Measurement Framework for monitoring equality and human rights in Britain

UNECE Work session on gender statistics – Belgrade, Serbia
29 November – 1 December 2017
Outline

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2. Background to its development
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Purpose of the Measurement Framework

- The EHRC is required to **monitor social outcomes** from an equality and human rights perspective by developing indicators and reporting on progress.

- It is also required to **assess the UK’s compliance with the international human rights framework** by examining the Government’s performance and reporting to the UN in ‘shadow reports’.

- The **Measurement Framework has been developed to support both these tasks**.
Progress towards a single framework

Equality (2009)

Good relations (2010)

Children (2011)

Human rights (2011)
Reviews to date

How fair is Britain? (2010)
Human rights review (2012)
The Measurement Framework’s aims

- Provides a **structure, focus, consistency and boundaries** for continuous collection of evidence covering England, Scotland and Wales
- Is used to structure our equality and human rights reviews, to select **indicators**, and to know which **sources of evidence** to look at
- Is also used to support **treaty monitoring, policy and legal** work
- Provides a **common language and categorisation** that could be adapted to regions, cities or other countries
New framework – domains and indicators

<table>
<thead>
<tr>
<th>Education</th>
<th>Work</th>
<th>Living standards</th>
<th>Health</th>
<th>Justice and personal security</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Educational attainment of children and young people</td>
<td>• Employment</td>
<td>• Poverty</td>
<td>• Health outcomes</td>
<td>• Conditions of detention</td>
<td>• Political and civic participation and representation</td>
</tr>
<tr>
<td>• School exclusions, bullying and NEET</td>
<td>• Earnings</td>
<td>• Housing</td>
<td>• Access to healthcare</td>
<td>• Hate crime, homicides, sexual and domestic abuse</td>
<td>• Access to services</td>
</tr>
<tr>
<td>• Higher education and lifelong learning</td>
<td>• Occupational segregation</td>
<td>• Social care</td>
<td>• Mental health</td>
<td>• Criminal and civil justice</td>
<td>• Privacy and surveillance</td>
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<td></td>
<td>• Forced labour and trafficking*</td>
<td></td>
<td>• Reproductive and sexual health*</td>
<td>• Restorative justice*</td>
<td>• Social and community cohesion*</td>
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<td></td>
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<td></td>
<td>• Palliative and end of life care*</td>
<td>• Reintegration, resettlement and rehabilitation*</td>
<td>• Family life*</td>
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</tbody>
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* Supplementary indicators
Example – Education domain capabilities

To be knowledgeable, to understand and reason, and to have the skills and opportunity to participate in parenting, the labour market and in society. Every person should be capable of:

- Attaining the highest possible standard of knowledge, understanding and reasoning
- Being fulfilled and stimulated intellectually, including being creative if they wish
- Developing the skills necessary for parenting and for participating in the labour market
- Learning about a range of cultures and beliefs and acquiring the skills to participate in a diverse society
- Accessing education, training and lifelong learning that meet their needs
- Developing the skills to access information and technology necessary to participate in society
Example – Education domain outcomes

The future we want

• People’s right to education is respected, protected and fulfilled
• People are free from discrimination and abuse in education
• All children have the opportunity to reach their full potential through education, irrespective of their disability status, race, religion/belief, sex, sexual orientation or socio-economic group
• Social exclusion, bias, stereotyping and bullying have no place in the education system
• No child is unfairly excluded from school.
• All young people are in education, employment or training
• A person’s age, disability, race, religion/belief, sex, sexual orientation or socio-economic group has no bearing on their ability to attend higher education and do well
• Every person has a meaningful opportunity for lifelong learning
# Example – Education indicators and topics

<table>
<thead>
<tr>
<th>Educational attainment of children and young people</th>
<th>School exclusions, bullying and NEET (not in education, employment or training)</th>
<th>Higher education and lifelong learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Early years education</em></td>
<td><em>Exclusions from school</em></td>
<td><em>Higher education, including subject choice, attainment, degree-level qualifications</em></td>
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<tr>
<td><em>Attainment at school-leaving age</em></td>
<td><em>Bullying in schools</em></td>
<td><em>Lifelong learning</em></td>
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<tr>
<td><em>Impact of gender bias and stereotyping on educational attainment</em></td>
<td><em>NEET</em></td>
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<tr>
<td><em>Impact of poverty and social exclusion on educational attainment</em></td>
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Example – Education statistical measures

EDU.EAT.1: Percentage with a good level of development or of literacy and numeracy in early Primary education (children aged 4-7)

EDU.EBN.1: Pupils per 1,000 subject to permanent or fixed-term exclusions (children)

EDU.HLL.1: Percentage with degree-level qualifications (adults aged over 25)

EDU.EAT.2: Percentage achieving good examination results at school-leaving age or on leaving school (children)

EDU.EBN.2: Percentage NEET (young people aged 16-18/19)

EDU.HLL.2: Percentage participating in learning activities in the last three months (adults)
Detailed data disaggregation and equalities analysis

Protected characteristics
- Age
- Disability
- Gender reassignment
- Marriage/ civil partnership
- Pregnancy/ maternity
- Religion or belief
- Race
- Sex
- Sexual orientation

Socio-economic group
- National Statistics – Socio-economic classes
- Receiving free school meals

Intersectional analysis

People at higher risk who are...
- Carers
- Homeless
- Detained or resident in prison, youth custody, health and social care settings
- In immigration detention
- Refugees, asylum-seekers or undocumented, forced, smuggled or trafficked migrants

Geographical analysis
- Country
  - Urban, Town, Rural
- Regional
Other types of evidence within the framework

The framework specifies **structure, process and outcome evidence**

- **Structures**: What the standards say
  - Institutions
  - Legal systems
  - International treaty commitments
  - Principles established in case law

- **Processes**: How the standards are implemented
  - Implementation and evaluation of public policy
  - Regulations
  - Resource allocation and expenditure (e.g., for economic, social and cultural rights)

- **Outcomes**: What people experience
  - Fulfilment of capabilities (things people can actually do or be)
  - Treatment or quality
  - Autonomy (empowerment, choice and control)

Statistical measures are looked at alongside a range of other evidence.

They are part of the process and outcome evidence.
Links to other major policy frameworks

- Sustainable Development Goals
- National indicators for Wales
- National Performance Framework Scotland
- ONS measures of national wellbeing
Model for change – how the Framework supports the Commission’s strategy

1. Develop/update measurement framework for equality and human rights

2. Use framework to inform *Is Britain Fairer?* reviews to Parliament

3. Use *Is Britain Fairer?* evidence base to influence public bodies and others to improve equality and human rights outcomes, and our own Strategic Plan

4. Achieve progress towards equality and human rights
Who can use the framework?

- EHRC
- Government and statutory bodies
- Third-sector
- City mayors, local authorities
- Opinion formers and media
- NHRIs and NEBs
- International umbrella organisations (OHCHR)
- Research institutions, universities and colleges
Any questions?