



**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.	Community Learning & Development Budget
Aims of the activity	<p>The aim is to offer learning and development opportunities across Aberdeenshire in Council, which improves life chances for people of all ages through learning, personal development and active citizenship. We also aim to support the development of stronger, more resilient, supportive, influential and inclusive communities. The Service provides learning opportunities for young people which support them to achieve their full potential, focusing on key transition points in their lives, and providing accreditation for the learning they undertake when appropriate. Learning opportunities for adults are provided, targeted at those who need our support most – those with literacy and core skills needs as well as those with English as a second or other language. Learning opportunities to support employability. Community Learning and Development staff work in partnership with others in the public and third sector to deliver on identified learning needs – these partnerships are supported through funding linked to Service Level Agreements. Family learning opportunities are offered to parents to support them in providing the best start for their children and to support their children’s learning.</p> <p>Through community profiling and needs assessment activity the community are engaged and encouraged to participate in decision making structures around service planning and delivery.</p>
Author(s) & Title(s)	<div style="background-color: #cccccc; width: 100px; height: 20px; display: inline-block;"></div> Service Manager, Communities & Partnerships

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	<p>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 2012/13</p>

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	January 2014
	The Traveller family engagement and learning undertaken in Summer 2012 and 2013 will be evaluated and built on for 2014	Dec 2013
	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.	June 2014

	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	January 2013 – Training for staff and volunteers planned to take place

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			
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.	<b>Age - Younger</b> - Early education and childcare contributes to children having the best start in life.	
	<b>Disability and Race</b> – the focus on traveller families will have a positive impact and contribute to improved outcomes for individuals and families	
	<b>Sexual Orientation</b> – Awareness raising and training for staff will support our Lesbian/Gay/Bisexual/Transgender community	
	<b>Age – Younger ; Race; Disability;</b> Developing this work in a partnership approach allows services to support the most vulnerable children and their families earlier and allows multi disciplinary work to be better targeted and work to professional strengths.	
	<b>Race</b> - Locally based provision, offered at times to best suit the needs of individual learners will support protected groups such as gypsy traveller children.	

Stage 7: Have any of the affected groups been consulted?	
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>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?		
These should be included in	Mitigating Steps	Timescale
	No negative impacts of this provision	

any action plan at the back of this form.		

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

These should be included in the action plan.	<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>
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**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.
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**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.
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**Stage 12: What is the outcome of the Assessment?**

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	As a result of this assessment there are no negative impacts, only service enhancements are planned.	
	2	Negative Impacts have been identified, these can be mitigated – please explain. * Please fill in Stage 13 if this option is chosen.
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

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

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 Budget	
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: <input type="text"/>	Name: <input type="text"/>
		Position: Communities and Partnerships Manager Date: Nov 2013 Signature:	Position: Head of Service Date: Nov2013 Signature:
	4) Consultation with Service Manager	Name:	Name:
		Date:	Date:
	5) Authorisation by Director or Head of Service	Name:	Name:
		Position: Date:	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	Ongoing			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	Jan 2013	Ongoing		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	June 2013	Ongoing		Families requiring support for learning receive it from CLD.	No additional resources
Provision for Gypsy Travelling families	Dec 2013	Ongoing		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	ongoing			Ensure that engagement activities contain opportunities for formal and informal consultation on service provision	No additional resources