LSC National Office  
Regional MA Teams  
LDA EPMU

## BACKGROUND

1. Each regional CFO and non-CFO beneficiary is required to provide an annual narrative contribution to inform the AIR (starting from the 2008 AIR due with the Commission by 30 June 2009).
2. As well as informing the AIR, it is also planned that the contributions provide information for related purposes (e.g. annual progress reports on equal opportunities and sustainable development to the sub-committees/PMC; annual progress report on publicity to the PMC). The aim is to collect information for a number of purposes in one request and so avoid duplication of effort.
3. Manual 2 Section 2.33.3 sets out the requirement to provide narrative contributions to the AIR.
4. One narrative contribution is required from each regional CFO (i.e. LSC and DWP will provide 10 contributions, one for each region plus Cornwall). Phasing-in issues should be covered separately in the NW and Y&H CFO reports.
5. The contributions will not need to include financial and indicator data, as these will be provided by the ESF MI system.

## ACTION

6. Each CFO and non-CFO beneficiary should produce a narrative contribution (covering ESF and match) using the pro-forma at Annex A, and send their contributions to GOs/LDA by 13 February 2009.
7. DWP and LSC national offices should arrange for their regional CFOs to produce contributions and send them to their GO/LDA, providing steers and national level input as appropriate.
8. Non-DWP/LSC CFOs should produce contributions and send them to the GOs/LDA.
9. GOSW and GONW should ask non-CFO beneficiaries in Cornwall and Merseyside to produce contributions.
10. GOs/LDA should ask any TA projects in their regions to produce contributions. (TA projects will only need to complete sections relevant to them and do not need to supply case studies.)
11. The Government of Gibraltar should prepare a report on its projects.
12. When they have received the CFO and non-CFO contributions, GOs/LDA and the Government of Gibraltar should use them to produce composite regional/Gibraltar reports. They should submit the regional/Gibraltar report for

endorsement by their regional/Gibraltar ESF committees, using written procedure if necessary, and send it to Tony McMahon ([tony.mcmahon@dcsf.gsi.gov.uk](mailto:tony.mcmahon@dcsf.gsi.gov.uk)) in MA: Policy Team by 31 March 2009. The regional reports will then be integrated into the AIR and other relevant reports (e.g. equal opportunities, sustainable development and publicity progress reports).

13. The proforma at Annex A has been developed to help CFOs/non-CFOs to construct their contributions. GOs/LDA/Government of Gibraltar should use the same headings for their regional/Gibraltar reports. Clearly, at such an early stage in the programme with less than a full year's activity in 2008, it may not be possible to provide comprehensive information under each heading. Contributors should provide as much information as there is available.
14. The timetable for providing and assimilating regional contributions is set out at Annex B.

## CONTACT

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## ANNEX A

### **Pro-forma for information required from CFOs and non-CFOs for Annual Implementation Report and other reports**

CFOs (and non-CFOs) should take an overview of their provision, referring to specific providers and sub-contractors where appropriate. Where CFOs are delivering provision under more than one Priority, they should state to which Priority the comments and examples apply. All case studies/examples should include: name of project/provider/sub-contractor(s); groups targeted (including type of disability where appropriate); location of project/provider; number of participants; and total/ESF cost.

Ideally, under section 3 we would like CFOs and non-CFOs to provide a commentary on the progress they are making towards meeting their equal opportunities targets. However, for 2008, we realise that issues such as delays in contracting rounds and the non-availability of MI data at this early stage of the programme may restrict CFOs ability to provide this information. **CFOs and non-CFOs will be asked to comment fully on the progress they are making towards targets in future AIR reports from 2009 onwards.**

## 1) Regional ESF frameworks (500 words)

Provide an overview of how activities have added value to regional employment and skills priorities set out in the regional ESF framework.

If ESF has helped to respond to any significant regional or local economic or labour market shocks (e.g. a large scale redundancy), please describe the ESF contribution.

Describe how ESF activities complement and add value to other regional or area-based initiatives such as City Strategy Pathfinders and the Working Neighbourhood Fund.

## 2) Publicity (1200 words)

a) A summary (300 words) of the implementation of the CFO communication plan (or non-CFO communications activities) and the resulting achievements, in particular:

- main/innovative measures to publicise funding opportunities to potential applicants, and EU/ESF awareness and understanding amongst participants and members of the public - and the main outcome/results where information/evidence is available
- collaborative TA supported information and publicity activities with other CFOs, such as publicity groups, joint events, publications, e-zines and websites
- a reference to how provider compliance with publicity requirements is monitored
- support for national level (Managing Authority led) information and publicity measures – including the ESF publicity network, contributions to the e-zine and website.

b) Supplementary material (900 words):

How the CFO manages and monitors the implementation of the CFO communication plan, including the activities required of providers and how any non-compliance is addressed.

Some specific information on the following:

- the location where the 2007-2013 ESF CFO plaque is displayed, the number of ESF project plaques (and national posters/other awareness raising materials) distributed to providers during the year;
- summary details of two ESF project participant case studies that may have attracted media attention or have the potential to do so;
- the number of press releases issued, and brief descriptions, where available;
  - the number and type of ESF information and publicity products/

- publications produced in the year;
- o evaluative measures that have been undertaken, for example on press/media coverage of articles referring to ESF, the number of hits on ESF website pages;
- o the use of TA/collaborative information and publicity activities with stakeholders/other CFOs;
- o information and publicity plans for 2009, including collaborative activity with others.

### 3) Equal opportunities and disadvantaged target groups (1200 words)

#### a) Overview

A summary of the main approaches taken to mainstream equality. For CFOs this should include two paragraphs covering:

- procurement and any equality-issues arising (minimum 100 words)
- contracting and contract management/monitoring processes and any equality-related issues arising. (minimum 100 words)
- details about (i) the extent to which CFO providers have made arrangements for specialist/niche provision to meet the varied needs of participants (ii) some examples of such specialist provision

For non-CFO projects this should cover project delivery – one or two representative examples of what providers are doing (minimum 100 words).

#### b) Gender (300 words)

A summary of the main ways in which gender equality is being actively promoted by CFO and non-CFO providers in ESF (100 words)

Two case-study examples of how CFO providers (and non-CFO-providers where applicable) are supporting women or men for gender-based support (e.g. training for men or women to enter non-traditional occupations; projects targeting women returners; projects promoting work-life balance etc.). Each case study example should be a minimum of 100 words.

#### c) People who are disabled (300 words)

A summary of the main ways in which disability equality is being actively promoted (minimum 100 words).

At least two case study examples of the ways in which access to provision has been (or will be) promoted for people who are disabled (both by providers and any sub-contractors). This should include one or two examples of:

- (i) **any** adaptations to buildings, equipment, websites, software, transport provision etc in order to promote physical access to support;
- ii) the wide range of different types of disabled participants being helped by

providers and the extra efforts that providers are making to attract different types of disabled people to the programme (e.g. innovative recruitment procedures, extra efforts to consult with community-based disability groups etc.) (minimum of 100 words per case study).

d) Lone parents (200 words)

Information and one or two specific examples on activities to promote participation in employment by lone parents.

e) Older people (300 words)

A summary of activities to promote access to provision by older people (100 words).

Two examples of activities either delivered (or planned to be delivered) to retain older people in employment and/or re-engage them in the labour market. (100 words per case study)

f) Ethnic minorities (300 words)

A summary and examples of activities to actively promote equality for people from ethnic minorities and provide access to provision for people from ethnic minority groups. (100 word summary).

Provide two case studies of support delivered (or planned to be delivered) to help people from ethnic minorities (100 words per case study)

g) NEETs (if applicable) (200 words)

A summary and examples of activities to re-engage young NEETs and to increase participation in education, employment and training.

h) Caring responsibilities (200 words)

A summary and examples of the ways in which access to provision is being promoted for people with caring responsibilities.

Include information and examples on initiatives taken to promote access (e.g. childcare etc). Include information and examples of any specific activities to improve the supply of care workers (e.g. training child care workers).

i) Migrants (if applicable) (200 words)

A summary and examples of activities to increase the participation of migrants including refugees, in employment or to improve/adapt their skills.

j) Other disadvantaged groups (200 words)

Information and examples on any other disadvantaged groups targeted, including offenders/ex-offenders, homeless, substance/alcohol drug misusers

etc.

#### **4) Sustainable Development (500 words)**

A minimum 150 word summary of the approach to promoting sustainable development including:

- brief description of action taken by CFOs in the region to implement the requirement that all providers have a sustainable development policy statement and implementation plan
- number and proportion of CFO providers are complying with the basic requirement of having a policy and a plan?
- details of any remedial action being taken to address any problems/deficiencies in meeting the above requirement along with expected timescale for resolving issues ( or details of arrangements to be put in place to address this issue in future).

A 100 word case study of how projects/providers are complying with requirements including any good practice.

Provide a minimum 100 word description of the extent to which specific environmentally-focused employment and skills projects/activities are being supported by CFOs (e.g. training in environmental management and protection skills, and eco-friendly technologies, environmental conservation projects with a focus on skills or jobs etc).

In Priority 2/5 only: If there is little in the way of specific projects, what is the CFO doing to encourage more? (minimum of 100 words)

#### **5) Innovation (if applicable) (400 words)**

[For all projects, not just dedicated innovative and transnational projects:] If applicable, provide examples of innovative activities undertaken by projects/providers. Describe how they add value to existing provision and how they are being mainstreamed.

#### **6) Transnationality (if applicable) (400 words)**

[For all projects, not just dedicated innovative and transnational projects:] If applicable, describe any transnational links that projects/providers have. Describe how they add value.

#### **7) Joint social partner activities (Convergence Priority 5 only) (300 words)**

Describe joint social partner activities (capacity-building, training, networking, strengthening the social dialogue and other activities undertaken taken jointly employers and trade unions, in particular relating to adaptability of workers and enterprises.

#### **8) Complementarity with other EU funding (if applicable)**

Describe any links to activities funded by other EU programmes including:

- European Regional Development Fund **(200 words)**
- European Agricultural Fund for Rural Development **(200 words)**
- European Fisheries Fund **(200 words)**
- Lifelong Learning Programme **(200 words)**
- Youth in Action Programme **(200 words)**
- Seventh Framework Programme for Research and Technological Development **(200 words)**
- European Investment Bank **(200 words)**

**9) Business Support Simplification Programme (if applicable) (200 words)**

Where relevant describe how provision has complied with the Business Support Simplification Programme.

**10) Community Grants (if applicable) (800 words)**

A summary of the way in which small grants are made available to small voluntary and community groups together with examples of the type of activities supported and/or grants provided. The number of Community grants awarded, the total value and the range of value (broken down into ESF and match).

**11) State Aids (if applicable) (300 words)**

Confirmation that, where appropriate, support provided adheres to the rules regarding state aids. Total amount of funding granted under state aid schemes.

**12) Technical Assistance (if applicable) (300 words)**

Provide examples of technical assistance projects and what the funding is supporting. How is it adding value to Priorities 1, 2, 4 and 5?