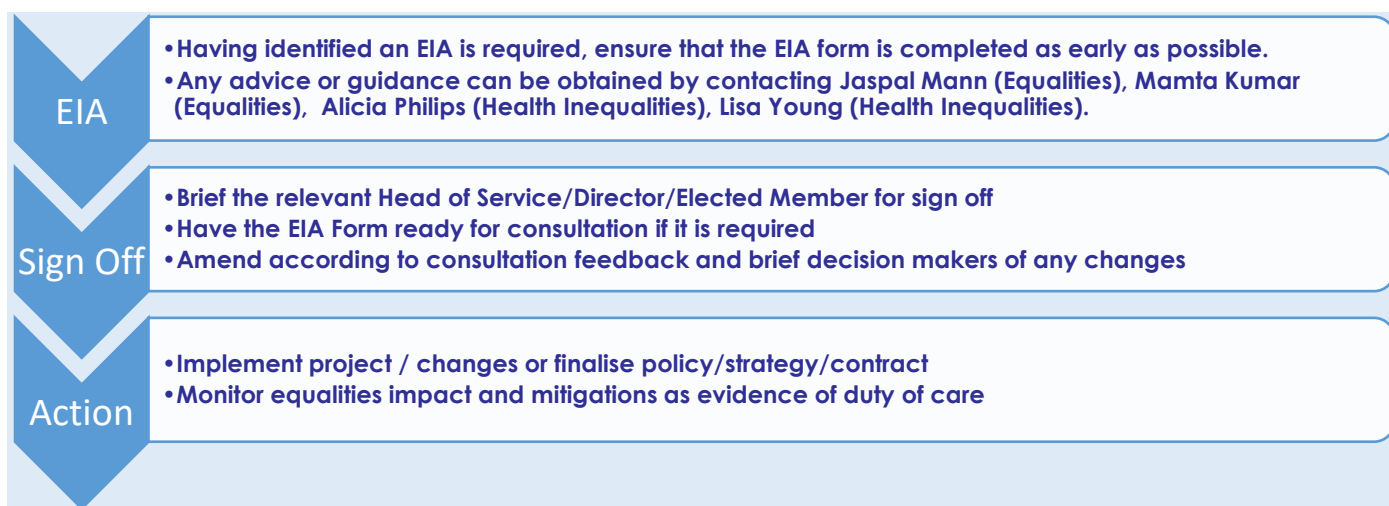


## EQUALITY IMPACT ASSESSMENT (EIA)



|                        |                    |   |
|------------------------|--------------------|---|
| <b>Title of EIA</b>    |                    | <b>Skills Strategy 2022-2030</b>  |
| <b>EIA Author</b>      | Name               | <b>Glen Smailes</b>   |
|                        | Position           | <b>Business Development Manager</b>                                     |
|                        | Date of completion | <b>12/9/2022</b>  |
| <b>Head of Service</b> | Name               | <b>Kim Mawby</b>  |
|                        | Position           | <b>Head of Employment and Skills</b>                                    |
| <b>Cabinet Member</b>  | Name               | <b>Cllr K Sandhu &amp; Cllr J O Boyle</b>                               |
|                        | Portfolio          | <b>Education and Skills &amp; Jobs, Regeneration and Climate Change</b> |



PLEASE REFER TO [EIA GUIDANCE](#) FOR ADVICE ON COMPLETING THIS FORM

### SECTION 1 – Context & Background

1.1 Please tick one of the following options:

This EIA is being carried out on:

- New policy / strategy**
- New service
- Review of policy / strategy
- Review of service
- Commissioning

## EQUALITY IMPACT ASSESSMENT (EIA)



Other project (*please give details*)

1.2 In summary, what is the background to this EIA?

This is an Equality Impact Assessment of the new Coventry Skills Strategy 2022-2030. This is primarily to ensure that the strategy, and more detailed interventions that are developed after rolling it out, eliminate unlawful discrimination, harassment and victimisation; advances equality of opportunity between different groups; and fosters good relations between different groups.

1.3 Who are the main stakeholders involved? Who will be affected?

The strategy and its roll out will affect and involve a wide range of stakeholders and partners. Although its implementation will be co-ordinated by CCC's Employment and Skills Service, it will involve and affect multiple Service Areas across the Council. The other key stakeholders that the strategy and its roll out will impact on include Coventry's skills providers (schools, colleges, universities, independent training providers), voluntary and community sector groups and businesses, as well as Business Representative Bodies and business support organisations. In light of this, the aforementioned stakeholders have all been consulted to agree the Strategy's priorities and key areas of focus.

Coventry residents will also be affected by the strategy, in that it will provide a 'framework for action' for improving skills outcomes across Coventry. This includes the raising of overall skills levels, building aspiration, improving progression pathways, ensuring our skills system; meets the needs of our communities, is inclusive and supports those with the highest needs, ensuring we get the right skills for businesses and providing the green skills to support action on climate change.

1.4 Who will be responsible for implementing the findings of this EIA?

Although Coventry City Council's Employment and Skills Service will be responsible for co-ordination and monitoring of the roll-out and implementation of this Strategy, the delivery of all interventions will entail partnership work with local, regional and national partners. As such, all of these organisations will need to take responsibility for implementing the findings of this EIA.

### SECTION 2 – Consideration of Impact

*Refer to guidance note for more detailed advice on completing this section.*

In order to ensure that we do not discriminate in the way our activities are designed, developed and delivered, we must look at our duty to:

- Eliminate discrimination, harassment, victimisation and any other conflict that is prohibited by the Equality Act 2010



- Advance equality of opportunity between two persons who share a relevant protected characteristic and those who do not
- Foster good relations between persons who share a relevant protected characteristic and those who do not

### 2.1 Baseline data and information

Please include a summary of data analysis below, using both your own service level management information and also drawing comparisons with local data where necessary (go to <https://www.coventry.gov.uk/factsaboutcoventry>)

#### **Economy – challenges and opportunities**

In the 10 years after the 2008/09 recession, Coventry & Warwickshire was the fastest-growing local economy in England, with economic output (measured in real GVA) growing by 33.4% between 2008/09 and 2016/17.

However, the performance of the local economy has slowed, reducing the capacity to create new employment and training opportunities. For example, in 2018/2019, Coventry & Warwickshire recorded the lowest growth rate of all local economies (1.24%) and in 2020, the West Midlands experienced the biggest economic contraction of all regions due to the Covid-19 pandemic. This led to a significant increase in the Claimant Count (numbers claiming unemployment related benefits) from 7,825 (3.2%) in February to 16,490 (6.6%) in December 2020 (the peak pandemic level). This exacerbated longstanding inequalities in the city, with the highest increases in the Claimant Count seen in Coventry's most deprived wards.

An important objective of the Coventry Skills Strategy is to therefore ensure that Coventry's labour force is able to secure the necessary skills to enable them to access new opportunities that will emerge from structural economic change, and thereby enhance their standard of living. As an enabler of change, the Council will help our businesses to better reflect the communities they serve, encouraging employers to look at alternative methods of recruitment and to appoint more diverse workforces.

#### **Demographics**

Coventry's has a dynamic and adaptable labour force that could play an active role in supporting the economic recovery:

**A young population:** Coventry has a median age of 32 years compared to the UK average of 40. The pandemic in 2020 had a disproportionate impact on younger workers, due to the sectors most impacted by lockdowns, but through upskilling of the labour force (one of the central priorities within this strategy), this demographic could have an important role to play in accelerating the growth of emerging and expanding sectors of the economy.

**Expected growth in 65+ age group:** The 65+ age group is expected to become the fastest-growing demographic over the next 15 years, and the transferrable skills and experience of this demographic could again have an important role to play in facilitating economic restructuring. Those 75+ represent 6% of the



city's population compared to a UK average of 9%. However, by 2043 there is expected growth in 75+ residents of 8%.

**A diverse City:** 33% of Coventry's population are from ethnic minority backgrounds, compared to 20% for England as a whole. Coventry's population is expected to become more diverse: among schoolchildren, 48.7% of pupils are from ethnic backgrounds other than White British, and it will be essential that we ensure that any barriers these groups face in accessing employment and training opportunities are tackled within Coventry's skills system.

**Becoming less economically deprived and more equal:** The 2019 Indices of Multiple Deprivation (IMD) report showed significant improvements compared to 2015. Coventry moved from 34th most deprived Local Authority area to 64th. The number of neighbourhoods ranked within the most deprived 10% in the UK also decreased from 36 to 28. This improvement was driven in part by improving schools, a significant decrease in unemployment, supported by Coventry City Council's Job Shop, and rising resident wages. This Skills Strategy will contribute towards further reducing the number of neighbourhoods ranked within the most deprived 10% by providing residents in these areas with more access to good quality jobs and training opportunities.

**Inequalities for women:** Average weekly wages for women in Coventry are £173 less than those of male residents. This compares unfavourably to the national average gender pay gap of £97. Coventry also has statistically high numbers of economically inactive women with a gap of 9.6% between economically inactive women and men in Coventry which is larger than the National Average of 5.7%. A key focus of this Skills Strategy is ensuring that women in Coventry can access the best skills provision to help them into work or to progress to better paid roles, with courses delivered with the right flexibility.

**Improving outcomes for disability and health conditions:** Coventry has just over 10,000 residents claiming Employment Support Allowance, the main out of work benefit for people with disabilities and health conditions. This number has decreased in the last 5 years. Coventry has proportionally less people economically inactive due to long term sickness than the national averages. Coventry has been particularly successful in supporting residents with learning disabilities to progress straight from education into employment through our innovative Supported Internship programmes with University Hospital Coventry and Warwickshire (UHCW) and Warwick University, which have seen over 70% progress into paid work. This Skills Strategy seeks to increase innovative provision such as Supported Internships and ensure mainstream provision is sufficiently flexible to support the needs of people with disabilities and health conditions leading to good outcomes for these groups.

**Still challenges in health outcomes:** The Covid pandemic has exacerbated longstanding inequalities, especially in health outcomes with life expectancy varying by 10.7 years for men and 8.3 years for women between the City's most affluent and most deprived neighbourhoods. In delivering this strategy, we will work with businesses to tackle longstanding health inequalities, through increasing investment in skills and apprenticeships, implementation of fairer working practices and paying more staff the real living wage, engaging Trade Bodies, Unions and other relevant stakeholders in the process



### **Labour Market:**

The characteristics of Coventry's labour force will influence the focus of where our skills support activities need to be over the next five years:

High employment in professional occupations: 26.4%, compared to a National Average of 23.3%. There is a high concentration of public sector employment: Coventry City Council, one of the largest Job Centres in the country, a large regional hospital and offices for several national civil service bodies such as The Department for Education and the Local Government and Social Care Ombudsman. Also, two large Universities which combined employ over 11,000 people, many in Professional Occupations, including engineering specialisms in support of Coventry's advanced engineering research and development. There will continue to be a need for labour with the requisite generic, leadership and management, and technical skills to fill new roles, so it is vital that we enable the local education and training system to produce a local labour force with these vital skills.

Strong employment in manufacturing sector: 6.1% of Coventry's workforce compared to a national average of 5.6%. Although the Covid pandemic caused a contraction of 2,300 jobs in this sector, advanced manufacturing & engineering is a sector where we aspire to create further growth (notably through growing electric vehicle and battery supply chains). It is therefore crucial that our skills system continues to produce a supply of local labour with the required high-level technical skills.

Low proportion of residents employed as Managers, Directors and Senior Officials: 5% compared to a national average of 10.9%, although this is in part due to many of those working in these roles in Coventry businesses commuting from outside the city. A key objective within the Skills Strategy is to raise aspirations of Coventry residents across all neighbourhoods, and expand provision and maximise take-up of Leadership & Management training to enable more Coventry residents to progress into these types of roles.

Higher than average vacancy numbers: As with much of the UK over the last year Coventry has had higher than average numbers of vacancies. Employers particularly struggled to fill roles in hospitality and logistics, Health & Social Care (notably nursing roles in the NHS), and programme and software development roles across a range of sectors. This is a further challenge slowing the economic recovery, especially as many of these sectors employed high volumes of "EU nationals", who have since left the UK labour market. We will therefore work with employers, trade bodies unions, and training providers to ensure that training courses are designed in a way that delivers the skills the sectors need, and to identify Coventry residents that could potentially benefit from upskilling and fill the vacancies.

Many vacancies are low skilled/low paid and insecure: Skills solutions can support sectors experiencing labour shortages, however for many of the roles available the issue is more 'labour' as opposed to 'skills' shortage. Many roles in logistics, hospitality and care for example require elementary skills, have limited entry requirements, are lower paid and more insecure and struggle to attract candidates as a result. We will therefore work with employers, trade bodies and unions to drive improvements in the terms of employment within these sectors and develop and promote clearer career development paths. We will



also provide support to these businesses in tackling recruitment challenges, and through the Job Shop, match local residents that could potentially fill new vacancies.

The above data, a citywide skills survey and widespread consultation with various stakeholders informed the developing of 3 Strategic Ambitions which contain 8 Priorities. These serve as a 'framework for action' and the Action Groups delivering these priorities will ensure positive impacts for all 'protected groups'. The Strategic Ambitions and Priorities are set out below:

**Strategic Ambition 1: A comprehensive, citywide skills offer that raises aspirations and allows each and every resident throughout their lives to reach their full potential.**

- 1. Skills Levels:** To improve the overall skills levels of Coventry residents.
- 2. Aspiration:** Further develop a skills system that inspires residents to achieve from primary school through to lifelong learning.
- 3. Progression Pathways:** Providing a clear line of sight for people to progress through Coventry's skills system.

**Strategic Ambition 2: A skills ecosystem which ensures that all, including those most in need, are able to participate in, progress and achieve success.**

- 4. Community:** A skills system which meets the needs of all residents and is widely accessed by all Coventry communities, including newly arrived communities.
- 5. Inclusion:** A skills system which is fully inclusive and representative of our diverse City.
- 6. Highest Needs:** A skills system which supports those most in need, with a 'proportionate universalism'<sup>1</sup> approach, helping people out of poverty and creating a more equal City.

**Strategic Ambition 3: A flexible and responsive system that works together with our growing, investing and local businesses to deliver the right skills mix for our dynamic labour market.**

- 7. Skills for business:** A skills system which provides the skills required by Coventry's businesses, both current and future and contributes to economic growth and the prosperity of the City and Region.
- 8. Social Value and Sustainability:** A skills system which is well positioned to maximise increased commitment to social justice, respect, community, and responsibility including Coventry's commitment to tackling climate change.

There are also 3 shared priorities with the Economic Development Strategy:

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<sup>1</sup> 'Proportionate Universalism' is an approach developed by Sir Michael Marmot and applied throughout health and other services in the UK. The resourcing and delivering of universal services is at scale and intensity proportionate to the degree of need.



## Shared goals with the Economic Development Strategy

The Skills Strategy is fully integrated with Coventry City Council's new Economic Development Strategy 2022-2025.\* Through the two strategies we will achieve three common goals:

1. **Getting the skills and opportunities right for investment:** Develop a 'team around' approach for investments and large developments with expertise brought together from across the Council to ensure early, comprehensive planning better meets business need and ensures maximum benefit for Coventry.
2. **Co-designing skills solutions with businesses:** Designing together with industry and skills partners to ensure the skills system is responsive, innovative and produces the right skills mix for now and the future. This includes supporting employers to maximise social value commitments.
3. **In-work upskilling with local employers:** Collaborations which encourage access to skills and workplace development at all levels.

2.2 On the basis of evidence, complete the table below to show what the potential impact is for each of the protected groups.

- Positive impact (P),
- Negative impact (N)
- Both positive and negative impacts (PN)
- No impact (NI)
- Insufficient data (ID)

*\*Any impact on the Council workforce should be included under question 2.6 – not below*

| Protected Characteristic | Impact type<br>P, N, PN, NI | Nature of impact and any mitigations required  |
|--------------------------|-----------------------------|--|
| Age 0-18                 | P                           | The Coventry Skills Strategy will positively impact this group by:<br>Raising grades at all stages<br>Building aspiration – inspiring young people to believe in their future and be inspired to achieve to reach their goals<br>Progression pathways will be developed to provide clear line of sight for young people as they progress through Coventry's skills system. |



## EQUALITY IMPACT ASSESSMENT (EIA)



|            |          |   |
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|            |          | <p>Ensuring the skills system for 0-18 year olds is fully inclusive and supports those with the highest needs. This includes securing equality of outcomes.</p> <p>Ensuring young people are given the skills employers need to support their future careers and inspiring young people to consider 'green' future careers.</p>   |
| Age 19-64  | <b>P</b> | <p>The Coventry Skills Strategy will positively impact this group by:<br/>Raising grades at all stages and raising overall City skills levels through increased uptake of adult learning both within and outside of the workplace.</p> <p>Building aspiration – inspiring people to believe in their future and to understand that it is never too late to learn.</p> <p>Progression pathways will be developed to provide clear line of sight for all age learners ensuring they see the value in the courses they take.</p> <p>Ensuring the adult skills system is fully inclusive and supports those with the highest needs. This includes securing equality of outcomes. Ensuring adults are given the skills employers need to support their future careers and providing 'green skills' to support residents into current and future 'green' jobs.</p>  |
| Age 65+    | <b>P</b> | <p>The Coventry Skills Strategy will positively impact this group by:<br/>Raising grades at all stages and raising overall City skills levels through increased uptake of adult learning both within and outside of the workplace.</p> <p>Building aspiration – inspiring people to believe in their future and to understand that it is never too late to learn.</p> <p>Progression pathways will be developed to provide clear line of sight for all age learners ensuring they see the value in the courses they take.</p> <p>Ensuring the adult skills system is fully inclusive and supports those who are 65+ with the highest needs. This includes securing equality of outcomes. Ensuring skills provides make necessary reasonable adjustments to provide positive learning environments for people who are 65+.</p> <p>Ensuring adults are given the skills employers need to support their careers and providing 'green skills' to support residents into current and future 'green' jobs.</p> |
| Disability | <b>P</b> | <p>The Coventry Skills Strategy will positively impact this group by:<br/>Raising grades at all stages and raising overall City skills levels through increased uptake of adult learning both within and outside of the workplace.</p>  |



## EQUALITY IMPACT ASSESSMENT (EIA)



|                                |          |   |
|--------------------------------|----------|---|
|                                |          | <p>Building aspiration – inspiring people with disabilities to believe in their future and to understand that it is never too late to learn. Progression pathways will be developed to provide clear line of sight for all age learners, including those with disabilities, ensuring they see the value in the courses they take.</p> <p>Ensuring the adult skills system is fully inclusive and supports those with the highest needs including those with disabilities. This includes securing equality of outcomes. Ensuring skills provides make necessary reasonable adjustments to provide positive learning environments for people with disabilities.</p> <p>Ensuring adults with disabilities are given the skills employers need to support their careers. Encouraging employers to create opportunities for residents with disabilities i.e job carving. Providing ‘green skills’ to support residents with disabilities into current and future ‘green’ jobs.</p>   |
| Gender reassignment            | <b>p</b> | <p>The Coventry Skills Strategy will positively impact this group by: Raising grades at all stages for all groups, including those who have gone through or are in the process of gender reassignment and raising overall City skills levels through increased uptake of adult learning both within and outside of the workplace.</p> <p>Building aspiration – inspiring people who have gone through or are in the process of gender reassignment to believe in their future and to understand that it is never too late to learn.</p> <p>Progression pathways will be developed to provide clear line of sight for all age learners, including those who have gone through or are in the process of gender reassignment, ensuring they see the value in the courses they take.</p> <p>Ensuring the adult skills system is fully inclusive and supports those with the highest needs including those who have gone through or are in the process of gender reassignment. This includes securing equality of outcomes. Ensuring skills provides make necessary reasonable adjustments to provide positive learning environments for people who have gone through or are in the process of gender reassignment.</p> <p>Ensuring those who have gone through or are in the process of gender reassignment are given the skills employers need to support their careers. Encouraging employers to be positive about employing people who have gone through or are in the process of going through gender reassignment. Providing ‘green skills’ to support these residents into current and future ‘green’ jobs.</p> |
| Marriage and Civil Partnership | <b>p</b> | <p>The Coventry Skills Strategy will positively impact this group by:</p>   |

## EQUALITY IMPACT ASSESSMENT (EIA)



|                                |                 |   |
|--------------------------------|-----------------|---|
|                                |                 | <p>Raising grades at all stages including for adults in marriages and civil partnerships and raising overall City skills levels through increased uptake of adult learning both within and outside of the workplace. Building aspiration – inspiring people from all groups including those in marriages and civil partnerships to believe in their future and to understand that it is never too late to learn.</p> <p>Progression pathways will be developed to provide clear line of sight for all age learners, including adults in marriages and civil partnerships, ensuring they see the value in the courses they take. Ensuring the adult skills system is fully inclusive and supports those from all communities including adult in marriages and civil partnerships.</p> <p>Ensuring adults in marriages and civil partnerships are given the skills employers need to support their careers. Encouraging employers to be positive about employing people from all backgrounds including residents in marriages and civil partnerships. Providing ‘green skills’ to support these residents into current and future ‘green’ jobs.</p> |
| <p>Pregnancy and maternity</p> | <p><b>P</b></p> | <p>The Coventry Skills Strategy will positively impact this group by:</p> <p>Building aspiration – inspiring residents who are pregnant or on maternity leave to believe in their future and to understand that it is never too late to learn.</p> <p>Progression pathways will be developed to provide clear line of sight for all age learners, including young people and adults who are pregnant or on maternity leave, ensuring they see the value in the courses they take.</p> <p>Ensuring the adult skills system is fully inclusive and supports those who are pregnant or mothers to learn and achieve good outcomes. Ensuring skills provides make necessary reasonable adjustments to provide positive learning environments for pregnant women and mothers.</p> <p>Ensuring adults in marriages and civil partnerships are given the skills employers need to support their careers. Encouraging employers to be positive about employing people from all backgrounds including pregnant women and those returning from maternity. Providing ‘green skills’ to support these residents into current and future ‘green’ jobs.</p>     |

## EQUALITY IMPACT ASSESSMENT (EIA)



|  |                 |  |
|--|-----------------|--|
| <p>Race (Including: colour, nationality, citizenship ethnic or national origins)</p> | <p><b>P</b></p> | <p>The Coventry Skills Strategy will positively impact this group by:<br/> Raising grades for ethnic minorities at all educational stages and raising overall City skills levels for adults from ethnic minorities through increased uptake of adult learning both within and outside of the workplace.<br/> Building aspiration – inspiring young people from ethnic minorities to believe in their future. Inspiring adults from ethnic minorities to have high career aspirations and understand that it is never too late to learn.<br/> Progression pathways will be developed to provide clear line of sight for all age learners from ethnic minorities ensuring they see the value in the courses they take.<br/> Ensuring the adult skills system is fully inclusive and supports those from ethnic minorities, including those with the highest needs. This includes securing equality of outcomes. Ensuring skills provides make necessary reasonable adjustments to provide positive learning environments for ethnic minorities.<br/> Ensuring young people and adults from ethnic minorities are given the skills employers need to support their careers. Working with employers to prevent discrimination against people from ethnic minorities. Providing ‘green skills’ to support resident from ethnic minorities into current and future ‘green’ jobs.</p> |
| <p>Religion and belief</p>   | <p><b>P</b></p> | <p>The Coventry Skills Strategy will positively impact this group by:<br/> Raising grades for young people from all religions and beliefs at all educational stages and raising overall City skills levels for adults from different religions and beliefs through increased uptake of adult learning both within and outside of the workplace.<br/> Building aspiration – inspiring young people from all religions and beliefs to believe in their future. Inspiring adults from all religions and beliefs to have high career aspirations and understand that it is never too late to learn.<br/> Progression pathways will be developed to provide clear line of sight for all age learners from different religions and beliefs ensuring they see the value in the courses they take.<br/> Ensuring the adult skills system is fully inclusive and supports those from different religions and beliefs, including those with the highest needs. This includes securing equality of outcomes. Ensuring skills provides make necessary reasonable adjustments to provide positive learning environments for people from all religions and beliefs.<br/> Ensuring young people and adults from ethnic minorities are given the skills employers need to support their careers and providing</p>  |

## EQUALITY IMPACT ASSESSMENT (EIA)



|                    |          |   |
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|                    |          | 'green skills' to support residents from all religions and beliefs into current and future 'green' jobs.  |
| Sex                | <b>P</b> | <p>The Coventry Skills Strategy will positively impact this group by:</p> <p>Raising grades for all genders at all educational stages and raising overall City skills levels for adults from all genders through increased uptake of adult learning both within and outside of the workplace.</p> <p>Building aspiration – inspiring young people from all genders to believe in their future. Inspiring adults from all genders to have high career aspirations and understand that it is never too late to learn.</p> <p>Progression pathways will be developed to provide clear line of sight for all age learners from different religions and beliefs ensuring they see the value in the courses they take.</p> <p>Ensuring the adult skills system is fully inclusive and supports those from all genders, including those with the highest needs. This includes securing equality of outcomes. Ensuring skills provides make necessary reasonable adjustments to provide positive learning environments for people from all genders.</p> <p>Ensuring young people and adults from all genders are given the skills employers need to support their careers and providing 'green skills' to support residents from all genders into current and future 'green' jobs.</p>  |
| Sexual orientation | <b>P</b> | <p>The Coventry Skills Strategy will positively impact this group by:</p> <p>Raising grades for people of all sexual orientations at all educational stages and raising overall City skills levels for adults from all sexual orientations through increased uptake of adult learning both within and outside of the workplace.</p> <p>Building aspiration – inspiring young people of all sexual orientations to believe in their future. Inspiring adults of all sexual orientations to have high career aspirations and understand that it is never too late to learn.</p> <p>Progression pathways will be developed to provide clear line of sight for all age learners of all sexual orientations ensuring they see the value in the courses they take.</p> <p>Ensuring the adult skills system is fully inclusive and supports those of all sexual orientations including those with the highest needs. This includes securing equality of outcomes. Ensuring skills provides make necessary reasonable adjustments to provide positive learning environments for people of all sexual orientations.</p> <p>Ensuring young people and adults of all sexual orientations are given the skills employers need to support their careers and providing 'green skills' to support residents of all sexual orientations into current and future 'green' jobs.</p> |



### HEALTH INEQUALITIES

| <p><b>2.3</b></p>   | <p>Health inequalities (HI) are unjust differences in health and wellbeing between different groups of people which arise because of the conditions in which we are born, grow, live, work and age. These conditions influence our opportunities for good health, and result in stark differences in how long we live and how many years we live in good health.</p> <p>Many issues can have an impact: income, unemployment, work conditions, education and skills, our living situation, individual characteristics and experiences, such as age, gender, disability and ethnicity</p> <p>A wide range of services can make a difference to reducing health inequalities. Whether you work with children and young people, design roads or infrastructure, support people into employment or deal with welfare benefits – policy decisions and strategies can help to reduce health inequalities</p> <p><b>Please answer the questions below to help identify if the area of work will have any impact on health inequalities, positive or negative.</b></p> <p><b>If you need assistance in completing this section please contact: Alicia Philips or Lisa Young in Public Health for more information. More details and worked examples can be found at <a href="https://coventrycc.sharepoint.com/Info/Pages/What-is-an-Equality-Impact-Assessment-(EIA).aspx">https://coventrycc.sharepoint.com/Info/Pages/What-is-an-Equality-Impact-Assessment-(EIA).aspx</a></b></p> |  |
|---|---|--|
| Question  | Issues to consider  |  |
| <p>2.3a What HIs exist in relation to your work / plan / strategy</p> | <ul style="list-style-type: none"> <li>● Explore existing data sources on the distribution of health across different population groups (<i>examples of where to find data to be included in support materials</i>)</li> <li>● Consider protected characteristics and different dimensions of HI such as socio-economic status or geographical deprivation</li> </ul>   |  |
|   | <p><b>Response:</b></p> <p>The Health Inequalities most pertinent to this area of work are similar to those baseline challenges identified when Coventry secured Marmot City status. Namely that where someone is born, where they live, whether they work or not and what they do all affect how long someone will live, how healthy they will be and what quality of life they will experience. Men in the most affluent areas of the city will live, on average, 10.7 years longer than men in the most deprived areas, while for women the difference is 8.4 years.</p> <p>The Economic Development Service, working with key local and regional partners, and other Service Areas within the Council, has played an active part in forming the Council's</p>   |  |

## EQUALITY IMPACT ASSESSMENT (EIA)



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|---|---|
|   | <p>response to the Call to Action, and will continue to do so through the implementation of this new Economic Development Strategy and the interventions that will be delivered as part of this.</p>  |
| <p>2.3b How might your work affect HI (positively or negatively).</p> <p>How might your work address the needs of different groups that share protected characteristics</p> | <p><b>Consider and answer below:</b></p> <ul style="list-style-type: none"> <li>● Think about whether outcomes vary across groups and who benefits the most and least, for example, the outcome for a woman on a low income may be different to the outcome for a woman a high income</li> <li>● Consider what the unintended consequences of your work might be</li> </ul>   |
|   | <p>Response:</p> <p style="padding-left: 40px;">a. Potential outcomes including impact based on socio-economic status or geographical deprivation</p> <p>The Coventry Skills strategy aims to raise skills levels for all residents and encourage resident aspiration. Whilst there is a focus on all residents the strategy recognises that more attention needs to be directed to more deprived areas of the City, using a ‘proportionate universalism approach’. One of the priorities of the Coventry Skills Strategy is that the skills system ‘meets the needs of all residents and is widely accessed by all Coventry communities, including newly arrived communities.’ There will be an Action Group focusing on this priority, ensuring that the strategies other priorities such as raising skills levels, building aspiration and providing the skills that employers need are equally benefiting all communities, especially deprived communities.</p> <p>Through the focus on communities, the Coventry Skills Strategy will have a positive impact on the socio-economic status of many city residents. There will be a focus on ensuring that residents from more deprived communities are given the skills they need to secure employment and to progress within employment to higher paying roles. The Coventry Skills Strategy is fully integrated with the Economic Development Strategy and shared goals around getting the skills right for investment, co-designing skills solutions with businesses and in work upskilling with local employers. These shared goals will provide businesses with the skills they need to grow and invest in the City which will lead to more jobs for local people, including growth in higher paid roles. Crucially both strategies recognise the need to work closely with businesses around social value to ensure that jobs growth benefits local residents, particularly residents from more deprived communities.</p> |



- b. Potential outcomes impact on specific socially excluded or vulnerable groups eg. people experiencing homelessness, prison leavers, young people leaving care, members of the armed forces community.

The Coventry Skills strategy aims to raise skills levels for all residents and encourage resident aspiration. Whilst there is a focus on all residents the strategy recognises that more attention needs to be directed to socially excluded or vulnerable groups using a 'proportionate universalism approach'. One of the priorities of the Coventry Skills Strategy is that the skills system effectively supports those who may be considered to have the highest needs such as people experiencing homelessness, prison leavers, young people leaving care, members of the armed forces community, people with disabilities, victims of domestic violence and those with substance misuse issues. There will be an Action Group focusing on this priority, ensuring that the strategies other priorities such as raising skills levels, building aspiration and providing the skills that employers need are equally benefiting those with higher need. We will ensure that skills providers

### 2.4 Next steps - What specific actions will you take to address the potential equality impacts and health inequalities identified above?

The Action Groups responsible for actioning the priorities of the Coventry Skills Strategy be actively involved in supporting Public Health and other Service areas and partners to reduce health inequalities. The Action Groups will work with skills providers at all levels to raise skills levels for all Coventry communities with more attention directed to more deprived areas of the City, using a 'proportionate universalism approach'. There will also be actions focused on building aspiration for all communities and ensuring that all communities are gaining the skills that they need to secure good quality work, and to progress within the workplace. This includes actions to ensure that the skills system is fully inclusive and supporting those with 'higher needs'.

The Coventry Skills Strategy (alongside Economic Development Strategy) pledges to work with businesses to tackle longstanding health inequalities, through increasing investment in skills and apprenticeships, implementation of fairer working practices and paying more staff the real living wage, engaging Unions and Trade Bodies in the process. We will also continue to support businesses in addressing recruitment challenges, which will entail co-designing training programmes alongside training providers, and (where possible) matching local jobseekers with new vacancies to reduce risks of worklessness widening health inequalities.

## DIGITAL INCLUSION

- 2.5** The Covid-19 pandemic accelerated the uptake of digital services nationally, whereby people who are digitally enabled have better financial opportunities, can access new information and are better connected to others (Lloyds Consumer Digital Index, 2021). However, for those who are digitally excluded, the digital divide has grown during the last two years, and without intervention people will be left behind with poorer outcomes across employment, health and wellbeing, education and service access. Some people are more likely to be excluded including: older people, people from lower income households, unemployed people,



## EQUALITY IMPACT ASSESSMENT (EIA)



|  | <p>people living in social housing, disabled people, school leavers before 16 with fewer educational qualifications, those living in rural areas, homeless people, or people who's first language is not English (<a href="#">NHS Digital</a>.)</p> <p>Some of the barriers to digital inclusion can include lack of:</p> <ul style="list-style-type: none"> <li>• <b>Access</b> to a device and/or data</li> <li>• <b>Digital skills</b></li> <li>• <b>Motivation</b> to get online</li> <li>• <b>Trust</b> of online safety</li> </ul> <p>Digital exclusion is not a fixed entity and may look different to different people at different times.</p> <p>Example 1. Person A, has access to a smartphone and monthly data and can access social media apps, however lacks the digital skills and confidence, and appropriate device to create a CV, apply for jobs and attend remote interviews, and/or access educational and skills resources.</p> <p>Example 2. Person B, is digitally confident and has their own laptop, however due a lower household income and other financial priorities, they cannot afford their monthly broadband subscription and can no longer get online to access the services they need to.</p> <p>Example 3. Person C has very little digital experience and has heard negative stories on the news regarding online scams. Despite having the financial resource, they see no benefit of being online and look for alternatives whenever possible. A new council service requires mandatory online registration, therefore they do not access it.</p> <p>It is important that we all consider how we can reduce digital inequalities across our services, and this may look very different depending on the nature of our work.</p> <p><b>Please answer the questions below to help identify if the area of work will have any impact on digital inequalities, positive or negative.</b></p> <p><b>If you need assistance in completing this section please contact: Laura Waller (<i>Digital Services &amp; Inclusion Lead, CCC</i>). More details and worked examples can be found at <a href="https://coventrycc.sharepoint.com/Info/Pages/What-is-an-Equality-Impact-Assessment-(EIA).aspx">https://coventrycc.sharepoint.com/Info/Pages/What-is-an-Equality-Impact-Assessment-(EIA).aspx</a></b></p> |  |
|--|---|--|
| Question   | Issues to consider  |  |
| <p>2.5 What digital inequalities exist in relation to your work / plan / strategy?</p> | <ul style="list-style-type: none"> <li>• Does your work assume service users have digital access and skills?</li> <li>• Do outcomes vary across groups, for example digitally excluded people benefit the least compared to those who have digital skills and access?</li> <li>• Consider what the unintended consequences of your work might be.</li> </ul>  |  |
|  | <p>Response:</p>  |  |



|   |  |
|---|--|
|   | <p>The Coventry Skills Strategy is city-wide in scope and therefore does not consider all to have equal digital access and skills. The Strategy's priorities around community, inclusion and supporting those who may be considered to be 'higher needs' recognises this. Action Groups working on these priorities will work with skills providers to ensure that digital barriers do not prevent some from accessing courses and progressing. For example, if a course is planned to be delivered online or with a blended approach the skills provider needs to ensure that they have a plan for learners who do not have digital access at home i.e they can use classroom facilities or be given a device and data/broadband access. Ensuring that there is good access for all to gain digital skills will also be a key action in promoting inclusion and ensuring the Coventry skills system is supporting all communities.</p> <p>A Citywide Skills Survey undertaken between Nov 2021 – Jan 2022 showed that 54% of respondents wanted 'blended' online and classroom courses with 22% wanting online only. However, 26% of respondents wanted classroom only, which showed that there is still a significant proportion of residents who either cannot access online provision or prefer not to learn in this way. It is crucial therefore that skills providers do not exclude these groups.</p> |
| <p>2.5b How will you mitigate against digital inequalities?</p> | <ul style="list-style-type: none"> <li>• If any digital inequalities are identified how can you reduce these?<br/>For e.g. if a new service requires online registration you may work with partner organisations to improve digital skills and ensure equitable processes are available if someone is unable to access online.</li> </ul>  |
|   | <p>Response:<br/>As detailed above the Skills Strategy Action Groups will work with all skills providers as well as community partners to improve digital skills across the city and ensure that device access barriers are addressed.</p>   |

### 2.6 How will you monitor and evaluate the effect of this work?

We will continue to hold an Annual Skills Survey which will look at whether digital barriers are preventing residents from accessing skills courses. As with our previous survey there will be readily available offline versions of the survey to ensure good representation from residents with digital barriers.

We will continue to engage with businesses in partnership with our Economic Development Service to understand if businesses are struggling to recruit Coventry residents with the right levels of digital skills. We will also be informed by local and regional data on digital skills levels.

## EQUALITY IMPACT ASSESSMENT (EIA)



### 2.7 Will there be any potential impacts on Council staff from protected groups?

There will be no additional impacts on Council staff from protected groups.

You should only include the following data if this area of work will potentially have an impact on Council staff. This can be obtained from: [Nicole.Powell@coventry.gov.uk](mailto:Nicole.Powell@coventry.gov.uk)

#### **Headcount:**

#### **Sex:**

|        |  |
|--------|--|
| Female |  |
| Male   |  |

#### **Age:**

|       |  |
|-------|--|
| 16-24 |  |
| 25-34 |  |
| 35-44 |  |
| 45-54 |  |
| 55-64 |  |
| 65+   |  |

#### **Disability:**

|                     |  |
|---------------------|--|
| Disabled            |  |
| Not Disabled        |  |
| Prefer not to state |  |
| Unknown             |  |

#### **Ethnicity:**

|                               |  |
|-------------------------------|--|
| White                         |  |
| Black, Asian, Minority Ethnic |  |
| Prefer not to state           |  |
| Unknown                       |  |

#### **Religion:**

|                     |  |
|---------------------|--|
| Any other           |  |
| Buddhist            |  |
| Christian           |  |
| Hindu               |  |
| Jewish              |  |
| Muslim              |  |
| No religion         |  |
| Sikh                |  |
| Prefer not to state |  |
| Unknown             |  |

#### **Sexual Orientation:**

|                     |  |
|---------------------|--|
| Heterosexual        |  |
| LGBT+               |  |
| Prefer not to state |  |
| Unknown             |  |

### 3.0 Completion Statement

**As the appropriate Head of Service for this area, I confirm that the potential equality impact is as follows:**

## EQUALITY IMPACT ASSESSMENT (EIA)



- No impact has been identified for one or more protected groups**
- Positive impact has been identified for one or more protected groups
- Negative impact has been identified for one or more protected groups
- Both positive and negative impact has been identified for one or more protected groups

### 4.0 Approval

|  |  |
|--|--|
| <b>Signed: Head of Service:</b><br><br><b>Kim Mawby, Head of Employment and Skills</b>   | <b>Date: 9<sup>th</sup> September 2022</b> |
| <b>Name of Director:</b><br><br><b>Kirston Nelson, Chief Partnerships Officer/ Director of Education and</b>   | <b>Date sent to Director</b>               |
| <b>Name of Lead Elected Members:</b><br><br><b>Cllr K Sandhu, Cabinet Member for Education and Skills<br/>Cllr J O'Boyle, Cabinet Member for Jobs, Regeneration and Climate Change</b> | <b>Date sent to Councillors:</b>           |