



# Fife Centre *for* Equalities



**EQUALITY  
PATHFINDERS**  
Evaluation Report 2019-2020

# Introduction

Fife Centre for Equalities (FCE), funded by Fife Council, started in 2014 with the **vision** to inspire and enable everyone we work with to take action that makes Fife a more equal, fairer place to live, work and study.

FCE's **mission** is to develop a harmonised approach to build a collective voice to champion equality, diversity, inclusion and social justice. Our **values** are to work with honesty, integrity, respect and transparency, and strive to demonstrate a fully inclusive approach in everything we do. We want everyone we work with to share these values in the belief that they will help make Fife a fairer and more equal place.

FCE has five **strategic outcomes**, they are:

1. Individuals feel respected, safe and have the freedom to lead a fulfilling life where they live, work or study.
2. Individuals and groups feel better connected and are able to contribute to public policy and the planning and delivery of local services.
3. **Groups, whether already established or just getting started, have the tools they need to engage with their local community in a positive and inclusive way.**
4. Third, public and private sector organisations demonstrate best practice in equality, diversity and inclusion.
5. FCE is recognized as a centre of excellence for championing equality, diversity and social justice.

Offering training opportunities is one of the methods that help us to achieve our **Strategic Outcome Three**. Under our **service level agreement** with Fife Council, FCE is committed to assist with Plan for Fife's Inclusive Growth and Jobs by providing training, guidance and support to private, public and third sector organisations to help improve their employment and service delivery services.

# Background

FCE's capacity building programme is formalised through the [Equality Pathfinders](#) local recognition scheme. Launched during [Diversity Week 2017](#), this Equality and Diversity Award programme is unique in that it is free to organisations in Fife, voluntary and non-competitive. Progression through the award involves building up from compliance with the Equality Act (Bronze level), to demonstrating positive action (Silver level), leading into achieving sustainable equality practice (Gold).

	<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
<b>Award Significance</b>	Basic compliance with the Equality Act 2010	Demonstrating and evidencing positive action	Demonstrating, evidencing and sustaining good equality practice
	Typical Training Program	Challenge Based Development	Iterative Development
<b>Learning Principle</b>	Make learning happen	Allow learning to happen	Continual learning cycles
<b>Learning Aim</b>	Understanding of the Equality Act 2010 and application in E&D policy.	To create new and valuable E&D practice knowledge through action, dialogue and ideation.	To create a learning organisation and culture.
<b>Learning Approach</b>	Teacher / content-centric	Learner-centric	Problem-centric
<b>Characteristics</b>	Class teaching, E-learning, Individual learning modules.  Assignments / Tests / Checklists	Learning derived through taking up challenges.  Social and work-based learning.  Practical and creative problem solving	Virtuous learning cycles  Adaptability and Culture change
<b>Rationale / Outcome</b>	People are qualified to perform certain tasks.  People comply with organisational policy.	Use collective experiences to create new and valuable practice knowledge.  Solve organisational challenges.	Develop and sustain a high level of competence

The core development principle used is challenge-based learning (CBL), where participating organisations are supported in developing of their own equality action plans and lead the way in making Fife a fair, equal and inclusive place to live, work and study.

## Participating Organisations Snapshot (17 January 2020)

	<b>Organisation</b>	<b>Status/Notes</b>
<b>BRONZE Entrants 2019-2020</b>	Fife Council / Safer Communities Farid Hillend Engineering Ltd SWIIS Foster Care Cowdenbeath FC  Frontline Fife Care and Companionship IncludeMe St Andrews Utd FC IDTC Ltd Victim Support Velux Ltd Scott & Fyfe Real Life Options	Training Booked – JAN20  Training Booked – JAN20  Training Booked – FEB20 Initial EQIA completed – JAN20  Training to be arranged Training to be arranged Training to be arranged Implementing recommendations Initial meeting arranged Training to be arranged On hold / new business plan On hold / change of HR staff On hold / change of premises
<b>BRONZE Holders</b>	Active Schools Fife Hill of Beath FC Sky Dunfermline Kingdom Housing	Completed - JAN18 Completed – JUN19 Completed – OCT19 Completed – OCT19
<b>SILVER Equality Challenge</b>	Kingdom Housing  Sky Dunfermline	Training Booked – 17FEB20  WEF Project started – JAN20
<b>SILVER Holders</b>	Active Schools Fife	Case Study Completed Agreed Launch: FEB20
<b>GOLD</b>	N/A	

# Programme Overview

From April 2019 to January 2020, FCE developed and delivered 9 Equality Pathfinders workshops to 118 participants, 8 E&D policy and practice assessments and supported 1 Silver-level equality challenge. Below is a summary of the equality guidance provided and feedback received:

Organisation / Dates / Format	Key equality actions discussed / feedback
<p><b>Hill of Beath FC</b></p> <p><b>FEB19 – APR19</b> Initial Policy Review + EQIA/Accessibility Audit</p> <p><b>JUN19</b> Inspection &amp; Award</p>	<ul style="list-style-type: none"> <li>• Accessible routes improved (signage, markings, drop kerbs), improved communication</li> <li>• Update of E&amp;D Policy in line to Equality Act 2010</li> <li>- <i>“We cannot thank you enough for your support. This was one of the big ticket items with the SFA and we couldn't have done this without you.”</i></li> </ul>
<p><b>Sky Dunfermline</b></p> <p><b>APR19</b> Initial Policy Review</p>	<ul style="list-style-type: none"> <li>• Update of Disability and Accessibility, LGBT/Trans policy, definitions of discrimination and unwanted behaviour</li> </ul>
<p><b>Kingdom Housing Group</b></p> <p><b>JUN19</b> Initial Policy Review</p> <p><b>Training Workshops</b> <b>21 June 2019</b> + <b>19 July 2019</b> Half day session [Cohort 1]</p>	<ul style="list-style-type: none"> <li>• Face to face support staff training and/or tool to roll out basic form training at all staff levels</li> <li>• Training or coaching for conflict resolution on race / hate incidents / neighbourhood disputes</li> <li>- <i>“It was a really good refresher course and definitely made me consider how I could improve my practice and make improvements to the work we do as a team”</i></li> <li>- <i>“Very thought provoking. Will take the bias section back to my department for further discussions”</i></li> </ul>
<p><b>Frontline Fife</b></p> <p><b>JUN19</b> Initial Policy Review</p>	<ul style="list-style-type: none"> <li>• Joining up E&amp;D policy to complement with organisation ethos, mission and values</li> <li>• Align admin and data systems to reflect mainstreaming</li> <li>• Design bespoke training for housing/homelessness</li> </ul>

<p><b>Kingdom Housing Group</b></p> <p><b>Training Workshops</b>  <b>14 August 2019</b>  2 x Half day session  [Cohort 2]  [Cohort 3]</p>	<ul style="list-style-type: none"> <li>• Increased awareness training for various disability/conditions which are not necessarily known; also for cultural/religious practices to better understand tenants' priorities</li> <li>• Revisiting the charter and values of KHA/KSC <ul style="list-style-type: none"> <li>- <i>“Interesting workshop. Interactive exercise is beneficial and good to find other staff points of view. Layout and content was good - just enough content and information for 1 session”</i></li> <li>- <i>“I will reflect on my unconscious biases and challenge others more often.”</i></li> </ul> </li> </ul>
<p><b>St Andrews Utd FC</b></p> <p><b>JUL19</b>  EQIA/Accessibility Audit  Initial Policy Review</p>	<ul style="list-style-type: none"> <li>• Improve accessibility of communal areas, clearer signage. Make route between and update design of accessible toilets</li> <li>• Update of wording in policy for discrimination, harassment and reporting hate incidents/crime</li> <li>• Design training for club staff/volunteers</li> </ul>
<p><b>IncludeMe</b></p> <p><b>JUL19</b>  Initial Policy Review</p>	<ul style="list-style-type: none"> <li>• Update of definitions of discrimination and unwanted behaviour, situations and contexts</li> <li>• Design of training modules for mentees and young advocates</li> </ul>
<p><b>Care &amp; Share Companionship</b></p> <p><b>AUG19</b>  Initial Policy Review</p>	<ul style="list-style-type: none"> <li>• Updating protected characteristics to Equality Act 2010 / Equal Opportunities monitoring</li> <li>• Defining direct/indirect discrimination, unwanted behaviour in situations and contexts</li> <li>• Design of training modules for befriending context</li> </ul>
<p><b>Kingdom Housing Group</b></p> <p><b>2 October 2019</b>  <b>Training Workshops</b>  2 x Half day session  [Cohort 2]</p>	<ul style="list-style-type: none"> <li>• Improve interviewing/recruitment processes, including accessibility for disabled or older people to meeting rooms and use of forms</li> <li>• Discuss as a team workload allocation (particularly for difficult clients) and evidencing/reporting (issues in capturing work done in complex support work)</li> </ul>

<p>[Cohort 3]</p>	<ul style="list-style-type: none"> <li>• Better tracking of contact / conversations with tenants, including follow-through/actions to be taken <ul style="list-style-type: none"> <li>- <i>“To try and not use the "horn effect" and ignore preconceived ideas of when dealing with customers day to day</i></li> </ul> </li> </ul>
<p><b>Sky Dunfermline</b></p> <p><b>Training Workshop</b>  <b>10 October 2019</b>  Full day session  [Employee Network Cohort]</p>	<ul style="list-style-type: none"> <li>• Increase links with minority ethnic community and carry employee research to determine barriers in policy and practice</li> <li>• Develop understanding of unconscious bias through range of resources, cascade learning and e-learning <ul style="list-style-type: none"> <li>- <i>“We are proud to receive the Bronze Equality Pathfinders Award from Fife Centre for Equalities. Sky’s inclusion vision is to value diverse ideas and backgrounds and for our people to be able to bring their whole self to work. I highly recommend other organisations in Fife, join us in pledging their support as Equality Pathfinders.”</i></li> </ul> </li> </ul>
<p><b>Kingdom Housing Group</b></p> <p><b>19 November 2019</b>  Full day session  [Cohort 4]</p>	<ul style="list-style-type: none"> <li>• Workload allocation for dealing fairly with complex mental health support cases / repeat callers</li> <li>• Tenant involvement in developing a fair use / accessible stairwell policy for storage (e.g. bikes, mobility scooters etc) <ul style="list-style-type: none"> <li>- <i>“It was interesting, did find it quite hard going in terms of lot of info to take in. Elric, Nina and Melissa all very knowledgeable and good at presenting”</i></li> </ul> </li> </ul>
<p><b>SWIIS Foster Care</b></p> <p>Initial Policy Review and Training Needs Analysis</p> <p><b>OCT19 – NOV19</b></p>	<ul style="list-style-type: none"> <li>• Update of policy to align to Equality Act 2010 protected characteristics</li> <li>• Design training opportunities to address challenging behaviour</li> <li>• Improve access and understanding of equality &amp; inclusion at induction stage of recruitment processes</li> </ul>

<p><b>Kingdom Housing Group</b></p> <p><b>28 November 2019</b> Full day session [Cohort 5]</p>	<ul style="list-style-type: none"> <li>• Staff development days require better assessment of (hidden) staff disability</li> <li>- <i>“As a female support staff working frontline with the public I feel equalities training is essential in order to improve service delivery “</i></li> <li>- <i>“The theme was excellent, well presented and enjoyable”</i></li> </ul>
<p><b>Farid Hillend Engineering Ltd</b></p> <p>Initial Policy Review and Training Needs Analysis</p> <p><b>NOV19 – JAN20</b></p>	<ul style="list-style-type: none"> <li>• Update of policy to align to include explicitly all Equality Act 2010 protected characteristics</li> <li>• Clarifying indirect and direct discrimination in the workplace and implications for gender equality in non-traditional roles/occupations</li> </ul>
<p><b>Cowdenbeath FC</b></p> <p>Initial Policy Review + EQIA/Accessibility Audit</p> <p><b>DEC19 – JAN20</b></p>	<ul style="list-style-type: none"> <li>• Improve Accessible routes improved (signage, markings, drop kerbs), improved communication</li> <li>• Access improvements to hospitality area</li> <li>• Equality and Inclusion training for club staff/volunteers</li> <li>• Update of E&amp;D Policy in line to Equality Act 2010</li> </ul>
<p><b>Active Schools Fife</b></p> <p><b>APR19</b> Case Study Planning</p> <p><b>OCT19 – JAN20</b> Case Study Review</p> <p><b>FEB20</b> Silver Award Launch</p>	<ul style="list-style-type: none"> <li>• Create a comprehensive Equal Opportunities monitoring policy and practice, introducing fair recruitment approaches and checks at all stages</li> <li>- <i>“The Equality Pathfinders workshop provided an opportunity for us to review and discuss how we were working with and recruiting young people in our leadership programmes from a different perspective.</i></li> <li>- <i>We are committed to supporting our young people and the workshop was the catalyst to taking on the Equality Challenge. The challenge process along with the support and guidance from Fife Centre for Equalities enabled us to improve our recruitment processes and practices ensuring our leadership programmes are inclusive and accessible for our young people whilst promoting equality and diversity.”</i></li> </ul>



# Workshop Participants Characteristics

118 people attended Equality Pathfinder workshops over 9 training sessions delivered as full or split-half day workshops. A summary of participant characteristics is outlined below<sup>1</sup>.

<b>Age</b>	Average age was 39.3, ranging from 20 to 62 years
<b>Disability</b>	86% reported a disability or long-term health condition, 14% reported no disability.  Out of all respondents reporting a disability, 36% had a mental health condition, 21% a learning disability and 14% an invisible disability.
<b>Gender Reassignment</b>	No respondent reported undergoing gender reassignment
<b>Marital, Civil Partnership or relationship status</b>	39% of respondent were married, 36% were single, 21% cohabiting and 1% divorced.
<b>Race</b>	89% of respondents were Scottish, 5% Other British, 2% Bangladeshi and 2% Pakistani
<b>Religion or Belief</b>	55% of respondents reported No religion or belief, 16% Church of Scotland, 4% Islam, 2% Christianity Other and 1% Paganism
<b>Sex</b>	78% of respondents were female, 21% were male
<b>Sexual Orientation</b>	71% of respondents were Heterosexual / Straight, 3% Gay Men, 1% Bisexual
<b>Sex</b>	78% of respondents were female, 21% were male
<b>Care Responsibilities</b>	75% of respondents did not have care responsibilities, 20% did. Out of those who did, 50% cared for a child or children under age 18, 27% for a Disabled Adult and 12% for an Older Person or people.
<b>Employment or Occupation</b>	80% of respondents were Employed Full-Time, 14% were employed part-time, 2% were on an Apprenticeship or training scheme

<sup>1</sup> **Please note:** not all percentages add up exactly to 100% due to partially completed questionnaires. Percentages calculated represent the proportion of respondents replying to the corresponding question.

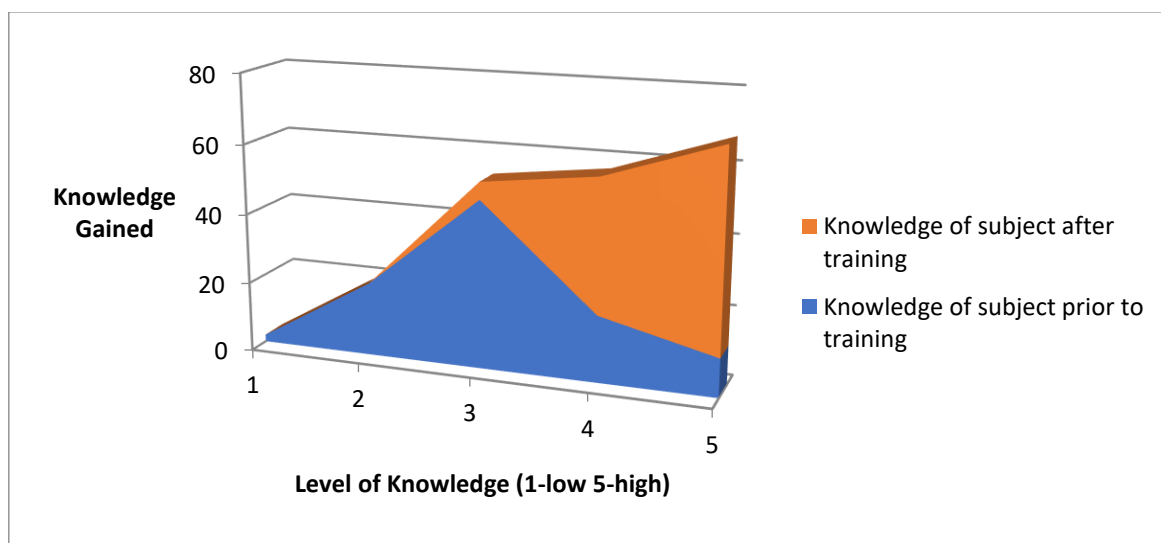
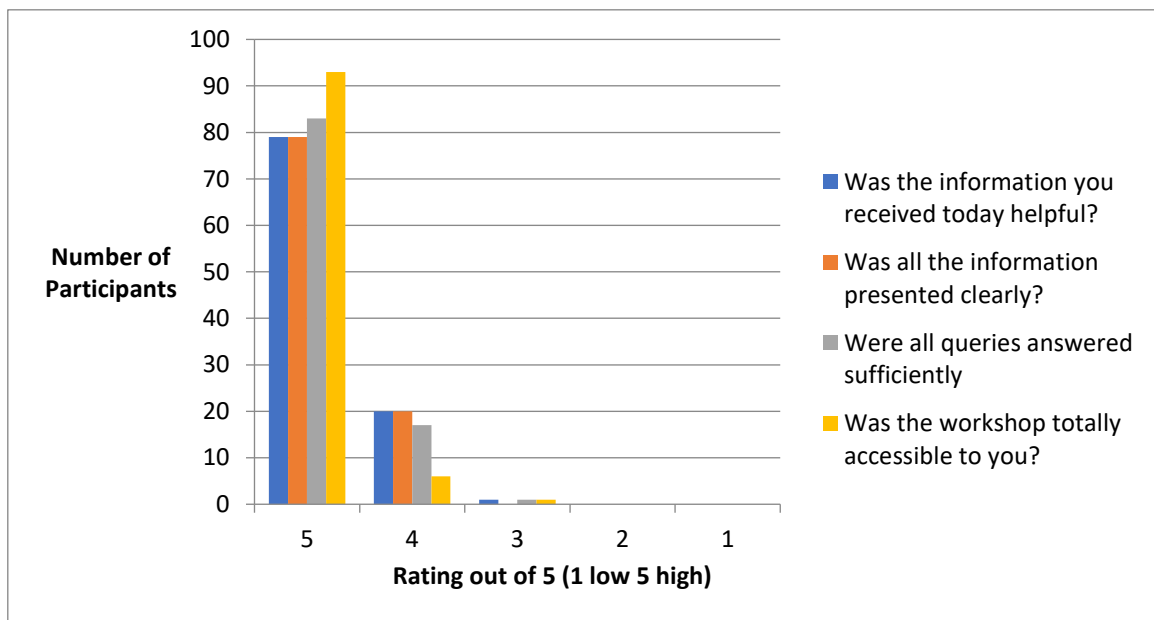
## Feedback

Usefulness of information received at the workshop was rated '5 out of 5' by 78.2% of participants. 19.8% of participants rated usefulness as '4 out of 5'.

79% of participants gave '5 out of 5' for clarity of presentation, and 20% gave '4 out of 5'.

82.2% thought all the queries were answered sufficiently. 93% thought the workshop was totally accessible.

All participants reported an increase in knowledge through attending the workshops. Prior to training, 47.5% of participants reported a score of 3 (average), and after training 57% reported the highest score (5).



## Sample (Full Day) Programme:



09:00 Setup

09:15 Registration/ Tea/Coffee

09:30 Introduction and Expectations

09:45 Icebreaker: My precious

10:15 Presentation – Knowing the Equality Act 2010

10:45 Discussion Cards

11:15 Comfort Break

11:30 How Diverse is Fife? Quiz and Discussion

12:00 Lunch

12:45 Group Exercise – My honest Opinions

13:15 Presentation – Dissection of Unconscious Bias 1

13:45 Group Exercise – Acceptable and Unacceptable Unconscious Bias

14:00 Presentation – Dissection of Unconscious Bias 2

14:15 Group Exercise – Managing the Impacts of Unconscious Bias

14:45 Comfort Break

15:00 Known knows, Known Unknowns and Unknown Unknowns

15:40 Silver Award Equality Challenge: You and Your Organisation

16:15 Evaluation and next steps

16:30 End



# Equality Pathfinder Bronze Award



## How do organisations gain the Bronze Award?

The Bronze Award usually involves organisations going through Equality Act 2010 training (an introduction or refresher course) along with implementation of equality and diversity policy or practice recommendations.



The challenge is usually easily identified from the workshop feedback and is also chosen to be achievable. It serves as a pilot to put in put equality action plans, policies and procedures and doubles up as an Equality Case Study.

# Silver Award Equality Challenge & Award

## What is involved at the Silver level?

The Silver Award involves choosing as a team or organisation one Equality Challenge and to commit to complete the challenge within one year or less.



Challenges are identified during facilitated discussions during the workshop, following diversity awareness raising and unconscious bias groupwork. The specific challenge taken up is chosen in order to be achievable within the timeframe while also complementing organisational strategy. It provides practical experience to teams in delivering equality action plans, policies and procedures and doubles up as an Equality Case Study.



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