

**Name of meeting: Cabinet**

**Date: 7<sup>th</sup> February 2017**

**Title of report: Economic Resilience - Community Learning Works Business Plan**

<b>Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?</b>	<b>Yes – potential spend up to £500,000 over three years</b>
<b>Key Decision - Is it in the <a href="#">Council's Forward Plan (key decisions and private reports?)</a></b>	<b>Yes</b>
<b>The Decision - Is it eligible for call in by Scrutiny?</b>	<b>Yes</b>
<b>Date signed off by <u>Director</u> &amp; name</b>	Jacqui Gedman (Kim Brear) 27 <sup>th</sup> January Gill Ellis (Jo-Anne Sanders) 27 <sup>th</sup> January
<b>Is it signed off by the Assistant Director - Financial Management, Risk, IT &amp; Performance?</b>	Debbie Hogg (Steve Shackleton, Phil Deighton) 27 <sup>th</sup> January
<b>Is it signed off by the Assistant Director – Legal, Governance &amp; Monitoring?</b>	Julie Muscroft (Karl Larrad) 27 <sup>th</sup> January
<b>Cabinet member <a href="#">portfolio</a></b>	<b>Cllr Peter McBride, Economy, Skills, Transportation and Planning</b> <b>Cllr Masood Ahmed, Community Cohesion &amp; Schools</b> <b>Cllr Viv Kendrick, Adults, Health, Activity to improve Health</b>

## 1. Purpose of report

- 1.1 To consider plans to implement a community learning approach supporting vulnerable residents to participate in learning programmes.

## 2. Summary

- 2.1 The community learning approach (described in more detail below and in Appendix A) and delivery programmes will enable: individuals and groups to acquire the skills; confidence and knowledge to take positive steps towards employment, improve their individual and family circumstances and benefit their communities.

- 2.2 The Community Learning Works business plan submitted by Third Sector Leaders builds upon the approach and delivery programmes currently commissioned through the Council's Adult and Community Learning contract funded by the Skills Funding Agency. This relatively small contract enables the Council and partners to deliver programmes to approximately 1,000 learners per annum at a number of community venues across the district. Ofsted has rated this provision "Outstanding" and feedback from learners demonstrates the significant role the provision plays in improving lives and communities.
- 2.3 The Community Learning Works programme will enable more people to benefit from the provision and particularly those who are affected by low skills, social isolation, unemployment, mental health issues or long-term illness and / or disability.
- 2.4 The programme is also designed to build the capacity of organisations in the third sector to enable them to take on a more strategic planning and quality assurance role in the future. The devolution of Adult Education Budgets from 2020 may provide an opportunity for more community learning funding to be managed by the sector and it is important that they have the skills and experience to do this.

### **3. Information Required to take a Decision**

- 3.1 The Kirklees Economic Strategy (KES) provides the Council, its partners and local businesses with the framework for driving economic growth in the district. The KES is closely aligned to the Joint Health and Wellbeing Strategy and the strategies share joint outcomes.
- 3.2 The Economic Strategy has a priority around employment and skills issues as a key factor in boosting productivity, wages, employment rates and overall economic growth and in securing the economic resilience of the district. Kirklees has above national average numbers of people with no or low levels of qualifications. Wage levels and employment rates are significantly below national and regional levels. The percentage of economically inactive residents (26.2%) is higher than the regional and national averages and participation in government funded adult learning and skills provision is lower than that in Wakefield, Bradford and Calderdale. Approximately 38,400 people living in Kirklees live in neighbourhoods among the top 10% most deprived in England (IMD 2015).
- 3.3 Work has taken place in the Economic Resilience theme to develop an Employment and Skills proposition that would commission the employment and skills outcomes needed to drive economic resilience and to help create '*a district which combines a strong, sustainable economy with a great quality of life – leading to thriving communities, growing businesses, high prosperity and low inequality where people enjoy better health throughout their lives.*' Kirklees Council Corporate Plan 2016 - 17.
- 3.4 Specifically, during the last eighteen months, Council has been working with Third Sector Leaders and the Kirklees Community Learning Trust to develop a Community Led Local Development (CLLD) approach. This CLLD approach was commissioned in order to respond to an opportunity in the Leeds City Region European Structural Investment Fund (ESIF) strategy.

- 3.5 A CLLD approach was developed by Third Sector Leaders and the Kirklees Community Learning Trust and was ready to be submitted for European Funding. The Economic Resilience budget proposals approved by Cabinet had an earmarked allocation of Council funding to match any European Union funds. However, because of the uncertainty resulting from the BREXIT referendum decision and for the following reasons, it was decided not to submit the business plan and bidding document:
- The requirements stipulated by the European Union ( for the use of European Social Fund and European Regional Development Fund monies) meant that the project would be limited as to where it could operate geographically and would not be able to operate across the entire Kirklees district;
  - The EU rules also meant that the project would be required to undertake activity which was not consistent with the Economic Strategy and the economic resilience approach;
  - The Council would be required to provide match funding amounting to £575,000. Whilst this sum had been budgeted for, the EU rules also required that Council would also have to act as the Lead Accountable Body and would therefore have to commit to underwrite the entire project budget of approx. £3m. As a consequence a decision was taken that the collective operational, financial and reputational risk arising from the EU rules governing the project and the financial underwrite was deemed to be too high.
- 3.6 The core CLLD approach and proposal developed by the partners was consistent with and built upon the Council's approach to adult and community learning which has a current "Outstanding" Ofsted judgement. Existing provision in Kirklees draws upon the strengths of key community groups, the work of national bodies e.g. Workers Educational Association and Northern College and the approach of working with volunteers to support learning in the community akin to the University of the Third Age. The proposal submitted by Third sector Leaders also makes clear the scope for ward members to be involved in shaping and bringing forward activity in their areas (see Summary document – Appendix 1).
- 3.7 The CLLD approach also proposed investment in the capacity of the third sector to manage funds earmarked for adult and community learning and in scope for Ofsted. This latter point is of vital importance for the district given two linked and key policy directions:
- I. The devolution of the Adult Education Budget to those combined authority / city-region areas with a signed devolution deal in 2017/18 and to all areas by 2020.
  - II. The processes and interventions required to meet the requirements of the Ofsted Common Inspection Framework and the Skills Funding Agency. In particular, the fact that Local Authority structures and operating models have been considered lacking for the delivery of Adult and Community Learning provision.
- 3.8 This proposal seeks to explore an alternative quality assurance and delivery model for community learning provision in order to build upon its strengths and to safeguard its sustainability in the medium to longer term. Whilst the Third Sector Leaders and Community Learning Trust have played a key role in delivering provision they have limited experience in meeting the quality assurance and management role currently

undertaken by the Council. In order to maximise the opportunity to utilise devolved funds in the future and to ensure that innovative community learning is sustained in Kirklees – investment in the development of the new model is proposed.

- 3.9 Following the decision not to submit the bid for EU funding, Council officers have worked with Third Sector Leaders and the Chair of the Community Learning Trust to develop an alternative approach which will: focus on delivering the right outcomes for Kirklees; support the early help approach and be positioned as part of the community plus offer; and be consistent with other work being commissioned to build capacity in the sector across the district. The key requirements of the commission builds upon the following shared objectives developed through the CLLD approach:
- Widen and develop ways to inspire, engage, and motivate marginalised families and communities;
  - Provide individual pathways to integration, supporting progress towards and transition into positive activity, employment and self-employment;
  - Facilitate community leadership support and the development of peer support programmes; and
  - Facilitate capacity building activity in target areas to mobilise community resources and build upon local assets to underpin economic performance.
- 3.10 The Council has developed a commission and a business plan has been submitted in response. The business plan requests that Council makes a contribution of £500,000 over three years to the Community Learning Works project. The project will:
- Facilitate a growing number of organisations to be involved in robust, collaborative planning and delivery of community learning and become an exemplar body able to influence regional devolution of the Adult Education Budget;
  - Engage 500 people from the key target groups including 350 not recently involved in learning and skills;
  - Enable 300 people to achieve sustained step change into further, learning, skills, employment including 50 unemployed people into sustained employment;
  - Support 225 economically inactive people to seek employment
  - Train and support 80 new volunteers and peer mentors to support delivery;
  - Support 100 people to achieve sustained volunteering placements; and
  - Boost the capacity of smaller community groups through a small grants programme.
- 3.11 In addition to the outputs outlined above, it is expected that the project partners will engage with a much wider cohort of people for whom signposting to other existing provision is more appropriate. There are complex and often confusing programmes and projects to address unemployment and low skills. These are run by a variety of agencies, are often short-term and have differing levels of eligibility and support. Community Learning Works will be charged with providing the necessary support to individuals within this wider cohort ensuring that they are able to navigate their way on to the provision that best meets their needs.

#### **4. Implications for the Council**

- 4.1 The Community Learning Works project provides Council with a vehicle to extend its community based learning provision – supporting individuals and communities to affect positive change. The programme will provide direct support for individuals who face most barriers to learning and employment and who are rarely targeted by other programmes because they are too difficult or expensive to support. It will enable groups actively seeking to improve their communities to acquire the learning and skills to enable them to do this. Finally, it will help more people who need support to improve their employment, skills or wellbeing circumstances to access the existing provision which is already available.
- 4.2 The total funding requested to support the Community Learning Works project over three years is £500,000 commencing April 1<sup>st</sup> 2017. However, the funding would be allocated on an annual basis and would be subject to an annual review of delivery and outcomes and would be based on performance and ongoing affordability / value for money. The amount requested in 2017/18 is £190,000.
- 4.3 A Funding Agreement will be drawn up and issued setting out the performance requirements, monitoring arrangements, annual review process and arrangements in the event that the project is no longer affordable or offering value for money.

#### **5. Consultees and Their Opinions**

- 5.1 The partners involved in developing the original CLLD approach and subsequent Community Learning Works projects undertook an extensive consultation process with: 80 community groups, support agencies and businesses; 375 residents and by attending 20 events and meetings. This consultation has enabled the partners to listen carefully to what people and groups need and to build the project from the bottom up. Key issues arising include:
- The need to focus upon addressing the challenges that people face in participating in learning and recognising that these differ from person to person and community to community;
  - Supporting people to progress and ensuring people have a personal contact who can help to sustain motivation and participation;
  - The importance of having provision rooted in communities and delivered by people who understand those communities; and
  - The need to ensure that partners across the system work together to ensure that people do not fall through the gaps.
- 5.2 Consultation on the Business Plan proposal has taken place with the Cabinet Portfolio Holder and the Portfolio Holders for Community Cohesion and Schools and Adults, Health and Activity to Improve Health. The Portfolio Holder for Family Support and Child Protection is a member of Kirklees Community Learning Trust and Adult Learning Advisory Group and has also been consulted.

## **Finance**

- 5.3 Colleagues in Finance have been consulted and confirm that entering into a Funding Agreement would comply with Financial Procedure Rules (FPR) 20.

## **Public Sector Equality Duty**

- 5.4 The Council must have due regard to the need to:
- eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act;
  - advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it; and
  - foster good relations between people who share a relevant protected characteristic and those who do not share it.
- 5.5 The protected characteristics covered by PSED are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and marriage and civil partnership (only in respect of eliminating unlawful discrimination).
- 5.6 An Equality Impact Assessment has been carried out on the proposed programme and must be considered by Cabinet before reaching a decision. This is attached as Appendix 2 – Equality Impact Assessment.

## **6. Next Steps**

- 6.1 The Community Learning Works project will undertake the necessary planning and development to initiate the project with a formal commencement date of 1st April 2017. In this initiation phase – the necessary legal and financial considerations will be finalised with the appointed accountable body (Third Sector Leaders).
- 6.2 Following appraisal of the Business Plan a small number of matters have arisen from officers and portfolio holders which will need to be satisfied before project commencement. The most important of these is that the accountable body will be required to work with Council to determine an appropriate method of evaluating the project and undertaking an assessment of the social and economic return on the Council's investment.

## **7. Officer Recommendations and Reasons**

- 7.1 Subject to Third Sector Leaders providing responses to the matters identified in 6.2 to the satisfaction of the Assistant Directors (Place) in consultation with portfolio Holder(s) that the AD Place be given delegated power to approve the Community Learning Works Business plan.
- I. Cabinet approve the total funding request for £500k over 3 years commencing from 1 April 2017 in principle;

- II. Cabinet approve the delegation to Assistant Directors (Place ) in consultation with the Cabinet Portfolio Holder (s) ) the sign-off of the matters arising and Funding documentation; and
  - III. Cabinet approve the delegation to Assistant Directors (Place ) in consultation with the Cabinet Portfolio Holder) of the Annual Review process and any cessation of activity arising from Affordability / Value for money considerations.
- 7.2 The recommendations above will enable the timely agreement and implementation of the Community Learning Works programme. They will also ensure that Council is able to manage and review performance of the project in terms of quality and value for money on an annual basis.

## **8. Cabinet Portfolio Holder Recommendation**

The Cabinet Portfolio Holder recommends the approval of the proposal submitted by third sector leaders with the caveat that performance and affordability/value for money is reviewed annually

## **9. Contact Officer and Relevant Papers**

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Learning and Skills  
[martin.green@kirklees.gov.uk](mailto:martin.green@kirklees.gov.uk)  
01484 221000

## **10. Assistant Director responsible**

Kim Brear – Assistant Director Streetscene and Housing





## **Appendix 1**

### **Planning and Delivering Community Learning in Kirklees – Summary of Business Plan - January 2017**

#### **1. Why Community Learning Works**

Community Learning Works is a unique opportunity to boost learning and employment opportunities for people in Kirklees who face the most substantial challenges. Third Sector Leaders, in partnership with the Kirklees Community Learning Trust (KCLT), will produce a step change in the way local partners collaborate and work with communities.

Third Sector Leaders (TSL) will develop and implement a self-sustaining 3<sup>rd</sup> Sector partnership which delivers creative, engaging high quality learning with strong progression routes into mainstream learning, skills and employment. It will widen the range of partners, including residents and communities, working together to plan and deliver learning; critically, it will add value to existing and future delivery through increased synergies.

Community Learning Works (CLW) targets people who are the furthest away from the job market. It will inspire them to take the first steps into learning in safe and trusted environments; motivate them to grow in confidence, ambition, resilience and skills; connect them with supportive community networks as they progress towards and into employment. The project will also have a positive impact beyond learning and work. It will improve health and well-being, reduce loneliness and isolation, build strong social networks supporting families and older people. Local people, 3<sup>rd</sup> Sector organisations, community groups, and Kirklees College co-produced the Business Plan, providing unique insights to ensure the approach will evolve and develop based on local assets and priorities.

#### **2. Who is involved**

Third Sector Leaders (TSL) is the Lead Body for Community Learning Works. TSL is a charitable incorporated body providing a voice for charities and not for profit groups who support Kirklees people, families and communities. TSL supports the sector to be heard, understood, valued and celebrated; influence decision making; adopt new ways of working through creative partnerships and consortia; bring new resources into the 3<sup>rd</sup> sector and Kirklees. TSL consists of local 3<sup>rd</sup> Sector agencies who play a leading role in significant Kirklees agendas, including health, social care, learning and skills, environment and economic resilience. Its diverse membership includes larger agencies delivering multimillion pound contracts and small grassroots community groups.

TSL Board members have a wealth of skills, experience and expertise in service delivery, strategic, operational management and contract management. The TSL Board includes the Director of Fusion Housing (who also chairs the CLW Steering Group), the Chief Executives of Northorpe Hall Child and Family Trust; Kirklees Active Leisure; Ravensthorpe Community Learning Centre; Kirkwood Hospice; Director of Volunteering Kirklees; Vice Chair of IMWS.

TSL is recognised as a successful model of partnership working, bringing together knowledge, expertise and resources from a diverse range of organisations who work with vulnerable people and families. Most of the membership deliver services that provide opportunities for engaging vulnerable people and also volunteering opportunities; many deliver services related to learning and skills and employability preparation/support.

A key focus of TSL is building partnerships to support collaborative funding bids (for example, the V6 Consortium; Carers Count partnership; the Listening to Families project; the Bring Me Sunshine partnership Lottery bid).

#### **3. What will be done**

Community Learning Works builds on up to date local intelligence, best practice evidence and rich information from extensive community consultation. It provides 3 key responses which local people and providers say will improve access to learning and work for those facing the greatest challenges.

- Inspire and Engage: inspiring and enthusing people about local activities and opportunities for learning and work; promoting opportunities and supporting people to make and sustain connection and engagement.

- Support and Progress: individual support, including peer support, for people facing challenges to learning and work, to maintain their involvement and support their progress; to inspire, motivate and encourage them to develop and pursue their goals tenaciously; to turn the skills and experience they gain into economic benefit.
- Connect and Develop: working alongside, connecting to, contributing to and benefiting from existing provision; working with local groups and delivery organisations to provide targeted and effective services.

Community Learning Works will:

- Establish an innovative, sustainable, resilient partnership of a growing number of 3<sup>rd</sup> Sector organisations. The partnership will use a collaborative approach to planning and delivery of robust, quality assured community learning; it will leverage additional external funds and seek to secure future funding from devolved budgets
- Build TSL's capacity to manage contracts, bring together and support partnerships, bid for future funding
- Engage 500 people from the key target groups including 350 not recently involved in learning and skills
- Enable 300 people to achieve sustained step change into further, learning, skills, employment including 50 unemployed people into sustained employment
- Support 225 economically inactive people to seek employment
- Train and support 80 new volunteers and peer mentors to support delivery
- Support 100 people to achieve sustained volunteering placements
- Boost the capacity of smaller community groups through a small grants programme
- Add value by collaborating with partners to deliver matched activity in line with the CLW vision

#### **4. Where, who and how will people /groups /communities benefit**

Community Learning Works challenges economic exclusion amongst particular groups in Kirklees, by creating opportunities such as learning, qualifications, volunteering for people who find it difficult to engage with mainstream opportunities. The extensive community engagement and consultation process carried out in the summer of 2016 captured a broad range of local knowledge and experience. Local people and community groups informed the analysis and understanding of priority groups.

CLW targets adults (19 plus) who are most likely to be excluded from employment, skills, learning and volunteering. This includes people who do not already engage with community learning and those who do not progress from informal community learning to more formal learning, qualifications, skills and employment. The community engagement process identified that these groups include:

- People with low or no skills and qualifications; disengaged from the labour market; established family and/or community history of worklessness with little or no aspiration to change;
- People who face challenges through lifestyle or behaviour including substance use; offending; homelessness; disabilities; long term physical and mental health conditions;
- People experiencing family challenges; caring responsibilities; parenting problems; safeguarding/early help; care leavers.
- People experiencing cultural/language barriers including minority ethnic, migrant communities, other seldom heard groups;
- People who experience loneliness and social isolation including some older people.

CLW adopts an "*engage, progress, connect*" approach to work collaboratively with people and communities facing the most significant barriers to learning and work. The model will:

- Enable local people to develop aspiration, motivation, confidence and skills; gain or progress towards securing sustainable employment;
- Improve health and wellbeing and reduce loneliness and isolation for community members, including older people not looking for work who will be encouraged to engage and volunteer
- Improve the prosperity of families and their contribution in their communities.
- Harness the strengths, resources and assets of the 3<sup>rd</sup> sector to build a strong sustainable co-produced Partnership. The partnership will maximise opportunities to bring other external funding into Kirklees and benefit from future opportunities including devolved budgets.

- Build the capacity of the 3<sup>rd</sup> sector, maximising its potential to play a key role in managing and delivering community learning; have a strong voice that influences strategic decisions and funding allocations at local, regional and national levels.

## **5. How Community Learning Works fits with other provision**

CLW will complement, work collaboratively and add value to other local projects, services and interventions to reduce inequalities and address a wide range of social factors including social justice, stronger families, cohesive and inclusive communities, starting, living and aging well, digital inclusion and strengthening civil society.

- Kirklees College is a key partner on the CLW Steering Group. Community learning providers and the CLW development worker are working with Kirklees College on existing provision and new developments, for example, on aligning the proposed “College in the Community” offer with existing community provision. This includes collaboration about aligning respective curricula and the ongoing development of the LIFE NOW vocational pathways. CLW providers are already working in partnership with mainstream and emerging employment, education and skills initiatives that support people to gain skills, qualifications and to secure employment; for example, Talent Match, Right Steps to Work, Hopeful Families among many others.
- TSL understands that schools have a unique position in communities as they work with families and children every day and have a vital role in forging partnerships to make best use of reducing resources. Consequently, TSL members and CLW providers already work with Schools as Community Hubs as members of the Partnership Board, community forums and in multi-agency meetings. Community learning providers are already connected with Schools as Community Hubs in partnerships delivering through the age range, including addressing the identified gap at Post 16. CLW has much to contribute to the emerging Early Intervention and Prevention model as part of the Community Plus offer; the CLW ethos and approach fits well with the Community Plus focus on building individual and community resilience, supporting people to help themselves and each other so that limited resources can target those with the highest needs. CLW intends to explore options for co-delivery and joint working with the Community Plus hubs as they continue to be developed.
- TSL will develop a credible, professional infrastructure which will have the capacity to harness and employ resources to deliver excellent, high quality learning provision. The providers in the CLW partnership have a reach into those communities facing the most significant challenges and with whom mainstream providers struggle to engage. TSL will gain the reputation and track record, working with the Council to influence future devolution of Adult Education budgets to regions and bid for other external funding opportunities. It will establish a framework to share best practice and actively seek opportunities to influence regional strategic decision making.
- TSL recognises that ward members have extensive knowledge of the strengths, needs and issues within the communities they represent. Ward members also understand the positive impacts of community learning on all areas of people’s lives, beyond the direct benefits in terms of skills, qualification and employability; for example, health and wellbeing; building resilience, social networks, reducing loneliness and isolation, improving community cohesion. Many ward members are already closely involved with community learning providers in their ward. Subject to approval of the CLW Business Plan, TSL intend to consult widely with members, for example, through District Committees and other neighbourhood forums to ensure their local knowledge and understanding of community issues informs CLW delivery plans.

## **6. How will success be measured**

TSL will work with the Council to agree an evaluation strategy and an appropriate framework for measuring impact and return on investment. Discussions have taken place with Huddersfield University who are providing an outline proposal to inform initial discussions with the Council about the evaluation strategy.

TSL will monitor outcomes in Section 3 through management information for example, rates of engagement from target groups; percentage referred to mainstream employment and education; progression to further learning, skills, employment; sustained volunteering/employment/self-employment. This will help the programme both analyse how it can improve learning opportunities and celebrate and share successes.

Evaluation measures will include:

- A range of feedback opportunities for learners, partners and staff – learner and community voices and stories will be of key importance in the project.
- Observing and evaluating provision including learner pathways and journeys.
- Benchmarking outcomes performance and standards with other community learning provision and sharing best practice so that all learners benefit from high standards.
- Ensuring all partnership staff, volunteers and peer mentors (whether directly funded or not) are clear on and working to the CLW Vision and Mission.

Additionally, the project will measure success for individuals and families through ongoing community engagement and consultation; listening to learner and community voices and stories; learner and resident involvement in planning and decision making.

The project will monitor success for TSL and delivery partners by evaluating progress towards the following:

- Development of a collaborative rather than competitive model of commissioning that will foster trust and integration and lead to better outcomes for residents.
- Sustaining and developing the work of Community Learning Trust partners in building a network of community learning providers, securing the future of high quality learning activity and successful outcomes for Kirklees residents.
- Supporting an increasing number of smaller local 3<sup>rd</sup> Sector organisations to improve the quality of their learning provision and governance with a view to becoming delivery partners; nurturing small grassroots community groups to build capacity through the small grants fund and mentoring.
- Clear progression pathways from community learning into skills, training, work and volunteering.

## A guide to equality Impact Assessments (EIAs)

### What are Equality Impact Assessments (EIAs)?

- EIAs are a **tool to help you analyse and make more considered decisions** about changes to service delivery, policy and practice. An EIA will help you to identify how specific communities of interest may be affected by decisions and to consider any potential discriminatory impact on people with **protected characteristics**.
- EIAs can also help to improve or promote equality by encouraging you to **identify ways to remove barriers and improve participation** for people with a protected characteristic.

### Why do we need to do Equality Impact Assessments (EIAs)?

- Although not a mandatory requirement, EIAs provide important **evidence** of how we have considered the implications of service and policy changes and demonstrate how we have met our legal Public Sector Equality Duty (Equality Act 2010).
  - The three main elements of the **Public Sector Equality Duty** are:
    - ✓ Eliminating discrimination
    - ✓ Promoting equality of opportunity
    - ✓ Fostering good relations
  - In fulfilling our Public Sector Equality Duty we must ensure that we demonstrate that we have followed a number of key **principles** (based on previous case law):
    - ✓ Knowledge
    - ✓ Timeliness
    - ✓ Real consideration
    - ✓ Sufficient information
    - ✓ No delegation
    - ✓ Review
    - ✓ Proper record keeping
  - We need to provide evidence that we have given **due regard to any potential discriminatory impact on people with protected characteristics** in shaping policy, in delivering and making changes to services, and in relation to our own employees.
  - We must always consider whether a service change, decision or policy could have a discriminatory impact on people with protected characteristics, not just any impact that is the same as it would be for everyone else.
  - The EIA tool allows us to **capture, demonstrate and publish our rationale** of how we have considered our communities and legal responsibilities under the Public Sector Equality Duty and is our main way of providing the evidence needed.
- **But above all, EIAs are about understanding and meeting the needs of local people and supporting us to deliver our vision for Kirklees.**

### When do we need to do Equality Impact Assessments (EIAs)?

- Whenever you plan to **change, introduce or remove** a service, activity or policy.
- At the **VERY BEGINNING** of any process of:
  - ✓ Budget setting
  - ✓ Service review (including changes to employment practice)
  - ✓ Planning new projects and work programmes
  - ✓ Policy development and review
  - ✓ Procurement or commissioning activity

### Who should do it?

- Overall responsibility for EIAs lies at a **service** level. A lead officer should be appointed from the service area that is making a proposal and all decisions should be approved by the senior management team in that service.
- Those directly affected (partners, stakeholders, voluntary groups, communities, equality groups etc) should be engaged with as part of the process.

### How should we do it?

- Our EIA process has two stages:
  - Stage 1 - initial screening assessment
  - Stage 2 - further assessment and evidence

## EIA STAGE 1 – SCREENING TOOL (initial assessment)

The purpose of this screening tool is to help you consider the potential impact of your proposal at an early stage.

Please give details of your service/lead officer then complete sections 1-3:

- 1) What is your proposal?
- 2) What level of impact do you think your proposal will have?
- 3) How are you using advice and evidence/intelligence to help you?

You will then receive your stage 1 assessment score and advice on what to do what next.

<b>Directorate:</b>	<b>Senior Officer responsible for policy/service:</b>
Children and Families	Martin Green
<b>Service:</b>	<b>Lead Officer responsible for EIA:</b>
Learning and Skills	Martin Green
<b>Specific Service Area/Policy:</b>	<b>Date of EIA (Stage 1):</b>
Skills, Progression and Enterprise	25.01.17

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section

1) WHAT IS YOUR PROPOSAL?	Please select YES or NO
To <b>introduce</b> a service, activity or policy (i.e. <b>start</b> doing something)	Yes
To <b>remove</b> a service, activity or policy (i.e. <b>stop</b> doing something)	NO
To <b>reduce</b> a service or activity (i.e. <b>do less</b> of something)	NO
To <b>increase</b> a service or activity (i.e. <b>do more</b> of something)	NO
To <b>change</b> a service, activity or policy (i.e. <b>redesign</b> it)	NO
To <b>start charging</b> for (or increase the charge for) a service or activity (i.e. ask people to <b>pay</b> for or to pay more for something)	NO
<b>Please briefly outline your proposal and the overall aims/purpose of making this change:</b>	
<p>To commission a programme of community learning from a consortium of voluntary and community sector learning providers lead by Kirklees Third Sector Leaders. The programme will:</p> <ul style="list-style-type: none"> <li>• Widen and develop ways to inspire, engage, and motivate marginalised families and communities;</li> <li>• Provide individual pathways to integration, supporting progress towards and transition into positive activity, employment and self-employment;</li> <li>• Facilitate community leadership support and the development of peer support programmes; and</li> <li>• Facilitate capacity building activity in target areas to mobilise community resources and build upon local assets to underpin economic performance</li> </ul>	

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2) WHAT LEVEL OF IMPACT DO YOU THINK YOUR PROPOSAL WILL HAVE ON...		Level of Impact
		Please select from drop down
Kirklees <b>employees</b> within this service/directorate? (overall)		Neutral
Kirklees <b>residents</b> living in a specific ward/local area?		Positive
Please tell us which area/ward will be affected:		Potentially All
<b>Residents</b> across Kirklees? (i.e. most/all local people)		Positive
Existing <b>service users</b> ?		Positive
Each of the following <b>protected characteristic groups</b> ?		Please select from drop down
<i>(Think about how your proposal might affect, either positively or negatively, any individuals/communities. Please consider the impact for both employees and residents - within these protected characteristic groups).</i>		
...age	What impact is there on Kirklees <b>employees</b> /internal working practices?	Neutral
	What impact is there on Kirklees <b>residents</b> /external service delivery?	Positive
...disability	What impact is there on Kirklees <b>employees</b> /internal working practices?	Neutral
	What impact is there on Kirklees <b>residents</b> /external service delivery?	Positive
...gender reassignment	What impact is there on Kirklees <b>employees</b> /internal working practices?	Neutral
	What impact is there on Kirklees <b>residents</b> /external service delivery?	Positive
...marriage/ civil partnership	What impact is there on Kirklees <b>employees</b> /internal working practices?	Neutral
	What impact is there on Kirklees <b>residents</b> /external service delivery?	Positive
...pregnancy & maternity	What impact is there on Kirklees <b>employees</b> /internal working practices?	Neutral
	What impact is there on Kirklees <b>residents</b> /external service delivery?	Positive
...race	What impact is there on Kirklees <b>employees</b> /internal working practices?	Neutral
	What impact is there on Kirklees <b>residents</b> /external service delivery?	Positive
...religion & belief	What impact is there on Kirklees <b>employees</b> /internal working practices?	Neutral
	What impact is there on Kirklees <b>residents</b> /external service delivery?	Positive
...SEX	What impact is there on Kirklees <b>employees</b> /internal working practices?	Neutral
	What impact is there on Kirklees <b>residents</b> /external service delivery?	Positive
...sexual orientation	What impact is there on Kirklees <b>employees</b> /internal working practices?	Neutral
	What impact is there on Kirklees <b>residents</b> /external service delivery?	Positive

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3) HOW ARE YOU USING ADVICE AND EVIDENCE/INTELLIGENCE TO HELP YOU?		Please select YES or NO
Have you taken any <b>specialist advice</b> linked to your proposal? (Legal, HR etc)?		NO
Do you have any <b>evidence/intelligence</b> to support your assessment (in section 2) of the impact of your proposal on...	...employees?	NO
	...Kirklees residents?	Yes
	...service users?	YES
	...any protected characteristic groups?	YES
<p>Extensive consultation has taken place with residents and communities by Third Sector Leaders and this has informed the development of the proposals which are focussed upon alleviating, disadvantage, marginalisation and inequalities.</p>		
		Please select from drop down
To what extent do you feel you are able to mitigate any potential negative impact of your proposal on the different groups of people outlined in section 2?		FULLY
To what extent do you feel you have considered your Public Sector Equality Duty?		FULLY

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## STAGE 1 ASSESSMENT

IMPACT	RISK
Based on scoring of 1) and 2)	Based on scoring of 2) and 3)
14	18
<b>SCORE (calculated)</b> Max = - / + 32	<b>SCORE (calculated)</b> Max risk = - / + 40

You need to move on to complete a Stage 2 assessment if:

The final Impact score is negative and or the Risk score is negative.

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