

Scottish Borders Council

Stage 3 Equality Impact Assessment - Sign Off

(For use at the end of development project/proposal/policy development – prior to sign off)

3.1	Title of Proposal:	CLD Strategy 2015-18
-----	---------------------------	----------------------

(Please enter the title or reference for your proposal)

3.2	Service Area:	People
	Department:	Children and Young People’s Services (Community Learning and Development)

(Please enter the department/service area submitting the proposal)

3.3	Description:	<p>Aims of CLD Strategy:</p> <ul style="list-style-type: none"> • Improve life Chances for people of all ages through learning, personal development and active citizenship • Develop stronger, more resilient, supportive influential and inclusive communities <p>Key Objectives:</p> <ul style="list-style-type: none"> • Address inequalities and improve wellbeing of Borders Communities through early intervention and prevention approaches • Build the capacity and resilience of our 9 Learning Communities and the third sector • Improve partnership working <p>The CLD Strategic Plan Framework links these objectives to a set of short term CLD Outcomes that are aligned to the 5 Reducing Inequalities themes of the Borders SOA (SOA2), the Corporate plan(CP2, CP4. CP6, CP8) and the Children & Young people’s Services Plan CYPP (CYPS 1, 2, 3,4,5)</p> <p>Process:.</p> <ul style="list-style-type: none"> • Local CLD partnerships have been developed in each of the nine High School catchment areas. Partners have used the CPP’s Reducing Inequalities Profile to identify priorities for CLD. For instance, in some areas young people’s employability has been identified as a priority. The Partnerships have mapped current CLD activity, consulted with learners and community groups and developed action plans. These action plans contain new/additional partnership actions to address the local priorities where evidence
-----	---------------------	---

		<p>shows that current action is not being effective in reducing inequalities. For example, having mapped current CLD activity in Galashiels, the Partnership have decided that new partnership activity is needed to increase young people's employability. This does not mean that employability for older people is being neglected, the CLD mapping indicates that there is existing work addressing this. The reducing Inequalities data shows us that additional effort is required to be focussed on young people in particular. Finally, the local plans have been rolled up to create a Borderwide Strategic Plan for CLD 2015-18.</p>
--	--	--

3.4	<p>Impact Assessment Use the information you have gathered during the development of your proposal to identify the anticipated impacts of your proposal against the three arms of the Equality Duty.</p>					
	Equality Characteristic	Impact			Description <i>Please enter your reasoning for your assessment based on the evidence you have gathered.</i>	Mitigation & Recommendations <i>Please enter any mitigations if you have identified a negative impact &/ or recommendation for implementation</i>
		No Impact	Positive Impact	Negative Impact		
	Age (Older or younger people or a specific age grouping)		x		<p>Equality of opportunity: Young people's employability, emotional health and well being and access to services are emerging as priorities in learning communities (LCs). Reducing social isolation for older people is a priority in some LCs.</p> <p>Fostering good relations: Intergenerational learning opportunities feature in some LC Plans</p>	<p>Recommendations: Actions to address these priorities in LC Plans are implemented.</p> <p>Plan to engage more older people in consultation.</p>
	Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible,	x	x		<p>Equality of opportunity: Improved targeting of learning opportunities to reduce inequalities should increase their reach to people with disabilities. (positive impact)</p>	<p>Recommendation: Actions to improve targeting of learning opportunities to reduce inequalities in LC Plans are</p>

progressive or recurring				A need for additional learning opportunities for adults with a learning disability has been identified in one LC. (no impact)	implemented. CLD Strategic Partnership will liaise with Learning Disability Service
Gender (Males, Females, Transgender or Transsexual people)		x		Equality of opportunity: Attainment of girls at has been highlighted as a priority in two LCs.	Recommendations: Actions to address this in LC Plans are implemented. Further development of Senior Phase pathways in all LCs.
Marital Status Civil Partnership, Co-habiting Divorced, Married, Separated & Single.	x			No issues relating to marital status have been raised in planning or consultation so far.	Recommendation: Ongoing community based consultation carried out and any issues arising to be brought to the attention of LC Partnerships.
Pregnancy & Maternity: The period of time a woman is expecting a baby until one year after the baby is born. This includes breastfeeding		x		Equality of opportunity: Issues around smoking, breastfeeding and age of mother are emerging as priorities in some LCs.	Recommendations: Actions (new and ongoing) to address these issues in LC Plans are implemented. Actions in LC Plans to improve partnership working which supports referral to services and supports are implemented.
Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		x		Equality of opportunity: Access to English language support and access to learning for disadvantaged groups have been highlighted as areas of concern. There is some concern that barriers such as transport, and timing of classes may disproportionately affect disadvantaged groups.	Recommendations: Actions in LC Plans to improve partnership working which supports referral to services and supports are implemented. Monitor access to CLD learning opportunities by disadvantaged

					groups.
People with Religious or other Beliefs: different beliefs, customs (including atheists and those with no aligned belief)	x			Equality of opportunity: No issues relating to religious or other beliefs have emerged from planning or consultation so far.	Recommendation: Ongoing community based consultation carried out and any issues arising to be brought to the attention of LC Partnerships.
Sexual Orientation, e.g. Lesbian, Gay, Bisexual, Heterosexual		x		Eliminate discrimination and equality of opportunity: Information about LGBT services available to young people has been included in the mapping of CLD activity. No issues relating to sexual orientation have emerged from planning and consultation so far.	Recommendations: Actions in LC Plans to improve partnership working which supports referral to services and supports are implemented. Ongoing community based consultation carried out and any issues arising to be brought to the attention of LC Partnerships.
Carers (those who have caring responsibilities for someone with an equality Characteristic)		x		Equality of opportunity: Information about services available for young carers has been included in the mapping of CLD activity. No issues relating to carers have emerged from consultation so far.	Recommendations: Actions in LC Plans to improve partnership working which supports referral to services and supports are implemented. Ongoing community based consultation carried out and any issues arising to be brought to the attention of LC Partnerships.
Poverty (people who are on a low income including benefits claimants, people experiencing fuel poverty, isolated rural communities etc)		x		Elimination of discrimination and equality of opportunity: Low income is identified as an issue in most LCs and actions to support people on low income are included in LC Plans.	Recommendations: Actions to improve employability and mitigate the effects of welfare reform in LC Plans are implemented. Actions to build capacity of

						workforce to support people on low income are implemented.
	Employees (those employed by the Council including full time, part time and temporary)	x	x		No direct impact anticipated on employees	

3.5	Relevance to the Equality Duty in Summary:	
	What impact will your proposal have on the following : <i>(After considering all the available evidence what impact do you believe the implementation of this proposal will have in relation the Equality Duty?)</i>	
	Equality Duty	Reasoning:
	Elimination of discrimination (both direct & indirect), victimisation and harassment. <i>(Will proposal discriminate? Or help eliminate discrimination?)</i>	Eliminate discrimination: Actions within the Strategy will support people to be more aware of their rights (eg distribution of LGBT information). Workforce development actions will support learning providers to be more aware of issues such as emotional wellbeing and poverty and the impact this can have on people's lives. Community initiatives will develop community awareness and understanding eg Mentors in Violence Prevention Programme.
	Promotion of equality of opportunity? <i>(Will your proposal help or hinder the Council with this)</i>	Equality of opportunity: The majority of the new/enhanced partnership actions proposed in the Plan should improve equality of opportunity (see above)
Foster good relations? <i>(Will your proposal help or hinder the council s relationships with those who have equality characteristics?)</i>	Foster good relations: Aspects of the Plan will specifically aim to improve relationships between equalities groups eg intergenerational work.	

3.6	Recommendations & Mitigation		
	Please summaries all recommendations and mitigations for approval by the decision makers who will approve your proposal		
	Characteristic	Mitigation/Recommendation	Approved Yes/No
	Age	Recommendation: Actions to improve young people’s employability, emotional health and well being and access to services in LC Plans are implemented	
		Recommendation: Actions to reducing social isolation for older people in LC Plans are implemented	
		Recommendation: Actions involving intergenerational learning in LC Plans are implemented	
		Recommendation: Plan to engage more older people in consultation	
	Disability	Recommendation: Actions to improve targeting of learning opportunities to reduce inequalities in LC Plans are implemented.	
		Recommendation: CLD Strategic partnership liaise with Learning Disability Service	
	Gender	Recommendation: Actions to increase attainment of girls in LC Plans implemented	
	Marital status People with religious or other beliefs Sexual orientation Carers	Recommendation: Ongoing community based consultation carried out and any issues arising to be brought to the attention of LC Partnerships and monitored by CLD Strategic Partnership.	
	Pregnancy and maternity	Recommendation: Actions in LC Plans to address issues around smoking, breastfeeding and age of mother are implemented	
	Pregnancy and maternity Race groups Sexual orientation Carers	Recommendation: Actions in LC Plans to improve partnership working which supports referral to services and supports are implemented.	
	Race groups	Recommendation: Monitor access to CLD learning opportunities by disadvantaged groups eg ESOL	
	Poverty	Recommendation: Actions in LC Plans to improve employability and mitigate the effects of welfare reform are implemented	

		Recommendation: <i>Actions to increase the capacity of workforce to support people on low income are implemented</i>	
--	--	---	--

Signed Off (Sign off <u>must</u> be completed by Service Manager or Director)			
Name:	Kevin McCall	Directorate:	People
Post:	Senior Lead Officer (Employability and Community Partnerships)	Date:	1.9.15

EIA Completed By			
Name	Oonagh McGarry	Service Area.	People
Post	CLD Team Leader (adults)	Date	21.8.15

Next Steps:

	Date
Proposals Approved for Implementation:	20.10.2015
EIA Published:	4.11.2015
Date for Review of Findings:	Mid point of 3 yr CLD Strategic Plan: March 2017

If it is agreed that your proposal will progress, you must send an electronic copy to corporate communications to publish on the webpage within 3 weeks of the decision.

For your records, please keep a copy of this Equality Impact Assessment form.