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# Learning and Skills Council Strategic Framework 2002/05

Greater Manchester



Learning+Skills Council  
Greater Manchester

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# 1. Chairman's Introduction

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Commitment to lifelong learning is a vital ingredient in gaining a competitive advantage. This is true both for individuals who aspire to achieve success by gaining and maintaining employment and for businesses who, through a skilled and motivated workforce, will ensure that they become more competitive.

The Learning and Skills Council has been given the task of championing the power of learning. We want to encourage more people to take the opportunity to transform their lives through education and training and give businesses a say in getting the skilled people they need.

For the first time, a single organisation has been given responsibility for the strategic development, planning, funding, management and quality assurance of all post-16 education and training (excluding higher education). This includes a budgetary responsibility for Colleges of Further Education, School Sixth Forms, Adult and Community Learning and Work Based Learning providers.

You will appreciate that this is an enormous task that we cannot successfully undertake alone. To achieve a radical change in post-16 education and training, will require the support and commitment of a wide range of organisations and individuals working in partnership.

We are committed to raising the level of skills, knowledge and understanding of young people and adults in our area and will do this by increasing opportunities for all to participate in learning. In doing this we must ensure that the training and education we fund meets the needs of the learner and employers and that the quality standards are raised

This Strategic Framework is the first step in producing a Strategic Plan, which will guide our actions over the next few years. It sets out our vision, mission and the key tasks, which need to be addressed. It also describes the key issues, which we regard as important in the Greater Manchester area.

We are consulting widely on the content of this Framework and subsequent Strategic Plan and value your input to this process. Our intention is to publish a draft Strategic Plan for 2002 to 2005 by the end of December this year.

Together, we can make Greater Manchester a place where everyone can realise his or her full potential.

We welcome your feedback.

**Anthony Goldstone OBE**

## 2. The national mission & vision

Our **mission** is to raise participation & attainment through high-quality education & training which puts learners first.

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

## 3. The purpose of the Learning and Skills Council Greater Manchester

We have adopted the national Learning and Skills Council vision and mission, and have added a **purpose** which expresses the nature of the local challenge:

To create a culture of learning in Greater Manchester by:

- widening participation
- raising attainment &
- improving quality

to meet the needs of the economy & all our people

## 4. Our key tasks

These have been set by the Secretary of State for Employment and Skills.

### The Participation Strategy

- > To raise participation and achievement by young people
- > To increase demand for learning by adults and equalise opportunities through better access to learning

### The Skills Strategy

- > To raise skill levels for national competitiveness

### The Learning Strategy

- > To improve the quality of education and training delivery
- > To improve effectiveness and efficiency

## 5. The participation strategy

- > To raise participation and achievement by young people
- > To increase demand for learning by adults and equalise opportunities through better access to learning

### Key Issues

- 7 out of the 10 Local Education Authorities achieve less than the national average for 5 GCSEs, Grade A-C with Manchester, Salford and Rochdale the poorest.
- The percentage of 16 year olds entering Further Education in Greater Manchester is generally lower than the national average – with the exception of Bury, Stockport and Trafford. However, the percentage has increased in every area over the last three years.
- Learning/employment choices at 16 should be informed by careers guidance and labour market information. High drop out rates and people transferring between routes suggest that this process is not always as effective as it might be.
- Training within employment appears to have increased, but this does not compensate for the overall drop in the numbers entering Government Sponsored Training.
- Measured by counting the number of National Vocational Qualifications per hundred leavers from training, there are significant variations in performance by training providers across Greater Manchester.
- Levels of educational achievement for adults are generally low across Greater Manchester; in part this is a legacy of poor participation rates in the past.
- There are significant basic skills issues – the worst parts of our area have 30% of adults with basic skills difficulties, the best have 17%.
- Some people experience substantial difficulty in the labour market – either because of where they live, or because of their personal circumstances. Examples include those resident in the most deprived areas and regeneration areas, people with basic skills needs, people from minority ethnic communities with participation rates in learning that are lower than the average, young white males and jobless people

- The current system makes it difficult to obtain an accurate picture of how many adults participate in learning funded by the Learning and Skills Council.

#### **PARTICIPATION STRATEGY QUESTIONS**

Have the Key Issues been correctly identified?

Are there issues missing from the list? If so, what are they?

How can we encourage people who are disengaged from learning to participate? In particular, how can we reach those who are furthest from the labour market due to social deprivation?

How can we influence employers to play their part in increasing participation?

## **6. The skills strategy**

➤ To raise skill levels for national competitiveness

### **Key Issues**

- A need to provide and fund learning programmes that up-skill employees, address basic skills difficulties and enable workers to improve their skills and obtain qualifications. We need to be able to support employers to train employees to recognised standards.
- There is a need for better access routes via learning to highly skilled jobs, for example in Health and Education, where there are substantial skills shortages and recruitment difficulties. This applies both to new entrants and to returners to the labour market.
- Some employers practice restrictive and inefficient recruitment and training approaches, for example restriction to one gender or ethnic group.
- Access routes need to be opened up via learning, both for young people and adults who are currently under-employed, under-qualified or under-skilled. These must be flexible, accessible and responsive to employer and individual needs.
- Lack of basic/key skills amongst the workforce is not enabling effective communication and can have serious implications for Health and Safety.
- There are a limited number of employers (25%) with training plans.

- Skill levels and educational attainment are not in line with the needs of the economy. 55.4% of 16-19 year olds are in full time education compared with 59.9% nationally. Achievement of 5+ A-C grades at GCSE is 5% below the national average across the GM area. (42.9% compared with 47.9% in 1999). By 2010, a quarter of all jobs in the North West are forecast to require qualifications at NVQ level 4 or equivalent.
- In 1998 14% of employers in the NW reported skills gaps (defined as the gap between the skills of employees and the skills needed to meet business objectives). Hard to fill vacancies stood at 21%. (Labour market and skill trends 2000, DfEE)
- Employers are the major funders of training, but most of this training is company specific and not linked to occupational standards.
- General skills issues, such as the shortage of Information and Communication Technology (ICT) skills which affects ICT specialists as well as a large range of generic jobs.
- Sector specific needs, such as Tourism, Care and Construction, where there are difficulties both in identifying the real cause of the skills gaps/recruitment difficulties and in devising effective solutions.

These are the 10 most important sectors in the Greater Manchester economy in employment terms.

Sector	% of all employees	Total number of all employees
Finance and Business Services	17.8	199,791
Retail	10.9	122,808
Health and Social Work	10.3	115,419
Education	9.5	106,872
Hotels and Restaurants	5.6	62,929
Public administration	5.6	63,218
Wholesale	5.5	61,987
Construction	4.2	47,695
Manufacture of Food	2.5	28,159
Textiles	2.3	24,971
<b>Total</b>	<b>74.20</b>	<b>833,849</b>

We also recognise the importance of other sectors, such as those identified in the North West Development Agency Skills Strategy (e.g. Aerospace and Automotive), and will ensure that these are built into our strategy. The manufacturing sector, although small in overall employment, nevertheless remains important in our area, and we will identify how best to provide support.

Our strategy will look to identify the best ways of working with sectors in order to meet workforce development needs.

Below are the main skills sought in connection with external skill shortages by occupational sector.

<b>Occupational Sector</b>	<b>Main Skills Sought (% of skill-related hard to fill vacancies in each occupational area).</b>
<b>Managers/senior administrative</b>	Management (49) Customer handling (36) Technical/practical (34) Problem solving (33)
<b>Professional</b>	Technical/practical (48) Advanced IT/software (25) Problem solving (20) Management (20)
<b>Associate professional/technical</b>	Technical/practical (49) Advanced IT/software (31) Management (16)
<b>Clerical/secretarial</b>	Communication (42) Customer handling (42) Technical/practical (41)
<b>Craft and skilled</b>	Technical/practical (68) Team working (23) Communication (18)
<b>Personal service</b>	Customer handling (47) Technical/practical (38) Communication (37) Team working (36)
<b>Sales</b>	Communication (53) Customer handling (50) Team working (36)
<b>Operative and assembly</b>	Technical/practical (49) Communication (27) Team working (24)

### SKILLS STRATEGY QUESTIONS

Have the Key Issues been correctly identified?

Are there issues missing from the list? If so, what are they?

How can we work effectively with employers? Should we adopt a sector based approach? If so, have the right sectors been identified? If not, what are they and why are they important to the Greater Manchester economy?

Have the skills issues been correctly identified? How can we work with employers and learning providers to address them?

How can we influence employers to invest more effectively in training?



## 7. The learning strategy

> To improve the quality of education and training delivery

> To improve effectiveness and efficiency

### Key Issues

#### ***College Inspections in Greater Manchester show:***

- A significant amount of good or outstanding provision in engineering; business; health and social care; art and design; English, communications and foreign languages; humanities.
- A significant amount of provision which is no better than satisfactory in maths, information technology and science; construction; hospitality, catering, leisure and tourism; basic skills.
- The majority of colleges have good or outstanding support for students, quality assurance and general resources; at least satisfactory governance and management.

#### ***Work Based Learning Inspections in Greater Manchester show:***

- A significant amount of good or outstanding provision in hospitality; hair and beauty; foundation for work.
- A significant amount of provision which is no better than satisfactory in agriculture; construction; engineering; manufacturing; business; retail; leisure; health care and public services.
- The majority of providers have equal opportunities; trainee support; management of training and quality assurance which is no better than satisfactory.

#### ***Learner Retention: General FE, Tertiary and Sixth Form Colleges***

- A significant proportion of general further education and tertiary colleges in Greater Manchester had full-time retention rates below England average.
- A significant proportion of community education services in Greater Manchester had part-time retention rates below England average.

#### ***Learner Achievement: General Further Education, Tertiary and Sixth Form Colleges***

- All sixth form colleges had achievement rates for long courses above England average.
- A significant proportion of general further education and tertiary colleges had achievement rates for medium and long courses below England average.

- A significant proportion of community education services had achievement rates for short courses below England average.

***Learner Achievement (NVQs): Greater Manchester Training and Enterprise Councils***

- Achievement of NVQs per 100 work-based learning leavers was below England average in Manchester, Rochdale and Stockport & High Peak.
- Proportion of non-ethnic minority leavers in Greater Manchester achieving at least one NVQ was below England average.
- Proportion of ethnic minority leavers achieving at least one NVQ was below England average in Bolton and Bury, Manchester and Oldham.
- Proportion of disabled leavers achieving at least one NVQ was below England average in all areas of Greater Manchester, except Bolton and Bury.

***General Issues***

- The introduction of the Common Inspection Framework and Area Wide Inspections has major implications for the local learning infrastructure and the role of the Learning and Skills Council in addressing the findings of these inspections.
- Inconsistent quality of provision across curriculum/occupational areas – but some centres of excellence.
- Work based learning providers need support to improve leadership, management and quality assurance.
- Retention of learners in providers of further education and work-based learning needs to improve.
- Learner achievement rates are inconsistent across providers.
- Quality of adult and community learning; Ufi/learndirect; information, advice and guidance providers not yet consistently assessed.

**LEARNING STRATEGY QUESTIONS**

Have the key issues been correctly identified?

Are there issues missing from the list? If so, what are they?

What are the reasons for the wide variations in quality?

What actions should we take to ensure consistently high quality across the full range of provision?

How do we ensure that the views of learners influence our actions?

## Format and Layout of each Key Task

In the full plan, each key task will contain the following:

### The Greater Manchester dimension

Our position against national targets, plus the **local challenge**, comprising;

- Local baselines
- Local burning issues
- Factors which affect our ability to address the task

By geography, sector or target group (e.g. young men, ex-offenders, ethnic minorities, skills shortages, basic skills). Transport or infrastructure issues.

### The approach to delivery

What programmes and resources we will use to deliver progress against the task.

- Local actions
- Local partners
- Resources/Funding
- Development/Innovation

To include any special focus, such as sectoral, any pilot or developmental approaches, or special initiatives on funding (e.g. Level 2 targets). Use of ESF co-financing, Local Initiative Fund, Standards Fund. Use of the flexible 10/15% of our budget. Assessment of the delivery infrastructure we will rely on or develop. Use of voluntary/community sector providers. Any geographical issues.

### Measuring success

How we will know that we have achieved progress.

- Qualitative Measures
- Quantitative Measures
- Customer Satisfaction Rates
- Equal Opps/Social Inclusion data

Identify issues & set targets (including local impact measures & equal opportunities targets). Set out plans for monitoring & evaluation. Identify the quality issues and how we will address them. Identify the difference we are going to make.

## Cross-cutting themes

Each key task will be analysed in relation to the following cross-cutting themes as appropriate.

### Equal opportunities/Social Exclusion/Deprivation

#### *Issues to be considered here include:*

- Learners with Learning Difficulties/Disabilities (LLDD).
- The potential tension between the desire to improve achievement/retention and the aim of widening participation.
- The low take-up of Education Maintenance Allowance (EMA) in Salford and Manchester and its impact on participation in learning, post 16.
- Difficulty of improving physical access for people with disabilities due to cost and the design/location of learning sites/premises.
- Proximity and availability of course – where are learners prepared to travel to?
- The need for improved flexibility in learning delivery – for example, rigid timetabling can prevent access to some courses for some groups of people.
- Lack of childcare places and funding.
- The “Benefits Trap” experienced by some people.
- Transport issues – some areas have little access to cars, and public transport is limited.
- Racial discrimination and harassment.
- There is a need to involve the Voluntary Sector more in the delivery of learning as they are often able to engage people who will not make use of more traditional learning opportunities.
- There is a need to promote better awareness and understanding of Equal Opportunities with employers and learning providers.

### Childcare

- The availability and affordability of childcare is a major deciding factor for many people in considering whether to undertake learning.
- There is under provision of childcare training in the Greater Manchester area, and Early Years Development and Childcare Partnerships feel that the training on offer does not meet their needs.

### Basic skills

- A lack of basic skills severely limits people's employment prospects and their ability to benefit from learning opportunities.
- Poor basic skills go hand in hand with deprivation, and those wards in Greater Manchester which rank as the most deprived in the Index of Multiple Deprivation also have the lowest levels of competence in literacy and numeracy.
- There is also a close correlation between poor basic skills and socially excluded groups such as ex offenders, benefits claimants and refugees.

#### CROSS-CUTTING THEMES QUESTIONS

Have the key issues been correctly identified?

Are there issues missing from the list? If so, what are they?

## 8. Our area

In the full plan, this section will contain a summary of the economic assessment which will include:

- The economic and policy context, including an analysis of the strengths, weaknesses, opportunities and threats of the area.
- Skills issues.
- The Greater Manchester workforce; a detailed analysis of employment, unemployment and economic activity, population, demographic data and information on learning participation and achievement.
- The business profile of the area, including a sectoral analysis, an overview of business' role in learning , business trends and skills issues.
- An analysis of the area's learning infrastructure.

Greater Manchester is a complex and diverse area, with polarisation of performance across a range of socio economic, competitive and skills related issues. For example, in June 2001 Greater Manchester had an unemployment rate of 3.4% compared to 3.1% for the UK. However, underneath that headline figure, unemployment stood at 1.1% in Hale (Trafford), but 18.2% in Hulme (Manchester).

The area as a whole exhibits some discouraging statistics –

- Greater Manchester in 1999/2000 recorded 62% more crimes per thousand population than the national average.
- Greater Manchester has a higher level of residents over the age of 16 with a long term limiting illness than Great Britain – 18.3% compared to 15.8%.
- GDP per head in 1996 was £9,785 in Greater Manchester compared to £10,897 in England.
- Lone parents account for 7.6% of all householders in Greater Manchester compared to 5.8% in England.
- The average gross weekly full time earnings in Greater Manchester (April 1999) were £377 compared to £405.40 in England.
- 12% of Greater Manchester's adult population were claiming Income Support in February 2000 compared to 9% in England. Across the area this ranged from 8% in Stockport to 20% in Manchester.

All these facts contribute to the challenge we face.

### **Key Local Labour Market Facts**

- 78% of young people aged 16 participated in education or training in the Greater Manchester area in 1998/9, compared with 83% in England as a whole.
- There are slightly below average achievement levels in sixth form colleges (83% of all qualifications taken in Greater Manchester were achieved compared to 86% for England). However, the real issue is the variation in performance between the lowest and highest achievements in the area, the lowest being 78% and the highest 94% (Performance Indicators 1998-99).
- Sixth form colleges have achievement rates for long courses above the England average.
- There is below average achievement for 5 GCSEs at A-C level (44.1% in 1999/2000 compared to 46.5% in the NW and 47.9% in England) (DfEE).
- There is slightly below average retention at Greater Manchester colleges, 86% for full-time students, compared to 87% in the NW and 88% across England (Performance Indicators 1998-99).
- There is below average achievement of NVQs in work based learning across most of Greater Manchester.

- There are significant variations in the results of inspections across the range of education and training providers.
- There is low participation amongst 20-29 year-old white males in FE. The participation rates amongst this group are approximately 10% below the share of all 20-29 year olds within Greater Manchester (ISR16, Labour Force Survey 1998-99).
- 418,000 (27.3%) residents lack basic numeracy skills compared to 24% nationally – 401,000 (26.2%) lack basic literacy skills compared to 24% nationally (BSA 2000).
- Around one in five adults (16+ year olds) have no qualifications at all (LFS 1999).
- One in five businesses (19.2%) have skills gaps in their workforce (Employers' Skills Survey 2001, DfES).
- Skills shortages are particularly prevalent in service sectors, such as care and tourism, and there are longstanding and widespread skills shortages in ICT, literacy/numeracy and management.
- There is a continuing decline in the numbers of people of working age, especially those aged 16-29, leading to greater competition for new entrants to the labour market.
- There is an ageing population. Future population projections show significant growth in 40+ year old age cohort between 2000 and 2010. The 16-19 age group is declining and within this group the ethnic proportion is increasing. (ONS).

## **Deprivation in Greater Manchester**

While Greater Manchester is an area of great diversity, and contains many prosperous wards, it does contain some of the most deprived wards in England, as defined by the Index of Multiple Deprivation. For example, Benchill in Manchester is the most deprived ward in the country, and the 20 most deprived wards in Greater Manchester are all within the top 126 of the most deprived wards in England as defined by the Index.

Ward Name	Local Authority	Index of Multiple Deprivation Score	Rank in Index of Multiple Deprivation
1 Benchill	Manchester	83.77	1
2 Harpurhey	Manchester	78.28	16
3 Beswick and Clayton	Manchester	77.58	17
4 Bradford	Manchester	76.63	22
5 Ardwick	Manchester	75.73	29
6 Central	Manchester	73.75	41
7 Newton Heath	Manchester	73.13	45
8 Central	Bolton	72.71	51
9 Central and Falinge	Rochdale	72.48	52
10 Gorton South	Manchester	71.39	63
11 Woodhouse Park	Manchester	71.38	64
12 Middleton West	Rochdale	71.37	66
13 Moss Side	Manchester	71.01	73
14 Coldhurst	Oldham	70.82	75
15 Werneth	Oldham	70.45	80
16 Alexandra	Oldham	70.19	83
17 Smallbridge and Wardleworth	Rochdale	68.84	100
18 St. Marys	Oldham	68.59	103
19 Longsight	Manchester	68.48	105
20 Broughton	Salford	67.17	126

This has serious implications for our planning, targets and approach to delivery, as people resident in these areas are likely to need more encouragement to participate in learning and more support to complete their learning successfully. We will need to have more Basic Skills provision in place, more community based learning and more flexible and accessible provision than an area without these levels of deprivation.

### Approach to data gathering

Much of the data needed to produce the economic assessment will be gathered via surveys commissioned by the Learning and Skills Council both nationally and locally. In Greater Manchester we will undertake two major pieces of original research – a Household Survey and an Employer Survey to develop baseline data against which to map progress in future years. One of the areas we will focus on is people's attitude to learning.

These surveys are being developed in partnership with the other Learning and Skills Councils in the North West. In carrying out this work we will also consider how it relates to the regional skills strategy produced by the North West Development Agency and the Workforce Development Plans of National Training Organisations.

Additional data will be provided from the LSC national office, and much of the other information required will come from existing sources, such as the Labour Force Survey and the Office of National Statistics. We will also work at sub regional level with other partners.



### QUESTIONS

Have the key facts been correctly identified?

Are there key facts missing from the list? If so, what are they?

How should we analyse the needs of deprived areas? Is the Index of Multiple Deprivation the best approach or are there more appropriate ways such as focusing on regeneration areas?

What additional data should be gathered to support our local Strategic Plan?

## 9. The consultation process

Consultation is important to us – we want to ensure the widest possible “sign up” to our Strategic Plan. However, in an area as large and diverse as Greater Manchester, we need to have a clear process in place to ensure that all those who have a contribution to make are able to do so, while adhering to the agreed timetable for publication of the Strategic Plan.

To obtain comprehensive feedback we have decided to mail copies of the draft Strategic Plan to a wide range of organisations. The mailing will include a one page questionnaire to enable feedback to be provided in a consistent and structured format.

To ensure the draft Strategic Plan is available to everyone who wishes to see it or comment on it, the plan will be made available, if required, in community languages, alternative formats such as Braille, and will be posted on the local LSC website with a mail back facility, once this is up and running.

Date	Strategic planning to 2004 and 2005
Nov 2000	Remit letter issued
Mar 2001	Corporate plan 2001-2004 to external consultation
Apr 2001	Learning and Skills Council launched
May-Aug 2001	National Council reviews responses, consults Government, approves final plan and notifies ranges for local targets <b>Local Councils begin preparing local skills, participation and learning strategies, and notify the timetable to local partners</b>
From Sep 2001	<b>Local Councils consult local and regional partners on their Strategic Framework</b>
Dec 2001	<b>Local Councils issue draft local Strategic Plans for consultation</b>
Jan-Mar 2002	National Council takes overview of emerging local plans; reviews progress against targets; and finalises Corporate Plan 2002-05 <b>Local Councils finalise local Strategic Plans 2002-05</b>

Face to face consultation will take place with key partners such as Local Strategic Partnerships and the North West Development Agency. A major milestone in the consultation process will be the formal launch of the Learning and Skills Council Greater Manchester on the 30th October at the Midland Hotel in Manchester.

### **Longer term consultation plan**

We recognise that the process outlined above is not comprehensive, due to the short timescales set nationally. However we are committed to improving our consultation processes and during the next operating year will develop processes for consulting with the following priority groups:

- Residents of regeneration areas, deprived wards and communities experiencing social exclusion. Here we will work with local authority partners to utilise existing consultation mechanisms such as community committees. Where no mechanisms currently exist we will explore how best to reach out to these areas.
- Black and minority ethnic groups. We will work with representative bodies to agree an inclusive and meaningful approach.
- Employers. We will work through employer groups, such as Chambers of Commerce, but will also develop our own mechanisms for direct consultation, such as through the proposed Sector Groups.

### **Working in partnership**

We recognise that, working alone, we could have only a limited impact on our objectives. It is important for us to work effectively with a number of key partners, especially:

- The North West Development Agency, whose regional skills strategy is one of the drivers of our own activities and plans.
- Local Learning Partnerships, who know best the needs of their area and can advise us accordingly.
- The two local Business Links, providers of services for the Small Business Service (SBS), and which engage with employers on our behalf.
- The ten local authorities in Greater Manchester, who are responsible for pre-16 education, regeneration and representing the community.
- The Employment Service, who share with us the responsibility for providing learning opportunities for young people and adults.

- National Training Organisations, who have a responsibility for developing national occupational standards in vocational training and education in respect of their own occupational areas.
- The Connexions Service and the Careers companies, who are key influencers of young people, especially in relation to education and training.
- Higher Education institutions, who provide progression routes for individuals who have participated in Learning and Skills Council funded programmes.
- The voluntary and community sectors, who, because they are often able to reach people who will not enter mainstream learning, have an increasing role in delivering learning in the community.
- The providers of education and training, including colleges and private training providers.
- The Education Business Link consortium, our key partner in addressing young people's effective transition at age 16 and allied issues.
- Employers (and their representative bodies, such as Chambers of Commerce), who are key to tackling the skills issues that are at the heart of the plan.
- Trades Unions, who are key partners in the work place and especially valuable for the influence they have as promoters of learning to employed people.
- The Government Office for the North West, the key partner in ensuring that our work complements, supports and adds value to the work of other Government departments.

All of the efforts of these key partners are ultimately focused on this shared goal –

*...“young people & adults in England will have knowledge & productive skills matching the best in the world”...*

## QUESTIONS

Do you agree with the proposed consultation process?

Have we correctly identified the full range of partners?

## 10. Our key objectives & targets for 2004

Key objectives	2004 Targets	2000 National Position	2000 Local Position
<b>Extend participation in education learning &amp; training</b>	Young People- 80% of 16-18 year olds in structured learning. Adults- Set baseline & target for Adults in 2002/2003.	75%  Not Available.	Not available.  Not Available.
<b>Increase engagement of employers in workforce development</b>	Develop measure of employer engagement in 2002/2003.	Not Available.	Not Available.
<b>Raise achievement of young people</b>	Level 2- 85% at level 2 by age 19. Level 3- 55% at level 3 by age 19.	75%  51%	70.7%  42.9%
<b>Raise achievement of adults</b>	Basic Skills- Raise literacy & numeracy skills of 750,000 adults.  Level 2- Set baseline and target for Adults attaining Level 2 in 2002/2003. Level 3- 52% of adults at Level 3.	Currently up to 7 million adults with basic skills difficulties.  47%  Not available.	Currently 420,000 adults with basic skills difficulties.  Not available.  45% (1999).
<b>Raise quality of education &amp; training &amp; user satisfaction</b>	Set baselines & targets in 2002/2003.	Not available.	Not available.

### QUESTION

Should we agree a set of key local targets in addition to the national targets?  
If so, what should these be?

## 11. The organisation of the Learning and Skills Council Greater Manchester

The Learning and Skills Council is a national organisation, with headquarters in Coventry and a network of 47 local offices. The National Council is chaired by Bryan Sanderson, with Chief Executive John Harwood and representatives of employers, trades unions, learning providers and community groups. Adult Learning and Young Persons Learning Committees are responsible for the specific needs of those two groups of learners, and these arrangements are mirrored locally.

### The local Council

Local Council member appointments, in accordance with Lord Nolan's principles, have been merit based and free from political bias, they represent the areas they serve, and reflect the diversity of the population of England.

[Anthony Goldstone, Chair.](#) Chairman of McGregor (M/C) Ltd.

[Rachael Charlton.](#) Director of Workforce Development for the NHS Workforce Development Confederation, Greater Manchester.

[Bill Grady.](#) Principal of North Trafford College of Further Education.

[Pauline Green.](#) Chief Executive and General Secretary of the Co-operative Union Ltd.

[Richard Hurst.](#) Chairman of the Richard Threlfall Group Ltd.

[Abdul Jabbar.](#) Member of Oldham Borough Council.

[Jean Llewellyn.](#) Regional Manager, Skills and Employment Network, at the North West Tourist Board.

[Alan Manning.](#) Secretary of the TUC North West Regional Council since January 1986.

[John Merry.](#) Deputy Leader of Salford City Council.

[Nigel Newton.](#) Managing Director of Medlock Communications, which specialises in telecommunications infrastructure deployment.

[David Page.](#) Managing Director of Patak's Foods Ltd.

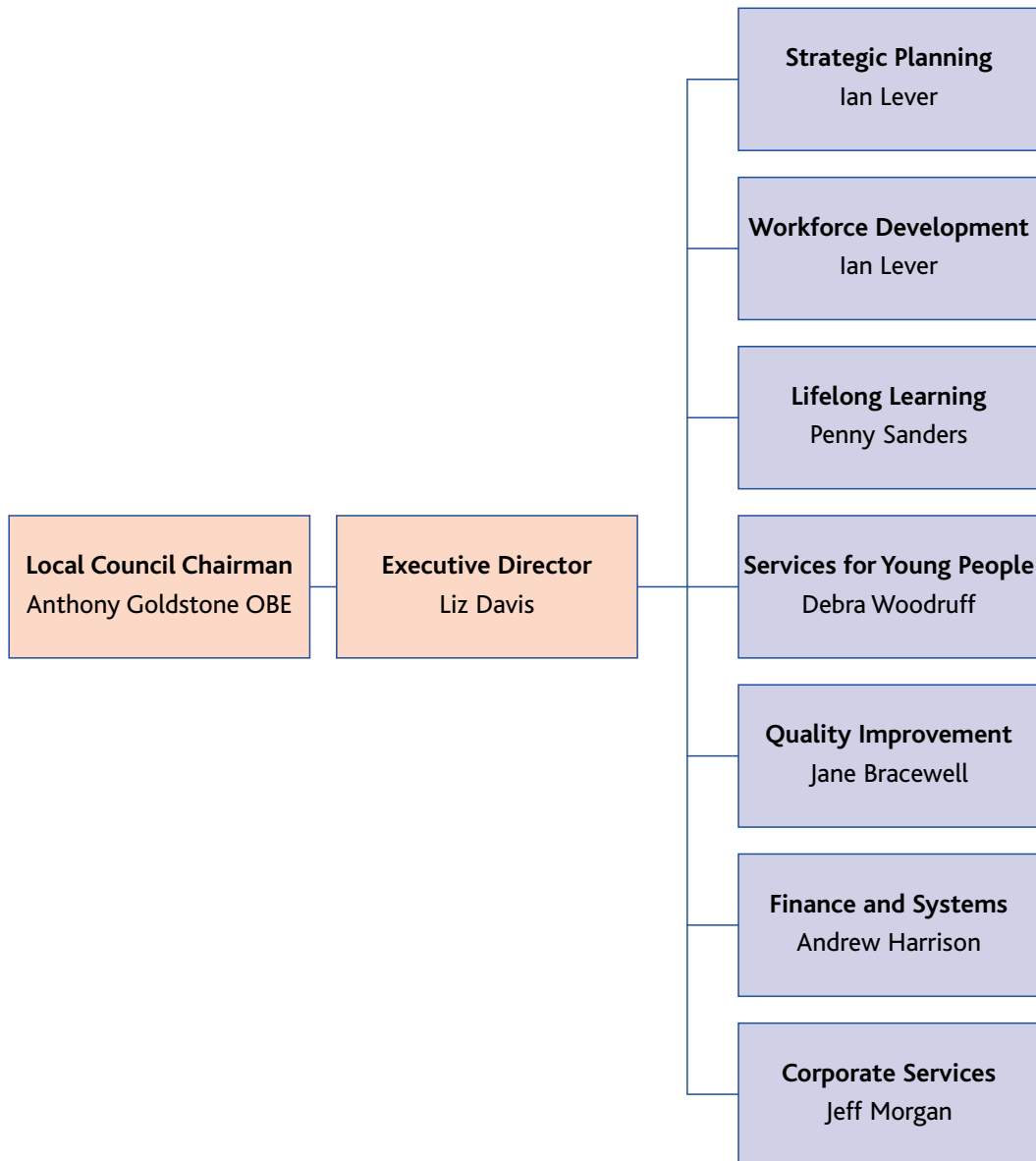
[David Seddon.](#) Director of Educational Services at the Boys and Girls Welfare Society.

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## The Senior Management Team





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