Gender Equality Taskforce in Education and Learning

Theory of Change report

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Theory of Change report

the collective

WORKING TOGETHER FOR CHANGE

the collective 2022

the collective

the collective is an intersectional feminist and research group. We are comprised of anti-racist and gender equality consultants focusing on participative research and facilitation.

Our team for this project, Ellie Hutchinson, Nuzhat Uthmani and Megan McHaney have a background in organisational development, children and young people's participation, gender inequality, attitude change and anti-racist practice and policy in the classroom.

Contents

What we were asked to do

The Equality in Education Team, which is part of the Scottish Government's Learning Directorate, commissioned the collective to facilitate workshops with the Gender Equality Taskforce in Education and Learning to produce a Theory of Change for the Taskforce's work. The key outputs were to design and facilitate three workshops and to compose this report containing the Theory of Change model and its accompanying narrative.

The Theory of Change will help the delivery of the Taskforce's agreed ambition: ***to end systemic gender inequality in education and learning*** . This ambition will result in all girls and young women in Scotland, including girls and young women affected by intersecting inequalities:

- being taught by **gender competent educational professionals**,
- not experiencing **sexism, sexual harassment or gender based violence in the classroom or other educational setting** and
- **freely choosing subjects and areas of study**, including those traditionally dominated by boys and men.

Throughout this report, our recommendations and findings are sense checked with the parallel work undertaken by the Children's Parliament and Scottish Youth Parliament. The Children's Parliament and Scottish Youth Parliament were commissioned to capture the views and ideas of children and young people on how we can ensure the Scottish education system is truly gender equal. This report has threaded through the voices of girls and young women alongside our recommendations.

How we did it

During the project inception period a workshop session plan was developed. A draft session plan was agreed with Scottish Government officials.
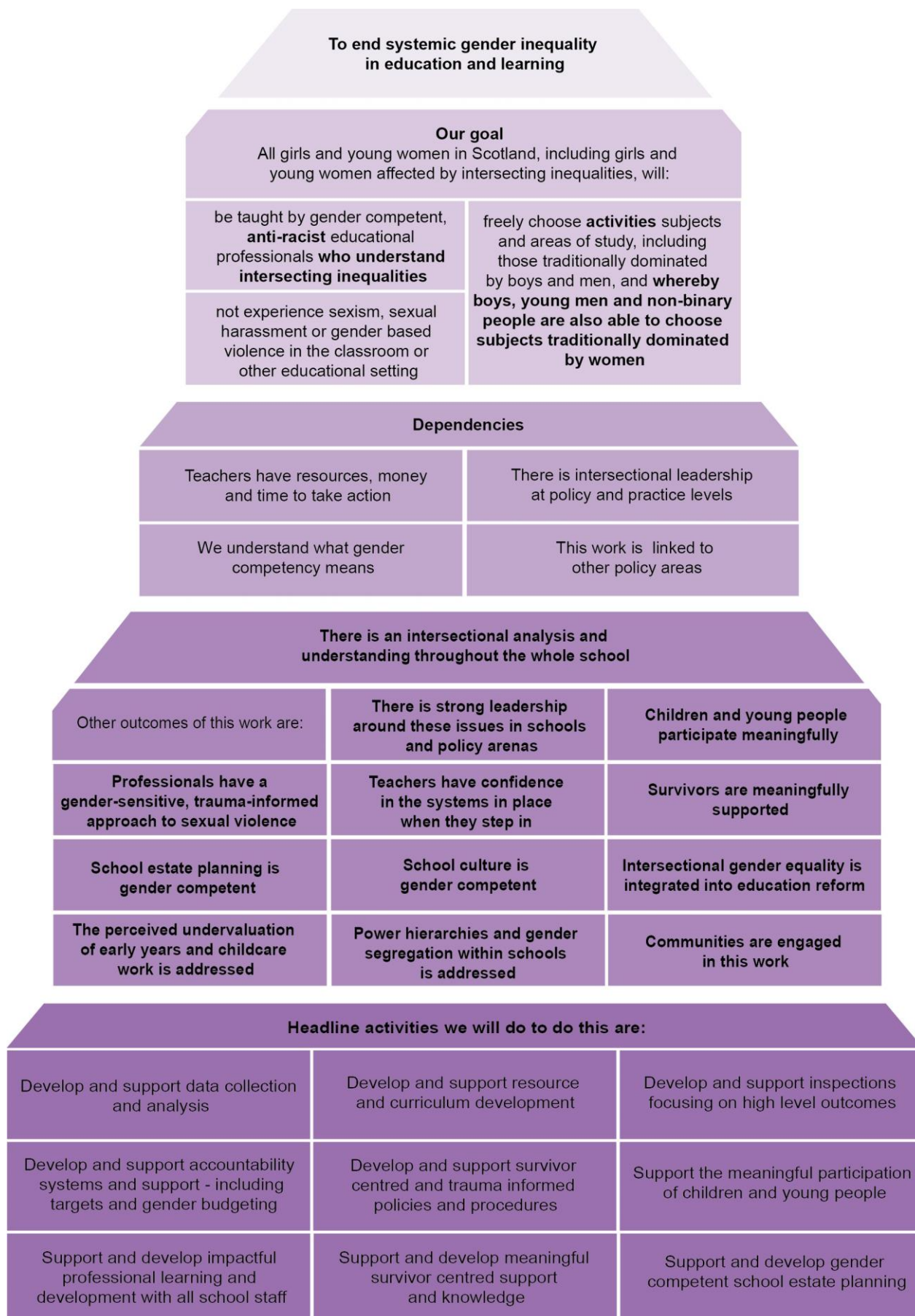
The session plans incorporated feedback from a survey of Taskforce members we carried out prior to workshop delivery. The survey enabled us to gain some insight into the dynamics, understandings and consensus within the Taskforce, which then supported us to design the workshops iteratively as the programme progressed.

To allow for engagement with all Taskforce members, we also developed activities for an asynchronous group (comprised of members who were unable to attend the workshop Webex sessions in person), as well as provided reflections and prompts between sessions.

Due to the difficulty in gaining pre-workshop feedback from the surveys (only eight responses were received), the first two sessions focused on seeking clarification and working towards consensus with Taskforce members, particularly around definitions, Taskforce understandings of outcomes and activities, and the scope of the Taskforce.

Three workshops with the Taskforce were delivered. The workshops were delivered remotely, with Taskforce members participating virtually. Tools including Webex were used to create a shared collaboration space. The workshops and asynchronous group covered a number of topics including vision setting, mapping of activities, relationship of outcomes to each other and activities, and prioritisation of levers of change.

Part one: The Theory of Change model

To end systemic gender inequality
in education and learning

Our goal
All girls and young women in Scotland, including girls and
young women affected by intersecting inequalities, will:

be taught by gender competent,
anti-racist educational
professionals **who understand
intersecting inequalities**

freely choose **activities** subjects
and areas of study, including
those traditionally dominated
by boys and men, and **whereby
boys, young men and non-binary
people are also able to choose
subjects traditionally dominated
by women**

not experience sexism, sexual
harassment or gender based
violence in the classroom or
other educational setting

Dependencies

Teachers have resources, money
and time to take action

There is intersectional leadership
at policy and practice levels

We understand what gender
competency means

This work is linked to
other policy areas

**There is an intersectional analysis and
understanding throughout the whole school**

Other outcomes of this work are:	**There is strong leadership around these issues in schools and policy arenas**	**Children and young people participate meaningfully**
Professionals have a gender-sensitive, trauma-informed approach to sexual violence	**Teachers have confidence in the systems in place when they step in**	**Survivors are meaningfully supported**
School estate planning is gender competent	**School culture is gender competent**	**Intersectional gender equality is integrated into education reform**
The perceived undervaluation of early years and childcare work is addressed	**Power hierarchies and gender segregation within schools is addressed**	**Communities are engaged in this work**

Headline activities we will do to do this are:

Develop and support data collection and analysis	Develop and support resource and curriculum development	Develop and support inspections focusing on high level outcomes
Develop and support accountability systems and support - including targets and gender budgeting	Develop and support survivor centred and trauma informed policies and procedures	Support the meaningful participation of children and young people
Support and develop impactful professional learning and development with all school staff	Support and develop meaningful survivor centred support and knowledge	Support and develop gender competent school estate planning

Theory of Change narrative

The Theory of Change diagram plots out the overarching goals, the dependencies needed to enable these goals to occur, other outcomes that will happen in the course of achieving these goals, and the agreed activities that should be undertaken.

For this work, the collective used the Hivos definition of a Theory of Change:

'[A Theory of Change is] an approach that enables individuals and organisations involved in change processes to: better understand the system they are part of without oversimplifying it, in order to support change in a strategic and responsive way; and to learn from how the process evolves in reality, so that strategies can be reviewed and adjusted along the way.' *Marjan van Es, Irene Guijt, Isabel Vogel (2015) Hivos ToC Guidelines; Theory of Change in practice*

Every Theory of Change is based on a series of assumptions and hypotheses that need to be named and tested, before embarking on any delivery activities. During the delivery of activities, it is important to build in reflection time to zoom out on the activity to check that it is having the desired impact, and to adjust it if not. This process of zooming in and out is further developed in the recommendation on building a framework of guiding questions to test assumptions.

The Taskforce started with the change it wants to see which is 'ending systemic gender inequality in education and learning'. There are three strategic goals to help achieve this aim. During the course of the workshops, Taskforce members added additional detail to those goals which are indicated in bold below. One of the first steps for the Taskforce will be to consider formally up dating these goals with this new wording.

- be taught by gender competent, *anti-racist* educational professionals *who understand intersecting inequalities*
- not experience sexism, sexual harassment or gender based violence in the classroom or other educational setting and
- freely choose *activities,* subjects and areas of study, including those traditionally dominated by boys and men, and *whereby boys, young men and non-binary people are also able to choose subjects traditionally dominated by women*

The workshop participants, informed by the research of Children's Parliament and Scottish Youth Parliament, decided that the following would be successful measures of this Theory of Change:

- Power balance between girls and boys will be equal
- Adults, who believe girls, listen and act on reports of sexism - no more 'boys will be boys'
- Children and Young People are learning in a safe environment
- Children and Young People are free from gender stereotyping

There are four key dependencies that need to be considered when putting the Theory of Change into action. If any one of these dependencies are overlooked, the actions will not be meaningful.

- Teachers have resources, money and time to take action
- There is intersectional leadership at policy and practice levels
- This work is linked to other policy areas
- The Taskforce understands what gender competency means

The workshop participants determined that there were an additional 12 outcomes that needed to be achieved in order for the strategic goals to be realised. At the heart of this change is that there needs to be an intersectional analysis and understanding throughout the whole school. From this, the outcomes below will flow.

- There is strong leadership around these issues in schools and policy arenas
- Children and young people participate meaningfully throughout the delivery of this work
- Professionals have a gender-sensitive, trauma-informed approach to sexual violence
- Teachers have confidence in the systems in place when they step in
- Survivors are meaningfully supported
- School estate planning is gender competent
- School culture is gender competent
- Intersectional gender equality is integrated into education reform
- The perceived undervaluation of early years and childcare work is addressed
- Power hierarchies and gender segregation within schools is addressed
- Communities are engaged in this work

These outcomes are directly challenging an assumption that schools are not affected by, or have any influence over what happens outside them. Children and Young people have clearly articulated that their own experience of sexism and sexual harassment outside of school has a clear impact on their ability to feel safe at school and make the most of their learning opportunities. Equally we know that teachers and school professionals have an impact on their pupils, pupils' families, and the wider community, which can reinforce or break down gender inequalities.

What happens within schools and outwith schools are not mutually exclusive, they will reinforce each other.

However, this Theory of Change focuses specifically on what is within the immediate power of schools and the wider education infrastructure in Scotland. And so, these outcomes focus both on what happens in the classroom - behaviour, curriculum - and on the support services within the school system - school estates, victim support services, accountability measures for reporting sexist behaviour.

The workshop participants mapped out a host of activities relating to each strategic goal. The collective facilitators have distilled these activities into nine headline activities that can help drive forward action for all three strategic goals:

- Develop and support resource and curriculum development
- Develop and support inspections focusing on high level outcomes
- Develop and support accountability systems and support- including targets and gender budgeting
- Develop and support survivor centred and trauma informed policies and procedures
- Support the meaningful participation of Children and young people
- Support and develop impactful professional learning and development with all school staff
- Support and develop meaningful survivor centred support and knowledge
- Support and develop gender competent school estate planning

These eight activities will need to have a range of stakeholders involved in a variety of capacities at each level, highlighted further in this report. The interconnected relationships between activities were detailed further in the online collaboration space.

The Taskforce began mapping potential stakeholders who would need to be engaged with this work, and this should be revisited once the initial outcomes are agreed. They are:

- Scottish Government
- Local authorities
- COSLA
- Gender budgeting experts
- Education Scotland
- Skills Development Scotland
- Education Authorities
- University and colleges around ITE
- Council of Deans
- Association of Directors of Education Scotland
- Regional improvement collaboratives
- Children and young people organisations
- Inspectors
- Headteachers
- Teachers
- PSAs
- Learning professionals
- Prevention Workers
- Youth Workers
- Children and young people
- Parents/carers
- Social media/the media

The drivers for enabling the Theory of Change were not identified within the workshops. However, this should be revisited within the Taskforce.

In the following section, we provide some recommendations for the Taskforce to discuss in order to achieve these goals.

Part two: Recommendations for the Taskforce: taking forward and developing the Theory of Change

This report and resulting Theory of Change was produced prior to the Putting Learners at the Centre: Towards a Future Vision for Scottish Education report on education reform (hereafter referred to as the Muir report) and therefore, our recommendations reflect the collaborative conversations with the Taskforce in identifying the outcomes they wish to achieve, and how they might wish to work through the Theory of Change. We have used the language used by the Taskforce within the workshops as much as possible in order to reflect the conversations as they happened.

In order to meet these goals, our short term recommendations focus on ensuring the Taskforce is working effectively.

A: Short term recommendations:
Enabling the Taskforce to lead the work necessary to end systemic gender inequality in education and learning.

A1. The Taskforce agrees shared definitions for 'anti-racist', 'intersectional' and 'gender competency' in the context of gender equality in education.
A2. Agree whether to include the bold and italic text in the three strategic goals as mentioned in the introduction.
A3. Use intersectional and anti-racist practice to grow the Taskforce into a coherent group, equipped to deliver its Theory of Change.
A4. Re-evaluate the membership of the Taskforce and reconsider the membership of the Taskforce to include relevant stakeholders, in line with agreed activities.
A5. The Taskforce collaborates with other organisations and/or groups that work with girls and young women in schools, to better understand their experiences and identify their ideas for change and have those ideas and experiences inform the Taskforce's outputs.
A6. A permanent chair is appointed to drive forward the recommendations in this report and, in the short term, they focus on building clear consensus between Taskforce members on the goals and outcomes detailed in its Theory of Change.
A7. The Taskforce agrees a framework of guiding questions to, on an ongoing basis, support activity identification and to test assumptions about what works.

B. Medium term recommendations - Leadership and participation
Empowering leaders in the education system to lead change in systemic gender inequality in education and learning

B1. Form working groups within the Taskforce to take forward the activities for each goal, including a mapping exercise to ensure policies and frameworks developed reflect intersectional and gender competency principles.

B2. Taskforce members will work with organisations including the Scottish Government, Education Scotland, The General Teaching Council for Scotland, Local Authorities and schools to facilitate the development of leadership programmes to upskill and resource educational leaders to tackle gender inequality in education and learning.

B3. Taskforce members develop a gender competency framework for education and learning that incorporates intersectionality and anti-racism competencies.

B4. Scottish Government Analytical Services to develop and resource intersectional data collection and analysis mechanisms to provide baselines for all activities within each goal. B5. Develop monitoring and evaluation frameworks which provide iterative feedback loops and testing assumptions threaded throughout all work.

C. Long term recommendations - embedding change
Sustainable impact

C1. Work with relevant bodies to support them in the development of resources which contribute to a gender competent/gender equal curriculum

C2. Work with Education Scotland to support inspections focusing on high level outcomes (see high level outcomes on page 7).

C3. Develop and support accountability systems and support- including targets and gender budgeting.

C4. Taskforce members will work with the new Gender Based Violence in Schools working group to facilitate the development and delivery of survivor centred and trauma informed policies and procedures.

C5. Taskforce members will work with the new Gender Based Violence in Schools working group to facilitate the development and delivery of meaningful survivor centred support and knowledge.

C6. Taskforce members work with representatives of CYP's groups to support the meaningful participation of children and young people in the Taskforce to better inform its ambitions.

C7. Work with providers of professional learning to support impactful learning and development with all school staff by developing robust structures and mechanisms to ensure its success

C8. Taskforce members work with stakeholders to support the development of gender competent school estate planning.

Short term recommendations

Enabling the Taskforce to lead the work necessary to end systemic gender inequality in education and learning.

RECOMMENDATION A1: The Taskforce agrees shared definitions for 'anti-racist', 'intersectional' and 'gender competency' in the context of gender equality in education.

To help the Taskforce stay focused and on the same page it is important that the Taskforce members reach a shared understanding of 'anti-racist' and 'intersectional'. the collective uses the following definitions:

Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. (Kimberlé Crenshaw on Intersectionality, More than Two Decades Later;2017)

"Anti-racism is a powerful collection of anti racist policies that lead to racial equity and are substantiated by antiracists ideas." How to Be an Antiracist; Ibram X. Kendi (2019) Anti-racist policies and ideas are all those that actively try to dismantle the structural inequality that exists between different races.

Other useful definitions the Taskforce may wish to refer to are:

In terms of education, an intersectional approach means: "understanding the educational processes, systems, structures, policies, and practices that put students, based on their intersecting identities, at increased risk for discrimination, prejudices, and oppression".

And in terms of gender inequality: (Zoe Samudzi) "intersectionality is such a vital framework for understanding systems of power, because 'woman' is not a catchall category that alone defines all our relationships to power". A Black woman may experience misogyny and racism, but she will experience misogyny differently from a white woman and racism differently from a black man.

The Taskforce also needs to agree on how they define gender competency within the education system and develop a framework to assess gender competency across different roles. This could be one of the aims of the working group that unpacks the goal 'children and young people are taught by gender competent, anti-racist education professionals who understand intersecting inequalities.'

RECOMMENDATION A2: Agree whether to include the bold and italic text in the three strategic goals as mentioned in the introduction.

Whilst the recommendations from the NACWG are specifically focused on girls and young women, within the workshops it was suggested to include a line around boys and young men. The Taskforce should therefore gain clarity around gender inequality and the differing impacts of inequality and abuse on boys and girls in order to reach a shared understanding of who, what and why this work is targeted.

The Theory of Change approach calls for the identification of specific, targeted, step-by-step changes that together contribute to wider societal change. If it is to drive institutional change, consistent with its strong ambitions, the Taskforce needs to focus on the clear and targeted goals set out in the Theory of Change.

During this project, the facilitators noted that Taskforce members brought varying knowledge, language and experience around gender inequality. Those representing organisations working on equalities had more knowledge about gender inequality and its impact on girls, women and society as a whole, and had a larger vocabulary to articulate what intersectional leadership could look like and how it could be developed and supported. These members were also more likely to be vocal in the workshops and were often making links to wider societal issues that have an impact on schools and learning experiences.

Taskforce members representing education services and teachers had more knowledge and experience about what was happening within schools and what could be the most appropriate levers for change within schools as well as the supporting infrastructure.

Bringing together these insights from across Education and Equalities groups on intersectionality and knowledge on the levers for change would have a large impact on being able to enact change.

RECOMMENDATION A3: Use intersectional and antiracist practises to grow the Taskforce into a coherent group, equipped to deliver its Theory of Change.

A fundamental principle of intersectional leadership is that we recognise our own personal power and privilege. Each member of the Taskforce comes with their own expertise, and one of the ways for the Taskforce to share this expertise would be to facilitate knowledge sharing within and across the Taskforce in the form of facilitated discussions and/or presentations on individual's areas of knowledge . This will enable the Taskforce to come together more effectively as a group, rather than as a group of individuals.

In order to ensure that the Taskforce itself models anti-racist and gender equal practice in leadership, it's important that those with lived experience are able to deeply engage and lead conversations around intersectional leadership. The Taskforce could therefore explore not only actively recruiting members of the Taskforce from minoritised groups, but also co-develop a shared group agreement to support engagement.

This may include reflecting on whose perspectives are included, whose are missing and considering critically why they are missing. This will also include securing both personal and Taskforce commitment from white members of the group to actively and consistently work to challenge their privilege. This may be through active listening, monitoring their own air time and taking the time to learn outwith Taskforce meetings.

RECOMMENDATION A4: Re-evaluate the membership of the Taskforce and widen the membership to include other stakeholders, in line with agreed activities.

Facilitators from the collective believe that there are gaps within the membership of the Taskforce, for example, there is no body that represents or speaks directly to head teachers. Given that a large number of our medium goal recommendations centre around leadership development for intersectional gender equality in schools, we recommend that the Taskforce re-evaluates if it has all of the organisations around the table to make its Theory of Change a reality. We also recommend that Taskforce members reflect on their ability to be part of this work in either a delivery or advisory capacity, agreeing the scope and depth of their individual and organisational role.

RECOMMENDATION A5: The Taskforce collaborates with other organisations and/or groups that work with girls and young women in schools, to better understand their experiences and identify their ideas for change and have those ideas and experiences inform the Taskforce's outputs.

The current membership of the Taskforce has two members to represent the views of young people. To strengthen the young people's voices, we recommend that the Taskforce work with other organisations and/or groups that work with girls and young women in schools to find out and give feedback to the Taskforce on their experiences and ideas for change.

RECOMMENDATION A6: A permanent chair is appointed to drive forward the recommendations in this report and, in the short term, they focus on building clear consensus between Taskforce members on the goals and outcomes detailed in its Theory of Change.

Going forward it is paramount that the Taskforce has a clear chair that is able to keep the Taskforce focused on the scope set out in its Theory of Change. This will help the Taskforce members to be clear about their roles and contributions to the Taskforce's programme of work. One recommendation is that the Taskforce members organise around two co-chairs, with one person representing equalities organisations and one person representing Education.

RECOMMENDATION A7: The Taskforce agrees a framework of guiding questions to, on an ongoing basis, support activity identification and to test assumptions about what works.

The Theory of Change method works best when there are regular times of reflection built into each step and action. We recommend that the Taskforce build its own framework of guiding questions to help ensure that each action it takes achieves the maximum impact towards the ultimate objective of ending systemic gender inequality in schools. The process of asking reflection questions happens in two parts. The first part will open up the activities being considered and will widen the range of ideas for the Taskforce to consider. The second part is about determining the most critical, immediate, and realistic action that can be taken. This is a natural widening and focusing that brings transparency and shared understanding to members within the Taskforce.

We have provided some starter questions to be considered by the Taskforce: What problem is this action working to resolve?

- Are we approaching this problem through an intersectional and anti-racist lens?
- What assumptions are we making about how this action will help? How can we test if our assumptions are shared by other stakeholders?
- Do we have everyone that we need to take forward this action? If not, whose perspective is missing? And what links do we have to stakeholders regarding this action?
- Are there any current policy links to this action? If so, what are they?
- What sort of resource is needed to see this action through? What resources are currently available and how do we know this?
- How will we know if our intended action has been successful? What monitoring and evaluation frameworks are we putting in place?
- What are the Taskforce members' own personal and organisational spheres of influence that are relevant to achieving this action? And what are they, as a Taskforce member, able to do to support the action?

Medium term recommendations

Empowering leaders in the education system to lead the end of systemic gender inequality in education and learning, including leadership and strategic direction set by Ministers.

RECOMMENDATION B1: Form working groups within the Taskforce to take forward the activities for each goal, including a mapping exercise to ensure policies and frameworks developed, reflect intersectional and gender competency principles.

The Taskforce should form working groups around each of the strategic goals. We recommend the working groups map out policies and guiding frameworks which already exist to support education in Scotland, against the activities within each of the strategic goals, and identify any current gaps. These existing policies will be centred on education, and the objective for the Taskforce is to embed intersectionality within those policies, rather than rely on the equalities framework that may currently sit to the side.

RECOMMENDATION B2: Taskforce members will work with organisations including the Scottish Government, Education Scotland, The General Teaching Council for Scotland, Local Authorities and schools to facilitate the development of leadership programmes to upskill and resource educational leaders to tackle gender inequality in education and learning.

Schools have hierarchy and systems. The biggest return on investment is to invest in intersectional leadership within each education body. This includes leadership in the Scottish Government, Education Scotland, local authorities, GTC, and schools. By making this a priority amongst heads and deputy heads, it increases the chances that system change will occur. We know from race equality work in Glasgow that when schools are supported with the right resources to put this into practice, then change can be led from the top. However, we are also aware of the lack of diversity in educational leadership, which adds an additional challenge to this work due to lack of diverse perspectives and lived experiences.

Headteachers were named as school staff who could effect the most change in the school environment. "Teachers - they just speak it might not change. It needs to be actions" Primary girl

"I'm going to underline the government because I think that's really important because they have a big voice" Primary Girl

Research into changing attitudes and behaviours from the collective, tells us that increasing knowledge and delivering one off training courses by themselves do not change individuals or organisations' behaviour. (Zero Tolerance/the collective, 2021; We need this to do things differently).

Instead, one of the crucial elements is developing relationships with those working to the same goal. We recommend that this leadership programme takes place over a period of time, supports peer-to-peer learning and support groups, and is informed by the experiences of children and young people. Other areas that could be explored include promoting and mainstreaming gender competence in initial teacher education.

The working groups should seek to build on the calls for action developed by the Children's Parliament and the Scottish Youth Parliament and have access to organisations and/or groups working with girls and young women in schools to get their feedback and experiences within each goal. These activities should be developed in line with existing research on what works in changing attitudes and behaviours. The participation loop should be closed, informing children and young people who have been involved in developing actions whether activities are taken forward, what the time frame is, and why these decisions have been taken.

RECOMMENDATION B3: Taskforce members develop a gender competency framework for education and learning that incorporates intersectionality and anti-racism competencies.

Central to this work of ending systemic gender inequality is for the Taskforce to develop a gender competency framework which can be applied to each level of educational apparatus, which is all levels of leadership from Scottish Government Ministers to individuals working in schools and support services. Subsequent frameworks should also be created for professional teaching standards and school estate planning. It should utilise a definition of gender competency that is agreed by the Taskforce (see Recommendation A1).

RECOMMENDATION B4: Scottish Government Analytical Services to develop and resource intersectional data collection and analysis mechanisms to provide baselines for all activities within each goal.

Clear, comprehensive and segmented data is critical to accurately understanding the nature of the systemic injustices that exist within the educational system. Ongoing data collection is also critical to a Theory of Change approach - particularly to reviewing whether activities are having the expected impact and contributing to the overall changes as anticipated, and to determine whether progress is being made. Sets of data will need to be agreed for monitoring each of the headline activities and any other activities that follow. This should include baselines.

RECOMMENDATION B5: Develop Monitoring and evaluation frameworks which provide iterative feedback loops and testing assumptions threaded throughout all work.

On the basis of these data plans, there should also be in place monitoring and evaluation frameworks. As delivery activities are implemented, there should be assumptions established for how these are expected to affect change. On a regular basis activities should be reviewed in a data-driven way to ensure that they are impacting change as anticipated. These are referred to as 'iterative feedback loops' in the Theory of Change model.

Long term recommendations

Embedding change to achieve the end of systemic gender inequality in education and learning
We have outlined recommendations for each of the eight headline activities to support
the strategic goals and outcomes. These recommendations are long term but with the
caveat that these may change as a result of either the mapping and auditing that the
working groups may do in line with Recommendation B1 or if new opportunities are
identified at a later time (i.e. that couldn't be identified at the time of writing this report/at
the time of the workshops)

**RECOMMENDATION C1: Work with relevant bodies to support them in the development of
resources which contribute to a gender competent/gender equal curriculum**

When developing curriculum review it will be good practice to incorporate the calls of
girls and young people for advance reform of Relationships, Sexual Health and
Parenthood and Personal and Social Education, perhaps with a mandatory class on
gender studies, and the desire to have more role models in all subjects, as highlighted in
Gender Equality in Education Children's Parliament and Scottish Youth Parliament
report. Current dialogue around education reform, specifically the Muir report could act
as a driver for these changes.

*"It should be the norm to not say the gender before they say what they're doing.
Yes they're women but when you're talking about a famous male scientist you
wouldn't say 'this male scientist' but when you're talking about a woman you say
'this female scientist'" p.17*

**RECOMMENDATION C2: Work with Education Scotland to support inspections focusing on
high level outcomes**

At the time of writing the report, Education Scotland was reviewing its school
inspections frameworks, and it was identified that this could be an opportunity to insert
some intersectional targets. However, these targets should be informed by a gender
competency framework - once the Taskforce has agreed this, the Taskforce may
choose to support Education Scotland to incorporate those targets into their school
inspections.

**RECOMMENDATION C3: Develop and support accountability systems and support-including
targets and gender budgeting**

The purpose of this is to ensure that the whole education system is working towards
gender equality, including resources. This will provide accountability around how
financial resources are benefiting girls and boys equally. The education reforms within
the Muir report are at the time of writing due to be scoped out. This could provide the
Taskforce with the opportunity to ensure this recommendation takes place within this
work.

RECOMMENDATION C4: Taskforce members will work with the new Gender Based Violence in Schools working group to facilitate the development and delivery of survivor centred and trauma informed policies and procedures.

We recommend that Taskforce members work with groups investigating sexual harassment, sexist and sexualised bullying and problematic sexual behaviour in schools, in order to inform these policies and procedures that put survivor experience at the centre. This would also include supporting schools to have a deeper understanding of how to respond to boys who are using harmful sexual behaviour from a trauma informed and children's rights perspective, reflecting on the role of police within school grounds and the consistency of responses across and within local authority areas. This work would also include support to those reviewing disclosures and evidence, as a way to minimise vicarious trauma and/or burnout.

RECOMMENDATION C5: Taskforce members will work with the new Gender Based Violence in Schools working group to facilitate the development and delivery of meaningful survivor centred support and knowledge.

Separately, but co-existing with C4, is the need for school staff to develop and sustain meaningful support for survivors. This should involve developing a shared understanding across the school education and learning infrastructure of appropriate methods of support built around the needs of victim/survivors. This should also involve upskilling staff and supporting closer relationships with existing support services, such as local rape crisis centres and gender competent youth work groups.

"*I think the guidance department needs to improve as well. Add more ways to report some things anonymously. Because when you report something, you get sat in a restorative meeting with that person… Sometimes you don't really want to be put alone in a room with that person.*" *S1/S2 girl.*

RECOMMENDATION C6: Taskforce members work with representatives of CYP's groups to support the meaningful participation of children and young people in the taskforce to better inform its ambitions.

As with all our recommendations, the voices and experiences of children and young people should be threaded throughout, see recommendations A5 for further explanation. Participation must be meaningful, safe, impactful, informed and supported by key organisations working directly with all children and young people, to ensure diversity of representation and views. Resources produced by Children in Scotland and the Children and Young People's Commissioner Scotland should be used to clearly define meaningful participation. Here, it is also important to explore what participation looks like for different groups of children and young people across gender, class, ability, race and sexuality; whose voices are heard? Who is confident in the knowledge they will be listened to? What spaces and places are being used to gather wisdom from children and young people?

RECOMMENDATION C7: Work with providers of professional learning to support impactful learning and development with all school staff by developing robust structures and mechanisms to ensure its success

There are a wide range of measures that need to be explored for professional learning and development including teacher training and CPD courses. We recommend that any professional learning and development follow directly from the adoption of the gender competency framework, and be an ongoing requirement for all teachers and support staff. The report produced by the Children's Parliament and Scottish Youth Parliament has a number of actions related to content for professional development, which should inform any professional development programme. Similarly, previous work by the collective on what works in changing attitudes towards gender equality should be drawn on to ensure any learning and development offered is impactful rather than tokenistic.

RECOMMENDATION C8: Taskforce members work with stakeholders to support the development of gender competent school estate planning.

This recommendation aims to address the specific challenge that many girls and young women raised in the Children's Parliament and Scottish Youth Parliament report around being bullied in the playground, as well as being unable to participate in playground activities due to the design of the space, and how boys were enabled to control shared spaces with their play.

"I would love to play basketball and football everyday, but the boys won't let us and give us our turn in the areas of the playground"

Conclusion

There is much work to be done in order for the Taskforce to achieve its ambition. However, ensuring that the scope, remit, shared understandings, participation and representation of the Taskforce is addressed in the short term, the medium and long term goals can be actioned in order to bring about these much needed and vital changes.

As noted, these medium and long term goals may shift according to what data that is gathered as the Taskforce moves from theory into practice.

As one young person said:
"I don't think this issue can be solved tomorrow, it will eventually but it will take a long time. It needs to be done right – it can't be this should happen and then that's it. It needs real actions."

the collective

WORKING TOGETHER FOR CHANGE

w w w . g o v . s c o t