# CAF Demonstrator Sites – Equalities and inclusion thinking tool

What this thinking tool is for:

The tool is designed to help CAF demonstrator sites to think through actions and outcomes relating to equalities and inclusion. The reasoning behind this is that:

- by incorporating equalities and inclusion at the earliest stages of planning we can ensure that outcomes meet the needs of diverse individuals.

- investment in equalities and inclusion at early planning stages is economically viable as it will save costly changes being made after people have experienced unsatisfactory outcomes.

- by referring to the thinking tool at regular intervals, CAF sites can ensure that recommendations from formal processes (such as equality impact assessment) are not lost when programmes are being delivered.
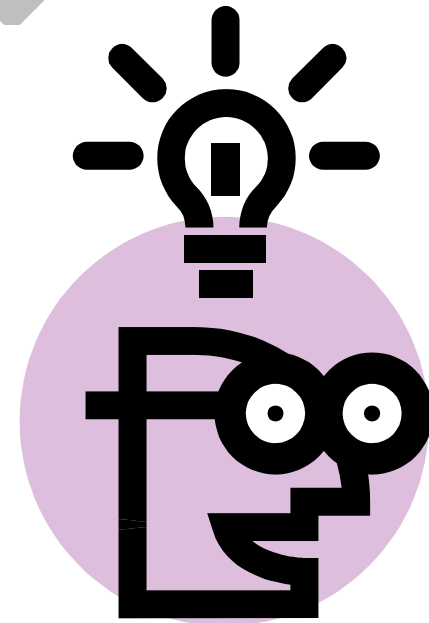
What this tool does not do:

The tool does not replace a full Equality Impact Assessment. In fact, there is a legal duty under Race, Gender and Disability legislation to Equality Impact Assess policies and functions of an organisation. Each organisation will have a different structure for ensuring that Equality Impact Assessment processes are completed.

Example:

The Rochdale CAF Project covers a discrete part of the population with representation of all stakeholders to minimise exclusion. As a demonstration site Rochdale will be monitoring equality and diversity throughout.

There is a specific focus on mental health needs, as the CAF Demonstration sites were asked to look at interests and concerns of specific health populations.

At the conclusion of the project, all stakeholders will be involved in carrying out a full EqIA to ensure all systems and processes are in line with the equalities agenda.

Nationally CAF aims to cover all groups in the community; the sharing of information should not discriminate against any group.

The CAF Consultation EqIA gave the following detail - 'Initial searches, by PPF/DH, have provided little solid evidence that is directly relevant to the effects of information sharing arrangements and systems on equalities. There is no reason to believe that there would be an overarching negative impact on equality in relation to disability, ethnicity, gender, sexual orientation, age, or religion or belief from any of the proposals for a Common Assessment Framework for Adults.

The sharing of personal information should be undertaken with their explicit and informed consent, and recorded.

PART ONE

Has an equality impact assessment been undertaken on the original policy that relates to your programme of work? (National/Local Government/ SHA/ level?)

YES/NO

If you have answered **YES** complete the following table
If you have answered **NO,** go straight to part 2.

Key actions identified at the EqIA stage	Identify how these actions are addressed in your business plan?	Identify any gaps and how you will address them on the 2010/11 business plan.

PART TWO

Identify a forum (board, expert reference group, co-ordination group) where decisions are made which will have a high impact on the final outcomes of the CAF programme. The thinking is that if you have a range of diverse perspectives within these groups ultimate outcomes are more likely to be inclusive of a range of needs.

For each group listed below, consider whether the views of each group are represented on your decision-making forum.

Whilst completing the table highlight any major gaps and identify actions you have taken or will take to address these gaps.

Example

The Hampshire CAF demonstrator site reviewed representation on their Co-ordination group. Working through the Equality thinking tool they found that they had representation across all the key areas listed, but the main gap in representation was around younger people. The group agreed that it was important to have links with groups who had an insight into the young persons CAF as the transition period at the age of 18 was a significant area of concern.

They also highlighted the fact that in addition to having a diverse membership in the Co-ordination group, they proactively involved at least 100 individuals and group representatives in consultation and involvement exercises. It was felt that one area of improvement would be to equality screen attendance at consultations and then take action to encourage under represented groups to have their views heard.

	Consider whether the views of each group in the list are represented on your decision-making forum.	
Replace the shaded text in this box with the name of decision making forum 1	**Answer Yes/ No/ Don't Know**	**Comments/ Actions**
People from Black & Minority Ethnic groups		
Men, women & transgender groups		
People over 60 and under 25		
People from Lesbian, Gay & Bisexual communities		
People from Religious & faith groups		
People who are Physically Disabled		
People who use Mental Health support		
People who have a Learning Disability		
People with Visual and sensory needs		
Carers		

PART THREE

Identify areas within the CAF process where data about individuals is collected.

Where data is collected on a routine basis on a large scale, this can enable organizations to identify whether some groups are receiving a better or worse service.

Having identified where data is being collected, consider whether they will enable you to track access and outcomes for people across each of the equality strands?

Example:

In 2007, Leeds Adult Social Care instigated a project to upgrade their Electronic Social Care (ESCR) recording system. As part of the initial project documentation, an EqIA was completed.

This highlighted a number of issues that would be integral to the success of the project. An example was the need for colleagues with sensory and physical impairments in particular to be involved in the project from the start.

The EqIA also highlighted the need for the system to be able to operate with products such as 'JAWS' and 'Dragon Dictate' used by people with sight impairments. We also needed to note the use of colours on the screens – particularly the colour of text when overlaid on another colour.

The EqIA also highlighted the need for the new system to be able to capture equality monitoring data and be able to produce management information reports that were useful in commissioning.

We consulted with the Gay & Lesbian community & IT to ensure that sexuality data that is sensitive, but data that could be important in care planning was recorded and held appropriately.

Identify data collection point 1	Consider whether existing data collection systems will enable you to track access and outcomes for people across each of the equality strands.	
	Answer Yes/ No/ Don't Know	Comments/ Actions
People from Black & Minority Ethnic groups		
Men, women & transgender groups		
People over 60 and under 25		
People from Lesbian, Gay & Bisexual communities		
People from Religious & faith groups		
People who are Physically Disabled		
People who use Mental Health support		
People who have a Learning Disability		
People with Visual and sensory needs		
Carers		

PART FOUR

Identify areas where you communicate or consult with individuals. This could be during the planning of the CAF programme, delivery of the assessment tool, or publicity to external people about the tool.

For each area of communication, consider:

■ Do you have systems in place for involving and engaging groups across the 6 equality strands?

■ Have you considered what strategies need to be in place to ensure you communicate with and listen to groups and individuals across the 6 equality strands?

Example:

The Shropshire site has a primary focus on adults with a learning disability.

Their EqIA states: 'through our project we are ensuring that the language used within any documentation used by our service users is easily understood and used correctly.

Service users have taken part in reviewing these documents and raising any language difficulties that they felt were inappropriate.

To support the client group we are working with all documents produced and developed are in an 'Easy Read' format as well as a standard format.

Our Advocacy Partners have been involved in determining the symbols used within documents and we have ensured that we have implemented the standard photo-symbol software - which is widely used and recognised with Adults with Learning Disabilities.

In order to address language barriers we are creating a 'Glossary' of key words and will be holding a workshop for parents, carers and service users to address any difficulties they may perceive as a problem."

	Do you have systems in place for involving and engaging groups across the 6 equality strands?	
Communication	**Answer Yes/ No/ Don't Know**	**Comments/ Actions**
People from Black & Minority Ethnic groups		
Men, women & transgender groups		
People over 60 and under 25		
People from Lesbian, Gay & Bisexual communities		
People from Religious & faith groups		
People who are Physically Disabled **People who use Mental Health support** **People who have a Learning Disability** **People with Visual and sensory needs**		
Carers		

Next steps

■　　Use the comments/ actions part of each table to build equality actions into business plans and strategies relating to CAF

■　　Re-visit the thinking tool at regular intervals e.g. at bi-monthly planning meetings to ensure that thinking about equality and inclusion are part of the development process

■　　If an Equality Impact Assessment has not been completed, agree a timescale for completing this.