3. Engagement and the equality duty: A guide for public authorities

Vol. 3 of 5
Equality Act 2010 guidance for English public bodies (and non-devolved bodies in Scotland and Wales)
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1. Introduction

Context for this guide
This guide is one of a series written by the Equality and Human Rights Commission (the Commission) to explain how public authorities can meet the requirements of the Equality Act 2010 (the Act). The Act brings together all previous equality legislation in England, Scotland and Wales. The Act includes a new public sector equality duty (the equality duty or the duty), replacing the separate duties relating to race, disability and gender equality. The duty comes into force on 6 April 2011.

There are five guides giving advice on the equality duty:

1. *The essential guide to the public sector equality duty*
2. *Equality analysis and the equality duty*
3. *Engagement and the equality duty*
4. *Equality objectives and the equality duty*
5. *Equality information and the equality duty.*

*The essential guide* provides the main overview of duty requirements. The other four documents provide additional practical advice and advice on best practice. Further information, including resources and a frequently asked questions section can be found on the equality duty section of the Commission’s website: www.equalityhumanrights.com.

If you require this guide in an alternative format and/or language please contact our helpline to discuss your needs.

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Legal status of this guide
This guide is a practical explanation of what can be done to ensure authorities are meeting the equality duty. It does not have legal standing like the statutory Code of Practice on the public sector equality duty, which can be used as evidence in legal proceedings under the Act. This guide can of course be referred to, but courts do not have to take it into account when making a decision. We therefore recommend that public authorities use the Code as their key point of reference when seeking to clarify any legal issues. The Code is due to be published later in 2011.

Where there is an explicit legal requirement under the duty, it is indicated in this guide by the terms ‘you must’ or ‘you are required to’. Other advice in this guide is clearly labelled as ‘good practice’ or as a recommendation, and is therefore not a legal requirement. Case law, however, has established certain principles on meeting the previous equality duties, and we have also indicated these by a reference to case law precedent or by explaining how certain steps may help you to comply with the duty or demonstrate compliance.

This guide is for public authorities in England and for those with non-devolved functions in Scotland and Wales. Separate Codes and guidance on the equality duty will be available from the Commission for public authorities in Scotland and in Wales. These reflect the differences in the specific duties for Scotland and Wales.

This guide was last updated on 12 January 2011. Check our website www.equalityhumanrights.com to see if it has been replaced by a more recent version.

Aims of this guide
The aim of this guide is to help public authorities subject to the equality duty to prepare for its implementation. The guide provides more detailed advice to supplement the information set out in the essential guide.

Who this guide is for
This guide has been developed primarily for those undertaking engagement in relation to the equality duty, in public authorities subject to the duty. It should be read by relevant equality, business planning, procurement and human resources staff. It will also be helpful for staff involved in grant-making functions and for those who govern or scrutinise public authorities, like local councillors or board members.

The guide will also assist those who have an interest in the work of public authorities. This includes service users, voluntary sector bodies, trade unions, equality organisations and people with the protected characteristics (also referred to as ‘protected groups’), as set out in the Act. The equality duty covers the following protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The duty also covers marriage and civil partnerships, but not for all aspects of the duty. We are planning to
publish a guide for voluntary and community sector bodies in spring/summer 2011, as the duty has a wide range of implications for their work, such as when providing services, applying for public funding or assessing the performance of public authorities on equality.

**Content of this guide**
This guide sets out what engagement is, why engagement is important, who public authorities should engage with, when they should engage and how they can do this. It provides advice on publishing engagement information and it sets out some success factors for engagement.
This guide was last updated on 12 January 2011. Check our website www.equalityhumanrights.com to see if it has been replaced by a more recent version.

**A note on terminology**
In the guide we use the term ‘policy’ as shorthand for any relevant function or activity of your organisation on which you may wish to engage stakeholders in dialogue. Therefore ‘policy’ needs to be understood broadly to embrace the full range of your policies, practices, activities and decisions, including the delivery of services – essentially everything you do. It includes both current policies and new policies under development.
2. What is engagement?

Engagement is a broad term, intended to cover the whole range of ways in which public authorities interact with their service users and their employees, over and above what they do in providing services or within a formal employment relationship. Engagement may be one-off or repeated over a longer period of time. It may be formal or informal. It may be focused on a specific issue or on service delivery or workforce issues more broadly.

Engagement in the context of the equality duty should initially be used to support equality information gathering, equality analysis, and objective setting. After this, engagement with stakeholders and service users is valuable for reviewing progress against objectives.

What the duty requires on engagement

| Public authorities covered only by the general equality duty: Although there is no specific requirement under the general duty to engage with the public, the general duty to pay due regard to the need to advance equality requires public authorities to have an adequate evidence base for its decision-making. Engagement can assist with developing that evidence base. |
| Public authorities also covered by the specific duties: The specific duties assume the need to undertake engagement by saying that listed bodies must publish information about the engagement they have undertaken with persons with an interest in furthering the aims of the duty, including while developing their objectives. The specific duties do not set out how or when engagement should be undertaken. |
3. Why engage with stakeholders?

**Improving what you do**

Engagement enables public authorities and people with an interest in their work to pool their knowledge and experience on equality and good relations. This intelligence can then be used to achieve shared aims and to deliver better decision-making, for example, in policy and service development and in setting priorities for action.

If public authorities can show that their engagement is used constructively, better services and greater trust should result by increasing transparency and making public authorities more accountable.

**Ensuring compliance with the duty**

The Commission's *Essential guide to the equality duty* sets out what public authorities need to do to meet the general equality duty. You will be better able to make progress on many of these areas by engaging with people who are likely to be affected by your decisions. Examples of this include:

- identifying particular needs, patterns of disadvantage and poor relations between groups
- understanding the reasons for disadvantage, low participation rates and poor relations
- designing initiatives to meet these needs and overcome these barriers
- identifying opportunities to promote equality and foster good relations
- determining priorities
- understanding the relevance of functions to equality
- analysing the equality impact of particular programmes, policies or proposals
- monitoring and evaluating initiatives, policies and programmes.

**Setting objectives and measuring progress**

The specific duties require listed bodies to publish details of the engagement that they undertook when they developed their equality objectives. Engagement can help you prioritise which objectives are most likely to make the biggest difference to tackling inequality. Protected groups (see introduction) can be well-placed to help identify needs, patterns of disadvantage and poor relations between groups and the reasons for them. They can also provide evidence for objectives where quantitative information, such as on sexual orientation, is not yet available.

Engagement is also valuable when monitoring performance on your equality objectives. You will be able to gain an understanding of how your policy is being
implemented on the ground and whether there are any unexpected consequences which are limiting its success or adversely affecting people.

**Improve your equality information**

Solid equality information is the cornerstone of equality work, enabling public authorities to shape effective and efficient policies. Where you have gaps in your information base you can use information that you gain from engagement to fill them. This may be particularly helpful for areas which are most sensitive, like gender reassignment, where you are less likely to have quantitative information.

Engagement can also help you to interpret existing information. For example, you may find that reported incidences of targeting a victim on the grounds of sexual orientation, race, disability and religion or belief (hate crime) are increasing but that this is due to an increase in the willingness of certain protected groups to report it, rather than an increase in instances of hate crime itself.

**Analysing equality impact**

Engagement can help you to analyse your policies for their impact on equality. It can help you gather the views, experiences and ideas of those who are, or will be, affected by your decisions. It can help you to base your policy on evidence rather than on assumptions. It can be useful for finding solutions to problems and for overcoming barriers faced by particular groups. Stakeholder engagement can be a valuable way of monitoring and evaluating the success of your initiatives and of understanding where improvements may be necessary.

Engagement can help you to design more appropriate services. These are more likely to be effective and to make better use of resources. You can avoid the costs of remediating and adapting services after their implementation and pre-empt complaints, which can be costly and time-consuming.
4. Who should you engage with?

You should engage with those people who have an interest in how you carry out your work generally, or in a particular policy. This may include former, current and potential service users, staff, staff equality groups, trade unions, equality organisations and the wider community. In deciding who to engage, you should consider the nature of the policy and the groups who are most likely to be affected by it.

You may want to consider relevant factors like the extent of the impact the decision may have on each group, and the size of each group. Be careful not to make assumptions when deciding who to engage. For example, lesbian, gay and bisexual people may wish to contribute as much to questions on education or regeneration as they will to issues on health or homophobic crime.

Try to identify the employees, service users and other people and groups who may be affected by your work or may want to be involved. Once you have identified relevant groups of people, you will need to prioritise who is most likely to be affected and the impact in terms of equality and good relations that each group is likely to experience.

Consider people from less visible groups and groups you may not have engaged with before who may be interested or affected by your work. You may be able to link into existing forums or community groups or to speak with representatives to help you reach them. Some people may not want to participate because sharing their experiences could compromise their privacy. For example, some gay, lesbian, bisexual and transgender people may not want to openly share information about themselves and their experiences. Think about talking to representative groups about how to engage with these people or consider commissioning them to undertake engagement on your behalf. Creating opportunities for people to participate in supportive and safe environments where they feel their privacy will be protected, or via technology such as the internet, may also be possible solutions.

There are certain people whose views are rarely captured. This can be because they find it difficult to participate, they are less visible, they belong to more than one protected group, or they tend to be excluded. Relying solely on representative or community groups can also mean that the perspectives of 'seldom heard' people are not always adequately captured.

Examples of those who commonly experience barriers to participation include:
  • people with mental health conditions
  • people with learning difficulties and disabilities
  • Gypsies and Travellers
• People who are undergoing, are considering or have undergone gender reassignment
• older and young people
• pregnant and breastfeeding women
• asylum seekers
• refugees
• people with caring responsibilities
• people on low income or benefits.

Some also face barriers due to their location, like people in rural settings or areas of high deprivation as well as those living in residential settings like people in care homes and some ‘looked-after’ children.

Barriers to engagement need not be insurmountable. You can encourage a broad range of people to participate if you are committed and you take the time and effort to plan. You should bear in mind that in many cases public services are particularly important to these groups. Don’t forget to think about how groups will become aware of your engagement activities. This includes thinking about how and where information about the activity is presented. For example, could people find out about it through health centres, places of worship, the internet or by email? Does it need to be in different formats? Will outreach work be required to make contact with groups who you may not be able to reach through normal communication methods? It is also important to think about how you will continue to engage with these groups throughout the decision-making cycle in order to make the activity meaningful and to instil trust.

It is useful to be aware of any previous history and patterns of community engagement. For example, have there been positive or negative experiences that may impact on your work or are there any controversial issues in the area, such as service cuts or changes that may be raised? It is helpful to recognise that prospective participants will have different levels of knowledge and understanding of your decision-making processes and may not be familiar with formal meetings or decision-making. Consider whether participants have clear and sufficient information to meaningfully participate.

Some groups may not think their views will be taken seriously or are not confident in participating. You may want to think of communication strategies which will make it clear that you want their participation. By engaging with you, people will have taken the time and effort to help you with your work. Consider how you will ensure that their engagement will make a difference and how you can show that consideration has been given to their suggestions.

Both individuals and organisations have limited resources and many calls on their time and expertise. This means that giving good notice of events makes it more likely that they will be able to participate. Another consideration is the timing of events, in order to ensure that as many people can attend as possible. You may want to consider paying for their travel or providing training or administrative support to help them to help you. Consider whether payment for
their participation would be appropriate. If you make payments, remember that it can have implications on tax, benefit, and national insurance matters for participants.
5. When should you engage?

In practical terms, you will not be able to engage with every protected group on every decision. As a starting point you will need to decide how relevant the policy is for equality and good relations and for a particular protected group. It is often helpful to consider how you would be able to explain how you came to this decision.

Some policies will be relevant to most or all protected groups, such as changes to local healthcare. Other policies may be more relevant to one ‘aim’ of the duty than to others, for example programmes which aim to improve community relations between protected groups or are aimed at the needs of some protected groups but not to others, for example changes to translation services. Whether you engage, the methods you use and the degree of engagement need to be commensurate with the size and resources of your organisation, and to the significance of the policy and its impact on equality. Remember that there are ways to engage with stakeholders that do not require significant resources, such as an on-line questionnaire.

Don't forget to consider what information you already have. You may have gathered this through previous engagement exercises on similar issues; staff and stakeholder surveys; or other research findings. So long as the information isn't too old to be relevant, this will avoid duplication of work and time for both you and your stakeholders. It can also provide you with an understanding of where the gaps in your information are.

Consider working with other public authorities to carry out engagement activity. This can save resources and may help individuals or organisations that would otherwise find themselves participating in too many engagement exercises.

Engagement can be particularly effective if it is built into the whole decision-making process, as this gives participants a chance to feed into each stage. This means considering how to engage at each main stage of the process where it is appropriate and proportionate to do so, such as:

- at the beginning of the decision-making process: to gather opinions, evidence and ideas on the policy
- at the point of developing options and making your decision: to better understand the perceptions, views and preferences of stakeholders and to use this information to develop and weigh up different options and come to a final decision
- when implementing your decision: to develop action plans and implementation strategies
- following implementation: to review and evaluate performance.
For the purposes of demonstrating due regard to the aims of the duty, it is crucial that you undertake engagement before decisions are finalised.
6. How should you engage?

Consider what you want to achieve

From the outset, it is vital to be clear about what you want to get out of your engagement. For example, do you want to:

- determine what your organisation’s equality objectives should be
- seek views on how equality and good relations might be affected by a specific issue, to help you improve a policy
- seek specific information, perhaps to close information gaps or to understand why some groups face particular barriers
- seek help in preparing a strategy or report on an issue.

This is not a definitive list, and often you will want to achieve more than one thing. But it is vital to be clear about your aims and to share those with the people you engage with. If, for example, you have no real scope to change a particular service – perhaps for financial reasons – it’s important to make that clear from the outset.

Remember that to make best use of everyone's time and resources, it is also important to identify what information you may already have from previous research and stakeholder engagement. You can then determine where the gaps in evidence are, what you are seeking to find out, and from whom. This will help focus your engagement activities.

Knowing the timeframes and cost limitations at an early stage will help inform the scale and type of engagement you will conduct. It is worth thinking about what decision-making processes you will need to follow within your organisation to ensure that the results of engagement are actively considered. For example, do you need to comply with internal policies on public participation? Will you need to factor in time to deliver reports or presentations to internal boards so that they have an opportunity to properly consider the information before decisions are made?

Think about how much internal support you have for your policy and for engaging stakeholders in your organisational decision-making. Do you need to foster greater buy-in from any part of your organisation to be able to deliver a successful result?

Choose the right method

Engagement is most effective when it is well-planned. You may well be able to draw on methods and techniques that you or others in the authority have already used to consult and involve groups with protected characteristics and wider
stakeholders. Learning the lessons from previous exercises of what has worked well or not so well will be important.

There are a number of common engagement methods that public authorities regularly use. You may already use a range of different methods that work well for you but if you find that you struggle to reach some protected groups or you want to think about new ways of doing things you may want to consider some of the following methods. This list is not intended to be exhaustive.

A range of case studies of how these methods have been used with different protected groups is available on the Commission’s website: www.equalityhumanrights.com.

Examples of engagement methods

**Review group**

This is a formal group of representatives with expertise in key areas, for example on the needs of disabled people or the experiences of different groups. A review group can provide expertise on an ongoing basis. This will allow it to input information and highlight risks, opportunities and options for action. Group members are often recruited via a formal recruitment process and participation is often paid.

Setting up a review group will be most suited to medium to large organisations that have the capacity to devote the necessary time and resources to establishing and managing a group. A review group can be engaged on an ongoing basis and at all stages throughout a decision-making process.

**Focus groups**

This is a small number of people brought together with a moderator to discuss a specific topic in depth. It is usually between 6 and 12 people with the aim of generating a discussion on a topic and collecting information on the preferences and beliefs of the participants. Using discussion rather than formal questions and answers allows for greater probing of views.

Focus groups can be held throughout your decision-making process. For example, you can set up a focus group to identify key themes and priorities at the start of your decision-making process then reconvene the group at set stages through your decision-making process to consider options for action and to evaluate implementation. You can use focus groups to engage specific groups who may not respond to other, more general engagement methods. For example, you can establish a focus group made up of older people with a mental health condition or of disabled parents.

**Representative groups**

This is a body of people which represents the interests of a particular group. These vary in form and size from small, locally based and informally structured self-advocacy or support groups to large regional and national organisations with
formal structures and dedicated staff. Working with representative groups will help you to obtain both evidence and their views. These groups can also advise you on how to engage people in your community.

Representative groups can also help you deliver any engagement activity. For example, you could arrange for representative groups to arrange and hold meetings or focus groups. They could be commissioned to collect information and write reports on relevant issues to help you in your decision-making. Any engagement of this type should be seen as a professional partnership and payment may be appropriate.

**Existing structures**

Some common existing structures include school councils, service user forums, staff networks, trade unions and local area networks. Existing structures can be useful where time is short, but it is important to check that membership is relevant to the matter being reviewed i.e. that there is adequate participation of affected people.

**Online engagement**

There are a range of online methods, such as online forums, social networks and live discussions with a facilitator. Online engagement can be useful because it is easy and relatively inexpensive to engage a wide range of participants. It is also a good way to engage those who may prefer a greater degree of privacy. You can invite particular groups or individuals to participate.

Consider how to make people aware of your online engagement. It may be best used as one of several engagement methods on a particular policy, rather than in isolation, because not everyone has access to technology or the capacity to use it effectively.

**Future search conference**

This is an event for stakeholders to come together to consider a decision or policy in the context of their priorities and aspirations for the future. To use this method effectively, you should aim to engage people who are interested in or affected by your work, as well as people who have influence in your community.

Stakeholders participate in a moderated discussion of their priorities, views, goals and aspirations as they relate to the relevant policy. A key aim is for participants to develop a shared vision for the future through discussion and deliberation. This approach is useful if you want to collect and use information on the perspectives and priorities of your main stakeholders. It helps participants understand the agendas of others. This can help the group start to identify shared interests and to develop common goals.

**Conversation café**

This technique recognises that some people prefer participating in a less formal way. In a conversation café, a mediator runs the event and participants are encouraged to divide into smaller groups for informal discussions on a range of
topics. Participants can drop in or out of groups as it suits them. They normally take place in familiar places where participants feel comfortable, for example, libraries, bookshops or cafés.

**Appreciative inquiry**

This method uses questions designed to encourage people to talk about their experiences of a particular issue. It aims to encourage participants to focus on finding solutions to issues and their experiences of ‘what works’. It can be empowering, as it gives people the confidence to think broadly and take risks. It can help to build relationships and to improve understanding. It can also be useful in encouraging motivation, particularly if participants feel resistant to change or that they are being criticised.

**Citizens’ juries**

A citizens’ jury is a way of structuring an event that is modelled on the idea of a criminal jury. Around 10 to 20 people are selected to participate and they are presented with information by expert ‘witnesses’. This could be information on a policy or a range of options for action. This process can take a few days, depending on the resources available and the complexity of the issues. The jury then considers the information and makes recommendations on key points.

For example, the jury might recommend priorities for an action plan or call for further background work on particular areas. Citizens’ juries do not involve large numbers of people and will not be suitable for every organisation and every policy. They may require significant resources, such as external experts and specialists to attend and present information. They are best used by organisations with sufficient time and financial resources to ‘test’ awareness and different options for action on contentious and high-impact decisions.

**Open Space**

Open Space is a method for convening people on a specific question or task and giving them responsibility for the agenda. A facilitator identifies the question that brings people together and offers a simple process for participants to start the discussions. It works best when the work is complicated, the ideas are diverse and the participants are keen to find a solution. It usually takes place over half a day to two days.

**Citizens’ summit**

This is a large-scale meeting where participants spend time working in small groups and a facilitator collates participants’ ideas and votes on a computer. The information from different groups is sent to a central point and distilled into themes, which all participants can comment or vote on. It is useful as it combines small scale discussions with large group decision-making. This approach is resource intensive and will be most suited to larger organisations considering decisions on issues that have a wide and deep impact on their communities. It can be used to consider policy options and help set priorities for action.
User panels
These are regular meetings of service users to consider and discuss the quality of a service or another topic. They can help you to identify the concerns and priorities of service users and can lead to the early identification of problems or ideas for improvements. They are a way of getting the views of users on their experiences and expectations of services. You can also use them to test the reaction of users to changes and proposals and to find and generate ideas for improvements. This method can be particularly useful for monitoring and evaluating your work.

Plan effectively
Engagement is most effective when it is well planned. This early investment of time can help maximise the opportunities to help individuals and groups participate, including hard to reach or 'seldom heard' groups.

It is also worth considering the subject matter of the engagement. How will you encourage people to participate? Remember, people will be more likely to participate if they can see the relevance of the policy and its direct impact on their lives. It may be better to focus engagement activity on specific decisions, with a direct impact on service users, than on more general policy discussions.

For example, seeking views on a specific proposal to build new houses in a certain location may be more profitable than a general discussion about housing and regeneration policy. There may also be a place for more wide-ranging discussions, as long as you and the participants are clear about what you are looking to get out of the exercise, and you don’t lose focus on obtaining relevant information on equality and good relations.

Use the information that you gather
Engagement and the information you gain from it are tools to assist you in making better decisions, relevant to the communities you serve. Therefore, it is important that the information is reflected and considered. Questions you might ask yourself are: How will information from your engagement activity inform your decisions? Are any options now off the table? What alternatives are there? What mitigating action may you have to consider? Did the engagement identify any opportunities to promote equality, foster good relations and eliminate any discriminatory practices? Where views have not been taken on board, it is helpful to explain why, to increase transparency. Remember to review the lessons learned from your engagement work from time to time to establish what has worked well and what could be done better next time.
7. Publication of engagement information

You are required to publish the results of any engagement that you conduct related to the duty and, in particular, you must publish the results of engagement undertaken when developing your equality objectives. When engagement is carried out in the context of equality analysis, the results of that engagement can usefully be published alongside the assessment documentation.

To be transparent and clear to stakeholders on how their contribution has informed your work, it is good practice to include the organisations and individuals you engaged with (being mindful of any privacy concerns); a summary of the key points; and how these have been incorporated or why it has not been possible to do so. If the engagement is via a regular review group, you may want to publish the results via your usual methods, for example, minutes of the meeting. Consider how you will make the information accessible when you publish it. Guidance on this can be found on the Commission's website: www.equalityhumanrights.com.

Your aim in publishing information should be to provide as complete and clear a picture as possible of how your organisation has had due regard to the need to eliminate discrimination and harassment, advance equality and foster good relations, and what you have achieved as a result.
8. Engagement success factors

Leadership commitment

Engagement should be built on genuine commitment from all participants to the values and principles of citizen engagement. Leadership plays an important role in ensuring that engagement is a success. Leaders need to commit the necessary time, effort and financial resources to deliver it effectively. This may include providing support and training for participants and staff so that everyone can participate effectively.

Proportionality

Engagement should be proportionate to the size and resources of your organisation as well as to the significance of the policy. This means that the greater the impact of your policy on equality and good relations, the more likely you are to need significant public engagement. Conversely, policies of limited impact may only need limited engagement.

Integration with decision-making

It is important to integrate engagement procedures and outcomes into your decision-making. This will ensure that engagement becomes part of your evidenced-based policy-making across your organisation. It also demonstrates to stakeholders that their contribution has a real value and purpose.

Early engagement

Engagement is most successful when people are engaged at an early stage, prior to key decisions being made. It works best when you involve people in designing your engagement methods, as this can help to build in their needs and preferences.

Ongoing engagement

Aim to incorporate engagement throughout the different stages of developing or reviewing a policy. As well as informing decisions, engaging stakeholders can help you to understand how effective your work is, whether there are unexpected consequences from it, and how to make it more effective.

It will be important to respond to stakeholders that you have engaged with to address the feedback that they have provided. This will in turn increase confidence in the engagement relationships that you have.
Partnerships

Drawing on the skills and networks of voluntary and community organisations and trade unions can help you plan and carry out your engagement. They often have positive relationships with the groups that they serve, so working with them can lead to higher participation and better outcomes.

Accessible engagement

Public authorities are more likely to be successful in demonstrating 'due regard' to the aims of the general equality duty if all protected groups likely to be affected are able to fully participate in engagement activities. A key means of success is to identify and overcome barriers to engagement and to provide practical support to enable effective participation.

Aim to make a concerted effort to engage with hard to reach groups as these groups may not participate in conventional engagement methods.
Contact us

The Equality and Human Rights Commission aims to reduce inequality, eliminate discrimination and harassment, strengthen good relations between people, and promote and protect human rights.

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4. Equality objectives and the equality duty: A guide for public authorities
5. Equality information and the equality duty: A guide for public authorities

If you would like a copy of any of these guides or require this guide in an alternative format, please call our helpline on 0845 604 6610, textphone 0845 604 6620 Monday to Friday 8am to 6pm or see our website www.equalityhumanrights.com.