



## Equality and Future Generations Evaluation

<p><b>Name of the Officer</b> Karin Molson</p> <p><b>Phone no:</b> 01600 710630 <b>E-mail:</b> karinmolson@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>To approve the appointment of a part-time Learning Assistant for the MonLife Culture, Heritage and Environment Learning Service.</p>
<p><b>Name of Service area</b></p> <p>Learning - MonLife</p>	<p><b>Date:</b> 20.05.2019</p>

1. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	The appointment of a learning assistant will enable the learning service to increase learning opportunities for a greater number of people including those people or groups of people with protected characteristics.	Non appointment will result in a stagnated service with no room for expansion. This will affect all service users, not just those people with protected characteristics.	The Learning Service will continue to provide its core offer.
Disability	As above	As above	As above
Gender reassignment	As above	As above	As above

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<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Marriage or civil partnership	As above	As above	As above
Pregnancy or maternity	As above	As above	As above
Race	As above	As above	As above
Religion or Belief	As above	As above	As above
Sex	As above	As above	As above
Sexual Orientation	As above	As above	As above
Welsh Language	As above	As above	As above
Poverty	<i>As above</i>	As above	As above

**2. Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. There's no need to put something in every box if it is not relevant!

<b>Well Being Goal</b>	<b>Does the proposal contribute to this goal? Describe the positive and negative impacts.</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>

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Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>This proposal delivers on the ambition to provide jobs and develop skilled and educated people, in turn stimulating wealth and the economy.</p> <p>Employing a learning assistant will enable the Culture, Heritage and Environment learning service to grow its learning offer across all audiences enabling a greater number of users to develop skills for the future. In addition, more learning opportunities will also result in a greater number of volunteer opportunities that provide skills development for the workplace.</p> <p>Without this appointment the learning service will stagnate. It will not be able to meet the needs of the new curriculum for Wales nor the learning needs of the changing Monmouthshire demographic.</p>	<p>We will continue to deliver our current limited learning offer and update to meet the needs of a changing learning environment and demographic when capacity allows.</p>
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>The learning assistant will work across Museums, Attractions and Countryside. At present environmental learning for schools and other audiences is limited due to a lack of capacity within the countryside service. The appointment of a Learning assistant will enable us develop and expand this area of work and support the resilient Wales wellbeing goal as well as the new curriculum Science and Technology area of learning and experience.</p> <p>Without this appointment we will continue to offer a very limited environmental learning service and are</p>	<p>An extremely limited service will continue to be offered as when capacity allows.</p>

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Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	unlikely to be able to develop learning which supports the new curriculum.	
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>The positive effects of cultural activities on people's wellbeing is well documented. The learning service is becoming recognized as a sector lead in its development of services for people living with The dementia and their carers. The appointment of a learning assistant will enable us to expand this service and meet the needs of a growing demographic in Monmouthshire.</p> <p>In addition one of the new areas of learning and experience in the new Curriculum for Wales is Health and Wellbeing. Expanding the service will enable us to develop resources for this AOLE.</p> <p>Without the appointment of a learning assistant we will not be able to meet the increasing need for services for older people, people living with dementia and their carers or develop resources to support the Health and Wellbeing AOLE in time for the launch of the new curriculum.</p>	<p>We will continue to deliver our current services to older people, people living with dementia and their carers but we will not be able to expand and develop this service.</p>
<p><b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected</p>	<p>The learning service has won 2 awards for its intergenerational work with dementia and older people. This is currently on hold due to capacity issues.</p> <p>The appointment of a learning assistant would create capacity to restart and develop this work, the</p>	<p>We are investigating the use of volunteers to assist with the cafes however a member of staff is still required to lead.</p>


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	<p>focus of which is to bring young and older people together and break down generational barriers.</p> <p>Without the appointment the intergenerational cafes will either not be restarted or another learning service will have to be suspended as there is not capacity to deliver all.</p>	
<p><b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>		
<p><b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	<p>The resources developed and delivered by the Culture, Heritage and Environmental learning service are rooted in the promotion and protection of Welsh Culture.</p> <p>The appointment of a learning assistant will enable us to further expand learning focused on Welsh culture.</p> <p>Without the appointment we are unlikely to be able to develop any further opportunities to explore, promote and protect Welsh culture i.e. tourism and family learning due to lack of capacity.</p>	<p>We will continue to deliver the services and resources that are currently available.</p>
<p><b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances</p>	<p>This principal is embedded in all our learning offers and our learning is designed to enable and encourage all participants to fulfill their potential while engaged in our learning. The appointment of a learning assistant will enable us to develop a</p>	<p>Our learning offers will always embrace this principal.</p>




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	greater number of services that create greater opportunities for more people to fulfil their potential.	


3. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Balancing short term need with long term and planning for the future</p>	<p>This proposal is based upon long term planning and the continual development of a learning service across MonLife. The learning manager has recently developed a learning Strategy that cuts across all MonLife services and considers a long term five year view. This strategy takes into account the forthcoming changes in formal education (the new curriculum for Wales) which will have long term impact on the services we currently deliver to schools. In addition the increasing number of people being diagnosed with dementia in Monmouthshire and an ageing population requires us to look at developing resources and services that can support future need. The ambition to increase the number of informal visitors to our museums and attractions also impacts on the learning service with the need to develop quality resources for local and visiting families.</p>	

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<b>Sustainable Development Principle</b>	<b>Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.</b>	<b>Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
 <p>Working together with other partners to deliver objectives</p> <p><b>Collaboration</b></p>	<p>Increasing capacity within the learning service will enable us to continue and further develop existing partnerships and forge new collaborations to help us deliver our objectives.</p> <p>In addition a MonLife cross service learning group has been established to enable services to work together to deliver learning objectives identified in the learning strategy.</p>	<p>We will continue to seek partnerships with groups/organisations that can assist in enabling us to deliver upon our objectives.</p>
 <p>Involving those with an interest and seeking their views</p> <p><b>Involvement</b></p>	<p>The development of learning opportunities is based upon a range of needs and requirements. Our formal learning for schools takes into account the needs of teachers/educators who are (and will continue to be) consulted regularly. Many informal group programmes are co-produced with the participants. The Learning Assistant will be expected to continue this established practice.</p>	
 <p>Putting resources into preventing problems occurring or getting worse</p> <p><b>Prevention</b></p>	<p>The Culture, Heritage and Environmental learning service is at full capacity. The learning manager is currently taking on both a strategic and an operational role which is preventing the learning service from moving forwards due to major capacity issues. This is likely to worsen given the amount of work required to support the formal education sector in the introduction of the new curriculum for Wales, the changing demographic of Monmouthshire and the focus upon families and tourism.</p>	

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Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>It is well documented that participation in cultural life improves peoples well being and this is something we consider throughout our work. We regularly evaluate our work against the Wellbeing goals and the goals and objectives of those we are working in partnership with.</p>	

**4. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Social Justice, Corporate Parenting and Safeguarding. Are your proposals going to affect any of these responsibilities?**

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Social Justice	Increased capacity will enable the CHE learning service to work with a greater number of participants, including more volunteer opportunities and the potential to develop projects for disadvantaged communities.	N/A	N/A
Safeguarding	N/A	N/A	N/A
Corporate Parenting	Increased capacity will enable the CHE learning service to work with a greater number of participants, including more volunteer opportunities and the potential to develop projects for those at a disadvantage i.e Looked-after children.	N/A	N/A

**5. What evidence and data has informed the development of your proposal?**



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- The Monmouthshire Wellbeing Assessment
- The dementia plan for Wales
- The new Curriculum for Wales
- Primary Teacher consultation
- MonLife Learning Strategy
- Learning audience statistics

### 6. **SUMMARY:** As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

The work of the MonLife Culture, Heritage and Environmental Learning Service is rooted in the principles of Wellbeing and Future Generations Act. The learning service makes a significant and demonstrable contribution to the wellbeing goals and creates opportunities for all learners. Our severely restricted capacity prevents us from developing any further work in this area and puts at risk the opportunity to grow the service, generate income and develop future learning opportunities for our children, young people, communities and older people. Without additional capacity in the form of a part time learning assistant the service will stagnate and not be able to meet the future needs of the new curriculum for Wales or the changing demographic of Monmouthshire.

### 7. **ACTIONS:** As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible
Appoint a part-time learning assistant to work across the MonLife Culture, Heritage and Environmental learning service	As soon as possible	Green Infrastructure & Countryside Manager/Learning Manager

### 8. **VERSION CONTROL:** The Equality and Future Generations Evaluation should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision making process. It is important to keep a record of this

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**process to demonstrate how you have considered and built in equality and future generations considerations wherever possible.**

<b>Version No.</b>	<b>Decision making stage</b>	<b>Date considered</b>	<b>Brief description of any amendments made following consideration</b>
<b>1.</b>	Enterprise DMT	29/7/19	