

INTEGRATED IMPACT ASSESSMENT COVERING

- EQUALITIES & SOCIO ECONOMIC DUTIES
- HUMAN RIGHTS AND RIGHTS OF THE CHILD

STAGE 1 - DO I NEED AN INTEGRATED IMPACT ASSESSMENT?

Name of policy or proposal: A6-4 Option 1a and Option 1b Reduce Community Capacity Budget by 50% Reduce Community Capacity Building Budget by 100%	
Is this a	Mark X below
New activity, programme or policy?	
Change to an existing activity, programme or policy?	x
Budget proposal?	

Duties: tick the boxes you think apply	No	Maybe	Yes
Equalities: Will your proposal have an impact on groups with protected characteristics? <i>Consider the impact of your proposal on people and how they access your services and information without barriers.</i>			x
Socio-economic <i>Not every person/family has access to regular income or savings. Will your proposal have an adverse impact on them</i>		x	
Does your proposal impact on the human rights of people?	x		
Does your proposal impact on the rights of children and young people	x		

Reasoning Briefly describe your reasoning for the responses given above:
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The Capacity Building budget provides a range of training opportunities which support the delivery of the CLD Plan (a statutory requirement) and which builds the capacity of local groups and organisations to operate safely and inclusively.

If you have answered “maybe” or “yes” to any of the Stage 1 questions above then proceed to complete the Stage 2 Integrated Impact Assessment questions below.

If you have answered “no” to the Stage 1 questions above then provide the details below and submit to [email]

Lead Officer for developing the contract	
Other people involved in the screening (this may be council staff, partners or others i.e. contractor or community)	
Date	

STAGE 2: INTEGRATED IMPACT ASSESSMENT

Brief description of the affected service

1. Describe what the service does:

This small budget has been used very effectively over the years to deliver training courses that support capacity building amongst volunteers and staff involved in community learning and community development in Moray. Between Oct 22 and June 23 there were sessions on Introduction to Makaton, Scottish Mental Health Foundation Award, REHIS (Food Hygiene Certificate) , Introduction to Child Protection; Supporting Adult Literacies PDA. SQA Assessors Training and PDA in Youth Work with over 170 participants. Community based Gaelic has engaged 22 individuals over a number of sessions with a further 119 involved in online sessions. In addition people had access to online learning opportunities through Learn North including Health issues in the Community training and awareness raising sessions from HMle.

All of the above support work and positive outcomes for people across the range of Protected Characteristics.

Over the years it has provided training for community groups and activists who have been involved in community led delivery across Moray – from groups involved in Community Asset Transfers; groups developing services; providing training for volunteers etc.

2. Who are your main stakeholders?

Staff and volunteers who access appropriate training which lead to improved CLD services (youth work; village halls; support groups; third sector organisations) and support for people across the protected characteristics range.

3. What changes as a result of the proposals? Is the service reduced or removed?

Both options will lead to reductions in delivery and opportunities for learning. Option 1a could perhaps be seen as mitigation against Option 1b. If option 1b was chosen it may save the council 8k directly but the lost community capacity (at a time it will be most needed) is likely to cost more in terms of unintended consequences.

4. How will this affect your customers?

People in the community sector will no longer have access to the learning opportunities which directly link back to the CLD Plan. Some of these sessions help community organisations run safely (Child Protection / Vulnerable Adults Training, REHIS Food Hygiene Certificate). Others help inclusion (Introduction to Makaton: Get Ready for Youth Work) Others build capacity (e.g. STEM training for staff and volunteers/ PDA Youth Work Award)

The saving is relatively modest but the impact on the capacity of the community and third sector to pick up on some of the gaps left by our withdrawal from provision will be significantly higher.

5. Impact on staff providing the service –

Reduced ability to do their job and meet the actions in the CLD Plan

6. Please indicate if these apply to any of the protected characteristics

Protected groups	Potential impacts and considerations
Race	
Disability	
Carers (for elderly, disabled or minors)	
Sex	<i>Plans are in place to use nationally recognised resources to look at Improving Gender Balance and Equalities in CLD as part of the future CCB programme. Work to create spaces to bring different practitioners and organisations together would have been funded by this small income.</i>
Pregnancy and maternity (including breastfeeding)	
Sexual orientation	

Age (include children, young people, midlife and older people)	<p><i>The training delivered through this programme is varied but in the last year has included specific training to build capacity in the community and voluntary sector to develop and deliver youth work activities.</i></p> <p><i>This is a key aim in the Partnership CLD Plan in terms of Workforce Development – with workforce relating to paid staff and volunteers.</i></p> <p><i>If we do not have trained and confident youth workers then there will be a reduction in opportunities for young people across time.</i></p>
Religion, and or belief	
Gender reassignment	
Inequalities arising from socio-economic differences	<p><i>The Capacity Building programme often addresses socio-economic factors. Events and sessions have been linked into events such as Challenge Poverty Week.</i></p>

Human rights

List of convention rights	Describe, where applicable, if and how specific rights are engaged
Article 5: Right to liberty and security	
Article 6: Right to a fair trial	
Article 8: Right to respect for private and family life, correspondence and the home	
<i>Article 10: Freedom of expression</i>	
<i>Article 11: Freedom of assembly and association</i>	
<i>Article 12: Right to marry</i>	
<i>Article 14: Prohibition of discrimination (in relation to the convention rights)</i>	
<i>Article 1 of Protocol 1: Protection of property</i>	
<i>Article 2 of Protocol 1: Right to education</i>	
<i>Article 3 of Protocol 1: Right to free elections by secret ballot</i>	

Children's Rights and Wellbeing

Relevant articles – UNCRC	
Article 2 – Non discrimination	
Article 12 – Respect of the views of the child	
Article 3.1 – Best interest of the child	
Article 6.2 – Right to survival and development	

7. Evidence. What information have you used to make your assessment?

Performance data	<i>Qualitative feedback available in quarterly performance reporting.</i>
Internal consultation	<i>Not possible at this stage due to confidentiality. Future requirement to further consultation required with internal teams to confirm full impact</i>
Consultation with affected groups	<i>Not possible at this stage due to confidentiality. Future requirement to further consultation required with external agencies confirm full impact</i>
Local statistics	<i>30 organisations took part in local sessions with participants as follows- Intro to Makaton (14) Introduction of Vulnerable Adults (16) REHIS Food Hygiene (15) Introduction to Child Protection (21) Professional Development Awards (20) Scottish Mental Health Foundation award (16) First Aid/defibrillator training (15)</i> <i>In addition 12 organisations involved in food and community hubs have been formed into a Network</i>
National statistics	<i>As part of Learn North delivered and participated in sessions with 32 organisations and 72 participants on health issues in the Community training (11) HMle sessions(45) Northern alliance (16)</i>
Other	<i>Capacity Building with national organisation Independent Food Aid Network</i> <i>This is a key part of the current Partnership CLD Plan.</i>

8. Evidence gaps

Do you need additional information in order to complete the information in the previous questions?
Need opportunity to engage with to the affected organisations on where else they might have or could access the training.

9. Mitigating action

Can the impact of the proposed policy/activity be mitigated? Please explain

Some of the activities funded have supported professional development of CLD Staff (e.g youth workers who took part in the PDA in Youth Work alongside third sector and community partners). As a service we have been unable to access other budgets in the council (e.g from Education or Organisational Development) for professional development but if some of this was reallocated for CLD provision that could mitigate some of the impacts.

Option 1 is a mitigating measure against option 1b – but the relatively small amount saved against the wider benefits created is hard to justify.

This is a stand- alone EIA which does not take account of the cumulative impact of decisions on any particular groups. If other options not included in this paper are also implemented then the impacts identified in this report will be magnified further (for instance if Option 2 is implemented how can the gap of that be mitigated against slightly without any capacity building budget)

10. Justification

If nothing can be done to reduce the negative impact(s) but the proposed policy/activity must go ahead, what justification is there to continue with the change?

SECTION 3 CONCLUDING THE IIA

Concluding the IIA

1. No potential negative impacts on any of the protected groups were found.	
2. Some potential negative impacts have been identified. <i>The impacts relate to: loss of access to training for volunteers and others in the community and third sector who are delivering local services , often as a result of gaps left by the public sector.</i>	x
Reducing discrimination, harassment, victimisation or other conduct prohibited under the Equality Act 2010	
Promoting equality of opportunity	x
Fostering good relations	
3. The proposals interfere with human rights and/or the rights of the child	
4. Negative impacts can be mitigated the proposals as outlined in question 8	partly
5. The negative impacts cannot be fully mitigated but are justified as outlined in question 9.	x
6. Further consultation with affected groups is needed.	x
7. It is advised not to go ahead with the proposals.	

Decision

Set out the rationale for deciding whether or not to proceed with the proposed actions:

Date of Decision:

Sign off and authorisation:

Service	Communities
Department	Education Resources and Communities
Policy/activity subject to IIA	A6-4 Option 1a and 1b
We have completed the integrated impact assessment for this policy/activity.	Name: Kevin McDermott Position: Communities Services Manager Date: 2 nd October 2023
Authorisation by head of service	Name: Andy Hall Position: Acting Head of Education Resources and Communities Date: 11 th October 2023
Permission to publish on website -	
Please return this form to the Equal Opportunities Officer, Chief Executive's Office.	