



**REPORT TO EDUCATION AND CHILDREN'S SERVICES COMMITTEE –  
23 MARCH 2017**

**AUGMENTED PROVISION FOR YOUNG PEOPLE**

**1 Recommendations**

The Committee is recommended to:

- 1.1 Agree delivery of informal activities for young people as set out in 2.5.1;**
- 1.2 Agree provision of grant aid to constituted bodies for delivery of youth activity in localities**
- 1.3 Agree the establishment of an Aberdeenshire Youth Bank as detailed at 2.5.3**

**2 Background / Discussion**

- 2.1 Aberdeenshire Council recognises the value of informal learning opportunities for young people in supporting the delivery of corporate objectives around health and wellbeing, inclusion, place and regeneration.
- 2.2 Additional funding granted to Education & Children's Services in 2017/18 through the budget process has enabled planning for augmented provision for young people.
- 2.3 It is proposed to utilise the additional funding available to support the provision of universal and non-targeted opportunities, which will complement the focused and targeted activities and programmes delivered directly by Community Learning & Development staff teams to young people who most need support.
- 2.4 It is also proposed to work with Aberdeenshire Youth Council to put in place a scheme of participatory budgeting to provide financial support to young people led projects across Aberdeenshire.
- 2.5 The initial programmes are:

**2.5.1 Direct delivery of informal learning opportunities**

Two evening sessions per week over 40 weeks, delivered in Banff; Fraserburgh; Peterhead; Mintlaw; Huntly and Turriff – these being the networks with identified need. These sessions will provide young people with increased opportunity to socialise in safe spaces, to engage, have fun and try a range of informal leisure activities, e.g. sports based, digital creativity, or dance. These sessions would be evaluated to see that they are providing what young people want and to measure impact against local priorities.  
(£40,000)

### 2.5.2 **Provision of grant aid to constituted community groups**

Access to grants of between £5,000 and £10,000 to support provision of activities for young people in local communities. These core grants will enable existing groups, with a track record in youth work provision, to draw down match funding from other sources to maintain current programmes and, or, to develop new activities. There would be an evaluation of the impact of spend against the delivery of local priorities. (£45,000)

### 2.5.3 **Aberdeenshire Youth Bank**

Aberdeenshire Council has been trialing participatory budgeting over the past year. Establishing a Youth Bank, where a panel of young people will assess applications for funding to support delivery of youth led projects across Aberdeenshire would be a significant next step. Young people would be recruited and provided with training and transferable skills development opportunities to support delivery of the Youth Bank model, providing grants of between £200 and £1500. (£15,000)

- 2.6 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and their comments are incorporated within the report and are satisfied that the report complies with the Scheme of Governance and relevant legislation

## **3 Scheme of Governance**

- 3.1 The Committee is able to take a decision on this item in terms of Section E6.1 and E6.3 of the List of Committee Powers in Part 2A of the Scheme of Governance as it relates to the provision of Community Learning & Development and Social Activities.
- 3.2 Chief Officers have delegated powers in terms of section A23 in Part 2B to award grants to external bodies and individuals. The funds will be awarded according to Financial Regulation 4.15.

## **4 Equalities, Staffing and Financial Implications**

- 4.1 An equality impact assessment has been carried out as part of the development of the proposals set out above. It is included as Appendix 1 and there are positive impacts as noted.
- 4.2 There will be changes to work programmes from focussing on this initiative which will be managed at an operational level.
- 4.3 The programme of work at 2.5 is an outline of the activities which will be tailored to the needs and aspirations of Aberdeenshire's young people. A one off budget of £100,000 has been identified. At this initial stage, this funding will be met by allocation of additional resources within Education & Children's Services. The initial financial commitment is for one year.

**Maria Walker**  
**Director of Education & Children's Services**



EQUALITY IMPACT ASSESSMENT

|   |   |
|---|---|
| Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions). |   |
| Service   | Education & Children’s Services   |
| Section   | Communities & Partnerships  |
| Title of the activity etc.  | Augmented provision for young people  |
| Aims of the activity  | To provide additional opportunities for young people to engage in informal learning activity in their local community and provide opportunity for young people to engage with participatory budgeting |
| Author(s) & Title(s)  | Avril Nicol – Service Manager Communities & Partnerships  |

|   |                                  |
|---|----------------------------------|
| Stage 2: List the evidence that has been used in this assessment.                             |                                  |
| Internal data (customer satisfaction surveys; equality monitoring data; customer complaints). | Free School Meal Data by Academy |
| Internal consultation with staff and other services affected.                                 | CLD Senior Management Team       |
| External consultation (partner organisations, community groups, and councils).                |                                  |
| External data (census, available statistics).   | SIMD data                        |

|   |  |
|---|--|
| Other (general information as appropriate). |  |
|---|--|

| Stage 3: Evidence Gaps.                                   |    |
|---|----|
| Are there any gaps in the information you currently hold? | No |

| Stage 4: Measures to fill the evidence gaps.   |           |            |
|--|-----------|------------|
| What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form. | Measures: | Timescale: |
|  |           |            |
|  |           |            |
|  |           |            |
|  |           |            |

| Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below. |          |          |         |         |
|--|----------|----------|---------|---------|
|  | Positive | Negative | Neutral | Unknown |
| Age – Younger  | Yes      |          |         |         |
| Age – Older  |          |          | Yes     |         |
| Disability   |          |          |         | Yes     |
| Race – (includes Gypsy Travellers)   |          |          | Yes     |         |
| Religion or Belief   |          |          |         |         |
| Gender – male/female   | Yes      |          |         |         |
| Pregnancy and maternity  |          |          | Yes     |         |
| Sexual orientation – (includes Lesbian/ Gay/Bisexual)  |          |          | Yes     |         |

|  |  |  |     |  |
|--|--|--|-----|--|
| Gender reassignment – (includes Transgender) |  |  | Yes |  |
| Marriage and Civil Partnership               |  |  | Yes |  |

**Stage 6: What are the positive and negative impacts?**

| Impacts.   | Positive<br>(describe the impact for each of the protected characteristics affected)   | Negative<br>(describe the impact for each of the protected characteristics affected) |
|--|--|--|
| Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected. | The activities will be open to all young people aged 11-25   |  |
|  | Activities will be available to all young people, regardless of race or sexual orientation who live within the local community |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Stage 7: Have any of the affected groups been consulted?**

|  |  |
|--|--|
| If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps? |  |
|--|--|

**Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?**

| These should be included in any action plan at the back of this form. | Mitigating Steps | Timescale |
|---|------------------|-----------|
|   |                  |           |
|   |                  |           |
|   |                  |           |
|   |                  |           |
|   |                  |           |

Stage 9: What steps can be taken to promote good relations between various groups?

These should be included in the action plan.

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

All young people across will have opportunities to access a range of informal activities within their local area.

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).

Information on participation will be collected and reviewed alongside a range of evaluation to reflect uptake and impact of activity against identified priorities.

Stage 12: What is the outcome of the Assessment?

|   |  |   |
|---|--|---|
| Please complete the appropriate box/boxes | 1  | No negative impacts have been identified –please explain.   |
|   | These opportunities are additional, and will complement the more targeted activities provide by Community Learning and Development |   |
|   | 2  | Negative Impacts have been identified, these can be mitigated - please explain.<br>* Please fill in Stage 13 if this option is chosen.          |
|   |  |   |
|   | 3  | The activity will have negative impacts which cannot be mitigated fully – please explain.<br>* Please fill in Stage 13 if this option is chosen |

\* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

Stage 14: Sign off and authorisation.

|   |   |  |   |
|---|---|--|---|
| Sign off and authorisation.   | 1) Service and Team   |  |   |
|   | 2) Title of Policy/Activity   | (if appropriate)   |   |
|   | 3) <b>Authors:</b><br>I/We have completed the equality impact assessment for this policy/activity.  | Name: Avril Nicol<br>Position: Service Manager:<br>Communities & Partnerships<br>Date: 28/2/17<br>Signature: | Name:<br>Position:<br>Date:<br>Signature: |
|   |   | Name:<br>Position:<br>Date:<br>Signature:  | Name:<br>Position:<br>Date:<br>Signature: |
|   | 4) Consultation with Service Manager  | Name:<br>Date:   |   |
|   | 5) Authorisation by Director or Head of Service   | Name:<br>Position:<br>Date:  | Name:<br>Position:<br>Date:               |
|   | 6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee. |  | Date:                                     |
|   | 7) EIA author sends a copy of the finalised form to: eia@abdshire   |  | Date:                                     |
| (Equalities team to complete)<br>Has the completed form been published on the website? YES/NO |   | Date:  |   |

