

## ASSESSMENT OF IMPACT

### EAST OF ENGLAND SKILLS PRIORITIES STATEMENT September 2010

This assessment has been undertaken to identify whether the East of England Skills Priorities Statement (hereafter referred to as the “Statement”), is likely to have a differential impact on people on the grounds of race, gender, disability, age, religion or belief, sexual orientation, trans-gender, or people from any other defined group or background such as single parents, unemployed young people etc.

#### **Q 1. Who will benefit from the Statement? Is it likely to have a positive impact, such as tackling discrimination, improving access, promoting equality of opportunity?**

The purpose of the Skills Priorities Statement is to identify the skills requirements for the East of England for the period 2011-2012 and provide recommendations for a reprioritisation of public, private and individual investment in education and training. Whilst the primary audience is organisations providing training services the statement is also intended as a substantive input to the National Skills Investment Strategy. It is not in itself, a strategy for skills training.

Section 4 provides suggestions for investment and refers to targetting disadvantaged groups, accessibility of training provision, and the unacceptable levels of inequality in parts of the East of England. However, it does not provide specific recommendations to promote equality of opportunity across the different groups or areas.

As education and training plans or programmes are developed, public sector funding organisations should ensure that the impact of publicly funded training provision is assessed, to identify which group(s) will benefit from the planned interventions. N.B: This includes any training delivered by private or third sector providers or local partnerships, on behalf of the funding bodies.

**Q 2. Is there likely to be an adverse impact as a result of this Statement? If so, who may be affected and why?**

The Statement in itself is not anticipated to have any negative impact.

Consultation of relevant stakeholders (those for whom the training is intended) should be undertaken as the plans for training provision which has public sector funding, are developed. This should identify any groups which are likely to be adversely affected or discriminated against, and enable adjustments to be made to the plans if necessary.

Regular monitoring (ideally bi-annually but as a minimum annually) of training take-up and progression should form part of the training delivery plans, to ensure that any negative trends are picked up at an early stage and appropriate action taken to address them.

**Q 3. Can the positive impact be further enhanced to benefit a wider range of people than originally envisaged? Or does the potential negative impact fall within the very high to medium range of the risk assessment - see grid on next page)**

This Statement is not a strategy or action plan for implementation of training provision. However, those organisations or bodies who will be responsible for drawing up any plans for delivery will need to ensure effective consultation of stakeholders. In so doing, it may show that a broader range of people than originally envisaged have the opportunity to benefit from and access the planned education/ training provision.

**Q 4. What data/information is there on the target beneficiaries? Are any from groups which are under-represented? If so, do they have access to the same resources? Are there any gaps in data which you need to fill?**

The Statement provides information on training activity in the East of England, trends in changing employment growth forecast to 2018 by sector and geographic area, the economic activity rate both current and anticipated, and skills gaps.

The individual plans should take into account the demography of the area it is intended to serve, to ensure accessibility and appropriate targeting of training

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provision. If baseline data on demography is not readily available, the plans should include action to improve this, so that the effectiveness of the training provision can be measured.

A useful starting point may be research published by Insight East; “Skills Insight: structure, performance and prospects for the East of England labour market”, June 2010 – [www.insighteast.org.uk](http://www.insighteast.org.uk)