

Jobs and Skills for Londoners fund

Equality Impact Assessment

Section 1: Introduction

This document is an Equality Impact Assessment for the Jobs and Skills for Londoners fund. The purpose of the document is to:

- Demonstrate how equality groups and equalities impacts were considered in the development of Jobs and Skills for Londoners fund prospectus (Equality groups are groups who share a protected characteristic under the Equality Act 2010).
- Set out the impact the Jobs and Skills for Londoners fund will have on equality groups and address wider issues of socio-economic inequality, including in the labour market and in the skills/education system.

The Mayor has a legal obligation under the Equality Act 2010 to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by or under the Act
2. Advance equality of opportunity between people who share a 'protected characteristic' and people who do not share it by;
 - removing or minimising disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic because of their protected characteristics
 - take steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of people who do not share it; The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities
 - encourage people who share a relevant protected characteristic to participate in public life or any other activity in which participation by such persons is disproportionately low.
3. Foster good relations between people who share a 'protected characteristic' and people who don't by tackling prejudice and promoting understanding.

This Equality Impact Assessment demonstrates how the GLA is discharging its legal obligations under the Equality Act 2010 in developing the Jobs and Skills for Londoners programme. Equality groups identified as relevant for the Jobs and Skills for Londoners programme include:

- Age (younger people)
- Age (older people)
- Disability
- Race/ ethnicity/ nationality
- Religion
- Sex
- Pregnancy / maternity
- Gender reassignment
- Sexual Orientation.

In addition, the GLA also considered:

- Socio-economic disadvantage (including low income).

Jobs and Skills for Londoners fund

As previously commissioned elements (Good Work for All and AEB Procured) of City Hall's adult education programme conclude at the end of the 2022-23 academic year (with a combined budget of approximately £42m), arrangements need to be put in place to secure future provision from that point (up to three academic years from and including the 2023-24 academic year). A competitive process must be conducted to identify recipients of AEB and Free Courses for Jobs (FCFJ) funding to allow agreements to be entered into and allow new independent training organisations to apply for such funding.

The proposed expenditure and related competitive process is aimed at supporting the delivery of the Mayor's [Skills Roadmap for London](#) and supporting the skills needs of priority sectors for the economic recovery in London. The policy intent for this programme will have an emphasis on progression into jobs in the digital, health and social care, hospitality, green economy, and creative industries sectors. This programme will include job outcome payments, in addition to the funding secured via relevant AEB provision, which will meet the GLA defined standard for "Good Work".

Only UK registered learning providers with an established delivery site located within London and the London fringe are eligible to apply for this funding. Bidders will also need to meet criteria concerning quality of provision and financial due diligence as set out in the AEB Funding Rules in order for their bid to be considered.

Section 2: How equality groups and equalities impacts were considered in the development of the Jobs and Skills for Londoners fund

The design of the Jobs and Skills for Londoners fund was informed by the ambitions of the [Skills Roadmap for London](#), which aims to set the direction for skills delivery in the capital and help tackle the root causes of structural inequality in London, including labour market, skills, and health inequalities exacerbated by the coronavirus pandemic and the rising cost of living. In developing this fund, the GLA based its evidence on insight from the Roadmap and associated evidence base, including extensive stakeholder consultation, the Local Skills Report (2022)¹ and sector-based analysis carried out by GLA Economics, and sector reviews as part of ongoing commissioned research.²

For this reason, equality groups and equality impacts were strongly considered in the development of the Jobs and Skills for Londoners fund in the following ways:

2.1 Alignment with the Mayor's Skills Roadmap for London:

In January 2022 the Mayor published his [Skills Roadmap for London](#). The Roadmap sets out how the Mayor plans to ensure London's skills offer better serves London's communities and economies, including Londoners with protected characteristics. Significant research was undertaken as part of the development of the Roadmap to ensure that the needs of these groups were considered and would inform the development of future skills and employment policy and programmes.

The Jobs and Skills for Londoners fund will support the delivery of each pillar of the Skills Roadmap for London in the following ways:

Accessible

This fund will have a key focus on supporting groups of Londoners to access learning who have faced persistent inequalities prior to the Covid-19 pandemic and have now been further disadvantaged by its impact. They include:

- Londoners with no or lower-level qualifications

¹ Local Skills Report London and Annex data (2022) are at <https://data.london.gov.uk/dataset/london-local-skills-report-and-annexes-february-2022>

² Evidence on under-representation in digital, creative, green, hospitality and health and social care draws on analysis being carried out by Work Advance/Institute for Employment Studies as part of ongoing GLA-commissioned research managed by the Workforce Integration Network (WIN)

- Londoners in low-paid work
- older (aged 50+) and young Londoners (aged 19 -24)
- Londoners from Black, Asian and minority ethnic communities
- disabled Londoners
- Londoners with English language needs
- people seeking asylum and;
- adults with experience of the criminal justice system.

Driving participation and access to learning among these groups is essential so they can experience the social and economic benefits of learning. A key focus of the programme will be on funding provision that addresses underrepresentation of these groups of Londoners in sectors³ key to London's recovery. In particular, consideration of how to better meet the needs of disabled Londoners and encourage their participation in courses to support positive outcomes through the fund was recognised. This resulted in additional questions being included in the application process for this fund to help ensure appropriate focus was given to this group of Londoners.

The prospectus for this fund sets out that provision delivered it funds should be designed to recognise that Londoners from these groups will have a range of prior experiences and differing needs, including people with higher levels of skills and work experience or who are currently in work. The prospectus recognises that accessible adult education is also about getting learning to the learner, and applicants must demonstrate how their provision will be delivered in accessible venues, using a range of online and in person delivery methods as appropriate to the needs of the learner and community.

Making an impact

Through this fund, the GLA want to prioritise adult education which will have with the highest impact in London, particularly where it supports people's progression into good work,⁴ this recognises that positive employment outcomes can help support improved equity in London. Provision delivered through this fund should be designed in collaboration with employers and other key partners, to ensure that Londoners are supported into good London Living Wage paid jobs in sectors key to London's recovery and long-term

³ See research published by the Workforce Integration Network (WIN) <https://www.london.gov.uk/what-we-do/communities/workforce-integration-network-win>

⁴ A 'good work' outcome is defined as a job, apprenticeship or paid work placement for a learner who is not in employment upon enrolment to an adult skills AEB learning aim which: • relates to a priority sector, is a minimum of 16 hours/week and is expected to last at least four consecutive weeks; • pays a basic salary of the London Living Wage or above and does not involve the use of zero hours contracts. • supports the learner to achieve self-employed status for sectors where self-employment is a pre-requisite to employment.

economic growth. Provision should build on proven methods of delivery that help learners to progress against the GLA's impact measures⁵ including into work. To support this, the GLA will be introducing job outcomes payments as part of this fund.

Locally relevant

Through this fund, the GLA will also be prioritising provision that will enable Londoners to gain relevant skills, retrain, and progress into good work in sectors key to London's recovery. These include:

- digital
- health and social care
- hospitality
- the green economy; and
- creative industries.

The GLA is particularly interested in addressing skills shortages and vacancies in occupations within each of these priority sectors, as well as improving the representation and diversity of specific groups of Londoners in each sector's respective workforce.

2.2 Alignment with other GLA programmes and support

The GLA currently delivers several programmes which aim to improve the accessibility of adult skills provision. To ensure equality groups have better access to the opportunities of the Jobs and Skills for Londoners fund the GLA has ensured alignment with these activities, which include:

Adult Education Budget (AEB), which aims to engage adults in learning and provide the skills they need to equip them for work or other learning. The AEB funds courses that lead to qualifications as well as more flexible learning not focused on qualifications but help build confidence and improve wellbeing. The Mayor has implemented a number of changes since taking control of the AEB so that learning in London is more accessible, including fully funding courses for learners in low-paid work.

ESF programmes have been developed by the GLA to align with GLA Statutory responsibilities and Mayoral Priorities. A range of projects are currently being delivered to help unemployed people and low paid workers to gain the skills they need to find jobs and

⁵ There are seven priority learner outcomes areas measured through the London Learner Survey. These are progression into employment, in-work progression, progression in further education, improved wellbeing, improved social integration, improved self-efficacy and participation in volunteering.

progress in their careers. Learning from the existing programme on how to support equality groups informed the development of this specification.

Skills Bootcamps, which are short, flexible courses up to 16 weeks to help fast-track Londoners into good jobs, with a focus on sectors key to London's recovery and long-term economic success in the capital, including green, digital and construction. The aim of the Bootcamps is to give people the opportunity to build up sector-specific skills and fast-track to an interview with a local employer. The JSFL fund will ensure more provision in these sectors exists and can support a broader range of participants.

No Wrong Door aims to boost coordination and partnership working between skills providers, employers, and other support services to improve advice and referrals to employment support. Provision funded through the JSFL fund will be joined up with the No Wrong Door (NWD) integration hubs.

The GLA has a dedicated team of Provider Managers, who will help to ensure delivery under this fund is continually able to join up with these existing programmes that aim to include more Londoners from underserved groups in adult provision. GLA officers will also ensure that communications and engagement strategies build on the experiences and best practice of these programmes to make sure equality groups are reached effectively.

2.3 Evaluation through the London Learner Survey

The GLA is extending the London Learner Survey to include the Jobs and Skills for Londoners participants. The London Learner Survey robustly measure learners' progress against seven outcome priority areas (progression in employment and/or education, increased earnings and better-quality work, community involvement / social integration, wellbeing, and self-efficacy). The survey will allow the GLA to evaluate the success of the fund in reaching equality groups and the outcomes they achieve. Providers will be required to administer the survey as part of the rules of the fund. The evidence generated will be used to develop adult education reforms that will ultimately lead to better quality and more inclusive adult education provision.

2.4 Evidence review for prioritising equality groups in Jobs and Skills for Londoners fund

In identifying priority groups, the GLA analysed and reviewed a number of datasets, including taking account of the following evidence:⁶

- **The Impact of Covid-19**

Employment rates fell more for male workers, younger workers, older workers and Londoners with fewer qualifications. According to the ONS Labour Force Survey, the employment rate for working age Londoners without formal qualifications was 1.3 percentage points between January and December 2021 than for the same period in 2019.⁷

For Londoners aged 16-24, the employment rate fell by 2.9 percentage points over the same period. Despite some recovery, the youth unemployment rate in London remains higher than in most other regions. Research also suggests that young people who moved out of work during the pandemic were more likely to be in atypical employment (e.g. on a temporary contract, zero-hours contract, doing agency work) than their counterparts who stayed in employment.

The prevalence of low pay and high levels of insecure pay in the capital contribute to London's high levels of and in-work poverty in the capital. Around 17 per cent of employee jobs in London paid below the London Living Wage in 2021, up from 13 per cent in 2010. Research published by the Learning and Work Institute⁸ which explores the impact of the pandemic on London's labour market, outlines how 'Low pay is particularly likely to impact on certain groups of Londoners, including women, young people, those with lower levels of qualifications, and those from Black ethnic backgrounds. It notes that 'most people in poverty in the capital now live in a working household'.

Given these (and other) changes, there are concerns that the pandemic will exacerbate existing inequalities in the capital. For example, the claimant count rate increased far more in the capital's most deprived neighbourhoods. There are also concerns about job quality with the use of temporary and zero hour contracts.

- **London employment rates and low pay**

Employment rates were relatively low among women (71 per cent) and people with lower level qualifications, particularly for those with no qualifications (2.7 per cent). Disabled Londoners had below average employment rates (47.8 per cent), as did Londoners from 'mixed' (64 per cent), 'other' (68.8 per cent), 'Black' (67.4 per cent), and 'Pakistani / Bangladeshi' (60.9 per cent)

⁶ The evidence is set out in further detail in the [Local Skills Report London](#) (2022)

⁷ ONS APS 2021

⁸ Learning and Work Institute (2020) Crisis in the Capital

ethnic groups.⁹ The low pay rate for Bangladeshi and Pakistani employees is more than double the rate for White British employees.

A growing share of employment in London can be characterised as insecure, with a quarter (24 per cent) of ‘gig economy’ workers residing in the capital. The proportion of jobs paid below the London Living Wage also increased over the last decade, particularly among Londoners without higher-level qualifications. This impacts certain groups more than others – for example, Black/ African/ Caribbean/ Black British Londoners are the least likely to have a higher education qualification, and the most likely to have a qualification at GCSE/A-level.¹⁰

2.5 Analysis of priority sectors and underrepresentation in the workforce

Each priority sector has shared and distinctive challenges in addressing underrepresentation of Londoners in their respective workforces. The below evidence on the workforce needs of these sectors was considered in the development of the fund¹¹:

- **Digital:** Addressing digital skills gaps is important for tackling digital exclusion¹² and the under-representation of certain groups of Londoners in digital-related roles. Women, Black and Deaf and disabled Londoners are currently underrepresented in the sector; 15 per cent of young women currently gain digital skills through formal education¹³, and as a result, female workers¹⁴ make up only 16 per cent of the tech workforce in the UK. Only 5 per cent of leadership positions in the technology industry are held by women¹⁵. 14 per cent of the UK working population is from a Black, Asian or Minority Ethnic (BAME) background, yet only 8.5 per cent of senior leaders in the tech sector are BAME¹⁶. 19 per cent of the UK working population has a disability yet only 9 per cent of IT specialists in the UK have a disability¹⁷.

⁹ ONS APS, 2021

¹⁰ Census 2001 and 2011 and ONS Annual Population Survey three-year pooled dataset (2015/17).

¹¹ This section draws on GLA-commissioned research (ongoing) covering the Green, Construction, Digital, Creative, Hospitality and Health sectors conducted by Work Advance and the Institute for Employment Studies

¹² Lloyds Bank estimate that 16% of adults in London did not have basic digital skills in 2021 (defined as carrying out seven Foundation tasks). Source: Lloyds Bank (2021) [Essential Digital Skills Report 2021](#).

¹³ According to the 2020 UCAS data, women make up 15% of all entries in undergraduate computer science degrees.

¹⁴ According to the [2019 BCS Insights Report](#), only [16% of UK IT professionals are female](#).

¹⁵ According to the [Women in Tech report](#)

¹⁶ According to the [2018 Inclusive Tech Alliance Report](#).

¹⁷ According to the [2018 Edge Foundation Report](#).

The AEB now funds a basic digital skills entitlement which will help address digital exclusion faced by many Londoners. This is important for active citizenship and employment. However, the entitlement only covers Entry and Level 1 qualifications. Level 2-3 and higher-level qualifications, along with broader development of intermediate and advanced digital skills will be increasing important.

- **Health and Social Care:** The health and social care sector is one of London's largest employers, across a range of occupations and skill levels. Its central role in the lives of all Londoners has been highlighted by the impact of COVID-19. While the sector is one of the most diverse in London's economy overall, there are significant inequalities by role type and level of seniority. For example, men account for around 12 per cent of the nursing and health visitor workforce but over three-fifths of medical consultants. The NHS has one of the most ethnically diverse workforces in the public sector and has reasonable gender representation across the whole workforce (45 per cent women and 55 per cent men). However, ethnic minority staff report worse experiences in terms of their lives and careers when compared with White staff and are under-represented in senior positions in the NHS. Gender inequalities are also apparent within these overall NHS figures; for example, the representation of women begins a steady decline from Band 7 up. The mean the gender pay gap, currently 10.5 per cent, has decreased by an average of two percentage points since 2017. This means that for every £1 that the average man earned, the average woman earned 89p. To date, there has been relatively little research on protected characteristics among NHS staff other than gender and ethnicity. In part, this has been due to obstacles faced in collecting viable data. Approximately 81 per cent of the adult social care workforce are women and the average age of the workforce is 46 years; 27 per cent of workers are aged 55 and above. The number of employees on zero hours contracts in the sector regionally currently stands at 42 per cent.
- **Green:** Green jobs are predominantly undertaken by men, with women, people from ethnic minorities and those with disabilities still under-represented across the sector. Jobs in green occupations are more likely to be held by men than women (73 per cent were held by men in 2017-19) and a relatively high proportion of job holders are from a White ethnic background (74 per cent compared to 67 per cent for non-green occupations) with fewer from ethnic minorities.¹⁸
- **Creative Industries:** Black, Asian and Minority Ethnic Londoners are under-represented in the capital's creative industries – with less than a quarter of employees from BAME communities. There is also a high level of variation between industrial sub-sectors. For example, just over a quarter of all Londoners from BAME communities in the creative industries are in IT, but under 20 per cent are in Film.¹⁹ Women are also underrepresented in the sector area as a whole, making up around 37 per cent of the workforce, but are over-represented in CI Administrative and Secretarial roles, although the total number of jobs in this

¹⁸ GLA Economics (2022) [Identifying Green Occupations in London](#)

¹⁹ GLA Economics 2017 and refers to roles in the wider creative economy

occupational group is relatively small.²⁰ The majority of BAME and female CI workers were in higher paid and skilled occupations. At a national level, the Screen industry (Film including games), of which London has a substantial share of the national workforce, has a higher proportion of younger workers (below 40) – 57 per cent - than the economy average – 46 per cent. The industry also has a lower proportion of people with a disability compared to the wider economy – 10 per cent to 14 per cent.²¹ Over half (52 per cent) of the creative industries workforce are from high socio-economic backgrounds compared with 38 per cent across all industries. Those from working class backgrounds are significantly under-represented.²² A lack of applications and the informality of recruitment are regularly cited as barriers to diversifying the Screen workforce.²³

- **Hospitality:** People working in hospitality are more likely to be Londoners from BAME communities,²⁴ but there is also a lack of diversity in parts of the sector. Only around 15 per cent of London's chefs are women, and only 12 per cent of head chefs in Michelin-starred restaurants are from BAME communities.²⁵ GLA analysis indicates that the wider sector has a much younger age profile with a higher proportion of 16-24 year old workers compared with other sectors. Hospitality workers are less likely to have a degree than workers in other sectors.²⁶ Hospitality has a significant proportion of its workforce born outside the UK - almost two thirds (65 per cent) in 2020. Over a third of UK hospitality jobs held by EEA workers are based in London, suggesting that Brexit and the ending of freedom of movement provide a particularly acute and ongoing risk to the capital's economy.²⁷

Activity delivered through Jobs and Skills for Londoners fund will monitor take-up and outcomes for learners according to ethnicity, age, gender and disability. Employment status and learners earning less than the London Living Wage will also be identified. It will do so in each sector and respond by promoting good practice and addressing any under-performance.

2.6 Ensuring stakeholders and providers consider equality groups and equalities impacts.

In order to qualify for funding, the GLA will require all potential providers to present an overview of how they will meet the Public Sector Equality Duty and reach the equality groups who need support the most. To support this, the fund prospectus includes key

²⁰ ibid

²¹ ScreenSkills Annual ScreenSkills Assessment (August 2019)

²² Carey et al (2021) Social Mobility in the Creative Economy (Policy & Evidence Centre)

²³ ibid

²⁴ GLA Analysis of Annual Population Survey 2017-19 data

²⁵ Besetti, N et al (2021) Recipe for Change: the case for a London College of Food (Centre for London)

²⁶ GLA Analysis of Annual Population Survey 2017-19 data

²⁷ GLA Local London Skills Report and Annexes (February 2022)

details about local need. This will be considered by the GLA throughout the programme and will inform the allocation of growth funding in future years. In this way, the GLA is working to ensure that all stakeholders working together as part of London's adult education programme are strongly considering the equalities impact of their work.

Section 3: Summary of barriers and inequalities faced by equality groups

Specific inequalities and barriers experienced by equality groups have been summarised by protected characteristic in the table below:

Protected Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities
Age (younger)	<ul style="list-style-type: none"> Young people experience a much higher unemployment rate than other age groups. The unemployment rate for young people aged 16-24 in London was 18.6 per cent, compared with a London average of 5.7 per cent.²⁸ Among young Londoners (16-24), and excluding students, young Black men, Pakistani and Bangladeshi men and women and those of mixed ethnic background have a relatively low employment rate.²⁹ Barriers to employment identified nationally include low attainment levels, poor educational experiences, financial pressures, lack of a permanent address, lack of work experience, low confidence/motivation and a competitive labour market.³⁰ Lack of skills and poor access to career services are also key barriers facing young people looking for a job.³¹ The COVID-19 pandemic has had a significant impact on the mental health of young people.³²
Age (Older)	<ul style="list-style-type: none"> A greater proportion of older working-age Londoners (50-64) have no qualifications, and a smaller proportion have higher education qualifications, than people who are aged 25-34.³³ Older Londoners (65 and over) also have the lowest prevalence of basic digital skills at 49 per cent, followed by 55 to 64 year olds at 75 per cent, compared with 96 per cent for those aged 15-34. Older Londoners (50-64) have a much lower employment rate (72 per cent) than those aged 25-49 (84 per cent).³⁴ While early retirement accounts for some of this gap, evidence at a national level suggests less

²⁸ ONS Annual Population Survey, (January-December 2021).

²⁹ [London local skills report](#)

³⁰ Mayor's EDI evidence base: Buzzeeo et al (2016) Tackling unemployment among disadvantaged young people.

³¹ Mayor's EDI evidence base: REED in partnership (2015) Young people and employment: Our UK Survey.

³² Murray, K and Rolston, Y (Sept 2020), Rapid review of the impact of COVID-19 on the protected equalities characteristics in London: an analysis of the lived experiences and voices from the voluntary and community social enterprise sector; London

³³ ONS Annual Population Survey three-year pooled dataset (2015/17).

³⁴ Annual Population Survey employment rates for (January 2021-December 2021).

Protected Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities
	<p>than a third of people out of work in this age group consider themselves retired. The majority do not think of themselves as retired but see it as unlikely that they will ever work again.³⁵ Barriers to working among this group include sickness and disability, as well as above average rates of informal caring. Research has found that a quarter of working people aged 55 or over with a health condition are considering leaving work.³⁶</p> <ul style="list-style-type: none"> • Post the pandemic, overall inactivity in London increased reaching 21.7 per cent in in period June to August 2022, a 1.3 percentage point rise from a year earlier. In particular, older workers (50-64) have left the labour market and become inactive, with 114,000 becoming inactive in London since the pandemic.³⁷ • During the COVID-19 pandemic, the increased isolation and greater likelihood of death compared with other age groups has had a significant negative impact on mental health for older Londoners.³⁸
Disability	<ul style="list-style-type: none"> • Londoners whose main language is British Sign Language are almost twice as likely to have no qualifications as the London average, and less than half as likely to have a degree level qualification.³⁹ • Disabled Londoners face disproportionate barriers to accessing adult education, including significant additional costs and some instances where it appears providers have failed to put in place legally required reasonable adjustments.⁴⁰ Providers report that often funding is insufficient to fully meet support requirements of learners with a disability or learning difficulty.⁴¹ • The disability employment gap in London is very large at around 27 percentage points.⁴² The disability pay gap in London is 6.5 per cent, lower than the UK average of 13.8 per cent.⁴³ National evidence suggests that disabled young people (age 16-24) and disabled women have the lowest median hourly earnings of

³⁵ Mayor's EDI evidence base: Department for Work & Pensions (2014) Fuller Working Lives – Background Evidence.

³⁶ Mayor's EDI evidence base: Centre for Ageing Better (2018) Health warning for employers: Supporting older workers with health conditions.

³⁷ [ONS Reasons for workers aged over 50 years leaving employment since the start of the Covid pandemic](#)

³⁸ Ubele Rapid Review.

³⁹ Mayor's EDI evidence base: Census 2001 and 2011 and ONS Annual Population Survey three-year pooled dataset (2015/17).

⁴⁰ Toynbee Hall (2022).

⁴¹ GLA commissioned research on English and maths provision in London, Learning & Work Institute.

⁴² ONS APS/LFS (year ending June 2021).

⁴³ [ONS](#) APS (2021).

Protected Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities
	<p>disabled people. Disabled men from certain ethnic groups face much larger pay gaps, in particular Bangladeshi, Pakistani and Black African disabled men compared to White British non-disabled men.⁴⁴ Disabled parents/carers (those in receipt of carers allowance) have relatively lower employment rates than non-disabled parents/ carers (46 per cent compared with 71 per cent).</p> <ul style="list-style-type: none"> Disabled people face multiple barriers to finding work and staying in employment. These include: discrimination in recruitment; inaccessible transport to get to and from their place of work;⁴⁵ employers failing to make reasonable adjustments at recruitment stage and in the workplace, partly due to a lack of understanding by employers of what reasonable adjustment means;⁴⁶ lack of flexible and inclusive working practices⁴⁷ (though the pandemic has brought about some positive changes with a shift to more flexible working)⁴⁸; lack of or limited knowledge of available support for disabled staff at work and among their employers.⁴⁹ The pandemic has had a significant negative impact on disabled people, including their mental health and economic status, as a result of greater likelihood of death of disabled individuals from COVID-19, uncertainty around and changes to provision of care, isolation and shielding, and difficulty accessing basic necessities.⁵⁰
Ethnicity	<ul style="list-style-type: none"> White Londoners are less likely than Black, Asian and minority ethnic Londoners to say they plan to take up some type of adult learning over the next 12 months.⁵¹ White Londoners are most likely to be to be educated to higher education level or above. White Londoners are also least likely to have no qualifications (except for the Mixed Londoners when compared with Black, Asian and minority ethnic Londoners. Black/ African/ Caribbean/ Black British Londoners are the least

⁴⁴ Mayor's EDI evidence base: EHRC (2017) Being disabled in Britain: a journey less equal.

⁴⁵ Mayor's EDI evidence base: Papworth Trust (2016) Disability Facts and Figures.

⁴⁶ Mayor's EDI evidence base: PMI Health Group (2016) Disability still seen as a barrier to career progression.

⁴⁷ Mayor's EDI evidence base EHRC (2017) Disability rights in the UK: updated submission to the UN Committee on the Rights of Persons with Disabilities.

⁴⁸ Ubele Rapid Review.

⁴⁹ Mayor's EDI evidence base: EHRC (2017) Disability rights in the UK: updated submission to the UN Committee on the Rights of Persons with Disabilities.

⁵⁰ Ubele Rapid Review.

⁵¹ YouGov, (2020) polling.

Protected Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities
	<p>likely to have a higher education qualification, and the most likely to have a qualification at GCSE/A-level.⁵²</p> <ul style="list-style-type: none"> • In 2019, the ethnicity pay gap in London is very large at 23.8 per cent compared with only 1.9 per cent for the rest of the UK.⁵³ The pay gap is significantly higher for Black African (42.6 per cent) and Bangladeshi (45.4 per cent) ethnic groups.⁵⁴ The ethnicity employment gap is 10 percentage points, with a higher gap for Pakistani/Bangladeshi (18 per cent) and Black/Black British (12 per cent) groups.⁵⁵ For those aged 25-49, across all ethnicities, women in London are less likely to be employed than men. This is particularly the case among Pakistani and Bangladeshi Londoners.⁵⁶ • The pandemic has had a disproportionate health and economic impact on Black, Asian and minority ethnic people. These groups have been more likely to contract and die from COVID-19, and pre-existing educational, economic and social inequalities have been exacerbated.⁵⁷
Religion	<ul style="list-style-type: none"> • Qualification levels vary by religion. Among people aged 25 to 49 living in London at the time of the 2011 Census, London's Jewish population had the highest education qualification with 61.8 per cent of the population holding a Level 4 or above qualification (higher education). This was 13.4 per cent points above the London average. Likewise, they are also one of the religious groups least likely to have no qualifications. Muslims have the lowest higher education qualification level, with one in three holding a Level 4 or above qualification. One in five (21.6 per cent) do not hold any qualifications, the highest of any religious group. It should be noted that Muslims also have the highest 'Other qualifications' at 17.8 per cent. This group also has the largest gap between men and women, with 38 per cent of Muslim men holding a higher education qualification compared to 29 per cent of Muslim women.⁵⁸

⁵² Census 2001 and 2011 and ONS Annual Population Survey three-year pooled dataset (2015/17).

⁵³ ONS, APS [2019](#)

⁵⁴ ONS (2019).

⁵⁵ ONS APS (2021).

⁵⁶ ONS Annual Population Survey (Jan 2015 – Dec 2017). Excludes full-time students.

⁵⁷ Ubele Rapid Review.

⁵⁸ Census 2001 and 2011 and ONS Annual Population Survey three-year pooled dataset (2015/17).

Protected Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities
Sex	<ul style="list-style-type: none"> Childcare and caring responsibilities are a significant barrier to accessing skills provision, especially for women.⁵⁹ In 2021 the gender pay gap in London is 12.4 per cent,⁶⁰ with pay gaps being higher for older women and for Black, Asian and minority ethnic women.⁶¹ The gender employment gap in London is historically bigger than the rest of the UK, with the most recent figure at 7.7 percentage points gap.⁶² National evidence has found that key reasons for the gender pay gap include that women are more likely to be in low-paid sectors and insecure employment, and that women make up the majority of low-paid earners, part-time employees, temporary workers, zero-hours contract workers, and part-time self-employed workers.⁶³ These factors also compound to mean that women have fewer assets and lower incomes over their life course, contributing to a greater incidence of poverty among women.⁶⁴ Women do 60 per cent more unpaid care and domestic work than men; this unequal division of unpaid care work in the home both contributes to and is reinforced by gender inequalities in the labour market.⁶⁵ A greater proportion of men in the UK were found to have basic digital skills than women.⁶⁶ During the COVID-19 pandemic there were increases in violence against women and girls, and increased burdens on unpaid carers, the majority of whom are women. Men are at a greater risk of dying from COVID-19, and both men and women report a drop in life satisfaction.⁶⁷
Pregnancy / maternity	<ul style="list-style-type: none"> Carers and parents of children aged 11 or under are more likely to take up some type of adult learning over the next 12 months, showing they are motivated to participate in adult learning. However caring

⁵⁹ Toynbee Hall (2022); CooperGibson Research (2021)

⁶⁰ [ONS](#) 2021. Full-time employees

⁶¹ The All-Party Parliamentary Group on Sex Equality (2018) Invisible Women.

⁶² ONS APS 2021.

⁶³ Women's Budget Group (2020). Women, employment and earnings: <https://bit.ly/2R4d4pj>

⁶⁴ Women's Budget Group (2020) Spirals of Inequality: How unpaid care is at the heart of gender inequalities: <https://bit.ly/32YITHz>

⁶⁵ Ibid.

⁶⁶ Basic Digital Skills UK Report, IPSOS (2018).

⁶⁷ Ubele Rapid Review.

Protected Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities
	<p>responsibilities are twice as likely to be a barrier for parents, compared with people who are not parents, and are the top barrier for parents.⁶⁸</p> <ul style="list-style-type: none"> • Childcare and other caring responsibilities are one of the biggest barriers faced to accessing adult education provision.⁶⁹ National evidence shows that women are more likely to shoulder these caring responsibilities than men.⁷⁰ • London faces challenges around the cost and availability of childcare for children under five: Bangladeshi, Black and Pakistani children in London are less likely to be enrolled in formal childcare and take-up of the free childcare entitlement for disadvantaged two year olds is lower in London than nationally.⁷¹ • Mothers and female carers (in receipt of carers allowance) have significantly lower employment rates than fathers and male carers (63 per cent compared with 80 per cent). The employment rate of parents and carers is influenced strongly by ethnicity – White and Asian parents and carers have higher employment rates than Black, Mixed or Other ethnic group parents and carers.⁷² • The COVID-19 pandemic had a particularly big impact on parental employment, with an almost 5 per cent drop on number of parents in work between summer 2019 and summer 2020.⁷³ National evidence shows that 46 per cent of mothers who were made redundant during the pandemic cite lack of adequate childcare as the cause, and that 70 per cent of women with caring responsibilities who requested furlough following school closures in 2021 had their request denied.⁷⁴

⁶⁸ YouGov, (2020).

⁶⁹ Toynbee Hall (2022); CooperGibson Research (2021).

⁷⁰ Women's Budget Group (2020) Spirals of Inequality: How unpaid care is at the heart of gender inequalities: <https://bit.ly/32YITHz>

⁷¹ Mayor's EDI evidence base.

⁷² GLA Economics (GLAE) Parents and Carers Evidence Base 2020.

⁷³ Beneath the headline's analysis 2020.

⁷⁴ Autumn Budget Briefing: Women and employment in the recovery from Covid-19, Women's Budget Group (2021): <https://wbg.org.uk/analysis/autumn-budget-2021-women-and-employment-in-the-recovery-from-covid-19/>

Protected Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities
Sexual orientation/ Gender reassignment (note that data and research considered looks at LGBTQ+ groups)	<ul style="list-style-type: none"> • There is a dearth of data pertaining to labour market and skills outcomes for LGBTQ+ groups, as this is not currently collected or published by the ONS. A question has been included in the 2021 census around sexual orientation, which will help support future analysis on this group. • Experiences of trauma may be particularly relevant for this group, as national evidence shows that LGBTQ+ people often experience bullying in school settings as a result of their protected characteristic.⁷⁵ • There is national evidence about workplace discrimination experienced by LGBTQ+ people, including having to hide their sexual orientation and experiencing physical attacks.⁷⁶ • The pandemic has had a negative impact on the mental health of LGBTQ+ groups, with reports of increased tensions from isolation being boxed in with families away from external communities of support, leading to increases in domestic violence.⁷⁷
Low-income	<ul style="list-style-type: none"> • Income inequality is higher in London than elsewhere – after housing costs the top 10 per cent make 10.6 times as much weekly income as the bottom 10 per cent.⁷⁸ In 2021, close to 1 in 5 (17.1 per cent)⁷⁹ Londoners had low paid jobs (below the London Living Wage) in 2021 and over half (57 per cent) were held by women.⁸⁰ Low paid jobs are concentrated by sector: 64 per cent of jobs in hospitality, and 41 per cent in retail and wholesale, are low paid. Almost three quarters of low paid jobs in London are in these two sectors. Low pay is also more prevalent among part-time workers: more than half of part-time employees are low paid, versus less than a quarter among full-time employees.⁸¹ • Low pay is more common among employed Pakistani/Bangladeshi Londoners, almost half of whom are paid below the London Living Wage. More than a third of employees who are Black or of ‘Other ethnicity’

⁷⁵ School report, Stone Wall (2017): <https://www.stonewall.org.uk/school-report-2017>

⁷⁶ LGBT in Britain Work Report, Stonewall (2018): <https://www.stonewall.org.uk/lgbt-britain-work-report>

⁷⁷ Ubele Rapid Review.

⁷⁸ Income Inequality data, (2020): <https://data.london.gov.uk/dataset/income-inequality>

⁷⁹ ONS [Employees earning below the London Living Wage](#)

⁸⁰ See the London Poverty Profile <https://www.trustforlondon.org.uk/data/low-paid-Londoners/>

⁸¹ Mayor’s EDI evidence base.

Protected Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities
	<p>are also low paid. Other groups at greater risk of low pay include disabled Londoners and people with low or no qualifications.⁸²</p> <ul style="list-style-type: none"> • Skill or qualification level is a key predictor of earnings, employment, and likelihood to participate in adult learning.⁸³ Those with no/low qualification level can be trapped in poor quality employment and low pay - 3 in 5 working Londoners without qualifications are in low paid roles.⁸⁴

⁸² London's Poverty Profile, Trust for London (2017).

⁸³ YouGov (2020); Adult Participation in Learning survey, Learning and Work (2021).

⁸⁴ [London's poverty profile](#), Trust for London

Section 4: Summary of impact that the Jobs and Skills for Londoners fund will have on equality groups

4.1 General programme actions to support equality groups

Procurement

Throughout the procurement process applicants will have to specify their approaches to increase recruitment, participation, and achievement for specific priority groups according to age, gender, ethnicity, and disability. This will be reflected in guidance issued to scorers of bids and will be considered in awarding contracts. Specifically, bidders must demonstrate that:

- robust processes are in place to identify learners in need of additional support, engaging with such individuals from the outset of delivery.
- delivery will be tailored to the needs of disadvantaged learners, ensuring other wraparound support is in place to enable learners to overcome barriers to learning.
- a strategy for maximising the impact of Learning and Learner Support or other services to support learners with multiple barriers to learning is in place.
- they have a clear understanding of skills gaps in their chosen sector(s) and a strategy to use provision to address this shortfall, including consultation with sector employers/businesses.
- working with local partners, to provision will align to local need.
- they will work with employers and other stakeholders to shape training to move learners into employment or higher paid employment.

Contract management

Diversity statistics will be monitored regularly by provider managers and when delivery is not satisfactory, the GLA will work with providers to try and improve performance. In the event of continued under-performance, the GLA will have at its disposal the ability to reduce funding or, as a last resort, withdraw the grant. Specifically, providers must:

- work under GLA's AEB grant performance management process, to be set out in the funding rules.
- report all job outcomes that meet the Mayor's definition of "Good Work".
- submit data via the Individualised Learner Record (ILR) and administer the London Learner Survey to allow the GLA and partners to evaluate the impact provision is having on priority groups.

Evaluation

The Jobs and Skills for Londoners programme will be subject to evaluation. The evaluation will include aspects which have been established as good practice through our annual process evaluations of the AEB. Data will be collected at regular intervals (monthly) from providers on all learners who participate in the programme. This will ensure a thorough analysis is carried out focusing especially on ethnicity, gender, age and disability.

Providers will also be asked to ensure learners complete the London Learner Survey (LLS). The LLS is designed to measure learners' progress against seven outcome priority areas (progression in employment and/or education, increased earnings and better-quality work, community involvement / social integration, wellbeing and self-efficacy).

4.2 Summary of impact equality groups

Protected Characteristic	Impact	Actions
Age (younger people)	Analysis of potential positive impact As younger people (19-23) are more likely to be unemployed, the JSFL fund's emphasis on "Good Work" job outcomes will help support learners from this equality group into work.	<ul style="list-style-type: none">• Bidders to include, as part of the Delivery Template, the volume of young Londoners (19-23) they expect to engage with.• Monitor the above throughout the lifecycle of the grant.
	Analysis of potential negative impact No negative impact identified.	
Age (older people)	Analysis of potential positive impact The fund will increase access to opportunities to increase qualification levels, something that a disproportionately lower in over 50s. Similarly, the fund's focus on "Good Work" job outcomes will incentivise providers to support older people into employment and reduce the gap in employment rates relative to other age groups.	<ul style="list-style-type: none">• Bidders to include, as part of the Delivery Template, the volume of older Londoners (50+) they expect to engage with.• Monitor the above throughout the lifecycle of the grant.
	Analysis of potential negative impact	

	No negative impact identified.	<ul style="list-style-type: none"> • Ensure the monitoring of engagement with this group forms a part of the performance management process.
Disability	Analysis of potential positive impact Disabled learners will benefit from increased access to skills provision and support in finding work. Learning Support provision, which can be accessed by providers, will allow them to increase resources to specifically help those learners with a disability.	<ul style="list-style-type: none"> • Bidders to include, as part of the Delivery Template, the volume of disabled Londoners they expect to engage with. • Monitor the above throughout the lifecycle of the grant. • Tender to include specific question (scored) on how bidders will look to engage with learners from this group. • Bidders will be required to articulate a strategy to maximise the impact of Learning and Learner Support
	Analysis of potential negative impact The “Good Work” job outcome payment element of the fund may promote behaviour whereby providers are less likely to engage disabled Londoners as, proportionately, they may be further from the labour market than the general population.	
Race/ ethnicity/ nationality	Analysis of potential positive impact The fund puts an emphasis on ensuring people from all backgrounds are engaged in its delivery. Previous delivery of AEB funded programmes suggests that a high proportion of Black, Asian and Minority Ethnic Londoners engage with adult skills delivery.	<ul style="list-style-type: none"> • Engage with community outreach organisations to ensure a greater awareness of the fund. • Bidders to include, as part of the Delivery Template, the volume of Black, Asian and Minority Ethnic Londoners they expect to engage with. • Monitor the above throughout the lifecycle of the grant.
	Analysis of potential negative impact No negative impact identified	
Religion	Analysis of potential positive impact In Section 3, it is outlined how qualification levels vary significantly by religion. The fund’s focus on increasing the skills of learners	<ul style="list-style-type: none"> • Bidders to outline how they plan to engage with community organisations

	<p>across London, particularly of those learners with lower qualification levels, should help reduce these disparities.</p> <p>Analysis of potential negative impact</p> <p>No negative impact identified</p>	to increase participation in the fund from all groups.
Sex	<p>Analysis of potential positive impact</p> <p>The fund's focus should help see an increase in female learners participating in qualifications that have traditionally disproportionately been overrepresented by male learners.</p> <p>Analysis of potential negative impact</p> <p>Conversely, the focus on priority sectors may have a detrimental impact on female engagement across the fund. Sectors such as the green economy are disproportionately made up of male workers. This may lead to underrepresentation of female participants.</p>	<ul style="list-style-type: none"> • Bidders to be allowed the opportunity to make a case to also deliver provision relating to sectors which are not a Mayoral priority. • Monitor engagement of female learners across the fund and by sector.
Pregnancy/ maternity	<p>Analysis of potential positive impact</p> <p>Given that carers and parents of children aged 11 or under are more likely to take up some type of adult learning over the next 12 months, the fund should provide further access to such provision. Access to childcare help through Learner Support may also increase engagement in this equality group.</p> <p>Analysis of potential negative impact</p> <p>No negative impact identified</p>	<ul style="list-style-type: none"> • Bidders to be required to articulate a strategy to maximise the impact of Learner Support.
Sexual Orientation/ gender reassignment	<p>Analysis of potential positive impact</p> <p>A lack of data pertaining to labour market and skills outcomes for LGBTQ+ groups make it difficult to analyse the potential impact of JSFL. However, the focus of the fund on social outcomes as well</p>	No further action required

	as economic will bring about a wide range of benefits to all participants.	
	Analysis of potential negative impact A lack of data pertaining to labour market and skills outcomes for LGBTQ+ groups make it difficult to analyse the potential impact of JSFL. No negative impact identified.	
Low income	Analysis of potential positive impact The fund's focus on certain priority sectors such as hospitality, where wages are often lower, will allow learners to increase skills and enable them to move into higher paid work.	<ul style="list-style-type: none"> • Ask bidders to include, as part of the Delivery Template, the volume of Low Wage Learners they expect to engage with. • Monitor the above throughout the lifecycle of the grant.
	Analysis of potential negative impact “Good Work” job outcome payments could mean providers focus on engaging learners who are out of work rather than those on low incomes.	