

# EQUALITY IMPACT ASSESSMENT (EQIA):

Introduction to the EQIA process

A successful EQIA will look at 5 key areas:

1. **Identify the Policy, Project, Service Reform or Budget Option to be assessed.**  
A clear definition of what is being screened and its aims.
2. **Gathering Evidence & Stakeholder Engagement**  
Collect data to evidence the type of barriers people face to accessing services (research, consultations, complaints and/or consult with equality groups)
3. **Assessment & Differential Impacts**  
Reaching an informed decision on whether there is a differential impact on equality groups, and at what level.
4. **Outcomes, Action & Public Reporting**  
Develop an action plan to make changes where a negative impact has been assessed. Ensure that both the assessment outcomes and the actions taken to address negative impacts are publicly reported.
5. **Monitoring, Evaluation & Review**  
Stating how you will monitor and evaluate the **Policy, Project, Service Reform or Budget Option** to ensure that you are continuing to achieve the expected outcomes for all groups.

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

1. Name of the Policy, Project, Service Reform or Budget Option to be assessed.

Community Learning and Development (CLD) Strategic Plan 2024-27

2. Reason for Change in Policy or Policy Development

In line with the CLD Regulations 2013, Glasgow has a statutory duty to produce a CLD Plan every 3 years. The CLD Strategic Plan is produced by Glasgow's Community Learning and Development Strategic Partnership (GCLDSP). This is a multi-agency partnership tasked with ensuring that learning is tailored to the needs of the city. The GCLDSP has devolved responsibility for CLD Planning in Glasgow. The new CLD Plan 2024-27 builds on the strategic direction, vision and priorities of the previous plan (2021-24). The Strategic & Implementation Plans 2024-27 is being submitted to the Glasgow Community Planning Partnership Strategic Board, Glasgow Life Board, CAC, & WECCE from October 2024 to January 2025. It will concurrently be shared through CLD networks and published on Glasgow Life's and Glasgow's Learning website, along with this assessment.

A three-year Action Plan for 2024-27 is produced containing details of how aspirations in the CLD Strategic Plan will be delivered. GCLDSP is adopting a co-production approach to delivering on the CLD Plan and will continue to engage with individuals, families and communities throughout the lifespan of the plan to ensure it meets city and local need. There will be a renewed effort to involve citizens in shaping CLD services in Glasgow through the strategic partnership.

The Plan has a key driver to deliver high quality targeted CLD that addresses the city's health and poverty-related inequalities through the key themes of: community-based adult learning, youth services, children and family attainment and achievement, community engagement and development, and digital and financial inclusion.

Our CLD Plan is trying to address inequalities. We know that those from equalities groups with protected characteristics are more likely to experience health and poverty-related inequalities, benefit less from the city's economic growth, marginalisation and exclusion from local decision making and experience unfairness and inequity. This CLD Plan aspires to redress the imbalances through strong partnership working. Contributions by a range of stakeholders including participants, practitioners and partners, and with Glasgow's residents not involved in learning activity to the recent consultation evidences that some commitments in the previous Plan need to change. This is based on recent consultations as well as other city plans and the impacts of the current economic challenges on the city's most disadvantaged, marginalised and vulnerable. While the strategic direction from the previous Plan

continues, as a result of recent consultations and changes to the context which CLD is delivered in, important changes are being made which needed to be equality-impact assessed.

There are areas of unmet need that continue not to be addressed by CLD planning particularly increasing demand for provision of English for Speakers of Other Languages (ESOL), transport and childcare. Although these aren't directly being addressed CLD partners will work together to ensure accessible learning. Lack of access to CLD could adversely impact equalities groups and those in poverty, particularly disabled people, those with mobility issues and childcare issues impact women disproportionately. Partners are committed to joint working and co-production with communities to ensure CLD is accessible. There is a focus on embedding CLD into locality planning particularly using engagement through the Community Planning Partnership and Glasgow's Third Sector Interface Network which is anticipated to benefit equalities groups by ensuring a relevant CLD offer that meets local need.

Specific targeted resources will be directed to areas of socio-economic disadvantage in the city and, in the city's 8 literacy hotspots: Drumchapel, Easterhouse, Eastend, North Glasgow, Castlemilk, Pollok, Govan and Milton.

Family Learning resources will be targeted at learning communities and families more at risk of experiencing poverty-related attainment gap.

Resources will continue to be prioritised in areas of higher deprivation where need is greatest. However, consultation has indicated that we need another lens other than geography and one that brings marginalisation and other inequalities into perspective.

It should be noted that any reduction of access to local venues will have a likely impact on access to CLD particularly for the most vulnerable. Therefore, partners will work together to improve access to local opportunities.

GCC is currently working with partners on using poverty data from research through the people-centred strategy, exemplified by the Child Poverty Pathfinder, targets families with children under five for early intervention, aiming to prevent deeper poverty impacts. The "No Wrong Door" model ensures seamless, holistic support across services. Recognised "Booster Wards" establish where to start including targeting the wards with the highest number of families (with children) living in relative poverty. These ten Booster Wards are: Southside Central, Calton, Canal, Drumchapel/ Anniesland, Garscadden/ Scotstounhill, East Centre, Linn, Greater Pollok, Springburn/ Robroyston, and Govan.

### 3. List main outcome focus and supporting activities of the Policy, Project, Service Reform or Budget Option

The new CLD Plan builds on the direction and vision of the previous Plan. It is outward-facing and aligned to the city's priorities established in the Community Plan (LOIP). The new Plan continues to have as its key driver the delivery and development of CLD which helps the city to address its health and poverty-related inequalities.

The impact of this focus on health and poverty-related inequalities is deemed favourable to individuals, families and groups protected under the Equalities Act 2010 given they are more likely to experience these inequalities. 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 for individuals, families and groups with protected characteristics who also experience health and poverty-related inequalities and/or loneliness and isolation.

The CLD Plan focusses services on improving lives with emphasis on:

- Mental and Physical Health and Wellbeing including loneliness and isolation
- Employability Skills and Financial Inclusion
- Community Development and Capacity Building Approaches in CLD
- Youth Services and Youth Voice
- Adult Learning, particularly Literacy, Numeracy, ESOL and Digital Inclusion
- Family Learning and Attainment and Achievement for Children and Parents/Carers
- Equalities representation through the voluntary and third sector organisations.

Continued focus on digital inclusion and participation including blended models of learning and a targeted approach to addressing literacy issues by focusing on the 8 areas in the city with the highest levels of adults who struggle to read, write and use numbers

We address these priorities in more detail below, but overall, the impact on equalities groups is anticipated to be favourable as many have been disproportionately disaffected by poverty and health-related inequalities, mental health issues, marginalisation, digital exclusion, and loneliness and isolation. Consultations with participants, practitioners and with Glasgow residents (not involved in learning activity) let us know they are concerned about impacts of current economic challenges on their wellbeing and many feel more isolated. Consultation feedback focusses the Plan more on reaching marginalised individuals and groups. Exploring successful ways to continue to consult and involve learners in shaping the direction of CLD and CLD programme development, and on how we involve community groups, organisations and local activists in a co-production model for the planning and implementing CLD provision is a priority.

As a result, GCLDSP have updated a thematic focus retaining community-based adult learning, youth services, children and family attainment and achievement, community engagement and development, and digital and financial inclusion. In addition, we have included a stronger focus on employability and the impact CLD can bring to employability skills development, mental and physical health, and wellbeing and family learning.

Reinforcing this EQIA, the CLD Plan has a Statement of Unplanned Met Need (Section 4) which provides information on areas of unmet need and the justification for these. These include the escalating demand for the provision of English for ESOL in the city and that transport and childcare continue to prevent some from accessing learning activity.

4. Name of officer completing assessment (signed and date)

Norman Ferguson, Libraries and Communities Manager (CLD Strategic, Early Years, Children and Families), Glasgow Life,  
[norman.ferguson@glasgowlife.org.uk](mailto:norman.ferguson@glasgowlife.org.uk)  
18 September 2024

5. Assessment Verified by (signed and date)

Alex Byers, Senior Libraries and Communities Manager (Service Development), Glasgow Life, [alex.byers@glasgowlife.org.uk](mailto:alex.byers@glasgowlife.org.uk)  
18 September 2024

## 2. GATHERING EVIDENCE & 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.

Please name any research, data, consultation, or studies referred to for this assessment:	Please state if this reference refers to one or more of the protected characteristics: <ul style="list-style-type: none"> <li>➤ age</li> <li>➤ disability,</li> <li>➤ race and/or ethnicity,</li> <li>➤ religion or belief (including lack of belief),</li> <li>➤ gender,</li> <li>➤ gender reassignment,</li> <li>➤ sexual orientation</li> <li>➤ marriage and civil partnership,</li> <li>➤ pregnancy and maternity,</li> </ul>	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><b>Glasgow – Demographics</b> Glasgow’s population is 620, 700. Glasgow City Council, 2022 Census Factsheet</p> <p>The city is Scotland’s most diverse across a number of protected characteristics.</p> <p>11.5% of the city’s population identify as BME. 88.5% of the city’s population identify as White. (Scotland’s overall population is 96.0% White and 4.0% BME); There are also differences in the ethnic</p>	All protected characteristics	

<p>profile of the population within Glasgow with a BME population in North East of 7.0%, North West 12.5% and South 14.2%. More than a quarter of Glasgow pupils (25.5%) have a Minority Ethnic background which is almost three times the percentage of Minority Ethnic pupils of Scotland overall (9.2%). The percentage of Minority Ethnic pupils in Glasgow (25.5%) is also more than double the percentage of the Minority Ethnic population of Glasgow (11.5%) indicating higher levels of diversity in the child population than the adult population of Glasgow.</p> <p>97.3% of all Scotland's asylum seekers live in Glasgow.</p> <p>22.5% of Glasgow people were born outside of the UK – more than twice the percentage of 11.1% of Scots born outside the UK.</p> <p>Glasgow has almost twice the percentage of LGBTQI+ people (5.7%) as Scotland (2.9%)</p> <p>Half of the Glasgow population report of belonging to a religion (52.3%)</p> <p>40% of Glasgow school pupils have a physical illness or disability. 31.0% of all Glasgow people have one or more health condition compared to 29.9% nationally. Within Glasgow, the North East locality has the highest rate of all people with one or more condition (33.7%) followed by South (30.8%) and North West (29.0%). Mental ill health, learning disabilities and physical disabilities are all significantly higher in Glasgow than in Scotland.</p>		
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**Glasgow City Health and Social Care Partnership  
Demographics and Needs Profile June 2022**

The ethnic minority population in Glasgow is likely to double by 2030; one in four children in will be from a minority ethnic background by 2030; child poverty rate for children from minority ethnic communities is double that of the Scotland average.

CLD supports participation in culture and sport and contributes to a wide range of policy outcomes ranging from public health to employability.

**Cultural Participation – Key Factors**

Participation in cultural activity is higher among women, those with degrees or professional qualifications, those with no physical or mental health conditions, those living in less deprived areas, and those with a higher household income. **Scottish Household Survey, Scottish Government 2019**

Cultural attendance and participation is lower amongst disabled people compared to non-disabled people., **Scotland's Wellbeing: national outcomes for disabled people National Performance Framework, Scottish Government, 2019**

Barriers to cultural participation are more commonly experienced by young people (29% higher incidence than average), those on lower incomes (17% higher), ethnic minorities (23.5% higher), those identifying as Lesbian, Gay, Bisexual or Transgender (38.6% higher), and people with disabilities (40% higher). **Scotland's Culture Strategy: overcoming barriers and unlocking benefits, National Trust for Scotland, 2023**



<p><b><u>Sport and Physical Activity Participation – Key Factors</u></b></p> <p>Participation rates in physical activity and sport were higher among men than women Participation in physical activity and sport (including recreational walking) declined with age.</p> <p>Participation in physical activity and sport (including recreational walking) was lower for those living in the most deprived areas compared to the least deprived areas. Participation in walking (for at least 30 minutes) was also lower for those living in the most deprived areas compared to those living in the least deprived areas. Those with a long-term limiting condition were less likely to be physically active compared to those with no condition. <b>Scottish Household Survey, Scottish Government 2019</b></p> <p>Disabled people have lower average mental wellbeing scores than non-disabled people A smaller proportion of disabled people meet physical activity recommendations than non-disabled people. Almost two thirds of both disabled and non-disabled people are clinically overweight. <b>Scotland's Wellbeing: national outcomes for disabled people National Performance Framework, Scottish Government, 2019</b></p> <p>Women and girls continue to experience a range of barriers to sport and physical activity participation. These include personal safety concerns, especially with regard to outdoor exercise. Body image and confidence; stereotyping and discriminatory, attitudes and behaviours can also impact women and girls'</p>		
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<p>participation. Women typically carry out the majority of domestic and caring responsibilities and have less leisure time than men. As a result, childcare, dependent care or other caring roles can also limit their ability to participate in sport and physical activity. Many of these barriers to participation increase for women and girls with disabilities, LGBTQI+ women and girls, women and girls from black and minority ethnic backgrounds, or from communities experiencing social and economic deprivation and disadvantage. <b>Scottish Parliament, Health, Sport and Social Care Committee, Inquiry into female participation in sport and physical activity, 2022</b></p> <p>LGBTQI+ adolescents experience lower wellbeing than their peers, and this is evident across a range of wellbeing domains. <b>Gender and sexual identity-based inequalities in adolescent wellbeing: findings from the #BeeWell Study, BMC Public Health, Nov 2023</b></p> <p>LGBT+ people experience a wide range of poorer health outcomes, particularly in relation to mental health and wellbeing, physical activity, and also experience barriers to accessing mainstream services particularly around sport and physical activity <b>Health needs assessment of lesbian, gay, bisexual, transgender and nonbinary people, NHS Greater Glasgow and Clyde, NHS Lothian, 2020</b></p>		
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<p>Consultations took place with a wide range of over 250 stakeholders including Glasgow Residents (not involved in Learning), Strategic CLD Partners, Practitioners &amp; Volunteers, Community Groups &amp; Organisations, Adult Learners, Young People and Digital Learners. Groups who contributed represent communities of interest including:</p> <p>Elderly, Lonely, and Middle-aged Residents, Women from minority ethnic backgrounds, New Scots with Mental Health Issues, Black and Minority Ethnic Groups: Initiatives focused on health, well-being, human rights, and employability specifically tailored to the needs of minority ethnic communities, LGBTQ+, Children, Young People, and Families Affected by Homelessness and / or Substance Abuse, Disabled People, Those with Mental Health Problems, EU Migrants.</p>	<p>All groups with protected characteristics are potentially impacted with regard to CLD plan</p>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Strong affirmation from participants that CLD is improving their wellbeing, making them feel more positive and happier and boosting their self-esteem and confidence</li> <li>• Continuing the focus on health and poverty-related inequalities including supporting individuals, families and communities</li> <li>• Continue to use blended models of learning recognising the value of face-to-face and digital ensuring the CLD workforce and participants have digital skills and access</li> <li>• Continued need for financial and digital support for individuals and families</li> <li>• Reaching marginalised individuals and groups (looking beyond geography). This includes the vulnerable and isolated as well as those with protected characteristics.</li> <li>• Clear pathways for moving from community justice system back to communities</li> <li>• prioritising a coordinated approach to play and outdoor learning</li> <li>• a need to focus more on youth and adult unemployment and mental health</li> </ul> <p>Elderly and Middle-aged Residents; Young People; Glasgow City Residents; Businesses, Public, and Third-Sector Organizations; Women from Racialised Communities; New Scots with Mental Health Issues; Minority Ethnic Groups; LGBT Elders; Children, Young People, and Families Affected by Homelessness or Substance Abuse; Disabled People; Those with Mental</p>

		<p>Health Problems; EU Migrants; Black and Minority Ethnic Communities; Charity Organizations and Housing Association Tenants.</p> <p>58% saying they want to be part of the CLD planning process</p> <p>54% want to provide information about impacts for residents in the community</p> <p>Refer members into other CLD support</p> <p>Share best practice and learning from other CLD providers.</p>
<p>Survey carried out with Glasgow Residents</p>	<p>Age – All Adults</p>	<p><b>Outcomes</b></p> <p>Glasgow residents (non-learners) priorities:</p> <ul style="list-style-type: none"> <li>• Widening Adult Learning Opportunities: There's a call for more diverse adult learning opportunities beyond ESOL, literacies, and digital skills.</li> <li>• Rights-Based Learning: Suggestions were made for offering learning focused on rights such as renter rights, employment rights, and disability rights, possibly under the banner of Citizen Learning.</li> <li>• Life Skills Development: Many respondents emphasized the importance of life skills training, including financial independence and education.</li> </ul> <p>Additionally, they emphasised the importance of making decision-making processes more inclusive and accessible, suggesting measures such as improved communication channels, local meetings, and online engagement platforms.</p>

<p>Survey carried out with Young People</p>	<p>Age - Young people</p>	<p><b>Outcomes</b></p> <p>Young People want 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 action plan which makes a commitment to ensuring links between the GYC and the GCLDSP. This is also being addressed through the Glasgow Youth Work Forum and network of Third Sector Youth service providers including a focus on youth voice and activism.</p> <p>60% reported youth work improving their confidence, communication skills and contributing to an ability to work as part of a team gaining leadership skills. (Measure - National Youth Work Standards). 50% said they preferred a hybrid model of learning.</p> <p>Young people suggested ways to enhance the effectiveness &amp; inclusiveness of their club or activity: certification opportunities; creating youth employment pathways; improving communication; organising more outdoor activities; widening the age range; enhancing advertising (targeting those not involved); engaging with schools.</p> <p>They felt that by doing these things their club or activity would better serve its community and attract a more diverse and engaged membership.</p> <p>Young people agreed they should be actively involved in decision making and in shaping programmes</p> <p>This feedback has been incorporated into the CLD Plan and we know that we need to do more to engage with Young People who have one or more additional protected characteristics and/or who also experience health and poverty-related inequalities who are even</p>
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		more at risk to the adverse impacts of the current economic challenges. These are being addressed in the Action Plan.
A survey was carried out with CLD practitioners and volunteers	All Protected characteristic groups	<p><b>Completed.</b></p> <p><b>Outcomes</b> Practitioners recognise the importance of digital access and skills, the importance of moving to blended models of learning which include face-to-face and remote/digital learning.</p> <p>Practitioners were asked about their own learning needs and these are being incorporated into actions for Workforce Development particularly to support them to teach using digital platforms. Practitioners feel that resources are an issue, particularly kit and connectivity for online learning. The CLD Plan has a strong focus on WFD and a baseline of CLD staff development needs is planned.</p> <p>With regard to CLD in the city, we know that both paid and unpaid practitioners could be more representative.</p> <p>The CLD Plan is making a key commitment to grow volunteering in the city so that it better represents the city's vibrant diversity.</p> <p>CLD partners need to consider how representative the paid workforce is and how this could be widened.</p>
Community Groups & Organisations contributed with a combination of individual and collective responses	All protected characteristics groups	Broad Range of Responses from Elderly and Middle-aged Residents; Young People; Glasgow City Residents; Businesses, Public; Women from Racialised Communities; New Scots with Mental Health Issues;

		<p>Minority Ethnic Groups; LGBTQ+, Older People; Children, Young People, and Families Affected by Homelessness or Substance Abuse; Disabled People; Those with Mental Health Problems; EU Migrants; Black and Minority Ethnic Communities; Charity Organizations and Housing Association Tenants.</p> <ul style="list-style-type: none"> <li>• 58% saying they want to be part of the CLD planning process</li> <li>• 54% want to provide information about impacts for residents in the community</li> <li>• Most already and plan to continue referring members into other CLD support</li> <li>• Most Groups and Organisations share best practice and learning from other CLD providers.</li> </ul> <p>Community groups and organisations in Glasgow are committed to understanding and addressing the diverse needs of the community through regular consultations, data-driven strategies, and strong collaborations. They adapt services ensuring inclusivity and effectiveness in promoting safety, wellbeing, and economic inclusion, supporting vulnerable groups like refugees and families in poverty to engaging young people and encouraging self-advocacy to welcome people into Learning classes.</p> <p>Other areas of importance raised are:</p> <ul style="list-style-type: none"> <li>• Widening Adult Learning Opportunities: diverse adult learning opportunities beyond ESOL, literacies, and digital skills.</li> <li>• Rights-Based Learning: learning focused on rights such as renter rights, employment rights, and disability rights, possibly under the banner of Citizen Learning.</li> <li>• Life Skills Development: training, including financial independence and education.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Financial Support: Providing more especially for vulnerable families.</li> <li>• Employment Opportunities: for people currently unemployed or in part time / low paid jobs.</li> <li>• Better access to information about available services, benefits, and employment opportunities.</li> <li>• Community Engagement: Encouraging greater community involvement in decision-making processes through local meetings, online surveys, or forums.</li> <li>• Community Activities: In community centres and libraries, including e.g. green initiatives, hate crime understanding, and British Sign Language.</li> <li>• Addressing Social Isolation: Concerns were raised about the isolation of older people.</li> </ul>
<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>All Protected characteristic groups</p>	<p><b>Outcomes</b></p> <p>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 including social renewal planning and evidencing where it was making an impact.</p> <p>Partners have also prioritised recovery from the pandemic to address more immediate issues facing disadvantaged and marginalised groups in the city.</p> <p>Actions are planned to report on CLD much more effectively to wider partners. In some cases, partners have included CLD at their meetings.</p>



		Partners are committed to working more effectively to target resources and provision at those who have the greatest need including a much more focussed approach on reaching those from marginalised groups.
GCLDSP carried out a self-evaluation exercise and development session to determine its approach and requirements for governance.	All Protected characteristic groups	<p><b>Outcomes</b></p> <p>The GCLDSP affirmed that the new Plan should continue its focus on health and poverty-related inequalities – and in particular regarding Children and Family Poverty (early years), and on Employability and Financial Inclusion. The Areas of Focus of the previous plan: inclusive economic growth, fairer more equal and resilient communities are relevant, however planning and reporting ceases to use these themes and networks, reverting instead to using existing established networks around the themes of Adult Learning, Youth Services, Health &amp; Wellbeing, Community Development and Employability. The partnership noted that leadership, collaborative working and reporting is improving. However, the GCLDSP also noted that particularly in light of cuts facing many organisations across all sectors there is a need to collectively demonstrate the value that CLD brings to the city.</p> <p>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> <p>Partners will also consider how to promote CLD in targeted areas and with marginalised groups.</p>



### 3. ASSESSMENT & 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)	Negative Impact – (it could disadvantage an equality group)	Socio Economic / Human Rights Impacts
<b>SEX/ GENDER</b>	Women	<p>Increased focus on families is anticipated to positively impact on women.</p> <p>Increased focus on those experiencing health and poverty-related inequalities and in particular on child poverty is anticipated to positively impact women who experience these disproportionately.</p>	<p>Childcare is not being addressed through this Plan (this is not a change as it wasn't in the previous one). However, this does have an adverse impact on women with young children. To offset this there is more focus on family engagement and learning and a more co-ordinated approach to Play. Growing the digital offer and provision of "blended" learning may also assist.</p>	<p>The right to take part in cultural life guarantees the right of everyone to access, participate in and enjoy culture, cultural heritage and cultural expressions are universal human rights under various United Nations charters</p> <p>Lone parents are more likely to be women and there is an increased risk of poverty and isolation therefore this focus is likely to have positive socio-economic impacts.</p> <p>It will support digital inclusivity; a key skill for employment, and support those who have lost their jobs or are in danger of doing so.</p> <p>Improved employability is a key area of focus of the CLD Plan.</p> <p>Delivering accessible learning (e.g. digital and face-to-face in local venues) is a priority for this plan.</p>
	Men	<p>More targeted approaches to involve fathers in family learning are anticipated to have positive benefits.</p>		<p>It will support digital inclusivity; a key skill for employment, and support those who have lost their jobs or are in danger of doing so.</p> <p>Improved employability is a key area of focus of the CLD Plan.</p>

Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit an equality group)	Negative Impact – (it could disadvantage an equality group)	Socio Economic / Human Rights Impacts
	Transgender	People who are transgender are more at risk of isolation and loneliness and the activity outlined in the plan can help to mitigate this.		<p>isolation therefore this focus is likely to have positive socio-economic impacts.</p> <p>It will support digital inclusivity; a key skill for employment, and support those who have lost their jobs or are in danger of doing so.</p> <p>Improved employability is a key area of focus of the CLD Plan.</p> <p>Delivering accessible learning (e.g. digital and face-to-face in local venues) is a priority for this plan.</p>
<b>RACE*</b>	White	The plan will 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.	Although the CLD Plan prioritises ESOL, the combined resources of Partners do not allow us to meet growing demand. Although measures are planned to mitigate this, there may be a negative impact on those who speak English as a Second Language.	<p>Learning English will assist those whose first language is not English in terms of life chances and employment prospects.</p> <p>This CLD Plan continues to prioritise collaborative working to deliver ESOL to reduce waiting lists and time, improve placements and progression, draw in more funding for ESOL (e.g. Scots Integration Fund) and develop different learning models to deal with escalating demand.</p>
<i>Further information on the breakdown below each of these headings, as per census, is available <a href="#">here</a>.</i>	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 likely have a positive impact on those wishing to learn English.	Although the CLD Plan prioritises ESOL, the combined resources of Partners do not allow us to meet growing demand. Although measures are planned to mitigate this, there	<p>Learning English will assist those whose first language is not English in terms of life chances and employment prospects.</p> <p>This CLD Plan continues to prioritise collaborative working to deliver ESOL to reduce waiting lists and time, improve placements and progression, draw in more funding for ESOL (e.g. Scots Integration Fund) and</p>

Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit an equality group)	Negative Impact – (it could disadvantage an equality group)	Socio Economic / Human Rights Impacts
<i>e.g. Asian includes Chinese, Pakistani and Indian</i>		<p>The focus on community resilience which includes integration is likely to have a positive impact particularly on those resettling in Scotland.</p> <p>The Plan's focus on health and poverty-related inequalities will have a positive impact on these groups who are more at risk.</p>	may be a negative impact on those who speak English as a Second Language.	develop different learning models to deal with escalating demand.
	Asian	As above	As above	As above
	African	As above	As above	As above
	Caribbean or Black	As above	As above	As above
	Other Ethnic Group	As above	As above	As above
<b>DISABILITY</b>	Physical disability	<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>Adults and young people with disabilities or families with disabled members are more likely to experience health and poverty-related inequalities, digital exclusion and isolation and</p>		<p>It will support digital inclusivity; a key skill for employment, and support those who have lost their jobs or are in danger of doing so.</p> <p>Improved employability is a key area of focus of the CLD Plan.</p> <p>Improved digital skills, literacy and numeracy should help disabled people's employment opportunities as disabled people are more likely to be digitally excluded and less likely to be in employment.</p>

Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit an equality group)	Negative Impact – (it could disadvantage an equality group)	Socio Economic / Human Rights Impacts
		loneliness therefore CLD Plan is deemed to have a positive effect.		
<i>A definition of disability under the Equality Act 2010 is available <a href="#">here</a>.</i>	Sensory Impairment (sight, hearing, )	As above		As above
	Mental Health	As above		As above
	Learning Disability	As above		As above
<b>LGBTQ+ with disability</b>	Lesbians	As above		As above
	Gay Men	As above		As above
	Bisexual	As above		As above
<b>AGE</b>	Older People (60 +)	<p>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. This includes tackling digital isolation.</p>		<p>It will support digital inclusivity; a key skill for employment, and support those who have lost their jobs or are in danger of doing so. This may be of particular relevance for older people who may find it more difficult to gain new employment in comparison to younger people.</p> <p>Improved employability is a key area of focus of the CLD Plan.</p> <p>Digital learning courses will assist in helping those older people who are currently digitally excluded to access digital skills and capability.</p>
	Younger People (16-25)	<p>There is a specific focus to work with young people to improve their learning outcomes, particularly around employability,</p>		<p>Improved employability is a key area of focus of the CLD Plan.</p>

Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit an equality group)	Negative Impact – (it could disadvantage an equality group)	Socio Economic / Human Rights Impacts
		youth voice and activism, closing the poverty related attainment gap and mental health. This is anticipated to have a positive impact.		There will be some focussed work on assisting young people with employability. This will have a positive impact on the outcomes for young people. This work includes volunteering, along with confidence and skills building.
	Children (0-16)	The CLD Plan has a specific strand for work with children and families experiencing poverty including the poverty related attainment gap. 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.		<p>Improved learning outcomes may assist in improving employment prospects especially as children reach school leaving age.</p> <p>A key focus is on financial inclusion work that supports families to make the most of their money.</p> <p>The focus on mental health is also important as many parents especially single parents have experienced stress and pressure while under lockdown and restrictions.</p> <p>The adverse impacts of the pandemic will likely impact this group.</p>
<b>MARRIAGE &amp; CIVIL PARTNERSHIP</b>	Women	N/A	N/A	N/A
	Men	N/A	N/A	N/A
	Lesbians	N/A	N/A	N/A
	Gay Men	N/A	N/A	N/A
<b>PREGNANCY &amp; MATERNITY</b>	Women	N/A	N/A	N/A
<b>RELIGION &amp; BELIEF**</b>	See note	N/A	N/A	N/A

Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit an equality group)	Negative Impact – (it could disadvantage an equality group)	Socio Economic / Human Rights Impacts
A list of religions used in the census is available <a href="#">here</a> .				

\* 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](#).



## Summary of Protected Characteristics Most Impacted

### Positive impacts anticipated for:

**Race** - ESOL Learners will benefit from gaining skills in English language

**Age** - Older people should experience positive benefits – especially through digital learning courses

Young people should benefit from targeted learning opportunities and employability programmes

Children should benefit through the specific children and family work included in the plan

**Disability** – there is a specific learning strand designed for disabled people and the digital learning programmes may be of particular benefit

**LGBTQI+** – particularly in terms of the focus on reducing loneliness and isolation

**Women** – through the focus on health and poverty-related inequalities and families in poverty

Those with more than one protected characteristic are even more likely to experience disadvantage, marginalisation and health and poverty-related inequalities. It is anticipated that this Plan will also benefit them.

## Summary of Socio-Economic Impacts

Deprivation and poverty are disproportionately experienced by various groups, including children, lone parents, minority ethnic groups, and Policy recommendations Provision of affordable housing and addressing homelessness are clear policy priorities for the Scottish Government and Glasgow City Council. For example, in 2021 it was estimated by Glasgow City Council that over 32% children were living in poverty in the city and that many of these children were from lone parent families.

According to a Fair by Design Report commissioned by Bristol University we also know that in the UK:

- BAME people are more likely to work in low-paid occupations or earn below the living wage. There are higher unemployment rates in some BAME groups and Black workers are more likely to have insecure work.
- The higher levels of poverty among women (than men) stem primarily from two factors, which are themselves connected: women, on average, are paid less per hour, and work far fewer paid hours over a lifetime; and women lose income as a consequence of caring responsibilities. This pay gap may be compensated by male wages in couple households, however, this leaves single women; pensioners, and particularly single parents, very vulnerable to poverty-levels of income. Women, particularly single mothers, are more reliant on benefits, and consequently are vulnerable to welfare cuts – they are also more likely to be eligible for means tested, rather than universal benefits, making it harder to get out of poverty.
- Young people are more likely to be in low-paid work and they have less recourse than other age groups, or indeed their age group previously, to social welfare and benefits (Gardiner and Rahman, 2019)

- In Scotland, unemployment rates are higher for BAME youths, those with disabilities, and that evidence shows “young women who leave school early with poor qualifications are likely to face worse labour market outcomes than young men with similar characteristics”. (Scottish Government, 2017).
- Almost half of working-age adults in poverty (4.1 million of 8.4 million) are living in a household that includes a disabled adult or child, and poverty rates for working-age adults living in disabled households are substantially higher than in non-disabled households (31.3 per cent compared with 16.6 per cent) (Social Metrics Commission, 2018).
- Scope’s Disability Price Tag research (John et al, 2019; Touchet and Morciano, 2019), which included secondary analysis of Family Resources Survey data, estimates the average disabled person incurs additional costs of £583 per month – and a fifth face additional costs of over £1,000 per month, even after receipt of disability benefits. The average additional costs for families with a disabled child were almost identical, though almost a quarter face additional costs in excess of £1,000 per month.

It is therefore anticipated that this Plan’s focus on inclusive economic recovery and growth, a fairer and more equal Glasgow and health and poverty related inequalities will be favourable to all of the above groups.

The main benefits will be in relation to employability with better language skills for those whose first language is not English and, for those who require literacy and numeracy skills or, digital skills to access better employment opportunities.

The city’s Family Learning Team jointly co-ordinated by Education and Glasgow Life is a continued priority which is helping to tackle the adverse impacts of the poverty-related attainment gap.

## Summary of Human Rights Impacts

The right to take part in cultural life guarantees the right of everyone to access, participate in and enjoy culture, cultural heritage and cultural expressions, sport and physical activity are universal human rights under various United Nations charters. These integrated facilities outlined in this proposal are likely to improve the quality of provision and access to opportunities to participate in a wide range of sport, cultural and heritage activities and programmes for people within the catchment area.

## Summary of Health Inequalities\* Impacts

Please include reference to any protected characteristic group which may be affected in terms of health inequalities.

Also refer to other groups that may potentially be affected – including people with drug problems, homeless people, care - experienced young people and carers. This is an indicative but not exhaustive list and any relevant groups along with the anticipated impacts should be noted.

\*Health inequalities between people arise because of inequalities in society. Health inequalities are influenced by a wide range of factors, including access to education, employment and good housing; equitable access to healthcare; individuals' circumstances and behaviours, including lifestyle factors (e.g. diet), and income. These issues are known as the social determinants of health. They are also influenced by levels of access to and participation in community learning and development and this Plan takes cognisance of this and aims to reduce these by improved access to high quality CLD.

The Plan's focus on health-related inequalities including mental health, loneliness and is deemed to have a positive impact on equalities groups.

The Glasgow Centre for Population Health Report: Health in a Changing City: Glasgow 2021 notes: worsening mental health trends are being reported including extensive inequalities associated with gender, age, socioeconomic status and ethnicity, and evidence of a growing inequality in service provision between children, young people and adults.

In Scotland mental health issues are at their highest since 2008-09. Suicide has become the leading cause of death among 15- to 34-year-olds and the number of adults who have ever self-harmed is increasing. In Glasgow, the rate of prescriptions and psychiatric hospitalisations associated with mental ill health is higher than the national rate. There are also extensive inequalities in the experience of mental ill health and mental health outcomes associated with gender, age, socio-economic status, and ethnicity.

We also know anecdotally this Plan will also benefit:

Older people may be at greater risk of social isolation since they are more likely to be shielding and less likely to use online communication.

People with a long-term condition were significantly more likely to experience loneliness and social isolation before the pandemic, and many disabled people have been worried about becoming acutely isolated at this time.

Learning programmes for families and early intervention will benefit children and families by increasing literacy levels and employment prospects thus reducing health inequality by hopefully lifting families out of poverty – child poverty is a key city priority. Family learning and financial inclusion provision will be a key determinant in reducing health inequality.

ESOL classes will help with integration and wellbeing, as well as improving employment opportunities.

The specific strand of work for disabled people will also assist in improving employability and in turn alleviate poverty.

Young people are a specific focus within the plan with the aim being to raise attainment and help young people build skills and confidence for entering the labour market or further and higher education.

## 4. OUTCOMES, ACTION & PUBLIC REPORTING

<b>Outcome</b>	<b>Yes /No Or / Not At This Stage</b>
Was a significant level of negative impact arising from the project, policy or strategy identified?	No
Does the project, policy or strategy require to be amended to have a positive impact?	No

## Actions: Next Steps

(i.e., is there a strategic group that can monitor any future actions)

<b>Further Action Required/ Action to Be Undertaken</b>	<b>Lead Officer and/or Lead Strategic Group</b>	<b>Timescale for Resolution of Negative Impact (s) / Delivery of Positive Impact (s)</b>
<p>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.</p> <p>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.</p>	<p>The plan will be monitored by Glasgow Community Learning and Development Strategic Partnership (GCLDSP).</p> <p>The plan's progress is also reported on through the Glasgow Community Planning Partnership Executive Board, the WECCE and CEC.</p>	<p>GCLDSP meet 4 times per year and additionally have annual self -evaluation sessions. Monitoring occurs on a quarterly basis with themed city groups leading on Adult, Youth, Digital, Capacity Building and Engagement activities, support the inclusive delivery of CLD. City CLD providers are asked to report bi-annually.</p>

## Public Reporting

This EQIA will be presented along with the new Glasgow CLD Strategic and Action Plans for 2024-27 and made available on the Glasgow's Learning and Glasgow's Community Planning Websites as well as presented and shared with networks throughout the city – including ESOL, Third Sector Interface Network who incorporate equalities groups across the city.

All completed EQIA are required to be publicly available on the [Council EQIA Webpage](#) once they have been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. (See [EQIA Guidance](#): Pgs. 11-12)

## 5. MONITORING OUTCOMES, EVALUATION & REVIEW

The Equalities Impact Assessment (EQIA) is not an end 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 and any actions that may have been taken 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 planning 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](#)

### Fairer Scotland Duty

Authorities should also consider Socio-Economic Impacts where appropriate. Further information: [Fairer Scotland Duty Interim Guidance](#)

### 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.