**Equality Impact Assessment**

**Part 1: Background and information**

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| **Title of proposal**  | **CLD Plan 2021 - 2024** |
| **Brief description** **of proposal (including intended outcomes & purpose)**  | The plan is one of the key delivery vehicles for the Plan for Fife. It outlines how community learning and development activity will contribute to the Plan for Fife outcomes over the next three years. The plan identifies the needs and gaps in our current delivery around how we address poverty and inequality in Fife and sets out how we are going to collectively work to tackle these gaps and will report on progress through measurable impacts at a local and regional level.Community learning and development in Fife is characterised by strong partnership working across public sector agencies, third sector providers and with communities. It is a vehicle for change in our communities and uses a distinct form of educational practice that is collaborative, anti-discriminatory and equalities-focused. It is concerned with the empowerment of individuals, families and communities to identify their individual and collective goals, to take part in learning and take action to bring about positive change. Our practitioners and volunteers are guided by a professional practice framework based on competencies and values supported by a code of ethics and a critically reflective responsibility to how they approach their work. Its key priorities are to deliver:* Improved life chances for people of all ages through learning, personal development and active citizenship.
* Create stronger, more resilient and inclusive communities.

The CLD plan provides a guide for practitioners and volunteers across the CLD sector in Fife to inform and shape their thinking and planning in response to community issues and aspirations, as such it should be viewed as a supportive tool to support how we address issues associated with the active engagement and participation of marginalised communities and improving cross-community interactions. |
| **Lead Directorate / Service / Partnership**  | CLD Partnership |
| **EqIA lead person**  | Ross Martin |
| **EqIA contributors**  | Andrew Gallacher and Helen Rorrison, co-chairs of the partnership, Nina Munday (FCE). |
| **Date of EqIA**  | 17 August 2021 |

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| **How does the proposal meet one or more of the general duties under the Equality Act 2010?** (Consider proportionality and relevance on p.12 and see p.13 for more information on what the general duties mean). If the decision is of a strategic nature, how does the proposal address socio-economic disadvantage or inequalities of outcome?)  |
| **General duties**  | **Please Explain** |
| Eliminating discrimination, harassment and victimisation | The CLD practice approach is non-discriminatory and challenging of inequalities, following a set of professional values and ethics. Staff and volunteers working in the sector are also offered regular workforce development opportunities and this includes an overview of the Equality Act and how we put this into practice.Our sector is guided by national outcomes and as such is required to provide regular updates on the participation rates of young people. Families and adults. This includes reporting on the protected characteristics of participants.  |
| Advancing equality of opportunity  | The CLD sector will work in partnership to support our young people to become confident individuals, effective contributors, responsible citizens and successful learners. A focus will continue on work with young people aged 16 – 19 who leave school with no identified positive destination, those with a care experienced backgrounds and young people living in low income households.Beyond this we will seek to improve levels of engagement with marginalised communities through our ESOL programmes targeting migrant and refugee families and households with low incomes. |
| Fostering good relations  | The CLD plan seeks to work with communities and individuals in an empowering way so that the community as a whole work together to achieve lasting change in their communities.A focus of the CLD sector is being able to engage in dialogue and deliberation around community decisions, how these were reached and what the potential impacts and outcomes will be. |
| Socio-economic disadvantage  | Over the next three years the CLD sector will be prioritising work with disadvantaged communities, families and households to improve their capacity to participate in a broad range of learning-based programmes designed to overcome barriers to participation at personal, community and institutional levels. In doing so we will provide support to people and communities to overcome challenges with lower levels of core skills in the areas of:* Literacy
* Numeracy
* ICT
* Problem-solving
* Working with others

We will work with Fife college and community-based training providers to develop supportive pathways for learners to progress from foundation building learning programmes into full or part time college or vocational learning programmes. |
| Inequalities of outcome  |  |

Having considered the general duties above, if there is likely to be no impact on any of the equality groups, parts 2 and 3 of the impact assessment may not need to be completed. Please provide an explanation (based on evidence) if this is the case.

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| The plan will have both positive and negative impacts for different protected characteristics. It is anticipated that as we undertake further community engagement to identify learning from the COVID pandemic, we will identify areas for further consideration and action. This may lead to different resource allocations at key points in the plan delivery, resulting in changes to the characteristics being impacted at that time. |

**Part 2: Evidence and Impact Assessment**

 **Explain what the positive and / or negative impact of the policy change is on any of the protected characteristics**

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| **Protected characteristic** | **Positive impact**  | **Negative impact**  | **No impact**  |
| Disabled people  | Encouraging greater involvement in community activity.Greater levels of community engagement will lead to strengthened voice of disabled communities in CLD activity. |  |  |
| Sexual orientation | Our CLD sector has a broad range of services and opportunities targeted at the LGBTQ+ community to support greater levels of visibility, integration and to address issues associated with discrimination and community safety. |  |  |
| Women  | Increased opportunities in local communities to develop peer support and engage in learning and leisure opportunities.Increased participation in community structures and decision making |  |  |
| Men  | Increased opportunities in local communities to develop peer support and engage in learning and leisure opportunities.Increased participation in community structures and decision making. |   |  |
| Transgendered people  | Our CLD sector has a broad range of services and opportunities targeted at the LGBTQ+ community to support greater levels of visibility, integration and to address issues associated with discrimination and community safety. |  |  |
| Race (includes gypsy travellers) | CLD activity and programmes enable individuals and communities tackle discrimination, and support the promotion of rights, equalities and equity, increase community integration and acceptance and build learning and understanding of cultural practices and heritage. The CLD sector also support families and individuals whose first language is not English, to develop their language and literacy skills. |  |  |
| Age (including older people aged 60+)  | Increased opportunities to share and influence how they want their communities to develop and the support they would like to see in place locally. | Work with older adults is identified as an area of unmet need within the plan. This is due to resource allocation being primarily focused on education recovery with young people and younger adults. |  |
| Children and young people  | CLD activity with children and young people is primarily aimed at children aged 8 – 11 years and young people aged 12 – 21 years. Typical activity areas include traditional youth clubs, work in a schools context, supporting young people transitioning from school into jobs, training or further learning and support for marginalised thematic communities of young people. |  |  |
| Religion or belief  | CLD activity and programmes enable individuals and communities tackle discrimination, and support the promotion of rights, equalities and equity, increase community integration and acceptance and build learning and understanding of religious practice. |  |  |
| Pregnancy & maternity | Increased opportunities to share and influence how they want their communities to develop and the support they would like to see in place locally. | Existing limitations around supporting new and expectant mums to attend CLD activity. |  |
| Marriage & civil partnership |  |  | There will be no anticipated, or planned for, impacts on families or individuals with these protected characteristics. |

Please also consider the impact of the policy change in relation to:

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|  | Positive impact | Negative impact  | No impact  |
| Looked after children and care leavers  | Encouraging greater involvement in community activity.Greater levels of community engagement will lead to strengthened voice of disabled communities in CLD activity. | Recording of attendance/participation is variable across the CLD sector. Limited data and intelligence around this community in a CLD context. |  |
| Privacy (e.g. information security & data protection)  |  |  | No impact |
| Economy  | Over the next three years the CLD sector will be prioritising work with disadvantaged communities, families and households to improve their capacity to participate in a broad range of learning-based programmes designed to overcome barriers to participation at personal, community and institutional levels. |  |  |

* Please record the evidence used to support the impact assessment. This could include officer knowledge and experience, research, customer surveys, service user engagement.
* Any evidence gaps can also be highlighted below.

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| **Evidence used**  | **Source of evidence**  |
| 1. See attached evidence list.
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| 2. |  |
| 3. |  |
| **Evidence gaps**  | **Planned action to address evidence gaps**  |
| 1. Localised learning from COVID
 | Year 1 of the plan is focused on community engagement, consultation and dialogue. |
| 2. Voices of young people | Planned research project with young people aged 11 – 21 years. |
| 3. |  |

**Part 3: Recommendations and Sign Off**

(Recommendations should be based on evidence available at the time and aim to mitigate negative impacts or enhance positive impacts on any or all of the protected characteristics).

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| Recommendation  | Lead person | Timescale  |
| 1. Accessibility guidance for CLD practitioners
 | Ross Martin / Nina Munday | TBC |
| 1. Standardised monitoring system across CLD partner organisations to demonstrate demographics of participants.
 | Lesley Pringle | March 2023 |
| 1. Workforce development plan for the sector to be established. To include CPD sessions around the Equality Act and understanding protected characteristics
 | Vicky Wilson / Lesley Pringle | March 2022 |
| 1. Further research around barriers preventing access to CLD activity and programmes.
 | Ross Martin | March 2023 |
| 5. |  |  |

**Sign off**

(By signing off the EqIA, you are agreeing that the EqIA represents a thorough and proportionate analysis of the policy based on evidence listed above and there is no indication of unlawful practice and the recommendations are proportionate.

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| Date completed:  | Date sent to Community Investment Team: Enquiry.equalities@fife.gov.uk  |
| Senior Officer: name | Designation:  |

FOR COMMUNITY INVESTMENT TEAM ONLY

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| EqIA Ref No.  |  |
| Date checked and initials |  |

**Equality Impact Assessment Summary Report**

(to be attached as an Appendix to the committee report or for consideration by any other partnership forum, board or advisory group as appropriate)

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| **Which Committee report does this IA relate to (specify meeting date)?** Community & Housing Services Committee – 26 August 2021. |
| **What are the main impacts on equality?** Overall the main impacts are determined to be positive, focusing on increased levels of community engagement with marginalised and at risk community members and a focus on ensuring that their voices are heard in the local community planning arrangements.Where there are negative impacts identified, in the main these relate to issues associated with how our workforce development programmes are preparing staff and volunteers to consider the support requirements of the BME and other marginalised communities.  |
| **In relation to a strategic decision, how will inequalities of outcome caused by economic disadvantage be reduced?** Over the next three years the CLD sector will be prioritising work with disadvantaged communities, families and households to improve their capacity to participate in a broad range of learning-based programmes designed to overcome barriers to participation at personal, community and institutional levels. |
| **What are the main recommendations to enhance or mitigate the impacts identified?** 1. Accessibility guidance for practitioners and volunteers to be developed and shared.
2. Seek to standardise monitoring systems across CLD partner organisations to demonstrate demographics of participants and develop stronger awareness and understanding of successful engagement approaches and activities.
3. Ensure the workforce development plan for the sector includes CPD sessions around the Equality Act.
4. Further research around barriers preventing access to CLD activity and programmes for marginalised and at risk families, households and individuals.
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| **If there are no equality impacts on any of the protected characteristics, please explain.**  |
| **Further information is available from: Name / position / contact details:** Ross Martin, Community Development (Support) Team ManagerRoss.martin@fife.gov.uk, VOIP 480 064. |

One of the following statements must be included in the “Impact Assessment” section of any committee report. Attach as an appendix the completed EqIA Summary form to the report – not required for option (a).

1. An EqIA has not been completed and is not necessary for the following reasons: (please write in brief description)
2. The general duties section of the impact assessment and the summary form has been completed – the summary form is attached to the report.
3. An EqIA and summary form have been completed – the summary form is attached to the report.