

**SCOTTISH EXECUTIVE ACTION
TO IMPLEMENT
THE WOMEN AND WORK COMMISSION'S
RECOMMENDATIONS**

November 2006

INTRODUCTION

1.1 This is the Scottish Executive's interim response to the UK Women and Work Commission's report *Shaping a Fairer Future*, which was published in February 2006. It describes the Executive's current action - and explores what more it can do - to improve the prospects and career options of women in the Scottish labour market, and also to influence the career choices of future generations of girls in Scotland and achieve a culture change in workplaces over the longer term.

1.2 The UK Women and Work Commission looked at the causes of the pay and opportunities gap between men and women, taking evidence from a wide range of stakeholders (including a visit to Glasgow) and drawing upon the most recent academic work in the field. The Executive worked to ensure that the Scottish dimension was understood in the Commission's deliberations.

1.3 The Commission found that the problem was multi-faceted and deep-rooted around gender stereotyping and occupational segregation and its recommendations are - necessarily - wide-ranging. But before turning to the actual recommendations (at SECTIONS A-C), it may be useful to set the Women and Work Commission's work into some context, so this report covers the following:

UNDERSTANDING OCCUPATIONAL SEGREGATION

THE GENDER PAY AND OPPORTUNITY GAP

RELATED SCOTTISH WORK TO DATE

Close the Gap

Strategic Group on Women

EOC Report on Occupational Segregation

EOC Report on the Hidden Brain Drain

EOC Report on Minority Ethnic Women

WOMEN AND WORK COMMISSION REPORT

UK Government Action

Action for Scotland

OTHER RELEVANT DEVELOPMENT - THE GENDER EQUALITY DUTY

THE WAY FORWARD – MECHANISM FOR EXPLORING THE ISSUES/MAKING A REAL DIFFERENCE

and then.....

SECTION A: RECOMMENDATIONS SPECIFICALLY FOR SCOTTISH RESPONSE

SECTION B: RECOMMENDATIONS ON SOME OF THE OTHER MAIN ISSUES

SECTION C: SUMMARY GRID OF ALL RECOMMENDATIONS

UNDERSTANDING OCCUPATIONAL SEGREGATION

2.1 Occupational segregation is understood as the concentration of men and women in different kinds of jobs. Segregation can be 'horizontal', i.e. when the workforce of a particular industry or sector is predominantly made up of men or of women – for example, the construction industry is predominantly 'male' whereas childcare is almost exclusively a female occupation. Occupational segregation can also be 'vertical', i.e. where opportunities for career progression within an industry or sector for women or men are narrowed. This kind of segregation disproportionately impacts on women who are less likely to work as managers or senior officials than men.

2.2 The issues that help us to understand occupational segregation are complex. It is not simply an issue of appropriate careers advice at particular points in young women and men's lives, though this is, of course, important. For example, in the early years and throughout their education, girls and boys often receive information and advice from a variety of sources, which is influenced by gendered stereotypes. This can affect their selection of subjects at school, college or university and impact on the types of qualifications they aspire to gain, as part of the process of entering the world of work. Then, as women enter the workplace, move through their careers and have families, the lack of meaningful flexible working opportunities that do not require unreasonable travel times, can mean that opportunities for women are very much limited. Taking time-out to have children (or other caring responsibilities) impacts on the 'work experience' on CVs; good quality part-time jobs commensurate with skills and experience can be hard to find, and training opportunities also may not be flexible.

THE GENDER PAY AND OPPORTUNITY GAP

3.1 As the Commission found, occupational segregation is a key factor in understanding the gender pay gap and women's position in the labour market. For men and women working full-time in Scotland the pay gap is nearly 14% based on the average or mean (10% based on the median). If we compare women working part-time with men working full time, the gap is even more profound – 35% based on the average or mean (37% based on the [median](#))¹. Available research suggests that the subject choices that young men and women make in their schools and in their careers are influenced by gendered stereotypes and that this can restrict opportunities for people when they enter the labour market. It is important to address occupational segregation because it inhibits the availability of talent and skills that employers are able to choose from. This means that not everyone's skills are being utilised to the maximum potential and this, in turn, has an impact on the economy.

¹ Source: Annual Survey of Hours and Earnings (ASHE) 2006, the official source of earnings in the UK. ASHE is a sample survey of around 1% of employees and it does not include those who are self-employed.

RELATED SCOTTISH WORK TO DATE

Close the Gap

4.1 The commitment to tackle occupational segregation has been hitherto embedded in the Scottish Executive's participation in the [Close the Gap partnership](#). The Executive has been involved with the Close the Gap project since it was launched in March 2001 and the partnership with Equal Opportunities Commission Scotland, the Scottish Trades Union Congress, Scottish Enterprise and others has focussed on tackling stereotyping and occupational segregation, as well as raising awareness amongst employers and employees about their rights and responsibilities.

Strategic Group on Women

4.2 In 2003, the Strategic Group on Women, a short-life group set up by Margaret Curran, (then Minister for Social Justice - later re-named Minister for Communities), produced a report which looked across a number of areas where it was felt targeted action was required to tackle gendered inequalities. This [report](#) included a number of recommendations relevant to occupational segregation in the workplace.

EOC Report on Occupational Segregation

4.3 In 2005, the Equal Opportunities Commission (EOC) conducted a General Formal Inquiry (GFI) into occupational segregation and produced a report: [Jobs for the boys and the girls: promoting a smart, successful and equal Scotland](#). Following publication of this report, Scottish Ministers reaffirmed their commitment to explore and address the complex issues relevant to gender segregation in the workforce. Although the report initially focussed on the Modern Apprenticeship programme, it was recognised that one of the key factors influencing the decisions made by young men and women when they make decisions about work and employment related to individual's perceptions and attitudes about different areas of work. These perceptions and attitudes are often formed before individuals leave school and are often rooted in gendered stereotypes about what constitutes "men's work" and "women's work". In many ways this is a complex problem to address and it is unlikely that there will be any "quick fixes".

EOC Report on the Britain's Hidden Brain Drain

4.4 In July 2004, the EOC launched an investigation into flexible and part-time working. The report looked at who does part-time work, where part-timers work, whether part-time workers work to their full potential and the penalties of part-time work. The investigation's final report, 'Britain's Hidden Brain Drain', published in September 2005, highlighted the damage caused by old-fashioned thinking about work, which leads to women, who mostly work part-time, ending up in low paid jobs with no prospects. The report found that working part-time has a detrimental and long-term impact on women's earnings. The report extolled flexible working as a key tool to unblocking the hidden brain drain amongst part-time and older workers.

EOC Report on Minority Ethnic Women at Work

4.5 In October 2005, the EOC launched ['Moving on up? Minority Ethnic women at work'](#), an investigation into the participation, pay and progression of minority ethnic women in the British labour market. The political, cultural and demographic landscape of Scotland means that race and employment issues are significantly

different to that of England and Wales. EOC Scotland aims to identify policy levers that would support those ethnic minority women in Scotland who wish to work to find jobs matching their aspirations, skills and experience. The EOC will report on its findings in January 2007.

WOMEN AND WORK COMMISSION

UK Government Action

5.1 More recently, the [report](#) of the UK Women & Work Commission contains forty recommendations which cover a wide range of issues relevant to women, work, education and training. Many of the recommendations cover matters that are reserved to Westminster and the UK Government produced an Action Plan covering these in September 2006 and will provide a detailed response by end February 2007 for the Commission to consider progress when it reconvenes in March 2007.

Action for Scotland

5.2 Eleven recommendations within the Women and Work commission's report specifically call for a Scottish response. This interim response/action plan addresses these at Section A, and also some of the others where we feel we have a contribution to make at Section B. We intend to update this as necessary to be considered by the Commission in March 2007.

OTHER RELEVANT DEVELOPMENTS – THE GENDER EQUALITY DUTY

6.1 The Equality Act (2006) legislated for a new public sector duty on gender equality (Gender Equality Duty) which impacts on all public authorities in Scotland. The implementation date for the Gender Equality Duty is expected to be April 2007. Like the existing Race Duty and the forthcoming Disability Duty, the Gender Duty is made up of an overarching general duty and supported by specific duties that apply to a set of listed public authorities. The general duty has two parts: firstly, that public authorities need to have due regard to the need to eliminate unlawful discrimination – this means being conscious of their obligations under the Sex Discrimination Act and the Equal Pay Act and taking steps to ensure compliance; and secondly, that public authorities need to have due regard to the need to promote equality of opportunity between men and women – this means taking active steps to promote gender equality when carrying out their functions and activities. The specific duties have not yet been finalised in Scotland. We will provide an update when the Gender Equality Duty becomes law.

THE WAY FORWARD – MECHANISM FOR EXPLORING THE ISSUES/MAKING A REAL DIFFERENCE

7.1 We know that the issues that help us understand occupational segregation are complex and, as such, developing a strategy to engage effectively with these will necessarily be broad and inclusive, cutting across Ministerial portfolios.

In recognition of this, Scottish Ministers asked officials to set up a cross-departmental group as a mechanism for exploring the different issues and identifying where action could be taken. The group has met twice.

7.2 The work of this Group by its very nature will enable the Executive to cover a great deal of ground, to include:

- a) addressing the recommendations of the UK Women and Work Commission;
- b) enabling the Executive to prepare for the action planning aspect of the Gender Equality Duty;
- c) continuing to address the recommendations of the Strategic Group on Women; and
- d) supporting the work of the Close the Gap partnership.

7.3 The key driver in the early stages of the life of the working group, however, is the UK Women and Work Commission's report. The approach to responding to the Commission's recommendations has been to work with colleagues across the Executive to consider – a) the detail of the recommendation; b) to review what the Executive (and relevant bodies) are already doing to address the recommendation and c) to identify areas where further action can be taken. We are still in the very early stages of this work.

7.4 The Group has adopted a thematic and action-focussed approach to look at issues which impact on the career choices of women and men across the life-course and which contribute to the perpetuation of a gender-segregated workforce. This will likely include:

- Identifying the key issues which impact on and contribute to gender stereotyping in education, work and training.
- Increasing awareness:
 - To identify and promote best practice;
 - To raise awareness and understanding about the importance of considering gender issues and the wider mainstreaming equality agenda; and
 - To further encourage joint working between the delivery agencies and policy makers.
- Exploring policy interventions:
 - To consider where effective interventions might be made across the "life-course" in order to address gendered stereotypes so that men and women are encouraged to, and have the opportunity to, enter into those occupations where they are presently under-represented; and
 - To suggest concrete changes that can be made to existing or proposed interventions - where it is considered that tackling various aspects of occupational segregation in the short, medium and long term can be achieved - as appropriate.

- To explore occupational segregation as part of the Scottish Executive's preparations for prioritising and action planning for the forthcoming Public Sector Duty on Gender Equality:

7.5 The Group has contributed to this initial response to the UK Women and Work Commission's recommendations which outlines what and how the Executive (and relevant bodies) are already addressing some of the recommendations and by considering what more the Executive (and relevant bodies) can do to take these forward. It will:

- Contribute to updating this interim report, as necessary, by the end of February 2007 for the consideration of Commissioners when they reconvene in March 2007;
- Contribute to an update which is to be included in a document planned for Summer 2007, after the elections in May 2007;
- Meet, as appropriate, (3 meetings in total in 2006 (2 have already been held) and between 4 and 5 meetings are likely in 2007.
- Conclude activity by autumn 2007.

7.6 Given the complex nature of this issue, the Group is realistic about the time-frames involved in evidencing significant change.

SECTION A: RECOMMENDATIONS SPECIFICALLY FOR SCOTTISH RESPONSE

Recommendation 1

Publish strategic documents, in reaction to the analysis in this report, which describe a systemic change in the way education is delivered in order to reduce stereotypical choices, improve take-up of vocational skills training, and improve employment outcomes for young women. The document should set out the goals for a national World of Work Programme, meshing with existing initiatives, but providing a new framework for vocational skills and work experience, through primary, secondary and tertiary education. It should include:

- a curriculum for vocational skills that provides a joined-up framework for practical learning;
- clarification of what students can expect in terms of entitlements to study for vocational qualifications, what the different qualifications and standards mean and how they relate to each other;
- the promotion of Young Apprenticeships to 14-16 year olds in occupations not traditionally taken up by their gender;
- employer visits to schools and “taster” days for primary school pupils;
- work experience placements for pupils pre-14 in an occupation not traditionally taken up by their gender; and
- careers education co-ordinators in schools to organise the provision of group visits, “taster days” and work experience. ACCEPTED

1.1 The Scottish Executive proposes to include its document in a publication planned for Summer 2007, after the May elections. Meantime, the Executive can offer the following comments.

Young Apprenticeships

1.2 This part of the recommendation (3rd bullet point) is not applicable to the Scottish Executive as there are no Young Apprenticeships in Scotland. However, *Skills for Work* input at 8.3 is relevant here.

Careers Education

1.3 Paragraph on Careers Scotland’s work in Appendix is relevant to part of this recommendation (final bullet point) and confirms that addressing the prevalent and entrenched gender stereotype preconceptions that can and do exist is an on-going challenge for the organisation.

Determined to Succeed

1.4 Determined to Succeed is the Scottish Executive’s strategy for enterprise in education which aims to prepare all Scotland’s young people for the world of work through enterprising teaching and learning, enterprising and entrepreneurial activities, work-based vocational learning and appropriately focused career education. The strategy was launched in March 2003. Since then, the Executive have committed £86 million to ensure delivery until 2008.

1.5 Responses to Recommendation 8 are also relevant to this recommendation.

Recommendation 2

Work with teacher training providers to improve teachers' practical skills in delivering vocational training. ACCEPTED IN PRINCIPLE

2.1 The Executive accepts the principle of this recommendation but believes that current policy and practice in Scotland sufficiently addresses the issue. HM Inspectorate of Education (HMIE) reports show that, in almost all cases, the quality of teaching and learning in Scotland's colleges is 'very good' or 'good'. A high proportion of college provision is in vocational areas. Furthermore, by custom and practice, most college lecturers in Scotland are appointed on the basis of their vocational skills and experience, and undertake their teaching qualification after being appointed. The teaching qualification programmes themselves have recently been revised and updated. Finally, HMIE continues to monitor the quality of initial and ongoing training for lecturers in Scotland's colleges, and of the teaching and learning itself.

Recommendation 4

Draw up national guidance for teachers and early years childcare workers on how to ensure that the horizons of children in the 3 to 5 age group are not limited by stereotypes of what girls and boys can do.

ACTIVITY IN PLACE TO DELIVER OUTCOME

4.1 Pre-school education in Scotland is currently underpinned by *A Curriculum Framework for Children 3 to 5*. This includes guidance on the importance of ensuring that boys and girls have opportunities to participate equally in the full range of learning experiences and that particular activities do not become associated with boys or with girls.

4.2 The ongoing review of the curriculum in Scotland, *A Curriculum for Excellence*, seeks to establish the values, purposes and principles of education in Scotland for all young people between the ages of 3 and 18. The aim of the review is to prioritise and simplify existing curricular guidance, focusing the curriculum on essential learning experiences. Schools will have the responsibility to plan for choice and motivation for all learners, including more work related options, and better recognition of what young people achieve.

4.3 Revised guidance will be available from summer 2007, with implementation beginning in summer 2008. This revised guidance will reflect the principle that *A Curriculum for Excellence* is a curriculum for all, with the emphasis on enabling all pupils to achieve their full potential, whatever their gender, background, interests and abilities.

4.4 Careers Scotland's resource Career Box is delivered in schools by teachers. It is the first national resource for use with young people from ages 3-18. Contained within a series of CD ROMs, the resource provides a range of interactive games, quizzes, multiple choice worksheets and lessons. Careers Scotland provides in-service training on the resource for teachers and this is negotiated under the terms and conditions of the local authority partnership agreement.

4.5 Incorporated into *Career Box* are new lessons titled ‘Positive Career Choice’. These lessons are interactive classroom-based activities that are fun for young people and which help them learn more about equal opportunities in relation to career planning and how gender stereotyping affects work and life styles.

Recommendation 5

Ensure that teacher training emphasises the need to challenge gender stereotypes, both in delivery of careers’ education and in subject teaching, and allows for a placement for all trainee teachers, including observing workers in non-traditional occupations. ACCEPTED IN PART

5.1 Like the Department of Education and Skills, the Scottish Executive will consider how trainee teachers can learn to challenge gender stereotyping and promote equality in work roles. The *Scottish Standard for Initial Teacher Education, Section 3.1*, already requires new teachers to “Demonstrate that they value and promote fairness and justice and adopt anti-discriminatory practices in respect of gender ...” However, there is no room within a teacher training course, particularly the one-year Post Graduate Diploma in Education course, for all students to observe workers in non-traditional occupations.

Careers Education

5.2 Careers Scotland co-ordinates the Excellence in Education through Business Links (EEBL) programme. Aimed at staff in pre-school, primary, secondary and special education, it offers the opportunity to engage in enterprise and industry awareness training. Teachers participating in the project have the opportunity to enhance and develop their own subject area, thereby increasing their knowledge of local opportunities for employment and training for young people.

5.3 EEBL supports Continuous Professional Development for teachers, Scottish Qualification for Headship and Chartered Teacher status (from August 2004).

5.4 Input at 4.4 & 4.5 above is also relevant.

Recommendation 6

Ensure that all young people have access to careers’ information, advice and guidance. National standards should confirm that it:

- **challenges gender stereotypes; and**
- **gives young people a real understanding of the pay, rewards and challenges of occupations, particularly those not traditionally taken up by their gender.** ACCEPTED

6.1 Paragraph on Careers Scotland’s’ work in the Appendix is relevant and confirms that addressing the prevalent and entrenched gender stereotype preconceptions that can and do exist is an on-going challenge for the organisation.

Recommendation 7

Consider how applications by single-sex schools for specialist status could be used to challenge gender stereotypes. The first or second specialism could be in a subject not usually associated with the students' gender, for example, languages for boys' schools and maths and computing for girls' schools.

NOT ACCEPTED

7.1 There are only 12 publicly-funded single sex schools in Scotland, most having fewer than 30 pupils. The vast majority of these are special schools. The implementation of this recommendation would not be considered suitable in this context.

Recommendation 13

A more local approach should be taken to the matching of jobs and skills. The national development agency in Scotland should provide funding for outreach services aimed at women seeking local jobs or training which match their skills and potential. They should consider in particular the Women Like Us model whereby local social entrepreneurs use community centres, schools, and children's centres to recruit local women into local jobs and training. This should be piloted in five areas a rural area, and an area with a substantial ethnic minority community. Extensions to the model might include:

- **public, private or voluntary sector services which provide confidence building through peer support, experience of work or work shadowing, or training; and**
- **services which address the particular needs of women from local black and minority ethnic communities, homeworkers or other groups, for example disabled women.**

CONSIDER

13.1 Unable to comment at this time. Scottish Enterprise is in the process of developing its Skills and Learning Strategy, which involves carrying out Impact Assessment Reviews on its services. Detail is not likely to be known until early 2007.

Recommendation 22

A £20 million package to pilot measures designed to enable women to change direction, and progress in their jobs and careers, through raising their skill levels. *[The 40 million package announced in the Budget 2006 is not available to Scotland.]*

ACCEPTED IN PART

22.1 Since 2004, the Scottish Executive has funded 2 local organisations – one working in Edinburgh and the Lothians (Women Onto Work - £110k in 2006-2007 for vocational training) and the other working in the Highlands and Islands (Women@Work - £50k in 2006-2007 for awareness/assertiveness training) which help women into work. These are local innovative initiatives which have the scope to be rolled out nationally.

a) Women who are not in work who already have a Level 2 qualification should be entitled to free skills coaching, under the New Deal for Skills, and additional help to gain employment and training in an area of skills shortage.

ACCEPTED

22.2 Training for Work is Scotland's vocational training programme for unemployed and out of work people. It provides a range of voluntary training and work based qualifications to assist people who are out of work to gain employment, and includes women who are claiming welfare benefits or who have been out of work for some time, i.e. returning to the labour market. We will continue to ensure that suitable labour market related training opportunities to assist women into work are available.

b) Train to Gain, through the network of skills brokers, should be particularly focused on employers and sectors employing the greatest numbers of low-skilled women, particularly those from ethnic minorities.

Free Level 3 training (free for the individual, match-funded by the employer) under Train to Gain should be piloted with employers from the five "c" sectors, particularly those employing part-time workers.

CONSIDER

22.3 Train to Gain not in Scotland.

c) Women should have access to a high quality careers' information, advice and guidance service which tackles gender stereotypes under the New Deal for Skills and Train to Gain, which provides support in work and may include additional training.

CONSIDER

22.4 New Deal for Skills will not operate in Scotland. Train to Gain not in Scotland.

d) Further pilots for Adult Apprenticeships or Train to Gain in areas of skills shortage should be introduced and focused on women returners.

CONSIDER

22.5 Train to Gain not in Scotland.

Recommendation 24

Develop programmes, linking with Train to Gain and the Sector Skills Councils, identifying best practice on career development and working with partner employers to create career paths. The programme should consider how best to:

- **recruit and retain women into non-traditional jobs; and**
- **develop career paths for those working part time.**

CONSIDER

24.1 Train to Gain not in Scotland.

Recommendation 25

HM Inspectorate of Education in Scotland should report on:

- **whether training providers offer their courses flexibly to meet the needs of those with caring responsibilities, and those combining study with part-time or full-time jobs; and**
- **the extent to which childcare support is provided local to, or at, training sites.**

NOT ACCEPTED

25.1 HM Inspectorate of Education (HMIE)) has no role in the quality assurance of private training providers except for a very few of them in the special case of *Skills for Work* courses for school pupils.

25.2 In this regard, the Scottish situation is very different from south of the border, where the Adult Learning Inspectorate and Estyn mount formal inspection programmes. The Scottish Quality Management System audit process, to which training providers have been subject, is currently in abeyance. In any case, this process is not sufficiently learner-centred as to be likely to provide good evidence for the report that is recommended.

25.3 Some government-funded and employer-funded training takes place in Scotland's colleges, which are reviewed by HMIE on a four-year cycle. Reviews include evaluation of the extent to which programmes are accessible to learners with domestic commitments. Almost all colleges have childcare on or near major campuses.

25.4 HMIE's February 2006 report, [Improving Scottish Education](#) includes the following references relevant to flexibility of college provision (extracts).

"Colleges ... have adopted a responsive and flexible approach in expanding and broadening provision to satisfy the demands of employers and communities in continually changing economic and social circumstances, and to meet the needs of learners from a range of backgrounds."

"Students access college learning through community-based centres, work places, distance learning, and on-line packages as well as in the more traditional settings of classrooms, workshops and laboratories on a main campus. A number of colleges have new, modern accommodation."

"Key strengths of the college sector include the following:

Colleges have delivered a range of programmes and learning opportunities tailored to meet the needs of employers, local communities and the individual."

"A key area of economic development in which colleges play an important role is in supporting workforce development. One way in which colleges contribute to this is through the delivery of Scottish Vocational Qualifications programmes to Skillseekers, Modern Apprentices and others in a broad range of subjects."

"All colleges offer flexible programmes in a range of subject disciplines. Many colleges promote a broad range of flexible learning opportunities in various locations. The delivery of programmes at times and in locations convenient to

learners encourages a wide range of participants to enrol and complete programmes of study. Almost all colleges offer distance-learning programmes and are developing an increasing range of on-line learning materials. In a few colleges, the range of programmes offered on a flexible basis is narrow and does not offer sufficient learner choice.”

25.5 It should be emphasised that the above references are general and relate to the full range of education and training provided by colleges. Within that, the area covered by this recommendation is a small subset, and it is also only one element of training provision across all Scottish providers.

25.6 While HMIE has the expertise to provide a report as recommended, it has limited staffing and resources, other confirmed priorities, and no statutory powers to inspect training providers.

25.7 In providing a specific report at this stage as requested and drawing on its existing evidence base, HMIE would be unlikely to go much beyond an update and minor extension of the text above for colleges’ global provision, to be read as also reflecting training provision specifically. The sense of the report would be very unlikely to differ significantly from that quoted above.

Recommendation 35

The Equal Opportunities Commission or Commission for Equality and Human Rights, with support from DTI, the Office of Government Commerce, the Scottish Executive Procurement Directorate and other interested stakeholders, should develop practical, equalities-led procurement advice which actively encourages public sector procuring authorities to promote good practice in diversity and equal pay matters among contractors so that it becomes the norm.

- **Public authorities should ensure that their contractors promote gender equality in line with the public sector Gender Duty, and equal pay in line with current legislation. This intention should be flagged up in contract documents to ensure that it is built into contractors’ plans and bids.**
- **Government should appoint a ministerial champion of procurement as a means of spreading best practice in diversity and equal pay matters. Private sector companies who engage in substantial procurement should also use procurement to spread best practice.**
- **Private sector companies who engage in substantial procurement should also use procurement to spread best practice.**

ACCEPTED

35.1 The Scottish Procurement Directorate is working with the STUC to produce guidance for the Scottish public sector on how to incorporate social issues, including diversity and equality issues, into public procurement. It is expected that a draft will

be issued to the wider public sector for comment later in the year. In addition, the Procurement Directorate is working with the Equal Opportunities Commission to produce a Scottish Code of Practice on the gender equality duty in public procurement. It has also contributed to the work of the Ethnic Minorities and the Labour Market Strategic Group, in particular looking at what part public procurement may play to support ethnic minorities in the market place.

CAREERS SCOTLAND

Whilst Careers Scotland does not have programmes or projects which specifically address the issues raised within this report they do have products which cover issues raised in the report in part. Careers Scotland incorporates a mainstreaming approach to embed equal opportunities into its products and services and already meets, or is working towards, many of the recommendations advocated by the EOC and Women and Work Commission. Nevertheless, formation of career choice is complex and the influences on young people are multifaceted and cannot be underestimated. Therefore, addressing the prevalent and entrenched gender stereotype preconceptions that can and do exist is an on-going challenge for the organisation.

SECTION B: RECOMMENDATIONS ON SOME OF THE OTHER MAIN ISSUES

Recommendation 3

a) The Sector Skills Councils should work with employers on providing and promoting Apprenticeships for women in industries where there are skills shortages. ACCEPTED

3.1 The Sector Skills Councils (SSCs) have a key role in this area and the Scottish Executive has already changed the approval process of all future Modern Apprenticeship frameworks to reflect the need to challenge the SSCs to ensure they are taking positive steps to address any imbalance in gender within Modern Apprenticeships. This, along with a range of specific sectoral projects such as the *Computer Club for Girls* and the *Women into Construction* projects, are examples of steps that are already being taken by SSCs to promote their sector to under-represented groups.

3.2 There is however more that can be done and SSCs have a role in encouraging employers to think differently in terms of existing recruitment practises. Indeed, with the change in demographics within Scotland, there will be a need for employers to look to alternative sources of labour and the SSCs can usefully play a role in supporting this agenda.

b) The development of a comprehensive plan to tackle the segregation of jobs, into those mostly done by one gender or the other, should be part of every Sector Skills Agreement.

3.3 Sector Skills Agreements (SSAs) are employer led. Where employers identify gender segregation as an issue, the SSA will set out how it will be tackled.

Recommendation 8

Schools should consider different methods of teaching to different genders, including single-sex classes or after-school classes, for subjects where girls or boys are under-represented or under-achieving. A good example of this is Computer Clubs for Girls. ACCEPTED IN PART

8.1 The Scottish Executive's recent research, *Review of Strategies to Address Gender Inequalities in Scottish Schools* (published March 2006), indicates that, as a strategy to address gender and attainment, single gender classes was not always an effective one, with boys 'laddish' behaviour sometimes becoming more problematic.

8.2 Essentially, it is up to schools and education authorities to set their policies on class organisation and teaching style. However, the Scottish Executive encourages them to refer to the recent research and consider the findings and good practice identified therein, in relation to developing strategies to address gender inequalities in schools in a local context.

Current work

8.3 *Skills for Work* courses are being developed to enable young people aged 14-16 to undertake vocational learning in Further Education colleges and other centres as part of the school-based curriculum. Young people can acquire both the practical skills and attitudes which are needed to be successful in the workplace, including general employability skills.

- The uptake in phase 1 of the pilot has been highly gendered. In the first year of the pilot, 2% (18) of candidates working towards Construction Crafts at Intermediate 1 are female while 3% (12) of candidates working towards Early Education and Childcare at Intermediate 1 and Intermediate 2 are male.

The Scottish Executive is exercised about the gender split and is encouraging centres to ensure this element is given prominence. The Scottish Qualifications Authority (SQA) also features in this regard through its network of Skills for Work development managers and their visits to centres. The SQA has been requested to supply data on enrolments from centres and will provide an accurate set of data to the Scottish Executive's Education Department by the end of November 2006.

- A DVD describing the activities on Skills for Work courses was shown at a Scottish Executive/HMIE good practice conference on Skills for Work in June 2006. A new DVD is currently in production. A priority for this second round of filming is to capture footage which challenges gender stereotypes. There will be two versions of the DVD: one for pupils/parents, the other for staff in schools and colleges. Both versions will feature boys and girls participating in non-traditional gender differentiated activities. This feature of the new DVD aims to encourage gender rationalisation in activities traditionally perceived as for males or females.
- An independent evaluation programme is assessing the effectiveness of the course design and delivery, and will include evidence of any gender issues. The first interim report was delivered in Spring 2006, the next is due in Spring 2007, with the final report being due Autumn 2007.

The National Foundation for Educational Research is undertaking this activity, and will visit Portree High School where there is a much larger number of girls taking construction courses than seen elsewhere. HMIE also asks for numbers of male and female pupils undertaking Skills for Work courses in its separate Skills for Work pilot monitoring exercise.

Actions

8.4 The Scottish Executive has commissioned the Equal Opportunities Commission (EOC) to develop a self-evaluation guide to complement HMIE's *How good is our school?* framework. The document will aim to provide good practice examples on mainstreaming gender equality in schools under each of the *How good is our school?* quality indicators (QIs) as they will be presented in a significantly revised and updated version of *How good is our school?* that is currently being drafted. We will publish this guide in Spring 2007.

8.5 We will liaise with HMIE during development to ensure the guide accurately reflects the revised *How good is our school?* framework, including QIs related to Equality and Fairness.

8.6 The Scottish Executive will hold a seminar to launch the self-evaluation guide, alongside the EOC guidance for schools on the Duty. We will also share the findings of the research published in March 2006 at this event. The Executive is aiming to time this seminar for commencement of the Gender Equality Duty, providing content which will assist authorities in developing their response.

Recommendation 9

Careers literature and on-line careers resources that challenge gender stereotypes should be targeted at parents and carers, who should also be invited to attend the employer visits to schools and “taster days”.

ACCEPTED

9.1 It is acknowledged that parents and carers play a key role in shaping a young person’s career choice. In view of this, Careers Scotland consulted with the Scottish Parent Teacher Council and the Scottish School Board Association in formulating a Parents’ Strategy. Informal ongoing liaison meetings continue to inform our approach in working with parents and carers.

9.2 Careers Scotland provides a number of resources for parents and carers to raise awareness of the current education and labour market environment. Resources include careers literature and online resources via the Careers Scotland website which includes a dedicated Parents Centre.

9.3 Materials aimed at parents and carers have been audited to ensure the promotion of gender equality and this is carried out for any new materials being developed.

9.4 As previously mentioned Careers Scotland provides a number of materials on-line including Career Box, Make it in Scotland and job search literature such as how to develop a CV.

9.5 As part of mainstreaming equality, Careers Scotland is currently developing an online resource aimed at young people and parents and will focus on raising awareness of equal opportunities in relation to career planning and career choice.

Recommendation 10

a) Government information campaigns should show women in occupations not traditionally taken up by them, and men as parents and carers.

ACCEPTED, IN PLACE

10.1 The Scottish Executive will continue to ensure that it places positive gender images in its campaigns and that it conforms to all Government guidelines on matters such as gender, disability, ethnicity, age, social class, etc.

b) The media, in particular drama and advertising, should be encouraged to do likewise. The Department for Culture, Media and Sport should set up 2 high-level groups, of advertisers and key players in television drama, to encourage non-stereotypical portrayals of women and men at work.

SUPPORTIVE OF THIS RESERVED MATTER

10.2 The Scottish Executive would be keen to support Department for Culture Media & Sport activity and will raise this matter with the Screen Industries' Summit Group, which includes representatives from the 2 main broadcasters in Scotland - BBC Scotland and STV - and ask them to feedback on this recommendation to their organisations. The Scottish Executive will also raise this with the Gaelic Media Service (responsible for the commissioning/production of Gaelic programming) to endeavour to ensure that Gaelic language television contains similar positive examples.

Recommendation 11

DTI should establish a UK-wide Quality Part-Time Work Change Initiative of £5 million to support new initiatives aimed at achieving a culture change, so that more senior jobs – particularly in the skilled occupations and the professions – are more open to part-time and flexible working. This should start from junior management level upwards, and include the roles considered “stepping stones” to senior management. Eligible projects might be:

- **identifying senior role models, working part time or job sharing, who will champion the spread of best practice among managers;**
- **web-based job matching of those wanting to work part time with those offering quality jobs on a part-time or job share basis;**
- **job share services to put potential job share partners in touch and aimed at high quality occupations;**
- **specialist consultancy services to embed quality part-time work;**
- **e-networks for senior and professional women;**
- **other initiatives to spread best practice and achieve culture change.**

CONSIDER

11.1 Unable to comment at this time. Scottish Enterprise is in the process of developing its Skills and Learning Strategy, which involves carrying out Impact Assessment Reviews on its services. Detail is not likely to be known until early 2007.

11.2 The Scottish Executive has however contributed the names of Scottish employers to the UK's exemplar employer initiative (see Recommendation 31).

Recommendation 17

Employers should ensure that their managers, at all levels, are regularly and continually trained on diversity and flexibility issues.

RECOMMENDATION IS AIMED AT EMPLOYERS. ACCEPTED BY SCOTTISH EXECUTIVE IN RESPECT OF ITS OWN EMPLOYMENT PRACTICES.

17.1 Until recently, Scottish Executive and Agency staff were offered a half-day Diversity Awareness training course. All middle and senior management have now attended this and the Executive is in the process of reviewing and updating the provision. During the review period, the Executive is offering all staff the opportunity to participate in Diversity Days in its Learning Centres (where a number of videos and CD ROMS covering equal opportunities and diversity are held). These Diversity Days will be led by experienced in-house diversity practitioners. As well as specific diversity modules, the Executive's core management skills programme emphasises the importance of taking individual staff needs into account. Finally, a new programme of mandatory line management training for team leaders is to be launched in January 2007 and will include a module on diversity and equalities.

Recommendation 21

a) The Ten Year Childcare Strategy should be delivered with particular consideration of the needs of women who work outside "9 to 5" hours and black and minority ethnic communities. ACCEPTED IN PRINCIPLE

21.1 Although the *Ten Year Childcare Strategy* does not apply in Scotland, there is a need to ensure that childcare provision is flexible and accessible.

21.2 The Scottish Executive *Childcare Strategy* aims to provide affordable, accessible quality childcare for children aged 0-14 in all areas. Scottish Executive funding (£44.256m in 2006-2007) is passed to local authorities, which are responsible, in consultation with their Childcare Partnerships, for allocating funding to meet local needs. Support for disadvantaged parents moving towards or into employment is also provided through the *Working for Families* fund. This fund supports parents by removing barriers to employment, such as childcare, during transition into work.

21.3 The Scottish Executive recognises the needs of parents who use childcare outside "9 to 5" hours and is promoting and developing the use of Sitter Services. Sitter Services, which provide childcare in the family's own home from early morning until late evening, seven days a week, are particularly helpful for families who work atypical hours. Out-of-School provision is also available both before and after school. In addition, Scottish Executive funding is being provided in Fife to pilot extended provision from 18.00 - 21.00 during week-days and all-day at week-ends. The original Extended Schools Childcare pilot took place in Fife and Aberdeenshire and is being evaluated. The report will be made publicly available later in 2006.

21.4 Although the free childcare line is not applicable in Scotland, we are currently developing a new Scottish website to host information on childcare providers in Scotland. This information includes opening hours and details of out-of-school care clubs and will help put parents in touch with the provision they need, quite often outside the normal "9 to 5". The new website will be live by November 2006.

b) There should be better promotion of the free childcare line. NOT APPLICABLE IN SCOTLAND

Recommendation 23

The Skills Alliance Delivery Group, which has an overview of skills activity including that related to the London 2012 Olympic Games, should ensure that reducing the gender segregation of jobs is part of plans for tackling skills shortages in the relevant sectors, such as construction.

ACCEPTED IN PRINCIPLE/COMMITMENT TO TAKE ACTION WITHIN SCOTTISH EXECUTIVE'S RESPONSIBILITIES

23.1 The Scottish Executive does not have policy responsibility for the Olympics. However, in terms of Worldskills 2011 (being hosted by London) – for which the Executive does have policy responsibility - and, in preparation for the demand for skills for the forthcoming Olympics, the Scottish Executive will ensure that all strategic and operational planning takes account of gender segregation, whenever the opportunity presents itself.

Recommendation 26

All organisations promoting entrepreneurship to women should promote, as a key benefit, the work-life balance and flexible working possibilities of running your own business.

ACCEPTED

Scottish Enterprise

26.1 Work-life balance is a feature within the Women's Enterprise in Scotland Strategy, Sharpening the Focus, which is integral to the work Scottish Enterprise and Highlands & Islands Enterprise undertake in encouraging more women to start-up in business. For example, it is covered in Scottish Enterprise's Women into Business Networking service which is delivered across the Scottish Enterprise network as a core service. In these seminars, it is a key theme that runs through the presentations and discussions and it is a theme that is specifically addressed as part of the learning and preparation to start a business.

26.2 Scottish Enterprise will also be highlighting the theme in a specific workshop at their national conference in November 2006 called *How to have a business and a life*.

26.3 Many of the case studies on the Scottish Enterprise/Business Gateway website and in their printed materials highlight how women address this issue in the context of the way they run their businesses and in their motivations for starting a business.

Recommendation 27

The Department for Education and Skills should ensure that its strategy for the early years workforce considers the levels of pay needed to build a better-qualified workforce, which reflects the importance of higher skill levels to the development and welfare of children, while at the same time keeping childcare affordable for working families.

ACCEPTED IN PRINCIPLE – SOME OF THE DRIVERS SIT WITH UK GOVERNMENT E.G. WITHIN THE TAX SYSTEM

27.1 The strategy for the early years workforce applies in England. In Scotland, the Scottish Executive recently published its response to the *National Review of the Early Years and Childcare Workforce*, which sets out action to develop an increasingly professional workforce. The response recognises that a highly regarded, high quality, highly qualified workforce needs to be reflected in terms of earnings. The Scottish Executive also announced that it is providing additional resources for private and voluntary sector providers of pre-school childcare provision to help attract and retain an experienced well-qualified workforce.

27.2 Monitoring the effectiveness of this policy will be a long term action. However, work we are commencing now should start to affect changes in 2008 as the new qualification and the Continuous Professional Development framework will be in place. The increasing level of qualification and professionalism, and improved career structure should, in turn, start to put upward pressure on salaries. Our immediate investment in the private pre-school sector should also have immediate effects in terms of staff recruitment and retention. Changes to these indicators will be identified during the labour market intelligence we gather on the sector annually.

Recommendation 28

The Government should develop a strategy for the social care sector incorporating issues such as pay, quality of care, qualifications of the workforce, and future demand.

ACCEPTED IN PART (PAY IS A MATTER FOR EMPLOYERS)

28.1 In November 2005, the Executive launched the *National Strategy for the Development of the Social Service Workforce in Scotland - A Plan for Action 2005-2010*. The Strategy's aim is to drive the development of the workforce to equip them with the qualifications, skills and knowledge they will need to deliver social services fit for the 21st Century. Employers are required to identify future workforce needs in both terms of capacity to deliver and the skills required. In February, the Executive also launched 'Changing Lives', the report of an independent review of social work of all aspects of social work. An implementation plan was published in June 2006 and all local authorities in Scotland are due to submit their plans on how they plan to take forward the recommendations of the review.

28.2 Positive developments include the following:

- There has been sustained increased funding of £2m per year in Specific Grant funding to local authorities to help staff achieve qualifications/skills;
- The introduction of Voluntary Sector Development Fund and extension to 2008 of £1m funding per year directed at the voluntary sector to help staff achieve qualifications/skills;
- Match funding from European Social Fund to establish two projects 'Achieving the Challenge', again to help staff achieve qualifications/skills; and
- A follow up request to all social service employers on progress and plans towards achieving the 'targets' set in the National Strategy for the Development of the Social Services Workforce.

Recommendation 30

Private sector companies should consider the implications of this report for how they operate in order to make the most difference to the most women. A cross-government UK-wide package of measures should support awareness-raising and capacity building to enable organisations to adopt solutions most relevant to them, which will have the most impact on women's pay and opportunity, including:

30.1 Reference is made to a cross-government UK package. As this is a devolved issue, the Scottish Executive will consider the most appropriate actions to meet the needs of Scotland.

30.2 The Scottish Executive as a partner in the Close the Gap project is raising awareness about the report's findings and recommendations e.g. to those responsible for delivering the *Strategy for the Financial Services Industry in Scotland*. Through this work, Close the Gap will be encouraging the adoption of solutions to impact on women's pay and opportunity within the sector.

a) Promotion of best practice via business links and the business.gov website.

ACCEPTED – IN PLACE

30.2 A website socialworkscotland.org.uk is in place.

b) £1 million funding for Investors in People (IiP). This should be used to support the adoption of the IiP Standard by small firms focusing on those growing rapidly, and to market to all firms - particularly in the five "c" sectors - the IiP Profile, in order to spread best practice on equality and diversity, fair pay and reward, and training.

ACCEPTED IN PART

30.3 The Scottish Executive is in agreement with the UK response i.e. "No additional £1m for Investors in People (IiP) but IiP UK promoting to small firms and five 'c's will be targeted in Sector Skills Councils' initiatives" and would only add that equality and diversity are inherent within the IiP Standard.

c) Supporting employee involvement in workplace equality development via £5 million additional funding for the Union Modernisation Fund for capacity building to support training and development for equality reps in the private and public sectors.

ACCEPTED IN PART

30.4 The Scottish Trades Union Council (STUC) has developed a toolkit for reps under the *One Workplace* initiative covering all forms of equality issues. The STUC has not applied for funding from the Union Modernisation Fund due to timescales and lack of capacity.

d) Support for the development and marketing of equality checks.

CONSIDER

Recommendation 31

DTI, through partners such as Opportunity Now, should build a set of exemplar companies willing to pilot projects such as:

- **a new offer to schools to give girls work experience, in particular in non traditional jobs;**
- **setting up a new women's network in senior or traditionally male jobs within the company;**
- **actively promoting quality part-time jobs;**
- **a recruitment round which supports women returners' development needs including confidence building and other support mechanisms;**
- **developing career pathways for women working in lower-paid jobs;**
- **providing paid time off, support and facilities to a network of equality reps; and**
- **undertaking an equal pay review.**

SUPPORTIVE - RECOMMENDATION IS ADDRESSED TO DTI

31.1 The Scottish Executive is participating in taking this recommendation forward. The Scottish Executive co-ordinated and submitted examples of exemplary employers in Scotland to the UK co-ordinator. The examples were provided by the Scottish Executive, Scottish Enterprise, Highlands & Islands Enterprise, Close the Gap (campaign to close the gender pay gap in which the Scottish Executive is a partner) Careers Scotland and Engineering Scotland.

31.2 Close the Gap (mentioned above) was launched in 2001 to raise awareness amongst employers and employees about the gender pay gap and its various causes and to encourage action to close the gap e.g. by employers carrying out pay audits.

31.3 During Phase 1 of Close the Gap's activities, where there was a very general 'broad brush' approach, it supported a non-departmental public body through a job evaluation and equal pay process, and identified exemplar employers who had conducted equal pay reviews in its campaign literature. It also worked to build capacity within the trade union movement by training over 100 equal pay reps at weekend schools.

31.4 In Phase 2 (January 2006 - December 2007), the project has continued to offer support to a range of companies, and, among other activities, has worked in partnership with trade unions and employers to facilitate equal pay reviews and action to identify and eliminate barriers to women's progression within specific organisations. Action to remove barriers to progression has included addressing a lack of flexible and part-time working within organisations and sectors, taking action to create networking and mentoring opportunities for women, and addressing corporate cultures that are based around male norms. Key focus areas for the project's work are large private sector organisations, with a specific focus on the finance sector, and higher education institutions and Scotland's Colleges.

31.5 An example of the project's finance sector focus is its involvement with those responsible for delivering the *Strategy for the Financial Services Industry in Scotland*. This opens up opportunities to develop a shared understanding of the impact of the persistent gender pay gap on the financial services industry in Scotland. It also offers scope to identify actions to strengthen Scotland's labour market, increase the availability of a skilled workforce and maximise the contribution of women in the financial services industry.

Recommendation 32

Public sector employers should account to a Ministerial Committee and report to a Cabinet Office Steering Group, with representatives from UK-wide public service employers and trade unions, on how they have put the recommendations in this report into practice, in particular on the results arising from their establishment of:

- **equal pay reviews;**
- **time off and facilities for a network of equality reps;**
- **job share registers for high-quality occupations and e-networks for senior and professional women;**
- **a network of senior part-time role models to champion quality part-time work;**
- **career development pathways for low paid part-time workers;**
- **continuous training for all line managers on flexible working and diversity issues; and**
- **a coherent approach to schools' World of Work Programme, offering work experience and taster days and encouraging girls and boys to experience non-traditional occupations.**

CONSIDER

32.1 Scottish Ministers will consider their action.

Recommendation 33

The new Gender Duty should specifically ensure that action is taken on all causes of the gender pay gap including occupational segregation, the impact of family responsibilities and unequal pay. Specified action should include a regular equal pay review and action plan. In seeking solutions to equal pay, public authorities should act in partnership with unions.

ACCEPTED IN PART - CONDUCTING EQUAL PAY REVIEWS WILL BE OPTIONAL

33.1 There continues to be Scottish Executive representation at meetings of UK officials about the implementation of the Gender Equality Duty. The Scottish Executive is also working closely with the Equal Opportunities Commission Scotland in the development of the Code of Practice for public bodies in Scotland.

Recommendation 36

Current guidance to the equal pay questionnaire should be altered to make it clear that the Data Protection Act does not prevent the provision of pay information, in order to encourage employers to respond without the need for the employee to apply to a tribunal. ACCEPTED

36.1 The Scottish Executive was consulted about the revision and responded by the deadline of 8 September 2006.

Recommendation 37

The Discrimination Law Review should consider more fully the issues of whether or not to extend the hypothetical comparator to equal pay claims, and of generic or representative equal pay claims. ACCEPTED

37.1 There continues to be Scottish Executive representation at meetings of UK officials on the Discrimination Law Review.

Recommendation 38

The Women and Equality Unit should develop the Gender Equality Public Service Agreement so that the Comprehensive Spending Review 2007 target better reflects the themes, ambitions and recommendations of this report.

ACCEPTED IN RESPECT OF THE SCOTTISH EXECUTIVE SPENDING REVIEW

38.1 Promoting equality was one of the key cross cutting priorities of the last spending review and is likely to remain a key theme for Spending Review 2007. The principle of mainstreaming equality across the Executive and the wider public sector continues to move forward. We are developing the tools, systems and targets which will enable the Executive to assess the impact of its work on equality and this includes consideration of the budget. We will continue to work with the Equality Proofing the Budget and Policy Advisory Group, to continue to work towards a budgeting process and a Spending Review process in particular that takes account of developments across the equality agenda.

Recommendation 39

A new Cabinet sub-Committee of Ministers should be formed, chaired by the Minister for Women, to oversee the implementation of our recommendations.

ACCEPT NEED FOR MINISTERS TO OVERSEE IMPLEMENTATION OF RECOMMENDATIONS

39.1 The recommended sub-committee would only have the power to oversee progress on reserved matters and matters for England only. It would not have the power to oversee progress on devolved matters.

39.2 The Minister for Communities, who has overall responsibility for equalities in Scotland, already oversees the implementation of the 77 recommendations highlighted for the Executive's action in the Strategic Group on Women's report, *Improving the Position of Women in Scotland: An Agenda for Action*, which was published in November 2003. As these recommendations are cross-cutting, the initial response to them of March 2004 and the update of March 2006 were copied to all Scottish Ministers. We now intend to take account of the UK Women and Work Commission's recommendations in the overall review in 2006 of the Executive's agenda to improve the position of women in Scotland. Updates on the reviewed agenda will continue to be overseen by the Minister of Communities and other Scottish Ministers.

Recommendation 40

The Women and Work Commission should be brought together one year from now, to receive a report into progress on our recommendations and to comment on their effectiveness. ACCEPTED

40.1 Scottish Executive will produce an update on this interim report/action plan in February 2007 for the consideration of the Commission.

SECTION C: SUMMARY

GRID OF ALL RECOMMENDATIONS

**RECOMMENDATIONS (31) WHERE THE EXECUTIVE HAVE COMMENTED
(THOSE IN BOLD (11) WERE SPECIFICALLY HIGHLIGHTED FOR A RESPONSE
FROM SCOTLAND)**

No	RECOMMENDATION	COMMENT
1	Publish strategic documents describing a systemic change in the way education is delivered in order to reduce stereotypical choices, improve take-up of vocational skills training, and improve employment outcomes for young women. These should set out how, meshing with existing initiatives, a World of Work programme can be created which develops vocational learning and improves work experience for children.	ACCEPTED
2	Improve vocational skills teaching	ACCEPTED IN PRINCIPLE
3	a) Better provision and promotion of apprenticeships to women in sectors with skills shortages b) Sector Skills Councils (SSCs) to include how gender segregation will be tackled in every Sector Skills Agreement (SSAs)	ACCEPTED Sector Skills Agreements (SSAs) are employer led. Where employers identify gender segregation as an issue, the SSA will set out how it will be tackled.
4	Guidance on broad horizons - not influenced by stereotypes - for 3-5 year olds	Activity in place to deliver outcome
5	Teacher training challenges gender stereotypes – both in delivery of careers guidance and subject teaching, including allowing for a placement for all trainee teachers to observe workers in non-traditional occupations.	ACCEPTED IN PART
6	Ensure all young people have access to careers information, advice and guidance, with national standards confirming it challenges gender stereotypes and gives young people an accurate idea of the rewards and challenges of different careers.	ACCEPTED
7	Single-sex schools specialise in non-traditional subjects	NOT ACCEPTED

8	Different methods of teaching for girls and boys e.g. Computer Clubs for Girls	ACCEPTED IN PART
9	Careers literature for parents and carers	ACCEPTED
10	a) Government information campaigns should contain positive gender images, and b) the Government should set up groups of broadcasters and advertisers to encourage non-stereotypical portrayals of women and men at work.	ACCEPTED, IN PLACE SUPPORTIVE OF THIS RESERVED MATTER
11	DTI should establish a UK-wide quality part-time work change initiative of £5m to support new initiatives aimed at achieving a culture change, so that more senior jobs are more open to part-time and flexible working.	CONSIDER
13	Local job matching by social entrepreneurs: RDAs and national equivalents should provide grant funding for outreach services aimed at women seeking local jobs or training matching their skills and potential. Use “Women Like Us” model to fund pilots in 5 different areas including London, a rural area, and a BME community.	CONSIDER
17	Employers to ensure that managers at all levels are trained on diversity and flexibility issues.	Recommendation is aimed at employers. ACCEPTED by Scottish Executive in respect of its own employment practices.
21.	a) Ten Year Childcare Strategy to be delivered with particular consideration for women working non-traditional hours, and for BME women. b) Better promotion of childcare line.	ACCEPTED IN PRINCIPLE NOT APPLICABLE IN SCOTLAND

22	<p>£20m training package to pilot measures aimed at helping women in work and women returners to improve their skills.</p> <p>a) Free skills coaching under New Deal for Skills</p> <p>b) Train to Gain focused on employers of low-skilled women in particular the 5 “c” sectors</p> <p>c) high quality careers information, advice & guidance</p> <p>d) Adult Apprenticeship pilots or Train to Gain focused on women returners.</p>	<p>ACCEPTED IN PART</p> <p>ACCEPTED</p> <p>CONSIDER</p> <p>CONSIDER</p> <p>CONSIDER</p>
23	<p>London 2012 Olympics – action is taken to reduce gender segregation of jobs</p>	<p>ACCEPTED IN PRINCIPLE - Commitment to take action within Scottish Executive’s remit.</p>
24	<p>Identifying best practice on career development and working with partner employers to create career pathways</p>	<p>CONSIDER</p>
25	<p>Report on whether training providers provide training flexibly and with childcare on-site</p>	<p>NOT ACCEPTED</p>
26	<p>Promotion of work-life balance possibilities of entrepreneurship</p>	<p>ACCEPTED</p>
27	<p>Strategy for the early years workforce – workers’ pay vs affordability</p>	<p>ACCEPTED IN PRINCIPLE – Some of the drivers sit with the UK Government e.g. the tax system.</p>
28	<p>Strategy for the social care sector</p>	<p>ACCEPTED IN PART (Pay is a matter for employers)</p>
30	<p>Private companies to consider how to address WWC issues.</p> <p>a) Promotion of best practice via business links and business.gov</p> <p>b) £1m funding for liP</p> <ul style="list-style-type: none"> – liP Standard for small firms – liP Profile for 5 “c” sectors <p>c) £5m for Union Modernisation Fund to support capacity building for Equality Reps</p> <p>d) Development and marketing of equality checks</p>	<p>a) ACCEPTED – IN PLACE</p> <p>b) ACCEPTED IN PART</p> <p>c) ACCEPTED IN PART</p> <p>d) CONSIDER</p>

31	A programme of exemplar companies in partnership with Opportunity Now	SUPPORTIVE – Recommendation is addressed to DTI
32	Public sector employers should report to a Ministerial Committee on how they have put the report's recommendations into effect.	Scottish Ministers will CONSIDER their action
33	Gender Equality Duty – specific duty to ensure action is taken on all the causes of the gender pay gap. Specified action should include doing equal pay reviews	ACCEPTED IN PART. Conducting equal pay reviews will be optional. Scottish Executive represented at meetings of UK officials about the Gender Equality Duty.
35	Guidance on procurement should be produced to encourage public sector procurers to promote good practice in diversity and equal pay matters so that it becomes the norm, including through the use of contract documentation	ACCEPTED
36	Amend guidance to the equal pay questionnaire to make clear that the Data Protection Act does not prevent the provision of pay information	ACCEPTED. Scottish Executive contributed to revision of guidance.
37	Discrimination Law Review to consider whether or not to extend the hypothetical comparator to equal pay claims and group claims	ACCEPTED - Scottish Executive represented at meetings of UK officials about the Discrimination Law Review.
38	Gender equality Public Sector Agreements (PSAs) to reflect themes, ambitions and recommendations of the report	ACCEPTED in respect of the Scottish Executive Spending Review
39	New Cabinet sub-Committee chaired by the Minister for Women	ACCEPT need for Ministerial oversight of implementation of recommendations
40	WWC to receive a report on progress one year on	ACCEPTED

OTHER RECOMMENDATIONS (9) WHERE SCOTTISH EXECUTIVE WILL NOT COMMENT

No.	RECOMMENDATION	UK RESPONSE
12	Pro-rata treatment for part-time workers on CPD	Accepted
14	DWP should develop its New Deals for women returners, in particular lone parents, and explore the possibility of offering services to women not currently working where neither they nor their partners are receiving benefits. a) Offering all New Deal programmes on a part-time basis b) Better confidence-building measures for women returners c) Voluntary session with personal adviser for women who have never worked or not for a long time. d) Extended support for lone parents.	Accepted. a) – d) in place
15	DWP to set Jobcentre Plus additional targets for recruitment and retention of women in sustainable jobs.	Accepted – in place.
16	The right to request flexible working to be extended over time to cover a wider group of employees.	Partially accepted – already committed to considering case for extending right to request to parents of older children. And extending to carers of adults from April 2007.
18	TU reps trained to promote flexible working	Recommendation is aimed at trades unions
19	DTI and HMT to examine the case for fiscal incentives for small firms to employ flexible workers.	Not accepted – using fiscal measures risks adding complexity for some SME employers and could distort decisions about who to employ in a way that is unfair to some workers)
20	Acas & NI Labour Relations' Agency training package on flexible working free for small firms	Accepted
29	Low Pay Commission's standing terms of reference to include gender impact assessment and enforcement	Accepted
34	Public Sector Pay Committee Gateway to assess how any proposed new pay systems impact on the gender pay gap. Account for progress on equal pay during the CSR	Accepted