

The Gender Pay Gap Manifesto: Realising fair work for women in Scotland

Close the Gap's policy recommendations for the
Scottish Parliament Election 2021



Introduction

This manifesto sets out measures that can be taken over the next parliamentary term to address the gender pay gap in Scotland. The 2021 Scottish Parliament elections present an opportunity for political parties to show leadership on gender equality and take the bold action that is needed to realise fair work for women.

It is often repeated that as employment law is not devolved to Scotland, it is not possible for the Scottish Parliament to address the causes of Scotland's gender pay gap. This is untrue. Many of the causes of the gender pay gap are not unlawful, and are therefore outside of the scope of employment law. In fact, closing the gender pay gap requires action in a number of key policy areas such as education, early years and childcare, and economic development.

This manifesto builds on A Fairer Scotland for Women, Scotland's first gender pay gap action plan, published in 2019.¹ Close the Gap has welcomed the breadth of ambition in the plan which recognises that the causes of the pay gap reach far beyond the workplace. A Fairer Scotland for Women is a great starting point, but we believe that we can, and should, go even further. In contrast to the gender pay gap action plan, this manifesto focuses only on those policies over which the Scottish Parliament has power to enact change now.

¹ Scottish Government (2019) *A Fairer Scotland for Women: Gender Pay Gap Action Plan*



In summary, Close the Gap's key policy recommendations for the 2021 Scottish Parliament elections are:

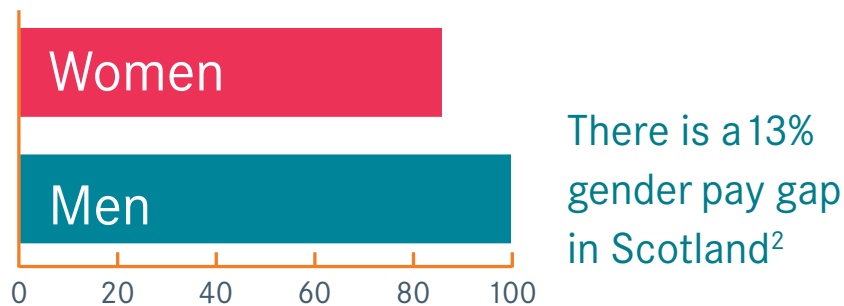
1. Ensure that the pre-existing legal obligation to do gender mainstreaming is realised within policymaking.
2. In line with the Scottish National Investment Bank, public bodies should be required to produce a gender equality strategy and conduct regular equal pay reviews.
3. Develop and implement a strategic approach to gender competence in teachers, practitioners and CIAG staff.
4. Develop an action plan to address the data gaps used to develop and evaluate skills policy.
5. Support the employer accreditation programme Equally Safe at Work through continued funding.
6. Designate childcare as a key growth sector, along with social care, and work towards addressing undervaluation and occupational segregation in the workforce.
7. Deliver a funded childcare entitlement equivalent to 50 hours a week to enable women to work full-time.
8. Develop a strategic mechanism for building capacity around gender stereotyping and occupational segregation among the ELC workforce.
9. Ensure the national funding model enables private and third sector ELC providers in partner settings to pay the Living Wage to all staff, with a more ambitious target around pay to be set thereafter.

10. Roll out the graduate apprenticeship in ELC, and include addressing gender stereotyping and occupational segregation in the framework content.
11. Create an occupational segregation commission to drive public bodies' activities to tackle occupational segregation.
12. Ensure Scotland's policy responses to automation are gendered, challenge occupational segregation and women's wider inequality at work.



What is the gender pay gap?

The gender pay gap, the key indicator of women's labour market inequality, represents the divergent experiences women and men have not only in employment but also in education, training, care and other unpaid domestic labour. It is a persistent feature of Scotland's labour market.



The gender pay gap is caused by a range of factors. These include:

- occupational segregation, which is the clustering of women and men into different types of work (horizontal segregation) and different levels of work (vertical segregation, often known as 'the glass ceiling');
- a lack of quality part-time and flexible working;
- the economic undervaluation of stereotypically 'female' work such as care, retail, admin and cleaning;
- women's disproportionate responsibility for unpaid care;
- biased and untransparent recruitment, development and progression practices;
- male-oriented workplace cultures; and
- discrimination in pay and grading systems.

²Close the Gap (2020) *Gender Pay Gap Statistics*

Women comprise the majority of low paid workers in Scotland and the gender pay gap is a key factor in women's higher levels of poverty. Women are more likely to be in poverty than men; are more likely to experience in-work poverty; find it harder to escape poverty and are more likely to experience persistent poverty than men. Tackling women's inequality at work is therefore a critical aspect of tackling women's poverty, and child poverty.

70% of unpaid care in Scotland is provided by women³

Disabled women, Black and minority ethnic (BME) women, LBT women and refugee women experience different, multiple barriers to participation in the labour market, and to progression within their occupation, which also contributes to the pay gap. This is why it is necessary to take an intersectional approach to work on the gender pay gap. For example, across the labour market, disabled women and some groups of BME women are more likely to be under-

employed in terms of skills, to report higher levels of discrimination, bullying and harassment,⁴ and experience higher pay gaps.⁵ However, there is a lack of intersectional data pertaining to gender pay gaps to fully illustrate these differences. All of the calls we make in this manifesto are therefore from an intersectional perspective, which means that we recognise that women are not a homogenous group and thus these policies should be implemented in a way that ensures access to change for all women.



72% of BME women have experienced racism, discrimination, racial prejudice and/or bias in the workplace⁶

³ Engender (2015) *A Widening Gap: Women and Welfare Reform*

⁴ Close the Gap (2018) *The Gender Penalty: Exploring the Causes and Solutions to Scotland's Gender Pay Gap*

⁵ Ibid

⁶ Close the Gap (2019) *Still Not Visible: Research on BME women's experiences of employment in Scotland*

The focus on the gender pay gap has never been sharper, yet we are still very far from meaningful progress on the inter-related barriers women face in entering and progressing in employment and we have not yet realised fair work for women. Across the political parties, there was a lack of specific policies relating to the gender pay gap in the manifestos for the 2016 Scottish Parliament election, and the manifestos contained very few policies relating to gender equality. We think it's time for cross-party support for closing the gender pay gap in Scotland.



Policy recommendations

1. Ensure that the pre-existing legal obligation to do gender mainstreaming is realised within policymaking

This overarching recommendation relates to the process of policymaking. Gender mainstreaming is a strategy to proactively embed gender analysis in all policy and legislative development. This gives gender concerns prominence throughout policymaking and facilitates policy coherence across the work of government departments. However, this has not yet been adopted by the Scottish Government or the Scottish Parliament, and we continue to see gender-blind policymaking that fails to take account of men and women's differing needs and experiences.

Under the public sector equality duty (PSED), public bodies are already legally obliged to mainstream equality in the delivery of their functions. This means detailing how gender equality has been made integral to their functions and day-to-day work. However, our analysis of compliance with PSED has found that few public bodies provided practical examples of mainstreaming in action.⁷ Gender mainstreaming requires political will and commitment, which has so far been lacking. **We're calling for a commitment to ensure that public bodies meet their legal obligation to mainstream gender equality in policymaking.** This includes policy development, research, advocacy, legislation, resource allocation, and the planning, implementation and monitoring of programmes and projects. A key aspect of this work should be a drive across all Government departments, delivery agencies and other public bodies to produce more robust equality impact assessments at the start of the policy process.

⁷ Close the Gap (2015) *Making Progress? An assessment of public sector employers' compliance with the public sector equality duty* and Close the Gap (unpublished) Public sector equality duty assessment 2017

2. In line with the Scottish National Investment Bank, public bodies should be required to produce a gender equality strategy and conduct regular equal pay reviews

The legislation to create the Scottish National Investment Bank was passed in January 2020. This commits the Bank to publishing, reviewing and reporting against a gender equality strategy. The legislation also requires the Bank to carry out periodic equal pay reviews. The SNIB legislation is an example of gender competent legislation, which ensures that the institution will proactively consider gender equality throughout all of its operations and that gender equality will be mainstreamed throughout the Bank's work from the start. This has the potential to impact women's experiences of working within the Bank, the gender pay gap and women's wider social and economic inequality. This sets an important precedent. The legislation should be used as a model for future legislative processes, and provides a template to drive the work of existing public bodies on gender equality.

We are calling for a commitment to ensure that the requirement to produce and report on a gender equality strategy features in all Bills pertaining to the establishment of new public bodies. Moreover, all existing public bodies, including the enterprise and skills agencies, should be required to publish a gender equality strategy, both for their employment and service delivery functions, and report on their progress towards delivery. Public bodies should also be required to carry out regular equal pay reviews. This could be achieved through placing such obligations into letters of guidance.

3. Develop and implement a strategic approach to building gender competence in teachers, practitioners and CIAG staff

There is currently no strategic approach to addressing gender stereotyping and gender segregation through the delivery of professional learning and qualifications for teachers, practitioners and CIAG staff. While there are some generic references to equality in related policy, such as the Career Education Standard, it is the experience of Close the Gap that generic references to equality do not deliver change on gender equality. Current national approaches to tackling gender stereotypes do not constitute a strategic approach, and as a result are insufficient to ensure gender is mainstreamed in education policy and practice.

Evidence gathered through Close the Gap's Be What You Want project, and through engagement with teaching unions, has identified a demand from teachers for increased capacity around gender stereotyping and gender segregation.⁸ A content analysis of Initial Teacher Education (ITE) found that the number of hours of dedicated contact time for equality across all programmes is minimal and variable across different providers. This variability in knowledge and capacity around gender is compounded by the current approach to professional learning which is teacher-led rather than strategically implemented at the national or local level.

"Girls and boys have the same chances of being successful in their future jobs" ¹¹	
Age	Agree (%)
7-10 years	86
11-16 years	54
17-21 years	35

⁸ Launched in 2011, Be What You Want aims to address occupational segregation by building capacity in teachers and other practitioners around gender stereotyping and gender segregation in subject choice. See www.bewhatyouwant.org.uk.

⁹ Girlguiding UK (2016) *Girls' Attitudes Survey*

We are calling for a commitment to a strategic approach to building gender competence among teachers, practitioners and CIAG staff. For example, challenging gender stereotyping and gender segregation in subject choice should be included in the content of CIAG qualifications, ITE and career long professional learning (CLPL). This approach should lead to gender equality becoming a central priority in education, and greater leadership and accountability throughout the system. It would also support Education Authorities to meet their duties under PSED. Clearly, this commitment must be accompanied by increased resources for work on gender equality, including allocation of ring-fenced funding, and protected time to undertake professional learning on gender inequality.

4. Develop an action plan to address the gaps in data used to develop and evaluate skills policy

The lack of gender-disaggregated data used to develop skills planning policy was highlighted in A Fairer Scotland for Women and improving the range of gender disaggregated data used in skills policy has been a long-term ask of Close the Gap. The existence of these data gaps is well-established and acknowledged, yet there has been very little meaningful action taken to address the problem. For example, Skills Development Scotland’s newly refreshed Data Matrix¹⁰, used to shape Regional Skills Assessments (RSAs), contains only one reference to gender-disaggregated data and there is no intersectional gender-disaggregated data within the matrix. This is concerning as RSAs are used to provide a ‘coherent evidence base to inform future investment in skills’.¹¹

Gender-disaggregated data is essential to understanding women’s experiences of skills and training and is also a critical component of gender-sensitive policymaking that takes account of the needs of different groups of women. Occupational segregation is correlated with sectoral skills shortages¹², and if women’s skills are to be effectively utilised, skills policy must be informed by gender-disaggregated data.

We are calling for a commitment to develop a publicly available action plan to address these gaps. The plan should be periodically reviewed and updated, and should apply to the Scottish Government, the enterprise and skills agencies and the Strategic Board.

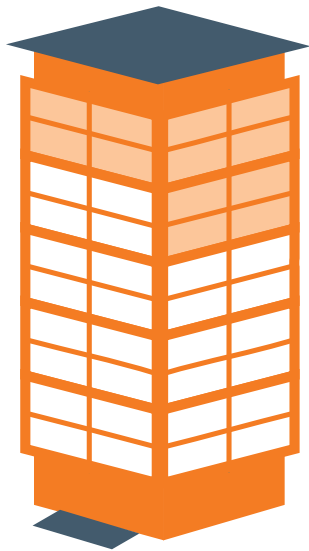
¹⁰ Skills Development Scotland Data Matrix available at <https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/regional-skills-assessments/#data-matrix>

¹¹ Skills Development Scotland website ‘Regional Skills Assessments’ available at <https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/regional-skills-assessments/>

¹² Women in Scotland’s Economy research centre (2013) *How Modern is the Modern Apprenticeship in Scotland?*

5. Support the employer accreditation programme Equally Safe at Work through continued funding

Close the Gap has developed an innovative and world leading employer accreditation programme, Equally Safe at Work (ESAW).¹³ The programme was piloted from January 2019 - January 2020 with seven local councils comprising the Shetland Islands, Highland, Aberdeen City, Perth and Kinross, Midlothian, North Lanarkshire and South Lanarkshire.



Over 70% of women reported having experienced or witnessed sexual harassment in the workplace in Scotland¹⁴

The programme supports councils to improve their employment practice by addressing the barriers that women face at work, and highlights that employers have a key role to play in supporting victim-survivors and preventing violence against women (VAW). All early adopter councils have made progress towards meeting the criteria for accreditation including developing VAW policies; gathering baseline data on staff experiences of VAW; improving flexible working policies; introducing special leave for victim-survivors of

¹³ Equally Safe at Work supports implementation of Equally Safe, Scotland's strategy for eradicating violence against women and girls, which crucially recognises that addressing women's labour inequality is a necessary step towards ending violence against women and girls. For more see <https://www.equallysafeatwork.scot/>

¹⁴ Zero Tolerance (2017) *Sexism is a waste....': the need to tackle violence and misogyny in Scotland's workplaces*

domestic abuse; and the development of initiatives to target occupational segregation, such as improving the representation of men in childcare. ESAW has proven to be an important lever in enabling councils to take substantive action on gender equality.

We are asking for a commitment to support Equally Safe at Work through continued funding, enabling all of Scotland's local authorities to work towards accreditation. This would be a step towards a full roll-out of the accreditation programme across the public sector in Scotland.

6. Designate childcare as a key growth sector, along with social care, and work towards addressing undervaluation and occupational segregation in the workforce

Determining which economic sectors will be a focus for development, investment, and growth in Scotland has the potential to widen or narrow the gender pay gap. At present, the sectors identified as key growth sectors in Scotland's Economic Strategy are predominantly male-dominated, such as energy, life sciences and financial and business services. This policy focus is very likely to widen the gender pay gap, as investment has not yet incorporated significant and substantive efforts to militate against occupational segregation. Ultimately, this means that men, and "men's jobs" disproportionately benefit from Scottish Government-driven investment and development.

Designating childcare and care as a key growth sector would enable a move towards focusing on the provision of childcare and social care as infrastructure. Good quality, accessible childcare and social care enable women to participate in the labour market, undertake training and education, and participate in public life and in their communities. Recognising childcare and social care as infrastructure is critical to realising gender equality, not only for those accessing services but also for the predominantly female workforces. Designating childcare and social care key sectors would drive the policy focus and allocation of resources necessary to grow the sectors, and address the systemic undervaluation of 'women's work'.

We are calling for a commitment to designating childcare, along with social care, as a key growth sector in future economic strategies.

7. Deliver a funded childcare entitlement equivalent to 50 hours a week to enable women to work full-time

Childcare is the most immediate barrier to women being able to work, study and train. The provision of quality, flexible childcare is inconsistent in Scotland and the prohibitively high cost means that many women leave their job to do part-time or full-time childcare. Maternal employment in the UK continues to lag significantly behind the best performers in the OECD.¹⁵ The need to balance earning with caring means women are more likely to work part-time. This sees women further concentrated into low paid and insecure work, as most part-time work is found in the lowest paid jobs and sectors, making it difficult for women to combine childcare with a job that is commensurate with their skill level.



While the increase in the number of free hours of ELC to 1140 hours has been a positive development, the delivery of the funded entitlement at the local level is very often insufficiently flexible to meet the needs of women and their families.¹⁷ Also, the revised entitlement does not deliver enough childcare hours to enable women to work full-time.

¹⁵ Campbell, Jim, Prof Diane Elson and Prof Ailsa McKay (2013) *The Economic Case for Investing in High Quality Childcare and Early Years Education*, Women in Scotland's Economy Research Centre

¹⁶ Family and Childcare Trust (2017) *Childcare Survey 2017*

¹⁷ Audit Scotland (2018) *Early Learning and Childcare*

Research consistently finds that years spent working part-time or taking time out of the labour market to care for family negatively impacts women's pay, progression opportunities and pension. The gender differences in work histories is therefore a major contributing factor to the gender pay gap.¹⁸

We are calling for a commitment to increase the funded childcare entitlement to 50 hours a week.

Women need wraparound childcare to allow them to participate in the labour market, and in education and training, on an equal basis with men. In turn, higher female labour market participation contributes to increased economic growth and reduced rates of poverty, including child poverty.²⁰

Women are
twice as likely
to give up paid
work in order to
care¹⁹

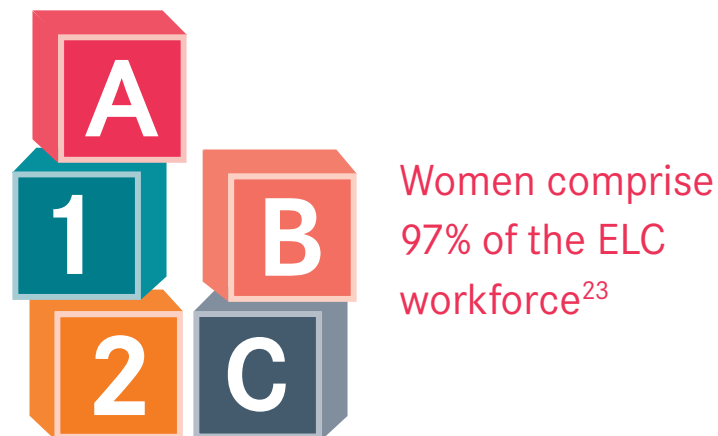
¹⁸ Olsen, Prof Wendy, Dr Vanessa Gash, Sook Kim, Dr Min Zhang (2018) *The gender pay gap in the UK: Evidence from the UKHLS*, Government Equalities Office

¹⁹ Engender (2015) *A Widening Gap: Women and Welfare Reform*

²⁰ Ibid.

8. Develop a strategic mechanism for building capacity on gender stereotyping and occupational segregation among the ELC workforce

Evidence shows that gender stereotyping from a very early age has an impact on the decisions that girls and boys, and young women and men, make about subject and career choice.²¹ In early years settings, children are already thinking about the jobs that they will do when they are grown-up, and evidence shows that they tend to rule out jobs that are not traditionally associated with their gender.²² Gender-blind learning and education settings that do not challenge gender norms and stereotypes in work and society reinforce the notion that girls and boys, and men and women, have inherently different abilities and aspirations. Existing policy design and delivery of ELC therefore contributes to and entrenches gender stereotyping and segregation.



²¹ Levy, G. D., Sadovsky, A. L., & Troseth, G. L. (2000) 'Aspects of young children's perceptions of gender-typed occupations' *Sex Roles*, 42(11-12), 993-1006

²² Struthers, Karen, 15 April 2015, *Getting in early to avoid gender stereotyping careers*, The Conversation available at <https://theconversation.com/getting-in-early-to-avoid-gender-stereotyping-careers-39867> accessed March 2020

²³ Skills Development Scotland (2018) *Skills investment plan for Scotland's early learning and childcare sector*

While there have been small pockets of activity aiming to address gender stereotyping in ELC settings, there is little evidence of a strategic response at the national or local authority level. There is also no evidence of education authorities using PSED to develop specific equality outcomes on gender stereotyping,²⁴ and the fragmented delivery landscape makes it difficult to implement workforce-wide continued professional learning. Education Scotland's resources on gender stereotyping also rely on self-selection by practitioners and teachers.

We are calling for a strategic approach to building gender competence among the ELC workforce. Addressing gender stereotyping and occupational segregation should be built into mandatory training as part of the national occupational standards and qualifications for ELC.

²⁴ Close the Gap (2015) Making Progress? An assessment of public bodies' compliance with the public sector equality duty

9. Ensure the national funding model enables private and third sector ELC providers in partner settings to pay the Living Wage to all staff, with a more ambitious target around pay to be set thereafter

While the increase in the funded entitlement was accompanied with plans to fund providers to pay workers the Living Wage when delivering the funded hours, this still means that many practitioners are paid less than the Living Wage. It is estimated that around 80% of ELC practitioners and 50% of supervisors in private and third sector partner settings are paid below the Living Wage.²⁵ While plans to pay the Living Wage to workers delivering the funded entitlement are positive, this is inadequate to address the sector-wide economic undervaluation. Also, if more men are to work in the ELC sector, there needs to be an economic imperative to do so.



Women account for two-thirds of employees earning less than the living wage in Scotland²⁶

We are calling for a commitment to ensure the national funding model enables private and third sector ELC providers in partner settings to pay the Living Wage to all ELC staff, not just those delivering the funded entitlement, with a more ambitious target around pay to be set thereafter.

²⁵ Skills Development Scotland (2018) *Skills investment plan for Scotland's early learning and childcare sector*

²⁶ Close the Gap (2018) *Women, work and poverty: What you need to know*

10. Roll out the graduate apprenticeship in ELC, and include addressing gender stereotyping and occupational segregation in the framework content

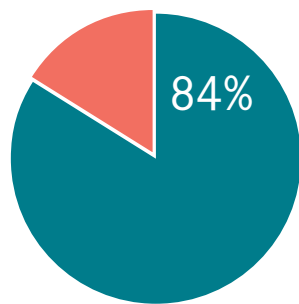
The upskilling of the ELC workforce over recent years, including the establishment of the BA in Childhood Practice, has not resulted in the uplift in pay across the sector as was hoped. The low pay and poor working conditions found in the sector were a key theme identified in the independent review of the Scottish ELC workforce and out of school care workforce, with more than three-quarters of practitioner and stakeholder organisation responses highlighting tackling the low rate of pay as being important for raising the status of the workforce.²⁷ The undervaluation of work done by women, such as in ELC, is a key strand linking together the causes of the gender pay gap, occupational segregation, women's unequal share in caring, and pay discrimination.

The ELC graduate apprenticeship, launched in September 2019, is designed to widen access to ELC careers at degree level and may assist with redressing the undervaluation of care work. At present, however, there is very little detail available on the content of the framework. **We are asking for a commitment to rolling out a graduate apprenticeship in ELC, and to ensuring that the framework embeds learning on challenging gender stereotypes and occupational segregation, ensuring that graduate apprentices entering the workforce are gender competent.** This high-level qualification, accompanied by the recommendation on pay detailed above, will help to move toward parity of esteem with other sectors.

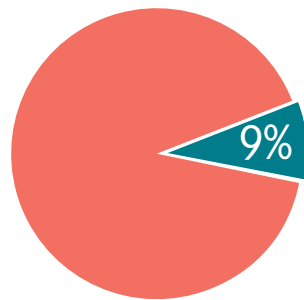
²⁷ Siraj, Prof Iram and Denise Kingston (2015) *An independent review of the Scottish early learning and childcare workforce and out of school care workforce*

11. Create an occupational segregation commission to drive public bodies' activities to tackle occupational segregation

Occupational segregation is one of the key causes of the gender pay gap, and it remains an entrenched problem on which there has been very little progress. The bulk of current work to tackle occupational segregation comprises supply-side programmes which are heavily focused on getting more girls and women into STEM. There has been no work to address the inherent undervaluation of female-dominated work, such as care. Overall, activity has been piecemeal, and has not brought about meaningful change.



Women account for 84% of those employed in caring, leisure and other service occupations but only 9% of skilled trade occupations²⁸



Echoing Engender's call ahead of the 2016 Election, we are calling for a commitment to establish an occupational segregation commission which focuses on adopting a strategic approach to addressing occupational segregation across the Scottish labour market as a whole.

²⁸ NOMIS Official Labour Market Statistics, 2019, Annual Population Survey – Workplace Analysis (October 2018 – September 2019)

12. Ensure Scotland's policy responses to automation are gendered, challenge occupational segregation and women's wider inequality at work

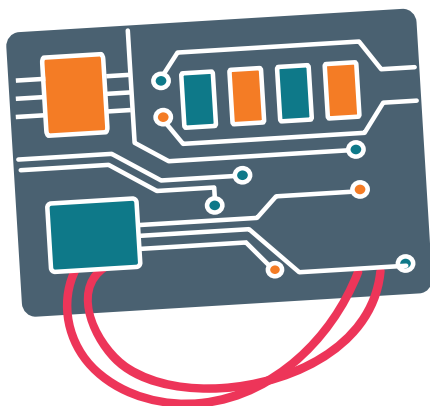
Automation undoubtedly creates opportunities for the Scottish labour market and society. However, it also presents a number of key challenges around women's labour market inequality, built-in discrimination and bias, and future skills challenges. The way in which the Scottish Government responds to these opportunities and challenges will be the determinant as to whether automation will sustain or challenge women's inequality.

Automation may accelerate digital disruption in the jobs market and pre-existing research and analysis has shown that this disruption is expected to have a gendered impact.²⁹ Women workers are concentrated at the extreme ends of the automation spectrum, with women over-represented in jobs that are at the highest risk of automation, such as retail or secretarial roles, and under-represented in the sectors where job growth is likely as a result of automation, such as STEM. Occupations most at risk of automation for men have the lowest earnings, whereas there is considerable risk to 'women's jobs' in better paid occupations, which has the potential to reverse gender equality gains. This means that policies around upskilling, reskilling and lifelong learning have to integrate existing evidence around the specific barriers women experience in accessing training and development opportunities.

There are also important roles for Government around regulation of AI development, access to data and regulating an increasingly precarious labour market. The under-representation of women among those working in AI, and the use of biased training data on which an AI decision-making is based has meant that many algorithms exhibit bias and discrimination against women. For example, Amazon abandoned an AI recruiting tool, developed in Edinburgh, when it was revealed to discriminate against women.³⁰

²⁹ World Economic Forum (2018) *The Global Gender Gap Report 2018*

³⁰ Business Insider *Amazon built and AI tool to hire people but had to shut it down because it was discriminating against women* available at <https://www.businessinsider.com/amazon-built-ai-to-hire-people-discriminated-against-women-2018-10?r=US&IR=T>



Just 16.9% of IT and telecommunications professionals in Scotland are women³¹

To date, strategies, proposals and policy recommendations around automation have not prioritised gender equality. If this trajectory continues, automation and data-driven technologies are likely to reinforce women's labour market and economic inequality. It is vitally important that Scotland's response to automation is gendered in order to ensure these new technologies tackle pre-existing and emerging inequalities.

We are calling for a commitment to ensuring that tackling occupational segregation, addressing the gender pay gap and promoting women's wider economic equality is at the centre of Scotland's policy responses to automation and AI. This should involve mainstreaming gender equality throughout the policy development process and gathering intersectional gender-disaggregated data on the changing labour market. Additionally, targeted skills programmes should be developed to support women most at risk of automation and to tackle occupational segregation in the tech sector.

³¹Annual Population Survey, Regional Employment by Occupation, June 2018 - June 2019



Conclusion

While fair work has been established as a key policy focus for all parties represented in the Scottish Parliament, it is clear that we have yet to realise fair work for women. Transformational change is needed to close the pay gap, and it is time for meaningful, and substantive action on the causes of the gender pay gap in Scotland. Closing the pay gap will benefit women and their families, providing equality of outcome for women and girls, and will alleviate women's poverty and children's poverty. But the gains will not only be women's. Addressing women's labour market inequality will also benefit employers, enabling them to become more productive, more innovative, and more profitable. Effective utilisation of women's skills and talents is also a catalyst for economic growth.



The cost of women's labour market inequality in Scotland is £17 billion a year³²

³² Close the Gap (2016) *Gender Equality Pays: The economic case for addressing women's labour market inequality*



Close the Gap works in Scotland on women's labour market participation. We work with policymakers, employers and unions to influence and enable action that will address the causes of women's inequality at work.

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Close the Gap

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