

Full Equality Impact Assessment

General Details

Department: DCELLS	Division: LLP
Date: 01.06.08	

Name of Policy / Function / Action	Is it new Yes / No
Adult community learning policy	Yes

Identify which aims of the policy have a potential equality impact and on which equality groups, or the opportunity to promote equality.
<ul style="list-style-type: none"> ➤ Increasing opportunities to fund provision through the voluntary sector, including informal learning. This will provide more scope to plan and fund provision for groups which are difficult to engage or which are currently under-represented. ➤ Improvement of quality standards. This provides opportunities to ensure providers are able to meet the needs of all groups and to provide equitable access to high quality provision across Wales. ➤ Building links across policy agendas. The policy recognises the need to build on the strategic links with other WAG policies, including formal strategies such as the Older People's Strategy, Communities Next, and other policy initiatives such as health and wellbeing and social inclusion.

Full Assessment undertaken by:	
Director or Divisional Manager	Mike Hopkins/Ann Jenkins
Policy Writer / Lead	Alison Bryant (Learning Policy)
Other people involved in the assessment	
Internal	Craig Greenland (EHRD) Helen Jones (Learning Policy)

External	<p>Mark Allen (Healthy Aging Manager, Age Concern Cymru)</p> <p>Michelle Roberts (Membership Services Manager, Disability Wales)</p> <p>Alun Thomas, Head of Political and Voluntary Sector Strategy, Equality and Human Rights Commission, Wales</p>
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Who are the main Policy Stakeholders
Current and potential ACL providers and users? (including FE institutions, LEAs and voluntary sector organisations), Estyn, NIACE Dysgu Cymru

Full Impact Assessment - Evidence Sources

Policy: Adult Community Learning Policy

Policy Aim: The policy aims to produce, initially over five years, the following outcomes:

- increased clarity about what is planned and funded as adult community learning (ACL);
- an effective, consistent planning and delivery model;
- more evenly distributed access for learners to high quality provision;
- a more integrated approach to planning ACL and related community developments;
- more consistent approaches to measuring learner outcomes;
- a clearer role for voluntary and community organisations; and
- an effective quality and staff development framework.

Record of evidence collected for each equality group.		Assessment of evidence			
		Strong	Satisfactory	Unsatisfactory	No Evidence/ evidence gap
Age					
EVIDENCE	LLWR statistics on learner participation – updated annually Wales's Population: A Demographic Overview 2008 2001 Census Data ACL partnership's business plans – to be approved and monitored by DCELLS. Initial ACL pilot to be evaluated – will include impact of new arrangements on learners and local communities. The policy will focus on learners aged 19+. Around half of all ACL participants aged 50+. The policy will have, therefore, a particular impact on older learners.	✓			
Disability					

EVIDENCE	<p>LLWR statistics on learner participation – updated annually</p> <p>ACL partnership’s business plans – to be approved and monitored by DCELLS. Initial ACL pilot to be evaluated – will include impact of new arrangements on learners and local communities.</p> <p>The policy should not have a negative impact. The opportunity to increase community engagement in the planning of local ACL provision may provide increased opportunities to offer provision of relevance to particular groups, including disabled people</p>	✓			
Gender identity					
EVIDENCE	<p>LLWR statistics on learner participation – updated annually</p> <p>A Statistical Focus on Men and Women in Wales 2007</p> <p>2001 Census Data</p> <p>ACL partnership’s business plans – to be approved and monitored by DCELLS. Initial ACL pilot to be evaluated – will include impact of new arrangements on learners and local communities.</p> <p>Almost ¾ of ACL participants are female. Opportunities to increase the gender balance, without having a detrimental impact on female participants, will be considered.</p>	✓			
Race					
EVIDENCE	<p>LLWR statistics on learner participation – updated annually</p> <p>Local Labour Force Survey/Annual Population Survey</p> <p>2001 Census Data</p> <p>ACL partnership’s business plans – to be approved and monitored by DCELLS. Initial ACL pilot to be evaluated – will include impact of new arrangements on learners and local communities.</p> <p>The policy should not have a negative impact. The opportunity to increase community engagement in the planning of local ACL provision may provide increased opportunities to offer provision of relevance to particular ethnic groups.</p>	✓			

Religion and Belief					
EVIDENCE	ACL partnership's business plans – to be approved and monitored by DCELLS. Initial ACL pilot to be evaluated – will include impact of new arrangements on learners and local communities.				
	The policy should not have a negative impact. The opportunity to increase community engagement in the planning of local ACL provision may provide increased opportunities to offer provision of relevance to particular ethnic groups.	✓			
Sexual Orientation					
EVIDENCE	ACL partnership's business plans – to be approved and monitored by DCELLS. Initial ACL pilot to be evaluated – will include impact of new arrangements on learners and local communities.				
	NB LLWR data does not include information on learners' sexual orientation. The policy should not have a negative impact. The opportunity to increase community engagement in the planning of local ACL provision may provide increased opportunities to offer provision of relevance to particular groups.	✓			
Promoting Equality					
EVIDENCE	LLWR statistics on learner participation – updated annually				
	Equalities Evidence Base project ACL partnership's business plans – to be approved and monitored by DCELLS. Initial ACL pilot to be evaluated – will include impact of new arrangements on learners and local communities.				

Summary of the Assessment

Policy: Adult Community Learning Policy

Differential Impacts Identified

The limited capacity and expertise of ACL Partnerships and provider staff to identify and address equality, diversity and human rights issues needs to be considered. This includes staff development activities, as well as consideration of the practical arrangements for provision supported through the partnerships, including location and timing.

The failure to link the ACL policy at local level with other relevant strategies may lead to differential impacts, eg on learners who face particular barriers to entering learning such as travel arrangements, access, childcare, etc. Therefore synergies need to be created here.

Consideration should be given to the impact of the policy and its priorities for ACL on communities of interest, as well as geographically-based communities.

Opportunities to Promote Equality Identified

There is a need to ensure that ACL Partnerships are equipped to deal with equality and diversity issues. It should be made clear by DCELLS that they have a responsibility for such issues, which needs to be lead by the senior managers in the relevant organisations.

ACL can provide opportunities to challenge and address cultural stereotypes. It can also offer opportunities to promote social cohesion and community cohesion.

The informal learning grant scheme can support wider access to learning by under-represented groups, particularly learners who may not wish to enter accredited learning.

There is an opportunity to use quality development initiatives supported through the ACL partnerships to support equality, diversity and human rights training for staff more effectively, eg through the pooling of resources. This should also support a more consistent, integrated approach, although effective monitoring arrangements will need to be put in place.

Full Impact Assessment Action Plan

Where differential impact has been identified what actions will be taken to remove or minimise the effects?				
Actions taken or proposed	Rationale	Who will benefit	By When	Who is responsible
<ul style="list-style-type: none"> <p>➤ Include compliance and promotion of equality statutory duties as a requirement in contracts with ACL Partnerships – from autumn 2009 Rationale: to ensure Partnerships take into account equality, diversity and human rights issues in the course of their activities Responsibility: DCELLS, Learning Policy Team Beneficiaries: ACL partnerships, learners</p> <p>➤ Put in place monitoring arrangements to ensure consistent delivery through the ACL Partnerships in relation to equality, diversity and human rights – from autumn 2009 Rationale: to ensure consistency in the approach to equality and diversity supported through the new delivery model Responsibility: DCELLS, Learning Policy Team Beneficiaries: ACL partnerships, ACL tutors, learners</p> 				
Justification: A differential impact is identified but there is a legitimate reason for not taking action to remove or minimise the impact.				
<p>Opportunities: Please state actions designed to maximise positive effects.</p>				
Actions taken or proposed	Rationale	Who will benefit	By when	Who is responsible

- **Include equality and diversity awareness training in staff development activities supported by the policy – from 2009**
 Rationale: to ensure staff within learning providers funded through the Partnerships are equipped to deal with equality and diversity issues
 Responsibility: DCELLS, Learning Policy Team
 Beneficiaries: ACL partnerships, ACL tutors, learners
- **Ensure joined up approach between the ACL policy and other relevant strategies at both national and local levels – from 2009**
 Rationale: to ensure effective integration of the policy with other strategies in order to further opportunities widening participation
 Responsibility: DCELLS, Learning Policy Team
 Beneficiaries: ACL partnerships, learners
- **Consider how the outcomes of the Equalities Evidence Base project can inform further development and implementation of the ACL policy – 2008 onwards**
 Rationale: to ensure the policy is built on a robust and relevant evidence base
 Responsibility: DCELLS, Learning Policy Team
 Beneficiaries: ACL Partnerships, learning providers ACL tutors, learners
- **Consider opportunities for further disaggregation of equality groups. For example, how can the policy positively influence learner outcomes for carers.**

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EHRD has agreed Action
 Plan.....

