



Equality Impact Assessment

YScot Hive Programme

February 2022

For Scotland's learners, with Scotland's educators

Equality Impact Assessment Record

Title	YScot Hive Programme
Senior Lead Officers	Gillian Hamilton – Depute Chief Executive and Head of Corporate Services and Governance
Operational Leads	Maxine Jolly – Senior Education Officer
Directorate: Division: Team	Regional Improvement Directorate
Is this new policy or revision to an existing policy?	This is a new programme.

Screening

This Equality Impact Assessment (EQIA) aims to evaluate the impact of Education Scotland's YScot Hive programme on participants from across the Scottish education system, particularly those participants with one or more protected characteristics.

The programme was developed in collaboration with Young Scot to enable young people aged from 11-18 to be fully involved in decision making across the organisation – these young people will be fully supported by both Young Scot and colleagues from Education Scotland.

The project will run for 18 months across five stages of work to:

- gather views and insights of young people directly on strategy implementation
- create equitable space for debate and conversation between young people and senior leadership
- explore and constructively challenge decision makers - viewing strategic discussions through the lens of the lived experience of young people
- develop and test ideas for implementation
- consider long term sustainable system change throughout

Who will it affect?

The delivery of our YScot Hive programme will affect participants who are learners from across the Scottish education system.

The Scope of the Equality Impact Assessment

In undertaking this assessment, Education Scotland has assessed the impact on each of the protected characteristics and has considered measures against the three needs of the general equality duty as set out in Section 149 of the Equality Act 2010 to:

- eliminate unlawful discrimination, harassment, and victimisation;
- advance equality of opportunity; and,
- foster good relations

The Education Scotland mentors will plan and prepare for the delivery of the YScot Hive programme to facilitate a fully inclusive learning experience for participants. In doing so, they will scope learning opportunities utilising three main approaches:

- inviting panel members to any professional learning sessions
- providing informal opportunities to meet the Leadership Team and other teams across Education Scotland

- linking with other colleagues to provide advice and support – for example around careers choice

Key Findings

This impact assessment has identified some positive impacts on one or more of the protected characteristics.

While the online delivery measures in place may positively affect one or more of the protected characteristics, they may have a disproportionate negative impact on one or more of the protected characteristics. Where identification of negative impacts applies, we will ensure to mitigate and, where possible, eliminate these.

We recognise that there may be some potential indirect and disproportionate negative impacts of the measures we have taken on one or more of the protected characteristic groups within the learner population. These are set out and explored further in this impact assessment, with mitigating actions identified.

What might prevent the desired outcomes from being achieved?

Education Scotland acknowledges that our YScot Hive programme requires complex planning to ensure we meet the needs of all participants.

However, there is also a wide range of issues that might affect delivery and prevent the desired outcomes from being achieved. These include but are not exclusive to:

- internet connectivity
- the continued prevalence of COVID-19

Although the factors above are out with our direct control, we will continue to adapt our plans accordingly.

It is also important to recognise that during this EQIA we have also carefully considered the accessible design of the learning experience to ensure we support our aim of providing access for all.

Stage 1: Framing

Results of framing exercise

The plan associated with the YScot Hive programme is managed and led by a team of mentors from across the organisation with the necessary skills and appropriate experience.

The approach taken by the team provides the opportunity to consider the impact of preparing for online delivery and ensuring participants can access the programme.

Throughout the development of the programme, several consultations have taken place with a number of key stakeholders, which have informed our thinking, including:

- YScot Representatives
- Education Scotland mentors
- Leadership Team

As a result of the framing exercise, we identified that there was potential for the YScot Hive programme to have moderate impact on most protected characteristic groups, with some being more disproportionately impacted, either negatively or positively than others.

Protected characteristic: age

We did not encounter evidence that learners from any age groups would be disproportionately adversely affected by participating in the YScot Hive programme.

The programme itself will provide learners with a range of opportunities to share their lived experience while also learning about Education Scotland's strategic decision-making processes, therefore, reducing any disadvantage a learner may experience because of their age.

Protected characteristic: disability

Evidence tells us that the use of online learning resources in education can help learners with a disability raise their attainment levels¹. The accessibility of our online delivery however needs to consider a range of disabilities, with particular care given to ensuring the range of support considers the specific needs of participants.

Protected characteristic: gender reassignment

¹ <http://www.gov.scot/Resource/0048/00489224.pdf>

We are currently not aware of any evidence that our online delivery will affect participants transitioning from one gender to another.

We will however continue to explore the potential impacts of our YScot Hive programme on participants who are transitioning from one gender to another. We currently do not have a breakdown of this protected characteristic for the entirety of learners across the Scottish education system although we will continue to monitor impact on this protected characteristic.

Protected characteristic: marriage or civil partnership

This protected characteristic does not apply.

Protected characteristic: pregnancy and maternity

We are currently not aware of any evidence that our online delivery will affect learners who are pregnant or on maternity leave. We will however continue to explore the potential impacts of our online delivery on participants who are pregnant or on maternity leave. We currently do not have a breakdown of this protected characteristic for the entirety of learners across the Scottish education system.

Protected characteristic: race

Evidence suggests that the use of online learning resources in education can help promote inclusion for learners from minority backgrounds; specifically learners who are gypsy travellers and learners who are learning English as a second language^{2,3}.

There is evidence to show that if a learner from a gypsy traveller background cannot attend school on a regular basis, online learning resources in education can offer them the chance to continue with their learning from home. We will however continue to explore the potential impact of online delivery on participants from different racial identities.

Protected characteristic: religion or belief

We are currently not aware of any evidence that religion, faith, or belief will be impacted by the online delivery of the YScot Hive programme. We will however continue to explore the potential impacts on participants with different religions and beliefs. We currently do not have a breakdown of this protected characteristic for the entirety of learners across the Scottish education system.

²

<https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/GRT%20-%20School%20Supported%20Distance%20Learning.pdf>

³ <http://www.step.education.ed.ac.uk/wp-content/uploads/2016/06/YPTech-Report-.pdf>

Protected characteristic: sex

We are currently not aware of any evidence that our online delivery will affect this protected characteristic. We will however continue to explore the potential impacts on participants with different genders.

Protected characteristic: sexual orientation

We are currently not aware of any evidence that our online delivery will affect this protected characteristic. We will however continue to explore the potential impacts on participants with different sexual orientations. We currently do not have a breakdown of this protected characteristic for the entirety of learners across the Scottish education system.

Interaction with Other Policies (Draft or Existing)

The YScot Hive programme aligns with our Accessible Events Policy.

Extent/Level of EQIA required

The Framing exercise has highlighted the following actions:

- review communication strategies relating to activities
- review and optimise the accessibility of the online platforms used for delivery, both at the start of the programme and during the programme
- encourage feedback from participants to monitor issues

Stage 2: Data and evidence gathering, involvement and consultation

Characteristic ⁴	Evidence gathered and Strength/quality of evidence	Source	Data gaps identified and action taken
Age	<p><u>Learners</u> The age profile of learners is:</p> <ul style="list-style-type: none"> • 5 to 7 years old = 23% • 8 to 11 years old = 33% • 12 to 15 years old = 32% • 16 to 19 years old 12% • Over 19 years old = currently unknown 	<p>Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)</p>	<p>Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that the census only covers school-aged pupils.</p>
Disability	<p><u>Learners</u> The disability profile of learners is 50.2%</p>	<p>Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)</p>	<p>Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p>

⁴ Refer to Definitions of Protected Characteristics document for information on the characteristics

			However, we acknowledge that the census only covers school-aged pupils.
Gender reassignment	<u>Learners</u> The gender reassignment profile of learners is currently unknown. However, around 200 young people per year receive support from the Scottish Government's Young Person's Gender Service with their transition.	Supporting transgender young people in schools: guidance for Scottish schools Supporting transgender young people in schools: guidance for Scottish schools - gov.scot (www.gov.scot)	The Scottish Government aggregates this data.
Marriage and civil partnership	<u>Learners</u> In respect of this protected characteristic, a body subject to the Public Sector Equality Duty (which includes Scottish Government) only needs to comply with the first need of the duty (to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010) and only in relation to work.	N/A	N/A
Pregnancy and maternity	<u>Learners</u> The pregnancy and maternity profile of young people in 2019 was: <ul style="list-style-type: none"> • under 16 years old = 0.03% • between 16 and 18 years old = 0.2% • between 18 and 20 years old = 1.2% • over 20 years old = currently unknown 	Teenage pregnancy by year and age at conception: Teenage pregnancies - Year of conception, ending 31 December 2019 - Teenage pregnancies - Publications - Public Health Scotland	The Scottish Government aggregates this data.

Race	<u>Learners</u> The race profile of learners is: <ul style="list-style-type: none"> • minority ethnic background = 9% • white = 89% • prefer not to say = 0.5% • not known = 1.5% 	Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government. However, we acknowledge that the census only covers school-aged pupils.
Religion or belief	<u>Learners</u> The religion or belief profile of learners is currently unknown.	Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.
Sex	<u>Learners</u> The sex profile of learners is: <ul style="list-style-type: none"> • female = 49% • male = 51% 	Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and

			aggregated by the Scottish Government. However, we acknowledge that the census only covers school-aged pupils.
Sexual orientation	<u>Learners</u> The sexual orientation of learners is currently unknown. However, on average around 700 young people per year self-identify as belonging to the lesbian, gay, bisexual, transgender + community.	Supporting transgender young people in schools: guidance for Scottish schools Supporting transgender young people in schools: guidance for Scottish schools - gov.scot (www.gov.scot)	The Scottish Government aggregates this data.

Stage 3: Assessing the impacts and identifying opportunities to promote equality

Do you think that the YScot Hive programme will impact participants because of their age?

Age	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The YScot Hive programme will use Glow and Microsoft Teams as the mode for engaging with participants, which is already in use throughout the Scottish education system.
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you think the YScot Hive programme will impact participants because of their disability?

Disability	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The YScot Hive programme will use Glow and Microsoft Teams as the mode for engaging with participants, which has a variety of accessible functions that we have tested to meet the needs of young learners.
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you think the YScot Hive programme will impact people proposing to undergo, undergoing, or who have undergone a process for reassigning their sex?

Gender reassignment	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The YScot Hive programme could potentially have both positive and negative impact on participants who are transitioning from one gender to another. For example, the importance of sensitivity when using preferred pronouns
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think the YScot Hive programme will impact people because of their marriage or civil partnership?

Marriage and Civil Partnership ⁵	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination,	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This protected characteristic was not applicable.

⁵ In respect of this protected characteristic, a body subject to the Public Sector Equality Duty (which includes Scottish Government) only needs to comply with the first need of the duty (to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010) and only in relation to work. Equality impact assessment within the Scottish Government does not require assessment against the protected characteristic of Marriage and Civil Partnership unless the policy or practice relates to work, for example HR policies and practices.

harassment and victimisation.				
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think the YScot Hive programme will impact on men and women in different ways?

Sex	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The YScot Hive programme may have a positive impact on this protected characteristic as participants will have the opportunity to learn about the different ways Education Scotland are currently challenging gender stereotypes throughout the Scottish education system.
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you think the YScot Hive programme will impact on women, who are proposing to take maternity leave, are currently taking maternity leave, and are returning from maternity leave or who are pregnant?

Pregnancy and Maternity	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The YScot Hive programme could have both positive and negative impact on learners who are pregnant or who are on maternity leave due to the online delivery.
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think the YScot Hive will impact on people on the grounds of their race?

Race	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The YScot Hive programme could have a positively effect this protected characteristic as participants will have the opportunity to learn about the different ways Education Scotland are currently challenging gender stereotypes throughout the Scottish education system and also share their experience of championing race equality.
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you think the YScot Hive programme will impact people because of their religion or belief?

Religion or belief	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The YScot Hive programme could positively and negatively affects this protected characteristic. It is therefore important to consider religious practices when engaging with participants throughout the programme.
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think the YScot Hive programme will impact people because of their sexual orientation?

Sexual orientation	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The YScot Hive programme could have a positive impact on this protected characteristic.
Advancing equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Stage 4: Decision making and monitoring

Identifying and establishing any required mitigating action

Are there any positive or negative impacts identified for any of the equality groups?	<p>The online delivery of YScot Hive programme can have both positive and negative impacts to varying degrees for most protected characteristic groups.</p> <p>Online delivery however can increase participation and could reduce barriers participants might face when learning face-to-face.</p> <p>Whilst online delivery can be positive for many groups, if the online delivery is not inclusive, then challenges remain, particularly for learners with disabilities.</p>
Is the policy directly or indirectly discriminatory under the Equality Act 2010 ⁶ ?	Indirectly. As we comply with updates to our Accessible Events Policy, we will continue to review our plans for online delivery in recognition of this EQIA.
If the policy is indirectly discriminatory, how is it justified under the relevant legislation?	The organisation has a duty of care to protect participants who enrol in our YScot Hive programme.
If not justified, what mitigating action will be undertaken?	N/A

Monitoring and Review

This impact assessment has highlighted the potential impacts that delivering the YScot Hive programme online might have on participants with one or more protected characteristics.

We will continue to monitor and review our decisions on a routine basis.

Stage 5 - Authorisation of EQIA

Please confirm that:

This Equality Impact Assessment has informed the development of the YScot Hive programme:

Yes No

Opportunities to promote equality in respect of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation have been considered, i.e.:

- Eliminating unlawful discrimination, harassment, victimisation;
- Removing or minimising any barriers and/or disadvantages;
- Taking steps which assist with promoting equality and meeting people's different needs;
- Encouraging participation (e.g. in public life);
- Fostering good relations, tackling prejudice and promoting understanding

Yes No

If the Marriage and Civil Partnership protected characteristic applies to this policy, the Equality Impact Assessment has also assessed against the duty to eliminate unlawful discrimination, harassment and victimisation in respect of this protected characteristic:

Yes No not applicable

Declaration

I am satisfied with the equality impact assessment that has been undertaken and give my authorisation for the results of this assessment to be published on the Education Scotland website.

Name: G. Hamilton

Position: Depute Chief Executive and Head of Corporate Services and Governance
Authorisation date: 31/08/2022

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