

## Equality Impact Assessment (EIA) Template – Part 1

Please use this template to help determine whether a full equality impact assessment (EIA) is required (screening assessment).

<b>Policy title:</b>	<b>Review of the Minority Ethnic Achievement Grant (MEAG)</b>
<b>Name of official:</b>	<b>Theresa Davies</b>
<b>Department:</b>	<b>Dept for Education and Skills</b>
<b>Date:</b>	<b>28 March 2013</b>
<b>Signature:</b>	

### Background

In March 2007, the then Minister for Education agreed proposals to merge the Asylum Seeker Grant with the Ethnic Minority Achievement Grant to form a new Minority Ethnic Achievement Grant (MEAG). The grant has been in operation since 2007 -08.

The aim of the MEAG is to raise the achievement of eligible children and young people from minority ethnic backgrounds in Wales. The grant reimburses local authorities for expenditure on educational services in support of children and young people from minority ethnic backgrounds the majority of whom are learning English, or Welsh, as an additional language. The grant also reimburses local authorities for expenditure on educational services to improve standards of achievement for children from minority ethnic backgrounds who are under achieving, or at risk of underachieving. The grant is available for pupils from age 3 to 18; all 22 local authorities benefit from the grant and use it to fund Ethnic Minority Achievement Services (EMASs).

As minority ethnic achievement funding had been running for several years, a decision was taken, in 2009, to review the MEAG, in line with standard grant management procedures. The Welsh Government commissioned external consultants, CRG Research Limited, to undertake a review of the effectiveness and impact of the MEAG to date; to review data and data collection methods and to make recommendations for the future allocation and distribution of the funding.

The review report was published in January 2011 and can be accessed at:

<http://wales.gov.uk/topics/educationandskills/publications/researchandevaluation/evaluation/reviewethnicgrant/?lang=en>

The next stage was the formation of a Steering Group to consider the report's recommendations. The Group's deliberations were wide-ranging and took into account all aspects of the grant covered by the Review including its focus; target groups; current configuration and methods of distribution. Particular attention was given to key areas such as: whether the grant should be delegated to the level of schools; whether it should support learners post-16 who have English as an Additional Language (EAL) needs in educational settings other than schools, along with its use in support of the teaching of Welsh as an additional language.

The Steering Group comprised nominated representatives of stakeholder groups directly involved in minority ethnic achievement in education, along with Welsh Government officials with the necessary expertise to complement the review process. The Steering Group met every 6 weeks for the duration of the project in 2011.

The Steering Group's main recommendations were:

**Eligibility** - One of the conditions of eligibility used to be that the child or young person had to be registered at a school maintained by a local authority. It was recommended that the eligibility criteria be changed to include all young people in receipt of educational services paid for by the local authority. The intention was to allow more latitude in terms of innovative support packages for some learner groups, those on the 14 to 19 Learning Pathways programme for example, which are not limited to attendance at school;

**Delegation** - Whilst the terms and conditions of grant do not prohibit delegation of the grant to the level of the school, it was recommended that this must only occur when a business case for such delegation, which demonstrates that delegation will result in benefits to learners, has been approved by the Welsh Government;

**Weightings** -Grant awards are determined by the application of a funding formula to pupil data provided by the local authorities. The weightings within the formula aim to ensure that the funding is allocated according to the greatest need. In the past, asylum seeker children have always attracted the highest weighting at 1.5 more than the other weightings but it was proposed that this be reduced to 0.5 more than the other weightings. The Steering Group took the view that these learners are eligible for support from a number of other sources, for example, the school counselling service. They also took account of the fact that the costs of providing free school meals and school transport for asylum seeker pupils should fall to other local authority grant programmes and not to the MEAG. Under this proposal asylum seeker children would still attract the highest weightings.

Pupils who have EAL are assessed for fluency in English against a five stage model, where A is 'new to English' and E is 'Fluent'. The funding formula applies weightings to eligible pupils based on their stage of EAL and age. The Steering Group considered these weightings and recommended certain changes which would see the funding being targeted at those learners who stand the best chance of improved attainment and which recognise how important support is for children pre and post transition to secondary education. Thus, minor changes were suggested relating to the weightings for pupils in Years 10, 11, 12 and 13 for all EAL levels.

The revised weightings also reflect where many EMASs actually concentrate their provision; thus, there were suggested changes to the Foundation Phase weightings, for example. The changes to the grant were put into operation for 2012-13 by way of a trial.

A commitment had been given to consult fully on the review recommendations and on 1 August 2012 a full public consultation exercise was launched on-line inviting comment on the proposed changes to MEAG; the consultation closed on 31 October 2012. Nineteen responses were received and all the respondents were invited to an Equality Impact Assessment Panel meeting on 7 December 2012, to discuss the consultation responses and the impact of proposed changes on the equalities strands. Twelve individuals attended the Panel meeting including EMAS co-ordinators; head teachers; an Estyn Inspector and a representative of a teaching union.

Recommendations both from the Review; the panel meeting and the consultation responses then informed a detailed submission to the Minister for Education and Skills with recommendations on how the MEAG should be configured in 2013-14. The Minister approved the submission (SF LA 0282-13) in February 2013 and the arrangements he agreed have been used to calculate MEAG allocations for 2013-14.

**1. We have a legal duty to engage with people with protected characteristics under the Equality Act 2010 (please refer to Annex A of the EIA guidance) identified as being relevant to the policy. What steps have you taken to engage with stakeholders, both internally and externally?**

The initial Review was undertaken by external consultants. The Steering Group comprised nominated representatives of an all Wales local authority practitioners' group and internal colleagues with different areas of expertise e.g. statistics; equalities; governance and the law. The practitioners represented the interests of their learner group who share a number of protected characteristics chiefly: race, age, disability and gender. There was a full public on-line consultation to which we drew the specific interest of the practitioners' group; Directors of Education; Third Sector organisations and the WCVA; teachers' unions; FE and HE representative bodies; Estyn; Governors Wales and the Equality and Human Rights Commission. A range of protected characteristics apply to the client bases of a number of these organisations.

**2. Your decisions must be based on robust evidence. What evidence base have you used? Please list the source of this evidence e.g. National Survey for Wales. Do you consider the evidence to be strong, satisfactory or weak and are there any gaps in evidence?**

Evidence has been drawn from data supplied to us by local authorities on application for the grant detailing numbers of eligible pupils; their ages and levels of English language acquisition and separate data on asylum seeker children. For monitoring purposes data is also available on the eligible pupils' performance at Key Stages 3 and 4. Reference was made to Welsh Government Statistical Bulletins, including on academic achievement by ethnicity. This EIA assessment also draws on research commissioned by the department such as 'Barriers to Learning Amongst Selected Communities'.

Evidence was also gleaned from engagement with the Review Steering Group, which included a number of practitioners directly involved in service delivery to minority ethnic learners, and also with the Equality Impact Assessment Panel which was made up of experts in this field. Between them they brought a wealth of experience.

Generally, evidence was strong for a number of the equality strands, such as race, age and gender; rather weaker for a few strands which may be of relevance, such as religion. Evidence for marriage or civil partnerships is not relevant since the Review focuses on children aged from 3 to 18.

***It is important to note any opportunities you have identified that could advance or promote equality.***

**Impact**

**Please complete the next section to show how this policy / decision / practice could have an impact (positive or negative) on the protected groups under the Equality Act 2010 (refer to the EIA guidance document for more information).**

**Lack of evidence is not a reason for *not* progressing to the EIA report stage. Please highlight any gaps in evidence that you have identified and explain how you intend to fill these gaps.**

**5.1 Do you think this policy / decision / practice will have a positive or negative impact on people because of their age?**

<b>Age</b>	<b>Positive</b>	<b>Negative</b>	<b>None</b>	<b>Reasons for your decision (including evidence) / How might it impact?</b>
Younger people  <i>(Children and young people, up to 18)</i>	X	X		The majority of the Review recommendations will benefit the majority of the children MEAG supports although there will be a few learner groupings who will attract less funding than previously e.g. asylum seeker children - hence both the 'positive' and 'negative' boxes have been

			<p>selected.</p> <p>The MEAG Review Steering Group recommended changes to the funding formula weightings for the different Key Stages, most notably reducing them for learners in the Foundation Phase and for those about to leave school.. It could be said that this will have a negative impact of these two learner groups, although the Steering Group felt that these effects would be minimal. The motive influencing the Steering Group was the need to allocate finite funding to maximise outcomes.</p> <p>Reducing the weightings for these two stages of learning enables funding to be redirected towards the age groups felt to be both in greatest need of support, at the stages of pre and post transition to secondary school, and of having the greatest possibility of improved attainment. The recommendation also mirrors current practice for service delivery in terms of where many EMASs target their funding.</p> <p>The recommendation to reduce the weighting for those in the Foundation Phase recognises that these learners are so young that they will not have a great language deficit to overcome and that they will assimilate social language independently. However, the argument could be made that prolonged and sustained language support, beginning at the Foundation</p>
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			<p>Phase, would produce the highest achieving learners.</p> <p>It should be noted that the funding formula is driven by policy but does not tie local authorities to a particular means of allocating the grant. They are free to determine locally where the greatest need is and utilise the grant accordingly</p> <p>The recommendation to reduce the weightings for those about to leave school who still have EAL needs, also reflects practice which practitioners on the Steering Group said was quite common. They took the view that support for these pupils is unlikely to yield results before it is time for them to leave and that it more worthwhile to focus funding at younger learners whose school careers are ahead of them and whose attainment is most likely to improve. It has to be admitted, however, that older children leaving school with on-going EAL needs may find further education (FE) and training challenging.</p> <p>With learners such as these in mind, the Steering Group did discuss the possibility of extending MEAG funding to the FE sector; that they recommended against this has implications for the age equality strand. The recommendation is again based on the need to utilise the funding where it has the best chance of maximising outcomes. The Group also took the view that FE institutions should use their</p>
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				<p>own funding to support students' language needs with ESOL (English for Speakers of Other Languages) courses</p> <p>The Group was, however, concerned not to exclude 14-19 Learning Pathways students, who might not be registered with a school, from MEAG support. The recommendation was that the terms and conditions be amended to read that eligible children must be in receipt of educational services paid for by the local authority (as opposed to the previous criterion that they must be registered at a school).</p>
People 18- 50				N/A
Older people (50+)				N/A

## 5.2 Because they are disabled?

Impairment	Positive	Negative	None	Reason for your decision (including evidence) / How might it impact?
Visual impairment	x			<p>It is not possible to break the evidence down to the level of the different disabilities listed here. But the Review did consider disability as part of its deliberations as follows:</p> <p>The priority for the MEAG is to provide funding for the</p>

			<p>provision of support for minority ethnic learners who are learning English as an additional language (EAL). For the majority of these children their only additional learning need is one of language acquisition or a 'language deficit' as it is sometimes described.</p> <p>It is widely acknowledged that care needs to be taken not to confuse Additional Learning Needs (ALN), which include EAL, with Special Educational Needs (SEN). It is essential to recognise when EAL learners have SEN or other needs, that they are in <b>addition</b> to their language needs.</p> <p>It can be harder to recognise SEN in an EAL learner due to the barriers posed by language difficulties to communicating effectively, and this can make assessment more difficult.</p> <p>Practitioners are aware of cases where children are wrongly ascribed as SEN when, in fact, they only have EAL needs. Conversely, there are cases where some children's EAL needs result in non diagnosis of additional SEN needs.</p> <p>The MEAG Review Steering Group reported an increase in the number of minority ethnic children placed in Special Schools. The reason for this increase may be due, in part, to incorrect</p>
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			<p>diagnosis, as described above, and over diagnosis of SEN in EAL learners. However, the increase in the number of minority ethnic learners with SEN in Wales may also stem from increased migration from Europe resulting in parents moving to the UK and Wales in order to receive better health care for disabled children.</p> <p>Fluency assessment of pupils in Special Schools can be difficult as pupils can have difficulty communicating. For example, there is obviously an inherent difficulty in assessing the EAL stage of a child who is deaf and mute. Some EMAS staff work with Educational Psychologists to help support children in Special Schools, but other practitioners have reported that some Directors of Education do not provide specific language support for children in Special Schools as they see it as double funding.</p> <p>The programme of reform of ALN in Wales has taken account of the needs of children with EAL and EMAS practitioners combined to provide a very full response to the public consultation.</p> <p>These are the main considerations relating to disability which were discussed by the Steering Group. No recommendations arising</p>
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				from the Review itself relate directly to these issues but it is suggested that the Review will not impact negatively on this equality strand. Indeed, the hope is that the programme of ALN reform will result in improved support for those children who have both EAL and SEN by virtue of the new individual personal development plans to be introduced which will outline the package of support the child needs, including, where appropriate, help with EAL.
Hearing impairment				See above
Physically disabled				“
Learning disability				“
Mental health problem				“
Other impairments issues				“

### 5.3 Because of their gender (girl or boy)?

Gender	Positive	Negative	None	Reason for your decision (including evidence)/ How might it impact?
Male	X			Gender was not a major consideration of the Review. In terms of the calculation of

			<p>the grant no distinction is made between sexes.</p> <p>None of the Review recommendations impact on gender. However, it would be open to local authorities to take local decisions to use the funding to address gender gaps pertaining to particular minority ethnic groups although we know of no such schemes currently.</p> <p>As in the whole school population, attainment gaps occur among male and female minority ethnic learners and for some minority ethnic groups the attainment gap between boys and girls is quite marked with girls usually out performing boys. In some cultures, however, boys outperform girls, so it would be difficult to treat ethnic minorities as a homogenous group for the application of an over-arching gender-differentiated policy.</p> <p>The Welsh Government Statistical Bulletin SB 27/2012 shows that, with reference to core subject indicators, girls continue to perform better than boys at each Key Stage with the widest gap in 2011 at KS3 and the narrowest gap at KS4.</p> <p>MEAG can, and has been, used locally to support specific interventions aimed at improving attainment among certain gender groups. For example, the Raising Achievement Project Somali in Cardiff was very successful at raising the attainment of Somali boys (by providing</p>
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				mentoring and strong male role models).  Often cultural influences will impact on a young person's aspirations for the future. Some members of the Somali community, for instance, prefer male teachers and believe that girls should focus on domestic skills.
Female	X			See above.  MEAG supports EMASs which, as well as supporting learning, also provide pastoral care for their learner group and their families. In this respect they can have a crucial role to play in child protection and issues such as forced marriage; honour based violence and female genital mutilation in which girls are much more heavily implicated than boys. Nothing in the MEAG review will inhibit the often vital part EMASs play in these areas of child protection.

#### 5.4 Because they are transgender?

Transgender	Positive	Negative	None	Reason for your decision (including evidence) / How might it impact?
			X	N/A

#### 5.5 Because of their marriage or civil partnership?

<b>Marriage and Civil Partnership</b>	<b>Positive</b>	<b>Negative</b>	<b>None</b>	<b>Reason for your decision (including evidence)/ How might it impact?</b>
Marriage			X	N/A
Civil Partnership			X	N/A

### 5.6 Because of their pregnancy or maternity?

<b>Pregnancy and Maternity</b>	<b>Positive</b>	<b>Negative</b>	<b>None</b>	<b>Reason for your decision (including evidence) / How might it impact?</b>
Pregnancy			X	N/A
Maternity (the period after birth)			X	N/A

### 5.7 Because of their race?

<b>Race</b>	<b>Positive</b>	<b>Negative</b>	<b>None</b>	<b>Reason for your decision (including evidence) / How might it impact?</b>
Ethnic minority people e.g. Asian, Black,	X			Race is clearly a most important equality strand in this assessment given that the client group for MEAG are children from minority ethnic backgrounds.

				<p>Data obtained from local authorities in MEAG submissions for 2013/14 indicate the number of minority ethnic learners in Wales to be around 40,000 and they make up 8% of the school population in Wales. The number of pupils from ethnic minority backgrounds reported in PLASC and MEAG application data increases every year.</p> <p>The recommendations of the MEAG Review will impact on children of all ethnic backgrounds equally; no one group will experience any greater advantage or disadvantage as a result.</p> <p>Culture and tradition can affect certain children's aspirations. The expectation that children will help with the family business, for example, will impact on how much energy they have and how hard they try in school. Career paths which are traditional in certain communities may restrict wider opportunities.</p> <p>As outlined at 5.3, MEAG may be used for interventions directed at specific groups of minority ethnic children who are underachieving and the Review does not alter that.</p>
National Origin (e.g. Welsh, English)			X	N/A

Asylum Seeker and Refugees		X		The proposal to reduce the weightings for asylum seeker pupils is based on the fact that, as asylum seekers they are eligible for funding from sources other than MEAG, for school transport and meals, for example, which means that the current weighting is too generous. It should be noted that, even with the proposed reduction, this will still be the highest weighted learner group.
Gypsies and Travellers	X			European Roma children are recognised as having dual needs – they are Gypsies and have EAL – and, as such, are eligible under both the MEAG and the Specific Grant for the Education of Gypsy and Traveller Children. The Review does not alter this.
Migrants	X			The children of migrant workers are eligible under the MEAG and this is unaffected by the Review.
Others				

### 5.8 Because of their religion and belief or non-belief?

Religion and belief or non – belief	Positive	Negative	None	Reason for your decision (including evidence)/ How might it impact?
Different religious groups including Muslims,	x			The MEAG grant aims to raise the achievement of all eligible minority ethnic pupils irrespective of religion or belief.

Jews, Christians, Sikhs, Buddhists, Hindus, Others (please specify)				<p>However, it is recognised that EMAS staff need to be aware of religious, cultural, and social differences between learners' experience at school and at home, and often advise schools; engage with community religious leaders, such as local Imams, or else adopt a pastoral role in this.</p> <p>The whole school ethos of respect and inclusion which the MEAG fosters should also extend to religious tolerance.</p> <p>No particular aspects of the MEAG impact on this Equality strand</p>
Belief e.g. Humanists			X	As above
Non-belief			X	As above

### 5.9 Because of their sexual orientation?

Sexual Orientation	Positive	Negative	None	Reason for your decision (including evidence)/ How might it impact?
Gay men			X	There are no implications for the sexual orientation strand. Sexual orientation is not a consideration in determining eligibility for MEAG.
Lesbians			X	<b>See above</b>

Bi-sexual			X	See above
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**5. 10 Do you think that this policy will have a positive or negative impact on people’s human rights and freedoms? Please refer to point 1.4 of the EIA Guidance for further information about Human Rights.**

Human Rights	Positive	Negative	None	Reason for your decision (including evidence) / How might it impact?
Human Rights including Human Rights Act and UN Conventions	X			<p>MEAG funding meets the aims of the following UNCRC articles:</p> <p><b>Article 28</b>  1. State Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:  (a) Make primary education compulsory and available free to all;  (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need.</p> <p><b>Article 29</b>  1. State Parties agree that the education of the child</p>

				<p>shall be directed to:</p> <p>(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;</p> <p>(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;</p> <p>(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;</p> <p>(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.</p>
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**6.0 Building on the evidence you have gathered, can you identify (a) any potential opportunities to advance / promote equality and (b) whether there is a positive or negative impact on fostering good relations?**

Overall, the Review of the grant will result in a more effective grant regime which will maximise the levels of achievement of the eligible learners. In terms of equality, it will give children from ethnic minority backgrounds the best possible chance of having equality of opportunity in their school careers, and beyond, so that they will be able to reach their full potential.

Some may see the reduction in the weighting for asylum seeker children as a negative move but these children will still receive the highest weighting and the

additional support they require, for school meals and transport, for example, will now fall to more appropriate local authority funding regimes. The reduction in the funding formula weightings for certain children at the opposite ends of the age spectrum may also be seen as negative but the intention is to target finite funding to where it has the better chance of impacting on achievement. The other criticism that could be levelled at the Review is that it does not propose to extend the ambit of the grant to young people who still have EAL needs when going into FE. The justification for this is that to do so would dilute the amount available to support the thousands of learners already eligible for the grant and it must be acknowledged that there are different funding mechanisms and layers of support in the FE sector.

## **7.0 Is a full Equality Impact Assessment required?**

**Yes**

**If 'Yes' you must progress to Part 2 of the template**

**If 'No' please provide full reasons and go to the declaration at section 5 to sign off the form, which should then be returned to *EDID*.**

### **Equality Impact Assessment (EIA) Template – Part 2 (Full EIA)**

*An EIA has four possible outcomes and more than one may apply to a policy:*

#### **Outcome 1: No major change**

The EIA demonstrates the policy is robust; there is no potential for discrimination or adverse impact. All opportunities to promote equality have been taken.

#### **Outcome 2: Adjust the policy**

The EIA identifies potential problems or missed opportunities. Adjust the policy to remove barriers or promote equality.

### **Outcome 3: Continue the policy (and justify why)**

The EIA identifies the potential for adverse impact or missed opportunities to promote equality. Clearly set out the justifications for continuing with it. The justification should be included in the EIA and must be in line with the duty to have due regard. For the most important relevant policies, compelling reasons will be needed.

### **Outcome 4: Stop and remove the policy**

The policy shows actual or potential unlawful discrimination. It must be stopped and removed or changed.

## **1. Building on the evidence you gathered and considered at the screening stage, please consider the following:**

**How could, or does, the policy help advance / promote equality of opportunity?**

For example, positive measures designed to address disadvantage and reach different communities or protected groups?

The MEAG intrinsically promotes equal opportunities and improved attainment by the eligible learners, who would otherwise be disadvantaged. The grant, by its very nature, fosters inclusion and also encourages schools to embrace diversity, particularly the richness of multiculturalism. The aim is to create a more level playing field, giving these learners the best possible chance of fulfilling their potential, which embodies the principle of equality of opportunity.

**How could / does the policy / decision help to eliminate unlawful discrimination, harassment or victimisation?**

The MEAG is one strand of a range of measures which promote race equality which are helping to eliminate discrimination and harassment. Others include schools' Race Equality Policies and action plans and the Welsh Government's comprehensive suite of anti-bullying guidance "Respecting Others" which provides advice and information to help schools and local authorities respond to and prevent bullying. One of the areas covered by the guidance is bullying around race, religion and culture.

MEAG funding helps support schools in celebrating diversity and multiculturalism and affording respect and dignity to each individual learner. The grant goes hand in hand with the Welsh Government's 'Unity and Diversity' guidance to schools on using the opportunities offered by the national curriculum to promote race equality and celebrate diversity. A whole school ethos of tolerance and respect will further minimise any risk of discrimination and make each child comfortable and at home in the school environment.

**Consider whether this will have any impact will on advancing / promoting good relations and wider community cohesion? If so, what?**

Nothing in the revised grant arrangements will detract from the very positive impact the MEAG has on community cohesion. Practitioners all report that creating links between schools and families is fundamental to pupils' progress and that central to this communication are the bi-lingual teaching support assistants the grant funds. They play a pivotal role as go - betweens with parents explaining aspects of their children's school work but also acting in a pastoral role if the parents need advice and support about everyday matters. The trust this builds spills over into the broader community and impacts positively on community cohesion. The best schools will organise events that welcome parents into the school and even draw in the whole community; schools in Brecon, for example, hold days which celebrate Nepalese culture recognising the Ghurkha regiment whose children they teach.

## 2. Strengthening the policy

**If the policy is likely to have a negative effect ('adverse impact') on any of the protected groups or community cohesion, what are the reasons for this?**

**What practical changes could help reduce any negative impacts identified for at the screening stage?**

Consider (for example) changes in communication methods, providing language support, collecting data or engagement activities

The one discrete learner group which could be said to be disadvantaged by the Review are asylum seeker children who now attract a lower weighting. However, we are confident that in practice this will not impact upon individual children since the weightings do not dictate how the grant is spent and we are sure that schools will continue to give these children all the support they need. That said, EMASs need to be clear about how to access funding for free schools meals and transport for these children within their authorities and we will provide guidance on this.

### 3. Making a decision

**Summarise your findings and give an overview of whether the policy will meet the Welsh Government's responsibilities in relation to equality and human rights.**

The EIA has demonstrated that implementation of the Review recommendations does not carry with it any potential for discrimination or adverse impact and that all opportunities to promote equality have been taken. The revised grant will continue to meet the Welsh Government's responsibilities in relation to equality and human rights.

The ethos of the MEAG sits well with the UNCRC, particularly Articles 28 and 29.

**What practical actions do you recommend to remove or mitigate any negative / adverse impact?**

**If no action is to be taken to remove or mitigate negative / adverse impact, please justify why.**

Guidance will be issued on asylum seeker children's rights as outlined at 2 above.

### 4. Monitoring, evaluating and reviewing

**How will you monitor the impact and effectiveness of the policy?**

Please include the date the policy will be reviewed.

List details of any follow-up work that will be undertaken in relation to the policy (e.g. consultations, specific monitoring etc).

Arrangements are already in place for local authorities to report on their use of MEAG at the end of the financial year showing how many pupils it supported and the service provision it funded. They also have to report on outcomes for the children in terms of GCSE passes and performance at certain Key Stages.

We will build on these requirements over the course of 2013-14 to ensure we put in place the measures we need to report against, to better evidence the impact on the educational attainment of the learners the grant is designed to support. We know that the grant is critical in supporting learners from minority ethnic backgrounds to engage and achieve in educational settings. However, we need to work with colleagues and local authority EMASs to identify good practice and ensure that in future the grant is targeted towards those activities that best deliver the grant's objectives and deliver sustainable outcomes and learning. A programme of monitoring visits to local authorities and schools will be arranged to see at first hand what the grant is supporting. It is intended to review the revised arrangements for the MEAG and this Equality Impact Assessment in April 2014.

**Give details of how the results of the impact assessment will be published, including consultation results and monitoring information if applicable.**

The results of all impact assessments will be published on the Welsh Government's website.

This Equality Impact Assessment will be published on the Welsh Government's website. The MEAG Review consultation responses and the Welsh Government's summary response to the consultation are shortly to be published there also.

## 5. Declaration

The policy does have a significant impact upon equality issues and therefore does require an EIA.

<b>Official completing the EIA</b>
Name: Theresa Davies
Department: Dept for Education and Skills
Date: 28 March 2013
Signature: T Davies
<b>Head of Division (Sign-off)</b>
Name: Emma Williams
Job title and department: Head of Support for Learners Division
Date: 12 April 2013
Signature: E Williams