

Women In Development A Scottish case study

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- The gender equality situation in Scotland
 - Gender equality policies and main actors
 - Case studies
 - Support of women's participation to local development processes
 - Support of gender mainstreaming in local development programmes
 - Strengths and weaknesses of Scottish gender equality framework

- **Women are the majority of Scottish population and live longer than men (52% absolute, 55% 50+ category) BUT have less access to MATERIAL RESOURCES, OWN TIME, POLITICAL POWER.**
- **INCOME** - 2004 UK GPG fourth highest than in the EU. In Scotland:
 - Women's activity & employment rates >5% lower than men (2006)
 - Women's median hourly pay rate for adults FTE 14% lower than men's
- **BUSINESS**
 - Women underrepresented in running business (self-employed, in partnership, in LTD companies)
 - Self-employed women have risen from 1991 to 2001 by more than one third BUT concentrated in traditionally female sectors with low entry costs

EPRC Current situation (continued)

- **HIGHER EDUCATION** Female students 57% in 2004-05 but no change in bias of studies over the past ten years e.g. 2003-04
 - Men ➡ 89% graduates in engineering & technology, 76% mathematical sciences & 75% architecture
 - Women ➡ 84% allied medicines, 73% education, 72% languages, 71% social studies, 69% arts
- **POLITICS AND DECISION-MAKING**
 - Women MSPs are 39.5% but only 21% in local authorities and only 15% of MPs from Scotland are women
 - In workplace: 70% of managers are men, 74% of clerical & secretarial workers are women
- **CARING RESPONSIBILITIES**
 - 92% of single parent households are women
 - 60% of unpaid carers are women

EPRC Gender equality policies and actors

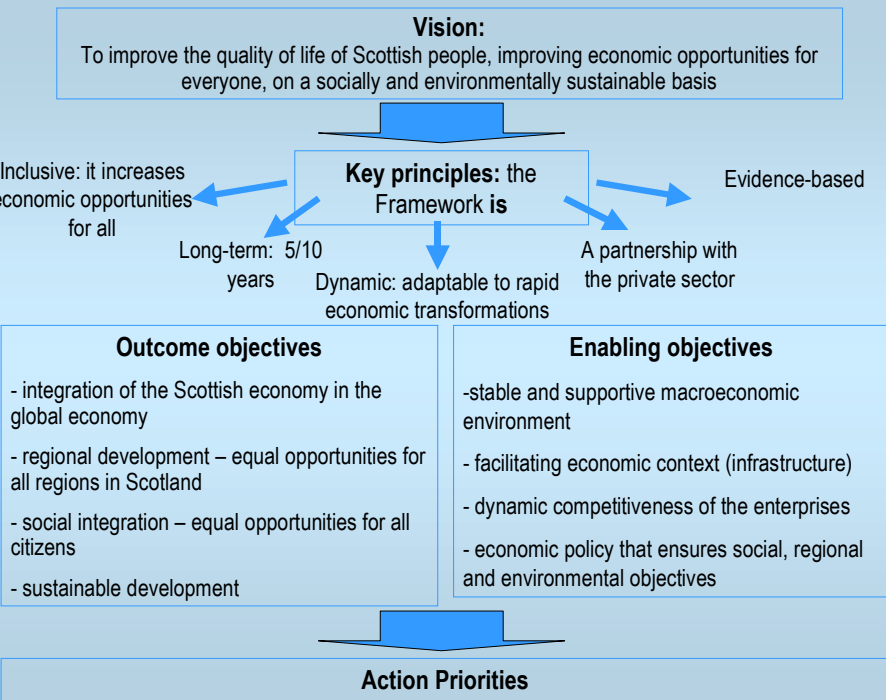
A devolved policy

- Since devolution equality high on the agenda
- Scottish Parliament
 - Standing Equal Opportunities Committee
- Scottish Executive
 - 2000 Scottish equality strategy
 - Equality unit of the Scottish Executive (sub-unit on “gender and mainstreaming equality”)

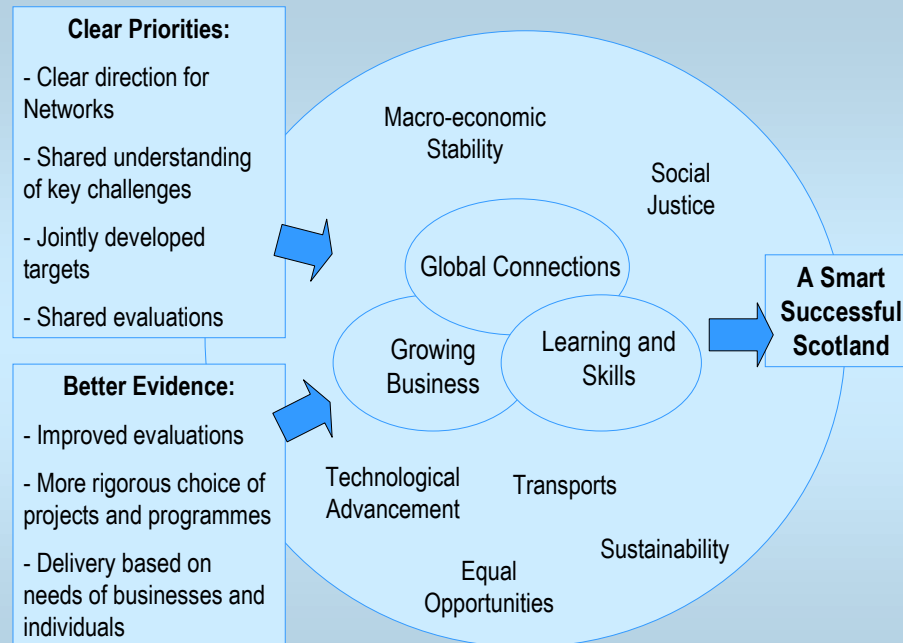
Gender equality policies and actors (Continued)

- **But also underpinned by UK legislation**
- **2006 Equality Act (UK)**
 - New requirements to eliminate discrimination (religion, sexual orientation, gender and disability)
 - Commission for Equality and Human Rights, CEHR (merging EOC, CRE, DRC)
- **For gender equality**
 - Amends 1975 Sex discrimination Act
 - Statutory duty for all public authorities to consider unlawful discrimination & promote equality btw men & women → GED into force on 6 April 2007
 - A general duty + specific duties for listed authorities
 - In Scotland: secondary legislation and a Scottish Code of Practice

FEDS



SSS



Plus ECP:

- 2000-06 H&I Obj.1 PO SPD; Eastern, Western, Southern Scotland O2 SPDs
- 2007-13 H&I Convergence PO; Lowlands and Uplands C&O PO

Good practice case studies

- In practice interventions for gender equality found in
 - Domestic schemes funded by the Scottish Executive's Equality Unit
 - Structural Funds programmes (mainstream and Equal CI)

Project Name	Type of Project			Funding		Territorial Focus	
	Mainstreaming	Mixed/ Intermediate	Direct Support for Women's Involvement in Local Dev.t	Domestic	Domestic & European	National	Local or Focussed
Close the Gap					Equal C 1		
Women's Fund							
Engendering policy					Equal C 1		
Advancing Women's Employability					Equal C 1		
Work -Life Balance					Equal C 1		
Women into Business							
Women into Enterprise					Objective 2		

GP 1 - Close the Gap

When	2001-05 (also 2006-07 and potentially 2008+)
Who	CtG development partnership (STUC, H&I University, EOC, S. Exec., S. Ent., H&I Enterprise, Fair Play)
Why	Extent of pay gap in Scotland (14% and 35% FTE and PTE), caused by persisting discrimination, job segregation, glass ceiling, caring responsibilities
What	P1: Range of activities: website and publicity campaign, guide for employers, toolkit for TU, toolkit for SU officers, case studies, research on pay gap in H&I, different types of training. Plus P2:
+ & Innovative	Novel project, bridged different actors allowing better insight on a complex issue; understanding that messages need to be carefully segmented; innovative methodologies, involvement of S.Exec.
-	Publicity campaign
Reproducible?	Yes, as also in Italy the pay gap is an issue and similar types of methodologies and activities would be beneficial

GP 2 - The Women's Fund

When	Since 2002
Who	Scottish Community Foundation (with funding from Scottish Executive, Communities Scotland and private donors)
Why	Because in other schemes managed by SCF there were a lot of applications for women's projects
What	Grants (up to £1,000 or up to £5,000) for projects that support the empowerment of women and that improve the lives of women and girls in Scotland
+ & Innovative	Experience of SCF; investment in endowments; lever; simplicity of application and selection process; certain timetable; flexibility of funding; has reached different types of groups and projects; has met its objectives and attracts new groups of applicants each year; scrutiny by voluntary assessors; individual not eligible; cumulating possible makes impacts higher
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Reproducible?	Yes, but do Community Foundations exist in Italy? Could be implemented at local levels

GP 3 - Engendering policy

When	November 2005 - June 2007
Who	Collaborative project btw. Oxfam, South Lanarkshire Council, Genderwise DP, Glasgow Caledonian University and Engender
Why	Because women's views and needs are not always taken into account in local level policy making and this has an impact on the condition of women, esp. those affected by poverty
What	Gender mainstreaming areas of regeneration activities and dissemination of benefits and learning: pilot and trial, plus training for women in the community to make their voice heard in the political process
+ & Innovative	Tackles women and poverty; experiments with practical ways to integrate gender in regeneration policies and bridges the gap btw policy and practice; project officer in local authority but not within EO Unit
-	Better integration within Council processes would have been beneficial
Reproducible?	Yes, but could be challenging

GP 4 - Advancing Women's Employability

When	Mid 2005 to June 2007
Who	SSI University of Strathclyde, Genderwise DP, Lochaber College and South Lanarkshire Council
Why	Because there are no policies for older women in Scotland. Older women face particular forms of discriminations in the labour market and in life
What	Learning programme; Pathfinder programme; Accelerator programme - i.e. training for older women to advance their employability, work with employers in three key sectors and creating linkages between the two.
+ & Innovative	Positive outcomes. Attention to after training care and social interaction component
-	Difficulty to implement the programme in the rural area of Lochaber
Reproducible?	Yes, but adapted to Italian context and the perception of older women's role in society

GP 5 - Work-life balance

When	2002 to 2005
Who	Glasgow Caledonian University, Worklife Adaptability DP
Why	Because Scottish MSMEs are not aware of the possibilities and benefits of FWP and FFE, and do not widely implement them
What	Desk research; survey of 2,560 Scottish MSMEs; interviews with firms and elaboration of case studies; elaboration and dissemination of diagnostic implementation tool; website and final project report
+ & Innovative	Links gender issue and FWP/FFP, exploring an under-investigated topic; practical outputs for MSMEs
-	Lack of follow up (although not part of the project); complexity and time needed to complete the research
Reproducible?	Yes, focus on MSMEs is particularly interesting

GP 6 - Women into Business

When	Since 2000
Who	Scottish Enterprise
Why	2001 SE's Smart Successful Scotland led S.Ent. To become more strategic, highlighting need to address under-representation of women in business
What	Umbrella programme providing: networking, (micro-credit programme), Business Investment for Growth, Mentoring, website, national conference
+ & Innovative	Flexibility of programme, overarching strategy, ongoing assessment of outcome, customer-driven, delivery through BGs, LECs and CC
-	Difficult to ensure consistency in the delivery of different elements
Reproducible?	Yes

EPRC GP 7 - Women into Enterprise

When	February 2002-February 2005; prosecution until January 2007
Who	Glasgow City Council, Strathclyde European Partnership (Obj. 2 SPD Western Scotland)
Why	To fill a gap re. the innovative capacities of women's entrepreneurs, but assisting women's start-ups and existing SMEs in Glasgow to become innovative and sustainable
What	Training; grants; networking
+ & Innovative	Has funded women's business that have become truly innovative and competitive; matches grants to pre-grant support (training and networking)
-	Getting the right type of application has proved difficult
Reproducible?	Yes

Strengths and weaknesses of the Scottish gender equality framework

- Roles of COM, Scottish Executive, EOC Scotland and NGOs very positive
- GED is an unprecedented step further , but its implementation presents challenges:
 - sufficient degree of accountability?
 - implementation at local level ‘compartmentalised’ (also within and across SE)
 - Specialist skills involved/complexity
- Still some policy gaps
 - strategies: pay gap being addressed, but pay reviews not mandatory; policies for older women; women and poverty
 - methodologies & practices: link btw academic work and policy formulation, policies and delivery on the ground (e.g. regeneration policy)

- Devolution has raised profile of EO and GE: need not to lose momentum
- Still some lack of ownership and vertical & horizontal integration
- Albeit unprecedented move, realism on GED

BUT also

- Test-bed for innovative interventions for GE by different actors, with differing scopes

FOR THE FUTURE

- More synergies, more involvement of women at grass root levels, development of practical tools

EPRC Conclusions on transferability

- Key factor is commitment of individuals, but commitment of senior levels within organisations is also crucial to include GE in the culture of organisations
- It can be difficult to make the jump from successful, innovative projects to large-scale mainstreaming: fundamental to establish a systemic institutionalisation of learning