Equality Duties

Assessing the Cost & Cost Effectiveness of the Specific Race, Disability & Gender Equality Duties

June 2009

Government Equalities Office

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ASSESSING THE COSTS AND COST EFFECTIVENESS OF THE SPECIFIC RACE, DISABLITY & GENDER EQUALITY DUTIES

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EXECUTIVE SUMMARY

Schneider~Ross undertook this research for the Government Equalities Office under its Not For Profit organisation. The project began in early October 2008 and this report was finalised in May 2009.

This Executive Summary sets out the research aims, methodology, key findings, conclusions and implications.

Research Aims

The research aims were:

1. To identify which aspects of the current separate specific equality duties are believed to be effective and why

2. To identify which aspects of the current separate specific equality duties are not believed to be effective and why

3. To identify the costs associated with the implementation of the equality duties

4. To identify the improved outcomes, and where possible the financial benefit, of work on the current equality duties

5. In the light of all of the above, to draw some conclusions about the cost effectiveness of the current equality duties

Research Methodology

There were two key aspects to the research methodology: (1) a survey that was distributed across the public sector and (2) a set of interviews held with a selection of survey respondents to explore their responses in more depth.

174 responses were received to the survey:

Local Authorities	43
Health Bodies	24
All other respondents to the main survey	55
Schools	52

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33 respondents were involved in the qualitative discussions that followed up on the survey.

Key Findings

The full findings are outlined in the report, which is structured in line with the research aims – starting with perceptions of the effectiveness of the specific equality duties, then outlining costs, benefits and views about cost effectiveness of the different elements of the duties.

The specific duties were widely perceived to be effective:

- More than half of the respondents rated each activity required by the specific duties as "very effective" or "effective" (53% to 81%)
- Producing and publicising the schemes and training up staff on their responsibilities were deemed to be effective by 70% or more of the respondents
- The data-driven approach (monitoring, consulting, setting targets and reporting progress) was also widely endorsed (62% to 76%)

Most respondents were not able to give an accurate indication of implementation costs. The main cost highlighted was increased staff time dedicated to equality and 61% of respondents had increased this as a result of the specific duties.

The majority of responding organisations (63%) had not had to de-prioritise other activities "very much" or "at all".

The overwhelming majority of respondents felt that they were realising benefits as a result of their work on the implementation of the specific duties:

- Many organisations (over 80% of respondents) reported that they had seen improvements in the way that their organisations made decisions or allocated resources
- 97% of the main survey respondents had seen either "significant" or "some improvement" in at least one specific outcome
- For some, they felt the specific duties had been a catalyst for a positive shift in culture, which brought equalities into the "mainstream".

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Most respondents did not feel that the specific duties required them to take disproportionate action – and this applied to each of the duties.
However, these positive results should not entirely cloud the fact that a minority do feel that the duties are burdensome and ineffective:

- A minority (at the most a third) of respondents did feel that some actions required greater resources than the value they could deliver

- Impact assessment caused the most comment in this regard and was rated lower in terms of effectiveness than all the other elements of the specific duties (albeit that still meant 53% rated it as effective).

- The integration of equality into procurement was the other aspect of the specific duties that was considered less effective and this therefore represents a considerable, but under-utilised, lever for change.

Conclusions & Implications

Organisations have been on a learning curve since the introduction of the race equality duty in 2000. At first, many did take a rather mechanistic approach to the legislative requirements which accordingly were felt to be somewhat burdensome and bureaucratic.

Whilst a minority still feel this to be the case, the existing specific equality duties are clearly widely accepted and seen as effective. This is the case across the sectors. Whilst school respondents are slightly more guarded, and more likely to feel that this is simply what they are already trying to do, their level of support was still high – with 76% seeing improvements in curriculum teaching and learning and 48% in involving parents and the community.

The move towards an integrated duty, across all the equality "strands," is seen as logical – almost half (48%) of respondents have already anticipated this shift.

Critical to the effectiveness of the implementation of the duties is senior level support - and it is clearly up to senior management to ensure that a proportionate approach is adopted.

In order to support organisations in this regard there needs to be simple guidance that helps them focus on equality outcomes rather than complex processes.

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The report concludes with ten implications:

1. Do move towards an integrated duty - many are anticipating this and see it as logical and effective, and align the timescales for reporting.

2. Recognise that there will be some backlash and resistance, but be confident that organisations are on a learning curve and that these can be overcome

3. Don't change the core requirements too much as this could undermine the learning that has gone on to date

4. Stay with the strong data-driven approach, further encourage a strong focus on outcomes and senior management reporting

5. Strongly encourage local co-operation across public sector organisations – particularly with regard to consultation and community engagement

6. Strongly encourage rigorous and transparent benchmarking within sectors and allow this to drive implementation (rather than a too prescriptive, one-size-fits all approach)

7. Provide clear, timely and simple guidance which illustrates the benefits of the actions that organisations have taken on race, disability and gender

8. Emphasise in this guidance the need for impact assessments to be proportionate and encourage organisations to focus on a few key priorities

9. In this guidance ensure that there are examples of smaller organisations taking sensible, proportionate action. Specifically, improve guidance and support for head teachers

10. Consider requirements to increase the focus on procurement – with monitoring of equality outcomes relating to contracted out services

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1.0 INTRODUCTION

1.1 Research Aims

The last 40 years have seen a substantial body of equality legislation and a new concept of a positive duty for equality was introduced in 2000 with the amendment of the Race Relations Act in the light of the Stephen Lawrence inquiry.

Since then, two further duties on disability and gender have been introduced and the Government has announced its intention to bring the three duties together into one integrated duty, and to extend the scope to cover age, sexual orientation, gender reassignment and religion or belief.

The intent is to build on the success of the current duties and ensure fair outcomes for all – with the minimum of bureaucracy.

The Government Equalities Office (GEO) is now in the process of developing proposals for the specific duties that will underpin the general duty and Schneider~Ross was commissioned:

1. To identify which aspects of the current separate equality duties are believed to be effective and why

2. To identify which aspects of the current separate equality duties are not believed to be effective and why

3. To identify the costs associated with the implementation of the equality duties

4. To identify the improved outcomes, and where possible the financial benefit, of work on the current equality duties

5. In the light of all of the above, to draw some conclusions about the cost effectiveness of the current equality duties

1.2 Methodology

There were two key aspects to the research methodology: (1) a survey that was distributed across the public sector and (2) a set of interviews held with a selection of survey respondents to explore their responses in more depth.

The project began in early October and this report was finalised at the end of January.

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1.2. 1 Survey Design, Development & Distribution

Clearly, it was important that the survey covered all of the public sector and schools were a specific target group – who constitute a significant proportion of the institutions covered by the duties and with whom there had been limited previous research.

Two surveys were developed– one specifically for schools (which was shorter and more focused on specific issues for schools) and one for all other sectors. In the first half of November, the surveys were piloted with Schneider~Ross clients and contacts and revised in the light of feedback.

Given the time and budget constraints, the January deadline was important in order to feed into the development of the policy, it was decided to conduct an electronic survey. Alternative formats or response methods were available on request.

The intent was to gain responses from 200 organisations, covering urban and rural environments and both those who have separate equality schemes and those who have taken an integrated approach.

Different distribution methods were followed for different sectors. The survey reached over 3,500 organisations:

- Direct email with a link to the online survey to those contacts for whom a valid email address was available
- For instance the survey was distributed to 376 Local Authorities – every authority with email contacts
- A link was included within the monthly Equality and Diversity Newsletter that is distributed within the NHS – with over 1,200 recipients
- Higher Education Institutions were invited to participate via a communication from the Equality Challenge Unit
- The Digital Communications Unit at the Department for Children, Schools and Families facilitated the distribution of the survey to Further Education colleges and to schools
- The school survey went to a sample of 1,158 randomly selected from the Edubase list of schools in England

In addition to the survey, a covering letter from the Government Equalities Office (see Appendix 1) was used in order to encourage responses.

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The survey went out to organisations during week commencing 17th November and was officially closed for responses on 9 December 2008 (although all late responses received were also accepted).

1.2.2 Survey Respondents

The survey was relatively lengthy and was asking for data that many organisations do not have readily to-hand. Our piloting, in particular with schools, suggested that there might be a very low response rate.

Response rates for on-line surveys where there is no immediate connection with the sponsor of the survey are often around 10%. As several of the targeted groups received notification of the research via a third party, (for example through the NHS Newsletter), thereby further widening the gap between sponsor and recipient, accordingly we were pleased in the event to have 174 responses. These break down into the following categories:

Local Authorities	**43**
Health Bodies	**24**
All other respondents to the main survey	**55**
Schools	**52**

About half (48%) of respondents had some form of combined equality scheme.

15% of responding organisations (excluding schools) served predominantly rural communities, 32% predominantly urban and 51% served a mix of rural and urban populations (and 2% did not respond to this question). Of the schools that responded, 17% served rural communities, 50% predominantly urban and a further 33% served a mixed rural and urban population. It is clearly helpful that the respondents covered both rural and urban populations.

We had some concern that those who chose to respond to the survey may form an unrepresentative sample who were perhaps more inclined to be positive towards the duties. Whilst there may be an element of this, there was no shortage of comments across the spectrum of views about the duties. Therefore we believe that with the overall number of returns the research provides a good indication of feeling and experience across the public sector.

1.2.3 Interviews

It was recognised that, with a complex survey, it would be helpful to supplement responses by holding a set of qualitative discussions. Therefore, in addition to completing the survey, respondents were asked if they would be interested in participating in a follow up discussion by telephone.

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The volunteers were divided between the categories (as split out in Section 1.2.2 above) and contacted. Those in the health sector were particularly targeted because there had been a limited response to the actual survey. In addition, in order to supplement the feedback from schools (we were aware that the demands on School Heads were such that finding time for interviews would be difficult) the DCSF contacted heads on their schools panel. They were asked to respond by email to five questions.

The 33 respondents involved in this qualitative research break down as follows:

Local Authorities	**7**
Health Bodies	**7**
Other respondents to the main survey	**4**
Schools	**7**
Schools panel	**8**

1.3 The Structure of This Report

The full results for the survey are attached in Appendix 2.

In the text of this report, we have analysed these results in the light of each research aim. We start (in Section 2) with perceptions of the effectiveness the different aspects of the duties. In Section 3 and 4, we report on costs and benefits, before in Section 5 addressing perceptions of cost effectiveness.

Finally, in Section 6 we set out some broad conclusions and the implications these have as the government shapes its forthcoming legislation.

Where results of questions are shown, unless otherwise stated, they have been adjusted to exclude "not answered" responses. Results between sectors were, on the whole, very similar – but where they were different these have been noted. For this reason, there are more specific comments about responses from schools – although this should not cloud the overall observation that results from schools were often similar to those from other respondents.

We have also analysed responses between those who had separate equality schemes and those who had chosen to go down the integrated route. Again, responses were often similar – and that in itself is of interest and has been noted in some of the commentary. Where there were differences these have been noted in the text beneath the relevant table.

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2.0 PERCEIVED EFFECTIVENESS OF ACTIONS REQUIRED BY THE DUTIES

- More than half of the respondents rated each activity as "very effective" or "effective" (53% to 81%)
- The duties can provoke strong, negative emotions – however, even those who were quite hostile to elements of the equality duties were clear that they supported the principles behind the legislation;
- Producing the schemes in the first place and then training up staff on their responsibilities were deemed to be particularly effective (81% and 77% respectively)
- 70% felt that publishing equality schemes was effective - although there were some comments about the costs involved
- Respondents also endorsed the data-driven approach at the heart of the duties – having monitoring processes to get the data scored 76% and 68%, consulting with community groups (62%) then setting equality targets (64%) and finally reporting progress (67%)
- Two activities were noticeably considered less effective– building equality into procurement (54%) and conducting impact assessments (53%)
- The concerns about impact assessments were associated with an overly bureaucratic approach and the potential for form-filling to take over from actually doing something about the inequality
- 48% of respondents had combined equality schemes in place and many went beyond the current duties for race, disability and gender

Many respondents and all the interviewees made the point that they supported the principle behind the legislation.

"Without law, equality becomes optional and it is really important that legislation is in place."

(Equality & Diversity Manager, Borough Council)

Indeed, the majority of respondents had rather positive views about the effectiveness of the duties. The survey explicitly asked respondents to rate the effectiveness of different activities. The Table below sets out the results for those who responded that activities were "very effective" or "effective".

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Table 1: *How effective have you found the following activities to be in meeting your responsibilities to promote race, disability and gender equality?(All those who responded "Very effective" or "Effective")*

Activity	%
Producing equality schemes	81
Training of staff on their responsibilities	77
Monitoring of staff by ethnicity, disability, gender	76
Publishing equality schemes	70
Monitoring of service users	68
Reporting progress	67
Setting equality targets	64
Consulting/involving community groups	62
Building into procurement processes	54
Conducting impact assessments	53

- On the whole, results were similar for those who had chosen to keep with separate schemes and for those who had gone down the combined scheme route.

- Interestingly, the effectiveness ratings for impact assessments were higher amongst those who had chosen the combined scheme approach (62% versus 48%).

- There were some differences between respondents to the main survey – for instance, Health Bodies were more positive about consultation (75% rating this aspect "very effective" or "effective" whilst the average score was 62%). However, the variations were typically within a narrow range and the breadth of support across the sectors was particularly striking.

- Schools, however, did consistently rate the different activities lower on effectiveness than other sectors – with a range of 20% (conducting impact assessments) to 74% (producing equality schemes). This however, is partly because schools had simply not carried out some of the activities. If these responses are not included the range is between 48% and 76%.

- School respondents were particularly keen to stress that the equality duties simply repeated what they would expect to do in taking a child-centred approach to learning.

- Of School respondents, 56% agreed that "I am committed to the principles but don't feel we need the level of prescription in the legislation".

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- A further 48% agreed that "we have not taken significant action because the equality duty provisions have confirmed that we already do well in our relationships with pupils, parents, governors and communities."

- As one School interviewee argued: ***"The important thing is to ensure that you meet the needs of the child, whoever they are, and regardless of whatever label might be attached to that child."***

Whilst the support expressed by the majority of respondents is the most striking finding, the following comments indicate that the duties (or particular aspects of them) can provoke strong, negative reactions:

"Whilst the principles of promoting equality are utterly sound and to be welcomed, the legislation has created a very significant bureaucratic burden. It is too easy for people to be distracted by the paperwork than to really get on with the business of equality and inclusion."

(Director of Student Services, Higher Education Institution)

"The duties are aimed at processes and outcomes are irrelevant. Indeed, in a rural community the emphasis placed on the processes can build resentment."

(Chief Executive, District Council)

"There is not enough money in school budgets anyway, this was just another burden implemented without care or thought as to how school would fund it, and you ask how much it cost!!!!!"

(Head Teacher, School)

"Schools, by their very nature and because of the motivation of the people who work within them, are at the forefront of promoting equality, fairness, and justice. Rather than build on this truth, the perception is amongst my colleagues that we cannot be trusted to deliver on these key principles without heavy handed regulation and accountability systems."

(School Panel Respondent)

However, there is a balance to be struck here (which is perhaps what is recognised by most respondents.) The theme that the duties represent an unnecessary bureaucracy "telling us to do what we already do" was strongest amongst respondents to the school survey. Whilst there might be "in principle" support, the well documented persistence of inequalities[1], demonstrates that good intentions alone are insufficient. It may be a cause of concern that 48% of responding heads indicated that they had not taken significant action.

[1] Examples include *Diversity and different experiences in the UK - National Statistician's Annual Article on Society 2008* (ONS); *Early years, life chances and equality: a literature review* -Paul Johnson and Yulia Kossykh of Frontier Economics; *A lot done, a lot to do* – The Commission for Racial Equality's legacy report of 2007.

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2.1 Publication

There is an underlying sense in the responses received that publication of separate documents is a cost that may have little impact on outcomes – despite a quantitative response overall (see Table 1) that suggests otherwise. A respondent from the Police reflected views found in other bodies thus:

"It is our experience that the public have little knowledge about or interest in the schemes and rarely ask to see them. Therefore the time and effort taken to publish them is wasted."

There is, however, another aspect of the requirement to publish – as one respondent noted

"The need to report regularly on progress is also a useful spur to ensure that actions are taken."

(Higher Education Institution)

It may be that those who responded positively to the quantitative question abut the effectiveness of this action were as much concerned about the impact it had on internal motivation and commitment as it did on enabling external communities to understand what the organisation was doing.

2.2 Data-Driven Approach

This interviewee from a Further Education college explains how the new data can be a very effective tool:

"At a click of a button it is possible to identify how many black and minority ethnic men are on construction courses, how many are retained and what their success rates are…. Managers can identify groups who are not achieving and where there is a problem at course level they can decide how to address it… The equality schemes and the impact assessment work has paid off."

(Deputy Head, Further Education College)

At the same time, a few respondents commented on the potential that data-gathering might have for being counter-productive.

"In some cases, gathering monitoring data is not appropriate and needs to be handled sensitively….The existing duties do not currently allow for a sufficiently proportionate approach in this area."

(Equality Policy Officer, District Council)

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Nevertheless, this point should not obscure the fact that monitoring and reporting internally within organisations is seen as helping to raise the profile and senior management commitment to the implementation of the public duties – as well, of course, as allowing more effective targeting of resources (see Section 4 of this report).

2.3 Consultation

Comments about consultation suggest that this can be a source of cost – especially when those consulted are external to the organisation and some respondents, though by no means all, questioned the value of consultations. In addition, there is a concern that in some cases (disability particularly), consultation imposes costs on those who are being consulted and these also have to be taken into account.

On the other hand, consultation can impact on choices organisations make about what to focus on. One London Borough, for instance, reported that

"There seems to be more emphasis on the disability equality scheme simply because we receive more feedback and involvement from this section of the community."

In some cases, those consulted seem to counsel for a greater orientation towards action plans and outcomes. A respondent from one Council summed the issue up thus:

"Our groups tell us all the time that they have told us what needs to be done – just get on and do it."

Another Council respondent makes a similar point:

"Although community engagement is important, we can be required to over-consult communities rather than acting on the results."

2.4 Impact Assessment

Impact Assessment received a lot of comment. Some were notably positive:

"Conducting Equality Impact Assessments have helped to demonstrate the positive value and credibility the process has when assessing policies/functions for the Service. It provides a clear indication for the value equality and diversity adds to the Service."

(Equality & Diversity Advisor, Fire & Rescue Service)

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"EqIAs are very resource hungry - but despite short term cost are important in shifting organisational complacency and ignorance on the differential impact of services."

(Asst Director, City Council)

Many people were keen to emphasise that what mattered was how an organisation went about conducting impact assessments. As one interviewee commented:

"If you get hung-up on the form-filling side of the process, there's a problem. If you use the forms, a relatively small number, generating a high-level improvement plan, then the principles do tend to get embedded in people's minds."

(Deputy Director, Central Government Dept)

However, there was a strong flavour – from survey respondents and from interviewees, that impact assessments were "burdensome and bureaucratic". There are particularly strong comments from Councils. There seems to be a widespread acceptance that they are, in principle, valuable though the volume of EIAs required can be a significant draw on the resources available to conduct these exercises.

One Council respondent described them as ***"a good idea in principle"*** but went on to say that ***"the Commissions seem to have very little understanding of just how many policies local authorities deal with…"*** before suggesting that ***"the EHRC [Equality and Human Rights Commission] needs to let us identify no more than 10 key policies each year that need an EIA."*** Similar points can be found elsewhere.

It may be of interest that those who had chosen to go down the combined scheme route were more positive about impact assessment, with some highlighting the lack of duplication:

"Equality Impact Assessments have led to a more critical understanding of the impact of service delivery on different groups. This is beginning to have a positive impact on service design and delivery, leading to improved outcomes for some of the groups recognised under the legislation."

(Senior Policy & Performance Officer, District Council)

"We have introduced these areas in within our Equality and Diversity Scheme so that there is an approach to all the equality strands. This is replicated in our approach to impact assessments. This reduces duplication."

(Strategic Equalities Manager, City Council)

2.5 Procurement

Each year public authorities spend over £175 billion through procurement. As procurement is a function to which the equality duties apply it provides a significant potential lever for public authorities to effect change and

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encourage the promotion of equality of opportunity in the practices of their suppliers. However, not all public authorities seem to be fully utilising this tool. As one interviewee remarked:

"It all goes out of the window when we are handing over to the private sector to deliver."

(Senior Equality Policy Officer, City Council)

This interviewee made it clear that it was very early days as far as discussions with colleagues in procurement are concerned, and that she needed to encourage them to focus on procurement.

"We're working with procurement – they haven't seen how it sits with them. You have to go there, give them examples and show them how it can help them."

Another respondent noted:

"Regards procurement, even if equalities are embedded into procurement and contracts process, further work is required in monitoring whether contractors are applying equalities considerations in the work they do on our behalf."

(Equalities Co-ordinator, District Council)

One health sector respondent noted that, even within the public sector, contracts could be used more effectively. She argued:

"There need to be governmental changes to the GP contract to MAKE them collect information on all six strands. Same for the Dentists. Our hands are tied at the moment as we can't get information on our population because we rely on others to collect it."

2.6 Single Equality Schemes & Outcome Orientation

In general, respondents seem to think that a move to a single equality duty covering all strands is likely to produce something that is more manageable.

The Deputy Principal from a Further Education College explained their journey:

"Our early attempts at producing equality schemes were very mechanistic and the resultant action plans overly ambitious. We have learnt to focus action on the two or three big things that will make a difference rather than get stuck in the detail of a bureaucratic action plan….. We are now looking at all 7 strands even though our Corporate scheme includes just the three legal requirements and this has also transformed our approach to diversity - we are driving an agenda that is being committed not compliant - or at least we are trying to."

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In total 84 of the respondents had some form of combined scheme (48%). This varied between sectors – 67% of health bodies, 58% of Local Authorities, 48% of schools and 33% of "other" respondents.

A higher number of respondents to the main survey with lower numbers of staff had a combined scheme – and this may well reflect concerns about resources:

69% of those with 499 staff or less
41% of those with 500 – 999 staff
42% of those with 1,000 – 4,999 staff
41% of those with 5,000 or more staff

There is also some significance in the fact that 75% of respondents serving predominantly rural communities had gone the combined scheme route. This suggests that one reason that organisations have chosen the integrated approach is where they have small minority ethnic populations. This interpretation is consistent with qualitative data from interviews and open text responses.

As one Health Sector interviewee commented:

"In areas where there is a low BME population, overly adhering to the exact letter of the law on race could involve a big financial commitment when actually this would be inappropriate."

Of the main survey respondents, 78% of those who had combined schemes went beyond race, disability and gender. In addition to the other areas covered by equality legislation, some were also deliberately embracing socio-economic status. One respondent tied this into their overall approach as an example of a cross-cutting issue:

"Separate schemes leads to duplication in the system, over-consultation, and a single issue focus rather than an outcomes focus that understands the implications of multiple inequality and the impact this has on outcomes. Poverty is a real issue of inequality and this seems to be ignored within current approaches."

(Director, Borough Council)

Regardless of the type of scheme, there are many comments which suggest that the drawing up and monitoring of plans is felt to crowd out time for the implementation of action plans. For some, the focus needed to move away from development to focus on the implementation of action and monitoring plans. As one Hospital respondent put it:

"Forget schemes and publish a short set of evidence based equality objective and an action plan."

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3.0 COSTS

- Most respondents did not have data that enabled them to identify the costs of implementing the equality duties
- Indeed, some felt that being able to do this would be counter to the whole thrust of policy towards "mainstreaming"
- 61% of respondents believed that staff time dedicated to equality and diversity had increased as a result of the duties
- Other activities that were highlighted as involving costs were staff training, publication of equality schemes and work on impact assessments
- Interviewees suggest, however, that these costs were relatively low
- Moreover, the majority of respondents (63%) report that they had not had to de-prioritise other important activities very much or not at all in order to fulfil their responsibilities under the equality duties

Whilst one of the research aims was to identify the costs associated with the implementation of the duties, it was always recognised that this was going to be dependent on the quality of data that respondents were able to provide.

Not surprisingly, the major cost respondents identified was that of staff time – and since staff do not work to timesheets, most had little data on which to base estimates. Where organisations had specific equality and diversity units, some (see below) were able to provide estimates – at least for the involvement of these dedicated staff members. For those in smaller organisations, the implementation of the duties was "mainstreamed" and seemed to be simply fitted in around other commitments.

Indeed, some respondents specifically noted that one of the aims of the duties was to encourage organisations to "mainstream" and ensure that different functions owned and took forward their own responsibilities for equality and diversity. Accordingly, they felt that a central equality unit would not (and should not?) know how much time the organisation as a whole was spending on the issues.

This also applied to costs outside staff time. One Central Government interviewee commented:

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"Equalities is mainstreamed – it is hard to extract the actual costs. We could do it – but it would take someone in the finance department two days."

One respondent specifically stated that public consultation costs had been absorbed in other budgets and another interviewee from a local authority explained that she had no information on the costs that had been made regarding provision of services.

In the main survey, respondents were asked whether they had a "specific annual budget to ensure the continued support and development of the equality duties". Of those who responded to the question, just under half (46%) had a budget.

Within these constraints it is possible, however, to make some observations about costs.

3.1 Staff Costs

The main cost identified by respondents was the dedicated staff time required. As a result of the equality duties, 61% of responding organisations had increased the "overall staff time dedicated to equality and diversity issues".

The remainder either made no changes to previous arrangements (10%) or kept the time the same but changed how it was spent (29%).

Those who had chosen to go down the combined scheme route may have done so partly in the light of resources, but interestingly a higher proportion had actually increased staff time dedicated to equality and diversity (66% v 55% of those who chose to keep separate schemes). Of course, this may relate to them covering additional equality "strands".

Of the 49 respondents to the main survey who were able to give some indication of staff time involved, there were not strong differences between those who had separate schemes and those who had chosen to develop a combined scheme. The percentages of those estimating 100 days or less (the median for those who responded with information on time spent) were highly comparable (61% for those with separate schemes and 67% for those who had combined schemes.)

Some interviewees (typically in the larger organisations), were prepared to estimate staff costs associated with the initial development of responses to the equality duties:

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- For one interviewee the development of a single equality scheme had taken a total of about 200 days – six months of one person's time and then input from other colleagues involved in equality and diversity (this excludes the senior management time in review)

- Another City Council interviewee estimated 144 days ***"3 months work – four people, three days a week"*.**

- One organisation that had kept separate race, disability and gender schemes estimated that their development had taken 9 months each.

- A fourth interviewee had a lower figure of fifteen to twenty days per duty.

This point about mainstreaming obviously also had an impact on what organisations were able to estimate in terms of "on-going" costs. Some tried to put a figure on it (albeit acknowledging it was a "finger in the air"):

"Two full-time equivalents – about £80,000"

(Local Authority)

"£33,000 about half the cost of a Unit"

(City Council)

3.2 Other Costs

Costs outside staff time were relatively low. These covered issues like – training of staff members, publication costs, and consultancy costs associated with impact assessment. Where organisations had the data, the range amongst interviewees was from £2,000 to £70,000. Again there were no strong differences between those with separate schemes and those with combined schemes.

One School Panel respondent, who was unusually clear about how the money was spent, described how the duties had stimulated a wide review of all aspects of their policies and procedures:

"The school has commissioned a consultant to undertake a complete audit and evaluation of our E&D [equality & Diversity] provision. It cost the school £1,200 plus VAT. Four days work. Two of those days, over 16 hours, were spent reading and evaluating Department for Children and Schools regulation, guidance, advice, recommendations, and our own school policies. One day was spent interviewing governors, staff, children and evaluating children's work. He has produced for us a range of draft policies and procedures, an action plan, an EAL data base that allows us to benchmark EAL [English as an additional language] pupil progress, and some clear pointers directing us towards E&D resources for learning."

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In order to make sense of any cost data, it has to be put into organisational context. One good indicator of the impact of the costs involved might be responses to the question in the survey which asked whether, as a result of the resources required for the equality duties, other important activities had had to be de-prioritised.

In this sense, it was encouraging that 63% of respondents reported that there had been little need to de-prioritise other activities:

Table 2: *As a result of the resources required to fulfil the responsibilities under the current equality duties has the organisation/authority had to de-prioritise other activities which you felt were more important? (All those who responded "Not very much" or "Not at all")*

	%
Health Bodies	77
Other Respondents	65
Schools	59
Local Authorities	56
All those who responded	**63**

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4.0 BENEFITS (OUTCOMES)

- For some organisations, the equality duties represented a positive shift in culture – which brought equalities into the "mainstream"
- Many respondents reported that they had seen improvements in the way that their organisations made decisions or allocated resources – over 80% of respondents to the main survey
- More importantly, respondents also reported that changes had led to improved outcomes. **97%** of the main survey respondents had seen either "significant" or "some" improvement in at least one specific outcome
- These included outcomes relating to service provision, employment and community relations
- Although respondents from school were more guarded – this reflects that many felt they were already doing what was required under the duties
- Respondents from all sectors were unable to breakdown the financial benefits that accrued as a result of these improvements – although there were some indications of areas where these could be found.

4.1 Change in Culture

At heart, the key to sustained change in equality outcomes lies in a change in culture and behaviours. It is therefore very encouraging that for a number of interviewees, they were clear that the equality duties had been part of an important shift in culture:

"People are less afraid to confront issues."

(Primary Care Trust)

"Don't think we'd be doing anything without the equality duties."

(City Council)

"The duties force conversations and reporting."

(Further Education College)

Often, it had been a case of linking the shift in to wider changes in culture:

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"The voice of the patient has been important."

(Primary Care Trust)

"Improving service delivery and enhancing patient experience."

(Hospital Trust)

Of course, whether respondents were able to report a shift in culture depended on their starting point. This comment from a school is typical and, taken at face value, quite encouraging:

"We were already strong in this area and I can't see any differences since our culture has been very important to us for a number of years and these aspects are simply part and parcel of our culture."

A high proportion (71%) of respondents reported that the equality duties had helped build ***"Commitment from senior leaders and staff".***

Table 3: *"As a result of the equality duties …have you seen any improvement or deterioration in the following processes? Building commitment from senior leaders and staff"*

	Local Authorities	Health Bodies	Other Respondents	Schools	All
Significant improvement	16 %	21%	20%	12%	17%
Some improvement	67%	58%	61%	35%	54%
Either	84%	79%	81%	46%	71%

The lower figure for schools is probably explained by the strong sentiment that the duties were just reinforcing what they were doing anyway:

"This is what we're here for."

Another respondent detailing positive outcomes explained:

"At the beginning of all this work in April 2004 it was the existence of the RRAA 2000 and its duties on public sector bodies that was most utilised in discussion with senior managers to persuade them that sign up was essential. Without this it could have been a forlorn task."

(County Council)

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All in all, there is strong evidence to suggest that the equality duties have reinforced and supported positive cultures and provided a vital challenge in ones where there was either passive or active resistance.

4.2 Improvements in Decision-Making

65% of respondents felt that there had been at least some improvement in policy and decision-making:

Table 4: "As a result of the Equality Duties have you seen any improvement or deterioration in the following processes? Policy and decision making" (All those who responded "Significant improvement" or "Some improvement")

	%
Local Authorities	79
Other Respondents	78
Health Bodies	71
Schools	37
Those with combined equality schemes	70
Those with separate equality schemes	62

- A high proportion of respondents (71%-79%) to the main survey reported improvements in policy making and decision-making.

- Whilst this figure appears to fall sharply for schools, the high percentage that reported "no change" (the remaining 63%) reinforces the interpretation that the duty simply encouraged them to do what they were seeking to do anyway.

Just over half of respondents (52%) felt that there had been at least some improvement in the allocation and prioritisation of resources.

Table 5: "As a result of the Equality Duties have you seen any improvement or deterioration in the following processes? The allocation and prioritisation of resources" (All those who responded "Significant improvement" or "Some improvement")

	%
Local Authorities	60
Other Respondents	59
Health Bodies	54
Schools	37
Those with separate equality schemes	58
Those with combined equality schemes	49

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- It is noticeable that more of those with separate equality schemes felt that they had seen improvements in allocation and prioritisation of resources. At a common sense level, one possible interpretation of this is that with the added focus on specific groups they may well feel that they were better able to make adjustments.

4.3 Improved Outcomes

Survey respondents were asked to indicate whether there had been improvements in specific outcomes – fourteen for the main survey respondents and a further eight for respondents from education (higher education, further education and schools.)

27% of respondents to the main survey had seen a "significant improvement" in at least one outcome. Indeed almost all of the respondents (97%) had seen "some improvement" or "significant improvement" in at least one outcome. 85% of respondents to the school survey were also able to report seeing "some improvement" or "significant improvement".

In the next section of the report we analyse separately the outcomes relating to (1) services (2) employment (3) community and finally (4) education. The percentages are stated as a proportion of those who could (and did) answer the question – e.g. for those questions targeted at schools, the % of just the school respondents.

Where there are differences between sectors, or between those who have chosen to go down the combined scheme route and those who had not, they are mentioned.

*4.3.1 Service-Related**

Table 6: *"Since the introduction of the Equality Duties have you seen any change in outcomes for the following areas…"*

	%
Increased access to services by disadvantaged groups	70
Service user/student views	66
Reducing disproportionality between different groups in service	62

* (none used in schools survey)

- A higher proportion of respondents from Local Authorities reported improvements in service user views (77%)

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- 74% of those with separate schemes reported improvements in access to services by disadvantaged groups versus 65% of those with combined schemes

- Similarly, 71% of those with separate schemes reported improved service user views – versus 64% of those with a combined scheme.

It may be that these improved outcomes relate to the improvements that respondents reported in better decision-making and allocation/prioritisation of resources (see the table above) – where again the improvements were higher for those who had separate schemes. On the other hand, the number of respondents who reported reducing inequality between different groups in service was very similar between respondents with separate schemes (57%) and those with a combined scheme (59%.)

4.3.2 Employment-Related

Table 7: *"Since the introduction of the Equality Duties have you seen any change in outcomes for the following areas…"*

	%
Tackling bullying & harassment	54
Recruitment of staff	40
Staff satisfaction*	38
Representation at senior levels in the workforce/staff	32
Narrowing pay gaps	33
Staff morale and performance	29
Lower absence levels *	20
Improved retention of staff	13

* not used in schools survey

- There were wide variations between sectors with regard to many of the employment-related benefits (for instance, recruitment of staff, representation at senior levels, narrowing of pay gaps, staff satisfaction).

- Where there were variations, Health Bodies typically had lower figures, whilst the highest figures were either for Local Authorities or "Other" respondents.

- There were also some variations linked to the type of scheme that the respondent had – those with combined schemes reporting more improvements in narrowing of pay gaps (39% v 29%) but lower in staff satisfaction (29% v 46%)

Very few respondents or case study interviewees were able to provide detailed specific evidence of the financial impact of changes. One interviewee from Further Education, however, felt there was a strong link between

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improved consultation and ***"fewer grievances and a reduction in absence levels"*.** Similarly, another interviewee spoke about the reduction in bullying and harassment leading to lower absence levels.

Another simply stated that she felt that the introduction of flexible working had, for the parts of the organisation that had embraced it, led to reduced recruitment costs (because of improved retention).

4.3.3 Community-Related

Table 8: *"Since the introduction of the Equality Duties have you seen any change in outcomes for the following areas…"*

	%
Community relations / promoting good relations in schools and the local community	55
The commitment of contractors / partners to equality *	53
Public confidence *	49

* not used in schools survey

- A higher proportion of respondents from health bodies (68%) reported improvements in community relations

The fact that lower numbers of respondents had seen improvements in the commitment of contractors is consistent with the point noted above (see Table 1) which shows that the integration of equality and diversity into procurement was not seen by respondents as effective as other equality duty activities.

4.3.4 Education-Specific Benefits

Table 9: *"Since the introduction of the Equality Duties have you seen any change in outcomes for the following areas…"*

	%
Curriculum teaching and learning *	76
Involving parents and the community*	48
Student transfers or drop out rates **	44
Student/pupil assessment and progress	37
Student/pupil levels of attainment	34
More representative student profile / pupil admissions	29
Pupil behaviour, discipline and exclusion *	27
Increased diversity of the governing body *	19

* Schools only

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** FE Colleges and Universities only

- Patterns of responses were similar between those who had combined schemes and those who had not.

The 76% of school respondents who noted improvements in curriculum teaching and learning is striking. One respondent from a rural community noted

"On one level we can measure the outcomes from our E&D programme through the children's capacity to talk about different places, cultures and religions, their enthusiasm to learn and talk about communications from children in very different schools and settings from their own."

It is also of note that almost half (48%) of school respondents had seen improvements in involving parents and communities. One school panel member identified a virtuous circle at work:

"Children are more likely to attend school if they know that their needs are being met. Parents are more likely to send children in to school if they know special provision has been made. We have two children on the spectrum who have excellent attendance and made significant progress. We had a case last year of a child with dyslexia … whose attendance improved and which resulted in significant academic progress being made."

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5.0 COST EFFECTIVENESS

- Most respondents felt that the duties do not require them to take disproportionate action
- This applies to each of the duties – and there is very little difference in the responses concerning race, disability or gender (57% - 63%)
- A minority (at the highest a third) of respondents did feel that some actions required greater resources than the value they could deliver;
- Again there were consistent responses across each of the current duties;
- Areas that may have an impact on the extent to which organisations feel actions were cost effective are (not surprisingly) size and availability of resources;
- Some also felt there was room for greater cost effectiveness if public sector organisations in the same locality worked together more closely.

5.1 Cost Effectiveness

Whilst respondents were, on the whole, unable to provide detailed information on costs or on financial benefits, they did feel able to indicate the extent to which they felt the equality duties were cost effective. One respondent stated simply:

"All the options are valid and the benefits outweigh costs if organisations seriously want to promote equality."
(Head of Equalities, County Council)

Another indicated a positive approach to investing in activities with an understanding that sometimes unintended benefits accrue:

"It is extremely difficult to establish whether any actions are cost effective as there are so many variables. Investment in positive action has had little effect on recruitment from minority communities but it may contribute to overall confidence levels amongst those communities (internally and externally) and so we will continue to invest."
(Director of Diversity, Police Force)

Encouragingly, most do not believe that any of the duties cause them to take action which is disproportionate to the benefit delivered. Whilst there are minor variations between the different duties the results are actually strikingly similar:

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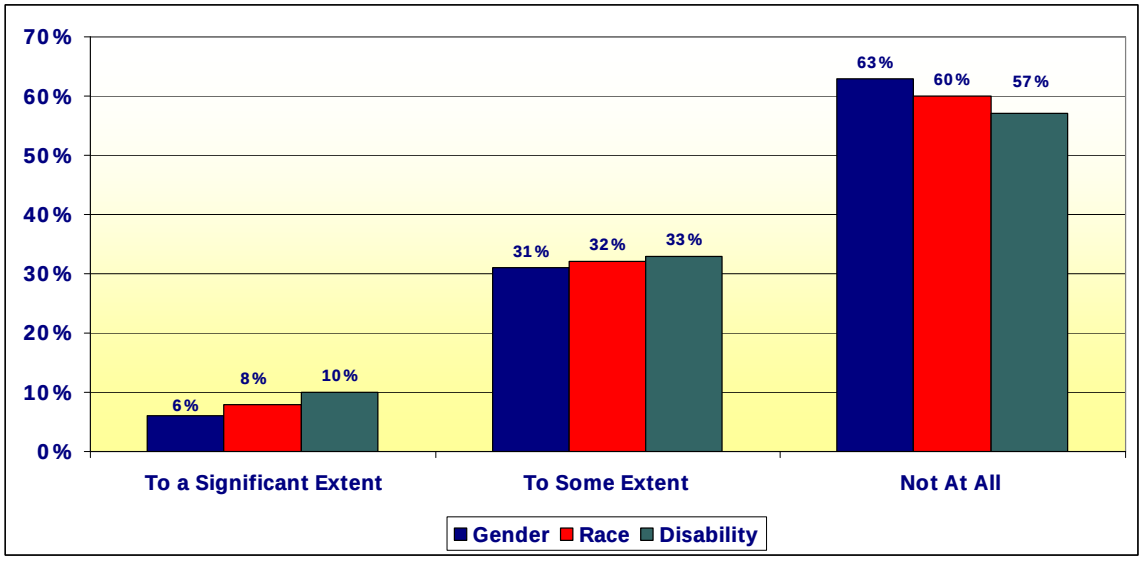
Table 10: Overall to what extent do you feel that the Equality Duties cause you to take action which is disproportionate (i.e. greater cost) to the benefit that the action actually delivers?

	Significant Extent	Some Extent	Not At All
Gender	6%	31%	63%
Race	8%	32%	60%
Disability	10%	33%	57%

Chart 1: Overall to what extent do you feel that the Equality Duties cause you to take action which is disproportionate (i.e. greater cost) to the benefit that the action actually delivers?



- The responses are similar across the sectors on race and gender. There is greater variation on the issue of disability. Health Sector respondents are more positive, whilst over half of schools felt the action was disproportionate. School respondents cited modification and adaptation costs, as well as health and safety issues as concerns.

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Table 11: *Overall to what extent do you feel that the Equality Duties cause you to take action which is disproportionate (ie greater cost) to the benefit that the action actually delivers? (b) Disability*

	Significant Extent	Large Extent	Not At All
Health	5%	23%	73%
Local Authorities	5%	32%	63%
Other Respondents	6%	37%	57%
Schools	21%	35%	44%

- Those organisations that had combined schemes were consistently more likely to feel that the duties caused them to take disproportionate action – particularly on race (46% v 35% - although this may well simply be a reflection that rural respondents, with low minority ethnic populations, were most likely to have combined schemes. In other words, the key determinate may not be what sort of scheme they have in place, rather the social context in which they are operating).

- This feeling that the duties were causing disproportionate action may, of course, have been one of the factors that prompted them (as the subsequent equality duties came into effect) to move to a combined scheme.

Respondents were given a chance to identify any actions that they felt required resources that outweighed the value they could deliver.

Here there were very consistent responses between those who have/have not chosen to move to a Single equality scheme.

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Table 12: Please indicate which, if any, of the aspects of the current Equality Duties do you feel requires resources that appear to outweigh the value they could deliver.

Activity	Overall – any of the duties %	Race	Disability	Gender
Consulting with and involving community groups	33	25	21	24
Monitoring of parents/carers*	31	23	17	21
Producing equality schemes	28	24	25	26
Conducting impact assessments	25	22	21	21
Reporting progress against the scheme/policy	24	22	22	22
Setting equality targets, goals or objectives	24	20	18	19
Building equality into procurement processes	24	20	18	22
Monitoring of staff	22	18	16	15
Monitoring profile of service users/students/pupils	22	18	15	12
Publishing the scheme/policy	18	16	17	16
Training staff on their responsibilities under the equality duties	17	14	13	13

* Only a question for schools

Actually putting a scheme together and the associated training (which also rated highly in terms of effectiveness as reported in Section 2) are actions where there are least complaints of disproportionate action.

Even for consultation (which could arguably also have democratic and accountability purposes) there are only a third who felt consultation could be disproportionate – and for any one duty this fell to a quarter.

An important theme in many of the remarks relating to cost effectiveness questions in the survey was that the equalities duties may not be providing value for money (or as much as they might) because they are overly process oriented. A number of organisations felt they have made progress by moving towards a more outcome oriented approach to the relevant duties.

It is perhaps of note that there were not major differences between race and the later equality duties which were hoped to be more outcome focused – and certainly where the guidance gave this as a strong message.

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5.2 Factors Influencing Cost Effectiveness

Despite the broad support, the level of emotion behind those who did feel that the duties required disproportionate action should not be under-estimated.
One school panel respondent commented:

"We have no retention issues here. The burdens and workload attached to the delivery of E and D ... is both disproportionate and heavy. E&D government policy is another example of 'blanket policy' that wrongly assumes that we are all in the same place, have the same resources available, only have one thing to do and have personnel systems and admin staff who can process new expectations and obtain data."

One Hospital in the South of England commented

"The legislation takes no account of the diversity of an area…in our area we have very small diverse groups (less than 1%)."

On the whole, however, more respondents felt that the duties had the flexibility to take account of differences in size, resources and needs than those who did not – but it was by no means an overwhelming endorsement.

Table 13: *To what extent do the race, disability and gender equality duties take account of …? x All respondents*

	Potential Impact	Local Needs	Nature of Inequalities	Size	Resources	Others Addressing Same Groups
Completely & To A Large Extent	51%	46%	41%	35%	32%	23%
Not At All	12%	12%	14%	28%	26%	29%
Balance	+39%	+34%	+27%	+7%	+6%	-6%

The factor that respondents were least positive about was the "differing responsibilities of different organisations/authorities addressing the same client group" (not a question asked of schools.)

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Table 14: To what extent do the Race, Disability and Gender Equality Duties take account of: The differing responsibilities of different organisations/authorities addressing the same client group x Sector

	Local Authorities	Health Bodies	Other Respondents	All
Completely	5%	0%	2%	3%
To A Large Extent	17%	22%	24%	21%
To Some Extent	50%	48%	46%	48%
Not At All	29%	30%	28%	29%

This fits, for instance, with the qualitative feedback in section 2.0 of this report regarding consultation. From some respondents there was a strong desire for public sector organisations in the same locality to team up with regard to consultation.

Size and resources were also two areas of higher concern.

Table 15: To what extent do the Race, Disability and Gender Equality Duties take account of: The size of the organisation/authority/school x Sector

	Local Authorities	Health Bodies	Other Respondents	Schools	All
Completely	12%	17%	13%	10%	12%
To A Large Extent	12%	33%	25%	25%	23%
To Some Extent	47%	29%	43%	25%	37%
Not At All	30%	21%	19%	39%	28%

- Whilst most respondents recognised there was some proportionality, for over a third of respondents the most popular choice was "To some extent". There were strong reservations amongst Local Authority respondents and the feedback from schools was noticeably less positive.

Indeed (and perhaps not surprisingly) the proportion of those who felt that the duties did not take account of size "at all" was highest amongst those with lower staff numbers – 29% of those with 499 staff or less, 36% of those with between 500 and 999 staff, whilst it fell to 20% of those with 1,000 to 4,999 staff and to 11% of those with 5,000 or more staff.

Often linked to size is the question of resources. There were similar reservations about the extent to which the duties took account of "the resources the organisation/authority has at its disposal".

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Table 16: To what extent do the Race, Disability and Gender Equality Duties take account of: The resources the organisation/authority/school has at its disposal x Sector

	Local Authorities	Health Bodies	Other Respondents	Schools	All
Completely	5%	0%	6%	16%	8%
To A Large Extent	21%	22%	28%	24%	24%
To Some Extent	47%	43%	40%	39%	42%
Not At All	28%	35%	26%	22%	26%

Thus, whilst there is a minority of organisations, particularly those which are smaller and with more limited resources, who find the legislation overly burdensome, the majority do not. Moreover, the notions of proportionality and relevance – which do exist in the current duties – can be emphasised and communicated more effectively.

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6.0 CONCLUSIONS

Ever since the amendment to the Race Relations Act in 2000, which introduced the idea of an equality duty, public sector bodies have been on a steep learning curve.

What is encouraging is that many of the core concepts behind the duties are accepted and are believed to be having a positive impact.

Comments made to us suggest that whilst particular policies may, or may not, be successful, some general lessons about effective implementation are being learned. A number of respondents suggested that successful implementation might benefit from simplification of policy and a focussing of effort on a small subset of goals. As noted earlier in the report, one District Council expressed this as follows:

"Our early attempts at producing equality schemes were very mechanistic and the resultant action plans overly ambitious. We have learned to focus action on the two or three big things that will make a difference rather than get stuck in the detail of a bureaucratic action plan."

As the government looks to the possibility of introducing an integrated duty (covering all the different equality "strands") there is a sound platform upon which to build and plenty of good learning that provide signposts for the future.

6.1 Wide Acceptance of Equality Duties

Respondents were given every opportunity to indicate whether they felt the legislation was overly bureaucratic and burdensome. What was interesting was the relatively small proportion who expressed this view. Whilst there is undoubtedly a minority (at most a third) who feel some aspects of the duties are not cost effective, the majority do.

Good indicators of the wide acceptance of the duties are also the numbers who stated that the duties helped build senior management commitment and the fact that organisations are seeing improved outcomes across a wide range of service, employment and community-related outcomes.

6.2 Single Equality Schemes Are Proving Effective

Almost half of the respondents (48%) had some form of combined scheme. Excluding schools, the vast majority of those who had gone down this route (76%) went beyond race, disability and gender. It is highly

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encouraging, therefore, that there is already good practice across the public sector that will help any move to an integrated duty. For many of these organisations, they are already embracing all the equality "strands" and they are not reporting, as a result, that they find this any more resource-intensive than those who have decided to keep to the three current duties.

There are those who have argued that combining different equality schemes will reduce the ability of public sector bodies to close inequality gaps relating to particular "strands" – for instance race, disability or gender.

This research, however, suggests that this need not be a concern. A good proportion of those with combined schemes are reporting positive changes in outcomes.

As ever, it is likely that there are other factors (not least the degree of senior management commitment) that are much more likely to determine effectiveness than the type of scheme that an organisation has chosen to develop.

6.3 "Mainstreaming" & Data-Driven Performance Management Are Widely Accepted

Before the Stephen Lawrence case and before the race equality duty, the overwhelming focus of organisations tackling discrimination was on employment-related issues. Not surprisingly, the key measures of success were related to the composition of the workforce.

The duty gave a strong impetus to the principle of "mainstreaming" and those who were looking at the design and delivery of services.

It is striking that the vast majority of survey respondents have embraced this principle of "mainstreaming" and use a basket of measures to gauge the progress they are making:

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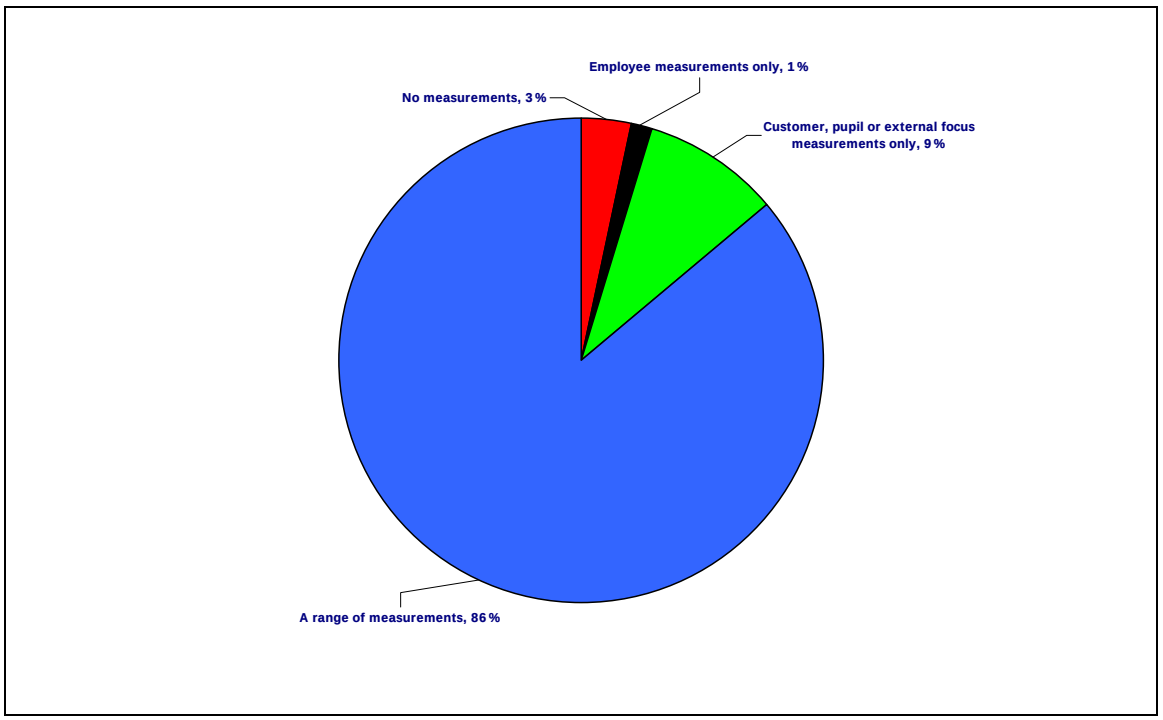
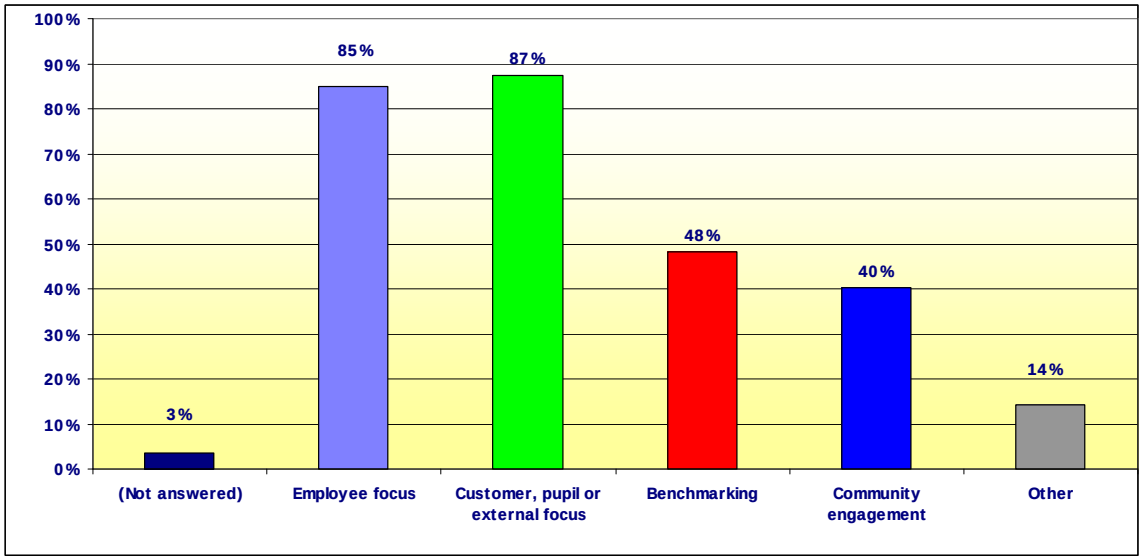
Chart 2: Proportion of respondents with measurement processes in place



Almost all respondents (97%) had measurement processes in place with 86% having multiple processes.

Chart 3: Which of the following processes do you have in place for measuring improvements generated as a result of the implementation of the Equality Duties?



- The figure for external standard (ie a measurement tool used beyond the organisation itself) is significantly distorted by the fact that no schools used this process. Of the 122 main survey respondents, 69% used an external standard and/or benchmark. Amongst Local Authorities who responded, all bar one (98%) used the Local Government Equality Standard.

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One Local Authority interviewee showed how the different activities relating to data supported each other:

"Because there's a need to publish, that finally made the case for monitoring. Then, when the impact assessment shows issues, we set improvement targets."

One Police Force respondent argued that this "mainstreaming" was more effective at driving change than any other aspect of the legislation:

"While the schemes are a way of communicating organisational commitment to improving equality and diversity for our communities, in reality they do not drive progress - inclusion of equality objectives in other business planning documents/processes does this more effectively"

This does not, of course, mean that some organisations are not struggling with some aspects – having the data is different from knowing how to analyse it and use it to set sensible goals. However, as one Council respondent put it:

"Reporting on performance is an effective way of ensuring that equality matters or objectives retain a high profile within service delivery."

Indeed, a strong point emerging from verbatim comments and from our interviews was that organisations should have a few, clear outcome goals to focus implementation. Such approaches are consistent with research on the management of performance in the public sector[2] (and also with more recent interest in behavioural economics concerns about constraints and resources associated with human motivation and decision-making[3]).

6.4 Moving To An Integrated Duty Is Consistent With These Research Findings

The idea of creating an integrated duty, with similar requirements across equality "strands," was explicitly welcomed (in verbatim comments and interviews) – and for some Local Authority respondents, was seen as overdue and as an opportunity to simplify:

"We are currently developing a single equality scheme to cover all 6 equality strands. In doing this, we are trying to simplify the existing schemes for race, gender and disability which are proving difficult to monitor separately."

[2] How to Build M&E Systems to Support Better Government – Keith Mackay (World Bank Independent Evaluation Group)
[3] An Introduction to Behavioral Economics - Nick Wilkinson (Palgrave Macmillan)

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"Encouraging authorities to write concise single schemes would be a good start, rather then the insistence on separate schemes."

"When communicating the current duties it's really unhelpful to have slight differences."

"We welcome the extension of the equality duty to cover the other areas and indeed this ties in with the Equality standard for Local Govt. Even though we currently have separate equality schemes we are beginning the process to merge into a single equality scheme which will include all diversity strands, with issues around transgender also clearly identified."

Many respondents felt that earlier work on race equality had been beneficial in terms of learning about the operation of policies related to other strands. One school panel (from a rural school) noted:

"The more work we have done, the more benefit we have found, and we are committed to continue."

Many organisations have already moved to combined (or integrated) schemes. It is likely that, with the extension of the duties to other strands, organisations will find ways of addressing initial concerns about value for money.

One Central Government respondent did caution that it was important to keep the core requirements the same

"Let's give it time to bed down and see what we've been able to achieve in practice."

6.5 Provide Simple Guidance

There was a strong desire for improved guidance, examples of best practice and simplification of the language of the current duties. A number of those interviewed specifically described the current wording as *"convoluted"*.

Whilst some organisations feel able to take a proactive approach to the development, implementation and refinement of their policies in this area (and would welcome a more hands-off approach) this is not the case universally. One City Council commented:

"The legislation regarding the duties does not give guidance or do enough to enable public services to understand and implement the meaning of the law."

Evidently, Local Authorities have made good use of the Local Government Standard and there is a strong likelihood that sector-specific guidance would be strongly welcomed.

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One aspect was raised by a number of respondents - it will be important for the guidance to include information on how to handle perceived clashes between different equality "strands". The issues that provoked comments was about the interaction between the sexual orientation and faith "strands". One wondered how this would work out in a faith school.

6.6 Consultation

As noted in Section 2 of this report - if minority groups are particularly small, then should public sector bodies consider conducting consultations on a group basis? One City Council in particular highlighted a desire to work more closely in tandem with other local bodies (e.g. the Police) to streamline consultation. A Further Education College noted that inevitably when organisations are responding to the introduction of new legislation *"everyone is doing it"* at the same time.

6.7 Impact Assessment

Effective impact assessment lies at the heart of effective performance management of equality and diversity. It has therefore often been critical in effecting the culture change that a number of respondents had noted. On the other hand, many respondents noted that this was an area that could become overly bureaucratic. One interviewee from Central Government explained the 'learning curve' they had been through on impact assessment:

"We started off with a 60 page document that no-one read. It's now about ten pages with simple forms and instructions".

Impact assessment is clearly an area for the guidance to focus on.

6.8 Senior Support, Accountability & Enforcement

There were a number of comments about the importance of senior level support – and indeed the way the duties had contributed. Any guidance should stress this as a vital component of effective implementation. As one respondent commented:

"Responsibility at Board level has meant that the annual meeting is very effective and implementing the schemes' actions is taken seriously."

(Head of Equality & Diversity, Higher Education Institution)

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It should be recognised that the need for this buy-in includes other senior stakeholders too. At least one Council representative felt that the absence of 'elected member' buy-in could provide a significant brake on progress and suggested that this might be addressed by some communication from central government about the relevant legislative requirements, possibly via a national media campaign

There was also recognition that ultimately there is a part that needs to be played by enforcement. Two interviewees mentioned the follow through by the DRC on the disability duty and that it had been missing with regard to the gender duty. They both hoped the EHRC would have "stronger teeth".

Strong encouragement – or "enforcement" of a different nature – could also come through funding. For instance, one Higher Education respondent wondered whether some University funding might be linked not just to research excellence, but also to progress on equality.

6.9 Overall

Taken together, these comments might be taken as suggesting that whilst some policy areas and directives may be more burdensome than others, it is often the style of implementation that can prevent outcomes from materialising.

An overly literal or mechanistic interpretation of legislation (which some characterised as a "tick box mentality") may lead to the generation of too many policies that are difficult to monitor and achieve.

Therefore, there may be arguments for taking a less prescriptive approach and allowing organisations more autonomy in how they generate a vision of equitable treatment for the populations with which they engage.

The emphasis then would be on ensuring that organisations have the access to the support they need to deliver against their own aspirations. Senior management support, training and organisational culture are likely to play a significant role in contributing to organisational change in this area. Perhaps one of the more provocative findings here is that it may not be the duties themselves that are onerous but rather the context in which they are operated that matters.

Ultimately, of course, there needs to be a balance. As one interviewee put it:

"If one spends all one's time writing schemes and doing nothing that actually makes a difference, the balance has gone awry."

(Deputy Director, Central Government Dept)

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6.10 Implications

Therefore, the main implications of this research for those responsible for shaping and enforcing the new legislation appear to be:

1. Do move towards an integrated duty - many are anticipating this and see it as logical and effective and align the timescales for reporting.

2. Recognise that there may well be some backlash and resistance, but be confident that organisations are on a learning curve and that these can be overcome

3. Don't change the core requirements too much as this could undermine the learning that has gone on to-date

4. Stay with the strong data-driven approach, further encourage a strong focus on outcomes and senior management reporting

5. Strongly encourage local co-operation across public sector organisations – particularly with regard to consultation and community engagement

6. Strongly encourage rigorous and transparent benchmarking within sectors and allow this to drive implementation (rather than a too prescriptive, one-size-fits all approach)

7. Provide clear, timely and simple guidance which illustrates the benefits of the actions that organisations have taken on race, disability and gender

8. Emphasise in this guidance the need for impact assessments to be proportionate and encourage organisations to focus on a few key priorities

9. In this guidance ensure that there are examples of smaller organisations taking sensible, proportionate action. Specifically, improve guidance and support for head teachers

10. Consider requirements to increase the focus on procurement – with monitoring of equality outcomes relating to contracted out services

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THE RESEARCH TEAM

This research was completed under the Schneider~Ross Not for Profit organisation.

The research team consisted of Professor Paul Anand, Anjana Nathwani, Robin Schneider and Alexis Walmsley.

Alexis led on the development of the survey and database and results and also conducted many of the qualitative interviews. Anjana helped pilot the survey and also carried out a number of the qualitative discussions.

As an economist, Professor Paul Anand from the Open University provided vital and consistently helpful advice, analysis and guidance on costs, benefits and cost effectiveness.

Raquel Anstee de Mas, Schneider~Ross Not For Profit Project Manager, provided the highest quality support throughout the project.

Robin Schneider led the research team and wrote the final report.

ACKNOWLEDGMENTS

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- Maggy Meade King and Jonathan Swann at **The Department of Health Equality and Human Rights Team**
- Nicola Dandridge – **Chief Executive at the Equality Challenge Unit**

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- Everett Henry, Mary Maddocks and Merielle Morris at **The National Policing Improvement Agency**

- Clive Botterill from **the Equality, Diversity & RDS Team at the Fire & Resilience Directorate, Fire & Rescue Service Development Division at Communities & Local Government**

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- Sue Ollerearnshaw, Schneider~Ross Associate
- Tim Shaw, the Cornwall NHS Partnership
- Seamus Taylor, the Crown Prosecution Service
- Nilam Vyas, South West Essex PCT
- Wheatley Park Secondary School

For all those respondents who volunteered to speak to us in more depth about the research and who gave up their time in the run up to Christmas.

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APPENDIX 1 Covering Letter from Government Equalities Office

Government Equalities Office

Putting equality at the heart of government

5th Floor
Eland House
Bressenden Place
London SW1E 5DU

www.equalities.gov.uk

Dear Colleague,

I am writing to seek your help with the research we have commissioned Schneider-Ross to carry out for us to understand better the costs and benefits of the current specific race, disability and gender equality duties.

The last 40 years have seen a substantial body of equality legislation introduced as well as changes to provide greater protection for millions of people. The first public sector duty, on race, was introduced over seven years ago and there are now two further duties, on disability and gender.

Government has announced its intention to bring the three duties together into one integrated duty, and to extend the scope to cover age, sexual orientation, gender reassignment and religion or belief. We are keen to build on the success of the current duties and ensure fair outcomes for all – with the minimum of bureaucracy. The Government Equalities Office (GEO) is now in the process of developing proposals for the specific duties that will underpin the general duty.

Schneider-Ross will be in touch with you as your views matter to us. I hope you can find the time to contribute to this research as it is important for us, in developing our future plans, to understand what works, and just as importantly what doesn't, about how the current duties are operating.

I do hope you can help.

Jonathan Rees
Director General
Government Equalities Office

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APPENDIX 2 Survey Results

There were two separate surveys distributed for this research.

One survey (occasionally referred to in the text as the "main survey") covered Local Authorities, Central Government departments and organisations, Health Bodies, Criminal Justice organisations, Police and Fire Services, Further and Higher Education Institutions.

The second survey was designed specifically for schools. Whilst it had many questions in common with the "main survey" it was less detailed and had some additional questions which reflected the particular issues felt to be pertinent for schools.

The tables below show the results from both surveys which have been combined where there were common questions.

The information below does not include all the numerous verbatim responses. These have been integrated into the main text of the report. The questions themselves have been included so that readers are aware of the number and nature of these questions.

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SURVEY RESPONDENTS

In which sector does your organisation operate?

(Sector categories have been collapsed into four main groups)

	(Not answered)	Local Authorities	Health Bodies	All Other Respondents	Schools	Total
As a % of all	0%	25%	14%	32%	30%	100
Actual	0	43	24	55	52	174

Is your organisation/authority (N/A Schools)

	As a % of all	Actual
(Not answered)	2%	2
(a) An organisation/authority with a local remit?	66%	81
(b) An organisation/authority with a national remit?	5%	6
(c) An organisation/authority with a national and local remit?	27%	33
Total	100%	122

If above (a) 'local' - is the population you serve (filtered by Q3 and excludes Schools)

	As a % of all Q3(a)	Actual
(Not answered)	2%	2
Predominantly rural?	15%	12
Predominantly urban?	32%	26
Mixed urban and rural?	51%	41
Total	100%	81

Is the population you serve? (Schools only)

	As a % of all	Actual
Predominantly rural?	17%	9
Predominantly urban?	50%	26
Mixed urban and rural?	33%	17
Total	100%	52

How many full-time equivalent staff do you have? (N/A Schools)

	As a % of all	Actual
(Not answered)	2%	2
Under 150	2%	3
151-499	26%	32
500-999	18%	22
1,000-4,999	30%	36
5,000 or more	22%	27

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Total	100%	122

What is the total annual budget for this financial year for your organisation / authority / school?

Verbatims incorporated into report

Which of the following do you currently have in place? (Please tick any that apply[4])

	As a % of all	Frequency
(Not answered)	1%	1
(a) A separate race equality scheme (policy for FE/HEIs), a disability equality scheme and a gender equality scheme	58%	101
(b) A Combined equality scheme which covers race, disability and gender	18%	32
(c) A Combined equality scheme which covers all the above and extends beyond the current legislation	30%	52

Q7 If Q6(c) please indicate which of the following your combined equality scheme also includes (Please tick any that apply). Responses filtered by Q6(c)

Verbatims incorporated into report

In fact 62 respondents answered Q7 (including those opting for (a) and (b) at Q6) selected additional strands with the following results.

	As a % of all responding to Q7	Frequency
Age	94%	58
Sexual orientation	92%	57
Religion/belief/faith	95%	59
Gender identity	69%	43

[4] Twelve respondents selected more than one option

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SECTION 1

EFFECTIVENESS OF THE CURRENT EQUALITY DUTIES

This section of the survey asked for views about the effectiveness of the actions that the current equality duties require you to take. Respondents were asked to be open and frank in their responses.

Q8 How effective have you found the following activities to be in meeting your responsibilities to promote race, disability and gender equality?

Q8.1 The monitoring of service users/students/pupils by ethnicity, disability or gender

	(Not answered)	Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out (Schools Only)	Total
As a % of all	2%	13%	55%	25%	6%	1%	100%
Frequency	3	22	95	43	10	1	174

Q8.2 Monitoring of parents or carers (schools only)

	(Not answered)	Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out	Total
As a % of all	4%	4%	27%	23%	10%	33%	100%
Frequency	2	2	14	12	5	17	52

Q8.3 Consulting with and involving community groups

	(Not answered)	Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out	Total
As a % of all	1%	9%	53%	28%	6%	3%	100%
Frequency	1	16	92	49	10	6	174

Q8.4 Monitoring of staff by ethnicity, disability or gender

	(Not answered)	Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out	Total
	1%	15%	60%	15%	5%	5%	100%
Frequency	2	26	104	26	8	8	174

Q8.5 Conducting equality impact assessments

	(Not answered)	Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out	Total
As a % of all	2%	10%	41%	27%	6%	14%	100%
Frequency	3	18	72	47	10	24	174

Q8.6 Training staff on their responsibilities under the equality duties

	(Not answered)	Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out	Total
As a % of all	1%	14%	62%	18%	1%	3%	100%
Frequency	1	25	108	32	2	6	174

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Q8.7 Building equality into procurement processes

	(Not answered)	Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out	Total
As a % of all	4%	5%	47%	32%	5%	7%	100%
Frequency	7	9	82	56	8	12	174

Q8.8 Producing equality schemes (or policy where applicable)

	(Not answered)	Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out	Total
As a % of all	2%	14%	66%	14%	3%	1%	100%
Frequency	4	24	114	25	6	1	174

Q8.9 Setting equality targets, goals or objectives

	(Not answered)	Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out	Total
As a % of all	3%	11%	50%	25%	4%	6%	100%
Frequency	6	20	87	43	7	11	174

Q8.10 Publishing the scheme(s)/policy

	(Not answered)	Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out	Total
As a % of all	3%	12%	56%	22%	6%	1%	100%
Frequency	5	21	97	39	10	2	174

Q8.11 Reporting progress against the scheme(s)/ policy and accounting for performance

	(Not answered)	Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out	Total
As a % of all	3%	14%	51%	24%	2%	6%	100%
Frequency	5	24	89	42	4	10	174

Q9 Please explain any of your responses to the above question, including where experience varied between the different equality schemes. (Count and distribution of verbatims)

	Local Authorities	Health Bodies	Schools	All Other Respondents	Total
Frequency	25	17	17	27	86

Q10 To what extent do the race, disability and gender equality duties take account of the following?

Q10.1 The size of the organisation/authority/school

	(Not answered)	Completely	To a large extent	To some extent	Not at all	Total
As a % of all	2%	12%	22%	36%	28%	100%
Frequency	3	21	39	63	48	174

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Q10.2 The composition and needs of the local community, service users/students/pupils and staff

	(Not answered)	Completely	To a large extent	To some extent	Not at all	Total
As a % of all	2%	14%	31%	41%	12%	100%
Frequency	3	24	54	72	21	174

Q10.3 The resources the organisation/authority has at its disposal

	(Not answered)	Completely	To a large extent	To some extent	Not at all	Total
As a % of all	2%	7%	24%	41%	26%	100%
Frequency	4	13	41	71	45	174

Q10.4 The nature of the inequalities that can be tackled

	(Not answered)	Completely	To a large extent	To some extent	Not at all	Total
As a % of all	2%	5%	35%	44%	14%	100%
Frequency	4	9	61	76	24	174

Q10.5 The potential impact the organisation/authority can have on promoting equality

	(Not answered)	Completely	To a large extent	To some extent	Not at all	Total
As a % of all	2%	6%	44%	36%	11%	100%
Frequency	3	11	77	63	20	174

Q10.6 The differing responsibilities of different organisations/authorities addressing the same client group (N/A SCHOOLS)

	(Not answered)	Completely	To a large extent	To some extent	Not at all	Total
As a % of all	6%	2%	20%	45%	27%	100%
Frequency	7	3	24	55	33	122

Q10.7 Other please describe

Verbatims incorporated into report

Q11 Please explain any of your responses to the above question, including where experience varied between the different equality schemes. (N/A Schools)

Verbatims incorporated into report

Q12 Please describe what you have done, if anything, to take account of your responsibilities under the equality duties legislation. (Schools only)

Verbatims incorporated into report

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Q13 As Head of the School, which of the following best describes your response / reaction to the equality duties? (Tick as many as apply) **(Schools only)**

	As a % of all	Frequency
(Not answered)	2%	1
Not a priority given everything else I have to do	10%	5
A bureaucratic burden I could do without	13%	7
Something for the LEA to do, not me	0%	0
I am committed to the principles but don't feel we need the level of prescription in the legislation	56%	29
We have not taken significant action because the equality duty provisions have confirmed what we already do well in our relationships with pupils, parents, governors and communities	48%	25
Where we have implemented equality duty actions we have found them effective	25%	13
Something that is now on my agenda and I plan to do more about	15%	8
Something we have embraced and found helpful in making progress	25%	13
As a school this is something to which we will dedicate more time and effort in the future	19%	10

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SECTION 2

THE IMPACT OF THE EQUALITY DUTIES

This section focuses on whether improvements have or have not been seen in relation to either the way decisions are made, or in terms of equality outcomes achieved.

Q14 Which of the following processes do you have in place for measuring improvements generated as a result of the implementation of the equality duties? (Please tick all that apply). Please note that some options apply for Further and Higher Education respondents & schools only.

	As a % of all	Frequency
Data on service user/student views/pupil-parent satisfaction	52%	90
Outcome of service provision (N/A Schools)	48%[5]	58
Community engagement measures (N/A Schools)	57%[2]	70
Local Government Equality Standard (N/A Schools)	47%[2]	57
Staff surveys	97%	118
Staff statistics	76%	133
External standard/ benchmarking* (N/A Schools)	32%[2]	55
Data on student assessment and progress (FE/HEIs only)	87%[6]	33
Data on student attainment (FE/HEIs only)	95%[3]	36
Data on student transfers/drop out rates (FE/HEIs only)	89%[3]	34
Data on pupil assessment and progress (Schools Only)	88%[7]	46
Data on pupil attainment (Schools Only)	88%[4]	46
Data on rates of exclusion (Schools only)	67%[4]	35
Data on pupil and/or parent satisfaction (Schools only)	65%[4]	34
Other	14%	25

Q15 As a result of the equality duties and any resulting better understanding of local needs, have you seen any improvement or deterioration in the following processes?

Q15.1 Policy and decision making

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	1%	8%	56%	34%	0%	1%	100%
Frequency	2	14	98	59	0	1	174

Q15.2 The allocation and prioritisation of resources

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	1%	6%	45%	45%	2%	0%	100%
Frequency	1	11	79	79	4	0	174

Q15.3 Building commitment from senior leaders and staff

[5] Base of 122 respondents from non-schools survey
[6] Base of 38 FE/HEI respondents and excludes the few non-FE/HEI responses
[7] Base of 52 school responses

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	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	1%	17%	54%	27%	2%	0%	100%
Frequency	1	29	94	47	3	0	174

Q16 Since the introduction of the equality duties, have you seen any change in outcomes for the following areas?

Q16.1 Service user/student views (N/A schools)

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	7%	7%	55%	30%	1%	0%	100%
Frequency	9	8	67	37	1	0	122

Q16.2 Increased access to services by disadvantaged groups (N/A schools)

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	7%	10%	55%	27%	1%	0%	100%
Frequency	9	12	67	33	1	0	122

Q16.3 Reducing disproportionality between different groups in service provision (N/A schools)

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	8%	3%	53%	34%	1%	0%	100%
Frequency	10	4	65	42	1	0	122

Q16.4 Public confidence (N/A schools)

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	9%	3%	41%	45%	2%	0%	100%
Frequency	11	4	50	55	2	0	122

Q16.5 Community relations/ promoting good relations in schools and the local community

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	6%	5%	47%	42%	0%	0%	100%
Frequency	11	8	82	73	0	0	174

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Q16.6 Recruitment of staff

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	5%	3%	35%	55%	2%	1%	100%
Frequency	9	5	61	95	3	1	174

Q16.7 Tackling bullying and harassment

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	5%	6%	45%	44%	0%	0%	100%
Frequency	8	11	79	76	0	0	174

Q16.8 Representation at senior levels in the workforce/staff

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	5%	3%	28%	62%	3%	0%	100%
Frequency	8	5	48	108	5	0	174

Q16.9 Improved retention of staff

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	5%	1%	12%	79%	3%	0%	100%
Frequency	9	1	21	137	6	0	174

Q16.10 Lower absence levels (N/A schools)

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	9%	1%	17%	68%	5%	0%	100%
Frequency	11	1	21	83	6	0	122

Q16.11 Narrowing of equality pay gaps

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	7%	7%	23%	61%	1%	0%	100%
Frequency	13	13	40	107	1	0	174

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Q16.12 Staff satisfaction (N/A schools)

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	8%	2%	34%	54%	1%	2%	100%
Frequency	10	2	41	66	1	2	122

Q16.13 Staff morale and performance

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	7%	1%	25%	62%	4%	0%	100%
Frequency	13	2	44	108	7	0	174

Q16.14 The commitment of contractors/partners to equality(N/A schools)

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	11%	2%	44%	40%	2%	0%	100%
Frequency	14	3	54	49	2	0	122

The following options were for Further and Higher Education Institutions and/or for Schools only.

Q16.15 More representative student profile/pupil admissions representative of communities the school serves. (Filtered by School and FE/HEI respondents where applicable)

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	1%	7%	22%	70%	0%	0%	100%
Frequency	1	6	20	63	0	0	90

Q16.16 Student/pupil assessment and progress

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	1%	8%	29%	62%	0%	0%	100%
Frequency	1	7	26	56	0	0	90

Q16.17 Student /pupil levels of attainment

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	2%	9%	24%	63%	1%	0%	100%
Frequency	2	8	22	57	1	0	90

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Q16.18 Student transfers or drop out rates - FE/HEI RESPONDENTS ONLY

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	5%	8%	34%	45%	8%	0%	100%
Frequency	2	3	13	17	3	0	38

Q16.19 Curriculum teaching and learning - SCHOOLS ONLY

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	2%	12%	63%	23%	0%	0%	100%
Frequency	1	6	33	12	0	0	52

Q16.20 Pupil behaviour, discipline and exclusion - SCHOOLS ONLY

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	0%	4%	23%	73%	0%	0%	100%
Frequency	0	2	12	38	0	0	52

Q16.21 Increased diversity of the governing body - SCHOOLS ONLY

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	0%	4%	15%	81%	0%	0%	100%
Frequency	0	2	8	42	0	0	52

Q16.22 Involving parents and the community SCHOOLS ONLY

	(Not answered)	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration	Total
As a % of all	0%	8%	40%	52%	0%	0%	100%
Frequency	0	4	21	27	0	0	52

Q17 Please give any examples of positive or negative changes.

Verbatims incorporated into report

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Q18 For organisation/authorities that have seen improvements (either measurable or anecdotal) please indicate which of the following financial benefits have followed as a result. (Please tick all that apply) **(N/A schools)**

	As a % of all responding	Frequency
(Not answered)	57%	70
Savings made on recruitment	7%	8
A reduction in waste relating to the better understanding of user/student needs	12%	15
Savings achieved through more accurate targeting of services	24%	29
Reduced costs due to fewer grievances/tribunals	8%	10
A reduction in absence costs	10%	12
Cheaper external costs from a more diverse group of suppliers	0%	0
Any other improvement (please describe)	8%	10

Q19 For schools that have seen improvements (either measurable or anecdotal), please indicate if any financial benefits have followed as a result. (Schools only)

	As a % of all	Frequency
(Not answered)	50%	26
Yes	2%	1
No	48%	25
Total	100%	52

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SECTION 3

COSTS OF IMPLEMENTING THE EQUALITY DUTIES

This section focused on the one-off and on-going costs associated with the implementation of the equality duties. Respondents were asked to provide an estimate where precise figures were not known.

Q20 In thinking about the initial development/start up costs in the first year of each duty please provide estimates for the following (if you have separate schemes please indicate the time/costs incurred for each scheme

Q20.1 Permanent staff - time in days

Verbatims incorporated into report

Q20.2 Permanent staff - costs involved

Verbatims incorporated into report

Q20.3 The cost of any temporary staff

Verbatims incorporated into report

Q20.4 Any other costs (e.g. consultancy, publication costs, website costs etc)

Verbatims incorporated into report

Q21 Do you have a specific annual budget to ensure the continued support and development of the equality duties? (N/A schools)

	As a % of all	Frequency
(Not answered)	7%	9
Yes	43%	52
No	50%	61
Total	100%	122

Q21 If yes, please estimate/provide the budget for this current financial year designed for the equality duties in terms of: (N/A schools)

Q21.1 Internal staff costs

Verbatims incorporated into report

Q21.2 Internal staff - estimate of time spent per month

Verbatims incorporated into report

Q21.3 External consultancy costs

Verbatims incorporated into report

Q21.4 Other costs please describe COUNT

Verbatims incorporated into report

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Q21.5 If the above cannot be estimated please provide your overall budget for work on equality and diversity. If possible, estimate the percentage that relates specifically to the equality duties. (Schools were asked to simply estimate the amount of time and cost required to ensure the continued support and development of the equality duties).

Verbatims incorporated into report

Q22 Did the organisation/authority's early work on the race equality duty help to implement the subsequent duties more cost effectively?

	As a % of all	Frequency
(Not answered)	18%	31
Yes	40%	70
No	42%	73
Total	100%	174

Q23 In order to fulfil the organisation/authority's responsibilities to meet the equality duties, please indicate which of the following has applied (Please tick one only). **(N/A FOR SCHOOLS)**

	As a % of all	Frequency
(Not answered)	2%	3
It has been necessary to increase the overall staff time dedicated to equality and diversity issues	59%	72
The overall staff time dedicated to equality and diversity issues has remained the same, but the way the time is spent has changed	28%	34
There has been no change to previous arrangements	10%	12
Overall staff time dedicated to equality and diversity issues has reduced	1%	1
Total	100%	122

Q24 As a result of the resources required to fulfil the responsibilities under the current equality duties, has the organisation/authority had to de-prioritise other activities which you felt were more important?

	(Not answered)	Significantly	To some extent	Not very much	Not at all	Total
As a % of all	9%	4%	30%	27%	30%	100%
Frequency	15	7	52	47	53	174

Q25 Which aspects of the equality duties do you believe are most costly? Why?

Verbatims incorporated into report

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SECTION 4

COST EFFECTIVENESS AND THE EXTENSION OF THE EQUALITY DUTIES.

This section asked about the extent to which the current equality duties are perceived to be cost effective.

Q26 Overall, to what extent do you feel that the equality duties cause you to take action which is disproportionate (i.e. greater cost) to the benefit that the action actually delivers?

26.1 Race

	(Not answered)	To a significant extent	To some extent	Not at all	Total
As a % of all	9%	7%	29%	55%	100%
Frequency	15	12	51	96	174

Q26.2 Disability

	(Not answered)	To a significant extent	To some extent	Not at all	Total
As a % of all	9%	9%	30%	52%	100%
Frequency	15	16	53	90	174

Q26.3 Gender

	(Not answered)	To a significant extent	To some extent	Not at all	Total
As a % of all	9%	6%	28%	57%	100%
Frequency	16	10	49	99	174

Q27 Please indicate which, if any, of the aspects of the current equality duties do you feel requires resources that appear to outweigh the value they could deliver. (Please tick any that apply).

Q27.1 The monitoring of the profile of service users/student/pupils

	(Not answered)	Race	Disability	Gender
As a % of all	78%	18%	15%	12%
Frequency	135	31	26	21

Q27.2 Monitoring of parents/carers (Schools only)

	(Not answered)	Race	Disability	Gender
As a % of all	69%	23%	17%	21%
Frequency	36	12	9	11

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Q27.3 Consulting with and involving community groups

	(Not answered)	Race	Disability	Gender
As a % of all	67%	25%	21%	24%
Frequency	117	43	36	41

Q27.4 Monitoring of staff

	(Not answered)	Race	Disability	Gender
As a % of all	78%	18%	16%	15%
Frequency	135	31	28	26

Q27.5 Conducting equality impact assessments

	(Not answered)	Race	Disability	Gender
As a % of all	75%	22%	21%	21%
Frequency	130	38	37	37

Q27.6 Training staff on their responsibilities under the equality duties

	(Not answered)	Race	Disability	Gender
As a % of all	83%	14%	13%	13%
Frequency	145	24	23	23

Q27.7 Building equality into procurement processes

	(Not answered)	Race	Disability	Gender
As a % of all	76%	20%	18%	22%
Frequency	133	35	32	38

Q27.8 Producing equality schemes (or policy where applicable)

	(Not answered)	Race	Disability	Gender
As a % of all	72%	24%	25%	26%
Frequency	126	42	44	45

Q27.9 Setting equality targets, goals or objectives

	(Not answered)	Race	Disability	Gender
As a % of all	76%	20%	18%	19%
Frequency	132	35	32	33

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Q27.10 Publishing the scheme(s)/policies

	(Not answered)	Race	Disability	Gender
As a % of all	82%	16%	17%	16%
Frequency	143	28	29	27

Q27.11 Reporting progress against the scheme(s)/policy and accounting for performance

	(Not answered)	Race	Disability	Gender
As a % of all	76%	22%	22%	22%
Frequency	132	39	39	38

Q28 Please indicate the reason for selecting any of the above options.

Verbatims incorporated into report

Q29 Are there actions that you believe are so important to the fulfilment of your responsibilities to promote equality that you are committed to them, although they may not appear cost effective in the short term? If so, please state here which aspects those are

Verbatims incorporated into report

Q30 In the light of the forthcoming extension of the equality duties to cover age, religion/belief and sexual orientation, please feel free to add in any further comments about how you think this can be achieved most effectively.

Verbatims incorporated into report

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APPENDIX 3 Copies of the Surveys

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ASSESSING THE COSTS AND COST EFFECTIVENESS OF THE RACE, DISABILITY AND GENDER EQUALITY DUTIES

The information requested in this survey is confidential. Your contact details and responses will not be passed on to anyone outside the Schneider~Ross research team. With the exception of any detailed cost data, the survey should take no longer than 10 -15 minutes to complete.

If you have any queries regarding the survey, please email these to equalityduties@schneider-ross.com and we will respond as quickly as possible.

The closing date for submission has been extended to Tuesday 9 December 2008.

To complete the survey, please click on the most appropriate response for you and/or type your comments in the boxes provided.

Select one response only unless otherwise indicated. Depending on your browser, a bar at the bottom right hand side of the screen will indicate your progress through the questionnaire.
You can save your work at any time by clicking on **SAVE** - and re-access the survey by pasting the original link into your web browser.

Once the questionnaire is complete, please click on the button marked **SUBMIT** and a new page should confirm the survey has been successfully submitted.

Section 1 – Organisational Information

This section of the survey simply asks for some basic organisational information.

Q1 **What is the name of your organisation / authority?**

Q2 **In which sector does your organisation / authority operate?** *(please tick one only)*

- ☐ Local Authorities (ie County Councils, Unitary Authorities, Metropolitan Councils, District Councils).
- ☐ Health Bodies (including Acute Trusts, Primary Care Trusts, Mental Health Trusts, Special Health Authorities, Strategic Health Authorities, Care Trusts and Ambulance Trusts
- ☐ Central Government (Government Depts and Non-Ministerial Departments), Inspectorates, Executive Agencies, NDPBs
- ☐ Further and Higher Education
- ☐ Police and Fire Services
- ☐ Criminal Justice
- ☐ Other *(please describe)*

Q3 **Is your organisation/authority**

- [ ] An organisation/authority with a local remit?
- [ ] An organisation/authority with a national remit?
- [ ] An organisation/authority with a national and local remit?

If local - is the population you serve

- [ ] Predominantly rural?
- [ ] Predominantly urban?
- [ ] Mixed urban and rural?

Q4 **How many full-time equivalent staff do you have?**

- [ ] Under 150
- [ ] 151-499
- [ ] 500-999
- [ ] 1,000-4,999
- [ ] 5,000 or more

Q5 **What is the total annual budget for this financial year for your organisation/authority?**

Q6 **Which of the following do you currently have in place?** *(please tick any that apply)*

- [ ] (a) A separate Race Equality Scheme (Policy for FE/HEIs), a Disability Equality Scheme and a Gender Equality Scheme
- [ ] (b) A Combined Equality Scheme which covers race, disability and gender
- [ ] (c) A Combined Equality Scheme which covers all the above and extends beyond the current legislation

Q7 **If (c) please indicate which of the following your Combined Equality Scheme also includes** *(please tick any that apply)*

- [ ] Age
- [ ] Religion/believe/faith
- [ ] Sexual orientation
- [ ] Gender identity

Section 2 – Effectiveness of the current Equality Duties

This section of the survey asks you for your views about the effectiveness of the actions that the current Equality Duties require you to take. Please be open and frank in your responses.

Q8 **How effective have you found the following activities to be in meeting your responsibilities to promote race, disability and gender equality?**

	Very effective	Effective	Somewhat ineffective	Very ineffective
Q8.1 **The monitoring of service users/students by ethnicity, disability or gender**	☐	☐	☐	☐
Q8.2 **Consulting with and involving community groups**	☐	☐	☐	☐
Q8.3 **Monitoring of staff by ethnicity, disability or gender**	☐	☐	☐	☐
Q8.4 **Conducting equality impact assessments**	☐	☐	☐	☐
Q8.5 **Training staff on their responsibilities under the Equality Duties**	☐	☐	☐	☐
Q8.6 **Building equality into procurement processes**	☐	☐	☐	☐
Q8.7 **Producing Equality Schemes (or Policy where applicable)**	☐	☐	☐	☐
Q8.8 **Setting equality targets, goals or objectives**	☐	☐	☐	☐
Q8.9 **Publishing the Scheme(s)/Policy**	☐	☐	☐	☐
Q8.10 **Reporting progress against the Scheme(s)/ Policy and accounting for performance**	☐	☐	☐	☐

Q9 **Please explain any of your responses to the above question, including where experience varied between the different equality schemes.**

Q10 **To what extent do the Race, Disability and Gender Equality Duties take account of the following?**

	Completely	To a large extent	To some extent	Not at all
Q10.1 **The size of the organisation / authority**	☐	☐	☐	☐
Q10.2 **The composition and needs of the local community, service users / students and staff**	☐	☐	☐	☐
Q10.3 **The resources the organisation / authority has at its disposal**	☐	☐	☐	☐
Q10.4 **The nature of the inequalities that can be tackled**	☐	☐	☐	☐
Q10.5 **The potential impact the organisation / authority can have on promoting equality**	☐	☐	☐	☐
Q10.6 **The differing responsibilities of different organisations / authorities addressing the same client group**	☐	☐	☐	☐

Q10.7 **Other please describe**

Q11 **Please explain any of your responses to the above question, including where experience varied between the different equality schemes.**

Section 3 – The impact of the Equality Duties

This section focuses on whether improvements have or have not been seen in relation to either the way decisions are made, or in terms of equality outcomes achieved.

Q12 **Which of the following processes do you have in place for measuring improvements generated as a result of the implementation of the Equality Duties?** (Please tick all that apply). Please note that some options apply for Further and Higher Education respondents only.

- ☐ Data on service user/student views
- ☐ Outcome of service provision
- ☐ Community engagement measures
- ☐ Local Government Equality Standard
- ☐ Staff surveys
- ☐ Staff statistics
- ☐ External standard/ benchmarking*
- ☐ Data on student assessment and progress (FE/HEIs only)
- ☐ Data on student attainment (FE/HEIs only)
- ☐ Data on student transfers/drop out rates (FE/HEIs only)
- ☐ Other

Q13 **As a result of the Equality Duties and any resulting better understanding of local needs, have you seen any improvement or deterioration in the following processes?**

	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration
Q13.1 **Policy and decision making**	☐	☐	☐	☐	☐
Q13.2 **The allocation and prioritisation of resources**	☐	☐	☐	☐	☐
Q13.3 **Building commitment from senior leaders and staff**	☐	☐	☐	☐	☐

Q14 **Since the introduction of the Equality Duties, have you seen any change in outcomes for the following areas?**

	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration
Q14.1 **Service user/student views**	☐	☐	☐	☐	☐
Q14.2 **Increased access to services by disadvantaged groups**	☐	☐	☐	☐	☐
Q14.3 **Reducing disproportionality between different groups in service provision**	☐	☐	☐	☐	☐
Q14.4 **Public confidence**	☐	☐	☐	☐	☐
Q14.5 **Community relations**	☐	☐	☐	☐	☐
Q14.6 **Recruitment of staff**	☐	☐	☐	☐	☐
Q14.7 **Tackling bullying and harassment**	☐	☐	☐	☐	☐

		Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration
Q14.8	**Representation at senior levels in the workforce / staff**	☐	☐	☐	☐	☐
Q14.9	**Improved retention of staff**	☐	☐	☐	☐	☐
Q14.10	**Lower absence levels**	☐	☐	☐	☐	☐
Q14.11	**Narrowing of equality pay gaps**	☐	☐	☐	☐	☐
Q14.12	**Staff satisfaction**	☐	☐	☐	☐	☐
Q14.13	**Staff morale and performance**	☐	☐	☐	☐	☐
Q14.14	**The commitment of contractors / partners to equality**	☐	☐	☐	☐	☐

The following options are for Further and Higher Education Institutions. If these do not apply, please go to Q15.

		Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration
Q14.15	**More representative student profile**	☐	☐	☐	☐	☐
Q14.16	**Student assessment and progress**	☐	☐	☐	☐	☐
Q14.17	**Student levels of attainment**	☐	☐	☐	☐	☐
Q14.18	**Student transfers or drop out rates**	☐	☐	☐	☐	☐

Q15 **Please give any examples of positive or negative changes. Alternatively please insert the URL for any externally published results or email any relevant examples or data to equalityduties@schneider-ross.com.**

If no improvements have been identified - please go to Section 4 and do not answer Q16.

Q16 **For organisation/authorities that have seen improvements (either measurable or anecdotal) please indicate which of the following financial benefits have followed as a result.** (Please tick all that apply).

- ☐ Savings made on recruitment
- ☐ A reduction in waste relating to the better understanding of user/student needs
- ☐ Savings achieved through more accurate targeting of services
- ☐ Reduced costs due to fewer grievances/tribunals
- ☐ A reduction in absence costs
- ☐ Cheaper external costs from a more diverse group of suppliers
- ☐ Any other improvement (please describe)

Section 4 – Costs of implementing the Equality Duties

This section focuses on the one-off and on-going costs associated with the implementation of the Equality Duties. Where precise figures are not known, please simply provide an estimate - this is a very important piece of the research.

Q17 **In thinking about the initial development/start up costs in the first year of each duty please provide estimates for the following (if you have separate schemes please indicate the time/costs incurred for each scheme).**

Q17.1 **Permanent staff - time in days**	
Q17.2 **Permanent staff - costs involved**	
Q17.3 **The cost of any temporary staff**	
Q17.4 **Any other costs (eg consultancy, publication costs, website costs etc)**	

Q18. **Do you have a specific annual budget to ensure the continued support and development of the Equality Duties?**

☐ Yes ☐ No

If yes, please estimate/provide the budget for this current financial year designed for the Equality Duties in terms of:

Internal staff costs	
Internal staff - estimate of time spent per month	
External consultancy costs	
Other costs please describe	

If the above cannot be estimated please provide your overall budget for work on equality and diversity. If possible, estimate the percentage that relates specifically to the equality duties.

Q19. **Did the organisation / authority's early work on the Race Equality Duty help to implement the subsequent duties more cost effectively?**

☐ Yes ☐ No

Please explain.

Q20 **In order to fulfil the organisation / authority's responsibilities to meet the Equality Duties, please indicate which of the following has applied** (please tick one only).

☐ It has been necessary to increase the overall staff time dedicated to equality and diversity issues

☐ The overall staff time dedicated to equality and diversity issues has remained the same, but the way the time is spent has changed

☐ There has been no change to previous arrangements

☐ Overall staff time dedicated to equality and diversity issues has reduced

Q21 **As a result of the resources required to fulfil the responsibilities under the current Equality Duties, has the organisation / authority had to de-prioritise other activities which you felt were more important?**

☐ Significantly

☐ To some extent

☐ Not very much

☐ Not at all

Q22 **Which aspects of the Equality Duties do you believe are most costly? Why?**

Section 5 – Cost effectiveness and the extension of the Equality Duties.
This section asks about the extent to which the current Equality Duties are perceived to be cost effective.

Q23 **Overall, to what extent do you feel that the Equality Duties cause you to take action which is disproportionate (ie greater cost) to the benefit that the action actually delivers?**

	To a significant extent	To some extent	Not at all
Q23.1 **Race**	☐	☐	☐
Q23.2 **Disability**	☐	☐	☐
Q23.3 **Gender**	☐	☐	☐

Q24 **Please indicate which, if any, of the aspects of the current Equality Duties do you feel requires resources that appear to outweigh the value they could deliver. (Please tick any that apply).**

	Race	Disability	Gender
Q24.1 **The monitoring of the profile of service users/student**	☐	☐	☐
Q24.2 **Consulting with and involving community groups**	☐	☐	☐
Q24.3 **Monitoring of staff**	☐	☐	☐
Q24.4 **Conducting equality impact assessments**	☐	☐	☐
Q24.5 **Training staff on their responsibilities under the Equality Duties**	☐	☐	☐
Q24.6 **Building equality into procurement processes**	☐	☐	☐
Q24.7 **Producing Equality Schemes (or Policy where applicable)**	☐	☐	☐
Q24.8 **Setting equality targets, goals or objectives**	☐	☐	☐

	Race	Disability	Gender
Q24.9 **Publishing the Scheme(s) / Policies**	☐	☐	☐
Q24.10 **Reporting progress against the Scheme(s) / Policy and accounting for performance**	☐	☐	☐

Q25 **Please indicate the reason for selecting any of the above options.**

Q26 **Are there actions that you believe are so important to the fulfilment of your responsibilities to promote equality that you are committed to them, although they may not appear cost effective in the short term? If so, please state here which aspects those are.**

Q27 **In the light of the forthcoming extension of the Equality Duties to cover age, religion/belief and sexual orientation, please feel free to add in any further comments about how you think this can be achieved most effectively.**

Section 6 – Contact Details

This research is being conducted so that it can feed into the development of the integrated Equality Duty. Accordingly we are looking to supplement the results we receive from the survey with a number of brief telephone calls with participants in order to discuss the issues involved.

Q28 **Please provide your contact details. This information is confidential. It will not be linked to any of your responses nor will it be revealed to any outside party.**

Q28.1 **Name**

Q28.2 **Job Title**

Q28.3 **Address**

Q28.4 **Email address**

Q28.5 **Telephone**

Q29 **Would you be willing to take part in a brief follow up phone call?**

- [ ] Yes
- [ ] No

If you wish to keep a record of your response, we recommend you print a copy of it now as once you have clicked the **SUBMIT** button you will no longer have access to your completed form.

After selecting **SUBMIT** a new page should confirm the survey has been successfully submitted.

Thank you for completing this questionnaire.

ASSESSING THE COSTS AND COST EFFECTIVENESS OF THE RACE, DISABILITY AND GENDER EQUALITY DUTIES

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If you have any queries regarding the survey, please email these to equalityduties@schneider-ross.com and we will respond as quickly as possible.

The deadline for submission has been extended to Tuesday 9 December 2008.

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Select one response only unless otherwise indicated. Depending on your browser, a bar at the bottom right hand side of the screen will indicate your progress through the questionnaire.

You can save your work at any time by clicking on **SAVE** - and re-access the survey by pasting the original link into your web browser.

Once the questionnaire is complete, please click on the button marked **SUBMIT** and a new page should confirm the survey has been successfully submitted.

Section 1 – General Information

This section of the survey simply asks for some basic information about your school.

Q1 **What is the name of your school?**

Q2 Which of the following describes your school?

- ☐ City Academy, City Technology College
- ☐ Community Mainstream School, Community Special School
- ☐ Foundation Mainstream School, Foundation Special School
- ☐ Grammar School
- ☐ Maintained Boarding School
- ☐ Pupil Referral Unit
- ☐ Specialist Mainstream School, Specialist SEN Special School
- ☐ Voluntary-aided Mainstream School, Voluntary-controlled Mainstream School
- ☐ Other *(please describe)*

Q3 **Is the population you serve**

- ☐ Predominantly rural?
- ☐ Predominantly urban?
- ☐ Mixed urban and rural?

Q4 **What is the total annual budget for this financial year for your school?**

Q5 **Which of the following do you currently have in place?** *(please tick any that apply)*

- ☐ (a) A separate Race Equality Policy, a Disability Equality Scheme and a Gender Equality Scheme
- ☐ (b) A Combined Equality Scheme which covers race, disability and gender
- ☐ (c) A Combined Equality Scheme which covers all the above and extends beyond the current legislation

Q6 **If** (c) **please indicate which of the following your Combined Equality Scheme also includes** *(please tick any that apply)*

- ☐ Age
- ☐ Sexual orientation
- ☐ Religion/believe/faith
- ☐ Gender identity

Section 2 – Effectiveness of the current Equality Duties

This section of the survey asks you for your views about the effectiveness of the actions that the current Equality Duties require you to take. Please be open and frank in your responses.

Q7 **If you, or the LEA on your behalf, have carried out any of the following actions, how effective have you found these have been in promoting race, disability and gender equality?**

	Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out
Q7.1 **Monitoring of pupils by ethnicity, disability or gender**	☐	☐	☐	☐	☐
Q7.2 **Monitoring of parents or carers**	☐	☐	☐	☐	☐
Q7.3 **Consulting with and involving community groups**	☐	☐	☐	☐	☐

		Very effective	Effective	Somewhat ineffective	Very ineffective	Not carried out
Q7.4	**Monitoring of staff by ethnicity, disability or gender**	☐	☐	☐	☐	☐
Q7.5	**Conducting equality impact assessments**	☐	☐	☐	☐	☐
Q7.6	**Training staff on their responsibilities under the Equality Duties**	☐	☐	☐	☐	☐
Q7.7	**Building equality into procurement processes**	☐	☐	☐	☐	☐
Q7.8	**Producing Equality Policies and Schemes**	☐	☐	☐	☐	☐
Q7.9	**Setting equality targets, goals or objectives**	☐	☐	☐	☐	☐
Q7.10	**Publishing the Policy / Scheme(s)**	☐	☐	☐	☐	☐
Q7.11	**Reporting progress against the Policy / Scheme(s) and accounting for performance**	☐	☐	☐	☐	☐

Q8 **Please explain any of your responses to the above question, including where experience varied between the different equality schemes.**

Q9 **To what extent do the Race, Disability and Gender Equality Duties take account of the following?**

	Completely	To a large extent	To some extent	Not at all
Q9.1 **The size of the school**	☐	☐	☐	☐
Q9.2 **The composition and needs of the local community, pupils and staff**	☐	☐	☐	☐
Q9.3 **The resources the organisation / authority has at its disposal**	☐	☐	☐	☐
Q9.4 **The nature of the inequalities that can be tackled**	☐	☐	☐	☐
Q9.5 **The potential impact the organisation / authority can have on promoting equality**	☐	☐	☐	☐

Q9.6 **Other please describe**

Q10 **Please describe what you have done, if anything, to take account of your responsibilities under the Equality Duties legislation.**

Q11 **As Head of the School, which of the following best describes your response / reaction to the Equality Duties? (Tick as many as apply)**

- ☐ Not a priority given everything else I have to do
- ☐ A bureaucratic burden I could do without
- ☐ Something for the LEA to do, not me
- ☐ I am committed to the principles but don't feel we need the level of prescription in the legislation
- ☐ We have not taken significant action because the Equality Duty provisions have confirmed what we already do well in our relationships with pupils, parents, governors and communities
- ☐ Where we have implemented Equality Duty actions we have found them effective
- ☐ Something that is now on my agenda and I plan to do more about
- ☐ Something we have embraced and found helpful in making progress
- ☐ As a school this is something to which we will dedicate more time and effort in the future

Section 3 – The impact of the Equality Duties

This section focuses on whether improvements have or have not been seen in relation to either the way decisions are made, or in terms of equality outcomes achieved.

Q12 **Which of the following processes do you have in place for measuring improvements generated as a result of the implementation of the Equality Duties?** (Please tick all that apply).

- ☐ Data on pupil assessment and progress
- ☐ Data on pupil attainment
- ☐ Data on rates of exclusion
- ☐ Data on pupil and/or parent satisfaction
- ☐ Staff surveys
- ☐ Staff statistics
- ☐ Other

Q13 **As a result of the Equality Duties and any resulting better understanding of local needs, have you seen any improvement or deterioration in the following processes?**

	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration
Q13.1 **Policy and decision making**	☐	☐	☐	☐	☐
Q13.2 **The allocation and prioritisation of resources**	☐	☐	☐	☐	☐
Q13.3 **Building commitment from senior leaders and staff**	☐	☐	☐	☐	☐

Q14 **Since the introduction of the Equality Duties, have you seen any change in outcomes for the following areas?**

	Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration
Q14.1 **Pupil admissions representative of communities the school serves**	☐	☐	☐	☐	☐
Q14.2 **Pupil assessment and progress**	☐	☐	☐	☐	☐
Q14.3 **Pupil attainment**	☐	☐	☐	☐	☐
Q14.4 **Curriculum teaching and learning (including language and cultural needs)**	☐	☐	☐	☐	☐
Q14.5 **Pupil behaviour, discipline and exclusion**	☐	☐	☐	☐	☐
Q14.6 **Tackling harassment and bullying**	☐	☐	☐	☐	☐
Q14.7 **Promoting good relations in schools and the local community**	☐	☐	☐	☐	☐
Q14.8 **Increased diversity of the governing body**	☐	☐	☐	☐	☐

		Significant improvement	Some improvement	No change	Some deterioration	Significant deterioration
Q14.9	**Involving parents and the community**	☐	☐	☐	☐	☐
Q14.10	**Recruitment of staff**	☐	☐	☐	☐	☐
Q14.11	**Representation at senior staff levels**	☐	☐	☐	☐	☐
Q14.12	**Improved retention of staff**	☐	☐	☐	☐	☐
Q14.13	**Staff morale and performance**	☐	☐	☐	☐	☐
Q14.14	**Narrowing of equality pay gaps**	☐	☐	☐	☐	☐

Q15 **Please give any examples of positive or negative changes. Alternatively please insert the URL for any externally published results or email any relevant examples or data to equalityduties@schneider-ross.com.**

If no improvements have been identified - please go to Section 4 and do not answer Q16.

Q16. **For schools that have seen improvements (either measurable or anecdotal), please indicate if any financial benefits have followed as a result.**

☐ Yes ☐ No

If yes, please describe.

Section 4 – Costs of implementing the Equality Duties

This section focuses on the one-off and on-going costs associated with the implementation of the Equality Duties. Where precise figures are not known, please simply provide an estimate - this is a very important piece of the research.

Q17 **In thinking about the initial development/start up costs in the first year of each duty please provide estimates for the following (if you have separate policies/ schemes please indicate the time/costs incurred for each scheme).**

Q17.1 **Permanent staff - time in days**	
Q17.2 **Permanent staff - costs involved**	
Q17.3 **The cost of any temporary staff**	
Q17.4 **Any other costs (eg consultancy, publication costs, website costs etc).**	

Q18 **Please estimate the amount of time and cost required to ensure the continued support and development of the Equality Duties.**

Q19 **Did the school's early work on the Race Equality Duty help to implement the subsequent duties more cost effectively?**

☐ Yes ☐ No

Please explain.

Q20 **As a result of the resources required to fulfil the responsibilities under the current Equality Duties, has the organisation/authority had to de-prioritise other activities which you felt were more important?**

- ☐ Significantly
- ☐ To some extent
- ☐ Not very much
- ☐ Not at all

Q21 **Which aspects of the Equality Duties do you believe are most costly? Why?**

Section 5 – Cost effectiveness and the extension of the Equality Duties.
This section asks about the extent to which the current Equality Duties are perceived to be cost effective.

Q22 **Overall, to what extent do you feel that the Equality Duties cause you to take action which is disproportionate (ie greater cost) to the benefit that the action actually delivers?**

	To a significant extent	To some extent	Not at all
Q22.1 **Race**	☐	☐	☐
Q22.2 **Disability**	☐	☐	☐
Q22.3 **Gender**	☐	☐	☐

Q23 **Please indicate which, if any, of the aspects of the current Equality Duties do you feel requires resources that appear to outweigh the value they could deliver.** (Please tick any that apply).

	Race	Disability	Gender
Q23.1 **The monitoring of the profile of pupils**	☐	☐	☐
Q23.2 **Monitoring of parents/carers**	☐	☐	☐
Q23.3 **Consulting with and involving community groups**	☐	☐	☐
Q23.4 **The monitoring of the profile of staff**	☐	☐	☐

		Race	Disability	Gender
Q23.5	**Conducing equality impact assessments**	☐	☐	☐
Q23.6	**Training staff on their responsibilities under the Equality Duties**	☐	☐	☐
Q23.7	**Building equality into procurement processes**	☐	☐	☐
Q23.8	**Producing Equality Policies / Scheme(s)**	☐	☐	☐
Q23.9	**Setting equality targets, goals or objectives**	☐	☐	☐
Q23.10	**Publishing the Policy / Scheme(s)**	☐	☐	☐
Q23.11	**Reporting progress against the Policy / Scheme (s) and accounting for performance**	☐	☐	☐

Q24 **Please indicate the reason for selecting any of the above options.**

Q25 **Are there actions that you believe are so important to the fulfilment of your responsibilities to promote equality that you are committed to them, although they may not appear cost effective in the short term? If so, please state here which aspects those**

Q26 **In the light of the forthcoming extension of the Equality Duties to cover age, religion / belief and sexual orientation, please feel free to add in any further comments about how you think this can be achieved most effectively.**

Section 6 – Contact Details

This research is being conducted so that it can feed into the development of the integrated Equality Duty. Accordingly we are looking to supplement the results we receive from the survey with a number of brief telephone calls with participants in order to discuss the issues involved.

Q27 **Please provide your contact details. This information is confidential. It will not be linked to any of your responses nor will it be revealed to any outside party.**

Q27.1 **Name**

Q27.2 **Job Title**

Q27.3 **Address**

Q27.4 **Email address**

Q27.5 **Telephone**

Q28 **Would you be willing to take part in a brief follow up phone call?**

- ☐ Yes
- ☐ No

If you wish to keep a record of your response, we recommend you print a copy of it now as once you have clicked the **SUBMIT** button you will no longer have access to your completed form.

After selecting **SUBMIT** a new page should confirm the survey has been successfully submitted.

Thank you for completing this questionnaire.

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