



# Hertfordshire Adult and Family Learning Service

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## Needs Analysis Academic Year 2021/22



Education & Skills  
Funding Agency

SUPPORTED BY  
**MAYOR OF LONDON**



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# 1 INTRODUCTION

Hertfordshire Adult and Family Learning Service (HAFLS) is part of the Adult Care Services (ACS) directorate in Hertfordshire County Council (HCC).

For 2021/22 HAFLS will be in receipt of funding from:

- Education and Skills Funding Agency (part of the Department for Education),
- European Social Fund / National Lottery Community Fund,
- Hertfordshire County Council

This funding is used to provide community education, mentoring and supported employment opportunities in the community to all age groups from 16 upwards, particularly those with barriers to learning and employment. This document specifically focuses on the ESFA funding strand of HAFLS' work to inform both the HAFLS team of teachers and all partners / those bidding for funding from HAFLS.

All activities have a priority to be value for money and evidence of added value (monitored through the DfE concept of Pound Plus) is required from all partners when bidding to HAFLS for funding. For the ESFA funded activities, to achieve a good score in the tender process bidders are expected to plan for Pound Plus to be the equivalent of approximately 10% of their total delivery costs. Pound Plus is "added value". This can be in real money – such as income received from learner fees – or in in-kind funding – such as free or subsidised venues, the use of volunteers etc.

HAFLS also expects all activities to have clearly identified progression routes. This could be into further interventions/courses for the most vulnerable to higher level community learning courses, HAFLS funded accredited courses, courses in colleges or other non-HAFLS funded provision as well as into employment and / or volunteering.

HAFLS and HAFLS' partners delivering ESFA funded activities are subject to Ofsted inspection and must meet the requirements within the Education Inspection Framework ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf)). This includes showing the Intent, Implementation and Impact of the curriculum. This document is part of the evidence for the Intent of HAFLS curriculum, identifying why we fund and deliver certain course types.

HAFLS targets those most in need such as, but not limited to:

- people with no or low skills and qualifications,
- those who are unemployed or economically inactive,
- people who need support to gain confidence,
- people with mental health or learning difficulties
- people who need 1-1 mentoring support to re-engage with their community, learning and the job market.

To meet the needs of our participant / learners, HAFLS and HAFLS' partners deliver a wide range of courses including (but not limited to):

- Digital Skills,
- Accredited and non-accredited English and maths,
- Employability – generic and sector based
- Community English for Speakers of Other Languages (ESOL),
- Community Health and Wellbeing courses,
- Arts and Crafts courses with embedded health and wellbeing,
- Physical activities to increase fitness and wellbeing.

HAFLS is a flexible service and will respond to emerging needs during the academic year wherever possible. Partners can request changes to their planned curriculum during the year and where there is sufficient evidence of need, and where there is no reduction in meeting a currently identified priority, these changes will be considered and often agreed.

While this document is being written, we are still in the grip of the COVID-19 pandemic, and the indications are that, though the vaccine is being rolled out, there will be no widely available vaccine for at least another year.

This means that we have to plan our courses for 2021 to 2022 carefully and flexibly to make sure that we are fully prepared to deliver an effective offer to the residents of Hertfordshire whatever the circumstances.

The ability to offer online and blended courses is essential to allow this flexibility, which means that we also need to have strategies and contingencies to support people who are less confident and / or skilled in the use of technology or who have little or no access to the internet.

## **1.1 Needs Analysis Purpose and Format**

HAFLS management team identify national and local strategies and priorities that the service can contribute to and then take the following actions:

- Identify them in the Service Business Plan and Needs Analysis
- Identify which elements HAFLS already links or contributes to the strategy / priority and where HAFLS is not yet linking sufficiently
- Identify developments for the service that will support the strategies / priorities
- Undertake service development work to enable the service to better meet the strategies / priorities, including:
  - Adding details to the tender documents for the ESFA funded contracts
  - Bidding for funding from government departments and other sources to extend HAFLS's offer
  - Developing partnerships to meet the agendas

This Needs Analysis is part of this process and sets out the main agendas that HAFLS, as an adult education and community learning service, contributes to and what the offer is and should be that will enable that to continue in the coming academic year (August 2021 to July 2022).

The Needs Analysis has been broken into key HAFLS curriculum areas, with each section showing which strategies and priorities it links to, some relevant data to give a picture of the need and some suggestions of the types of courses that HAFLS Direct delivery and partners could consider to support those priorities. None of these are comprehensive lists and partners completing bids should consider local needs in their areas and their own strengths when considering what to deliver.

HAFLS recognises that while meeting national and Hertfordshire strategies is important, it is also key to ensure that local communities and individuals are being offered what they need.

Hertfordshire has four colleges and a university which offer a wide range of higher-level courses and qualifications so HAFLS uses its funding primarily to meet the needs of level 2 and below.

## 1.2 Mission and Vision

HAFLS believes in the benefits of Lifelong Learning, enabling people to develop skills, keep engaged with their communities and support their health and wellbeing throughout their lives.

HAFLS' mission is to work collaboratively with partners to deliver quality learning opportunities in Hertfordshire for adults, young people and families to enable them to:

- Acquire new skills
- Increase contribution to their local communities
- Improve health and wellbeing
- Improve life chances and career opportunities
- Reduce isolation
- Increase community engagement
- Reduce dependence on other services

HAFLS' vision is to be the leading adult and community learning provider in Hertfordshire, working collaboratively with partners to improve accessibility for all Hertfordshire residents, inspire lives, nurture talent and empower individuals to achieve their potential.

## 1.3 Equality and Diversity

HAFLS sets targets for target learner groups for each project and measures performance against these targets. For some (such as the Building Better Opportunities projects) these targets are set at the start and remain the same for the life of the project. For the ESFA funded courses, HAFLS reviews and sets targets each year.

To set these targets HAFLS reviews demographic data and previous performance levels and take into account local and government foci.

For 2019/20 the targets and outcomes for HAFLS' ESFA funded work were as set out in the table below:

<b>Target Group 2019/20 academic year</b>	<b>HAFLS Target</b>	<b>HAFLS Performance</b>
Below a full level 2 qualification	55%	57.1%
BME	19%	24.5%
LDD (excluding MH & 65+)	15%	18.1%
Men	28%	25.4%
Mental Health	18%	10.9%
Unemployed learners, looking for work, 50+ years old	11%	16.3%
65+ years old (community learning only)	15%	13.7%

For 2021/22 the targets are:

<b>Target Group 2021/22 academic year</b>	<b>2021/22 Target</b>
Unemployed looking for work	30%
Prior attainment - below level 2	55%
LDD	30%
Mental health as primary LDD	15%
BME	25%

In addition, we will monitor the following to ensure that we are still meeting the needs in Hertfordshire:

- Men
- White Other
- Learners by age band (19-24; 25-44; 45-64; 65+)
- Unemployed by age band
- In paid employment
- Above level 2 (removing all unknowns)
- “Out of Area” learners (all provision funded by HAFLS must be aimed at learners who live within Hertfordshire)

During lockdown due to Covid-19 we have seen a decrease in learners from the following groups:

- Men
- Learners aged 65+
- Retired learners
- Unemployed learners
- People with a learning disability or difficulty

There have also been fewer learners recruited from Stevenage, Dacorum, Watford, Welwyn and Hatfield. However, we have seen an increase in the target areas for last year of Broxbourne, North Herts and East Herts.

There has also been an increase in younger learners, women and people who are in employment.

This must be considered by all delivering HAFLS funded courses going forward, and we will expect there to be actions in place to minimise the impact on those people who are most likely to be adversely affected by the move away from only face to face delivery to a mixed delivery system to fit the circumstances and learner needs.

#### **1.4 Partnership work**

In order to reach target participants and learners, HAFLS works with a wide range of partners and subcontractors (all will be referred to as partners for the rest of this document). Partners either sign up to a partnership agreement or are allocated a more formal subcontracting arrangement. All partners go through a selection process to assess suitability and capacity to deliver.

HAFLS works with delivery partners who are:

- Charities / voluntary sector groups
- Independent Training Providers
- Colleges

HAFLS runs an open and competitive tender process every three years for organisations to be accepted on to the procurement framework for ESFA funded provision. The Framework runs for three years and each year, HAFLS runs a call off for the framework providers to fulfil the needs for the coming academic year. We may where necessary run additional small call offs during the year.

Anyone wishing to become part of the framework can ensure that they receive an invitation to apply by signing up to Supply Hertfordshire through this link:

<http://www.supplyhertfordshire.uk/>

Wider partnerships include:

- Other HCC departments and teams
- Family Centres and Schools
- Community Centres
- Other charities and the voluntary sector
- Borough and district councils
- University of Hertfordshire

By working with this wide range of organisations, HAFLS is able to reach people furthest from engagement and from communities that would not otherwise be possible. Local organisations also have a strong knowledge of their area and the local needs, which means that HAFLS can use partners' expertise to support people who have complex and multiple barriers into learning and employment and enable them to progress.

All partners are held to high standards, along with HAFLS own teaching team. Contracts and partnerships are monitored, and partners are supported to meet expectations where appropriate. All partners are expected to engage with the training offered by HAFLS to improve teaching and learning and to fully engage with Ofsted visits. HAFLS' ESFA funded provision was inspected by Ofsted in February 2020 and judged as Good.

HAFLS strives to capture evidence of impact of the services offered, both through partners and through HAFLS' own teaching team. This includes the progression of participants / learners into further education, volunteering and employment as well as other outcomes such as increased confidence, reduced social isolation and improved wellbeing.

Strong partnerships enable HAFLS to ensure that participants / learners have the opportunity to progress at their own pace, with some people needing to attend several courses over 1,2 or 3 years to ensure a successful learning pathway. By having partnerships in place HAFLS can, through good Information, Advice and Guidance, direct learners to education providers who will offer the best route for their development. These partnerships include organisations that HAFLS funds to deliver learning opportunities, but also organisations beyond the HAFLS delivery partnership as HAFLS recognises that no single organisation can answer all needs.

## 2 BASIC SKILLS: ENGLISH (INCLUDING ESOL), MATHS AND DIGITAL SKILLS

The main national and Hertfordshire strategies and priorities relating to basic skills are:

Impact of Covid-19	<ul style="list-style-type: none"> <li>• Face to face working has, of necessity been curtailed during the Covid-19 pandemic. Many employers are now looking at continuing to employ people to work from home the majority of the time, rather than be office based. This means that digital skills are even more important than ever and will be key for anyone applying for jobs in the coming year.</li> <li>• The labour market has changed significantly in the past year. Many companies who offered the highest number of local, lower level jobs such as retail and hospitality sectors have struggled to keep afloat. This means that there are fewer of these jobs available to people looking for jobs that do not require higher level skills.</li> <li>• This in turn means that good skills in English and maths are more important than ever to be competitive in the job market.</li> <li>• Digital skills are also more vital than ever for keeping people connected to their family and friends. While lockdown has been easing, it is acknowledged that the most likely scenario is that there will be further, possibly local, lockdowns as further pandemic waves occur. Therefore, it is important that everyone has the skills they need to keep in contact with relatives, friends and their community and to help support their mental health</li> </ul>
Digital Skills Strategy	<ul style="list-style-type: none"> <li>• In the Government's Digital Strategy published in 2017, there is a recognition of the skills gap across the country around digital skills and the need for all people to be digitally literate to improve job prospects and access services online</li> <li>• Included in the strategy there was a commitment to ensure adults in England who lack core digital skills will not have to pay to access the basic digital skills training they need, mirroring the approach taken for adult literacy and numeracy training.</li> <li>• It is not yet clear when this entitlement will come into place, but the latest information suggests September 2021</li> <li>• In April 2019 the government published the National Standards for Digital Skills: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/796596/National_standards_for_essential_digital_skills.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/796596/National_standards_for_essential_digital_skills.pdf</a></li> <li>• The National Standards will inform a Digital Functional Skills qualification available from 2021</li> </ul>



<p>ESFA/GLA – Full Entitlements</p>	<p><a href="https://www.gov.uk/government/publications/uk-digital-strategy/uk-digital-strategy">https://www.gov.uk/government/publications/uk-digital-strategy/uk-digital-strategy</a></p> <ul style="list-style-type: none"> <li>• From 2020/21, the ESFA are offering full entitlement for all learners to receive free education to achieve qualifications up to level 2 in English, maths and a Level 1 in digital skills</li> </ul> <p>The ESFA guidance for 2020/21 sets out the entitlement as below. However, it must be remembered that new guidance will be issued for the 2021/22 academic year which we will then follow.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ESFA funded AEB supports 4 legal entitlements to full funding for eligible adult learners.</p> <p>These entitlements are set out in the <a href="#">Apprenticeships, Skills and Children Learning Act 2009</a>, and enable eligible learners to be fully funded for the following qualifications:</p> <ul style="list-style-type: none"> <li>• English and maths, up to and including level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade 4 (C), or higher, and/or</li> <li>• first full qualification at level 2 for individuals aged 19 to 23, and/or</li> <li>• first full qualification at level 3 for individuals aged 19 to 23</li> <li>• Information technology ('digital') skills, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1</li> </ul> </div> <p>These entitlements allow a learner pathway to be developed, starting people on entry level courses and moving them through to level 1 and 2 – whether within an individual organisation or beyond.</p>
<p>Hertfordshire Skills Strategy</p>	<ul style="list-style-type: none"> <li>• Drawn up by the Local Enterprise Partnership (LEP), local businesses and representatives from Hertfordshire County Council</li> <li>• <a href="https://www.hertfordshirelep.com/what-we-do/priorities/skills-employment/skills-strategy/">https://www.hertfordshirelep.com/what-we-do/priorities/skills-employment/skills-strategy/</a></li> <li>• Highlights include: <ul style="list-style-type: none"> <li>○ <i>Providing a package of measures to support the unemployed, vulnerable adults and those aged 50+ back into the jobs market</i></li> <li>○ <i>Enhancing opportunities through lifelong learning by improving adult English and maths skills and encouraging greater focus on training in areas where there are high numbers of low qualified residents</i></li> </ul> </li> </ul> <p>The LEP are in the process of leading the review of this Strategy and putting in place a recovery strategy for Hertfordshire. Both of these new strategies will stress the requirement for the residents of Hertfordshire to develop their digital skills – from the lowest, entry level course up to programming and Artificial Intelligence (AI).</p>
<p>HCC Corporate Plan</p>	<ul style="list-style-type: none"> <li>• 4 main themes including:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Everyone to achieve their potential, where one action is to “Ensure everyone can enhance their opportunities through access to lifelong learning”  <a href="https://www.hertfordshire.gov.uk/media-library/documents/about-the-council/data-and-information/corporate-plan-2019-25.pdf">https://www.hertfordshire.gov.uk/media-library/documents/about-the-council/data-and-information/corporate-plan-2019-25.pdf</a></li> </ul>
ESOL	<ul style="list-style-type: none"> <li>● In the Integrated Communities Strategy, published by the Ministry of Housing, Communities and Local Government, the government committed to:  <i>“boost English language skills – which are fundamental to being able to take advantage of the opportunities of living in modern Britain such as getting a job, mixing with people and playing a full part in community life – we will propose developing a new strategy for English language in England,”</i>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696993/Integrated_Communities_Strategy.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696993/Integrated_Communities_Strategy.pdf</a></li> </ul>
Changing Job Market	<ul style="list-style-type: none"> <li>● The Labour Insight report for Hertfordshire from November 2020 shows that 48% of jobs advertised are in occupations which are in medium or high risk of automation. This includes areas such as finance and accountancy, retail / sales, administrative occupations and elementary administration and service occupations.</li> <li>● This trend has been highly accelerated as a result of the pandemic as we see the large number of people made furloughed or redundant in the retail and hospitality industries</li> <li>● It is recognised that over the next 20 years a large proportion of jobs will change due to developments in technology. To enable people to be ready for change they need to have good levels of digital skills as well as English / communication skills</li> </ul>
Learner Voice	We have had 38,059 people visit our website in the academic year 2019/20. Of these 2,260 looked at English, maths and ESOL courses, 33 at employability or Work skills and 1,054 at Digital skills.

Hertfordshire Picture (data from HCC Community Information and Intelligence Unit – 2018 data – latest data incomplete due to small sample sizes):

- Skills levels in Herts – 21.5% have no qualifications or hold qualifications below level 2 whilst 7% of Herts residents of working age (16-64) have no qualifications
- Broxbourne has the highest percentage of people of working age with no qualifications (15.8%), with Dacorum second (10.8%)
- For those with no qualification or a qualification below level 2, Stevenage has the highest percentage (29.7%) with Broxbourne second (29.5%) and Dacorum third (28.6%)

## HAFSL Delivery 2019/20

Subject (ESFA Funded)	Number of Enrolments	% of all Enrolments
English	486	8%
ESOL	878	15%
Maths	323	5%
Digital Skills	774	13%

Over the past year the number and percentage of learners enrolling on Digital Skills, ESOL and maths courses has increased, showing the demand in the county for these types of courses. Given that Covid-19 has meant more people working from home and needing strong English and digital skills to do so, this trend is likely to increase.

In order to meet the priorities and needs listed above, HAFSL (as the full HAFSL network) already deliver most of the courses and projects listed below and will continue to consider all bids for these, especially where clear learner pathways have been identified to build on skills. This is not a comprehensive list and if bidders can clearly show that other courses meet the priorities listed above, or more local need, then other course types will be considered:

- Functional Skills English
- Functional Skills maths
- Functional Skills Digital Skills (from 2021)
- Essential Digital Skills Qualifications
- ESOL Qualifications
- Community Learning introductions to English, maths and digital skills
- Community Learning low level ESOL

It needs to be noted that HAFSL do not guarantee to fund all bids for these courses, particularly where there is no clear local need identified by the bidder, or where there are overlaps in organisations delivering in specific geographical areas. All bids will be considered in line with the scoring criteria set out in the commissioning documents for ESFA provision.

### **3 HEALTH AND WELLBEING**

As the majority of HAFSL participants and learners have barriers to engaging with learning and employment, health and wellbeing is an area of focus for the service. Health and wellbeing can cover a wide range of needs and priorities including

- mental and physical health,

- social connectivity and tackling loneliness
- general improvement in confidence and self-esteem.

In particular, the impact of the Covid-19 pandemic on the mental health of the nation must be considered. Many people have struggled with loneliness or isolation during this period, as well as raised anxiety levels. However, as the pandemic comes to an end, or at least the lockdown limitations ease, and people are more able to go out and meet up with others, some will find that this has its own triggers for anxiety or stress.

Improving health and wellbeing is a priority for local and central government alike as well as the NHS. The main agendas, strategies and priorities are set out in the table below.

Impact of Covid-19	<p>The recent Covid-19 pandemic has put a strain on many people – self-isolating, being in lockdown, being put on furlough or losing your job / business, illness and bereavement all take their toll on people’s physical and mental health and wellbeing. While some of these will have a short-term effect, others may have a longer-term impact, and this must be recognised in the courses and interventions that we offer as a service.</p> <p>Isolation, loneliness, stress and anxiety could all be results of lockdown, job loss and the feeling of being unable to help and support loved ones. In addition, there is the likelihood of people becoming less well through lower levels of physical activity, lack of sleep, eating and drinking more while confined to their house.</p> <p>The Health Foundation published this report on the impact of Covid-19 on mental health in June 2020:</p> <p><a href="https://www.health.org.uk/news-and-comment/blogs/emerging-evidence-on-Covid-19s-impact-on-mental-health-and-health">https://www.health.org.uk/news-and-comment/blogs/emerging-evidence-on-Covid-19s-impact-on-mental-health-and-health</a></p>
<p>A Connected Society – a strategy for tackling loneliness</p> <p>National Campaign to End Loneliness</p>	<p>The government’s strategy for tackling loneliness was published in October 2018 and sets out the impacts of loneliness, including early death and increased likelihood of developing Alzheimer’s, and the government’s plan for tackling the issue. <a href="https://www.gov.uk/government/publications/a-connected-society-a-strategy-for-tackling-loneliness">https://www.gov.uk/government/publications/a-connected-society-a-strategy-for-tackling-loneliness</a></p> <p>In addition, the National Campaign to End Loneliness has a range of resources and information to support individuals and organisations to tackle loneliness.</p> <p><a href="https://www.campaigntoendloneliness.org/">https://www.campaigntoendloneliness.org/</a></p>
HCC Corporate Plan	<ul style="list-style-type: none"> <li>• 4 main themes including: <ul style="list-style-type: none"> <li>○ Opportunity to enjoy healthy and safe lives, including an action for residents to be able to “make</li> </ul> </li> </ul>

	changes to their lives to improve and maintain their own health”.
Social Prescribing	One of the central tenets of the Tackling Loneliness Strategy, social prescribing is now being adopted by all CCGs / NHS trusts and means that people can be signposted to activities and interventions that can improve their social connectivity and wellbeing. This includes community learning and lifelong learning in general. Partners are encouraged to make links with their local Community Navigators to ensure that potential learners can be referred to them.
Hertfordshire Tackling Loneliness Steering Group and HCC Connected Lives Strategy	Hertfordshire’s response to the national Tackling Loneliness strategy. The Steering Group is multi-agency, chaired by the Head of HAFLS and has produced a 2-year action plan for tackling loneliness in Hertfordshire.  HCC Connected Lives Strategy is changing the approach to Social Care to ensure that people get the support that they need to lead more inclusive, fulfilling and independent lives. It includes <i>“The foremost principle of connecting people to people, services, technology, networks, communities, aspiration and real lives. Some people need a little support to live independent and fulfilling lives”</i>  <a href="https://www.hertfordshire.gov.uk/media-library/documents/adult-social-services/news-and-campaigns/just-talk/connected-lives-a-model-for-social-care-in-hertfordshire.pdf">https://www.hertfordshire.gov.uk/media-library/documents/adult-social-services/news-and-campaigns/just-talk/connected-lives-a-model-for-social-care-in-hertfordshire.pdf</a>
Hertfordshire Mental Health Strategy	HCC and the two Hertfordshire CCGs’ 5-year strategy for improving the mental health of residents of Hertfordshire. This strategy highlights the increase in the prevalence of diagnoses of mental health issues, both locally and nationally and highlights the actions being taken in Hertfordshire to both meet the need and improve prevention.  <a href="https://www.hertfordshire.gov.uk/media-library/documents/about-the-council/data-and-information/adult-mental-health-strategy.pdf">https://www.hertfordshire.gov.uk/media-library/documents/about-the-council/data-and-information/adult-mental-health-strategy.pdf</a>
New Leaf Recovery College	Highlighted in the Hertfordshire Mental Health Strategy, New Leaf is a Wellbeing Recovery College focusing on mental health and wider wellbeing issues through courses which are co-produced and co-delivered by people with lived experience. HAFLS is currently supporting the ACS commissioning team in reviewing the delivery model of the college. While this has been on hold during the Covid-19 crisis, the review will be continuing
National Lottery Community Fund / ESF Building Better Opportunities (BBO) projects	While the main aim of the BBO projects is to move people into or towards work, it is also recognised that many participants have significant mental health issues and learning difficulties and disabilities. The project also aims to support these participants, who will not be ready for work within the term of the project, into further learning and volunteering, offering them a chance to develop skills and feel more confident in their ability to offer a valuable contribution to their local community.
Learner Voice	When asked during exit surveys (at the end of their course), 83% of 2019/20 learners who responded stated that their wellbeing had “somewhat” or “much” improved since taking the course. 84% said that their confidence had improved.

	Of the enquiries received by the HAFLS office from August 2019 to September 2020, 30% were for personal health and wellbeing courses.
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#### HAFLS Delivery 2019/20

Subject	Number of Enrolments	% of all Enrolments
Personal Wellbeing	897	15%
Personal Health	244	4%
Social and Community Engagement	126	2%

In addition to the table above, many HAFLS courses have embedded wellbeing, particularly those currently recorded under arts and crafts (672 enrolments or 14% of all enrolments)

Personal Wellbeing courses have shown a marked increase in enrolments during the last year with 15% of all enrolments in 2019/20 compared to 6.9% in 2018/19. However, personal health courses have shown a drop. Some of this will be due to what could be delivered, moved online and accessed by learners (exercise is harder to move online and complete at home than a mindfulness course for example) but some of that shift underlines the impact on people's mental health of Covid-19 and the need to continue offering these courses to support people, particularly during lockdowns and the transition back into communities.

In order to meet the priorities and needs listed above, HAFLS and their partners already deliver most of the courses and projects listed below and will continue to consider all bids for these. This is not a comprehensive list and if bidders can clearly show that other courses meet the priorities listed above, or more local need, then other course types will be considered.

- Courses with embedded wellbeing (subject immaterial) as long as wellbeing / health improvements can be evidenced
- Health and Wellbeing specific courses such as mindfulness, stress management, anger management etc
- Healthy living such as healthy cooking or sports / physical activity
- Programmes specifically designed to tackle loneliness
- Continuation of the Building Better Opportunities projects (with current partners) to support individuals become more fully engaged with their local communities

Where courses are designed to improve health and wellbeing or tackle loneliness it must be made very clear at tender time (and for Direct Delivery at the point of course design) how learners will be targeted and how these outcomes will be measured. It must also be made very clear where learners can progress to – especially stressing progression rather than a sideways move into a same level course.

It needs to be noted that HAFLS do not guarantee to fund all bids for these courses, particularly where there is no clear local need identified by the bidder, or where there are overlaps in organisations delivering in specific geographical areas. All bids will be considered in line with the scoring criteria set out in the commissioning documents.

## 4 WORK READINESS

There is a strong focus from the government to support people into work or job search and to upskill the low paid, low skilled workforce. While we appreciate that people with all levels of skills have been affected by the impact of Covid-19, as with all economic downturns, the worst affected are those with lower skills, lower educational levels and least experience in the workplace. Therefore, targeting those with barriers is particularly important, and challenging, in the aftermath of the Covid-19 pandemic. The pandemic had a significant impact on the economy and the unemployment rates across the country. This means that while we still must aim to support people into employment, there are fewer jobs available for them. We therefore have to target sectors of industry where there has been less negative impact or where recovery is happening faster. Local knowledge of employers is vital to ensure that all parties delivering learning to support people into work are doing so in skills that will match the local need.

The need to upskill people in digital skills has been covered in the Basic Skills section of this document.

Impact of Covid-19	<p>During Covid-19 there have been several high-profile organisations going out of business and under those headlines many more, smaller businesses that have not been able to survive. Some sectors have clearly been hit much harder than others, with the retail (non-food) and hospitality industries being particularly hard hit. However, there are some areas of growth with warehousing, food retail and delivery services surviving well. This is why it is vital for local organisations to keep on top of their own local information as each area has had different impacts to deal with and different responses.</p> <p>Further local and national information can be found on the LEP website: <a href="https://www.hertfordshirelep.com">https://www.hertfordshirelep.com</a> and on the Office for National Statistics website: <a href="https://www.ons.gov.uk">https://www.ons.gov.uk</a></p> <p>Data on the Herts Insight site ( <a href="https://iao.blob.core.windows.net/publications/reports/e8a1ce3ece784eafa723373cfcedabb0/E10000015.html#">https://iao.blob.core.windows.net/publications/reports/e8a1ce3ece784eafa723373cfcedabb0/E10000015.html#</a> ) indicates that Hertfordshire has shown a growth in claimants of Universal Credit from 1.8% of the working age (16-64) population in January 2020 to 5%(37,060) in October 2020, with the Borough of Broxbourne showing the highest increase (4.3%) and St Albans the lowest (2.5%)</p>
ESFA Funding	ESFA funded Adult Education Budget (AEB) aims to engage adults and provide the skills and learning they need to progress into work or equip them for an apprenticeship or other learning.

Guidance	<p>Learners in employment but earning under £17,004 per year are eligible for full funding for qualifications to Level 2 as are those who are unemployed.</p> <p>Note: these rules refer to the 2020/21 academic year and may change before the 2021/22 academic year – particularly for any reference to flexibilities due to Covid-19</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/928063/AEB_2020_to_2021_funding_rules_V4_Final_2_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/928063/AEB_2020_to_2021_funding_rules_V4_Final_2_.pdf</a></p>
Hertfordshire Skills Strategy	<p>Drawn up in partnership between the LEP, businesses and local government the Hertfordshire Skills Strategy identifies areas in need of improvement in Hertfordshire, including:</p> <ul style="list-style-type: none"> <li>supporting people who are unemployed and over 50 back into work</li> <li>supporting young people aged 16-24 years in the transition from education to employment</li> <li>supporting vulnerable adults into employment</li> <li>enhancing opportunities through lifelong learning, adopting a culture of lifelong learning to benefit individuals as well as local businesses</li> </ul> <p>It also highlights that:</p> <p><i>“Since the start of the 21st century with inventions such as artificial intelligence, 3D printing, autonomous vehicles, technology and biotechnology, commentators have identified that we are experiencing the ‘Fourth Industrial Revolution’. These rapidly developing technologies are changing the way we work, and the jobs and skills required to do them. The useful skills in the workplace of the future are likely to be different from those needed today.”</i></p> <p><a href="https://www.hertfordshirelep.com/media/6021/hertfordshire-skills-strategy-to-2020.pdf">https://www.hertfordshirelep.com/media/6021/hertfordshire-skills-strategy-to-2020.pdf</a></p> <p>The LEP and the Skills Strategy team are currently drawing up a Covid-19 recovery plan. While this is still being drafted, we know that it will stress the need for digital skills to facilitate people’s access to work.</p>
Job Vacancies in Hertfordshire	<p>The Labour Insight report for Hertfordshire from November 2020 shows that the highest numbers of vacancies are in Watford, Stevenage and Hemel Hempstead.</p> <p>There is a large proportion of jobs available which are in nursing, software development, care giving / personal care aide and office / admin roles. While customer service is still fairly high on the list, retail has dropped to nearer the bottom of the list.</p>
What employers are looking for	<p>The Labour Insight report for Hertfordshire from November 2020 shows that the top skills that employers are looking for are teamwork, customer service and budgeting. Cleaning is also now a skill which is in much higher demand.</p>
JCP	<p>HAFLS now have all directly delivered employability, English, maths and ESOL courses on the DWP procurement system so that JCP can request courses from there.</p>



Building Better Opportunities Projects	The aim of the BBO projects is to support participants into work or job search (for those who are currently economically inactive). This project is currently projected to finish in September or December 2021.
Learner Voice	<p>Analysis of learner feedback shows that for 2018/19 academic year 96% of learners report that the course has helped them move towards their personal goals.</p> <p><i>“Since I started this course five weeks back, I have noticed a significant difference with regards to my confidence.”</i></p> <p><i>“Five weeks back I wouldn't have participated in a class on my own without any help or support from a member of my family but since I started the class I have been able to complete every week on my own without having help and support from a member of my family being sat there worrying if I will take part in the class on that particular day or having to prompt me to answer any questions”.</i></p> <p><i>“Thanks to the help of my tutor and the other participants of this particular course I have felt confident enough to sit there for two hours every Wednesday afternoon and answer any questions that have been asked.”</i></p> <p>Learners on Succeed and Get That Job course</p>

#### HAFLS Delivery 2019/20

Subject	Number of Enrolments	% of all Enrolments
Skills for Work	843	14%
Digital Skills	774	13%
People who are unemployed and 50+	961	16.3%

Building Better Opportunities Project	Number of Participants
STRIVE (adults aiming to reach employment)	1030
MILE (adults needing financial support) – Project completed	96
Youth Futures (young people 16-19)	308

Note: this figure is the total engagement to date over the life of the project. It is reported in this way as most participant are engaged over a longer period than a single year

Work Solutions engaged with 169 people in the financial year 2019/20 and supported 59 people into work in this period.

Of the people who completed the progression survey for 2018/19:

- 6.9% of those who were not employed at the start of their course had started a new job 2 months later

In order to meet the priorities and needs listed above, HAFLS and their partners already deliver most of the courses and projects listed below and will continue to consider all bids for these. This is not a comprehensive list and if bidders can clearly show that other courses meet the priorities listed above, or more local need, then other course types will be considered.

- Digital skills for work – including meetings online, use of social media for work etc
- Sector specific skills, such as skills needed for care (for people not currently working in the care sector but wishing to) / customer service / digital technologies / administration / logistics and warehousing / TV and media. However, each organisation needs to be aware of the skills needed in their local area as these sectors have been hit hard by the Covid-19 pandemic and there may not be the employment opportunities that there used to be in these sectors.
- Communication improvement – such as team working, presentation skills, report writing skills
- Spreadsheet and other work applications
- Courses that prepare people to access Level 2 courses in sectors which are growing or thriving in the local area

It needs to be noted that HAFLS do not guarantee to fund all bids for these courses, particularly where there is no clear local need identified by the bidder, or where there are overlaps in organisations delivering in specific geographical areas. All bids will be considered in line with the scoring criteria set out in the commissioning documents. In particular we will look at the relevance and clarity of the progression route. Some of these courses will lead to further learning within or beyond the individual organisation, not directly into work and this pathway must be clearly identified.

HAFLS will continue to run the STRIVE and Youth BBO projects with the current partners.

HAFLS will also consider courses already available in Hertfordshire before agreeing to fund more. For example, while construction is a growing industry in Hertfordshire and is creating jobs across the county, the four colleges have good and improving facilities (through ESF funding) to deliver construction courses, while HAFLS does not have these facilities to hand. In addition, JCP commission the delivery of the CSCS Card through their DWP dynamic purchasing system.

## 5 LOW PAID, LOW SKILLED

Impact of Covid-19	<p>The impact of the Covid-19 pandemic on the job market and on the economy is very clear and has been widely reported. The workers most affected tend to be low paid low skilled work which cannot be carried out from home. This is particularly true of retail (non-food) and hospitality roles where businesses have not been able to operate during lockdown. The continuation through the 2020 winter of uncertainty and periods of lockdown are going to exacerbate this issue, while the upcoming impact of Brexit is as yet unknown.</p> <p>In these times of uncertainty it is vital that people displaced from their jobs are given the best possible opportunity to return to work – but it is also important that those still in low paid work are offered the skills to allow them to be flexible in their roles and give them the best chance of continuing in employment in a rapidly changing world.</p>
ESFA Funding Guidance	<p>Learners in employment but earning under £17,004 per year are eligible for full funding for qualifications to Level 2 as are those who are unemployed.</p> <p>The rules for the 2020/21 academic year:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904674/AEB_2020_to_2021_funding_rules_v.2_FINAL.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904674/AEB_2020_to_2021_funding_rules_v.2_FINAL.pdf</a></p> <p>These rules will be updates for 2021/22 nearer the start of the academic year and any changes will be reflected in HAFLS' contracts and expectations.</p>
Hertfordshire Skills Strategy	<p>Drawn up in partnership between the LEP, businesses and local government the Hertfordshire Skills Strategy identifies areas in need of improvement in Hertfordshire, including:</p> <p><i>enhancing opportunities through lifelong learning, adopting a culture of lifelong learning to benefit individuals as well as local businesses</i>  <i>A leading economy; skills to drive growth. (...) to improve the skills of both the existing workforce and the future labour market in order to sustain economic growth</i></p> <p><a href="https://www.hertfordshirelep.com/media/6021/hertfordshire-skills-strategy-to-2020.pdf">https://www.hertfordshirelep.com/media/6021/hertfordshire-skills-strategy-to-2020.pdf</a></p>
Changing Job Market	<ul style="list-style-type: none"> <li>• Most jobs at risk of automation will be low skilled and low paid. It is important to give people in these roles the skills to change with their jobs or move into new employment opportunities. In particular jobs such as warehousing are likely to be affected.</li> <li>• The Labour Insight report for Hertfordshire from November 2020 shows that 48% of jobs advertised are in occupations which are in medium or high risk of automation. This includes areas such as finance and accountancy, retail / sales, administrative occupations and elementary administration and service occupations. This proportion has increased rapidly from 25% in June 2019, possibly due to the increase in reliance on remote working and technology during the Covid-19</li> </ul>

	<p>pandemic.</p> <ul style="list-style-type: none"> <li>It is recognised that over the next 5-10 years a large proportion of jobs will change due to developments in technology. To enable people to be ready for change they need to have good levels of digital skills as well as English / communication skills</li> </ul> <p>The labour market has changed significantly in the past six months. Many companies who offered the highest number of local, lower level jobs such as retail and hospitality sectors have struggled to keep afloat. This means that there are fewer of these jobs available to people looking for jobs that do not require higher level skills.</p> <p>This in turn means that good skills in English and maths are more important than ever to keep competitive in the job market.</p> <p>In particular, non-food retail outlets have struggled while people were taken on for short term posts in food retail sectors. Now that the food retail sector does not need so many people to fulfil delivery orders, these jobs are reducing. However, there is at the moment the opportunity for non-food retail to open its doors again.</p> <p>This makes the economy very difficult to predict at the present time and for the near future, but we do know that in times of higher unemployment it will be those with the lowest skills who will find it hardest to gain employment. Good English, maths and digital skills will be vital in the coming months and years.</p> <p>HAFLS expects partners to have good knowledge of their local job market and respond accordingly as this will differ across the districts in Hertfordshire.</p>
Learner Voice	<ul style="list-style-type: none"> <li>HAFLS has received very positive feedback from learners taking courses to provide them with skills to work in specific sectors. For example:  <i>"This course was very helpful to me, I challenged myself and learned a lot. Thank you for the teacher who had patience and kindness to explain everything. I am very glad to find this course. It changes my life."</i> Leve 1 Award in Skills for Business and Administration</li> <li><i>"Enjoyed the course and learnt lots. Very good course will help with my future career prospects. Course given me more confidence and knowledge and will use in potential job opportunities."</i> Becoming a Classroom Helper</li> </ul>

HAFLS Delivery 2019/20

Subject	Number of Enrolments	% of all Enrolments of people in Paid Employment
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People in Paid Employment studying English	191	12%
People in Paid Employment studying ESOL	313	19%
People in Paid Employment studying Maths	157	10%
People in Paid Employment studying Digital Skills	141	9%
People in Paid Employment studying Skills for Work	176	11%

Note: these figures are for ESFA funded work only

- Of the 823 HAFSL learners in 2019/20 who undertook accredited learning, 93 (11.3%) were employed and low paid (earning below £17,004 per year)
- All of the above subjects have seen an increase (both in the actual number of enrolments and the percentage of total learners who are in employment) in the engagement of people who are in employment, except for ESOL courses which has seen a drop. This could be one of the impacts of moving learning online, where we know BME engagement has reduced. HAFSL and their partners will need to consider how to mitigate this impact in the coming year.

In order to meet the priorities and needs listed above, HAFSL and their partners already deliver most of the courses and projects listed below and will continue to consider all bids for these. This is not a comprehensive list and if bidders can clearly show that other courses meet the priorities listed above, or more local need, then other course types will be considered.

- Digital upskilling
- English and maths
- Understanding transferable skills
- Resilience / coping with change

There may also be a need to consider twilight, evening and weekend courses to support learners in low paid low skilled jobs to attend outside of their working hours and to accommodate for example shift workers. Online or blended courses could also support these learners through flexible delivery. It is also important to build in clear learner pathways for future development up to and beyond a level 2 where appropriate.

It needs to be noted that HAFSL do not guarantee to fund all bids for these courses, particularly where there is no clear local need identified by the bidder, or where there are overlaps in organisations delivering in specific geographical areas. All bids will be considered in line with the scoring criteria set out in the commissioning documents.

HAFSL are aware of funding already in Hertfordshire that offers training to people working in certain sectors to improve their skills (such as Health and Social Care ESIF project). HAFSL will not fund courses where it is apparent that there is focused provision already being funded through other sources.

## 6 GEOGRAPHY

HAFLS receives funding from the ESFA for learners who live within Hertfordshire. Whilst it is understood that a small number may come from other parts of the country, and there is some leeway to pay for those learners, if they come from areas with devolved skills budget, they will not be eligible for funding. Devolved areas near Hertfordshire include London (all boroughs) and Cambridgeshire and Peterborough.

HAFLS works across the whole county of Hertfordshire but recognises that certain parts of the county have higher needs than others. While trying to ensure that all districts have coverage of learning, there is some weighting given to areas with most needs – for example, Stevenage, Broxbourne and Watford areas would be expected to have a representation above the population demographic.

HAFLS pays particular attention to the Indices of Deprivation that recognise education and employment deprivation, as well as the overall index of multiple deprivation which combines all the indices used by the government. These Indices look at the country split into LSOAs or Lower-level Super Output Areas. Super Output areas are non-political splits of population which have roughly the same number of residents in each area. Hertfordshire has 690 LSOAs. As a measure for the indices of Deprivation, 1 is the most deprived and 690 the least deprived LSOA in Hertfordshire. There are generally several LSOAs in each Ward.

The national Indices of Deprivation were updated in 2019. Interactive maps showing the current position and the changes since 2015 can be found here: <http://hertscs.maps.arcgis.com/apps/MapSeries/index.html?appid=faa9c3160cf8409ba082fd73a597df20#>

Most deprived LSOAs in Hertfordshire according to the latest Indices of Deprivations are shown below. This table shows the 10 most deprived LSOAs in Hertfordshire with the most deprived listed first:

Multiple Index of Deprivation		Education		Employment	
LSOA Name	Ward location of LSOA	LSOA Name	Ward location of LSOA	LSOA Name	Ward location of LSOA
Hertsmere 006C	Borehamwood Cowley Hill Ward	Dacorum 008D	Hemel Hempstead Town Ward	Hertsmere 006C	Borehamwood Cowley Hill Ward
Stevenage 008D	Bedwell Ward	North Herts 009C	Letchworth South East Ward	3 Rivers 012D	South Oxhey Ward
3 Rivers 012D	South Oxhey Ward	Broxbourne 013C	Waltham Cross Ward	Stevenage 009A	Bandley Hill Ward
Broxbourne 013C	Waltham Cross Ward	Dacorum 008E	Highfield Ward	Stevenage 008D	Bedwell Ward
Watford 009B	Tudor Ward	3 Rivers 012D	South Oxhey Ward	Welwyn Hatfield 007A	Peartree Ward
North Herts 009C	Letchworth South	Welwyn Hatfield	Peartree Ward	East Herts 009C	Much Hadham Ward

	East Ward	007E			
Dacorum 008D	Hemel Hempstead Town Ward	North Herts 007B	Wilbury Ward	North Herts 012C	Hitchin Oughton Ward
Stevenage 009A	Bandley Hill Ward	Welwyn Hatfield 007D	Peartree Ward	Stevenage 010C	Shephall Ward
Broxbourne 013D	Waltham Cross Ward	North Herts 009B	Letchworth South East Ward	Dacorum 008D	Hemel Hempstead Town Ward
Broxbourne 011B	Rosedale and Bury Green Ward	Dacorum 003A	Tring Central Ward	Watford 009B	Tudor Ward

This is not the whole story, and there are many more areas with deprivation in education, employment and multiple deprivation. This is especially true following Covid-19 where there will be areas where the main employer may have closed or reduced staffing levels. It is down to organisations bidding to show the local need in the locations of their proposed delivery.

Overall, the districts with the highest deprivation in education are Stevenage, Dacorum (particularly in the Hemel area) and Broxbourne (particularly in the Waltham Cross and Cheshunt areas). However, Letchworth also shows fairly high educational deprivation.

Employment deprivation is spread across the county but focused in the more populated towns and cities including Hemel Hempstead, Watford, Stevenage, Letchworth, Waltham Cross, Hoddesdon and St Albans.

Like Employment, the areas with the highest multiple deprivation are spread, but focused on areas with higher populations, such as Stevenage, Welwyn Hatfield, Hemel Hempstead, Welwyn Hatfield, Watford and Letchworth.

HAFSL Delivery 2019/20:

	Learners	% Learners	% Population 2018
All	4000		
Broxbourne	291	7%	8.1%
Dacorum	481	12%	13.0%
East Hertfordshire	217	5%	12.57%
Hertsmere	241	6%	8.54%

North Hertfordshire	184	5.0%	11.03%
St Albans	334	8%	12.13%
Stevenage	592	15%	7.57%
Three Rivers	422	11%	7.73%
Watford	793	20%	8.4%
Welwyn Hatfield	244	6%	10.91%

Table above shows the district delivery took place in, not where learners live

While work has been done in 2019/20 to redress the balance of delivery across Hertfordshire, and in particular improving the delivery in Broxbourne, there are still areas of Hertfordshire where delivery is low compared to the population. North and East Hertfordshire are both districts where delivery levels are proportionally much lower than population size.

The table below from Herts Insight Unemployment Profile for October 2020

(<https://iao.blob.core.windows.net/publications/reports/e8a1ce3ece784eafa723373cfcdeb0/E1000015.html#>) shows the change in claimant count by district between January 2020 and May 2020. The largest increases in claimant counts are in Broxbourne and Watford, with the lowest changes in St Albans, East Herts and Welwyn / Hatfield.

Age 16+ - Total - Claimant count %	2020-01	2020-02	2020-03	2020-04	2020-05	2020-06	2020-07	2020-08	2020-09	2020-10	% Change from January to October
St Albans	1.6	1.7	1.6	2.7	4.2	4	4.1	4.2	4.1	4.1	2.5
Welwyn Hatfield	1.9	1.9	2	3.4	4.6	4.4	4.5	4.6	4.6	4.6	2.7
East Hertfordshire	1.2	1.2	1.2	2.7	4.3	3.9	4	4.2	4.1	3.9	2.7
North Hertfordshire	1.6	1.7	1.7	3.3	4.7	4.4	4.5	4.6	4.6	4.4	2.8
Three Rivers	1.6	1.7	1.7	3.1	4.7	4.5	4.7	4.9	4.8	4.6	3.0
Dacorum	1.8	1.8	1.9	3.4	5.3	5	5.2	5.2	5.2	5.1	3.3
Stevenage	2.5	2.6	2.6	4.6	6.4	5.9	6	6.1	6.1	5.9	3.4
Hertsmere	2	2.1	2.1	3.9	5.9	5.6	5.7	5.8	5.8	5.7	3.7
Watford	2.5	2.6	2.7	4.5	6.7	6.4	6.6	6.8	6.8	6.7	4.2
Broxbourne	2.3	2.4	2.4	4.2	6.8	6.3	6.5	6.8	6.6	6.6	4.3
Hertfordshire	1.8	1.9	1.9	3.5	5.2	4.9	5.1	5.2	5.1	5	3.2



East of England	2.3	2.4	2.4	4.1	5.7	5.4	5.5	5.6	5.6	5.4	2.1
England	2.9	3	3	5	6.5	6.3	6.4	6.5	6.4	6.3	3.4

## 7 BREXIT

We are very aware of Brexit, but currently do not have a clear picture what the impact will be. It is likely that it will compound the economic downturn leading to even more unemployment. It is also possible that it will impact on the demand on our services for ESOL courses, and for courses for people in the “White – Other” category as the number of Europeans entering the country declines. However, as this is all currently conjecture, we will expect partners to respond to their local needs as they shift during and after the process of leaving the EU. We also will require all partners to be prepared to respond to any changes in the funding rules and guidance – particularly around learner eligibility as these are published.

The Hertfordshire LEP has produced a report on the potential impacts of Brexit in Hertfordshire ( <https://www.hertfordshirelep.com/media/6882/brexit-hertfordshire-2018.pdf> ) which highlights the impact on jobs linked to international trade and areas at risk of low incomes. The report suggests that between 50,000 and 75,000 jobs in Hertfordshire could be dependent on international trade, equating to between 7.5% and 15% of households.

## 8 OTHER AGENDAS

HAFSL is a responsive service. While the priorities listed above are the focus at the point of writing, HAFSL will respond to emerging needs within Hertfordshire and changes in policy from funders, government and Hertfordshire County Council. HAFSL will do this through identifying and bidding for new funding opportunities and through staff adopting additional duties. Where there is funding available, HAFSL may run pilot projects through the Direct Delivery team or through partners to identify the best approaches to meet newly identified needs and priorities. One other emerging priority for Hertfordshire was highlighted when the Leader of the Council announced a Climate Emergency in Hertfordshire in July 2019. In response, HCC is creating a Sustainability Strategy. The Panel paper outlining priorities can be found here: <https://democracy.hertfordshire.gov.uk/ieListDocuments.aspx?CId=210&MId=1570>

HAFSL are currently looking at how we can support this agenda through both specialist courses and embedding information about the importance of sustainable living and how to achieve it. HAFSL encourages all partners to support this agenda as well.

Where partners are applying for funding and can strongly demonstrate local needs or other priorities that are not currently identified within this Needs Analysis, HAFLS will consider allocating funding using the same criteria as for all other applications.