

## Equalities Comprehensive Impact Assessment - originator review

Reference: ECIA428439416

Submitted: 18 August 2022 22:05 PM

### Executive summary

**Title of policy / decision:** Acceptance of funding for 'Multiply' adult numeracy programme

**Policy / decision type:** Leader Decision

**Overview of policy / decision:** Agreement to accept funding from the Department for Education to deliver Essex's Multiply investment plan.

**What outcome(s) are you hoping to achieve?:** Raising participation in Maths learning for adults; raising qualification levels, notably in Maths. It will help ECC to support our Everyone's Essex priorities.

**Executive Director responsible for policy / decision:** Tom Walker (Economy, Investment and Public Health)

**Cabinet Member responsible for policy / decision:** Tony Ball (Education Excellence, Skills and Training)

**Is this a new policy / decision or a change to an existing one?:** New policy / decision

**How will the impact of the policy / decision be monitored and evaluated?:** The delivery of the programme will be reviewed every six months in advance of formal returns underwritten by the s151 officer to the Department for Education in April and September up to April 2025. These formal reviews will build on effective project management within the delivery team.

**Will this policy / decision impact on:**

**Service users:** Yes

**Employees:** Yes

**Wider community or groups of people:** Yes

**What strategic priorities will this policy / decision support?:** Strong, Inclusive and Sustainable Economy, High Quality Environment, Health, Independence and Wellbeing for All Ages, A good place for Children and Families to Grow

**Which strategic priorities does this support? - Economy?:** Good jobs, Levelling up the economy

**Which strategic priorities does this support? - Environment:** Net zero

**Which strategic priorities does this support? - Health:** Promoting independence

**Which strategic priorities does this support? - Families:** Education outcomes, Family resilience and stability, Levelling up outcomes for families

**What geographical areas of Essex will the policy / decision affect?:** All Essex

### Digital accessibility

Is the new or revised policy linked to a digital service (website, system or application)?: No

## **Equalities - Groups with protected characteristics**

### **Age**

**Nature of impact:** Positive

**Extent of impact:** High

### **Disability - learning disability**

**Nature of impact:** None

### **Disability - mental health issues**

**Nature of impact:** None

### **Disability - physical impairment**

**Nature of impact:** None

### **Disability - sensory impairment**

**Nature of impact:** None

### **Sex**

**Nature of impact:** None

### **Gender reassignment**

**Nature of impact:** None

### **Marriage / civil partnership**

**Nature of impact:** None

### **Pregnancy / maternity**

**Nature of impact:** None

### **Race**

**Nature of impact:** None

### **Religion / belief**

**Nature of impact:** None

### **Sexual orientation**

**Nature of impact:** None

**Rationale for assessment, including data used to assess the impact:** Multiply whilst having a narrow academic focus on Maths offers a broad menu of potential interventions that enables the scheme to target all adults and particularly those from disadvantaged cohorts or living in disadvantaged communities. Adult

participation in learning is very low. Only 5,130 adults were learning Maths up to NVQ2/GCSE level in Essex in 2020/21. We have engaged with skills providers, districts, employers, anchor institutions and community organisations to identify needs and to promote inclusion. Identified cohorts will not be negatively impacted by Multiply, rather this universal offer is likely to deliver medium positive impacts on identified cohorts. Engagement with skills providers suggested that opportunities available would include linking Multiply provision to ESOL learners.

**What actions have already been taken to mitigate any negative impacts:** We have engaged with skills providers, districts, employers, anchor institutions and community organisations to identify needs and promote inclusion. In particular, we have identified gaps that cannot be addressed by current provision, thereby delivering additionality to the current adult skills offer.

## **Levelling up - Priority areas & cohorts**

### **Children and adults with SEND, learning disabilities or mental health conditions (taking an all-age approach)**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **Children on Free School Meals**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **Working families**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **Young adults (16-25 who have not been in education, training or employment for around 6-12 months)**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **Harlow**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **Jaywick and Clacton**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **Harwich**

**Nature of impact:** Positive

**Extent of impact:** Medium

## **Basildon (Town) housing estates**

**Nature of impact:** Positive

**Extent of impact:** Medium

## **Canvey Island**

**Nature of impact:** Positive

**Extent of impact:** Medium

## **Colchester (Town) - Housing Estates**

**Nature of impact:** Positive

**Extent of impact:** Medium

## **Rural North of the Braintree District**

**Nature of impact:** Positive

**Extent of impact:** Medium

**Rationale for assessment, including data used to assess the impact:** There are no negative impacts in localities. We would expect this universal offer for adults will have a medium positive impact on identified localities and cohorts, even on the children whose parents participate in Multiply, particularly through family learning. We have engaged with skills providers, districts, employers, anchor institutions and community organisations to identify needs and promote inclusion. Where possible, delivery and learning will take place in local communities to maximise participation and overcome traditional barriers to participation.

**What actions have already been taken to mitigate any negative impacts:** We have engaged with skills providers, districts, employers, anchor institutions and community organisations to identify needs and promote inclusion. In particular, we have identified gaps that cannot be addressed by current provision, thereby delivering additionality to the current adult skills offer.

## **Equalities - Inclusion health groups and other priority groups**

### **Refugees / asylum seekers**

**Nature of impact:** None

### **Homeless / rough sleepers**

**Nature of impact:** None

### **Offenders / ex-offenders**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **Carers**

**Nature of impact:** Positive

**Extent of impact:** Medium

## **Looked after children**

**Nature of impact:** None

## **Veterans**

**Nature of impact:** None

## **People who are unemployed / economically inactive**

**Nature of impact:** Positive

**Extent of impact:** Medium

## **People on low income**

**Nature of impact:** Positive

**Extent of impact:** Medium

## **Working families**

**Nature of impact:** Positive

**Extent of impact:** Medium

**Rationale for assessment, including data used to assess the impact:** There are no negative impacts on these cohorts. This universal offer aims to raise participation in learning for all adults. This will have a medium positive impact on identified cohorts. We have engaged with skills providers, districts, employers, anchor institutions and community organisations to identify needs and promote inclusion. Where possible, delivery and learning will take place in local communities to maximise participation and overcome barriers to participation faced by identified disadvantaged cohorts.

**What actions have already been taken to mitigate any negative impacts:** We have engaged with skills providers, districts, employers, anchor institutions and community organisations to identify needs and promote inclusion. In particular, we have identified gaps that cannot be addressed by current provision, thereby delivering additionality to the current adult skills offer.

## **Equalities - Geographical Groups**

### **People living in areas of high deprivation**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **People living in rural or isolated areas**

**Nature of impact:** Positive

**Extent of impact:** Medium

### **People living in coastal areas**

**Nature of impact:** Positive

**Extent of impact:** Medium

## **People living in urban or over-populated areas**

**Nature of impact:** Positive

**Extent of impact:** Medium

**Rationale for assessment, including data used to assess the impact:** There are no negative impacts on these geographical groups. We would expect this universal offer for adults will have a medium positive impact on identified geographical groups. We have engaged with skills providers, districts, employers, anchor institutions and community organisations to identify needs and promote inclusion. Where possible, delivery and learning will take place in local communities to maximise participation and overcome barriers to participation in these geographical areas. Delivery close to where learners live will mean that fewer and shorter journeys will need to be made to access Multiply training compared to the traditional adult learning offer. This may serve to reduce any potential environmental impact.

**What actions have already been taken to mitigate any negative impacts:** We have engaged with skills providers, districts, employers, anchor institutions and community organisations to identify needs and promote inclusion. In particular, we have identified gaps that cannot be addressed by current provision, thereby delivering additionality to the current adult skills offer.

## **Families**

### **Family formation (e.g. to become or live as a couple, the ability to live with or apart from children)**

**Nature of impact:** None

### **Families going through key transitions e.g. becoming parents, getting married, fostering or adopting, bereavement, redundancy, new caring responsibilities, onset of a long-term health condition**

**Nature of impact:** None

### **Family members' ability to play a full role in family life, including with respect to parenting and other caring responsibilities**

**Nature of impact:** None

### **Families before, during and after couple separation**

**Nature of impact:** None

### **Families most at risk of deterioration of relationship quality and breakdown**

**Nature of impact:** None

**Rationale for assessment, including data used to assess the impact:** There are no negative impacts on these groups. This universal offer for adults could have a medium positive impact on identified families. We have engaged with skills providers, districts, employers, anchor institutions and community organisations to identify needs and promote inclusion.

**What actions have already been taken to mitigate any negative impacts:** We have engaged with skills providers, districts, employers, anchor institutions and community organisations to identify needs and promote inclusion. In particular, we have identified gaps that cannot be addressed by current provision, thereby delivering additionality to the current adult skills offer.

## **Climate**

**Does your decision / policy involve elements connected to the built environment / energy?:** No

**Does your decision / policy involve designing service provision and procurement to minimise freight and staff travel and enable use of active and public transport options?:** No

**Does your decision / policy involve elements connected to waste?:** No

## **Action plan to address and monitor adverse impacts**

**Does your ECIA indicate that the policy or decision would have a medium or high adverse impact on one or more of the groups / areas identified?:** No

## **Details of person completing the form**

**I confirm that this has been completed based on the best information available and in following ECC guidance:** I confirm that this has been completed based on the best information available and in following ECC guidance

**Date ECIA completed:** 18/08/2022

**Name of person completing the ECIA:** Craig Elliott

**Email address of person completing the ECIA:** Craig.Elliott@essex.gov.uk

**Your function:** Economy, Investment and Public Health

**Your service area:** Sustainable Growth

**Your team:** Skills

**Are you submitting this ECIA on behalf of another function, service area or team?:** No

**Email address of Head of Service:** mark.doran@essex.gov.uk