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**Equality Assessment of MSG Roll-Over Funding Proposals 2015: Funding Stream**


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**Lifelong Learning:** Proposal to extend or discontinue Main Stream Grant (MSG) beyond 31<sup>st</sup> March 2015.

### Section 1

Service Area	Culture, Learning and Leisure, CLC
Service Manager	Karen Badgery, Children's Commissioning Manager, Education, Social Care and Wellbeing
Name and role of the officer/s completing the analysis	Stephanie Ford, Programme Manager, D&R. Karen Badgery, Children's Commissioning Manager, ESCW Rob Driver, Senior Strategy Performance and Policy Officer, GLP
<b>Priorities/Objectives</b> <i>State how the funding stream relates to tackling inequality (for example, advice services can help mitigate impact of deprivation; lunch clubs reduce social isolation, sports increase health and wellbeing etc);</i>	<b>Priorities:</b> <ul style="list-style-type: none"> <li>• Capacity to engage local residents without formal qualifications</li> <li>• To develop skills and employability</li> <li>• To increase participation of vulnerable, underrepresented and hard to reach groups</li> <li>• Offer provision in the areas of greatest need</li> <li>• To increase residents' capacity to become employed, learning champions and or volunteers in their community</li> </ul>
<b>Background</b>	<ul style="list-style-type: none"> <li>• Low engagement of Men in ESOL in Tower Hamlets</li> <li>• Low levels of qualifications amongst adults (women, men and BME communities)</li> <li>• Low levels of literacy and numeracy amongst adults (women, men and BME communities)</li> <li>• Low engagement of older people in accessing learning opportunities (based on analysis of IS Learning participation from 2004 -2012)</li> </ul>

### Section 2

<b>Reasons for Change</b> <i>In brief please explain the proposal and the reasons for this change (Summary)</i>	This equality assessment refers only to those projects not recommended for extended funding (see detail in section 6).
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<b>Impact</b>	
<b>Funding Stream Assessment Outcome</b>	
<b>Total no of Projects funded</b>	<b>11</b>
<b>Number of projects recommended for roll-over funding:</b>	<b>10</b>
<b>Number of projects not recommended for roll-over funding</b>	<b>0</b>
<b>Number of projects now closed – Grant Terminated</b>	<b>1</b>
<p><b>Impact Summary</b></p> <p><i>Summarise any overall impact of the assessment on the various groups with protected characteristics</i></p> <div style="text-align: center;"> <p>Decision</p>  <p>Red/Amber/Green</p> </div> <p>The extended programme remains substantively the same. 1 project has now closed, the remaining are all performing well and meeting the service outputs and outcomes Organisations have demonstrated that they are able to deliver Lifelong Learning activities for older people as well as ESOL provision that lead to progression pathways. Most projects are working towards maximising opportunities to support self-directed learning for adults.</p> <p>One project LLS 18 - Olga Education and Training Project has already closed due to low level participation. No adverse impact due to this project closing has been identified. Despite targeting protected groups there is significant alternate provision provided via the MSG programme and mainstream provision.</p>	

## Section 3

### Equality Impact Assessment

<b>Target Groups</b>  What impact will the proposal have on specific groups of service users or staff?	<b>Impact</b> ✓ - Positive ✗ - Adverse 0 = Neutral	<b>Reason(s)</b> <ul style="list-style-type: none"> <li>• Add a narrative to justify your claims around impacts and,</li> <li>• Describe the analysis and interpretation of evidence to support your conclusion as this will inform decision making</li> </ul>
Race	0 = Neutral	<p>The previous EA highlighted the targeted approach of the study support programme in order to address low levels of qualifications amongst adults (women, men and BME communities) in Tower Hamlets, and overall low levels of literacy and numeracy amongst adults is also more prevalent in women and men from BME communities.</p> <p>The extended programme is still targeted toward BME communities, despite closure of a project (LLS-18) which was designed to target BME adults. Given the low participant take up and alternate provision within the borough no adverse impact has been identified.</p>
Disability	0 = Neutral	<p>The decision to extend funding does not impact service users within the characteristic. There is one project within the programme targeted at mental health service users (LLS16).</p>
Gender	0 = Neutral	<p>The projects due to close is not targeted at specific genders. There is appropriate universal provision remaining.</p>
Gender Reassignment	0 = Neutral	<p>All projects will be required to demonstrate that they will be accessible and inclusive of people of different gender identities. There are no projects currently which were designed specifically for transgender people.</p> <p>The decision not to extend funding to identified groups will not impact this characteristic.</p> <p>It should be noted that further monitoring data is required within this area to identify future need and impact of the current programme.</p>

Sexual Orientation	0 = Neutral	All projects will be required to demonstrate that they will be accessible and inclusive of people of different sexual orientation. There are no projects currently which were designed specifically for lesbian, gay or bisexual people. The decision not to extend funding to identified groups will not impact this characteristic.
Religion or Belief	0 = Neutral	All projects will be required to demonstrate that they will be accessible and inclusive of people of different faiths. There are no projects currently which were designed specifically for particular faith communities. The decision not to extend funding to identified groups will not impact this characteristic.
Age	0 = Neutral	There is a low level of engagement of older people in accessing learning opportunities. The decision not to extend certain groups will not impact this characteristic.
Marriage and Civil Partnerships.	0 = Neutral	N/A
Pregnancy and Maternity	0 = Neutral	N/A
Other Socio-economic Carers	0 = Neutral	N/A

#### **Section 4: Equality Impact Assessment Action Plan**

Please list in the table below any adverse impact identified and, where appropriate, steps that could be taken to mitigate this impact.

If you consider it likely that your proposal will have an adverse impact on a particular group (s) and you cannot identify steps which would mitigate or reduce this impact, you will need to demonstrate that you have considered at least one alternative way of delivering the change which has less of an adverse impact.

<b>Adverse impact</b>	<b>Please describe the actions that will be taken to mitigate this impact</b>
N/A – No adverse impact has been identified.	

If an adverse impact cannot be mitigated please describe an alternative option, its costs and the equality impact.

#### **Section 5: Future Review and Monitoring**

<p>Please explain how and when the actual equality impact of these changes will be reviewed and monitored.</p> <p>No adverse impact has been identified.</p>
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**Section 6 – Project Information****A. Overview of all projects funded 2013-20-15 (No.31 )***(\* indicates organisation was assess as not meeting the quality criteria)*

No	Beneficiary Target Group	Geographic Area/s of Delivery
LLS-03	Women from Somali/BME	Borough-wide
LLS-04	Bangladeshi women	Borough-wide
LLS-06	BME men	Borough-wide
LLS-08	BME adult learners	LAPS 7 and 8
LLS-09	BME Women	Borough-wide
LLS-10	Bangladeshi women	Borough-wide
LLS-11	Older people and young people	Borough-wide
LLS-12	BME adult learners	Stepney
LLS-16	Mental health service users	Borough-wide
LLS-17	BME adult learners	Borough wide
LLS-18	BME adult learners	Old Ford

**B. Overall summary of projects recommended for extension (13)**

Ref	Beneficiary Target Group	Geographic Area/s of Proposed Delivery	Anticipated Output (Extension Period)
LLS-03	Women from Somali/BME	Borough-wide	
LLS-04	Bangladeshi women	Borough-wide	
LLS-06	BME men	Borough-wide	
LLS-08	BME adult learners	LAPS 7 and 8	
LLS-09	BME Women	Borough-wide	
LLS-10	Bangladeshi women	Borough-wide	
LLS-11	Older people and young people	Borough-wide	
LLS-12	BME adult learners	Stepney	
LLS-16	Mental health service users	Borough-wide	
LLS-17	BME adult learners	Borough wide	

**Commentary:**

The extended programme remains substantively the same. 1 project has now closed, the remaining are all performing well and meeting the service outputs and outcomes Organisations have demonstrated that they are able to deliver Lifelong Learning activities for older people as well as ESOL provision that lead to progression pathways. Most projects are working towards maximising opportunities to support self-directed learning for adults.

**C. Projects **not recommended** for extended funding ( )**

No	Beneficiary Target Group	Geographic Area/s of Proposed Delivery	Key Considerations			
			Impact ✓ - Positive ✗ - Adverse  0 = Neutral What impact will the proposal have on specific groups of service users or staff?	Performance	Geographical	Mitigation
<b>Commentary:</b>						
There are no projects not recommended to receive extended funding.						



**D. Projects that gave notice to terminate their Grant Agreement and are now closed**

No	Beneficiary Target Group	Geographic Area/s of Proposed Delivery	Anticipated Output/Users per annum
LLS-18	BME adult learners	Old Ford	The project closed on 31 March 2014 due to low take up of participants. Officers had been closely working with the organisation to try and promote its services more widely. However, the organisation was unable match the incentives such as travel expenses and refreshments offered by similar local groups.
<p><b>Commentary:</b>            No adverse impact has been identified. Despite targeting protected groups there is significant alternate provision provided via the MSG programme and mainstream provision.</p>			