

# London Multiply Programme

## Equality Impact Assessment

### Section 1: Introduction

This document sets out the Equality Impact Assessment for the London Multiply Programme. The purpose of the document is to:

- Demonstrate how equality groups and equalities impacts were considered in the development of the London Multiply Programme (Equality groups are groups who share a protected characteristic under the Equality Act 2010).
- Set out the likely impacts the delivery of the London Multiply Programme will have on equality groups and address wider issues of socio-economic inequality, including in the labour market and in the skills and 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.
  - taking 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 steps to take account of disabled persons' disabilities.
  - encouraging 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 Greater London Authority (GLA) is discharging its legal obligations under the Equality Act 2010 through the development and delivery of the London Multiply Programme.

The following protected characteristics were considered in this analysis:

- Age
- Disability
- Race / ethnicity / nationality

- Religion
- Sex
- Pregnancy / maternity
- Gender reassignment
- Sexual Orientation

In addition, we have also considered:

- Low-income households
- Care leavers
- Those with experience of the criminal justice system

### The London Multiply Programme

Multiply is a £559 million investment by the UK Shared Prosperity Fund (UKSPF) to deliver bespoke adult numeracy programmes over the next three years (ending March 2025). The GLA has been allocated just under £41 million of this funding to deliver Multiply across the capital.

The design of the London Multiply programme was informed by the ambitions of the [Skills Roadmap for London](#), which sets the direction for skills delivery in the capital. It aims to make skills provision more locally relevant, accessible, and impactful for communities and businesses.

The London Multiply programme will give adult Londoners the opportunity to learn and develop the essential numeracy skills they need in life and work, supporting Londoners to access higher wage employment and help mitigate the impact of the rising cost of living.

The success measures for the Multiply programme nationally are:

1. **More adults achieving maths qualifications courses** (up to, and including, Level 2 – with GCSEs and FSQs as the qualifications of choice in England – or equivalent) and an increase in participation in numeracy courses.
2. **Improved labour market outcomes** such as, fewer numeracy skills gaps reported by employers, and an increase in the proportion of adults that progress into sustained employment and / or education.
3. **Increased adult numeracy across the population** –supporting learners to improve their understanding and use of maths in their daily lives, at home and at work - and to feel more confident when doing so.

## Section 2: How equality groups and equalities impacts were considered in the development of the London Multiply Programme

Throughout the development of the Multiply programme, the GLA took a number of steps to analyse the potential impact on equality groups and existing inequalities and took subsequent actions to support accessibility for groups with protected characteristics. These steps included the following:

### a. Stakeholder engagement

The GLA conducted rapid consultations with key stakeholder groups including adult education providers, other regional bodies, numeracy specialists, and teaching organisations. The GLA sought responses and feedback from 121 current providers of the Adult Education Budget (AEB) in London. Providers were asked for their assessment of need and priorities for numeracy provision, which groups provision should seek to support, and how they are equipped to deliver numeracy provision to these groups.

Consultations and meetings were also held with National Numeracy, similar regional bodies delivering Multiply funding, and teaching organisations. These consultations encompassed existing challenges and barriers that individuals from different groups can face when accessing existing skills provision. Engagement also focussed on the potential needs of particular groups and how Multiply could support these.

Key insights included the difficulty learners have transitioning from level 1 functional skills maths to GCSE maths, and the role of 1:1 tutoring. All of this feedback was aggregated and informed the development of the Multiply programme priorities to work more flexibly to support those with protected characteristics, including those most impacted by the pandemic and cost of living.

### b. Analysis of existing GLA datasets

GLA datasets were analysed to understand the equality groups least likely to engage in traditional AEB provision<sup>1</sup>, which provides statutory support for basic maths and numeracy skills. This included the examination of Individual Learner Records (ILR) and independent evaluations of the AEB in London conducted by IFF Research. These datasets disaggregated the BAME grouping into the 19 ethnicity groups used in the 2021 census<sup>2</sup> to understand more accurately how ethnicity impacts participation. The analysis also sought intersectional insights across age, disability, ethnicity, geography, and parental status.

Based on these insights, the GLA gained a better understanding of which groups were most and least likely to engage in numeracy provision. This analysis was compared against Key Stage 4 (KS4) outcomes<sup>3</sup> and an analysis on local need by local authority to identify potential high-need learners from equality groups where Multiply provision should be more targeted.

---

<sup>1</sup> Based on an intersectional analysis of 21/22 ILR data on fields for race, age, disability and parental status.

<sup>2</sup> GOV.UK (2021) [List of ethnic groups: 2021 Census](#)

<sup>3</sup> GOV.UK (2022) [GCSE English and maths results](#)

### c. Wider literature review on barriers

The GLA conducted a literature review on the barriers that may prevent equality groups from accessing existing numeracy provision. This included GLA commissioned research papers and secondary research, such as employer and campaign group reports. Qualitative examples included the Learning & Work Institute which outlined best practice in delivering maths and English to different priority and equality groups, and a peer-research project from Toynbee Hall, commissioned by the GLA, that highlighted the importance of supportive learning environments.

Research findings broadly aligned with GLA datasets, this informed the GLA's approach to Multiply and how it could be built to go above existing provision and support underserved and equality groups more closely.

### d. Alignment with GLA programmes and support

The GLA currently delivers several programmes to improve the accessibility of adult skills provision. To ensure equality groups have better access to the opportunities of Multiply it will align and complement these programmes, these include:

- **The AEB** supports a wide range of skills provision and is delivered by a range of provider types including general Further Education (FE) colleges, local authorities, independent training providers, sixth form colleges and universities. 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 (earning less than the London Living Wage).
- **The Mayor's Jobs and Skills campaign** aims to engage Londoners and promote information and awareness of adult learning opportunities in the capital. The campaign includes online media and posters in physical locations across shops and the TfL estate. The campaign also includes a community outreach programme<sup>4</sup> which aims to help more Londoners into adult education, particularly Londoners who can benefit the most from learning opportunities, by funding small outreach grants to grassroots community organisations to support awareness raising and onward referral to learning opportunities.
- **No Wrong Door** aims to boost coordination and partnership working between skills providers, employers, and other support services (including Department of Work and Pensions programmes) to help create an integrated skills and employment support offer in London.
- **UnionLearn Regional Coordinators** aim to promote and raise awareness of skills interventions through unionised work forces and employers. UnionLearn Regional Coordinators will promote adult learning courses to relevant stakeholders to encourage skills development amongst unionised workers, including those more likely to be older (aged 50+) and/or be disabled<sup>5</sup>.

---

<sup>4</sup> Known as the Skills for Londoners Community Outreach programme

<sup>5</sup> Department for Business, Energy and Industrial Strategy (2022) [Trade Union Membership, UK 1995-2021: Statistical Bulletin](#)

The GLA has also appointed a team of officers to ensure Multiply aligns with existing programmes working to make London's skills offer more accessible and locally relevant. 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.

#### **e. Evaluation through the London Learner Survey**

The GLA is extending the London Learner Survey to include the London Multiply programme learners and participants. The London Learner Survey will robustly measure the social and economic outcomes of learning. The survey will allow the GLA to evaluate the success of the programme in reaching equality groups and the outcomes they achieve. The survey is a requirement for providers to administer to all learners on the Multiply programme. The evidence generated will be used to develop subsequent years of the Multiply programme and influence wider policy development, including how to deliver impact, make learning more accessible and/or locally relevant.

#### **f. Responding to local need**

The GLA conducted an assessment of local needs based on qualification levels by local authority district. As a result, the GLA allocated proportionally higher funding and support to local authorities where data highlighted local skills need, this coincided with areas that had higher levels of wider disadvantage and Londoners with protected characteristics. Using this method the GLA allocated greater resource to interventions serving equality groups.

London Multiply providers will also have the autonomy to determine the value of funding used to make reasonable adjustments for equality groups and meet the conditions of the 2010 Equality Act. This action is in response to research which suggests that providers sometimes struggle to meet the cost of reasonable adjustments<sup>6</sup>. This adaptive funding model aims to allow providers to offer specific and tailored adjustments to their courses in order to make them more accessible to equality groups in their area.

#### **g. Provider best practice**

To qualify for Multiply funding in London, the GLA required all potential Multiply providers to present an overview of how they would meet the Public Sector Equality Duty and ensure provision is accessible, reaching equality groups most likely to benefit from provision. This will be monitored by the GLA throughout the programme<sup>7</sup> and will inform the allocation of growth funding in future years.

---

<sup>6</sup> Learning & Work Institute (2022a, pending) *Effective practice in English and maths for adult learners in London*

<sup>7</sup> Note: The GLA receives equalities data through central government's Individual Learning Record (ILR). The GLA will only be able to monitor equalities data that is recorded on the ILR. These characteristics are: age, disability, race/ ethnicity/ nationality, and sex. We may also receive some data on "low-income" individuals.

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

Through this analysis, and wider work done as part of the development of the Skills Roadmap for London, the GLA has identified key barriers and inequalities experienced by different groups when accessing and engaging with basic skills, including entry-level maths, provision.

This section sets out many of the common barriers faced by equality groups and those specific to protected characteristics.

- **Childcare**

Childcare is a significant barrier to learning. A lack of childcare facilities and support, such as creches available at training locations and inability to afford or find alternative/flexible childcare<sup>8</sup>, often restricts time and resource available to undertake education and skills training. This barrier is more likely to affect women, and access to and take-up of free childcare varies by equality group such as ethnicity.<sup>9</sup>

- **Experience of trauma**

Negative experiences of learning at a young age, can lead to distrust of education institutions and a reluctance to engage with them later on in life.<sup>10</sup> Young people are more likely to have negative experiences at school if they do not achieve as well academically<sup>11</sup>, receive fixed-term or permanent exclusions<sup>12</sup>, or experience bullying<sup>13</sup>. These factors are strongly correlated with equality groups, including minority ethnic background, disability, and family income<sup>14</sup>. Specific to maths, it has been found that these traumas may lead to attitudinal barriers, such as mathematics anxiety or phobia, low self-efficacy, unproductive beliefs about mathematics and its usefulness, and other negative attitudes, feelings, and self-perceptions.<sup>15</sup>

- **Lack of information / awareness**

People may not know where to find information about skills provision and aren't aware of wrap-around support/entitlements available to support them.<sup>16</sup> For those experiencing severe inequality and disadvantage, people are primarily reliant on social connections for finding courses, with standard educational provider communications being less effective.<sup>17</sup>

---

<sup>8</sup> Department for Education (2018) [Barriers to learning for disadvantaged groups](#)

<sup>9</sup> Learning & Work Institute (2022a, pending) *ibid*

<sup>10</sup> Toynbee Hall (2022) [More than just education: A participatory action research project on adult education in London](#)

<sup>11</sup> Learning & Work Institute (2022b) [Local learning: place-based insight on what works to drive up essential skills participation](#)

<sup>12</sup> Department for Education (2019) [School exclusion: a literature review on the continued disproportionate exclusion of certain children](#)

<sup>13</sup> Yang C (2018) [Bullying victimization and student engagement in elementary, middle, and high schools: Moderating role of school climate](#)

<sup>14</sup> Department for Education (2019) *ibid*; Department for Education (2022) [Permanent exclusions and suspensions in England](#)

<sup>15</sup> Gal I, Grotluschen A, Tout D, Kaiser G (2020) [Numeracy, adult education, and vulnerable adults: a critical view of a neglected field](#), *ZDM Mathematics Education* 52, 377–394

<sup>16</sup> Toynbee Hall (2022) *ibid*; CooperGibson Research (2021) *London Adult Education Roadmap - Summary of consultation and community engagement feedback*

<sup>17</sup> Toynbee Hall (2022) *ibid*.

- **Limited non-accredited provision**

Non-accredited provision (for example, bridging courses between qualification levels or taster sessions) can play an important role in supporting learners throughout their learner journey. Providers able to adjust their delivery in this way can offer differentiated provision that meets a wider range of learner needs.

- **Lack for community-based provision**

Skills provision rooted in community settings can support learners to participate and persist with their learning. Community-based outreach and delivery encourages adults from different backgrounds and across all ages to learn new skills and can help adults to overcome attitudinal barriers to learning. English and maths provision that is contextualised to a community context or a workplace can support progression. Providers working in partnership with community organisations and employers is a key facilitator to this.

- **Need for innovative provision**

Embedding digital skills provision into English and maths classes, or English and maths into a vocational course can support learner motivation, attendance and progression. It can also work to promote digital literacy, which is another common barrier for underserved groups.

- **Need for accessible provision**

There are advantages to online provision, particularly for learners studying at higher levels. However, for others, including learners studying at lower levels and adults experiencing digital exclusion, some element of face-to-face provision and support is highly beneficial throughout the learner journey. Peer support can also help learners at all levels throughout their learning journey.

Protected Characteristic	Summary of participation in labour market/ skills provision, and key barriers and inequalities faced
Age (19-24)	<ul style="list-style-type: none"> <li>• 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.<sup>18</sup></li> <li>• The COVID-19 pandemic has had a significant impact on the mental health of young people that has reduced their participation in the labour market.<sup>19</sup></li> <li>• In England by the age of 20-22, numeracy skills have fallen behind other countries. One reason for the limited progress in later teenage years could be low educational participation.<sup>20</sup> London's AEB data demonstrates that only 5,290 young people aged 19-23 engaged in maths.<sup>21</sup></li> <li>• Almost six in 10 (58 per cent) secondary maths teachers believe that negative caricatures or stereotypes around mathematicians are impacting their students' interest in maths and/or maths careers.<sup>22</sup></li> </ul>
Age (50+)	<ul style="list-style-type: none"> <li>• Only 6 per cent of older Londoners are currently undertaking some form of adult learning, compared to 14 per cent of all Londoners. Older Londoners are less likely to say they are planning to take-up adult learning. Older Londoners motivations for learning are more focused on leisure or personal interest than other age groups; and lack of interest and feeling “too old” were the biggest barriers to learning for the older group.<sup>23</sup></li> <li>• Older Londoners (50-64) are more likely to have no qualifications, and fewer have degree level qualifications, compared with 25-49 age group.<sup>24</sup> Older Londoners (65 and over) also have the</li> </ul>

<sup>18</sup> Buzzeo et al (2016) [Tackling unemployment among disadvantaged young people](#), Brighton: Institute for Employment Studies

<sup>19</sup> Murray K, Rolston Y (2020) [Rapid review of the impact of COVID-19 on those with protected equality characteristics in London](#), London: Ubele Initiative

<sup>20</sup> Kuczera M, Field S, Windisch H (2016) [Building skills for all: a review of England](#), Paris: OECD Skills Studies

<sup>21</sup> Greater London Authority (2022) [GLA Adult Education Budget](#)

<sup>22</sup> Pearson (2021) [Power of maths: stat-shot series: perceptions, diversity and inclusion in maths](#)

<sup>23</sup> YouGov (2020) GLA commissioned polling of Londoners on adult learning

<sup>24</sup> Office for National Statistics (2019) [Annual Population Survey three-year pooled dataset \(2015-17\)](#).



	lowest prevalence of basic digital skills at 49 per cent, followed by 55-64-year-olds at 75 per cent, compared with 96 per cent for those aged 15-34.
Disability	<ul style="list-style-type: none"> <li>• 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.<sup>25</sup></li> <li>• 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.<sup>26</sup> Providers report that often funding is insufficient to fully meet support requirements of learners with a disability or learning difficulty.<sup>27</sup></li> <li>• Research demonstrates that 2 in 5 people with learning difficulties are not diagnosed in childhood.<sup>28</sup></li> <li>• The largest disparity between disabled and non-disabled people achieving no qualifications was for the 60 to 64 years age group. Disabled people in this age group were almost two and a half times more likely to have no qualifications than non-disabled people, with 24.1 per cent and 10.4 per cent having qualifications respectively.<sup>29</sup></li> <li>• Disabled men were three times less likely to attain qualifications than non-disabled men, (18.1 per cent compared with 6.3 per cent respectively). This disparity was smaller but consistent for women, with 14.6 per cent of disabled women attaining no qualifications in comparison with 5.6 per cent of non-disabled women.<sup>30</sup></li> </ul>
Race / Ethnicity/ Nationality	<ul style="list-style-type: none"> <li>• 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.<sup>31</sup></li> </ul>

<sup>25</sup> Greater London Authority (2019) [Equality, diversity and inclusion evidence base for London](#); Office for National Statistics (2011) *Census*; Office for National Statistics (2011) *Census*; Office for National Statistics (2019) *ibid*.

<sup>26</sup> Toynbee Hall (2022) *ibid*.

<sup>27</sup> Learning & Work Institute (2022, pending) *ibid*

<sup>28</sup> Rickard W, Donkin A (2018) [A fair, supportive society: summary report](#), London UCL Institute of Health Equity

<sup>29</sup> Office for National Statistics (2019) [Disability and education, UK: age and sex](#)

<sup>30</sup> Office for National Statistics (2019) *ibid*

<sup>31</sup> YouGov (2020) *ibid*

- White Londoners are most likely to be educated to higher education level or above, and least likely to have no qualifications (except for the Mixed ethnic group), when compared with Black, Asian and minority ethnic Londoners. 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.<sup>32</sup>
- Nationally, Gypsy, Roma and Traveller' are least likely to achieve a grade 5 or above at English and Maths KS4, who achieve pass rates of 9.1 per cent and 21.1 per cent respectively. This result is followed closely by Black Caribbean students who have a pass rate of 35.9 per cent. When gender is taken into consideration, the pass rate for Black Caribbean male students falls to 30 per cent.<sup>33</sup>
- Analysis of London's AEB demonstrates that individuals from "any other white" and "African" background are most likely to engage in AEB maths. While Irish, Gypsy, Chinese and individuals from mixed backgrounds had the lowest engagement rates.<sup>34</sup> This data does account for need, as it is also true that individuals from a Chinese background achieve the highest KS4 grades of any ethnicity, so poor engagement in AEB may be due to previous achievement of maths qualifications. This is in contrast to individuals from Black Caribbean decent, who achieve the third-lowest Maths and English results at KS4 and also have exceptionally low engagement in London's AEB.
- The pandemic has had a disproportionate health and economic impact on Black, Asian and minority ethnic people. For these groups, pre-existing educational, economic and social inequalities have been exacerbated.<sup>35</sup>

<sup>32</sup> Office for National Statistics (2011) *Census*; Office for National Statistics (2011) *Census*; Office for National Statistics (2019) *ibid*.

<sup>33</sup> GOV.UK (2022) [GCSE English and maths results: ethnicity](#)

<sup>34</sup> Greater London Authority (2022) *ibid*

<sup>35</sup> Murray K, Rolston Y (2020) *ibid*

Religion	<ul style="list-style-type: none"> <li>• Between 2012 and 2018 in England and Wales, those who identified as Christian were consistently less likely to report having a degree or equivalent qualification than all other religious groups, likely reflecting the older age profile of this group.<sup>36</sup></li> <li>• Over the same period, although the percentage has been declining over time, those who identified as Muslim were more likely to report having no qualifications than most other religious groups.<sup>37</sup></li> <li>• Economic inactivity was highest among women who identified as Muslim, over half of whom were economically inactive.<sup>38</sup></li> <li>• After taking into account age, sex, ethnic group, marital status, region of residence and highest qualification held, adults who identified as Muslim were significantly less likely to be economically active than those who identified as Christian, particularly for women.<sup>39</sup></li> <li>• Differences in qualification levels were stronger predictors of employment outcomes than religious affiliation, though occupation was the strongest predictor of median pay.<sup>40</sup></li> </ul>
Sex (Gender)	<ul style="list-style-type: none"> <li>• National evidence has found the key reasons for the gender pay gap include, women being more likely to be in low-paid sectors and insecure employment, and make up the majority of low-paid earners, part-time employees, temporary workers, zero-hours contract workers, and part-time self-employed workers.<sup>41</sup> These factors compound to mean women are more likely to have fewer assets and lower incomes over their life course, contributing to a greater incidence of poverty among women.<sup>42</sup></li> </ul>

<sup>36</sup> Office for National Statistics (2020) [Religion, education and work in England and Wales: February 2020](#)

<sup>37</sup> Office for National Statistics (2020) *ibid*

<sup>38</sup> Office for National Statistics (2020) *ibid*

<sup>39</sup> Office for National Statistics (2020) *ibid*

<sup>40</sup> Office for National Statistics (2020) *ibid*

<sup>41</sup> Women's Budget Group (2020a) [Women, employment and earnings](#)

<sup>42</sup> Women's Budget Group (2020b) [Spirals of Inequality: how unpaid care is at the heart of gender inequalities](#)

	<ul style="list-style-type: none"> <li>• Women undertake 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.<sup>43</sup></li> <li>• A greater proportion of men in the UK were found to have basic digital skills than women.<sup>44</sup></li> <li>• Childcare and caring responsibilities are a significant barrier to accessing skills provision, especially for women.<sup>45</sup></li> </ul>
Pregnancy/Maternity	<ul style="list-style-type: none"> <li>• 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 responsibilities are twice as likely to be a barrier for parents compared with people who are not parents. Caring responsibilities is the top barrier for parents.<sup>46</sup></li> <li>• Childcare and other caring responsibilities are one of the biggest barriers faced to accessing adult education provision.<sup>47</sup> National evidence shows that women are more likely to shoulder these caring responsibilities than men.<sup>48</sup></li> <li>• London faces challenges around the cost and availability of childcare for under-fives: 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.<sup>49</sup></li> <li>• 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</li> </ul>

<sup>43</sup> Women's Budget Group (2020b) *ibid*

<sup>44</sup> Lyons (2019) [Basic digital skills UK report](#), London: IPSOS

<sup>45</sup> Toynbee Hall (2022) *ibid*; CooperGibson Research (2021) *ibid*.

<sup>46</sup> YouGov (2020) *ibid*

<sup>47</sup> Toynbee Hall (publication expected 2022); CooperGibson Research (2021) *ibid*.

<sup>48</sup> Women's Budget Group (2020b) *ibid*

<sup>49</sup> Greater London Authority (2019) *ibid*

	<p>carers have higher employment rates than Black, Mixed or Other ethnic group parents and carers.<sup>50</sup></p> <ul style="list-style-type: none"> <li>• 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.<sup>51</sup> 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.<sup>52</sup></li> </ul>
Gender reassignment	<ul style="list-style-type: none"> <li>• Experience 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.<sup>53</sup></li> <li>• 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.<sup>54</sup></li> </ul>
Sexual orientation	<ul style="list-style-type: none"> <li>• Proportionally, people who identify as gay, lesbian or bi-sexual who are employed are more likely to be in higher-level job roles. For example, in 2020 23 per cent of people who identified as gay or lesbian in ONS data, were in managerial or professional roles, while 26 per cent of people who identified as bi-sexual were in the same category<sup>55</sup>.</li> <li>• However, LGBT+ professionals report a 16 per cent pay gap between their straight colleagues. 61 per cent of LGBT+ workers said they had been made to feel uncomfortable at work. This figure was 20 per cent for transgender respondents.<sup>56</sup></li> </ul>

<sup>50</sup> Greater London Authority (2020a) [Adult learner polling: parents and carers](#)

<sup>51</sup> Greater London Authority (2020b) [GLA Economics Labour Market Analysis](#) .

<sup>52</sup> Women's Budget Group (2021) [Autumn budget briefing: women and employment in the recovery from COVID-19](#).

<sup>53</sup> Stonewall (2017) [The school report](#)

<sup>54</sup> Murray K, Rolston Y (2020) *ibid*

<sup>55</sup> Office for National statistics (2022) [Sexual orientation, UK](#)

<sup>56</sup> Edmonds L (2019) [LGBT+ workers 'paid £7,000 less than straight counterparts'](#), The Evening Standard. London

Additional groups	<p><b>Low-income</b></p> <ul style="list-style-type: none"> <li>• Complex financial decisions (retirement plans, tax returns) are less likely to be made by low-literate adults.<sup>57</sup></li> <li>• Students who are disadvantaged, have special educational needs and disabilities (SEND), or are girls are more likely to think that maths, and associated careers, are not accessible or appealing.<sup>58</sup></li> </ul> <p><b>Care leavers</b></p> <ul style="list-style-type: none"> <li>• In 2017, a report from the Prince's Trust found that, of the care leavers surveyed, 87 per cent had less than five GCSEs at grade A* to C.<sup>59</sup></li> <li>• Lower grade attainment in school can lead to a lack of engagement in higher education among care leavers. For example, in 2020, there were 31,260 care leavers aged 19-21 in England, of these only 6 per cent were reported to be in higher education.<sup>60</sup></li> <li>• For young people leaving care, finding and keeping a job can be challenging. The Prince's Trust found that 78 per cent of care leavers surveyed were not in any form of education, employment, training or volunteering.<sup>61</sup> In 2020, only 26 per cent of care leavers aged 19-21 in England were in training or employment.<sup>62</sup></li> <li>• For some young people, employment can leave them financially worse off than being on benefits, a factor that fails to incentivise care leavers to get into work. Having to manage their own finances independently can be difficult, especially as most of their finances will have been managed for them throughout their care.<sup>63</sup></li> </ul>
-------------------	---

<sup>57</sup> Gal I, Grotluschen A, Tout D, Kaiser G (2020) *ibid*

<sup>58</sup> Pearson (2021) *ibid*

<sup>59</sup> Princes Trust (2017) [Research summary: from care to independence](#)

<sup>60</sup> GOV.UK (2020a) [Children looked after in England including adoptions](#)

<sup>61</sup> Princes Trust (2017) *ibid*

<sup>62</sup> GOV.UK (2020a) *ibid*

<sup>63</sup> Compass Fostering (2021) [What challenges do care leavers face?](#)

### **People with experience of the criminal justice system**

- Data from 2008 shows two years after release from prison 15 per cent of offenders were in P45 employment, and during the two-year period overall, 29 per cent of offenders started P45 employment at some point.<sup>64</sup>
- The Ministry of Justice highlights, in its Education and Employment Strategy<sup>65</sup>, that ‘many ex-offenders have multiple problems in their lives, including troubled family relationships, drug and mental health problems, lack of suitable accommodation, low educational achievement and poor employment records,’ as well as facing prejudice from employers.
- Nearly a third of people assessed in prison in 2016-17 reported that they had a learning disability or difficulty.<sup>66</sup>

---

<sup>64</sup> Ministry of Justice, Department for Work and Pensions (2011) [Offending, employment and benefits – emerging findings from the data linkage project](#)

<sup>65</sup> Ministry of Justice (2018) [Education and Employment Strategy](#)

<sup>66</sup> Prison Reform Trust (2018) [Prison: the facts: Bromley briefings Summer 2018](#)

## Section 4: Summary of impact that the London Multiply Programme will have on equality groups

The London Multiply Programme will be delivered by 61 adult education providers. These providers have developed a programme of numeracy provision which fits into several of the 10 intervention areas identified by central government<sup>67</sup>:

- a. Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications.
- b. Courses designed to help people use numeracy to manage their money.
- c. Innovative numeracy programmes delivered together with employers
- d. Courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy order to access a certain job/career.
- e. New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification.
- f. Courses for parents wanting to increase their numeracy skills in order to help their children and help with their own progression.
- g. Numeracy courses aimed at prisoners, those recently released from prison or on temporary licence.
- h. Numeracy courses aimed at those 19 or over that are leaving, or have just left, the care
- i. Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners.
- j. Additional relevant maths modules embedded into other vocational courses.

The GLA's assessment of the Multiply Programme's ability to meet the needs of equality groups has been based on the actions listed above and provider plans; our analysis is grouped by intervention areas. This has enabled the GLA to understand and evaluate how Multiply provision will engage and support equality group.

---

<sup>67</sup> Department for Education (2022) [Multiply Investment Prospectus \(England\)](#)



Intervention Type	Description / Action	Impacts
<p>Numeracy Courses delivered within adult learning facilities</p>	<p>Multiply will be delivering at least 244 numeracy courses through adult learning providers designed to increase confidence with numbers, help people use numeracy in their everyday lives, such as money management, and achieve formal maths qualifications, supporting people to upskill and access higher wage employment.</p> <p>Course provision will vary from bitesize, taster, accredited and employment sector specific courses, there will also be distinct courses for:</p> <ul style="list-style-type: none"> <li>• parents wanting to increase their numeracy skills</li> <li>• prisoners, those recently released from prison, or on temporary licence.</li> <li>• those 19 or over that are leaving, or have just left, the care system.</li> </ul> <p>Maths skills will also be embedded into vocational courses across the board.</p> <p>In most circumstances providers will have in-house teams of specialists who can support learners access courses. Providers have also designed Multiply courses and resources to better suit learners from equality groups and improve accessibility. This includes:</p> <ul style="list-style-type: none"> <li>• Customising teaching to meet specific needs (e.g. using visual aids, real life</li> </ul>	<p>These interventions will engage at least 24,000 Londoners with low numeracy skills in numeracy courses and interventions free of charge, and as higher funding has been allocated to areas with higher levels of wider disadvantage, activity is likely to reach a higher proportion of equality groups<sup>68</sup> than non-targeted activity.</p> <p>Specialised support and tailored courses will help improve accessibility and progression for learners facing disadvantage or specific barriers, such as disabled learners and those with caring responsibilities.</p> <p>The availability of non-accredited provision, such as taster, bitesize and vocational courses, can help adults to overcome attitudinal barriers to learning, especially for those who have had negative experiences at school or those who are new to maths, and provide learners with an innovative way to get into maths that is relevant for them. It is also likely the variety of courses will help support Londoners who face difficulty transitioning from level 1 functional skills maths to GCSE maths.</p> <p>As such, it is likely these learners will be better equipped to reach further education and</p>

<sup>68</sup> GOV.UK (2020b) [People living in deprived neighbourhoods](#)

	<p>examples, teaching learners to “self-talk” for those with dyscalculia)</p> <ul style="list-style-type: none"> <li>• Providing specialised resources to increase accessibility (e.g. laptops with specific software, hearing loops, sign language interpreters, learning materials in braille, large type or coloured paper/overlay)</li> <li>• Ensuring course times are flexible to accommodate a broad range of needs</li> <li>• Provision of 1:1 / small group support for those with specialised learning needs</li> <li>• Online courses supported by tutors with specialist knowledge and experience of supporting different groups</li> <li>• Dedicated staff support including BSL Signers, Mentors, and Additional Learner Support Tutors</li> <li>• Allocating a portion of funds to Learning Support requests, to ensure that those with high-level learner needs are supported.</li> </ul>	<p>employment goals, including higher wage employment. It is also likely this provision will help address labour market inequality and employment skills gaps and bring Londoners from different backgrounds together.</p> <p>The GLA will monitor the impact of these actions to assess how Multiply provision supports Londoners with different protected characteristics and to develop future policy and programmes that better respond to the needs of equality groups.</p>
<p>Numeracy courses embedded into other settings</p>	<p>Multiply providers will be providing at least 91 numeracy courses delivered through employers to address specific skills gaps and community organisations to reach those least likely to take part in adult learning.</p> <p>The GLA will also encourage providers to subcontract to community-based delivery partners where relevant to increase the prevalence of community-based Multiply interventions.</p>	<p>These interventions aim to engage at least 7,500 Londoners with low numeracy skills in free maths courses.</p> <p>Our research and engagement work has shown that community organisations are effective at reaching and supporting the most disadvantaged Londoners across equality groups access learning, including Black, Asian and minority ethnic groups, older Londoners, young Londoners,</p>

	<p>Providers have told us Multiply interventions will be delivered in or in partnership with:</p> <ul style="list-style-type: none"> <li>• Churches and other religious centres</li> <li>• Schools and children's' centres</li> <li>• Rehab centres</li> <li>• Job Centre Plus</li> <li>• The NHS</li> <li>• Libraries</li> </ul>	<p>women, disabled Londoners and low-income Londoners. The GLA therefore expects a large proportion of learners reached through these settings to be from equality groups, and the impact of this activity to be positive on learners engaged.</p> <p>Community-based learning supports learners to participate and continue with their learning, as it is likely these groups will access specialist and tailored support in these settings, therefore improving the impact of Multiply on these groups.</p> <p>This work will be aligned with insight from the Skills for Londoners Community Outreach Programme to further reach and support Londoners with protected characteristics into learning.</p> <p>Courses delivered with employers will help upskill low-income Londoners in work, supporting them to progress and access higher wage employment where they are, and will address wider labour market inequality and employment skills gaps.</p> <p>Learning in community and employment setting, outside of an educational setting, can help those adults most likely to have attitudinal barriers to learning due to negatives experiences, including parents, low-income groups, and those from minority ethnic backgrounds.</p>
--	---	--

<p>Workforce Development</p>	<p>A proportion of provider's Multiply allocation will be invested into workforce development. This activity will include</p> <ul style="list-style-type: none"> <li>• recruitment campaigns to target key specialised teachers and improve workforce diversity</li> <li>• dedicated CPD training and support for existing staff to support learners with diverse needs</li> <li>• regular training for staff to ensure that they are aware of unconscious bias and methods to address it inappropriate behaviours.</li> </ul> <p>The GLA will support providers in the sharing best practice across Multiply interventions to support practitioners and make Multiply interventions more inclusive.</p>	<p>A more diverse and representative adult learning workforce will improve providers and tutors understanding of how to support learners with protected characteristics and help create an inclusive environment. This, and seeing themselves represented in the adult education system, is expected to have a positive impact on all equality groups.</p> <p>Ongoing support and training to enhance staff's ability to support those with varied and specialised needs will enable more Londoners from equality groups to access learning and succeed in developing skills useful to them.</p>
<p>Outreach and Engagement</p>	<p>The GLA will be supporting providers to ensure the London Multiply programmed reaches all Londoners, this includes:</p> <ul style="list-style-type: none"> <li>• A diverse and inclusive engagement campaign that will include both digital and offline channels.</li> <li>• Integrating Multiply referral routes into existing outreach programmes including, No Wrong Door, UnionLearn, and the Mayor's Jobs and Skills campaign/Skills for Londoners Community Outreach programme.</li> </ul>	<p>These actions will strategically target learners with protected characteristics who may require more support. It will also improve signposting and referrals into Multiply provision, helping address the lack of information and awareness of the skills offer identified across equality groups.</p> <p>Integrating outreach into existing community engagement activity will likely increase the number of Londoners from target groups being referred to adult skills provision and hearing about it through social connections.</p>

	<p>In addition to this, Multiply providers will be:</p> <ul style="list-style-type: none"> <li>• Using in-house outreach teams to engage local communities in courses available</li> <li>• Extending links with local community-based organisations, employers, and referral networks</li> <li>• Running inclusive marketing practices, in compliance with Public Sector Equality Duty, to ensure that all marketing is representative of local communities</li> <li>• Running broad borough-wide engagement activities to connect with those who would not usually engage in adult learning</li> <li>• Working in partnership with their various services to identify learners who require support and are less likely to engage in adult learning (e.g. social prescribing and homelessness teams)</li> <li>• Inclusive marketing practices: including leaflets with less text and more graphics, social media, local papers, websites, word of mouth and information shown on the Big Screen</li> <li>• Working with referral partners to ensure any specialist requirements are shared with learners pre-course.</li> </ul>	<p>The diverse range of engagement activity will be more likely to reach digitally excluded Londoners, who are also more likely to be from equality groups.</p> <p>Wider engagement in partnership with essential and community services (e.g. housing) is expected to reach equality groups more likely to use these services. <sup>69</sup></p> <p>The GLA will monitor the impact of these activities to ensure that diverse cohorts of learners are able to engage with and gain support through Multiply interventions.</p>
--	---	--

<sup>69</sup> GOV.UK (2020c) [Renting social housing: by ethnicity and area](#)