**EQUALITY IMPACT ASSESSMENT (EQIA):**

**SCREENING FORM**

Introduction to the EQIA screening process

A successful EQIA screening will look at 5 key areas:

1. **Identify the Policy, Project, Service Reform or Budget Option to be assessed**

A clear definition of what is being screened and its aims

1. **Gathering Evidence & Stakeholder Engagement**

Collect datato evidence the type of barriers people face to accessing services (research, consultations, complaintsand/or consult with equality groups)

1. **Assessment & Differential Impacts**

Reaching an informed decision on whether or not there is a differential impact on equality groups, and at what level

1. **Outcomes, Action & Public Reporting**

Develop an action plan to make changes where a negative impact has been assessed. Ensure that both the assessment outcomes and the actions taken to address negative impacts are publically reported

1. **Monitoring, Evaluation & Review**

Stating how you will monitor and evaluate the **Policy, Project, Service Reform or Budget Option** to ensure that you are continuing to achieve the expected outcomes for all groups.

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

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

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| To present the report and recommendations of the Ecological Emergency Working Group |

1. Reason for Change in Policy or Policy Development

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| To make recommendations on local action to address ecological issues affecting habitat, the environment and residents. |

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

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| Key outcome: To help Glasgow address the Ecological Emergency and protect and enhance habitats.   * Recognise and integrate within the LBAP, mutually beneficial interactions with Climate Emergency Working Group proposals and actions. * Review the Council’s Pollinator Plan to determine which actions need strengthened, expanded and brought forward. * Map interactions with other existing and in-development Council guidance and strategies, especially the Open Space Strategy. * Review the Council’s tree planting strategy. * Review relevant legislation pertaining to the City Development Plan including the Habitats Regulations Appraisal (HRA). |

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

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| Rachel Smith (13/11/2020) |

1. Assessment Verified by (signed and date)

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| Seamus Connolly (13/11/2020) |

# 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.

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| 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:   * age * disability, * race and/or ethnicity, * religion or belief (including lack of belief), * gender, * gender reassignment, * sexual orientation * marriage and civil partnership, * pregnancy and maternity, | 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. |
| Glasgow City Council mapping of Refugee/Asylum  Seekers and BME population (2015)  Scottish Transport Statistics (2016)  Scottish Index of Multiple Deprivation (2016) | BME population, with particular reference  to refugees and asylum seekers  Gender, Disability, Age  All | Glasgow shows a higher than average climate disadvantage (particularly in relation to flood events) compared with the rest of Scotland, with some of the most disadvantaged neighbourhoods situated in the east and north of the city. |
| Scottish Household survey data (2012) | All | Climate change has the potential to impact negatively on existing inequalities and disadvantage in Glasgow and Scotland |
| Mikkelson et al finds that among countries the number of species that are threatened or declining increases substantially with the Gini ratio of income inequality. | All |  |
| Research by CABE into greenspace and ethnicity has indicated that locally led green space improvements (such as those outlined in the implementation plan) foster community pride and create spaces people feel safe and confident using, addressing current disparities. | All |  |
| Glasgow City Council population and neighbourhood  data (2017)  Understanding Glasgow – The Glasgow Indicators  Project - http://www.understandingglasgow.com/  Ruth, M and Ibarraran, M (2009) Distributional  Impacts of Climate Change and Disasters  Hames, D. and Vardoulakis, S. (2012) Climate  Change Risk Assessment for the Health Sector  Joseph Rowntree Foundation (2013) Distribution of  Carbon Emissions in the UK | All  All  Gender, Age, Socio-economic  Gender, Age, Socio-economic  Socio-economic | There is therefore a clear need to consider the specific needs of vulnerable groups as part of the process of building more climate resilient places, protecting and enhancing habitats and communities. |
| Research from The New Economics Foundation, amongst others, demonstrated that Forest Schools/ Environmental Education had the following benefits:   * Confidence: children had the freedom, time and space to learn and demonstrate independence * Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play * Communication: language development was prompted by the children’s sensory experiences * Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time * characterised by the development of physical stamina and gross and fine motor skills * Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment | Age |  |
| Initial Findings from a study by Loughborough University found that Forest School approach benefitted Early Years learning by contributing to the development of collaborative learning skills, by encouraging children to work with others on challenging outdoor activities.  Well managed woodlands in cities provide the venue for Forest Schools to take place near to children’s homes and other educational facilities and by providing additional venues can allow scope for increased provision of Early Years places. | Pregnancy and maternity |  |
| [One UK study, carried out by King’s College Londo](https://www.kcl.ac.uk/ioppn/news/records/2018/january/Study-suggests-exposure-to-trees-the-sky-and-birdsong-in-cities-beneficial-for-mental-wellbeing)n and published in January 2018, found that exposure to trees, the sky and birdsong in city woodlands improved mental wellbeing. | Mental Health |  |

# 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 | X |  | The effects of ecological change will interact with existing inequalities and power imbalances, both in Glasgow and globally, and there is therefore a strongly gendered aspect to its impacts. |
|  | Men | X |  |  |
|  | Transgender | X |  |  |
|  | | | | |
| **RACE\*** | White | X |  |  |
| *Further information on the breakdown below each of these headings, as per census, is available* [*here.*](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwij_q-kganSAhXEDsAKHZoeBgcQFggcMAA&url=https%3A%2F%2Fwww.ons.gov.uk%2Fons%2Fguide-method%2Fharmonisation%2Fprimary-set-of-harmonised-concepts-and-questions%2Fethnic-group.pdf&usg=AFQjCNFH-QwgZzHMg_lyyP4rhOqS2uZWjw)  *For example Asian includes Chinese, Pakistani and Indian etc* | Mixed or Multiple Ethnic Groups | X |  | Some migrant communities will have direct experience of the disruption caused by climate change in their former places of national origin. |
| Asian | X |  |  |
| African | X |  |  |
| Caribbean or Black | X |  |  |
| Other Ethnic Group | X |  |  |
|  | | | | |
| **DISABILITY** | Physical disability | x |  |  |
| *A definition of disability under the Equality Act 2010 is available* [*here.*](https://www.gov.uk/definition-of-disability-under-equality-act-2010) | Sensory Impairment (sight, hearing, ) | X |  |  |
| Mental Health | X |  | There is a growing body of work to show that the effects of ecological/ climate change can adversely affect mental health as well as presenting additional challenges for people with prior poor mental health. |
| Learning Disability | X |  |  |
| **LGBT** | Lesbians | X |  |  |
|  | Gay Men | X |  |  |
|  | Bisexual | X |  |  |
|  | | | | |
| **AGE** | Older People (60 +) | X  X |  | Projections show that the number of older people in Glasgow will continue to grow over the coming years. Ecological and Climate change will impact as an additional stress on older people because of the prevalence of social isolation and illness or disability in older life.  Extreme heat or flooding events in particular will have adverse impacts on more vulnerable members of the community. |
|  | Younger People (16-25) | X |  |  |
|  | Children (0-16) | X |  | Research by New Economics Foundation and Loughborough University has highlighted the positive educational and social impacts for Children where managed woodlands can host Forest Schools. |
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| **MARRIAGE**  **& CIVIL PARTNERSHIP** | Women | X |  |  |
|  | Men | X |  |  |
|  | Lesbians | X |  |  |
|  | Gay Men | X |  |  |
|  | | | | |
| **PREGNANCY & MATERNITY** | Women | X |  | Research shows that the availability of locations, within managed woodlands, where Forest Kindergartens can be sited, can play a role in increasing the availability of places in early years education and childcare, which can have a positive effect on parents, including women who have experienced pregnancy and maternity. |
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| **RELIGION & BELIEF**\*\*  A list of religions used in the census is available [here.](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwi0tbauhqnSAhVkDMAKHRrOBtAQFggkMAE&url=https%3A%2F%2Fwww.ons.gov.uk%2Fons%2Fguide-method%2Fharmonisation%2Fsecondary-set-of-harmonised-concepts-and-questions%2Fnational-and-religious-identity.pdf&usg=AFQjCNEq3xYwRxcbtwe3qqtyFgstlLd1WQ&bvm=bv.148073327,d.ZGg) | See note | X |  | Faith groups have been at the forefront of campaigns for ecological/climate justice and for a transformation of human relationships with the natural environment. |

\* 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.](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwi0tbauhqnSAhVkDMAKHRrOBtAQFggkMAE&url=https%3A%2F%2Fwww.ons.gov.uk%2Fons%2Fguide-method%2Fharmonisation%2Fsecondary-set-of-harmonised-concepts-and-questions%2Fnational-and-religious-identity.pdf&usg=AFQjCNEq3xYwRxcbtwe3qqtyFgstlLd1WQ&bvm=bv.148073327,d.ZGg)

Summary of Protected Characteristics Most Impacted

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| Positive impacts for all groups from action to improve the natural environment and a more sustainable city.  Benefits to all citizens. The potential benefits may be greater to citizens with a mental health disability though increased access to woodlands, Children and Women who have experienced pregnancy and maternity, through increased availability of suitable locations for Forest Schools and Kindergartens. |

Summary of Socio Economic Impacts

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| It is noted that a number of our major existing GCC woodlands, parks, grasslands and wetlands on the boundary of the city are closely adjacent to neighbourhoods mapped as most deprived Decile on SIMD mapping, with potential benefits of improved habitat management having the potential to disproportionately benefit these communities. |

Summary of Human Rights Impacts

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| Action to improve the environment and to enhance habitats and grow a more sustainable city will improve human rights locally and contribute to global efforts to protect the universal rights of communities, which are increasingly under threat from ecological deterioration and climate change. |

# OUTCOMES, ACTION & PUBLIC REPORTING

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| --- | --- |
| **Screening Outcome** | **Yes /No**  **Or /**  **Not At This Stage** |
| **Was a significant level of negative impact arising from the project, policy or strategy identified?** | Not at this stage |
| **Does the project, policy or strategy require to be amended to have a positive impact?** | Not at this stage |
| **Does a Full Impact Assessment need to be undertaken?** | Not at this stage – specific actions arising from the working group’s recommendations may require full impact assessments. |

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| **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)** |
| Not at this Stage | Seamus Connolly |  |

**Public Reporting**

All completed EQIA Screenings are required to be publically available on the [Council EQIA Webpage](https://www.glasgow.gov.uk/index.aspx?articleid=17533) once they have been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. (See [EQIA Guidance](https://www.glasgow.gov.uk/index.aspx?articleid=17533): Pgs. 11-12)

# MONITORING OUTCOMES, EVALUATION & REVIEW

The Equalities Impact Assessment (EQIA) screening is not an end in itself but the start of a continuous monitoring and review process. The relevant Strategic, Policy, or Operational Group responsible for the delivery of the Policy, Project, Service Reform or Budget Option, is also responsible for monitoring and reviewing the EQIA Screening and any actions that may have been take to mitigate impacts.

Individual services are responsible for conducting the impact assessment for their area, staff from **Corporate Strategic Policy and Planning** will be available to provide support and guidance.

## Legislation

**Equality Act (2010) - the Equality Act 2010 (Specific Duties) Scotland Regulations 2012**

The 2010 Act consolidated previous equalities legislation to protect people from discrimination on grounds of:

* race
* sex
* being a transsexual person (transsexuality is where someone has changed, is changing or has proposed changing their sex – called ‘gender reassignment’ in law)
* sexual orientation (whether being lesbian, gay, bisexual or heterosexual)
* disability (or because of something connected with their disability)
* religion or belief
* having just had a baby or being pregnant
* being married or in a civil partnership, and
* age.

Further information: [Equality Act Guidance](https://www.gov.uk/equality-act-2010-guidance)

As noted the Equality Act 2010 simplifies the current laws and puts them all together in one piece of legislation. In addition the **Specific Duties (Scotland Regulations 2012)** require local authorities to do the following to enable better performance of the general equality duty:

* report progress on mainstreaming the general equality duty
* publish equality outcomes and report progress in meeting those
* impact assess new or revised policies and practices as well as making arrangements to review existing policies and practices  
  gather, use and publish employee information
* publish gender pay gap information and an equal pay statement
* consider adding equality award criteria and contract conditions in public procurement exercises.

Further information: [Understanding Scottish Specific Public Sector Equality Duties](http://www.equalityhumanrights.com/about-us/devolved-authorities/the-commission-in-scotland/legal-news-in-about-us/devolved-authorities/the-commission-in-scotland/articles/understanding-the-scottish-specific-public-sector-equality-duties)

**Fairer Scotland Duty**

Authorities should also consider Socio-Economic Impacts where appropriate. Further information: [Fairer Scotland Duty Interim Guidance](https://www.gov.scot/binaries/content/documents/govscot/publications/guidance/2018/03/fairer-scotland-duty-interim-guidance-public-bodies/documents/00533417-pdf/00533417-pdf/govscot%3Adocument)

**Enforcement**  
Judicial review of an authority can be taken by any person, including the Equality and Human Rights Commission (EHRC) or a group of people, with an interest, in respect of alleged failure to comply with the general equality duty.  Only the EHRC can enforce the specific duties.   A failure to comply with the specific duties may however be used as evidence of a failure to comply with the general duty.