

GENDER EQUALITY SCHEME – Specific Duties

College Policies Ref:
Effective: 30 April 2007
Planned review date: April 2008



Weymouth College
Learning for Life

POLICY STATEMENT

Weymouth College welcomes the new gender equality duty as a powerful tool that will deliver real change and practical improvements in the lives of women and men, through helping Weymouth College to tackle gender inequality, which remains persistent and widespread nationally.

The duty will be a key tool for Weymouth College to become more efficient, effective and responsive to the realities of how we live our lives. It will be a catalyst for real change in the way that Weymouth College thinks about its work, and the way that our public policies and public services are designed and delivered. Weymouth College has realised that a one-size-fits-all approach to design and delivery no longer meets the needs of 21st century Britain. I hope the duty will help Weymouth College understand and address the different needs of women and men, leading to more user-friendly services, as well as making better use of the talents of both women and men in our workforce.

The gender equality duty comes into force in April 2007 and is the biggest change in sex equality legislation in thirty years, since the introduction of the Sex Discrimination Act itself. It has been introduced in recognition of the need for a radical new approach to equality – one which places more responsibility with service providers to think strategically about gender equality, rather than leaving it to individuals to challenge poor practice.

The duty is intended to improve this situation, both for men and for women, for boys and for girls. Gender roles and relationships structure men's and women's lives. Women are frequently disadvantaged by policies and practices that do not recognise their greater caring responsibilities, the different pattern of their working lives, their more limited access to resources and their greater vulnerability to domestic violence and sexual assault. Men are also disadvantaged by workplace cultures that do not support their family or childcare responsibilities, by family services that assume they have little or no role in parenting, or by health services which do not recognise their different needs. Both sexes suffer from stereotyping of their roles and needs. The duty will help Weymouth College, and those working with it, to identify and respond to stereotyping, sex discrimination and sexism, resulting in improvements for all.

Sue Moore
Principal

INTRODUCTION

The legal responsibility for the implementation of the gender equality duty rests with Weymouth College's governing body. The role of the College Governors is outlined in this Scheme. However in practice, leadership from the Principal, senior tutors and lead teaching staff, and support from staff, students, parents and carers and members of the wider College community are vital to ensure the duty is met. Staff will be encouraged to read the scheme and be given the opportunity to develop their skills to ensure that Weymouth College is at the forefront of promoting gender equality across all aspects of College life. The Scheme will also be shared with other key participants in the process such as pupils, parents and carers. Throughout this Scheme, the term "parents" has been used as shorthand to include mothers, fathers and other adults with responsibility for caring for a child.

Schools and Colleges make up the biggest proportion of public bodies covered by the gender duty and have a crucial role to play in ensuring that girls and boys benefit from equality of opportunity in all areas of life. Action to challenge stereotyping needs to be a key component of the whole College curriculum and, in particular, careers, work-related learning, citizenship and personal, social and health education throughout education. It is important that Weymouth College sets a framework which tackles the many factors that affect student attainment, including gender, ethnicity and social class. Weymouth College also plays a key role in shaping the values and attitudes of young people and aims to take a lead in challenging gender-based harassment, bullying and violence. If Weymouth College is to be at the forefront of promoting gender equality in terms of outcomes for students, it also needs to be at the forefront of promoting gender equality for the College workforce.

Whilst Weymouth College has taken positive steps to address gender inequality, many barriers that prevent students from achieving and making the most of their opportunities remain. It is vital that the differences between male and female experiences, attitudes and achievements in Weymouth College, are understood so that policies and practices can begin to break down these barriers. The gender equality scheme will help Weymouth College work towards this goal.

The gender equality duty presents a fantastic opportunity for Weymouth College to make a coordinated effort to tackle inequality and ensure that all students are able to fully achieve their potential. The entire College population will benefit by taking well-planned action on gender equality. This will act as a catalyst towards a society where we all can make the best of our life chances.

Some key issues for gender and education are listed at **(Annex A)**.

GENDER EQUALITY DUTY - GED

POLICY STATEMENT

The Equality Act 2006 amends the Sex Discrimination Act 1975 (SDA) to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to: -

- Eliminate unlawful sex discrimination and harassment that is unlawful and discrimination that is unlawful under the Equal Pay Act 1970 (EqPA)
- Promote equality of opportunity between men and women

Weymouth College is committed to promoting the practice of fairness and to eliminating inequality on the grounds of colour religion/beliefs, learning needs, national group, ethnic, cultural or national origins, traveller, refugee or asylum seekers status, disability, age, marital status, family responsibility, gender, sexual orientation, social position, trade union activity, unrelated criminal convictions or other relevant criteria not justified in law.

The gender equality duty is similar to the existing duties on race and disability equality and all three have the same spirit and intention behind them, requiring Weymouth College to take action to tackle discrimination, to prevent harassment, and to ensure that Weymouth College works to promote equality of opportunity across all our functions.

The GED **specific duties** require Weymouth College to:

- **Prepare and publish a gender equality scheme**, showing how it intends to fulfil its general and specific duties and setting out its gender equality objectives.
- **Consider the need to include objectives** to address the causes of any gender pay gap in formulating its overall objectives.
- **Gather and use information** on how the College policies and practices affect gender equality in the workforce and in the delivery of services
- **Consult stakeholders and take account of relevant information** in order to determine its gender equality objectives
- **Assess the impact of its current and proposed policies and practices** on gender equality
- **Implement the actions set out in its scheme** within three years
- **Report** against the scheme every year and **review** the scheme at least every three years

All Colleges will need to produce a gender equality scheme (GES). The GES will give Weymouth College a clear framework to help it to identify objectives, and plan, deliver and evaluate the steps the College needs to take to ensure it meets the duty.

The scheme must be published by 30 April 2007 and it will be embedded within Weymouth College Development Plan.

Outcomes

The changes to which the gender equality duty should lead are at **Annex B**

WEYMOUTH COLLEGE - DISTINCTIVE CHARACTERISTICS

The College is a medium-sized tertiary college serving the town of Weymouth, Portland and South and West Dorset. The College is the main provider of vocational education in the area; with two local schools now providing sixth form facilities. The College has around 3,600 students of whom about 1,300 are full time. Out of the 1,300 full-time students, one third have been referred to the Additional Learning Support (“ALS”) team.

The College was the first college in Dorset to achieve the coveted ‘Matrix’ award for the high standard of information advice and guidance services it provides for its students. The College was described as excellent and very forward-thinking. This achievement has just been re-accredited after a successful inspection.

The College is based on a redeveloped single campus. £13 million has been spent on new buildings and other accommodation has been remodelled and refurbished.

DEVELOPMENT OF WEYMOUTH COLLEGE'S GENDER EQUALITY SCHEME

AUDITS

The development of the Gender Equality Scheme is fundamental to the success of Weymouth College meeting the Gender Equality Duty.

Staff and Student audits are planned to identify the main areas of concern within the College that will be added to the action plan on rolling process. Any evidence of good practice that is identified will be distributed to all areas.

A structured method of risk assessments, implementation and monitoring is already in place and as the development of the GED continues this already tried and tested method will be extended.

PLANNING AND ORGANISATION

A dedicated Gender Equality Scheme Project was set up, sponsored by the Principal and the Equality & Diversity Committee, to coordinate drawing up the Gender Equality Scheme and Action Plan. This was overseen by the College's Equality & Diversity Advisor. The process will include: the recording of current provision for students and staff; undertaking wide consultation across all areas of the College; involving students and staff; identifying gaps in current provision requiring development; and identifying data and information required to develop, implement and monitor the scheme.

The following structures are in place to underpin the implementation and ongoing review of the College's Gender Equality Scheme:

Management Structures

An Equality & Diversity Advisor who reports directly to the Director of Quality & Student Support.

Human Resources staff, the manager of which reports to the Director of Quality & Student Support, with expertise in equality and diversity and specific responsibilities for developing policy and practice for staff and embedding equality and diversity training.

Committees

An Equality & Diversity Committee, whose terms of reference include the progression and implementation of equality and diversity policy across the College.

Functional teams and services

A proactive student support service, targeting students who may be more likely to withdraw or do less well due to a range of circumstances.

Additional Learning Support and Continuous Professional Development Support.

Resources

Policy and procedures for dealing with bullying and harassment experienced by staff or by students and a network of staff Bullying and Harassment Advisors

A range of codes of practice, guidance and resources (available in different formats) with regard to students and staff in the Equality & Diversity office and on the College Intranet site.

INVOLVEMENT OF STAFF, STUDENTS AND MANAGERS

The College is committed to working in partnership with students and staff in the development, implementation and ongoing review of our Gender Equality Scheme. Communication and involvement will be focused on identifying what is working well, what is not working well, where there are barriers to equal opportunities and access, and where there are gaps. The College has recognised that different methods allow people to participate in the discussions to varying degrees. The responses from this involvement, along with the analyses of student and staff data will enabled us to identify and prioritise the actions needed to deliver our Gender Equality Scheme and will provide valuable evidence as the College determines priorities for the equality impact assessment of policies.

WHERE WE ARE NOW

POPULATION

England and Wales

Fig 1 shows the number of Males and Females in England and Wales *(Figures taken from the 2001 Census)*

Population	Males	%	Females	%
49,138,831	23,922,144	49	25,216,687	51

Fig 1

Fig 2 shows Males and Females aged 16-74 in **Industry of Employment** in England and Wales
(Figures taken from the 2001 Census)

	England and Wales Male	%	England & Wales Female	%	Total
In Employment aged 16-74	12,791,618	54	10,836,136	46	23,627,754
Agriculture	266,810	75	88,432	25	355,242
Fishing	4,944	86	826	14	5,770
Mining and Quarrying	51,585	89	7,806	11	59,391
Manufacturing	2,586,194	73	947,952	17	3,534,146
Electricity; gas and water supply	124,131	72	47,564	18	171,695
Construction	1,437,785	90	162,274	10	1,600,059
Wholesale & Retail Trade	2,049,460	52	1,925,911	48	3,975,371
Hotel and Catering	474,115	42	651,314	58	1,125,429
Transport Storage and Communications	1,192,433	72	462,951	28	1,655,384
Financial intermediation	530,045	47	586,966	53	1,117,011
Real estate	1,738,634	57	1,326,650	43	3,065,284
Public administration	740,560	55	610,911	45	1,351,471
Education	524,699	29	1,308,182	71	1,832,881
Health and Social work	498,516	18	2,056,427	82	2,554,943
Other	571,707	47	651,970	53	1,223,677

Fig 2

See the graph at **Annex C** to this document

Weymouth and Portland

Fig 3 shows the number of Male and Females in Weymouth & Portland (Figures taken from the 2001 Census)

Population	Males	%	Females	%
63,665	31,268	49	31,397	51

Fig 3

Weymouth & Portland

Fig 4 shows Males and Females aged 16-74 in **Industry of Employment** in Weymouth and Portland (Figures taken from the 2001 Census)

	Weymouth & Portland Male	%	Weymouth & Portland Female	%	Total
In Employment aged 16-74	15,313	54	12,950	46	28,263
Agriculture	185	81	42	19	227
Fishing	49	94	3	6	52
Mining and Quarrying	101	86	13	14	114
Manufacturing	2,436	77	743	23	3,179
Electricity; gas and water supply	102	96	7	4	109
Construction	1,984	92	168	8	2,152
Wholesale & Retail Trade	2,364	47	2,656	53	5,020
Hotel and Catering	969	44	1,216	56	2,185

Transport Storage and Communications	1,096	73	411	27	1,507
Financial intermediation	212	43	278	57	490
Real estate	1,607	62	1,001	38	2,608
Public administration	2,468	63	1,436	37	3,904
Education	552	28	1,436	72	1,988
Health and Social Work	567	17	2,851	83	3,418
Other	621	47	689	53	1,310

Fig 4

See the graph at **Annex D** to this document

Industry – Male & Female

The proportion of the workforce who are employed in each industry differs between males and females; this is more marked for some industrial sectors. For example, of those who are employed in financial intermediation the figures are similar for males and females. Similarly, for the largest sector of employment; wholesale and retails trade, which includes the repair of motor vehicles, employs 47% of males and 53% females. In contrast Health and Social work employs just 17% of males compared to 83% of females. Education is also surprising with 28% males and 72% females, whilst the construction industry employs 92% males and just 6% of the females.

WEYMOUTH COLLEGE

Benchmark data for Male and Female staff

Fig 5 shows the number of staff employed by Weymouth College. These figures include part time lectures.

Year	Population	Full Time	%	Part Time	%
Male	215	99	46	116	34
Female	346	117	54	229	66
Total	561	216		345	

Fig 5 (Figures taken from HR department college data)

As part of the development of the GED the extract of the Gender representation for each curriculum area and by each post in the college has already been instigated. At present this is only available by Academic or Support area.

Fig 6 shows the number of current staff employed by Weymouth College by Support or Academic area.

Support Staff Male FT (%)	Support Staff Female FT (%)	Academic Staff Male FT (%)	Academic Staff Female FT (%)	Total

45 (44%)	58 (56%)	54 (48%)	59 (52%)	216
Support Staff Male PT (%)	Support Staff Female PT (%)	Academic Staff Male PT (%)	Academic Staff Female PT (%)	Total
43 (28%)	111 (72%)	73 (38%)	118 (62%)	345

Fig 6 (Figures taken from HR department college data)

See the graph at Annex E to this document

Benchmark data for male and female students

Fig 7 shows the number of students who are attended Weymouth College 2005 -2006. This enables the College to produce detailed internal reports and cross reference our performance with the National Statistics.

Year 2005-06	Population	Full Time	FT %	Part Time	PT %
Male	3,659	1000	54	2,659	38
Female	5,202	869	46	4333	62
Total	8,861	1869		6,992	

Fig 7 (Figures taken from college data)

Weymouth College has effective records of all students by subject area and these are being monitored at regular intervals by the Programme Area Managers and used to produce SARs and end of year reports.

These figures are a reflection of both the national and local figures with the two main areas of difference between male and female recruitment being in Construction and Health Care.

CURRENT PROVISION

In order to make sure that the College meets the individual study needs of male and female staff and students, the College provides support and information in a range of ways. When potential staff or students apply to the College, they disclose whether they are male or female further they report any additional requirements that might affect their application or studies. This information is captured on the College Management Information System data base and used for statistical equality analysis. This information is not part of the selection. Current employees and students are requested to inform the College about any changes to their personal circumstances.

THE GENDER EQUALITY DUTY AND GENDER REASSIGNMENT

The gender equality duty requires Weymouth College to have due regard to the need to eliminate unlawful discrimination and harassment against transsexual people in the fields of employment and vocational training (including further and higher education).

Transsexual employees and potential employees

Discrimination on the grounds of sex includes discrimination on the grounds of gender reassignment in employment and vocational training (including further and higher education). Weymouth College will review all employment policies and procedures to ensure that it adequately covers the provision and arrangements for transsexual employees – especially those dealing with recruitment, confidentiality, harassment, access to training and development, occupational pensions and insurance.

It is important to remember that the legal obligation to prevent discrimination against transsexual people in employment and vocational training (including further and higher education) covers not only those who have undergone gender reassignment in the past but also those who intend to undergo gender reassignment and those who are undergoing it.

PAY

Meeting the gender equality duty for equal pay

The EqPA (read in the light of article 141 of the Treaty of Rome) gives an individual a right to the same contractual pay and benefits as a person of the opposite sex in the same employment, or where the source of the pay is the same, where the man and the woman are doing:

- the same or broadly similar work
- work which has been rated as equivalent under an analytical job evaluation study
- work that is of equal value (work of equal value is where the work done is different but considered to be of equal value or worth in terms of demands such as effort, skill and decision-making).

Weymouth College can pay a man more than a woman (or vice versa) in such circumstances if there is a genuine and material factor for doing so which is not attributable to direct or indirect sex discrimination.

'Like work' means work which is the same or broadly similar. Work rated as equivalent means work that has been rated using a non-discriminatory job evaluation scheme as equivalent. Work of equal value is where the work done is different but considered to be of equal value or worth in terms of demands such as effort, skill and decision-making. More detail on this can be found in the Code of Practice on Equal Pay and the EOC website, at www.eoc.org.uk

CONSULTATION

Monitoring of Progress

The College is committed to gaining the views of both male and females on their concerns and as part of its consultation, will prioritise these concerns for improvement that need to be regularly monitored. Examples of areas to be monitored might include:

- a. applicants (successful and unsuccessful) for jobs at the College
- b. applicants for training and promotion
- c. workplace treatment generally, such as involvement in disciplinary and grievance procedures
- d. the comparison of rates of retention of male and female staff

- e. the extent to which male or female staff are retained compared to each other
- f. information related to termination of employment (such as redundancies, dismissals, resignations, end of fixed-term contracts).
- g. attainment of formal qualifications
- h. gaining positions of responsibility
- i. Student recruitment
- j. numbers of male and female students in different subject areas or course types
- k. student attainment (retention, pass rates, degree classification etc.)
- l. instances of bullying and harassment
- m. the extent to which male or female staff and students report that positive attitudes towards gender have been promoted

In addition to statistical data, progress will also be monitored through more qualitative mechanisms such as exit interviews and a continuous staff survey.

The College has established links with Weymouth & Portland Local Council, West Dorset District Council and the Equal Opportunities Commission. By maintaining close links with these organisations the college is constantly being updated and is able to monitor its performance. The College is also able to provide data to these organisations when required to demonstrate its performance against national standards.

The development of this Gender Equality Scheme will depend on the involvement of a wide cross section of the College community.

Staff

In addition to any specialist equality staff, it will also be necessary to build the skills and understandings of relevant staff within the Weymouth College, for example all managers, procurement staff, and the human resource manager. Where Weymouth College is subject to the specific duties, relevant staff throughout the organisation will have to have the skills to collect and analyse gender data, to ensure that stakeholders are consulted effectively and to undertake gender impact assessments. In some specialist areas, such as understanding the needs of transsexual people, Weymouth College may wish to obtain external assistance.

It is recommended that all relevant staff in Weymouth College will have some understanding of the duty, its meaning for their work and the Weymouth College's priority goals in gender equality. This will be achieved by staff briefings, and where relevant, training programmes, and by building goals and targets relevant to the duty into individual personal development plans across the organisation. It can also be supported by recognising progress in achieving gender equality when rewarding individual and team performance.

All employees at Weymouth College complete a questionnaire and are requested to disclose anything about their sex or any specific support they might require. This is carried out for all potential applicants, successful applicants and those selected for appointments. This allows the College to monitor its procedures and see if applicants of a particular sex are unfairly disadvantaged by the selection procedures.

Weymouth College is fully committed to a programme of Continuous Professional Development and all members of staff, regardless of their sex, are given the opportunity for personal development and being considered for promotion at relevant times.

Committee

The Equality & Diversity Committee membership and terms of reference will include male and female staff and student members. This will ensure that any issues are discussed with the relevant people and at all levels in the College.

Stakeholders

Weymouth College intends to consult stakeholders in the development of the Gender Equality scheme. The requirement is to consult employees, service users and others (including trade unions) who have an interest in the way the Weymouth College carries out its functions.

By consulting stakeholders, Weymouth College will be able to:

- build up a better picture of the most important gender issues in its operational activity.
- gather evidence to use in determining priorities and in the gender impact assessment process
- get feedback on its initial draft objectives
- develop greater ownership and understanding of the gender equality objectives
- improve accountability to the staff, service users and the general public.
- consultation will be especially important where one sex is under-represented in the formal decision-making processes of the public authority.

Using the information gathered during consultation will also be beneficial in conducting impact assessments, gathering evidence and monitoring progress. Weymouth College may choose to consult stakeholders again at any relevant stages of the implementation or review process, although there is no legal requirement to do so.

It is also important that women and men are enabled to participate fully in a consultation process, in order to present a full picture of the concerns. Some women may be less likely to attend, or to speak out at a traditional public meeting if they do not feel sufficiently confident, if their community discourages women taking up public roles, or if there are language barriers.

Where one sex has been under-represented or disadvantaged in a policy area, service or employment issue, The College may need to make special efforts to encourage participation. For example, women have rarely been involved in decision-making on regeneration. Similarly, men may not have been previously included in discussions on childcare services. There may also be particular barriers to participation where a minority group has experienced multiple disadvantages, for example, on the grounds of ethnicity and sexual orientation. The College may wish to consult such groups in a single-sex or group-specific environment.

It is recommended that consultation on employment issues with the transsexual community is conducted separately, although they should also be actively encouraged to participate in mainstream consultation processes.

Local Community

Voluntary sector organisations, such as women's groups and men's groups, are likely to be useful sources of information through consultation. Weymouth College will bear in mind, however, that such organisations may have limited capacity and resources and may need support to develop their capacity to engage with the process.

THE ACTION PLAN

The College is committed to a programme of actions to deliver the principles and objectives set out in this Gender Equality Scheme. The priorities for the Action Plan (**Annex F**) will be identified from the outcomes of stakeholder involvement and information gathering processes. Most actions are assigned, an accountable job role, target dates, and success indicators and, where relevant, the key finding to which an action relates is indicated. Where the actions are not appropriately assigned the College will be making every effort to do so as soon as the required information comes to hand. Many of the actions have already been identified and are recorded in the College overall improvement plan through other relevant Equality and Diversity policies and procedures. The impact of these action plans, both negative and positive, will be monitored to see if they have an effect on the GED and vice versa.

IMPLEMENTATION

The Scheme will be reviewed in its entirety at least every three years and an annual progress report will be made via the Equality & Diversity Advisor to the Equality & Diversity Committee. To feed into these annual reports and three yearly reviews, the College will monitor progress against targets and objectives in the action plan by the accountable area, and an annual performance report analysing quantitative and qualitative staff and student trend data.

The annual performance report will be published, and will include the results of information gathering and the use made of this information. Where monitoring shows that people are not accessing the College's services, or that policies and practices are not working effectively, the College will make changes to address this where possible and identify new priorities for the Action Plan. Where effective monitoring systems are not in place we will obtain baseline data with which to work. It will develop a continuing involvement strategy which will ensure that disabled staff and students have opportunities to give us their views on an ongoing basis on the effectiveness of our Scheme and Action Plan, and on further priorities for action.

The Gender Equality Scheme and Action Plan will be circulated to all staff and will be available via the College's intranet. The Scheme will be available in alternative formats to meet individual requirements.

The College welcomes feedback on the content and progress of the Gender Equality Scheme and the way it operates. The College is interested to know of any possible or actual adverse impact that this Scheme may have on any groups in respect of gender or marital status, race, disability, sexual orientation, religion or belief, age, or other characteristics. The College Equality and Diversity Advisor would also like to know how effective this Scheme and Action Plan are in promoting and delivering gender equality. You can send feedback by email to the Equality & Diversity Adviser Dave_Corbin@weymouth.ac.uk.

SOME KEY ISSUES FOR GENDER AND EDUCATION INCLUDE

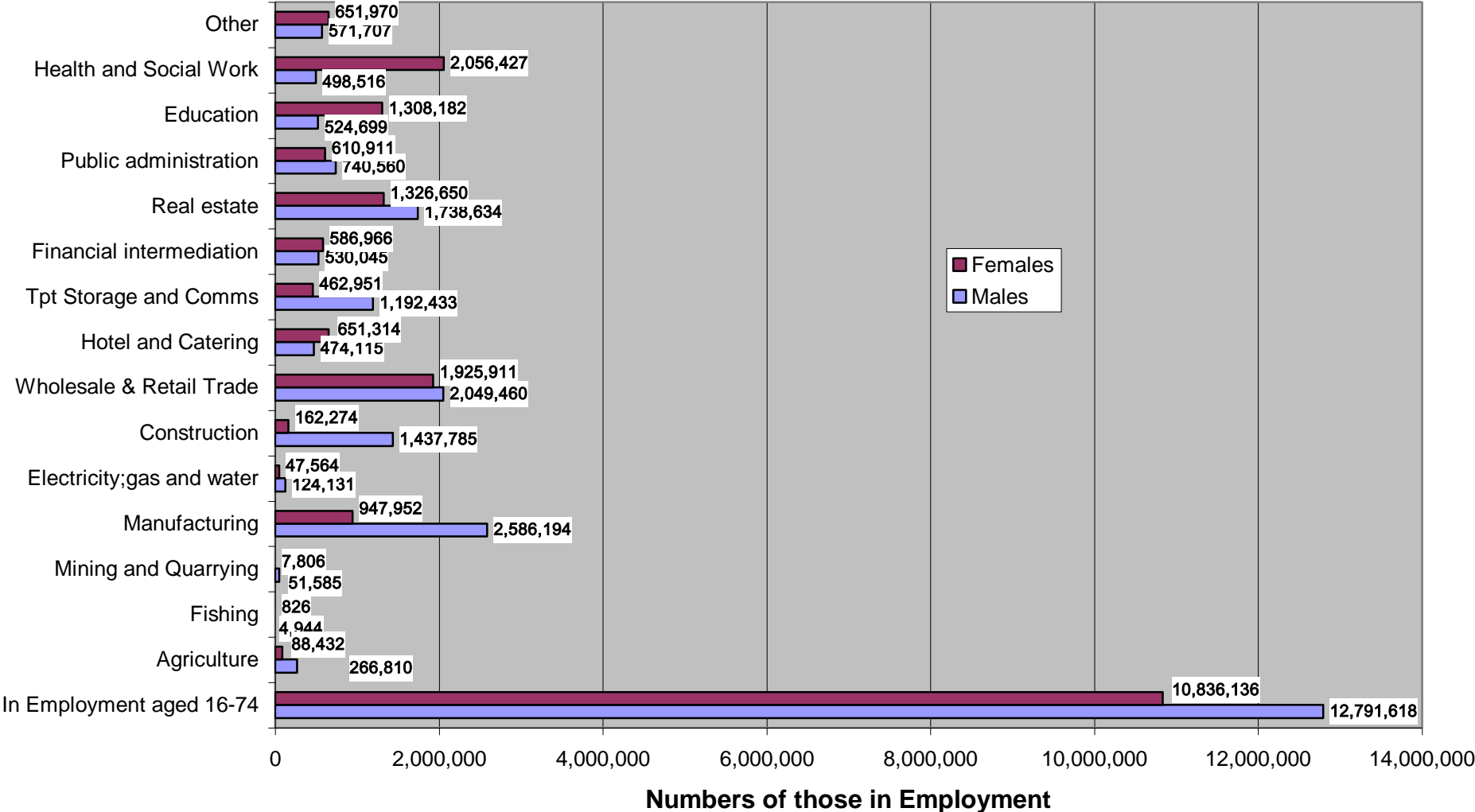
- **Challenging gender stereotypes in subject choice and careers advice:** Gender stereotyping not only prevents some boys engaging with Colleges, it also limits girls' and boys' ability to pursue their interest and talents. Although girls as a group are achieving better results than boys, they are still being steered towards choices that lead to low paid, low status jobs.
- **Student attainment:** Boys are generally not achieving the same attainment level as girls, with 52% of boys and 62% of girls in the UK gaining five high grade GCSEs or equivalent by age 16 in 2004/05. The situation is complex however, with certain groups of boys doing as well as girls, whilst other groups of boys doing very badly.
- **Health, sport and obesity:** Girls aged 7-11 are less than half as likely to take part in physical education and sport compared to boys. By the age of 18, 40% of girls have dropped out of sport and physical recreation.
- **Sexual and sexist bullying and violence:** Research by the Universities of Warwick, Bristol, Durham and North London found that over 75% of 11-12 year old boys thought it was acceptable that women get hit if they make men angry, and more boys than girls of all ages believed that some women deserved to be hit.

THE CHANGES TO WHICH THE GENDER EQUALITY DUTY SHOULD LEAD

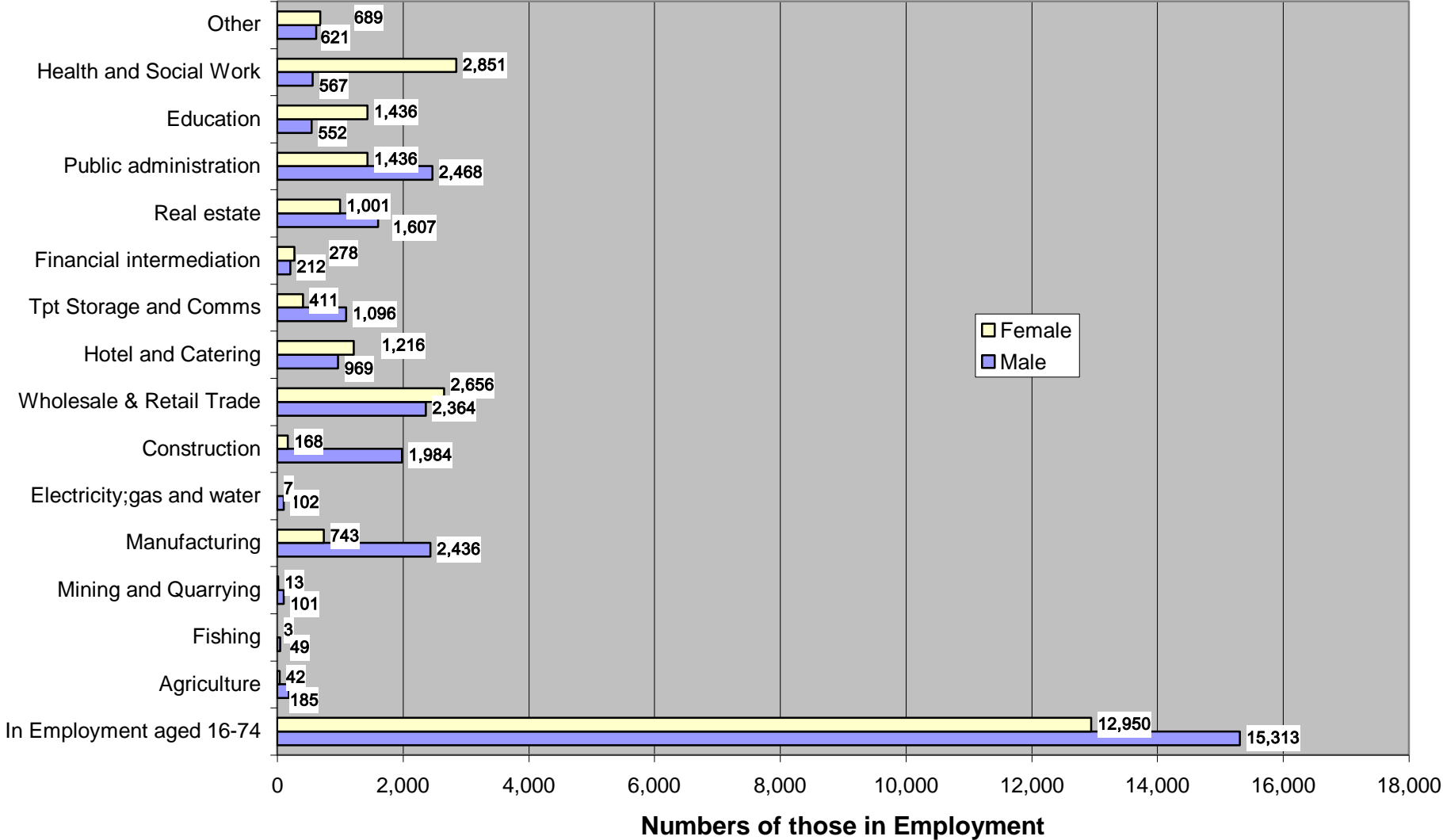
The aim of the duty is not to establish processes but to make visible and faster progress towards gender equality. Indicators of progress might include:

- Service-users notice that services are more accessible and better tailored to their needs, and service outcomes by gender begin to improve.
- Women and men are making greater use of services that their gender had previously under-used.
- Service-users with caring responsibilities are receiving appropriate support, such as better pushchair access on public transport and crèche facilities for trainees.
- Fathers receive greater support for their childcare responsibilities from public services and employers.
- Girls have higher aspirations for their future careers.
- Women and men from all groups feel effectively engaged in decision and policy-making around issues that have a direct effect on them.
- Women and men are represented at all levels of the workforce and in all areas of work.
- Harassment and sexual harassment of staff, service users and others is dealt with promptly and systematically, according to agreed procedures, and tolerance of harassment drops within the organisation as a whole.
- The reported level of discrimination experienced by pregnant staff and staff returning from maternity leave reduces significantly and is eventually eliminated.
- The gap between women and men's pay narrows and is eventually eliminated.
- Employees with caring responsibilities are receiving greater support from the public authority, including flexible and part-time working opportunities at all levels of work.
- Transsexual people feel supported and valued as staff and potential staff.
- Barriers to the recruitment and retention of transsexual staff have been identified and removed.
- Employees are aware of the gender equality duty, understand how it will affect their work, and have the skills to implement the duty in their work.
- Gender equality issues, and their budgetary implications, are considered at the beginning of policy-making.
- It is easy to find a wide variety of data and information to assess effectively how certain actions will affect women and men.

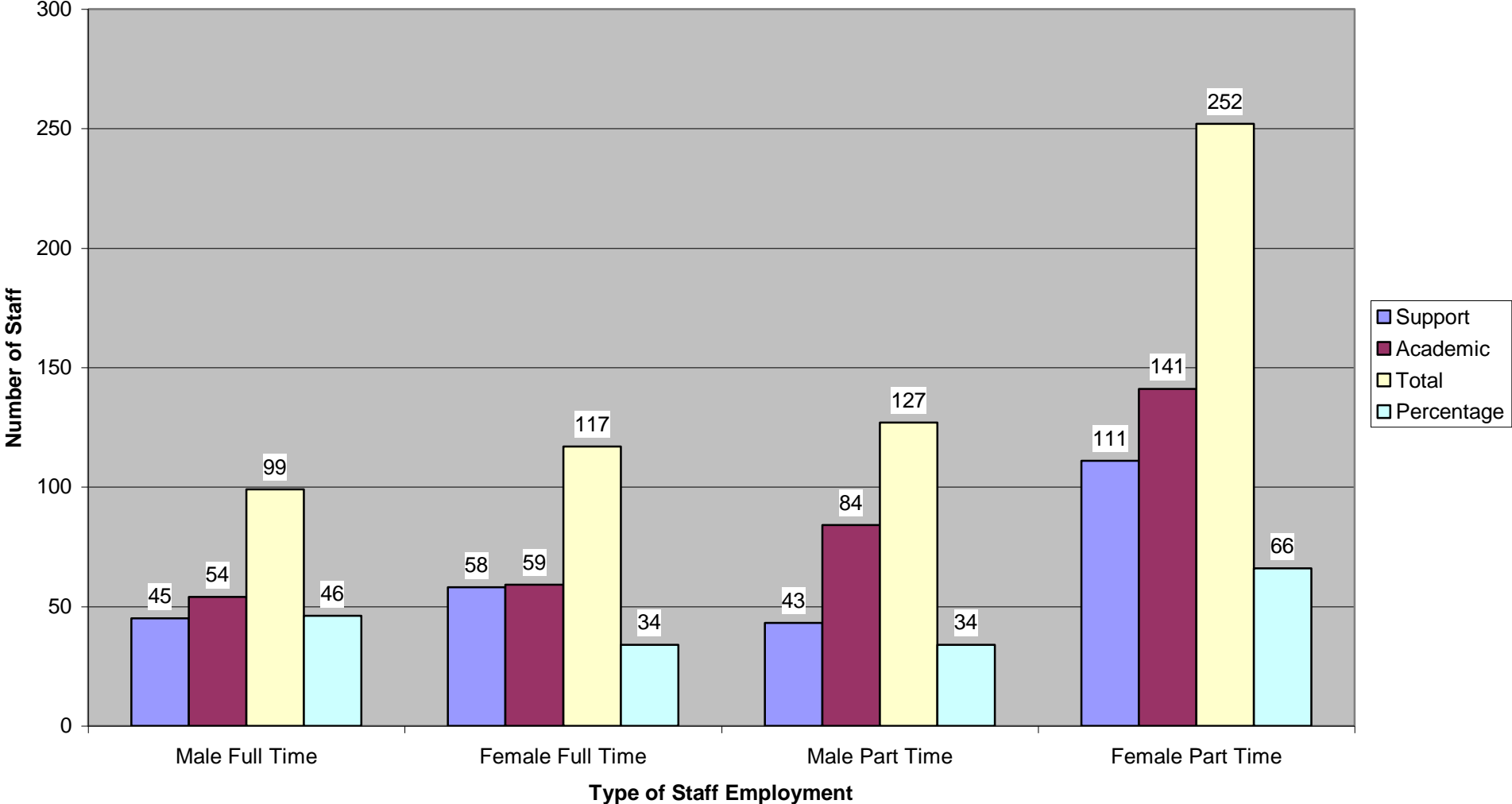
Engalnd & Wales - Industry of Employment, Males and Females



Weymouth & Portland - Industry of Employment, Males and Females



Staff Gender Stats as at 30 April 2007



ACTION PLAN