

Equality Impact Assessment [version 2.12]



Title: Employment, Skills and Lifelong (ESL) Learning Plan	
<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Strategy <input type="checkbox"/> Function <input type="checkbox"/> Service <input type="checkbox"/> Other [please state] <i>4 Year Plan for the ESL Service</i>	<input type="checkbox"/> New <input type="checkbox"/> Already exists / review <input checked="" type="checkbox"/> Changing
Directorate: Children and Education	Lead Officer name: Jane Taylor
Service Area: Employment, Skills and Learning	Lead Officer role: Head of Service

Step 1: What do we want to do?

The purpose of an Equality Impact Assessment is to assist decision makers in understanding the impact of proposals as part of their duties under the Equality Act 2010. Detailed guidance to support completion can be found here [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#).

This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is good practice to take a team approach to completing the equality impact assessment. Please contact the [Equality and Inclusion Team](#) early for advice and feedback.

1.1 What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims / outcomes. Where known also summarise the key actions you plan to undertake. Please use plain English, avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.

The Employment, Skills and Learning (ESL) Service has a mission to unlock potential and change lives. The team co-ordinates, delivers and supports quality targeted and specialist services that reaches and supports over 10,000 residents. Integrated teams include: Bristol WORKS, Post 16, Apprenticeships, Employment Support, Adult and Community Learning. The whole team works 'bottom up' with residents, community groups, providers and employers to develop innovative solutions together.

To comply with our Ofsted and funder requirements, ESL is required to have in place a coherent plan that outlines the rationale for the service, the local context, a strong evidence base and clear delivery priorities. The Employment and Skills Positioning Statement 2015-2020 was followed by the Bristol Economic Recovery and Renewal Plan which was produced in response to the Covid 19 pandemic in 2020. This is now being updated with two key documents – an Employment, Skills and Lifelong Learning Plan and a wider Inclusive and Sustainable Economic Growth Plan.

The aim of the ESL plan is to

- Set a clear direction and work priorities for ESL for the next 4 years
- Provide a clear picture of the ESL Service role and services so other teams and organisations have a better understanding of our offer and how they can link up and align
- Help us set out a compelling case that can help the Council and ESL team attract inward investment to meet the needs of our local residents, employers and partners
- Improve the Council's readiness for Ofsted inspection, anticipated in Spring 2024.

An internal ESL Plan working group has been set up to oversee the development of the plan and to achieve close alignment and integration with other BCC strategies and policies. An intensive process of research and consultation will inform the plan, with key findings included in three technical appendix documents:

- i) Evidence baseline report – data and information relevant to employment, skills and lifelong learning
- ii) Strategy and policy review, including relevant strategies and drivers that underpin the local employment and skills eco-system
- iii) Consultation feedback report, including detailed feedback from stakeholder conversations

Our aim is to produce a draft plan by January 2024 and to take this through the decision pathway for approval at Bristol Cabinet in March 2024. The purpose of this EqIA is to help shape the draft plan and to be included for information with the Cabinet report.

1.2 Who will the proposal have the potential to affect?

<input type="checkbox"/> Bristol City Council workforce	<input checked="" type="checkbox"/> Service users	<input checked="" type="checkbox"/> The wider community
<input checked="" type="checkbox"/> Commissioned services	<input checked="" type="checkbox"/> City partners / Stakeholder organisations	
Additional Comments:		

1.3 Will the proposal have an equality impact?

Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g. quality of life: health, education, or standard of living etc.?

If 'No' explain why you are sure there will be no equality impact, then skip steps 2-4 and request review by Equality and Inclusion Team.

If 'Yes' complete the rest of this assessment, or if you plan to complete the assessment at a later stage please state this clearly here and request review by the Equality and Inclusion Team.

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	[please select]
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The ESL Service offer has the potential to have a significant impact on the education, employment and health and wellbeing of young people and adults from Bristol's most under-served communities, including those with protected characteristics.

Step 2: What information do we have?

2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general population data where appropriate, and information about people who will be affected with particular reference to protected and other relevant characteristics: [How we measure equality and diversity \(bristol.gov.uk\)](https://www.bristol.gov.uk/equality-diversity)

Use one row for each evidence source and say which characteristic(s) it relates to. You can include a mix of qualitative and quantitative data e.g. from national or local research, available data or previous consultations and engagement activities.

Outline whether there is any over or under representation of equality groups within relevant services - don't forget to benchmark to the local population where appropriate. Links to available data and reports are here [Data, statistics and intelligence \(sharepoint.com\)](#). See also: [Bristol Open Data \(Quality of Life, Census etc.\)](#); [Joint Strategic Needs Assessment \(JSNA\)](#); [Ward Statistical Profiles](#).

For workforce / management of change proposals you will need to look at the diversity of the affected teams using available evidence such as [HR Analytics: Power BI Reports \(sharepoint.com\)](#) which shows the diversity profile of council teams and service areas. Identify any over or under-representation compared with Bristol economically active citizens for different characteristics. Additional sources of useful workforce evidence include the [Employee Staff Survey Report](#) and [Stress Risk Assessment](#)

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
<p>2021 Census</p>	<p>7% of women are economically inactive due to looking after a home or family, compared to 1% of men</p> <p>42% of Disabled people aged 16-64 are economically active compared to 72% of those who are non Disabled</p> <p>Economic inactivity varies considerably across different ethnic groups – e.g. 15% of Pakistani people and 14% Bangladeshi people are economically inactive due to looking after home or family compared to 4% White British people.</p> <p>Only 4.1% of people with Learning Difficulties supported by Adult Social Care are in paid employment compared to a national average 5.1%. There are also much higher levels of employment for this group reported in the West of England (BANES 13%, N Somerset 8.2%, S Gloucestershire 7.3%)</p> <p>53% of women work full time compared to 70% of men</p> <p>Women have high representation in human health, social work and education and low representation in construction, transport/storage and manufacturing. Men are under represented in caring, leisure and other service occupations.</p> <p>Some industries in Bristol have a high proportion of people aged 50+ and may be facing a succession issue if they do not recruit younger people – including construction, manufacturing, health/social work and education, transport and storage, real estate</p> <p>There is both over and under-representation of specific ethnic groups in local industries – e.g. there is low representation of people from Bangladeshi, Pakistani, Indian and Black British heritage in construction compared to high representation amongst people identifying as White Gypsy or Irish Travellers, White British and mixed White and Black Caribbean; there is high representation of people identifying as Bangladeshi, Chinese and White Roma people in food and accommodation services compared to low representation by people identifying as White British and Black British</p> <p>The proportion of men in manager, director and senior official roles is 12% compared to 8% women. The proportion of people in these senior roles varies according to ethnic origin – e.g. 4% people identifying as Black/Black British African compared to 12% Asian or Asian British Chinese and 11% White British</p>

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
	<p>People identifying as Black British African or Black British Caribbean have very high representation in caring, leisure, service and other elementary occupations.</p> <p>18% of Disabled people 16-64 have no formal qualification compared to 9% of Non-Disabled people.</p> <p>Qualification levels vary significantly between different ethnic groups – for example: those people identifying as white gypsy or Irish traveller (27%), white Roma (22%), Bangladeshi (21%) and Black/Black British African (21%) have the highest reported ‘no qualifications’ and White Irish (63%), Asian/Asian British Chinese (59%), Indian (55%) report Level 4 qualifications and above.</p> <p>This data underlines the on-going critical need for positive action ESL programmes and services. This includes the need for targeted and specialist employment support services to support those equalities groups with the highest levels of unemployment into paid work. There is also a need to provide in work progression support so that people with protected characteristics who face a glass ceiling in employment can gain access to higher level/paid roles. Positive action programmes and approaches are required to increase recruitment of people from identified equalities groups with no qualifications into community learning, apprenticeships and further education.</p>
BCC Education Data 22/23	<p>KS2 results vary significantly between wards with 34.5% of pupils reaching the expected standard for Reading, Writing and Maths (RWM) in Lawrence Hill compared to 81.5% in Bishopston & Ashley Down.</p> <p>Hartcliffe and Withywood ward consistently has significantly lower than average attainment 8 scores since 2016.</p> <p>Absence rates have been increasing in Bristol since 2019 rising from 7.2 to 11.8 in 2022. Hartcliffe and Withywood (15.1), Filwood (15) and Southmead (13.7) have the highest absence rates for 2022.</p> <p>The wards with the highest levels of SEN pupils include Hartcliffe and Withywood (26.4%), Lawrence Hill (23.8%), Filwood (23.1%) and</p>

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
	<p>Southmead (22.5%) This compares to the lowest Bristol level in Redland and Cotham (11.8%) Pupils with special educational needs (SEN) have significantly lower attainment than pupils without SEN across all headline measures. This is particularly true for pupils with an EHC plan.</p> <p>In 2023, the average attainment 8 score for of pupils eligible for free school meals in Bristol was 32.4 points, this compares to 50.2 points for all other pupils. 20.7% of pupils eligible for free school meals achieved grades 5 or above in English and maths compared to 50.5% of all other pupils.</p> <p>At KS4, attainment is lowest for Black pupils in Bristol. In 2023, the average attainment 8 score for Black pupils was 41.2 (46.7 nationally) and 34.6% achieved grade 5 or above in English and maths GCSEs (45.5% nationally). A different trend was seen nationally with White pupils having the lowest attainment with an average attainment 8 score of 45.1 and 43% achieving grade 5 or above in English and math GCSEs. Both locally and nationally Asian pupils had the highest attainment outcomes at KS4 in 2023. In Bristol the average attainment 8 score for Asian pupils was 49.8 and 49.5% achieved grade 5 and above in English and maths GCSEs</p> <p>In 2023 there were 448 (5%) young people aged 16-17 who were Not in Education, Employment or Training (NEET) or whose destination was Not Known. This represents a steady improvement since 2019.</p> <p>The highest proportion of NEET young people live in Hartcliffe and Withywood, Filwood, Hengrove and Whitchurch Park, Avonmouth and Lawrence Weston.</p> <p>The Year 12/13 NEET figures vary significantly according to particular equalities groups and groups that face complex barriers – the highest rates of NEET/Not Known in Bristol in November 23 include: Young Carer (100%); Young Person with Mental Ill health (100%); Young parent not caring for own child (66.7%); Pregnant young women (75%); Teenage Parent (64.3%); Young People supervised by the Youth Offending Team (50%); and those attending Alternative Learning Provision (45.5%).</p>

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
	<p>The GCSE Pass Rate by Ward (4+) shows the wide variation of results with the lowest achievement in areas of deprivation (Hartcliffe and Withywood 38.1%; Filwood 42.5%; Lawrence Hill 53.2%; Hengrove and Whitchurch Park 53.8%) compared to Redland 91%; Westbury on Trym and Henleaze (89.9%); Cotham (86.5%).</p> <p>This data underlines the need for targeted and specialist family learning and pre-16/post-16 provision that enables young people most at risk of under-achievement to fulfil their potential and achieve essential qualifications and transition to post 16 education, training and employment.</p>
<p>Department for Education statistics relating to Higher Education Participation (21/22)</p>	<p>Bristol state school pupils are achieving lower levels of progression to higher education compared to the England average (Bristol 32%/England 42%). There is a significant gap in HE participation across Bristol wards – with lowest levels in South Bristol (Hartcliffe 9%, Highridge 12%, Withywood 13%, Filwood 16%) compared to higher levels in North West Bristol (Westbury Park 78%, Redland 72%, Henleaze 72%)</p> <p>People of White and Black Caribbean decent report the lowest levels of progression to higher education (34.3%) compared to 80% White Irish (80%) and Indian (75.4%)</p> <p>This data underlines the need for targeted widening participation interventions and alternative routeways to HE for young people who are currently under-represented.</p>
<p>Adult Social Care ASCOF Data (20/21)</p>	<p>4.1% Disabled Adults with Learning Difficulties known to Social Care achieved paid employment in 21/22 compared to the England average 5.1%, and higher results reported in neighbouring local authorities (7.3% South Gloucestershire; 8.2% North Somerset; 13% BANES).</p> <p>This data underlines the critical need for continued investment in a dedicated employment support programme for Disabled people with learning disabilities. There is also a need for joint approaches to employment support recruitment across ESL and the Adult Social Care Team.</p>
<p>Department for Work and Pensions, Stat Explore and Nomis data 2023</p>	<p>There are consistently high and increasing numbers of universal credit claimants including those claiming unemployment benefits in Bristol's most deprived wards, including: Avonmouth and Lawrence Weston; Ashley; Easton; Eastville; Filwood; Hartcliffe and Withywood; Lawrence Hill.</p>

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
	<p>There is an increasing number of people with a declared health condition claiming intensive work search support through job centre plus (45% - 34,164 in October 2023)</p> <p>This data underlines the need for targeted employment support programmes in neighbourhoods with the highest levels of UC claimants receiving intensive work support. There is also a need for more joined up working with the NHS/ICP to develop targeted support for the high number of unemployed people with reported health conditions so they can maintain and attain a positive quality of life through paid employment.</p>
ONS Annual Population Survey 22/23	<p>Employment gap analysis shows that Disabled people have a -30 gap. Other equalities groups with an employment gap include lone parents, Black, Asian and minoritised communities, 50-64 year olds, women and people living in lower employment areas</p> <p>This data underlines the need for targeted and specialist employment support programmes for all the identified equalities groups that have an employment gap due to systemic discrimination.</p>
Additional comments:	

2.2 Do you currently monitor relevant activity by the following protected characteristics?

<input checked="" type="checkbox"/> Age	<input checked="" type="checkbox"/> Disability	<input type="checkbox"/> Gender Reassignment
<input type="checkbox"/> Marriage and Civil Partnership	<input type="checkbox"/> Pregnancy/Maternity	<input checked="" type="checkbox"/> Race
<input type="checkbox"/> Religion or Belief	<input checked="" type="checkbox"/> Sex	<input type="checkbox"/> Sexual Orientation

2.3 Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don't have enough information about some equality groups, include an equality action to find out in section 4.2 below. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. If you are unable to fill in the gaps, then state this clearly with a justification.

For workforce related proposals all relevant characteristics may not be included in HR diversity reporting (e.g. pregnancy/maternity). For smaller teams diversity data may be redacted. A high proportion of not known/not disclosed may require an action to address under-reporting.

The ESL Team is passionate about equality for all groups with protected characteristics, and this is actively implemented through our research, staff cpd, and positive action – for example, we provide a targeted service for young parents (previous Meriton service), we promote cultural competence in relation to different religions and beliefs through our community learning curriculum, and communicate strong welcoming messages regarding LGBTQ+ inclusion in our team and across all our services. However, our service user data monitoring tends to focus on a core number of protected characteristics across services, determined by a) working within GDPR rules and b) evidence of disproportionality in education and employment outcomes. We are keen to work with the Equalities Team to ensure we are adopting the best approach to service monitoring to ensure we are serving all groups with protected characteristics.

On the general data front, there are gaps in overall diversity data at a local and national level for some characteristics e.g. gender reassignment – especially where this has not historically been included in statutory reporting e.g. for sexual orientation. As council we rarely monitor marriage and civil partnership. There is a corporate approach to diversity monitoring for service users and our workforce, however the quality of available evidence across various council service areas is variable. No robust data on gender identity exists. Gaps in data will exist as it becomes out of date or is limited through self-reporting.

2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics. Please include details of any completed engagement and consultation and how representative this had been of Bristol's diverse communities.

Include the main findings of any engagement and consultation in Section 2.1 above.

If you are managing a workforce change process or restructure please refer to [Managing a change process or restructure \(sharepoint.com\)](#) for advice on consulting with employees etc. Relevant stakeholders for engagement about workforce changes may include e.g. staff-led groups and trades unions as well as affected staff.

The ESL plan is being developed with active input with our key stakeholders, including members of groups with protected characteristics and community groups that are led by equalities communities. Our consultation process has included:

- Three community conversation events involving over 50 residents – in Easton, Southmead and Hartcliffe
- Community of Groups, representing parents/carers of young people with Special Educational Needs and Disabilities (SEND)
- Young people engaged in experience of work through Bristol WORKS
- Careers Advisors working in Bristol schools
- Voluntary and Community Sector organisations - through the Mayor's conversation with Community Workers
- Employers supported through ESL services
- Employment Support Providers through the Ways2Work Network
- Elected Members through Member Briefing Session
- Department of Work and Pensions (DWP) leaders
- Through key strategic forums – including the Economy and Skills Board, the Community Learning Advisory Board, the City Leaders Employment and Skills Group
- City of Bristol College leaders
- University of the West of England and University of Bristol
- Other BCC teams: Growth and Regeneration; Economy of Place; Communities and Public Health; Children and Families; Adults and Communities; Children and Education; Equalities Team; HR/Learning and Development.

2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation is required and set out how you intend to undertake it. Include

any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Equality and Inclusion Team for help in targeting particular groups.

The ESL draft plan and summary is being shared with everyone that has taken part in consultation events to ensure we have captured essential priorities. Based on the success of our community conversation events, we are now planning to embed these into our annual business planning cycle. We will also continue to actively involve our key stakeholders in service planning, monitoring and evaluation through our Advisory Boards and individual project steering groups.

Step 3: Who might the proposal impact?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to evidence you have gathered above and the characteristics protected by the Equality Act 2010. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal. See detailed guidance documents for advice on identifying potential impacts etc. [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#)

3.1 Does the proposal have any potentially adverse impacts on people based on their protected or other relevant characteristics?

Consider sub-categories and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the 'Action Plan' Section 4.2 below.

GENERAL COMMENTS (highlight any potential issues that might impact all or many groups)	
We have developed a fully inclusive delivery model which underpins the WE Work for Everyone Programme which extends beyond the boundaries of this project and enables us to “plug in” this funding into a significantly wider offer which can uniquely support people with protected characteristics.	
PROTECTED CHARACTERISTICS	
Age: Young People	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Young people with protected characteristics experience negative stereotyping, prejudice and structural discrimination which is resulting in disproportionate education, training and employment outcomes
Mitigations:	Specialist ESL services designed to positively impact the lives of young people most at risk of becoming NEET or who are NEET
Age: Older People	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Older people 60+ are impacted more by health conditions and due to the lack of access support and age-related prejudice they are achieving disproportionate access to training and employment
Mitigations:	Specialist ESL services designed to positively impact the lives of older people – particularly those who are on low pay (either unemployed, employed or career changer)

Disability	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Disabled people with protected characteristics experience prejudice and structural discrimination which is resulting in disproportionate access to training and employment – for example, Disabled people with Learning Difficulties experienced the lowest rates of employment in Bristol.
Mitigations:	Ensure all staff are trained in the social model of Disability. Specialist ESL services designed to positively impact the lives of Disabled people including those with physical health conditions, experiencing mental illness and LD / autism.
Sex	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Women are shown to be under-represented in manager/director/senior roles and skilled trades, and over represented in care/leisure and other service occupations, administrative and secretarial roles. There is also evidence that women with young children and caring responsibilities are disadvantaged in the labour market overall.
Mitigations:	Targeted positive action programmes and provision of creche services/childcare funding
Sexual orientation	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	There is national evidence that LGBTQ+ communities experience homophobia and are subject to bullying/ hate crime that can impact negatively on education and employment outcomes
Mitigations:	Ensure that all ESL staff understand how to address the impact of homophobia in work and across services
Pregnancy / Maternity	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	There is evidence that young pregnant women, particularly those living in the most disadvantaged backgrounds, are most likely to disengage from education, training and employment
Mitigations:	Targeted positive action programmes and provision of creche services/childcare funding
Gender reassignment	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	There is national evidence that Transgender people experience are subject to hate bullying and hate crime can impact on employment outcomes and overall well being
Mitigations:	Ensure that all ESL staff understand how to be fully inclusive of transgender people in work and across services
Race	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Structural racism operates across all education phases and employment sectors, resulting in members of Black and Minoritised communities experiencing disproportionate outcomes in education and employment. Results very often vary significantly in relation to specific ethnic groups.
Mitigations:	Ensure all staff have anti-racism training. Forge strong links and partnership working with Black led organisations. Development of targeted positive action programmes to support Black and minoritised communities to improve outcomes.
Religion or Belief	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Marriage & civil partnership	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
OTHER RELEVANT CHARACTERISTICS	
Socio-Economic (deprivation)	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	There is strong evidence that Bristol residents living in those wards and super output areas that are considered 'deprived' experience the lowest education and employment outcomes.
Mitigations:	Allocate staff and resources to targeted neighbourhoods and develop responsive employment and skills services bottom up. Develop a place based approach forming local consortia with schools, employers, community organisations and providers.

Carers	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Other groups [Please add additional rows below to detail the impact for any other relevant groups as appropriate e.g. asylum seekers and refugees; care experienced; homelessness; armed forces personnel and veterans]	
Refugees and Asylum Seekers	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	There is evidence that refugees and asylum seekers are unable to access the services they need to improve their English language and career goals. The current waiting list for ESOL courses in Bristol is over 2000
Mitigations:	Working with refugee organisations and local ESOL providers to co-ordinate a strong local offer. Develop and deliver targeted services that support ESOL and employment
Care Experienced Young People	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Young people with care experience are more likely to be NEET and to enter low paid and insecure employment with poor progression
Mitigations:	Work with the Council's Through Care team/HOPE and 1625ip to develop collaborative ESL services targeted at Children in Care and Care Leavers
Homeless People and those at risk of homelessness	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Homeless people and those at risk of homelessness are often unable to access education, training and employment – this is due to a complex combination of factors including: poverty and debt; ill health; drug/alcohol misuse; little or no spoken English; few or no formal qualifications; long term unemployment etc
Mitigations:	Work with Reducing Homeless Team and independent VSC providers, including wraparound services, to develop innovative employment and skills provision for rough sleepers and those at risk of homelessness
People with a criminal history	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	People with a criminal history, including young people, are often unable to access education, training and employment.
Mitigations:	Working with the Youth Justice Service and with the local Prison and Probation Service, develop specialist programmes to support improved education, training and employment outcomes.

3.2 Does the proposal create any benefits for people based on their protected or other relevant characteristics?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our [Public Sector Equality Duty](#) to:

- ✓ Eliminate unlawful discrimination for a protected group
- ✓ Advance equality of opportunity between people who share a protected characteristic and those who don't
- ✓ Foster good relations between people who share a protected characteristic and those who don't

Improving education and employment equality contributes to the Mayoral commitment to educational equity, inclusive economic growth and social mobility. It also helps reduce the reliance of Bristol's most disadvantaged communities on public services and promotes resident economic and social independence, health and wellbeing.

By setting out a 4 year plan for Employment, Skills and Lifelong Learning Services, Bristol City Council can lead the way in relation to equity, diversity and inclusion – we can demonstrate proactively how we are taking positive action enabling people facing the greatest risks and barriers to improve their confidence and skills, and ultimately achieve employment success. We can also work with other employers to improve their access to specialist support and resources so that their workforce and business can benefit from diverse talent.

Step 4: Impact

4.1 How has the equality impact assessment informed or changed the proposal?

What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This summary can be included in decision pathway reports etc.

If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary, and appropriate despite this.

Summary of significant negative impacts and how they can be mitigated or justified:

1. The work of the ESL team is dependent on the generation of external funding – in 22/23 we generated £8m inward investment. This means that the work we do is funder/contract driven and is not always agile to meet the varied and changing needs of local communities. For example, transport was frequently mentioned as a major barrier that prevents people from accessing education, training and employment. Whilst this is outside the remit of the ESL team, we need to find ways of supporting residents and promoting transport solutions – e.g. by advocating with those in charge of transport plans and also supporting residents with finding practical solutions to transport barriers.
2. The results of our research and needs analysis has highlighted that the City Council could do so much more through our convening power to support inclusive employment and skills. For example, the operation of arm's length companies and also our council commissioning approach could benefit from stronger ties and tighter collaborative working arrangements with the ESL team. Council Teams could also be incentivised to link up more with ESL, particularly where they deliver front line services to priority residents, and where they need support with diverse recruitment.
3. Consultation highlighted the need for better communication and ongoing engagement with key stakeholders – particularly with priority residents and employers. As a result, we are now committing to repeating our successful community conversations on an annual basis. We will also explore the benefits of establishing an ESL Employer Forum. We need to develop more regular communication with other BCC teams in house, and through external marketing, to continue to raise the profile of the work of the team.
4. Governance of ESL services will benefit from a more rationalised approach to reduce capacity demands across the team and partners – for example, replacing several advisory/steering groups with one core ESL Advisory Board. This board will include city leaders and representatives from service users and staff – including equalities representatives.

Summary of positive impacts / opportunities to promote the Public Sector Equality Duty:

Targeted and specialist ESL services and projects touch the lives of over 10,000 residents, many of whom live in poverty and/or are from equalities communities with one or more protected characteristic. This ESL Plan will enable the City Council to generate and focus resources on critical priorities with partners to improve resident skills and employment opportunities. This will result in many positive impacts including a greater quality of life and better standard of living together with the indirect outcomes of improved health, community cohesion and safety.

4.2 Action Plan

Use this section to set out any actions you have identified to improve data, mitigate issues, or maximise opportunities etc. If an action is to meet the needs of a particular protected group please specify this.

Improvement / action required	Responsible Officer	Timescale
1. Ensuring that the ESL Team continues to collect, monitor and use data to assess the impact of the ESL plan on equalities/priority communities	All ESL Managers	On going
2. Annual community conversations are built into the annual ESL business cycle	Head of Service	Sept 24
3. ESL to work with the Commissioning team to strengthen joint working and processes with ESL in relation to employment and skills social value outcomes	Head of Service/Building Bristol Co-ordinator	May 2024
4. ESL to work closely with G&R to strengthen joint working with ESL and stronger requirements for collaborative working across arms-length companies and council managed developments	Head of Service/Building Bristol Co-ordinator	May 2024
5. ESL to work with internal communications to strengthen engagement of all BCC teams in supporting resident employment, skills and learning	Head of Service	July 2024
6. ESL to work with HR/Learning and Development to develop a collaborative approach to diverse recruitment and inclusive career pathways within BCC	Head of Service	Sept 24

4.3 How will the impact of your proposal and actions be measured?

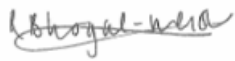
How will you know if you have been successful? Once the activity has been implemented this equality impact assessment should be periodically reviewed to make sure your changes have been effective your approach is still appropriate.

We will know that we have been successful when the ESL plan is fully implemented and we can see improvement across key performance indicators in relation to employment, skills and lifelong learning. Furthermore we will have also achieved the actions and improvements outlined above.

This will be monitored regularly and scrutinised through ESL governance boards with stronger links and reporting into the new Bristol City Council Committee system.

Step 5: Review

The Equality and Inclusion Team need at least five working days to comment and feedback on your EqIA. EqIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek feedback and review from the [Equality and Inclusion Team](#) before requesting sign off from your Director¹.

Equality and Inclusion Team Review: <i>Reviewed by Equality and Inclusion Team</i>	Director Sign-Off: Reena Bhogal-Welsh 
Date: 3/1/2024	Date: 5/1/24

¹ Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal.