



CABINET – 13TH NOVEMBER 2019

SUBJECT: EUROPEAN SOCIAL FUND OPERATION INSPIRE 2 ACHIEVE (I2A)

REPORT BY: CORPORATE DIRECTOR - EDUCATION & CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 To seek approval from Cabinet to deliver Inspire 2 Achieve (I2A) as part of a regional operation lead by Blaenau Gwent County Borough Council subject to final approval from the Welsh European Funding Office (WEFO).

2. SUMMARY

- 2.1 Inspire 2 Achieve (I2A) is an operation to provide support to young people aged 11 – 24 who are at risk of becoming Not in Education, Employment and Training (NEET) across 5 Local Authorities in South East Wales (West Wales and the Valleys). This will be achieved through a collaborative approach. The operation aims to identify and address the needs of those most at risk of disengagement and equip them with the skills to enable them to deal with/remove any barriers.

3. RECOMMENDATIONS

- 3.1 It is recommended that Cabinet approves the Authority's participation in the above project. Cabinet approval will ensure that the project would be ready to start as soon as WEFO approval is received. This is anticipated to be confirmed before the end of the calendar year.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 The operation would provide support (as identified in the body of the report) for 550 project participants within the borough of Caerphilly who are at risk of becoming NEET.

5. THE REPORT

- 5.1 Caerphilly will be part of an existing operation in 5 Local Authorities in South East Wales (West Wales and the Valleys). This is a European Social Fund (ESF) operation lead by Blaenau Gwent CBC to support young people at risk of becoming disengaged from Education across 5 local authority areas (Blaenau Gwent, Torfaen, Rhondda Cynon Taf, Merthyr Tydfil and Bridgend). In addition, Coleg Gwent, Coleg y

Cymoedd , Merthyr College and Careers Wales are already part of the operation. Through a collaborative approach, the operation aims to identify and address the needs of those most at risk of disengagement.

- 5.2 The main strand of the operation will focus on supporting young people who are at risk of disengagement in Education to improve their attendance, behaviour, motivation and aspirations. If successful, the project will enable more young people to stay within mainstream Education and not become part of Education Other Than At School (EOTAS) provision.
- 5.3 The target participants will align with key Target Groups as described in the operational Programme for the European Social Fund in West Wales and the Valleys, namely:
- 11-16 year olds at most risk of NEET as identified through the Youth Engagement and Progression Framework (YEPF) Local Authority Early Identification process
 - 16-18 year olds at most risk of NEET as identified through the Careers Wales 5 Tier model (Tier 4 – at risk)
- 5.4 Caerphilly will aim to support 550 participants over 2 years and 8 months. The provision will be across the school years with significant support in years 7 to 11. Target outcomes are:
- 39 gaining a qualification on leaving
 - 110 in Education or Training on leaving
 - 275 at reduced risk of becoming NEET – evidenced by improved attendance, behaviour or attainment.
- 5.5 Participants will be supported on an individual basis or in small groups to develop their learning, motivational and engagement skills to reduce the risk of them becoming NEET. Tailored coaching sessions will be provided to meet the learner's individual needs and learning styles. Where specialist support is required participants will be referred to partner agencies or procured services.

Individual support will be provided at key transition points including promoting progression to a wide range of learning and training pathways. Participants will be supported by a team of project workers.

- 5.6 The operation will:
- Develop a range of activities to build confidence, raise motivation levels, improve health and wellbeing, improve attendance and remove barriers to learning. Activities and interventions include:
 - Mentoring
 - Coaching
 - Managing expectations
 - Support with health & wellbeing
 - Careers Advice
 - Health & Social barriers
 - Skills/training barriers
 - Equip participants with the skills to enable them to manage/remove any personal and emotional barriers e.g. socialisation and motivation.
 - Encourage participants to actively take part in Educational activities

- Support participants (including in collaboration with other agencies) with health & social barriers e.g. young carers.
- Support participants to remove barriers by providing advice regarding childcare and transport solutions

5.7 The operation will engage with other initiatives, agencies and organisations locally and regionally to ensure provision is not duplicated and is marketed effectively with an appropriate referral mechanism to encourage engagement. This operation in Caerphilly will work closely with all Education providers including schools, colleges, EOTAS provision and training providers.

5.8 A draft delivery model and financial profile has been sent to Blaenau Gwent and submitted to WEFO.

6. ASSUMPTIONS

6.1 A projected saving in existing European Social Fund (ESF) projects will enable this project to proceed with no additional cost to the Authority.

A full consultation will take place with Head Teachers to ascertain the requirements and identify the most appropriate support for the young people

The project is waiting for WEFO approval prior to advertising the posts which will be placed in redeployment in the first instance. The project is ready to go as soon as WEFO approval is received and is anticipated to commence in Caerphilly in January 2020.

In the event of a “No Deal” Brexit, the funding may cease at the end of December 2020 and the project might be forced to close early if no alternative UK government funding were made available. Further information will be available as regards the likelihood and impact of a no deal situation before this project is due to commence.

The Engagement and Progression Coordinator, 50% of whom will be used as match funding, is currently funded by the Youth Strategy Grant (which is an annual grant). The financial projections assume that the post will continue to provide match funding throughout the life of the project.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 The operation can clearly demonstrate alignment with relevant Welsh Government policies.

Strategy	Priorities/Outcomes/Linkages	How The Operation will contribute
DfES Skills gateway	National referral and assessment system including access to Adult careers advice and guidance.	Supply up to date information on support & opportunities offered to Skills Gateway team.
Welsh Government Tackling Poverty Action Plan (2012-2016)	We will increase action to mitigate the impact of Poverty here and now. We recognise that for more and more people, even being in work will not guarantee that they can escape poverty. We can act to improve the	The essence of the model is to ensure young people at risk of disengagement are supported to remain in the Educational environment and to achieve work related qualifications to enable

	quality of life of these communities, families and individuals.	them to gain sustainable employment.
Prosperity for All: Economic Action Plan (EAP)	In December 2017 the Welsh Government launched the Prosperity for All: Economic Action Plan. It is anticipated that many participants will be employed within the Foundation Economy. The Foundation Economy is the part of the economy that provides essential goods and services and plays an important role in the lives of people and communities. As part of the Economic Action Plan (EAP) the Welsh Government intends to focus on a limited number of foundation sectors: <ul style="list-style-type: none"> • Tourism • Food • Retail • Care 	The I2A Operation will support the EAP in this focus on the Foundation Economy by supporting young people to improve their labour market situation.
Wellbeing of Future Generations Act (Wales 2016)	A prosperous Wales: learners with good mental health are more likely to enjoy and achieve at school.	I2A will support young people at risk of becoming NEET. The new team would include a 50% Wellbeing/Mental Health Worker to offer specific support in this area.
Youth Engagement and Progression Framework (2013)	Better outcomes for young people. Early identification, brokerage, tracking, tailored provision and employment opportunities.	I2A will work closely with the Engagement & Progression team to identify young people at risk of disengagement and to offer tailored support to these young people.

7.2 The report contributes to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2016. In particular, as follows:

- A prosperous Wales as it details improved outcomes for operation participants, and learners with good mental health are more likely to enjoy and achieve at school.
- A healthier Wales, supporting vulnerable participants can improve their well-being and aid Educational achievement.
- A more equal Wales, a society that enables participants to fulfil their potential no matter what their background is; and.
- A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

7.3 **Corporate Plan 2018-2023.**

Objective 1 – Improve Education opportunities for all

I2A aims to support young people to improve their confidence, motivation and self-esteem with a focus on behaviour and attendance to enhance their learning journey.

Objective 2 - Enabling employment

I2A will provide the opportunity for young people to gain work specific qualifications to enable them to progress into employment if necessary.

7.4 **A Foundation to Success 2018-2023**

Key Priorities

Supporting People 1: Providing training opportunities that afford pathways to employability and increase the number of people that are economically active.

Supporting People 6: Targeted intervention of key groups – Support for reducing the number of NEETS with early interventions, including earlier career advice and increased training opportunities.

8. WELL-BEING OF FUTURE GENERATIONS

8.1 This operation contributes to the Well-being Goals as set out in Links to Strategy above.

They are consistent with the five ways of working as defined within the sustainable development principle in the Act in that providing progression for those in low skilled low paid employment will in turn prevent the problems of poverty and social exclusion.

This operation will focus on 4 of the 7 well-being goals:

- A prosperous Wales as it details improved outcomes for operation participants, and learners with good mental health are more likely to enjoy and achieve at school.
- A healthier Wales, supporting vulnerable participants can improve their well-being and aid Educational achievement.
- A more equal Wales, a society that enables participants to fulfil their potential no matter what their background is; and.
- A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

This operation will be run in collaboration with a range of local agencies and in partnership with other authorities and partners across the region.

This operation will involve pupils in the development of their own well-being goals by developing more confidence and self-reliance so that they can make positive contributions to the society in which they live.

8.2 This report contributes to the Well-being Goals and in particular in the context of:

- Corporate planning
- Risk management
- Workforce planning
- Financial planning.

9. EQUALITIES IMPLICATIONS

- 9.1 Equalities is a cross cutting theme for EU funding and each project must address this according to each theme. The planned investments inherent in the EU Funding programmes will however benefit many different groups in the community. The project will target vulnerable learners across the borough to provide support and enhance their learning journey.
- 9.2 An Equalities Assessment Screening has been completed in accordance with the Council's Strategic Equality Plan and supplementary guidance and a full Equality Impact Assessment has been undertaken and is attached as Appendix 1.

10. FINANCIAL IMPLICATIONS

- 10.1 The operation will be managed alongside four other European operations, namely Bridges into Work 2, Working Skills for Adults 2, Inspire 2 Work and Nurture, Equip & Thrive (NET) and will share a project coordinator, finance officer, monitoring and compliance officer. An additional administration officer will be added to the team and shared across the projects.

The Engagement and Progression Officer will be key to the project and will be the principal source of referrals along with providing match funding to the project.

Seven FTE coach/mentors and one lead worker will be newly appointed and this should attract applications from current staff on short term contracts. In addition, a Mental Health/Wellbeing Officer will be recruited to be shared with Inspire 2 Work. Contracts will run in line with current ESF projects.

- 10.2 The operation, as other European projects in Caerphilly, will use the WEFO simplified cost model. Where simplified costs are used, eligible costs are calculated according to a predefined methodology. For these operations, 40% of total staff costs incurred is drawn down to fund all non-staff related expenditure. The key intention of simplified costs is to reduce the administrative burden by the tracing of every pound of expenditure to individual supporting documentation. Experience to date, across the other ESF projects in Caerphilly, has demonstrated that the 40% is more than sufficient to cover non-staff costs and the differential can be utilised towards the match funding commitment.
- 10.3 Details of the financial forecasts are:

Staff costs	£1,177k
Other costs	<u>£194k</u>
Total costs	<u>£1,371k</u>

Grant	£1,220k
Staff match funding	£89k
Cash cost	<u>£62k</u>
	<u>£1.371k</u>

£15k specialised staff training will be funded from the current Education budget.

- 10.4 £321,815 has been allocated from the Authority's Training & Apprenticeship earmarked reserve for the existing ESF projects. Utilising a projected saving on the funds allocated for existing projects would allow the Authority to drawdown additional grant funding of £1,220k for I2A (funded from 40% simplified costs), without the requirement for any additional allocation. The £62k cost identified above will be funded from within the existing reserve.
- 10.5 In line with all ESF projects, there may be clawback if the targets are not met. The development of I2A in Caerphilly will benefit from the previous experience of all joint beneficiaries who have previously been working on the project; as the project is well established, this minimises the risks.

11. PERSONNEL IMPLICATIONS

- 11.1 Personnel implications are inherent in the development of new operations. This will be addressed via reports and project plans for the project, by the appropriate Officer. The current ESF administration staff and coordinator will be shared, the team to be supplemented by an additional administration officer (Grade 5). 7 new coach/mentors (Grade 7) and a Wellbeing/Mental Health Worker (Grade 7), to be shared 50:50 with Inspire to Work, will be advertised on a fixed term basis to September 2022, in line with current ESF contracts. A new Lead Worker (Grade 8) will have a contract to the end of project, December 2022.
- 11.2 Intensive coaching and mentoring training will be provided for all staff to enable them to deliver the project to a high standard and to ensure all vulnerable learners are supported with the most appropriate interventions.

12. CONSULTATIONS

- 12.1 Relevant officers of the authority have been consulted throughout the process of applying for these ESF operations. The draft report was distributed as detailed below. All comments received have been reflected in this version of the report.

13. STATUTORY POWER

- 13.1 Local Government Act 2000. This is a Cabinet function.

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Consultees: Christina Harray, Interim Chief Executive
Keri Cole, Chief Education Officer
Richard Edmunds, Corporate Director, Education and Corporate Services
Dave Street, Corporate Director, Social Services

Mark S. Williams, Corporate Director Communities
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Teresa Parry, Chair of Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee
Steve Harris, Interim Head of Business Improvement and Acting Section 151
Officer
Lynne Donovan, Head of People Services
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Rob Tranter, Head of Legal Service and Monitoring Officer
Ros Roberts, Performance Manager
Jane Southcombe, Education Finance Manager
Rhian Kyte, Head of Regeneration and Planning
Tina McMahan, Community Regeneration Manager.

Appendices

Appendix 1: Equality Impact Assessment Form

EQUALITY IMPACT ASSESSMENT FORM

July 2019

THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

EIAs are a legal requirement under equalities legislation (Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011) where the potential for a significant negative impact has been identified. This legislation has been in place since 2000. We also have a legislative duty to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics are:

- | | |
|----------------------------------|----------------------------------|
| • Age | • Race |
| • Disability | • Religion, Belief or Non-Belief |
| • Gender Re-assignment | • Sex |
| • Marriage and Civil Partnership | • Sexual Orientation |
| • Pregnancy and Maternity | • Welsh Language* |

* The Welsh language is not identified as a protected characteristic under the Equality Act 2010, however in Wales we also have to treat Welsh and English on an equal basis as well as promoting and facilitating the use of the Welsh language.

THE EQUALITY IMPACT ASSESSMENT

NAME OF NEW OR REVISED PROPOSAL*	Inspire 2 Achieve
DIRECTORATE	Education & Lifelong Learning
SERVICE AREA	Community Education
CONTACT OFFICER	Liz Goodwin ESF Coordinator
DATE FOR NEXT REVIEW OR REVISION	Following WEFO approval

***Throughout this Equalities Impact Assessment Form, 'proposal' is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The Council's work across Equalities, Welsh Language and Human Rights is covered in more detail through the [Equalities and Welsh Language Objectives and Action Plan 2016-2020](#).

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the [Corporate Policy Unit Portal](#) and the Council's Equalities and Welsh Language team can provide advice as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact equalities@caerphilly.gov.uk for assistance.

PURPOSE OF THE PROPOSAL

1	<p>What is the proposal intended to achieve? <i>(Please give a brief description and outline the purpose of the new or updated proposal by way of introduction.)</i></p> <p>Inspire 2 Achieve (I2A) is a project which provides support to young people aged 11 – 24 who are at risk of becoming NEET (not in education, employment and training) across 5 Local Authorities in South East Wales (West Wales and the Valleys). The operation has been running for approximately 3 years across the other 4 local authorities in South East Wales and the benefits of the programme have been recognised. Caerphilly is proposing to join at the earliest opportunity. The project operation aims to identify and address the needs of those most at risk of disengagement and support them to reintegrate into mainstream education provision or alternative curriculum models.</p> <p>The project is funded by the European Social Fund.</p>
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2	<p>Who are the service users affected by the proposal? <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc. Are there any data gaps?)</i></p> <ul style="list-style-type: none">• Young people who are “at risk” of becoming NEET and who are identified using the System for Tracking and Reporting Identified Vulnerability in Education (STRIVE) database, which has been designed to identify “at risk” young people using a number of factors including free school meals and exclusions.• Head teachers and staff in schools.
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IMPACT ON THE PUBLIC AND STAFF

3	<p>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals? <i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>Young people identified as “at risk” of disengagement, by the STRIVE system will be referred for support from I2A to improve their attendance, behaviour, motivation and aspirations to assist them in remaining in the educational environment. The STRIVE system has been designed to identify young people who are at risk of becoming NEET by using a points system for factors that may result in young people disengaging e.g. free school meals, unauthorised absence and exclusions.</p> <p>If successful, the project will enable more young people to stay within mainstream education and not become part of EOTAS (Education other than at school)</p>
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provision.

4 Is your proposal going to affect any people or groups of people with protected characteristics?

(Has the service delivery been examined to assess if there is any indirect effect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's protected characteristics?)

There are no negative consequences. The positive consequences for young people are greater support to remain in education and training. The service will be delivered to "at risk" young people regardless of race, gender, sexuality, language or religious belief.

Protected Characteristic	Positive, Negative, Neutral	What will the impact be? If the impact is negative how can it be mitigated?
Age	positive	Young people between the ages of 11 – 24 who are eligible will be supported to remain in school. They will be provided with support to overcome their difficulties e.g. behaviour, attendance, self-esteem and regardless of protected characteristics
Disability	positive	Young people between the ages of 11 – 18 who are eligible will be supported to remain in school. They will be provided with support to overcome their difficulties e.g. behaviour, attendance, self-esteem.
Gender Reassignment	positive	Young people between the ages of 11 – 18 who are eligible will be supported to remain in school. . They will be provided with support to overcome their difficulties e.g. behaviour, attendance, self-esteem.
Marriage & Civil Partnership	neutral	
Pregnancy and Maternity	positive	Young people between the ages of 11 – 18 who are eligible will be supported to remain in school. . They will be provided with support to overcome their difficulties e.g. behaviour, attendance, self-esteem.
Race	positive	Young people between the ages of 11 – 18 who are eligible will be supported to remain in school. . They will be provided with support to overcome their difficulties e.g. behaviour, attendance, self-esteem.
Religion & Belief	positive	Young people between the ages of 11 – 18 who are eligible will be supported to remain in school. . They will be provided with support to overcome their difficulties e.g. behaviour, attendance, self-esteem.

Sex	positive	Young people between the ages of 11 – 18 who are eligible will be supported to remain in school. . They will be provided with support to overcome their difficulties e.g. behaviour, attendance, self-esteem.
Sexual Orientation	positive	Young people between the ages of 11 – 18 who are eligible will be supported to remain in school. . They will be provided with support to overcome their difficulties e.g. behaviour, attendance, self-esteem.

5	<p>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Corporate Policy Unit Portal. Although it is important that what is outlined in the proposal is available in Welsh and English, please consider wider impacts on Welsh speakers.)</i></p> <p>Support will be provided through the medium of English or Welsh, depending on the preference of the young person referred to the Inspire 2 Achieve project. A new team of support officers will be recruited as soon as WEFO approval is received. At least one of the new members of staff will need to be fluent in Welsh.</p>
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INFORMATION COLLECTION

6	<p>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users.</p> <p><i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more protected characteristic groups? If so, what has been done to address any difference in take up of the service? Does any savings proposal include an analysis of those affected?)</i></p> <p>Blaenau Gwent CBC has researched the need for this support and secured approval from Welsh European Funding Office (WEFO) to draw down European Social Funding to finance the project .</p> <p>During the previous round of ESF funding, PreVent 14-19 successfully provided similar support to young people in schools that were identified at risk by the teachers. Following this STRIVE was developed in Caerphilly as a more robust system to identify “at risk” young people. STRIVE collects data relating to factors such as but not limited to, free school meals, attendance and exclusions to identify the risk of the young person becoming NEET. This data is classified as red, amber and green, however the scores can be amended if the head teacher is aware of any overarching issues that would deem the young person as “at risk” of becoming NEET. The Inspire 2 Achieve project aims to support the “red” young people, to</p>
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help them remain in education.

Young people requiring support via Education other than at school (EOTAS) young people is increasing in the borough, the I2A project will assist young people who are at risk of disengagement. The project aims to support 550 participants over the next 2 years.

CONSULTATION

7 Please outline the consultation / engagement process and outline any key findings.

(Include method of consultation, objectives and target audience. What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have you referred to the Equalities Consultation and Monitoring Guidance?)

Discussions have taken place with the Youth Service, Education, Heads of Service and Head teachers. Heads of Service expect the provision of I2A will assist with the reduction in numbers of young people moving to EOTAS provision.

Following the PreVENT 14-19 project and the lessons learned from the previous round of funding the Inspire 2 Achieve operation has been developed. Inspire 2 Achieve is operating across Bridgend, Merthyr Tydfil, Torfaen and Blaenau Gwent, Coleg y Cymoedd, Coleg Gwent, College Merthyr Tydfil and Careers Wales.

The project provides support to young people on a voluntary basis and is not compulsory, however the young person would be required to enrol on the project to receive support. The ESF paperwork requires the collection of some protected characteristics e.g., disability and sex.

All young people will be required to complete a full enrolment and assessment to join the project and part of the initial paperwork includes equalities monitoring. There will be a full procured evaluation towards the end of the programme to identify any lessons learned for future projects. A tender will be written by the regional team for the evaluation and will follow a full procurement process.

The project will follow the CCBC complaints procedures.

MONITORING AND REVIEW

8 How will the proposal be monitored?

(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)

All records will be collected and maintained following Welsh European Funding Organisation guidance. The project will follow all CCBC policies in relation to complaints. Targets and outcomes will be monitored by the Project Management

	<p>team and the regional lead sponsor at project board meetings.</p> <p>The project will be monitored by a shared Project Management Team, which also monitors Bridges into Work, Working skills for Adults, Nurture Equip & Thrive and Inspire 2 Work. The regional team will conduct quarterly monitoring and quality visits in line with claims to ensure project compliance.</p> <p>The Project Management Team will also monitor complaints, compliments and feedback and use this to improve the quality of provision.</p> <p>A full procured evaluation will take place towards the end of the operation.</p>
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<p>9</p>	<p>How will the monitoring be evaluated? <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>The project sponsor Blaenau Gwent County Borough Council (BGCBC) has procured a full evaluation for the whole operation.</p> <p>Every participant who enrolls onto the project will complete an enrolment form which will capture personal and equalities information. This will be retained in line with WEFO guidance and may be used for a full evaluation at the end of the project.</p> <p>A full procured evaluation will take place towards the end of the operation. This will include any complaints, compliments and feedback collected throughout the project.</p>
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<p>10</p>	<p>Have any support / guidance / training requirements been identified? <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>No training requirements have been identified but this will be revisited when staff appointments are completed.</p>
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<p>11</p>	<p>If any adverse impact has been identified, please outline any mitigation action.</p> <p>None identified.</p>
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<p>12</p>	<p>What wider use will you make of this Equality Impact Assessment? <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>The assessment will form part of the appendices of the report to cabinet.</p>
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13	<p>An equality impact assessment may have four possible outcomes, through more than one may apply to a single proposal. Please indicate the relevant outcome(s) of the impact assessment below.</p> <p style="text-align: right;">Please tick as appropriate:</p> <p>No major change – the impact assessment demonstrated that the proposal was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <input checked="" type="checkbox"/></p> <p>Adjust the proposal – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality. <input type="checkbox"/></p> <p>Continue the proposal – the impact assessment identified the potential problems or missed opportunities to promote equality. The justification(s) for continuing with it have been clearly set out. (The justification must be included in the impact assessment and must be in line with the duty to have due regard. Compelling reasons will be needed for the most important relevant proposals.) <input type="checkbox"/></p> <p>Stop and remove the proposal – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed. <input type="checkbox"/></p>
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Form completed by:	
Name:	Liz Goodwin
Job Title:	ESF Coordinator
Date:	20/9/19

Head of Service Approval	
Name:	Sue Richards
Job Title:	Head of Education Planning & Strategy
Signature:	<i>S. Richards</i>
Date:	16/10/19