

> Foreword

**Roger Begy, Chair,
Learning and Skills Council, Lincolnshire and Rutland**

The creation of the Learning and Skills Council (LSC) has - for the first time - provided us with the opportunity to plan for the learning needs of all our community in a cohesive and inclusive way. It gives us the unique opportunity to re-energise our whole approach to learning - to bring new opportunities to disadvantaged groups, give new impetus to improving quality and address the skills demands of the local economy.

The LSC, established in April 2001, has been charged with the task of bringing more young people and adults into learning and catering for individual hopes and aspirations while at the same time meeting the demands of the business and employment market.

It is a challenging task. In Lincolnshire and Rutland there are too many people lacking the basic skills of numeracy and literacy. This limits their job prospects and prevents them from playing a full and active part in the life of our community.

We live in a predominantly rural area in which providing access to learning can be a real problem. Without change, the current inequalities in access to learning will continue. Population trends show we are attracting people in older age groups, while having difficulty keeping our young people.

While some of our business community is actively engaged in the drive to improve skills through workforce development there is a need to encourage others through the spread of best practice. We recognise the importance of small businesses to the area and will seek to build on the spirit of enterprise they bring to our local economy.

To succeed we will have to build on our strengths and work closely with partners in the public, private, community and voluntary sectors who are playing an active part in the agenda for change. We also have a vibrant and innovative schools, FE college and provider network and an unemployment rate below the national average.

Before we embarked on writing this strategic plan we undertook a major consultation exercise to enable us to properly assess the position in Lincolnshire and Rutland and to draw on the knowledge, expertise and experience that exists in our community to help point the way forward.

We have also listened to learners - the people we need to bring into the heart of our agenda - and to those who are not engaged in any learning.

We will not stop listening. We aim to make this strategic plan an evolving and dynamic document. It sets out our strategy for achieving our key tasks and meeting some tough targets. Our targets for 2004 are that as our contribution to national targets:-

- > 2110 more 16 to 18 year olds will be in structured learning, an increase of 11%
- > 511 more young people will achieve Level 2 by the age of 19, an increase of 8.8%
- > 399 more young people will achieve Level 3 by the age of 19, an increase of 12%

"A unique opportunity to re-energise our whole approach to learning..."



- > 20,474 more adults will be qualified to Level 3, an increase of 15.2%

- > 8,558 adults will have acquired literacy and numeracy skills

In addition to these we have set ourselves local targets of:

- > Recognising at least 300 organisations as Investors in People by December 2002 and increasing this year on year thereafter

- > Training 250 Basic Skills tutors to the new national qualification standards

- > Creating at least one Centre of Vocational Excellence in college-based provision

- > Completing at least one Sub-Area Review of 14 to 19 provision each year

In Lincolnshire and Rutland we have a budget in excess of £70 million and the prime objective of this document is to ensure that it is targeted correctly and delivers learning that fulfils aspirations, is of the highest quality and is accessible to everyone in our community. By 2004 we will have:-

- > Put in place quality learning opportunities which meet the needs of our communities

- > Created a strengthened quality infrastructure providing rigorous mechanisms to ensure continuous improvement in the experiences and achievements of all our learners

- > Released resources from areas of over provision and reassigned them to areas of need in line with our local priorities

- > Continued to raise the profile of vocational education and training towards parity of esteem with academic routes

- > Targeted our discretionary funds to maximise their impact and

championed the use of innovative approaches to learning, especially in relation to increasing social inclusion and widening participation

- > Implemented strategies to enable us to achieve our aspirational local target for adult attainment at level 3, a target which will be given high priority on an annual basis

- > Become recognised as the lead advocate of the learner and the strategic planning body which oversees the range, accessibility, quality and price of all our local provision

- > Established effective working relationships with the Regional Development Agency, the Sub-Regional Strategic Partnership, Sector Skills Councils, local businesses and local providers to enable us to address skills needs and increase the skills levels of the existing workforce

- > Put in place positive working relationships with our partners and providers to bring a co-ordinated approach towards encouraging more young people to stay in learning, increasing demand for learning by adults, helping employers improve workplace skills and improving the choice and quality of learning opportunities

The Learning and Skills Council was created to help people to change their lives through learning. To succeed involves us challenging the whole culture of learning in our society. We believe this strategic plan points the way to a better learning future for Lincolnshire and Rutland.



Roger Begy
Chair

> The National Context

The development of the global economy has been characterised by the increasing use of new technology, particularly in information and communications, and the rapid pace of change. Few individuals and businesses in the developed world are insulated from these global influences. Economic development has brought positive benefits and new challenges for all of us.

The world of work can reward those with the skills to prosper in this environment, but many are marginalised by change - for example through the disappearance of unskilled jobs or the lack of employment skills and specific qualifications. Over the past 20 years, new jobs have been created in managerial and professional occupations, but the number of low-skilled jobs classified as elementary and operative has fallen nationally and locally, although Lincolnshire and Rutland support more low-wage jobs than the national and regional averages. These trends are expected to continue.

The well qualified and those in permanent jobs are not protected from these global influences. They must enhance their skills on an ongoing basis to keep up-to-date. Business restructuring or a desire to pursue a new career may prompt significant retraining.

Irrespective of educational attainment, few people can expect to have a job for life and all have to adapt their skills and expertise to match the changing needs of the working environment.

The creation of the LSC provides a new focus on learning to raise the skill levels of young people and adults. The LSC will seek to widen opportunities through learning to allow people to realise their full potential, to secure work, develop careers, enrich leisure time and play a full and active part in local communities.

Central to our work is the recognition that learning can make a vital contribution to individuals, businesses, local communities, the economy and society as a whole. These were key messages of the 1998 White Paper "The Learning Age" and the 2001 White Paper "Opportunity For All In A World Of Change".

The LSC has responsibility for the planning, funding and quality assurance of all post-16 learning, apart from higher education. It funds:

- > Work-based learning for young people
- > Further Education
- > Adult and Community learning
- > *leardirect*
- > Education Business Link activity
- > School sixth-forms
- > Information, advice & guidance for adults
- > Workforce development
- > Innovative projects through discretionary budgets

The opportunity for one overarching organisation to facilitate the coherent planning of provision across these major strands of post-16 learning was a key driver for the establishment of the LSC. This vital planning role will ensure that provision is integrated and will provide an opportunity to develop radical and enduring changes.

National mission and vision

Our mission is to raise participation and attainment through high-quality education and training which puts the learner first.

Our vision is that, by 2010, young people and adults in England will have knowledge and productive skills matching the best in the world.

Our key tasks

The Secretary of State has asked the LSC to:

- > Raise participation and achievement by young people
- > Increase demand for learning by adults and equalise opportunities, through better access to learning
- > Raise skill levels for national competitiveness
- > Improve the quality of education and training delivery
- > Improve effectiveness and efficiency

Local Learning and Skills Councils translate this national context, mission and vision to local areas.

> The Local Context

The Learning and Skills Council is a national organisation with 47 local offices, each with a focus on the specific needs of learners, employers and communities in their area. The geographic area of the LSC in Lincolnshire and Rutland matches the boundaries of the two counties.

Population

Lincolnshire is the fourth largest county in England and has a two-tier local government administration; Rutland is the smallest county in the country and comprises one unitary authority. Together the two counties have a population of 670,000 and cover an area of 6,315 square kilometres.

In Lincolnshire, the three main towns of Lincoln (83,000), Grantham (34,000) and Boston (26,300) account for 25% of the population and Oakham in Rutland (10,100) has 28% of that county's population.

This large rural area with a low population density and a poor transport infrastructure provides many challenges for service providers. Although the area has a very extensive road network (70% above the English shire average), only 60km is dual carriageway and none is motorway. Only 1% of the workforce commutes by train. Although buses are the main form of public transport (with 3% of commuters), the network is underdeveloped outside Lincoln and Grantham.

The Office of National Statistics has forecast that the population of Lincolnshire and Rutland will grow by 8% between 1996 and 2006. The forecast 7% growth in the 15 to 24-year-old age group contrasts with a 15% decrease in those aged 25-34. Increases in the older age groups are projected.

The area's population is growing faster than regional and national rates,

particularly the elderly sector. There is an established trend involving people of retirement age and of families with children moving into the area and of people aged 15-24 leaving. Lincolnshire, in particular, has an increasingly unbalanced demographic profile.

There may be several reasons for this which further research could explore in more depth. Many young people still move out of the area for higher education, although the creation of the University of Lincoln has begun to have an impact on learning routes and Bishop Grosseteste College recruits 32% of its undergraduates locally. There is a perception that the area lacks a diversity of occupational choice and the career structures which are helpful to people early in their careers are not so apparent in an economy dominated by small firms.

Forecasts predict the labour force should grow by more than 12,000 between 2000 and 2006, with a decline of about 12,000 in those aged 25-34. There will be an increase in the 35-44 year old age groups and smaller rises for those aged 16-24 and the older age groups. Women are expected to account for 70% of the growth in the workforce.

Remoteness and deprivation

The rural nature of the two counties means that communities are widely dispersed and can often feel remote and excluded. But these communities still retain distinct identities, something that is reflected in the large number of travel-to-work areas that indicate that each of the market towns is an important employment centre and a focus for learning provision.

Government measures of multiple deprivation reveal that Lincolnshire has ten of the 71 most deprived wards in the

East Midlands. Within Lincolnshire, 13 of the 25 most deprived wards are in East Lindsey (mainly on the coast), six are in Lincoln, two in each of Boston and West Lindsey and one in each of South Kesteven and South Holland. Within the predominantly rural communities the deprivation tends to be hidden, lacking the scale and concentration of the major conurbations.

Employment

Although employment has grown, Lincolnshire remains heavily dependent on a number of key sectors - the dependence on agriculture and fishing in Lincolnshire, for example, is four times the British average.

Employment Structure of Lincolnshire 1998	% of Employees		
	Lincolnshire	East Midlands	GB
Agriculture and Fishing	5.7	1.8	1.3
Energy and Water	0.8	1.0	0.9
Manufacturing	20.6	25.5	17.5
Construction	5.2	4.8	4.6
Distribution, Hotels and Restaurants	24.2	21.8	22.8
Transport and Communications	4.5	5.2	5.8
Banking, Finance and Insurance	11.0	13.7	18.6
Public Administration, Education and Health	24.1	22.4	23.9
Other Services	3.8	3.7	4.5

Source: Annual Employment Survey 1998, ONS/Census of Agriculture, MAFF

Self-employment and business size

Self-employment is important in the economy of the area. Of those in employment in Lincolnshire in 1999-2000 12% were self-employed (Rutland 11%) compared to an East Midlands average of just 7%.

In 2000 there were 28,900 businesses in Lincolnshire and 1,900 in Rutland. Of these, 85% in Lincolnshire and 89% in Rutland employed less than 10 people and only 0.5% of businesses in both counties employed more than 200.

In general, the area has a low skills base with low levels of male participation in

learning. The average earnings per hour in Lincolnshire in 2000 were 9.3% lower than the regional average and 19.3% lower than the national average.

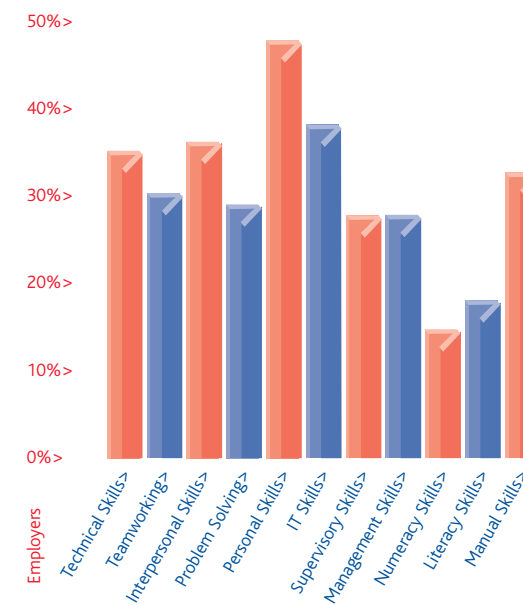
Employment levels

Unemployment is lower than regional and national averages but there are pockets of relatively high unemployment in Gainsborough, Lincoln and on the coast.

Employers' needs

The recent Employers Survey 2001 highlighted the skills that employers identified as needing improvement in the workforce.

Employee Skills in Need of Improvement



Skills initiatives have emphasised the need for individuals to take personal responsibility for achieving skills and qualifications. The LSC is charged with promoting learning as part of its mission to improve participation and achievement by young people and adults.

Perceived benefits of learning

In the 2000 Lincolnshire Development Household Survey, residents were asked what they perceived to be the benefits of learning. The results show there are only minor differences between the employed and unemployed.

% of respondents	Employed	Unemployed
Better job/career prospects	42	52
Improved job performance	42	23
Keep skills up to date	52	38
Obtaining a better salary	31	33
Improving personal/practical skills	43	34

Source: 2000 Lincolnshire Development Household Survey

Just 18% of people said they were currently taking part in learning. Even more worryingly, 42% had not done so for more than three years and more than a quarter (14%) had not participated in any learning since leaving school.

The survey also showed this latter group tended to rate the importance of learning less highly, indicating that it will be more difficult to change its attitudes. It revealed that in Lincolnshire 74% of people with Level 3 or above were earning more than the average county wage of about £16,000 but only 33% with lower or no qualifications reported earning this amount.

Skills development needs

The survey asked what skills people thought they might need to develop over the next year. More than a third (34%) of the total workforce do not think they need to develop any of their present skills or acquire new ones, higher than in 1998 (31%). People who are self-employed and those 50+ are most likely to consider that they have no skill development needs.

9% were unsure about their future needs, which suggests a strong continuing need for adult guidance services. People in work and those who are unemployed

have broadly similar perceptions, although fewer jobless people foresee any need for management skills and a higher proportion think they need to develop practical skills.

Many people are working towards qualifications that have no NVQ equivalence. Despite this, a substantial proportion is aiming for higher-level qualifications with 26% studying for Level 4 & 5 qualifications compared with 27% regionally.

People who are more likely than average to be currently studying include:

- > Younger people (18% of 16-24 year olds)
- > Females (10% compared with 8% of men)
- > People already qualified to Level 3 and above (10%)

Skills respondents think they will need to develop over the next 12 months (% of respondents)	Employed		Unemployed	
	2000	2000	2000	1998
IT skill/use of computer packages	30	32	30	26
Practical skills (job-related skills)	13	16	13	9
Management skills	7	3	7	9
Personal skills (team working, problem solving)	10	5	10	5
Business skills (marketing, planning, etc)	7	6	7	5
Caring/Empathy	2	2	2	3
Health & Safety	5	2	5	3
Don't know/unsure	8	12	9	13
None	35	29	34	31

Source: 2000 and 1998 Lincolnshire Development Household Survey

There is concern that the people who have the lowest qualifications also show the lowest levels of awareness about their future needs. Among those without any qualifications, 43% felt they had no development needs. The survey showed this group also tended to rate the importance of learning less highly, again indicating that it will be difficult to change attitudes.

Among those with no qualifications, 94% have not undertaken any learning in the previous 12 months. This position has worsened since the 1998 survey and

shows how difficult it might be to raise skills levels among this group. The third report of the National Skills Task Force recommends that all adults who do not hold at least a level 2 qualification should be entitled to the chance to achieve one. This has been reinforced by a recent report by the Government's Performance and Innovation Unit, "In Demand: An Adult Workforce Development Strategy for the 21st Century."

Achievement levels

Basic Skills (Skills for Life)

About a quarter of adults in Lincolnshire and Rutland have poor levels of literacy (24%) and numeracy (23%), figures broadly in line with national averages. The problems are worst in Boston, East Lindsey and Lincoln where a high proportion of wards have levels above the national averages.

Young People

In Lincolnshire and Rutland the levels of achievement of both 11 and 16-year-olds exceeded the regional and national averages. Both counties exceeded the 2002 national learning target for 16-year-olds and the average point score for A-level achievement in 2001 for Lincolnshire was 19 (national average 17.4). There are no LEA maintained sixth forms in Rutland.

National learning targets - achievement levels at school age	Target	Lincs	Rutland	East Midlands	National Achievement
	2002				
% Reaching L4+ in English 11 year olds	80	76	83	73	75
% Reaching L4 in Mathematics 16 year olds	75	73	83	70	72
% Achieving 5+ GCSEs at A* - C or equivalent	50	53	62	46	47

Source: DfES

Adults

Progress towards meeting the adult targets is poor. Only 39% of people aged between 18 and retirement age (who are working or seeking work) are qualified to Level 3, compared with a target of 50%. Only 20% are qualified to Level 4 against a target of 28%, a figure which is significantly lower than the East Midlands and national averages.

National learning targets - achievement levels for adults	Target	Lincs	Rutland	East Midlands	England
	2002				
Level 3	50	39	N/A	44	47
Level 4	28	20	N/A	25	28

Source: Labour Force Survey 2000

Recent national guidance for target setting, based on the 2001 Labour Force Survey, has indicated a Level 3 achievement figure of 43.8% in Lincolnshire and Rutland.

There are wide disparities in attainment across Lincolnshire and Rutland. The 2000 Household Survey found, for example, 45% were qualified to Level 3 in South Kesteven compared with 27% in Boston, and 28% qualified to Level 4 in South Kesteven compared with only 11% in Boston.

Adults achieving national targets by local authority district By 2002	Boston	East Lindsey	Lincoln	North Kesteven	Rutland	South Holland	South Kesteven	West Lindsey
50% Level 3+ (AT1)	27.4	34.3	37.9	42.7	39.1	36.9	45.2	36.9
28% Level 4+ (AT2)	10.6	12.2	13.7	24.0	14.9	19.6	27.8	22.7

Source: 2000 Lincolnshire Household Survey

The spring 1998 Labour Force Survey revealed that the East Midlands matched the national average of working-age residents who hold qualifications at A-level or below. This data and the Household Survey results are not directly

comparable but comparisons to regional figures show fewer local people have A-levels and the local percentage of those without any academic qualifications is slightly higher. Other results are similar.

Percentage of residents with qualifications at A level and below	All Lincolnshire	East Midlands
A Levels	18	22
O Levels	38	39
GCSE (grades A-C)	22	24
CSE (grade 1)	19	19
No academic qualifications	34	31

Source: 2000 Lincolnshire Development Household Survey

The survey revealed that 13% of the workforce has a first degree, while 2% have a higher degree. In Lincolnshire, the number of people with a first degree is lower than the regional average (8%), although the proportion with higher degrees is similar (just under 2%).

More of these economically active graduates live in Rutland (14%) and South Kesteven (16%), while only 3% of Boston's and 4% of East Lindsey and South Holland's economically active residents are graduates.

Source: Drivers for Change: Edition 7 (2002).

Quality of Learning and Skills Provision

There is at present no single measure of the quality of learning provision common

to all sectors. Comparative data on the performance of similar providers within each sector can provide a basis for limited judgments on the achievement of learners and, in the case of work-based learning providers and further education colleges, on the quality of teaching and learning and leadership and management. However, comparisons of data between sectors does not in itself provide a reliable basis for assessment of the quality of provision.

Work Based Learning

Inspection grades awarded in inspections for the period January 1998-January 2002 are given in the following table with comparisons made to national statistics.

	Percentage of Providers Awarded Grade					Total Grades Awarded
	1	2	3	4	5	
Equal Opportunities (No)	0	10	14	5	1	30
Local grades (%)		33%	47%	17%	3%	
National grades (%)	3%	25%	52%	19%	1%	1243
Trainee Support (No)	2	10	9	2	0	23
Local grades (%)	9%	43%	39%	9%	0	
National grades (%)	6%	42%	36%	15%	1%	1132
Leadership & Management/ Management of Training (No)	0	10	13	7	2	32
Local grades (%)	0	31%	41%	22%	6%	
National grades (%)	3%	23%	42%	27%	5%	1243
Quality Assurance (No)	0	9	15	6	2	32
Local grades (%)	0	28%	47%	19%	6%	
National grades (%)	1%	14%	39%	37%	9%	1243
All Generic Grades (No)	2	39	51	20	5	117
Local grades (%)	2%	33%	44%	17%	4%	
		79%		21%		
National grades (%)	3%	26%	42%	25%	4%	4861
		71%		29%		
Occupational Areas (No)	2	33	39	20	2	96
Local grades (%)	2%	34%	41%	21%	2%	
		77%		23%		
National grades (%)	4%	33%	45%	16%	2%	3096
		81%		19%		

The grades awarded by inspectors over the last 4 years were thus above national averages for equal opportunities, trainee support, quality assurance and the management of provision but lower than national averages overall for the occupational areas inspected. Recent inspections, carried out under the new

Common Inspection Framework, however, show a higher proportion of providers in the Lincolnshire and Rutland area achieving below satisfactory grades for leadership and management and quality assurance and for the occupational areas inspected. This mirrors the national trend of worsening inspection grades overall.

Local achievement data for work based learning for the 2000-2001 contract year shows that only around one quarter of learners completed modern apprenticeship or national traineeship frameworks. Figures for other training

show an achievement rate of 56.4 NVQs per 100 leavers. (Some leavers will have achieved more than one NVQ). There is currently insufficient data available to enable reliable comparisons with national benchmarks.

2000-2001	Total leavers	Framework completion	% Framework achievement
Modern Apprenticeships	922	257	27.9%
National Traineeships	604	153	25.3%
Other training	56.4% NVQs per 100 leavers		

There is clearly scope for significant improvements to be made in this area and strategies for addressing this with providers are detailed in the Learning Strategy under Objective 15.

The most significant weaknesses identified nationally by the Adult Learning Inspectorate in its recent report will also be acted upon where they apply to local provision.

Sixth Form Provision

Sixth form provision within the area focuses solely on Lincolnshire as there are no LEA maintained sixth forms in Rutland.

The LEA produces documentation including schools' Performance and Assessment Reports (PandAS) and National Summary Data Reports (NSDR's) which will provide a source for developing baseline statistics.

These are complemented by School Visit Reports which cover whole school issues and whole schools development plans. Discussions with the LEA are being initiated with regard to the sharing of data in line with the transfer of responsibility for post-16 funding.

School Inspection Reports and the annual Post-16 Performance Tables, which detail the results profile for individual sixth forms, will provide a starting point for future discussions.

DfES performance tables for 2001 show that combined results for GCE 'A' and 'AS' levels and Advanced GNVQs in Lincolnshire are above national averages. Approximately 65% of schools achieved average point scores per student at or above national averages with selective schools achieving the highest average point scores.

Combined A/AS/AGNVQ results	Average point score per student	Average point score per examination entry
Lincolnshire average	19.0	5.7
England average	17.4	5.5

Note: the average published includes the results of the four Colleges.

	Number	Percentage
Schools at or above England average point score	24	64.86%
Schools below England average point score	13	35.14%

Further Education Colleges

Inspection grades awarded by the FEFC Inspectorate in the period January 1998-2001 are given in the following table with comparisons made to national statistics.

	Percentage of Colleges Awarded Grade					Total Grades Awarded
	1	2	3	4	5	
Support for Students (No)	0	4	0	0	0	4
Local grades (%)	100%					
National grades (%)	18%	60%	19%	2%	1%	382
Resources (No)	0	4	0	0	0	4
Local grades (%)	100%					
National grades (%)	11%	57%	29%	3%	0%	382
Quality Assurance (No)	0	4	0	0	0	4
Local grades (%)	100%					
National grades (%)	8%	40%	42%	9%	1%	382
Governance (No)	2	2	0	0	0	4
Local grades (%)	50%					
National grades (%)	15%	47%	28%	8%	2%	382
Management (No)	0	4	0	0	0	4
Local grades (%)	100%					
National grades (%)	15%	50%	26%	8%	1%	382
All Generic Grades (No)	2	18	0	0	0	20
Local grades (%)	10%					
National grades (%)	13%	51%	29%	6%	1%	1910
	64%					36%
Occupational Areas (No)	0	15	7	0	0	22
Local grades (%)	68%					32%
National grades (%)	8%	52%	35%	5%	-	2061
	95%					5%

(Figures given for national grades exclude re-inspections)

The grades awarded by the FEFC Inspectorate over the last 4 years were thus significantly above national averages for cross-college aspects such as student support, quality assurance and the management of provision. All programme areas inspected were judged to be satisfactory or better. There have, as yet, been no inspections

under the new Common Inspection Framework.

Overall retention rates for students in FE are in line with national averages. Achievements overall compare favourably with national averages, particularly in the case of short and medium-length programmes.

In Year Retention Rates 1999/2000		
	Full-Time Students	Part-Time Students
Lincolnshire and Rutland	85%	83%
National Average for General FE Colleges	84%	84%

Achievement Rates 1999/2000				
	Long Qualifications	Medium Qualifications	Short Qualifications	All Qualifications
Lincolnshire and Rutland	82%	82%	84%	83%
National Average for General FE College	79%	70%	77%	77%

Source for Retention and Achievement Data:
Summary Statistics for Further Education Institutions England 1999/2000

LEA Provision of Adult and Community Learning

The LSC Lincolnshire and Rutland funds Adult and Community Learning through the two Local Education Authorities, Lincolnshire County Council and Rutland County Council. With the two LEAs the local LSC prepares an Adult and Community Learning Plan to deliver courses at 210 centres in Lincolnshire and 18 in Rutland.

The courses provided are in the main non-qualification programmes (Lincolnshire 90.6%). The majority of learners in both counties are female (Lincolnshire 74.4%), reflecting the difference in motivation towards learning between males and females. In both counties over 30% of learners are aged

over 60 (Lincolnshire 31.5%, 7.5% higher than the national average).

The Audit Commission performance indicators for 1999/2000 showed a very high participation rate in Rutland, 227 per 1,000 adult population compared with a Unitary Authority average of 65; the equivalent figure for Lincolnshire was 70 (County average, 69). In Rutland the percentage of hours for which students attended was 80%, above the Unitary Authority average of 77%. 99% of participants were satisfied with their courses (Unitary Authority average, 96%). In Lincolnshire the percentage of hours for which students attended was 81.5% and 90% of learners were satisfied with their course. In 2000-2001 the satisfaction rate rose to 95.6%, from the 22,092 learners who attended courses.

Male learners made up 25.6% of that group (national average 25%).

Spending per head of population on adult education in 1999/2000 was £6.26 in Rutland and £4.40 in Lincolnshire - above the unitary authority and county averages of £4.13 and £3.90. This may reflect the characteristics of the two counties in terms of low population density, and in Rutland's case the high levels of provision.

The LSC Lincolnshire and Rutland will be working closely with the two LEAs to maximise their contribution to the achievement of its targets and its local priorities, particularly in the areas of Basic Skills and Widening Participation.

Lincolnshire took part in a Pilot Inspection of ACL provision in early 2002 and findings from that Inspection are now the subject of discussion with LEA colleagues. Pilot inspection reports are not published but the findings will be used to ensure quality provision across the Lincolnshire and Rutland area.

External Institutions

The council currently contracts directly with four External Institutions (EIs) in Lincolnshire and three in Rutland. The EIs cater mainly for part-time learners, with retention rates ranging from 52% to 80%. Total qualification aims achieved were encouragingly high overall, with four institutions reaching 79% to 92%. There were differences in levels of performance between the seven EIs in the area and appropriate action will be taken.

Source: Summary Statistics for Further Education Institutions England 1999/2000

> Our Aspirations for Lincolnshire and Rutland

> Local consultation

As a new organisation, we were determined to consult widely across the two counties to enable us to reflect properly the needs and aspirations of the whole of our community. In June 2001 we embarked on a major consultation exercise to engage the community in the debate about the most effective way forward.

At 11 venues across the two counties we met employers, providers and other partner organisations from the public, private, community and voluntary sectors. These breakfast and lunchtime events engaged more than 500 people and were complemented by thematic events covering ICT-based learning, Basic Skills, equal opportunities and age diversity.

They proved to be highly successful meetings providing rich insights and important reference points for the development of our strategy. They also initiated the processes of partnership working and ongoing consultation that we are committed to maintain.

The key points to emerge from the June events were:

> Links between training providers and business

The importance of providing effective links between learning and skills provision and business to build a skilled workforce was identified as the top priority for the local LSC - reflecting its importance in improving the economic prospects of the area

> Transport and issues surrounding rural isolation

The lack of adequate transport and lack of childcare facilities were seen as huge barriers for people trying to access learning opportunities

> Local training and learning provision

There was recognition that bringing learning into local venues was an important challenge for the local LSC and a key way of creating wider participation in learning

> Promotion of learning

There were widespread calls for learning to be promoted more effectively in order to encourage a commitment from employers to develop the workforce and for individuals to benefit from lifelong learning

> Practical/craft skills

The importance of recognising the value of practical, vocational and craft skills was emphasised, with concern about a lack of provision in some areas and sectors

> Aspirations and low esteem

There were concerns that a culture of low esteem and low aspiration has affected large numbers of young people, restraining their development. This was linked to the lack of breadth in the learning opportunities currently offered and the limitations of the local employment market

> Funding

There were concerns over funding mechanisms and calls for more flexibility and more money for education and learning, particularly for vocational and community learning

Following the consultation events we continued to meet our partners through the autumn to develop our thinking in specific areas. In many instances we have drawn on the strategic plans of key partners. We have also used the outcomes from key local reports, such as that of the Lincolnshire Forum for Racial

Justice, and source material from the Lincolnshire Research Observatory. Key groups, including the top 100 companies in the two counties, were involved and business was further engaged in the process through district offices of the Lincolnshire Chamber of Commerce. We also maintained contact with those who took part in our initial consultations and issued an outline strategic plan for comment at the beginning of November.

As part of our determination to put learners at the heart of learning, we also sought the views of those actually in learning. This involved contacting the 6,500 members of the Learning Club and commissioning specific research into aspirations among Year 9 and Year 11 pupils at local schools. We also surveyed the needs of under-represented groups, for example learners with learning difficulties, mental health problems and those using English as a second language.

This consultation exercise has informed this Strategic Plan and was invaluable in helping us to formulate Our Vision, Operating Principles and work with Key Partners.

Annex 1 details the organisations consulted during this process.

Annex 2 provides a summary of the feedback received on the Draft Strategic Plan.

> Our Vision

The LSC was created to make a difference. This strategic plan sets out how LSC Lincolnshire and Rutland will give people the opportunity to change their lives through learning and to contribute to the area's economic development. We aim to:

- > Establish a culture of learning that provides opportunity and support for individuals to realise their full potential

- > Stimulate investment in workforce development to enhance business competitiveness and economic development

- > Maximise participation, retention and achievement in learning for both young people and adults

- > Support and develop high-quality provision that is well matched to the needs of learners and employers.

- > Plan and implement radical and enduring changes to the learning infrastructure to ensure that supply better meets demand.

- > Make learning more inclusive, widen participation, eliminate discrimination and promote diversity

> Our operating principles

The LSC Lincolnshire and Rutland has adopted a set of principles which will guide the way it works and which make it open and accountable. We will:

- > Question and challenge the status quo, research local issues and needs to support decision-making and work with existing and new providers to develop provision

- > Listen and respond to the needs of individuals, communities and employers and through this process contribute to the counties' economic and social prosperity

- > Work closely with partners nationally, regionally and locally to achieve our shared objectives and by pooling resources more effectively implement agreed local impact measures

- > Maintain the highest standards of public accountability

- > Build equality of opportunity into all our policies, programmes and actions and work with learning providers to make a genuine difference to learners

- > Maximise the skills and strengths of our own workforce to deliver our mission

Our relationships with key partners

The LSC Lincolnshire and Rutland cannot achieve its objectives alone and needs the involvement and commitment of all local partners to help focus resources, develop synergies and maximise impact. Whenever possible, we will clarify our roles and responsibilities with partners through the development of local partnership agreements or through the local reflection of national memoranda of understanding.

Throughout our consultation exercise we recognised the value of engaging in partnership activity with a plethora of formal and informal groups. The views of local employers and employer representatives will continue to be major influences as our plan becomes operational. We have been very fortunate to have linked with more than 1,000 individuals, employers and/or partners. We are now ready to develop these relationships further, recognising that joint activity must be action orientated, focused and adaptable. We do not wish to create any further unnecessary partnerships but will work with established groups/agencies for maximum local impact. This commitment to cross-agency working will be developed into joint impact measures focusing on the key issues.

In particular, we will:

- > Use our membership of **Lincolnshire Development Partnership**, the strategic partnership for our area, and the recognised sub-regional partnership of the **East Midlands Development Agency (emda)** to ensure that all learning and skills activity is planned in a concerted and consistent way to complement emda's aim to bring about excellence in learning and skills by creating a "learning region". In this regard we support the Lincolnshire Agenda adopted by the partnership

- > Operate in a similar way through membership of the **Welland Partnership**, the sub-regional strategic partnership which includes South Kesteven and Rutland
- > Work closely with the **East Midlands Development Agency** on a range of activities including the Mature Workforce and Market Towns initiatives. We support the priorities for learning and development in emda's evolving corporate plan. We are particularly keen to align with identified key sectors for Lincolnshire and Rutland and look forward to contributing to the Framework for Employment and Skills Action
- > Work closely with the two **County Councils and the District Councils** on our common agendas for increased participation in learning, social inclusion and economic regeneration
- > Seek to work with the Local Authorities in the development of their **Community Strategies**
- > Link with **Neighbourhood Renewal** activity in the City of Lincoln through the **Local Strategic Partnership**, recognising the significant contribution that learning can make to the building of confidence and self-esteem in members of our most deprived communities in particular
- > Continue to build on the very effective working relationships with **Lincolnshire and Rutland Local Education Authorities**, particularly over schools and Adult and Community learning. We will encourage collaborative delivery to develop a 14-19 entitlement framework
- > Develop our commitment to working alongside the recently re-structured **Lincolnshire & Rutland Learning Partnership**. We particularly value the partnership's local groups as key information sources, identifiers of best practice and the local voice of the learner

- > Work closely with the recently established **Connexions** service which is vital to the achievement of our objectives. For the first time, young people aged 13 to 19 will receive ongoing mentoring, information, advice and guidance which will encourage more young people to stay in learning until 19
- > Seek to make a significant contribution to the Government's target of 50% of 18-30 year olds entering higher education by 2010. In this context, the **University of Lincoln** is one significant partner. There is now a unique opportunity to work alongside the University of Lincoln as it changes its character and focus, converting pride in the University's development into increased aspiration for the local population to study in higher education
- > Create opportunities to use the expertise of **Bishop Grosseteste College** in developing models for teacher training and ensure that the college, as our other significant local HE partner, makes its contribution to growth in HE provision locally and nationally
- > Become a regular contributor to and user of the **Lincolnshire Research Observatory**, a new partnership approach to the management and dissemination of economic, health, social and environmental information
- > Develop a significant relationship with the **Business Link Lincolnshire & Rutland** which as the agent of the Small Business Service has a major role in guiding and supporting small businesses and in promoting innovation and enterprise. We will work together to provide clear messages to employers and promote Workforce Development as a common core message
- > Work with other members of the **South Holland Rural Action Zone (RAZ)**, an innovative model of partnership acknowledged in the Rural White Paper, to assist in the

achievement of the RAZ objectives to create high-value jobs, skills and enterprise

- > Continue to support those hard-to-reach groups alongside the **Job Centre Plus (Employment Service)** and seek to align our strategies with a strong focus on adult learning
- > Support the activity of the **Education Business Link Consortium** as central to our strategy of promoting effective education/business links. We share their commitment to providing links at each key stage with young people from five to 16. Embedding work-related learning into the curriculum will increase young people's achievement, understanding of the world of work and employability
- > Contribute to the building of capacity in the **voluntary and community sectors**. These organisations are vital in providing the first steps into learning for many of the most disadvantaged and hard-to-reach members of our communities
- > Work with the evolving **Sector Skills Councils**, especially those which align with our key sector employers and with **Ufi/learnirect** locally and nationally
- > Continue to build positive working relationships with all our **providers**, meeting regularly with them and responding to provider needs. We want our providers to respond to the challenges set out in this local plan and to align their own strategies to contribute to its successful implementation and achievement

> Objectives and Targets

National objectives and targets

The Learning and Skills Council has identified the following national objectives and targets for 2004:

National Objective	National Target 2004	National 2000 position
1. To extend participation in education, learning and training	80% of 16-18 year olds will be in structured learning The baseline and target for adults will be set in next year's plan	75%
2. To increase engagement of employers in workforce development	The measure of employer engagement will be developed in next year's plan	
3. To raise achievement of young people	85% of young people at Level 2 by age 19	75%
	55% of young people at Level 3 by age 19	51%
4. To raise achievement of adults	To raise the literacy and numeracy skills of 750,000 adults	Up to 7 million adults with literacy or numeracy difficulties
	The % of adults at Level 2 will be set next year	
	52% of adults will achieve Level 3	47%
5. To raise the quality of education and training and user satisfaction	The baseline and targets will be set in next year's plan	

Local targets

The National Office of the LSC has calculated targets for 2004 for local LSCs. The Lincolnshire and Rutland targets are:

National objectives	Local Target 2004	Local 2000 position
1 To extend participation in education, learning and training	21,284 16-18 year olds in structured learning. (2,110 more young people and an increase of 11%) The target for adults will be established nationally next year and we will then set our local target	19,174 16-18 year olds in structured learning

National objectives	Local Target 2004	Local 2000 position
2 To increase engagement of employers in workforce development	This target will be established nationally next year and we will then set our local target.	
3 To raise achievement of young people	6,330 young people will have acquired a Level 2 qualification by the age of 19. (511 more young people and an increase of 8.8%)	5,819 at level 2 by age 19
	3,712 young people will have acquired a Level 3 qualification by the age of 19 (399 more young people and an increase of 12%)	3,313 at level 3 by age 19
4 To raise achievement of adults	8,558 people will have acquired skills in literacy and numeracy.	-
	155,474 adults will have acquired a Level 3 qualification (20,474 more adults and an increase of 15.2%)	135,000 adults at level 3
5 To raise the quality of education and training and user satisfaction	This target will be established nationally next year and we will then set our local target.	

In addition to these we have set ourselves local targets of:-

- > Recognising at least 300 organisations as Investors in People by December 2002 and increasing this year on year thereafter
- > Training 250 Basic Skills tutors to the new national qualification standards
- > Creating at least one Centre of Vocational Excellence in college-based provision
- > Completing at least one sub-area review of 14 to 19 provision each year

All of the local targets are central to our plans. In shaping the local agenda we have grouped our objectives and activities under three key strategies. These are:

A Strategy for Participation A Strategy for Skills A Strategy for Learning

These three strategies build on existing initiatives and good practice, but also recognise that change is essential if we are to address issues that have been present for many years and change attitudes towards skills and the whole culture of learning.

Equal Opportunities and Basic Skills (Skills for Life) are themes threaded through all the three strategies and are fully integrated with them. Our approaches to Equal Opportunities and Basic Skills (Skills for Life) are outlined in sister documents available to accompany this plan.

We have sought to build equality into all our programmes and actions so that we do not put any group of people at a disadvantage. Where we have identified groups which are already at a disadvantage, we have defined specific actions to deliver equality of opportunity.

> 1 The Participation Strategy

The value and benefits of learning to individuals are well documented and yet learning remains the preserve of the few rather than the majority. This Participation Strategy establishes essential links between the promotion of the value of learning and the communication of learning opportunities - the factual information on what is available and where.

This strategy aims to ensure that all individuals and employers are aware of the learning opportunities available in their area and are able to access learning facilities that meet their needs. A comprehensive package of information, advice and guidance relevant to individual needs is essential to enable informed choices.

We need to continue efforts to understand the barriers to learning, both in terms of initial engagement and staying in learning. Partner organisations, the voluntary and community sectors and Trade Unions can contribute much to this understanding. The Connexions service, for example, is an important source of key data and information on aspirations, barriers, destinations and participation.

Addressing barriers to learning and developing more customer focus are themes running through this strategy. We will take steps to remove the barriers by developing innovative solutions with partners. Initially we will focus our efforts in those areas with the worst problems and particularly those highlighted by the national indices of deprivation.

Within this strategy we define actions to increase participation and place learners at the heart of the system, engaging more young people and adults in learning from all sectors of the community,

particularly those currently under-represented. These include those who are disabled or disadvantaged, people aged over 50, younger males and disaffected learners.

In recent years, vocational and work-based learning have not had as high a profile as more academic learning. It is important that all methods of learning are valued equally.

Targets

- > We will increase the number of 16-18 year olds in structured learning from 19,174 in 2000 to 21,284 by 2004, an increase of 11%
- > We will increase the number of adults in active learning and our targets for this will be set next year
- > We will increase the literacy and numeracy skills of 8,558 adults by 2004

The objectives of this participation strategy are to:

- > Promote the value of learning and raise awareness of learning opportunities
- > Encourage under-represented groups into learning
- > Improve access to learning
- > Reduce the number of people who lack Basic Skills
- > Focus resources on local areas in most need

Objective One:

Promote the value of learning and raise awareness of learning opportunities

The LSC has been given a specific responsibility to promote learning, a task we see as vital if we are to succeed in changing cultural attitudes.

Almost half of the respondents to the 2000 Household Survey said there were no reasons why they could not be involved in learning. This suggests people are unaware of learning opportunities, see little or no benefit in learning or just do not wish to learn. There is a real challenge to change people's attitudes to learning and provide them with access to information, advice and guidance.

In the workplace, 59% of employers consider they will have a need for higher skill levels in their workforce in the future. Conversely, 34% of employees see no need to develop existing or acquire new skills. The percentages are higher for the self-employed (43%), those without NVQ equivalent qualifications (43%) and those aged over 50 (57%).

Those groups of individuals and businesses not interested in learning represent the most difficult audiences to reach. The proportion of the Year 11 cohort entering employment without training at the beginning of November 2000 was 3.4%.

Actions

Campaign data

- > Further develop with Connexions and other partners key data and information on aspirations, barriers, destinations, participation and disengagement to inform communications activity
- > Establish with Connexions and other partners mechanisms to capture tracking and destination feedback to inform learner choice

- > Work with Trade Unions to promote the role of Learner Representatives

Promotion

- > Develop a communications strategy to promote the value of learning
- > Inform individuals and employers about the learning provision that is available by using a variety of media, and ensure promotional material and information are accessible for all sectors of the population in line with equal opportunities policies
- > Work closely with providers and support agencies - such as Connexions, Business Link, the Employment Service, Education Business Partnership, the Learning Partnerships and emda - to deliver consistent and effective messages to promote learning
- > Create a network of marketing practitioners to help deliver the required changes and to ensure that local LSC and partner marketing resources are pooled to ensure maximum impact
- > Target employers, particularly those in key sectors, who have employed young people not participating in learning
- > Celebrate successes and promote role models to champion learning

Information

- > Support the Information Advice and Guidance for Adults partnership and its delivery, particularly among disadvantaged communities and in the more remote rural areas
- > Review with partners the services and mechanisms to provide information, advice and guidance to potential or existing learners, including the helpline services provided by the Learning Line and *learnirect*

Objective Two:
Encourage under-represented groups into learning

The area is characterised by an under-representation in learning among adults over 25 (particularly males), people with low level or no formal qualifications, and those aged over 50.

Participation levels in learning are low among disadvantaged, disaffected and socially excluded groups. These include disabled people, those with learning difficulties, members of black and ethnic minorities, asylum seekers, care leavers, the long-term unemployed, those in low-income groups and people who were disillusioned by the school system and/or have been away from learning for many years. The problem is most acute in pockets of deprivation throughout the area, in certain wards in Lincoln, Boston and East Lindsey, for example. Where barriers to learning exist, lack of time, family commitments and the cost of training were the three most often-quoted reasons for non-participation (2000 Household Survey).

Actions
Disadvantage

- > Research levels of participation in learning among disadvantaged and under-represented groups to enable us to identify barriers to learning
- > Work closely with Connexions to ensure that personal advice and support is provided for young people, particularly those who are disaffected, to help them move into and retain a place in learning
- > Work with partners and statutory bodies to provide support to address the barriers that prevent people from learning - especially in individuals lacking self-esteem

- > Increase the participation of men, people with disabilities and members of the black and ethnic minority communities
- > Work with the community, voluntary and faith sectors to build their capabilities and use their expertise in working with under-represented groups to bring more people into learning

Learner support

- > Promote activities that build confidence and also support learners during the early stages when they are most likely to drop out
- > Develop new and innovative methods of delivery and support activities that target the first steps into learning. The recent success of the 'Bitesize' courses is a good example of an innovative approach to attract new people into learning
- > Involve communities, parents and schools in identifying ways to develop motivation and focus on mechanisms to address the root causes of lack of aspiration
- > Recognise and build on the significant success of Adult and Community Learning activities in providing access to learning for many adult returners, for example through Family Learning

Objective Three:
Improve access to learning

Access to learning is a major problem in both counties and poor public transport was identified as a key issue in our local consultation exercise. Travel subsidies provide vital support to existing levels of participation particularly for our FE colleges. For example, at Boston College 40% of full-time further education learners are wholly dependent on transport provided by the local education

authority and a further 10% use public transport with fares paid by the LEA. The severe limitations of the transport infrastructure were also evidenced in a recent emda report "Access to Learning in Rural Areas" (May 2001). Problems associated with rural isolation were also highlighted in our consultation exercise as major barriers to learning.

Learning facilities are often located in market towns and learning opportunities are available at times that are not always convenient for some people. Access to learning and breadth of provision at these local centres in rural areas is limited. Lack of adequate childcare provision also increases the difficulty of access for younger people, particularly women. Learning has to be delivered relatively locally to make it accessible and to minimise employees' time away from work. Delivery must be planned at a time and place to suit the learner.

The increased use of e-learning - through such partners as *learnirect* - can help create a more flexible learning offer, although access to ICT-based learning and the speed of connectivity across the area are concerns restricting opportunities for individuals and e-business development. Information and Communication Technology (ICT) based learning, mobile and local provision offer major opportunities to spread learning opportunities. Nevertheless, it is recognised that over-reliance on the new technologies can reinforce exclusion and at times compromise the breadth of learning opportunities. There is currently little co-ordination of ICT-learning opportunities, creating an uneven spread of the learning offer.

Actions
Delivery methods

- > Develop innovative methods of learning delivery, such as "Learning Lorries" and ICT to take skills opportunities into rural areas, and encourage more creative use of existing learning centres
- > Work with national, regional and local partners, including the Basic Skills Agency and e-learning national training organisation, to develop learning through the Internet
- > Support the piloting of novel support and delivery methods, e.g. online learning materials and online information about learning opportunities
- > Continue to work closely with *learnirect* to capitalise on the substantial progress made by this initiative which is currently delivered at more than 40 outlets with 7,000 learners, encouraging employers to establish *learnirect* centres and develop their wider use with the local community
- > Ensure that all e-learning opportunities and activities offered in the area are the subject of appropriate quality monitoring and quality improvement processes

Infrastructure

- > Support and help to improve connectivity to further develop established ICT networks (e.g. Broadband, Lincolnshire Networking, Netlinc)
- > Work with providers and funders to develop a co-ordinated approach to the development of access centres in the area embracing various projects including *learnirect*, UK Online, New Opportunities Fund projects and New Technology Initiatives
- > Target duplication of provision where economies of scale can be achieved

Locations

- > Seek to ensure that no one has to travel an excessive distance to gain access to a local ICT-based learning centre and examine the need to plug any gaps in provision
- > Inform learners about the support that is available to assist with travel to learning centres
- > Ensure that providers cater for learners with disabilities/additional needs in terms of transport and access
- > Support pilot initiatives to improve access for people in rural locations and work with providers and voluntary and community organisations through schemes supported, for example, by our Local Initiatives Fund
- > Examine the best ways to deliver ICT-based learning to provide wider access especially to businesses, in rural areas or in areas of disadvantage (eg the use of schools, Post Offices and pubs, mobile units and laptop-loan schemes)
- > Encourage more businesses to realise the potential of ICT-based learning, particularly supporting the achievement of Basic Skills and key skills, but also accessing support for technical training and management development

Childcare

- > Increase the number of childcare places by working with the Early Years Development Childcare Partnership and other partners
- > Increase the number of trained childcare workers, encourage new training providers in the sector and increase the numbers of tutors and assessors to meet the demands for training, particularly in playwork qualifications
- > Encourage employers to support childcare facilities

Objective Four:

Reduce the number of people who lack Basic Skills

24% of adults in Lincolnshire and Rutland have poor literacy levels and 23% have poor numeracy levels. The problems are worst in Boston, East Lindsey and Lincoln where a high proportion of wards have levels above the national average. Many of the adults with literacy and numeracy needs are in work, and therefore the support of employers is essential to this objective.

Actions

Co-ordinated approaches

- > Build on our comprehensive survey of Basic Skills to assess the local gaps and to inform the implementation of our 'Skills for Life' strategy
- > Ensure that gaps in the quality and/or extent of provision are filled
- > Train more Basic Skills tutors and involve people from non-traditional backgrounds to deliver support, using, for example, community mentors
- > Ensure that people have the opportunity to learn in a way that suits their needs, for example by using local neighbourhood learning centres, community venues and other easily accessible locations
- > Work closely with local Learning Partnerships and partner organisations, including employers, the voluntary sector, the Employment Service, Trade Unions and providers, to co-ordinate effective planning and delivery of local support
- > Work with a range of partners, including emda and the Basic Skills Agency and *learnirect*, to tackle the needs of our area through joint initiatives

Innovative delivery

- > Through the 'Skills for Life' strategy provide opportunities for people to acquire the information and skills they need to get into work, to enable them to take a fuller role in community life and to progress into further learning
- > Work with employers to develop innovative and acceptable methods of identifying the Basic Skills needs of the workforce
- > Ensure that Basic Skills is embedded in a wide range of learning activity, including that not specifically designated as such
- > Take a proactive role in increasing the participation in learning of people living in deprived neighbourhoods and in promoting social inclusion
- > Work with partner organisations to ensure that Basic Skills provision is flexible and can meet the requirements of learners with different needs in terms of attendance patterns, timescales etc
- > Provide all Basic Skills support free to the learner

Objective Five:

Focus resources on local areas in most need

There are disparities in participation and achievement across our area. There is evidence that socio-economic factors may influence attitudes to learning. Basic Skills levels and adult achievement are lowest in Boston, East Lindsey and some Lincoln wards. We need to pool resources with other key partners to have a significant impact at a local level.

Actions

Priority areas

- > Examine in more detail the reasons behind the disparities in participation and achievement across our area
- > Target the most disadvantaged districts and communities, initially focusing on the 25 most deprived wards in the area
- > Collaborate with our key partners to ensure the development of joint impact measures that address the major disparities in participation and attainment in the area
- > Work with Lincolnshire Development Partnership, Welland Valley Partnership and the emerging local strategic partnerships to develop community plans and initiatives that link local neighbourhood renewal to economic development and drive forward emda's Rural Action Plan
- > Support the Rural Action Zone initiative in South Holland