

Equality Impact Assessment Template – Stage Two

Name of item being assessed:	West Berkshire Council Adult & Community Learning Strategic Plan 2010- 11
Version and release date of item:	Version 1
Owner of the item being assessed:	Sara Hanson
Name of assessor:	Sara Hanson
Date of assessment:	November 2010

1 What are the main aims of the item?

Strategic plan for council funded adult and community learning provision for learners over 19 years old and families. It includes the Fees and Fee Concessions policy and key performance indicators.

2 What research will you undertake to inform this assessment?

Personal Community and Development Learning case study 2010.

October Learning Revolution Festival evaluation 12,000 learners.

Transformation fund projects reports and presentations to Adult and Family Learning Partnership.

ACL Team Self assessment Report.

Community Education Fund bids to identify need.

3 What are the results of your research?

Note which groups may be affected by the item, consider how they may be affected and what sources of information have been used to determine this.

(Please demonstrate consideration of all strands – Age, Disability, Gender, Race, Religion or Belief and Sexual Orientation.)

Group Affected	What might be the effect?	Information to support this.
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Age.	<p>Children may only attend family learning with a related adult or a carer. They are rarely consulted over their needs and may not be able to travel far.</p> <p>19 -25 year olds are more likely to be NEET or on a low income, may have young children, may not have transport to get to classes or access to a computer to find out what is going on.</p> <p>People over 60 are less likely to have access to their own transport to get to classes or to a computer to find out what is going on. They are more likely to have a physical disability and may need support, they are more likely to live alone and need a social activity, they are more likely to have a low or fixed income so increases in fees will affect them disproportionately.</p> <p>People over 60 are more likely to access adult education.</p>	<p>Family Learning Courses take place in schools during school time.</p> <p>NEET = young people under the age of 25 not in education, employment or training</p> <p>The number of older learners has fallen each year since 2004, percentage of over 60s has fallen by 3%.</p> <p>Number of learners age over 75 has also fallen but the percentage has remained fairly stable</p> <p>17.8% of West Berkshire's population in over 60 years old , 25% of learners are over 65</p>
Physical Disability	<p>None.</p> <p>More likely to have a low income and not to have access to transport.</p>	<p>Requests have honoured for support for transport, amanuensis and signing. Often taught in smaller discrete classes.</p>
Learning Disability	<p>Tutors may not have the skills to understand the disability.</p> <p>Learners with a learning disability are more likely to have a physical disability or health problem</p>	<p>Extra support put into the classroom, most tutors have had training in differentiation e.g. for dyslexia. Often taught in smaller discrete classes.</p>
Gender	<p>Both sexes may work part time as they may have caring responsibilities or they both may work long hours combined with childcare leaving them with little free time.</p> <p>Some women are unwaged, have little or no income and do not have access to funds to support learning.</p> <p>Thai wives of English and Bangladeshi women who wish to learn English prefer to learn in</p>	<p>Fewer males access the provision than females.</p> <p>Discussions with WBMEF.</p>

	<p>groups of friends.</p> <p>The curriculum or timing of courses may not attract males</p>	28% of learners were male in 2004 rising to 34% in 2009 – this is above the national average.
Ethnic or national origin, race or colour	<p>More people from ethnic minorities are likely be under 30 years old in West Berkshire. Lower paid ethnic minority restaurant workers often also work unsocial hours. Ethnic minority workers in the horse industry also work unsocial hours in isolated rural areas.</p> <p>Some people from ethnic minorities have a preference for qualification courses to help them gain employment</p>	<p>Census data</p> <p>Discussions with WBMEF</p>
Sexual Orientation	None	<p>Clear policies that show that harassment is unacceptable. Incidents must be reported.</p>
People with low or fixed incomes	They will be disproportionately more affected by increases in charges and are less likely to have their own transport. Low or fixed income is often caused by another disadvantage e.g . age, disability, caring responsibilities.	<p>Numbers of learners on free courses reached the targets set based on the funding available</p> <p>Numbers of learners on fee paying courses have declined steadily over the last 7 years as fees have gone up.</p> <p>Large numbers of people aged over 60 joining the U3A for free courses, large numbers taking up free provision during Transformation Fund activities and Family Fun days.</p>
People living in rural areas	May have low income I working in rural industries, may have no access to transport.	<p>West Berkshire has one of the most dispersed populations in the SE of England.</p> <p>204 people per square mile</p> <p>However 20% of the population live on the edge of Reading</p>
Responsibility as	More likely to have a low income, may have	Responsibility as a

a carer for children and other relatives.	difficulty getting out of the house and need to access on line services. Can be subject to stress.	carer for children and other relatives.
Further Comments relating to the item:		
The major barriers to accessing the provision are lack of time, low income, poor transport and preference for type of provision which may affect any group.		

4 What actions will be taken to address any negative effects?

Action	Owner	By When?	Outcome
Contract with new providers to ensure a wider choice of venues so learners do not have so far to travel	SH	July 2011	More classes take place in rural venues
Increase number of courses for groups with special requirements.	SH	July 2011	Classes are organised for discrete groups e.g. Thai wives, Bangladeshi chefs, racing industry workers, older learners, carers.
Reduce cost of provision if possible	SH	July 2011	Shorter courses over 4 terms, Free tasters, free short IT courses to follow on from Transformation Fund.
Continue to develop opportunities for online courses and getting information online.	SH	July	Continue to offer webinars, improve the information on the website, begin to develop access to resources online by training tutors so eventually they will make resources available to learners.

5 What was the final outcome and why was this agreed?

(Was the item adjusted, rewritten or unchanged?)

6 What arrangements have you put in place to monitor the impact of this decision?

Annual Self Assessment of Adult Learning Provision

7 What date is the Equality Impact Assessment due for Review?

When next Adult Learning Plan is written – possibly March 2011

Signed:

Date:
