

DRAFT Strategic Plan: a consultation document

2002/05

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Learning+Skills Council
Gloucestershire

The Learning and Skills Council Gloucestershire is responsible for planning and funding all post-16 education and training in the county. It brings together for the first time public funding for further education, work based learning, adult and community learning and sixth form funding.

In addition to formal education and training, the Council provides financial support for a wide range of activities aimed at encouraging lifelong learning and development across the county.

We work with 5 colleges of further education, 31 other training providers and 29 sixth forms.

There are 47 local Learning and Skills Councils across England with the national office in Coventry.

Welcome

I am delighted to present the draft of the Learning and Skills Council Gloucestershire's local strategic plan. We now need your views and comments to ensure that this plan truly reflects the needs of the county, is relevant for business, and places the learner at its heart. The final version will be published in March 2002 and will shape our work for the next three years.

The Learning and Skills Council Gloucestershire came into existence six months ago. Our remit is to achieve major changes in post-16

education and training. This will require real local decision making within a framework of national targets and objectives.

The starting point for our strategic plan is to identify the needs of Gloucestershire and the demands that these will place on the education and training system between now and 2005.

I hope you will take the opportunity to respond to our consultation. Together, we must deliver a plan which will provide high quality education and training in the county.



Brian Kemp
Chair
Learning and Skills Council, Gloucestershire

Introduction

This draft strategic plan offers a tremendous opportunity for all those with an interest in the development of learning and skills in the county to help shape the agenda for the next three years.

It sets out our local priorities and key challenges and will contribute to the national direction of the Learning and Skills Council.

We have an unparalleled opportunity to bring about radical and lasting change to the education and training system. Never before has a single organisation been charged with funding and planning all post-16 education and training, vocational and academic, from the workplace to school sixth forms. The challenges are enormous, not only to bring coherence and leadership to what has been a fragmented pattern of provision but also to help create a culture where everyone values learning.

We cannot tackle these tasks alone. We will work with and through partnerships and build alliances with local schools, colleges, employers, public agencies, local government and communities.

The economy of Gloucestershire has responded well to many past changes. We now face a period of uncertainty as manufacturing is affected by recession, and rural communities and tourism respond to the aftermath of foot and mouth disease. With many small and medium enterprises, we also need to make sure that their learning and skills needs are met as well as those of larger employers.

The future success of Gloucestershire depends on all of us with responsibility for education and training helping everyone to reach their full potential and providing businesses with the skilled employees needed now and for the future. To do this, we aim to

maintain and improve the high levels of attainment that many young people already achieve and also to focus on those groups that do not share the same success.

Too many adults of working age have had little experience of success in the education and training system. As a result, the level of skills in this country is below that of our international competitors. Vocational and practical qualifications are often undervalued in relation to academic qualifications. The broad remit of the LSC is to redress this balance, in line with wider changes to education for 14 -16 year olds.

We want to create a system that is genuinely inclusive, promotes equality of opportunity and ensures basic skills for all. This draft plan sets out how we, in partnership with others, will do this by taking on the tasks of listening to the needs of learners and employers, reaching new learners, raising aspirations, and providing the best services. The plan also describes the local targets that we will set to measure our progress on meeting the county's needs. We will work towards these within the framework of national learning and skills objectives and targets.

Gloucestershire is a diverse county. We need your inputs to ensure that this plan reflects that diversity. Investment in the learning and skills of everyone in the county is the key to making Gloucestershire an attractive place in which to live and work.



Roger Crouch
Executive Director
Learning and Skills Council, Gloucestershire

Our vision is a learning society in which everyone in Gloucestershire has the opportunity to go as far as their talents and efforts will take them.

We want to make sure that:

- Young people and adults gain higher levels of qualifications
- All adults achieve essential literacy and numeracy skills
- Businesses can recruit the skilled employees they need
- Everyone can learn in ways and places that suit them

Our mission in Gloucestershire is to bring together all aspects of post -16 education and training in the interests of learners. To do this, we will plan, fund and improve services to make sure that the learning and skills needs of learners, businesses and communities are met.

We will focus on four themes and have set ourselves one key challenge:

- Listening to learners and employers
- Reaching new learners
- Raising aspirations
- Providing the best

In Gloucestershire 70,000 adults have trouble with reading, writing and numbers. Our key challenge is to raise

literacy and numeracy levels throughout the county.

By 2004, we will aim to raise the literacy and numeracy skills of 10,000 individuals in Gloucestershire through the provision of basic skills.

These four themes and one key challenge form the structure of this draft plan and will focus our resources and actions.

This plan, as shaped and agreed in consultation with our partners and stakeholders, will give us the blueprint for the future. The following assumptions should be taken into consideration during the consultation:

- The LSC Gloucestershire will have available the basic level of funding necessary to meet needs
- The economic context in which we work will be as currently predicted
- We will be able to expand the network and coverage of private providers
- Our partners will continue to work within their current broad policy and budgetary frameworks

Learning and skills in Gloucestershire - the current picture

Listening to Learners and Employers

The county's economic structure is broadly similar to that of the South West and to the nation as a whole. Slightly more people work in manufacturing and slightly fewer work in public administration, education and health, banking and finance.

Structural changes in Gloucestershire's economy are likely to accelerate over the next decade and it is vital that the county adapts to these changes. Manufacturing and agricultural industries, in particular, will experience a reduction in employment but are also predicted to emerge as robust and higher skill sectors. The service sector is likely to see a rapid growth in new employment. Local businesses increasingly compete in a global market.

The Gloucestershire Labour Market Information Unit estimates that there will be a net increase of more than 19,000 new jobs in Gloucestershire, by 2010. This will include: 2,700 fewer jobs in manufacturing; 5,800 more jobs in retail and business and professional services; 2,700 more jobs in distribution, hospitality and catering; 1,900 more jobs in public administration, education and health; 1,800 more jobs in construction. Recent events suggest that some of these changes have already started. An increasing number of these jobs will be in professional, managerial and technical operations within the global market and will require high-level skills. People from Gloucestershire will compete for jobs with

individuals from outside the county and will need to improve their range of skills and competencies if they are to secure employment in the growth sectors.

Surveys show that the skills employers are looking for are communication, team building, number ability and an awareness of Information Technology.

We must ensure that the education and training system is attuned to these needs so that young people entering the world of work are well equipped to succeed. Gloucestershire has a comprehensive network of organisations providing employment advice, guidance and work related experience to young people of school age.

The formation of the Gloucestershire Education and Business Link Consortium and the requirement for schools to produce work related curricula have begun to provide a more strategic framework. This will also be supported by the formation of Connexions.

The LSC will work to ensure that these activities complement each other so that young people and adults receive the advice, guidance and experience to prepare them for a successful future.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Reaching New Learners

The county has a reputation for high levels of academic achievement. However, this success hides pockets of non-participation and underachievement.

Access by individuals to learning, and the extent to which they have choices about the options they take up, are influenced by a number of factors. Key barriers to participation include geographical location, low income and physical or learning disabilities. As a county with significant rural areas, the issue of geographical location, especially for residents of North Cotswolds, parts of Tewkesbury and the Forest of Dean, is of great importance in relation to access and equality. There are also wards within the county (parts of Gloucester City, Cheltenham and other urban areas) where low income and community deprivation play a significant role in limiting participation in education and training. Issues of low income are not confined to urban areas: parts of the Forest of Dean have lower income rates than other parts of the county, and some residents in Cotswold District have been identified as having the lowest average wage in Gloucestershire.

Barriers arise also where levels of skill provide an inadequate foundation for participation and success in learning. Significant numbers of Gloucestershire residents have low general skills, and some individuals have low and very low literacy and numeracy. There is often a mismatch between individual skills and the needs of the local labour market, and limited understanding of the benefits of lifelong learning by families and employers.

The need to improve the low levels of basic skills throughout the county is the single most important inclusion issue facing the Learning and Skills Council Gloucestershire. The targets we set

ourselves in this area will need to reflect this priority and be appropriately ambitious and challenging.

Limited childcare availability and transport difficulties create barriers to participation by disadvantaged groups and communities. There are indications that parents of children with disabilities and special needs and parents from minority ethnic groups experience particular difficulty in accessing appropriate childcare.

Other groups we intend to prioritise include young people and adults with disabilities and special educational needs and members of minority ethnic groups who are disproportionately disadvantaged within education and training. Of particular concern are the attainment levels of boys of African - Caribbean and dual-heritage backgrounds. These are significantly over-represented amongst those excluded from schools in Gloucestershire and are consequently ill-equipped to participate fully in education and training as young adults.

In Gloucestershire it is estimated there are around 70,000 adults with poor literacy or numeracy, although precise data is not available. Until recently, basic skills have not been regarded as a high priority, and the work has not been well funded, resulting in many tutors being employed on short term contracts of only a few hours each week. We now face a situation where there are insufficient tutors within the system to meet the demands of the national priorities and difficulties in recruiting new tutors. Although this is a national issue it is also a significant issue within Gloucestershire, where it is estimated that low levels of basic skills cost the local economy some £50 million each year.

Addressing basic needs within the employed workforce will create additional demands as tutors will need a range of additional skills to work with employers.

“The need to improve the low levels of basic skills throughout the county is the single most important inclusion issue facing the Learning and Skills Council Gloucestershire. The targets we set ourselves in this area will need to reflect this priority and to be appropriately ambitious and challenging.”

Raising Aspirations

Low aspirations are evident throughout the county. There are significant numbers of young people and adults who feel that learning has limited value or relevance. Far too many people start work with the minimum of skills and qualifications and undertake no further learning and development. In a recent survey, only half the workforce in Gloucestershire had undertaken work related training in the previous twelve months.

There is clear evidence that there are certain groups within Gloucestershire whose experiences of education and training are unsuccessful, unsatisfactory or non-existent. For example, in each group of school leavers around 600 young people leave with limited or low levels of qualifications and move immediately into unemployment or low skilled jobs.

Although further research is needed to understand fully the choices and destinations of these young people, there is evidence to suggest that these school leavers have developed a pattern of low achievement that persists throughout their lives and has a negative effect on their work and life choices.

A recent local study showed that whilst 74% of the young people interviewed were keen to continue their studies after the age of 16

there was a worryingly high level of misunderstanding of the difference between, and role of, further and higher education. The concern is that this misunderstanding impairs decision-making.

There are also groups identified nationally as key target groups where the local picture is in line with the national situation. Examples include children in public care where Gloucestershire's profile confirms national evidence that the educational needs of these young people are not currently being sufficiently well addressed. Another key target group is those involved in the criminal justice system. Evidence highlights the extent to which some offenders have unmet learning needs and other educational difficulties which may be a factor in their patterns of offending behaviour.

Britain has the worst record of teenage pregnancy in Europe. Although the conception rate for women under 18 in 1996 - 98 in the county was lower than the national rate, that in Gloucester City was the highest in the South West. Rates were also high in parts of Cheltenham and Tewkesbury. The correlation between rates of teenage pregnancy and socio-economic and educational disadvantage is very strong and has clear implications for the LSC's detailed action planning to promote inclusion.

Too many young people lose interest in education, and the present system is unable to offer them attractive alternatives. Recent proposals mean that young people from the age of 14 will be able to use a variety of environments to meet their learning needs e.g. schools, colleges, workplaces.

Providing the best

At its best, the system of post-16 training in this county is good and compares well with the rest of the country. Whilst much of the provision is satisfactory or better, inspection evidence reveals some poorly performing providers and pockets of poor quality within large, otherwise satisfactory provision. Every learner is entitled to high quality learning wherever they learn. We will give prime importance to bring the standard of delivery up to that of the best.

We undertake regular reviews with training providers to continuously improve the quality of delivery. However, early indications suggest that too many of our learners continue to be in provision that is less than satisfactory. Our aim is to bring all of the provision up to the standards of the best and to achieve consistency in quality that we expect on behalf of our customers.

Current delivery is disjointed and this makes it difficult for learners to effectively find their way around the system. Previous methods of funding created a climate of competition that made this worse. With the formation of the LSC there is an opportunity to encourage greater collaboration for the benefit of the learner.

Continuing to raise the level of competence of trainers and teachers in post-16 education training is a vital part of our drive towards raising standards. Although inspection reports highlight some excellence in teaching practice this is not consistently found throughout the post-16 sector.

We wish to move to a situation where all teachers and trainers have obtained appropriate professional qualifications. This will enable us to provide continuous professional development across the range of post-16 providers.

Recent inspection reports have been critical of some aspects of the teaching environment.

Learning should take place in the best possible environment with up to date equipment and technology.

Currently this is not always the case. We are particularly concerned about the amount of provision taking place in temporary buildings and in accommodation that is inaccessible to people with disabilities.

In all of this we are committed to putting the learner at the heart of the system. We must engage more with our learners and listen to, and act on, what they say.

What are we going to do?

Listening to Learners and Employers

We will:

- Build bridges between key sectors of industry and providers of post-16 education and training to align the supply of vocational training with the needs of industry. This will enable us to take advantage of areas of growth and, with partners, support areas going through restructuring.
- Work with the emerging Sector Skills Councils, the Regional Development Agency, and the Employment Service and Gloucestershire Labour Market Information Unit to make sure that we have up to date intelligence, integrated management information, and research. This will enable us to respond to the needs of each employment sector.
- With the Learning Partnership, establish mechanisms that will give us feedback from learners on their needs and experiences. This will give us a clearer insight into the way delivery of post-16 education and training should develop in order to improve retention and achievement.
- Encourage employers to make a greater investment in training and to recognise the value of effective guidance services, as part of our emerging workforce development strategy.
- Make it easier for employers to measure workforce skills and compare them with those of local, national and international competitors.
- Encourage employees to pursue opportunities to learn within the workplace.

Reaching New Learners

We will:

- Work with county and district councils in the development of local strategic partnerships to ensure that the education agenda makes a significant contribution to local regeneration.
- Celebrate the new learning culture evident in many of our communities and build on this in ways that ensure good practice is shared.
- Encourage and support learning providers to use new and imaginative ways, including information communication technology, to attract people to learning.
- Work in partnership to promote innovative ways of reaching out to people who have low levels of basic skills in our communities and companies.
- Establish the actual numbers of people with low levels of basic skills. Undertake local research to discover the best ways to enable them to improve their literacy and numeracy skills.
- Promote and develop the network of family learning.
- Work with employers to raise awareness of the effect that low levels of basic skills have on their performance and competitiveness.
- Work with the Information, Advice and Guidance system to develop new ways of providing information about the choices available. This must be in ways that are easily accessible and supportive to all learners.
- With our partners, tackle transport and childcare issues to develop a more co-ordinated approach to service delivery.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Raising Aspirations

We will:

- Work with our partners to make sure that vocational and academic learning is equally valued.
- Make sure that young people get the best out of the new range of learning opportunities by working with partners to ensure there is an effective response to the emerging curriculum for 14-16 year olds.
- Encourage the development of Centres of Vocational Excellence (COVEs) to enable learners and industry to benefit from the very best teaching and learning environments. This way learners following a vocational route can more easily progress from schools through to higher education.
- Work with our partners, including the new University of Gloucestershire, to encourage more people to undertake higher education.
- Promote to the workforce the value of improving skills and qualifications.
- Work with all our providers to make learning fun, attractive, enjoyable and successful.
- Encourage everyone to keep updating their skills.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Providing the best

We will:

- Invest in the development of providers of post-16 education and training to ensure that the quality of teaching and learning is continuously improved and that retention and attainment are enhanced.
- Through our partners, make sure that the numbers of tutors able to teach basic skills is increased.
- Regularly monitor and review the quality of all providers with a view to developing action plans as and when necessary.
- Work closely with poorly performing providers to bring delivery up to the standards of the best. Seek alternative provision where our efforts fail to bring improvement.
- Encourage the sharing of best practice particularly focused on the basic skills needs of learners.
- Work with providers to ensure that all teachers/trainers are qualified to industry standards or similar.
- Carry out a review of our post-16 assets to inform county-wide accommodation plans.
- Work to improve the accommodation for learning and make it accessible to all.
- Encourage greater collaboration between post-16 providers to make it easier for learners to benefit from, and progress through, the learning experience.
- Encourage partnership working between providers and employers to harness technical expertise and resources for the benefit of the learner.
- Develop opportunities for learners to participate at a time and in a place to suit them.
- Promote the use of information communication technology to deliver courses.

The way we want to work

In Partnership

None of this will be possible without the development of partnerships that will include the private and public sectors as well as statutory, voluntary and community organisations (see Appendix 1). Since our launch in April 2001 we have benefited from the support of a wide range of effective partnerships across the county. We will maintain and develop these relationships to deliver this plan.

By Listening

We will listen to the voices of our customers: the learner, employer, employee, community and to our staff to develop and support programmes that meet local needs.

The learner

- Understanding more about the barriers to learning, particularly life skills, is crucial and we aim to achieve choice, access and opportunity for learners.

The employer

- We will work with employers to develop innovative approaches to their recruitment and training needs. We need to find out more about skills needs and circumstances that might act as barriers to providing learning opportunities.

The employee

- We will work with trades unions to establish links with local workforces and promote the development of work based champions for learning. We will also explore the contribution that whole workforce surveys can make to develop future training opportunities that suit the needs of the learner.

Communities

- We will establish strong relationships with individuals and interest groups within disadvantaged communities and agree targets for future activities within their communities and groups.

Our staff

- As our most important resource, we will work with our staff to make sure they have the skills and resources needed to help deliver this plan.

Through Research

The LSC brings together for the first time all post-16 providers (excluding higher education). This gives us an unique opportunity to gather and analyse accurate and coherent information on the sector as a whole. This plan also highlights the need for more detailed research in a number of areas, such as, the needs of learners and employers and the best ways to improve basic skills.

By making our Resources go further

Each year Gloucestershire Learning & Skills Council will invest at least £50 million into skills and learning opportunities in the county.

This investment supports a mix of provision covering school 6th forms, work based learning, further education, adult and community learning, workforce development and much more. The resources of the LSC are a crucial ingredient in driving forward the learning agenda within Gloucestershire. Our budgets complement a wide range of learning and skills initiatives led by partner organisations and stakeholders for the county and will help to lever into Gloucestershire substantial funding from external sources. We recognise that Gloucestershire needs all the key agencies to work together to secure the maximum level of resources to meet the needs of our communities and businesses.

The Council has many budget streams that are dedicated to a particular type of provision. Currently, we are limited in our ability to move funds between these streams. We will continue to press the national Learning and Skills Council and the Secretary of State for additional flexibility so that we can develop

local solutions to meet local learning and skills priorities.

There is much, however, that we can still do with the resources that we currently have :

- We will break down the artificial barriers that exist between elements of post-16 provision, particularly for young people, to help learners make a more balanced and informed choice between the options available.
- We will actively promote our key economic sectors and encourage providers at every level of post-16 education to focus provision on the needs of employers.
- We will encourage closer working between our providers and the network of Information, Advice and Guidance agencies to help build a comprehensive and universal service to learners.
- We will use our discretionary funds which include money from the European Social Fund to lever in additional resources to

support innovative local projects and enhance existing provision.

To achieve the change in learning, our vision demands we focus sharply on the needs of our communities and businesses and deploy our resources accordingly. We pledge that resources will follow the learner and will support meaningful, relevant and high quality learning. In all this we will seek to achieve value for money for the learner and the tax payer.

Monitoring

We will monitor our progress against the targets set and the issues identified in this plan. Full details of monitoring will be outlined in the final version. We will publish an account of the progress we have made each year in our Annual Report.

Our Targets

Themes	Targets (to be achieved by 2004)
Listening to learners and employers	<p>We will develop ways of measuring</p> <ul style="list-style-type: none"> • How many employers are involved in training and set a target for improvement • The views of learners and set a target for improvement
Reaching new learners	We will develop new ways of measuring participation in learning and set a target for improvement
Raising aspirations	<ul style="list-style-type: none"> • 80% of 16 - 18 year olds will participate in structured learning • 50% of 30 year olds will have participated in higher education
Improving our services	<ul style="list-style-type: none"> • 91% of 19 year olds will achieve level 2 qualifications* • 55% of 19 year olds will achieve level 3 qualifications** • 56% of adults will qualify at level 3 (by focusing on vocational qualifications) • 100% of learners will receive education and training from learning providers rated as satisfactory or better
Key Challenge	
Raising basic skills	<ul style="list-style-type: none"> • 10,000 Gloucestershire residents will have improved their literacy and numeracy skills

Level 2 = equivalent to 5 GCSEs at grades A- C, an Intermediate GNVQ or the equivalent or an NVQ 2.

**Level 3 = equivalent to 2 A Levels, Vocational A Levels or the equivalent or an NVQ 3.

These targets have been set as Gloucestershire's contribution to the Learning and Skills Council's national targets, which can be seen overleaf.

National Picture

Key objectives	Targets for 2004
Extend participation in education, learning and training	80% of 16-18 year olds in structured learning (2000: 75%) Set baseline and target for adults in next year's Plan
Increase engagement of employers in workforce development.	Develop measure of employer engagement in next year's plan
Raise achievement of young people.	85% at level 2 by age 19 (2000: 75%) 55% at level 3 by age 19 (2000: 51%)
Raise achievement of adults	Raise literacy and numeracy skills of 750,000 adults % of adults at level 2: target to be set in next year's Plan 52% of adults at level 3 (2000: 47%)
Raise quality of education and training and user satisfaction.	Set baselines and targets in next year's Plan

The Secretary of State has asked the Learning and Skills Council:

- To raise participation and achievement by young people
- To increase demand for learning by adults and equalise opportunities through better access to learning
- To raise skill levels for national competitiveness
- To improve the quality of education and training delivery
- To improve effectiveness and efficiency

The Learning and Skills Council's mission is to raise participation and attainment through high-quality education and training, which puts learners first.

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

Appendix 1

Working with Key Partners

- Adult Learning Inspectorate and OFSTED
- Colleges, universities, schools and other education and training providers
- Connexions and adult guidance services
- Employer organisations and trades unions
- Employment Service/ Job Centre Plus
- Gloucestershire First
- Government Office for the South West
- Learndirect
- Learning Partnership
- Local authorities
- National Training Organisations/Sector Skills Councils
- Small Business Service
- South West Regional Development Agency
- Voluntary and community organisations, and those representing equal opportunity issues
- Other organisations with a direct influence on and interest in our work.

Gloucestershire Facts and Figures

At mid 2000 the population of Gloucestershire was 565,000. The population is likely to grow to 576,000 by 2006 and 597,000 by 2016.

Gloucestershire is a predominantly rural county as approximately 60% of the population live in rural areas. The average density of population in Gloucestershire is 2.07 persons per hectare compared with 3.61 in England as a whole.

Although Gloucestershire is often characterised as a wealthy county, there is evidence of acute deprivation in certain parts of the county. The national picture shows that unemployment in Gloucestershire is below the UK average but is marginally above figures for the South West. In June 2001, unemployment in the county stood at 2.1%. Figures at a ward level, however, reveal a very different picture with a number of areas having unemployment rates well above the national average. Indeed, seventeen of the county's most deprived wards have unemployment rates that are greater than the national average.

Source: Gloucestershire Economic Information - January 2001

Despite a buoyant economy, significant proportions of individuals have found difficulty in gaining employment. 20% of the county's unemployed population have been out of work for a year or more. Equally, there are signs that unemployment is increasingly affecting older workers; almost half of the county's unemployed is aged between 35 and 60.

Source: GLMIU 2001

Ethnic minority male unemployment in Gloucester stands at 17% (120% higher than local white population, 385% higher than county average, 200% higher than national average); Ethnic minority female unemployment in Gloucester is 14% (160% higher than local white population, 800% higher than county average, 500% higher than national average).

Source: Glos. City Council

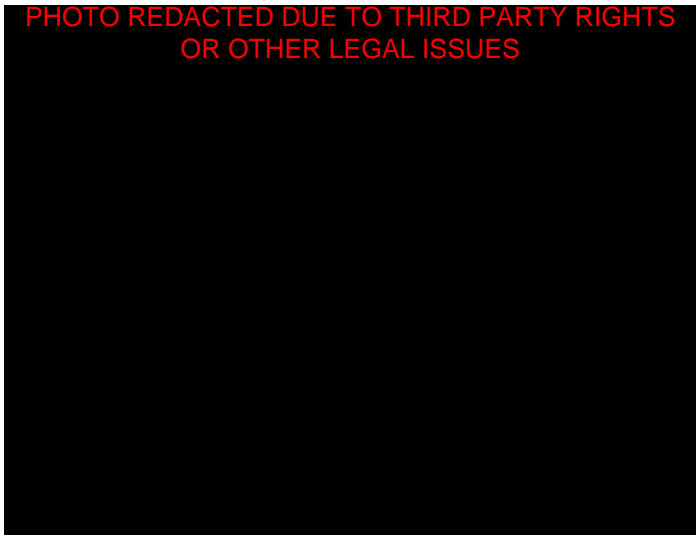
Research by Prism (2000) reveals that disabled people in Gloucestershire are significantly less well qualified (against both Adult Learning Targets) than able-bodied people. This may be partly due to their older age profile and different occupational profile. However, their qualification disadvantages will undoubtedly restrict their chances of further development and promotion.

Source: Prism 2000

Small and medium enterprises account for 99% of the business base. Within this figure, the overwhelming majority of businesses employ fewer than 50 members of staff.

Consultation on the Strategic Plan

We welcome your comments on this draft plan. This form is also available at www.lsc.gov.uk/gloucestershire. Closing date for replies is 18th January 2002.



1) Listening to learners and employers (pages 6 and 14)

Have we identified all the issues?

Have we missed any key priorities?

Do you agree with what we plan to do?

What else could we do?

Other comments

2) Reaching new learners (pages 8 and 16)

Have we identified all the issues?

Have we missed any key priorities?

Do you agree with what we plan to do?

What else could we do?

Other comments

3) Raising aspirations (pages 10 and 17)

Have we identified all the issues?

Have we missed any key priorities?

Do you agree with what we plan to do?

What else could we do?

Other comments

4) Providing the best (pages 12 and 18)

Have we identified all the issues?

Have we missed any key priorities?

Do you agree with what we plan to do?

What else could we do?

Other comments

5) Targets (page 23)

Have we identified all the issues?

Have we missed any key priorities?

Do you agree with what we plan to do?

What else could we do?

Other comments

Please complete the following

Name

Organisation/Company

Address

Postcode

Tel

Email

Please tick applicable box: Learner/student College/training provider Voluntary sector
 Employer Employee Other (please specify)

Please send the form to:

The Planning Team, Learning and Skills Council Gloucestershire,
Conway House, 33-35 Worcester Street, Gloucester GL1 3AJ

Tel: 01452 450027

email: elisa.fridd@lsc.gov.uk

If you would like additional copies of this plan, or further information, please contact Elisa Fridd, Planning Officer on **01452 450027** or email: elisa.fridd@lsc.gov.uk

The plan is also available in large print and on tape, and translated into Bengali, Chinese, Gujerati and Urdu. Contact the Planning Team for details.

Learning and Skills Council Gloucestershire
Conway House
33-35 Worcester Street
Gloucester GL1 3AJ

Tel: 01452 450001
Fax: 01452 450002

© LSC 2001. Published by the Learning and Skills Council.

Extracts from this publication may be reproduced for non-commercial educational or training purposes on condition that the source is acknowledged and the findings are not misrepresented.

This publication is available in an electronic form on the Council's website:
www.lsc.gov.uk/gloucestershire

REP/0036/xxxx/01



Learning+Skills Council
Gloucestershire