



EqIA reviewed Feb 2009

Guidance for Conducting Equality Impact Assessments

EQUALITY IMPACT ASSESSMENT FOR THE PROPOSALS TO REORGANISE ISLE OF WIGHT YOUTH SERVICES

Introduction

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of the council by making sure that our services, functions, policies procedures, practices and projects do not discriminate and that, where possible, they promote equality.

The process is carried out by systematically analysing a proposed or existing service, function, policy, procedure, practice or project to identify what effect, or likely effect it will have on different groups in the community.

Our aim is to ensure that:

- a) Any negative consequences are eliminated or minimised
- b) We consider whether any neutral impact can be made positive
- c) Any positive impact is enhanced

This is a standard form designed for use throughout the council. As such, it may not fit your service, function, policy, procedure, practice or project as well as you would like.

You may not be able to complete each section of this form. Where you cannot, it may be because:

- 1) Such information exists, but you have not come across it
- 2) There is no such information available, but it can be gathered easily
- 3) There is no such information and a system needs to be set up, consultation needs to be undertaken or research carried out to get that information

One of the outcomes of this equality impact and needs assessment is for you to recommend or agree actions (see parts 5 and 6 – related to a), b) and c) above. As such, you may want to consider recommending or agreeing an action to research or consult with people to gather the information that will help you to complete this assessment.

Part 1 – Aims and Implementation of the Policy, Service, Procedure, Practice or project

1.1 What is being assessed? Name of the service, policy, procedure, practice or project

What is being assessed – service, function, policy, procedure, practice or project? Is it new or existing?

To develop an integrated service made up of more flexible youth connexions posts and roles working with other services, agencies and partners out of a wider range of facilities.

1.2 Officer(s) and section or service responsible for completing the assessment

Explain why the members of the impact assessment team were selected, e.g. the knowledge and experience they bring to the process.

Simon Dear, Commissioner for Positive Activities

1.3 What is the main purpose or aims of the service, policy, procedure, practice or project?

The main purpose of the proposals to reorganise the Isle of Wight Youth services is to determine how we could increase for qualifying young persons in our area access to sufficient educational leisure-time and recreational leisure-time activities which are for the improvement of their well-being and to determine if we have sufficient facilities for such activities.

1.4 Who is affected by the service, policy, procedure, practice or project? Who is it intended to benefit and how?

1. *Who are the main stakeholders in relation to this policy?*
2. *What outcomes would other stakeholders want from this policy?*
3. *Are there any groups which might be expected to benefit from the intended outcomes, but which do not?*

1. All officers at all levels of management and service delivery.
2. An improvement in the consistency and quality of youth services to young people.

1.5 Has the service, policy, procedure or practice been promoted or explained to those it might affect directly or indirectly?

Yes, through Director Team and also through preliminary consultation with children, young people and partners.

1.6 How does the service, policy, procedure or practice contribute to better community cohesion?

(How do you promote good relations between different communities you serve based on mutual understanding and respect?

What opportunities are there for positive cross-cultural contact between these communities to take place, e.g. between younger and older people, or between people of different religious faiths?)

The proposals are predicated on providing increased access to a wider offer of things to do and places to go for more young people on the Isle of Wight.

1.7 How does the service, policy, procedure, practice or project fit in with the council's wider aims?

(Include corporate and partnership priorities.

How does the policy relate to other policies and practices within the Authority?

What factors or forces could contribute or detract from the outcomes?

How do these outcomes meet or hinder other policies, values or objectives of the Authority?

The proposal supports the Island's strategic themes. It underpins the transformation programme allowing all staff to develop skills which will assist them in developing the changing organisation and expectation and needs of children and young people and local communities.

This proposal supports rather than hinders other policies in fact it compliments many HR policies as well as the strategic direction in terms of the Children's Workforce Development Council expectation of developing a children's workforce. The commitment of Local Management Committees of the current youth and community centres to development is not yet embedded and this provides the key risk to success.

1.8 What is the relevance of the aims of the service, policy, procedure, practice or project to the equality target groups and the council's duty to eliminate unlawful racial, disability and gender discrimination; and promote equality of opportunity?

The proposal together with the key activities once implemented will help to drive the equalities agenda through providing improved access and promoting diversity through learning and development, competency frameworks and skills development as well as ensuring services provided meet the needs of all children and young people.

1.9 How is, or will the service, policy, procedure, practice or project be put into practice and who is, or will be responsible for it?

Who defines or defined the policy?

Who implements the policy?

How does the Authority interface with other bodies in relation to the implementation of this policy?

Is the service provided solely by the Section/Division or in conjunction with another Section/Division, agency or contractor?

If external parties are involved, then what are the measures in place to ensure that they comply with the Authority's Equality & Diversity Strategy?

The proposal will be submitted to the Isle of Wight Council Cabinet for approval to go out to public consultation. The proposal covers all the partners described as part of the Isle of Wight Children and Young People's Trust.

Part 2 – Consideration of data and research

To conduct the assessment, you will need information about service users and staff that provide the service. This section is to help you identify the sort of information that will be needed to help you assess whether there may be barriers to different equality groups who access your service, policy, procedure, practice or project.

2.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken.

Include information (where appropriate) from other directorates, 2001 Census etc. Please note that in some cases data may not exist or be available and you may therefore have to undertake additional research.

Employee data is available on the intranet – HR section employee statistics. Qualitative data also available via the staff survey, the Tellus survey of children and young people and resident survey.

2.2 Equalities profile of users or beneficiaries.

Use the council's diversity monitoring categories and provide data by target group of users or beneficiaries to determine whether the service user profile reflects the local population or relevant target group of if there is over or under representation of these groups.

The Isle of Wight Youth Connexions service records the diversity of current users through the YouthBase database of all current users and the Customer Client Information Survey.

2.3 Evidence of complaints against the service, policy, procedure, practice or project on grounds of discrimination.

Is there any evidence of complaints either from customers or staff (grievance) as to the delivery of the service or its operations on the equality target groups?

New proposal – therefore no evidence of complaints however the proposal has been developed to support staff to improve management capability which should result in a reduction of complaints/grievances on the grounds of discrimination.

2.4 What does the consultation, research and/or data indicate about the negative impact of the service, policy, procedure, practice or project?

n/a – new proposal.

2.5 What does the consultation, research and/or data indicate about the positive impact of the service, policy, procedure, practice or project?

Improved accessibility of current services and facilities should positively promote the equalities agenda.

Part 3 – Assessment of impact

Now that you have looked at the purpose etc of the service, policy, procedure, practice or project (part 1) and looked at the data and research (part 2), this sections asks you to assess the impact, positive and negative, of the service, policy, procedure, practice or project on each of the six strands of diversity covered in the Authority's Equality and Diversity Strategy and Policy.

3.1 Race – testing of disproportional, adverse, neutral or positive impact

a) Identify the effect of this policy on different race groups from information available

It should have a positive impact in terms of offering development across the youth services but activities should be monitored to ensure that they are being equally applied. Monitoring of access to services and activities will include diversity categories.

b) How is the target race group reflected in the take up of the service?

Not known as this is a new proposal but will be reflected through monitoring.

c) From the evidence available, does the policy affect or have the potential to affect racial groups differently?

Yes No

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	A more culturally sensitive delivery of services will promote the inclusion agenda especially through working with local ethnic communities to ensure services are culturally appropriate and accessible.

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one racial group or for another legitimate reason?

n/a

3.2 Gender – testing of disproportionate, adverse, neutral or positive impact

a) Identify the effect of this policy on different gender groups from information available

It should have a positive impact in terms of offering development and increase access across the services but activities should be monitored to ensure that they are being equally applied. Monitoring will include diversity categories within L&D.

b) How are men, women and transgender people reflected in the take up of the service?

Not known as this is a new proposal but will be reflected through monitoring.

c) From the evidence available, does the policy affect or have the potential to affect men, women or transgender people differently?

Yes No

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	A greater and wider offer of things to do and places to go will ensure equality of opportunity.

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one gender or for another legitimate reason?

Not known as this is a new proposal but will be reflected through monitoring.

3.3 **Disability** - testing of disproportionate, adverse, neutral or positive impact

a) Identify the effect of this policy on disabled people from information available

The proposals include ensuring all services and activities are fully accessible as currently the buildings used are not Disability Discrimination Act compliant.

b) How are disabled people reflected in the take up of the service?

This is currently not monitored.

c) From the evidence available, does the policy affect or have the potential to affect disabled people differently?

Yes No

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	The proposal seeks to widen the offer of things to do and places to go and ensuring all activities are fully accessible.

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for disabled people or for another legitimate reason?

Not known as this is a new proposal but will be assessed through monitoring.

3.4 Age - testing of disproportionate, adverse, neutral or positive impact

a) Identify the effect of this policy on different age groups from information available

This proposal is likely to have a positive effect on age equality because it promotes activities which share knowledge and skills between different age groups and actively promotes skills development based on diverse talents through inter generational work.

b) How are the different age groups reflected in the take up of the service?

Not known as this is a new proposal but will be reflected through monitoring.

c) From the evidence available, does the policy affect or have the potential to affect age groups differently?

Yes No

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	The promotion of inter generational work will promote community cohesion.

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one age group or for another legitimate reason?

Not known as this is a new policy but will be reflected through monitoring.

3.5 Gay, Lesbian, and Bisexual - testing of disproportionate, adverse, neutral or positive impact

a) Identify the effect of this policy on gay, lesbian and bisexual groups from information available

The proposal will positively promote this equality strand because it is designed to be inclusive and we will review material used to avoid bias.

b) How is this target group reflected in the take up of the service?

Not known as this is a new policy but will be reflected through monitoring.

c) From the evidence available, does the policy affect or have the potential to affect gay, lesbian and bisexual people differently?

Yes No

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	The development of youth pride as a service that supports lesbian, gay, bisexual and transgender young people will ensure the universal offer of things to do and places to go will be inclusive.

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for gay, lesbian and bisexual people or for another legitimate reason?

Not known as this is a new policy but will be reflected through monitoring.

3.6 Religion, Belief – testing of disproportionate, adverse, neutral or positive impact

a) Identify the effect of this policy on different religious, belief groups from information available

Care will be taken in the implementation of this proposal to ensure that it does not adversely affect religious belief. Also the monitoring will be improved to take account of diversity monitoring arrangements.

b) How are the target religious, belief groups reflected in the take up of the service?

Not known as this is a new proposal but will be reflected through monitoring.

c) From the evidence available, does the policy affect or have the potential to affect religious, belief groups differently?

Yes No

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	n/a

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one religious, belief or for another legitimate reason?

Not known as this is a new proposal but will be reflected through monitoring.

3.7 Other - Additional groups that may experience impacts - testing of disproportionate, adverse, neutral or positive impact

a) Identify the effect of this policy on different other groups from information available

These other groups could include factors such as literacy, health, poverty, marital status, etc.

From the information available this proposal would not have any negative impact, we would always ensure that the materials are available in an accessible format. Costs are covered by the service, activities would take place in a variety of venues and times of day throughout the year.

b) How are the target other groups reflected in the take up of the service?

Not known as this is a new proposal but will be reflected through monitoring.

c) From the evidence available, does the policy affect or have the potential to affect other groups differently?

Yes No

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	n/a

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for other group or for another legitimate reason?

Not known as this is a new proposal but will be reflected through monitoring.

Part 4 – Measures to mitigate disproportionate or adverse impact or improve on neutral or positive impacts

4.1 If there is any negative impact on any target equality group identified in Section 3, is the impact intended or legal?

n/a

4.2 Specify measures that can be taken to remove or minimise the disproportionate or adverse effect identified in Section 3. If none were identified in Section 3; identify how disproportionate impact or adverse effect could be avoided in future.

Consider measures to mitigate any adverse impact and better achieve the promotion of equal opportunity.

n/a

4.3 If there is no evidence that the service, policy, procedure, practice or project promotes equality, equal opportunities or improves relations within equality target groups, what amendments could be made to achieve this?

This will be addressed following monitoring and review of the proposal and the implementation of the reorganisation.

**4.4 If a neutral or positive impact has been identified, can that impact be improved upon (continuous improvement)?
What at the improvements that can be made?
Can they be applied elsewhere in the Authority?**

As above

4.5 How will any amended service, policy, procedure, practice or project be implemented, including any necessary training?

Include actions, date for completion, officer(s) responsible and any budget requirements

Through Director Team report and with consultation with the key delivery partnerships.

Part 5 – Conclusions and recommendations

5.1 Does the policy comply with equalities legislation, including the duty to promote race, disability and gender equality?

Take into account your findings from the impact assessment and consultation and explain how the policy was decided upon its intended effects and its benefits

Yes No

5.2 What are the main areas requiring further attention?

Monitoring and gap analysis of current situation.

5.3 Summary of recommendations for improvement

Introduction of improve monitoring processes.
Development of the workforce to improve awareness of E&D.

5.4 What equality monitoring, evaluation, review systems have been set up to carry out regular checks on the effects of the service, policy, procedure, practice or project?

Give details

In process to ensure the youth base and customer client information databases provide sufficient monitoring on the effects of the proposals once implemented.

5.5 When will the amended service, policy, procedure or practice be reviewed?

Include dates for completion and officer(s) responsible

Following adoption of proposals once agreed in March 2010 a review will take place annually.

Date completed 26th June 2009 **Signed by (Manager)** _____

Part 6 – Equality impact assessment improvement plan

The table below should be completed using the information from the equality impact assessment to produce an action plan for the implementation of the proposals to:

1. Lower the negative impact, and/or
2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact

Please ensure that you update your service/business plan within the equality objectives/targets and actions identified below:

Area of negative impact	Changes proposed	Lead officer	Timescale	Resource implications	Comments
Race	Ensure services are provided in a culturally appropriate and accessible way.	Simon Dear	March 2010		
Disability	Ensure facilities through which services are provided are fully accessible.	Simon Dear	March 2010		
Age	Ensure the promotion of intergenerational work to promote community cohesion in local communities.	Simon Dear	March 2010		
Religious and Philosophical belief	Ensure that diocesan schools have access to youth connexions services that support the personal and social development of young people.	Simon Dear	March 2010		
Gender	Ensure activities are fully accessible to all young people.	Simon Dear	March 2010		
Sexual orientation	Ensure activities are fully accessible to all young people.	Simon Dear	March 2010		
Geographical location	Ensure activities are fully accessible to all young people.	Simon Dear	March 2010		
All of the above					

Part 6 – Equality impact assessment summary report

The results of equality impact assessments must be published. Please complete this summary, which will be used to publish the results of your impact assessment on the council's website, and return it to the HR OD & Diversity Manager.

Date of assessment	26 th June 2009		
Officer's name	Simon Dear	Role	Commissioner for Positive Activities
Service, policy, procedure, practice or project that was impact assessed	Proposal to reorganise youth connexion services.		
Summary of findings	The proposal will positively promote the equality and diversity agenda across each of the 6 strands.		
Summary of recommendations and key points of action plan	Review of current monitoring arrangements Improvements in monitoring to ensure equality and diversity categories are integral to the planning and delivery of the reorganised services.		

Groups that this policy will impact upon

Race	<input checked="" type="checkbox"/>	Gender	<input checked="" type="checkbox"/>
Sexual Orientation	<input checked="" type="checkbox"/>	Age	<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	Religion or belief	<input checked="" type="checkbox"/>
Other	<input checked="" type="checkbox"/>	All	<input checked="" type="checkbox"/>

Hints & Tips on the process

Try to avoid duplication by undertaking an assessment as part of another review, for example during an inspection process.

Decide who will do the assessment. This would not normally be undertaken by one individual. The lead officer should be someone from the service area that owns the service, policy, procedure, practice or project. Involve managers from other teams who implement or use it. You may deliver the service / develop the policy in partnership with other organisations, if so representatives from those organisations should be involved with the assessment. It may be appropriate to include a representative from Directorate Diversity Link Groups or Staff Disability Forum (please identify the officer in your area list of membership available from the Diversity Manager).

Any assessment should involve consultation. Involve external and/or internal users, potential users, appropriate staff and relevant stakeholder/user groups. You may find it helpful to use the Audit Commission's 'Knowing Your Communities Toolkit' a link is available on the equality and diversity pages on iwight.com.

Work through your EqIA template. This can be found on the equality and diversity web pages on iwight.com, this will take you through the process step by step.

Data and research are an integral to the assessment. Data does not have to relate specifically to equalities, as this is not always practical. A variety of consultation / data collection may have taken place which can help to identify where positive / negative impacts have been made on various social groups. (NB a good source of data can be obtained from the Observatory contact colleagues in the Modernisation Team). Be careful not to make assumptions about the impact on a target group based on a lack of / incomplete data. Any gaps that are identified should be documented with an explanation of how they will be addressed and impact monitored in the future. Employment statistics are also available on the HR information pages on the intranet.

The following questions should be answered by the assessment:

- Does this service, policy, procedure, strategy or project involve or have consequences for the people served and employed by the council?
- Is there any reason to believe that people could be treated differently according to their equality group in terms of access to services or ability to take advantage of the service, policy, procedure, strategy or project?

- Is the service, policy, procedure, strategy or project likely to negatively affect relations between any particular group (or groups) and the council?

If an adverse impact is identified the assessment should reveal whether:

- It is the result of unlawful discrimination
- There are adverse impact upon one or more equality categories
- The policy fails to promote equality of access or opportunity
- Some equality categories are excluded from the benefits of the policy
- Certain communities face barriers to enjoying the benefits of the policy
- Adverse impact can be justified

An EqIA is not about looking for problems per se, it is an assessment of the current situation. If there are problems, how can they be addressed? If there are no problems, what further improvements can be made to the service?

As a result of the assessment, action needs to be identified in an action plan. Actions need to be agreed and reviewed and monitored on a regular basis within the service area and reported to the Diversity Manager on an annual basis.

Completed EqIAs must be sent to the OD and Diversity Manager.

You should note that the results of the impact assessments are made public available and reported on iwight.com. Once an impact assessment has been signed off a summary report outlining the council's position will be completed and reported to the Diversity Board.

Additional Guidance:**Glossary:**

Impact	For the purpose of the assessment an impact is defined as ‘an intentional or unintentional lasting consequence or significant change in people’s lives brought about by a policy action or series of action’
Differential impact:	A group is affected differently by a given service, policy, procedure, practice, strategy or project. This may be positive, negative or neutral
Adverse impact:	The impact on a particular group is less favourable and possible illegal
Positive impacts:	The impact on a particular group is more favourable and would have justified by the overall aims of the service, policy, procedure, practice, strategy or project
Neutral impact:	The group is neither positively nor negatively affected by a given service, policy, procedure, practice, strategy or project
Direct discrimination:	Direct discrimination is <i>“where a person is treated less favourably on the grounds of race, gender, disability, sexual orientation, faith, belief or age”</i>
Indirect discrimination:	Indirect discrimination is <i>“an apparently neutral provision, criteria or practice which disadvantages a large proportion of the members of a particular group or community”</i>