

**Education Authority Equality Mainstreaming Report 2023 and
Progress on Education Equality Outcomes 2021/25**

Contents

1.0	Introduction		Page number
	1.1	Strategic fit	2
	1.2	Governance	3
2.0 Employee Profile			
	2.1	Headcount information	3
	2.2	Sex	3
	2.3	Age	4
	2.4	Disability	4
	2.5	Ethnicity	4
	2.6	Sexual Orientation	5
	2.7	Religion or Belief	6
	2.8	Marriage and Civil Partnership Status	6
3.0 Leavers			
	3.1	Sex	7
	3.2	Age	7
	3.3	Disability	7
	3.4	Ethnicity	8
	3.5	Sexual Orientation	9
	3.6	Religion or Belief	9
	3.7	Marriage and Civil Partnership Status	9

1.0 Introduction

1.1 Strategic fit

Inverclyde Council believes in, and is committed to, the principle of equality of opportunity. The Council recognises its responsibilities as a community leader, service provider and employer to encourage the fair treatment of all individuals and to tackle social exclusion and inequality. It also recognises the benefits this brings to the community, the Council and its employees.

The vision for the Inverclyde area is *Getting it right for every child, citizen and community*. This means that the Council and its Partners will work together to create a confident, inclusive Inverclyde with safe and sustainable, healthy, nurtured communities, and a thriving, prosperous economy, with active citizens who are resilient, respected and responsible and able to make a positive contribution to the area.

Community planning brings all the public sector Partners in an area together to plan and co-ordinate action and resources to improve outcomes for local people. The Inverclyde Alliance is the Community Planning Partnership for the local area. The Local Outcomes Improvement Plan (LOIP) 2017/22 sets out the Outcomes that Community Planning Partners will seek to improve. The LOIP 2017/22 does not cover everything that is being delivered in Inverclyde but focuses on four key Priorities:

1. **Population:** Inverclyde's population will be stable and sustainable with an appropriate balance of socio-economic groups that is conducive to local economic prosperity and longer term population growth.
2. **Inequalities:** There will be low levels of poverty and deprivation and the gap between the richest and the poorest members of our communities will be reduced.
3. **Environment, culture and heritage:** Inverclyde's environment, culture and heritage will be protected and enhanced to create a better place for all Inverclyde residents and an attractive place in which to live, work and visit.
4. **The local economy:** Inverclyde has a thriving and diverse local economy, economic activity is increased and skills development enables both those in work and those furthest from the labour market to realise their full potential.

There are also a number of Well-being Indicators that the Inverclyde Alliance has adopted:

1. **Safe:** Protected from abuse, neglect or harm and supported when at risk. Enabled to understand and take responsibility for actions and choices. Having access to a safe environment to live and learn in.
2. **Healthy:** Achieve high standards of physical and mental health and equality of access to suitable health care and protection, while being supported and encouraged to make healthy and safe choices.
3. **Achieving:** Being supported and guided in lifelong learning. Having opportunities for the development of skills and knowledge to gain the highest standards of achievement in educational establishments, work, leisure or the community.
4. **Active:** Having opportunities to take part in activities and experiences in educational establishments and the community, which contribute to a healthy life, growth and development.
5. **Respected and Responsible:** Respected and shared responsibilities. Citizens are involved in decision-making and play an active role in improving the community.
6. **Included:** Overcoming social, educational, health and economic inequalities and being valued as part of the community.

The delivery of Outcomes across the Council should also take into consideration how they impact on the delivery of the Well-being Indicators.

1.2 Governance

The Corporate Equalities Group (CEG) is chaired by the Corporate Director - Education, Communities and Organisational Development, and its Terms of Reference are to progress and reinforce the Council's commitment to equalities across all Council Services and, in doing so, ensure the Council meets its legislative requirements, as outlined in The Equality Act 2010.

The role of the CEG is to:

- establish a robust performance and planning framework for equalities;
- devise, monitor and report progress on the Council's Corporate Equality Outcomes and the Education Equality Outcomes;
- facilitate support for staff directly involved in delivering the Equality Outcomes;
- offer the relevant Council Services an opportunity to showcase improvement actions that relate directly to one or more of the Protected Characteristics;
- engage with stakeholders on equalities issues;
- share information with the Council's Staff Disability Forum; and
- provide corporate governance and scrutiny on relevant Council improvement plans.

2.0 Employee Profile

2.1 Employee Profile – Head count information

For the purposes of this Report, the head count represents each unique individual who works for the Education Authority. Some employees may have more than one job at the Authority, therefore, the head count figures used here, and for the breakdown of Protected Characteristics, may be less than other figures which express the number of jobs. Additionally, it should be noted that, where data in the tables in this Appendix is the equivalent of five or less, the information has been suppressed to protect the identity of current and historical employees.

2.2 Employee Profile – Sex

Employee Profile – Sex				
	2020/21		2021/22	
	No.	%	No.	%
Male	233	16.39	235	16.02
Female	1,189	83.61	1,232	83.98
Prefer not to say	0	0.00	0	0.00

What the data tells us: During the two reporting years, the male/female split of employees was almost identical. Our Education Services' workforce comprised around 16% male employees, with females making up 84% of our staff. It is pleasing to note that no employees opted for the *Prefer not to say* response when asked about their Sex.

2.3 Employee Profile – Age

Employee Profile – Age				
	2020/21		2021/22	
	No.	%	No.	%
Age in years				
16-19	≤5	-	6	0.41
20-29	245	17.23	286	19.50
30-39	415	29.18	427	29.11
40-49	397	27.92	396	26.99
50-59	316	22.22	305	20.79
60-65	42	2.95	41	2.79
> 65	≤5	-	6	0.41

What the data tells us: Between 2020/21 and 2021/22, those aged 20-29 accounted for the biggest increase in Education Services' staff, rising from 245 to 286, an increase of 41.

2.4 Employee Profile – Disability

Employee Profile – Disability				
	2020/21		2021/22	
	No.	%	No.	%
Disability	40	2.81	53	3.61
No disability	1,010	71.03	1,070	72.94
Prefer not to answer	26	1.83	28	1.91
Null/Blank	346	24.33	316	21.54

What the data tells us: Between 2020/21 and 2021/22, there was an increase of 13 in the number of disabled staff (or 0.8 in percentage terms) employed by the Education Authority. There was also an improvement in the disclosure rate around this Protected Characteristic i.e. we saw a fall of 30 or 2.79% in the number of people who opted for the *Null/Blank* response when asked if they had a Disability. This may suggest that the Education Services' staff are becoming more comfortable about disclosing information about this Protected Characteristic.

2.5 Employee Profile – Ethnicity

Employee Profile – Ethnicity					
		2020/21		2021/22	
		No.	%	No.	%
White					
a.	Scottish	957	67.30	1,023	69.73
b.	English	0	0.00	0	0.00
c.	Welsh	0	0.00	0	0.00
d.	Northern Irish	0	0.00	0	0.00
e.	British	36	2.53	32	2.18
f.	Irish	26	1.83	27	1.84
g.	Gypsy/Traveller	0	0.00	0	0.00
h.	Eastern European	≤5	-	≤5	-
i.	Other white ethnic group	11	0.77	16	1.09

Employee Profile – Ethnicity					
		2020/21		2021/22	
		No.	%	No.	%
Mixed or Multiple Ethnic Groups					
a.	Any mixed or multiple ethnic group	≤5	-	≤5	-
Asian, Asian Scottish or Asian British					
a.	Pakistani, Pakistani Scottish or Pakistani British	≤5	-	≤5	-
b.	Indian, Indian Scottish or Indian British	0	0.00	≤5	-
c.	Bangladeshi, Bangladeshi Scottish or Bangladeshi British	0	0.00	0	0.00
d.	Chinese, Chinese Scottish or Chinese British	0	0.00	≤5	-
e.	Other Asian, Asian Scottish or Asian British	0	0.00	0	0.00
African					
a.	African, African Scottish or African British	0	0.00	≤5	-
Caribbean or Black					
a.	Caribbean, Caribbean Scottish or Caribbean British	0	0.00	0	0.00
b.	Black, Black Scottish or Black British	0	0.00	0	0.00
c.	Other Caribbean or Black	0	0.00	0	0.00
Other Ethnic Group					
a.	Arab	0	0.00	0	0.00
b.	Other	≤5	-	6	0.41
Prefer not to answer		16	1.13	15	1.02
Null/Blank		365	25.67	339	23.11

What the data tells us: Scottish people comprised the majority of staff in both reporting years. Additionally, between 2020/21 and 2021/22, we saw an increase of 66 in the number of Scottish staff employed by Education Services.

It is encouraging to note the fall in the number of employees who chose to provide no information at all when asked about their Ethnicity (i.e. by choosing the *Null/Blank* response); this figure decreased by 26 – or by 2.56 in percentage terms - between 2020/21 and 2021/22.

2.6 Employee Profile – Sexual Orientation

Employee Profile – Sexual Orientation					
		2020/21		2021/22	
		No.	%	No.	%
Lesbian, Gay or Bisexual		17	1.20	20	1.36
Heterosexual/Straight		895	62.94	971	66.19
Prefer not to answer		28	1.97	27	1.84
Null/Blank		482	33.90	448	30.54
Other		0	0.00	≤5	-

What the data tells us: Between 2020/21 and 2021/22, there was a decrease (of 34 or 3.36%) in the number of Education Services' employees who chose to provide no information at all (i.e. by choosing the *Null/Blank* response) when asked about their Sexual Orientation.

2.7 Employee Profile – Religion or Belief

Employee Profile – Religion or Belief				
	2020/21		2021/22	
	No.	%	No.	%
Buddhist	≤5	-	≤5	-
Church of Scotland	197	13.85	198	13.50
Hindu	0	0.00	≤5	-
Humanist	0	0.00	0	0.00
Jewish	0	0.00	≤5	-
Muslim	≤5	-	≤5	-
None	208	14.63	245	16.70
Other Christian	52	3.66	53	3.61
Other Religion	≤5	-	6	0.41
Pagan	0	0.00	0	0.00
Prefer not to answer	32	2.25	29	1.98
Roman Catholic	423	29.75	457	31.15
Sikh	0	0.00	0	0.00
Null/Blank	501	35.23	473	32.24

What the data tells us: When staff were asked about their Religion or Belief, the most popular responses were *Church of Scotland* and *Roman Catholic* which, collectively, comprised 43.6% and 44.65% of answers to this question in 2020/21 and 2021/22 respectively.

Additionally, it is encouraging to note a fall (of 28 or 2.99%) in the number of employees who chose not to disclose any information at all (i.e. by choosing the *Null/Blank*) when asked about their Religion or Belief.

2.8 Employee Profile – Marriage and Civil Partnership Status

Employee Profile – Marriage and Civil Partnership Status				
	2020/21		2021/22	
	No.	%	No.	%
Divorced/Separated	52	3.66	44	3.00
Living with Partner	105	7.38	106	7.23
Married/Civil Partnership	631	44.37	624	42.54
Single	367	25.81	448	30.54
Widowed	7	0.49	6	0.41
Prefer not to answer	46	3.23	49	3.34
Null/Blank	214	15.05	190	12.95

What the data tells us: Between the two reporting years, when they were asked about their Marriage and Civil Partnership Status, there was a reduction of 24 (or 2.1%) in the number of employees who opted for the *Null/Blank* response. This may suggest that the Education Services' staff are becoming more comfortable about disclosing information about their Marriage and Civil Partnership Status.

3.0 Leavers

3.1 Leavers – Sex

Leavers – Sex				
	2020/21		2021/22	
	No.	%	No.	%
Male	17	26.98	23	28.05
Female	46	73.02	59	71.95

What the data tells us: Between 2020/21 and 2021/22, there was an increase of six and 13 respectively in the number of male and female employees who left the employment of the Education Authority. Retirement was the most common reason for leaving in both reporting years, applicable to 19 employees in 2020/21 and 22 in 2021/22.

3.2 Leavers – Age

Leavers – Age				
Age group in years	2020/21		2021/22	
	No.	%	No.	%
16-19	0	0.00	0	0.00
20-29	15	23.81	24	29.27
30-39	9	14.29	16	19.51
40-49	11	17.46	12	14.63
50-59	9	14.29	12	14.63
60-65	17	26.98	15	18.29
Over 65	≤5	-	≤5	-

What the data tells us: In terms of Age, between 2020/21 and 2021/22, the biggest increase in staff who left the Education Service were those in the 20-39 group (where the number of leavers rose by 16 or 10.68%).

3.3 Leavers – Disability

Leavers – Disability				
	2020/21		2021/22	
	No.	%	No.	%
Disability	0	0.00	≤5	-
No disability	42	66.67	60	73.17
Prefer not to answer	≤5	-	≤5	-
Null/Blank	19	30.16	19	23.17

What the data tells us: In numerical terms, the number of staff who left the Education Service and who declined to provide any details when asked about their Disability status was identical in both reporting years. However, in percentage terms, the figure of 19 equated to a decrease of 6.99% between 2020/21 and 2021/22.

3.4 Leavers – Ethnicity

Leavers – Ethnicity					
		2020/21		2021/22	
		No.	%	No.	%
White					
a.	Scottish	37	58.73	56	68.29
b.	English	0	0.00	0	0.00
c.	Welsh	0	0.00	0	0.00
d.	Northern Irish	0	0.00	0	0.00
e.	British	≤5	-	≤5	-
f.	Irish	≤5	-	≤5	-
g.	Gypsy/Traveller	0	0.00	0	0.00
h.	Eastern European	0	0.00	0	0.00
i.	Other white ethnic group	0	0.00	≤5	-
Mixed or Multiple Ethnic Groups					
a.	Any mixed or multiple ethnic group	0	0.00	≤5	-
Asian, Asian Scottish or Asian British					
a.	Pakistani, Pakistani Scottish or Pakistani British	0	0.00	0	0.00
b.	Indian, Indian Scottish or Indian British	0	0.00	0	0.00
c.	Bangladeshi, Bangladeshi Scottish or Bangladeshi British	0	0.00	0	0.00
d.	Chinese, Chinese Scottish or Chinese British	0	0.00	0	0.00
e.	Other Asian, Asian Scottish or Asian British	0	0.00	0	0.00
African					
a.	African, African Scottish or African British	0	0.00	0	0.00
Caribbean or Black					
a.	Caribbean, Caribbean Scottish or Caribbean British	0	0.00	0	0.00
b.	Black, Black Scottish or Black British	0	0.00	0	0.00
c.	Other Caribbean or Black	0	0.00	0	0.00
Other Ethnic Group					
a.	Arab	0	0.00	0	0.00
b.	Other	0	0.00	≤5	-
Prefer not to answer		0	0.00	≤5	-
Null/Blank		20	31.75	18	21.95

What the data tells us: As indicated at table 2.5, Scottish people comprised the majority of Education Services' staff in both reporting years. It is therefore perhaps to be expected that they will also make up the majority of leavers, at 58.73% and 68.29% in 2020/21 and 2021/22 respectively.

Additionally, while the number of employees who chose to provide no information at all when asked about their Ethnicity - i.e. by choosing the *Null/Blank* response – was relatively unchanged (at 20 and 18 in 2020/21 and 2021/22), we saw a decrease of 9.8 when this information was expressed in percentage terms (falling from 31.75% in 2020/21 to 21.95% in 2021/22).

3.5 Leavers – Sexual Orientation

Leavers – Sexual Orientation				
	2020/21		2021/22	
	No.	%	No.	%
Lesbian, Gay or Bisexual	≤5	-	≤5	-
Heterosexual/Straight	35	55.56	54	65.85
Prefer not to answer	≤5	-	≤5	-
Null/Blank	25	39.68	22	26.83

What the data tells us: In both reporting years, when leavers were asked about their Sexual Orientation, the most popular response was *Heterosexual/Straight*, chosen by more than half (55.56%) of respondents in 2020/21 and by almost two thirds (65.85%) of staff who left the Education Service in 2021/22.

3.6 Leavers – Religion or Belief

Leavers – Religion or Belief				
	2020/21		2021/22	
	No.	%	No.	%
Buddhist	0	0.00	0	0.00
Church of Scotland	8	12.70	8	9.76
Hindu	0	0.00	0	0.00
Humanist	0	0.00	0	0.00
Jewish	0	0.00	0	0.00
Muslim	0	0.00	0	0.00
None	7	11.11	21	25.61
Other Christian	≤5	-	≤5	-
Other Religion	0	0.00	0	0.00
Pagan	0	0.00	0	0.00
Prefer not to answer	≤5	-	≤5	-
Roman Catholic	17	26.98	26	31.71
Sikh	0	0.00	0	0.00
Null/Blank	24	38.10	23	28.05

What the data tells us: When leavers were asked about their Religion or Belief, the number who chose the *None* option trebled, rising from seven in 2020/21 to 21 in 2021/22.

Meanwhile, the number of staff who opted to provide no information at all in response to this question was almost identical in both reporting years (at 24 and 23 in 2020/21 and 2021/22 respectively). However, we saw a decrease of 10.05 when this information was expressed in percentage terms (falling from 38.10% in 2020/21 to 28.05% in 2021/22).

3.7 Marriage and Civil Partnership Status

Leavers – Marriage and Civil Partnership Status				
	2020/21		2021/22	
	No.	%	No.	%
Divorced/Separated	≤5	-	≤5	-
Living with Partner	≤5	-	12	14.63
Married/Civil Partnership	21	33.33	27	32.93

Leavers – Marriage and Civil Partnership Status

	2020/21		2021/22	
	No.	%	No.	%
Single	19	30.16	25	30.49
Widowed	≤5	-	0	0.00
Prefer not to answer	≤5	-	0	0.00
Null/Blank	16	25.40	15	18.29

What the data tells us: In numerical terms, the number of leavers who said their Marriage and Civil Partnership Status was *Single* rose from 19 in 2020/21 to 25 in 2021/22. However, when these figures are expressed as a percentage, the figure were almost identical (at 30.16% and 30.49% in 2020/21 and 2021/22 respectively).