

# 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 (CLD) Strategic Plan 2021-2024**

b) 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 2021-24 is a 'refresh' rather than a 'rewrite' of the previous one and builds on its strategic direction, vision and priorities. The CLD Plan is being submitted to the Glasgow Community Planning Partnership Strategic Board on 7 September for approval. It will subsequently be shared through CLD networks and published on Glasgow Life's and Glasgow's Learning website, along with this assessment.

A Year One Action Plan will be produced which will contain the detail of how the aspirations in the CLD Strategic Plan will be delivered over the first year. This will be followed by an updated action plan, covering the remaining life of the plan. A single year plan is being produced as many CLD activities and services are focussing on recovery from the pandemic. 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.

The new Plan continues to have as a key driver delivering high quality targeted CLD that addresses the city's health and poverty-related inequalities as well as 3 areas of focus it shares with the city: Inclusive Economic Recovery and Growth, Resilient Communities and Fairer and More Equal. The Covid-19 pandemic has both deepened and widened these inequalities and addressing them is even more important and urgent than ever. 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. We also know that the pandemic is more likely to adversely affect them. This CLD Plan aspires through strong partnership working to redress the imbalances.

Since the pandemic there is a recognition that some of the specific commitments in the previous Plan need to change. This is based on recent consultations with a range of stakeholders including participants, practitioners and partners as well as the impacts of the pandemic, austerity and Brexit 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 transport and childcare. Although these aren't directly being addressed CLD partners will work together to ensure accessible learning. This is made more challenging when venues are not re-opened, which is out with the domain of the GCLDSP. Lack of access to CLD could adversely impact all 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. Additionally there is a focus on embedding CLD into locality planning particularly through Thriving Places which is anticipated to benefit equalities groups by ensuring a relevant CLD offer that meets local need.

It should be acknowledged that due to the pandemic, face-to-face consultations could not take place which did not suit all learners particularly those who speak English as another language. Although we provided additional support for consultations, we recognise the limitations. Therefore, the GCLDSP is committing to carrying out annual ongoing consultations aligned to action planning.

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

As indicated the new CLD Plan will build 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. The new Plan is a refresh rather than a rewrite. 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 new Plan renews its commitment to inclusive economic growth, resilient communities and a fairer and more equal Glasgow and retains the following priorities:

***Working collaboratively and differently to attempt to address the escalating demand for English for Speakers of Other Languages (ESOL) provision in the city.***

***Targeting children and families in poverty and addressing the poverty related attainment gap including family learning and financial inclusion support***

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. People with protected characteristics are more at risk of one of these.

As indicated, there are some key changes to the priorities in the new Plan and these include:

*-more focus on digital inclusion and participation including access and shifting to blended models of learning*  
*-a more 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*  
*-prioritising economic recovery from the pandemic over growth in recognition that recovery is a more immediate concern given the pandemic*  
*-focussing on mental health across the board including: young people’s mental wellbeing and the lonely, isolated and vulnerable*  
*-doing more to reach marginalised groups and individuals including those who are lonely and isolated. Consultations revealed that geographic areas of disadvantage should not be the only focus.*  
*-Shifting focus away from the long-term unemployed to unemployed young people and those who have been made redundant or are at risk of becoming unemployed or incomeless as a result of the pandemic*  
*-In the main, these changes are anticipated to have a positive impact on those with protected characteristics particularly the focus towards prioritising marginalised groups.*

We address these changes 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, loneliness and isolation and other adverse impacts of the pandemic. Consultations with participants let us know that they are concerned about the impacts of the pandemic on their wellbeing and many feel more isolated. Many welcome more support to gain digital access and skills but also recognise the importance of returning to face-to-face provision, which is valued. This plan’s prioritisation of moving to blended models of learning and programme recovery will help to address these.

The switch in focus from long-term unemployed and on benefits will disaffect some equalities groups, however, this is offset by a focus on those who are out of work or at risk of being out of work due to the pandemic. Consultations with participants let us know that the economic impacts of the pandemic are an immediate concern for them. For example, young people are worried about their employment prospects given the economic climate.

In addition to this EQIA, this CLD Plan has a Statement of Unplanned Met Need (Appendix 2) which provides information on areas of unmet need and the justification for these.

d) Summary of geographic area impacts

Please use the tick boxes below to identify which areas of the city are potentially affected. You may also wish to flag if there are particular areas to be noted e.g. ward or local areas.

North East	North West	South	City wide	<b>x</b>
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Other area details:

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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 in 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.

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

Andrea McMillan, Programme Oversight Manager, Glasgow Life, 26 August 21

f) Assessment Verified by (signed and date)

Coleen Willoughby, Learning Manager, Glasgow Life, [coleen.willoughby@glasgowlife.org.uk](mailto:coleen.willoughby@glasgowlife.org.uk)

## 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>Consultations on this Plan took place with a wide range of stakeholders including over 1,100 participants, more than 120 practitioners, numerous local groups and key partners including:</p> <ul style="list-style-type: none"> <li>• Glasgow Challenge Child Poverty Group</li> <li>• Children’s Wellbeing and Mental Health Steering Group</li> </ul>	All protected characteristic groups	<p><b>Completed</b></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>• reaffirming the focus on health and poverty-related inequalities including supporting individuals, families and communities to recover from the pandemic</li> <li>• the need to move to blended models of learning recognising the value of both face-to-face and digital and ensuring the CLD workforce and</li> </ul>

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<ul style="list-style-type: none"> <li>• Primary Care and Mental Wellbeing Group</li> <li>• City Forum for Children, Young People and Families</li> <li>• Glasgow Youth Work Partnership</li> <li>• Glasgow Community Justice</li> </ul>		<p>participants have digital skills and access</p> <ul style="list-style-type: none"> <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 those moving from the community justice system back into 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> <li>• building on community activism in response to COP26</li> </ul>
<p>Survey carried out with Young People</p>	<p>Age - Young people</p>	<p><b>Completed.</b></p> <p><b>Outcomes</b>          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 Resilient Communities Area of Focus of the Plan which will include a focus on youth voice and activism.</p> <p>Young people are concerned about impacts of lockdown and the pandemic including on their education, mental health and employment prospects.</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 more at risk to the adverse impacts of the pandemic. Young people also are feeling more isolated and lonelier and miss face-to-face contact. They have also said there is value in 'fun' opportunities such as offered in youth clubs. These are being addressed in the Action Plan.</p>

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		<p>Non face-to-face contact with young people is likely a barrier and therefore there is a commitment to ongoing consultation in line with action planning including consultations that target young people with protected characteristics.</p>
<p>A survey was carried out with CLD practitioners and volunteers</p>	<p>All Protected characteristic groups</p>	<p><b>Completed.</b></p> <p><b>Outcomes</b> Practitioners recognise (now more than ever) the importance of digital access and skills, in light of the pandemic, 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. Likewise CLD partners need to consider how representative the paid workforce is and how this could be widened.</p>
<p>Consultation sessions with Families and Partners including Glasgow Challenge Child Poverty Group</p>	<p>Age - Children and Families</p>	<p><b>Completed as part of the Original Consultation on CLD Plan 2018-21 and via recent consultations with Partners Direction remains unchanged.</b></p> <p><b>Outcome</b> 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</p>

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		<p>what's on and what else they can do following completion of their current programme.</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 in a targeted way with partners (e.g. the Family Support Group) to support families to cope with Welfare Reform.</p> <p>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>All Protected characteristic groups</p>	<p><b>Completed</b></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. 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.</p>
<p>GCLDSP carried out a self-evaluation exercise and development session to determine its approach and requirements for governance.</p>	<p>All Protected characteristic groups</p>	<p><b>Completed</b></p> <p>The GCLDSP affirmed that the new Plan should continue its focus on health and poverty-related inequalities. The Areas of Focus remain the same with the exception of inclusive economic growth which as a result of the pandemic, Brexit and austerity will focus more immediately on Recovery.</p>



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		<p>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> <p>The GCLDSP has recognised the importance of aligning the CLD Plan to wider social renewal planning in the city which includes links with:</p> <ul style="list-style-type: none"><li>• Violence Against Women</li><li>• Disabled Communities</li><li>• Black and Minority Ethnic</li></ul> <p>Feedback from these will shape Action Planning.</p>
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### 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
SEX/ GENDER	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 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 may also assist.</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>The plan aims to support the city's goal for inclusive recovery and growth and a wellbeing economy.</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>The plan aims to support the city's goal for inclusive recovery and growth and a wellbeing economy.</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>

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	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.		As above
<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 the growing demand. Although measures are planned to help to mitigate this, there will be a negative impact on those who speak English as a Second Language.	As above  Learning English will assist those whose first language is not English in terms of life chances and employment prospects.  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.
<i>Further information on the breakdown below each of these headings, as per census, is available <a href="#">here</a>.</i>  <i>For example Asian includes Chinese, Pakistani and Indian etc</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.  The focus on community resilience which includes integration is likely to have a positive impact particularly on those resettling in Scotland.  The Plan's focus on health and poverty-related inequalities will have a positive impact on these groups who are more at risk.	As above	As above

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	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 loneliness therefore CLD Plan is deemed to have a positive effect.</p>		<p>The plan aims to support the city's goal for inclusive recovery and growth and a wellbeing economy.</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>
<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>LGBT</b>	Lesbians			As above
	Gay Men			As above

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	Bisexual			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>The plan aims to support the city's goal for inclusive recovery and growth and a wellbeing economy.</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, youth voice and activism, closing the poverty related attainment gap and mental health. This is anticipated to have a positive impact.</p>		<p>The plan aims to support the city's goal for inclusive recovery and growth and a wellbeing economy.</p> <p>Improved employability is a key area of focus of the CLD Plan.</p> <p>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 not only employability, but volunteering, along with confidence and skills building.</p>
	Children (0-16)	<p>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</p>		<p>The plan aims to support the city's goal for inclusive recovery and growth and a wellbeing economy.</p> <p>Improved learning outcomes may assist in improving employment prospects especially as children reach school leaving age.</p>

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		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>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> A list of religions used in the census is available <a href="#">here</a> .	See note	N/A	N/A	N/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

**LGBTQ** – 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 Characteristics Most Impacted

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 March 2020 it was estimated by Glasgow City Council that over 36,000 children were living in poverty in the city and that over 16,000 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

Positive impact in terms of Article 28 of the UNCRC says that children and young people have the right to education.

## Summary of Health Inequalities\* Impacts

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

Also make reference 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 pandemic recovery is deemed to have a positive impact on equalities groups particularly since the pandemic.

The Glasgow Centre for Population Health Report: Health in a Changing City: Glasgow 2021 - 06 August 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.

The learning programmes relating to 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 – a key determinant in reducing health inequality - and, by raising literacy skills which is also helpful in mitigating 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>Screening Outcome</b>	<b>Yes /No Or / Not At This Stage</b>
<b>Was a significant level of negative impact arising from the project, policy or strategy identified?</b>	<b>No</b>
<b>Does the project, policy or strategy require to be amended to have a positive impact?</b>	<b>Not at this stage</b>
<b>Does a Full Impact Assessment need to be undertaken?</b>	<b>Not at this stage</b>

## Actions: Next Steps

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

Further Action Required/ Action To Be Undertaken	Lead Officer and/or Lead Strategic Group	Timescale for Resolution of Negative Impact (s) / Delivery of Positive Impact (s)
<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.</p> <p>The plan's progress is also reported on through the Glasgow Community Planning Partnership Strategic Board and governance is in place.</p> <p>As above</p>	<p>Monitoring occurs on a quarterly basis.</p>

## Public Reporting

All completed EQIA Screenings are required to be publically 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)