

## EQUALITY ANALYSIS

Please refer to Part 2 of the Equality Analysis Guidance

<p><b><u>Name of Policy/Decision/Project/Activity:</u></b></p> <p><b><u>An Education &amp; Skills Strategy for Sunderland – ‘Get Ready...’</u></b></p>
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Equality Analysis completed by:
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Responsible Officer or Group:
Name/Job title: Stephanie Rose, Associate Policy Lead, SPPM

Is the Activity:
New/Proposed (X)      Changing/Being Reviewed ( )      Other ( )

## 1. Purpose and scope

### Purpose

In this section outline briefly:

- what the policy, decision or activity is and what the intended outcomes/benefits are (linked to the Corporate Outcomes Framework)
- over what period of time the outcomes will be achieved
- why it needs to be implemented or revised
- what populations are affected by the proposal
- who is expected to benefit and how, i.e. young people, older people, carers, BME groups, ward areas/communities, etc
- whether there are any overlaps with regional, sub-regional, national priorities.

#### Purpose

The purpose of the report is to agree a new Education & Skills Strategy for the City of Sunderland.

A fresh strategy will provide:

- A clear direction, with commitments and responsibilities that identify a small number of significant initiatives and define the areas where we need to work together more effectively
- Ambitious goals and commitments which will improve performance

### Intelligence and Information

Please describe:

- What sources of information have been used to inform this assessment/analysis (this should include but is not limited to consultations, resident/service user feedback and statistical data and intelligence)
- **What the information is telling you** – this should be broken down by each of the protected characteristics or other identified groups which could be disadvantaged.

#### Intelligence

Young people currently in education are the city's employees of the future but as the economy changes, individuals will need to acquire new skills and approach not just the world-of-work, but everyday life with a more flexible attitude. Self-management of increasingly complex lives and careers will become more commonplace for many individuals.

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Foundation education is no longer sufficient for life. Individuals will have to re-train at each displacement, whether that be in work or life, but what foundation education can provide is the ability to learn quickly in depth and to adapt.

The strategy offers a particularly good fit with national, regional and local policies:

For many years education and skills have been the focus of much government activity. Successive governments have wrestled with the twin issues of UK educational performance falling behind that of comparative nations and the need to develop an education system that anticipates the future requirements of the economy as well as responding to the needs and aspirations of individuals.

Significant changes in national education and skills policy pose new challenges and opportunities for Sunderland's education and economic partners. Local Authorities no longer control, direct or dictate education provision, but they still have a statutory duty to "promote fulfillment of potential". There are an increasing number of new challenges and opportunities as more schools become Academies, together with the introduction of Free Schools, University Technical Colleges and Studio Schools.

The Education & Skills Strategy has been set within the context of the city's economic growth ambitions alongside the aims of existing city-wide strategies and within a wider policy context.

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### **Gaps in intelligence and information**

Having analysed the information available to you:

- are there any gaps in intelligence or areas where understanding needs to be improved? Please describe what these are and what actions you intend to take to obtain/improve the information. These actions should be covered in the action plan.
- are there any groups who should be expected to benefit who do not? Please describe why not and whether you will amend the decision to change this outcome. This should also be covered in the action plan.

A detailed analysis of levels of attainment and/or employment/unemployment by different protected groups has not been undertaken as part of the strategy development process. The strategy aims to be fully inclusive and through the key commitments we will be able to illustrate how specific initiatives to address exclusion can be very successful and therefore demonstrate how equality can be promoted very effectively through education & skills.

### **Additional Impacts**

The policy or action may also have an impact on other groups or individuals which are not covered by statutory requirements. Please outline any additional individuals or groups which have not already been covered. This could include socio-economic groups, voluntary and community sector, carers or specific communities which face additional challenges (such as former coal mining areas or areas of high deprivation)

No additional impacts have been identified. As part of the strategy development process an engagement process has been undertaken that included stakeholders, partners, practitioners and end users to ensure that the strategy content is valid and appropriate.

## 2. Analysis of impact on people

In this section you must **review the intelligence described above and summarise the intended and potential impact of the policy, decision or activity** on the people of Sunderland. This includes specific consideration of the impact on individuals, groups with protected characteristics and communities of interest within the city. Please briefly outline any positive, neutral or negative impacts on the specific groups below. Please note that any negative impacts should have a corresponding action in the action plan in the page below.

In this assessment it is important to remember the **Council is required to give due regard to:**

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.**
- **Advance equality of opportunity between people who share a protected characteristic and those who do not.**
- **Foster good relations between people who share a protected characteristic and those who do not.**

Characteristic	List of Impacts		
	Positive	Neutral	Negative
Age	It is intended that the strategy will give a greater education and skills offer for all residents and people working in Sunderland and improve individuals' choices for lifelong participation in education & skills.	Not applicable	There are no known negative impacts
Disability	As above	Not applicable	There are no known negative impacts
Gender/Sex	As above	Not applicable	There are no known negative impacts
Marriage & Civil Partnership	As above	Not applicable	There are no known negative impacts
Pregnancy and maternity	As above	Not applicable	There are no known negative impacts
Race/Ethnicity	As above	Not applicable	There are no known negative impacts
Religion/belief	As above	Not applicable	There are no known negative impacts
Sexual Orientation	As above	Not applicable	There are no known negative impacts

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Trans-gender/ gender identity	As above	Not applicable	There are no known negative impacts

**Please add any additional groups mentioned in “additional impacts” above to this table.**

### 3. Response to Analysis, Action Plan and Monitoring

In this section please outline what actions you propose to take to minimise the negative, and maximise the positive, impacts that have been identified through the analysis. By considering and implementing these actions the policy or action can be refined to make sure that the greatest benefits are achieved for the people of Sunderland. The performance monitoring process should also be set out to explain how ongoing progress is going to be followed to make sure that the aims are met.

From the analysis four broad approaches can be taken, (No major change; continue with the policy/action despite negative implications; adjust the policy/decision/action; or stop the policy/action). Please indicate, using the list below, which is proposed.

- No Major Change ( X )
- Continue Despite Negative Implications ( )
- Adjust the Policy/Decision/Project/Activity ( )
- Stop ( )

#### Action Plan

ACTION	WHO	WHEN	MONITORING ARRANGEMENTS
To monitor and evaluate the impact of the strategy implementation	Sunderland Education Leadership Board	Annual	Through the formal meetings of the Sunderland Education Leadership Board

**PLEASE ENSURE THE COMPLETED EQUALITY IMPACT ANALYSIS TEMPLATE IS PUBLISHED ON <http://citypoint/equalityanalysis/default.aspx>, WITH THE RELEVANT ACCOMPANYING**

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**DOCUMENTATION APPENDED, i.e. POLICY/STRATEGY. THE EQUILAITY ANLAYSIS MUST BE PRESENTED AT ANY DECISION POINT.**