



Knowsl@y Council

Knowsley Council

Corporate Standard Framework for Equality
Monitoring

2005 - 2008

Eliminating unlawful discrimination
Promoting equal opportunities
Promoting good relations between people
within a diverse community

Contents

- Introduction..... 3**
- Key points about taking action..... 5
- Equality Monitoring in Service Delivery 5

- 1. Planning and communication 5**
- 2. Methodology 8**
- 3. Equality Data Collection Format 9**
- 4. Analysis of data..... 12**
- 5. Taking Action..... 15**
- 6. Target setting..... 17**

- Appendix 1. Equality Data Collection Format for HR 20**

Introduction

There are important changes happening in relation to Equal Opportunities that will affect the way each of us work.

The council has a legal duty under the Race Relations (Amendment) Act 2000 to promote race equality. Our response to this duty is set out in the council's Race Equality Scheme, which requires action in each department. The Equality Standard for Local Government requires the council to mainstream gender, race and disability into policy and practice at all levels.

Currently there are:

- There are thirteen direct and nine indirect Best Value Performance Indicators relevant to equal opportunities.
- Performance Indicators in each department that refer directly and indirectly to equality and all require monitoring of equality performance.

This document has been developed as a corporate standard for equality monitoring.

The standard is an equality monitoring tool kit for managers and staff that will ensure the same monitoring methods and definitions are systematically used by all services when collecting equality information. It may be that you already monitor equality characteristics of your service users, if so this document can be used to support your existing monitoring system. Where no equality monitoring occurs this standard should be adopted within existing monitoring mechanisms. The Standard has been produced to achieve at least the minimum Commission for Racial Equality and Equality Standard for Local Government requirements for equality monitoring. Departments can add to these requirements where necessary.

Why monitor equality?

- Monitoring will help us to check whether our policies, services and organisational culture discriminate against any groups.
- Without it there is no reliable way of knowing:
 - Whether discrimination might be taking place
 - Whether policies to prevent or tackle it are working
 - When we should amend policy or practice to cater for social change
- Monitoring can also help us find out why and how discrimination takes place. Information from equality monitoring will help us to ensure fair access to services and employment.

Who is being monitored?

- Service users
- Customers
- Staff

What is being monitored?

Generally, services will monitor an individual's

- Age
- Ethnic Origin (Race)
- Disability

- Gender

In addition, where relevant to service quality religion, culture, belief and first language may also be monitored.

How can we monitor equality within services?

It is the responsibility of each department to identify policies, functions and services that have implications for:

- Eliminating all forms of unlawful discrimination
- Promoting equal opportunities
- Promoting good relations between people from different racial groups

Those policies, functions and services that do have equality implications will therefore necessarily have equality performance monitoring as part of the performance management process. Some departments may find that they are required to have monitoring systems in place which either, differ from the corporate approach or actually demonstrate a greater personalised statistical reliance. Instances of this can be evidenced by for example; Social Services requirement to meet department of Health Disability guidance, i.e. speech, hearing, visual impairment etc. This guide sets out the Corporate Equality Standard for that monitoring.

What will happen if an inequality or barrier is found?

If an inequality or barrier is discovered through monitoring departments **must** notify the council's Equality and Diversity Officer of their findings, the action taken to address the finding and how the results will be used to develop future policy and practice.

The relative data is currently collated, monitored and reported within HR&D and departments wouldn't necessarily have this information. So any resultant investigation would be implemented by HR&D liaising with departments as appropriate.

The following is an example of a problem and possible solutions to amend the obvious adverse impact shown

"In the previous 12 months, your department data on disciplinary action showed a very low number involved, but nearly all concerned BME staff. Across the workforce for all departments in the council there were nine formal disciplinary procedures started during the year. Of these 7 were against BME staff, who represent 1.62% of the workforce".

These are the issues you need to consider:

1. Share the information you have found with other Departments (probably through the Corporate Equality and Diversity strategy group)
2. Explore whether similar incidences involving white staff occurred but were dealt with outside the formal disciplinary procedure. You can do this by talking to your section heads, departmental managers and trade unions
3. In this scenario, it was found that in fact there had been similar cases related to white staff that had been dealt with effectively through less formal action

4. Consider what further and better guidance and training may be needed in your department in relation to the disciplinary process and the importance of ensuring fair and consistent treatment

Key points about taking action

- Based on the causes of the adverse impact you have found, you will need to prioritise areas that may need immediate action and areas to address in the medium and long term
- Ensure that the actions/proposals are integrated in the mainstream planning and review cycles
- Ensure you are focused on improving outcomes BUT your objectives don't have to be set in stone and should be open to revision as you get more information/learning from your experiences
- Are you clear about who is going to lead on the actions required and allocate responsibilities to take these forward?
- Ensure that your targets and proposed actions are specific, measurable, achievable, relevant and timed
- Ensure that your targets for actions are incorporated into all budgets, business and work plans down to individual level
- Any projects or working groups should be time limited with a specific purpose. Roles and responsibilities for achieving objectives should be clear
- Consider a clear and active media and information strategy, which supports the reporting of positive change as it begins to happen

(See also Section 5 - Taking Action)

Equality Monitoring in Service Delivery

1. **Planning and communication**

Careful planning is vital when you introduce equality monitoring. You need to make sure that you get as much information as possible.

Confidentiality

It is vital that you win people's trust when asking for their personal characteristics. You need to be able to respond to any concerns about why you are collecting information, for example, about ethnic background, and about its confidentiality.

When concerns are expressed reassurance can be given by explaining that:

- This council goes further than its statutory duty to ensure that all people living or working within our borough have the opportunity to use our services, and that people feel fairly treated when using our services.
- Monitoring the personal characteristic of people who use our services is one way in which we can get information to tell us if we are excluding any group of people from our services or treating them unfairly when they do make use of our services.
- The information you give is held in strictest confidentiality by the council department. Use or disclosure of personal details is subject to the Data Protection Act, which prohibits unlawful access by any person, agency or organisation, but is also compliant with the Freedom of Information regulations 2005.

How complete must the data be?

Incomplete data has been a serious obstacle to equality monitoring in many service delivery areas. For example, in social services or education, poor data has been recognised and tackled as a serious problem. As a specific duty for public authorities under the Race Relations Act, ethnic monitoring will be weakened if incomplete data affects the quality of the analysis. Knowsley Council is also committed to achieving the stepped progress of the Equality Standards for Local Government and recognises that in order to identify patterns where service delivery or employment are anomalous, we need to be comprehensive in our monitoring processes. Without a thorough and complete capture of the myriad of data available, Authorities will not be able to identify patterns of inequality; barriers to opportunities and services; disadvantage and unfairness; and, most importantly, they will not be able to take corrective action.

Generally, you will need 100% personal characteristic information if you are to be able to rely on your equality monitoring analyses.

Monitoring Categories – Who should supply the data?

There are two sources of personal information about an individual. The first is the individuals themselves, this is known as Self Classification. The second is information supplied by another person known to the individual, based on their judgement of the individual's racial background. This is known as 'Other Classification'. Alternatively, a person may choose to withhold personal information.

In the first instance, you should always use 'Self Classification'. If 'Self Classification' does not give you enough information, and the individual concerned has given their consent, you should then use 'Other Classification'. If the 'Other Classification' has been used you should give people the opportunity to confirm or correct the classification made on their behalf. Your records must always show that someone else did the classification (See Section 3 – Ethnic Monitoring Categories).

Sometimes, classification by another person may be the only method available, such as where the client is a young child, or cannot make the choice because of illness or mental disability or because they do not understand English. In these circumstances, you should ask a named carer or advocate

for the information. You should give the individual the chance to alter it at a later date, if this is possible. You may be asked to assist in determining a classification as some people may not be fully conversant with ethnic monitoring systems, or they may not previously have had to consider registering their heritage. Once again, this situation should be dealt with by clarifying and getting consent from the individual to agree to a classification, rather than simply make the entry on their behalf without any form of consultation.

Ethnic Monitoring Categories – ‘Other’ Classification

There are five ethnic categories based on the ethnic categories within the 2001 Census. These are ‘White’, ‘Mixed Heritage’, ‘Asian’, ‘Black’ and ‘Chinese’. The use of these five within data collection will enable you to use the 2001 Census data as a baseline for analysis.

Each ethnic monitoring category has an ‘other’ box for people who could not find their ethnicity elsewhere (see Section 3). If someone has ticked one of the ‘other’ boxes try to ensure that they also use the ‘please state’ box to give their background, for example, someone ticking the ‘other Asian’ category should be asked to state their preferred ethnicity e.g. ‘Sri Lankan’.

You should not make assumptions about the ethnic background of people in the ‘Any other’ category. You should not put those who define themselves only as ‘Any other’ (and do not give any other information) under any of the broader headings. You should also not assume they are of ethnic minority background.

If you have large numbers of people classifying themselves as a certain ethnicity under ‘other’, you might find it worth creating a separate heading for that group under the appropriate ethnic category. For example, in the case of Kurdish, this would be under the ‘White’ heading; and in the case of Somali, it would be under the ‘Black’ heading. In this way your records will start to identify the specific demographics of the borough population but still be broadly comparable to the Census.

Should equality data be linked to the individual?

If an individual has, or is likely to have, a long-standing relationship with your department, or to be the subject of various processes or decisions, it is vital that you link the equality data to the individual by their own, unique identifying number.

This will let you:

- Keep track of how policies and procedures affect people from different groups, without having to get monitoring data every time and
- Spot those individuals who have not replied to the equality questionnaire, and then follow up just these people instead of having to follow up everyone.

The CRE recommend that equality data be linked to the individual for monitoring ongoing services such as electoral registration, social services, education and pupils’ attainment.

In other cases, such as one-of surveys about how services are used, you may not need to keep track of each individual. However, you will usually need to be able to link the ethnic background to data on other factors or variables (details that vary from one individual to the next), such as age, sex and answers to the survey questions. In these cases you should keep together all the equality data you have about an individual, but without being able to identify the individual.

2. Methodology

What kinds of monitoring are there? You may already use one or more monitoring mechanisms within your service, or none at all. However, in general, monitoring service delivery covers the following four main activities.

Ongoing contact – This measures people’s experience over a period of time of the processes that authorities use to deliver their services. It shows how people with different personal characteristics are treated at different stages of a process, from when they first contact the authority to a range of possible outcomes. Equality data should be linked to the individual for ongoing monitoring.

‘Episodic’ contact – this looks at what happens when contact between an authority and the service user is fairly short term, limited and occasional; for example, a trading standards visit by Environmental Health, or applying for planning permission (even though the application process may take some time). Equality data does not have to be linked to the individual for episodic contact. However, you will usually need to be able to analyse equality data such as age, sex in relation to the answers of the survey to identify if there are specific issues for specific groups. Therefore, you should keep together all the equality data you have about an individual, but without being able to identify the individual.

Satisfaction or complaints – This kind of monitoring can be carried out by adapting routine customer satisfaction surveys and records of service complaints to include a question about personal characteristics. This will help to determine whether the ability to complain has been improved to the point of increasing (or reducing) numbers of complaints. It can also help to assess whether satisfaction varies between different groups and, if so, why. Equality data does not have to be linked to the individual for complaints.

The four types of monitoring can, of course, overlap. However, it can be helpful if you distinguish between the different types of monitoring, especially when planning your data collection and analysis. For example, with long-term monitoring, you will need to aim for (for example) a 2006 data set, and equality data will have to be linked to the individual. On the other hand, satisfaction surveys can be kept anonymous, and a lower response rate would probably be acceptable.

Can we use sampling to collect data?

In some cases (for example, if you are carrying out a survey), you may be able to get enough data by questioning only a sample of the population. However, you will still need the fullest possible response rate from the sample, so that

your findings are representative. The sample should also have a proportionally representative context to it, so in the situation of Black and Ethnic Minority numbers relative to Knowsley minimum 1.62% of a 100 number surveyed should be of a BME background.

What if the service user is not an individual?

Sometimes, the service user will not be an individual but a company or other organisation. For example, the person who contacts you to apply for a restaurant license may be its owner or manager. When a client contacts you, say, as the representative of a company, the simplest thing to do would be to ask the director or directors to answer the ethnic background question. (There is, of course, no guarantee that a business with a director from one ethnic group does not have others from different ethnic groups.)

3. Equality Data Collection Format

Use the categories provided for Gender, Disability and Race unless you already use different categories due to a statutory requirement. The standard sets out the minimum, criteria for embedding equality within service monitoring. Departments can add to these criteria where necessary.

Equality in Service Delivery – Information for our customers / service users

‘The Council has a duty to ensure that all people living or working within our Borough have the opportunity to use our services, and that people feel fairly treated when they do use our services.

Monitoring the personal characteristics of people who use our services is one way in which we can get information to tell us if we are excluding any group of people from our services or treating them unfairly when they do make use of our services.

The information you are about to complete is held in strictest confidentiality by the Council Department. Use or disclosure of personal details is subject to the Data Protection Act, which prohibits unlawful access by any person, agency or organisation, but will also need to take into account have Freedom of Information Act implications.

Please fill in your personal characteristics below and help us ensure quality within equality.

Gender (Tick the appropriate box)

- Female
- Male

Age (If you are already monitoring service user age continue to use your existing method)

Else

What is your date of birth?

Please fill in Date / Month / Year (DD/MM/YY) ___/___/___

Or

Please indicate which age band you are within

0-16 16-24 25-34 35-44 45-54 55-64 65-74 75-84 84+

Disability

Do you consider yourself disabled? (Tick the appropriate box)

No

Yes

If yes, can you specify what kind of impairment?
(Optional)

Ethnic Monitoring Categories

What is your ethnic group? Choose one section from (a) to (e) then tick the appropriate box to indicate your cultural background.

(A) White

- British (The decision to include the 4 British sub-categories is optional)
- Scottish
- Northern Irish
- Welsh
- English
- Irish
- Any other White background

Please write below

(B) Mixed or Mixed British

- White and Black Caribbean
- White and Black African
- White and Asian

Any other mixed background

Please write below

(C) Asian or Asian British

Indian

Pakistani

Bangladeshi

Kashmiri

Any other background

Please write below

(D) Black or Black British

Caribbean

African

Any other Black background

Please write below

(E) Chinese, Chinese British or Other ethnic group

Chinese

Any other

White and Asian

Please write below

(F) Gypsies and Travellers

Gypsy

Irish Traveller

Traveller

(To be filled out by local authority representative)
Who completed the information?

- Self Classification
- Other Classification (Carer, Teacher, Parent, Spouse, Friend, etc)
- Some information withheld

4. Analysis of data

To interpret your data, you will want to know:

- What data to use as a comparison or 'benchmark'; and
- Whether any differences between identifiable groups represent 'real' or 'significant' differences which you will need to investigate (and are not the result of chance).

What benchmarks should we use?

External benchmarks

You will find that external benchmarks (such as those listed below) are useful when you are monitoring 'snapshot' information at a given point in time (for example surveys of services used), or assessing application and access rates in service delivery.

2001 census

This will be your main source of external data. In service delivery, you can assess if your service users proportionally represent the borough's population, thereby identifying under representation and possible barriers to access.

Family Groups

You may get useful benchmark data from authorities similar to your own (for example Best Value Family Groups) that have agreed to 'pool' their data to provide a joint benchmark against which each can assess its own performance. You will obviously need to take account of different geographic differences within the area as a whole and may need to also take into account the social differences between your boroughs Black and Ethnic Minority groups and any comparator area. These groups do not always follow the same principles relative to economic progress or instances of deprivation. You should aim to improve on comparators' performance rather than simply match it.

Internal benchmarks

Your own internal data will often give you a more important benchmark than external data. In service delivery, internal benchmarks are important when you are assessing different results for people from different groups, once they have entered the system. The issue then becomes one of equal (or unequal) treatment, not representation.

Are the differences between groups ‘real’?

In order to determine differences adverse or otherwise between groups, you need to consider what effect the range of policies and functions within your department can have on individual service users. The effects can be measured (for example) by pooling individuals into groups which consist of; gender, race, ethnic origin, disability, age, sexuality, sexual orientation, marital status, nationality, religion or belief. These are all the groups which currently make up the diverse population which Knowsley Council serves and are already highlighted within our commitments to Equality and Diversity.

We are already using Equality Impact Assessment (EIA) methods to decide whether the differences between groups are ‘real’ or ‘meaningful’, so the most expedient process would be to apply the same principles to our Corporate Monitoring Standard.

An alternative to the EIA process is to use “Statistical significance testing” as a means for assessing differences between different groups. However in boroughs such as Knowsley you will find that you cannot use statistical testing to test differences between groups where numbers are very small. In this case, alongside the EIA process we could combine data over time – or across departments or grades – to see if there is a definite pattern.

Statistical tests are used to assess how likely it is that differences could be down to chance, but this can be overly complex and can prove to be more effort and less “personalised” than the end result justifies. For most scientific analysis, a probability of 5%, or even a more rigorous level of 1%, is taken as evidence of a non-chance difference. However, with equality monitoring you do not want to miss spotting real differences, so using probability or likelihood is not necessarily an appropriate methodology for measuring equality and diversity service provision.

There may be a requirement to see whether different groups are represented in proportion to the data you are using to benchmark. So you could use the more complex “statistical analysis” to work out how different factors (such as age, ethnic background, gender, and so on) are linked to one another, and how they affect outcomes such as educational achievement. (You may wish to explore this with the Corporate Equality and Diversity Officer, or consult the CRE Guidance on Ethnic Monitoring).

Finally, you should remember that real differences (in patterns of outcomes or representation) between different groups are not, in themselves, evidence of discrimination. What they do mean is that you need to study these results further to find out why there are differences, and to tackle any barriers you may find.

What analyses should we carry out?

Given the range of service-delivery activities that you can monitor, and the different kinds of monitoring that you can do, it is impossible to cover all the possibilities. The following are suggested questions you might want your data to answer, for each type of monitoring, as follows:

Ongoing monitoring

- Are our policies and procedures fair to all groups?
- Are members of some groups more likely than others to use our services, or face our enforcement powers, such as customer protection?
- Are there differences in outcomes for different groups?
- Are any of these differences due to other policies or procedures (for example, a particular rule or requirement)? If so, can this rule or requirement be justified by the aims and importance of the policy, function or service? (e.g. is a legal requirement)
- Is the difference due to some underlying pattern of disadvantage?
- Are the factors we have considered sufficient to explain the size of the differences?
- What other data or analysis might we need to investigate this further?
- If there is no obvious reason for the differences, or their size, what else can we do?
- Is direct discrimination a possible cause?
- Is indirect discrimination a possible cause?
- Are some groups perpetuating their own exclusion?
- Is there evidence that these patterns are changing?
- Has the action we have taken led to the improvements we hoped for?
- How can we, or others, build on this improvement? What lessons can we learn for the future?

Episodic contact

You will probably need to answer similar questions to those we have suggested for ongoing monitoring, but the data you will be looking at will probably be simpler, involving only one or two decision processes.

Usage

- Are there differences in the rates at which different groups use our services or face enforcement by our services?
- Are there groups that seem more or less likely to use the service, based on the full list of detailed personal characteristics and ethnic categories?
- What are the possible explanations for differences in the rates of service use?
- Do these differences show that there is a problem in the way different groups see us, or in the way we see them?
- Are there differences in the ways that different groups use our services?
- Do different groups appear to have special, or different, needs?
- Do we need more data or analysis to investigate this further?
- Are our services, and the way that we are delivering them, meeting the needs of the community we serve?
- Are our services and the way we deliver them capable of meeting any possible future needs?

- Have things changed since we last did a similar survey?

Satisfaction or complaints

- Are there differences in the satisfaction levels or complaint rates for different groups?
- Are there particular areas of our service that cause a problem for different groups?
- Is there dissatisfaction with our decisions, or the way we make these, or the way we deal with people?
- Do the findings suggest that our staff need training?
- Is there an underlying cause or barrier that means some groups are not treated as well as others?
- Do different groups have different expectations of our service?
- What else can we do to look at the expectation, perceptions and experiences that different groups have of our services?
- Is the picture changing?
- Whom should we consult about the results?

In answer to the last point, you should consult as widely as possible about your monitoring results. Both staff and community organisations may be able to throw light on some of the differences you might have found, and to point you in the direction of further research or investigation. They may also have suggestions about what you can do.

5. Taking Action

What action should we take?

The reasons for any inequalities shown up by your monitoring, and the steps you can take to tackle them are so wide-ranging, that we can only consider some of the possibilities here. However, if you have discovered inequalities you can consult the Council's Corporate Equality and Diversity Officer for advice concerning your suggested appropriate action, or to determine other potential methods for dealing with an anomalous issue. If you have taken action without firstly notifying the Equality and Diversity Officer, you should still inform the Officer of your findings, the action taken and how the results will be used to develop future policy and practice. The Equality and Diversity officer is a support function put in place by the council as a means to facilitate standardised equality and diversity processes across service delivery and employment.

Removing unfair barriers

Sometimes, data analysis will point to an institutional barrier that is fairly obvious and easy to remove. You need to ask two main questions.

- Does a rule or requirement put some groups at a disadvantage?
- Can the rule or requirement be justified by the aims and importance of the policy, function or service? (E.g. is it a legal requirement)

Examining decision-making

If you have carefully examined your rules and requirements and not found any obvious reason for the differences revealed by your monitoring data, you need to ask whether people in your authority are making decisions or developing policy – whether deliberately or not – in such a way that people from some groups are being treated less favourably.

You may need to examine decision-making processes and decision makers' views, both of the decision-making criteria and of people from different groups. You might find that your staff need training or clearer guidelines on how to avoid discrimination when they are making decisions. You may also find that you need to review your procedures and sanctions (disciplinary procedures) to support this. You might want to build 'fairness' targets into individuals' or teams' aims.

Now and again, your examination of your monitoring data may reveal a possible barrier in another organisation. This could be a partner agency or a Contractor. You may need to refer to our commitment to Equality and Diversity within procurement, outlined in the "Comprehensive Equality and Diversity Policy". However for the purposes of giving initial guidance the following serves as an example. "a housing authority might find that certain housing associations never or rarely accept people from ethnic minorities who are referred to them for re-housing". You should ask the organisation for an explanation and, if necessary, refer any concerns you might still have to the Corporate Equality and Diversity Officer, who will determine whether these concerns should be relayed to the Commission for Racial Equality for investigation. KMBC may also consider suspending our working relationship with the organisation until you are satisfied that they are operating fairly.

Outreach and positive action

If under-representation of some groups is the problem the most effective solution could be an outreach programme. You could:

- Review your publicity material to make sure that the way it is written and illustrated shows that you welcome people from all groups;
- Improve your contact with all sections of the community, through schools, community groups and other local organisations;
- Use the Black and ethnic minority or Disability media;
- Translate your information and publicity material into the main languages used in the community you serve (including Braille, audio tape or large print); and
- Arrange for interpreters, when necessary.

The following are some examples of positive action;

- special training connected with family responsibilities, such as childcare.
- training where there is under-representation of a particular group.
- targeted encouragement to apply for jobs.
- introducing flexible working patterns, such as job-sharing etc.

In order to obtain a comprehensive overview of what is and what isn't "Positive Action" you should consult with the Corporate Equality and Diversity Officer.

Working with others

If some ethnic groups are not using a service, it may mean that they are going elsewhere to meet their needs. Sometimes, a community-based voluntary or religious organisation may have a better understanding of their clients' needs than you do. You should think about building links with some of these services to:

- Share information and advice;
- Provide financial or other support; and
- Consider how you might refer clients to each other, if this seems to be in the clients' best interests.
- Develop a process for needs analysis research which can inform your service delivery practice.

6. Target setting

Setting targets is closely connected with taking action. Targets are a focus around which you can plan your action. At the same time, your targets need to be realistic, both about what you can do and about how long it will take before you see results.

This does not mean that your targets should not be challenging enough to create imaginative and new approaches to the question of how you can achieve them – but without using unlawful 'positive discrimination'. Your targets need to take account of relevant benchmark data, and of social and economic realities. For a full interpretation of what may constitute as "positive discrimination", you should consult with the Corporate Equality and Diversity Officer.

For example, you could be setting yourself up to fail if you set yourself a target for changing housing-allocation patterns that does not take account of the rate at which housing stock is likely to become available. In addition it may be the case that there is insufficient "special needs" allocation of housing stock to meet criteria, which is primarily relative to servicing (as an example) elderly persons.

However, target setting should also encourage you to challenge your thinking about some of these limits. For example, you might ask whether there is anything you can do to help increase the amount of special needs housing stock.

You need to set targets that are challenging enough to bring about imaginative and radical thinking about how they can be achieved, without running the risk that they simply could not be achieved, or could be achieved only by using unlawful 'positive discrimination'. The risks of aiming too high or too low may vary with each situation, so you need to carefully consider how these risks could affect:

- The views of community and staff;
- Your wider public image; and
- Morale among different groups.

Given the difficulty of 'getting it right first time', you will probably find that you need to revise your targets in the light of experience. The main points are to:

- Set targets that are challenging but achievable, and that are based on relevant internal and external benchmark data.
- Set stage-by-stage and final achievement data.
- Develop an action programme that will deliver the target.
- Incorporate a risk assessment process which ensures that you do not ignore some groups due to a focus on others.
- Monitor your progress towards achieving targets.
- Review your progress towards the target.
- Identify and deal with any obstacles to your progress; and
- Revise your targets downwards or upwards, if the evidence suggests that they were originally set unrealistically high or were not challenging enough.

What kind of targets can we set?

Equality targets are generally framed as outcomes for different groups. (However, targets are best set, and progress towards them checked, when monitoring data is comprehensive and accurate. So you may want to start by setting targets for your data collection rate.) 'Outcome' targets have two main forms:

- Representation (of different groups); and
- Parity of treatment.

Representation targets

Representation targets are about

- The numbers or percentages of different groups using your services, and
- The numbers or percentages of different ethnic groups applying for services.

The following are possible examples.

- 'To increase the representation of ethnic minority foster carers from 0% to 3% in five years.'
- 'That the distribution of people with physical and sensory disabilities using our services should match their distribution within the local population within 6 years, and with evidence of satisfactory progress from year to year.'

- 'To have at least two ethnic minority community groups in the Borough within 5 years.'

'Parity' targets

Parity targets are about how organisational procedures and decisions affect different groups.

The following are possible examples.

- 'Next year, the proportion of ethnic minority applicants for housing-improvement grants who are successful should be at least 90% of the proportion of the applicants who are successful.'
- 'The proportion of people with learning disabilities employed within the borough should rise by 50% in 3 years.'
- 'The proportion of Social Service users whose cultural needs were taken into consideration on assessment should increase to 100% in two years.'
- 'Overall levels of satisfaction with our service should be the same for all ethnic groups.'

Representation targets are likely to be more affected by internal or external constraints than equality targets. For example, you could achieve equality in cultural needs assessment immediately, but you could not possibly achieve equal exclusion rates among pupils from different ethnic groups until a whole range of other conditions, for example relating to cultural awareness or staff training, had been met. However, as already noted, you should set targets that challenge constraints as well as take account of them.

In the context of under-representation of service user make-up within the workforce, then positive action would be a process that the Authority would use in order to redress any imbalances.

Appendix 1. Equality Data Collection Format for HR

Use where and when appropriate within Employment Monitoring the categories provided for Age, Gender, Disability, Believe/Religion, Sexuality and Race.

Positive Action Employer Led

The following are focus areas for work, which can redress imbalances within education, employment, access to employment or training for a range of groups.

- Education
- Welfare Provision
- Access to Recruitment and Selection Processes
- Training for Employment
- Accelerated Promotion Schemes
- Family Friendly Policies

Equality in employment – Information for our employees

The Council has a duty to ensure that it is not discriminating against any person working or applying to work in any of its services.

Monitoring the personal characteristic of employees and potential employees is one way in which we can get information to tell us if we are discriminating against any group or treating them unfairly in their employment.

The information you are about to complete is held in strictest confidentiality by the Council's Human Resource (HR) Department. Use or disclosure of personal details is subject to the Data Protection Act, which prohibits unlawful access by any person, agency or organisation and when necessary subject to the Freedom of Information regulations as of January 2005.

Please fill in your personal characteristics below and help us ensure quality within equality

Gender (Tick the appropriate box)

Female

Male

Sexual Identify (The decision to include this category is optional)

Please state your sexual identify (Tick the appropriate box)

Gay

Lesbian

- Heterosexual
 Bisexual

Age

Either

What is your date of birth?

Please fill in Date/Month/Year (DD/MM/YY) __/__/__

Or

Please indicate which age band you are within

- 16-24 25-34 45-54 55-64 65+

Disability

'Under the Disability Discrimination Act 1995, a disabled person is someone who has, or has had, a physical or mental impairment, which has a substantial or long-term adverse effect to his/her ability to carry out normal day-to-day activities'

Do you consider yourself disabled? (Tick the appropriate box)

- No
 Yes

If yes, can you specify what kind of impairment?

(Optional) _____

How long is it expected to affect you?

(Optional) _____

Knowsley Metropolitan Borough Council have adopted the "Social Model of Disability" which is founded on the belief that disabled people are discriminated against by the design of the environment and how services are organised and delivered.

Culture, Belief and Religion (The decision to include this category in is optional)

Either

Are there any matters relating to culture, belief or religion which you would like the authority to take note of?

Please write in below

Or

What is your culture, belief or religion? (Tick the appropriate box)

- Atheist

- Christian
- Buddhist
- Hindu
- Jewish
- Muslim
- Sikh
- Any other culture, belief or religion

Please write in below

The following are x2 options for possible Ethnic Classification Monitoring related to staff/workforce representation.

(1) Ethnic Monitoring Categories

What is your ethnic group?

Choose one section from (a) to (e) then tick the appropriate box to indicate your cultural background

(A) White

- British (The decision to include the 4 British sub-categories is optional)
- Scottish
- Northern Irish
- Welsh
- English
- Irish
- Any other White background

Please write in below

(B) Mixed or Mixed British

- White and Black Caribbean
-

White and Black African

White and Asian

Any other mixed background

Please write in below

(C) Asian or Asian British

Indian

Pakistani

Bangladeshi

Any other Asian background

Please write in below

(D) Black or Black British

Caribbean

African

Any other Black background

Please write in below

(E) Chinese, Chinese British or Other ethnic group

Chinese

Any other

Please write in below

(2)

ETHNIC ORIGIN*

The Race Relations (Amendment) Act 2000 requires public authorities to proactively pursue racial equality in everything that they do. In order to comply with the general duty placed upon public bodies, there is a requirement to eliminate unlawful racial discrimination; promote equality of opportunity; and promote good relations between people of different racial groups. In order to do this, can you please complete the following:-

The following groups are recommended by the Commission for Racial Equality and take account of those used in the 2001 National Census. If you do not identify yourself within one of these categories please complete the 'other' section at the end of the table.

I would describe my ethnic origin as – please tick

WHITE	
White British – <i>**please also tick one of the three boxes below</i>	
**English	<input type="checkbox"/>
**Scottish	<input type="checkbox"/>
** Welsh	<input type="checkbox"/>
**White Irish	<input type="checkbox"/>
**White Traveller – Irish Heritage	<input type="checkbox"/>
Any other White background – please write here:	
Asian or Asian British	
Bangladeshi	<input type="checkbox"/>
Indian	<input type="checkbox"/>
Kashmiri Pakistani	<input type="checkbox"/>
Other Pakistani	<input type="checkbox"/>
Any other Asian background – please write here:	
Black or Black British	
Black African	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>
Black English	<input type="checkbox"/>
Black Scottish	<input type="checkbox"/>
Black Welsh	<input type="checkbox"/>
Any other Black background – please write here:	
Chinese	
Chinese	<input type="checkbox"/>
Chinese English	<input type="checkbox"/>
Chinese Scottish	<input type="checkbox"/>
Chinese Welsh	<input type="checkbox"/>
Any other Chinese background – please write here:	

MIXED

Mixed – ****please also tick one of the boxes below**

- **White and Black Asian**
- **White and Black African**
- **White and Black Caribbean**
- **White and Chinese**

Any other mixed background - **please write here:**

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

OTHER - **please write here:**

*Ethnic origin questions are not about nationality, place of birth or citizenship. They are about colour and broad ethnic group. UK citizens can belong to any of the groups indicated.

(To be filled out by local authority representative)

Who completed the classification?

- Self Classification
- Other classification (Carer, Teacher, Parent, Spouse, Friend etc)
- Some information withheld