**Equality Impact Assessment**

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| **Name of Project** | Adult Learning Fee Increase |  | **Cabinet meeting date**  ***If applicable*** | 9/2/16 |
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| **Service area responsible** | Haringey Adult Learning Service |  |  |  |
|  |  |  |  |  |
| **Name of completing officer** | Robert Bennett |  | **Date EqIA created** | 29/1/16 |
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| **Approved by Director / Assistant Director** | Dan Hawthorn |  | **Date of approval** |  |
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**The Equality Act 2010** places a ‘**General Duty’** on all public bodies to have ‘**due regard’** to:

* **Eliminating discrimination, harassment and victimisation and any other conduct prohibited under the Act**
* **Advancing equality of opportunity between those with ‘protected characteristics’ and those without them**
* **Fostering good relations between those with ‘protected characteristics’ and those without them.**

In addition the Council complies with the Marriage (same sex couples) Act 2013.

Haringey Council also has a ‘**Specific Duty’** to publish information about people affected by our policies and practices.

**All assessments must be published on the Haringey equalities web pages. All Cabinet papers MUST include a link to the web page where this assessment will be published.**

This Equality Impact Assessment provides evidence for meeting the Council’s commitment to equality and the responsibilities outlined above, for more information about the Councils commitment to equality; please visit the Council’s website.

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| **Stage 1 – Names of those involved in preparing the EqIA** |  |
| 1. Project Lead: Robert Bennett | 5. |
| 1. Equalities / HR | 6. |
| 1. Legal Advisor (where necessary) | 7. |
| 1. Trade union | 8. |

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| **Stage 2 - Description of proposal including the relevance of the proposal to the general equality duties and protected groups. Also carry out your preliminary screening** (Use the questions in the Step by Step Guide (The screening process) and document your reasoning for deciding whether or not a full EqIA is required. If a full EqIA is required move on to Stage 3. |
| To increase fees charged for adult learning provision delivered directly by Haringey Adult Learning Service.  Two funding streams are affected. The first is Adult Skills Budget provision, the second Community Learning.  Adult Skills Budget: This element is either fully funded for the unemployed, or partially funded at 50% for learners who do not qualify. Any fee increase will relate only to the second group, and as HALS is seeking only to recover the element that is unfunded and the authority has no influence over the funding rules it is not proposed that this element should be subject to a full EqIA process.  Community Learning: This funding stream covers a number of areas for delivery; one, Family Learning, the largest delivery area, does not currently collect fees, though may recoup exam costs, and there is no proposal currently that this should change. Key curriculum areas affected by the fee increase includes Wellbeing, Art and Language courses. All areas are currently subject to review, however it is essential that an EqIA has been undertkane to ensure that, following review, the impact of any fee increase is fully understood.  The key element driving the fee increase in this area is also funding requirements as laid out in New, Challenges, New Chances (BIS):   * Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills * Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot * Widen participation and transform people’s destinies by supporting progression relevant to personal circumstances   HALS is therefore proposing to move all leisure focussed learning opportunities to a full fee recovery model (those who can afford to pay) to ensure that participation can be broadened for those who cannot.  Because this is essentially meeting funding guidance it is not essential for a full EqIA, however the service is seeking to demonstrate impact and benefits of the proposed changes.  What other authorities charge:  **Waltham Forest 2014-15 charges:**  Community Learning courses on a sliding rate that starts at £5 per hour for 1-12 guided learning hours. £4.30 per guided learning hour for longer courses, however concessions are at 70% of standard fee.  **Working Men’s College:**  Pilates - £6 per hour (One hour class for 10 Weeks)  MFL – Approx £4.35 per hour ( 1.5 hours for 10 weeks)  Drawing: £5.26 per hour (2.5 Hrs for 5 weeks)  **CITYLIT 2012/13**  MFL: £7.25 (2hrs for 10 weeks)  Yoga: £8.20 (1.5 hrs for 10 weeks)  Chi Kung £7.40 (1hr for 10 weeks)  Drawing: £7.86 (3hrs for 10 weeks)  Web design £11.20 (3hrs for 5 weeks)  Illustrator £10.60 (3 hrs for 5 Weeks)  General non –accredited ICT courses are short between 2-6 weeks  Word processing £8.20 (2.5 hrs for 6 weeks)  **Enfield** do not have direct delivery apart from Family Learning and therefore fees do not apply. |

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| **Stage 3 – Scoping Exercise - Employee data used in this Equality Impact Assessment**  **Identify the main sources of the evidence, both quantitative and qualitative, that supports your analysis. This could include for example, data on the Council’s workforce, equalities profile of service users, recent surveys, research, results of recent relevant consultations, Haringey Borough Profile, Haringey Joint Strategic Needs Assessment and any other sources of relevant information, local, regional or national.** | |
| **Data Source (include link where published)** | **What does this data include?** |
| EqIA Profile on Harinet | Age, gender, ethnicity, disability information – for the Council and the Borough |
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| **Stage 4 – Scoping Exercise - Service data used in this Equality Impact Assessment**  **This section to be completed where there is a change to the service provided** | |
| **Data Source (include link where published)** | **What does this data include?** |
| Service user data | Analysis across time including fees, gender, funding stream accessed, courses, ethnicity, disability and age-bands. |
| Fees and charges made by other local authorities delivering these servcies | Fee levels as published on the internet and in curriculum guides. |
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| **Stage 5a – Considering the above information, what impact will this proposal have on the following groups in terms of impact on residents and service delivery:**  **Positive and negative impacts identified will need to form part of your action plan.** | | | | |
|  | **Positive** | **Negative** | **Details** | **None – why?** |
| **Sex (in this instance men are underrepresented in adult learning)** | There will be some scope to develop and deliver programmes targeted at men using the increase in fees. |  | Men are the underrepresented goup in Community learning, around 20% of learners. |  |
| **Gender Reassignment** | No data available | | | |
| **Age** |  | Older learners are more strongly represented on leisure courses. Some may find increased fees difficult to meet. | 23% of learners in community learning are aged 60+ |  |
| **Disability** |  |  | 13% of learners in Community learning have a declared LDD need, however there are higher numbers on accredited provision (14%) | Key provision for learners with LDD is sub-contracted through MIND and Different strokes and this provision remains free to learners to access |
| **Race & Ethnicity** | Increased funding will allow HALs to focus provision on harder to reach groups. |  | Overall only 14.1% of learners are white British, rising to 22% in Community Learning. |  |
| **Sexual Orientation** | No data available | | | |
| **Religion or Belief (or No Belief)** |  |  |  | No specialised provision in this area |
| **Pregnancy & Maternity** |  |  |  | No specialised provision in this area |
| **Marriage and Civil Partnership (note this only applies in relation to eliminating unlawful discrimination (limb 1))** |  |  |  | Does not apply |

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| **Stage 5b – For your employees and considering the above information, what impact will this proposal have on the following groups:**  **Positive and negative impacts identified will need to form part of your action plan.** | | | | |
|  | **Positive** | **Negative** | **Details** | **None – why?** |
| **Sex** |  |  |  | Fee increases do not affect staff |
| **Gender Reassignment** |  |  |  | Fee increases do not affect staff |
| **Age** |  |  |  | Fee increases do not affect staff |
| **Disability** |  |  |  | Fee increases do not affect staff |
| **Race & Ethnicity** |  |  |  | Fee increases do not affect staff |
| **Sexual Orientation** |  |  |  | Fee increases do not affect staff |
| **Religion or Belief (or No Belief)** |  |  |  | Fee increases do not affect staff |
| **Pregnancy & Maternity** |  |  |  | Fee increases do not affect staff |
| **Marriage and Civil Partnership**  **(note this only applies in relation to eliminating unlawful discrimination (limb 1))** |  |  |  | Fee increases do not affect staff |

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| **Stage 6 - Initial Impact analysis** | **Actions to mitigate, advance equality or fill gaps in information** |
| **Overall the fee increase will have a positive impact for most key target groups.** Where leisure courses become self-sustaining then this will allow funding to be released to commission or deliver more specialised provision that will support hard to engage groups.  LDD groups will be largely unaffected as they access accredited learning in ASB, or specialised free provision in Community Learning, however a particular concern is older learners who are more heavily represented on leisure courses.  A key element in the consideration of impact has been those charges made by other local authorities delivering provision. HALS has now fallen significantly behind what other authorities charge, the capacity of the service to deliver innovative and meaningful courses within the current budget restrictions has therefore been compromised. The increases proposed therefore represent a first step to redressing this situation. | HALS will maintain the two key subsidies that can benefit particualrly older learners:   1. 50% discount for those in receipt of state benefits including pension 2. A further 10% for registered carers |

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| **Stage 7 - Consultation and follow up data from actions set above** | |
| **Data Source (include link where published)** | **What does this data include?** |
| N/A |  |

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| **Stage 8 - Final impact analysis** |
| As Stage 6. |

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| **Stage 9 - Equality Impact Assessment Review Log** | | | | |
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| Review approved by Director / Assistant Director |  |  | Date of review |  |
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| Review approved by Director / Assistant Director |  |  | Date of review |  |

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| **Stage 10 – Publication** |
| Ensure the completed EqIA is published in accordance with the Council’s policy. |