

The logo for The Lancashire Partnership features a horizontal bar with a purple-to-pink gradient and a diagonal shadow effect. The text "The Lancashire Partnership" is centered over the bar, with "The Lancashire" in a dark purple font and "Partnership" in a white font.

**The Lancashire
Partnership**

Narrowing the Gaps

**The Impact Assessment Toolkit for the Lancashire Local
Area Agreement**

Part 1: Initial screening – to be carried out by Theme or Indicator Lead

- **Indicator(s): NI 163: Proportion of population aged 19-64 for males and 19-59 for females qualified to at least level 2 or higher**

1. Context

<p>1a) Lead Officer for the indicator and their contact details</p>	<p>Barrie Moreton Lancashire County Developments Ltd PO Box 78 Preston PR1 8XJ barrie.moreton@lancashire.gov.uk 01772 335560</p>
<p>1 b) What are the aims/objectives of the indicator?</p>	<p>Improving Skills in Lancashire is vital if Lancashire residents and businesses are able to compete in an increasingly globalised economy. Level 2 skills are considered to be the minimum level required in the majority of future employment opportunities.</p> <p>A 9.3% increase is proposed to the 2006 baseline (68.6%). District confidence levels make local targets difficult to propose. This is intended to be achieved through:</p> <ul style="list-style-type: none"> • Raising skills levels of those at, or below level 2 in the current workforce; • Collaborative working aligned to NI 153, supporting more people claiming out-of-work benefits back into or towards work. <p>The outcome will be an increase in Level 2 skills attainment, supporting economic growth, health and well being and the future prospects for individuals and their families</p> <p>Consideration should also be given to;</p> <ul style="list-style-type: none"> • The role out and impact of the 14 - 19 reform agenda, such as Raising the compulsory

	participation age to 17 by 2013 and 18 by 2015 • Partnership working involving the Lancashire life long learning network.	
1 c) Who are the main people or groups of people who will benefit from this indicator?	All communities suffer either directly or indirectly through the lack of skills within Lancashire and the UK, particularly: Working-age benefit claimants Employees in Lancashire with skills below Level 2 Teenage / Lone Parents Traditional white communities, especially males	Rural communities Disabled Ex Offenders Young Offenders Excluded from School Looked After Children BME
Date	8 th December 09	

2. Information

2 a) Data, surveys, research, other information What information has been used to support work on this indicator? (e.g. demographic data from Lancashire Profile to demonstrate knowledge of the makeup of communities being served, Place Survey information, information gathered from other research/surveys/etc)	Department for Innovation, Universities and Skills, Calendar year data from the Office for National Statistics Annual Population Survey and the Lancashire Profile. Also, the Learning and Skills Council, destination data from Young Peoples Service and the Leitch report. This committed the Government to working towards a demand-led system to put purchasing power for learning in the hands of the employers and individual learners. Leitch recommends that the UK commits to a new vision - to become a world leader in skills by 2020.
2 b) Community groups How have different groups of people helped to inform the work on this indicator? (e.g. have focus groups)	The LAA Economic Theme group has embraced the third sector in a variety of ways e.g. information presented regarding ex-offenders.

<p>been used? which community groups representing particular people have fed into the work? etc. A Directory of some of the equality groups in Lancashire can be found at Appendix D on page 22 of this toolkit).</p>	
<p>2 c) Outcomes/Differences What outcomes/differences have been made to the work programme for the indicator as a result of gathering information from the above sources?</p>	<p>The groups identified in answer 1c) need to be targeted, with consideration given to communication methods.</p>

3. Narrowing the gaps

Question	Answer (please limit answers to 150 words)
<p>3 a) What opportunity is there to narrow the gaps in terms of outcomes for particular groups of people within this indicator? (See Appendix A for a list of groups). If so which groups?</p>	<p>This can be applied to a wide variety of groups across the board. Special consideration could be given to groups with a high correlation to worklessness or at risk of becoming NEET. Government schemes such as Building Schools for the Future should also be taken into consideration.</p>
<p>3 b) Are there any potential negative impacts on particular groups of people or individuals in terms of the work on this indicator? (See Appendix A for a list of groups) If so, what and which groups? And how will this be remedied/reduced?</p>	<p>Economic inclusion, results in social inclusion and social cohesion, so any potential negative impacts on particular groups of people should be minimised.</p>

4. Community Cohesion

Question	Answer (please limit answers to 150 words)
<p>4 a) Are there opportunities to promote good community relations within this indicator? If so, what? (e.g. breaking down barriers and building bridges between communities, promoting a positive sense of 'place' ,communities feel that they will benefit from regeneration and change in the area, cleaner, greener, safer campaigns and empowering communities in decision making)</p>	<p>This indicator provides access to education provision which is a driver to improve community relations. There are also opportunities to provide training and skills development to mixed groups.</p>
<p>4 b) Will work on this indicator have an adverse effect on any section of the community? If so what? And how will this be remedied? (e.g. single group support, activity that creates community tension, rural/urban issues, intergenerational)</p>	<p>No, this indicator is key to promoting community cohesion.</p>
<p>4 c) Is there a need to provide communications to any particular group(s) within the community? If so what? (e.g. rebut myths and misinformation and tackle the sources of these, be active communicators and maintain good relationships with community leaders, promoting messages in schools and with young people and partnership working)</p>	<p>A number of services within the County Council, related stakeholders and partners are engaged in developing an improved Information, Advice and Guidance service, particularly around progression pathways e.g. JobCentre Plus. There is a need to make sure all agencies providing services are kept up to date and working in a holistic manner.</p>

Issues identified through the impact assessment:

- The impact of the economic downturn needs to be taken into consideration as progress may be slowed.
- Confidence in the data provided.
- The high number of targeted groups identified.
- The need to ensure that agencies providing services are working in a collaborative fashion.

Priorities: (Maximum of 5)

(There are many ways to prioritise. A good rule of thumb is to recognise that approximately 20% of activities will produce 80% of the value of your work programme so concentrate on the 20%. Separate urgent from important and focus on the most important issues. Determine the future impact of actions and concentrate on those that will have the biggest positive impact in the timescale).

- Developing opportunities and communications to targeted groups.
- Ensuring training and skills meet the needs of targeted groups.
- Ensure that people accessing training have the opportunity to meet people from other backgrounds, ages, locality etc.

Part 2: Development of actions to address priorities – to be carried out by LAA Thematic Partnerships

Indicator(s):

Priority	Action required	Expected outcomes	Responsible officer & timeframe	Organisations involved	Review time*	Comments at review and prospects for future improvements**

The collation of the above action plan for each of the LAA Indicators will form the Lancashire LAA Equality and Diversity Action Plan to be used as evidence as to how we are meeting our obligations in terms of equality legislation and to demonstrate how we are narrowing the gaps in terms of the quality of life for different groups of people across the LAA for the CAA process.

*Review time should coincide with performance management timescales.

**Comments should include those from the LAA Equality Reference Group.

APPENDIX A: Groups of people that LAA indicators may impact upon.

Groups of people	
1	Children and/or young people
2	Older people
3	People with caring responsibilities
4	People with a hearing impairment
5	People with a learning disability
6	People with mental health issues
7	People with a physical disability
8	People with a visual impairment
9	People with other health issues (HIV positive; multiple sclerosis; cancer; diabetes; epilepsy)
10	People of different faiths; religions or beliefs
11	Men
12	Women
13	People from Black and Minority Ethnic communities
14	Gypsies Roma and Travellers
15	People from other minority race communities (e.g. European migrants etc)
16	Asylum seekers and refugees
17	Socially excluded people and communities
18	Lesbian, Gay and Bi-sexual people (LGB)
19	Trans communities (Transgender; Trans-sexual; Transvestite; and People having gone or going through Gender reassignment)
20	People living in rural communities
21	Any other group identified as vulnerable or marginalised (e.g. Children Looked After; Care Leavers; Offenders etc)