

Diversity Unit

Equality Screening and Impact Assessment

November 2023

Contents

Table of contents

Contents.....	2
Equality Screening and Impact Assessment.....	3
Introductory Guidance	3
What is it?	3
Why do we do it?	3
When should we do it?.....	3
How do we do it?	4
Northern Ireland.....	5
Wales.....	5
Procedural notes.....	5
Part 1: Equality Screening	7
Policy Details	7
Background.....	7
Equality Screening Questions.....	8
Deciding if an Equality Impact Assessment is necessary	9
Record of Decision.....	9
Procedural notes.....	10
Part 2: Equality Impact Assessment (EIA).....	11
Section 1	11
Section 2.....	13
3. Capturing information about the protected groups / characteristics.....	17
4. Agreed actions.....	23
Sign-off by Policy owner	25
Procedural Note.....	25
Annex A: Policies with an impact in Northern Ireland	26
Record of Decision and Sign-off by Policy Owner	28

Equality Screening and Impact Assessment

Introductory Guidance

What is it?

Equality screening and impact assessment (ESIA) helps us consider the effect of our policies and practices¹ on different people. It helps us minimise negative impact and potential discrimination and promote opportunities to advance equality, inclusion and good relations between different groups of people.

It is deliberately a time and resource intensive process because it encourages us to slow down and build in perspectives from a range of different people.

There are **two** main parts to equality screening and impact assessment.

- **Part 1 (Equality Screening):** The first part of the form presents a set of equality screening questions. These questions help determine whether the policy is relevant to equality and whether it needs to go through an equality impact assessment.
- **Part 2 (Equality Impact Assessment):** The second part of the form, is the equality impact assessment. This is where a panel of people review the proposed policy, particularly thinking about its impact on different groups of people, trying to identify and counter any potential negative impact and promote any opportunities to enhance equality. The panel suggests actions for the policy owner to adopt.

Why do we do it?

The process helps us improve our policies and build equality into our work. Equality screening and impact assessment (ESIA) helps us consider the potential impact of what we do on different groups who are susceptible to unjustified discrimination, some of whom are legally protected against this, whether by UK or other law. It helps us demonstrate that we have proactively considered equality when developing our policies.

When should we do it?

Assessing the impact on equality should start early in the development of a new policy or review of an existing policy. Assessing the impact on equality should be ongoing rather than a one-off

¹ Consistent with its broad definition in Section 75 of the Northern Ireland Act and other equality legislation, this guidance uses the term 'policy' as a shorthand for policies, practices, activities and significant decisions about how we work and carry out our functions. The British Council's ESIA process is equivalent to the Equality Commissions screening exercise and equality impact assessment (EIA) and should not be confused with EQIA which is a more detailed equality impact assessment (EQIA) carried out in accordance with Equality Commission guidance, 'Practical Guidance on equality impact assessment (February 2005)'.

exercise because circumstances change over time, so equality considerations should be taken into account both as the policy is developed and also as it is implemented. The guidance here is to help assess the impact on equality before the policy is implemented.

It takes some time to properly set up an equality impact assessment meeting if one is needed, so the equality screening questions should be considered as early as possible once the policy is drafted. If an equality impact assessment is required it will take a little time to identify a chair, a note-taker, a diverse panel and to set up the meeting arrangements.

In addition, once the meeting has taken place there are likely to be actions to be implemented before the policy is launched. All this needs to be considered when determining the best time to address equality screening and impact assessment.

When we are implementing a policy that has been developed elsewhere, for example by a government department, or by a partner organisation we also need to assess the impact on equality. Although responsibility for the policy itself rests with the organisation that developed it, we may have choices in how it is implemented that can help eliminate potential discrimination and promote equality, inclusion and good relations.

For existing policies, please note that an ESIA must be carried out every five years or when any substantial change/review is taking place, whichever is soonest. In this context 'Substantial change/review' means it would affect people in a different way than identified when the original ESIA was carried out.

How do we do it?

Consider the purpose of the policy, the context in which it will operate, who it should benefit and what results are intended from it. Reflect on its potential impact on people with different equality categories and think about which aspects of the policy, if any, are most relevant to equality. Answer the equality screening questions to determine whether an equality impact assessment meeting is necessary.

If an equality impact assessment panel meeting is necessary, identify someone to chair the meeting, and someone to take the notes. The chair and note-taker play a crucial role and specific guidance has been developed to support them:

- ESIA Guide for Chairs;
- ESIA Guide for Note-takers

A diverse panel should be approached, including a range of colleagues from different teams / departments / countries / regions as appropriate, some of whom should be directly involved in or impacted by the policy.

Panel members should be sent the part-completed ESIA form (i.e. Part 1 and Section 1 of Part 2) and the policy documents, giving them at least a full week to read them and prepare for the meeting.

The panel will review the proposed policy, particularly thinking about its impact on people in different equality areas as listed in Part 2, Section 2 (point 3), trying to identify and counter any potential negative impact and promote any opportunities to enhance equality. The panel will suggest actions for the policy owner to implement.

The impact assessment panel meeting must be held, and Part 2 of this tool used, when you still have time to make changes, otherwise it does not have real value. As such the panel meeting should be held **at least one month** in advance of the planned implementation date for the policy.

After the meeting, the action points identified by the panel are reviewed by the policy owner and implemented as appropriate. The policy owner confirms implementation of the action points or provides a planned date for implementation (and outlines a justification for any action points that will not be taken forward) and then signs off and sends the completed form to the audit inbox for audit by the Diversity Unit.

Northern Ireland

There is specific legislation in Northern Ireland which requires a more detailed process of equality screening and impact assessment for policies that are likely to have an impact on equality of opportunity and/or good relations. This includes external consultation with relevant contacts and organisations, which is done through publication on an external website available to the public. Given this, there is a need to confirm whether the proposed policy affects anyone in Northern Ireland. **If it does, all parts of the form need to be completed and the guidance at Annex A must be read and followed.**


Wales

As a public body operating in Wales there is a legal requirement for us to produce any information intended for the general public in Wales in the Welsh language. Therefore, there is a section in the form seeking confirmation of whether the Welsh public will be affected by the proposed policy.

Procedural notes

Please note, the document will be considered invalid for audit if not correctly completed. More information about the audit process can be found in the Guide to the audit of EDI planning tools.

- Complete Part 1 (Equality Screening) ensuring the Record of Decision is signed and dated by the policy owner (a digital signature including typed name is acceptable)
- If Part 2 (Equality Impact Assessment) is required progress to Part 2
- If Part 2 (Equality Impact Assessment) is **not** required, send the Part 1 (Equality Screening) form to the audit inbox for audit by the Diversity Unit.



Submitted tools which pass the audit are uploaded to SharePoint and form part of a database of examples accessible by colleagues.

ESIAs that pass audit will inform and may be used as evidence of completed actions in the EDI planning tools section of the country/business area EDI action plans. Please note that this only applies where an Impact Assessment has taken place and both Parts 1 and 2 of the ESIA form have been completed.

Part 1: Equality Screening

Policy Details²

Title of policy	EDI policy for the Non Formal Education digital offer (Youth Connect Live)
Name of policy owner	Jane Grantham
Planned implementation date (dd/mm/yy)	01/05/2024
Policy type (for example global, regional, cluster, country, business area, department, sector policy)	Global policy – as it is related to the Non Formal Education programme, Youth Connect Live.
Country/Business Area	Education, United Kingdom

Background

Provide brief background information about the policy or change to it. Include rationale, intended beneficiaries and expected outcomes. Use as much space as you wish, the table below will expand as you enter information.

Youth Connect Live – overview

Through Youth Connect Live young people will develop skills they need to connect to themselves, their community, and the wider world. A curated offer of live online sessions will enable young people globally to explore the fundamental skills they need to act as change makers as individuals, in the community, and in the wider world.

The intended outcomes of Youth Connect Live will be for young people to develop their awareness, knowledge and skills through:

- Exposure to ideas, concepts and challenges;
- Listening to the experiences of other young people;
- Getting opportunity to reflect and share their own experiences;
- Hearing practical, tangible ideas of how they can take action as an individual, and within their communities.

The rationale for the policy change is the change in delivery of the programme – from face-to-face to live online sessions. The live online sessions will be through Zoom, and will be:

1. Panel discussion with limited interaction through Zoom Webinar (chat and responses enabled, Q&A facilitated and limited pre-screened questions).

² Consistent with its broad definition in Section 75 of the Northern Ireland Act and other equality legislation, this guidance uses the term ‘policy’ as a shorthand for policies, practices, activities and significant decisions about how we work and carry out our functions.

And/or:

2. Interactive events – more workshop type offers with facilitated breakout rooms and opportunity for young people to reflect and share together.

Equality Screening Questions

To determine if an EIA is necessary, please answer the following by ticking yes, no or not sure:

Question	Yes	No	Not sure
Is the policy potentially significant in terms of its anticipated impact on employees, or customers/clients/audiences, or the wider community?		/	
Is it a major policy, significantly affecting how programmes/services/functions are delivered?	/		
Might the policy affect people in particular equality categories in a different way?	/		
Are the potential equality impacts unknown?	/		
Does the policy have the possibility to support or detract from our efforts to promote the inclusion of people from under-represented groups?	/		
Total responses Yes / No / Not sure	4	1	0

Deciding if an Equality Impact Assessment is necessary

If you answered ‘yes’ to any of the questions, then an equality impact assessment is necessary. Please answer these additional questions, by ticking yes, no or not sure:

Question	Yes	No	Not sure
Will the policy have an impact on anyone in Northern Ireland? (*)	/		
Will the policy need to be communicated externally in Wales and therefore translated into Welsh?			/

When you have answered these questions, please move to the ‘**Record of decision**’ section below and record confirmation of this by indicating “is required”; **then progress to Part 2.**

(*) If the proposed policy affects anyone **in Northern Ireland**, all parts of the form need to be completed and the guidance at Annex A must be read and followed.

If you answered ‘no’ to all the Equality Screening Questions above, then an equality impact assessment is not needed. Please move to the ‘**Record of decision**’ section below and record confirmation of this by indicating “is not required”.

If there are any ‘not sure’ responses to the Equality Screening Questions above, then please discuss next steps further with the Dedicated EDI Lead in your region/sector or with the Diversity Unit, who will help you decide if an equality impact assessment is necessary.

Record of Decision

I confirm an equality impact assessment is required (delete as relevant).
Policy Owner (Name): Jane Grantham
Policy Owner (Role): Principal Consultant, Non Formal Education
Policy Owner (Signature): Jane Grantham (A typed signature is sufficient)
Country/Business Area and Region: United Kingdom, Education
Date (dd/mm/yy): 06/03/2024

Procedural notes

Note 1: If an equality impact assessment **is required**, please complete Part 2, Section 1 and send this part-completed form to the panel along with any relevant background documentation about the policy **at least one full week** prior to the EIA meeting. This should include the draft policy and any supporting data or relevant papers.

Note 2: If an equality impact assessment **is not required**, this Equality Screening section (i.e. Part 1) of the form **must** be sent to the audit inbox for audit by the Diversity Unit.

Part 2: Equality Impact Assessment (EIA)

Section 1

This section is to be completed before the EIA panel meeting and sent at least **one week** in advance to the panel along with the policy and other relevant documents.

Title of Policy	EDI policy for the Non Formal Education digital offer (Youth Connect Live)
------------------------	--

1. Please summarise the purpose of the policy, the context in which it will operate, who it should benefit and what results are intended from it.

To ensure inclusivity and diversity in this digital offer – through its content, those delivering the content and the participants.

The context:

Youth Connect, the global programme for non-formal education, has the ambition to deliver a digital offer to complement the face to face activities that are being delivered in programme countries. The ambition is that a digital offer will enable people who do not have access to F2F activities opportunity to participate in the programme, albeit in a more limited way.

Youth Connect aims to support young people to implement youth-led change that addresses 21st century challenges, including climate change, inequality, lack of opportunity and the threat of dis and misinformation. The programme aims to support young people to build their confidence and skills to take positive action at local and global levels. We build these skills through training, developing networks, sharing learning, and supporting young people to apply the skills they have learned.

However, we recognise that digital delivery risks reinforcing existing inequalities in power and access to resources.

2. Please explain any aspects of the policy you've been able to identify that are relevant to equality. This will contribute to the equality-focused discussion the panel will have.

Technical

- Accessibility for those who don't have access to the internet, or who have limited access to the internet.

-
- The possibilities for translation through Zoom for those whose first language isn't English.
 - The option for transcripts for those finding it difficult to hear / understand.
 - The option to record for those finding it difficult to hear / understand.
 - The options for records for those who are in different time zones.

Content

- Ensuring representation in terms of speakers and experts.
- Content that reflects global perspectives, not UK/Western centric agendas.
- Content and experts that value and listen to different cultural perspectives.

Access

- Marketing approach and messaging
- Timing of events to widen participation.

3. Please outline any equality-related supporting data that has been considered. This could include consultation with Trades Union Side or staff associations, equality monitoring data, responses from staff surveys or client feedback exercises, external demographic and benchmarking data or other relevant internal or external material.

- Possible data to capture at registration around participation of women and girls.
- Possible data to capture at registration around age.
- Possible data to capture at registration around ethnicity.

Section 2

This section captures the notes of the Equality Impact Assessment panel meeting.

Title of Policy³:	Youth Connect Live
Date of EIA Panel Meeting: (dd/mm/yy)	25/04/2024
Name of Panel Chair:	Javed Iqbal
Name of Note-taker:	Emily Reynolds

1. Please list the names, roles/business areas and geographical location of the panel members. If contributions have been received in writing by people who could not attend please list their details too and note 'input in writing' by their name.

Jane Grantham, Principal Consultant NFE (UK)
Javed Iqbal, Global Head of Digital Performance and Governance (UK)
Emily Reynolds, Consultant NFE (UK)
Shakia Stewart, Global Head of Content, Digital Performance and Governance (UK)
Joseph Field, Head English and Empowerment, English Programmes
Katie Jellico, Head, Education Operations (UK)
Katherine Nicol, Programme Planning Manager, Digital Performance and Governance (UK)
Medy Wang, Head of Equality Diversity and Inclusion, China
Maija Kurte, Programme Manager, Cultural Engagement, Latvia

2. Summarise the main points made in the discussion, noting which documents were reviewed. Note any points relating to clarity / quality assurance as well as points relating to equality issues.

We started with introductions.

Jane Grantham then gave an overview of the Youth Connect programme – which led onto her giving an introduction to the new Youth Connect programme.

³ Consistent with its broad definition in Section 75 of the Northern Ireland Act and other equality legislation, this guidance uses the term 'policy' as a shorthand for policies, practices, activities and significant decisions about how we work and carry out our functions.

The floor was then open for general comments and questions following the overview, and the papers that the panel had read.

These included the following comments / questions and responses below.

>>>

Accessibility

A panel member asked how we are deciding who is able to join the events – and how this will that be managed.

The response was that we don't want to put restrictions in place and that there's an assumption people will join who are interested. Keener to keep breadth and have Safeguarding. E-mail addresses from previous programmes will be used, as well as encouraging people who are doing the F2F with the British Council to spread the word. We will be advertising it to young people who are engaged on the ground.

A panel member asked if there is additional support for people with a lower income. There was also a question around Clore and how inclusive this will be.

Safeguarding Risks

The panel member highlighted that we need to be aware of big risks – such as the name on the Zoom username and the need to remove emojis when appropriate.

Access to Wi-Fi and technology

A panel member commented on the assumption that the young people we want to attract will have access to wifi, e-mail address and they can access Zoom.

Response was that we know that will exclude some people and the request for advice.

There was another question around the Clore training and how this will be delivered and whether it will be accessible on phones.

The response was that this training is in English and we need to have the participant requirements for this – but this needs to be explored in more detail.

A panellist gave an example of working with people Worked with people who didn't have phones. They arranged collective – public spaces to get involved.

Question around there being an opportunity for an intermediate org / place? How do you attract people? Going directly to the participants?

Response was that recordings will be available as well as edited version of recording – but there are security concerns.

Idea was shared: If there's an aim to expand access and reach those might not reach, could the idea be explored of bringing in young people to exams places?

Timing

There was a question around the timing of the Clore training for a global audience.

The response was that it is split up over 6 weeks. When they are registering they are committing to all of that training. The strong outcome is networking; it's a very different experience to the broadreaching experience.

Marketing

Comment from panellist about it being really important to ask marketing teams to look at orgs locally on the ground.

Question around how we advertise EDI.

Response: the events will be It will put people off / provoke if there's too much of a focus. Content will be very focused on EDI What we won't be doing is being explicit about it. Not deceiving people but looking at it in an intersectional way. Looking at this through an equalities lens; the content will do that but marketing will not be explicit.

Approach to programme planning

The Chair gave the rain image from UK – as well as the desire to pull through programmes so they become visible.

Response - at the centre we set strategy. Countries and regions go off and do this. Some countries / regions have their own specific offer, such as MENA – digital offer for region.

Code of Conduct

Code of conduct – there will be one and we are working on this. We will adapt from other programmes. Would we good to adapt one.

Comment from panel member that there are versions of Codes of conduct in EP; Also – Safeguarding teams have codes of conduct and the team has looked across everything.

A question around what the briefing for delivery will be.

Response; there will be pre-briefings and a code of conduct. And a list of expectations. In terms of the format for the event – the chair will remind people of the code of conduct and safe space. And how to raise an issue. Within Zoom – turn off facility to direct message eachother.

We need to include in the code of conduct not to share their personal details in the chat.

Safety

A question on how do we keep the environment safe.

Response: we will check with V&E

Marketing

Comment: English and Exams have a lot of experience in this area – and it would be good if all are linked up. Similar issues with technology / bandwidth and wifi – as well as Issues around technology based on gender. Men having more access to tech and shared tech. Something we are aware of and yet to have a solution of how we can address this. Main lever we have is Comms – market girls and young women.

Suggestion that we might want to target orgs that supply technology to girls.

Social economic status

Question to panellist from the Chair around participation and how do we define low social economic status. Is there an EU framework for this?

Panellist suggested looking at the Education status of individual and possibly family income. Also maybe asking participants 3 interlinked questions. Within these they can be comparative.

The Research and Insight team use interesting criteria to determine social economic background which we could explore.

Freedom of speech

Comment around there being a tension between inappropriate views and freedom of speech.

Suggestion to look at the resources from the social media webinar. Also suggestion that the EDI statement needs to be shared with everyone and that perhaps we need a statement around the British Council being a non political organisation etc – to make it clear where we stand.

Age

Comment around age for YCL events being non-inclusive.

Response that the British Council's Youth Connect Programme seeks to engage specifically with people between the age of 18-35 and that this age group is being prioritised as half the world's population is under 30 – with the majority of this age group living in Asia and Africa; these priority regions for the British Council. Despite 18-35 being the target age group, these online events are also available to people above this age group.

3. Capturing information about the protected groups / characteristics

Based on the notes of the discussion (section above), record here any potential for negative impact identified and any opportunity to promote equality, inclusion and good relations. (The header row in the table will repeat if the table continues on to a new page.)

Equality categories (with prompts to guide full consideration)	Potential for negative impact	Opportunity to promote equality, inclusion and/or good relations between different groups
<p>Different ages (older, middle-aged, young adult, teenage, children; authority generation⁴; vulnerable adults)</p>	<p>It was highlighted that the age range of 18-35 is exclusive in that younger people are excluded.</p> <p>It was mentioned that vulnerable adults may express that they are stressed and that there may be bullies targeting vulnerable young adults. There was concern as they are not in the location.</p> <p>There was a comment around the need to check whether they need support and the need to check in with the safeguarding team.</p> <p>The issue of experiencing violence was mentioned and a suggestion of the possibility of sign posting to organisations in other countries.</p>	<p>An opportunity could be to review the escalation procedure to ensure any adults at risk cases are reported in a timely way.</p>

⁴ The term 'authority generation' refers to cultural or national norms and customs in relation to particular age generations. For example, in some countries older people are held in high esteem and are considered to have a form of social authority by virtue of age. In addition, different generations (Generation X, Y, Millennials, Baby Boomers) are also thought to have varying common attitudes towards authority, with [for example Baby Boomers commonly questioning authority.](#)

Equality categories (with prompts to guide full consideration)	Potential for negative impact	Opportunity to promote equality, inclusion and/or good relations between different groups
	<p>There was a question on whether we should ask for people's age bracket and whether we could include age range when marketing.</p> <p>Panellist felt strongly that we need to analyse the age of participants as age is important and relevant. There was a suggestion that age should be asked from a safeguarding perspective as well - to make sure that people there have a safe space.</p>	
<p>Different dependant responsibilities (childcare, eldercare, care for disabled and/or extended family)</p>	<p>There was a comment around the issue of time and space and the need for recordings and to think about timings.</p>	<p>There was a suggestion also for a short paper to cover key points.</p> <p>There was a question around a space to catch up later; response was that Marketing material – social media will be used as the team don't have the resourcing to do more than that.</p>
<p>Disabled people (physical, sensory, learning, hidden, mental health, HIV/AIDS, other) and neurodiversity</p>	<p>It was advised that websites / docs need to be accessible to people with special needs and for sign language to be used; there was a comment around what sign language could / should be used.</p> <p>It was highlighted that this needs to be in all of the pre-briefing as well.</p>	<p>There was a comment around the need to ask for any adjustments at the registration stage and for captions to be used for languages.</p>

Equality categories (with prompts to guide full consideration)	Potential for negative impact	Opportunity to promote equality, inclusion and/or good relations between different groups
	<p>There was a comment that Zoom itself has an accessible platform.</p> <p>There was a comment from panellist around the need to ensure coms channels are those known to be used by people with disabilities to mitigate ability bias, as the team don't use and know channels other people use. I was stressed that it needs to be inclusive in the process, and if people are fully able their perception of this is likely to be skewed.</p> <p>There was a comment around at the need to think through this area at the Marketing stage.</p> <p>There was a response around the time needed to prepare and respond to needs, and it not being possible to respond to everything; there is limitation to what can be done realistically.</p> <p>There was a comment around the need to be clear around meeting needs or not.</p> <p>There was a comment around the need to work very closely with V&E and for the team to try their best to be as inclusive as possible.</p>	

Equality categories (with prompts to guide full consideration)	Potential for negative impact	Opportunity to promote equality, inclusion and/or good relations between different groups
<p>Different ethnic/racial and cultural groups (majority and minority, including Roma people, people from different tribes/castes/clans)</p>	<p>There was a comment around the potential for conflict and that the person leading the event needs to be trained, taking into account the global nature of the event.</p> <p>There was a comment around the marketing approach – and how marketing channels can feed into this. This could be an opportunity to give access.</p> <p>The response mentioned that in the Code of conduct people could be asked not to talk about things relevant to the event.</p> <p>There was a question around whether we can ask people their ethnicity and disability and a response highlighting that if so a reason needs to be given.</p> <p>Titles were mentioned and the need to check how people would want to be addressed; this could be put in the comments.</p> <p>There was a comment around access and the importance of it. There was a concern around the harm there is in contexts where young women have less access to tech – and the risk of increasing disadvantage. There</p>	

Equality categories (with prompts to guide full consideration)	Potential for negative impact	Opportunity to promote equality, inclusion and/or good relations between different groups
	was a suggestion of partner organisations engaging centrally in priority contexts.	
Different sexes and genders (men, women, non-binary, transgender or intersex people, other issues)	This wasn't discussed	
Different languages (Welsh and/or other UK languages, local languages, sign language/s)	It was mentioned that the facilitator could use inclusive language and be given guidance.	
Different marital status (single, married, civil partnership, other)	This wasn't discussed	
Different political opinions or community backgrounds (particularly relevant to Northern Ireland)	This wasn't discussed	
Pregnancy, maternity, paternity and adoption (before/during/after)	This wasn't discussed	
Different or no religious or philosophical beliefs (majority/ minority/ none)	This wasn't discussed	
Different sexual orientations (gay, lesbian, bisexual, heterosexual)	<p>There was a suggestion that people could be told at the start to use their preferred pronoun – and also a comment around maybe not using gender identifying pronouns.</p> <p>There was a comment around people's religious views the impact on gender could vary therefore; suggestion of something</p>	

Equality categories (with prompts to guide full consideration)	Potential for negative impact	Opportunity to promote equality, inclusion and/or good relations between different groups
	around this being included in the code of conduct.	
Additional equality grounds (such as socio-economic background , full-time/part-time working, geographical location, other ⁵)	The sessions could be missed.	To have the sessions at different times.
British Council values (open and committed; expert and inclusive; optimistic and bold)	This wasn't discussed	
Alignment with our commitments to decolonise our work (positioning of UK and other countries, power, status and privilege)	<p>There was a comment around ensuring that the event does not have a UK perspective and that diverse views are being expressed. That it's not the West speaking to the global south.</p> <p>The response mentioned that the team have been intentional about inviting people from the global south.</p>	

⁵ Any other categories people share that might impact on how the policy affects them.

4. Agreed actions

Insert additional rows for more action points and number each individual action point. (The header row in the table will repeat if the table continues on to a new page.)

Action identified by Panel	Agreed by Policy Owner (Yes / No)	If not agreed, please provide justification	Has action been completed? (Yes / No)	Completion date	If not, indicate planned date to complete
Action recommended: Policy Owner to explore additional support needed to include people with a lower income.	Yes		Yes	September 2024	
Action recommended: Policy Owner to explore how inclusive Clore offer will be. This will be discussed at upcoming meetings we will have with them.	Yes		Yes	September 2024	
Included in the Code of Conduct.	Yes		Yes	May 2024	
Action recommended: request advice around making the opportunity as inclusive as possible for people who don't have wifi.	Yes		Yes	October 2024	

Action identified by Panel	Agreed by Policy Owner (Yes / No)	If not agreed, please provide justification	Has action been completed? (Yes / No)	Completion date	If not, indicate planned date to complete
Action recommended: a code of conduct is produced and shared several times.	Yes		Yes	May and June 2024	
Action recommended: websites / docs need to be accessible to people with special needs and for sign language to be used; research needs to be done on what is the most appropriate / global.	Yes		Yes (closed caption options available through Zoom).	May 2024	
Action recommended: the team needs to ensure that the events continue not to have a UK perspective and that diverse views are being expressed. To highlight this need when planning future sessions.	Yes		Yes	May 2024	
If using sign language, research needs to be done on what is the most appropriate / global.	NA				
Review, discuss and decide on ways forward regarding data analysis (e.g. relevance of age of participants).	Yes		Yes	June 2024	

Sign-off by Policy owner

I confirm that the policy has been amended as identified in the **agreed actions** table above. Any actions planned but not yet completed will be implemented before the policy is introduced. If the policy has an impact on people or functions in Northern Ireland, I confirm **Annex A (below)** has also been completed.

Please ensure the majority of agreed identified actions have been taken before the policy owner signs and the tool is submitted for audit.

Actual policy implementation date (dd/mm/yy):

(if different from planned implementation date)

Policy Owner (Name): Jane Grantham

Policy Owner (Role): Principal Consultant, NFE

Policy Owner (Signature): *Jane Grantham*

(A typed signature is sufficient)

Country / Business Area and Region: United Kingdom

Sign-off date (dd/mm/yy): 24/05/2024

Procedural Note

The majority of actions identified at the panel meeting must be completed before the policy start date. Once the actions table has been updated to show that the majority of actions have been completed, or commented on to explain why actions will not be implemented, the Policy Owner (or someone acting on their behalf) must send the completed ESIA form for audit to the audit inbox (this can be before or after the policy start date).

Annex A: Policies with an impact in Northern Ireland

In accordance with the Guide for Public Authorities, policies which have a **major** impact on equality will share some of the following factors:

- they are deemed to be significant in terms of strategic importance;
- the potential equality impacts are unknown;
- the potential equality and/or good relations impacts are likely to be adverse or experienced disproportionately by groups who are marginalised or disadvantaged;
- the policy is likely to be challenged by a judicial review;
- the policy is significant in terms of expenditure.

Policies which have a **minor** impact on equality will share some of the following factors:

- they are not unlawfully discriminatory, and any residual potential differential impact is judged to be negligible;
- aspects of the policy are potentially unlawfully discriminatory, but this possibility can readily and easily be eliminated by making the changes identified in the action points at Section 4;
- any differential equality impact is intentional because the policy has been designed specifically to promote equality for particular groups of disadvantaged people;
- by amending the policy there are opportunities to better promote equality, inclusion and/or good relations.

Policies which have **no** impact on equality will share some of the following factors:

- they have no relevance to equality, inclusion or good relations;
- they are purely technical in nature and have no bearing in terms of the impact on equality, inclusion or good relations for people in different equality groups.

For policies impacting on people or functions in Northern Ireland, you must identify whether any of the issues identified by the EIA panel in the table at Section 2, Point 3 above are likely to have a **major**, **minor** or **no** impact on equality.

This consideration must be given to all the items listed in the table at section 2, Point 3 whether they have potential for negative impact or the opportunity to promote equality, inclusion and good relations.

The following questions are applied to all our policies as part of the ESIA process:

- Are a large number of people affected by the proposed policy?
- Are a small number of people who are particularly under-represented, or disadvantaged, or excluded, affected by the proposed policy?
- Are the proposed changes (if this is a new policy, or a change to an existing policy) profound?
- Might the proposal benefit people within any of the groups identified above?
- Might the proposal disadvantage people within any of the groups identified above?

Equality categories	Negative / Positive impact on equality, inclusion or good relations		
	No	Minor	Major
Age		/	
Dependants		/	
Disability		/	
Ethnicity		/	
Marital status		/	
Political opinion		/	
Religious belief		/	
Sex and gender		/	
Sexual orientation		/	

If the answer to the above questions is NO, no further action is needed.

If **minor** impact is identified and the actions listed at Section 4 will address this, no further action is needed. Where the actions listed at point 4 will not sufficiently address the impact, additional measures that might mitigate the policy impact as well as alternative policies that might better achieve the promotion of equality of opportunity and/or good relations should be considered.

If mitigating measures and/or an alternative approach cannot be taken then the policy should be subject to full Equality Impact Assessment (EQIA) aligned to Northern Ireland’s equality legislation.

If a **major** impact is identified in any of the answers above, then the policy must be subject to full Equality Impact Assessment (EQIA) aligned to Northern Ireland’s equality legislation.

For guidance on completing full EQIA aligned to Northern Ireland’s equality legislation, see <http://www.equalityni.org/archive/pdf/S75GuideforPublicAuthoritiesApril2010.pdf>.

A member of the Diversity Unit should be involved in any EQIAs that take place.

Record of Decision and Sign-off by Policy Owner

I confirm that a full EQIA is not needed, providing all the Agreed actions at Section 4 ('Agreed Actions') and/or other noted mitigating actions are carried out.

Note other mitigating actions that are not listed at Section 4 here:

Signed by

Name:	Emily Reynolds (on behalf of Jane Grantham)
Role:	Non Formal Education Consultant
Date: (dd/mm/yy)	11/11/2024

Procedural Note

The majority of actions identified at the panel meeting must be completed before the policy start date. Once the actions table has been updated to show that the majority of actions have been completed, or commented on to explain why actions will not be implemented, the Policy Owner (or someone acting on their behalf) must send the completed ESIA form for audit to the audit inbox (this can be before or after the policy start date).

Prepared by the Diversity Unit
Version 3: November 2023 (update February 2024)