

**Manchester City Council
Report for Information**

Report to: Economy Scrutiny Committee – 11 February 2021

Subject: Manchester Adult Education Service (MAES) update

Report of: Head of MAES

Summary

The purpose of this report is to provide information on MAES performance in 2019/20, the challenges of COVID-19 and the impact on residents in 2019/20 and 20/21 academic years and the service response and how this will affect future delivery.

Recommendations

Members are recommended to consider and comment on the information in the report.

Wards Affected: All

Environmental Impact Assessment - the impact of the issues addressed in this report on achieving the zero-carbon target for the city

MAES has a sustainability plan to raise awareness and promote behaviour change with staff and learners. It includes actions across the course programme and in MAES venues to reduce energy use and increase recycling in our centres and the community.
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Our Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	
A highly skilled city: world class and home-grown talent sustaining the city's economic success	

A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	MAES provision assists residents who are disadvantaged in obtaining work because of low skills & language barriers. MAES supports residents into sustained and healthy work with opportunities for in work progression. The service course offer and enrichment activities also play a fundamental part in improving integration and developing greater community cohesion. MAES provision enables residents to contribute to and benefit from a good quality of life as active citizens and ensures that Manchester's businesses have the skills and talents they need to prosper.
A liveable and low carbon city: a destination of choice to live, visit, work	
A connected city: world class infrastructure and connectivity to drive growth	

Contact Officers:

Name: Angela Harrington
Position: Director of Inclusive Growth
Telephone: 07788 978809
E-mail: angela.harrington@manchester.gov.uk

Name: Julie Rushton
Position: Head of MAES
Telephone: 07960 181700
E-mail: julie.rushton@manchester.gov.uk

Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy, please contact one of the contact officers above.

Manchester Adult Education and Skills Plan 2019-2025

Manchester Adult ESOL Strategy 2016

1.0 Introduction

- 1.1 This report outlines MAES performance in 2 academic years (2019/20 and 20/21 to date), the impact of Covid on residents, the service response and how this will affect future delivery.

2.0 Background

- 2.1 MAES is part of the Work and Skills team in the Directorate for Growth and Development. Its provision makes an important contribution to the Greater Manchester priorities and the Manchester Local Industrial Strategy with its focus on People, Place and Prosperity. MAES has a key role in improving the skills and qualifications of Manchester residents so that they can access employment and benefit from and contribute to economic growth.
- 2.2 In 2019 MAES worked with other key providers and stakeholders to develop the Manchester Adult Education and Skills Plan which was launched in November 2019. Its ambitious vision is that by 2025 Manchester will be the best city in the UK for adult education and skills, which will be integral to the growth of the city, the integration of our communities and the prosperity of our residents.
- 2.3 In March 2020 a new vision and strategic objectives for 2020-23 for MAES was agreed. The vision is: **To deliver inspirational adult education that connects Manchester's adults to their potential, their community and their future.**

Four objectives:

- **Connecting to potential** – enable individuals to build on their strengths & develop the skills and mindset they need to succeed
- **Connecting to community** – equip learners with the skills and confidence they need to engage with and contribute to their community
- **Connecting to futures** – empower learners to progress with determination and clarity about their next steps
- **Connecting to employers** – provide employers with access to a skilled and resilient workforce and the opportunity to shape MAES provision

These are underpinned by how we will do this - 'we will's' which mirror the approach of the Our Manchester strategy for the city. These have been used to inform the service offer and improvement plan for 2021.

- 2.4 Leaders and managers have aligned MAES provision with Manchester's plans and priorities in order to promote an organisational culture which is ambitious for what learners can achieve. This focused provision enables learners to develop skills and behaviours and achieve their goals and qualifications.
- 2.5 MAES provides agile and flexible provision which contributes to the achievement of the Manchester Work and Skills plan priorities, Working Well and Early Years and Early Help strategies. Our unique selling point is a

community-based model of informal/first step learning and qualification courses delivered in 7 adult learning centres and over 50 community venues. We work with partners and stakeholders to co-design and deliver services to meet individual, employer and community needs and to support the city's strategic priorities.

- 2.6 MAES has a unique role to play in the city's neighbourhood approach to 'bring services together' to share expertise, avoid duplication and plug gaps in local provision. As a provider of community learning each MAES centre meets local priorities with optimum impact for local people.
- 2.7 MAES expertise and niche is in delivering both qualification courses (Adult Skills) and non-qualification courses (Community Learning) with the largest cohort aged 25-50. We also deliver a small programme for 19–24-year-olds with learning difficulties. Adult Skills programme includes Maths and English up to GCSE, English for speakers of other languages (ESOL) and Care and Education. The Community Learning programme includes Everyday English, Preparation for Work, Digital Skills, Family Learning and commissioned projects and engagement activities as a preparation for further learning, work and to improve health and wellbeing.
- 2.8 MAES learners include those who have left compulsory education with no or low qualifications, highly skilled immigrants who have poor English language skills and residents who have had long periods of unemployment or no work history, many with mental health issues. The provision enables residents with low skills and complex dependencies the opportunity to improve the skills, qualifications, attitudes and behaviours they need to secure and progress in work and become less dependent on public services. Our employed learners come to improve their skills and qualifications in order to secure sustainable employment and progress at work. Most of the job outcomes are in the education, health, care, retail, hospitality and facilities sectors.

3.0 Centres open Sept 2019-March 2020

- 3.1 All MAES centres were open, with face-to-face delivery for all learners on a once or twice a week basis. Several development areas had already been identified including:
- making learning more accessible for adults in low paid work
 - reviewing the curriculum offer to better match employment opportunities
 - developing a new approach to careers guidance and education
 - increasing the use and impact of digital learning
 - improving the enrolment process
 - increasing work placement opportunities
 - raising our profile
 - making improvements to our management information system

MAES continued to deliver consistently good adult education provision and make good progress in most of its priorities.

3.2 Centres Closed March 2020-Sept 2020

3.3 Since March 2020 Manchester has either been in lockdown or in the highest risk category. However, the service has adapted in order to meet the needs of its learners.

3.4 Summary

Timeline	Phase	Mode of delivery	Impact on learners
Sept 2019 – March 2020	Centres open for direct classroom learning	Classroom based Direct face-to-face support for learners	Consistently good adult education provision delivered and good progress in most priorities
March 2020 – August 2020	Centres closed with distance learning offered to both existing and new learners	Distance learning with both group and 1:1 support for learners	Rate of progress and achievement affected for learners on low level courses, without devices, poor digital skills and children not at school
August 2020	Centres made Covid-secure		
September 2020 – December 2020	Centres open with social distancing in place	Alternate sessions of classroom based and distance/online activity i.e. blended learning	Social distancing measures reduced classroom capacity to 40%. 551 Chromebooks lent out to learners plus data packages if needed Most school and community venues we normally use, not available for us to deliver courses.
January 2021	Centres closed for most learners	Online activity	Significant progress in online teaching and learning methods. Successful device loan scheme in place. Further 150 devices issued. Retention impacted by other pressures on adults e.g. childcare.
	Three centres open for vulnerable learners	Classroom-based Direct support for vulnerable learners only	Vulnerable young learners with learning difficulties offered face to face classes but some prefer to learn online due to shielding. Digital Skills workshops targeted at those residents who lack digital skills to learn online.

- 3.5 During the first lockdown, our immediate priority was to keep in touch with learners to help them to maintain their learning wherever possible and provide pastoral support to access other services. Our focus then was to ensure that as many learners as possible were able to continue their learning. Although we had made progress towards implementing our digital learning strategy, the service was not ready to make the transition to completely online learning. There were delays in ensuring all learners had a MAES email address to access Google Meets and Google Classrooms. A wide variety of other means were also used including phone, email, WhatsApp. This affected the rate of progress and achievement for some learners.
- 3.6 Significant numbers of learners, particularly those on lower-level courses, were not able to continue their learning. Of those who did continue the majority rated the learning as excellent or good.
- 3.7 When the National Lockdown finished on 4th July, our buildings were only able to reopen once they had been fully risk assessed and made Covid-secure.

3.8 Centres open September 2020 - December 2020

- 3.9 Planning for the new teaching year included the development of a new model of blended learning using Google Classroom and Google Sites as well as 2 metre social distancing in classrooms. For most courses, the new model agreed is for learners to be allocated into one of two cohorts who attend alternate sessions in centres with learners completing a combination of synchronous (live) and asynchronous (independent) online tasks when they are not due to attend in person. Some variations were agreed for example wholly face to face for some Entry level classes and Digital Skills courses where learners are not able to work independently using technology, High Needs courses where more 1-1 support is required and Family Learning provision which is fully online.
- 3.10 In late November we trialled an 'online learning week' when all classes were delivered online in order to prepare ourselves for any future restrictions on face-to-face delivery. Feedback from learners was very positive, although the majority still preferred face to face delivery.
- 3.11 A whole new way of recruiting, assessing and enrolling learners was devised as MAES' historical practice had been to carry out these processes face to face in centres. A range of online, telephone and limited face to face options were used and all learners were offered support to prepare for online learning and to improve their digital skills. A revised induction process was introduced to ensure that learners and staff understood and complied with the new Covid-safe measures. These included written procedures and infographics about social distancing and what to do if someone displayed Covid symptoms while in a centre or if they or a family member had symptoms or and had tested positive. From the outset, learners and staff were required to wear face coverings in public areas but not in classrooms, offices or staffrooms.

Lanyards were provided for anyone with an exemption from wearing a face covering so that they were not repeatedly challenged.

3.12 January 2021 lockdown

- 3.13 All learners were contacted on New Year's Day to notify them that at least the first two weeks of their course would be online only, following DfE advice. When the new national lockdown was announced, we closed all our centres and moved all our courses to online delivery. The exceptions are programmes for learners with special educational needs and essential digital skills courses.

4.0 New Programmes

- 4.1 MAES has developed several new programmes in response to the Covid pandemic and its existing priorities.
- 4.2 There are good partnerships with employers which benefit both them and our learners. They are helping us to shape our course offer so that it better meets their needs, delivering information about job/careers in their sectors and providing work experience opportunities. We have reshaped our course offer and have developed online learning materials to make our learning provision more flexible. For example:
- Pure Innovations work in conjunction with us to deliver bespoke programmes for 18–24-year-olds with learning disabilities and difficulties who need additional support to prepare for and sustain paid employment or volunteering. The programmes include Maths, English and Digital skills qualifications, work placements, travel training and community activities. They have secured a range of work experience opportunities with employers including Tesco and Manchester University.
 - MAES delivered a Sector-based Work Academy Programme (SWAP) for the council's Supported Accommodation team which started in January 2020. This programme aimed to recruit people to 'key-worker' roles and the intention was that it would include a work placement as part of it. The pandemic made the planned programme difficult to deliver. However, MAES adapted the programme moving some activity online and was successful in enabling 6 participants to gain employment.
 - MAES has a very positive reputation with Job Centre Plus having delivered consistently high-quality courses for their customers. In August JCP (Jobcentre Plus) needed to recruit new advisors to work from their new office in Manchester. They selected MAES as their preferred providers to deliver pre-employment training. 140 participants have since completed this programme and feedback is excellent.
- 4.3 MAES has worked closely with the Work and Skills Team to offer residents who have lost their jobs due to Covid some learning provision to help get them back into work. This has included a range of webinars, on topics such as motivation, CVs, presenting personal strengths and the hidden labour market and several new courses to target the newly unemployed.

- 4.4 We have now delivered five courses within our Make it Happen Retrain offer. Three 'New Directions' courses (24 participants) for newly unemployed residents who want to re-frame their skills and consider alternative career pathways; and two cohorts (20 participants) of the Health and Social Care pathway. There have been at least 5 successful job outcomes from these courses to date with learners having secured roles with The Forrest Job Agency, the NHS, a primary school and two care homes. We are continuing to stay in contact with participants and support them further with their job search with interviews secured with AstraZeneca and Mettler Toledo a logistics company.
- 4.5 We also delivered a Sector Based Work Programme (SWAP) for The Flava People in December to help them recruit to five new roles. Our Preparation for Work team met with their recruiting manager and co-designed a two-day course that would prepare people for their recruitment process and included aspects of employability and digital skills. Participants were then referred from the Job Centre. We received positive feedback and are waiting to hear how many have now secured jobs.
- 4.6 MAES has also developed a workshop called 'Let's Talk About Racism' which was originally delivered as part of the summer cross service training week. It has since been delivered for external organisations and other parts of the wider council. The session aims to improve the quality of conversations that colleagues, and learners have about issues relating to race, bias and privilege. Feedback has been excellent and has equipped teachers to tackle sensitive issues that arise during sessions in effective ways.

5.0 Performance and Funding 19/20

- 5.1 For the teaching year **2019/20**, both GMCA and the ESFA confirmed at an early stage in the pandemic, that all grant funded providers such as MAES would be paid at the level of the original contract, with no funding clawback for underperformance. To benefit from this, providers had to confirm that they would not furlough staff. We have been able, for a similar undertaking to protect funding to our CLF commissioned providers and other supply chain partners e.g., nurseries, childminders, and community venues. The GMCA and ESFA also suspended many performance management requirements but not the requirement for the submission of the performance returns, the Individual Learner Record (ILR)
- 5.2 Targets and key performance indicators are set each year and performance is monitored monthly by senior managers. Service levels performance indicators are detailed in the table below.

MAES Performance Indicators	Actual 18/19	Targets 19/20	Actual 19/20	Actual % of Target
Adult Skills Formula Funding	£3,837,652	£3,514,316	£3,275,822	93.21%

Learners No (All Streams)	11407	11,010	9,276	84.25%
Adult Skills Learner No	3206	3,000	2,861	95.37%
Community Learning No	8201	8,010	6,415	80.09%
Adult Skills Enrolments*	6530	6,110	5,746	94.04%
Community Learning Enrolments*	16898	13,659	11,011	80.61%
National Qualifications Achieved	3351	3420	2633	76.99%
National Qualifications (by Individuals-learners)	2119	2161	1776	82.18%

*An enrolment is a start on a course therefore a learner can have multiple enrolments.

MAES Performance Indicators	Actual 18/19	Targets 19/20	Actual 19/20	Percentage point Variation to target
Adult Skills Retention Rate	95.80%	95.80%	83.10%	-12.70
Community Learning Retention Rate	90.50%	90.50%	88.70%	-1.80
Adult Skills Achievement Rate	89.80%	89.80%	83.10%	-6.70
Community Learning Achievement Rate	87.90%	87.90%	87.10%	-0.80

5.3 In 2019/20 the impact of Covid meant that the service reached 84.25% of its recruitment targets for the year. (9276 learners against a target of 11010) Performance varied depending on the type of provision. The participation rate for Adult Skills provision was 95.4%. Achievement rates were 83.1% a reduction from 89.8% in 2018/19. Achievement rates are a combination of factors, retention (if a learner stays on course) and pass rate when a learner achieves the qualification. DFE does not intend to publish national statistics for achievement rates.

5.4 Qualifications were assessed in very different ways in 2019/20. Our teams responded very effectively, devising, and implementing robust approaches for

ensuring that qualification outcomes reflected learners' abilities and efforts. In 2019/20 1,776 individuals achieved one or more national qualifications, a drop of 16% from 2018/19 (2119). The total numbers of national qualifications achieved by MAES learners also reduced from 3351 in 18/19 to 2633 in 19/20, a reduction of 21% on the previous year.

- 5.5 Overall performance against the funding target was 93.2%. (£3.275 million as against a target of £3.514 million). Because MAES overachieved its funding target in 18/19 this equates to almost a 15% reduction on the previous year. In 2018/19 MAES received additional funding for its overachievement from the ESFA. In 2019/20 the funding returned to previous years allocation levels and this is reflected in the targets set for the year.
- 5.6 Community Learning recruitment continues throughout the entire year and therefore has been more significantly affected. Overall performance was 80% of Target (6415 learners against a target of 8010). This included 1,012 'harder to engage' learners, on programmes delivered by our Community Learning providers. This was lower than the 1,615 learners engaged in this programme in 2018/19. The impact of Covid on recruitment started in February, as many residents were choosing not to start courses or venues were being closed to us.
- 5.7 Since October 2018, the Department for Education has produced annual statistics on the employment and learning outcomes of Further Education (FE) learners. The Longitudinal Education Outcomes (LEO) study is based on a data matching exercise across government departments, giving rich data and much higher accuracy. The latest data available is for 17/18 and shows that MAES is at or above national benchmarks.
- 5.8 MAES also commissions a private company to conduct a telephone tracking survey for all leavers in July a year after they have completed their course. The formal destination data of 2019/20 leavers will therefore be available in October 2021. J2 Research also provides national averages to benchmark our performance against. The tracking survey of 2018/19 leavers was delayed due to Covid – the results will be available in February 2021.

6.0 Digital Inclusion

- 6.1 The past few months have increased the importance of tackling digital inclusion within the City. MAES have collaborated with the Libraries and Work and Skills teams to offer a digital support service for residents. We helped to establish a helpline for Manchester residents, provided individuals with support over the phone and helped to distribute devices. A campaign to raise awareness about the benefits of digital skills was launched in collaboration with Manchester artist Len Grant. Residents have also been referred through to our Digital Skill Up workshops which run from different locations around the city.

7.0 ESOL Advice Service

- 7.1 Manchester ESOL advice service was established by MAES in July 2019 in partnership with The Manchester College (TMC) with £197k funding from the Ministry of Housing, Communities and Local Government (MCHLG). MAES, TMC and GMCA have committed resources to continue the Service in 20/21.
- It provides **a single gateway** for adults with English language needs in Manchester to access the learning that is right for them.
 - It is **a partnership between 23 providers** in Manchester including the WEA, community ESOL organisations and training providers
 - **A centralised waiting list** is at the heart of this approach. Providers no longer hold their own, separate waiting lists and do not carry out their own assessments for ESOL after their open enrolment.
- 7.2 In 2019/20 ,the mapping of ESOL provision and establishing regular communication with the ESOL providers in Manchester, has led to a better understanding of the provision available and enabled us to work collaboratively to address the gaps and ensure a more effective use of existing resources.
- 7.3 Providers can maximise the use of existing spaces on courses quickly and efficiently with the referrals made through the ESOL Advice Service. Learners are contacted and offered a place only if they met eligibility requirements for each course and were assessed at the level required to join the course.
- 7.4 Comprehensive data reports on the demand and unmet need and custom reports have been created and shared with ESOL providers and stakeholders to inform their planning and delivery.
- 7.5 Our plans for 2020-21 focus on
- Identifying priority groups for places to include learners who remained on the waiting list in 2019-20, furloughed workers and those who lost their job during the pandemic, in addition to current priority learners referred by DWP and organisations who support vulnerable people.
 - Continuing to address the areas of identified need and gaps in provision.
 - Increasing the number of referral routes, through new publicity channels which will include animation videos.
 - Carrying out research into the language proficiency and needs of more settled communities in Manchester, as the current data for 2019-20 demonstrates less need for ESOL courses from residents settled in the UK for longer than 5 years.
 - Influencing potential funders by raising an awareness of the supply and demand for ESOL courses in Manchester and the additional resources needed to meet the demand.
 - Incorporating signposting to digital pathways in order to improve digital inclusion amongst residents with ESOL needs.

- 7.6 We are working with six other Greater Manchester local authorities to develop a Greater Manchester ESOL Advice Service, funded through GMCA. Local ESOL hubs will deliver an assessment and referral service to ESOL provision in each participating local authority area, including the management of one waiting list per area that serves all local providers. Manchester is providing central coordination and will support the development of local ESOL hubs including constructive and practical assistance such as editable tools and templates, relevant training and support for data collection and evaluation activities.
- 7.7 So far, Salford and Rochdale have both appointed coordinators and we have delivered training to them as well as developed the website and publicity materials to cover the other Greater Manchester areas.
- 7.8 We have developed a new website at www.gmesol.org with clear and useful information for learners, stakeholders and ESOL providers including a bank of links to resources by level to support delivery, including online learning during COVID-19.

8.0 Talk English

- 8.1 In September 2020, the new Talk English programme started, funded by the Ministry for Housing and Local Government (MHCLG) ESOL for Integration Fund. Nationally a decision was taken to move away from the original volunteer led model and to commission only local authorities, on an individual basis, rather than as a consortium. The new model is based on courses delivered by qualified ESOL tutors with volunteers providing additional support. MAES is also supporting six other local authorities (Rochdale, Oldham, Salford, Kirklees, Birmingham, Bolton) to deliver their programme.
- 8.2 In the Autumn teaching block, there were 15 courses, with 216 learners. Courses were delivered in MAES centres and community venues. We offered 12 weeks of blended learning with learners attending once a week in small groups of 6 - 10 learners alongside guided independent study per week, using the new app we have developed, a literacy workbook and teacher set tasks. 182 (84%) successfully completed their courses and learners were progressed into MAES ESOL or Family Learning provision.
- 8.3 We recruited 219 new learners in January 2021. Our distance learning offer is comprised of:
- a weekly Zoom in small groups
 - online learning and communication via manadulthood.app
 - workbooks with activities linked to the online activities and Zoom classes, which we have posted out to learners as part of a home learning pack
- 8.4 Where learners do not or cannot engage with Zoom classes, teachers make a weekly phone or video call via WhatsApp to see how they are getting on to support them in their independent learning.



manadulted.app

- 8.5 Many of the learners we engage through this programme do not have digital skills and/or literacy to access popular digital learning platforms. MAES commissioned Northcoders in the summer to develop a bespoke web-based learning platform (app) designed as a mobile first application, so that learners can access their virtual classroom using their smartphone, anytime, anywhere. The app is easy to use and inspired by applications that many learners use in their everyday lives. The App was launched in September and has been used very successfully with learners.
- 8.6 This enables learners and teachers to interact safely with one another outside of the classroom, using text, voice, and photo messaging. Teachers can publish appropriate online learning content in a structured way which is personalised to the needs of the learners. Teachers provide feedback to learners on how they are doing, as well as track and evidence learning and progress in an accessible, meaningful way on the App. We have been able to broaden the range of evidence to record achievement, including photos, videos, and audio files as well as written material. This strengthens and supports RARPA (Recognising and Recording Progress and Achievement), which is the nationally recognised process we use to evidence non accredited learning. We are also piloting the use of the App on other MAES short courses to support and enhance learner experience.
- 8.7 We are working with Northcoders and the Manchester City Council Legal team to offer licences to other organisations who would like to use the App - we have already had some interest from other providers. Getting an income from the licences would enable us to make further improvements to the App.

9.0 Future delivery and priorities

- 9.1 Manchester's economy has been strong and resilient but developing a more inclusive economy for the city's residents remains a key challenge given the inevitable economic impact of the Covid 19 pandemic. We need to review our priorities considering lessons that have been learnt, progress that has been made and the impact of Covid on the communities that we serve. Our core

offer will remain important to address the challenges identified in The State of the City report 2020:

- 27000 residents remain digitally excluded
- Women, those from ethnic minorities and those in areas of deprivation remain underrepresented in technical roles
- 10.7 of residents have no qualifications
- 35% of 50–64 year olds have no/low qualifications
- Over 50% of residents with low skill or no qualifications are unemployed

9.2 We will also need to respond to The FE White Paper published on 21 January 2021 which sets out the government's agenda for change. There are many positive ideas including a Lifetime Skills Guarantee and confirmation of new funding for all adults to achieve a first full advanced (L3) qualification. There is also a renewed commitment that adults can study for Maths and English qualifications up to level 2 and an essential digital skills qualification free of charge. As a key part of the MAES offer, this will enable a continued focus on the key skills that residents need.

9.3 The lockdown has meant that MAES centres and other local facilities where adults access services have either been closed or had limited opening. This has had a detrimental impact on our ability to maintain and develop our local course offer with stakeholders and residents. It has become increasingly important to use online networks and social media and we will need to continue to improve our profile through these means.

9.4 Digital solutions for delivering and managing the service now need to be embedded, streamlined and quality assured. We will:

- Continue to develop our Management Information System and approach to enabling learners to enrol and communicate with the service from a distance.
- Maintain online approaches that enable colleagues to collaborate efficiently despite working at locations across the city.
- Develop our distance learning offer so that we can continue to engage with residents who are not able to attend learning centres due to personal or employment reasons.
- Standardise our approach to the quality assurance of online delivery providing teachers with opportunities for professional development and ensuring that online materials are produced to a consistently high standard.

9.5 Our work to enable residents to access employment is a significant focus moving forward as the economic impact of Covid intensifies. We will:

- Fully develop our 'Make it Happen' approach ensuring that all our courses are underpinned with the 'Make it Happen Foundations' of focussing on strengths, learning personal skills and developing a positive and resilient mindset.

- Increase our work with employers so that we can prepare learners for genuine employment opportunities and support Manchester organisations to recruit in inclusive ways. We will do this by engaging with hiring organisations and co-producing learning programmes to meet their needs.
- Further develop our work with training organisations employees so that they have the skills needed to progress.
- Work with partners to develop pathways into employment-based programmes, such as Apprenticeships, Traineeships and Kickstart. MAES will deliver the core skills that residents need to access these and be successful, such as English, Maths, Digital and Employability skills.

9.6 There will be a renewed focus on 'place' as MAES centres are well placed to be hubs to deliver integrated service for residents. We will:

- Work closely with partners including the Library Service, Neighbourhoods Teams and third sector organisations to provide learning opportunities to residents who might not otherwise engage.
- Build on our contribution to the council's digital inclusion strategy, increasing the number of digital workshops we offer in community locations to engage with residents who may not want to attend learning centres.
- Further develop our approach to community engagement, communications and promoting our offer to residents

10.0 Conclusion

10.1 Collaboration with employers and stakeholders and an increase in use of digital learning will ensure that the MAES offer links directly to the city's priorities and growth sectors and helps more residents access and progress in work and contribute to their communities.