



A tool for assessing the gender impact
of spending on skills and training



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Introduction

What is this tool for?

This tool describes a set of steps that will enable an organisation to carry out an assessment of the gender impact of a training or skills programme.

It is a specialist type of [equality impact assessment](#), which includes elements of [gender budget analysis](#), that will help public authorities that are responsible for skills and training to meet the requirements of the [public sector equality duty](#). This will include Scottish Government, Skills Development Scotland, local authorities, health boards, and colleges and universities.

It will also help employers to look at the ways that their training programmes might impact on male and female employees. Public authorities are required to do this as part of their obligations under the [public sector equality duty](#). Private sector companies should also do this to avoid unintentionally discriminating against male and female staff members.

How to use the tool

The tool contains a number of steps, which should be followed in sequence. The process is flexible, and is proportionate to any training or skills programme that an organisation may wish to assess.

To give an indication of the types of information that should be considered throughout this process, the tool contains two worked examples.

In the blue boxes there is an assessment of the Modern Apprenticeship programme. This is one of the national training programmes that is managed by Skills Development Scotland. It is the largest single training programme in Scotland.

The blue boxes contain a summary of the assessment. An extended version of the assessment, including data tables, can be found at www.closesthegap.org.uk/content/resources/GBACaseStudy.pdf

The assessment was not carried out by Scottish Government or Skills Development Scotland, who are responsible for the programme's policy and delivery respectively. It was carried out by academics working at Glasgow Caledonian University, using publicly available data.

In the green boxes there is a synthetic example of the introduction of a training academy to a large private sector organisation.

This is not based on the experience of one single organisation, but is compiled from approaches being taken by a number of organisations and companies with whom Close the Gap has worked.

Who should use the tool?

The tool can be used to assess programmes, policies, or practice that already exist. It can also be used to assess programmes or policies that are under development.

The tool can be used to get a sense of how to monitor training programmes so that their impact on men and women can be assessed during any evaluation. It may provide helpful information to those managing contracts for learning and skills.

It should be of use to policymakers, funders, procurement specialists, equalities leads in public authorities, and those working to monitor and evaluate training programmes.

It will be of value to those working in the public, private, and voluntary sectors.



Gender and Skills

How are gender and skills related?

Women and men tend to work in gender-segregated occupations and sectors. There are many factors that underlie this segregation, including stereotyping about men and women's capabilities and skills, the types of jobs that are available on a flexible or part-time basis, and whether the working people that young people know are men or women.

Although job segregation restricts choices for men and women, the jobs that are most likely to be done by women are also those that are associated with low pay and limited possibilities for progression. These are sometimes referred to as the "5 Cs": cleaning, catering, cashiering (retail), clerical work, and caring.

The fact that men and women do different types of work, which is called occupational segregation, contributes to the gender pay gap, which itself makes women more likely to be at risk of poverty, especially pensioner poverty.

What does this mean for large training programmes?

Scotland spends a great deal of public money, including European funding, on training programmes. This fits with Scotland's ambitions to have a skilled workforce.

Unfortunately, if a skills programme does not actively engage with the issue of occupational segregation, and stereotyping and assumptions about "men's work" and "women's work", it is likely to entrench these yet further. This means that we risk using public money to widen the gender pay gap, and worsen women's experience of poverty across their lives.

Understanding the gender impact of training programmes will help organisations to think about the best way to avoid making inequalities worse, and to identify steps to narrow gender gaps in participation.

This type of thinking and action is required by the [public sector equality duty](#).

What does this mean for training policies, and workplace training?

Some public authorities are responsible for very large programmes of in-house training, but even the smallest programmes benefit from thinking about their impact on women and men.

Some of the most common gendered issues around training provision are:

1. **Training and part-time work.** Women are more likely than men to work part-time or flexibly. Employers should ensure that part-time workers have equal access to training, and that training is provided at a time that means that part-time workers can participate.
2. **Non-essential training.** As training budgets reduce, some employers are placing a freeze on training that doesn't specifically relate to the job that an employee currently does. Although this seems gender-neutral, it has a disproportionate impact on women, because of women's over-representation in administration functions. It is rare to find a clear progression pathway from administration into operational roles, and women often require training on skills outside their current remit to make this move.
3. **Online training.** Online training provision is a useful, flexible resource, but can be very difficult to access for people doing jobs that don't involve a computer. This includes many of the lowest-paid female-dominated jobs, like cleaning, caring, catering, and retail.

For public sector organisations, thinking about these issues and acting to mitigate their effects is required by the [public sector equality duty](#).

CHECKLIST

STEP 1	Identify what the training programme is for
STEP 2	Gather evidence
STEP 3	Analyse the evidence to identify the gender difference in spending allocations, participation, experiences, and outcomes
STEP 4	Identify the main reasons and causes of the different gender experiences
STEP 5	Identify the impact of the gendered differences on the outcomes of the training programme, and wider impacts
STEP 6	Identify any measures that have been taken to tackle gender disparities in this training programme
STEP 7	Identify further measures to address gender inequality in the programme

STEP 1



Identify what the training programme is for

The first step is to identify the purpose(s) of the training programme.

This might be to meet an identified sectoral skills need, to comply with a regulatory requirement, to meet a specific business need, to improve employee morale, to deliver on a commitment agreed with recognised trade unions, or to fulfil a range of purposes.

Being as clear as possible about the desired outcomes of the training programme can be helpful if the assessment process suggests that changes need to be made to its design or implementation to mitigate any unintended impacts on women or men.

Possible outcomes that might be identified for a training programme:

- 70 per cent of 21 year olds in Scotland have a Level 3 Scottish Vocational Qualification.
- Organisational spend on training increases by 20 per cent over the next two years.
- Employee satisfaction scores with organisation training provision rise by 5 percentage points.
- 10 per cent of social work assistants earn a qualification in social work over the next five years.

Modern Apprenticeship programme

Scottish Government's current commitment is to sustain 25,000 Modern Apprenticeships.

The programme gives apprentices the opportunity to combine employment and training by following an industry designed training framework that results in a level 2 or 3 accredited work based qualification.

Acme Skills Academy

Acme is a large and successful company, which trades in an environment which is highly regulated. Staff require to take externally-accredited qualifications programmes to undertake many of the roles in the organisation. They have also developed a talent-management programme that involves a significant training and development component, and are also looking to resolve some workplace culture issues by increasing some of their equalities training, including on pay and reward for all managers who make decisions on pay or bonuses. Staff have been critical of the mix of online and offline training, and there are questions about how fair access to training is.

Acme want to relaunch their training and coaching offer as a Training Academy. Its purpose is to:

1. Meet regulatory and reputational requirements.
2. Build skills and competencies in individuals identified as having the potential to be future leaders.
3. Build appropriate and relevant skills and competencies in all staff, to meet strategic priorities.
4. Increase positive attitudes of staff towards training within Acme.

Outputs will include:

1. New branding.
2. A refreshed training policy that will go out to managers.
3. A new individual training record, then will gather more information about who receives training and why.
4. Some new equalities courses.
5. Strategic responsibility for staff development and training given to one senior leader.

STEP 2



Gather evidence

In the second step, organisations will gather the evidence that will enable them to assess the existing or likely gender impacts of the training programme. This will mean looking at [spending allocations](#), [participation rates](#), [experiences](#), and [outcomes](#) with regard to women and men.

Gathering data for training programmes that are in development is obviously more difficult than assessing a programme which is underway and for which programme-specific data is available. Sector-specific and national and regional data may be of particular use in these circumstances. Data may also be available for similar programmes delivered by different agencies or in slightly different contexts.

For those assessing existing programmes, some of the information and data should be held within the organisation, but it might be necessary to look at national or regional data.

For both existing and future programmes, the evidence should link to the outcomes that have been identified for the training programme, and the groups of people that are being targeted by the programme.

It might be necessary to do some work to construct some pieces of data, or to use different types of records to disaggregate data by gender.

Types of evidence might include:

- Spend on the programme, disaggregated by gender.
- Spend on specific courses, disaggregated by gender.
- Participation rates on the programme, disaggregated by gender.
- Participation rates on the programme, disaggregated by part-time, full-time.
- Census data, disaggregated by gender.
- Staff surveys, disaggregated by gender.

- Industry demand statements about the profile of the sector, projected profile of the sector, and projection of future demand for skills.
- Industry-specific strategy documents that describe the policy context for skills development.
- Sector skills council data and reports about the profile of the sector, and the profile of the target group of beneficiaries of the skills programme.
- Reports from specialist gender organisations, like Close the Gap and Equate Scotland.
- Participant data disaggregated by other personal characteristics, as required.

Many training programmes are targeted at specific groups of people, or provide different levels of intervention or support to specific groups of people. If a training programme is targeting participants within a particular age range, or ethnicity, or geographical location, then data about all of these individual characteristics should be gathered. It might be helpful at this stage to consider whether it would be useful to use this process to consider any other characteristics.

It is very likely that gender will **intersect** with some of these other characteristics. For example, training programmes targeted at young people may see higher levels of gender segregation, as women and men are more likely to participate in non-traditional training programmes when they are older.

Modern Apprenticeship programme

Skills Development Scotland gathers a range of data on the Modern Apprenticeship programme. This includes:

- **Participation rates and outcomes:** gender-disaggregated data is held in relation to the number of women and men starting an apprenticeship, the number in training, and the number who have successfully completed an apprenticeship.
- **Spend:** gender-disaggregated data outlines the levels of public spending relating to each occupational framework and level.
- **Beneficiaries and targets:** composition of the beneficiary group, disaggregated by gender, and composition of the target group, disaggregated by gender.

Acme Skills Academy

Acme has a significant amount of data, which it can bring together from a variety of sources. It gathers this together. This includes:

- **Participation rates:** Gender-disaggregated data is held in relation to the number of male and female employees who have taken part in training courses, and which training courses they have participated in. This is also broken down by business unit. There is also data on who is in the talent pipeline programme.
- **Spend:** There is information on the **unit cost** of each different training course that is offered. There is information on the types of budget that these training costs are associated with in each business unit, as there are different approaches to this taken across the business.
- **Beneficiaries and target groups:** There are gender-disaggregated targets for the pipeline programme.
- **Other information:** There are a number of policies that relate to training, quantitative results for a staff survey that was undertaken on training, and qualitative outputs from a number of workshops that were run to identify what factors were contributing to an organisational “glass ceiling” that appeared to be preventing women’s promotion. Acme has data on the spread of women and men throughout the organisation, both in terms of their grade, and in terms of the business unit and business function that they work within.

STEP 3



Analyse the evidence to identify the gender difference in spending allocations, participation, experiences, and outcomes

In step three the data gathered at step two is analysed to provide information about the gender differences in spending allocation, participation, experiences, and outcomes.

Spending allocations

The simplest way of assessing this is to multiply the **unit cost** of a service or programme by the actual number of male and female beneficiaries.

If you multiply the **unit cost** by the number of male beneficiaries then this gives you the **value** of expenditure going to men. If you multiply the **unit cost** by the number of female beneficiaries then that gives the **value** of expenditure going to women. This can also be expressed as percentage shares of the total expenditure on the programme.

Unit cost x number of male beneficiaries = value of expenditure going to men

These become more meaningful if they are adjusted for the sex composition of the **target population** of the programme. For example, if one of the desired **outcomes** of a training programme is to increase the number of women who are qualified for promotion, then spending 50 per cent of a training programme budget on men may seem superficially fair, but is not going to deliver the gendered outcomes that the programme was intended to achieve.

The task becomes more complicated if the unit costs vary across different courses and frameworks. For example, an in-house training course delivered over one or two days will obviously differ substantially in cost from an externally delivered course that leads to a qualification. However, a universally delivered training course that all new starts attend may have different costs depending on location, business unit size, or time of day it is delivered. It is important to capture these differences.

Participation

Analyse the participation rates of men and women who start the training programme, and compare these with the **target population**.

Experiences

Using staff surveys, and other measures that identify participants' perceptions of the training programme, identify any **gender gaps** in beneficiaries' assessment of the quality of experience. Use any quantitative data to identify gender differences in drop-out rates from the programme, disaggregated by the individual course or framework.

Outcomes

Use the data gathered in step two to identify gaps in **outcome**, including gender-disaggregated information on completion rates, and the number of men and women who are awarded qualifications.

If the information is available, organisations should analyse data about longer-term outcomes, including promotions, labour market destinations, or impact on pay, then these should also be analysed, and differences between men's and women's experiences identified.

Modern Apprenticeship programme

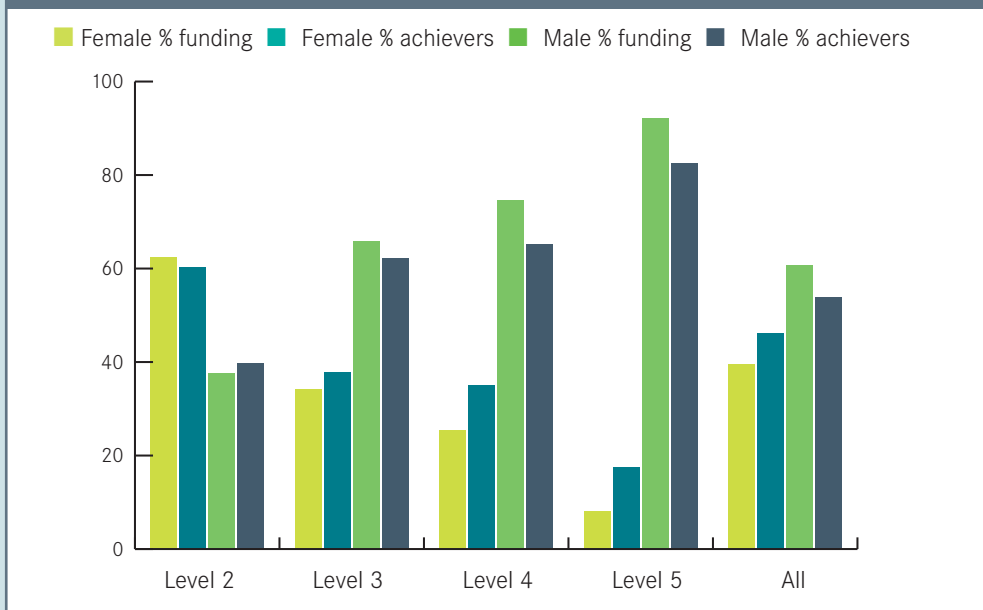
Spending allocations¹

Table 1 and Figure 1 below provide an indication of the gender split in spending on the twelve largest frameworks in the Modern Apprenticeship programme.

Table 1: Achievers in the 12 largest frameworks, 2012-13, estimated funding totals					
	Female	Male	All	Female % funding	Female % achievers
All level 2	6,838,264	4,113,205	10,951,469	62.4%	60.2%
All level 3	14,618,736	28,137,054	42,755,790	34.2%	37.8%
All level 4	409,726	1,205,138	1,614,864	25.4%	34.9%
All level 5	21,199	266,494	289,693	8.0%	17.5%
Total	£21,889,925	£33,721,891	£55,611,816	39.4%	46.1%

¹ A detailed description of the methodology, and detailed charts and tables are available in the full version of this case study: <http://www.closesthegap.org.uk/content/resources/GBACaseStudy.pdf>

Figure 1: Achievements and estimated funding by gender, 12 largest frameworks, 2012-13



It can be seen that spending on male apprenticeships is disproportionately high, when compared with the number of men and women that are employed as apprentices.

Participation

The target population of the Modern Apprenticeship programme is people aged between 16 and 19. This is consistent with the Scottish Government’s policy aim of reducing the proportion of young people who are not in employment, education, or training.

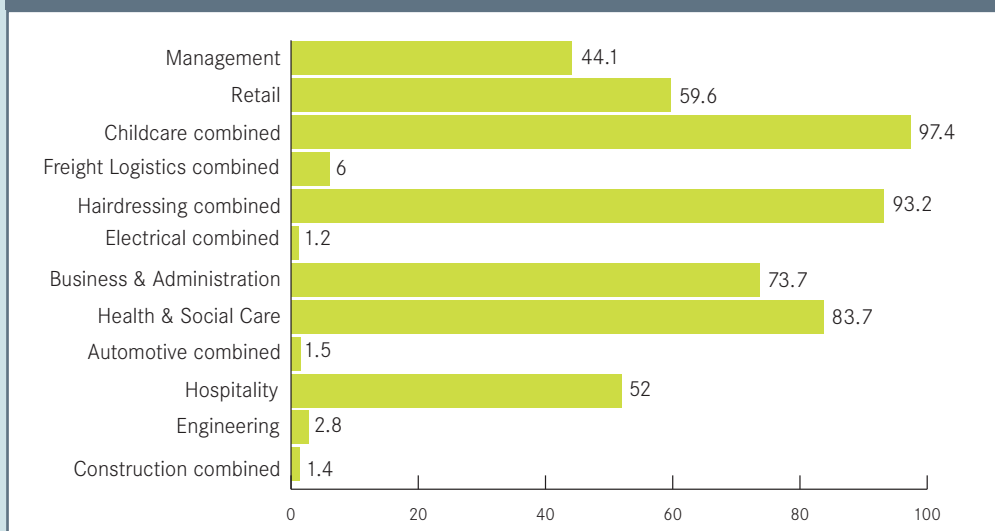
Table 2: Starts and In Training by age and gender, 2012-13

	No. of starts			No. In training		
	Female	Male	Total	Female	Male	Total
16-19	5704	7015	12719	6730	15047	21777
20-24	3645	3317	6962	3196	4095	7291
25+	1691	4319	6010	2080	4758	6838
Total	11040	14651	25691	12006	23900	35906

The table above shows that there is a concentration of training among young men aged 16-19.

As well as looking at the top-line figures for participation, it is also important to consider the specific frameworks within the training programme in which women and men participate. Female participation rates for the twelve largest frameworks, as set out in figure 2, suggest significant gender segregation within the frameworks.

Figure 2: Percentage female apprentices, 12 largest frameworks, 2012-13



This suggests an explanation for the difference in expenditure.

Experiences

The level of apprenticeships and the proportion of people that achieve a qualification are two measures available from Skills Development Scotland's monitoring data that provide an indication of quality. Generally, the higher the level of training is, the longer the training lasts and the more funding there is available for it.

Table 3: Achievements, 2013

	Achievement numbers		Female % of achievers	Achievement as % of leavers	
	Female	Male		Female	Male
Level 2	3416	2262	60	73	77
Level 3	3298	5419	38	78	76
Level 4	163	304	35	84	87
Level 5	14	66	18	88	89
Totals	6891	8051	46.12	*	*

In Table 3 we can see that women are a solid majority of achievers at Level 2, but that the proportion of higher level qualifications achieved by women reduces with each level. The two frameworks with the lowest achievement rates among leavers, hairdressing and health and social care, are both female-dominated frameworks.

Outcomes

A cost-benefit analysis of apprenticeship qualifications that was carried out in 2007 found that an apprenticeship qualification increased the average wage of an individual working in the construction sector by 32%, whereas in retail there was no effect of an apprenticeship on wages². A further study in 2007 found that men in Scotland can expect a percentage wage increase of over 20% on an MA qualification, but women in Scotland can expect less than half of that³.

The reason for the difference in wage increases is occupational segregation, and there has been no significant movement on this within the MA programme, or in the wider labour market, since 2007.

² McIntosh, S (2007) 'A Cost Benefit Analysis of Apprenticeship and Other Vocational Qualifications', DfES Research Report RR834

³ Walker, I and Y Zhu (2007) 'The Labour Market Effects of Qualifications'. Glasgow: Futureskills Scotland

Acme Skills Academy

Spending allocations

Acme offers a large number of individual courses. It calculates the spending allocations over the previous year and identifies that the spending allocation going to men is **73%** of the total training spend.

Spend on employees in the talent pipeline programme was more difficult to determine, because data on this had not been gathered, but a dip-sample of programme participants suggested that spending levels were similar for each participant. Based on participation rates, this suggests **45%** spend on men, and **55%** spend on women.

Participation

Men are **38%** of course participants, (although by headcount the organisation is **65%** female, so men are only slightly over-represented in their percentage of training course attendees) but are over-represented in the more expensive training courses, which lead to qualifications and more senior positions. Women are over-represented in the shorter, relatively inexpensive training courses.

Men comprise **45%** of the participants in the talent pipeline programme. As only **35%** of employees are male, this means that men are over-represented on the programme.

Experiences

Women and men taking part in training courses and programmes that lead to qualifications are equally likely to be successful. There is no gender difference in completion rates.

Women were much more likely to view the training offer of Acme negatively. **50%** of women felt that the training offer was **very poor** or **poor**. Qualitative information from focus groups suggested that women felt that the training budgets were “**unfairly allocated**” with managers “**making decisions behind closed doors about who gets to sit their [professional] exams**”.

Outcomes

There is very poor data on the impact of training on individuals' progression.

Other data, such as the qualitative information from “glass ceiling” workshops, and analysis of the allocation of bonuses against employment performance, by gender, suggests that additional capacity needs to be built in managers to make gender-sensitive pay and managerial decisions.

The impact of the talent pipeline programme is in the future.

STEP 4



Identify the main causes of the different gender experiences

At stage four, organisations will be identifying the reasons for the gender gaps it found at stage three.

This process should be participatory, and may involve a number of colleagues and stakeholders, including trade unions, and any equality organisations or advisory group with which the organisation engages.

Having gendered differences in outcome is not necessarily harmful or unlawful, but it is important to get a full understanding of the reasons for them, so any unintended consequences of programme design can be mitigated. For example, having training budgets held by individual managers may mean that access to training is allocated on a basis that suits the individual manager's short-term needs for delivery, or becomes a factor in the pay and reward piece, by being used to provide expensive training courses in lieu of payrises or bonuses. Building capacity in managers to analyse the gender impact of training decisions, and senior management of their own management of training budgets, may ensure alignment with more strategic training objectives.

There are a number of approaches that may be helpful in explaining gaps.

Internal stakeholders

Colleagues who are either targeted by the training programme, or responsible for its delivery, may have insights into any processes or practical arrangements that may be causing a gendered difference in takeup. These can be elicited by staff survey, focus groups, or by meeting with staff who are responsible for the delivery of training. These approaches may identify very practical issues, like the timing of courses, or issues relating to workload and team performance, like managers turning down training requests for non-essential training.

When thinking about internal issues, it may be helpful to reflect on information about women and work, including the tendency for women to be responsible for childcare, care for sick people, and care for older people.

External training stakeholders

External training providers may be able to provide insight into the specific barriers to participation that exist within one of their client organisations. They may have gathered anecdotes, or more formal feedback, about how training operates within an organisation from delegates on their courses.

If the training programme is very large then multiple stakeholders may be involved, including colleges, non-departmental public bodies, and Scottish Government. It should be possible to invite analysis from stakeholders, whether formally through a survey, reporting process, or interviews, or informally through meetings or discussion sessions.

External equalities groups

Many organisations have equality advisory groups, which include external equalities organisations as well as internal representatives. These groups may have some insight into the specific operations of training within your organisation, or into issues of training and gender more generally. Specialist organisations in Scotland that work around gender and skills include Close the Gap, Equate Scotland, and Engender. Capacity permitting, Close the Gap may be able to support an organisation to undertake a review of data, policy, and process.

Modern Apprenticeship programme

There is a significant gap between women as a percentage share of new starts and their share of those in training. This gap can be explained by disparities in the length of apprenticeship training, which can vary between six months and four years, and the fact that female-dominated apprenticeships are likely to be shorter. Women are concentrated in apprenticeships with lower qualification levels, which attract less funding.

Modern Apprentices are responsible for securing their own apprenticeships. Apprentices have employed status, and individual employers are responsible for recruiting apprentices. There is no requirement on employers to demonstrate the quality of their equalities practice, and no incentives to recruit non-traditional apprentices.

There are a small number of very limited initiatives to encourage young women and men into non-traditional apprenticeship frameworks, but these have had no discernible effect on the gendered distribution of apprentices across the different frameworks.

Consequently, the attitudes about men and women's work that exist across Scottish society are untempered by the operation of the Modern Apprenticeship programme. In the wider labour market, men continue to dominate sectors such as engineering, construction, and the automotive sectors. Women tend to be clustered in occupations linked to service-based apprenticeships, such as childcare, hairdressing, and health and social care.

Acme Skills Academy

Training programmes

As in most organisations, women are clustered towards the bottom of Acme's grading structure. The company has recently moved to a broad banding structure, but this hasn't had any impact on women's pay and relative seniority.

Generally, more junior workers, including those in operations and back office functions where most of the women are located, tend to have access to a limited number of general courses. These make up the bulk of the number of courses undertaken.

The more expensive courses, and the courses that lead to promotion are massively male-dominated. Qualitative information from the "glass ceiling" workshops suggests that participation on these courses is controlled by individual line managers, who see them as part of the total reward package.

There is another barrier to women's participation, in that the courses require considerable off-site study, and day-long taught sessions. This means that part-time workers and people with more domestic responsibilities are less likely to be able to take part. Data about domestic work in Scotland suggests that women are much more likely to have responsibility for this.

A range of concerns have been expressed through staff surveys and the "glass ceiling" workshops, including the fact that it's difficult for part-time staff to carve out enough time at their desks to take the online courses, that offline courses are often scheduled on a take-it-or-leave-it basis that means part-time workers struggle to take part, and offsite courses generally start at 9am even if they are quite far away. As women are more likely to work part-time, and more likely to have responsibility for the nursery or school run in the morning, this has a greater negative impact on women.

Talent pipeline

The new talent pipeline programme has only just started, but women have already expressed some concerns that entry requirements appear opaque and inconsistent.

Equalities training

The data on completion rates for individual courses suggests that everyone who requires to take part in mandatory equalities training has completed them. The impact on behaviours has not been well tracked, although the number of discrimination-related grievances has reduced, according to the perceptions of HR. However, there is limited data to back this up.

Take-up of voluntary equalities training is poor. A line manager, commenting in the “glass ceiling” workshops, suggested that this is because equalities is not part of Acme’s performance management framework.

STEP 5



Identify the impact of the gendered differences on the outcomes of the training programme, and wider impacts

In step one, organisations identified the outputs and outcomes that the training programme was or is intended to deliver.

These should be compared with the findings of step four, which identified the different impacts of the programme on men and women. If the training programme under consideration has a number of outputs or outcomes, then this could be mapped on a matrix, to ensure that all of the implications are considered.

	Outcome or output					
		Output 1	Output 2	Output 3	Output 4	Output 5
Gendered impact	Impact 1					
	Impact 2					
	Impact 3					
	Impact 4					
	Impact 5					

As with step four, it is important to ensure that this process includes the stakeholders to the training programme, as there may be connections that are not immediately obvious. Internal stakeholders, external stakeholders, and external equalities groups could all usefully be consulted.

Considering wider impacts

Organisations assessing internal training programmes and organisations working at the policy level may both identify wider impacts of the gendered issues identified at stage four.

For organisations that are considering training programmes for their own staff, the analysis of participation data may reveal issues around flexible working policies and practice, progression policies and practice, or facilities issues that affect access.

Organisations that are responsible for a wide range of policy, including Scottish Government, may identify issues that relate to other policy areas. For example, training programmes that involve attending college may have their participation rates affected by the funding for college-based childcare facilities.

Modern Apprenticeship programme

The overall aim of the Modern Apprenticeship programme is to ensure the supply of intermediate skills to the Scottish labour market.

Although there are no skills gaps in many industrial sectors in Scotland, those that exist happen in the most gender segregated areas of the economy. Skills gaps, which happen where there are not enough workers with the skills that businesses and organisations require, limit productivity, and act as a drag on growth.

Under conditions of gender stereotyping, the market may operate in ways that fail to allocate the most appropriate worker to any given job vacancy, thus resulting in an inefficient allocation of resources which will have both microeconomic and macroeconomic impacts. If left unchecked, occupational segregation in the Modern Apprenticeship programme will contribute to existing gender based skills gaps, which in turn will have a negative impact on Scotland's overall productivity levels.

There is an additional issue around equality. Skills Development Scotland and Scottish Government are both required by the public sector equality duty to use their resources, including those spent on the Modern Apprenticeship programme, to address inequalities and narrow gender gaps. The disproportionate spend on men, and the unequal distribution of participation across different Modern Apprenticeship frameworks, will have a lifetime impact on women's earnings, and perpetuate the gender pay gap. In addition to the impact on individual women and their families, this will also have an impact on the demand for services for older women experiencing poverty in later life.

Acme Skills Academy

Outcome one: Meet regulatory and reputational requirements

Regulatory requirements are being fully met, in that all individuals in positions that require qualifications have those qualifications. However, there are reputational risks in administering those qualifications (and the rest of the training programme) in a way that staff perceive to be unfair, and is possibly discriminatory, in having differential impacts on men and women.

The bulk of spend on training and skills is going to men within the company, even though they are the minority of employees.

Outcome two: Build skills and competencies in individuals identified as having the potential to be future leaders

The talent pipeline is currently considered to operate in a way that is unfair. Men are over-represented in it, if participation data is compared with the total population of male and female employees. However, the most junior staff in the talent pipeline are reasonably senior, and men are over-represented at senior grades.

From benchmarking data provided by Close the Gap, Acme knows that its patterns of employment are similar to other private sector companies. Benchmarking data from a commercial provider of pay and reward data suggests that its distribution of staff is similar to other industry comparators.

Although the operation of the talent pipeline does not appear to be discriminatory, Acme is concerned about the medium term impacts of continuing to have a non-diverse senior team, in terms of performance, productivity, and innovation.

Outcome three: Build appropriate and relevant skills and competencies in all staff, to meet strategic priorities

There are a range of challenges with the accessibility of training courses, although the more 'general' courses that do not seem to be strongly associated with progression or additional pay appear to be functioning reasonably well.

Through the “glass ceiling” workshops there was a suggestion that there had been a general tightening up of access to training, and that non-role specific training was less likely to be agreed. This has an obvious impact on administration staff, from which role there is no clear progression route, and from which training outside existing role competencies is often required. While such a tightening is not in line with the policy, this obviously requires to be made clear.

There are a range of issues with participation in equalities training courses, with voluntary approaches not working. This has an impact on the business, as a sound understanding of equalities issues is necessary to manage staff effectively, and to manage reputational risk.

Outcome four: Increase positive attitudes of staff towards training within Acme

Creating the new skills academy will not increase positive attitudes without tackling some of the gendered impacts of existing training provision. A clear gender dimension to some of the problems with the existing provision has been identified.

STEP 6



Identify any measures that have been taken to tackle gender disparities in this training programme

This step asks organisations to reflect on any measures that have previously been taken, or are planned to tackle gender disparities with regard to this specific training programme.

Three key questions must be answered:

1. What are the measures that have been taken?
2. What was the spend on the measures, and what is this spend as a proportion of the overall programme spend?
3. What was the impact of the measures, and what are the indicators of this?

What are the measures that have been taken?

An organisation may have records of any measures that it has taken to tackle gender disparities, but these records may not be comprehensive. An organisation may have set up small pilots to mitigate gender inequalities, or may have worked in partnership with other agencies on pre-training programmes for which it does not hold records. An organisation may only recently have come into existence, or may not have previously had responsibility for delivering a specific programme. It may have had no connection to work by other agencies to tackle disparities in the particular area of the programme.

Organisations should work to build as comprehensive a picture as possible of any work to tackle gender disparities. This may involve engaging with internal and external stakeholders to find out what these are.

What was the spend on the measures, and what is (or was) this spend as a proportion of the overall programme spend?

Where measures are able to be identified, it should be possible to find out information about the spend on the measures, and to express this as a percentage of the overall programme spend.

This may include activity such as:

- Pre-training taster sessions targeted at women or men.
- Targeted advertising.
- Women-only or men-only courses.
- Coaching, mentoring, or buddying schemes for female or male participants.
- Providing childcare for training participants specifically to increase women's participation.

What was the impact of the measures, and what are the indicators of this?

Measures to mitigate gender gaps should be evaluated to identify their impacts. If measures have not been well-monitored or evaluated then organisations can use participation data and data about post-training destinations or progression to identify if there have been any changes.

Measures should be kept under review to ensure that they are effective, although it should be noted that measures to tackle gender disparity are frequently challenging entrenched assumptions about men's and women's capabilities, lives, and functions.

Modern Apprenticeship programme

As part of its 2010 equality impact assessment (EQIA) of the Modern Apprenticeship programme, Skills Development Scotland undertook research to identify barriers to the participation of women, black and minority ethnic people, and disabled people. This research influenced an action which Skills Development Scotland could implement to increase the participation of these groups.

Learning and training providers, who were consulted as part of the research, proposed:

- ‘Taster’ sessions for women to promote non-traditional career paths.
- The introduction of financial incentives for training providers recruiting female apprentices to male dominated occupations (e.g 5% to 10% funding top ups for those training female motor vehicle apprentices).
- Same sex mentors.
- Raising the age at which women can receive full funding if they enter apprenticeships.

Skills Development Scotland does provide equality and diversity training for its customer facing staff (Skills Investment Advisors) and promote case studies of under-represented groups on its ‘My World of Work’ (MyWOW) platform.

Acme Skills Academy

Acme has an internal equality and diversity group. This is made up of trade union representatives and HR colleagues. The group works on issues around equality and diversity that are identified by Acme’s employees, and projects to ensure that Acme is compliant with changes to equalities law. Acme considers itself to be a good employer, and strives to emulate best practice in its industry. It is a member of a number of equalities forums.

Although Acme has worked hard on its “glass ceiling” issues, which first came to its attention as a result of an equal pay review that the union campaigned for, it has not been aware of particular issues around training and skills. Consequently, it has not done any prior work to try and tackle inequalities in its training provision.

STEP 7



Identify further measures to address gender inequality in the programme

Unless you believe that the measures identified in step six will address any and all gender disparities over time, then further measures will need to be identified.

These might include one or more of the following type of activity:

- Pre-training taster sessions targeted at women or men.
- Targeted advertising.
- Women-only or men-only courses.
- Coaching, mentoring, or buddying schemes for female or male participants.
- Providing childcare for training participants specifically to increase women's participation.
- Financial incentives for training providers to recruit the under-represented sex to specific training courses or programmes.
- Amendments to training policies and practice, succession planning, or talent development practices.

Measures should:

- Have clear indicators of success, that are monitored over time.
- Be adequately resourced, with a distinct budget.
- Be designed in consultation with expert internal and external stakeholders.
- Have a clearly designated accountable person inside the organisation, even if the measure is delivered by an external organisation or agency.
- Be designed in collaboration with internal and external stakeholders, including the people whom the measure is designed to benefit.

Modern Apprenticeship programme

The Modern Apprenticeship programme has been the focus of considerable work by academics and gender equality organisations over the last ten years. Measures proposed by a range of stakeholders for the Modern Apprenticeship programme include:

- Use of a buddy system within MA training provision where a female MA is paired with a more experienced male MA;
- Provision of women-only training to encourage young women into non-traditional sectors such as construction and engineering;
- **Early years and school based interventions to challenge stereotypes, for example through play with non-traditional toys;**
- De-funding traditional and non-traditional MA frameworks which are not delivering value for employers or employees, as measured in terms of pay rewards upon completion;
- Increase the provision of women only pre-vocational courses to encourage women entering training;
- **Students at school to be given two work-experience placements, first of their choice and then second in a non-traditional sector;**
- Greater provision of facilities for women onsite and in the workplace within male dominated sectors;
- **Teachers to receive training in challenging stereotyping about career and subject choice as part of their teaching education;**
- Greater information about non-traditional sector careers for boys and girls.

Measures out of the ambit of Skills Development Scotland are **highlighted**.

Acme Skills Academy

In order to ensure that the outcomes for the Skills Academy are met, Acme is going to make a number of changes to its existing training and talent management offer.

These include:

- Review the training methods mix, and ensure that courses are accessible to part-time staff, and staff who have caring responsibilities during the hours that they are not at work.
- Start its 'talent pipeline' lower down the organisation, to ensure that more junior women, including women working part-time, have the opportunity for enhanced development and progression.
- Set targets for the professional qualifications training courses, to ensure that women are equally represented according to their representation in the staff population.
- Rework the training policy, and include training as a topic in internal managers' training and people leading courses.
- Include equality and diversity within the performance management framework, and ensure discussions about training are on the agenda for managers' own one-to-ones with their own managers.
- Create a central pot for training budgets, to prevent it being used as an element of pay and reward in a way that sits outside strategic training priorities. Designate funding for training that isn't essential to existing roles, to enable progression and movement within the organisation in places where turnover is extremely low.
- Have the equality and diversity internal group review training on E&D issues on a semi-annual basis, including data that will come from the new training tracking programme.

Glossary

Experiences

Refers to the perceptions of individuals as to the quality and suitability of a training course or programme. In the case of training and skills, this might be captured through evaluation forms, feedback to staff surveys, and focus groups or workshops. It may be incorporated into an individual's training record, and should be used for future development of training.

Equality impact assessment

A process that tries to determine the impact of a proposed policy on **protected groups** of people. It is a requirement of the **public sector equality duty** that public authorities undertake EQIA on all significant policies.

The detail of the process does vary slightly between public authorities, but the key elements are the same. In the case of gender impact assessment, it involves applying knowledge about women and men's different life experiences to policy development to ensure that the policy does not exacerbate existing inequalities, and reduces inequalities that exist.

Gender budget analysis

A specialised form of **equality budget assessment** that looks at the impact of a budget on women and men. This includes a Government or local authority's budget. It takes cognisance of the different life experiences of women and men.

There are many countries around the world which use gender budget analysis (GBA) as part of their budget-setting processes.

Additional resources on gender budget analysis are available at the Scottish Women's Budget Group website: www.swbg.org.uk

Gender stereotyping

Making assumptions about an individual's capabilities, interests, and preferences based on restrictive notions about men and women, and male and female behaviour.

Gender gaps

Refers to the differences in men and women's experiences. The gender pay gap is an example of a gender gap. Women's lower level of political representation at all levels of government is another gender gap.

Intersect

An intersectional approach considers the combined impacts of two or more characteristics. For example, an individual with a hearing impairment may require a BSL interpreter. A woman who works part-time may require a course that takes place across two mornings, rather than one full day. A woman with a hearing impairment who requires BSL interpretation and works mornings only may require training and support that has a higher unit cost, which, on the basis of cost may be inappropriately rejected by a manager.

Macroeconomic

Relating to the economy as a whole, rather than individual markets.

Microeconomic

Relating to individuals and small actors in the economy (including individual companies and organisations), rather than the economy as a whole.

Outcomes

Refers to what has changed. For example, “Susan can use Microsoft Excel to chart projected growth in her business unit” is an outcome. “Susan has attended a training course on Microsoft Excel” is an output.

Participation rates

This counts the number of people who take part in a training course of programme. It may be expressed as a number (of people) or a percentage (of the workforce, or business unit).

Protected groups

Those groups of people who are protected from unlawful discrimination because of a shared characteristic. This includes women, black and minority ethnic people, trans people, lesbian, gay and bisexual people, disabled people, older and younger people, and people who have a religion or belief.

Public sector equality duty

All public authorities in Scotland are required to act to reduce discrimination and increase equality for people in **protected groups**, including women. This requirement is placed on them by the public sector equality duty, which forms part of the Equality Act 2010. The Scotland-specific duties are contained within the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

Detailed guidance on how to meet each element of the duty is available from the Equality and Human Rights Commission. Close the Gap has published guidance on meeting the elements of the duty that relate to women and work.

Spending allocations

The amount of money set aside for a specific purpose. An organisation may set aside a certain amount of money for training purposes. This might be expressed as an amount, or as a percentage of total spend.

Target population

The group intended to benefit from a specific training course or programme. The target population of a course may be everyone in a company or organisation, or a smaller group. This might be based on business unit, function in the organisation, or the **protected characteristic** of the group.

Unit cost

The cost of one unit of something. This may be the cost for one participant to attend a course, or the cost of the course itself.

Value

The amount spent on the element (course, programme, group participation in) being measured.

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FURTHER INFORMATION

Close the Gap
www.closesthegap.org.uk

WiSE
www.gcu.ac.uk/wise



Close the Gap works in Scotland on women's participation in the labour market.

Partners include Scottish Government, Scottish Enterprise, Highlands and Islands Enterprise, Skills Development Scotland, Equality and Human Rights Commission, and Scottish Trades Union Congress.

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