

## EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education Learning and Leisure
Section	Communities and Partnerships
Title of the activity etc.	CLD Strategic Review
Aims of the activity	<p>Community Learning &amp; Development provides additional learning opportunities to raise attainment targeted at the most vulnerable young people in schools, supports adult learners in to employment and promotes community engagement and capacity building. In Aberdeenshire the service is traditionally modelled along generalist lines, retaining a significant focus on managing community centres.</p> <p>It is proposed to re-model the service, ending the maintenance of a portfolio of community centres and instead developing more focussed specialist teams, taking learning to spaces where people already are - eg schools, libraries and partner buildings. Resources would be more closely aligned with need.</p>
Author(s) & Title(s)	Head of Lifelong Learning & Leisure

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Gender monitoring data, Cognisoft data –on individual learning plans, partnership plans, Management Information from Local and National sources. Also intelligence gained from work with the voluntary sector. School Leaver Destination Results
Internal consultation with staff and other services affected.	Staff of the Council and partners regularly engages in Continuous Professional Development (CPD) opportunities to support the provision. There are regular CLD Senior Management Team and extended management team meetings as well as local team meetings where staff are updated and consulted on new initiatives and priorities. Senior staff meet with partners on a regular basis to look at the basis of the service level agreements as well as funding available to support delivery. Links to Area Community Planning Groups and Area Management Teams.
External consultation (partner organisations, community groups, and councils).	Budget simulator online tool Community engagement events and community planning activity. Third Sector

External data (census, available statistics).	SIMD HMle Reports Benchmarking with other authorities
Other (general information as appropriate).	

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	Predicting levels of need for literacy and ESOL learning can be challenging. E.g. the accession of Romania and Bulgaria to the EU may have an as yet unknown impact on demand for services in Aberdeenshire. Traveller family learning needs. Data on levels of need for specific groups such as LGBT.

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:
	Liaison with Corporate Equalities Team	April 2016
	The Traveller family engagement and learning undertaken in Summer 2012 and 2013 will be evaluated and built on for 2014	April 2016
	Gathering information on protected groups so far as possible will be highlighted as a priority to ensure that the Service is able to better tailor services as appropriate.	April 2016
	Making best use of available data, such as SIMD and Community Safety analysis along with local needs assessment and profiling will ensure opportunities offered match need.	
	Work with national partners such as LGBT Youth Scotland to raise awareness and develop appropriate support and learning opportunities	April 2016

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger	Yes	Yes		
Age – Older				Yes

Disability				Yes
Race – (includes Gypsy Travellers)				Yes
Religion or Belief			Yes	
Gender – male/female				Yes
Pregnancy and maternity			Yes	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)				Yes
Gender reassignment – (includes Transgender)				Yes
Marriage and Civil Partnership			Yes	

Stage 6: What are the positive and negative impacts?		
Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.	<p><u>Younger</u></p> <p>The changes in provision will be focussed on providing a range of services which can be targeted most effectively to have maximum impact on promoting literacy and supporting community information sharing. Specific proposals will be developed as part of the review which require individual EIAs.</p> <p>Whilst there may be ultimately an impact on the staff team there are no specific proposals at this stage to consider.</p>	<p><u>Younger</u></p> <p>The changes in provision will be focussed on providing a range of services which can be targeted most effectively to have maximum impact on promoting literacy and supporting community information sharing. Specific proposals will be developed as part of the review which require individual EIAs.</p> <p>Whilst there may be ultimately an impact on the staff team there are no specific proposals at this stage to consider.</p>


**Stage 7: Have any of the affected groups been consulted?**

<p>If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?</p>	<p>Traveller community has been engaged and their input has, and will, influence future service provision. Community Learning &amp; Development staff will be working with traveller groups, as they did last summer, and as a core part of this will evaluate the difference the interventions have made and what those traveller groups would want to see with regard to services in the future.</p> <p>Community engagement exercises are regularly held to inform planning and delivery of learning opportunities .e.g. Additional Support Needs Parent forums are held to support service design and delivery.</p>
---	---

**Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?**

	Mitigating Steps	Timescale
<p>These should be included in any action plan at the back of this form.</p>	<p>All characteristics</p> <p>The changes in provision will be focussed on providing a range of services which can be targeted most effectively to have maximum impact on promoting literacy and supporting community information sharing. Specific proposals will be developed as part of the review which require individual EIAs.</p>	

**Stage 9: What steps can be taken to promote good relations between various groups?**

<p>These should be included in the action plan.</p>	<p>Review provision of learning opportunities for gypsy travelling families</p> <p>Local learning partnerships will be formed to bring together those involved in delivering and participating in learning in communities.</p> <p>Use existing consultation mechanisms – community councils, ward forums.</p>
---	---

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

Early intervention/ prevention and learning activities promote individuals to make positive choices and support them to achieve their potential and be included and integrated into communities.

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).

Evaluation of learning opportunities and the impact and outcomes achieved are core elements of engagement with learners. Equality monitoring will be in built at the time of creating an Individual Learning Plan with learners.

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	<p>All characteristics</p> <p>No specific negative impacts have been identified at this stage. As the review proceeds specific proposals will be developed as part of the review which require individual assessment.</p>	
	2	<p>Negative Impacts have been identified, these can be mitigated – please explain.</p> <p>* Please fill in Stage 13 if this option is chosen.</p>
	3	<p>The activity will have negative impacts which cannot be mitigated fully – please explain.</p> <p>* Please fill in Stage 13 if this option is chosen</p>

\* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

All characteristics

The changes in provision will be focussed on providing a range of services which can be targeted most effectively to have maximum impact on promoting literacy and supporting community information sharing. Specific proposals will be developed as part of the review which require individual assessment.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education, Learning and Leisure	
	2) Title of Policy/Activity	Community Learning and Development Strategic Review	
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Position: Date: Signature:	Name: Position: Head of Service Date: Nov2015 Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Date:	
	5) Authorisation by Director or Head of Service	Name: Position: Director of ECS Date: January 2016	Name: Position: Date:
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.	Date:	
	7) EIA author sends a copy of the finalised form to: eia@abdnshire	Date:	
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
ESOL Learning needs				Staff work with good data to engage and consult with Protected Groups Provision is tailored to the greatest needs of vulnerable families and children	May require additional resources
LGBT				LGBT people requiring support are identified as early as possible and provision made to support them to be included	Within staff costs
Family Support to those under the Protected Characteristics				Families requiring support for learning receive it from CLD.	No additional resources
Provision for Gypsy Travelling families				When new provision is being put in place, there will be consultation with Gypsy Travelling families to agree the best type of provision for their community	No additional resources
Use of existing consultation mechanisms to promote good relationships and development of local learning partnerships				Ensure that engagement activities contain opportunities for formal and informal consultation on service provision	No additional resources