Measurement Framework for monitoring equality and human rights in Britain

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Outline

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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'

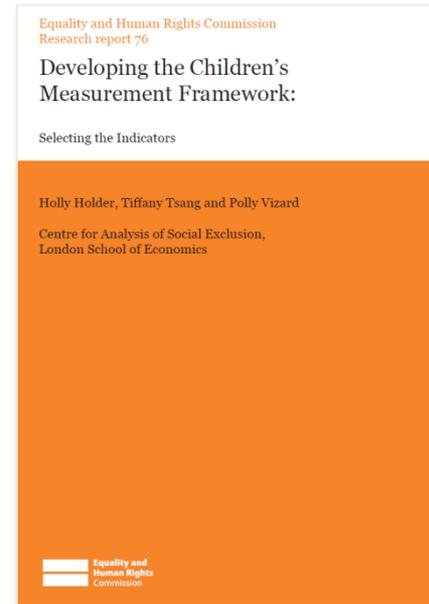- **The Measurement Framework has been developed to support both these tasks**

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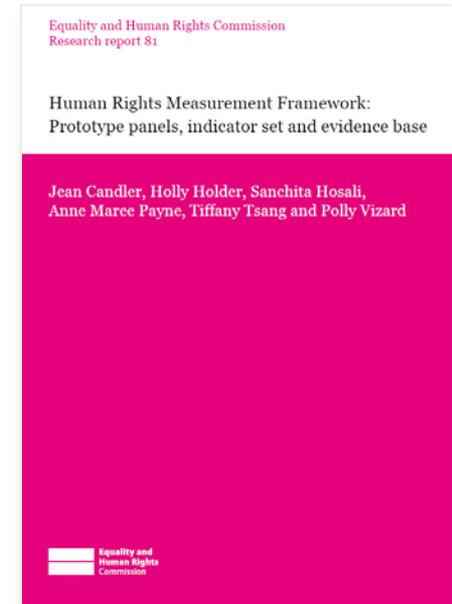# Progress towards a single framework
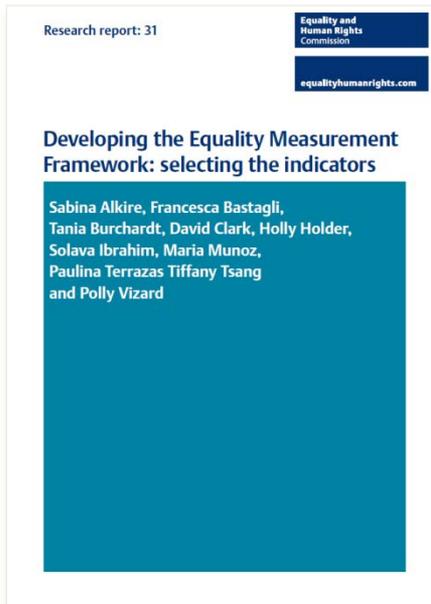
Equality
(2009)
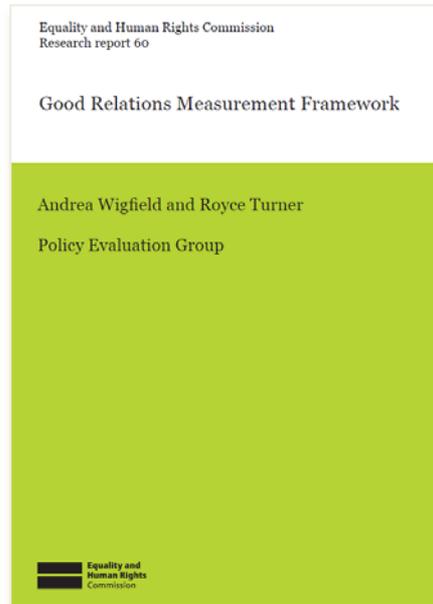
Good relations
(2010)

Children
(2011)

Human rights
(2011)

Reviews to date

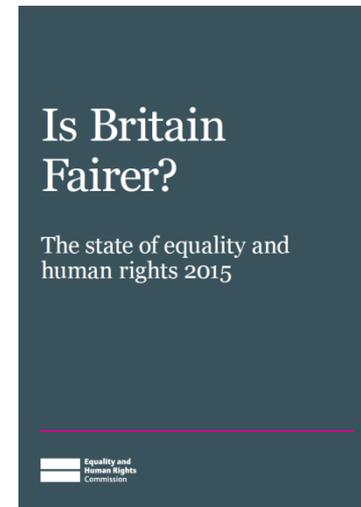How fair is Britain? (2010)

Human rights review (2012)

Is Britain fairer? (2015)

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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

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New framework – domains and indicators

Education
- **Educational attainment of children and young people**
- **School exclusions, bullying and NEET**
- **Higher education and lifelong learning**

Work
- **Employment**
- **Earnings**
- **Occupational segregation**
- Forced labour and trafficking*

Living standards
- **Poverty**
- **Housing**
- **Social care**

Health
- **Health outcomes**
- **Access to healthcare**
- **Mental health**
- Reproductive and sexual health*
- Palliative and end of life care*

Justice and personal security
- **Conditions of detention**
- **Hate crime, homicides, sexual and domestic abuse**
- **Criminal and civil justice**
- Restorative justice*
- Reintegration, resettlement and rehabilitation*

Participation
- **Political and civic participation and representation**
- **Access to services**
- **Privacy and surveillance**
- Social and community cohesion*
- Family life*

* Supplementary indicators

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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

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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

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Example – Education indicators and topics

Educational attainment of children and young people	School exclusions, bullying and NEET (not in education, employment or training)	Higher education and lifelong learning
• Early years education • Attainment at school-leaving age • Impact of gender bias and stereotyping on educational attainment • Impact of poverty and social exclusion on educational attainment	• Exclusions from school • Bullying in schools • NEET	• Higher education, including subject choice, attainment, degree-level qualifications • Lifelong learning

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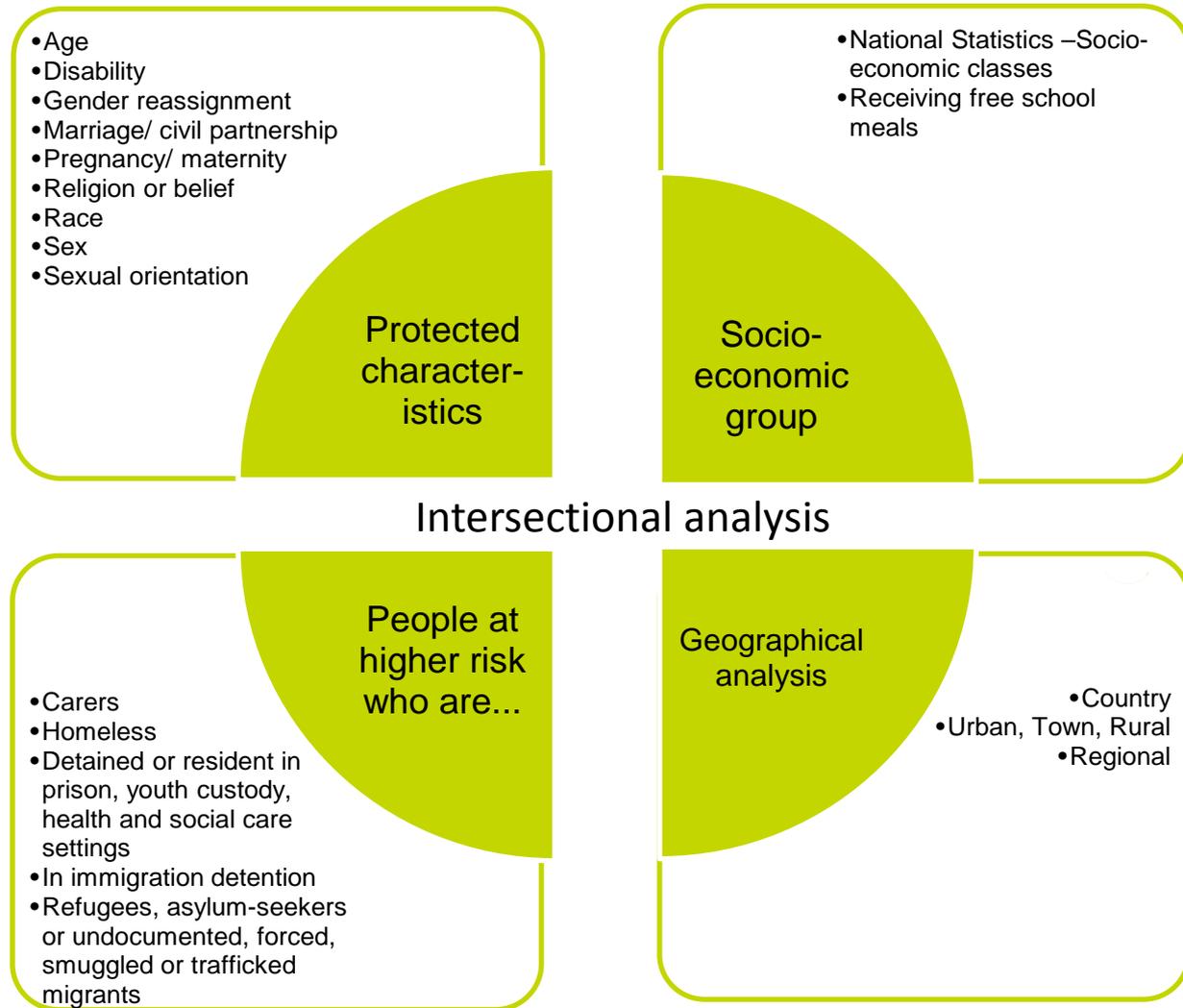
EDU.HLL.1: Percentage with degree-level qualifications (adults aged over 25)

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)

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Detailed data disaggregation and equalities analysis

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

Protected character-istics

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

Socio-economic group

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

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Other types of evidence within the framework

The framework specifies **structure, process and outcome evidence**
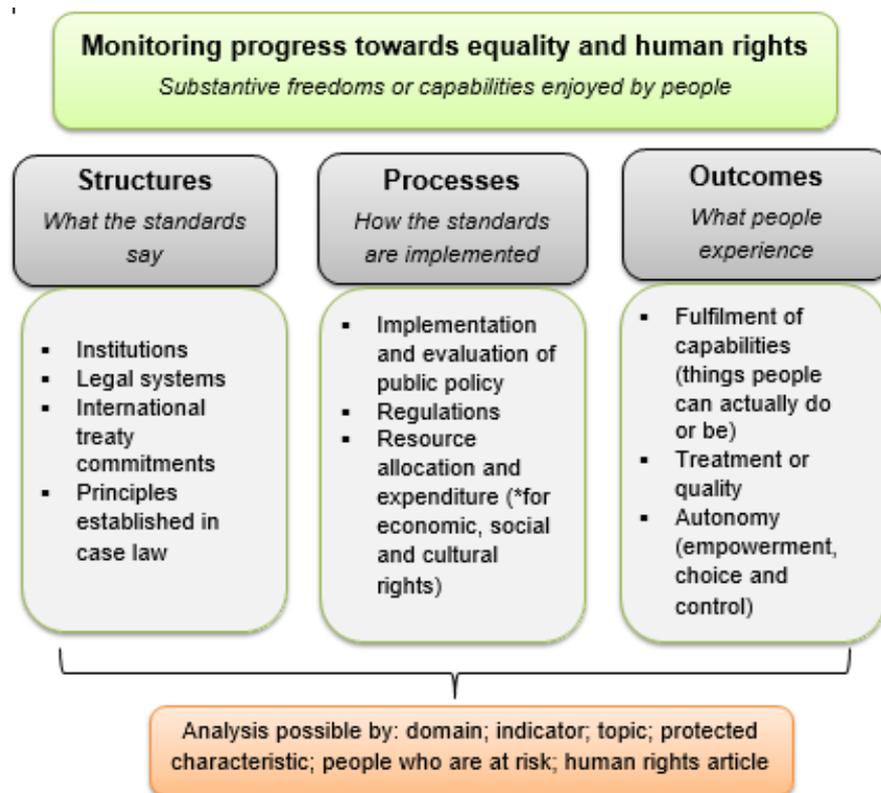
Statistical measures are looked at alongside a range of other evidence

They are part of the process and outcome evidence

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Links to other major policy frameworks

Sustainable Development Goals

National indicators for Wales

National Performance Framework Scotland

ONS measures of national wellbeing

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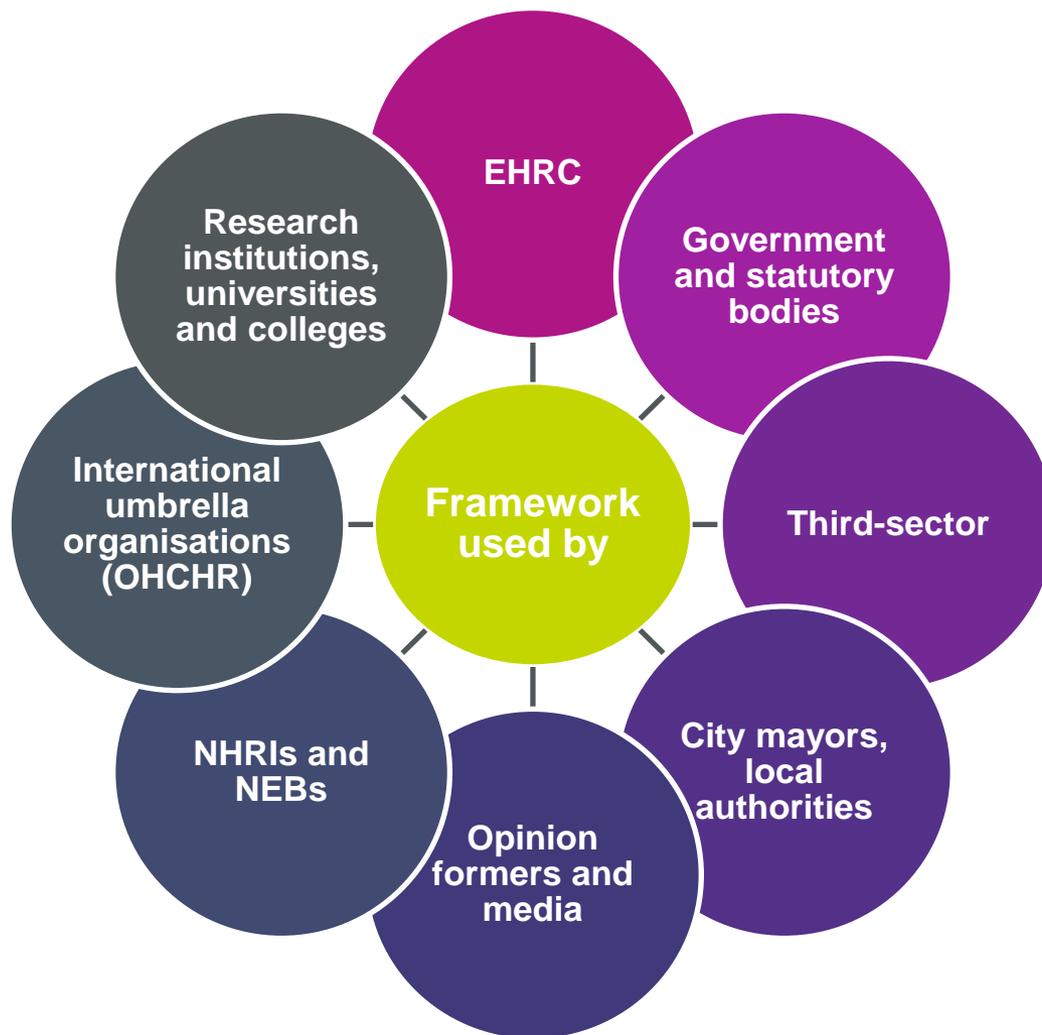# Model for change – how the Framework supports the Commission's strategy

Develop/update measurement framework for equality and human rights

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

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

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

Framework used by

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Any questions?

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