

## Equality Impact Assessment

<b>Title of Proposal:</b>	Community Learning and Development (CLD) Strategic Plan 2018 21	
2.	<b>Service Area: Department:</b>	Community Learning and Development Children and young people's services
3.	<b>Description:</b>	<p><b>CLD Strategic Partnership Plan for 2018-21</b> This Plan details the key priorities for delivery and improvement of CLD in Scottish Borders for the next 3 years. The Plan has been developed by CLD partners, in consultation with learners, community groups and learning providers.</p> <p><b>The Plan over-arching objectives are:</b></p> <ul style="list-style-type: none"> <li>• Reduce inequalities and improve the wellbeing of Borders communities over the five inequalities themes through early intervention and prevention (employment and income; health and wellbeing; attainment, achievement and inclusion; keeping people safe and housing and neighbourhood)</li> <li>• Build the capacity and resilience of our nine Learning Communities and the third sector</li> <li>• Improve partnership working</li> </ul> <p><b>The priorities for improvement across the CLD Partnership for the next three years are:</b> <b>Improving outcomes for targeted individuals and groups in communities:</b></p> <ol style="list-style-type: none"> <li>1. Building capacity for employment</li> <li>2. Increasing emotional wellbeing and resilience</li> </ol>

		<p>3. Ensuring inclusion in learning and community opportunities</p> <p><b>Improving the way we work as a Partnership:</b></p> <ol style="list-style-type: none"> <li>4. Developing a collective community capacity building offer</li> <li>5. Involving learners of all ages</li> <li>6. Developing the workforce across the CLD Partnership</li> </ol> <p>Oversight of the Plan sits with the CLD Strategic Partnership (Borders College, The Bridge, Jobcentre Plus, Live Borders, NHS Borders, Police Scotland, Scottish Borders Council, Scottish Fire and Rescue Service, Skills Development Scotland, Volunteer Centre Borders and Youth Borders).</p> <p>The Strategic Partnership has continued to develop our delivery model on a network of local learning partnerships (LCPs) organised around the catchment areas of the 9 Scottish Borders High Schools.</p> <p>CLD partners have been working together in each of the nine High school catchments for the last three years. Each year they have planned together and with their relevant stakeholders evaluated the impact of their work. These nine plans and their evaluations are central to informing and shaping the subsequent strategic evaluation process and the formation of this 2018 -21 strategic plan.</p> <p>The CLD Strategic Plan will be developed by members of the CLD Strategic Partnership and by members of Learning Community Partnerships in a three stage process:</p> <ol style="list-style-type: none"> <li>1. Members of the CLD Strategic Partnership and LCP Coordinators evaluated what had been achieved in the 2015-18 Plan. They considered evidence of need from LCPs (see point 2) and Strategic priorities from Community Planning Partners. Based on this consideration of evidence they created a Strategic Improvement Framework.</li> <li>2. Each year, in May/June the local partnerships conduct an annual evaluation. To do this, partners gather information about need from learners and community groups, they review what has been achieved by the LCP and what the need is for learning in the area. From this, they identify local priorities for Partnership action. In June 2018 all LCPs considered the Strategic Improvement Framework. From this, they identified their local priorities for action for the next three years.</li> <li>3. The locally agreed actions have been rolled up into the CLD Strategic Plan for 2018-21.</li> </ol>
--	--	---

4.	<b>Relevance to the Equality Duty.</b>		
	Do you believe your proposal has any relevance to the following duties of the Council under the Equality Act 2010?		
	<b>Duty</b>		<b>Yes/No</b>
	<b>Elimination of discrimination (both direct &amp; indirect), victimisation and harassment.</b>		<p>Yes there is relevance to all three aspects of the equality duty. Implementing the strategy will enable:</p> <ul style="list-style-type: none"> <li>the development of skills (including for example, literacy and numeracy) that people can use in employment, their community, further learning or as parents and family members to support their children in their important early years.</li> <li>Support all our young people (and in particular those who need more choices and more chances to achieve their full potential) to become confident individuals, effective contributors, responsible citizens and successful learners.</li> <li>Empower communities to work together to achieve lasting change in their communities.</li> </ul>
<b>Promotion of equality of opportunity?</b>			
<b>Foster good relations?</b>			

5.	<b>Which groups of people may be impacted (both positively and negatively) if the proposal is advanced?</b>			
	(			
	<b>Equality Characteristic</b>	<b>Impact</b>		
	<b>No Impact</b>	<b>Possible Positive Impact</b>	<b>Possible Negative Impact</b>	
<b>Age</b> (Older or younger people or a specific age grouping)		x		<p>Reduced social isolation for older people.</p> <p>Increased employability for adults 50+yrs.</p> <p>Increased employability, emotional wellbeing and resilience for targeted young people.</p>

<b>Disability</b> e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring		x		<p>Increased inclusion in learning and community opportunities through an integrated approach with partners recognising specific needs of groups.</p> <p>Reduced social isolation &amp; improved health &amp; emotional wellbeing.</p> <p>CLD partners will make use of a range of relevant equipment/aids to assist learners to participate in learning e.g. learning materials produced in large print, using coloured overlays, assistive IT technology.</p> <p>Increased employability, literacy and numeracy skills.</p>
<b>Gender</b> (Males, Females, Transgender or Transsexual people)		x		<p>Actions in some LCPS will target groups such as young women or male parents/carers. CLD Partners offer services to all within the Scottish Borders irrespective of gender.</p> <p>Some actions will be gender specific e.g: Improving young people's safety online (group work and one to one on specific issues). Inclusion of hard to reach groups in Hawick will include some targeted work to engage male parents/carers.</p>
<b>Race Groups:</b> including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		x		<p>Increased English language skills (ESOL).</p> <p>Improved community integration through participation in activities such as Diversity week.</p> <p>Promotional materials are available in different formats.</p>
<b>People with Religious or other Beliefs:</b> different beliefs, customs (including atheists and those with no aligned belief)	x	x		<p>Services, activities etc are offered to all within the Scottish Borders regardless of their religion or belief.</p> <p>Faith groups actively contribute to some LCPs e.g. Open Doors community café actively supporting planning for family programmes during the summer holidays in Selkirk.</p> <p>With regard to fostering good relations there is the opportunity to create positive impact through above activities.</p>
<b>Pregnancy and Maternity</b> (refers to the period after		x		<p>Improved partnership working to support engagement of targeted families in learning, including a focus on early years families.</p>

<p>the birth, and is linked to <b>maternity</b> leave in the employment context. In the non-work context, <b>protection</b> against <b>maternity</b> discrimination is for 26 weeks after giving birth),</p>				<p>Reducing inequalities by increasing access to information and services that promote rights/entitlements and increase the uptake of related benefits and support employability.</p>
<p><b>Sexual Orientation</b>, e.g. Lesbian, Gay, Bisexual, Heterosexual</p>		x		<p>Improved partnership working should result in Increased inclusion in learning and community opportunities.</p> <p>Services, activities etc are offered to all within the Scottish Borders regardless of sexual orientation. Work will be done, (including training), to ensure this is explicit in providing information about services as we know that it is not enough to say “everyone is welcome” as this can have a negative impact for all of the Protected Characteristic groups particularly this characteristic given the barriers that this group is perceived to face.</p>
<p><b>Carers</b> (those who have caring responsibilities for someone with an equality Characteristic)</p>		x		<p>Increased inclusion in learning and community opportunities, including young carers &amp; adult carers (mental &amp; physical health benefits).</p> <p>The Strategy aims to increase learning and community opportunities for young people at risk, including young carers.</p>
<p><b>Poverty</b> (people who are on a low income including benefits claimants, people experiencing fuel poverty, isolated rural communities etc)</p>		x		<p>Increased inclusion in learning and community opportunities, with a focus on reducing income inequalities in our more deprived settlements (Hawick, Galashiels, Selkirk and Eyemouth)</p> <p>Increased employability.</p> <p>CLD partners work together to increase the accessibility of learning opportunities eg working with Registered Social Landlords to deliver programmes that help young people at risk develop life skills and sustain future tenancies.</p>

				<p>Across the Borders CLD partners offer flexibility for learning, different times of the day/weekends to ensure that everybody has the opportunity to participate/receive information/feedback comments.</p> <p>Increased focus on health improving conversations that support income maximisation and reduce for example fuel poverty. Increase awareness of support available and access to services.</p>
	<p><b>Employees</b> (those employed by the Council including full time, part time and temporary)</p>	x		<p>Ensure employees have skills &amp; capacity to support and deliver community learning &amp; development opportunities. Training and networking opportunities will support staff to undertake partnership working.</p>

6.	<b>Mitigation</b>	
	Where you have identified a potential negative impact, please detail what mitigations will need to be put in place in order for your proposal to progress. <b>If you are unsure of the answer please state this and recommend further investigation.</b>	
	<b>Characteristic</b>	<b>Mitigation</b>
	All	<p>As stated earlier work (including training) will be undertaken in order to ensure that when providing information/services these are not only delivered fairly but in a respectful and dignified manner.</p> <p>The implementation of the plan will be reported via the annual evaluation process. The findings of which will be subjected to a further Equality Impact Assessment in order to ensure that the plan remains fit for purpose and that through implementation no negative impacts have become apparent.</p>

7.	<b>How certain are you of the answers you have given?</b>	
	<b>Answer</b>	<b>Tick One</b>
	<b>Certain</b> - I have populated the evidence base to support my answers.	<b>x</b>
	<b>Fairly Certain</b> – but don't have concrete evidence to support my answers so would recommend further assessment is conducted if the proposal is progressed.	
	<b>Not Certain</b> – further assessment is recommended if proposal is progressed.	

<b>Completed By</b>			
Name	Oonagh McGarry, Norrie Tait, Nichola Sewell, Nic White, Simone Doyle	Service Area.	Children and Young People's Services
Post	CLD Team Leader, JHIT -HI Lead & HI Specialist, Equality & Diversity Officer (Human Resources)	Dates	19 <sup>th</sup> March 13 <sup>th</sup> June and 15 <sup>th</sup> August 2019.

<b>Signed Off (Sign off <u>must</u> be completed by Service Manager or Director)</b>			
Name:	Kevin McCall	Directorate:	Children and Young People
Post:	Quality Improvement Officer	Date:	15 <sup>th</sup> August 2019