Non-protected

Equality impact assessment



# Name of policy: Young people influencing and leading in Scottish sport

## Introduction

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| Lead officer | Hilary Templeton |
| Others involved in the assessment | Barry Fleeting, Michelle Livingston, Michelle Borland, Penelope Peacock, Darren McKay  |
| Date(s) of assessment | Assessment to be signed off by August 2016 |

## Description of policy

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| Background | We work with local authority and Scottish governing body of sport (SGB) partners to influence their work with young people.Our work with young people is primarily focused on the development and implementation of the following projects:* **Young Ambassadors** and **Competition Organiser Training** (both in partnership with the Youth Sport Trust);
* **Young people’s sport panel** (in partnership with Young Scot);
* **Young Decision Makers** (a way of working within community sport hubs and clubs)
* **Active Girls** (in partnership with Youth Sport Trust, Youth Scotland and Y-Dance).
* **Leadership qualification** - a new project to explore a sport leadership qualification for young people across the sector.

These projects are aligned to five key roles which were identified as being integral to building a world class sporting system and likely to have the most significant impact in relation to the contribution of young people. They are: * young people as deliverers/coaches
* young people as technical officials
* young people as event/ competition organisers
* young people as decision makers
* young people as ambassadors.

Central to our work with young people are five key principles. These apply to young people from all backgrounds and all walks of life; throughout their young lives and as they experience life in varying contexts e.g. school/ college/ university/ work.  |
| Purpose and outcomes | The overarching aim of our work is to ensure that young people have access to, and are supported in, a range of leadership roles in sport. In the case of Active Girls we also aim to provide opportunities to participate in sport for girls and young women. These projects represent an investment in our future leaders, providing a lasting legacy of confident, well trained, knowledgeable and experienced young people who throughout their life in sport will strengthen the sporting system. Each project has a specific focus and outcome:**Young Ambassadors**: to promote sport and motivate and inspire their peers to participate in sport. To influence key aspects of school sport as aligned to the School Sport Award.**Competition Organiser Training**: to provide tutor training to local authority staff who will then deliver training to support young people. The training will provide the necessary skills, knowledge and understanding to develop, plan and implement a range of competition opportunities.**Young people’s sport panel**: to influence and shape the future of sport in Scotland and to raise the profile of sport to young people.**Young Decision Makers**: to embed a way of working in community sport hubs and clubs that ensures young people are involved in decision making as members of hub steering groups/club committees.**Active Girls**: The area of work aims to increase girls and young women’s participation in PE, physical activity and sport through three key programmes Fit for Girls, YDance Active and Girls on the Move. There are four key outcomes for the programme:* Increased opportunities for girls and young women to participate in PE, sport and physical activity.
* Improved access to leadership opportunities and roles for girls and young women in school and community sport.
* Greater recognition of the power of girls to motivate and inspire their peers and more opportunities to do so.
* Enhanced knowledge and understanding of workforce delivering PE, sport and physical activity to girls and young women.

**Leadership qualification:** This area of work is in the very early planning stages. The expected purpose is to develop a sport leadership qualification for young people. |
| How it links to national policy and **sport**scotland corporate and business plans | **National policy context**The Scottish Government published Scotland’s sport strategy for children and young people in June 2014. Its vision was that *“Scotland is a great environment for children and young people to embark on lifelong participation in sport”*. To achieve this, the Scottish Government identified core elements, one of which is ‘*Great Opportunities*’. As part of this these should include leadership opportunities for young people. Curriculum for Excellence seeks to ensure that all young people have the skills for lifelong learning and work. Young people will be empowered to be the successful, confident, effective and responsible individuals that Scotland needs. Likewise the Commission for Developing Scotland’s Young Workforce expects public bodies to provide development opportunities for young people to contribute to enhancing their readiness for employment.sport**scotland strategy**All of the above links with **sport**scotland’s vision of *“seeing a Scotland where sport is a way of life, at the heart of Scottish society and has a positive impact on you and your community”*. We believe implicitly in the role that young people can play in achieving this vision. In order to achieve this aim, we have a mission to deliver a world class sporting system. Our work with young people is aligned to the environments of this system; schools and education, clubs and communities and performance sport.*‘***Young people as leaders in sport**’ is a key programme within the schools and education portfolio of **sport**scotland’s 2015-17 business plan. This work is also reflected within ‘**People development**’, one of the three priorities for improvement outlined in **sport**scotland’s 2015-19 corporate plan, where it is stated: *“As a sector, we should focus on developing young people as leaders in sport because they are key to the future sustainability of the sporting system.”*  |
| How we intend to implement the policy | The projects below are delivered in partnership with other organisations, and on a project by project basis. Consequently **sport**scotland has a varying role in terms of level of support, development and delivery.**Young Ambassadors (YAs):** **sport**scotland leads on this project. We are responsible for all aspects of delivering the annual training conferences. The Youth Sport Trust assist by delivering training to a group of mentors from local authority partners and young people who subsequently deliver workshops at the conferences.YAs are then primarily supported on an ongoing basis by mentors from local authority partners. These are commonly physical education (PE) staff or Active Schools coordinators. **sport**scotland also has an ongoing connect with YAs and mentors by way of e-newsletters/social media. **Competition Organiser Training**: **sport**scotland leads on this project. We are responsible for the development of training content and the development and organisation of training opportunities to local authority staff. Delivery of the training to the local authority staff is undertaken by the Youth Sport Trust. **Young people’s sport panel**: **sport**scotland leads on this project. We are responsible for connecting with the sport panel members and supporting them as they develop and implement their work. Our support is provided through a variety of means including monthly catch ups, workshops, face to face meetings etc. Young Scot supports the project in relation to access to their website in order to maximise the reach of the panel to young people.**Active Girls**: **sport**scotland manages the project and delivers in partnership with Youth Scotland, YDance and Youth Sport Trust to provide a connected and coordinated approach to increasing girl’s participation. **spor**tscotlandis also the sole deliverer of the following projects:**Young Decision Makers**: **sport**scotland leads on this project. We have a leadership role, seeking to influence community sport hub officers and local sports clubs to implement the approach as a way of working, and embed this within community sport hubs/clubs. **sport**scotland staff and sport panel members have attended CSH officer networking days to promote the approach and partnership managers follow up directly to discuss progress. **Leadership qualification**: delivery of this has not yet been scoped at this stage. It is likely this will be developed in collaboration with partners. |

## Who policy is likely to impact on and how

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| Who will the policy benefit (i.e. who is the customer?) If applicable, you should consider how **sport**scotland’s investment is spent in the context of this policy. | Young people are the primary customers, either directly or indirectly. Every project represents an opportunity for a young person to take on a specific leadership role or potentially achieve a leadership qualification.Specifically for Competition Organiser Training, Young Decision Makers, and Active Girls we provide opportunities for local authority staff to be upskilled in order to deliver training to young people.  |
| Is it designed to impact on one/some/all people who share a protected characteristic? How? | All of **sport**scotland young people’s projects are designed to have a positive impact on **all** children and young people. The projects are only available, are specifically targeted at, and intended for those aged 25 years or under.In addition Active Girls is designed to have a specific impact on the protected characteristic of sex as it aims to increase participation in sport by girls and young women. Otherwise, all of the projects are open to people who share all other protected characteristics.  |
| How will customers be involved in the development and roll out of the policy? If no involvement mechanism, how will customer needs be identified and addressed? | As a way of working **sport**scotland consults with young people to have their views informing and influencing what we are doing. The young people projects are never ‘static’ but evolve and mature in the context of a drive and a desire to achieve continuous improvement. Consultation takes place specifically in relation to each project:**Young Ambassadors** - YAs who attend the conference are invited to complete an evaluation form on their experience. This is used to inform future improvements to the conferences. Experienced YAs and an adult (Active School coordinators or **sport**scotland member of staff) comprise what is known as the conference team, and they co-deliver workshops to the new incoming YAs at the national conferences. The views of the YAs and mentors in the conference team are sought by way of role-specific online survey. This feedback Is used to improve the workshop delivery.**Competition Organiser Training** - An evaluation form was provided to young people who took part in the competition organiser training. This was used to review the content and delivery of the training. However the project delivery approach has changed meaning responsibility of training delivery and evaluation now resides with local authority staff.**Young people’s sport panel** - The panel provide anecdotal feedback on the role of the panel and also act as a conduit for the views of young people in general. Specifically the panel helped develop the scope and purpose of the Young Decision Makers project. **Young Decision Makers** - This project was introduced and developed collaboratively with the young people’s sport panel. A Young Decision Maker working group, involving panel members and **sport**scotland staff, co-designed and developed the approach and the resources e.g. Young Decision Maker toolkit. The panel members also fronted presentations to the community sport hub officer network at their business meetings. Workshops were delivered to capture feedback from the hub officers.**Active Girls** – Through bespoke training for PE staff, Active Schools coordinators and other professionals working with girls, Fit for Girls allows discussion and solutions to be individually tailored to meet school needs while specifically addressing the principles of Curriculum for Excellence. Staff are provided with on-going specialised support by way of workshops to implement plans designed to impact on improving the opportunities available to girls and young women. **Leadership qualification** - Project development and consultation has not yet been scoped however we would anticipate engaging with the young people sport’s panel and our local authority partners.Consultation has also been undertaken internally at **sport**scotland with a range of sports development partnership managers, lead managers and the schools and education portfolio management group. |
| Which partners will be involved in the development and roll out of the policy and how? | We consulted with key stakeholders/partners who share the same customers to develop our programme of work with young people. This helped to inform the priorities over the 2015-19 corporate plan period.Partners consulted with included local authorities, Scottish governing bodies of sport and other national partners including Young Scot. Youth Sport Trust, Youth Scotland and Y-Dance. Also, project specific structures exist which allow partners to engage with project development and roll out. For example:* Community sport hub officer training days provide the opportunity to consult on, share practice and inform the roll out of Young Decision Makers.
* Active Schools managers’ business meetings provide opportunity to hear of new projects and inform the roll out of new or enhanced programmes.
* An Active Girls strategic group exists consisting of all constituent partners: **sport**scotland, YDance, Youth Scotland and the Youth Sport Trust.
* We would anticipate engaging with Education Scotland and Youth Scotland in relation to the leadership qualification.
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## Think about the impact the policy/practice will have on eliminating discrimination, promoting equality of opportunity and fostering good relations between different groups. Also consider whether there is potential for discrimination.

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| Protected characteristic | What do we know about this group in the context of this policy? | What is the potential impact (positive, neutral and negative) on people who share the characteristic?  | What could we do to reduce any negative impacts, maximise positive impacts and ensure quality information?What further evidence should we collect? |
| Age  | **Young people as leaders**There is no national data on the numbers of young people involved as leaders in sport. Nor are there any breakdowns of how this might change between age groups (such as a fall when young people move on to University). Anecdotally we know that local authority partners in particular are active in the implementation of sport leadership opportunities for young people, but the full range and scope of this is unknown. From what we do know, drawn from experience, the provision is variable and this could similarly be said of the context within sports / Scottish governing bodies of sport.**Young People**What we do know is how young people participate in sport. The sources of this are shown below: **Scottish Health Survey (2011)[[1]](#footnote-1)**Overall 73% of children meet the physical activity recommendations when school based activity is included. The percentage of children meeting the recommendations is shown to decline with age e.g. 80% to 81% of children aged 5-10 declines to 75% at age 11-12 and to 59% of those aged 13-15.It is important to recognise the connection between age and sex. The decline with age was particularly apparent in girls (48% of girls aged 13-15 met the recommendations compared with 69% of boys). When school based activity is excluded a similar trend is apparent for both age and for the connection with sex.**Active Schools data** Active Schools monitoring gathers information on the consumption of activity, broken down by the year group of participants, which can be used as a rough proxy for age. This data suggests that the consumption of activity increases as pupils move through primary school, and decreases throughout secondary school. The evidence above shows young people’s participation in sport decreases with age. We could therefore assume that young people may also be unlikely to participate in sport leadership opportunities as they get older. However, there is no evidence to support this.For those young people who continue to participate in sport, anecdotally we believe that the opportunities to participate in sport leadership could increase however again there is no evidence to support this.**sport**scotland **young people as leaders** **projects****Young people’s sport panel** – In the current 2016-18 panel there are sixteen panel members ranging in age from 14 to 25. This was the same in the 2014-16 panel.For the remaining young people as leaders projects we do not currently collect or hold equality data.**Professional staff**Active Schools monitoring has no information on the age profile of deliverers. **sport**scotland doesn’t have equality data for local authority staff or the wider sport sector | The projects could have a positive impact on young people as they contribute to increasing the necessary skills for lifelong learning and enhancing the confidence of young people.The projects could have a potential positive impact on fostering good relations between young people and adults in the community.There is a potential positive impact on adults who work as professional staff as there will be increased learning and development opportunities (focused on delivery to young people). | To maximise the positive impact, we will include opportunities for self reporting from young people concerning their views and opinions on how engagement in the projects has impacted their knowledge, skills and confidence. These could be developed into case study examples.To maximise the positive impact we can share case study examples of instances where young people and adults have worked collaboratively (in particular within Young Ambassadors, Young Decision Makers and the YPSP). |
| Disability | **Young people as leaders**There is no national data on the numbers of young people involved as leaders in sport. Nor is there evidence of young disabled people within sports leadership.**Young People****EHRC research** (**sport**scotland (2001) *Sport and People with a disability: Aiming at Social Inclusion*)[[2]](#footnote-2).People with disabilities have poorer experiences in school PE and are significantly less likely to participate in sport as adults. From this we can assume young disabled people have poorer experiences in school PE and are also less likely to participate in sport.Disabled people themselves may feel self conscious; have low levels of confidence or fear of failure in relation to sports. It has been suggested that this is strongly influenced by experiences at school. Again we can assume young disabled people have similar experiences.**Active Schools data**Active Schools monitoring data provides limited information on participation amongst pupils and young people with a disability. There is information on the amount of participation in Active Schools supported activity in ASN schools, however, this does not necessarily equate to participation by young people with a disability (depending on the definition of disability). Active Schools monitoring has no information on the participation of pupils with a disability within mainstream schools.**sport**scotland **young people as leaders** **projects****Young people’s sport panel:**In 2016 there were 185 application to the panel, of which 16 (8.6%) said they had a disability. Of the 16 appointed 1 said they had a disability.In 2014 there were 213 applications to the panel, of which 9 (4.2%) said they had a disability. For the remaining young people as leaders projects we do not currently collect or hold equality data.**Professional staff**Active Schools monitoring has no information on the disability profile of deliverers. **sport**scotland doesn’t have equality data for local authority staff involved in projects or the wider sport sector. | There may be a potential positive impact for young people with a disability as the projects raise awareness and promote greater involvement in sport and sport leadership.This could be a young disabled person participating in the opportunity and as a consequence encouraging other young disabled people to:* Participate in sport
* Participate in sport leadership

The projects could have a positive impact on disabled young people as they will contribute to increasing skills for lifelong learning and to enhancing the confidence of young people.There is a potential negative impact if the needs of disabled young people have not been addressed across all of the projects.There has been a positive impact as the percentage of young people with a disability applying for the panel has increased. | Collect information on the engagement of young people with a disability in the range of projects delivered by **sport**scotland, this is already undertaken for the YPSP but could be extended to also include Young Ambassadors. Share case study examples to maximise the potential positive impact of the projects on disabled young peopleConsult with partners at Scottish Disability Sport (SDS) to ensure the young people’s projects are open and inclusive to disabled young people. Continue to work with partners to ensure the application process is open and inclusive for all our projects. As part of the recruitment campaign for the YPSP advice was taken from the Scottish Deaf Society and we developed a BSL film. An Interview was conducted with one young person with an interpreter as part of the recruitment process.SDS has set up their own YPSP and has worked closely with **sport**scotland and supported the recruitment campaign. Advice was taken from SDS before the panel interviews in relation to supporting those young people with a disability. We will continue to involve SDS in the recruitment and interview process. |
| Gender reassignment  | **Young people as leaders - General**There is no national data on the numbers of young people involved as leaders in sport. Nor is there evidence of young people at any stage of gender reassignment within sports leadership**Young People****Out for Sport report[[3]](#footnote-3)**The Equality Network’s Out for Sport report on [tackling transphobia in sport](http://equality-network.s3.amazonaws.com/wp-content/uploads/2013/03/Transgender-specific-companion-report.pdf) found that many trans people had a negative experience of sport at school. Many trans people also face transphobia and other barriers to participating in sport - 73% of survey respondents think transphobia is a barrier to sport. 74% of respondents were keen to see schools have a primary involvement in reducing discrimination.Sports related transphobia in schools is a significant problem and has a major effect on the participation of LGBT young people in sport which is continued into later life.The report also found that training should be developed for teachers and staff working in schools, clubs and elsewhere, on sexual orientation and gender identity issues including the identification, prevention and challenging of homophobic and transphobic bullying.From this we can assume young trans people face transphobia and other barriers to participating in sport which may also apply to sports leadership.**Active Schools**Active Schools monitoring has no information on gender reassignment.**Anecdotal Evidence**Anecdotally, through the work **sport**scotland does with SGBs it is becoming evident that young people are increasingly coming forward within the sporting context during any particular stage of their transition. Current thinking suggests that this will increase as more young people feel confident to transition, or reach a point in their lives, such as moving to University, where they feel it is a good time to transition.**sport**scotland **young people as leaders** **projects**Due to issues of consent and ethics, we do not currently ask the young people if they are at any stage of gender reassignment. **Professional staff**Active Schools monitoring has no information on whether deliverers are at any stage of gender reassignment. **sport**scotland doesn’t have equality data for local authority staff or the wider sport sector. | There is a potential negative impact as the needs of young people at any stage of gender reassignment have not been addressed across all of the projects.There is a potential negative impact if professional staff working with young people are not appropriately trained on gender identity issues.There is a potential positive impact concerning the young people’s sport panel. Partnership working with LGBT Youth Scotland and Leap Sports during the application phase in early 2016 may show positive benefits for including young trans people in the programme or working with LGBT Youth Scotland on joint projects or initiatives. The projects could have a positive impact on young people at any stage of gender reassignment as they will contribute to increasing skills for lifelong learning and enhancing confidence. | Review the outcome of partnership working with LGBT Youth and the sport panel. Use this to inform and improve the panel application process for young trans people.Discuss with LGBT Youth Scotland and leap sports the possibility of including a trans question, as well as guidance on appropriate wording, for YPSP application form.Explore a working partnership with LGBT Youth Scotland and Leap Sports on joint projects eg event.Provide guidance and good practice examples to our partners to ensure greater understanding amongst them concerning the needs of transgender young people in sport. |
| Race  | **Young people as leaders**There is no national data on the numbers of young people involved as leaders in sport. Nor is there any breakdown of the race of young people within sports leadership.**Young People****Summary Statistics for Pupils in Scotland[[4]](#footnote-4)**In 2015, Summary Statistics for Schools in Scotland showed 87.1% of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other 4.4%, Asian Pakistani 1.9%, Mixed 1.2% and 0.9% African.**Scottish household survey (2009)**Additional analysis undertaken on Scottish Household Survey data from 2009 found that people who identified as ‘*other British’* or ‘*any other white background’* were more likely to participate in sport than other groups. Asian people were least likely to participate. Participation for those who identified themselves as Scottish was close to the average participation rates. This is for adult participation in sport. The same information is not available for young people or sports leadership.**Active Schools**Active Schools monitoring has no information on race.**sport**scotland **young people as leaders** **projects****Young people’s sport panel:** In 2016 of the 185 applications received for the sport panel the breakdown is as follows:* White 179
* African 1
* Caribbean 1
* Not disclosed - 4

In 2014 of the 213 applications received for the sport panel the breakdown is as follows:* White 193
* African 4
* Asian 4
* Mixed 4
* Not disclosed - 8

**Young Ambassadors**: In 2015 of the 652 YAs the breakdown was as follows:* 639 White
* 4 Black
* 3 Asian
* 2 Other
* 1 Chinese
* 1 African
* 1 White European
* 1 Dual Heritage

For the remaining young people as leaders projects we do not currently collect or hold equality data.**Professional staff**Active Schools monitoring has no information on the race profile of deliverers. **sport**scotland doesn’t have equality data for local authority l staff or the wider sport sector. | There is a potential negative impact as there is no specific content on meeting the sports leadership needs of young people from Black and Minority Ethnic (BME) backgrounds so their specific needs are unlikely to be met.The data for the sports panel suggests a potential negative impact as the applications are not representative of the wider pupil population.There may be a potential positive impact for young people from BME backgrounds as the projects raise awareness and promote greater involvement in sport and sport leadership.This could be a young BME person participating in the opportunity and as a consequence encouraging other young BME people to:* Participate in sport
* Participate in sport leadership

The projects could have a positive impact on young people from BME background as they will contribute to increasing skills for lifelong learning and enhancing confidence. | Collect information on the engagement of young people from ethnic minorities in the YPSP and the YA programme.Provide guidance and good practice examples to our partners to ensure greater understanding amongst them concerning the needs of young BME people in sport and sport leadership.Share case study examples to maximise the potential positive impact of the projects on young BME people.Ensure the capture of ethnicity / race information is consistent across all projects, where applicable.As part of the recruitment campaign for the YPSP we spoke and met with the Commissioner for Children and Young people to share the opportunity.Continue this work with partners to ensure the application process is open and inclusive for all the projects we manage.  |
| Religion or belief | **Young people as leaders**There is no national data on the numbers of young people involved as leaders in sport. Nor is there evidence concerning the religion or belief of young people in relation to sports leadership.Please note that all of the evidence provided below is not specific to children and young people, or sports leadership, but will in the most part still be applicable.**Sporting Equals[[5]](#footnote-5)** * Various attitudes and requirements exist within different religions which impact on people’s ability to take part in sport (e.g. religious dates/times, fasting, single-sex provision).
* Religion can sometimes dictate daily life and be the principal organiser of social life.

**Scottish Health Survey[[6]](#footnote-6)*** Overall, respondents who said they had no religion were the most likely to meet the physical activity recommendations.
* Muslims were the least likely to participate in sport (39%).
* Roman Catholics also had a significantly lower participation rate than the national average (46%).
* People from ‘other Christian groups’ had a significantly higher participation rate at 52%.

Other points to consider* In some parts of Scotland there are divisions between different religious groups which can impact on society and also on sport. Indeed, in December 2011, the Scottish Parliament passed the [Offensive Behaviour at Football and Threatening Communications (Scotland) Act](http://www.scottish.parliament.uk/S4_Bills/Offensive%20Behaviour%20at%20Football%20and%20Threatening%20Communications%20%28Scotland%29%20Bill/b1bs4-aspassed.pdf) [[7]](#footnote-7)to address some of the issues which arise from sectarianism in football

Respecting religious and cultural identity is key in supporting people to participate in sport. We can assume this may also apply to supporting young people in sports leadership. **sport**scotland **young people as leaders** **projects**We do not currently collect information on the religion or belief of young people involved in our leadership projects. **Professional staff**Active Schools monitoring has no information on the religion or belief profile of deliverers. **sport**scotland doesn’t have equality data for local authority staff or the wider sport sector. | The potential impact is negative. At the moment we are not collecting data on religion and belief and there are no methods in place for ensuring the projects are open and accessible to young people with specific needs arising from their religion/beliefs. There is a potentially positive impact as projects bring together young people from different religious backgrounds fostering good relations.The projects could have a positive impact on young people, regardless of religion/belief, as they will contribute to increasing skills for lifelong learning and enhancing confidence. | Develop a partnership with Interfaith Scotland.Ensure each project includes allowances and adjustments for religion and belief (such as dress code, scheduling of activity etc.) where applicable.Add religion and belief question into the equalities monitoring forms for the YPSP and the YA programme. |
| Sex | **Young people as leaders**There is no national data on the numbers of young people involved as leaders in sport. Nor is there evidence concerning the sex of young people in relation to sports leadership.**Young People**What we do know is a breakdown by gender of how young people participate in sport. The sources of this are shown below:**Scottish Health Survey (2011)[[8]](#footnote-8)**The findings showed, including school-based activity:* 76% of boys and 70% of girls met the physical activity recommendations
* Although there was little change for boys between 2008 and 2011, the proportion of girls meeting the recommendations increased from 64% in 2008.

Excluding school-based activity:* Boys were more likely than girls to meet the physical activity recommendations (69% compared with 62%).
* The main difference between the genders was the point at which the proportion meeting the recommendation began to decline. For boys, levels were largely similar up until aged 13-15 when they dropped to 59%. For girls, the proportion meeting the target began to drop at age 11-12 (56%) and then reduced further to 41% for those aged 13-15.

**Active Schools data**Active Schools monitoring data suggests that female participation is marginally lower than male participation. However, the gender balance of participation changes significantly as pupils grow older. Although both male and female pupils participate less as they move through secondary school, female participation decreases far faster than male participation. **Active Schools Evaluation[[9]](#footnote-9)**The Active Schools evaluation found there was very strong agreement across all stakeholders that introducing girls only activities made a big difference in encouraging participation of girls and young women. In addition, there were clear messages that:* activities for girls should be based on consultation;
* a range of activities should be available – including team sports and individual activities; and
* peer support and leadership opportunities can build confidence, provide role models and provide opportunities for girls who are not traditionally sporty.

While many highlighted significant successes in engaging girls and young women, it was felt that this was an area which required ongoing attention to sustain and increase participation levels.The evaluation recommends that Active Schools should continue a targeted element to its work. Girls should continue to be a priority. Girls’ only activities should be promoted as a key way of engaging girls.**Scottish Government’s Pupil Census[[10]](#footnote-10)**The Summary Statistics for Schools in Scotland (2015) pupil census reports that female pupils make up 49% of the school population.**sport**scotland **young people as leaders** **projects****Young people’s sport panel**For 2016 from the 185 applications received for the sport panel the breakdown was as follows: Female 114 and Male 70 (Not Disclosed 1), 62% Female / 38% MaleFor 2014 from the 213 applications received for the sport panel the breakdown was as follows: Female 121 and Male 87 (Not Disclosed 5), 58.2% Female / 41.8% Male**Young Ambassadors**For the year 2015 of the 652 YAs the breakdown was as follows: Female 396 and Male 256.We do not currently collect information on the gender of young people involved in our other leadership projects however where we do there are consistently more female applicants than male. This suggests girls are keener to get involved in sports leadership opportunities than boys. This contrasts with the evidence from Active Schools and the Scottish Household Survey which indicates that girls participate less in sport/physical activity than boys and that this disparity increases with age. We could therefore infer that girls are more interested in sport leadership roles than participating in sport however it would have to be explored further to be confirmed. **Professional staff**Active Schools monitoring **sport**scotland doesn’t have equality data for local authority staff or the wider sport sector. | Positive impact on girls and young women participation in sport as the Active Girls project is focused on girls/young women only activity.Active Girls also provides a leadership opportunity, specifically for girls/young women, meaning that girls taking this opportunity are providing role models for other girls/young women.Potential positive impact on girls and young women as the Active Girls project could help to tackle the under-representation of women in sport leadership roles.The projects could have a positive impact on young people, regardless of gender, as they will contribute to increasing skills for lifelong learning and enhancing confidence. | Continue to develop and share case study examples of girls in leadership roles Explore the gender data for leadership projects in future monitoring and evaluation. |
| Sexual orientation | **Young people as leaders**There is no national data on the numbers of young people involved as leaders in sport. Nor is there evidence concerning the sexual orientation of young people in relation to sports leadership.**Young People**The common findings from following research are outlined below:* **Stonewall Cymru and Sport Wales’** research on [understanding LGB sports participation in Wales](http://www.sportwales.org.uk/media/1091778/sugar_styled_doc_eng_-_lgb_final.pdf).[[11]](#footnote-11)
* **The Equality Network’s** [Out for Sport report](http://equality-network.s3.amazonaws.com/wp-content/uploads/2013/03/Out-for-Sport-Summary-Report.pdf)[[12]](#footnote-12)
* **The Rugby Football League’s** report into the [perceptions and experience of young LGBT people](http://rflmedia.therfl.co.uk/docs/LGBT-Research-perceptions-experiences.pdf)[[13]](#footnote-13)
* Please note that some of the evidence provided is not specific to young people or sports leadership but will in the most part still be applicable. Many LGBT people have had negative experiences of sport in school/physical education environment, which has influenced their long-term views of sport and acts as the most significant barrier to participation.
* The use of the word “gay” to mean something that is negative is endemic within school sports environments and often goes unchallenged. This is also used by some pupils to identify those that aren’t as good as them at sports.
* Sport is clearly seen as a gendered experience and tied into assumptions around masculinity, femininity and sexuality. Some sports are perceived to be appropriate for either male or female participants and others seen as gender neutral.
* LGB participants feel that advocating different sports for boys and girls reinforces gender stereotypes. This causes the exclusion of young people who don’t conform.
* LGB participants often feel let down by their PE teachers, who they feel tolerated bullying, harassment and exclusion more in PE, than other school lessons.
* Sports related homophobia in schools is a significant problem and has a major effect on the participation of LGBT young people in sport which is continued into later life.
* School sport is a major factor in why many gay men have been turned off sport.

**The Equality Network’s** [Out for Sport report](http://equality-network.s3.amazonaws.com/wp-content/uploads/2013/03/Out-for-Sport-Summary-Report.pdf)[[14]](#footnote-14) found that:* training should be developed for teachers and staff working in schools, clubs and elsewhere, on sexual orientation and gender identity issues including the identification, prevention and challenging of homophobic and transphobic bullying.

**Stonewall’s** [School Report](http://www.stonewall.org.uk/documents/school_report_2012%282%29.pdf)[[15]](#footnote-15) found the following:* Boys are more than twice as likely as girls to be bullied during sport.
* 32% gay and bisexual boys 14% of lesbians and bisexual girls experience homophobic bullying during sport.
* Almost half (45 per cent) of gay pupils say they feel it’s ‘hard for people like me to be accepted’ at their school. Two thirds (68 per cent) of gay pupils say they don’t like team sports.

The report recommends, schools should acknowledge and identify the problem; address staff training needs; and promote a positive social environment in the context of PE and extracurricular sport.**Stonewall’s** [Teachers Report](http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/4003.asp)[[16]](#footnote-16) found the following:* Teachers reveal that girls who play sports are victims of homophobic bullying.
* Three in ten teachers say boys who are not into sports experience homophobic bullying in their schools.
* Of secondary school teachers aware of homophobic bullying, three in ten say boys who don’t play sports and one in five teachers say girls who act or behave ‘like boys’ experience homophobic bullying

**Active Schools**Active Schools monitoring and evaluation reports have no information on sexual orientation.**sport**scotland **young people as leaders** **projects****Young people’s sport panel**In 2016 of the 185 applications the breakdown was as follows:* Bisexual 3
* Gay Man 1
* Gay Woman 4
* Heterosexual 168
* Other 1

Please note we don’t have information from the 2014 panel. We do not currently collect information on the sexual orientation of young people involved in our other leadership projects. **Professional staff**Active Schools monitoring has no information on the sexual orientation profile of deliverers. **sport**scotland doesn’t have equality data for local authority staff or the wider sport sector. | There could be a negative impact similar to that commonly reported by LGBT people in relation to sportThere is a potential impact of being negative as the needs of young LGBT people may not be addressed across all of the projects.There is a potential negative impact if professional staff working with young people are not appropriately trained on sexual orientation issues.. | Develop a partnership with LGBT Youth Scotland to discuss the following issues:* consider a specific strand of work with young LGBT people
* review the trans question included in the application form

Provide guidance and good practice examples to our partners to ensure greater understanding amongst them concerning the needs of LGB young people in sport. |
| Pregnancy and maternity\* | **Young people as leaders**There is no national data on the numbers of young people involved as leaders in sport. Nor is there evidence concerning pregnancy and maternity and young people in relation to sports leadership**Young People**The 2013 ISD Scotland Report on Teenage Pregnancy[[17]](#footnote-17) reports 5.7 pregnancies per 1,000 population in the under 16 age group in Scotland.Teenage pregnancy is strongly correlated with deprivation, and correlated by geographic region. This means that it is likely to affect some young people more than others based on where they stay.Please note that the evidence provided below is related to participation in sport, not sports leadership, but may still be applicable.Although there are many studies on the role of sports participation on preventing teenage pregnancy, there is limited research into the impact of teen pregnancy on physical activity and sport. The majority of articles which look at the impact of pregnancy on sports participation focus on adult pregnancy. The results from such studies consistently suggest that physical activity amongst women decreases during pregnancy, and post pregnancy. There appear to be no studies which examine the impact of pregnancy on physical activity and participation amongst teenage girls. **Active Schools**The Active Schools monitoring has no information on pregnancy/maternity.**sport**scotland **young people as leaders** **projects**We do not currently collect information on pregnancy or maternity status of young people involved in our other leadership projects. We have developed Active Girls case studies example across the Ydance Active programme which evidences young mums becoming dance leaders**Professional staff**Active Schools monitoring has no information on the pregnancy and maternity profile of deliverers. **sport**scotland doesn’t have equality data for professional staff or the wider sport sector. | Potentially positive impact in demonstrating that pregnancy in young women is not a barrier to sports leadership roles.Potentially if a leadership project sustains the engagement of a mother there is the potential for impact through a positive role model for their child.Potentially negative impact if the projects and activities do not meet the needs of a young woman who is pregnant or a new mother. | Review the application process and delivery outcomes for YPSP to ensure that young pregnant women would feel able to apply and participate.Highlight Active Girls case studies example across the Ydance Active programme of young mums becoming dance leaders . |
| Marriage/civil partnerships\* | N/A | N/A | N/A |
| Socio-economic disadvantage  | **Young people as leaders**There is no national data on the numbers of young people involved as leaders in sport. Nor is there evidence concerning socio-economic disadvantage and young people in relation to sports leadership**Young People*** Activity levels for girls varied significantly by socio-economic classification[[18]](#footnote-18). Girls in lower supervisory and technical households stood out as the most active (77% compared with 67%-69% for those living in other household types).
* There was no significant relationship between household income and meeting recommended child physical activity levels.
* Area deprivation was significantly associated with physical activity levels for boys, but not for girls: 81% of boys in the least deprived quintile and 77% in the second most deprived quintile met the recommendations, while the equivalent figure for the remaining groups ranged from 72%-74

**Active Schools**The Active Schools monitoring has no information on socio-economic disadvantage.**sport**scotland **young people as leaders** **projects**We do not currently collect information on the socio-economic status of young people involved in our other leadership projects. **Professional staff**Active Schools monitoring has no information on the profile of deliverers and where they are from. **sport**scotland doesn’t have equality data for local authority staff or the wider sport sector. | There could be a potential negative impact if applicants from SIMD areas are excluded / don’t feel they can apply through the application process.Potentially positive impact in demonstrating that socio-economic deprivation is not a barrier to sports leadership roles.The projects could have a positive impact on young people, regardless of socio-economic deprivation, as they will contribute to increasing skills for lifelong learning and enhancing confidence. | Review the location of applicant through the application process for the YPSP to allow analysis of applicants against SIMD areas.Highlight case studies examples across leadership programmes of young people from SIMD areas becoming evidencing the self-reported benefits  |
| Looked after children | **Young people as leaders**There is no national data on the numbers of young people involved as leaders in sport. Nor is there evidence concerning looked after young people in relation to sports leadership**Young People**At 31 July 2015, there were 15,404 looked after children in Scotland[[19]](#footnote-19) * Children in care are 4 times more likely than their peers to have a mental health difficulty
* Children in care are less likely than their peers to do well at school
* 34% of care leavers were not in employment, education or training at age 19 compared to 15.5% of the general population
 | There could be a potential negative impact if young people in care don’t feel they can apply through the application process.The projects could have a positive impact on young people in care as involvement in the programmes will contribute to increasing skills for lifelong learning and enhancing confidence. | Continue partnership working with Who Cares? to ensure that for the sport panel recruitment through their networks young people in care are aware of the opportunity and are encouraged to apply.Provide guidance and good practice examples to our partners to ensure greater understanding amongst them concerning the needs of young people in care and sport leadership. |

\*where policy is HR related

## Who will be consulted internally on this EQIA?

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| --- |
| Schools and education portfolio management groupClaire Blakeley - Human ResourcesYoung people as leaders - **sport**scotland project leadsPenelope Peacock - partnership manager |

## Who will be consulted externally on this EQIA?

In planning external consultation please refer to the guidance on page five and speak to the strategic planning team for advice and support. It may be that there are several EQIAs that require external consultation at the same time and it is important this is coordinated.

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|  N/A |

## What recommended steps should we take to improve the policy and monitor its equality impact?

In developing an action plan, project leads should balance how to maximise the positive impact of the policy or practice on all people who share the protected characteristics, with the requirement to maximise the core outcomes of the policy/practice (i.e. recommendations should be proportional and relevant.) The assessment should take steps to embed ways of monitoring the ongoing impact of the policy and practice.

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| **Action** | **Responsibility** | **Timeline** |
| **Age**We will establish opportunities for self reporting from young people concerning their views and opinions on how engagement in the projects has impacted their knowledge, skills and confidence. These could be developed into case study examples.We will share case study examples of instances where young people and adults have worked collaboratively (in particular within Young Ambassadors, Young Decision Makers and the YPSP). | Project teams for YAs, Young Decision Makers, YPSP and Active Girls | March 2017Ongoing |
| **Disability**Extend information on the engagement of young people with a disability in the range of projects delivered by **sport**scotland to include Young Ambassadors Share case study examples to maximise the potential positive impact of the projects on disabled young peopleConsult with partners at Scottish Disability Sport (SDS) to ensure the young people’s projects are open and inclusive to disabled young people. Continue to work with partners to ensure the application process is open and inclusive for all our projects. Advice was taken from SDS before the sport panel interviews in relation to supporting those young people with a disability. We will continue to involve SDS in planning appropriately for the recruitment process for the sport panel. | Project team YAsProject teams for YAs and YPSP Hilary TempletonHilary TempletonProject lead for YPSP | October 2017OngoingMarch 2017April 2017 for YAs and for YPSP December 2017 |
| **Gender Reassignment** Review the outcome of partnership working with LGBT Youth and the sport panel. Use this to inform and improve the panel application process for young trans people.Discuss with LGBT Youth Scotland and leap sports the possibility of including a trans question, as well as guidance on appropriate wording, for YPSP application form.Explore a working partnership with LGBT Youth Scotland and Leap Sports on joint projectsProvide guidance and good practice examples to our partners to ensure greater understanding amongst them concerning the needs of transgender young people in sport. | Project team YPSPProject lead for YPSPProject lead for YPSPHilary Templeton | December 2017December 2017OngoingOngoing |
| **Race**Extend the collection of information on the engagement of young people from ethnic minorities to include the YA programme.Ensure the capture of ethnicity / race information is consistent across all projects, where applicable.Provide guidance and good practice examples to our partners to ensure greater understanding amongst them concerning the needs of young BME people in sport and sport leadership.Share case study examples to maximise the potential positive impact of the projects on young BME people.As part of the recruitment campaign for the YPSP we spoke and met with the Commissioner for Children and Young people continue this work with partners to ensure the application process is open and inclusive for all the projects we manage.  | Project lead for YAsHilary TempletonHilary TempletonAilsa WyllieProject teams for YAs, Young Decision Makers, YPSP and Active GirlsProject lead YPSP  | October 2017December 2017OngoingOngoingDecember 2017 |
| **Religion or Belief**Develop a partnership with Interfaith Scotland.Ensure each project includes allowances and adjustments for religion and belief (such as dress code, scheduling of activity etc.) where applicable.Add religion and belief question into the equalities monitoring forms for the YPSP | Hilary TempletonProject teams for YAs, YPSP and Active GirlsProject lead YPSP | June 2018OngoingDecember 2017 |
| **Sex**Continue to develop and share case study examples of girls in leadership roles Explore the gender data for leadership projects in future monitoring and evaluation data | Project teams for YAs, Young Decision Makers, YPSP and Active GirlsHilary Templeton | OngoingJune 2018 |
| **Sexual Orientation**Develop a partnership with LGBT Youth Scotland to discuss the following issues:* consider a specific strand of work with young LGBT people
* review the trans question included in the application form

Provide guidance and good practice examples to our partners to ensure greater understanding amongst them concerning the needs of LGBT young people in sport. | Project team for YPSPProject teams for YAs, YPSP and Active GirlsHilary Templeton | June 2018Ongoing |
| **Pregnancy and Maternity**Review the application process and delivery outcomes for YPSP to ensure that young pregnant women would feel able to apply and participate.Highlight Active Girls case studies example across the Ydance Active programme of young mums becoming dance leaders  | Project lead for YPSPProject team Active Girls | December 2017Ongoing |
| **Socio-economic Disadvantage**Review the location of applicant through the application process for the YPSP to allow analysis of applicants against SIMD areas.Highlight case studies examples across leadership programmes of young people from SIMD areas becoming evidencing the self-reported benefits  | Project lead YPSP Project teams for YAs, Young Decision Makers, YPSP and Active Girls | March 2017Ongoing |
| **Looked after children**Continue partnership working with Who Cares? to ensure that for the sport panel recruitment through their networks young people in care are aware of the opportunity and are encouraged to applyProvide guidance and good practice examples to our partners to ensure greater understanding amongst them concerning the needs of young people in care and sport leadership. | Project lead YPSPHilary Templeton | December 2017Ongoing |

## Sign off

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| --- | --- |
| Assessment signed off by: | Senior management team |
| Sign off date: | November 2016 |

1. Scottish Government, (2011), Results from the The Scottish Health Survey 2011: Volume 2 - Children (2010/2011) <http://www.gov.scot/Publications/2012/09/3327/34> [↑](#footnote-ref-1)
2. **sport**scotland and Research Scotland, (2015), Equality and Sport Research, <http://www.sportscotland.org.uk/media/1886385/Equality-and-Sport-Research-Final-Report.pdf> [↑](#footnote-ref-2)
3. Equality Network (2012), Out for Sport, <http://www.equality-network.org/wp-content/uploads/2013/03/Out-for-Sport-Report.pdf> [↑](#footnote-ref-3)
4. Scottish Government, (2014), Results from Summary Statistics for Schools in Scotland report, No 6: 2015 Edition, <http://www.gov.scot/Resource/0049/00494569.pdf> [↑](#footnote-ref-4)
5. Sporting Equals website <http://www.sportingequals.org.uk/about-us/key-stats-and-facts.html> [↑](#footnote-ref-5)
6. See footnote 1 [↑](#footnote-ref-6)
7. Scottish Government Offensive Behaviour at Football and Threatening Communications (Scotland) Act 2012 <http://www.parliament.scot/parliamentarybusiness/Bills/29678.aspx> [↑](#footnote-ref-7)
8. See footnote 1 [↑](#footnote-ref-8)
9. **sport**scotland and ODS consultant, (2014), Active Schools evaluation, <http://www.sportscotland.org.uk/media/1374298/active-schools-evaluation-report-final.pdf> [↑](#footnote-ref-9)
10. See footnote 4 [↑](#footnote-ref-10)
11. Stonewall Cymru and Sport Wales (2012), Lesbian, Gay and Bisexual (LGB) People in Sport: Understanding LGB sports participation in Wales 2012 <http://www.sportwales.org.uk/media/1091778/sugar_styled_doc_eng_-_lgb_final.pdf> [↑](#footnote-ref-11)
12. See footnote 3 [↑](#footnote-ref-12)
13. Rugby Football League <http://rflmedia.therfl.co.uk/docs/LGBT-Research-perceptions-experiences.pdf> [↑](#footnote-ref-13)
14. See footnote 3 [↑](#footnote-ref-14)
15. Stonewall (2012), The School Report: The experiences of gay young people in Britain’s schools in 2012, <https://www.stonewall.org.uk/sites/default/files/The_School_Report__2012_.pdf> [↑](#footnote-ref-15)
16. Stonewall Research, 2014, providing an overview of primary and secondary school teachers and their perspectives on homophobic bullying in Britain's schools. <http://www.stonewall.org.uk/resources/teachers-report-2014-0> [↑](#footnote-ref-16)
17. Information Services Division 2014, <http://www.isdscotland.org/Health-Topics/sexual-health/Publications/2014-06-24/2014-06-24-TeenPreg-Report.pdf> [↑](#footnote-ref-17)
18. See footnote 1 [↑](#footnote-ref-18)
19. NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/children-in-care/statistics/> [↑](#footnote-ref-19)