

**Report on Programme of Activities to inform the
Welsh Assembly Government's Single Equality
Scheme**

March 2008

Services for life

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Executive Summary

Background

1. The Welsh Assembly Government (WAG) is to implement a Single Equality scheme in 2008 which will support the mainstreaming of Welsh policy for equality, diversity and human rights, making them integral to the way they do business and fully considered from the outset in policy making and implementation.
2. WAG commissioned Tribal to run a programme of engagement activity with stakeholders across the equality strands of age, disability, ethnicity, gender, gender identity, religion and belief and sexual orientation, which would inform the Single Equality scheme. This programme took place from October 2007 to February 2008.

Methods

3. The programme consisted of a structured online questionnaire (which was also available through other media) six engagement events held throughout the country, engagement with hard to reach groups and eight case studies.
4. The programme addressed areas of positive experiences and of barriers and challenges in respondents' early life, education and training, working life, personal life, the environment lived in, and community.
5. Publicity was sent to 260 organisations, and a total of 272 organisations and individuals directly engaged with the programme. Respondents were stakeholders across all of the equality strands.
6. The responses came from 150 completed questionnaires, 96 attendees at the engagement events, three of the eight case studies. (the other five case studies were recruited through their completing a questionnaire), and 35 individuals from a hard to reach group (an estimated 12 of whom also completed the questionnaire).
7. This programme of engagement events should be considered as part of a developing body of evidence to support the Single Equality Scheme. However, although this programme engaged with a wide range of stakeholders, there are limitations, some of which are highlighted Points 17-21. Most importantly, the survey findings presented should not be taken as representative of the views of the public in Wales generally, or of a representative sample of equality strands in Wales. Those who were engaged were self selected, not randomly selected and due to the small numbers in the survey, particularly the small numbers of certain equality groups, the findings are not statistically robust and therefore should not be interpreted as such.

Findings

8. Whilst the majority of respondents felt that their equality issue(s) were supported by access to education and training, the environment they lived in and public services in childhood, they also cited specific challenges within the community, and highlighted other areas of their personal life that could be better supported.
9. Positive experiences were reported by respondents in accessing services in early life, in education and training, in supporting working life, and local environment being supportive of the equality issue. Acceptance and support of diversity by much of the general public was also applauded.
10. These positive examples can be illustrated here by responses and some examples of good practice:
 - “I grew up with good schools, public safety, public health, energy, roads and communications infrastructure.”
 - “I took a degree, which would not have been possible without a range of community-based mental health support services, and now work for Cardiff Council, which has provided me with a range of workbased training.”
 - “Employer gives me flexi-time, and allows for travel times with poor transport links.”
 - “Family with learning disabilities shares the street, living happily in a close community.”
11. Many examples of good practice were given across all of the equality strands. These include: the NHS, social services, county council's commitments to adult protection, strategies for older people and age matters, the Access to Work scheme, mobility car scheme, free passes for public transport and general equality legislation.
12. Community support groups were also cited as examples of good practice, such as The Young Carers organisation, enabling families and carers to engage in social activities for all members of a family, as well as offering vital support.
13. The key challenges from the programme were broadly consistent across all of the activities and across the equality strands. These being:
 - A need for improvements in and equal access to public transport.
 - A need to ensure equal access to health services.
 - Raising public awareness and acceptance of diversity and the needs of different equality strands needs.

14. Barriers faced were generally created by two factors. These being the consequences of legislation and a lack of awareness amongst the public.
15. For example, due to their legal status asylum seekers are not allowed to seek paid employment. They can also have difficulties in accessing health care and ESOL (English as a second language) courses.
16. Other equality strands, such as disability, are often denied equal opportunity due to lack of accessible services. These can include public transport, health, housing, education and training.
17. A lack of awareness and perceptions of an equality strand by some members of the public can also lead to discrimination by ablism, racism and sexism. This can take many forms, such as patronising behaviour and social exclusion.

Conclusions and recommendations

18. The programme successfully engaged with a wide range of stakeholders across all of the equality strands. Each of the types of engagement were given a similar structure in order to capture and analysis information on an equal weighting.
19. Representation was however, low amongst the 18-26 and 75+ age groups, and there was no successful engagement made with the Gypsy community.
20. It could be beneficial for WAG to consider a further piece of work to try to engage with the groups and strands that were not fully represented here. For example, Gypsy communities, 18-25 and 75+ age groups.
21. This might consist of two small separate targeted events to ensure all views are fully included: one with key stakeholders in the 18-25 age range; another with key stakeholders in the 75+ age group.
22. It may also be beneficial to follow up contacts with key stakeholders in the Gypsy community to ascertain opinions. Either as a single event, or a series of one to one sessions with key stakeholders in the form of support organisations. This in turn might lead to identifying individuals from this community who might wish to be engaged.

1 Introduction

1.1 Programme

- 1.1.1 The Welsh Assembly Government wanted as many people as possible from the equality strands have an opportunity to share their experiences of living in Wales, including the barriers they face and priorities they would like to see addressed in the Single Equality Scheme and Action Plans.
- 1.1.2 The Welsh Assembly Government Strategic Equality and Diversity Unit commissioned Tribal Consulting to undertake a Programme of Activity to inform the development of the Welsh Assembly Single Equality Scheme.
- 1.1.3 The programme included a questionnaire, a series of six engagement events across all equality strands which were held around the country in November 2007, eight individual case studies, and engagement with some of the harder to reach groups.
- 1.1.4 Views were collected from stakeholders in all equality strands (age, disability, ethnicity, gender, gender identity, religion and belief and sexual orientation) and other groups such as asylum seekers, refugees, travellers and migrant workers.

1.2 Publicity

- 1.2.1 The questionnaire and the six engagement events were widely publicised in October and November 2007 to stakeholders, including representatives, organisations and individuals, across all of the equality strands. The publicity was made available through many routes which included: SEDU contact databases, media releases to local and national newspapers, postal mailshots and targeted emails, publicity in organisations' newsletters and websites, and posters at local libraries. In December a set of publicity postcards were issued to further publicise the questionnaire.
- 1.2.2 Examples of the publicity campaign included paper and electronic mailshots which were sent to over 260 organisations across all equality strands. A full list of organisations that were contacted can be found in Appendix H.
- 1.2.3 The 260 organisations that were sent publicity of the engagement events and questionnaire included charities, community, support and voluntary groups, health service bodies, further and higher education institutions, government bodies, local authorities and bodies, and trade unions.
- 1.2.4 Many of these organisations also further publicised the questionnaire and engagement events themselves via their websites, newsletters and by contacting their members.

1.2.5 These organisations were sourced from contacts from SEDU, groups that were identified in the course of the project, and organisations used to publicise the project to the public, such as local press and libraries that were based in the vicinity of the engagement events.

1.3 **About this document**

1.3.1 This document presents the findings of the questionnaire, the six engagement events, the eight case studies and the engagements with some of the hard to reach groups.

1.3.2 It also contains the following nine appendices:

- Appendix A contains the template of the questionnaire.
- Appendices B to G contains the reports of the six engagement events held in November 2007: in Newport (19th November), Swansea (20th November), Aberystwyth (21st November), Caernarfon (22nd November), Wrexham (27th November) and Cardiff (28th November).
- Appendix H contains a list of the 260+ organisations which were sent publicity of the programme.
- Appendix I contains the framework on which the eight case studies were based.

2 Questionnaires

2.1 Introduction

- 2.1.1 A questionnaire was devised to enable the public living in Wales to express their views. It aimed to capture views on the key issues and priorities for public services in Wales. It will inform the Single Equality Scheme and Action plans to be put in place in 2008.
- 2.1.2 The online questionnaire was hosted by Tribal and consisted of tick boxes and free text options, with one question per web page. A click on a 'next' button moved the user to the next question. Not all questions were compulsory, and therefore some of the respondents did not need to answer all of the questions.
- 2.1.3 The website also gave options to download a pdf or Word version of the document. These could be completed electronically and emailed or posted back, or printed out, completed by hand and returned by post.
- 2.1.4 As well as the online questionnaire, other methods of eliciting responses were publicised. A paper-based printout of the questionnaire was available on request which could be posted to respondents for completion by hand, and the questionnaire could also be completed via a telephone interview.
- 2.1.5 All completed questionnaires were entered into the online survey by individuals or, in the case of those that were submitted by email or paper, by a member of Tribal's research team. All of the data from the online questionnaire was then downloaded as a csv file for analysis.

2.2 Topics

- 2.2.1 The questionnaire was divided into eight sections which covered the following areas:
- Early life.
 - Education and training.
 - Working life.
 - Environment.
 - Community.
 - National standards.
 - Examples of good practice.
 - About you (demographic of the respondent).

2.3 Responses

2.3.1 The online questionnaire ran from October 2007 to January 2008, with the last online response being completed on the 15th January. It was available in both English and Welsh languages on the Tribal website at: www.tribalgroup.co.uk/livesurveys.

2.3.2 There were a total of 149 responses of which 146 were completed in English and three in Welsh. Of these 149, twenty were postal returns on paper and two were conducted via telephone interviews. (One additional paper response was received in March and therefore was too late to be included in this analysis. There were however, no views or opinions expressed by the respondent that had not already been covered by the analysis).

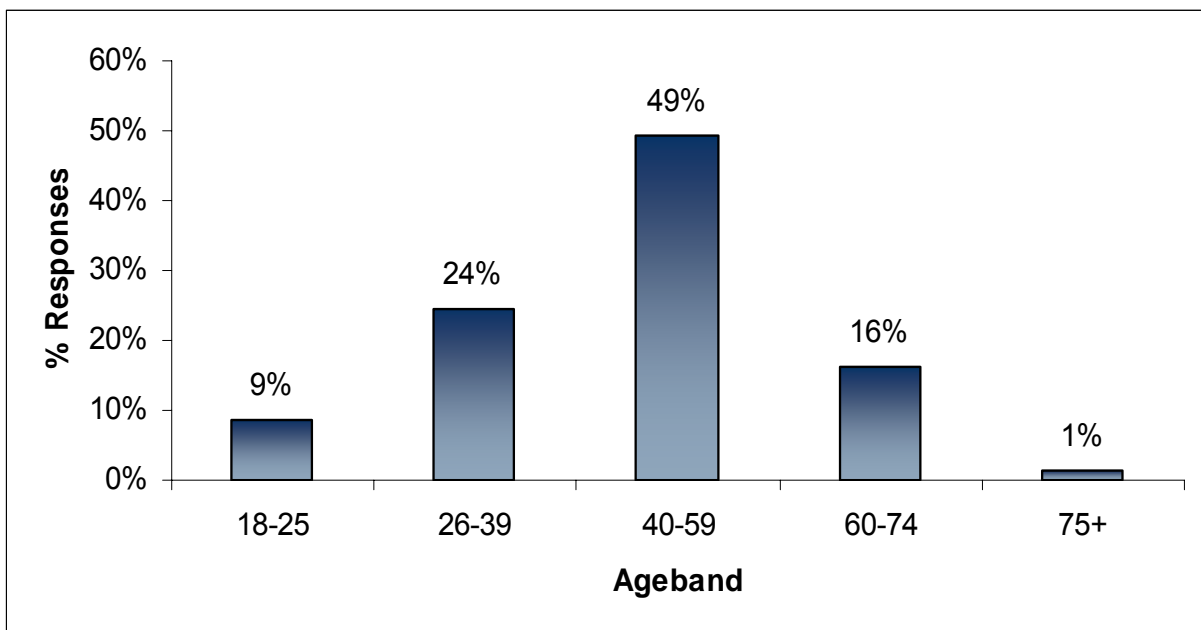
2.3.3 The questionnaire and engagement events were widely publicised to stakeholders across all of the equality strands. Methods and examples of publicity are covered in the Publicity section 1.2, and a list of organisations contacted is in Appendix I.

2.4 Overview of respondents

2.4.1 The respondents were asked for their age band, gender, where in Wales they live, their ethnicity and religion. They were also asked what equality groups they considered themselves as being a part of.

2.4.2 The age of the respondents varied across all age bands with almost half of the 149 respondents, 49%, in the 40 to 59 age range. (See Figure 1).

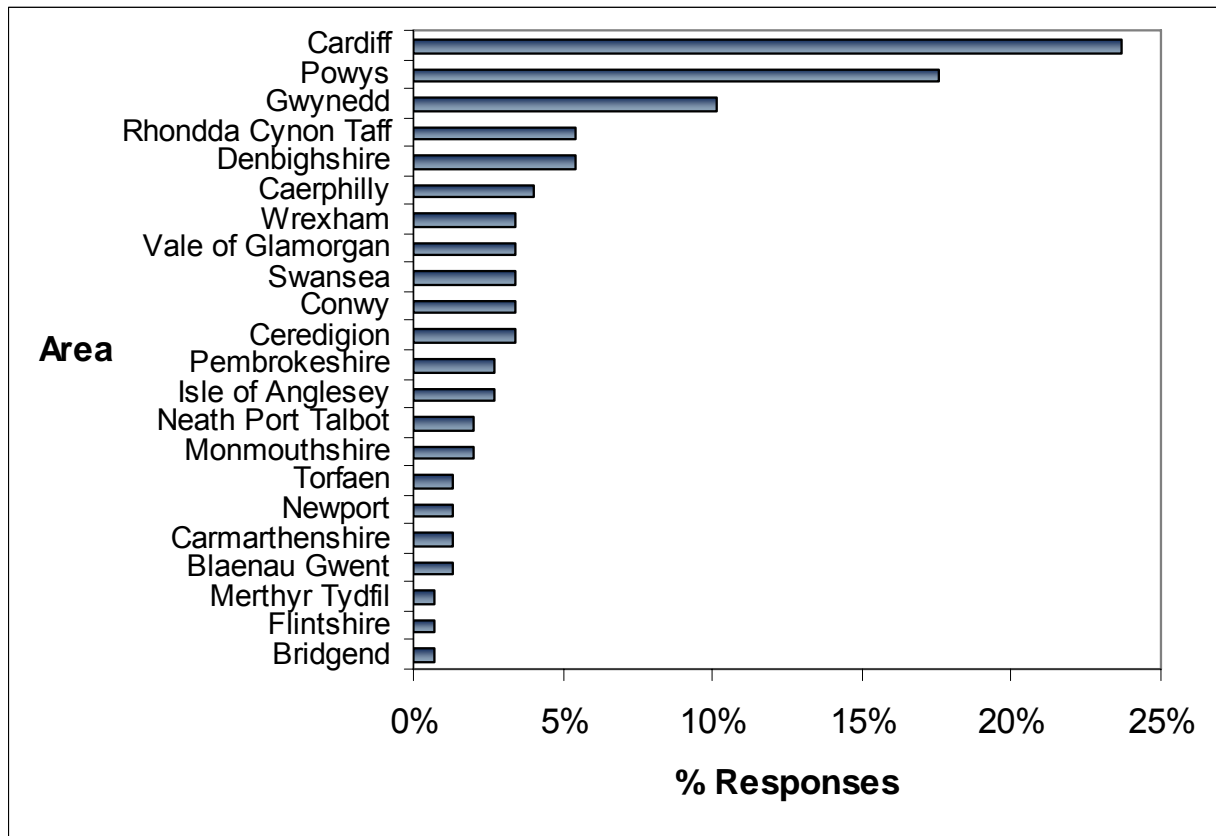
Figure 1 – Age of respondents



2.4.3 The gender of the respondents saw a far greater number of responses from females than males, with just under two-thirds of respondents, 63%, being female. There were three respondents who chose to not answer this question, who were all in the gender identity equality strand.

2.4.4 The areas in which respondents reside returned a spread across all 22 local authorities. Cardiff accounted for the most responses, with 23% of all respondents stating they lived there. Powys with 18% and Gwynedd with 12% were the next two highest respondent areas (See Figure 2).

Figure 2 – Where respondents live



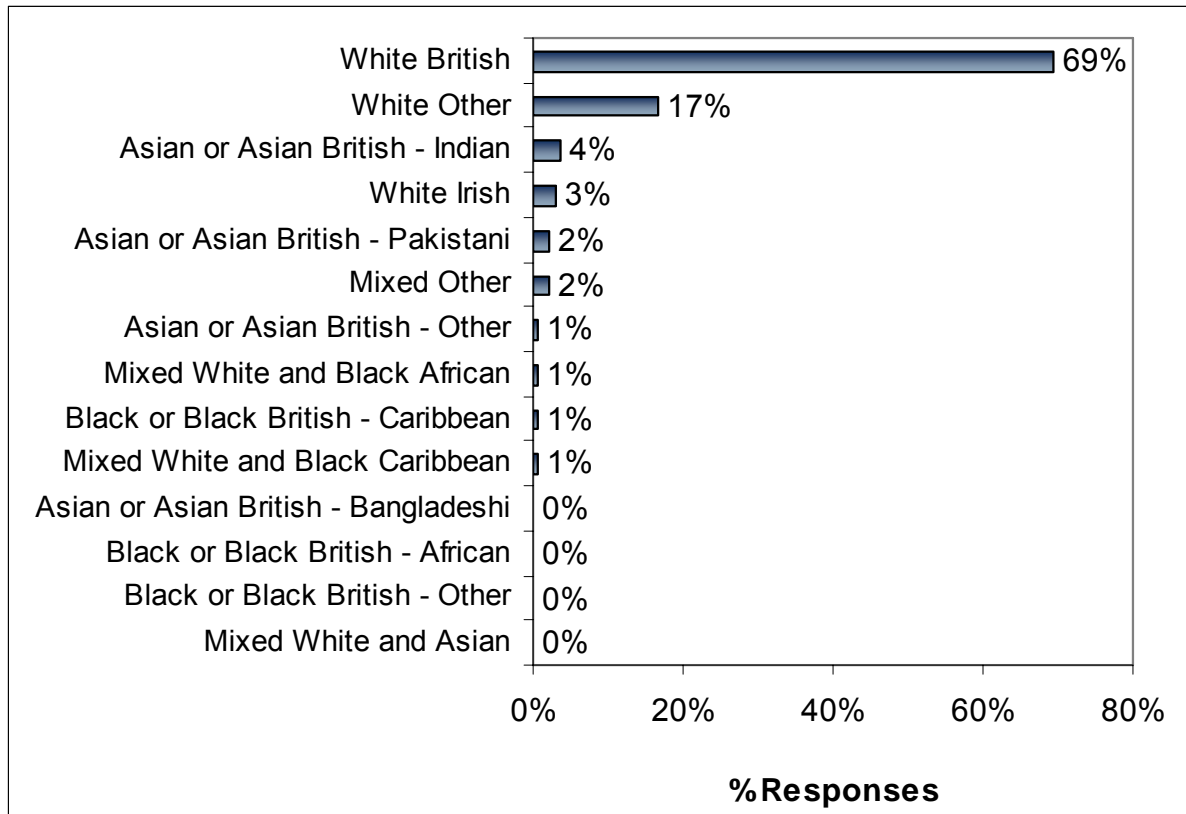
2.4.5 When asked for their ethnicity the majority of respondents, 86% (128 of all 149 respondents) identified as either ‘White British’ (69%), or ‘Other British’, 17%. The category of ‘Other British’ included: Welsh (six respondents); Australian (two); Anglo-Dutch (one); Finnish (one); ‘English, Irish and Scottish’ (one).

2.4.6 There were 4% (six respondents) who were ‘Asian or Asian British Indian’; 3% who were Irish; 2% who were ‘Asian or Asian British Pakistani’ and a further 2% who were ‘Mixed Other’. There were four other categories accounted for 1% each of respondents: (See Figure 4). ‘Asian or Asian

British Other'; 'Mixed White and Black African'; Black or Black British Caribbean; and 'Mixed White and Black Caribbean'. (See Figure 3).

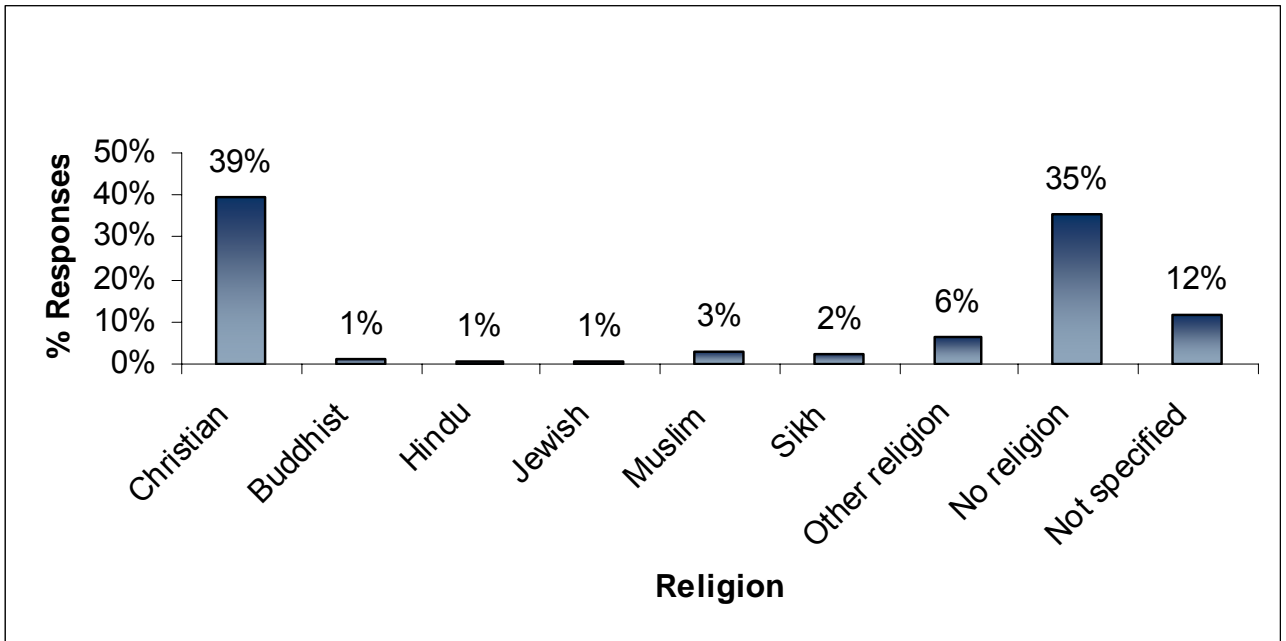
2.4.7 Twelve respondents did not answer the ethnicity question.

Figure 3 – Ethnicity of respondents



2.4.8 The religion represented by the most respondents was Christian, with 39% of all respondents. This was followed by those who stated that they had no religion, 35%. A further 12% of respondents did not specify any religion. The category of 'other religion' accounted for 6% and included pagan, pantheist and humanist. This was followed by Muslim (3%), Sikh (2%), Buddhist, Hindi and Jewish (1% each). (See Figure 4).

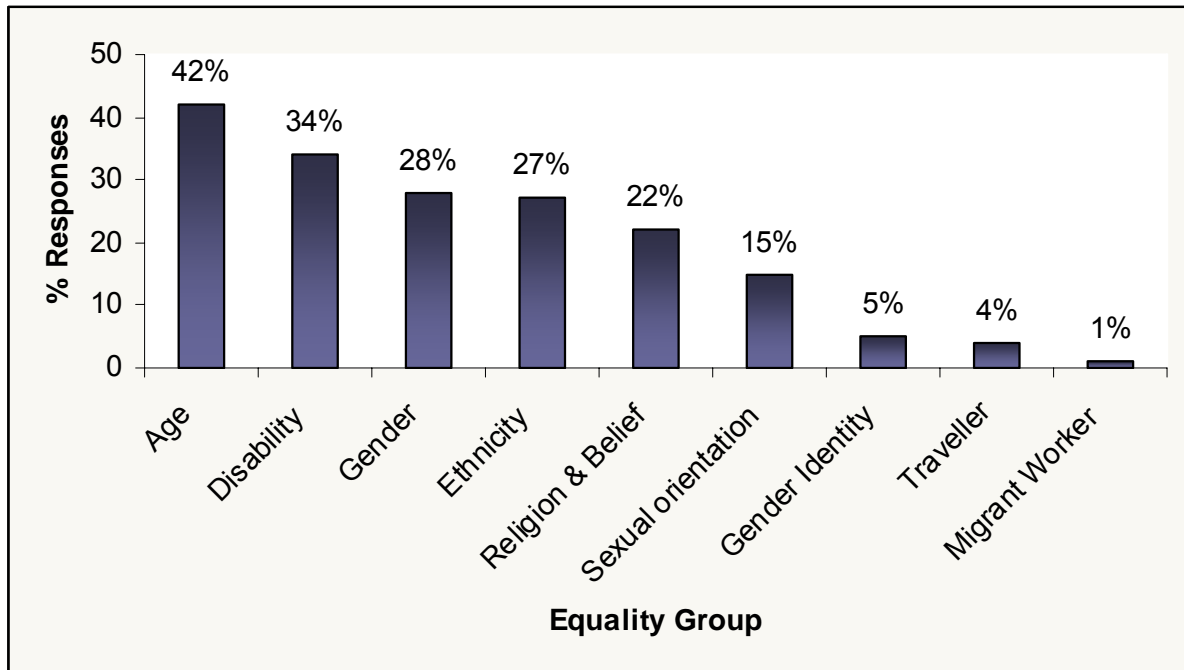
Figure 4 – Religion of respondents



2.4.9 Respondents were asked to select all of the equality groups that they felt they belonged to. (See Figure 5). Age was the single equality strand selected by most respondents, with 42% of all respondents. In most cases when respondents selected this it referred to being elderly, (which was self-defined by some respondents as being in their 50s). In some cases age was used to apply to youth.

2.4.10 Disability was selected by 34% of all respondents, gender by 28%, ethnicity by 27%., religion and belief by 22%, and sexual orientation by 15%. There were three other categories selected: Gender Identity (5%), Traveller (4%), and Migrant Worker (1%).

Figure 5 – Equality Groups



2.4.11 Respondents were then asked to give details of any specific category or group they felt they belonged to, for example, religion or sexual orientation. This free text question produced responses from most of the equality groups: age, disability, ethnicity, gender, gender identity, religion and belief, and sexual orientation. Some illustrative comments from each of these categories follow:

- “My wife and I are both senior citizens and fit into the 'nearly poor' bracket, i.e. we have savings and pensions just above the limit where we would qualify for benefits, thus we are heavily hit by rises in council tax, fuel costs, etc.”
- “BME women - the fact that I am a woman makes it harder.”
- “I belong to the 'visible' BME community, in spite of having made Wales my home 32 years ago and bringing up my three children who are now grown up and are upstanding citizens of Britain. I am a Hindu and manage to practice my religion in spite of my community.”
- “As an openly gay catholic (not Roman) I find most so called Christians unable to accept the person I am and to feel able to treat me according to their Master's teachings. This hypocrisy leads to exclusion and discrimination.”
- “I am a humanist (i.e. I have no religion). Ironically, efforts to prevent religious discrimination by giving special status to religions often end up discriminating against people like me.”

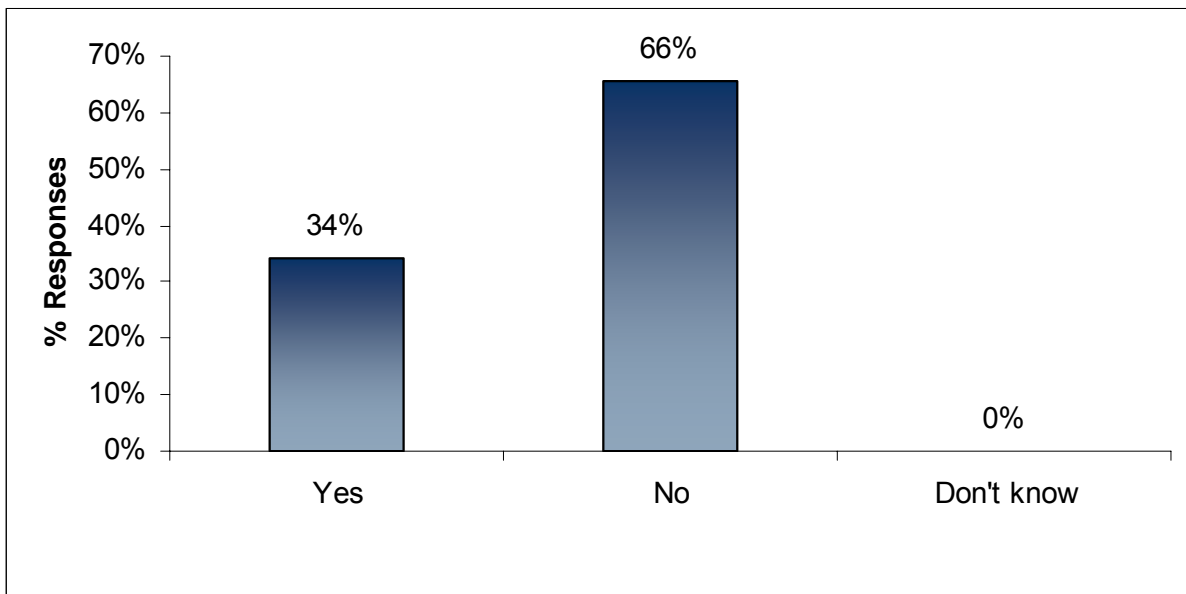
- “I’m a disabled lesbian Jewish pagan - can’t be many of me around!”

2.5 Your early life

Have you always lived in Wales?

2.5.1 The majority of respondents 66% (98 respondents) had not always lived in Wales. Just over a third, 34% (51 respondents) had always lived in Wales. (See Figure 6).

Figure 6 – Have you always lived in Wales?



Were the public services provided to support your childhood and early life effective?

2.5.2 Of those respondents who were born in Wales or who moved to Wales as a child, 75% answered that the public services provide to support childhood and early life were effective. There were 20% who stated that public services were not effective and 5% who gave no answer.

2.5.3 The question also gave the opportunity to give more detailed explanations in free text. Many positive and negative examples were given, all of which could be themed into areas of: access and standard of education, health, other services and public transport/rural areas. Illustrative examples of each of these, representing each area are summarised in Table 1.

Table 1 – Public services support in early life

Service	Positive experiences	Negative experiences
Education	“Well-provisioned schools, reasonable class sizes,	“Am visually impaired and I did not get the

	<p>mixed education, free milk.”</p> <p>“As I attended a grammar school, my standard of education was very high, and I am grateful for the opportunities that this brought me, both as a child and as an adult.”</p>	<p>assessment or help that I should have been entitled to while at school. Especially as it was my final two years when I needed the most assistance to get good exams. This was just before the GCSE idea came in.”</p> <p>“Dyslexia undiagnosed in school therefore was held back without this fundamental support.”</p> <p>“If you failed the 11 plus and had secondary mod education, you could not aspire to great things. I would probably be considered as discalcular now but there was no assistance to help me overcome this, consequently I was unable to follow a teaching career.”</p>
<p>Health</p>	<p>“As far as I remember when I was ill I didn't have to wait days to see a doctor and doctors made house calls if you weren't dying but were just too ill to travel to the surgery. We didn't hear of waiting lists for hospital treatments or consultations.”</p> <p>“Helped me with my disability and gave support services.”</p> <p>“I was born at home, but with a midwife present, my health care needs were met as I received all vaccinations and check</p>	<p>“When my mother became ill I became a main carer for her post-op care as there were no district nurses that would travel.”</p> <p>“As a profoundly deaf child, I always had to rely on my mother to communicate effectively with others. There were no interpreters available. Access was not provided for me e.g. subtitled videos, BSL presentations, written transcripts.”</p>

	<p>ups etc, and they were just beginning in 1951. I had access to a GP, to a dentist etc. My educational needs were also met. I had a place at nursery, then followed the system right through to grammar school.”</p>	
Other services	<p>“I think I had a pretty good start and public services were of very high standard compared to other countries.”</p> <p>“We always had excellent community services, play parks, schools, youth centres and clubs that were sometimes funded by the public purse. There does not seem to be the same level of support for younger ones these days. Everything seems to be targeted at so called at risk or minority groups, nothing for the average family.”</p>	<p>“My father earned a very low wage & gave my mother an inadequate amount for household expenses. She was constantly in debt with an adverse effect on her health & strength. She was also partially disabled from her teens. Support from social services at the time was negligible. ”</p> <p>“Parents divorced when I was 13 (1990) - at which point we became homeless, there was very little if any provision of advice or support at that time.”</p> <p>“Homophobic bullying and Section 28 did not help matters. Lack of support/services for LGBT people and a very low public visibility of the LGBT community - I believe effective promotion of services and awareness of LGBT issues would have assisted.”</p>
Public transport / rural areas	<p>No positive experiences given.</p>	<p>“I lived in a small village on the outside of Wrexham and even thought there was a two day a week morning</p>

		<p>nursery that was all. This made it difficult for families to work and care for their children. Now I feel that things have moved on a bit and are more optimistic.”</p> <p>“I lived in a very rural area where there were no public transport services.”</p>
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How could public services have helped improve your experiences of early life?

2.5.4 The responses given to this question covered five main areas. These were: issues of access to education services, access to health services, living in rural areas, additional support in awareness of disability and diversity, and improvements in other services and facilities (such as leisure facilities and Citizens’ Advice Bureaux).

2.5.5 Additional support in education that would have improved early experiences included awareness in identifying and supporting students with dyslexia and learning difficulties; more support and advice for higher and further education; and other support services such as after school clubs, opportunities to learn musical instruments and attend dance classes free of charge. Illustrative examples given included:

- “Early diagnosis and support for those with learning difficulties would have helped prevent personal issues later in life. Schools at that time (1970s) were not as supportive.”
- “Providing appropriately trained teaching support and specialist dyslexia teaching to help me through this difficult time.”
- “Better provision for my educational needs would have been more advantageous. I left school with no qualification and college first time round. I also needed some kind of play scheme for school holidays.”
- “School experience was average, with little support to FE / HE and no likelihood of any of our students being considered for Oxford / Cambridge.”
- “By being more widely advertised, with a wider range of facilities available. I would have liked to dance, sing, play an instrument as a child, but we could not afford private lessons, and there was no opportunity for subsidised lessons through school.”

2.5.6 Additional support required in health services included:

- “Could have supported my family better with community health care.”
- “Perhaps NHS could have been better then, more nearby and more active.”

2.5.7 Difficulties of living in a rural area that could have helped improve experiences in early life included poverty and the infrequency and inaccessibility of public transport:

- “My family moved out of Anglesey in the early 1960s to provide a better life for their children - their view of education was that it was very poor and that we would do better if their children were educated away from such a poor rural area.”
- “Then people who were disabled found it difficult to access [buses]. Living in a small village you always had to wait about one to two hours between each bus, so they should have been more regular.”
- “Funding for poorer rural communities would have helped.”

2.5.8 The lack of availability of other services and facilities were cited by respondents. Desired improvements would have included public services raising awareness, and improving access to information and services for careers, medical conditions and more general services and advice (such as counselling and debt management. Examples illustrating this include:

- “More facilities for young people in the way of places to meet and socialise would have been nice. Free access to sports and leisure facilities should be available for young people.”
- “Due to family caring responsibilities, my activities were very limited and dependant on family and church. Additional external opportunities would have broadened my perspective and horizons.”
- “Greater support for my mother e.g. more financial support but also advice on debt management etc and more emotional support and advice.”
- “Information from Job Centre, Citizens advice centre etc.”

2.5.9 Additional support for awareness of conditions and disability included: practical concerns such as the availability of aids and adaptations; the need to raise public awareness in order to reduce racism, homophobia and intolerance against other groups; Some quotes that illustrate these points include:

- “Access to services for deaf children, young people, adults and elderly people...through provision of services to meet individual

needs whether it is equipment [or support] examples - flashing doorbells, textphones, videophones, webcams, vibrating alarms, visual smoke alarms...”

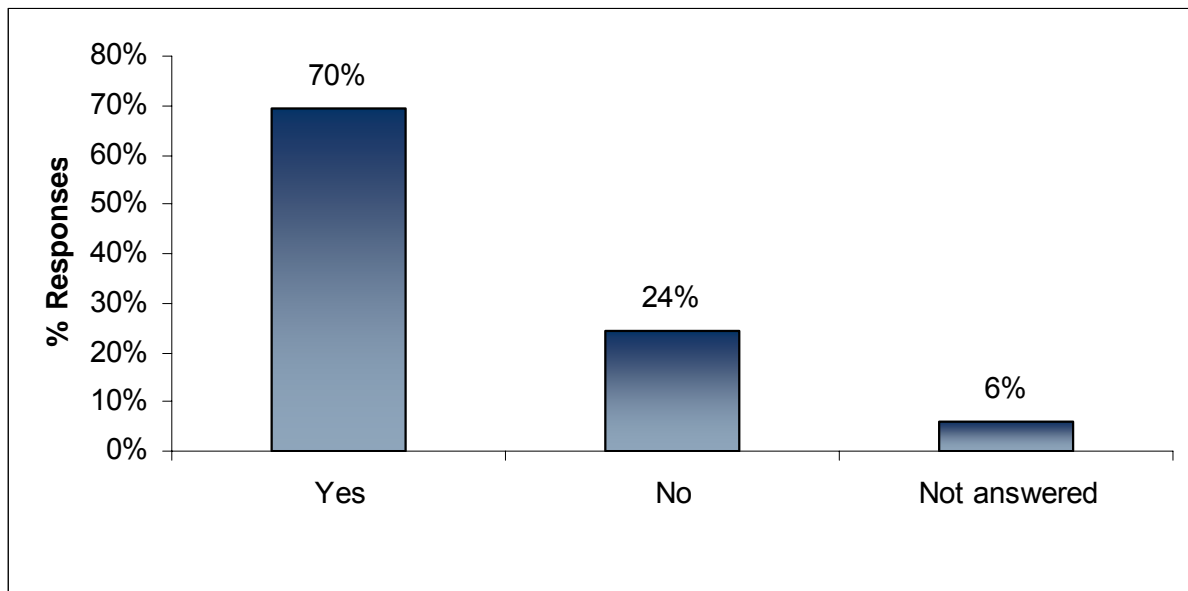
- “Raising awareness; providing good guidance; making services available for young LGBT people and people finding it difficult to 'come out'. I often felt I was the only gay in the village. Thoughts of suicide and desperation.”
- “More information and someone to talk to so I did not feel a freak.”
- “Stopping bullying and discrimination by teachers and children.”
- “Leaflets about the condition, better public understanding of the condition and literature available at GPs, libraries etc.”

2.6 Education and training

Have you been able to access the education and training you want?

2.6.1 The majority of respondents, 70% (104 respondents) stated that they had been able to access the education and training that they wanted. There were 24% of respondents who felt that they had not been able to, and 6% who did not give an answer. (See Figure 7).

Figure 7 – Able to access the education and training required



2.6.2 Many positive examples were given of people being able to access courses with appropriate advice and support. For instance:

- “Ten years ago I became disabled and I have had access to education and training with the help of support workers when required.”
- “After children were school age I attended the Cardiff women's workshop and gained qualifications for computer networking and management. I also sat GCSE English at evening class.”

2.6.3 The main reasons given for why people could not access the required education and training were: lack of opportunity and support when at school; difficulties such as dyslexia; being prevented by a disability (which includes both non-provision of appropriate facilities at colleges and individual illness); issues over travel to colleges; funding issues; perceived prejudice; and lack of choice of courses: Illustrative examples include:

- “As an adult yes but I wish I would have been encouraged more at school. If I had my time over I would prefer to have studied for a career than leave school and get a job.”
- “Living in a rural area I could not travel to the school of my parents' choice and subsequently travelling to college was impractical.”
- “Distance is a big problem, especially when I first came and did not drive. Now I can drive, but some courses I have wanted to attend are too far, especially after work when it is dark in the winter months.”
- “I returned to education in my mid thirties. I studied for my City & Guilds in IT although I could not complete the course due my manual dexterity problems.”
- “Bad treatment by LEA did not encourage me to go on to college, let alone university. Was told there was nothing I could really do, and as a consequence I have been unemployed for over 20 years, being instead put on training courses that do nothing to help.”
- “Lack of funding support for minority ethnic students. Prejudice and discrimination in the recruitment and selection process.”

2.6.4 Many positive examples were given of respondents being able to access education and training courses of their choice, with access to the appropriate advice and support. These included GSCE, PGCE, evening classes, ESOL and Welsh classes. For instance:

- “I was educated in a mainstream school and was relatively ok at primary school as I was protected by a good crowd of hearing friends and mainstream teachers were brilliant with me and adapted to my educational needs (e.g. giving me one-to-one sessions).”

- “By going through the old 11+ I was able to attend Grammar school which was/ is better than the level of education received today in the mixed ability schools.”
- “I am enrolled in a postgraduate programme of my choice and receive on the job training now that I am working. My only comment is that these facilities were not available at a lower cost when I was looking for work but now that I am working, I can afford it.”
- “I went to a mixed catholic school which had a range of people with all different back grounds i.e. travellers. I progressed to sixth form college which then prepared me to work. I have not gone to Uni and have continued studying whilst working.”

What kind of education and training do you require and how could it best be delivered?

2.6.5 The kind of education and training required by respondents was wide ranging. Continuing professional development and training related courses (including management training, counselling, employment law) were most in demand, by twelve respondents; undertaking a degree course was requested by six respondents, post-graduate courses (MA, PhD, online MBA) were requested by five respondents; Welsh language courses were requested by three respondents.

2.6.6 Some illustrative examples include:

- “Currently require continuous professional development in the field of Human Resources, employment law, equality & diversity, along with leadership & Management development. A business mentoring scheme for Owner Directors of small companies would be good.”
- “At the moment, I want to receive free Welsh language course near by where I live with free childcare service.”
- “Wouldn’t mind a few science A-levels, and have least the choice whether or not to go to university.”

2.6.7 The main methods for delivering such education and training that six respondents gave included distance and on-line learning, home supported learning, and day classes. Four respondents felt that courses would be best delivered locally.

- “Home learning via computer with weekly/monthly tutorials/meetings with tutor.”
- “I wanted to undertake a degree and did it with distance learning and Open University.”

- “I would like to complete my Masters but it is too expensive and I would have to travel miles. Maybe an online option could be implemented at a reasonable fee.”

2.6.8 Three respondents stated that their trade unions were able to offer suitable courses. Three other respondents stated that they received or would like to receive training through the voluntary and community sectors. For example:

- “I am looking to train as a tutor. I hope to be able to achieve this through Unison.”
- “Now work for a charity that holds equal opportunities in very high regard, and I am supplied via them with all the needs I have in this area.”

2.6.9 Barriers in the form of limited physical accessibility to colleges were concerns of four respondents and two respondents felt that currently there were barriers which restricted ethnic minority communities. Costs of financing a course were a barrier raised by two respondents.

2.6.10 Some illustrative examples include:

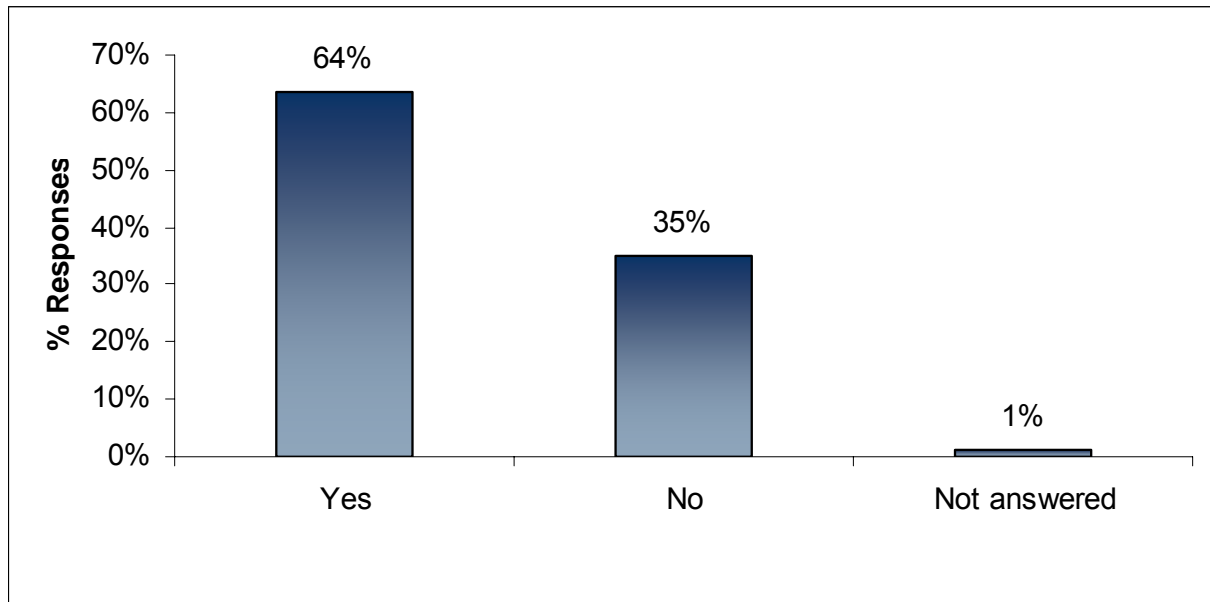
- “Promoting inclusion and not exclusion. Raising awareness to the potentials within minority ethnic communities and stretching out an actual helping hand to the community.”
- “Further education local to where I live. Better understanding by people that equality is not about treating people the same and take on their diverse needs to meet equality.”
- “I would love to return to higher education to pursue a PhD but the financial barriers are too great. Bursary schemes for people with mental health problems would be a great help.”
- “I think it may be a bit late now! I'd like to have training in Arts and Literature but with a disability and living in a rural area the choices are limited. I am able to work part time but I can't afford a pc at home and the choices at the local college are limited.”

2.7 Your personal life

Are there any specific areas of your personal life that you feel could be better supported by public services?

2.7.1 Almost two-thirds of all respondents, 64%, (95 respondents) felt that there were specific areas of their personal life that could be better supported by public services. (See Figure 8).

Figure 8 – Could areas of personal life be better supported by public services?



2.7.2 The specific areas given by respondents were wide ranging and related both to individuals’ equality strand(s) and to more general public services. The four most commonly cited areas where improvements could be made related to health services, social services, public transport, and raising public and public services’ awareness of diversity in society.

2.7.3 Concerns over access to health services were made by many respondents. These are illustrated by:

- “Access to a dentist or a doctor. Since living in Wales and the experience I have seen my housemates go through i.e. accessing health services has deterred me from registering.”
- “Access to doctors surgeries. While same day phoning for appointments I find it can put you under stress at a time when least able to cope with it. More willingness for surgeries to accept booking for a few days in advance would help.”
- “As a carer for an older disabled person it is not easy to access support. On phoning one is put off by being told services aren't available e.g help with personal care such as showering and only offered catalogues of ready meals!”
- “Better healthcare monitoring - particularly for males aged over 45 e.g screening for prostate problems, type 2 diabetes etc.”
- “Where we live, rural west Wales, the nearest doctor is in Narberth five miles away, the nearest hospital is in Haverfordwest 14 miles

away, although for some treatments we have to go to Carmarthen (23 miles), Llanelli or Swansea. Public transport is poor.”

2.7.4 Issues surrounding social services were raised including:

- “Dependent father who has dementia and a drink problem - social services unable to provide effective support.”
- “I am a disabled person and need more assistance with independent living. I also live in poverty because of the meagre state pension and disability benefits and the fact that I am taxed twice because I incur a Community Care Charge. I need a better wheelchair...”
- “Help/advocacy in periods of redundancy - persons with limited experience of accessing social services are at a distinct disadvantage to those who know the system.”
- “Childcare facilities and support network- difficult for a male single parent- mostly females and feel ostracised.”
- “Much better support services for vulnerable people such as frail older people and people with serious long term illness or disability. It is very hard for these people and their main family carers to sustain ordinary lives - to access paid work, undertake.”

2.7.5 Public transport issues raised concerned the infrequency of bus services in rural areas and the lack of accessible transport for the disabled. Poor transport leads to a poorer quality of life with the restrictions on travel to places of work, education and leisure and social life:

- “Public transport: more flexibility, better equipped for less able and elderly, ease of access, amenity of shelters at stops.”
- “Better public transport (and better co-ordinated public transport) e.g. Buses in my area do not run to the railway station but only to the bus station half a mile away! We need more frequent buses and buses that connect with trains.”
- “I regularly use bus services for a variety of reasons - including the school run. Several buses run along the route however I find that different companies charge different prices for that route and I cannot use return tickets on any bus.”

2.7.6 Issues raised that relate across equality strands included raising awareness so that both professional and public services and society as a whole better understands diversity and minority groups feel less threatened. This includes cultural and religious beliefs, ethnicity, disabilities (including both public perception and access issues), and medical conditions. Examples illustrating some of these points include:

- “By promoting actual equality and diversity not just drafting of policies but holding public service providers accountable.”
- “There is still a very large need for professional services to realise that such as Education, Health and Council services that they need more funding and more awareness of deaf peoples needs. There is education systems does not meet the needs of deaf children.”
- “More facilities for LGBT people to meet and feel safe, not just pubs and clubs. I often feel unsafe if I am out in Cardiff or Pontypridd after dark.”
- “All women’s health services are aimed at assumed heterosexual women.”
- “Physical access still not in place in public places. Accessible toilets in pubs, restaurants, clubs, shops, hotels, guest houses, theatres etc. Change people’s attitudes.”
- “Feeling safe at night. Not being worried that you’re going to be lynched because of your mannerisms or the way you speak. I do feel that I cannot be a part of my local community for fear of reprisal.”

2.7.7 Improvements in other public services included: affordable child care; better leisure facilities; increased funding for museums libraries and community groups; support and advice for the consumer (such as home buying, debt management);

- “An increase in recent quality published work in the libraries, i.e. new books novels and biography, history etc. An increase in funding for museums and historical societies.”
- “Advice on home buying, managing student loans, information to new graduates about things like pensions, savings (stuff not taught in school).”
- “More support for sports and leisure activities, particularly a reduction in the cost of local government run facilities would be most welcome.”
- “Some leisure opportunities provided by community learning are day time. More evening/weekend courses e.g. dance classes would be beneficial as they are usually cheaper than formal dance classes.”

What changes to public services would improve your personal life?

2.7.8 Most responses related directly to most of the specific areas that were identified by respondents in the previous question: health services, public transport, and raising public and public services’ awareness of diversity in

society. There were very few responses directly relating to social services in this question, despite it featuring more often on the previous question.

2.7.9 There were also responses relating to other public services including: including education, environmental concerns, housing, refuse collection, safety on the streets and leisure facilities. Illustrative examples for each of these categories follow:

2.7.10 Accessing health services:

- “The shortage of NHS dentists is a very real and serious problem. I went into debt to be treated as I had urgent work to be done on my teeth.”
- “Doctors and hospital appointments available at different times, currently my GP surgery provides appointments between 8.30-11 and 4-6. I think they and other GP surgeries would do well to ask their customers what they want and design a service around that.”

2.7.11 Accessing social services:

- “A more integrated and understanding social care network that supported older people in their homes without the threat of taking them into care.”

2.7.12 Accessing public transport:

- “Better access or indeed initial access in some cases to public services, buildings and their environs, affordable transport both public and private. I am entitled to a free bus pass, but as there are no low floor buses in my local area, it is of no use to me.”
- “Better public transport. More frequent bus services in the evenings and especially on Sundays. e.g: I recently had to travel from Cardiff to Merthyr for a leisure activity on a Sunday. There were no buses at all and only a two hourly train service.”
- “Extending the WAG bus pass scheme for people with disabilities to train services to give more choice about when and where to travel.”
- “Taxis that actually provide a service and do not refuse to take a fare!”

2.7.13 Raising public and public services’ awareness of diversity in society:

- “Acceptance that travellers need to access services from wherever they happen to be (NHS, schools, social services etc.).”
- “Ethnically sensitive services when I grow old and retire in Wales.”

- “Public dissemination and broadcasting of equality issues not only in word but in practice. A national government and social acceptance and tolerance of different ways of living.”
- “More deaf people on staff. Deaf Equality training for all staff who deal with public. monitoring checks to assess how service is provided for deaf and hard of hearing consumers. All resources to meet the needs of deaf and hard of hearing consumers.”
- “I think in general there needs to be better access to address language and cultural needs and more help with English for older people and those that cannot speak the language. There needs to be a better understanding of diversity by employees.”

2.7.14 Improvements in other public services, including education, environmental concerns, housing, refuse collection, safety on the streets and leisure facilities.

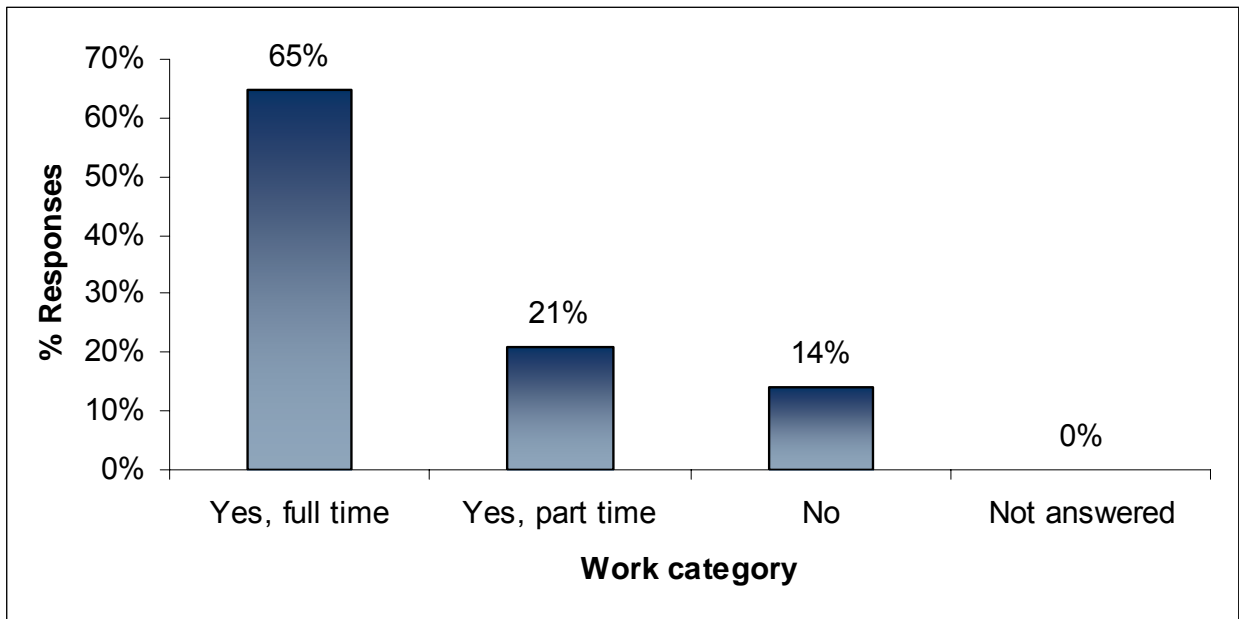
- “Better and more comprehensive public transportation, better street cleaning, and more money for primary and secondary education. (I mean serious amounts of money, even if it means raising taxes for those who can easily afford it, myself included).”
- “Clearer advice, support regarding accessing grants, information regarding insulation to cut back on carbon emissions. Support with alternative transport i.e. use of bikes etc. I feel this subject (global warming) really needs to be put at the forefront of everyone’s thinking.”
- “Greater stock of accessible public housing held by the local council.”
- “I’d like better, more easily accessible community based mental health care. Good lighting and a notable police presence in the city centre so I can go about safely after dark. Better funding for public libraries so I can continue to educate myself while I work.”
- “More police presence where it’s needed and huge improvements in public transport. Public transport is a major issue of feeling safe. Hanging around at bus stops where buses are every hour; getting the train where there is very little security on board.”
- “Public services need to become more grassroots oriented. It needs to consult with the grassroots activists rather than the community leaders that they have been communicating with for the past 10 to 20 years. There needs to be a de-jargonising of the language.”

2.8 Your working life

Do you work?

2.8.1 The vast majority of respondents worked (65%) or were in part time work (21%). Respondents in work therefore accounted for 86%, or 128 out of all 149 respondents. (See Figure 9).

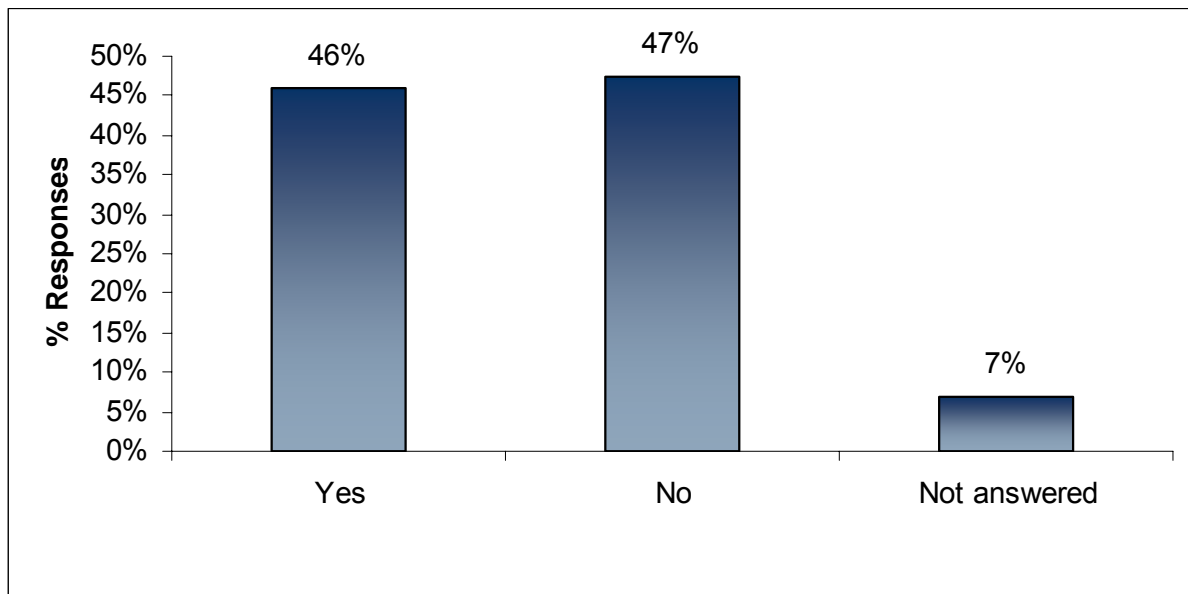
Figure 9 – Do you work?



Do public services support your working life?

2.8.2 There was an even split between working respondents who felt public services did or did not support their working life. There were 47% who said public services did not support their working life and 46% who said that it did. The question was not answered by 7% of respondents. (See Figure 10).

Figure 10 – Do public services support your working life?



2.8.3 Themes that emerged on how public services **do** support working life were around those of accessibility, legislation and employer flexibility, and the social infrastructure.

2.8.4 The theme of accessibility highlighted in particular the role that the Access to Work scheme played for some respondents in the disability equality strand. This is illustrated by the following responses:

- “Access to Work Scheme essential in keeping me in employment - medical condition makes it unsafe for me to use public transport - scheme subsidises cost of taxi over standard rail fare to and from work five days a week.”
- “Access to Work gives me the ability to carry out my job effectively - please do not take away ATW or make cut backs on this provision. I am aware that DWP are reviewing this and this greatly concerns me and a lot of other deaf people.”

2.8.5 Some respondents also felt that they were supported by employers being flexible to needs and by anti-discrimination legislation, for example:

- “Anti discrimination laws are in place.”
- “I am allowed to work part time and flexibility.”
- “I would not be able to work without my bus pass and I have benefited from Back to Work schemes for people claiming incapacity benefit.”
- “I get time off for child care as I need it.”

- “Colleagues are understanding, once I explained my condition.”

2.8.6 The general infrastructure across all services was highlighted as being a support to working life:

- “Highways service keep the roads worthy of travel, schools mean that the children are looked after in a safe environment whilst I’m at work, street lights light the way etc.”
- “Council funded house adaptations.”
- “I use the train and bus and local services: internet, leisure centres, child care.”
- “High quality working environments are built upon public infrastructure!”
- “The free buses for over-60s is handy!”

2.8.7 Ways in which it was felt that public services **do not** support working life can be grouped into five main themes. These are public transport, care services, health services, employer inflexibility, and exclusion and discrimination due to, for example, disability or age.

2.8.8 It was felt that public transport services needed improvements, in rural and urban areas and connecting the north and south of the country. Areas for public transport included improved accessibility (e.g. low level buses), reliability and more regular services for buses and trains. Respondents also stated how such improvements could also have a beneficial environmental impact by reducing reliability on individual car use. Illustrative examples include:

- “Have to use own car a lot. Would like to use public transport but needs to be easier to use and cheaper.”
- “I use public transport for work. It takes a long time to get anywhere, particularly outside the main cities so I do not feel very well supported in this respect.”
- “I cannot use public transport and parking is not free, so my working life is unsupported by public services.”
- “Public transport specifically trains into Cardiff Queen St from Whitchurch and occasionally from Llandaff North.”
- “I travel regularly from north Wales to south Wales and suffer the poor transport links on a weekly basis.”

2.8.9 Availability and costs of childcare, individual and family care were highlighted. This includes childcare for pre-school, after school and in school holidays, and domiciliary care:

- “Childcare has always been a difficult issue although it is improving with facilities available now for before and after school in my local area. However I am still limited by choice.”
- “After school club - I have a six year old. It’s there but very under-resourced, so I don’t use it. Holiday provision is about £17 per day - yo!”
- “Cost of childcare is high. Middle class parents do not benefit from working tax credits and sacrifice most of one parent’s salary on registered childcare- Councils should subsidise childcare places.”
- “I currently do not receive any public services and if I should need them, they are not geared to meeting the needs of family carers who also work.”
- “Insufficient and expensive social services domiciliary care, it does not support independence but tells you what will be provided rather than meet your individual needs.”

2.8.10 The main issue around health services concerned out of hours access:

- “Doctors surgeries tend to be office hours only.”
- “I find it difficult to access most public services because I work full time. If I need to see a doctor (which I regularly do to manage my medication) I must take a sick day off work. Opticians and dentists, most council departments, public libraries etc.”

2.8.11 A common theme that emerged was that of employer inflexibility. This was mainly with regard to home-working, hours worked and lack of opportunities to work elsewhere in a organisation due to inaccessibility of other locations:

- “Powys has a corporate policy to promote home working. I recently put in an application to work one day a week at home but was turned down. I live 15 minutes from work and I would be available by phone - and could also come in if my time was needed.”
- “I just work when I need to, seasonal work on the land mostly. Mainstream working environment cannot support my needs.”
- “I work in local government and I can’t get into work via bus! Even though the authority signs up to flexible working in practice it is difficult to be a mum and work as taking holiday or flexi days is very hard.”

- “Local place of work supports but there is limited opportunity. e.g to work in the organisation's other offices and at other jobs located in the valleys for instance. Could not get there.”

2.8.12 Exclusion and discrimination:

- “Ageism rife.”
- “Difficulty in securing support from JCP in adjustments in the workplace.”
- “I have arthritis and find it difficult to manage.”
- “I am constantly having to advise people of my needs. I am sometimes excluded from meetings because no one has thought to book BSL Interpreters or make provision for people like me. I do not speak Welsh and I am unable to use the translation equipment.”

What kind of public services would make your working life easier?

2.8.13 Themes emerging in the kinds of public services that would make working life easier were improvements to public transport, health services, care services, infrastructure, access to community and government services, and tightening discrimination legislation/increasing diversity awareness.

2.8.14 The theme that was overwhelmingly dominant was the desire for improvements to public transport.

- “Access to service guides and timetables in Braille.”
- “A quick and efficient public transport from north Wales to Cardiff and return. A dual carriage way linking north to south.”
- “Better public transport from semi-rural areas into local towns at a reasonable frequency (buses where I live are at one and two hour intervals, which is far too infrequent to be much use).”
- “Better public transport both within and outside the city. More frequent services, services to more areas. Cheaper peak time train travel - it is prohibitively expensive to travel at times which are suitable for work.”
- “Having a bus service that doesn't start at 7a.m and stop at 6 p.m. More frequent public transport services. Affordable public transport- it costs me more to make a 5-10 minute journey than it does a 50 minute journey.”

2.8.15 Health services, including access to currently unavailable services and access to out of hours services:

- “I don't have the time to travel for 20 minutes to a doctor's surgery, sit for up to an hour, have a five minute consultation and travel 20 minutes back to work!”
- “The ability to apply for car adaptations on the NHS.”
- “NHS....that treats Transgendered people in Wales the same as it does in England.”

2.8.16 Care services, including childcare and access to caring for the elderly:

- “A crèche and after school club that was free.”
- “Care services that really meet the needs of the disabled or ill person - reliable, high quality and at the times they are needed - not at the times that suit the service provider.”
- “Access to more carer services and a checking home care service would have been really helpful during the years I was looking after my mother (who lived in her own bungalow 30 minutes drive from my home and my work base) my own home and family.”
- “Better childcare at a reasonable cost compared to other locations in Wales.”
- “Childcare that gives the freedom not to get the children to kindergarten/school when all other people hit the streets at rush hour.”

2.8.17 Improvements to infrastructure:

- “Improvements to cycle ways and a safer city to move around in after dark in the evenings.”
- “Better maintained roads.”
- “Cheaper, more frequent and more accessible rail services. Improvements to traffic flows - not increased taxation or congestion charges!”
- “Easy and equal access to all public buildings.”
- “Improved broadband access in rural areas.”

2.8.18 Improvements to access and information on community and government services:

- “Associations/opportunities to meet people with my kind of beliefs/culture.”

- “Better, clearer, access to tax and income support information online and on paper.”
- “For public services to be less risk averse and start to actually carry out the policies they have in place. By removing bureaucratic obstacles placed all too often in the paths of the vulnerable members of our society.”
- “More flexible times for personal contact with service providers. The internet and online services are not the be all and end all for flexible access.”
- “Supportive government and local authorities liaison officers for working with traveller communities.”

2.8.19 Tightening discrimination legislation/increasing diversity awareness.

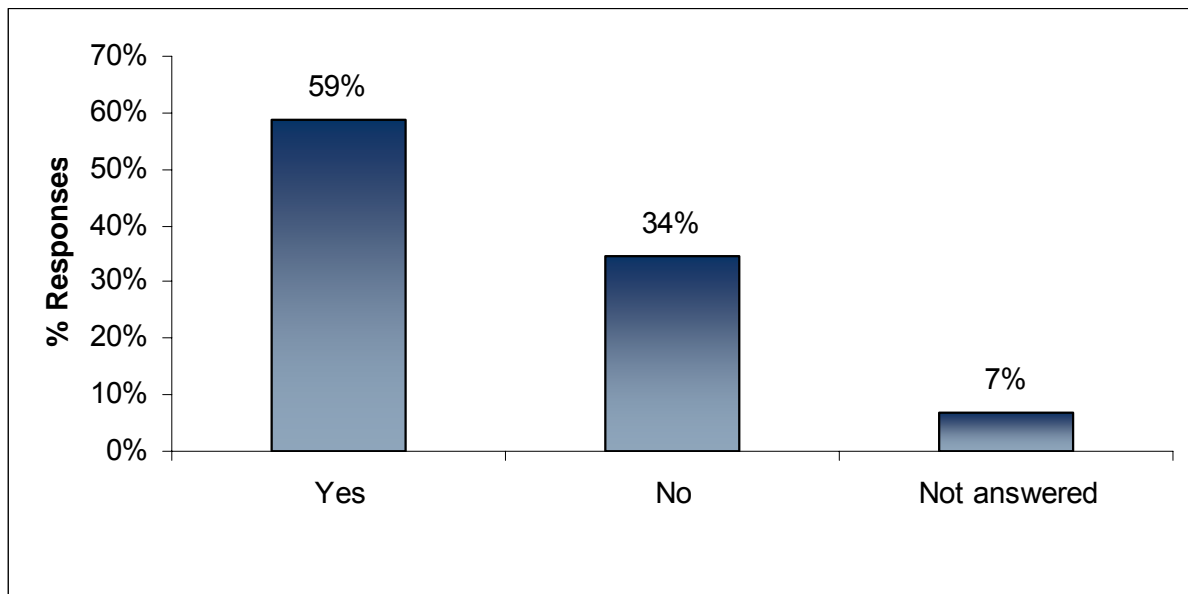
- “Making the private sector put into place the theory that they have, so that diversity and equality laws actually work in practice.”
- “More acceptance that people with caring and other responsibilities and experiences have added value in the health and social care field.”
- “More encouragement for employers to gain the two ticks scheme - positive about people with disabilities. Public sector organisations not always assuming people have access to private cars to get to meetings.”
- “A government commitment against hate crime and gender discrimination so that I could feel safe to dress as I would choose in my place of work.”

2.9 The environment you live in

Is the environment you live in supportive of your equality issue?

2.9.1 Most respondents felt their environment is supportive of their equality issue, with 59% saying yes and 34% saying no. The remaining 7% did not answer the question. (See Figure 11).

Figure 11- Environment supportive of equality issue?



2.9.2 Themes in which the environment in which respondents live **are** supportive mainly revolved around acceptability (of disability, ethnicity, religion or sexuality) and legislation work and community support in place.

2.9.3 Acceptability:

- “Neighbours friendly and helpful with shopping and support when we need it.”
- “Living in a city helps as there is a much more diverse community living in major cities in Wales in comparison to the more rural parts in Wales. However there is still a lack of understanding around issues of race, faith and gender.”
- “As my partner grew up in the immediate community we are well accepted, however incomers have not been so understanding and elderly neighbours have spoken out to protect our right to acceptance.”
- “Family friends and neighbours have had it explained to them.”

2.9.4 Legislation, work and community support:

- “As far as I can tell environmental issues are well supported. PLANED (Pembrokeshire Local Action Network for Enterprise & Development) and PAVS (Pembrokeshire Association of Voluntary Services) give good advice and help.”
- “I am a trade union representative and actively campaign in equality issues. I get ample support from my own organisation.”

- “HR policies generally take account of equality issues. Implementation, however, is not always consistent.”

2.9.5 The main themes that the environment in which respondents live **are not** supportive were discrimination (such as disablism, homophobia and racism), infrastructure (personal safety, roads, safety after dark, housing).

2.9.6 Discrimination including disablism, homophobia and racism:

- “Although I have not experienced direct homophobia myself, I know a couple who live 4 doors down from me who have, which makes me nervous about being open about my relationship with others in my village.”
- “Lot of prejudice re lesbian women in general, especially bringing up children.”
- “Some incidents against myself and my partner which have clearly had a homophobic element have been completely dismissed by the Police, and have been made to feel like a nuisance, sometimes even a criminal, for trying to get them addressed.”
- “I am able to work part time and have had reasonable adjustments made. However there is a limit put to my promotion prospects because of the part time and disability element which I believe is discriminatory because my value is seen as limited.”
- “Class is a big issue here - Cardiff University is a hard place to work if you are working class!”

2.9.7 Infrastructure including personal safety, roads, housing and other services:

- “My environment can be frightening to walk around in after dark. Litter, flytipping and anti-social behaviour make it unpleasant. My housing situation is a desperate trap - as I work full time I am ineligible for any support but as a low paid public sector.”
- “Housing and public buildings, public transport, public services and attitudes do not make it easy for disabled people and their families to lead an ordinary life.”
- “I live in Pantmawr, north Cardiff and we have no facilities provided at all. There is a pub which is now under threat of redevelopment. The roads on the estate are badly surfaced and my street never gets gritted in winter so can be a health hazard.”
- “The area in which I live has very few people of Afro Caribbean decent. Therefore the local supermarket does not have products geared to us ...but maybe as more move into area, there will be a

demand. Restaurants and supermarkets now have low or no alcohol.”

- “In spite of improvements with the DDA, most people with mobility problems are faced with uneven pavements, busy roads without safe crossings, leisure and retail facilities planned only around car drivers.”

What could be done to make your environment more supportive for your equality issue?

2.9.8 The way in which the environment could be made more supportive for respondents’ equality issues covered four main themes; that of improving public and professional awareness of diversity by increasing positive action, enforcing anti-discriminatory legislation, infrastructure improvements, and better access to health services.

2.9.9 Improving public and professional awareness of diversity, and increasing positive action and utilising specialist knowledge within the various equality strands, through individuals and communities:

- “Better education on gender and orientation equality. Not promotion of gay issues but rather an honest and fair understanding of what is an inherent human state for a large minority of the population.”
- “Host community to be able to appreciate that some of us from minority communities who consider Wales their home have different cultural and religious beliefs and to be tolerant of the differences and the diversity of richness it brings to all communities.”
- “More support for the work that is being done by grassroots community groups.”
- “Educate public and the media, but we travellers need to educate the educators first!”
- “Positive action to utilise the skills of people who have experienced mental health problems and other disabilities to provide positive role models. People with mental health problems are experts and this expertise is often lost.”

2.9.10 Legislation; where anti-discriminatory legislation is already in place there is a feeling that it could be better enforced (such as accessibility and racism) and improvements in the understanding of diversity and equality practice by policy makers:

- “All public buildings and any new buildings should be accessible and there should be decent disabled toilets including a changing room for people that have personal care needs.”

- “A better understanding by policy makers and delivery teams in what is good equality practice.”
- “Initially awareness raising and diversity training for all statutory bodies - however this then needs to be monitored and evaluated, poor service should not be tolerated - it is a fact that it is tolerated. I have had the ‘Hey - what can you do?’ response too often.”
- “If the job you do was valued no matter what your gender .You may be told your valued but in relation to what everyone else earns your not.”
- “More help needs to be given to vulnerable people living in private sector rented accommodation - landlords need to be better regulated and properties inspected to make sure they're up to standard.”

2.9.11 Infrastructure improvements, including facilities for teenagers, disabled parking and planning:

- “Dropped kerbs and better disabled parking facilities.”
- “Wider pathways, tactile traffic lights - as opposed to those pelican things that are of little use to blind people. Better maintained hedges/greenery when related to public pathways of any sort.”
- “Get it right at the planning stage – e.g you build a new retail park - where are the footpaths, cycle paths, bus stops and bus/train services, pedestrian controlled pelican crossings going to be?...”
- “Many people in rural Wales are not connected to the main sewage systems. Many roads are becoming much busier. Where we live, on the A478 road, the traffic is now so busy, especially with heavy goods traffic, that our house gets damaged by vibrations, dirt etc.”

2.9.12 Improvements to current health services for certain disabilities and conditions, as well as access for all:

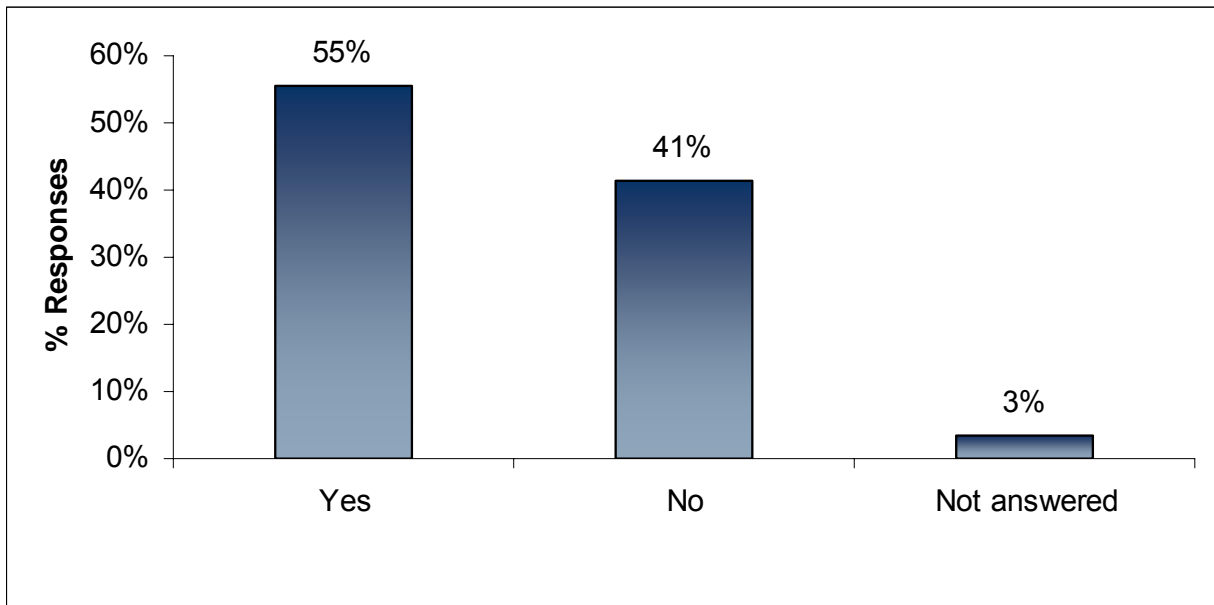
- “Better NHS services for those with chronic disabilities e.g back pain on a regular or as needed basis rather than having to being constantly referred only when the problem has got so bad that you cannot walk / drive or work.”
- “Digital hearing aids that don't cost the earth and can be easily maintained. Presently have to pay in the region of £3000 for aids that work and a constant maintenance cost not close.”
- “24 hours local doctors, easy access to hospitals.”

2.10 Community

Are there any specific problems or challenges you face living in your local community?

2.10.1 Over half of all respondents, 55%, felt that they did face specific problems and challenges living in their local community (see Figure 12).

Figure 12 - Problems and challenges in local community



2.10.2 The themes emerging amongst those who felt there were problems concerned discrimination and safety, poverty, infrastructure local and community services, care services, health, and public transport.

2.10.3 Discrimination and safety concerns included fear of, and actual, verbal and physical abuse:

- “People are still ignorant, intolerant, and insular. There is still a denial that Wales indeed Britain is a multi-cultural society and with the best will in the world, all BME people cannot assimilate in a true sense.”
- “I live in an area near to the football ground and therefore find it quite intimidating walking down the high street when the football is on and am always thinking/scared of being abused because of my ethnicity and as a result I try to avoid this area.”
- “Challenges - being a disabled person in full-time employment. Also being an out lesbian in a city where I expect everyone to treat me as they would be treated.”

- “Homophobia- there is a need to change the mentality of the community in the so called 'valleys'. I'm out in every aspect of my life- except at home.”

2.10.4 Poverty issues:

- “Economic deprivation is a major problem as there seems to be a vicious cycle going on. It seems to continue from one generation to another and there is too much support for those who choose to remain unemployed.”
- “Area of social deprivation with little or no provision for the majority of young and old people. Lack of social cohesion exacerbating differences. Lack of follow up of initiatives that are shown to provide good outcomes.”

2.10.5 Infrastructure, local and community services including improvements to youth clubs, community groups, access to services such as housing:

- “Drinking in the streets. Not enough places for young people to go.”
- “House prices, ageing population, lack of play facilities and activities for the children (in door and out door).”
- “Accessible housing, good Social Services, pavements and roads accessible, public buildings accessible, accessible transport”
- “As above, difficulties arising as we get older with no facilities at all. I have never seen a mobile library either. Once I retire from work, I will have no community activity available to me. If I become unable to drive, I will be stuck at home.”
- “My local community is changing and growing - we need more accessible community facilities that are accessible to the community it services and provide events and services that I can relate to.”

2.10.6 Care services, including childcare and family care:

- “Childcare, cost of living, transport.”
- “Closed community, language barriers, lack of help with children,”

2.10.7 Health, access issues in particular:

- “When I had cancer, I had three operations in Cardiff (90 to 100 miles away). I used the hospital car service - brilliant, but it was very difficult for my daughter, then aged 13, to visit me - which she was able to do once, during my three stays in hospital.”

2.10.8 Public Transport:

- “Yes, easily available transport and shopping for groceries. We only have one option that delivers groceries. They are not the cheapest and the range is limited to basic. The quality of fruit and vegetables is poor and restricted in range. So it is a challenge to eat healthily.”

2.10.9 Amongst the 41% of respondents who reported there were no problems or challenges in their local community, the main theme emerging was to do with acceptance:

- “I live in Caerphilly - friends and neighbours are hugely supportive. My local pub has welcomed us with open arms - which is great.”
- “I enjoy living in a varied ethnic community setting. I find it interesting and stimulating and am not threatened by this diversity.”
- “I live in the better part of the town hence no problems in the community.”

What could be done to make your local community more supportive for your equality issue?

2.10.10 The themes emerging were raising public and professional awareness of diversity, more support from communities and authorities, public transport, and health.

2.10.11 Raising public and professional awareness of diversity and need:

- “A really effective Public Awareness campaign to highlight the 1 in 4 who experience mental health problems to ensure mental illness becomes a subject people can talk about without fear of discrimination.”
- “Community should be encouraged, or made aware, of the value of people with disabilities/vulnerable/older people many of whom have life experiences to share and skills to pass on.”
- “General education (starting from primary school), promotion of the equality through art, etc. Clear message from the local/national government of what kind of behaviour is unacceptable in the modern society - lead the way!”
- “Education, awareness of issues. It is easy and safe to socialise with people you know and there is a presumption that the minority communities do not want to mix.”

2.10.12 More support from local communities and authorities, such as the police force:

- “A good neighbour scheme would be good. A more supportive community.”

- “More enforcement of laws and regulations re antisocial behaviour is needed. Indeed, I see little evidence of any such enforcement whatsoever at present.
- “Neighbourhood policing with improved response time - perhaps using alternatives to fully trained police units, e.g community police.”
- “Police taking hate crime seriously and actually prosecuting hate crimes.”
- “Community days where we meet up and explain our beliefs etc, publicity and support through the local press.”

2.10.13 Public transport:

- “Better transport facilities and better directions at transport nodes and in public areas for pedestrians.”
- “Free rail passes for travel in Wales.”
- “Cheaper and more accessible transport”

2.10.14 Health, including access to services and improvements to aids and adaptations:

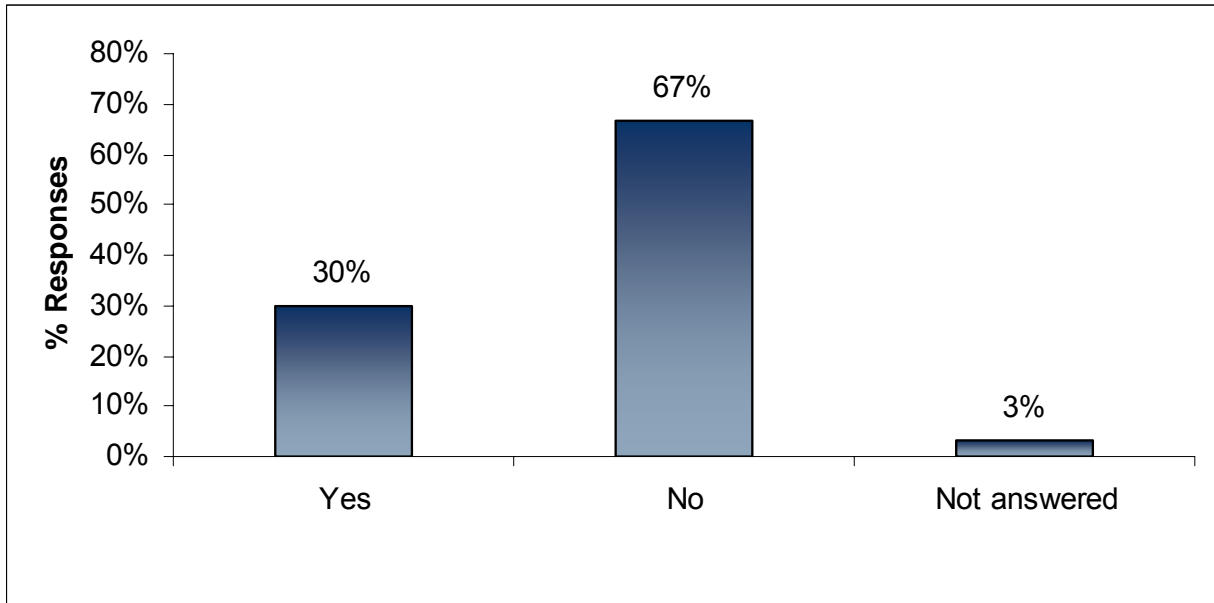
- “A different tone for each doctor in the surgery, but having broached this with the surgery itself I was told it's too much trouble and not financially viable to alter anything that may be of benefit to sight impaired people in this area.”

2.11 National Standards

Do you know anything about national standards and statements of entitlement in relation to public services in Wales?

- 2.11.1 There were just under one third, 30%, of the 149 respondents who answered that they did know something about national standards and statements of entitlement (See Figure 13).

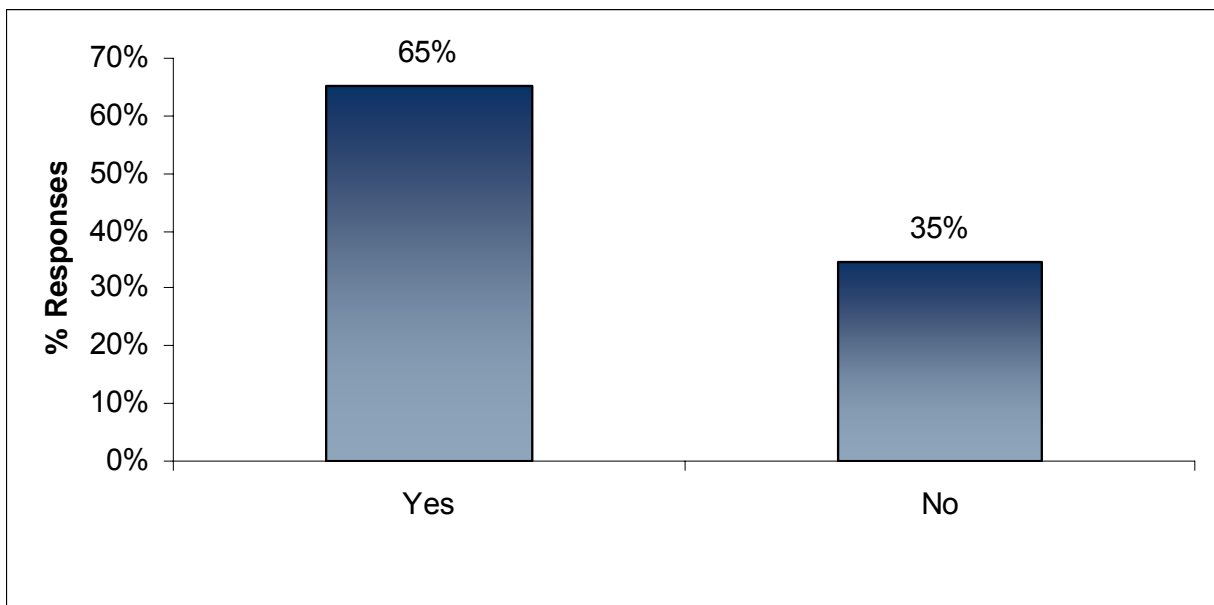
Figure 13- Do you know about national standards and entitlement?



If yes, please tell if you think they are useful

2.11.2 Of those that answered yes, 65% thought they were useful. Two respondents who had not answered the previous question did answer this question (See figure 14).

Figure 14- Are national standards and entitlement useful?



2.11.3 Illustrative quotes who felt that national standards and statements of entitlement **were** useful:

- “PCSOs (Police community support officers) are great for stopping nuisance behaviour - they have intervened when I have had trouble with neighbours playing very loud music which stopped me from sleeping. I often feel scared of being mugged or raped when out by myself after dark.”
- “The DDA does give people with disabilities some rights and has affected attitudes in a positive way - but more could be done.”
- “Whilst in principle mission statements for public services such as CAFCASS Cymru or the HMCS are fine. The reality is that they are frequently not adhered to. This is not an argument for not having such standards, rather that there be a more rigorous method.”
- “They are useful for those who understand it as we know to what extent the government can be held responsible. However lingo is also a huge barrier for your average grassroots person to understand it.”
- “They give a bench mark so that you can see if services are reaching the standard.”
- “Tries to make sure everyone receives the same standard of care and services or easily accessible to everyone. Although this may not necessarily be the case in all areas it set a standard that every service provider should try to achieve.”

2.11.4 Illustrative quotes who felt that national standards and statements of entitlement **were not** useful:

- “Because many services do not comply with these standards or even know about them.”
- “No enforcement carried out. Disability Equality Schemes not implemented and too difficult for individual to pursue failings.”
- “If they were followed this would improve things.”
- “I get the impression that the people who are put in charge to formulate these policies have copied them from England’s policy. I also get the impression they use NHS personnel and so the local authority perspective is easily forgotten.”
- “The level of service fluctuates across the Principality - there are limited choices and services in rural areas due to allocation of funding.”

3 Engagement Events

3.1 Introduction

3.1.1 A programme of six engagement events was held in November 2007 across Wales. Events were held in Newport, Swansea, Aberystwyth, Caernarfon, Wrexham and Cardiff.

3.1.2 The events (and the questionnaire) were publicised to 260+ organisations throughout Wales. In total there were 96 people that attended the six engagement events. This consisted of a combination of people attending as individuals plus representatives of organisations.

3.1.3 Each engagement event was restricted to 20 attendees in order to ensure equality and to enable one to one support where required. However, as with the questionnaire, the responses and main points arising were consistent and it can be argued that this would be the case had any further engagement events been held.

3.1.4 Those individuals and organisations who registered for the events but were unable to attend were encouraged to complete the questionnaire.

3.1.5 The six workshops focused on:

- Capturing what life is currently like in Wales across all equality strands and topic areas.
- Capturing any barriers (real and perceived) that participants may experience because of their equality issue.
- Considering what priorities the Welsh Assembly Government need to include in the Single Equalities Scheme.
- Capturing any existing positive practice around this agenda.
- Identifying any potential case study subjects (particularly where this cuts across more than one equality strand / engagement topic) for further development into a suite of eight.

3.2 Summary of engagement events

3.2.1 Appendices B to G contain the individual reports on each of the six engagement events. A summary of the high level points from all six events is below.

3.2.2 All of the equality strands were represented at the events: age, disability, gender, gender identity, ethnicity, (including asylum seekers, migrant workers and refugees), religion and belief and sexual orientation.

3.2.3 There were many positives and examples of good practice that were discussed and cited. See section 6 for examples of good practice.

3.2.4 There were five key themes raised at the events where it was felt improvements were needed. These were around issues of access to services and access of opportunity for all. These were specifically in the areas of carers, childcare, housing, public transport, and raising awareness of diversity.

3.2.5 These key themes are summarised and illustrated by examples as follows:

Carers

3.2.6 It was felt that improved support needs to be in place to enable carers of all ages to have access of opportunity. With an estimated 90,000 carers of all ages across Wales, attendees called for more to be done to ensure that carers receive more support to enable them to take up opportunities across all aspects of life. Examples of this include raising the awareness of young carers in schools.

Childcare

3.2.7 Actions are required for enabling provision of available, good quality and affordable childcare for all. Examples given included concerns over childcare being expensive coupled with the lack of after school clubs. There was also a request that both childcare and training be provided for mothers who wanted or needed to return to work.

Housing

3.2.8 It was felt that actions were required for enabling accessible, affordable and sustainable housing for all.

3.2.9 An example illustrating this point was that the lack of a minimum design standard for housing has led to a shortage of accessible housing. Attendees felt that the public sector 'right to buy scheme' has also contributed to this shortfall by reducing the number of appropriate homes which could be adapted to better meet needs. More generally, attendees felt that there is an inherent and national lack of affordable housing and that we should be looking closer at the need for sustainable housing.

Public transport

3.2.10 There was a lack of confidence in the public transport system which was a subject that attendees discussed at length during several of the engagement events. This applied to transport in both rural and urban areas. In particular there is a perceived need for consistent accessibility, improved availability and affordability. For example, even where one can board an accessible bus there is no guarantee that an accessible bus or dropped kerb at a bus stop will be available for the return journey. Similarly

not all taxis are accessible. The cost of fares and scarcity of services on many train and bus routes were also concerns across all equality strands.

Raising awareness of equality issues

- 3.2.11 Raising awareness of diversity and equality issues in order to prevent discrimination. Education around this was felt to be needed in schools, amongst the public and in the workplace.
- 3.2.12 This should be supported by the upholding of legislation that is already in place. There are already a number of laws in place to help with the equality agenda but some attendees stated that these were not always implemented and upheld. The view was expressed by some attendees that discriminatory practice still occurs, regardless of legislation.
- 3.2.13 Schools were an example given of an area where further diversity education was required. For instance, in schools there is often a lack of information about sexual orientation and unconventional family models. Some schools were also felt to not always recognise where racism, homophobia and ablism had occurred.
- 3.2.14 There is a need to address attitudinal problems (i.e. ignorance and lack of knowledge) which lead to discrimination, for example by providing mandatory education and training in the equality strands.
- 3.2.15 In some engagement events there was a feeling that it would be helpful for WAG to take on board a more cross cutting approach to human rights rather than looking at equalities on a strand basis.
- 3.2.16 The priority is the need to consider the impact of policies before implementation. Attendees felt that all policies needed to be 'equality proofed' in some way and that a broad view is needed to ensure that particular groups / individuals are not disadvantaged by the delivery of any policy / strategy in Wales. There was a strong call from attendees that it is down to the 'experts' to understand the agenda.

Equal access to core services

- 3.2.17 Equal access and opportunity to all core services was an underlying theme, enabling equal access to education and training, health services, and in the workplace. This refers to physical access but also more strategically in terms of access to opportunities and providing a platform for all, including the most disadvantaged within society.

4 Hard to reach groups

4.1 Summary

4.1.1 After the six engagement events were held and the first 100 questionnaire responses were completed, it was possible to make a judgement as to which of the equality strands had not been yet been engaged with, and also which strands required further engagement with.

4.1.2 The groups that were identified as being hard to reach and requiring further engagement were from the following equality strands: young disabled, ethnicity (including ethnic minorities, asylum seekers, refugees and migrant workers), Gypsy and Travellers, and religion and belief.

4.1.3 An initial engagement with a hard to reach group, the gender identity strand, was made in October 2007. This served the purposes of piloting and publicising the questionnaire and engagement activity and also of obtaining the particular views and experiences of a specific hard to reach group. (see section 4.2).

4.1.4 This can be judged to have been successful exercise in that as well as gaining opinions from the event, a comparatively high percentage (5%) of questionnaires were later completed by those from the gender identity strand. Although there are no agreed figures, the prevalence of transsexualism in western Europe has historically been estimated at one in 6,000, but may be nearer between one in 500 to one in 2,000. (Olyslager and Conway 2007). One in 500 would equate to approximately 0.2% of the population of Wales.

4.1.5 There were some strands, notably as the gypsy community, that we contacted but were not able to engage with directly. This was due to various factors: a slow response from the targeted organisations or individuals, difficulties in arranging meetings, and a reluctance for some communities to engage directly.

4.2 Unique (Transgender Network)

4.2.1 A single equality engagement event was held at the October meeting of 'Unique', the north Wales Transgender Network, which meets monthly at a hotel in Colwyn Bay.

4.2.2 Unique are a support group for the transgendered (TG), their families and friends. The Unique network are currently embarking on distributing their information leaflet to all GP surgeries, dental surgeries, health centres, libraries and other civic and community groups across North Wales.

4.2.3 Although the main equality strand addressed was that of Gender Identity, this event also covered the single equality strands of age, disability, sexual orientation and gender.

- 4.2.4 There were approximately 35 people in attendance. These covered the full range of the transgendered community (but not the inter-sexed community): pre-operative transsexuals (pre-op), post-operative transsexuals (post-ops), non-operative transsexuals, transvestites, partners, other relatives and friends.
- 4.2.5 Contact details and publicity outlining the engagement events and questionnaire were distributed. Two facilitated groups, each with eight people, were held during the evening. These groups included people from across the spectrum of transgendered people and those affected by the consequences of gender dysphoria.
- 4.2.6 These two groups included, for instance: a post-operative transsexual woman of 29 years old; a pre-operative transsexual of 58 years old; a wife of a transvestite of 25 years marriage whose husband only came out to her within the last year; a transvestite of 75 years old who has been cross dressing for 60 years; and a transvestite of 45 years old for whom this was the first time ever out 'en femme'.

Unique - main points arising

- 4.2.7 Both group's main concern was a perceived lack of knowledge, support and understanding of transgenderism within the health services. For many people their first point of contact in the NHS to discuss their condition is with their GP. There appeared to be very little understanding amongst those GPs referred to of any aspects of gender dysphoria, e.g the fundamental differences between transsexualism and transvestism. This resulted, at best, in a situation of frustration for many transgendered patients, and the inability for them to be provided with appropriate referrals and treatment for their condition.
- 4.2.8 It was agreed that societies' acceptance and understanding of the transgendered community has greatly improved in the past 20 years. This is considered to be due primarily to the advent of the internet, and the many Internet self-help groups, shared experiences and support networks that have been formed by transgendered people.
- 4.2.9 For those who are not 'out' there is ongoing concern over being spotted 'en femme' by neighbours, colleagues, family or friends. This fear was over the possibilities of being ridiculed, ostracised, verbal and physical abuse. A reason for the higher turnout at the meeting than usual (it generally averages 20), was because of the increasingly dark evenings at this time of year. Many transgendered people felt more comfortable going out in the dark when they are less likely to be seen.
- 4.2.10 Concerns were also raised over being 'found out' at work, and the fact that this could lead to sacking or ridicule. One member commented that: "Gender Identity discrimination laws are all very well in theory but you can't

defend yourself with that on the factory floor or if a boss is trying to get rid of you”.

4.2.11 It was felt that the stress of living with the condition, with or without a support network, can lead to depression, anxiety attacks, feelings of inadequacy and a fear of abuse and the loss of loved ones.

4.2.12 Ways forward that would help alleviate the problems faced suggested included:

- Raising the awareness of the condition across the health services.
- Raising the awareness of the condition amongst the general public, in much the way that sexism, racism and homophobia have been countered in the past decade.
- Raising the awareness of the condition within the workplace, public and private sectors.

4.3 **Wrexham Refugee and Asylum Seeker Support Group (WRASSG)**

4.3.1 A meeting was held in January 2008 with the Development Officer at WRASSG (Wrexham Refugee and Asylum Seeker Support Group).

4.3.2 WRASSG offers advice and support in many ways, from legal representation to food and shelter:

- They can provide a lawyer 24 hours a day for asylum seekers and refugees.
- Through a donation scheme supported by local charities and the public they are able to offer food (fruit and vegetables), clothing, bedding and furniture. This is stored in a council provided warehouse.
- WRASSG is also able access an emergency fund to provide people with essential items such as a pair of shoes.

4.3.3 Asylum seekers face barriers in all areas of their life in a host country. Those that manage to leave their home country and reach Wales have all but no rights upon their arrival in the host country.

4.3.4 The two major priorities required by the asylum seeker community are complete access to healthcare, and ESOL (English for speakers of other languages) training. ESOL training preferably delivered through a variety of means including as drop-in centres and one to one home tuition.

Barriers: Housing

4.3.5 Asylum seekers are given access to housing which is provided through Housing Associations and provided with 70% of the standard income

support allowance. This currently equates to £41 per week. Asylum seekers are not legally permitted to seek paid employment in the UK.

4.3.6 They therefore immediately usually have a barrier of economic deprivation imposed upon them. Although not all asylum seekers in the UK are poor, most are. Not being able to seek legal paid work only exacerbates the situation.

4.3.7 Asylum seekers are also limited in whereabouts in the country they can live, and are unable to exercise any right of choice. They are restricted to living in one of four areas: Cardiff, Newport, Swansea or Wrexham.

Barriers: Access to health services

4.3.8 The government restricts access to primary health care services for all failed Asylum seekers. This can lead to an asylum seeker who appeals against such a ruling being held in appeal for up to seven years, and being unable to fully access health services during this time.

4.3.9 This restriction can lead to further complications. For example, WRASSG comment how it has been shown by a mental health care professional that asylum seekers are more susceptible to mental health problems than other members of the community.

Barriers: Education and training

4.3.10 The most urgent educational requirement for asylum seekers is a need for ESOL tuition. WRASSG state how there have been years of cutbacks in ESOL provision and training, and that ESOL training for other languages needs to be increased, particularly for the first languages of asylum seekers.

4.3.11 There are limitations in what is available for asylum seekers and refugees vocational training, for example opportunities to train as a hairdresser or plumber.

4.3.12 Academic training in general is also limited. Accessing a university place is also fraught with financial difficulties as they are classified as an overseas student and there fore have to pay higher fees.

Direct and indirect barriers

4.3.13 As asylum seekers are prevented by laws from paid employment they have to rely on support groups such as the Welsh Refugee Council and WRASSG for basic necessities such as food, clothing and access to solicitors.

4.3.14 The asylum seeker community in Wrexham is a disparate population when compared to communities in south Wales. It consists of approximately 70

individuals from 39 different countries. This makes it harder for communities to form and to support each other.

- 4.3.15 Racism is a barrier, both against white asylum seekers and migrants such as eastern Europeans and for non-whites from Africa and Asia.

Community

- 4.3.16 A positive scheme working in the community has been set up with Wrexham football club. The club run regular training sessions where young asylum seekers can partake. This involves the asylum seekers in the community and in return the football club hopes to unearth hidden talent and future professional footballers.

5 Case Studies

5.1 Overview of Case Studies

- 5.1.1 Eight case studies were undertaken. These were selected from individuals who took part in the programme of activities. The case studies consisted of face to face interviews, based on a framework reflecting similar areas to the questionnaires and engagement events. (See Appendix I).
- 5.1.2 The eight individuals selected had given permission to be contacted for further research having been identified through one or more of three routes: they had completed the questionnaire, attended an engagement event or had been in contact after reading publicity on the single equality scheme.
- 5.1.3 The case studies were selected to try and ensure equal and wide representation across all the equality strands.
- 5.1.4 The equality strands covered by the case studies were age, disability, ethnicity (including asylum seekers), gender, gender identity, religion and belief and sexual orientation.

5.2 Case Study 1- Ann in Aberystwyth

Early life

- 5.2.1 Ann was born in England in 1951 and moved to Wales in 1987 at the age of 36. Her parents were of mixed European heritage but she was brought up within an Irish catholic culture by her mother who was a single parent after 1956. Her family was both working class and poor. Ann has dyslexia and very little was understood about the condition during the period of her childhood.
- 5.2.2 At the age of nine Ann became involved in political campaigning. This interest was triggered by the 1960 general election and she joined the Liberal party. She began doing casework at the age of twelve. She believes this is where her passion for human rights originated.
- 5.2.3 She was elected as a local authority councillor in 1982, and was Leader of the Liberal group on a major authority. She was several times a Parliamentary candidate for the UK and European Parliaments.

Women in business

- 5.2.4 Ann moved to Wales in 1987 with her second husband to set up their own businesses. She described challenges she experienced in jointly owning a business as a result of peoples attitudes towards women. Some people would not provide her with quotes but insisted on sending the information

through to her husband. This happened when she was buying a vehicle even though her husband cannot drive and she owned the vehicle she was trying to part exchange. Bank managers would not see her alone and suppliers frequently would say that they wanted to “deal with the boss” assuming it was a man. Ann does not believe that this situation has improved greatly in Wales over recent years. *“Wales is 20 years behind England as far as equality’s concerned.”*

Access to suitable housing

- 5.2.5 Ann and her family found rented accommodation but the landlord was not happy about the potential adaptations required to make the property suitable for Ann as a wheelchair user. The family applied to the council for suitable housing and received three offers all of which were unsuitable. Ann says that the properties were “unsuitable” as none of them were adapted to meet the needs of disabled people (not just people in wheelchairs), and *“What we called for was and is - through WAG - a register of adapted and accessible properties to be compiled from social landlords.”*
- 5.2.6 She feels that this highlights the lack of suitable social housing available in the area for wheelchair users. Ann and her husband now live in a property which has been adapted using a repair and improvement grant.

Access to education

- 5.2.7 In 1991 Ann got a place at Lampeter University to undertake a degree in Victorian studies. Her health deteriorated during this period and she was not able to continue at University but she said that as a wheelchair user she found the campus at the University inaccessible and was not able to get around. She tried to register in more recent years to do a distance learning course with the Skills Council through the Wales Learning Council. However, this (mainly on-line based) course did require attendance at a week’s summer school plus a monthly meeting with the tutor, and none of the venues offered within Wales was accessible.
- 5.2.8 Another barrier with this was that in order for the University to recognise her dyslexia she needed to be statemented and this costs £500. *“You do receive this money back eventually but it can take up to six months.”*
- 5.2.9 Ann commented generally of Universities in Wales, that they do not promote the support and facilities that could be made available to disabled students. It is left to individuals to find out for themselves. She feels that the Universities could take a more proactive approach to highlight the support and assistance that is available.

Transport

- 5.2.10 Ann has a mobility car which has allowed her to maintain her independence and freedom. She finds it liberating and without it would not be able to get out of the house easily. *"It's a fantastic scheme which has meant I can keep my independence and freedom. I cannot go anywhere without my car- It's so liberating."* She did however comment on the lack of suitably located disabled car parking bays in Aberystwyth. Ann also mentioned that the park and ride buses are not wheelchair accessible and that whilst the railway station is accessible the trains are not. Ann commented on the limitations of other transport options *"The Shopmobility scheme only works from 10 a.m. to 3.30 p.m."*
- 5.2.11 She also made the point that the bus pass issued by local authorities (but paid for by WAG) to disabled people is useless to people with mobility problems who are unable to get aboard inaccessible buses or to reach bus stops which are in accessible places. This is exacerbated by rural factors.

Access to public buildings

- 5.2.12 Ann talked about her experience of accessing local buildings particularly in Aberystwyth. She is not able to access the local library. The bell to call for assistance is out of reach and although there is a platform (not currently working) to take wheelchair users into the main library it is not possible to access the reference library at all. She also commented that disabled toilets in the town are not always designed to British Standards and there is a need for Changing Places toilets which cater for a broader range of disability.
- 5.2.13 Ann is concerned that buildings should be meeting Part M of the Building Regulations 2001 (those currently in use) and to British Standard BS8300, and that grants issued under Objective One funding should meet those standards as is specified in the funding regulations but not being policed to ensure compliance..
- 5.2.14 Ann raised a problem that she experiences in clothes shops – the changing rooms are often not large enough for a wheelchair but also shops do not allow a carer of the opposite sex to come into the changing rooms to assist with changing.
- 5.2.15 Ann was very positive about the new arts centre in Aberystwyth. She was consulted on the design and feels that the positive attitudes of the staff and the willingness to listen and involve disabled people in the development have been key to the success of this building. She feels that attitudes are often harder to overcome than physical barriers.
- 5.2.16 She consulted with the NHS about the design of a new hospital building in the area. The NHS listened *"to the detailed critique which she made of their design, but failed to take these issues into account. They have since*

learnt their lesson (the design faults predicted have become obviously true) and now do consult." Ann and her husband received funding through the Chamber of Commerce to talk to local businesses about the Disability Discrimination Act but she does not feel that this has been taken on board by businesses.

Access to health services

- 5.2.17 Ann has eight chronic health conditions and there is no one hospital that can treat all the conditions in the area. In rural Wales this can mean having to travel long distances to access health care. Many wards at Bronglais Hospital in Aberystwyth do not have accessible toilets and disabled patients are offered a commode. Ann commented that many medics do not appear to understand the social model of disability.

Women in politics and public life

- 5.2.18 Ann is still very involved in politics and campaigning. She is General Secretary of the Welsh Liberal Party and is Chair of the local County Council's Standards Committee. She feels concerned that there are not enough women involved in politics in Wales. *"Only four out of 42 County Councillors in Ceredigion are women. At a political party meeting it was male dominated (50 out of 53 were men). Then afterwards they opened the doors and 30 women came in to serve the teas."*
- 5.2.19 Ann is passionate about human rights. She feels that it provides a focus and common agenda for all groups that fall within and beyond the equalities framework.

5.3 Case Study 2- Robert in Ynyshir

Domestic life

- 5.3.1 Robert is a single parent and primary carer of three children aged 11, eight and six. His son has Asperger syndrome and his youngest daughter has cerebral palsy (quadriplegia).
- 5.3.2 He gave up work to become primary carer seven years ago, when he describes himself as being *"an aircraft engineer who didn't even know how to operate the washing machine."* He is now skilled at all domestic tasks and at campaigning against the many organisational hurdles that continue to challenge his family's rights to a reasonable standard of care and quality of life.

Access to Health Services

- 5.3.3 Robert and his family have accessed many different NHS services in Wales and are positive about most of the services. He mentions in particular the orthopaedic surgeon at the Royal Glamorgan hospital and

consultant paediatricians, occupational therapists and eye surgeons at local clinics.

- 5.3.4 There have been numerous issues with accessing health care. One example is the refusal of one clinician to give the necessary botox treatment for Robert's daughter on grounds of cost. After much following up of this the decision was reversed. However the timing of the treatment on a Sunday meant that Robert and his daughter had to stay overnight in Penarth and childcare cover for a Saturday evening and all day Sunday had to be found.
- 5.3.5 Robert's son with Asperger syndrome attends a clinic once a year under Dr Lahtif who is a national expert on communication disorders. Although an excellent service, Robert is aware that more than one appointment per annum would be more beneficial.
- 5.3.6 Robert considers the health service in Wales as doing its best but feels the USA system can offer some services not found in the UK, such as there being a doctor in every hotel.
- 5.3.7 He considers the health services in south Wales to be equipped for doing far more for the medically disabled than for those with hidden disabilities. He gives the annual review of Asperger syndrome as an example: *"As a parent I know I'm good now, but before I learned I needed more reassurance [than he received] to be able to work with the children on a day to day basis. A lot of people can't learn like me so why should their children suffer as a result?"*

Access to Education

- 5.3.8 Robert's son was diagnosed with Asperger's syndrome when he was at nursery, and by reading education psychology books Robert has been able to teach and support his son as best he can. There are many challenges in day to day life that Robert's son finds difficult that most children do not even think about, such as encountering sand pits, metal grates, or different sounds and smells.
- 5.3.9 Robert has had many challenges getting the local school (which all his three children attend) to fit the correct aids and adaptations, even when given long notice (such as a disabled toilet). He feels that even when adaptations are carried out they tend to be in way that the school wants to do them rather than the necessary specification. Robert has on occasions given up time to oversee the plans and measure up with the school only to discover (by talking to the workmen concerned) that the school has not take this on board.
- 5.3.10 Another issue with education is that when his daughter was not getting on with her one to one carer it proved very difficult to a change. When Robert

asked to try and make a change he felt that he was met with challenges and that *“World War III ensued.”*

Community

- 5.3.11 Approximately one third of the neighbours are very supportive in that they would, for instance, offer to give lifts and book tickets to events online.
- 5.3.12 However some of the local community display jealousy at the fact that Robert’s home has had grant funded adaptations, such as a new roof. Although some grant funded improvements have been awarded, Robert has paid for and undertaken much of the necessary work himself.
- 5.3.13 There is also some jealousy from some of the community due to the fact that Robert has chosen to give up work to become sole carer, and is *“doing well on it.”*

Community Support groups

- 5.3.14 The NCH Playhouse Big House scheme works well for the family, taking disabled children on day trips and well as holding weekly social activities and sessions.
- 5.3.15 Rhondda Family Support is another example of an organisation that offers vital support.
- 5.3.16 The Young Carers organisation caters and runs social activities for siblings of disabled children enabling them to forge friendships with children in similar situations.
- 5.3.17 The Dewis Centre for Independent Living in Pontypridd is another organisation that Robert praises. They empower disabled people within the Rhondda Cynon Taf area through its Direct Payments Support Scheme and Advocacy Service.

Leisure Activities

- 5.3.18 Robert and his children have enjoyed many holidays including a visit to the Isle of Man to watch the motor bike races.
- 5.3.19 They have visited the USA several times and Robert cites Virgin airlines as being the best airline by far, from their cabin crew to their disabled facilities office. The latter always ensures that appropriate seating is in place, by sending out a questionnaire and taking detailed measurements of the child requiring seating. The family have often been upgraded to first class so that they can all be seated together.
- 5.3.20 Robert has had poor experiences with British Airways and First Choice, the latter of whom *“don’t understand the requirements and needs for the disabled, and the effects it can have.”*

- 5.3.21 Robert cites the differences between hotel accommodation in the USA and Wales as being vast, with every hotel in the USA being DDA (Disability Discrimination Act) adaptable.
- 5.3.22 The family also has a local allotment where they grow a great variety of vegetables. This is something that the children enjoy and learn from, and the abundant produce is shared with friends and family.

The Future

- 5.3.23 Robert and his family are considering emigration to the USA, as he feels the environment, the cost of living, employment opportunities and support networks in the US supercede anything that can be offered in Wales.
- 5.3.24 He feels that services offered for disabled children and adults in the UK need to be improved and that although legislation is in place the reality is a different matter: *“Britain does need to catch up, for instance with facilities to access musical concerts. The disabled need to be integrated socially into modern life in Britain, because they are currently totally excluded.”*

5.4 Case Study 2- Elen in Rhyl

Early life

- 5.4.1 Elen has lived in north Wales since 2003. She is in her 60s and the equality strands with which she identifies are those of gender, gender identity and sexual orientation.
- 5.4.2 Her sexual identity and her gender identity have been something that she has questioned since her early life. What she thought of as her sexuality has been very important throughout her life and was probably the way she had always tried to understand what turned out to be a transgendered condition. She says: *“I had no direct issues relating to gender dysphoria nor do I see gender dysphoria and sexual orientation as having any direct impact in my early life.”*

Personal life

- 5.4.3 Elen has some issues with the use of the term gender dysphoria when applied to her, *“as I interpret the condition as being when it causes the individual distress and interferes with their normal functioning. I have never suffered in this way from being transgendered, which I simply accept as how I am made.”* She is, however, happy with the term being used in the broader sense to signify that her gender identity does not match her birth gender. *“In this sense I can live with it, though I do not consider it in this sense a medical condition. Sorry, a bit of a hobby-horse of mine!”*

- 5.4.4 Elen defines her gender dysphoria as being *“an undercurrent that’s been part of me all my life...I dealt with my own aspects of sexuality in the closet.”* Her four previous long term relationships have all been with women. She did not understand at the time but considers in retrospect that her medical condition led to the breakdown in her personal relationships. It also impacted on her friendships. She states that *“by the time I realised I was trans, I had no relationships left.”*
- 5.4.5 Most of her family have accepted her condition, some with reservations. She has encountered no hostility from her relatives. The relation who has the most issues with it is her ex-wife, who possibly has her own motives for not wishing to accept Elen's transgendered status. She also the one person who is lacking full awareness of gender dysphoria.
- 5.4.6 Elen was raised in a loving family and always encouraged to be independent and open. Her parents *“gave the best that they could.”* This is something she has striven to do with her own children. She wants her children to be themselves to the best that they can, stating that being happy and comfortable is the most important life goal.

Working Life

- 5.4.7 Elen did not address her gender dysphoria until late in her working life. She considers this to be fortuitous as she did not therefore have to encounter any potential difficulties in the workplace. She believes that as a non-confrontational person she did not want to offend, as some people *“get so upset about the issue of Transgenderism.”* She did not want to appear to be going out of her way to upset colleagues. She is proud of being a transperson but would dress (as a male) to fit in with her colleagues.
- 5.4.8 She knows that work and employment is a huge issue for transgendered people. Her partner Jenny-Ann, who is also gender dysphoric, has been made redundant on four occasions in her working life. Jenny-Ann attributes these redundancies, which stretch back to the 1970s, to her employers' attitudes to her medical condition.
- 5.4.9 Elen runs diversity training sessions for the North Wales police force and other groups, including housing associations. She meets with these people socially as well and feels that they are *“so accepting”*. She gains people's respect and feels such experiences make being transgendered such a life affirming experience.

Community

- 5.4.10 Elen, along with Jenny-Ann, is active in the transgendered community. She is secretary of the North Wales transgender support group Unique which holds monthly meetings and social events. Visitors to Unique (which is open to transgendered people, partners and friends) often comment on

how much they enjoy the meetings. Elen prides herself on the group's ethos of positive outreach.

- 5.4.11 Elen interacts with the regional transgendered community but also tries to reach out to the non-trans community as well. These include groups in the LGBT communities in Wrexham and Connah's Quay, and the Metropolitan Community Church in Manchester.
- 5.4.12 In their role as part of the church social committee Elen and Jenny-Anne regularly visit new restaurants and bars to ensure that they are suitable for the group's needs, ensuring for instance that venues have disabled access and that they cater for vegetarians.

Accessing public services

- 5.4.13 Accessing public services can produce difficulties for transgendered people who have not transitioned and legally changed their name and gender. Elen needs to access some services in her male identity as she has not legally changed her name. Two examples she gave being for dental appointments and obtaining travel vaccinations at the health centre.
- 5.4.14 Elen also talked of many positive experiences in the area of accessing public services. One example of this was the Nationwide Building Society being friendly and understanding of her need to access the Unique building society account in both her male and female persona. She set up the account in her male persona giving both her male and female names. She signs account documentation in her male name but the Nationwide agreed to address all correspondence to her in her female name.
- 5.4.15 Having an outwardly female identity but a male legal identity can cause practical problems. For instance Elen sometimes receives personal cheques made out in her female name but cannot bank these as her personal bank account is only in her legal male name.

Environment

- 5.4.16 With reference to the local environment she regularly uses public transport, locally and nationally, without ever encountering any problems that relate to her gender identity: She feels that: *"The horror stories you hear [i.e. assaults on transgendered people] are often caused by less than sensible activities on part of the transgendered person. For example, meeting and going off with someone you have just met in a club, without telling anyone where you are going, and getting murdered. You just have to follow the social rules like anyone else and not take risks."*
- 5.4.17 Elen says the key to a happy life as a gender dysphoric woman, without unpleasant encounters, is to dress appropriately and to try and blend in. In fact being recognised as gender dysphoric can sometimes lead to an elevated status. On some occasions there are people who like to befriend

people who appear to be different from the mainstream. Genetic women accept Elen as they *“can see beyond the surface.”*

- 5.4.18 Elen was pleased to say how she encounters little prejudice going about her day to day life in Rhyl. There was only one such instance that she could recall. This was with a group of 12 LBGT friends at a Pizza Hut restaurant in Blackpool, when the waiter stated that they could not accommodate the group and that they had run out of pizzas. The group simply went to a friendlier restaurant nearby. One of the group later wrote a letter of complaint to Pizza Hut’s head office.
- 5.4.19 She spoke of mostly positive experiences in other restaurants. There was one occasion when dining with a group of friends at a Manchester curry house that another diner made derogatory comments to the owner about the group, along the lines of *“people don’t want to eat with people like that”*. The restaurant owner sent the abusive person away suggesting that they returned later instead.
- 5.4.20 When Elen and Jenny-Anne needed to go to the local police station after Jenny-Anne’s car was vandalised over New Year (along with several other cars on the street), the police treated them with respect. There was another occasion when she needed to call a car breakdown service out late one night on a road in rural Shropshire. She was with some transgendered friends at the time and the rescue service mechanic made no comments at all. This was an encouraging experience for Elen.
- 5.4.21 Elen has encountered so little trouble that she has simply come to not expect it and would *“get uppity if I did.”* She puts this down partly due to her *“behaving nicely and being friendly to people.”*
- 5.4.22 She and Jenny-Anne state how they live in the real world and do all the ordinary everyday activities that they need to do such as shopping, going to the cinema, and eating out, just like most other people. Elen does not ask herself if a shop is likely to be a transgender friendly place before using it- she simply assumes that she will be accepted as a customer.
- 5.4.23 Elen explains: *“Part of our lives are spent trying to help the transgender community and to help it be accepted more in the real world. We are making inroads so that people will be accepted regardless of their appearance.”*
- 5.4.24 She states the importance of *“being true to yourself and doing your best. I know that whatever I do my personal integrity is key.”*

5.5 Case Study 4- Muddassir in Cardiff

- 5.5.1 Muddassir moved to Wales in May 2006 from Bristol. He is an asylum seeker in his 30s and currently a volunteer with the Welsh Refugee

Council. He is also very much involved with the Sudanese and Darfuri communities.

Services for the asylum seeker and refugee community

- 5.5.2 Muddassir is mostly positive about the public services that are offered for the asylum seeker community. He cites the Welsh Refugee Council as a good example, it offering a support during the asylum process.
- 5.5.3 He states the once you have obtained refugee status the Welsh Refugee Council *“can then also help you move on to housing and work.”*
- 5.5.4 He explains how Cardiff City council also provides many services, which can include basic furniture for asylum seekers when they are housed.
- 5.5.5 Many local charities and individuals are also positively involved, donating clothing and furniture to the Welsh Refugee Council and the community.
- 5.5.6 There are some difficulties with access to health care due to status and the limited availability for seeing GPs. For example even if someone is put onto a reserve list there can be a four hour wait. All asylum seekers are referred to Cardiff Royal Infirmary. It can also take several months to access dental services.

Education and Training

- 5.5.7 Muddassir has been able to access the education and training services that he requires. This includes IT courses and vocational training. There are access issues for the wider however. ESOL (English for speakers of other languages) courses are necessary for this community in order for them to access services and integrate fully into life in Wales. Most asylum seekers have limited English skills, which creates many barriers in their everyday lives. There are currently 700 people on a year long waiting list for ESOL courses.
- 5.5.8 Muddassir sees the language barrier as the major issue that underpins many aspects of life for the asylum seeker community. It would be a huge benefit if funding for ESOL could be increased. This would also encourage the Sudanese community and would help alleviate some of the problems caused by poor English. Ideally he would like to see the instigation of more ESOL courses and the training of additional teachers, along with the opening up of local centres to hold courses in.

Personal and working life

- 5.5.9 Muddassir is a keen musician and plays the African steel pan. He raises the point that although he can access the arts, music and drama, it is more difficult for others in the asylum seeker community. The barriers are ones of language and also cultural differences.

- 5.5.10 As an asylum seeker he is not allowed to seek paid employment, but has taken on a voluntary position at the Welsh Refugee Council in Cardiff, where he works closely with the Sudanese and Darfuri communities.

Community and Environment

- 5.5.11 There is a Sudanese club held weekly for members of all families in the community. The club holds symposiums, hosts speakers from different organisations and puts on social and musical events.
- 5.5.12 Along with health access a major concern for the community is access to housing. The current system does not offer any choice for individuals. Individuals are often inappropriately housed in cramped conditions. The house may also contain drug users, thieves or tenants making excessive noise. Conditions can be unsafe and intimidating.
- 5.5.13 Muddassir feels that such problems are exacerbated by housing being managed by the private sector. He believes some profit-driven private companies do not wish to spend money on maintenance. For example if a heating system breaks down and the tenant reports this to the owner the owner often stalls and delays for as long as possible in sending somebody to repair it. Public sector housing would be run much better.
- 5.5.14 Regarding issues such as racism against the community, he feels that generally in Wales, and particularly in Cardiff, that people are tolerant and that racism is not a major concern. He is aware that it can occur but usually in a more indirect way. He says *“Racism and prejudice can be everywhere, but it’s in your character.”*
- 5.5.15 Trying to integrate into society is highlighted by Muddassir as a priority. This does not have to be at the expense of diluting one’s own culture. He says *“We know that everyone has their own culture but we can all live in a wider community retaining our own culture and religion. We must all learn the language in order to cope with society.”*
- 5.5.16 Muddassir states that some of the barriers faced are simple cultural differences between life at home and in Wales, which can be learned in time. He comments that *“It is the little things, such as learning how to be polite, where and how you have to put your rubbish out for collection, realising that in Britain people form queues, whereas at home it is chaos.”*
- 5.5.17 There are differences in what is considered socially acceptable in the two different countries, such as the time of day when to meet with friends and family. *“Calling on people at home you can go to their houses at any time of day or night, but here you can only visit at certain times.”*

Future service improvements

- 5.5.18 The long length of time that it can take for asylum seekers cases to be resolved is something that Muddassir would like to see improved upon. Although he receives money from the government during this time it is very frustrating not to be able to seek paid employment until awarded refugee status. He would like asylum seekers to be allowed to apply for work permits to counteract this.
- 5.5.19 He says that the long wait can last more than three years and this time is spent *“waiting without getting a job. I feel like I am being fed with a spoon. I would like to be able to take care of myself and I feel restricted not being allowed to work. That would give me full freedom.”*
- 5.5.20 He states how the asylum seeker and refugees population are going to be a part of Welsh community and stresses how important it is for them to integrate into that society. *“All the refugees’ children will be British and I wouldn’t like to see situations arising such as those in France and Holland [i.e. the disturbances in 2006 and 2007 amongst the refugee populations]. The children must feel equal then they will not feel separated from society in later life, and won’t be in social, religious or civil conflict. Ignoring the community now will affect tomorrow’s community, so we need to take care of the communities now.”*
- 5.5.21 Muddassir is extremely grateful for the democracy and human rights in the UK that he and other asylum seekers, refugees and migrant workers experience, and the protection regardless of religion or cultural backgrounds. He says that the sense of freedom enjoyed in the UK is in stark contrast with coming from a region where you feel *“sub-human and cannot say anything. I appreciate the democracy and freedom of speech in this country; to be able to express yourself without conflict or violence.”*

5.6 Case Study 5 - Christine in Gwent

Moving to Wales

- 5.6.1 Christine was born and brought up in Brighton. At the age of 18 she joined the Bahá’í faith. At the age of 22 the Bahá’ís asked her to move to Wales as there were only a few Bahá’ís living in Wales. Christine’s sister had moved to college in Wales at that time and her mother was originally from Wales. She made the move and has lived here ever since.

Education experiences

- 5.6.2 At school Christine struggled with maths which held her back and prevented her from choosing her preferred career. *“I would probably be consider discalcular if I had been at school these days and received extra support”.*

- 5.6.3 When she moved to Wales she considered undertaking a teacher training course as a mature student but was concerned about the level of input that would be required to overcome her challenges with maths. She commented on educational challenges. *“It can be a struggle for women trying to bring up families and develop themselves at the same time”.*
- 5.6.4 Christine did however undertake evening classes in both sign language and Welsh. Her main motivation for learning Welsh was so she could talk to Welsh speaking people about her faith in their first language. She was not happy with the focus on exams at college. *“They pushed accreditation and exams and I just wanted to do conversational Welsh.”*
- 5.6.5 Christine and her family were filmed for a documentary which was part of a series for S4C about different faiths in Wales. Christine was able to use the Welsh that she had learnt for the filming.
- 5.6.6 The Bahá’í faith has holy days where believers are required to suspend work and education. There has been no recognition of this for Christine’s children in their schools. This is an issue that she has raised at the Interfaith Council for Wales of which she is a member.
- 5.6.7 Christine sits on the Standing Advisory Council for Religious Education. Each area agrees its own syllabus so there is considerable discretion. Other religions are beginning to be included in some areas but in other areas there is a tendency only to only include on the RE syllabus religions that are represented in the school.
- 5.6.8 Christine was initially turned down from sitting on the Standing Advisory Group but the Religious Education Advisor said that this decision should be reconsidered. *“In one area faiths cannot be represented on the Standing Advisory Group unless they are part of an established religion and in order to be established you have to have a building. This excludes some groups that have been in the area for a long time but don’t have their own premises”.*
- 5.6.9 Christine commented that whilst nine religions are officially recognised in England, in Wales only seven religions are recognised and Bahá’í is one of the religions not recognised in Wales. *“The Welsh Assembly should recognise all faiths and treat them all equally.”*

Family life

- 5.6.10 Christine is a foster parent. For short periods she has fostered two children who were unaccompanied asylum seekers. Neither had expected to be placed in the valleys and both were isolated.
- 5.6.11 Partially driven by these experiences Christine and her family set up an international friendship group aimed at offering support to refugees, asylum seekers and migrant workers living in the area. This group has

been set up with a Communities First Grant in collaboration with the local community centre.

- 5.6.12 The group has asked their Assembly Member for information about the numbers of migrant workers, asylum seekers and refugees but it seems that no information is available.

Faith and religion

- 5.6.13 Christine feels that people in other countries are much more open and willing to talk about their religious beliefs but that the culture in the UK is to focus on superficial things and not to ask questions or talk about faith and beliefs. *“People are not open about their faith here, they focus on material things and don’t talk about the bigger questions and think about the bigger picture.”*
- 5.6.14 Christine commented that there are a lot of benefits of living amongst diverse cultures *“There used to be a lot of Jewish people living in the Welsh valleys and they were hounded out and took their wealth with them – maybe the valleys would be better off if they were still here. Different cultures and religions have a lot to offer each other.”*
- 5.6.15 Christine feels that there is a lack of political commitment to faith issues. *“Faith issues tend to get set aside – some Assembly Members seem to want religion to die a death.”*
- 5.6.16 Christine is a member of the Interfaith Council for Wales and sits on a forum meeting attended by Rhodri Morgan. *“This is a wonderful initiative to be able to talk to the First Minister, but I’m not sure what filters to the departments and what changes as a result of the forum.”* The forum and Interfaith Council are both at an early stage so it may be too soon to judge.
- 5.6.17 Christine commented that things change very slowly in Wales (particularly in the valleys). *“I have loved living in Wales but I just wish people would wake up. The world has moved on and whilst things are changing here it only happens very slowly.”*

5.7 Case Study 6 - Jo in Cardiff

Moving to Wales

- 5.7.1 Jo was brought up as a Traveller. Her family lived in a caravan and were based in Shropshire. The children went to school in Shropshire and during the summer months the family travelled around the UK and often visited Wales. When the family were travelling they stayed by the roadside.
- 5.7.2 This travelling lifestyle became increasingly harder as legislation reduced the rights of Travellers to stay on the roadside and changed patterns of

travelling. *“The legislation crushed our community. My childhood was characterised by police intervention.”*

- 5.7.3 Jo’s family started to travel further a field to France and Spain because of the difficulties travelling in the UK. Jo moved to Cardiff at the age of 18 to take up a place at University.

Educational experiences

- 5.7.4 Jo was bullied at school because she was a Traveller. *“It’s hard to be hated by everyone and it makes it very difficult to get educated which is why most parents within the Travelling communities educate their children at home.”*

- 5.7.5 Jo was bright and had a good teacher but by the time she became a teenager she began to disengage from school and did not fulfil her potential with her grades. She found it difficult to make friends and integrate and by the age of 14 she had very low self esteem and was self harming.

- 5.7.6 She was fine during periods when the family were travelling but found the more settled periods at school very difficult. She did however manage to turn things around and achieved four grade ‘A’s at A level and got a place at Cardiff University.

- 5.7.7 Jo found university life challenging from a cultural perspective and also financially. *“University was harder than school. I was very reliant on loans and found that I couldn’t integrate with the student lifestyle.”*

- 5.7.8 She felt she didn’t fit in and was isolated living away from her family. She had to take a year out due to mental health problems but the University were supportive over this. *“The university were wonderful – they held my place on the course and gave me a lot of support especially with sitting exams. I was able to sit exams in a room on my own.”* Her course involved a lot of independent study which suited her and she worked hard and did well.

- 5.7.9 Jo would like to go back to university to study for a PhD but it would not be financially possible for her as she already has significant debt, and a grant or bursary would be unlikely. She would love to work in an academic setting. She thinks that academic environments tend to be dominated by people who are white and middle class and she commented that people from other backgrounds can offer a different perspective.

Health and disability

- 5.7.10 Jo’s mental health deteriorated whilst at university. She found living in a small room at university very difficult after living in a caravan. She also

found living in shared accommodation very stressful. *“I became anxious and wouldn’t go outside.”*

- 5.7.11 She dropped out of university for a year and for a number of months attended a psychiatric hospital as a day patient suffering from clinical depression and anxiety disorders. Jo found cognitive behavioural therapy very helpful. She believes that it is important that therapies are used to treat mental health conditions and not just medication.
- 5.7.12 Jo commented that it can be hard to access mental health services at the right time. *“You tend to have to be very ill before services will see you. I needed bereavement counselling and was told that I would have to wait for six months.”*
- 5.7.13 Jo also commented that mental health services are generally geared for people who are unemployed and it can be difficult to access them whilst working. *“There seemed to be lots of support before I was employed but it all tails off as soon as you become employed.”*

Working life

- 5.7.14 Jo initially found it difficult to get a job because of her mental health history. She had a stressful job for a period and was not able to cope. After this she found that employers would not be interested when she was honest about her health in job applications. She got ‘temp’ jobs for a while which she felt was manageable since she could cope for a while and then take a break or move on but the pay was poor.
- 5.7.15 Jo now works for a local authority. She has found them to be generally good as an equal opportunities employer although she does have to take leave for medical appointments. *“They don’t just pay lip service to equalities issues.”*
- 5.7.16 They have been supportive over her mental health issues but she does not feel able to tell people at work about her travelling background. *“People have a lot of hatred towards Travellers and so it I find it hard to be honest about my background. The media perpetuates the problem and nobody stands up and defends Travellers. People see Travellers as one group and do not seem to realise that there is significant diversity within the travelling communities.”*

Housing

- 5.7.17 Jo has a low salary and lives in rented accommodation. She does not think it is likely that she will be able to buy a property herself or access social housing. *“I would love to have a housing association property- it would make my life so much better but you need to have multiple problems to stand a chance.”*

- 5.7.18 She doesn't feel safe in her current property and has to move very frequently. She has had to move six times in the last three years but not through choice. Moving is expensive and also means you have to change services. *"I initially had a GP that I really trusted but when I moved I had to change. This is pretty frustrating because there is no continuity of care."*

Community

- 5.7.19 Jo finds Cardiff to be a very friendly and diverse place to live. She thinks that people are open-minded and likes the fact that there is a large immigrant population. There are lots of grassroots groups and activities, she does voluntary work and is also very involved with the vibrant music scene. *"Wales is a good place to live. People are welcomed and there is a strong sense of community and a strong sense of identity."*

5.8 Case Study 7- Nicki in Swansea

Early life

- 5.8.1 Nicki was born in London and came to live in Wales when she was adopted at the age of 18 months. She spent much of her early life in and out of hospitals receiving treatment for her disability which included physiotherapy and operations. *"It seems like I spent most of my life there."*
- 5.8.2 Before starting school she went to a children's centre to prepare her and her family for starting school and to enable her to be statemented which she remembers as a positive experience.

Educational experiences

- 5.8.3 Nicki went to a mainstream primary school and also a mainstream secondary school. She does not remember much about her primary school but said that it was better equipped for her than the secondary school. The secondary school had to make quite a lot of adaptations and at first they were unwilling to do this. She was the first disabled student that had gone to the school in 50 years.
- 5.8.4 Nicki found that some of the staff at secondary school did not have a helpful attitude. One of the staff questioned why she would want to take exams. She also described an experience where the class were going on a trip on a bus and they failed to make any arrangements for Nicki. She asked them if they would arrange for a bus with a ramp but they said that they had already made the arrangements and asked her to ask her parents to take her.
- 5.8.5 Nicki commented that accessing funds for equipment, support and transport became much harder when she reached the age of 16 and moved to adult services.

- 5.8.6 At the age of 16 Nicki spent three years at a specialist college in England. After completing this she had difficulty accessing further education. She could not go to the college she wanted in Swansea because it is not accessible and she had to make compromises about the course she chose to do and which college she went to. She is currently at a mainstream college in Neath. Her first choice was to study theatre studies but this was not possible and she began doing an IT course. This course was physically too difficult and so she left college for a while but got bored at home and returned to study English. 'It shows people that I have not given up'.
- 5.8.7 Nicki has an electric wheelchair which is too uncomfortable to use for more than a couple of hours which means she has to use her non electric wheelchair for college. She is therefore reliant on a carer to enable her to move around college and she commented that this makes it difficult for her to mix with her friends.

Housing and support

- 5.8.8 Nicki currently lives in a converted flat that is part of her Dad's house. They family carried out all the adaptation work to make the flat accessible for Nicki. Nicki has full time support from live in carers and the flat is open plan with one separate bedroom. She needs a two bedroom accessible flat and would like to council flat. She has been on the council waiting list for three years and does not have any idea when she is likely to be offered something suitable.
- 5.8.9 Nicki receives direct payments and employs her own carers. This enables her to choose who works for her. In the past she has not been happy with the attitudes of some of her carers and some have not known how to use her hoist but she can manage who she employs which she feels is good.

Access and attitudes

- 5.8.10 Nicki frequently uses public buildings. She goes to the cinema and her local church and commented that access has improved *"Things have changed quite a lot in the last year – some buildings have become easier to access."*
- 5.8.11 Nicki went to a fitness club but staff did not have enough training to support her so she had to take her own Occupational Therapist who trained staff to use the hoist that she needs.
- 5.8.12 Quite recently Nicki experienced difficulties trying to book a train journey. The ticket office was able to sell her a ticket but not able to book her a disabled space on the train. This meant that she did not know whether there would be room for her on the train ahead of the journey. She has also experienced difficulties with taxi services sending cars that she can't

access despite her explaining her needs when she orders the taxi. *“It is such a headache trying to organise transport.”*

- 5.8.13 Nicki described a number of incidents when she has been out in public places and people have behaved in a very patronising way to her. This has included patting her on the head, speaking to her if she was a baby and talking to her carer and not her.

Community

- 5.8.14 Nicki enjoys creative activities and has written her life story which she completed on a life writing course. Although she has not been able to study theatre at college Nicki has been involved in a youth theatre and has taken part in plays and circus activities. The youth theatre is for young people up to the age of 19 and Nicki is now 20 so is no longer able to be involved. There is nothing similar that she can be involved with now.
- 5.8.15 Nicki does voluntary work. After leaving specialist college she began to work for Swansea Access for All and has now been involved with the organisation for one year. She is passionate about disability rights work and would like to work in this field. At present she is training to become a disability equality trainer and when she has completed the training she will train carers and help them to understand more about disability issues.
- 5.8.16 For the last five years Nicki has been very involved with the Young Disabled Persons Network which is organised through Children in Wales. The Network holds residential meetings twice a year, some meetings are in north Wales and others in the south. Nicki helped with the planning of an international conference for young disabled people which was held at Swansea University and organised through the Network.
- 5.8.17 This summer Nicki has organised a fundraiser which involves going up Snowdonia. Other volunteers are doing to carry her and her wheelchair. She is doing this to raise money for her local transport service and a multiple sclerosis charity.

5.9 Case Study 8 - Pavithra in north Wales

Early life

- 5.9.1 Pavithra’s parents moved from India to Wales just before World War II. She is the eldest of four children and was born in Wales in 1940.
- 5.9.2 As the only non-white family in the village she did experience some name calling and fighting at school. However, in general the family were well accepted by the community. This was partially due to her family background and her mother’s Methodist upbringing. This also led to Pavithra *“wanting to be more British than the British.”*

5.9.3 As the only Indian pupil at the local grammar school she was accepted and has fond memories, still keeping in touch with friends from that period of her life.

Education and Training

5.9.4 After grammar school Pavithra attended art school in Wrexham where she felt her Indian attributes were brought out in her painting. She received support and information for her thesis from India House in London.

Community

5.9.5 Pavithra's first real experience of racism in society was when she visited London in the early 1950s and saw notices outside hotels and restaurants stating: *"No coloureds, no Irish, no dogs."* Her reaction to seeing such racism was a feeling of being *"absolutely incensed."*

5.9.6 She moved back to Wales from England in the late 1980s with her husband and children and was *"thrilled to be back home."*

5.9.7 However she was shocked to suffer *"unpleasant racist abuse from children."* She did not know what to do and could not work out what had changed in society since she had been away.

5.9.8 Partly as a result of these she and other BME women started meeting in each others houses and formed an informal support network.

Personal life

5.9.9 Pavithra's children have suffered from racial abuse. One of her sons who was in a school sports team was mugged by a team mate, and this was *"not seen as a racist incident by the Catholic school."*

5.9.10 Another child was mugged when a teenager, by an elderly man. This was in 1991 at the time of the first gulf war. The attacker told him to *"go back to Iraq."*

5.9.11 Her daughter was schooled in north Wales and being of mixed race encountered some problems. As an adult buying property she has been asked if she was Spanish.

5.9.12 Pavithra herself also suffered a torrent of abuse from a driving instructor after her first driving lesson. This was several years ago. *"He let fly with the most disgusting racial abuse I have ever had in my life."* She did not feel reporting the incident to the police would have been of use as *"the police wouldn't have listened then. As a BME woman would people listen to my complaints?"* She feels the situation has improved a lot since then.

Work and employment

- 5.9.13 Pavithra developed strategies to encounter problems. For example when speaking to people by telephone to arrange a first meeting she says that you “learn to tend to try and explain your background before you meet, to avoid any embarrassment.” She feels that with a middle class accent she is not perceived as being non-white on the telephone.
- 5.9.14 One example was when she spoke to a potential employer by telephone to arrange an interview and when he met her “*his jaw dropped.*” However she was employed, as a teacher. She did encounter some problems with pupils at the school (which was in England), with various “*mutterings*” behind her back.
- 5.9.15 N.B The name of the individual in this case study has been changed to Pavithra as the individual did not want her name to be widely publicised.

6 Examples of Good Practice

6.1.1 The following examples (Table 2) that were cited as good practice were captured from the engagement events, case studies, hard to reach groups and via the questionnaires.

Table 2– Summary of examples of good practice

Example of Good Practice	Relates to equality strand(s), group or area
Pembrokeshire County Council plans for sheltered housing in Crymich and consults freely with members of the Pembrokeshire Older Persons Central Forum.	All strands
Bridgend Social Services to “enable carers to access carers’ assessments and then receive appropriate respite to enable them to maintain their own health and wellbeing, but resources are too sparse to be able to make enough of this.”	All strands
Standing Conference led by Caerphilly County Council. The conference, held at regular intervals brings agencies, groups and individuals from all walks of life together to discuss equality and diversity issues.	All strands
Diversity and Equalities Strategy Working group – a partnership between Flintshire CC and Wrexham CBC – would uncover a range of good practice in the north Wales area.	All strands
Job Centre	All strands
NHS (for example, free prescriptions, occupational therapy, GP surgery)	All strands
“Sure start in England has funded a number of projects that help break down barriers.”	All strands
“Local council subsidising my Welsh classes so that at least I can exchange pleasantries in Welsh!”	All strands
“Powys County Council’s commitment to adult protection has served to protect a range of ‘disadvantaged’ people.”	All strands
Goods and Services Legislation 2007	All strands
“Work and families Act which allows family carers to request flexible	All strands

Example of Good Practice	Relates to equality strand(s), group or area
working.”	
Free bus passes: “I believe the local bus and rail pass are a wonderful step forward.”	Age
“Strategy for older people and age matters now being considered.”	Age
Access to Work	Disability
Adoption of the Social model of disability	Disability
“The council have done well to provide for disabled groups giving access to their property.”	Disability
“The support I received through the New Deal for Disabled People, especially the training at Cardiff Council’s Enterprise Centre, gave me great confidence and allowed me to return to work.”	Disability
“Funded by European money our local Job Centre Plus has a scheme - Want2work which helps both prospective employees and employers give paid employment to people with disabilities. I know this is just one of a plethora of schemes out there.”	Disability
“My husband was terminally ill. I found the NHS to be incredibly supportive of dealing with a terminally ill and severely disabled person. Also benefits agency were superb on the phone in resolving issues - their forms however were dreadful to fill in.”	Disability
“Disability Facility Grant, but too slow being processed.”	Disability
“WAG funded BSL Futures and I am looking forward to seeing more qualified interpreters being made available in Wales - will there be an exit strategy to ensure continuity of interpreters training to be available to others interested after the project ends?”	Disability
“Wheelchair policy and wheelchair rambles run by my local authority during the summer months.”	Disability
“Good advice from my local authority about disability and other equality issues - I think they are honest with me and listen to me.”	Disability

Example of Good Practice	Relates to equality strand(s), group or area
“As an adult, social services have provided me with equipment for my home that allows me to live almost independently. However, Deaf Children are not able to access this equipment due to funding constraints. Ageism in reverse.”	Disability
Disabled Student Allowance	Disability
YBONT nursery (specialises in children with disabilities and provides respite for parents and carers).	Children’s Disability and parental support
Gender duty	Gender
Equal pay	Gender
Leisure centre has women only swimming sessions and gym sessions	Gender
European Union Transgender and Transsexual Discrimination and Inequality Study	Gender Identity
“The North Wales Police diversity training programme has allowed me to present transgendered issues to a wider audience in the community.”	Gender Identity
The Audit Information and Analysis Unit regarding medical treatment of transgendered people in the UK. http://www.pfc.org.uk/node/1507	Gender Identity
a:gender, the support network for transsexual, transgender and intersex staff in the civil service in England and Wales: www.agender.org.uk	Gender Identity
“Maindy swimming pool worked with a group of Asian women to allow them to swim at women's only sessions and as a result some of the women received life guard qualifications. This addressed a racial and gender issue. A good example of partnership working.”	Race and gender
“At work the equalities officer has been excellent in highlighting that not all people have a religious belief and that the views and feelings of non-believers must be treated equally.”	Religion and belief
Projects such as Genesis, Sure Start, Flying start (which provide support	Parent support

Example of Good Practice	Relates to equality strand(s), group or area
for parents	
RISE and LEAP (life long learning and training; basic skills training)	Education
Workers Education Association (WEA)	Education
Shaws Trust charity	Education
Foundation Phase	Education
Wolf Funding	Education
Clybiau plant grant	Education

7 Discussion and conclusions

7.1 Overview

7.1.1 The programme set out to engage with as many stakeholders as possible and successfully engaged with a very wide range of stakeholders.

7.1.2 The stakeholders were individuals and organisations based in Wales who identified themselves as either being in or being affected by one or more of the equality strands.

7.1.3 All of the engagement activities- the questionnaire, events, case studies and hard to reach groups were given a similar structure. This was in order to capture and analysis information on an equal weighting. The equality strands that were covered were age (young and elderly), disability, ethnicity (including asylum seekers, refugees and migrant workers) gender, gender identity, religion and faith and sexual orientation.

7.2 Caveats

7.2.1 Although all of the equality strands were engaged with, there were some strands and particular groups whose views were not gathered.

7.2.2 There was lower engagement with young people (the 18-25 age range) and people over 75 years. All other age ranges were well represented across all of the activities.

7.2.3 Engagement with the Gypsy community was challenging. Organisations representing the Gypsy community were contacted with publicity of the questionnaire and engagement events. Further attempts were later made when the identifying hard to reach groups and case study candidates.

7.2.4 For instance, plans were made with the YWCA to hold a small session with a group of young gypsy women. However the group identified later decided that they did not feel comfortable with this. A member of the YWCA offered to meet and gather views from the group for the single engagement scheme, but this has not yet come to fruition.

7.2.5 Attempts to engage with particular groups of young people in poverty were also made but due to difficulties in their availability and project timings this did not take place by the end of the programme.

7.2.6 After the engagement events had been held it was easier to identify groups that had not been represented. Likewise, after analysing the initial 100 questionnaires to be completed, it was possible to identify the equality strands which required further, or in some cases initial, representation. Contact was then made with representatives of these hard to reach groups.

7.2.7 Although further contact was made with all of the hard to reach groups, it was not possible to follow up all of these with meetings or interviews.

7.3 Findings

7.3.1 Across all activities respondents identified areas where they felt barriers and challenges were in place and gave examples of the potential for improvements and change.

7.3.2 There were also numerous positive areas where many respondents felt services worked well:

- One example of this is borne out by the 70% of questionnaire respondents who had been able to access the education and training that they desired.
- Public services supporting working life including flexibility of employers, anti-discrimination legislation and the Access to Work Scheme.
- The general infrastructure of society, for instance: schools, road and transport networks, and local services such as leisure and the arts.

7.3.3 The emerging challenges from the programme were consistent across all of the activities and across the equality strands. These being:

- The areas of public services in childhood and throughout early life are considered to be effective by the majority.
- Improvements in and equal access to public transport.
- Equal access to health services.
- Raising public awareness and acceptance of diversity and the needs of different equality strands needs.

7.3.4 There was agreement across all equality strands over the need to address issues in public transport. There were demands for improvements from rural and urban respondents regarding public transport (bus and train services) reliability, more regular services and accessibility. This applied to both bus and train services. Improvements in road systems, a cheaper pricing structure and better ways of travelling between south and north Wales were secondary points that arose.

7.3.5 Discrimination against individuals from all equality strands was noted. This was sometimes blatant by members of the public in the form of ablism, homophobia, racism, religious intolerance, sexism, transphobia and other intolerances of different and non-mainstream groups.

- 7.3.6 Other discrimination was raised in the form of lack of accessibility for disabled people, such as equal access to buildings, availability of British Sign Language, Braille, wheelchair ramps and disabled parking.
- 7.3.7 A way to address this was felt to be partly by raising public awareness of diversity through education campaigns, supported by community groups, local authorities and government.
- 7.3.8 Another step to improve discrimination was felt to be by ensuring that anti-discrimination legislation already in place is actually carried out in the community and the workplace, ensuring individual needs are met.
- 7.3.9 Many individuals and communities have formed or found support networks to educate, challenge and to campaign and ensure that the needs of their equality strand(s) are met.

7.4 Recommendations

- 7.4.1 It could be beneficial for WAG to consider a further piece of work to try to engage with the groups and strands that were not fully represented here. For example, Gypsy communities, 18-25 and 75+ age groups.
- 7.4.2 It may be beneficial to hold two small separate targeted events to ensure all views are fully included: one with key stakeholders in the 18-25 age range; another with key stakeholders in the 75+ age group.
- 7.4.3 It may also be beneficial to follow up contacts with key stakeholders in the Gypsy community to ascertain opinion. It may not be practical or appropriate to hold a single event for these key stakeholders. Instead, a short series of one to one interviews with relevant support organisations might be considered, which may in turn help identify further individuals from this community who might wish to be engaged.
- 7.4.4 Depending on how WAG decide to best utilise the case studies, there could also be scope for further work in this area to cover any of the strands not addressed.

Appendix A: Questionnaire

Programme of Activity to Inform the Development of the Welsh Assembly Single Equality Scheme

2007 - European Year of Equal Opportunities for All

Blwyddyn Ewropeaidd Cyfle Cyfartal i Bawb



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Online Questionnaire

Introduction

The Welsh Assembly Government is keen that as many people as possible from the equality strands have an opportunity to share their experiences of living in Wales, including the barriers they face and priorities they would like to see addressed in the Single Equality Scheme and Action Plans. You can use this questionnaire to have your say.

The Welsh Assembly Government has commissioned Tribal Consulting to undertake a Programme of Activity to inform the development of the Welsh Assembly Single Equality Scheme.

All the information you give us is anonymous (we don't ask for your name or address). It will be kept completely confidential. The researchers involved in the study will be the only people to see the questionnaires. They will produce a report of the findings for the Welsh Assembly Government. No one will be able to identify you or any answers you give in this report.

Completing the Questionnaire

A few of the questions in this survey have pre-defined answers, but most of them are free text. We have limited free text responses to 1000 characters (about half a page), so please keep your responses brief. No questions are compulsory but please complete as many as you can.

Note that the online questionnaire must be filled-in and submitted in a single action – it is not possible to retrieve it at a later date for completion. Therefore, make sure you have sufficient time to complete the questionnaire before you begin submitting your response (allow 20 – 25 minutes). www.tribalgroup.co.uk/livesurveys

If you wish to complete the questionnaire on paper, please return this document to the address at the bottom of the file. This consultation will close on 3rd January 2008.

The Questionnaire

This questionnaire aims to capture your views on the key issues and priorities for public services in Wales. It will inform the Single Equality Scheme and Action plans to be put in place in 2008.

It is intended to collect views from stakeholders in all equality strands (race, gender, gender identify, disability, age, religion and belief and sexual orientation) and other groups such as travellers and migrant workers.

When responding to the questions below, please think your responses in relation to your membership of these equality strands and groups.

Your early life

Have you always lived in Wales?

Yes.

No, please state at what age you moved to Wales?

Don't know.

Were the public services provided to support your childhood and early life effective?

Yes.

No.

Please explain.

How could public services have helped improve your experiences of early life?

Education and training

Have you been able to access the education and training you want?

Yes.

No.

Please explain.

What kind of education and training do you require and how could it best be delivered?

Your personal life

Are there any specific areas of your personal life that you feel could be better supported by public services?

Yes.

No.

Please explain.

What changes to public services would improve your personal life?

Your working life

Do you work?

Yes, full time.

Yes, part time.

No.

Do public services support your working life?

Yes.

No.

Please explain.

What kind of public services would make your working life easier?

The environment you live in

Is the environment you live in supportive of your equality issue?

Yes.

No.

Please explain.

What could be done to make your environment more supportive for your equality issue?

Community

Are there any specific problems or challenges you face living in your local community?

Yes.

No.

Please explain.

What could be done to make your local community more supportive for your equality issue?

National Standards

Do you know anything about national standards and statements of entitlement in relation to public services in Wales?

Yes.

No.

If yes, please tell if you think they are useful

Yes.

No.

Please explain.

Examples of Good Practice

Can you give an example where you feel public services have played an important role in helping you address an equality issue?

Please describe.

About you

Please indicate which of the following equality groups you consider yourself as being part of (this may be one or more):

Ethnicity

Gender identity

Gender

Gypsy

Disability

Age

Religion and belief

Sexual orientation

Migrant worker

Traveller

Please give details of any specific category or group you feel you belong to, for example, your religion or sexual orientation.

What is your age band?

18-25

26-39

40-59

60-74

75+

What is your gender?

Female.

Male.

Which area of Wales do you live in?

Blaenau Gwent

Bridgend

Caerphilly

Cardiff

Carmarthenshire

Ceredigion

Conwy

Denbighshire

Flintshire

Gwynedd

- Isle of Anglesey
- Merthyr Tydfil
- Monmouthshire
- Neath Port Talbot
- Newport
- Pembrokeshire
- Powys
- Rhondda Cynon Taff
- Swansea
- Torfaen
- Vale of Glamorgan
- Wrexham

Ethnicity

Black or Black British

- African
- Caribbean
- Other

Asian or Asian British

- Indian
- Bangladeshi
- Pakistani
- Other

White

- White British
- White Irish
- White other

Mixed

- White and Black Caribbean
- White and Black African
- White and Asian
- Mixed Other

Other

- Other please specify

Religion

- Christian

- Buddhist
- Hindu
- Jewish
- Muslim
- Sikh
- Other religion
- No religion
- Not specified

Participation in Further Research

Are you willing to help us with further research into the needs and priorities for the Single Equality Scheme?

We wish to develop a small number of case studies which illustrate the specific issues people with equality issues in Wales face and highlight examples where local service provision has been particularly valued. These will be developed through face-to-face interviews.

If you are happy to participate in further research, please tick the box below and provide your contact details.

I am happy to participate in further research:

Yes.

Contact details:

Name:	
Address:	
Telephone:	
Email:	

We would like to take this opportunity to thank you for taking the time to complete this questionnaire

Please return this form by post to: Christina Brand, Tribal Consulting, Parkway House Palatine Road, Northenden, Manchester M22 4DB.

Appendix B: Engagement Event 1 Report Newport 19th November 2007

7.5 The Brief

7.5.1 The Welsh Assembly Government (WAG) intends to implement a Single Equality Scheme and Action Plans in 2008.

7.5.2 The Single Equality Scheme will support the mainstreaming of Welsh policy for equality, diversity and human rights, making them integral to the way they do business and fully considered from the outset in policy making and implementation.

7.5.3 Our brief is to deliver a programme of engagement activity to ensure that key stakeholders and the public engage and can influence the development of the scheme.

7.5.4 We have agreed with the client that we will deliver 6 workshops across Wales focusing on:

- Capturing what life is currently like in Wales across all equalities strands and topic areas).
- Capturing any barriers (real and perceived) that participants may experience because of their equality issue.
- Considering what priorities the Welsh Assembly Government need to include in the Single Equalities Strategy.
- Capturing any existing positive practice around this agenda.
- Identify any potential case study subjects (particularly where this cuts across more than one equality strand / engagement topic) for further development into a suite of 8 for the client.

7.5.5 This report sets out the information collated at the Newport workshop on the 19th November 2007. Some analysis is also included.

8 **Headline Comments including initial analysis of ‘Life in Wales’**

8.1.1 Given the small number of registered attendees we deployed a different facilitation technique than the ensuing five engagement events. We did not use the ‘pinpoint’ technique and instead we used facilitated discussion and captured the findings on a flip chart. In reality the number that eventually attended the session was greater than anticipated.

8.1.2 Attendees at the Newport event represented various equality strands with members of the public and representatives from a range of organisations making up the ten attendees.

8.1.3 Later in the report we discuss what attendees felt are the priorities for the Assembly to consider, however there were some high level issues that were identified and discussed during the session (refer to section 3) including:

- Carers, particularly young carers, were highlighted as a hidden minority group whose needs are not being met. There are approximately 90,000 carers of all ages across Wales. Attendees called for more to be done to ensure that carers receive more support to enable them to take up opportunities across all aspects of life.
- A range of issues around access to services and access of opportunity were highlighted including childcare provision which is limited by cost, quality and availability; physical access including for example the need to increase the number (or make all) taxis accessible; ensuring that all planning applications take account of access issues. A large public sector funded project to improve the train station at Newport doesn’t include an accessible platform. An oversight that is a fundamental indication of the challenges that people with a physical disability face in conquering basic access issues.
- Intrinsically linked to access and an issue that warrants further discussion is transport. Attendees discussed at length during the session, the lack of confidence that they have in the public transport system. Even where low level buses and adapted kerbs at bus stops are available at the start of a journey, there is often no guarantee that the service will be consistently accessible at the destination point. It is clear that more effort needed to ensure that transport services meet needs and are attractive to the service user. Attendees also felt that there is an element of a ‘postcode lottery’ resulting in inconsistent levels of service provision which is supported by a local government administration that is unsustainable. This is borne out particularly in terms of its impact on minority groups which often have little or no voice in the democratic process and therefore little or no influence on shaping services.
- We were given many examples where services are not linked, limiting the opportunity for certain stakeholder groups. For example university and school holidays vary which hinders study for single parents. The transition

between early years and future education (lack of integration between Foundation and phase 2 stages) and the disjointed service between childhood and adult services often places individuals and their families in a disadvantaged situation.

- The lack of diagnosis particularly early diagnosis of debilitating or disabling conditions, to ensure appropriate support is given within education and other sectors, is also seen as a current failing and an issue to be improved.
- The need for positive role models was also highlighted. Attendees felt that this is of particular significance for young men.
- The lack of a minimum design standard for housing has led to a shortage of accessible housing. Attendees felt that the public sector 'right to buy scheme' has also contributed to this shortfall by reducing the number of appropriate homes which could be adapted to better meet needs. More generally, attendees felt that there is an inherent and national lack of affordable housing and that we should be looking closer at the need for sustainable housing.

9 Describing Life in Wales

9.1 Enablers

9.1.1 We asked attendees to identify what is good about life in Wales. Views were captured on cards and discussed with the group before being allocated against one of the broad engagement topics. Attendees were also asked to identify barriers which are reported in paragraph 3.2.

Broad Engagement Topic	Feedback on enablers
<p>Your early life: early years, inclusive communities, tackling child poverty</p>	<p>Projects such as Genesis, Sure Start, Flying Start, those that provide support for parents</p> <p>Raising awareness about young carers in schools</p> <p>Introduction of foundation phase into primary school which includes play and cultural issues</p> <p>Early years disability provision good</p> <p>Supporting people</p>
<p>Education and training: lifelong learning, modern skills</p>	<p>RISE facilitate life long learning and training, providing alternative and good learning environments (e.g. rugby club), all across Wales and all inclusive. Provide useful basic skills and IT skills</p> <p>Workers Education Association (WEA)</p> <p>Shaws Trust charity</p> <p>Foundation Phase</p> <p>Wolf Funding</p> <p>LEAP provides Basic skills training</p> <p>Communities first</p> <p>In Wales there is a good and fluid approach to young people i.e. you do not have to be 'statemented' to get support</p> <p>Life Coaching is very useful at Improving</p>

	<p>confidence and skills</p> <p>Learning to live independently by developing skills through everyday life</p>
<p>Your personal life: personal, family and public health, fitness, sport and recreation</p>	<p>Independent support for independent living</p> <p>Sexual orientation act/scheme? Allowing equal access to goods, facilities and services</p> <p>The lack of housing is recognised</p> <p>“space for people” is a project which is creating a list of properties with access for the disabled – good practice example</p>
<p>Your working life: economic development, skills and jobs</p>	<p>YBONT nursery specialises in children with disabilities and provides respite for parents and carers – good practice example</p> <p>Human rights model</p> <p>Individual needs – disabled people need changes in the environment not just attitudes</p> <p>A primary school which runs a club for 3 to 4 year olds to provide child care. There is a Clybiauplant grant which funds 2 teachers to stay in the mornings and afternoons</p> <p>Home Working</p>
<p>The environment you live in: climate change, rural development, environmental improvement and spatial planning</p>	<p>Free bus passes for the over 60’s, hoping to also get free train passes – there is currently a pilot scheme in Swansea</p> <p>More accessible taxis</p>
<p>Community: equality of opportunity, fair and just society, citizen focus, strong safe communities, devolved government, strong accessible public services, outward looking, language, identity and culture</p>	<p>“Neighbourliness” – helping our neighbours</p> <p>Supporting people</p> <p>What needs to be done – need to bridge the gap between the young people and</p>

	older people; need to increase supported housing
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9.2 Barriers

Broad Engagement Topic	Feedback on Barriers
Your early life: early years, inclusive communities, tackling child poverty	<p>Lack of male role models, only a small number of male teachers in the primary sector</p> <p>Lack of appropriate male role models i.e. pop stars and football players</p> <p>No uniform approach to bullying</p> <p>There is more to do to support young carers</p> <p>Foundation phase is not integrated into phase 2 which results in some behavioural issues with regards to children expecting play in the afternoon not lessons</p> <p>Transition from early years to adulthood is poor for children with disabilities</p> <p>Lack of diagnosis</p>
Education and training: lifelong learning, modern skills	<p>Tailor to the individual</p> <p>Approaches vary towards young people and disabilities are all levels i.e. at individual primary and secondary schools and across the county – need to be more consistent</p> <p>Need Diagnosis</p> <p>Need open environment</p> <p>Lack of basic skills at school leaving age</p> <p>Lack of child care and adult care/support</p> <p>Lack of transport</p>

	<p>Access problems</p> <p>Lack of vocational assessment</p> <p>Lack of diagnosis</p> <p>University and School holidays vary which hinder study for mothers</p>
<p>Your personal life: personal, family and public health, fitness, sport and recreation</p>	<p>Right to buy has reduced the numbers of appropriate housing</p> <p>Lack of independence with inequalities and inconsistency in provision i.e. “My wife did not marry me to become my carer”; Man with cerebral palsy “if I lived 10 miles that way I would get this, if I lived 10 miles in the other direction I would get that, where I am I get nothing”</p> <p>Having 22 counties in Wales does not work as it is not efficient (i.e. some have very small numbers of people), if it was different there would not be minority groups that are left out</p> <p>Changing needs of generations</p> <p>Lack of positive role models, particularly for males</p> <p>Lack of understanding of what a family unit is about and how they can vary amongst different cultures, different people (marriage, single sex families and single parent families were brought up here with conflicting views)</p> <p>Lack of housing, lack of appropriate, affordable and accessible housing. Need a minimum design standard</p>
<p>Your working life: economic development, skills and jobs</p>	<p>Needs of individual</p> <p>Lack of adult carers/support that fit into the working life (there are 90,000 carers)</p> <p>Lack of services to aid independent living</p>

	<p>Age – as people get older they get more disabled and that is not recognised</p> <p>Need integrated approach for all strands of equality with all equality strands being equal</p> <p>Childcare expensive and there is a lack of after school clubs – issues around availability, quality and costs</p> <p>Newport Stations new platform has no disabled access</p> <p>Why increase the leaving age of schools to 18? Could we not use the money instead for early years provision</p> <p>Flexitime should be standardised for all with everyone being entitled to it</p> <p>Flexible working in terms of environment i.e. facilitating home working</p>
<p>The environment you live in: climate change, rural development, environmental improvement and spatial planning</p>	<p>Public Transport – there is a lack of an integrated transport system i.e. bus and train. This is partly due to the privatisation of the railway system. Need to make it better for all</p> <p>Not all taxis are accessible and those that are can be more expensive</p> <p>Expensive hospital car parking, this is a particular problem for staff (money not even going to the hospital but to a private company) possibly need to provide a park and ride system at all hours</p> <p>Need housing built to a minimum standard and look at eco and sustainable housing</p> <p>Need more affordable housing</p> <p>How to decrease CO2 emissions by 2020?</p> <p>How to get public transport to be meet</p>

	<p>our needs and be attractive? (introduce circular routes?)</p>
<p>Community: equality of opportunity, fair and just society, citizen focus, strong safe communities, devolved government, strong accessible public services, outward looking, language, identity and culture</p>	<p>Working hours especially in the winter works against “community”</p> <p>Isolation of the elderly possibly increase supported housing to maintain independence although do not want “gated communities”</p> <p>Lack of affordable respite</p> <p>Boredom on hospital wards – what do people want? What stimuli do they want other than television?</p> <p>Lack of integrated communities</p> <p>Lack of understanding between young and old generations</p>

10 The Priorities for the Single Equalities Scheme

10.1.1 We asked participants to consider what priorities the Assembly should consider in developing the Scheme.

Priority	Equality Strand and Engagement Topic	Number of Votes
"More accessible for all at all levels" i.e. physical environment, communication	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	N/A
"More Fair care system" support systems to be integrated	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	N/A
"Better education and awareness" about all equality strands i.e. mental health, BME, disability etc	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	N/A
"Equal Opportunities" everyone has same opportunities however what is the level playing field?	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	N/A
Provide "childcare and training" for mothers who want to return to work	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	N/A
"Choice" provide real choice, with the right to make mistakes and respect difference	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	N/A
"Mainstreaming equality" i.e. no hierarchy, all equal	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	N/A
"Proactive and Preventative"	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	N/A

<p>“Avoid Duplication” make the best use of resources</p>	<p>All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)</p>	<p>N/A</p>
<p>“Communication” to reach all, making information accessible</p>	<p>All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)</p>	<p>N/A</p>

10.2 Analysis

10.2.1 Although we did not ask attendees to vote on their most important issues, several did strike us as being discussed at length. We have added weight therefore to these particular issues and they include:

- The need to mainstream equality issues and to move towards an approach that reflects broad human right considerations rather than artificially segmenting the agenda. This will require the provision of real choice placing people at the heart of the agenda.
- The need to move away from taking a reactive approach and as part of this ensuring that there is access in all its forms (physical and otherwise). If we consider that information and knowledge often provides a power base, the view of the attendees is that Assembly needs to better ensure that information is accessible and gets to all parts of society.

11 Positive Practice

11.1 Examples of Positive Practice

11.1.1 No specific good practice examples were given, however those that were identified during the discussion included:

- Projects such as Genesis, Sure Start, Flying Start (those that provide support for parents).
- A number in education: RISE and LEAP (life long learning and training; basic skills training respectively), Workers Education Association (WEA), Shaws Trust charity, Foundation Phase, Wolf Funding, Clybiau plant grant.
- YBONT nursery (specialises in children with disabilities and provides respite for parents and carers).
- Free bus passes.

11.2 Potential Case Study Candidates

11.2.1 One candidate was identified as a potential case study to discuss housing and accessibility issues for the disabled. He works in a company called Charter Housing who are currently running a project called "space for people " which aims to compile a list of adapted properties (Mr Paul Lindoewood at paul.dphs@charterhousing.co.uk).

Appendix C: Engagement Event 2 Report Swansea 20th November 2007

11.3 The Brief

- 11.3.1 The Welsh Assembly Government (WAG) intends to implement a Single Equality Scheme and Action Plans from April 2008.
- 11.3.2 The Single Equality Scheme will support the mainstreaming of Welsh policy for equality, diversity and human rights, making them integral to the way they do business and fully considered from the outset in policy making and implementation.
- 11.3.3 Our brief is to deliver a programme of engagement activity to ensure that key stakeholders and the public engage and can influence the development of the scheme.
- 11.3.4 We have agreed with the client that we will deliver six workshops across Wales focusing on:
- Capturing what life is currently like in Wales across all equalities strands and topic areas).
 - Capturing any barriers (real and perceived) that participants may experience because of their equality issue.
 - Considering what priorities the Welsh Assembly Government need to include in the Single Equalities Strategy.
 - Capturing any existing positive practice around this agenda.
 - Identifying any potential case study subjects (particularly where this cuts across more than one equality strand / engagement topic) for further development into a suite of eight for the client.
- 11.3.5 This report sets out the information collated at the Swansea workshop on the 20th November 2007. Some analysis is also included.

12 **Headline Comments**

12.1.1 Attendees at the Swansea event represented various equality strands; however the majority voiced opinions from a disability perspective which in part explains the weight given to disability issues within this report.

12.1.2 There was representation from all of the equality strands: race, gender, gender identity, disability, age, religion and belief, sexual orientation and language.

12.1.3 Members of the public and representatives from organisations made up the 20 attendees. There was a limit set of 20 attendees per event. This was to ensure all voices could be heard equally, and to ensure that any one to one support could be given where necessary.

12.1.4 We discuss what attendees felt are the priorities for the Assembly to consider later in the report, however there were some high level issues that were identified and discussed during the session including:

- The need for those who are seen to be 'in charge' to take disability awareness training. The group felt that policy makers don't always take into account the needs of disabled groups in shaping policy and delivering changes in public services.
- Alongside this issue is the view that discriminatory practice still occurs, regardless of legislation. One of the enablers highlighted in Section 3 is the fact that at least equalities is on the agenda, but it seems that in developing the Single Equalities Scheme, the Assembly needs to ensure that practice follows theory and that legislation is actually adhered to.
- Linked to this, the group felt that there is a failure by agencies to recognise multiple oppressions and at a national level the need to move away from compartmentalising the agenda. The group felt it would be helpful to take on board a more cross cutting approach to human rights rather than looking at equalities on a strand basis. The group recognised and called on policy makers to ensure that they understand that the agenda is complex and the Assembly should be focused on securing equal rights and respect for all.
- Attendees also talked at length about attitudinal issues, particularly the notion of BME groups (especially Muslims) as others. The Assembly may wish to (or may already be doing so) to consider attitudes as part of the development of the Single Equalities Scheme.
- Securing a meaningful Single Equalities Scheme is also based on access to and quality of information. Many of the views expressed by the group related to increasing awareness and access to information which attendees feel is a key issue in securing ownership and delivery of the scheme in the future.

- Transport was also highlighted as a cross cutting issue. A range of views were highlighted including access, affordability, confidence to use local services (for example low level buses and accessible bus stops for disabled people only being available at some stops which acts as a barrier).

13 Describing Life in Wales

13.1 Enablers

13.1.1 We asked attendees to identify what is good about life in Wales. Views were captured on cards and discussed with the group before being allocated against one of the broad engagement topics. Attendees were also asked to identify barriers which are reported in paragraph 3.2

Broad Engagement Topic	Feedback on enablers
Your early life: early years, inclusive communities, tackling child poverty	Positive attitudes from agencies Health visitors
Education and training: lifelong learning, modern skills	Positive attitude Assistive technology Schools recognise individual needs Inclusive education Education for disabled was poor (but has improved)
Your personal life: personal, family and public health, fitness, sport and recreation	Equalities and Diversity on the agenda (at least)
Your working life: economic development, skills and jobs	Job Centre Plus – Access to work Voluntary sector often presents pathways into meaningful work Flexible working schemes Greater flexibility in workplace Re-training following disabling accident Positive attitude from employers Disability Discrimination Act Part 2
The environment you live in: climate change, rural development, environmental improvement and spatial planning	

<p>Community: equality of opportunity, fair and just society, citizen focus, strong safe communities, devolved government, strong accessible public services, outward looking, language, identity and culture</p>	<p>Locally –a large mix of friends if any problems</p> <p>Recognition of social model of disability</p> <p>Big emphasis on community spirit</p> <p>Accessible transport</p> <p>Disability Discrimination Act (DDA) part 3 and 5</p> <p>Community based governance</p> <p>More disabled AMs, MPs and Councillors</p>
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13.2 Barriers

<p>Broad Engagement Topic</p>	<p>Feedback on Barriers</p>
<p>Your early life: early years, inclusive communities, tackling child poverty</p>	<p>Low expectation of disabled children</p> <p>Pre judgement of medical workers</p> <p>Poor access to children’s playgrounds for disabled children and children with disabled parents</p>
<p>Education and training: lifelong learning, modern skills</p>	<p>Lack of information about sexual orientation and unconventional family models</p> <p>Schools not recognising racism, homophobia, ablism etc.</p> <p>Concept of ‘political correctness’</p> <p>Lack of access</p> <p>Tuition fees</p> <p>Attitudes of education providers</p> <p>Segregated schools</p>
<p>Your personal life: personal, family and public health, fitness, sport and recreation</p>	<p>Lack of actual progress on access issues</p> <p>Unable to visit friends and family due to</p>

	<p>bad house design</p> <p>Easier access to adaptation grants – not means tested</p>
<p>Your working life: economic development, skills and jobs</p>	<p>Employer attitude to disabled people</p> <p>Low pay</p> <p>Need for accessible job centres</p> <p>Attitude of employers</p> <p>Stigma/ discrimination re mental health (link to Personal Life barriers)</p> <p>Negative employers</p> <p>Access to work experience</p> <p>Lack of disability awareness</p>
<p>The environment you live in: climate change, rural development, environmental improvement and spatial planning</p>	<p>Lack of mainstreaming (environmental issues)</p> <p>Lack of training for architects, designers and planners in inclusive design</p> <p>Misuse of disabled parking bays</p> <p>Not enough DDA access</p>
<p>Community: equality of opportunity, fair and just society, citizen focus, strong safe communities, devolved government, strong accessible public services, outward looking, language, identity and culture</p>	<p>Not all public transport is accessible</p> <p>Poor transport links – expensive fares</p> <p>Access on transport</p> <p>Bullying</p> <p>50+ Champion should be for disability</p>

13.3 Initial analysis of life in Wales

13.3.1 Some of the themes that emerged from capturing enablers and barriers to life in Wales include:

- Attendees felt that lack of training for professional people in terms of making design (buildings, public realm etc.) accessible is a real issue and one that affects people's lives on a daily basis.
- Transport also emerged as one of the key barriers to life in Wales.
- Misuse of disabled parking bays also features and attendees called for increased enforcement to ensure that accessibility for disabled people is maximised.
- The attitude of employers appeared as both an enabler and a barrier but the stronger feeling was that more could be done to ensure that employers do not discriminate in the workplace. Attendees felt that there were too many examples where employers had the wrong attitude and that this is an issue the Assembly needs to tackle as part of the Single Equality Scheme.
- Access also emerged as an issue (from ensuring that playgrounds are accessible for children with disabilities and/or children with disabled parents to ensuring that education can be accessed by all).

14 The Priorities for the Single Equalities Scheme

14.1.1 We asked participants to consider what priorities the Assembly should consider in developing the Scheme. We then asked participants to vote on their top three priorities with a double vote allotted to the top priority. (Participants did not have to vote for the priority they had put forward for discussion, hence some priorities receiving zero votes). The results are as follows:

Priority	Equality Strand and Engagement Topic	Number of Votes
Consult (and action) more with the voluntary sector	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	2
One person with overall control for DDA priorities with immediate prosecution powers	Disability	1
Education	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	6
Putting the social model of disability into practice	Disability	6
More disabled experience for so called experts	Disability	3
The real effects of previous failings in policy and strategies	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0
Achieving fairness and justice for <u>all</u> in Wales through WAG	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	4
Grant giving groups to ensure that projects are suitable for all	Disability	1
Ensuring rights for all marginalised groups	All strands (race, gender, gender identity, disability, age, religion and belief, sexual	5

	orientation and language)	
Retain the annual reporting and Disability Equality Schemes under the Disability Equality Duty	Disability	4
Zero tolerance approach to all discrimination and concrete measures for accountability	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	4
Remember People are voters	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0
Find new and <u>better</u> ways to engage people	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	6
Consult then listen!	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0
Equality proofing policies: consider impact of policies before implementation	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	9
Make all councillors and AM, MPs and public sector bosses spend time in a wheelchair and glasses that block light	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0
Embrace the 'human rights agenda'	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	3

14.2 Analysis

14.2.1 The top priority for the Assembly to consider is the need to consider the impact of policies before implementation. Attendees felt that all policies needed to be 'equality proofed' in some way and that a broad view is needed to ensure that particular groups / individuals are not disadvantaged

by the delivery of any policy / strategy in Wales. There was a strong call from attendees that it is down to the 'experts' to understand the agenda.

14.2.2 Three other priorities were rated by attendees as joint second: the need for the Assembly to find different and better ways of engaging people. Attendees discussed the need to ensure that people are involved in shaping policies from the outset rather than being consulted later in the process. Alongside this priority with 6 votes, the need to ensure that the social model of disability is delivered in practice and the need for better education across the piece so that we all understand and deliver equal rights for all.

14.2.3 In joint fifth (with 4 votes each) were:

- The need to take a zero tolerance approach to the delivery of legislation and clear lines of accountability, particularly for the Single Equalities Scheme.
- To continue to ensure that there is annual reporting and Disability Equality Schemes under the Disability Equality Duty. Attendees felt that the Assembly should retain measures of performance management and reporting where they are in existence.
- Achieving fairness and justice for all in Wales through WAG. This requires a broad approach to a complex agenda with the Assembly taking action where policy is not translated into practice. Attendees felt that the Single Equalities Scheme is an opportunity for the Assembly to make a positive difference and ensure that practice matches the theory.

15 Positive Practice

15.1 Examples of Positive Practice

15.1.1 One potential example of positive practice was the Standing Conference led by Caerphilly County Council. The conference, held at regular intervals brings agencies, groups and individuals from all walks of life together to discuss equality and diversity issues.

15.1.2 It is worth noting that this example may be not be unique to Caerphilly and may be a feature of partnership working in more than one local authority area in Wales. We also would stress that more research would be required to identify what outcomes have resulted from the conference to prove that it has brought positive impact.

15.2 Potential case study candidates

15.2.1 Two potential case study candidates were identified at this event, one cross cutting the strands of disability (visual impairment) and age, and one cross cutting the strands of gender identity and age.

Appendix D: Engagement Event 3 Report Aberystwyth 21st November 2007

15.3 The Brief

- 15.3.1 The Welsh Assembly Government (WAG) intends to implement a Single Equality Scheme and Action Plans from April 2008.
- 15.3.2 The Single Equality Scheme will support the mainstreaming of Welsh policy for equality, diversity and human rights, making them integral to the way they do business and fully considered from the outset in policy making and implementation.
- 15.3.3 Our brief is to deliver a programme of engagement activity to ensure that key stakeholders and the public engage and can influence the development of the scheme.
- 15.3.4 We have agreed with the client that we will deliver six workshops across Wales focusing on:
- Capturing what life is currently like in Wales across all equalities strands and topic areas).
 - Capturing any barriers (real and perceived) that participants may experience because of their equality issue.
 - Considering what priorities the Welsh Assembly Government need to include in the Single Equalities Strategy.
 - Capturing any existing positive practice around this agenda.
 - Identifying any potential case study subjects (particularly where this cuts across more than one equality strand / engagement topic) for further development into a suite of 8 for the client.
- 15.3.5 This report sets out the information collated at the Aberystwyth workshop on the 21st November 2007. Some analysis is also included.

16 **Headline Comments**

- 16.1.1 Attendees at the Aberystwyth event represented various equality strands; however the majority voiced opinions from a disability perspective which in part explains the weight given to disability issues within this report.
- 16.1.2 There was representation from the following equality strands: age, disability, gender, religion and belief, and language. Members of the public and representatives from organisations made up the 13 attendees.
- 16.1.3 We discuss what attendees felt are the priorities for the Assembly to consider, later in the report, however there were some high level issues that were identified and discussed during the session.

Comments on the Consultation Process

- 16.1.4 Some attendees felt that the way in which the Assembly is consulting is very general. Those attendees that stated this felt that all the equality strands were being grouped together and a general overview was being formed rather than specific issues. It was pointed out that the questionnaire part of the consultation would also give the opportunity for particular points relating to equality strands and individual to be raised. It was also clarified that the engagement events did offer an opportunity for attendees to raise such points.
- 16.1.5 More fundamentally there is apathy in that attendees, although were keen to influence the Single Equalities Scheme, felt that in reality their comments would have little impact. Comments such as “doesn’t matter what we say” and “what is the point” were recorded during the workshop. Attendees also called for a follow up of the most positive and best practice consultation examples to be made publicly available by the Assembly.
- 16.1.6 A minority of the attendees at the event stated that they felt the Assembly had been weak at consulting with minority groups in the past and that it should resist the urge to follow majority views rather than tackling the ‘real issues’. It is clear that the Assembly has many challenges to overcome in winning the trust of the attendees that were present at the Aberystwyth event and this may or may not be indicative of the views held by many other stakeholders.
- 16.1.7 The Assembly will need to further engage rather than just consult people to ensure that the Single Equalities Scheme is successful.

Other Comments

- 16.1.8 Funding is considered an issue within the context of the Single Equality Strategy, particularly the continuation of funding for support initiatives such as ‘Broker Cymru’. A view expressed by several attendees was that support for minority groups and individuals is often based on the goodwill of friends and colleagues and there seems to be a strong and connected network between

stakeholders. The Assembly needs to better harness this network and the intelligence it holds to ensure the success of any future scheme.

16.1.9 Without exception, three strategic issues were highlighted:

- Travel and transport – this was linked to the issue of access and the lack of transport, affordability and accessibility was underlined as inherent weaknesses in the rural transport system. This is seen as a major barrier by many groups and individuals.
- The lack of access in its many forms was discussed at length. Poverty is seen as one of the main barriers to access and that in all aspects of life from early years through to working life and beyond is inhibited by lack of access in its many forms for minority groups. Most traditionally but not exclusively, physical access barriers were discussed and attendees provided examples where even local polling stations were not fully accessible.
- The arts is seen as a way of removing barriers to integration and attendees felt that more should be done (including additional funding) to promote the arts within this wider context.
- The need for more interpreters was also highlighted as a particular issue of access and there were calls for BSL to be recognised as an official language in Wales.

16.1.10 Alongside access and transport is the issue of bureaucracy. Attendees consider this to be an issue across all ‘elements of life’ and feel that every process, practice and policy promotes rather than eases bureaucracy, and that to fight for basic human rights is sometimes so difficult that to overcome is mainly based on the courage and conviction of individuals rather than public or private sector organisations ensuring that basic human rights are at the heart of their practices. This issue is a significant challenge in instilling any national scheme.

16.1.11 Attendees also called for the Assembly to take a diverse view of the geography of Wales and ensure that Cardiff centric solutions were not applied as a blanket approach. The rurality of Mid Wales is an important issue for the Single Equality Scheme to encompass and, as a whole, the Assembly needs to ensure that Mid Wales is not forgotten, as attendees felt, in moving forward.

17 Describing Life in Wales

17.1 Enablers

17.1.1 We asked attendees to identify what is good about life in Wales. Views were captured on cards and discussed with the group before being allocated against one of the broad engagement topics. Attendees were also asked to identify barriers which are reported in paragraph 3.2

Broad Engagement Topic	Feedback on enablers
Your early life: early years, inclusive communities, tackling child poverty	Sympathetic teachers
Education and training: lifelong learning, modern skills	Concessionary fares for college courses for disabled Attention to detail Education of general public but not enough!
Your personal life: personal, family and public health, fitness, sport and recreation	Integration Direct payments
Your working life: economic development, skills and jobs	Employer which supports part time working Professional support Access to work scheme Skills and competence
The environment you live in: climate change, rural development, environmental improvement and spatial planning	
Community: equality of opportunity, fair and just society, citizen focus, strong safe communities, devolved government, strong accessible public services, outward looking, language, identity and culture	

17.2 Barriers

Broad Engagement Topic	Feedback on Barriers
<p>Your early life: early years, inclusive communities, tackling child poverty</p>	<p>Class barrier</p> <p>No faith schools (seen as an enabler by another attendee)</p> <p>Humanism in curriculum</p>
<p>Education and training: lifelong learning, modern skills</p>	<p>Single sex education</p> <p>Access – lifelong learning and inaccessible educational building</p>
<p>Your personal life: personal, family and public health, fitness, sport and recreation</p>	<p>Direct Payments</p> <p>Anfanteision ir di-Gymraeg mewn ardaloedd gwledig – disadvantages for those who don't speak Welsh in rural areas</p> <p>Access – e.g. inaccessible to public</p> <p>Medical / benefits – disbelief of conditions – hard to 'prove' e.g. ME</p> <p>Legalise humanist weddings</p>
<p>Your working life: economic development, skills and jobs</p>	<p>Access – to work and buildings</p> <p>Financial constraints</p> <p>Lack of quality part time jobs</p> <p>Employer attitudes to employing disabled people</p>
<p>The environment you live in: climate change, rural development, environmental improvement and spatial planning</p>	<p>Lack of geographical equality – Cardiff centric</p>
<p>Community: equality of opportunity, fair and just society, citizen focus, strong safe communities, devolved government, strong accessible public services,</p>	<p>Only one train out of Aberystwyth every two hours</p> <p>Revise planning law</p>

outward looking, language, identity and culture	Rural public transport in Powys Lack of public transport in close proximity to services
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17.3 Initial analysis of life in Wales

17.3.1 Some of the themes that emerged from capturing enablers and barriers to life in Wales include:

- There was disagreement within the group around humanism being a feature of the national curriculum and the issue of faith schools was discussed. Although having no faith schools was seen as a barrier by one participant, another disagreed and saw this as an enabler. Attendees also felt that although the understanding of the general public around the equality agenda was improving, more could and should be done to ensure that human rights was embraced by the ‘community’ at large.
- Direct payments are seen as a crucial vehicle for ensuring the independence and dignity of many individuals. Attendees however highlighted that there are difficulties with the process which could be further investigated. The Supporting People programme for example is seen as strength and a programme that should be sustained and extended and simplified as appropriate. Linked to this is the issue of ‘disbelief’. Many of the attendees felt that the onus of proof is firmly with an individual not only in terms of medical conditions and the links to receipt of benefits but for means testing across the board. Attendees consider that many disabilities are almost, if not completely, invisible and are therefore ‘hard to prove’. The Assembly will need to consider these invisible disabilities in developing the Single Equality Scheme.
- In terms of working life, it is evident that there are employers who provide flexibility for the workforce, support the development of skills and competence and provide opportunities to access work schemes, but financial constraints still exist both in terms of providing opportunities for employees and support for employers to promote a diverse workforce. Even though strides have been made to change the attitudes of employers, more work is needed to ensure particularly that disabled people have the opportunity to work and can access work places without constraint. This will require leadership and more systematic training and development across all sectors.
- No enablers were identified against the ‘environment you live in’ or ‘community’ segments of life’. However in terms of barriers in these sections, and linked to an overall strategic issue highlighted in paragraph above (Other comments) 15.1.9, most of the barriers to ensuring equality of opportunity in a community relate to transport infrastructure. However,

the discussion also included consideration of the planning law particularly in relation to accessibility to public buildings and new builds.

18 The Priorities for the Single Equalities Scheme

18.1.1 We asked participants to consider what priorities the Assembly should consider in developing the Scheme. We then asked participants to vote on their top three priorities with a double vote allotted to the top priority. The results are as follows:

Priority	Equality Strand and Engagement Topic	Number of Votes
Implement what you voice or keep quiet	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	2
Language (i.e. using the correct terminology when referring to the equality strands)	Language	1
Joined up thinking	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	3
Tolerance between races	Race	0
Hate crime – taken seriously including disability	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	1
Human rights	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	3
Access – accessible for all at all levels	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	5
Availability of services	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	1
Attitudinal changes	All strands (race, gender, gender identity, disability, age, religion and belief, sexual	1

	orientation and language)	
Access to life (employment, benefits and services)	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	2
Men's rights	Gender	0
Contradiction between Peter Hain's statement and this process	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	1
All youth clubs to be made for physically handicapped and able bodied (PHAB)	Disability	0
Promotion of Welsh language	Language	0
Failure to delivery what's needed	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0
Poverty of opportunity (education, financial , unequal access)	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	2
Outreach to rural areas, detailed consultation with target groups	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	1
Women's rights	Gender	0
Equality for humanists	Religion	1

18.2 Analysis

18.2.1 The top priority for the Assembly to consider is the issue of access (7 votes). This does not only refer to physical access but more strategically in terms of access to opportunities and providing a platform for all, including the most disadvantaged within our society.

18.2.2 Two other issues were voted as the second most important priority (3 votes each). Attendees consider that the Assembly needs to promote 'joined up thinking'. It is clear that people are looking for an integrated approach with all departments of the Assembly and their sponsored bodies to work together

seamlessly to ensure that life in Wales is fair and equitable. There is a great deal of cynicism that this will ever be achieved, particularly given the need to join up both in terms of the Assembly itself and between central and devolved government. Secondly and linked, is the need to take a 'human right's rather than segmented approach to equality and diversity. Attendees called for the Assembly to ensure that a holistic approach is taken so that the rights of individuals are ingrained in all policies and practices across Wales.

18.2.3 A further two issues were highlighted as joint fourth priorities, with two votes each. Firstly, a call to the Assembly to implement what it says and put an end to paying lip service to the issues of equality and diversity. Secondly, the need to tackle once of the most ingrained causes of inequality at its very core: poverty.

19 Positive Practice

19.1 Examples of Positive Practice

19.1.1 None identified.

19.2 Potential Case Study Candidates

19.2.1 There were two potential case studies identified at the event, from the equality strands of disability and age, and religion.

Appendix E: Engagement Event 4 Report Caernarfon 22nd November 2007

19.3 The Brief

- 19.3.1 The Welsh Assembly Government (WAG) intends to implement a Single Equality Scheme and Action Plans from April 2008.
- 19.3.2 The Single Equality Scheme will support the mainstreaming of Welsh policy for equality, diversity and human rights, making them integral to the way they do business and fully considered from the outset in policy making and implementation.
- 19.3.3 Our brief is to deliver a programme of engagement activity to ensure that key stakeholders and the public engage and can influence the development of the scheme.
- 19.3.4 We have agreed with the client that we will deliver 6 workshops across Wales focusing on:
- Capturing what life is currently like in Wales across all equalities strands and topic areas).
 - Capturing any barriers (real and perceived) that participants may experience because of their equality issue.
 - Considering what priorities the Welsh Assembly Government need to include in the Single Equalities Strategy.
 - Capturing any existing positive practice around this agenda.
 - Identifying any potential case study subjects (particularly where this cuts across more than one equality strand / engagement topic) for further development into a suite of 8 for the client.
- 19.3.5 This report sets out the information collated at the Caernarfon workshop on the 22nd November 2007. Some analysis is also included.

20 **Headline Comments**

20.1.1 The attendees at the Caernarfon event represented various equality strands; disability, migrant workers, refugees and asylum seekers. We discuss what attendees felt are the priorities for the Assembly to consider, later in the report, however there were some high level issues that were identified and discussed during the session including:

- Attendees expressed concern that the short timeframe and nature of the consultation did not provide a basis for getting to grips with some of the deep set issues needing attention as part of developing the scheme.
- Both Tribal and the Assembly came in for criticism for not providing a BSL interpreter at short notice. An interpreter was requested by an attendee the evening before the event. Tribal immediately contacted the two national bodies who supply interpreters on the morning of the event who were unable to supply anyone at such short notice.
- Although every attempt was made to meet needs, the national shortage of interpreters particularly in parts of mid and north Wales impacted on meeting needs at this session. The small number of people attending the session (eight people registered of whom five actually attended) was also felt to be indicative of the short time frame between invitations being sent and the actual workshops. These are all lessons for the Assembly in framing any further engagement, both in terms of time and resource investment.
- The need to review why single strand schemes have failed to ensure that any single integrated scheme takes account of any relevant lessons. Attendees felt that the Assembly has much to do to achieve the 'basics' and that it is too early to move towards a Single Equality Scheme. The perception of the group was that 'we are still ignorant' and on that basis cannot move forward successfully without reviewing the approach to date in detail.
- Attendees calling for a non-hierarchical approach to equality strands and moving towards a more holistic approach based on securing human rights for all. Again this will require a level of maturity around this agenda which will require a great deal of leadership and investment.
- An interesting observation was made in relation to high profile charitable events such as Children in Need who highlight disability in a 'cute' way or as something that requires charity to meet needs. Attendees felt that this was indicative of the culture change that is required to ensure that equality is achieved in reality.
- Finally, and similar to comments made at the Aberystwyth session, attendees felt that there is an inequality at all levels between north and south Wales. The Assembly will need to take account of this geographical

issue, even if this is based largely on perception rather than reality as part of the Single Equality Scheme.

21 Describing Life in Wales

21.1 Enablers

21.1.1 We asked attendees to identify what is good about life in Wales. Views were captured on cards and discussed with the group before being allocated against one of the broad engagement topics. Attendees were also asked to identify barriers which are reported below.

Broad Engagement Topic	Feedback on enablers
Your early life: early years, inclusive communities, tackling child poverty	Availability of transport (Free?) Early therapeutic intervention (disability)
Education and training: lifelong learning, modern skills	Independence Individual parents (disability) Education and training – migrant workers Disabled Students allowance
Your personal life: personal, family and public health, fitness, sport and recreation	Equal access (disability) Accessible transport Family life of migrant workers
Your working life: economic development, skills and jobs	Direct payments Anti-discrimination legislation Access to work funding Access to work
The environment you live in: climate change, rural development, environmental improvement and spatial planning	National parks – areas of beauty Access statements Approved Document – Part M – Housing
Community: equality of opportunity, fair and just society, citizen focus, strong safe communities, devolved government, strong accessible public services,	Support groups Accessible transport

outward looking, language, identity and culture	Disability Equality Training
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21.2 Barriers

Broad Engagement Topic	Feedback on Barriers
Your early life: early years, inclusive communities, tackling child poverty	Adversity of SEN Framework System NHS Management (disability) Restricted transport services Funding
Education and training: lifelong learning, modern skills	Restricted access to education and training Ignorance of professionals Funding
Your Personal life: personal, family and public health, fitness, sport and recreation	Wheelchairs – underfunded Migrant workers – custom and tradition Availability of transport Rife gender discrimination (e.g. mums versus dads) Dislocation (asylum seekers and refugees)
Your working life: economic development, skills and jobs	Benefits system Restricted modes of access Banned Tokenism (two ticks – disability) Employers attitudes on disability Benefits appeals system
The environment you live in: climate change, rural development, environmental improvement and spatial	Building control

planning	
<p>Community: equality of opportunity, fair and just society, citizen focus, strong safe communities, devolved government, strong accessible public services, outward looking, language, identity and culture</p>	<p>Shortage of interpreters</p> <p>North / South Wales – inequality</p> <p>Lack of appropriate transport</p> <p>Children in Need – personifying disability in the way that they do is not helpful</p> <p>Ignorance of society</p>

21.3 Initial Analysis of Life in Wales

21.3.1 Some of the themes that emerged from capturing enablers and barriers to life in Wales include:

- Education and training for migrant workers was seen as important but the Single Equality Scheme should embrace the needs of other customs and traditions and minimise the dislocation between asylum seekers, refugees, migrant workers and the whole community to ensure that these groups do not continue to be disadvantaged while making a valid contribution to both our communities and our economy.
- The benefits system is seen as one of the major barriers to providing equality of opportunity particularly in relation to working life. Attendees felt that the benefits appeal process was a further barrier, often so time consuming and bureaucratic that claimants give up before the claim is dealt with. The onus of proof rests firmly with the claimant and it seems that there is often a struggle with large organisation to prove a disability. Attendees felt that this balance should be redressed to minimise barriers for disadvantaged groups.
- Attendees felt that there is tokenism in relation to employing disabled people in particular and that employer attitudes are in need of development.
- Transport was highlighted as a barrier across more than one of the equality strands. Restricted transport services are having an adverse effect on accessing early year’s education and tackling child poverty and in relation to supporting sustainable communities; the lack of appropriate transport is limiting access to public services.

22 The Priorities for the Single Equalities Scheme

22.1.1 We asked participants to consider what priorities the Assembly should consider in developing the Scheme. We then asked participants to vote on their top three priorities with a double vote allotted to the top priority. The results are as follows:

Priority	Equality Strand and Engagement Topic	Number of Votes
Maintain a strong and independent disability committee until the built environment is equally accessible	Disability	2
Single strand consultations needed	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	2
Unpopular jobs	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0
Human rights apply to all – no hierarchy	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	2
Disability equality duty and engagement – needs to ongoing – outcomes and action	Disability	0
Review funding processes	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	2
We are still ignorant	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0
Existing race and disability and gender schemes have failed – why?	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	1

Faith Schools	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	1
Improve social inclusion processes	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0
No hierarchy of 'equality strands'	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0
Universal view to policy making	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0
Education inspections don't look at impact of equality scheme	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0
Lead on disability issues – Disability Commissioner?	Disability	0
We are not ready for Single Equality Scheme	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	3
Look at existing schemes – why haven't they worked (race, gender, equality) before implementing equality scheme	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0

22.2 Analysis

22.2.1 In contrast to the five other engagement sessions, some of the priorities highlighted at the Caernarfon session relate to the Assembly's approach to the development of a Single Equality Scheme. For example, the top priority that emerged was that Wales is not ready to move towards a Single Equality Scheme. Attendees felt that the Assembly needs to ensure that the 'basics' are firstly secured to provide a strong platform to move towards a more

integrated approach to the agenda and that lessons should be learnt from why existing single strand schemes have not been successful.

22.2.2 Linked to this and two of the priorities falling joint second, are the need to consult on each of the single strands of the current approach to equality and diversity. Again attendees stressed the need to clarify where improvements are required on this basis before moving to a single scheme. Alongside this issue, there is a call to ensure that no hierarchy exists between equality strands so that no one single issue such as disability is seen as relatively more important than, for example, gender issues. Attendees felt that it is a question of securing human rights and that this should apply equally to all. However in order to achieve this, attendees felt that this would require a step change in both culture and practice across the Assembly and its sponsored bodies.

22.2.3 A further two priorities were voted as joint second, one relating particularly to disability and the other relating to all equality strands. The first was to ensure that the physical environment is fully accessible and until this is achieved, that an independent disability committee is maintained to call into account public and private sector activity. This issue spans all aspects of planning from public buildings and realm, parks and open spaces to private sector developments (such as shopping centres and public houses etc). There were calls for the Assembly to ensure that the Disability Discrimination Act is followed and that enforcement should be swift and robust where this is not the case.

22.2.4 Lastly and again one of the priorities falling joint second, is the need to review funding processes. This relates to all strands of the agenda. Attendees felt that some activities are woefully under funded and that short term funding, often grant based, does not provide a sustainable means of meeting needs across Wales.

Appendix F: Engagement Event 5 Report Wrexham 27th November 2007

22.3 The Brief

- 22.3.1 The Welsh Assembly Government (WAG) intends to implement a Single Equality Scheme and Action Plans from April 2008.
- 22.3.2 The Single Equality Scheme will support the mainstreaming of Welsh policy for equality, diversity and human rights, making them integral to the way they do business and fully considered from the outset in policy making and implementation.
- 22.3.3 Our brief is to deliver a programme of engagement activity to ensure that key stakeholders and the public engage and can influence the development of the scheme.
- 22.3.4 We have agreed with the client that we will deliver six workshops across Wales focusing on:
- Capturing what life is currently like in Wales across all equalities strands and topic areas).
 - Capturing any barriers (real and perceived) that participants may experience because of their equality issue.
 - Considering what priorities the Welsh Assembly Government need to include in the Single Equalities Strategy.
 - Capturing any existing positive practice around this agenda.
 - Identifying any potential case study subjects (particularly where this cuts across more than one equality strand / engagement topic) for further development into a suite of eight for the client.
- 22.3.5 This report sets out the information collated at the Wrexham workshop on the 27th November 2007. Some analysis is also included.

23 **Headline Comments**

23.1.1 Attendees at the Wrexham event represented various equality strands; however the majority voiced opinions from a disability perspective which in part explains the weight given to disability issues within this report.

23.1.2 There was limited representation from some equality strands: Age, race, gender, gender identity, religion and belief, sexual orientation and language received limited coverage.

23.1.3 Members of the public and representatives from organisations made up the 20 attendees. There was a limit set of 20 attendees per event. This was to ensure all voices could be heard equally, and to ensure that any one to one support could be given where necessary.

23.1.4 We discuss what attendees felt are the priorities for the Assembly to consider later in the report, however there were some high level issues that were identified and discussed during the session including:

- Participants felt that there is a failure by agencies to recognise the wide range of inequalities and at a national level there is a need to move away from compartmentalising the agenda. The group felt it would be helpful to take on board a more cross cutting approach to human rights rather than looking at equalities on a strand basis. The group recognised and called on policy makers to ensure that they understand that the agenda is complex and the Assembly should be focused on securing equal rights and respect for all.
- Carers form a 'hidden economy' and are inadequately rewarded – they relieve social care professionals of a considerable burden and WAG of significant costs.
- Securing a meaningful Single Equalities Scheme is also based on access to and quality of information. Many of the views expressed by the group related to increasing awareness and access to information which attendees feel is a key issue in securing ownership and delivery of the scheme in the future. The whole issue of 'signposting' for support services was seen as very important (see also paragraph 9.1.1).
- Transport came though as a cross cutting issue. A range of views were highlighted including access, affordability, confidence to use local services (for example low level buses and accessible bus stops for disabled people only being available at some stops which acts as a barrier, excellent rail services in terms of frequency and choice of destination compromised by difficulties of physical access).

24 Describing Life in Wales

24.1 Enablers

24.1.1 We asked attendees to identify what is good about life in Wales. Views were captured on cards and discussed with the group before being allocated against one of the broad engagement topics.

Broad Engagement Topic	Feedback on enablers
Your early life: early years, inclusive communities, tackling child poverty	Support for parents
Education and training: lifelong learning, modern skills	Training received as a visually impaired physiotherapist Free training Availability of assistance to help with education – courses are at a reduced rate Welsh College of Horticulture gave good training for visually impaired
Your personal life: personal, family and public health, fitness, sport and recreation	Volunteering opportunities Gold card for sports Very good neighbours and friends Guide dog = mobility + independence (since 1950) Established Free prescriptions
Your working life: economic development, skills and jobs	Work/life balance Jobs for life – security Support from Job Centre Plus Sharing/openness
The environment you live in: climate change, rural development,	Rear door bin collection

<p>environmental improvement and spatial planning</p>	<p>Excellent train service</p> <p>Wonderful mix of landscapes – coast – mountains – moors – woods, etc.</p> <p>Good council work in parks, etc.</p>
<p>Community: equality of opportunity, fair and just society, citizen focus, strong safe communities, devolved government, strong accessible public services, outward looking, language, identity and culture</p>	<p>Free access to leisure facilities</p> <p>Community volunteers</p> <p>A sense of belonging and being welcome here</p> <p>There are organisations who will be the voice for disabled people if they wish</p> <p>Opportunities to learn cultural traditions – e.g. Eisteddfodai</p> <p>People <i>knew</i> each other, so more closely knit communities [<i>past tense – potentially a barrier¹</i>]</p>

Attendees were also asked to identify barriers which are reported below.

24.2 Barriers

<p>Broad Engagement Topic</p>	<p>Feedback on Barriers</p>
<p>Your early life: early years, inclusive communities, tackling child poverty</p>	
<p>Education and training: lifelong learning, modern skills</p>	<p>Transport</p> <p>Lack of opportunity</p> <p>Lack of understanding</p> <p>Less opportunities for education in the past</p> <p>Lack of faith schools</p>
<p>Your personal life: personal, family and public health, fitness, sport and</p>	<p>“They know best”</p> <p>Lack of support if you are not established</p>

¹ Author’s emphasis

recreation	<p>in Wrexham</p> <p>Need for fair charging policy across Wales – not post code</p> <p>Care access</p>
<p>Your working life: economic development, skills and jobs</p>	<p>Employer attitude to disabled people</p> <p>Low pay</p> <p>Need for accessible job centres</p> <p>Attitude of employers</p> <p>Stigma/ discrimination re mental health (link to Personal Life barriers)</p> <p>Negative employers</p> <p>Access to work experience</p> <p>Lack of disability awareness</p>
<p>The environment you live in: climate change, rural development, environmental improvement and spatial planning</p>	<p>Poor infrastructure</p> <p>Parking</p> <p>Inconsistent parking charges</p> <p>Not enough public transport</p> <p>Poor public transport, e.g. bus</p> <p>Not enough accessible buses in Flintshire (and accessible stops)</p>
<p>Community: equality of opportunity, fair and just society, citizen focus, strong safe communities, devolved government, strong accessible public services, outward looking, language, identity and culture</p>	<p>Lack of community facilities</p> <p>Lack of community networks for <u>some</u> groups - minorities</p>

24.3 Initial Analysis of Life in Wales

24.3.1 Some of the themes that emerged from capturing enablers and barriers to life in Wales include:

- 'Signposting' was seen as an important issue – if you know where to look for help, there was good access to support, but if you don't know where to start, services are very inaccessible.
- Transport emerged as one of the key barriers to life in Wales.
- The attitude of employers appeared as both an enabler and a barrier but the stronger feeling was that more could be done to ensure that employers do not discriminate in the workplace.
- There was strong feeling among some participants about the general public's lack of understanding about the whole human rights agenda – the importance of realising that equalities issues should not be dominated by the disability agenda and that the right to be different in terms of sexual orientation, faith and belief should be equally recognised.

25 The priorities for the Single Equalities Scheme

25.1.1 We asked participants to consider what priorities the Assembly should consider in developing the Scheme. We then asked participants to vote on their top three priorities with a double vote allotted to the top priority. (Participants did not have to vote for the priority they had put forward for discussion, hence some priorities receiving zero votes). The results are as follows:

Priority	Equality Strand and Engagement Topic	Number of Votes
Easy access to information for all	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	7
Make all counties sing from the same hymn sheet instead of interpreting things their own way	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	6
Realistic funding	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	4
Equalise the cost of social service care throughout the Principality	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	3
Equality of opportunity for all	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	3
A totally inclusive scheme (WAG/Region) that is resourced	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	2
Make sure all agency carers have the right plans for the jobs they are paid to do	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	2
Young people – not just an ‘adult’	All strands (race, gender, gender identity, disability, age,	2

Priority	Equality Strand and Engagement Topic	Number of Votes
scheme	religion and belief, sexual orientation and language)	
Access groups to be paid/funded by WAG	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	2
Social services should recognise young carers...how do they get paid	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	2
Make the DDA law	Disability	2
Access to all services regardless of whether you have a National Insurance number	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	1
Include everyone but don't forget Welsh culture	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	1
Opportunities for fuller community participation	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	1
Less central control	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	1
Employment for all abilities	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0
Is this another paper exercise?	All strands (race, gender, gender identity, disability, age, religion and belief, sexual orientation and language)	0

25.2 Analysis

- 25.2.1 The top priority (7 votes) is the need to ensure that the Single Equalities Strategy makes information access easy for all, not just those who understand 'the system'.
- 25.2.2 Equality of service provision irrespective of location also came through as a high priority (6 votes). Participants came from two local authority areas and felt that your post code could dictate the level of service received. (This conflicts with another – albeit lower – priority which asks for less central control.)
- 25.2.3 This links with two other potential priorities – realistic funding (4 votes) and the need to equalise the cost of social services care across the Principality.
- 25.2.4 Achieving fairness and justice for all was another relatively high priority (equality of opportunity for all – 3 votes – and a totally inclusive scheme – 2 votes). This requires a broad approach to a complex agenda with the Assembly taking action where policy is not translated into practice. Attendees felt that the Single Equalities Scheme is an opportunity for the Assembly to make a positive difference and ensure that practice matches the theory and that the agenda is adequately resourced.

26 Positive Practice

26.1 Potential Case Study Candidates

26.1.1 Rather than identifying specific examples of potential case studies, the group felt that further engagement with the Diversity and Equalities Strategy Working group – a partnership between Flintshire CC and Wrexham CBC – would uncover a range of good practice in the north Wales area.

Appendix G: Engagement Event 6 Report Cardiff 28th November 2007

26.2 The Brief

- 26.2.1 The Welsh Assembly Government (WAG) intends to implement a Single Equality Scheme and Action Plans from April 2008.
- 26.2.2 The Single Equality Scheme will support the mainstreaming of Welsh policy for equality, diversity and human rights, making them integral to the way they do business and fully considered from the outset in policy making and implementation.
- 26.2.3 Our brief is to deliver a programme of engagement activity to ensure that key stakeholders and the public engage and can influence the development of the scheme.
- 26.2.4 We have agreed with the client that we will deliver 6 workshops across Wales focusing on:
- Capturing what life is currently like in Wales across all equalities strands and topic areas).
 - Capturing any barriers (real and perceived) that participants may experience because of their equality issue.
 - Considering what priorities the Welsh Assembly Government need to include in the Single Equalities Strategy.
 - Capturing any existing positive practice around this agenda.
 - Identifying any potential case study subjects (particularly where this cuts across more than one equality strand / engagement topic) for further development into a suite of 8 for the client.
- 26.2.5 This report sets out the information collated at the Cardiff workshop on the 27th November 2007. Some analysis is also included.

27 **Headline comments**

27.1 **Representation**

27.1.1 Attendees at the Cardiff event represented the majority of the various equality strands. These were race, gender and gender identify, religion and belief, disability, sexual orientation and age. However there was no one present representing the Welsh language.

27.1.2 Members of the public and representatives from organisations made up the 26 attendees. There was a limit set of 20 attendees per event. However, this event was oversubscribed, (with approximately 50 expressions of interest in total). We allowed attendees to the maximum room capacity of 26. Those who could not attend were instead encouraged to complete the questionnaire. The limit of 20 for each event was set to ensure that all voices could be heard equally, and to ensure that any one to one support could be given where necessary.

27.1.3 We discuss what attendees felt were the priorities for the Assembly to consider later in the report. However there were some common themes / high level issues that were identified and discussed during the session including:

- The Welsh Government Assembly needs to ensure that current legislation is enforced. It was felt that there are already a number of laws in place to help with the equality agenda however these are not always implemented and upheld.
- To ensure equal rights for all particularly in ensuring that people have equal access to core services with education and training specifically identified.
- To address attitudinal problems (i.e. ignorance/ lack of knowledge) which lead to discrimination, for example by providing mandatory education and training in equality strands.

28 Describing Life in Wales

28.1 Enablers

28.1.1 We asked attendees to identify what is good about life in Wales. Views were captured on cards and discussed with the group before being allocated against one of the broad engagement topics. Attendees were also asked to identify barriers which are reported in paragraph 3.2

Broad Engagement Topic	Feedback on enablers
<p>Your early life: early years, inclusive communities, tackling child poverty</p>	<p>Positive regard**</p> <p>More opportunities to access free pre-school nursery places</p> <p><i>Support of Friends, Local help groups</i></p> <p><i>English support for inclusion in schools</i></p>
<p>Education and training: lifelong learning, modern skills</p>	<p>Access to diagnosis and support in education</p> <p>Knowledge around needs and belief</p> <p>Education</p> <p>Flexibility in delivery of education and skills / training</p> <p>Principle of partnership</p> <p>Consistency across all sectors</p> <p>Disabled students allowance</p>
<p>Your personal life: personal, family and public health, fitness, sport and recreation</p>	<p>Positive support</p> <p>Free prescriptions (x2)</p> <p>Free eye checkups for the over 60's</p> <p>Free dental checkups for the over 60's</p> <p>Free Bus passes</p> <p>Goods and services legislation 2007</p> <p>Understanding</p>

	Personal assistance
<p>Your working life: economic development, skills and jobs</p>	<p>Investment in developing and promoting good equalities practice in workplaces</p> <p>Access to work scheme</p> <p>Mainstream</p> <p>Simple Adjustments</p> <p>Gender duty improved things. It should not be watered down by single equalities scheme (working life and personal life)</p> <p>Working with disability groups</p> <p>Continue to improve work-life balance for all (working life, personal life and environment)</p> <p>Closing the pay gap actions</p> <p>An employer who provides part time 'higher level' jobs higher paid</p> <p>Advice on job applications / CVs</p>
<p>The environment you live in: climate change, rural development, environmental improvement and spatial planning</p>	<p>Inclusive design (needs enforcement)</p>
<p>Community: equality of opportunity, fair and just society, citizen focus, strong safe communities, devolved government, strong accessible public services, outward looking, language, identity and culture</p>	<p>Support network – family, friends and voluntary organisations</p> <p>Active Community groups</p> <p>Local Groups involving local people and being representative of local people</p> <p>Local facilities and services</p> <p>Working with South Wales police</p> <p>Reducing isolation and increasing awareness (Community, working life and education and Training)</p>

<p>All</p>	<p>Positive duties supported by legislation in ASPB's (Assembly sponsored public body)**</p> <p>Living in a multicultural city**</p> <p>Understanding the subject of life**</p> <p>The Social Model of disability – WAG's continued adoption of this approach</p> <p>Resources available</p> <p>Accessible resources</p> <p>Sense of security</p> <p>Opportunities</p> <p>Resources (ESOL)</p> <p>Patience (although lacking today)</p> <p>Equal opportunities</p> <p>Adequate housing</p>
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28.2 Barriers

<p>Broad Engagement Topic</p>	<p>Feedback on Barriers</p>
<p>Your early life: early years, inclusive communities, tackling child poverty</p>	<p>~</p>
<p>Education and training: lifelong learning, modern skills</p>	<p>Lack of support of all kinds**</p> <p>Education on LGBT in schools</p> <p>Lack of awareness</p> <p>Transition from secondary to higher education</p> <p>Lack of resources</p> <p>Institutional discrimination in education and training</p> <p>Funding not withdrawn in non-</p>

	<p>compliance</p> <p>Ambiguity in legislation</p> <p>Barriers</p> <p>Waiting lists for English language classes (Working life and Education and training)</p> <p>Adult education courses often held in inaccessible buildings</p> <p>Gender stereotyping in education / careers (early years, Education and training, working life and community)</p> <p>Lack of support</p> <p>Further / higher education courses are too inflexible particularly for people with caring responsibilities / full time jobs</p>
<p>Your personal life: personal, family and public health, fitness, sport and recreation</p>	<p>Access to health care</p> <p>Lack of personal care and support</p> <p>Isolation (real and perceived)**</p> <p>Being a small majority</p> <p>Ignorance and hostility regarding access to goods and services</p>
<p>Your working life: economic development, skills and jobs</p>	<p>Expense and availability of good childcare**</p> <p>Public transport is still too expensive, inaccessible and unreliable**</p> <p>Poor enforcement of equality legislation and equalities duties</p> <p>Employers attitudes**</p> <p>Gender pay gap and inflexible working practices**</p> <p>Pay gap between women and men. Women in caring professions – gender stereotypes</p>

	<p>Employers commitment further work – education and learning equality and diversity</p> <p>Recognition of skills / qualification from other countries</p> <p>Difficult to get a P.A. at short notice to assist in doing my job e.g. driving</p> <p>Lack of female entrepreneurs (early years, Education and training and working life)</p> <p>Glass ceilings for women in management</p>
<p>The environment you live in: climate change, rural development, environmental improvement and spatial planning</p>	<p>Inaccessibility**</p> <p>Lack of dropped kerbs in my village</p> <p>Take a more proactive approach to recycling and improve local collections and facilities</p> <p>Carbon footprint</p> <p>Non disabled people using accessible parking</p> <p>Inaccessible</p> <p>Curbs</p>
<p>Community: equality of opportunity, fair and just society, citizen focus, strong safe communities, devolved government, strong accessible public services, outward looking, language, identity and culture</p>	<p>GP surgery waiting times, appointments etc</p> <p>No support from services</p> <p>Violence against women – domestic abuse, rape etc affects significantly more women. Gender duty**</p> <p>Charging for hospital parking (Disabled in particular)</p> <p>Statutory services / law male orientated. More is spent on male perpetrators than victim services.</p> <p>Failure to take responsibility (Community,</p>

	<p>or work or education)</p> <p>Lack of understanding / knowledge**</p> <p>Lack of finance (community and education)</p> <p>Acceptance in the community city to rural</p> <p>Ineffective and expensive public transport</p>
<p>All</p>	<p>Attitudes**</p> <p>Joe Bloggs' mind and action**</p> <p>Compromised / Limited Access to resources**</p> <p>Stereotypes that lead to discrimination**</p> <p>Public Transport</p> <p>Discrimination</p> <p>Lack of positive role models / representation</p> <p>Lack of understanding of realities of BME people</p> <p>Misunderstanding</p> <p>BME representation</p>

28.3 Initial analysis of life in Wales

28.3.1 There was a broad range of enablers identified but the over riding key themes were:

- Support; whether that be informal or formal through family and friends, voluntary organisations, community groups or through education (teaching English, diagnosis/statementing), health (free prescriptions for all, free eye care for over 60's), access to work scheme, resources or legislation.
- Implementation of legislation, duties and schemes such as the goods and services legislation, gender duty, access to work scheme and the adoption of the social model of disability.

28.3.2 Again there was a broad range of barriers identified but the overarching key themes were:

- Problems with attitudes including ignorance and a lack of knowledge leading to discrimination.
- Lack of support and resources particularly in education and training, working life (e.g. child care), community (e.g. lack of finance) and in personal life.
- Other issues included poor enforcement and ambiguity of equalities legislation and duties, problems with public services i.e. public transport and access to health care.

28.3.3 Interestingly some of those identified as enablers like resources and support are also identified as barriers, indicating there are inequalities in their provision across the engagement topics.

29 The priorities for the Single Equalities Scheme

29.1.1 We asked participants to consider what priorities the Assembly should consider in developing the Scheme. We then asked participants to vote on their top three priorities. The results are as follows:

Priority	Equality Strand and Engagement Topic	Number of Votes
Enforcement of existing laws	All, All	11
All groups/people in Wales have fair and equal access to core services	All, All	6
Equalities education throughout schooling / Education address inequalities and resourcing	Education and Training, All	6
Communication	All, All	5
Mandatory equality training (including disability equality training, especially within the Welsh Assembly Government to set an example).	All, All	5
Support Initiatives with funding	All, All	4
Take the opportunity to tackle multiple / cross strand discrimination	All, All	3
BME (equal) representation at all levels / Check that BME groups are fairly represented at all levels in all services.	All, Race	3
Equality to all groups specific agendas	All, All	3
LGBT Issues	All, Sexual Orientation, Gender and Gender Identify (All)	2
Enact principles of human rights act	All, All	2
More resources for voluntary / support agencies	All, All	1

Benefits of working, for example well being and money	Working Life, All	1
Increase the participation of women in the economy	All, Gender	1
Require ASPBs (Assembly sponsored public bodies?) to publish annual equality audit	All, All	1

29.2 Analysis

29.2.1 The top priority for the Assembly to consider is the need to enforce existing laws. This is also reflected in the enablers and barriers section. Attendees felt that there were a number of laws already in place which needed to be implemented effectively.

29.2.2 Joint second were firstly that all groups/people in Wales have fair and equal access to core services and secondly that all groups/people have equal access to education and resources (for education). These two priorities fit well together in that they both reflect the key issue of the meeting in that everyone should be treated equally, with equal rights and equal access.

29.2.3 Joint third were firstly that communication needs to improved, and secondly that there should be mandatory equality training especially within the Welsh Government Assembly to help set an example for the rest of Wales to follow.

30 Positive Practice

30.1 Examples of Positive Practice

30.1.1 No specific good practice examples were given, however those that were identified during the discussion were:

- Free Prescriptions.
- Disabled Student Allowance.
- Goods and Services Legislation 2007.
- Access to work scheme.
- Gender Duty.
- Adoption of the Social model of disability.

30.2 Potential Case Study Candidates

30.2.1 Two potential case studies were identified from the equality strands of race and sexual orientation. Both of these were from attendees representing the groups of these two strands.

Appendix H: Publicity list

This appendix contains a list of over 260 organisations that were sent publicity of the engagement events and questionnaire. They included charities, community, support and voluntary groups, health service bodies, further and higher education institutions, government bodies, local authorities and bodies, and trade unions.

These organisations were sourced from contacts from SEDU, groups that were identified in the course of the project and organisations used to publicise the project to the public, such as local press and libraries in the vicinity of the engagement events.

Abergavenny MIND
Aberystwyth and District Community Association
Aberystwyth Barnardos
Aberystwyth Library
Aberystwyth Today
Aberystwyth Women's Aid
Access for Black Children with Disabilities (ABCD)
Advocacy Action Wales
Afan College
African Community Centre
Age Concern Cymru
Age Concern Cymru Older LGBT Forum
Age Concern Gwynedd A Mon
All Wales Ethnic Minority Association
All Wales Saheli Association
Alzheimers Society
Anglesey Local Health Board
Annie's Orphans
Antur Teifi Aberystwyth
Arfon Access Group
Arthritis Care Wales
Assemblies of God in Great Britain & Ireland & South Wales
Association of Baha'I Women
Association of Voluntary Organisations in Wrexham (AVOW)
Ataxia South Wales
Baha'I Council for Wales
Bangladeshi Welfare Association
Bangor and Anglesey News
Bangor Islamic Centre
Bangor Library
Barnardo's Newport Young Families Scheme
Beacon of Hope
Bettws Library Information Centre
Black Environment Network (BEN)
Black Voluntary Sector Network Wales (BVSNW)
Blaenau Gwent Local Health Board

BME Projects, Cardiff Housing Association
Bobath Children's Therapy Centre Wales
Brecknock Access Group
Brecknock Womens Aid
Brecon and District DisABLEd Club
Bridgend County Borough Council
Bridgend Local Health Board
Bridgend People First
British Red Cross
British Trust for Conservation Volunteers
BSL Futures Partnership
Buddhist Council of Wales
Caernarfon & Denbigh Herald
Caernarfon Library
Caerphilly Local Health Board
Caerphilly People First
Caia Park Partnership Ltd
Cambrian News
Cardiff and Vale Coalition of Disabled People (CVCDP)
Cardiff Council People & Organisational Development
Cardiff Gypsy and Traveller Project
Cardiff Gypsy Sites Group
Cardiff Institute of Higher Education
Cardiff Local Health Board
Cardiff MIND
Carers Wales
Carers' Outreach Centre
Carmarthenshire NHS Trust
Cartref Bontnewydd Family Support Centre
CCBAG Swansea
Centre for Alternative Technology (CAT)
Centre for help and advice for disabled
Ceredigion Advocacy Network
Ceredigion Care Society
Ceredigion Chamber of Commerce
Ceredigion County Council
Ceredigion Federation of Womens' Institutes
Ceredigion Local Health Board
Ceredigion Volunteer Bureaux Service
Chernobyl Children Lifeline Caernarfon Link
Children in Wales - Plant Yng Nghymru
Choice
Christian Aid Cymorth Cristnogol
Church in Wales
Churches' National Assembly
Churches Together in Wales (CYTUN)
Chwarae Teg
City & County of Swansea Performance and Strategic Planning

Coedpoeth Library
Comins Coch Community Association
Commission for Equality and Human Rights (CEHR)
Communication Workers Union (CWU)
Community Development Cymru(CDC)
Compass Community Care Society
Comptons Yard Charitable Trust Ltd
Conwy & Gwynedd News
Conwy CBC
Council of Ethnic Minority Voluntary Sector Organisations (CEMVO)
Crossroads Caring for Carers
Cwmdulais Uchas Community First Patnership
CyMAL: Museums Archives and Libraries Wales equal opportunities advisor
Cymdeithas Genedlaethol Awtistiaeth (N.A.S)
Cynon Valley Young Carers within the Y.M.C.A
Cystic Fibrosis Trust
Dawn
Day Break
Deaf Association Wales
Dee Valley Families Project
Deeside Voluntary Organisations Network
Denbighshire Disability Forum
Disability Advice Project
Disability Arts Cymru
Disability Wales
Disability Resource Centre
Disabled Young People in Wrexham
Disablement Welfare Rights
Displaced people in action (DPIA)
Dyfed Association for the Disabled
Dynamic
Ecodyfi, Machynlleth
Equal Opportunities Commission
Equality and Human Rights Commission (EHRC)
Evangelical Alliance Wales
Fieldsman Trails Ltd
Filipino Association of North Wales
Flintshire Access
Flintshire Chronicles
Flintshire Local Voluntary Council
Free Church Council for Wales
Friends and Neighbours (FANS)
Funky Dragon
Gorseinon College
Grandparents Network
Healthy Minds at Work
Help The Aged in Wales
Her Majesty's Revenue & Customs LGBT

Hi Jinx Theatre
Higher Education Funding Council for Wales (HEFCW)
Hindu representative Whitchurch
Hope Library, Wrexham
Independent Mental Capacity Advocacy (IMCA) Wrexham
Inter-faith Council for Wales
Iraqi People's Support Group
Jewish representative, Roath
LGBT Excellence Centre Swansea
Llandrindod Wells Y.M.C.A
Llanelli Disabled Access Group
Lliw Valley Womens Aid
Marie Curie Cancer care
MENCAP Cymru
Mentro Lluest nursery, Aberystwyth
Merthyr Tydfil County Borough Council
Merthyr Tydfil Local Health Board
MIND Cymru (National Association for Mental Health)
Minority Ethnic Women's Network Cymru (MEWN)
Monmouthshire Local Health Board
Multiple Sclerosis Society Wales Cymru
Muslim Council of Wales
Muslim students University of Wales
National Federation of Women's Institutes
National Library of Wales, Aberystwyth
Neath Port Talbot Access group
Neath Port Talbot Local Health Board
Network of Engaged Buddhists
Newport Central Library
Newport Somali Association
Newport Sudanese Community Association (NSCA)
NHS Centre for Equality and Human Rights
North Ceredigion 50+ forum
North East Wales Institute of Higher Education
North Wales Access Group
North Wales Police Advisory Group
North Wales Police LGBT Liaison
North Wales Race Equality Network (WREN)
Opportunity Housing Trust
Overton Library, Wrexham
PCS Revenue and Customs Group, Disabled members advisory committee
Pembrokeshire County Council
Pembrokeshire Family Link
Pembrokeshire Local Health Board
Playright
Pontardawe Library
Powys Local Health Board
Powys Rural Support Network

Prospects

RADAR the disability network

Reach

Roman Catholic Archbishops House Cardiff

Royal National Institute for the blind (RNIB)

Royal National Institute for the deaf Cymru (RNID)

Ruabon Library, Wrexham

Schizophrenia Association Of Great Britain, Bangor

Scope Response

Shelter for Cymru

Shree Swaminarayan Temple

Sikh Cultural Association for South Wales

Social Interface Ltd., Bangor

Social Justice and Human Rights, Public Service Management Wales

Somali Integration Society

South East Wales Race Equality Council (SEWREC)

South Wales Access Group

South Wales Argus

South Wales Evening Post

South Wales Jewish Representative Council

South Wales Police Advisory Group

St George's Day Centre

Stonewall Cymru

Swansea Access For Everyone

Swansea Bay Race Equality Council

Swansea Bay Racial Equality Council (SBREC)

Swansea Chinese Community Co-Op Centre

Swansea College

Swansea Local Health Board

Taff Housing Association

Tai Pawb

Tenovus the Cancer Charity

The Beacon of Hope

The Disability Resources Centre

The Flintshire Leader & Standard

The Journal (Rhyl, Prestatyn, Abergele)

The Maritime Volunteer Service

The National Youth Advocacy Services

The North Wales Chronicle

The Stroke Association

The Wellbeing Centre Nantgarw

The Workers Educational Association

Transwales

TUC Wales

Tywyn Library

UCU trade union and professional association

Unique

UNISON

USDAW

Vajraloka Buddhist Meditation Centre
Vale of Glamorgan Local Health Board
Valleys Race Equality Council

VALREC

Visit Wales Disability Advisors
WAG Critical Friends Network
Wales Council for Deaf People
Wales Council for the Blind
Wales Council for Voluntary Action (WCVA)
Wales OPAG (older peoples advisory group)
Wales Pensioners
Wales TUC
Wales TUC Equal at Work project
Wales Wheelchair transportation service
Wales Women's National Coalition
Welsh Asian Council
Welsh Border Community Transport
Welsh Dysphasia Trust
Welsh Local Government Association Equalities Unit
Welsh Refugee Council
Welsh Women's Aid
Women Connect First
Women In Tune
Women Making a Difference Project
Women's Aid Aberystwyth
Wrexham Advocacy
Wrexham County Borough Council
Wrexham Evening Leader
Wrexham Independent Mental Capacity Advocacy (IMCA)
Wrexham Library
Wrexham Local Health Board
Wrexham Mail
Wrexham Refugee and Asylum Seeker Support Group (WRASSG)
Yemeni Community Association
Young Disabled Persons Network
YWCA England and Wales

Appendix I: Case Study Framework

Case Study Framework

Why the interviews are being undertaken

As you may be aware Tribal has been asked by the Welsh Assembly Government to carry out consultation on the development of a single equality scheme. Public consultation events have already taken place at a range of locations across Wales. We have asked a number of people to take part in case study interviews. The aim of these interviews is to find out more about individual's experiences of life in Wales.

What the interviews will cover

The interview will cover questions about your life in Wales including positive and negative experiences, challenges you may have faced and any support that you have had to deal with these challenges. We are particularly interested in these experiences in relation to your age, gender, disability, ethnicity, sexual orientation, religion and belief, gender identity and language (whichever are relevant to you). Questions will cover the following areas that apply to you for the time that you have lived in Wales

- Your early life.
- Education and training.
- Your family life and leisure.
- Your working life.
- The environment you live in.
- The community.

Confidentiality

At the end of the interview we will discuss how we will present the information given. If you choose we can ensure that the information is anonymised although there are some other options which we want to discuss with you once the interview is completed. We will however respect your right to anonymity if this is your preference.

1. Have you lived in Wales all your life? If not for which part of your life have you lived in Wales?

2. Can you tell me which of the following equalities areas are most relevant to you?

- Gender
- Age
- Disability
- Ethnicity
- Sexual orientation
- Language
- Gender identity
- Religion and belief

3. Thinking about your early life how did your *(insert relevant equalities areas)* impact on your life at this time? *(Probe on challenges, barriers, support, positive and negative outcomes)*

4. Thinking about your education and training how did/does your *(insert relevant equalities areas)* impact on this area of your life? *(Probe on challenges, barriers, support, positive and negative outcomes)*

5. Thinking about your personal life (family and leisure) how did/does your *(insert relevant equalities areas)* impact on this area of your life? *(Probe on challenges, barriers, support, positive and negative outcomes)*

6. Thinking about your working life how did/does your *(insert relevant equalities areas)* impact on this area of your life? *(Probe on challenges, barriers, support, positive and negative outcomes)*

7. Thinking about the environment in which you live how did/does your *(insert relevant equalities areas)* impact on this area of your life? *(Probe on challenges, barriers, support, positive and negative outcomes)*

8. Thinking about the community in which you live how did/does your *(insert relevant equalities areas)* impact on this area of your life? *(Probe on challenges, barriers, support, positive and negative outcomes.)*