

EQUALITY IMPACT ASSESSMENT (EQIA): SCREENING FORM

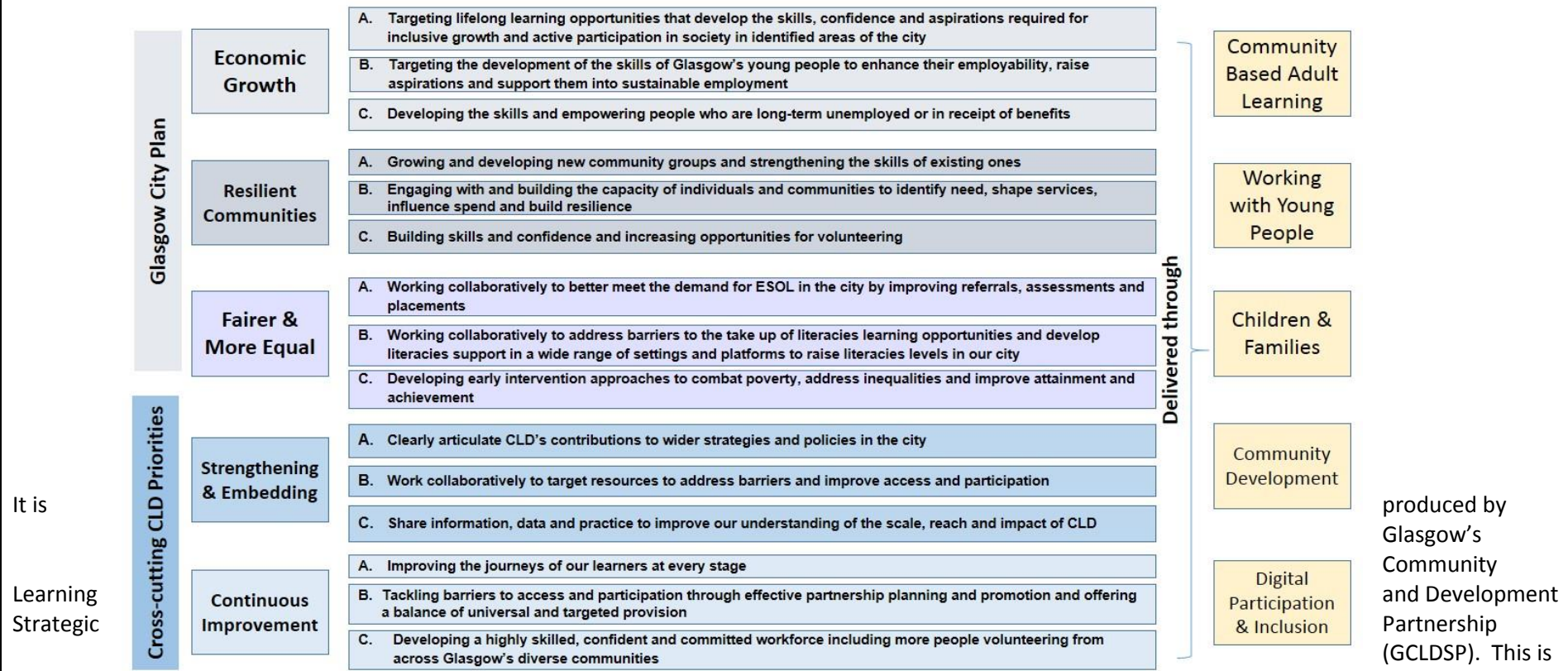
1. IDENTIFY THE POLICY, PROJECT, SERVICE REFORM OR BUDGET OPTION:

a) Name of the Policy, Project, Service Reform or Budget Option to be screened

Community Learning and Development Strategic Plan 2018-2021

b) List main outcome focus and supporting activities of the Policy, Project, Service Reform or Budget Option

This plan outlines the priorities for the delivery of community learning and development (CLD) in Glasgow for the next three years. See overview below:



produced by Glasgow's Community and Development Partnership (GCLDSP). This is agency

tasked with ensuring that learning is tailored to the needs of the city. The GCLDSP has devolved responsibility for CLD Planning in Glasgow. All local authorities have a statutory duty to produce a CLD Plan every 3 years as outlined in The Requirements for Community Learning and Development (Scotland) 2013. The new plan builds on the first CLD Plan which was produced in 2015. It is aligned to the city's priorities established in the Community Plan. A key aim of the new Plan is to deliver and develop CLD which helps the city to address its poverty and health related inequalities and loneliness and isolation.

In addition to the extensive consultations on the Glasgow Community Plan to identify the city's priorities, a range of consultation activities have been and are continuing to be carried out on the CLD Plan including with participants, practitioners, strategic partners and non-participants (particularly on barriers).

The CLD Plan is being submitted to the Glasgow Community Planning Partnership on 11 September for approval. It will subsequently be published on the Glasgow's Learning Website, along with this assessment.

An Implementation Plan will be produced which will contain the detail of how the aspirations in the CLD Strategic Plan will be delivered over the next 3 years. The GCLDSP is adopting a co-production approach to delivering on the CLD Plan and we will continue to engage with individuals, families and communities throughout the lifespan of the plan to ensure it is meeting city and local need.

Although a key focus for the CLD Plan is on poverty and health related inequalities, we consider this to be favourable to individuals, families and groups protected under the Equalities Act 2010 as well as paying due regard to those experiencing socio economic disadvantage and reducing inequalities of outcome for them as stipulated in the Fairer Scotland Duty, Part 1 of the Equality Act 2010. The CLD Plan will ensure inclusivity of individuals, families and groups with protected characteristics who also experience health and poverty related inequalities and/or loneliness and isolation. People with protected characteristics are more at risk of one of these.

As part of our consultation on the Plan, we consulted with the Glasgow Equalities Forum (GEF) and a number of commitments have been made including reporting on the effectiveness of our targeted approaches to the GEF.

c) Name of officer completing assessment (signed and date)

11/9/18
Andrea McMillan

d) Assessment Verified by (signed and date)

 11/9/18

2. GATHERING EVIDENCE and STAKEHOLDER ENGAGEMENT

The best approach to find out if a policy, etc is likely to impact positively or negatively on equality groups is to look at existing research, previous consultation recommendations, studies or consult with representatives of those groups. You should list below any data, consultations (previous relevant or future planned), or any relevant research or analysis that supports the Policy, Project, Service Reform or Budget Option being undertaken.

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<p>Please name any research, data, consultation or studies referred to for this assessment:</p>	<p>Please state if this reference refers to one or more of the protected characteristics:</p> <ul style="list-style-type: none"> ➤ disability, ➤ race and/or ethnicity, ➤ religion or belief (including lack of belief), ➤ gender, ➤ gender reassignment, ➤ sexual orientation ➤ marriage and civil partnership, ➤ pregnancy and maternity, 	<p>Do you intend to set up your own consultation? If so, please list the main issues that you wish to address if the consultation is planned; or if consultation has been completed, please note the outcome(s) of consultation.</p>
<p>Focus groups were held with current learners, including learning for whom English is not a first language.</p>	<p>Race/ethnicity</p>	<p>Completed. Learners were consulted on key areas of importance to them and a proposed 'Learner Promise' which sets out the standard they should expect when engaging in learning. There was overall support for the promise. Learners also wish to see improved access to information and learning. A re-launch of the Glasgow's Learning brand, increased awareness raising and targeted approaches with partners (e.g. GEF) are planned to improve access to learning. Currently the city struggles to meet the growing demand for English for Speakers of Other Languages (ESOL). Partners across sectors are continuing to collaborate to improve referrals, assessments and placements. Additionally, there are planned actions to introduce digital ESOL opportunities to learners so they can access learning while on waiting lists or once they've accessed provision they can 'top up' their learning at home. The actions are considered to have a</p>

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		favourable impact on ESOL learners many of whom are from Black and Minority Ethnic communities.
Focus group were held with young people	Young people	Completed. Young people liked the learner promise. They wish to have more influence in decisions that affect them. We will work with Glasgow Youth Council (GYC), local youth networks and youth organisations to achieve this. This is being actioned in the implementation plan which makes a commitment to ensuring links between the GYC and the GCLDSP. Additionally, we will report on our progress engaging and involving young people annually.
Consultation sessions were held with CLD practitioners and volunteers		Completed. Practitioners were asked about a 'Learning Partner Commitment' to promote a more consistent approach to delivery across providers. This was positively received with many acknowledging that consistency was key. Practitioners were asked about their own learning needs and these have been incorporated into actions for Workforce Development within the plan. Practitioners feel that resources are an issue and they are not always able to meet demand. The CLD Plan has a strong focus on WFD and a baseline of CLD staff and their development needs is planned. The CLD Plan makes a key commitment to grow volunteering in the city so that it better represents the city's vibrant diversity.
An online survey was produced – aimed at practitioners.		Completed. As above
An online survey for members of the public not currently engaged in learning was produced and distributed through social media		Completed. Members of the public associated adult learning with employment opportunities. There was a lack of knowledge of what is available. Members of the public felt that the cost of learning and accessibility of the venue/timing of learning would be a barrier. Actions are planned to refresh and re-launch the

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		<p>Glasgow's Learning brand, increase our focus on awareness raising and work in a much more targeted way with partners to improve information on CLD opportunities in the city.</p> <p>Additionally, this CLD Plan is outward facing and an increased focus has been placed on working with wider city partners to target CLD resources to those who have the most need.</p>
<p>Consultation sessions were held with parents of children under 8 years.</p>	<p>Children and Families</p>	<p>Completed. Parents participating in family learning activity advised of the importance of this to their experience as a parent and how they have been able to support their child's learning at home. Parents asked for it to be easier to find out what's on and what else they can do following completion of their current programme. Parents felt that there should be more of this type of work.</p> <p>An increased focus on families has been made in this CLD Plan to develop opportunities for families to play, learn and volunteer together and to work a targeted way with partners (e.g. the Family Support Group) to support families to cope with Welfare Reform. The key early intervention focus for this plan is families experiencing or at risk of poverty including families with members who have protected characteristics.</p>
<p>Strategic partners were consulted on the Plan's Approach, Priorities and on ways of working more effectively to target resources and provision</p>		<p>Completed. Strategic partners recognised the contribution that CLD can make to the city's priorities and to a wide range of work. Partners recommended aligning the CLD plan priorities to the city ones and evidencing where it was making an impact. A need to raise the profile of CLD was identified.</p> <p>Actions are planned to report on CLD much more effectively to wider partners. In some cases, partners have included CLD on their meeting agendas.</p> <p>Partners are committed to working more effectively to</p>

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		<p>target resources and provision at those who have the greatest need.</p> <p>Glasgow Equalities Forum have been consulted and a number of key commitments have been made including reporting our progress at engaging those with protected characteristics.</p>
<p>GCLDSP carried out a self-evaluation exercise to determine its approach and requirements for governance.</p>		<p>Completed. The partnership noted that leadership is improving and that a more structured monitoring and evaluation of the new plan is needed. The partnership also noted the need to raise the profile of CLD across other strategic networks in the city. Partners also recognise the need to work with other partnerships in a more targeted way to ensure resources are directed where they are most needed. This is anticipated to have positive impacts on equalities groups as it will result in increased awareness and understanding of CLD opportunities and their impacts in the city.</p>

3. ASSESSMENT and DIFFERENTIAL IMPACTS

Use the table below to provide some **narrative** where you think the **Policy, Project, Service Reform or Budget Option** has either a positive impact (contributes to promoting equality or improving relations within an equality group) or a negative impact (could disadvantage them) and note the reason for the change in policy or the reason for policy development, based on the evidence you have collated.

Protected Characteristic	Specific Characteristics	Positive Impact – it could benefit an equality group	Good Practice/ Promotes Equality or improved relations	Negative Impact – it could disadvantage an equality group	Reason for Change in Policy or Policy Development
SEX/ GENDER	Women	Increased focus on families is anticipated to positively impact on women. Lone parents are more likely to be women and there is also an increased risk of poverty and isolation. Therefore this focus is likely to have positive impacts.			This is a continuous improvement approach to CLD Delivery.
	Men	More targeted approaches to involve fathers in family learning are anticipated to have positive benefits.			This is a continuous improvement approach to CLD Delivery.
	Transgender	People who are transgender are more at risk of isolation and loneliness.			Focus on loneliness and isolation.
RACE*	White	The plan will	The plan will		This is a continuous

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		coordinate delivery of ESOL Learning and Resources with the aim of improving access to learning. This will likely have a positive impact on those wishing to learn English.	coordinate delivery of ESOL Learning and Resources with the aim of improving access to learning. This will likely have a positive impact on those wishing to learn English.		improvement approach to CLD Delivery.
<p><i>Further information on the breakdown below each of these headings, as per census, is available here.</i></p> <p><i>For example Asian includes Chinese, Pakistani and Indian etc</i></p>	Mixed or Multiple Ethnic Groups	The plan will coordinate delivery of ESOL Learning and Resources with the aim of improving access to learning. This will have a positive impact on everyone wishing to learn English.	The plan will coordinate delivery of ESOL Learning and Resources with the aim of improving access to learning. This will have a positive impact on everyone wishing to learn English.		This is a continuous improvement approach to CLD Delivery.
	Asian	The plan will coordinate delivery of ESOL Learning and Resources with the aim of improving access to learning. This will have a positive impact on everyone wishing to learn English.	The plan will coordinate delivery of ESOL Learning and Resources with the aim of improving access to learning. This will have a positive impact on everyone wishing to learn English.		This is a continuous improvement approach to CLD Delivery.
	African	The plan will coordinate delivery of ESOL Learning and Resources with the aim of improving access to learning. This will have a positive impact on	The plan will coordinate delivery of ESOL Learning and Resources with the aim of improving access to learning. This will have a positive impact on everyone wishing to		This is a continuous improvement approach to CLD Delivery.

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		everyone wishing to learn English.	learn English.		
	Caribbean or Black	The plan will coordinate delivery of ESOL Learning and Resources with the aim of improving access to learning. This will have a positive impact on everyone wishing to learn English.	The plan will coordinate delivery of ESOL Learning and Resources with the aim of improving access to learning. This will have a positive impact on everyone wishing to learn English.		This is a continuous improvement approach to CLD Delivery.
	Other Ethnic Group	The plan will coordinate delivery of ESOL Learning and Resources with the aim of improving access to learning. This will have a positive impact on everyone wishing to learn English.	The plan will coordinate delivery of ESOL Learning and Resources with the aim of improving access to learning. This will have a positive impact on everyone wishing to learn English.		This is a continuous improvement approach to CLD Delivery.

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<p>DISABILITY</p>	<p>Physical disability</p>	<p>Partners are providing adult learning to adults with a disability. This continues to be an important strand of CLD work which is having a positive impact on people's lives.</p>			<p>There is a continuous improvement approach to the delivery of learning and the coordination of resources.</p>
<p><i>A definition of disability under the Equality Act 2010 is available here.</i></p>	<p>Sensory Impairment (sight, hearing,)</p>	<p>Partners are providing adult learning to adults with a disability. This continues to be an important strand of CLD work which is having a positive impact on people's lives.</p>			<p>There is a continuous improvement approach to the delivery of learning and the coordination of resources.</p>
	<p>Mental Health</p>	<p>Partners are providing adult learning to adults with a disability. This continues to be an important strand of CLD work which is having a positive impact on people's lives.</p>			<p>There is a continuous improvement approach to the delivery of learning and the coordination of resources.</p>
	<p>Learning Disability</p>	<p>Partners are providing adult learning to adults with a disability.</p>			<p>There is a continuous improvement approach to the delivery of learning</p>

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		This continues to be an important strand of CLD work which is having a positive impact on people's lives.			and the coordination of resources.
LGBT	Lesbians	There is an increased risk of isolation, poverty and health inequalities. Therefore this focus will likely impact positively on this group. We will work with GEF to target services more effectively at these groups.			Focus on loneliness and isolation and health and poverty related inequalities
	Gay Men	There is an increased risk of isolation, poverty and health inequalities. Therefore this focus will likely impact positively on this group. We will work with GEF to target services more effectively at these groups.			Focus on loneliness and isolation and health and poverty related inequalities
	Bisexual	There is an increased risk of isolation, poverty			Focus on loneliness and isolation and health and poverty

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		and health inequalities. Therefore this focus will likely impact positively on this group. We will work with GEF to target services more effectively at these groups.			related inequalities
AGE	Older People (60 +)	This plan has a specific aim to tackle issues associated with loneliness and social isolation by targeting those experiencing this or at risk of becoming isolated. This is not necessarily specific to age, however, many older people are more likely to be affected. Older people are more at risk of health issues and inequalities as well.			This is a shift in emphasis from the previous plan which had a broader theme of 'vulnerable.' More focus will now be given to those experiencing social isolation.
	Younger People (16-25)	There is a specific focus to work with young people to improve their learning outcomes			Youth Work is a specific strand of CLD and as such this plan builds on the previous one. A continuous

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		and increase their opportunities for participation in decision making e.g. Glasgow Youth Council. There will also be some focussed work on assisting young people with employability. This will have a positive impact on the outcomes for young people.			improvement approach ensures that there is recording and monitoring of the impact of the work. An aim of the plan is to ensure that resources are targeted most effectively through partnership working.
	Children (0-16)	The CLD Plan has a specific strand for work with children and families. The aim is to take an early intervention approach and to support parents and children at the earliest opportunity. This will impact positively on children through the provision of learning opportunities and learning opportunities which support parents. The aim is to improve learning outcomes.			Work with Children and Families supports Glasgow's Improvement Challenge to improve learning outcomes. This builds on the previous plan and takes a continuous improvement approach. Monitoring and self - evaluation will confirm the impact of programmes.

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MARRIAGE & CIVIL PARTNERSHIP	Women				
	Men				
	Lesbians				
	Gay Men				
PREGNANCY and MATERNITY	Women	Within adult learning, we will continue to deliver the 'Becoming a Mother in Scotland' programme. This aims to support pregnant women for whom English is not their first language.			This programme was developed during the life of the previous CLD plan. We will take a continuous improvement approach to ensure a positive impact.
RELIGION and BELIEF** A list of religions used in the census is available here .	See note				
<u>SOCIAL AND ECONOMIC DISADVANTAGE</u>		The plan is expected to have a positive impact on social and economic deprivation because work will be targeted to geographical areas of identified			This plan is expected to deliver positive outcomes on the Glasgow City Plan strand of making the city fairer and more

		<p>need, for example Literacy Hotspots in the city. There is evidence that effective learning helps individuals to improve their economic circumstances through access to further learning and consequently increased chances of employability. The focus on family learning and youth work will impact positive on the attainment gap.</p>			<p>equal. Measurements are in place to ensure impact.</p>
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* For reasons of brevity race is not an exhaustive list, and therefore please feel free to augment the list above where appropriate; to reflect the complexity of other racial identities.

** There are too many faith groups to provide a list, therefore, please input the faith group e.g. Muslims, Buddhists, Jews, Christians, Hindus, etc. Consider the different faith groups individually when considering positive or negative impacts. A list of religions used in the census is available [here](#).

4. OUTCOMES, ACTION and PUBLIC REPORTING

SCREENING ASSESSMENT OUTCOME ACTIONS

Screening Outcome	Yes /No Or /Not At This Stage	Further Action Required/ Action To Be Undertaken	Lead Officer and/or Lead Strategic Group	Timescale for Resolution of Negative Impact/ Delivery of Positive Impact
Was a significant level of negative impact arising from the project, policy or strategy identified?	No	Whilst there is not expected to be a significant impact, the improved targeting of resources, for example to literacies hotspots, may mean there is a knock-on effect for other areas of the city. This will be mitigated through improved signposting, communication and the coordination of resources across partners.		
Does the project, policy or strategy require to be amended to have a positive impact?	No			
Does a Full Impact Assessment need to be undertaken?	No			
If none of the above is required, please recommend the next steps to be taken. (i.e. is there a strategic group that can monitor any future impacts as part of implementation?)		It is reported on through the GCC CP Executive and governance is in place.	The plan will be monitored by Glasgow Community Learning and Development Strategic Partnership on a quarterly basis. An annual report will also be produced.	

5. MONITORING OUTCOMES, EVALUATION and REVIEW

The Equalities Impact Assessment (EQIA) screening is not an end in itself but the start of a continuous monitoring and review process. The relevant Strategic, Policy, or Operational Group responsible for the delivery of the Policy, Project, Service Reform or Budget Option, is also responsible for monitoring and reviewing the EQIA Screening and any actions that may have been take to mitigate impacts.

Individual services are responsible for conducting the impact assessment for their area, staff from **Corporate Strategic Policy and Planning** will be available to provide support and guidance.

Legislation

Equality Act (2010) - the Equality Act 2010 (Specific Duties) Scotland Regulations 2012

The 2010 Act consolidated previous equalities legislation to protect people from discrimination on grounds of:

- race
- sex
- being a transsexual person (transsexuality is where someone has changed, is changing or has proposed changing their sex – called ‘gender reassignment’ in law)
- sexual orientation (whether being lesbian, gay, bisexual or heterosexual)
- disability (or because of something connected with their disability)
- religion or belief
- having just had a baby or being pregnant
- being married or in a civil partnership, and
- age.

Further information: [Equality Act Guidance](#)

As noted the Equality Act 2010 simplifies the current laws and puts them all together in one piece of legislation. In addition the **Specific Duties (Scotland Regulations 2012)** require local authorities to do the following to enable better performance of the general equality duty:

- report progress on mainstreaming the general equality duty
- publish equality outcomes and report progress in meeting those
- impact assess new or revised policies and practices as well as making arrangements to review existing policies and practices gather, use and publish employee information

- publish gender pay gap information and an equal pay statement
- consider adding equality award criteria and contract conditions in public procurement exercises.

Further information: [Understanding Scottish Specific Public Sector Equality Duties](#)

Enforcement

Judicial review of an authority can be taken by any person, including the Equality and Human Rights Commission (EHRC) or a group of people, with an interest, in respect of alleged failure to comply with the general equality duty. Only the EHRC can enforce the specific duties. A failure to comply with the specific duties may however be used as evidence of a failure to comply with the general duty.