#### APPENDIX G

# **Equality Analysis (EA)**

## Section 1 – General Information (Aims and Objectives)

EVENT FUND REPORT FOR APPLICATIONS RECEIVED QUARTERS 1-3, 2017-18

This is to analyse the implementation of the Event Fund during the period of quarters 1 of the financial year of 2017-18. (the evaluation data has not been received for quarters 2 & 3 so this can Not be included).

Service area:

Children's

Team name:

Culture, Learning and Leisure

Service manager:

Judith St. John, Divisional Director for Sports, Leisure and Culture Name and role of the officer completing the EA:

Alison Denning, Festival and Events Officer

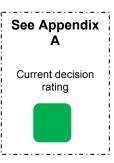
### **Section 2 – Evidence (Consideration of Data and Information)**

What initial evidence do we have which may help us think about the impacts or likely impacts on service users or staff?

The service collects the following data:

- 1. Protected characteristics that the events intended to focus on. This information was collected by the evaluation form.
- 2. Equalities data of people who benefited from the project in percentage. This information is collected by the successful applicants and included in the event evaluation form. The form requires the event organisers to specify if the number is actual or estimate.





# 2. Equality data of people who benefited from the events

The data is based on the 5 events in Quarter 1, in which a total of 8163 people benefited.

Data provided is based on a mix of information provided through online surveys, face to face, feedback forms and observations at the event.

All event applications need to demonstrate that their events will be accessible to deaf and disabled people, this includes venues, content and with some of the applications they specifically mentioned disabled people benefiting.

5 out of 5 organisations have submitted the evaluation form including the equality data of people who benefited from the events to the service. The details of the returned data are as attached Appendix C: Monitoring Information for Quarter 1 applications. It should be noted that the majority of the data is based on estimates and some evaluation forms did not give data for all categories.

# Section 3 – Assessing the Impacts on the 9 Groups

| Target Groups | Impact –<br>Positive or<br>Adverse                       | Reason(s)   |  |  |
|---------------|--|---|--|--|
|               |  | Please add a narrative to justify your claims around impacts and,   |  |  |
|               |  | Please describe the analysis and interpretation of evidence to support your conclusion as this will inform decision making  |  |  |
|               | What impact will the proposal have on specific groups of | Please also how the proposal with promote the three One Tower Hamlets objectives?   |  |  |
|               |  | -Reducing inequalities  |  |  |
|               |  | -Ensuring strong community cohesion   |  |  |
|               | service users or staff?                                  | -Strengthening community leadership   |  |  |
| Race          | Positive   | The given data suggest that a range of communities of this group participated in the events. DIY Cultures specifically featured work of Black, Asian, and migrant viewpoints.   |  |  |
|               |  | The Baul and Vaishnav Music Festival featured music from the Bengali community. The Dash Arts Dacha featured Post Soviet and Former Eastern Bloc communities but was designed to involve diverse communities.   |  |  |
| Disability    | Positive   | The given data shows that this group participated in events during this period. DIY Cultures specifically featured work on mental illness and creativity, spoken poetry, body size acceptance, disability and neurodiversity. All venues were accessible. |  |  |
| Gender        | Positive   | The given data suggest that both male and female participated in the events. DIY Cultures specifically featured feminist and LGBT viewpoints. The Rainbow Film Festival featured films by women directors.  |  |  |

| Gender<br>Reassignment                 | Positive | The given data does not show any Trans people attended however DIY Cultures featured LGBT viewpoints.  |
|--|----------|--|
| Sexual Orientation                     | Positive | There is data that this group participated in five funded events (the majority answered not known). DIY Cultures specifically featured LGBTQ viewpoints.   |
| Religion or Belief                     | Positive | It appears that various groups participated in at least eight funded events. (the majority answered not known) DIY Cultures specifically advertised through links with local Muslim (Bengali, Arab, Somali), other Asian groups. The Baul and Vaishnav Music Festival featured music from the Bengali Hindu and Muslim (Sufi) and all faith communities from the Diaspora, India and Bangladesh. |
| Age                                    | Positive | The given data suggest that different age groups participated in the events. The Rainbow Film Festival had free screenings to older people from the borough it also had young people included in Q&A sessions as part of the festival.   |
| Marriage and<br>Civil<br>Partnerships. | Positive | The data suggests the relationship status of the participants at one event. It is nolonger a requirement in the monitoring for Event Fund events, and the data is collated from different versions of the Evaluation form.   |
| Pregnancy and<br>Maternity             | Positive | The given data suggest that people of this group participated in two events.   |
| Other<br>Socio-economic<br>Carers      | Positive | DIY Cultures included viewpoints of migrants however there is not a specific category on the monitoring form which captures socio-economic data.   |

### Section 4 – Mitigating Impacts and Alternative Options

#### N/A

From the analysis and interpretation of evidence in section 2 and 3 - Is there any evidence or view that suggests that different equality or other protected groups (inc' staff) could be adversely and/or disproportionately impacted by the proposal?

Yes? No?

If yes, please detail below how evidence influenced and formed the proposal? For example, why parts of the proposal were added / removed?

(Please note – a key part of the EA process is to show that we have made reasonable and informed attempts to mitigate any negative impacts. An EA is a service improvement tool and as such you may wish to consider a number of alternative options or mitigation in terms of the proposal.)

Where you believe the proposal discriminates but not unlawfully, you must set out below your objective justification for continuing with the proposal, without mitigating action.

# Section 5 - Quality Assurance and Monitoring

#### N/A

Have monitoring systems been put in place to check the implementation of the proposal and recommendations?

Yes? No?

How will the monitoring systems further assess the impact on the equality target groups?

Does the policy/function comply with equalities legislation? (Please consider the OTH objectives and Public Sector Equality Duty criteria)

Yes? No?

If there are gaps in information or areas for further improvement, please list them below:

How will the results of this Equality Analysis feed into the performance planning process?

#### **Section 6 - Action Plan**

As a result of these conclusions and recommendations what actions (if any) **will** be included in your business planning and wider review processes (team plan)? Please consider any gaps or areas needing further attention in the table below the example.

| Recommendation   | Key activity   | Progress milestones including target dates for either completion or progress                                 | Officer responsible | Progress |
|--|--|--|---------------------|----------|
| Example  |  |  |                     |          |
| Better collection of feedback, consultation and data sources | Create and use feedback forms. Consult other providers and experts     | 1. Forms ready for January 2010<br>Start consultations Jan 2010  | 1.NR & PB           |          |
| 2. Non-discriminatory behaviour                              | Regular awareness at staff meetings. Train staff in specialist courses | 2. Raise awareness at one staff meeting a month. At least 2 specialist courses to be run per year for staff. | 2. NR               |          |

| Recommendation   | Key activity  | Progress milestones including target dates for either completion   | Officer responsible | Progress  |
|--|---|--|---------------------|---|
| Better outreach and geographical spread of the Event Fund across the borough | Set up 2 workshops prior to each quarterly application deadline in venues across the borough. Working with THCVS to deliver. To encourage more participation and to widen the spread of funding across the borough. | 1. some workshops have already taken place, and they have been useful in connecting to the community and understanding their concerns re. applying for funds. They have also enabled us to express the priorities and purpose of the fund and target specific areas. | 1 AD / EF-R         | 1. First workshops were done Jan 2017 (ongoing) |

| 2. More streamlined                                       | Create new simplified  | 2. One TH have revised the  | AD / NSJ / | 2. Evaluation   |
|---|--|---|------------|---|
| collection and collation of monitoring data and simplify. | monitoring and evaluation forms for 2017-18.   | requirement for the Event Fund. Review of processes and evaluation forms to be put online for 1718. We will work towards implementing the online Evaluation form to enable us to gather more consistent monitoring statistics within quarter 3 of 1718. | EF-R       | form to be<br>online by end<br>of August<br>2017 (In<br>progress)                   |
| 3. Simplified Application forms                           | <ol> <li>Review of the application<br/>form and criteria to simplify<br/>process and increase<br/>involvement from less<br/>confident communities</li> </ol> | 3. Overhaul of application process for 1718 with new application forms for £500 and under and £501 to £2500   | AD / NSJ   | New forms<br>and<br>guidelines<br>and criteria<br>online by<br>Quarter 3<br>2017-18 |