## LOCAL EDUCATION AUTHORITY ADULT LEARNING PLANS 2002/03

##

ALLOCATIONS TO LOCAL EDUCATION AUTHORITIES:

#### FAMILY LEARNING, 1 AUGUST 2002 – 31 JULY 2003

FOR EXECUTIVE DIRECTORS AND NAMED ACL CONTACTS

**HANDLING NOTE 7 25 April 2002**

Dear Colleagues

Please find enclosed a pack containing the revised allocations for Family Learning, for 1 August 2002 to 31 July 2003, to your local Council. We hope this increase will enable local Councils to meet more of the high demand for Family Learning funds, as indicated by initial bids forming part of LEA Funding Applications. The allocations have been increased, as stated in the e-mail to ACL contacts of 22 April 2002.

The basis for distribution of Family Learning funds remains the same as that described in Handling Note 5, using the AE2 figures returned to the DfES for 1999/2000 by the LEA(s) in your area and an element of area uplift for qualifying LEAs.

As before, the allocation is given as an aggregate sum to the local Council and we have shown the indicative amount per LEA for your information. You may vary the indicative amount at your discretion, based on your assessment of the LEA Funding Application, provided that you do not exceed the total allocation to the local Council. It is for you to negotiate the actual level of funding with each LEA from within the allocation provided to the local Council. You are reminded that each LEA is entitled to a minimum allocation of £20,000 (referred to in the Family Learning Supplementary Guidance note as the ‘planning allocation’).

For further details of activities that can be supported through Family Learning funds, please refer to the *Family Learning Supplementary Guidance 2002/03*, which was circulated in January 2002. A copy is attached for your convenience.

LEAs should have included an outline of their plans for Family Learning in their Adult Learning Plan 2002/03, in line with paragraph 5.21 of the *LEA Adult Learning Plan Final Guidance 2002/03*.

## Action Required

We appreciate that local Councils may have begun making arrangements with LEAs for Family Learning provision and that these revised allocations may cause some inconvenience. In order to allow time for further negotiations, the previous deadline (29 April 2002) will be extended to **31 May 2002**. Once negotiations are completed, you should write to each LEA and confirm the amount to be allocated for the period 1 August 2002 to 31 July 2003.

Please confirm the allocations you have agreed with each individual LEA and send this summary to Jeanette Jeffcoate (e-mail Jeanette.Jeffcoate@lsc.gov.uk or telephone 024 7649 3868) at the National Office by **31 May 2002**. An e-mail is acceptable, or a written memorandum. Your e-mail or memorandum should confirm that the Executive Director has agreed the allocations.

## Payments

The Operations Directorate will ensure that payments are made for the agreed amounts commencing in August 2002. Payments will be made on a flat profile basis, in twelve equal monthly instalments.

It is assumed that payment arrangements will be with the part of the local authority that would receive the mainstream ACL funding allocation, and if this should differ you should advise Jeanette Jeffcoate accordingly.

The Management Accounting Division at the National Office will require that local Councils provide profiles for Family Learning, as with other ACL budgets, on a fiscal year basis. The enclosed allocation includes a breakdown by fiscal year to assist you with profiling.

## Further Information

A list of all documents issued to date is set out below. The documents listed and this Handling Note can also be found on the Council intranet.

Please contact the national office with queries arising from this or any other ACL matter. Contact names can be found in Handling Note 1 and any ACL Newsletter.

With regards,

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## Related documents issued to date and available on the LSC intranet or by email from Joanne.bratby@lsc.gov.uk

Handling Note 1 2 November 2001

Final Draft Adult Learning Plan Guidance 2 November 2001

Learner Number Forms Additional Guidance on Collation 14 November 2001

Handling Note 2: indicative ACL allocations November 2001

Capital Guidance December 2001

Capital minor works allocations January 2002

Family Learning Supplementary Guidance 31 January 2002

Handling Note 3: Family literacy and numeracy and EMAG January 2002

Handling Note 4: Family Learning March 2002

Handling Note 5: Final Allocations March 2002

### Handling Note 6: Moderation of Adult Learning Plans April 2002LEARNING + SKILLS COUNCIL

### FAMILY LEARNING SUPPLEMENTARY GUIDANCE 2002/03

1 The purpose of this Guidance is to provide local Councils with further clarification on the £7.5 million family learning budget within adult and community learning (ACL) for local education authorities (LEAs) and their family learning networks for 2002/03. This follows from paragraph 5.21 of the *Local Education Authority Adult Learning Plan Final Guidance 2002/03* (November 2001) reproduced in the following paragraphs for ease of reference.

### Definition

2 Family learning was specifically endorsed in the Secretary of State’s November 2000 remit letter to the LSC (paragraphs 34 and 52).

3 LEAs and their partners (eg, schools, museums, libraries, community and voluntary groups etc) already deliver a wide range of family learning activities. The broad objectives of family learning are to raise achievement, widen participation and counter social exclusion.

4 ‘Family learning’ may be defined as:

1. learning as or within a family, which complements the broader parental involvement agenda and
2. learning to help people operate as or within a family
3. the promotion of lifelong learning for the whole family.

5 What constitutes a ‘family’ is purposely not defined. The expectation is that family learning should include opportunities for intergenerational learning and that wherever possible, this leads adult and children to pursue further learning, either for its own sake or for qualifications or for the enhancement of personal, social and work skills.

### Eligibility

6 Activities should:

Raise the attainment and/or achievement of adults *and/or*

Promote lifelong learning for the whole family *and/or*

Build the confidence of family members of all ages as they join together in a learning activity *and/or*

Provide progression opportunities, signposting individuals or family groups to subsequent learning opportunities *and/or*

Support children learning with adults *and/or*

Help involve adults in children’s education.

7 LEAs have been asked to provide details of how they will *increase or otherwise enhance* existing work *or* provide family learning programmes for the first time and these details should be included in their plan for 2002/03.

8 LEAs were asked to indicate how they will *build on and expand* family learning programmes and in particular the following:

* How plans will help tackle social disadvantage
* How planned provision will be aimed at the family in the broadest sense ie at children of all ages, at male and female family members and at the extended family
* How there will be working with local partners.

9 Some examples of specific activities include:

* Supporting the costs of a wide range of family-centred provision which is free to participants
* Creating and sustaining a family learning co-ordinator post in the LEA
* Staff training and development
* Purchase of materials and/or minor equipment or refurbishing a venue or space for family learning
* Research and evaluation\*

\*see ‘research’ below.

10 Activities focused solely or mainly on children aged 15 or less cannot be supported in 2002/03. It is also unlikely that the LSC will wish to support stand-alone activities such as one-off promotional events apart, perhaps, from Adult Learners’ Week (11-17 May 2002) and/or Family Learning Weekend (11-13 October 2002). Support will be considered where these events form part of a local ‘plan of family learning action’ and/or provide suitable progression opportunities. ‘Taster’ courses can be supported where they are part of a suite of activities or form part of a whole plan aimed more widely than ‘tasters’ alone.

### Priorities

11 As the LSC focuses primarily on funding learning for those aged 16 and over, any activity funded through Family Learning should be prioritised where it is for adults or for adults and children. However, we would encourage the development of links between LSC funded family learning provision and other LEA pre-16 activities in the interests of local coherence.

12 Family learning also fits well within the community capacity building agenda and any activities that also contribute significantly to the regeneration or renewal of communities are likely to be favourably considered.

### Target groups

13 Every local area will have its own priority groups of learners. It is also recommended that the following groups are considered with or as target groups wherever possible:

* Male family members
* Learning in ethnic family groupings
* Older people
* The wider extended family
* Carers.

### Research

14 Where the LEA plans to undertake research related to family learning, the LLSC should invite the LEA to say:

* how the research proposed differs from or significantly extends existing research
* what value will be added by undertaking further research
* how the effects of the research will be used
* what monitoring will be undertaken to show how the research has improved participation and/or delivery of learning
* how and when it will disseminate the outcomes.

15 Agreement to disseminating the outcomes of research will be a condition of funding.

### Family Literacy and Numeracy

16 The family learning funding is *not generally available solely* for family literacy and numeracy (FLN) programmes for which separate funding is available. Note that this adds to the earlier guidance which implied that literacy and numeracy family activities should *only* be supported through the Schools Standards Fund monies. This is in response to requests from LEAs that they should have some flexibility in using the Family Learning funding, and that in some cases, an element of literacy and/or numeracy could be captured within a wider family learning programme or activity including, for example, supporting a family learning coordinator post which may also coordinate family literacy and numeracy.

17 Literacy and numeracy development should not be the primary focus of that programme or activity when funded through Family Learning. This flexibility will be allowed in 2002/03 on the understanding that the FLN money is for a very specific range of activities and that this purpose will not be reviewed with effect on funding before 2003/04. Some LEAs may now choose to support elements of literacy and numeracy that fall clearly outside those programmes from within the new Family Learning funding.

18 Where an LEA seeks to use this flexibility, it should cross-refer the Family Learning activities to the FLN activities in its final Adult Learning Plan return in March 2002, or in any subsequent update agreed with and provided to the local LSC. Separate monitoring will be required where the learning activities demonstrably meet the national basic skills strategy targets.

19 The funding for family literacy and numeracy has been available to LEAs for several years, previously through the Schools Standards Fund. This funding has been provided most recently through the Adult Basic Skills Strategy Unit (ABSSU) of the DfES. The DfES element of funding will from April 2002 be made available through the LSC. Separate guidance is available on the use and uptake of these programme (£3.6 million) and development (£11.7 million) funds.

### Recipients of Funding

20 Funding for family learning is targeted at LEAs funded by the LSC for ACL for 2002/03. We would encourage LEAs to work in partnership with a wide variety of providers in developing their family learning provision. Any new providers can only be supported through this funding if they are contracted to do so by an LEA or group of LEAs or by an LEA-led network. The lead LEA should be identifiable for audit and quality standards purposes as they will have responsibility for the audit and the quality of the provision.

21 National providers are encouraged to work with local LEA-led networks.

22 A modest sum will be held back centrally for national evaluation activities. This precludes the need for local LSCs to hold back any local funding for evaluation and their own staff training and support.

### Funding Allocations

23 For 2002/03, the budget is available from April 2002. Activities can start immediately LSCs and LEAs are in a position to use the funds effectively. Where there is a need for substantial initial development it is recognised that delivery of family learning will take place in the main part from 1 August 2002. The LSC undertakes to fulfil a commitment to the DfES that activities will be undertaken in a timely manner and not delayed by the requirements of planning. With this in mind, the LSC wishes to provide a minimum ‘planning allocation’ to any LEA responding positively and appropriately in its full Adult Learning Plan by 28 March. The ‘planning allocation’ will be £20,000 provided to support the LEA so that it may take prompt action on Family Learning. For example, the ‘planning allocation’ would permit the LEA to advertise and recruit a coordinator during the summer of 2002, so that programmes can be in place for the delivery of learning from 1 August 2002. Another example would be that marketing materials could be prepared and disseminated, again so that the delivery of learning can take place from 1 August.

24 The LEA would need to ensure that they could properly account for any commitments and the expenditure of this ‘planning allocation’ within the appropriate funding years. The audit guidance, which is currently being prepared by the LSC in collaboration with the Audit Commission, is likely to require for accounting on an academic year basis.

25 Payment of the ‘planning allocation’ is unlikely to be before August 2002. Payment would be made at the same time as the main ACL allocation and with any further funding allocated to the LEA for family learning.

26 Allocations of the main block of family learning funding would be on the basis of numbers in the local population. Local LSCs will have discretion over allocating their total local budget for family learning. They will wish to work with the LEAs in their locality to understand plans for and the provision of family learning. Local LSCs will wish to ensure value for money in allocating funds. One measure of this will be a fully-costed plan for family learning activities. At least a strong outline of this should be available with the Adult Learning Plan by 28 March. Local LSCs have discretion over pursuing issues raised by the outline and any subsequently agreed full and costed plans. Plans likely to be late or incomplete returns should be discussed with local LSCs, preferably in advance of 28 March.

**Added Value**

27 The LSC needs to be able to demonstrate that the new funding is indeed enhancing and adding to the volume and quality of provision. In reading Adult Learning Plans and any supporting documentation on family learning, the local LSC should expect to see a copy of any existing policy statements on LEA family learning or appropriate reference to such documents. For example, there may be cross-references in the Adult Learning Plan to the LEA’s regeneration plan and family learning. Under no circumstances should the funding provided by the LSC be used to double-fund existing activity.

28 If the LEA has undertaken or participated in any evaluation of its previous programmes or strategy, evidence of this should be provided or appropriate cross-references made.

**Local Monitoring**

29 In order to access this money LEAs are required to provide specific and separate information for family learning programmes on the following performance indicators:

* Number of participating adults
* Number of participating children
* % of adults and children with disabilities/learning difficulties
* %male adults
* % of adults and children from minority ethnic groups
* % adults 60+
* % primary school children
* % secondary school children.

30 In the autumn of 2002, or earlier where possible, the local LSC will wish to establish measurable targets with each LEA. Wherever possible, the LEA should be encouraged to disseminate any outcomes from their Family Learning activities, particularly where these outcomes relate to research.

31 Please note that the overall target nationally is that the £7.5 million will help up to 37,500 families in 2002-03. Whilst there will be no target setting by local area for 2002/03, as the initiative beds down, at appropriate intervals LLSCs will need to be able to say how many learners/families have participated.

32 The simplest way of recording this is through the termly monitoring instrument for ACL and LLSCs are recommended to include discussion of progress in the regular existing meetings between the LLSC and the LEA. Please do not add unnecessarily to any requirements for local reporting. For example, whilst it would be helpful to understand how LEAs will monitor how attitudes to learning in families have changed over the year, this is not a reporting requirement and it could properly be explored during informal discussion with LEA staff.

33 Providers using the ISR or with access to the ISR in 2002/03 should ensure that any activity for 16 plus learners is entered appropriately in fields for ‘non-Council funded’ as ACL-funded activity is currently outside the scope of what is defined as ‘Council-funded’ provision on the ISR.

**National Monitoring and Support**

34 The national office ACL team will commission evaluation of a sample of family learning activity. The team will also look at a sample of Plans to confirm that value for money is being provided and that items are costed on a like for like basis wherever practicable.

35 In response to suggestions that tutor training should be encouraged and supported, the national office will explore what training and/or qualifications can be made available to family learning facilitators or tutors. National office staff are not experts in this field and would welcome warmly any help or practical support in this area. In addition, DfES is working with NIACE and partners to develop a family learning handbook for tutors.

36 Regional and national workshops are being considered for LLSCs and partner organisations. Anyone interested in taking part should notify me as soon as possible with a view to workshops taking place in either summer or autumn 2002 or spring 2003.

Sue Yeomans January 2002