



City of Edinburgh Council Record of Equality and Rights Impact Assessment

Part 1: Background and Information

(a) Background Details

Please list ERIA background details:

ERIA Title and Summary Description: Equalities and rights in youth work provision across Edinburgh.

This is an assessment of equalities and rights across a range of organisations either delivered directly by or funded by the City of Edinburgh Council. Together, services provide a range of youth work provision across the city in support of the following outcomes (from the community learning and development service plan):

1. Children and young people’s personal and social development and well-being is improved
2. Early support to families is available through the provision of universal services
3. Increasing numbers of young people make effective contributions to their communities and participate in decision making events
4. Young people’s achievements are widely recognised and valued
5. Young people are better able to progress into positive destinations

Service Area	Division	Head of Service	Service Area Reference No.
Schools and community Services	Children and families	Gillian Tee	CF7 (a)

(b) What is being impact assessed?

Describe the different policies or services (i.e. decisions, projects, programmes, policies, services, reviews, plans, functions or practices that relate to the Corporate ERIA Title):

Policies and Services	Date ERIA commenced
1. Open youth work provision	
2. Targeted youth work services	
3. Equalities specific youth work services	
4. Detached youth work services	
5. 16+ youth work services	
We include all of the above services that the Council delivers, funds directly or has a financial contribution towards. Several agencies are funded by the Council to deliver youth work, but also receive funding from a variety of other sources, it is impossible to define exactly just the services that the council fund, and no attempt has been made to do that.	

(c) ERIA Team

Please list all ERIA Team Members:

Name	Organisation / Service Area
1. Julia Sproul	Principle officer - equalities
2. Gavin Crosby *	CLD worker
3. Jackie Wilson	Senior CLD worker
4. Ian Boardman *^	LAYC
5. Khaleda Noon	Sikh Sanjog
6. Nigel Chipps *	LGBT Youth Scotland

* These people sit on the Edinburgh Youth Work Consortium, a non constituted group which aims to be *representative* of youth work agencies across the city rather than *representing*

^ LAYC is a membership group for voluntary sector youth work agencies across the city.

Part 2: Evidence and Impact Assessment

(a) Evidence Base

Please record the evidence used to support the ERIA. Any identified evidence gaps can be recorded at [part 3a](#). Please allocate an abbreviation for each piece of evidence.

Evidence	Abbreviation
1. Believing in young people – youth work framework for Edinburgh, addressing inequality is outcome 6 of 7	BIYP
2. Draft national youth work strategy. Equality of opportunity is a core element of the draft strategy	YWS
3. Mapping of youth work in Edinburgh 2012, including equalities data and analysis form across youth work of both young people and youth workers	MYW
4. Statistics form Service level agreements and grants, includes recording against pre agreed equalities data, more often poverty than any of the 9 protected criteria	SSLA
5. Youth Link Scotland statement on the nature and purpose of youth work – this document place human rights as the central context for youth work	SNPYW

(b) Rights Impact Assessment – Summary

Please describe all the identified enhancements and infringements of rights against the following ten areas of rights. Please also consider issues of poverty and health inequality within each area of rights:

- Life
- Health
- Physical security
- Legal security
- Education and learning
- Standard of living
- Productive and valued activities
- Individual, family and social life
- Identity, expression and respect
- Participation, influence and voice

Please indicate alongside each identified enhancement or infringement the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

Summary of Enhancements of Rights

- Amongst many project specific enhancements- in general youth work offers:
- Life and Health – many organisations working in both mental and physical health – either prevention areas or at the ‘crisis’ points- specifically detached work and specific drop in services
- Physical security - youth work offers a safe space and at the very least a safe respite. Many projects offer advice on health, safety and physical security.
- Education and learning/ Productive and valued activities – providing learning by means of enjoyable activities that young people want is a fundamental and essential aspect of youth work - specifically open youth work where programmes are created in partnership with young people
- Individual, family and social life – youth work offers space to be an individual away from family life, but also encourages social bonds including with the family and wider community. Specifically in open provision and equalities youth work projects where the focus is often participation in geographic or thematic communities.
- Identity expression and respect - youth work offers a space for young people to develop their own identity in a safe way and express their personality as it develops.
- Participation influence and voice – it is a defining feature of youth work that young people are able to shape the nature of the work over time, specifically young people involved in open youth work often remain involved over long periods, and are likely to become volunteers or workers when they reach 16-18

Some specific examples include:

Detached youth work projects on Friday and Saturday evenings, delivered by Council staff and partnership agencies, with networks to avoid duplication. These youth workers engage with young people in their own space.

Peer education projects have been created at a wide variety of centres, focusing on topics such as gender violence, rights education and health and wellbeing.

physical activity projects for young people with disabilities

young parents groups

Summary of Infringement of Rights

Can these infringements be justified? Are they proportional?

As a whole, youth work in Edinburgh does not infringe on any areas of rights

However, there are professional dilemmas for youth workers in the area of rights:

- Sometimes, prioritising the rights of young people can mean that parents might feel information would/ should be shared with them, when it is not – for example low level crimes or substance use.
- Youth workers sometimes have a different view of young people’s circumstances than other professionals - in preference of young people’s rights above those of parents/carers or other services
- Youth work is not a statutory service, so we cannot guarantee that a particular service will be available across the City or at all times – this has the potential to affect young people’s ability to participate, and is especially true for those young people who need to access very specific services, such as disability specific groups.

(c) Equality Impact Assessment – Summary

Please consider all the protected characteristics when answering questions 1, 2 and 3 below. Please also consider the issues of poverty and health inequality within each protected characteristic:

- Age
- Disability
- Gender identity
- Marriage / civil partnership
- Pregnancy / maternity
- Race
- Religion / belief
- Sex
- Sexual orientation

1. Please describe all the positive and negative impacts on the duty to eliminate unlawful discrimination, harassment or victimisation. Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

Positive Impacts

The CLD code of Ethics, guides youth work practice, and includes the statement that ‘our work promotes equality of opportunity and outcome. Our practice is equitable and inclusive.

- Open youth work, detached youth work and 16+ work:
Youth work agencies are not homogenous, but most have at least the following in common
‘Open door’ policy to allow anyone to attend (being young work it is not open to all ages)
Stated equalities policies
Addressing inequalities is one of 7 stated outcomes in ‘Believing in Young People’ the framework for youth work in Edinburgh
- Targeted and Equalities specific youth work
Agencies working in this area are often active in promoting opportunities for specific protected characteristics

Negative Impacts

According to the mapping of youth work services 2012, organisations are not very adept at recording the equalities data for participants or staff. There is a big challenge to record data in a meaningful way with so many different agencies and specific projects. The focus of funding is often towards a specific form of disadvantage (most commonly poverty) rather than one of the nine characteristics – and data about that funding priority is often collected above equalities data. With a large voluntary and sessional workforce it is difficult to ensure high standards of awareness in equalities and rights, as those youth workers cannot be paid to attend training.

2. Please describe all the positive and negative impacts on the duty to advance equality of opportunity (i.e. by removing or minimising disadvantage, meeting the needs of particular groups that are different from the needs of others and encouraging participation in public life)? Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<p>Positive Impacts</p> <p>There are youth specific agencies working in most of the protected characteristics, in addition other organisations might set up specific groups and all young people can access open provision</p> <p>Age – inter generational projects, family learning projects</p> <p>Disability – Fabb Scotland, Enable and others</p> <p>Gender Identity – LGBT youth Scotland</p> <p>Marriage/civil partnership – no specific projects</p> <p>Pregnancy/ maternity – young parents groups</p> <p>Race – Sikh Sanjog, Saheliya and others</p> <p>Religion/belief faith based youth groups in churches, temples and mosques</p> <p>Sex – both girls groups and boys groups across the city</p> <p>Sexual orientation LGBT youth Scotland</p>
<p>Negative Impacts</p> <p>Access is not consistent in all areas of the city,</p> <p>Translation of materials into other languages can be an issue, especially for low capacity volunteer led provision</p> <p>Some groups are prevented from accessing any service outside of their own specific cultural identity (for example young women from specific cultural backgrounds). This impacts on the ability to promote equality of opportunity for generic youth work services.</p>

3. Please describe all the positive and negative impacts on the duty to foster good relations (i.e. by tackling prejudice and promoting understanding)? Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

<p>Positive Impacts</p> <p>Youth work agencies have many opportunities to network through EYWC and LAYC events. Evidence of equalities organisations working towards other equality strand charter marks or attending each other's awareness training.</p> <p>Evidence of responsive projects from the general youth work sector targeting equalities strands where needs arise – e.g. equalities week and similar type activities.</p>
<p>Negative Impacts</p> <p>There is some evidence that agencies that work towards overall equality may lose parental support. This is particularly true for groups where parents and/or the wider community might have strong views about issues such as gender equality or sexual orientation. Anecdotally this has resulted in some young people being removed from the youth work setting.</p>

Part 3: Evidence Gaps, Recommendations, Justifications and Sign Off

(a) Evidence Gaps

Please list all relevant evidence gaps and action to address identified gaps.

Evidence Gaps	Action to address gaps
1. Lack of complete knowledge of the equalities characteristics of youth work participants	Further survey, advice to agencies on how to ask young people, focus groups
2. Lack of knowledge on why some people do not participate in youth work	Focus groups
3. Lack of knowledge of youth work staff	Survey
4. LOMIS (CLD database) does not record all equalities data for all groups	Further development in progress

(b) Recommendations

Please record SMART recommendations to

- (i) eliminate unlawful practice or infringements of absolute rights;
- (ii) justify identified infringements of rights; or
- (iii) mitigate identified negative equality impacts.

Recommendation	Responsibility of (name)	Timescale
1. Carry out survey of youth work including protected characteristics of both young people and staff, make this a bi annual survey	CLD - Gavin Crosby	complete
2. Carry out focus group meetings with existing youth work participants around equalities. Target groups that have self identified as 'equalities' groups and also open provision	CLD - Gavin Crosby	complete
3. Produce an equalities and rights best practice guide including projects from across the City	CLD - Gavin Crosby	Spring 2015
4. Provide training and events based on above evidence	CLD – Gavin Crosby	Summer 2015
5. Provide guidance to organisations on recording equalities data	CLD – Gavin Crosby	ongoing
6. Feed evidence into national policy	CLD and wider youth work community	ongoing

(c) Sign Off

I, the undersigned, am content that:

- (i) the ERIA record represents a thorough and proportionate ERIA analysis based on a sound evidence base;
- (ii) the ERIA analysis gives no indication of unlawful practice or violation of absolute rights;
- (iii) the ERIA recommendations are proportionate and will be delivered;
- (iv) the results of the ERIA process have informed officer or member decision making;
- (v) that the record of ERIA has been published on the Council's website / intranet, or
- (vi) that the ERIA record has been reviewed and re-published.

Date	Sign Off (print name and position)	Reason for Sign Off (please indicate which reason/s from list (i) to (vi) above)
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]