

Equality Impact and Needs Analysis (EINA) Template

Directorate:	Education, Children's and Cultural Services
Service Area:	Supporting adult and family learning
Name of service/ function/ policy/ being assessed:	Adult and Family Learning
Officer leading on assessment:	Tina Cruise
Other staff involved:	None

PREPARATION FOR THE EQUALITY IMPACT AND NEEDS ANALYSIS

1. **Briefly describe the service/ function/ policy:**

Family Learning provides a range of opportunities for families to learn together in order to raise skills across generations. These inter-generational programmes take place in partnership with children's centres, schools, or other education and service providers. For many adults a family learning course will be the first steps towards taking up further adult learning and training opportunities or gaining employment and will be guided to do so as part of the parent support programme.

2. **Why is the equality impact and needs analysis being undertaken?**

Adult and Family Learning has been identified for an EINA following the recent information audit conducted in December 2011.

It is also standard practice, from a service delivery perspective, that we continuously monitor that equality duties are met.

3. **Has this service/ function/ policy undertaken a screening for relevance?**

If so, which protected characteristics and parts of the duty were identified as of high or medium relevance and why? Please attach screening for relevance as an appendix to this EINA.

If not, make an assessment of which protected characteristics and parts of the duty are of high or medium relevance and explain why:

A screening for relevance was undertaken for Children's Workforce Development, of which Adult and Family Learning is a service within it. The screening rated all protected

characteristics as of high relevance. As such, these are all considered in the EINA.

In particular, Adult and Family activities are designed to attract participant from all ages with an emphasis on attracting a balance between male and female with no discrimination to disability, race, religion or beliefs.

4. **What sources of information have been used in the preparation of this equality impact and needs analysis?** For example, this could include equalities monitoring information, performance data, consultation feedback or needs assessment. Please provide the details in the table below:

<i>Information source</i>	<i>Description and outline of the information source</i>
Equality monitoring information	Analysis of course and activity registrations.

ANALYSING IMPACT, NEEDS AND EFFECTS

It is important that the analysis addresses each part of the duty assessed as relevant to the area being examined (see further [Guidance on RIO](#)).

5. **Key questions to consider:**

- a. **What does the data tell you about the groups identified as relevant to the area being assessed?**
- b. **What does customer feedback, complaints or discussions with stakeholder groups tell you about the impact of the service/ function/ policy on the protected characteristic groups, where assessed as relevant to area being examined?**

Other questions to consider:

- How well are diverse needs met?
- Have any differences in access to services/functions been identified for any group?
- Has the area identified any disadvantages experienced by groups, which need to be addressed?
- Have there been any complaints about a failure to receive an appropriate and fair service?
- Is there any other evidence of differential impact or different outcomes which needs to be addressed?
- Is there any evidence that participation in areas of public life is disproportionately low for any particular relevant protected characteristic group?
- Have the needs of disabled people been identified and addressed where these are different from the needs of non-disabled people?
- Have you identified any need to tackle prejudice or promote understanding between different relevant protected characteristic groups?

Remember that equality analysis is not simply about identifying and removing negative effects of discrimination but it is also an opportunity to identify ways to advance equality of opportunity and to foster good relations.

<i>Protected Group</i>	<i>Findings</i>
Age	No issues identified. Adult and Family Learning support is open to all parents regardless of age and is offered to extended family members.
Disability	No issues identified Adult and Family Learning settings for learning activities meet the needs of users. Disability inclusion is an identified priority for funding area, 5% of last years participant did have a disability.
Gender (Sex)	There is an imbalance of father/male careers 30% to mother/female careers 70% that participate in Adult and Family Learning activities. This is mainly due to mother/female careers not being in full time employment providing more opportunity to engage. We are currently undertaking a project working with the Fatherhood Institute and 6 schools in the authority looking at how we can make setting more father/male career friendly and engage participants in more activities.
Gender reassignment	No issues identified
*Marriage and civil partnership (*only in relation to first part of the duty: eliminate discrimination and harassment)	No issues identified.
Pregnancy and maternity	No issues identified.
Race/ethnicity	No issues identified. The data last year indicates 33% of participants where from ethnic groups. This year we have been working more closely with settings, housing associations and members of the community and have supported more learning activities in a wider ranges of venue.
Religion and belief including non-belief	No issues identified.

Sexual orientation	No issues identified.
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6. Have you identified any data gaps in relation to the relevant protected characteristics and relevant parts of the duty? If so, how will these data gaps be addressed?

Gaps in data	Action to deal with this
Completion of registration and evaluation forms	We are now providing more support by increasing the number of staff in activities to assist with collecting data.

SUMMARY OF THE KEY FINDINGS

7. Set out the key findings from the equality impact needs analysis of the service/ function/ policy. Key questions to consider when completing this section:

- *Are there findings of unlawful discrimination?*
- *Can you address any identified adverse impact?*
- *Can you mitigate any negative impact?*
- *Please provide rationale if you are unable to address any adverse impact.*
- *Have you identified any ways of advancing equality in this area? For example, meeting diverse needs?*
- *Is there a need for any actions to promote understanding between different protected groups?*

We are now working in partnership with other services, providers and community groups to identify where support for inclusion needs to be improved. Action is then being considered and planned.

Adult and Family Learning engaged 1470 learner in 2010/2011 of which 33% of participants were from ethnic groups, 5% of learners had learning difficulties and/or disabilities and 30% of learners were fathers/male careers.

Training and learning opportunities was focused in disadvantaged areas and focussed on hard to reach groups including travellers, teenage parents, looked after children and learners with lower levels of education.

For many this was the first time in participating in a learning activity and there were learning opportunities provided to progress in learning new skills, gain qualifications and engage in volunteering and support to enter into employment.

CONSULTATION ON THE KEY FINDINGS

8. What consultation have you undertaken with stakeholders or critical friends about the key findings? What feedback did you receive as part of the consultation?

We do have regular meeting with stakeholders, we provide opportunity for members of the

community to discuss their needs and take an active role in the delivery of activities and projects.

ACTION PLANNING

9. What issues have you identified that require actions? What are these actions, who will be responsible for them and when will they be completed?

Issue identified	Planned action	Lead officer	Completion Date
Gaps in the provision of service delivery	To work with other share holders to indentify areas of support not being provided across the authority which can be accessed in locally.	Tina Cruise	On going
Increasing the range of learning activities and information and guidance available.	Engaging with hard to reach members of the community to see what learning provision and activities they want and ensuring we can deliver those services	Tina Cruise	On going
An improved system for gaining data and information	Consultation with shareholders and service users on collection of information.	Tina Cruise	September 12

MONITORING AND REVIEW

10. How will the actions in the action plan be monitored and reviewed? For example, any equality actions identified should be added to business, service or team plans and performance managed.

Stakeholders and participants of activities will continue to be surveyed on the provision of services delivered by Adult and Family Learning service.

Reports on data will be presented to the Richmond Learning Partnership and the actions evaluated and measured against the joint Adult Learning Support Plan 2010-2013.

PUBLISHING THE COMPLETED ANALYSIS

11. When completed, the equality impact and needs analysis should be approved by a member of DMT and published on the Council's website. Please provide details below:

Approved by	Education, Children's and Cultural Services Equalities Working Group
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Date of approval	11 July 2012
Date of publication	Summer 2012

DECISION-MAKING PROCESS

12. Has a copy of this EINA or summary of key findings been provided to key decision-makers to help inform decision making, for example as an appendix to a Cabinet or Committee report?

- If so please provide the details including the name of the report, the audience i.e. Cabinet/ Committee, the date it went, and the report author.**
- Please also outline the outcome from the report and details of any follow up action or monitoring of actions or decision taken:**

N/A.