Equality Impact Assessment Guidance

This document provides guidance for the evaluators of YEF funded

projects on completing the Equality Impact Assessment

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About the Youth Endowment Fund

The Youth Endowment Fund (YEF) is an independent charity with a mission that matters. We're here to prevent children and young people becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice. In building and sharing knowledge about what works, we'll help people in power make better decisions based on evidence.

The Youth Endowment Fund's approach to race equity

Children from Black, Asian and other minority backgrounds are significantly overrepresented at all stages in the youth justice system. Black children are four times as likely to be arrested as White children. As of May 2019, more than half of the children in youth custody were from Black, Asian or other minority backgrounds. Clearly, there is a problem – in the criminal justice system and our wider society.

The Youth Endowment Fund's mission is to prevent children and young people from becoming involved in violence. Because of this disproportionality, it is clear that if we don't challenge the role that racism plays in young people's experiences of youth justice, education and access to employment and mental health support, we won't be able to make the difference we're here to bring about. As an employer and a [What Works Centre](#) – we need to make sure we are considering the impact on children from who are affected by racism in our decision-making.

In October 2022, we published our race equity action plan. This set out clear and actionable race equity commitments across five areas of our work: our funding, our research and change, our partnerships, our leadership and our team. You can read more about our commitment to race equity and progress against our goals here: [Race equity | Youth Endowment Fund](#).

While race equity is a core focus at the YEF, the EqIA also addresses other protected characteristics, recognising that individuals often experience multiple, overlapping identities. This intersectional approach allows evaluators to consider how race, gender, disability, and other protected characteristics intersect to shape

experiences and outcomes. This framing is designed to ensure comprehensive equity considerations that acknowledge and address the complexity of participants' identities.

Who does this guidance apply to?

This guidance is primarily for the evaluators of YEF funded projects. It is their responsibility to complete the Equality Impact Assessment (EqIA). The guidance applies to all YEF evaluations.

The steps necessary to ensure an equitable approach will likely touch on different areas of team members' practices and expertise. Therefore, each team member should be involved where appropriate and committed to adhering to the plan where it relates to their specific areas. A team discussion or review session prior to submission is encouraged to support a shared understanding of equity principles and how these will apply to the different steps in the evaluation trial.

Our grantees and other partners may also find this guidance helpful to understand our approach.

What is an Equality Impact Assessment?

An EqIA is an approach designed to improve equality analysis, practice and outcomes. It helps determine and understand how what we do may affect people differently. EqIAs help ensure that policies, programs, and decisions do not disproportionately disadvantage any group based on characteristics such as age, disability, gender, race, or other protected attributes. EqIAs help identify potential inequalities, inform decision-making, and mitigate negative impacts to foster an equitable and inclusive environment.

They play a part in making research more accountable, more inclusive, more credible and more community orientated. The YEF's approach to EqIA has drawn

upon and been influenced by examples of good practice[1] and guidance published by Child Trends[2] and the NIHR[3].

Child Trends offers five guiding principles on how to best engage in research from a race equity perspective:

1. Examine your own background and biases.
2. Make a commitment to dig deeper into the data.
3. Recognize the impact the research process itself has on communities, and acknowledge your role in ensuring that research benefits communities.
4. Engage communities as partners in research.
5. Guard against the implied or explicit assumption that white is the default position.

While no one approach will be suited to all research endeavors, these principles help us frame a consistent approach to race equity that allows us to better identify where inequalities exist and the structural and environmental conditions that breed them.

Similarly, the NIHR Equality Impact Assessment Toolkit offers training resources, advice and guidance on best practice for implementing EqIAs.

What does the EqIA process look like?

The EqIA form is split into five sections:

- Overview
- Evaluation details
- Protected characteristics
- Summary and references
- Action plan

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[1] JARS–Race, Ethnicity, and Culture | Table 1 Information Recommended for Inclusion in All Manuscripts – APA. https://apastyle.apa.org/jars/rec-table-1.pdf

[2] A guide to incorporating a racial and ethnic equity perspective throughout the research process - Child Trends. https://www.childtrends.org/publications/a-guide-to-incorporating-a-racial-and-ethnic-equity-perspective-throughout-the-research-process.

[3] Equality Impact Assessment (EqIA) Toolkit – NIHR. https://arc-em.nihr.ac.uk/arc-store-resources/equality-impact-assessment-eqia-toolkit

All sections must be completed when submitted.

Instructions on the EqIA process will be provided by your evaluation manager in the pre-meet prior to co-design commencing.

A snapshot of the EqIA process:

1. During co-design evaluators will be requested to complete an EqIA form with the support of the project team where relevant.
2. The form is then reviewed by the Evaluation Manager and then reviewed by a race equity associate.
3. Feedback on the form is then sent to the evaluator alongside wider feedback on their protocol and other outputs submitted as part of co-design.
4. The evaluator will address the feedback and submit a finalised version of the EqIA alongside their redrafted protocol.
5. The EqIA is reviewed by the Evaluation Manager and signed off in line with the protocol.
6. Quarterly monitoring updates should also include a reflection on any updates to the EqIA.

In terms of where this assessment sits amongst the wider YEF processes. EqIAs will be completed by YEF evaluators as part of the project and evaluation set-up during co-design. The completed assessment form will be reviewed by the evaluation manager and YEF's race equity associates. The expectation is for the review and assessment of the EqIA to be ongoing throughout the entirety of the evaluation, and so quarterly monitoring should also encapsulate a reflection on the EqIA.

Completing the assessment form

Section 1 – Overview

This section is an overview of key project details to be completed by the evaluator and project team.

Section 1b is the YEF review and is to be completed by the evaluation manager. This review includes confirmation that the submitted EqIA has been reviewed by a YEF Race Equity Associate and the recommendation for approval alongside the supporting narrative for this.

Section 2 – Evaluation details

This section is an overview of the key evaluation details. The table below summarises the relevant information that should be included in this section. Evaluators may find that the majority of the information in this section can be copied over from the initial summary table at the beginning of the protocol completed in the YEF template.

Heading	Information to include
Type of evaluation	The type of the evaluation study e.g. feasibility, pilot, or efficacy
Research question	The research questions for the study
Research design	The methodology for the study e.g. RCT, pre-post, IPE. Whether the research design includes participatory methods/community involvement.
Research location	The setting for the evaluation
Research period	The start and end date of the evaluation
Number of participants	The number of planned participants for the evaluation including sub-groups. Including any rationale for oversampling where applicable.
Characteristics of participants	The target audience for the evaluation including eligibility criteria
Key aims and benefits of the research	Summary of the benefits and aims of the proposed intervention. Summary of the benefits and aims of the

	proposed research plan including an overview of REDI plans for study.
Previous equality related research or consultation relevant to this research	A summary of relevant available research in reference to protected demographics. Consider this question: What does the available research for this intervention say about age, ethnicity, disability etc.

Section 3 – Identify who from the protected characteristic groupings or other relevant disadvantaged communities will or may be affected and how

This section considers how each protected characteristic or disadvantaged community will be impacted by the research proposed.

The table[4] below summarises the protected groupings considered in this assessment.

Protected characteristic	Definitions
Age	A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).
Disability	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.
Race	Note that although both are included under the 'Race' umbrella term for the

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[4] https://www.equalityhumanrights.com/equality/equality-act-2010/protected-characteristics

	purposes of the Equality Act, there are essential differences in definition between 'race' and 'ethnicity'. A race is a group of people defined by their colour, nationality (including citizenship) ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British.
Sex	A man or a woman. The Equality Act 2010 identifies either a man or woman when referring to Sex. However, in practice this excludes those who do not identify as man or woman but rather identify as 'non-binary' 'gender fluid or diverse', 'intersex', 'genderqueer', 'agender' or any other, related identity heading. In this manner, gender is seen as a 'spectrum', not a binary polarisation.[5]
Religion or belief	Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
Gender reassignment	Where a person undergoes, or proposes to undergo, a process for the purpose of reassigning their sex. The process of transitioning from one gender to another.
Marriage or civil partnership	Marriage is a union between a man and a woman or between a same-sex couple.

[5] SUPPORT FOR DISABLED APPLICANTS (nihr.ac.uk)

	Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
Pregnancy or maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
Social class	Social class is a social category into which a person is socialised that affords differing amounts of economic, social, and cultural resources.
Other	Other disadvantaged communities not captured in the groupings above e.g. looked after children.

What are we assessing in an EqIA?

The table below outlines criteria for assessment:

Positive impact	Your research has the potential to directly address disadvantage to one or more protected characteristics therefore creating a benefit and thus a positive impact.
Negative impact	Your research has a potential adverse effect or may have an adverse effect.

No impact	Your research has the potential to have a neutral impact on protected characteristics.
Impact unknown	There isn't enough available data to assess the potential impact of your research.

Section 4 – Summary and references

This section is a summary of the main equality issues for the study and how these will be monitored during the evaluation. Evaluators should outline specific methods for tracking equity-related factors, such as participant diversity, accessibility of methods and materials, and any adjustments made to better address protected characteristics. In addition to quarterly monitoring, the Implementation and Process Evaluation (IPE) will serve as a key tool for monitoring, enabling evaluators to document and reflect on equity practices. The table below summarises the relevant information that should be included in the assessment:

Heading	Information to include
Summary of the main equality issues	Summarise equality issues and steps taken to mitigate for equality issues.
How will the equality impact of the study be monitored and evaluated?	Outline how the EqIA will be monitored throughout this evaluation.
References	Summarise the references used in completing this assessment.

Section 5 – Action Plan

This section is focused on addressing instances of potential negative impact identified in section 3. Actions should be Specific, Measurable, Achievable, Realistic, and Time-bound (SMART). The table below summarises the information that should be include in the action plan:

Heading	Information to include
Action	The mitigation for the potential negative impact identified
Completion date	The date the action is due to be completed
Owner	The person/team responsible for the action
Monitoring	How this action will be monitored
Impact	The potential impact of the action on the protected demographic
Status	The progress on the action e.g. completed/in progress/not started.

Useful resources

The following sources of data and information[6] give you some idea of what can and, where relevant, should be used. Please note that these are only suggestions. You will need to find the most appropriate sources that fit your project scope.
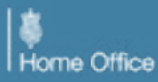
- Sector-based e.g. Public, Voluntary and Community, Advocacy Groups, Private, Legal, Professional, Arts, Sport
- Acts of Parliament
- Policy documents
- Community and equality-related sources e.g. relevant to individual protective characteristics
- Human rights
- International and multinational sources
- National Sources e.g. Government, Local Government Association, NHS, Public Health England, Equality and Human Rights Commission (EHRC), Equality Challenge Unit, National charities, Research bodies, Nationality profiles

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[6] Equality Impact Assessment (EqIA) Toolkit – NIHR. https://arc-em.nihr.ac.uk/arc-store-resources/equality-impact-assessment-eqia-toolkit

- Local Sources e.g. local authorities, Clinical Commissioning Groups (CCGs), Health and Wellbeing Boards, Healthwatch, Universities, local charities and advocacy bodies
- Advice/Guidance documents
- Relevant Data e.g. Office of National Statistics (ONS), Census, LSR Online, Gov.uk, Labour Market Profiles
- Periodicals, Journals (particularly in relation to health and social care research)
- Media outlets and news stories/features
- Past or current research
- Past or current EqIAs

Glossary of Key Terms

- **Race Equity**: The condition in which race is no longer a predictor of outcomes, and all groups have equal access to opportunities.

- **Systemic Racism**: Institutional policies and practices that result in racial disparities and perpetuate inequality for minority groups.

- **Intersectionality**: The overlapping social identities and experiences (e.g., race, gender, social class, disability, etc.) that may compound disadvantage or privilege.

- **Anti-Racism**: Active efforts to identify, challenge, and eliminate racism by changing systems, organisational structures, policies, and practices.