

WIDENING PARTICIPATION

The Role of Extended Schools in Adult Learning

The Education Act 2000 frees schools to extend the services they provide for the benefit of their pupils and their local communities. This is both a challenge and an opportunity for schools to take a much broader view of learning and the contribution that other types of provision and approaches can make to achievement in the classroom.

Nationally there is a 10% over-capacity in primary schools and 7% in secondary schools. This is set to increase as the child population falls.

The extension of what schools offer is essentially about how both school and community may be enriched when schools extend their boundaries. The benefits are:

- ✓ Broadens the experiences available to students
- ✓ Increases community support for the school
- ✓ Makes available to the community the considerable resources a school represents

The DfES funded Newcastle University to research the impact of three extended schools pilot projects involving 12 schools engaged in 'Demonstration Projects' (DfES Research Report RR381 – 2002).

One of the key findings of the research, and one of the features of good practice was the co-ordination of community and education programmes and the appointment of Lifelong Learning Co-ordinators in schools.

HALS is committed to play a key role in the development of extended schools in Harrogate

This development is of primary importance and provides opportunity for HALS to make a direct contribution to raising pupil achievement and to help ensure that local communities have the opportunity to develop skills and acquire the knowledge that will sustain them economically and socially.

We recognise that schools must have confidence in the expertise and the capacity to deliver. If not, as purchasers and providers, they will go elsewhere and the opportunity for the inclusion of adult and community learning as a core component will be missed.

We have a good track record upon which to build. HALS already delivers Family Learning programmes in 22 primary schools in the Borough. The West Green Learning Centre at Park View Academy provides an excellent example of how extended schools can be developed with adult and community learning at its heart.

There are also two further such developments underway at Northumberland Park and at White Hart Lane.

WIDENING PARTICIPATION

Addressing Barriers to Participation: Government Agenda

Delivering For Children and Families - Inter-Departmental Review – Nov. 2002
Department for Education and Skills, Department for Work and Pensions, HM Treasury, Women and Equality Unit, Strategy Unit

The report provides the foundation for the £1.5 billion investment in childcare by 2006 and combines childcare, early years and Sure Start funding. Integration at the centre paves the way for the reform of local infrastructures for the development of integrated services.

The targets are to create 250,000 more childcare places by 2006 and to create one-stop-shop children's centres in areas of disadvantage by building on existing centres.

The predicted benefits extend not only to access to quality childcare but also to health, reduction in crime, higher productivity and a stronger labour market.

Work is the key long-term route out of poverty. 61% of workless families are in poverty and 77% of children in workless lone parent families are in poverty.

Schools Achieving Success, DfES, 2001

Serving Families and Communities

"Most schools already provide some before or after-school study support; some provide space for sports or arts activities, community groups or Internet access; others host other services such as health services, childcare or **adult education**. We shall legislate to make sure there are no barriers to schools developing these innovative approaches. We will establish pilots to test out such 'extended schools' and generate good practice."

Bringing in New Partners and Providers

"We believe that allowing new partners to work with schools can raise standards further by stimulating new thinking, particularly in tackling some of the most intractable unresolved problems. We want to make it possible for schools to establish new partnerships, with public, private and voluntary sector bodies, which could, for example, provide strong management support. We will keep appropriate safeguards and clear lines of accountability in place."

FAMILY LEARNING

The potential benefits and impact, of family learning can go way beyond the individual child, adult or family unit. Where people are supported and enabled to gain the maximum benefit from the learning opportunities that are available to them, society as a whole is strengthened.

Family Learning can make an important contribution to children's learning in the classroom across all age phases and contributes to learning in later life.

The impact of family learning upon the learning of individual adults increases their self-esteem, empowers them to take control of their lives and can support them to secure stable employment and therefore underpins socially and economically successful communities.

The courses delivered include:

- Family Literacy
- Family Numeracy
- ICT Beginner Courses for Parents
- Keeping up with the Children

Currently, Family Learning courses are delivered in 22 Primary schools across the Borough and there are considerable benefits for these schools. Experience has shown that Family Learning increases levels of parental involvement and improves communication between the school and the home.

The other partners involved in the delivery of family Learning programmes include ethnic minority community organisations, libraries, regeneration projects and Sure Start. This has helped ensure that programmes have been developed to ensure that the content reflects the interests, aspirations and needs of different groups of learners.

The programme delivery continues to make full use of ICT as both a medium for learning as well as a topic in its own right.

The service already employs a Family Learning Co-ordinator and is well placed to be able to access additional funding available through the LSC to enhance the current pattern of provision.

FAMILY LEARNING

Family Learning – Development in 2003/04

We recognise that much more can be achieved through Family Learning. As a Borough we are not alone in this.

Over the coming year we will invest in the development of a Borough-wide Family Learning Strategy. This will require the close collaboration of our key partners, particularly health and social services as well as other departments within the LEA like for example Sure Start, Early Years, the Youth and Play Service and the Children Fund. It will also involve the strategic partnership bodies responsible for strategic development such as The Early Years Development and Childcare Partnership and the Children and Young People's Strategic Partnership.

The purpose of the strategic development will be to ensure a higher take-up rate by our target groups, i.e. those most at risk of exclusion.

The expected outcomes are expected to be that:

- We will increase the levels of awareness among our key partners of the potential for family learning to provide the foundations for socially and economically communities and neighbourhoods.
- We will achieve better outcomes for learners on Family Learning programmes and that this will include progression onto further study and employment.
- We will work with Social Services to target families with children defined as at risk, in line with Council strategy in early intervention.
- We will be able, with our key partners, to identify additional sources of funding to increase the number and range of courses offered.
- We will achieve an equitable spread of provision, but targeted in the areas of highest need and that attracts agreed target groups of 'hard-to-reach learners.
- We will increase the range of venues delivering Family Learning.
- We will establish a robust data collection capacity to evidence the 'value added' in terms of both qualitative as well as quantitative outcomes.

WORK BASED LEARNING

Our Targets – Work Based Learning
 Baseline Period: Sep 01-Aug 02 Target Period: Sep 02-Aug 03

Programme	Baseline retention	Target for retention	Achievement Criteria	Baseline achievement	Target for achievement
Area 3: Construction					
AMA	100%	100%	Full framework	0%	43%
			Full NVQ	33.3%	43%
Area 5: Administration					
AMA/FMA	14.3%	25%	Full Framework	0%	25%
			Full NVQ	0%	20%
NVQ 16-18: Admin	50%	65%	Full NVQ	11.5%	25%
			Part NVQ /other Qual.	53.8%	70%
FTET Admin	75%	75%	Full qualification	50%	60%
			Part qualification	50%	65%
			Job	25%	40%
Area 6: IT					
NVQ 16-18: IT	70.1%	80%	Full NVQ	11.1%	30%
			Part NVQ /Other Qual.	70.4%	75%
FTET: IT	100%	100%	Full qualification	14.3%	25%
			Part qualification	57.1%	70%
			Job	28.6%	40%

Due to complete
02/3

WORK BASED LEARNING

Programme	Baseline retention	Target for retention	Achievement Criteria	Baseline achievement	Target for achievement	
Area 8: Sports & Recreation	FMA	16.7%	0%	Full Framework	0%	20%
				Full NVQ	0	25%
Area 14: Foundation FTET: ESOL	ESOL	51.7%	60%	Full qualification	24.1%	30%
				Qualification	27.6%	35%
				Job	3.4%	20%
				Full qualification	15.1%	20%
BET: ESOL	ESOL	71.3%	75%	Qualification	39.6%	45%
				Job	15.1%	25%
Lifeskills	Lifeskills	65.2%	70%	Progression / Job	47.8%	60%
				Qualification	13%	25%

WORK BASED LEARNING

Work Based Learning – Our Strategies for Improvement

Our strategy for improving our delivery of Work Based Learning has been developed by the Senior Management Team and consulted on with staff. A detailed Work Place Learning Development Plan has been written clearly indicating actions, responsibilities and timescales.

The evidence for our performance is drawn from a wide variety of sources. We have been open and honest in setting out our areas of weakness. The actions we outline are designed to address these areas of concern and to ensure that we are recognised as one of the best providers of adult and community learning in London North LSC area.

Construction - Our Strengths

- The flexibility of our work arrangements
- Good co-ordination of on and off the job training
- Good support for learners

Construction - Our Areas of Weakness

- Slow progress for some learners and low achievement rates
- Workplace observation/assessment
- Number of females on the programme
- Number of assessors working towards Assessor Units

Construction - Our Actions For Improvement 2003-4

- Review the programme in consultation with learners to identify barriers to achievement
- Increase the frequency of monitoring visits
- Develop a schedule of classroom observations
- Phase in work place assessment by supervisors
- Collaborate with Connexions to market the programme to young women
- Provide professional development support for assessors

WORK BASED LEARNING

Construction – Our Targets for Improvement 2003-4	Administration and IT – Our Actions for Improvement 2003-4
<ul style="list-style-type: none"> Over 50% of learners experience work in more than one team All (100%) learners are aware of the support programme available to them At least 85% of learners are satisfied with their support programme Secure a 10% increase in achievement rates All learners (100%) are assessed using new framework At least 2 supervisors will commence assessor training To carry out at least 6 marketing events 	<ul style="list-style-type: none"> Improve our target setting through review Review learner assessment and tracking mechanisms Review portfolio tracking schedule Increase the frequency of workplace observations Increase frequency of assessor observations Monitor the effectiveness of our on-course evaluation Conduct exit interviews with learners who leave early Address findings to emerge from exit interviews Integrate Key Skills at an earlier stage of the programme Schedule Key Skill testing earlier in the programme Schedule Key Skill portfolio sampling earlier in the programme Review the impact of 'double-staffing' on learner dependency Increase the frequency of 1:1 portfolio review Review Work Based Learning Curriculum Monitor curriculum implementation Increase the recreational facilities for young learners Carry out accommodation and resources audit Survey employers to identify expansion of activities schedule Investigate the feasibility of an 'Administration Training Office' Increase learner advocacy to increase confidence Consult on the benefit of implementing 'personal effectiveness training Audit available assessor observation documentation Increase frequency of work Based learning observations Incorporate representation of Supervisors at workshop sessions Monitor and consult on the effectiveness of learner support strategies
<p>Administration and IT – Our Strengths</p> <ul style="list-style-type: none"> The MA pre-selection programme The MA supervisor workshops: learner support Good support for learners 	
<p>Administration and IT – Our Areas of Weakness</p> <ul style="list-style-type: none"> Slow progress of learners in achieving their NVQ Some learners are leaving the programme early without achieving MA Key Skills Work Based Learning 16-18: high level of learner dependency NVQ curriculum and activities do not fully motivate learners Work Based Learning 16-18: Annex resources require updating Work Based Learning 16-18: a number of work placements do not fully meet NVQ requirements Low levels of confidence among some learners Assessor observations MA supervisor workshops Learner support 	

WORK BASED LEARNING

<ul style="list-style-type: none"> Administration and IT – Our Targets for Improvement 2003 Improve retention rates by 30% At least 25% of learners achieve To run at least 3 workshops by August 2003 At least 50% of learner portfolios are sampled All learners (100%) are observed in the workplace every 6 months Ensure that at least 20% of learners achieve NVQ unit(s) within 6 months All (100%) of assessors are observed All learners (100%) are surveyed All learners (100%) who leave the programme early receive an exit interview Achieve a 15% reduction in the number of learners leaving early At least 20% of learners achieve a Key Skills unit within 6 months At least 30% of learners sit a Key Skills unit within 6 months All learners (100%) receive weekly 1:1 sessions 	<ul style="list-style-type: none"> Sports and Recreation – Our Actions for Improvement 2003-4 The rates of NVQ achievement need improving Review the professional development needs of assessors The programme needs expanding to other employers
<ul style="list-style-type: none"> Sports and Recreation – Our Strengths Our support for learners is monitored through satisfaction surveys We ensure that learners are able to access additional programmes We have flexible training arrangements for learners to work with different supervisors for specific skills 	<ul style="list-style-type: none"> Sports and Recreation – Our Targets for Improvement 2003-4 Increase achievement by 25% Ensure that 90% of learners access additional courses Ensure 85% of learners report high levels of satisfaction with Supervisor support Achieve 85% learner satisfaction rate overall At least 50 new employers are approached and 5 sign-up to the programme
<ul style="list-style-type: none"> Sports and Recreation – Our Weaknesses The rate of NVQ achievement is low Learners could receive more support at the point of application The level of individual support could be increased The effectiveness of workplace assessors needs improving The programme could be broadened 	

ESOL

Foundation Programmes – Our Strengths

- ESOL – record system for pre-induction sessions
 - ESOL – learner evaluation of pre-induction support
 - ESOL – good practice in course planning and programme flexibility
 - ESOL – good individual learner support
 - ESOL – good range of placement providers
 - ESOL - good integration of life skills
 - ESOL – good pastoral support
 - ESOL – good work-taster programme
- Foundation Programmes – Our Weaknesses
- ESOL – learner evaluation could be improved
 - ESOL – the measuring of learner progress could be improved
 - ESOL – the number of job outcomes against targets needs improving
 - ESOL – the level of contact with Connexions and Prospects needs increasing
 - ESOL – the curriculum content could be expanded
 - ESOL – improve the reliability of target setting
 - ESOL – the timekeeping by learners could be improved

Foundation Programmes – Our actions for Improvement 2003-4

- ESOL – align programme to best practice elsewhere to improve overall
 - ESOL – increase the number of work placements
 - ESOL – research best practice in learner evaluation methodologies
 - ESOL – design and pilot new evaluation materials
 - ESOL – produce guidelines for staff
 - ESOL – set up cross-borough working group to develop assessment materials
 - ESOL – improve communication and increase contact with employers
 - ESOL – incorporate work-focussed schemes of work into the programme
 - ESOL – develop work related learning resources
 - ESOL – improve the frequency of planning meetings with Connexions Advisers
 - ESOL – identify most appropriate target setting methodology and incorporate into ILPs
- Foundation Programmes – Our Targets for Improvement 2003-4
- ESOL – Increase the number of employers by 10%
 - ESOL – All (100%) staff receive training in new evaluation materials
 - ESOL – Over 70% of classes implement new guidelines by July 2003
 - ESOL – Achieve at least a 105 increase in the number of learners getting jobs
 - ESOL – Each learner to receive at least 2 reviews with their Personal Adviser and Programme Support Officer
 - ESOL – Achieve at least a 10% increase in the numbers of LOCN qualifications
 - ESOL – Achieve at least a 10% improvement in time-keeping

MANAGEMENT OF LEARNING

Management of Learning – Our Strengths

- Our management of on and off the job training is good
 - We have achieved CRE Level 3 status within Haringey Council
 - Our Senior Management Team now includes a nominated Quality Assurance Manager
 - Our integration of Key Skills into programmes overall is good
- ## Management of Learning – Our Weaknesses
- Our data management and capacity for collection needs improving
 - The service is not yet in the position of being able to set meaningful key performance indicators
 - There are poor retention and achievement rates in some areas
 - Our health and safety monitoring could be improved

Management of Learning – Our actions for Improvement 2003-4

- Develop a robust data collection capacity
 - Establish baseline for performance against LSC Review criteria
 - Survey and improve communication with employers and work-based supervisors
 - Increase the frequency of programme reviews
 - Monitor the implementation of the CRE Audit and New equalities Standards action plan
 - Carry out a full audit of accessibility of existing centres
 - Include Disability Discrimination Act training in the professional development programme
 - Implement Self-assessment Review Action Plan
 - Develop and implement a Staff Training Policy
 - Develop a Learner Charter
 - Develop a Staff Charter
 - Produce a staff handbook to incorporate key service documentation
 - Develop and implement an internal communication strategy
 - Research good practice in the integration of Key Skills
- ## Management of Learning – Our Targets for Improvement 2003-4
- All (100%) of PSOs undertake review training
 - Achieve CRE Level 4 status
 - Achieve at least a 5% increase in the number of learners with disabilities
 - Increase learner satisfaction rates by 5% overall
 - All (100%) of work placements are monitored in line with agreed schedule
 - All (100%) learners receive a copy of our Learner Charter
 - All (100%) staff receive a copy of our Learner Charter and our Staff Charter

ADULT EMAG

Ethnic Minority Achievement Grant

For the first time in 2003/04, HALS will receive a grant of £28,667 for improving ethnic minority achievement.

We are investigating the allocation of this funding in the following ways:

- To identify, develop and research key areas to direct future EMAG funding and develop a curriculum to deliver Family Learning programmes through ESOL courses
- Commission and contract out services that target specific under-performing groups and communities, particularly for Basic Skills and ESOL.
- Build up a bank of resources, research, curriculum materials for use by communities and service providers.
- Develop a communication and marketing strategy specifically for our target groups intended for work through EMAG.

CITIZENSHIP

We recognise that adult and community learning has a vital role to play in helping to ensure that communities and neighbourhoods have both the skills and the confidence to play an active role in local and national life.

If individuals are to play an active role in society they require the skills that will enable them to access information and to make informed choices and decisions that affect not only themselves as individuals, but also other members of their family, their friends and other members of their local community.

During 2003-4, our review of the curriculum content of the learning programmes we offer will include identifying where elements can be developed and incorporated to promote the concept of 'citizenship'. In particular, opportunity exists to enrich the 'life skills' components of our existing programmes and the 'entry-to-employment' programmes as they will become later in the year.

Opportunities to link learning programmes to wider community events and initiatives designed to promote active citizenship and civic leadership will also be identified. These will include annual events such as the Haringey Civic Pride Campaign and Black History Month.

The opportunities that will be developed will also contribute indirectly to wider Borough Initiatives and other strategic plans, such as Haringey Street Crime Initiative, the Youth Justice Plan, the Behaviour Improvement Plan, the Children's Fund and the Haringey Community Plan.

All these initiatives place an emphasis on engaging with parents, carers and the wider community in making Haringey a better place to live and we want to ensure that adult and community learning plays a vital role in empowering individuals and communities to assume a greater responsibility.

NATIONAL LANGUAGES STRATEGY

The Government has launched the National Languages Strategy to combat the decline in the teaching of Modern Foreign Languages (MFL) in both schools and colleges.

HALS does not, at present, directly provide MFL programmes. However, where the service does have a vital role to play is in 'sign-posting' learners onto training providers that do offer such learning opportunities.

Together with our sub-contractors, and other key partners in the London North LSC area, we will work to develop progression routes for learners on adult and community programmes in Haringey, particularly ESOL learners.

DISABILITY STATEMENT

Disability Discrimination Act 1995

The Disability Discrimination Act 1995 requires the Local Education Authority to:

- not treat disabled students less favourably for a reason related to their disability; and
- to provide reasonable adjustments for disabled learners.

Additionally, the Council has a duty to our employees and contractors to put in place mechanisms that do not discriminate or give rise to discrimination in the services we provide.

Section 30 of the Disability Discrimination Act 1995 also makes provision for Further and Higher Education in respect of adult learners with disabilities and impairments which requires the Council, through the amendment of The Further and Higher Education Act 1992, to report to the Secretary of State shortly after the end of each financial year (31 March each year) the progress made towards improvements for people with disabilities.

Disability Statement

This statement contains information about the HALS provision and approach to assisting students with disabilities or specific needs. This includes deaf students, visually impaired students, dyslexic students, students who have mental health difficulties, students with unseen impairments such as epilepsy, and students who are temporarily disabled.

Further information can be found in a variety of formats, including Braille, large print and audio (both cassette and CD) and on our web site. Alternatively applicants, learners and partners can:

Ask to see the HALS Guidance Main Service Leaflet and Guidance Drop In Service leaflet

Telephone: 020 8489 2715

Fax: 020 8888 5706

Minicom:

Email: hals.guidance@haringey.gov.uk

This information is also available in a series of leaflets, which provide a summary and more specific information about support available to deaf students, visually impaired students, students with mobility impairments and dyslexic students.

DISABILITY STATEMENT

Our Services for the Disabled

HALS welcomes and encourages applications from disabled students, and aims to ensure that their participation in all aspects of learning life is as full and successful as that of any other student.

All our staff, centres, partners and other learners will be required to support and encourage people with specific needs and disabilities and, where we can improve our services we will. The full participation in the range of services, encouragement to gain skills and improve chances for employment and personal development is encouraged for everyone in our community and the principles of equal opportunities apply.

Many of our buildings and facilities have already addressed issues of access for people with a physical impairment and, when the opportunities arise through our planned maintenance and development (Capital) programme, we will continue to enhance these facilities and build in improvements to the service for people with a visual or hearing impairment.

Often there are support groups or additional funding for services such as interpreters, specialist equipment, note takers and study support assistance from a variety of sources. HALS will support your applications for these and will also help to identify areas where you can access additional support if it is needed.

The inclusion of information with applications of any information relating to a disability or your needs will help HALS inform you of the suitability of premises and facilities but it will not prejudice any application or decisions taken.

Arrangements for Examinations and Assessment

Where a course leads to a qualification by examination or assessment, students with disabilities and specific needs will be given assistance that supports the demonstration of their skills and knowledge. This may include:

- relocation of the examination: in a particular part of the examination room, or in a separate room or building; with individual invigilation;
- Special examination papers, such as in Braille or large print;
- Extra time, usually for dyslexic or deaf students;
- Use of equipment, such as use of a PC or dictaphone; or
- Human support, such as use of a scribe or a sign language interpreter.

DISABILITY STATEMENT

Access to Facilities

	Wood Green Central Library	Marcus Garvey Centre	Park Lane Family Centre	Annexe
Wheelchair access	4	4	4	4
Lifts	4	4	4	Single storey
Toilets for the disabled	4	4	4	4 (Unisex)
Workstations at different heights	4	-	-	6
Desks at different heights	4	-	-	6
Variety of seating	4	4	Height adjustable	4
Equipment for the visually impaired	4	-	-	6
Equipment for the hearing impaired	4 Type talk	4 Type talk	4 Information only	4 Type talk
Large print / Braille / Audio Cassettes	4	4	Information only	4 Audio cassettes Some large print
Specialist information about other organisations and contacts	4	4	Limited	6

DISABILITY STATEMENT

Monitoring and Evaluation of Access to Services for the Disabled

As part of our commitment to improving services and access to services, HALS will review this policy annually and will encourage all users, specifically those with specific needs to evaluate their courses, facilities and support.

The results of the evaluation and monitoring will be reported in the Annual Plan and, over time, specific targets can be established for all service providers that can be benchmarked, particularly around accessibility and perception of services for those with disabilities or specific needs.

The Council also has an Equal Opportunities Officer within the Local Education Authority who can provide advice and assistance to those with specific needs and disabilities.

RESOURCE MANAGEMENT

NEEDS ANALYSIS

Summary

The London borough of Haringey is situated in the north of London and is part of the Learning and Skills Council London North's area, along with Barnet, Enfield and Waltham Forest.

Haringey covers an area of 11.5 square miles and is the eleventh most densely populated area in the country.

The Borough has one metropolitan area (Wood Green) and five district town centres (West Green, Tottenham, Green Lanes, Crouch End and Muswell Hill). There is a possibility that Finsbury Park will also be designated a district town centre in the near future in the next Unitary Development Plan.

The social and economic context in which HALS delivers services is one of the main reasons for its existence. Some of the issues HALS need to respond to and some of the national and local policies which govern its responses.

Haringey continues to have problems with high levels of unemployment, even during more prosperous times. Market data (LFS 2001) suggests that the unemployment rate in Haringey is between 2.3 times and 2.5 times the national average and that long-term unemployment remains at nearly 3 times the national average (LSC 2001).

In addition, there is a significant gap between the east and west of the borough in terms of income, housing, education and skills. The wards in the west of the borough are all within the top 20 per cent of most deprived wards in the country for the Indices of Multiple Deprivation considering factors such as housing, income, employment, skills, crime, education and health.

The Basic Skills Agency have identified low levels of literacy and numeracy across the borough with 22.8% poor literacy rate and 23.3% poor numeracy rate amongst the adult population.

People from black or minority ethnic communities are disproportionately represented in the unemployment figures and in the participation in adult learning courses. Refugees, asylum seekers and other displaced persons are also disproportionately represented in the figures for unemployment with an estimated 80 per cent unemployment rate. The temporary housing of vulnerable groups also adds to issues around training and skills development as the transience of the population make it hard to target these groups and therefore disadvantages them.

In July 2002, the Africa Educational Trust reported, on behalf of the Learning and Skills Council London North, approximately 30,000 of the 72,000 refugees in the LSCLN area were resident within Haringey and 72 per cent had accessed education / training locally. HALS will continue to target the vulnerable communities within Haringey and encourage the development of skills for employment and basic skills courses.

NEEDS ANALYSIS

Population

At the last census (2001), Haringey had a population of 216,510 of which 52 per cent were female and 48 per cent male. The age breakdown is shown in Table One. The adult learning population (those over 16 years old) is approximately 170,000 people.

The population in Haringey has grown since the last census (1991) by greater than anticipated.

The Borough also has a high turnover of residents and has a transient population. This is particularly the case for people who are new to this country, asylum seekers, travellers and refugees. Additionally, geographically the Borough is relatively small and has borders with other London boroughs where the population flows between our neighbours.

The Borough is also well connected and has a main shopping area in Wood Green that is used by people from across north London.

Age Range	Total	Males	Females
0 - 4	14,744	7,434	7,310
5-9	13,672	6,879	6,793
10-14	13,634	6,876	6,758
15 - 19	12,981	6,565	6,416
20 -24	18,327	8,846	9,481
25 - 29	23,250	11,074	12,176
30 - 34	23,074	10,825	12,249
35 - 39	21,106	10,364	10,742
40 - 44	15,573	7,359	8,214
45 - 49	11,864	5,588	6,276
50 - 54	10,843	5,103	5,740
55 - 59	8,455	3,996	4,459
60 - 64	7,812	3,723	4,089
65 - 69	6,796	3,383	3,413
70 - 74	5,166	2,362	2,804
75 - 79	4,047	1,677	2,370
80 - 84	2,663	977	1,686
85 - 89	1,655	454	1,201
90 and over	8,48	165	683
Totals	216,510	103,650	112,860

TABLE ONE: Age distribution in Haringey

SOURCE: National Statistics Census 2001

NEEDS ANALYSIS

Ethnic Composition

For the whole population, the ethnic breakdown shows that 65 per cent of the population is white, 18 per cent either Black African or Black Caribbean, 6.7 per cent Asian and 4 per cent as mixed race (Census 2001).

The data stemming from this will help us target minority groups who may be disadvantaged or underachieving, or may not have the same opportunities to access services.

However, further data analysis will be required by HALS to monitor who is using the services. Table Two shows the number and percentages of people in the Borough by ethnic category. An initial look at adult participation in learning by ethnic category indicates two major issues for HALS:

Firstly, the data for participation needs to be improved to ensure that we are reaching the right people and that those from minorities, particularly where there is ESOL are targeted for basic skills and employment skills.

Secondly, the differences in participation between male and females, and particularly females of ethnic minorities, indicate lower female participation in taught learning, non-taught learning and combined taught and non-taught learning. This data hasn't been included although is available to view. The data was supplied by the Labour Force Survey 2002 (www.statistics.gov.uk/labour).

Category	Number	Percentage
White British	98,036	45.28
White Irish	9,310	4.30
White other	34,750	16.05
Mixed white and black	3,204	1.48
Caribbean		
Mixed white and black	1,559	0.72
African		
Mixed white and Asian	2,338	1.08
Mixed other mixed	2,771	1.28
Asian or Asian British:	6,171	2.85
Indian		
Asian or Asian British:	2,057	0.95
Pakistani		
Asian or Asian British:	2,966	1.37
Bangladeshi		
Asian or Asian British:	3,356	1.55
other Asian		
Black African	20,568	9.50
Black Caribbean	19,702	9.10
Other / Not Known	9,721	4.49

TABLE TWO: Ethnic composition of Haringey

SOURCE: Census 2001, National Statistics Office

NEEDS ANALYSIS

Employment & Skills Data

Table Three: Shows the hours worked by people aged 16-74 in employment. This is important to know so we can understand what times people spend in employment and when the best time to take up courses could be. For example, an adult working a full week could probably undertaken the job training or evening classes.

Number	Percentage of hours working:						
	Part-time 1-5 hours	Part-time 1-5 hours	Part-time 1-5 hours	Full-time 31-37 hours	Full-time 38-48 hours	Full-time 49 hours or more	
Males 16-74 49,757	0.54	3.75	10.16	15.91	48.66	20.98	
Females 16-74 45,975	1.07	8.17	18.49	25.46	Not available	Not available	

SOURCE: Census 2001, National Statistics

Table Four: Shows the industry of employment. This is useful to understand what skills are needed for the workforce.

Number	Percentage of workforce										
	Agriculture, hunting and forestry	Mining and quarrying	Fishing	Manufactur- ing	Utilities	Construc- tion	Wholesale and retail trade	Hotels and catering	Transport and storage	Financial intermedia- tion	Real estate, renting and business
Males 16-74 49,758	0.45	0.01	0.09	0.92	0.36	6.2	13.61	5.88	8.63	5.61	23.57
Females 16-74 45,975	0.13	0.08	0.00	6.56	0.11	0.76	11.33	4.57	3.95	4.44	19.32

SOURCE: Census 2001, National Statistics

NEEDS ANALYSIS

Employment & Skills Data

Table Five: Socio-economic classification of residents in Haringey: This informs our prioritising of key groups such as the long-term unemployed, trends between sexes and opportunities for professional development.

	Number	Percentage of workforce										
		Large employer / higher managerial	Higher professional	Lower managerial / professional	Intermediate occupation	Small employer / own account works	Lower Supervisory	Semi-routine	Routine	Never Worked	Long term unemployed	Full-time student
Males 16-74	77,919	4.58	10.7	21.81	5.45	8.28	5.71	7.53	7.04	5.01	2.36	11.03
Females 16-74	84,781	3.38	5.68	24.22	10.74	3.19	2.6	8.96	4.64	9.75	1.46	10.86

SOURCE: Labour Force Survey 2002: National Statistics / NOMIS

Table Six: Occupation Groups by skill, employed adults: This informs us of the levels of skills across the current workforce.

	Number	Percentage of workforce										
		Managers and senior officials	Professional	Associate professional and technical	Administrative and secretarial	Skilled trade	Personal services	Sales and customer services	Process, plant and machinery	Elementary		
Males 16-74	49,757	18.08	19.27	20.34	7.65	10.63	2.66	47.88	6.09	10.42		
Females 16-74	45,975	14.19	17.69	22.14	19.021	1.89	9.31	6.85	11.63	7.08		

SOURCE: Census 2001

NEEDS ANALYSIS

Employment & Skills Data

Table Seven: Travel to work arrangements by 16-74 year olds in employment. This helps us identify people's preferred transport routes, and where they can access services.

Work from home	Under-ground Metro Tramlink Lightrail	Train	Bus Minibus Coach	Motorcycle Moped	Car or van driver	Car or van passenger	Taxi / rriticab	bicycle	Foot	Other
8.79	34.78	6.25	12.87	1.26	25.37	1.65	0.32	2.49	5.91	0.13

SOURCE: Census 2001, National Statistics

Table Eight: Qualifications and Students aged 16-74 in Haringey

Number of people	No qualifications	Level 1	Level 2	Level 3	Level 4/5	Other qualifications	Economically active student: Employed	Economically active student: Unemployed	Economically inactive students
162,700	23.43	9.77	14.15	10.17	37.85	4.63	28.83	7.94	63.22

SOURCE: Census 2001

NEEDS ANALYSIS

Benefits and Social Factors

Table Nine: Child benefit claimants. This data help us identify where parents are claiming child benefit and when we plan our services how many parents are likely to take advantage of arrangements for childcare etc. (Also see the section on the role of Extended Schools in widening participation).

	Children aged under 5		Children aged 5-10		Children aged 11-15		Children aged 16+	
Number	50,545	51,115	14,910	17,210	17,070	12,900	13,350	5,545

SOURCE: National Statistics

Table Ten: Working Families Tax Credits claimants. This data shows a poor take up of the WFTC and that this could, with the cooperation of the Children and Young People's Strategic Partnership, be a key area to address to encourage people to take advantage of credits for childcare and spend time in education. This is particularly the case for single parents with younger children who can take up part-time education places and nursery places.

Number	Age of claimant(s)				Relationship status of claimant(s)		Gender of claimant		Age of children	
	Under 30	30-39	40-49	50+	Couple	Single	Male	Female	Under 5 years	5-10 years
2,745	615	1,355	685	85	1,470	1,270	2,460	285	1,630	1,825

NEEDS ANALYSIS

Benefits and Social Factors

Table Eleven: Disability living allowance claims. This helps us identify a hard to reach group and the numbers we should aim for and the level of provision we could provide. We can also determine a sketch of the access to buildings issues and special provision required to help us plan our services so they are more accessible to people with disabilities.

	Higher Rate Component		Middle Rate Component			Lower Rate Component			
	May 98	May 99	Aug 00	May 98	May 99	Aug 00	May 98	May 99	Aug 00
	1,495	1,540	1,865	2,105	2,235	2,530	1,390	1,515	1,630

SOURCE: National Statistics, 2001 (Census data)

Other influencing factors

As part of the Learning and Skills Council London North group, Haringey is also contributing to delivering on their needs analysis and plans for adult learning in north London.

Working with the LSC, HALS will ensure that the data dissemination, monitoring of key and target groups and the development of services and partnerships continues to target those whole are most vulnerable of social exclusion, and we will also work and support people who want to gain additional skills for personal and profession advancement.

Other useful information can be found:

LSC London North: A Needs Analysis 2002 (LSC / Spilsbury Research January 2002)

Refugees and Asylum Seekers in the LSC London North Area (LSC / Africa Education Trust, 2002)

FEES AND FEE POLICY

Haringey Council has, for the past 10 years , provided an almost completely subsidised programme for adult learners, the exception being through open learning in libraries. This is charged at the rate of £12 per year or £6 per year unemployed people and those receiving income support.

As the levels of data, greater sophistication of needs analysis and increasing targeting of key disadvantaged and disengaged groups becomes clear we will be able to address the universal provision status quo and determine fair levels of charges and fees for adult learning services that will encourage participation and skill development.

Additionally, the provision of childcare services and the breakdown of barriers to attendance can be addressed where childcare can be charged and reimbursed through the Family Tax Credit (from April 2003). HALS will explore the opportunities and possibilities of accessing and promoting these funds to adult learners through the Children and Young people's Unit in the Local Education Authority.

Other factors that will affect the development of this policy for Haringey include the shift in planning and funding priorities from the DFES and Learning and Skills Council. It is likely that a move to a 3-year planning cycle with an annual review and action plan will greatly enhance HALS's ability to determine the level of fee charging where appropriate. It is likely, subject to the timetable by the DFES and LSC, that this policy will be adapted as appropriate during the lifetime of this plan.

LEARNER INFORMATION, SUPPORT AND GUIDANCE

The service, through the Guidance Team and the Programme Support Officers, is able to offer learners a broad range of support to help them not only in their chosen programme of study but also in making choices for the future. This includes:

- a named trainer/programmer support officer who monitors academic/vocational and personal progress and works with the student to determine any action needed
- a minimum of one interview with an adult guidance worker
- jobsearch activities including interview techniques, CV preparation, application letters, mock interviews
- job vacancies reported through our Job Shop via the internet, Employment Service vacancies, newspapers/periodicals and broker-age vacancies
- online learning and open learning opportunities through one of the centres based in a library. This gives students access to a wider range of learning methods and also gives them a chance to try out new subject areas
- information and advice on housing and employment benefits, lone parent benefits, counselling and referral for information on drug and alcohol abuse

Adult Guidance operates an impartial service from its main base in Central Library as well as from a community school and from a library. It also works very closely with the North London Open Learning Partnership and the North London IAG Network to develop on-line services. Libraries in Haringey have been designated IAG signposting points.

We work with voluntary and community agencies in Haringey to develop services which are tailored to the particular needs of those experiencing disadvantage. The priority areas for widening and growth in 2003-4 are provision for:

- refugees
- asylum-seekers
- other minority ethnic groups
- people with basic skills needs and learning difficulties
- people with disabilities
- older learners

The service is also targeted in specific geographical areas for deprivation – in Haringey this means the priority neighbourhoods under its regeneration strategy.

LEARNER INFORMATION, SUPPORT AND GUIDANCE

LEARNER SUPPORT

The LEA funds the transport costs of adults with disabilities attending access, independent living and vocational courses with the College of NE London. All students on courses funded through SRB or ESF programmes and those attending Employment Service courses receive an allowance, with a minimum rate of £10 a week. All also have an entitlement to a childcare allowance.

Crèche provision is made for all Family Learning courses and for adult education set up with external providers where accommodation makes this possible.

As the service completes its reorganisation of staffing and accommodation these policies will be reviewed to ensure all those who can benefit from support have equality of access to the available resources.

SUBCONTRACTING

Management of Contracts

Haringey Adult Learning Service does subcontract work as both a commissioning body and a partner in learning delivery.

All external providers are contracted to deliver through a formal contract approved by the Council's Procurement Service and Legal Service. Each contract is held between the provider and the Adult Learning Service. Internal providers, that is other Council services such as schools, are commissioned for work through a Service Level Agreement (SLA).

Each contract or SLA contains an appendix which sets out the terms and conditions of the agreement. Terms and conditions are negotiated with individual providers and the specific details vary according to the organisation's management capacity.

Typically the terms and conditions of a contract contain:

- Course details: objectives, delivery methods, accreditation if applicable
- Learner details: numbers, target groups, expectation for representation if applicable
- Retention and outcome expectations: figures of retention, progression and qualifications
- Milestones: progress monitoring towards setting up a programme
- Respective roles and responsibilities: between the Adult Learning Service and the provider for management, delivery and quality assurance
- Details of evidence required: record of registration, audit trails, attendance, tutor assessment report
- Details of monitoring arrangements: schedules for observations
- Publicity Requirements: ensuring the service is publicised towards target groups and successes shared

Monitoring Progress on Delivery

Progress is monitored by HALS managers against negotiated profiles for delivery. Monitoring includes observations of classes, scrutiny of documentation, interviews with delivery and management staff and with students, and health and safety checks on premises. Various awarding bodies also undertake regular monitoring visits.

HALS plans provision with its contracted providers. The negotiation of contracts includes the identification and training and development needs of the provider's staff and volunteers. The service then works with the organisation to determine the most appropriate way to meet those needs.

SUBCONTRACTING

Monitoring Progress on Delivery (continued)

Recent training and development accessed includes: local workshops and national conference on Lifelong Learning, neighbourhood renewal, benefits training and issues affecting refugees, accredited courses for ESOL and Basic Skills teaching, accredited guidance courses.

The service is a member of the College of north East London (CONEL) ESOL and Basic Skills Networks and community organisations delivering training for the service are required to join the networks and participate in any appropriate staff development provided. The service is also a member of the North London Information Advice and Guidance Partnership which runs a programme of staff development for full and associate members. Events in this programme can be accessed by any of the providers contracted by HALS.

SUBCONTRACTING

Subcontractors

The Haringey Adult Learning Service currently subcontracts with the following organisations:

Organisation	Category	Type of Provision	Approx. Contract Value	Number of Learners
CONEL	FE College	Training	£ 57,000	
Kurdish Advice Centre	Voluntary Community Org.	IT training, ESOL, Family Learning	£ 15,000	30
City Learning Centre				
White Hart Lane School				

ACCOMMODATION STRATEGY

The accommodation and environment are important factors in promoting a learning environment and encouraging people into learning.

All learners, service users and staff should have access to accommodation that is suitable for the courses and their needs, including access for those with disabilities or physical impairments. This accommodation will also be developed, and new accommodation consider the needs for childcare, disabled facilities and other considerations appropriate to the needs of the local community (e.g. prayer, baby changing etc).

Our Disability Discrimination Act Action Plan sets out the measures that we will be taking to improve access to our services by people with disabilities and will ensure that we make the 'reasonable adjustments' that are appropriate.

Additionally, as adult learning opportunities increase and spread more widely throughout the community, HALS will work in partnership with providers to ensure that standards of accommodation and the health and safety of all learners and staff are considered.

The accommodation should promote learning and be appropriate to the needs of those learning. This includes non-intimidating accommodation for those who are averse or perceive education and learning as a bad experience. Using local community facilities and 'outreach' learning taster courses to encourage adults and target groups into learning is important.

Haringey has been particularly successful at attracting non-English speaking mothers to courses and services through the Early Excellence Network and a multi-agency approach. By delivering services at the nursery that their child is attending the accessibility to services is enhanced and the participation rate increased.

For Haringey-maintained properties, the Council works within the standards of the Asset Management Planning guidance to maintain their buildings to a standard that ensure the safety and well-being of service users.

Of importance is the development of extended schools and childcare facilities. HALS will work closely with school services and the Children and Young People's Service to ensure that facilities and services are of a high standards, that health and safety and risk assessments have been conducted and that accommodation is accessible and open to all learners without weakening the protection of others, like children, on site.

Finally, where funds are available, the learning environment should be pleasant, and if available work should be displayed and standards of information about other services should be displayed.

All accommodation will, during 2003. Be assessed and have appropriate literature produced to advise service users of the accommodation, health and safety issues and routes for comments and complaints.

STAFFING AND MANAGEMENT

The HALS Senior Management Team (SMT) consists of four managers who, under the direction of the Head of Service, hold responsibility for the strategic and operational development of the four key service areas.

Access and Progression Manager

Responsible for:

- Guidance Co-ordinator
- Employment Co-ordinator
- Job Shop

The Guidance Service provides impartial advice and guidance on career choice and development, education and training as well as finding employment.

Programme Support Officers identify learner training programmes, recruitment and selection activity, personal effectiveness development and other 'soft skill' development.

The Job Shop provides a more comprehensive careers advice and employer brokerage service for learners and New Deal clients.

Quality Assurance manager

Responsible for:

- Administration Team Co-ordinator
- Marketing

Responsibility encompasses all aspects of quality assurance and performance review including staff development and training.

Curriculum Manager

Responsible for:

- ESOL / Basic Skills Co-ordinator
- Community Learning Co-ordinator
- Family Learning Co-ordinator
- Vocational Training Co-ordinator

The responsibility includes the review and assessment of the curriculum programmes across the whole service and for the development of programmes in community venues.

Regeneration Manager

Responsible for contracts with:

- LSC
- SRB
- ESF
- Early Years
- Youth Service
- Schools
- Department for Education and Skills
- LEA

ACCOUNTABILITY AND GOVERNANCE

Haringey Adult Learning Services is part of the Education Directorate of Haringey Council.

As such the Service is accountable to the Chief Education Officer, locally elected Members of the Council and to local community groups through scrutiny panels and local for a.

The Service, like all Council services, is audited by the Council's internal audit and by the Local Audit from the Audit Commission. At all time the Service must demonstrate a business-like approach to developing the service, demonstrating the targeting and success of targeted resources and works within the Best Value regime.

The Council has recently undertaken a new process of democratic accountability and the Service will ensure transparency and accountability within these new structures.

The Education Directorate (Local Education Authority) currently has a strategic partnership with Capita Strategic Education Services and is accountable to the Education Management Board, Senior Management Team./ HALS is represented at this senior level by a Deputy Director. This also opens up opportunities for greater partnership working.

Funding agencies and organisations, such as the Learning and Skills Council and Department for Education and Skills also set targets and requirements for the provision of funding and services which HALS is committed to adhering to.

The Service is regulated by the Financial Regulations and Standing Orders of the London Borough of Haringey.

HALS ORGANISATIONAL CHART
