



THE LEARNING PLAN

The Learning Plan is a series of recommendations and actions from the Learning Health Check with a plan of learning activities and opportunities meeting the identified needs of learners and employers being developed in the TLC area.

Part 1 of the Learning Plan is about identifying the Key Points and Recommendations that have come from the Learning Health Check and asking partner organisations to consider the recommendations and put forward proposals to TLC for funding to “try out” new ways of offering provision. The Learning and Skills Council’s Neighbourhood Learning in Deprived Communities fund will be allocated to these projects.

...a better place to live and work

Part 2 of the Learning Plan will be an ongoing process of recording, tracking and monitoring the learning opportunities taking place in Cam and Dursley, funded by TLC and will be completed when all TLC provision has come to an end in November 2005.

The Learning Plan Part I

Timescale

1. Partner Proposals to be returned to TLC by 22nd April 2005.
2. All provision to have started by 31st August 2005.
3. NLDC provision to be completed by 30th November 2005.

Individual Residents

Key Points

- Employed people said that they saw the benefits of learning and said they would consider training now but found time to be a major barrier when considering undertaking training options. Therefore timing of learning provision needs to be considered, different options tried out and related to what people want
- 30% of adults are interested in learning for fun – this may be a way to get them involved in learning in the first instance and provide opportunities to offer information, advice and guidance on further opportunities and progression
- 26% of adults wanted to learn in order to do their job better – this provision could be linked into what local employers need and promoted through employers
- 20% of adults said that they were interested in skills for life (spelling, maths, computers) training. This is a significant finding and compares well to the maiden figures for low levels of literacy and numeracy in the area
- The Skills Audit gives a breakdown of areas of interest and where people are keen to learn. These subject areas could be tried out first – we have a database of respondents which could be specifically targeted for courses in the areas in which they expressed an interest

Recommendations

- Provision should be offered at different times and in different ways, particularly embedded Skills for Life in “fun” learning activities and other activities wherever possible and screening offered to employees through Next Step
- Volunteers could be offered free vocational training – this would overcome the funding issues for people on JSA
- Courses should be developed in the following areas which adults expressed an interest in:
 - First Steps Courses
 - IT skills (16%)
 - Health and Fitness (12%)
 - Qualifications and Languages (10%)
 - Artistic, Outdoors (8%) and Practical subjects (7%)
 - Specialist skills (9%) – more information is required to determine what these specialist skills are

Young People

Key Points

- Young People identified practical activities, group learning, creative, active, visual and use of the computer the best way for them to learn
- There was a wide range of different activities young people would like available for after school particularly - Sport, Music, Drama , IT
- Young people enjoy learning and can see its relevance to later life – they have high aspirations and are keen – it would be good to harness this energy and commitment now and engage young people from a variety of different backgrounds and abilities in fun activities, outdoor and indoor with embedded basic skills to widen their horizons and provide as part of the learning career guidance
- Learning to Learn – Make learning to learn one of the fundamental goals of education and training

Recommendations

- There is a mismatch between what young people want and what employers want – need to focus on how these differing ideas are co-ordinated
- Closer partnership working with Connexions through the provision of careers guidance for young people by teachers or youth service
- Training provided for youth workers / teachers to enable them to enhance the careers guidance given by connexions
- Involvement of Cam House School through partnership working with GLII Community Project and Youth Service
- Rednock School needs to dovetail findings with extended schools planning and consider community needs, specifically when reviewing vocational provision
- Rednock School should continue to publicise existing courses at the School widely within partnership and wider afield
- Consider what Rednock School needs to do to be a more effective provider and venue
- Rednock School has new Music facilities, Media courses and teachers, these are areas in which needs have been identified– need to look at ways of working partnership with organisations such as Stroud College, the Youth Service and GLII Community Project to link up facilities and courses

Employers

Key Points

- Local employers are looking for local people – need to ensure that training providers and partners are working much more closely with employers to ensure that local people are being trained in the skills that employers want – job clubs, job centre and college
- Training providers must talk to local employers about their particular skills needs and develop provision accordingly
- Employers are keen to encourage their employees to train, it is important for training providers to set up dialogue with employers about the design and delivery of training programmes, taking into account the issues of cost and time of training which present the greatest barriers to access

Recommendations

- Employers are looking for IT skills, Literacy, Numeracy and Communication – these need to be offered to existing employees and unemployed people at times which fit in with the working day (5pm-6pm) and also on weekends including Sundays
- ECDL and Skills for Life **qualifications** should be provided for employees from local businesses as a “try out”
- Promotion of Business Link initiatives and closer partnership working between Business Link and other partners to deliver Skills for Life provision to employers
- Embedded Skills for Life need to be included as part of the key skills above and craft skills training
- Basic employability skills such as timekeeping, customer service and presentation should be provided in the area
- Providers of learning in the area need to increase their visibility to employers and local people

Mapping of Provision

Key Points

- There are a large number of provider organisations in the TLC partnership, however only 6, GLI I Community Project, Sure Start, May Lane Surgery, Dursley Education Centre, Prema and Kingshill House are actually based within GLI I
- There is scope for more providers of learning to work within the area, particularly Work Based Learning training providers (adult and youth) working with employers and Business Link
- There is opportunity for providers based in the GLI I area to work in partnership with other organisations (for example GLI I Community Project and WEA who already have a partnership arrangement) thus widening the range of local provision available to local people
- There is opportunity for partners based in the GLI I area who do not currently offer funded provision (such as the Youth Centre, Library and Cam Methodist Church) to develop learning opportunities as part of the learning plan
- Local partners need to be aware of the range of local venues for learning and consider outreach for provision (eg GLI I Community Project is using the Youth Centre venue, situated in the heart of Woodfields estate for a healthy eating project)

Recommendations

- Providers in the Travel to Learn area need to increase their visibility in the area and potential work with partners to recruit local people
- Local partners need to ensure that they use the on-line directory of provision (CanDo Exchange www.candoexchange.org), both for clients and to keep their own records updated.
- Map employment vacancies and skills required in GLI I area against the skills of the unemployed in the area – also training available / required to fill specific gaps – Job Centre input to this

Surveys

Key Lessons and Suggestions for future Surveys

Employers

- Wider range of surveys distributed through the Trade Unions
- Target specific employers – Michael wood services, Stonehouse Trading Estate
- More face to face surveys with employers
- Ask about specific skills employers are looking for

Adults and Young People

- Include questions about previous level of qualifications
- Clarification of questions, for example terminology for skilled, semi-skilled and unskilled categories – this could be tested out before committing to survey.
- More time allocated for developing the questionnaires, analysing the information and producing the report
- Target specific groups of people for future surveys
 - unemployed people through the job centre
 - home educated / excluded young people
 - families known to Sure Start and CIRCLE (the Ethnic Minority Achievement Service and Travellers Education Service)
 - Primary school children and their parents

Skills Audit

- Need to include engineering, construction, care, retail, languages, working with animals, working with adults, sports and science
- Keen to Learn v Interested – need to be clear about definitions and target audience

Venues

- More information could be obtained on suitability / sustainability of venues
- Need to consider if one large all singing all dancing venue is better than a number of smaller outreach venues based in local areas
- Dursley Library is going to provide a venue for learning through it's resources as a library as well as the upstairs space for community use
- Dursley Education Centre needs to increase it's capacity for offering a wider range of provision for local people, including NVQs, Work Based Learning, Young People's programmes etc, rather than just focusing on Adult Community Learning

General Points for Consideration by Partners

- Partners to provide rationale for funding FREE courses – show links to basic skills / progression
- Partners should consider developing specific projects to aid the progression of learners – for example, Video / Transport etc
- Learning Champions to go into classes and help with progression (this is starting to happen through Next Step working with Learning Champions on Information, advice and guidance at Dursley Education Centre)
- Skills for Life – Partners need to consider how courses can incorporate Skills for Life or involve screening / progression onto Skills for Life courses
- Partners need to consider developing provision with a focus on raising the self esteem and aspirations of local people – upgrade employees to become supervisors / work with unemployed
- Partners should be aware of the need to put forward their own research and ideas about what people want (particularly if it is not identified in this report) and develop proposals accordingly
- TLC in consultation with partners to develop an exit strategy for the programme - Need to determine the link between the Schools, Vale Vision and Listers with the needs of the local area, First Steps provision and work opportunities

Specifications from the Neighbourhood Learning in Deprived Communities Funding

The Neighbourhood Learning in Deprived Communities fund from the Learning and Skills Council along with funding from Stroud District Council is providing the resource to enable partners to “try out” new ideas to meet the needs identified in the Learning Health Check. There are a number of areas specified in the NLDC bid which need to be covered in the provision:

Reshaping existing services

Focusing on providing an improved range of accessible and flexible learning options, providing complementary / linked learning and skills options and simplified and streamlined learning pathways.

- Trying out new ways of doing things – specifically Stroud College and Training Providers

Engaging new learners

Link with LSP – geographical barriers to learning, low income, childcare, special educational needs, limited understanding about the benefits of learning and histories of poor educational experiences

- GLI I Community Project, SVP, Other community groups

Up-skilling the workforce

Basic Skills and raising awareness, image of what basic skills are (levels etc), practical tools and techniques within businesses to approach the issues with their workforce, staff demoralisation and poor performance

- TUC Learning Reps and work with Listers and Milliken
- Work with other employers from Draycott and Taitshill
- Park Life Project - Stonehouse

Learning across generations

Projects which appeal to a wide range of people – young people, families, older learners

Regeneration partnerships / community groups

Evaluate work and skills of existing groups, consider skills development needs of group / organisation, roll out of regeneration across the local community, retaining a core set of community champions, and target other organisations which may need support and advice

- Cam and Dursley by Definition
- Prime

Neighbourhood Learning Centres

Local people play a key role

Centres based in accessible, local premises

Variety of learning programmes

Learning and teaching styles different from traditional approaches

Range of funding options

Resources to be funded:

- Pottery equipment
- Drama Hall refurbishment at Rednock School
- Broadband / ISDN lines at Woodfields, Highfields and Kingshill
- Laptops for use in the community
- Funding for laptops to be delivered and set up at community venues
- Sewing machines