

EIA Version	Date	Author	Changes
1.0	08.02.2021	P Boath	EIA Created

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions including those that affect services the council delivers).	
Service	Education and Children’s Services
Section	Community Learning and Development
Title of the activity etc.	Community & Learning and Development Staffing
Aims and desired outcomes of the activity	Recruitment freeze
Author(s) & Title(s)	Philip Boath, Communities and Partnerships Manager (Interim)

Stage 2: List the evidence that has been used in this assessment and explain what it means in relation to the activity you are assessing.		
Evidence	What does it say?	What does it mean?
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Management information system provides data on participants engaged in learning and achieving learning goals with CLD. Programme evaluations completed by learners, feedback form learners and self-evaluations completed by practitioners	Performance measures
Internal consultation with staff and other services affected.	SMT have initiated review which will roll out to the full service	

<p>External consultation (partner organisations, community groups, and councils).</p>	<p>The Aberdeenshire Learning Communities Partnership</p>	
<p>External data (census, available statistics).</p>	<p>SIMD data, Aberdeenshire Council data sources including CIAs, census, localised information from Local Community Partnerships, National Reports Foundation, J Rowntree, Save the Children) have informed COVID-19 impact.</p>	
<p>Other (general information as appropriate).</p>	<p>CLD services are targeted, with the health and economic impacts of COVID-19 effecting communities of interest and geography, that targeting will shift as those impacts become more evident and manifest in areas most affected</p>	

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	In relation to COVID recovery, the impacts on health and economy are at an early stage. As recovery progresses, CLD will require to be agile in responding to need. CLD will also have to be flexible in responding to potential impacts of local outbreaks requiring steps back as well as forward in the step plan for delivery. Whilst there is evidence that communities most socioeconomically challenged will experience greatest longer-term health an economic impact, detail has yet to identified.

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:
	Monitoring of data, information from Local learning Community Partnerships, Area Plans and referral from partners and other services will provide indicators of need.	January-December 2021

Stage 5: What steps can be taken to promote good relations between various groups/areas?	
These should be included in the action plan.	Local Learning Community Partnerships exist in each network, where partners contributing to Community development have the opportunity to share practice, identify opportunities for partnership work and identify existing and emerging needs. There will be a focus on building on the strengths of local communities to increase community-led provision of CLD services through co-production, grant aid and professional support

Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?	
Groups and individuals will be supported to identify and respond to community needs. Development of local partnerships featuring coproduction will increase local opportunities for access to CLD support in adult learning, youth work and strengthening communities.	

Stage 7a:

Are there potential impacts on protected groups?

The protected groups covered by the equality duty are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Who is affected by the activity or who is intended to benefit from the proposed activity and how?

Complete the table below 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	
Sex			Yes	
Pregnancy and maternity				Yes
Sexual orientation – (includes Lesbian/ Gay/Bisexual)	Yes			
Gender reassignment – (includes Transgender)	Yes			
Marriage and Civil Partnership				Yes

Stage 7b: Do you have evidence or reason to believe that this policy, activity etc. will or may impact on socio-economic inequalities?

This is about trying to be fair to everyone. Part of that is realising that not everyone may be starting at the same place. Some individuals and families may have low income, may have very little or no savings which means they are living from month to month therefore changes to council policies/services may have a greater adverse impact on them.

On this basis you should consider potential impacts on individuals/families by:

- Place: on specific vulnerable areas or communities (SIMD, regeneration, rural) e.g., housing, transport.
- Pockets: household resources, (Income, benefits, outgoings) ability to access a service
- Prospects: peoples life chances e.g., Access to, or ability to access employment, training, services (such as council or health) or support.

Groups of people who may be impacted include, but not limited to:

<ul style="list-style-type: none"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities • People who live in rural areas 	<ul style="list-style-type: none"> • Pensioners • Looked after children • Carers including young carers • Veterans • Students • Single adult households • People who have experienced the asylum system 	<ul style="list-style-type: none"> • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristic
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Please complete by inserting “yes” in the applicable box/boxes below.

Socio-economic disadvantage	Positive	Negative	Neutral	Unknown
Pockets: Low income/income poverty – cannot afford to maintain regular payments such as bills, food, clothing	Yes			

Pockets: Low and/or no wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	Yes			
Pockets: Material deprivation – being unable to access basic goods and services i.e., financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies	Yes			
Place: Area deprivation – where you live, where you work	Yes			
Prospects: Socioeconomic background – social class i.e., parents' education, employment and income, educational achievement.	Yes			

Stage 8: What are the positive and negative impacts?		
Impacts.	Positive	Negative

<p>Please detail the potential positive and/or negative impacts you have highlighted above. Detail the impacts and describe those affected.</p>	<p>CLD provides opportunities to access learning to develop positive mental health, aspiration, overcome barriers to learning, achieve learning goals to improve life chances in the areas of personal, community, work and family life. Service review will improve the structure and balance of staff in the service, increasing efficiencies and providing the opportunity to target priority communities.</p> <p>Increased opportunities for communities to collaborate in partnerships to build on community strengths and through coproduction and initiation of community led and delivered provision, increasing opportunities for access to CLD support locally.</p>	

Stage 9: Have any of the affected groups/areas been involved, engaged with or consulted?	
<p>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>	<p>Protected groups are engaged in learning opportunities provided by the CLD service. Through previous projects and evaluation, they have fed in comments, thoughts and feelings which will have informed future practice and the submission of the report. LLCPs supplement data and provide intelligence to identify opportunities to strengthen communities and meet local needs.</p>

Stage 10: What mitigating steps will be taken to remove or reduce negative impacts?		
<p>These should be included in any action plan at the back of this</p>	Mitigating Steps	Timescale
	<p>CLD service is undergoing review of its structure and distribution of staff to ensure that the right people and in the right role and delivering in the right place.</p>	<p>January 2021- March 2022</p>

form.	Local partnerships developed in targeted communities to build on community strengths and developed co-produced and local, community delivered CLD opportunities	August 2020- March 2021

Stage 11: What monitoring arrangements will be put in place? How the EIA will be used to monitor the proposal

These should be included in any action plan (for example customer satisfaction questionnaires).	The CLD Service reports to council through Pentana. The Service records activity and achievements of learners on its management information system, Cognisoft. Programmes are evaluated by learners and staff. Learner feedback informs programme content and pace and future delivery. Self-evaluation is an important part of the continuous improvement cycle of CLD. CLD Implementation Plan will track progress.
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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.
	CLD service is undergoing review of structure and disposition of staff, intended to strengthen support to communities of greatest need. Service CLD plan prioritises development of local partnerships to increase local opportunities for access to CLD support for adult learning, youth work and strengthening communities through coproduction and community led delivery.	
	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.

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Stage 14: Sign off and authorisation.				
Sign off and authorisation.	1) Service and Team	Education & Children Services, Community Learning & Development		
	2) Title of Policy/Activity	Recruitment freeze (if appropriate)		
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Philip Boath Position: Communities and Partnerships Manager (Interim) Date: 08/02/21 Signature:	Name: Position: Date: Signature:	
		Name: Position: Date: Signature:	Name: Position: Date: Signature:	
	4) Consultation with Service Manager	Name: Philip Boath Date: 08/01/2021		
	5) Authorisation by Director or Head of Service	Name: Vincent A Docherty Position: Head of Education and Chief Education Officer Date: 08/02/21	Name: 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.			Date:
	7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk			Date:

