

<b>REPORT TITLE</b>	<b>Overview of 2018/19 Council Lifelong Learning Service Adult Education Delivery</b>
<b>REPORT OF</b>	<b>Paul Smith, Head of Service, Learning, Skills &amp; Employment</b>

## **REPORT SUMMARY**

This Lifelong Learning Service update paper sets out the service's developments, summary of delivery and achievements in the 2018/19 academic year (AY). The Service in 2018/19 was grant funded by the Education, Skills Funding Agency (ESFA); however, this was a transition year ahead of the transfer to the Liverpool City Region Combined Authority (AY 2019/20). Grant funding received from the ESFA in 2018/19 was £849,374.

Wirral Council's Lifelong Learning Service actively engages and supports local residents (aged 19+) who are furthest from the labour market. This education provision provides learners with the confidence to take the next steps back into education and employment. As a grant funded Council service, it has the capacity to support the most disadvantaged, working on difficult issues and using innovative approaches for example, supporting community cohesion, troubled families, Children's Centres, family learning, refugees and improving mental health through learning. This work also plays an important role within public sector reform through its integration and joined up delivery of Council service outcomes and its role in underpinning prevention and early intervention.

The Lifelong Learning Service was inspected by Ofsted, February 2018, and assessed as 'Good'. The service is also MATRIX accredited recognising its integrated high-quality delivery of careers education and support for its learners.

This matter affects all Wards within the Borough.

This is not a key decision.

## **RECOMMENDATION/S**

- 1) That the Committee note the report; and
- 2) The Committee supports the services' planned improvements and recognises the contribution to improving the lives of adults in Wirral's more deprived communities during 2018/19.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 The Lifelong Service enrolled over 3,000 adults on a range of over 4,391 education provisions during 2018/19. Of those adults that enrolled on courses and workshops 59.8 percent were residents from Wirral's top 20 percent (identified using the indices of multiple deprivation index) most deprived ward areas. Over 93 percent of those adults successfully completed their course or workshop. Over 54.7 percent of learner's post course either progress to further learning (at a higher level), undertook volunteering locally or enter employment.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 No other options considered.

### **3.0 BACKGROUND INFORMATION**

- 3.1 The Council's Lifelong Learning Service offers entry and lower level learning (up to level 2) which supports local employment and skills priorities and wider social and economic outcomes, as follows:

1. Maximise the employability of Wirral residents through delivery of range of programmes that support people to progress into work
2. Deliver learning and skills programmes that are responsive to Wirral employer and residents' needs
3. Deliver social well-being and economic outcomes
4. Deliver outstanding teaching, learning and assessment
5. Inspire and promote ambition for all learners to succeed and progress
6. Promote equality and diversity throughout all aspects of the learner journey

- 3.2 In order for the Lifelong Learning Service to achieve the above priorities, the following objectives were implemented in 2018/19:

1. Implementation of a community-based learning offer that is responsive to local needs, recognising its importance to social and economic inclusion across the City Region area.
2. Development of clear and effective local progression pathways from non-accredited learning; to accredited learning, improve signposting and referrals, and measure impact and progression across Wirral and the Liverpool City Region, on to further education and/or employment/enterprise.
3. Offer targeted, local learning and skills provision that meets the current and future skills needs of Wirral employers.
4. Focus our grant funding on people who are hard to reach, disadvantaged and least likely to participate.
5. Maximize the funding, resources and sharing of practice through local partnership working and third sector commissioned provisions.

6. Continually developing a universal community learning offer through a range of direct and commissioned (where appropriate) delivery.

3.3	Academic Year	% BAME as a proportion of all learner enrolments	Increase since 2014-15	2018/19	Service	and
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### Curriculum Developments

- 3.4 Learning in Deprived Communities Projects. For 2018/19 the Service subcontracted key provision to a range of providers, mostly Third Sector, in order to engage the hardest to reach in deprived communities. The providers include-Bee Wirral, North Birkenhead Development Trust, Ferries Families, Amber Button, Youth Federation, Wirral Environmental Network, Tranmere Rovers, Crea8ing Careers, 3D Training, Belvidere Centre, Earth Moves Cooperative and Next Chapter.
- 3.5 The projects focused on three main themes:
1. Early Years and Families (including child development and wellbeing).
  2. Pre employment skills and qualifications.
  3. Wellbeing and soft skills.
- 3.6 Working in true partnership with key third sector providers enables the service to add real social value through, (a) capacity building and engaging the providers in council adult education funded professional development and upskilling for their staff, (b) support and feedback with education delivery, and (c) financial capacity building through appropriately procured council funded delivery contracts.
- 3.7 Pre-vocational Curriculum. New entry qualification pathways were introduced in 2017/18 and built on in 2018/19. Learners start and engage with a taster workshops in Sewing Skills, Sign Language, Gardening or Floristry and progress to non-accredited provision followed by an accredited Skills for Further Learning and Employment qualification. The qualifications are planned and delivered to meet specific local skills needs of residents. This type of skills provision supports pathways into lower and entry level jobs that are available across Wirral and the City Region. All courses include appropriate embedded English and Maths outcomes.
- 3.8 Digital Skills. The Service has continued to develop discrete provision and work in partnership with DWP to support the roll out of Universal Credit. Delivery venues have included three different offers to the three Job Centres located in Birkenhead, Bromborough and Upton, based on client need and room availability in the Job Centres. This has included intensive fast track Digital Skills courses, Update your CV Workshops, Introduction to IT Skills Using Tablets Workshops, Universal Credit Support workshops for Refugees.
- 3.9 Community Digital Skills have offered E-safety, Easy Steps, Level 1 Functional Skills IT and a new qualification, IT Fundamentals. Alongside this the service has also continued to offer E-safety training to Foster carers.
- 3.10 Provision of English Speakers of Other Languages (ESOL) programmes. The service has always offered pre entry, entry 1, 2 and 3 non accredited courses for ESOL learners but this key curriculum area has grown significantly in the last 4 years. The number of ESOL qualifications achieved in 2018/19 was 102. The table below illustrates the year on year percentage increase in Black and Minority Ethnic groups enrolling on adult education courses as a proportion of overall course enrolments.

2017-18	13.2%	+6.8%
2018-19	18.7%	+5%

(Source: TERMS Lifelong Learning System, November 2019)

- 3.11 The ability to speak English is a skill required to secure employment, but it is also a fundamental part of improving integration and developing greater community cohesion. ESOL courses are designed for learners who are outside the labour market because of language and skills barriers, have little or no English skills, and want to develop their skills and confidence in reading, writing, listening and speaking English. This target group of learners may also be faced with literacy issues in their own language and have no familiarity with roman script.
- 3.12 In 2018/19 the service continued to work in partnership with Refugee Action and DWP to support the Syrian Refugees Resettlement Programme. A significant proportion of the Syrian new arrivals are pre - literate in their first language so they are learning to read and write for the first time as adults in a new language as well as learning to speak the language. Additionally, we also trialled some partnership delivery with the council's Minority Ethnic Achievement Service through a volunteering project aimed at supporting the Refugee families in schools.
- 3.13 English, Maths and Family Learning. Qualifications currently on offer include accredited English and Maths stepping stone units and awards, Functional Skills Maths and English level 1 and 2, Equality & Diversity Level 1 and Community Volunteering Level 1 and 2. Provision is delivered in a range of community venues including the YMCA, Lauries Centre, Wirral Ways to Recovery and Serpentine Family Centre. The number of English qualifications achieved is 96 and the number of Maths qualifications achieved is 54.
- 3.14 In 2018/19 Family Learning was incorporated into the English and Maths curriculum area offering a clear pathway for parents to progress from a 2-hour non-accredited workshop to a full level 2 Functional Skill qualification. Family learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities are specifically designed to enable parents to learn how to support their children's learning. Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage. Adults often start their own learning journey through Family Learning. The number of families reached through Family Learning in 2018-19 academic year was 893.
- 3.15 Family Learning courses have also been innovatively used to educate children and parents to make healthy lifestyle choices. In 2018/19, 29 primary/ nursery schools engaged in family learning with parents and their children. Parents accessed a wide range of learning on meal planning, budgeting, Phonics, Help your Child with Maths and Help your child with English, empowering families to make lasting changes. Parents also had the option to progress to qualifications in Healthy Living, Level 2 Food Safety, Level 2 Allergy Awareness, English or Maths.

- 3.16 Family Learning also piloted a range of new courses including Reading with your Child, First Aid, Food and Mood, Forest Schools and Story Sacks plus Healthy Body and Healthy Mind courses.
- 3.17 Key developments and priorities for 2019/20. The LCR Combined Authority (CA), as devolved grant funders of the service, have established a number of broad priorities to help shape 2019/20 curriculum delivery. The LCR CA priorities are aligned to the Liverpool City Region Skills Investment Strategy priorities. The service has also shared and agreed a number of local priorities and an integrated delivery plan.
- 3.18 The LCR CA have asked LCR council Adult Learning Services and Further Education Colleges in receipt of the adult education budget (AEB) grant funding to priorities the following; (1) adults aged 19-24, (2) adults aged 50- 59, (3) long term unemployed adults, (4) lone parents, (5) those adults with no qualifications and, (6) ex-military personnel.
- 3.19 Quality improvement priorities that have emerged following the self-assessment process using the newly revised Ofsted Education Framework for Learning and Skills include: (i) Curriculum intent, impact and implementation, (ii) staff wellbeing, and (iii) learner progression and destination.

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 There are potential financial implications in the 2019/20 academic year arising from contractual changes implemented by the LCR Combined Authority. The LCR Combined Authority have included minimum levels of delivery with a tolerance of 97 percent below which financial recondition will imposed.

#### **5.0 LEGAL IMPLICATIONS**

- 5.1 There are no legal implications arising from this report.

#### **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 There are no resource implications arising from this report.

#### **7.0 ENVIRONMENT AND CLIMATE CHANGE IMPLICATIONS**

- 7.1 Consideration of the climate emergency is intrinsic to Lifelong Learning in a number of ways from; for example, understanding healthy cooking and diet (reduced red meat, sugar and salt), increasing a plant-based diet, to growing your own sustainable produce via a community allotment.

#### **8.0 RELEVANT RISKS**

- 8.1 There is a potential in the future for the LCR Combined Authority to have greater influence over the types of local provisions / courses delivered.

#### **9.0 ENGAGEMENT/CONSULTATION**

- 9.1 There is no requirement for consultation as a consequence of the recommendation in this paper.

#### **10.0 EQUALITY IMPLICATIONS**

- 10.1 Every aspect of Lifelong Learning provision delivery is scrutinised to ensure inclusion and engagement of underrepresented groups. The service has full Equality and Diversity Impact Measures (EDIMS) which are targets set by the governing board and are monitored weekly by the service management. The services' targets include participation and achievement numbers from BAME, learners with a disability, gender and other protected characteristics as detailed in the Equality Act 2010.

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**APPENDICES**

**BACKGROUND PAPERS**

**SUBJECT HISTORY (last 3 years)**

Council Meeting	Date