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1 Executive Summary

Introduction and background

Community learning encompasses a broad range of learning, bringing together adults of different ages and backgrounds to pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children better. The Department for Business, Innovation and Skills (BIS) currently contributes £210 million pa towards community learning through the Community Learning (CL) budget¹ which is administered by the Skills Funding Agency. The CL budget supports the following four programme elements:

- Personal and Community Development Learning
- Family English, Maths and Language²
- Wider Family Learning, and
- Neighbourhood Learning in Deprived Communities.

In December 2011, following a review and national consultation involving a wide range of national organisations and more than 6,000 individuals, BIS published new objectives and headline policy proposals for community learning in *New Challenges, New Chances Further Education and Skills System Reform Plan: building a world class skills system*³. Policy proposals included the piloting of local Community Learning Trust models in 2012/13 and a clear commitment to use the public funding subsidy to support access and progression for people who are disadvantaged.

The new objectives were introduced in August 2012 in time for the beginning of the 12/13 academic year. They require community learning providers to: the focus public funding on helping disadvantaged people get into learning and progress; involve local people and organisations involved in decision-making; and maximise value for money, increase income generation and use fees to support people who can't afford to pay.

In April 2012, BIS issued a prospectus inviting directly-funded community learning providers to apply to become Community Learning Trust (CLT) pilots. Fifteen pilot trusts were appointed in July 2012. CLT pilots are being externally evaluated on how well they deliver their objectives in comparison with control groups. The evaluation will inform future development of the policy through dissemination of best practice.

¹ Previously called the Adult Safeguarded Learning Budget.

² Previously called Family Literacy, Language and Numeracy (FLLN).

³ Department for Business, Innovation and Skills (2011) *New Challenges, New Chances – Further Education and Skills System Reform Plan: Building a World Class Skills System*. Strategy Document.

CLT approaches have been endorsed in the Skills Funding Statement 2012-2015⁴ which states that from 2013/14 academic year all directly-funded providers of CL must use their allocation to deliver the objectives set out in New Challenges, New Chances and adopt the approaches piloted by the 15 Community Learning Trusts.

The current research consists of a multi-cohort longitudinal design. This report sets out the findings for the first year of research with the first cohort of learners who completed community learning courses between July 2011 and February 2012. It involved a telephone survey of 4,015 learners, supplemented with six follow up qualitative workshops, and 12 'live trackers' of learners. It is anticipated that learners in the quantitative survey will be followed up with a second interview in 2013 to measure the medium and longer term impacts of their courses.

It is important to note that this cohort of Wave 1 learners completed their learning before the new community learning objectives were introduced in August 2012. The findings therefore provide useful baseline data to inform a comparison with subsequent waves as the reform of community learning begins to take effect

Profile of learners and courses

Generally, women, those aged 50 or over and those who were retired were particularly likely to undertake community learning activities. A sizable proportion of learners from more 'disadvantaged' backgrounds took part, with 10 per cent of learners unemployed and looking for work (compared to five per cent in the general population), 17 per cent with household incomes less than £10,000 per year and 20 per cent in receipt of unemployment related benefits or national insurance credits, income support, housing or council tax benefit.

The most common type of community learning programme undertaken was Personal and Community Development Learning (PCDL) (81 per cent).

Patterns of learning activity in the past and routes into community learning

Six in ten learners (60 per cent) reported that when they left school they had generally positive feelings about education. Since leaving full time education six in ten learners (62 per cent) had participated in other learning activities. Within the qualitative discussions, learners who completed further learning typically reported a much more rounded and positive experience than that of school. A key factor in making it enjoyable was the sense that it was their choice to attend and choose the subject to study.

Learners fell into two modes in terms of their journey of enrolling on a course; either 'active' (they sought out the course in an active way) or 'passive' (they came across it in a more passive way such as via another course, prompted by another person).

⁴ Department for Business, Innovation and Skills (2012) Skills Funding Statement 2012-15

2 Introduction and background

2.1 Background

Community learning encompasses a broad range of learning, bringing together adults of different ages and backgrounds to pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children better. This type of learning not only brings benefits to those who participate but it is also thought to make a wider contribution to the nation's well-being. The Department for Business, Innovation and Skills (BIS) currently invests £210 million into community learning through the Community Learning (CL) budget⁵. The CL budget supports the following four programme elements:

- Personal and Community Development Learning
- Family English, Maths and Language⁶
- Wider Family Learning, and
- Neighbourhood Learning in Deprived Communities.

In December 2011, following a review and national consultation involving a wide range of national organisations and more than 6,000 individuals, BIS published new objectives and headline policy proposals for community learning in *New Challenges, New Chances Further Education and Skills System Reform Plan: building a world class skills system*⁷. Policy proposals included the piloting of local Community Learning Trust models in 2012/13 and a clear commitment to use the public funding subsidy to support access and progression for people who are disadvantaged.

The new objectives (the full objectives are shown in Figure 2.1) were introduced in August 2012. They require community learning providers to:

- focus public funding on helping disadvantaged people get into learning and progress;
- involve local people and organisations involved in decision-making;
- maximise value for money, increase income generation and use fees to support people who can't afford to pay.

⁵ Previously called the Adult Safeguarded Learning Budget.

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⁷ Department for Business, Innovation and Skills (2011) *New Challenges, New Chances – Further Education and Skills System Reform Plan: Building a World Class Skills System*. Strategy Document.

In April 2012, BIS issued a prospectus inviting directly-funded community learning providers to apply to become Community Learning Trust (CLT) pilots. Fifteen pilot trusts were appointed in July 2012. CLT pilots are being externally evaluated on how well they deliver their objectives in comparison with control groups. The evaluation will inform future development of the policy through dissemination of best practice.

CLT approaches have been endorsed in the Skills Funding Statement 2012-2015⁸ which states that from 2013/14 academic year all directly-funded providers of CL must use their whole allocation to deliver the objectives set out in New Challenges, New Chances and adopt the approaches piloted by the 15 Community Learning Trusts.

Recently, BIS has commissioned and published a suite of studies on the social impacts of adult learning. The studies' findings demonstrate the positive impacts of BIS-funded adult learning, particularly on learners' wellbeing, self confidence, mental health and progression. It is anticipated that the findings from this research will compliment the findings from these studies and widen the evidence base into the impacts of BIS-funded adult learning.

Figure 2.1 - Purpose of Government Supported Community Learning:

Maximise access to community learning for adults, bringing new opportunities and improving lives, whatever people's circumstances.

Promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement.

Maximise the impact of community learning on the social and economic well-being of individuals, families and communities.

Objectives

- Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - improved confidence and willingness to engage in learning
 - acquisition of skills preparing people for training, employment or self-employment

⁸ Department for Business, Innovation and Skills (2012) Skills Funding Statement 2012-15

been previously involved in the national consultation which developed the new community learning objectives. Discussions focused predominately on the objectives and how the questionnaire might be designed to capture data in these areas.

- A **cognitive interviewing** stage was carried out by the research team. Eight cognitive interviews were conducted which explored respondents' understanding of questions, specific terms and definitions. A **pilot exercise** was conducted prior to the main stage. Thirty four pilot interviews were achieved.

Sample Design

A representative sample of learners was drawn from the Individual Learner Record (ILR). Learners were selected who had completed an ASL funded community learning course between July 2011 and February 2012. The sample was stratified by programme type, gender, length of course and age. Further details of the sampling approach can be found in Appendix 1. Examples of some of types of community learning course undertaken by learners who completed the quantitative survey are given in Appendix 2.

Fieldwork

Fieldwork took place between 8th March and 2nd May 2012. A total of 4,015 telephone interviews were conducted. Further details about the fieldwork procedures and response can be found in Appendix 1.

Weighting

Design weights and non-response weights were applied to the data to account for the sample stratification, and differing response among learner groups. Further details of the weighting approach can be found in Appendix 1.

2.3.2 Qualitative research

The qualitative research comprised of workshops with learners who had taken part in the quantitative survey and an additional sample of 'live trackers' aimed at following learners throughout their learner journey.

Qualitative workshops

After the survey, six follow up qualitative workshops lasting two hours were conducted. These workshops were stratified around learner types and primary motivations for learning identified from the survey. A total of six segments were identified⁹:

1. Stepping Stones
2. Serial Attendees
3. Becoming Better Parents

⁹ The segmentation analysis is discussed fully in Chapter 5.

3 Profile of learners and courses

This chapter outlines the profile of learners who completed community learning courses between July 2011 and February 2012 and discusses the types of courses they undertook. The first part gives an overview of demographic characteristics, and compares the survey population to the general population of England. The second part of the chapter explores the characteristics of the community course including discussion of programme type and course length.

3.1 Personal characteristics

3.1.1 Overview of learners in the quantitative survey

Generally, women and those aged 50 or over were particularly likely to undertake learning activities. Table 3.1 below compares the key demographic characteristics of learners in the survey with national averages from the Labour Force Survey.

Table 3.1: Demographic profile of learners in the survey in comparison to national data

	Learner survey	National ¹⁰
Gender	%	%
Female	76	51
Male	24	49
Age		
Under 20	*	6
20 to 29	12	17
30 to 39	21	17
40 to 49	19	18
50 to 59	15	15
60 to 69	21	13
70 or over	12	14
Employment status		
Working for an employer full-time	17	38
Working for an employer part-time	14	13
Full-time self-employed (with or without workers)	3	6
Part-time self-employed (with or without workers)	4	2
Unemployed and looking for work	10	5
In full time education	2	4
On a government scheme for employment training	*	*
Temporarily sick or disabled	1	*

¹⁰ Labour Force Survey , Jan - Mar 09, respondents in England aged 16 or over

The majority of PCDL learners were aged 50 or over and were either in employment or retired. They also tended to be from white backgrounds and less deprived areas. Learners who attended PCDL courses were the most likely to be educated to degree level.

Learners on FLLN and WFL provisions were likely to be between 30 and 39 years old, and to have children aged under 18. The majority were women looking after the home or family or working part time. They were more likely than those from PCDL and NLDC provisions to be from BME backgrounds, and to lack qualifications.

The NLDC courses were the most likely to attract men (33 per cent of learners on these courses were men). They also tended to be aged under 50 and were more likely to be unemployed and looking for work, from BME backgrounds and from the 30 per cent most deprived areas. Table 3.3 outlines the profile of learners by provision type.

Table 3.3: Profile of learners by provision type

	PCDL	FLLN	NLDC	WFL
Gender	Women (74%) / Men (26%)	Women (94%)	Men (33%)/ Women (67%)	Women (91%)
Age	Over 50 (56%)	Middle aged (51% 30-39 and 95% under 50)	Equally split under 50 (23% 20- 29; 24% 30-39; 22 % 40 -49)	Middle aged (45% 30-39 and 91% under 50)
Children under 18	No children (73%)	With children (93%)	Equally split (42 % with children / 58% without)	With children (89 %) ¹¹
Working status	Working and retired (39% and 34% respectively)	Looking after home and family/working part time (43% and 24% respectively)	Unemployed and looking for work (27%)	Looking after home and family/ working part time (39% and 27% respectively)
IMD	Less deprived (73% live in the 70% least deprived areas)	Most deprived (56% live in the 30% most deprived areas)	Most deprived (59% live in the 30% most deprived areas)	50/50 split (51% live in the 30% most deprived area / 49% in the 70% least deprived areas)
Ethnicity	White (87%)	Mixed (63% White, 26% Asian, 10% Black)	Mixed (68% White, 12% Asian, 15% Black)	White and Asian (77% White; 15% Asian)

¹¹ It should be noted that there are 11 per cent of learners on WFL courses without children aged under 18. These learners could be grandparents or carers of children aged under 18, however, this was not recorded in the survey.

quite distinct from the school experience. For the 'Serial Attendees' segment in particular, adult learning was about replacing the missed opportunity that school had offered.

4.2 Routes into the community learning course

4.2.1 Identifying and enrolling on a course

Learners generally fell into two categories in terms of their journey of enrolling on a course:

- **Active:** They either sought out a course in a more active way through searching online or contacting the college or venue directly (by phone or by attending an open day).
- **Passive:** Learners came across courses in a more passive way via another course, another person or promoted / advertised in local paper, a door to door leaflet drop or as an email. More specifically, FLLN courses had been promoted through schools using posters or performances and parenting courses were often recommended by a teacher, another parent, friend or counsellor.

However, these modes were interlinked and a period of time may have existed between the initial idea of undertaking learning and actual enrolment.

"I had wanted to learn a musical instrument and had mentioned it to my wife. About six months later the black booklet came through the door and my wife said, oh, there are some guitar lessons in here." **Newcastle**

A number of factors could act as barriers or enablers affecting whether and at what point the learner enrolled. These included:

- Proximity of venue to home.
- Convenience of day and time (especially courses scheduled in and after school for parents).
- The influence of friends / other parents from school attending.
- The venue providing a crèche for parents.
- The course offering flexibility (either in attendance required and or content being adapted to the needs of the learner).

Once the course was identified, enrolling was mostly a formality. For respondents 'Self Confidence and Wellbeing' and 'Stepping Stone' qualitative workshops they frequently got help from their adviser to fill in any forms required. For other segments, enrolment happened in a number of ways. Some courses allowed participants to enrol online, while others required them to phone up or attend a face to face session in order for the college to assess their suitability for the course.

4.2.2 Support in enrolling on a course

For those participants who had been recommended a course, their need for support in making sure the course was right for them was largely addressed. Parents specifically needed to check or arrange childcare if the course was outside of school hours.

“The thing with any of these courses is who’s going to look after my kids while I’m out? It’s great that they are free but without childcare they might as well be, [more than I can afford].” **London**

One of the key issues that learners saw as a risk during enrolment was the need to ensure that the course they were about to undertake was the right course at the right level. They felt that the onus was on the college to ensure that they had identified the educational needs and ability of participants with the entrance tests (where applicable) and conversations with tutors helping to ensure these needs were met. However, it was not an infallible method and participants in all segments had reported ending up on a course that was perceived as being too advanced, too basic or not focused on what they wanted to do. The course title was used as a strong cue to indicate the course content and level.

“I was doing an art course but I dropped out half way through as the tutor didn’t allow me to explore the subject in the way I wanted to. I realise now that it was because it was specifically a watercolour course but if I had known that from the outset then I wouldn’t have signed up for it.” **Cambridge**

“It’s called ‘computing, no fear’ so that says it all really doesn’t it...it’s going to be for complete beginners and it was important to me that we were all beginners.” **Live Tracker**

4.2.3 Support once the course had started

There were a range of other needs that learners identified as being beneficial to the learning experience and increasing the potential to derive maximum benefit from the course. It was clear that if the course was able to be adaptable to suit the needs of learners, then they would be less likely to drop out. Flexibility over content and attendance were important factors to help distance the course from more formal education experiences. Learners appreciated the freedom of choosing when to attend and course facilitators adapting the course to suit the needs of the group.

“They changed a few things when I was in the college I went to, because there was like some people whose bus passes didn’t start until half past nine and things like that, so they couldn’t get in, you know, say some of the courses started at 9 o’clock, they couldn’t get in because the bus passes didn’t start until half past nine, so they moved a few things around to accommodate people.” **Chester**

Being told up front about what learners could expect from the course and how they could prepare helped learners to perform a final check that this was the right course for them.

The final piece of support identified related to what happened following the course. This might be the tutor suggesting further courses that the learner could undertake, although learners felt they would like further information not only about courses (if appropriate) but

also clubs and voluntary groups they might like to join along with what they might like to do with their new found knowledge or skills. The tutor did not necessarily have to provide this service but they should at least be able to point learners in the direction of someone who could.

“There’s a parent champion at Islington schools that will help you identify things to do after the course. It would be good to have more people to help people do this after they’ve finished their course.” **London**

5 Learner Motivations

This chapter explores the reasons why learners undertook their recent community learning course (which was completed between July 2011 and February 2012). The first part of the chapter explores overall motivations of the learner population as a whole, and then examines the motivations of key subgroups. The second part of the chapter discusses the learner segmentation which was conducted. The segmentation explored reasons for learning in more detail, with the aim of defining differing learner 'typologies' based upon motivations for undertaking community learning.

The qualitative research explored potential barriers to community learning, and these are discussed in the last part of this chapter, along with possible alternatives to community learning identified by learners.

5.1 Overall motivations for attending the course

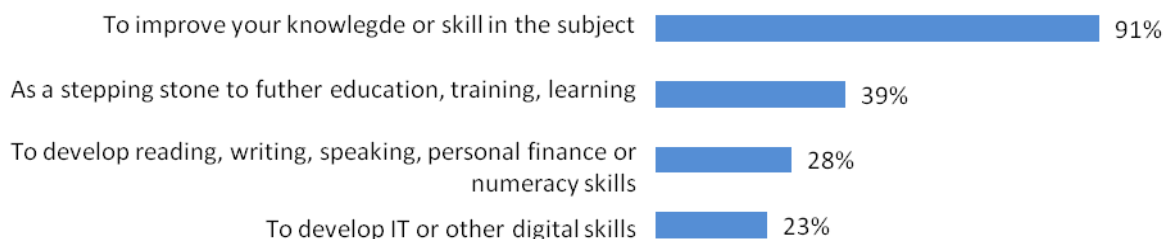
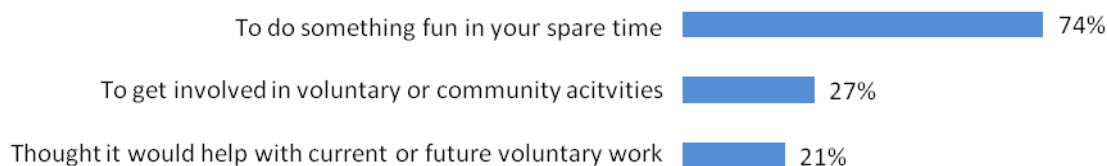
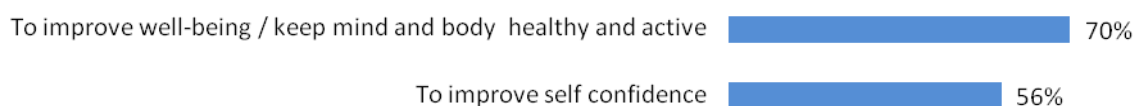
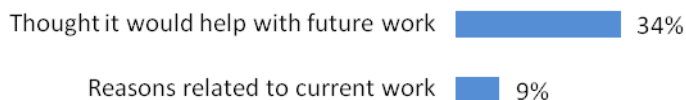
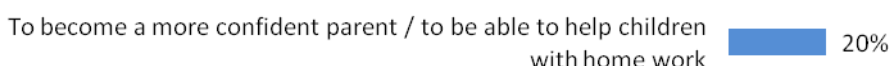
All learners in the quantitative survey were asked about the reasons why they attended the course. They were first asked if it was related to work (current, future or voluntary), and were then prompted with a list of other possible (non-work related) reasons and asked which, if any, applied to them. The responses are shown in Figure 5.1, and have been grouped together into five categories: 'personal progression', 'social and community', 'personal well-being', 'employment and work' and 'parenting and families'.

Motivations for attending courses were wide ranging. High proportions cited 'personal progression', 'social and community' and 'personal well-being'. The most common reason overall was to improve knowledge or skill in the subject, mentioned by over nine in ten learners (91 per cent). This is somewhat unsurprising as it could be broadly expected that learners would choose to complete a course in an area in which they hold an interest. Whilst the other motivations focusing around personal progression were less frequently mentioned, of these, 39 per cent said they were undertaking the course as a stepping stone to further education.

Within the 'social and community' motivations 'doing something fun in spare time' was cited by three quarters of respondents (74 per cent).

Personal well-being appeared to be an important driver of attending the course, with seven in ten learners (70 per cent) motivated by the need to improve well-being/keep mind and body active, and over half (56 per cent) to improve self confidence.

Reasons related to 'employment and work' and 'parenting and families' were less frequently mentioned. However, this in part will be due to the demographics of the learners, with 37 per cent in work, and 36 per cent having children aged under 18. These are examined later in this chapter.

Figure 5.1: Motivations for undertaking the course**PERSONAL PROGRESSION****SOCIAL AND COMMUNITY****PERSONAL WELLBEING****EMPLOYMENT AND WORK****PARENTING AND FAMILIES**

Base: All respondents: 4015

When respondents were asked what their main reason was for attending the course, by a substantial margin the most commonly mentioned reason was to improve knowledge or skill in the subject area – reported by 46 per cent of all respondents (and 50 per cent of all respondents who listed it as a reason). There was a very wide range of other main reasons given, the next three most frequently cited were:

- To improve well-being or keep mind and body healthy and active – 12 per cent.
- To do something fun in spare time – eight per cent.
- To become a more confident parent / be able to help children with school work – six per cent.

These primary reasons are supported by the intentions given by participants in the workshops and live trackers for undertaking a course. While associated benefits relating to

enjoyment and socialising were important, the key reason most people undertook a course was to learn something. More specifically, learner motivations can be grouped as:

- Skills to gain specific employment.
- Acquiring, updating or refreshing skills with a specific purpose to benefit themselves or their family.
- The need to socialise, meet people and / or fill spare time.

One of the key motivations was the need to update skills that were now considered out of date by employers or to 'upgrade' skills because existing skills no longer seemed adequate.

In addition to work related skill gaps, skill gaps were also an issue at a personal level. As much as participants felt they were getting left behind at work, participants found they were getting left behind in certain parts of their personal lives. Being unable to use a camera, send an email, converse with children about their schoolwork or converse in English were all instances that were used to illustrate when participants had symbolically 'hit the wall' and needed to take action to address the issue. Additionally, participants also wanted to address skills issues that were not essential but that they felt would be beneficial in some way. These additional skills could be employed in a number of ways from enriching their life experience to just helping them save them some money by learning DIY for example.

*"I was having some work done to my house and I needed to save some money with the builders, so I went on a building course and learned how to do it myself." **Newcastle***

One of the key skill gaps for many parents was the ability to be able to help their children with their schoolwork. There was a feeling that things had moved on significantly since they had been at school and that the divide between the old and new styles of teaching was unbridgeable without assistance.

*"[My son] says he's been doing a number sentence. Well I don't know what a number sentence is, we never had those back in my day [...] I just felt that I got to a point where I was unable to help him [...and] mums should really be able to help their sons." **London***

Parents also identified that they had never learned how to teach children. Parents could find it very difficult to put their explanation of the problem or the solution into terms that their children could understand.

*"[I found it really difficult] to help her to read and write properly, you know, because although I can do it, [...], I wasn't teaching her quite right although I know how to do it." **Chester***

Beyond filling skill gaps, at a personal level there was also a strong sense that many participants had started community learning in order to help to improve aspects related to their personal well-being. For example it provided a good opportunity to meet new people who shared the same interests and to make friends. For those that felt much of their day

to day routine was fairly mundane, there was the perception that learning could offer some sort of escape and would be enriching. Certain learners recalled the enjoyment of overcoming a hurdle or meeting a challenge being a significant driving factor of enjoyment of the course. There was a sense that these participants needed to prove to themselves that they could 'do it' and the accomplishment of this aim gave a great sense of enjoyment.

Developing relationships outside of the class was cited as a reason for enrolling on a course. Whilst parents were particularly keen to develop better relationships with their children, all learners were keen to experience a range of interpersonal benefits. Developing relationships with loved ones, becoming more integrated into the community and gaining the respect of colleagues were some of the benefits that certain learners hoped to derive from being on the course.

Reflecting the quantitative findings, some learners found that they had a lot of spare time on their hands, either because their children had grown up or because they had retired. For these participants, community learning seemed like the natural solution by filling their spare time with learning about a new or existing interest.

5.2 Motivations for attending the course amongst different types of learners

Motivations for attending the course varied between different types of learners, and some of the key differences are explored below. However, when interpreting these findings the inter-relationship of some learner characteristics (as discussed in Chapter 3) must be borne in mind.

5.2.1 Motivations amongst different age groups

With the exception of attending the course to improve knowledge/skill in the area, there was considerable variation in motivations across age groups. The general trends that emerged were:

- Motivations which decreased with age:
 - 'Personal progression' motivations
 - Voluntary and community work motivations
 - Improving self confidence
 - Becoming a more confident parent/helping children with school work
 - Employment and work motivations
- Motivations which increased with age:
 - Doing something fun in spare time
 - To improve well-being or keep mind and body active

The motivations by age are presented in Table 4.1 below. In addition to the general trends mentioned above, some distinct differences between certain age groups were evident. These included:

- At the age 50 and above, there was strong distinction in some of the motivations cited. Learners aged 50 and over were more likely to cite to do something fun in their spare time (78 per cent) and to improve well-being and keep mind and body active (78 per cent) compared with learners aged under 50 (of whom 69 per cent and 63 per cent cited these motivations respectively). Conversely, those aged under 50 were more likely to report attending to improve self confidence (64 per cent versus 49 per cent) and to become a more confident parent/help children with school work (35 per cent versus three per cent).
- Although motivations in relation to personal progression tend to decrease with age, it is interesting to note the small exception to this trend regarding the development of IT skills – whilst this tends to decrease with age, a rise in the prevalence of this in the oldest age group was apparent with 24 per cent of learners aged 70 or over citing this, compared with 17 per cent of those aged 60-69.

Table 5.1 Motivations for undertaking the course by age

	Under 30	30-39	40-49	50-59	60-69	70 or over
	%	%	%	%	%	%
PERSONAL PROGRESSION						
As a stepping stone to further education, training or learning	59	50	45	37	25	16
To develop reading, writing, speaking personal finance or numeracy skills	42	42	31	21	16	13
To develop IT or other digital skills	30	28	24	18	17	24
SOCIAL AND COMMUNITY						
To do something fun in your spare time	68	70	69	78	80	77
To get involved in voluntary and community activities	37	34	30	24	17	18
Thought it would help with current or future voluntary work	36	33	24	19	9	7
PERSONAL WELL-BEING						
To improve well-being and keep mind and body active	60	65	63	74	78	81
To improve self confidence	71	64	57	54	46	46
EMPLOYMENT AND WORK						
Reasons related to current work	13	11	12	10	4	1
Thought it would help with future work	61	55	46	32	6	1

	Under 30	30-39	40-49	50-59	60-69	70 or over
PARENTING AND FAMILIES						
To become a more confident parent/be able to help children with school work	33	45	26	7	*	-
Unweighted	706	986	778	498	643	385

Base: All respondents

Generally, the differing motivations are largely what might be expected due to the variable life stages/events of those surveyed – such as employment (60 per cent of learners aged 50 or over are retired compared with less than one per cent of those aged under 50), and presence of children (60 per cent of learners aged under 50 had children aged under 18 compared with eight per cent of those aged 50 or over).

The qualitative research identified retirement as a key life stage for triggering the uptake of community learning and informal adult learning.

“Now that I’m retired I want something to look forward to every day... now there’s time to have a life outside.” **Live Tracker**

Additionally, older participants referred to their learning helping them to stay in touch with changing technology and an employment market that was significantly different to the one they had entered many years before. The employment market was perceived to be entirely filled with skilled jobs and therefore without acquiring, updating and refreshing skills there was little prospect of employment.

5.2.2 Motivations amongst men and women

The reasons for attending the course were broadly similar between men and women. For both genders, the most commonly mentioned motivation was to ‘improve knowledge in a subject area’ (93 per cent of men, 91 per cent of women), followed by ‘to do something fun in their spare time’ (cited by 72 per cent of men, and 74 per cent of women). However, a small number of differences were evident. Men were more likely than women to attend the course to develop their IT or other digital skills (28 per cent versus 22 per cent), however, women were more likely than men to attend to become a more confident parent/help children with school work (23 per cent versus eight per cent of men) and to get involved in voluntary or community activities (28 per cent versus 22 per cent).

When focusing on the main reason for attending, the most frequently mentioned reason for attending amongst men was to improve knowledge/skill in the subject (52 per cent). For women, whilst this was also the most frequently mentioned main reason, it was mentioned by fewer (44 per cent). Women were more likely to cite becoming a more confident parent/helping children with school work (eight per cent compared with two per cent of men).

5.2.3 Motivations amongst parents of children aged under 18

Attending the course to become a more confident parent/help children with school work was a motivating factor for just over half (54 per cent) of parents with children aged under 18. For 18 per cent of these parents it was their main reason for attending, which

represented the second most frequently cited main reason amongst this group (after attending to improve your knowledge or skill in the subject mentioned by 39 per cent). Whilst other variations were apparent in the motivations of parents, these broadly reflected many of the differences found between younger and older learners.

Parents in the qualitative research thought the parenting courses were fairly distinct from the other courses as they were promoted through their child's school. Their intention for taking these courses was the opportunity to connect with and support their children. The courses were also offered to parents with little effort needed to enrol and attend the course as they predominantly happened at school during school hours. This also reduced the need to find childcare. Parents who felt their child had a specific developmental need (for example, numeracy or literacy) were also highly motivated to undertake courses as they felt this provided the opportunity to give extra support where needed.

"I thought it was a good opportunity to help my son. I want to be able to understand when he brings back homework and to advise and help him." **Live Tracker**

The social experience was particularly important for parents, with participants in the 'Becoming Better Parents' workshop considering it one of the essential aspects of the learning experience. Forming bonds with other parents was of particular importance as it enabled them to share problems and interact with other parents who were experiencing the same issues.

5.2.4 Motivations amongst learners working and those looking for work

Of respondents who were in employment, nearly a quarter (23 per cent) reported that some of their reasons for attending the course were related to work, and just over two fifths (42 per cent) reported that they thought it would help them with work they were thinking of doing in the future. Amongst the non-work related reasons, doing something fun in their spare time, was a key motivator, mentioned by just over seven in ten (72 per cent).

In the qualitative research, those who were currently working reported that they needed to update their skills in order to progress into a better role or feel more confident about the position they were in. The job market was perceived to be constantly evolving and competitive so participants felt they needed to do what they could to improve their chances.

"Well, I was told by my boss that if I didn't learn how to use a computer that there would no longer be a position for me at work. When I started everything was done on paper and by telephone but things have changed [...] you've got to keep up with the time haven't you if you want to do well." **London**

"I'm a two finger person and I'm thinking maybe I can be a bit better... when I get through this course maybe I'm going to be able to write something that the g'uvnor reads and thinks 'wow, where did that come from?'" **Live tracker**

Amongst learners who were currently looking for work, the desire to improve self confidence was an important driving factor with three quarters (75 per cent) mentioning this. Future work was unsurprisingly an important reason, with nearly three quarters (73

per cent) of these learners mentioning this. This, as would be expected is substantially higher than for those learners currently in work (cited by 42 per cent).

Within the qualitative discussions, learners who were currently out of work reported the need to update and improve their skills and qualifications because they felt they were frequently unable to get to an interview stage or were put off from applying because their skills were out of date.

“Because of the job situation at the moment, so many people, you know, just jobs that are not as good but you get 500 people going for that job, just one job, and if you stand out from the crowd. [...] Before they even see you they look at your CV don’t they. [...] and if you don’t have the right qualifications then it goes on the back of the file.” **Chester**

5.2.5 Motivations amongst those with longstanding health conditions or illnesses

Whilst many of the motivations of learners with longstanding health conditions or illnesses were broadly in line with all learners, there were two motivations which stood out as being particularly strong amongst this group compared with other learners. The first of these, as might be expected, was to improve well-being/keep mind and body active (cited by 79 per cent of such learners, compared with 67 per cent without a longstanding health condition or illness), and the second was to improve self confidence (66 per cent versus 53 per cent).

5.2.6 Motivations amongst those from deprived communities

Learners from deprived communities tended to cite many reasons for attending the course. As can be seen in Table 5.2 below learners living in the most deprived IMD quintile cited virtually all reasons prompted in the survey to either the same or a greater extent than learners living in less deprived areas. The only reason that was less frequently mentioned by this group was to do something fun in their spare time; seven in ten of these learners (70 per cent) mentioned this compared with 77 per cent of learners in the three least deprived quintiles.

Table 5.2 Motivations for undertaking the course by IMD

	Most deprived quintile	Quintile 2	Quintile 3	Quintile 4	Least deprived quintile
	%	%	%	%	%
PERSONAL PROGRESSION					
As a stepping stone to further education, training or learning	56	48	33	30	26
To develop reading, writing, speaking personal finance or numeracy skills	45	30	24	19	19
To develop IT or other digital skills					
SOCIAL AND COMMUNITY					
To do something fun in your spare time	70	68	76	76	77

	Most deprived quintile	Quintile 2	Quintile 3	Quintile 4	Least deprived quintile
To get involved in voluntary and community activities	43	34	20	18	16
Thought it would help with current or future voluntary work	37	27	16	12	11
PERSONAL WELL-BEING					
To improve well-being and keep mind and body active	75	67	71	69	68
To improve self confidence	73	59	56	47	43
EMPLOYMENT AND WORK					
Reasons related to current work	10	12	7	8	7
Thought it would help with future work	55	44	26	22	18
PARENTING AND FAMILIES					
To become a more confident parent/be able to help children with school work	36	26	14	11	8
Unweighted	1115	857	709	636	655

Base: All respondents where IMD was available

5.3 Segmentation of learners

Segmentation techniques allow respondents with similar characteristics and attributes to be grouped into segments or clusters, which enables a greater understanding of the behaviour, motivations and attitudes of individuals with shared attributes.

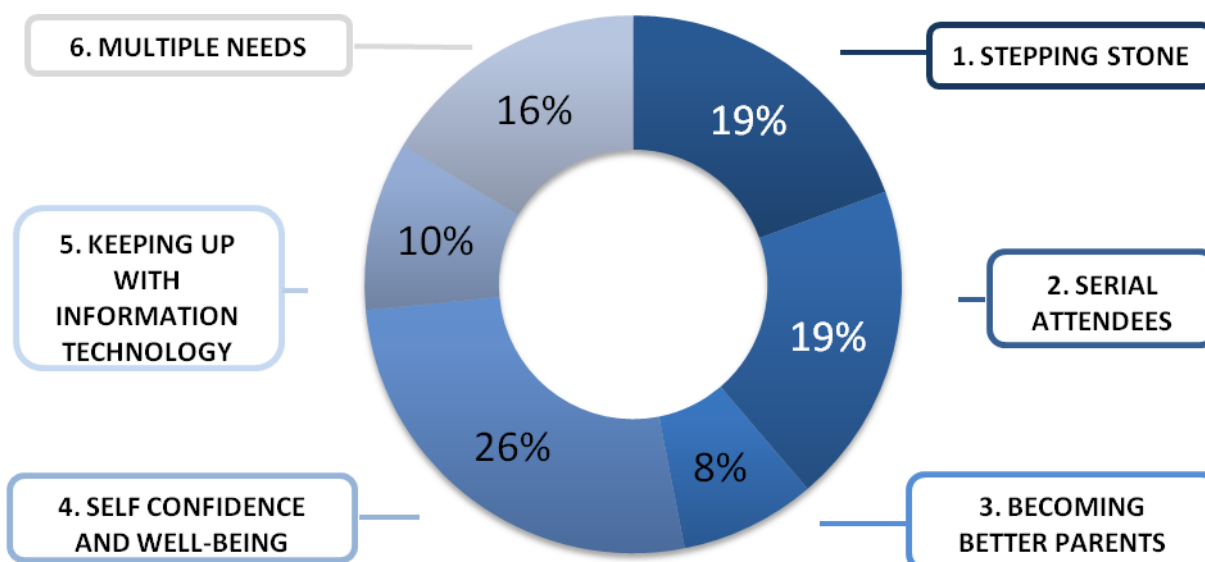
Whilst analysis of learner motivations is discussed above, a segmentation analysis was conducted to understand learner motivations in more detail, with the aim of identifying learner ‘typologies’. A Hierarchical Cluster analysis was performed in order to classify respondents into groups based on their reasons for taking a course:

“Q27 And could you tell me whether you chose to do the course for any of the following reasons?”

The quantitative questionnaire contained nine possible responses and respondents could select as many reasons as were relevant. Of these, eight were chosen as the input to the segmentation. The first reason “to improve your knowledge or skill in the subject” was excluded due to high levels of selection (90 per cent positive selection). Whether the course was chosen for current work or future work related reasons were also used as a basis for forming the segments. Further details of the methodology are included in Appendix 5.

In this case a five cluster solution was chosen with a further two clusters formed on those respondents who had either selected six or more of the reasons or not selected any of the eight reasons. These formed cluster 6 (16 per cent) and cluster 7 (three per cent) respectively. It was decided to exclude cluster 7 due to its size and a lack of reasons given for attendance by respondents. The final six cluster solution is shown in Figure 5.2.

Figure 5.2: Segmentation of Learners



Base: All respondents in the final segmentation model: 3881

Before exploring the characteristics of the groups and their motivations for attending, Table 5.3 below shows a break down of course provision type against each of the learner typologies. For the 'Serial Attendees' nearly all learners (98 per cent) undertook a PCDL course. For the 'Stepping Stone', 'Self Confidence and Well-being' and 'Keeping Up With Information Technology', around nine in ten learners also undertook a PCDL course. Amongst the other two segments, the courses undertaken was more mixed – of the 'Becoming Better Parents' group, two fifths of learners (41 per cent) undertook a FLLN course, with 36 per cent attending a PCDL course, and 18 per cent a WFL course. Of the 'Multiple Needs' group just over half (54 per cent) took a PDL course, and nearly three in ten (28 per cent) undertook a FLLN course.

Table 5.3 Provision Type in relation to the learner segments

	1 - Stepping Stone	2 - Serial Attendees	3 - Becoming Better Parents	4 - Self Confidence and Well-being	5 - Keeping Up With Information Technology	6 - Multiple Needs
	%	%	%	%	%	%
PCDL	86	98	36	93	88	54
FLLN	3	-	41	2	2	28
WFL	2	1	18	2	1	8
NLDC	8	1	5	3	9	11
Unweighted	728	530	532	864	374	853

Base: All respondents in the final segmentation model

An overview of the characteristics of each segment is provided below, along with a more detailed breakdown for their reasons for attending.

Segmentation	Overview
<p>1. Stepping Stone</p>	<p><i>Motivations for attending:</i></p> <p>For these learners, the reasons for attending the course focused around both their current and future jobs. In addition, developing reading, writing, speaking, personal finance or numeracy skills were also important, as was attending as a stepping stone for further education, training or learning.</p> <p><i>Characteristics:</i></p> <p>There tended to be more men in this group than the population as a whole; 30 per cent were men and 70 per cent female. This compares to 24 per cent of the learner population who were men and 76 per cent who were female. They were the most likely segment to be working, with just over half (53 per cent) in employment.</p>
<p>2. Serial Attendees</p>	<p><i>Motivations for attending:</i></p> <p>These learners were more likely than other segments to have attended similar learning activity previously), and reasons for attending the course focused around doing something fun in their spare time.</p> <p><i>Characteristics:</i></p> <p>Half (51 per cent) of the learners in the group were aged 60 or over, which is a higher proportion than in the learner population as a whole (33 per cent). Linked to this, learners in this segment were more likely than average to be retired (46 per cent compared with 29 per cent of the population).</p> <p>This segment also tended to be the mostly highly educated out of all the segments, with half (52 per cent) holding a degree level or higher education qualification.</p> <p>Virtually all of these learners attended a Personal and Community Development Learning (PCDL) course (98 per cent).</p>
<p>3. Becoming Better Parents</p>	<p><i>Motivations for attending:</i></p> <p>These learners attended the course to become more confident parents and/or to help their children with school work. To develop reading, writing, speaking, personal finance or numeracy skills were also important.</p> <p><i>Characteristics:</i></p> <p>Unsurprisingly, virtually all learners in this group had children under the age of 18 (97 per cent), and they were more likely than average to be female (88 per cent, compared with 76 per cent in the learner population as a whole). They were the most likely segment to be aged under 40 (67 per cent), and to be looking after the home and family (41 per cent).</p> <p>The most common course programme attended was a Family Literacy, Language and Numeracy (FLLN) course, attended by 41 per cent of the group. Learners in this group were also more likely than the learner population as a</p>

Segmentation	Overview
	<p>whole to be attending a Wider family learning (WFL) programme course (18 per cent in comparison to four per cent of the whole population).</p>
<p>4. Self Confidence and Well-being</p>	<p><i>Motivations for attending:</i> Amongst this group reasons for attendance focused around self confidence and personal well-being. Social and community aspects were also important.</p> <p><i>Characteristics:</i> Similarly to the serial attendee group, around half of this segment were aged 60 or over (48 per cent), and learners were more likely than average to be retired (46 per cent compared with 30 per cent of the population). This segment was the most likely to have a longstanding health condition or illness (32 per cent).</p>
<p>5. Keeping Up With Information Technology</p>	<p><i>Motivations for attending:</i> Developing IT and other digital skills was the most important driver for this group. However, work related reasons were also prominent.</p> <p><i>Characteristics:</i> This segment had the highest proportion of men (36 per cent), and learners were more likely than average to be retired (41 per cent, 29 per cent in the learner population as a whole).</p>
<p>6. Multiple Needs</p>	<p><i>Motivations for attending:</i> This segment cited the full range of possible motivations – ‘multiple needs’ were strongly apparent.</p> <p><i>Characteristics:</i> Learners in this group were more likely than the learner population as a whole to be aged under 40 (60 per cent; 34 per cent learner population), have children aged under 18 (72 per cent; 36 per cent of learner population) and to be female (81 per cent; 76 per cent of population).</p> <p>This was the least likely segment to be white (58 per cent), and to be educated to degree level (14 per cent). However, it was the most likely segment to include learners from urban areas (94 per cent) and the most deprived IMD quintile (58 per cent).</p>

5.4 Potential barriers to community learning

A number of barriers to community learning were identified and these included: childcare, work commitments, cost, ease of access and knowledge. The most common issue raised related to childcare. For those with pre-school children or single parents it was a particularly challenging issue. Parents also found attendance a challenge when their child was ill.

“Getting someone to look after your children is one of the main problems, because I have another little one, and then obviously you couldn’t always go if your child was ill.” **Chester**

Work commitments were also a key barrier to community learning with the timing of courses having to fit around these. Certain learners also felt that the stresses and strains of a day at work could leave them in a place where it was mentally difficult to learn.

Another potential barrier for learners was the cost of the course and or the additional cost of materials and getting to the classes. While courses were frequently free or very ‘cheap’, for those on the tightest budgets the course had to have some demonstrable value to them.

“You see we’re a one wage family and we just don’t have any spare money [...] when it comes to these courses I just can’t afford to pay any more than a little. [...] I don’t want to have to choose between the course and going on holiday.”
London

The issue of cost as a potential barrier is discussed more fully within Chapter 7 which explores all issues around payment for courses (See Section 7.6)

Participants sometimes found that the courses that they wanted to attend were located somewhere that was difficult to get to and this could act as a barrier to enrolment.

“I was doing a course [...] and I had to wait for my husband to get home with the car. I was frequently waiting for him at the end of the drive because he would be late home from work. [...] it just wasn’t practical really.” **Cambridge**

“There was nothing in Seaford at all... If I wanted to do an art course then it meant I would have to travel to Eastbourne so I gave up on the idea for a while.”
Live Tracker

The final barrier mentioned by participants was lack of awareness and knowledge and difficulty in accessing information about courses. Certain learners were not used to using the internet as a source and relied instead on a more passive method of becoming aware of courses. Many people had been encouraged to enrol after the course was suggested by another person or because they had stumbled upon a course in a local newspaper or in their child’s school.

5.5 Alternatives to community learning

While learners were able to identify alternative approaches to learning beyond community learning, these were not thought to offer the same level of impact, ease of access and value for money. Suggested alternatives suggested included clubs and / or volunteering opportunities and other informal / adult education courses. The three key reasons why participants thought that the current community learning offered them the best opportunity were:

- Structure – The courses gave participants a specific time and place to be and would follow a structure designed to standardise the pace of learning across the length of the course.
- Ease of access –the course was promoted in a targeted way to reach the intended target audience. For example, posters in schools. The fee tended to be affordable or free and venues were often easy to get to and or convenient and familiar (such as being held in their child’s school).
- Confidence in the course – The course title, description and enrolment process was clear and transparent and this provided confidence for potential learners that the course would meet their needs.

This is not to say that participants did not consider alternatives to community learning. In fact, clubs and voluntary organisations offered participants further opportunities that could augment the outcomes of community learning. However, they were typically only considered following a course or in conjunction with a course as there was a sense that the theory needed to come before being put into practice in order for them to feel confident. Attitudes towards the different options discussed are outlined below:

5.5.1 Clubs

In order to join a club, participants thought that you would need to have a lot of confidence as you would be coming into a group that was already established, unlike community learning where the group is established at the first lesson. For this reason, it was deemed to be harder to form social ties with the other members.

Additionally, there was a perception that a certain level of knowledge or skill relating to a particular subject was required to join a club.

“If you have joined a club it’s like ‘I am brilliant at this because I have joined this club’ and you might not be too good. You expect somebody else there to be good.” **Chester**

A further barrier was that clubs did not frequently account for participants’ peripheral needs such as childcare, availability and geography.

“A lot of clubs run during the day and I work so I couldn’t actually join a club because I’d be at work” **Cambridge**

5.5.2 Volunteering

As with clubs, participants were concerned that volunteering would not fit in with the amount of time they had available to dedicate towards it. Participants had many pressures on their time and with commitments at work or at home they liked to be able to define clearly how much time they would dedicate each week to their chosen subject.

Volunteering also did not offer a tangible skill that could help them acquire a new job. Participants thought that it was more important to gain skills before experience; however, they did value volunteering as providing a valuable tool in gaining practical experience.

“Not only do you need qualifications but you need the experience so that is why I'm getting like a voluntary base because that gives me the experience, plus I'm learning at the same time.” **Newcastle**

Those that had taken on voluntary work reported that it could quite quickly become repetitive with nothing new to learn and was therefore best partnered with some form of structured learning.

5.5.3 Independent study

While all participants had done some form of independent study during their adult lives, most thought that it did not compare favourably, and was no substitute for community learning. Most importantly it was felt it lacked crucial social and collaborative elements.

“I did look at online teaching but there's no [...] real feedback as to whether you're getting it right or wrong [...] because it's all by yourself.” **Cambridge**

Participants also found it harder to motivate themselves to do independent study, mentioning that when you didn't have to be at a certain place at a certain time with people waiting for you it was easy to procrastinate.

However, positively, it was considered easier to fit in around a busy lifestyle as it could be done whenever time was available and there was no need to travel to a school or college in order to attend the classes.

6 Impacts of the course

This chapter explores the impacts of the community learning courses learners completed between July 2011 and February 2012. The impacts are grouped around impacts related to: personal progression and development, personal well-being, social and community aspects, children and families, work and employability and willingness to engage in further learning. Impacts are examined at an overall level, and then for key learner groups. Impacts amongst the six learner typologies developed through the segmentation analysis are then explored to investigate whether learners' specific motivations for attending the courses have been met. The final part of the chapter discusses some of the ideas raised in the qualitative workshops about how the impacts of community learning could be improved further to even better meet the needs to those who undertake the courses.

As learners took part in the research relatively soon after completing their course (within seven months) all impacts explored in this chapter are relatively short term impacts. It will be possible to examine longer term impacts after any planned follow up interviews are conducted with learners in 2013. All impacts examined within this chapter focus around self reported impacts (reported directly by the learners themselves).

6.1 Impacts relating to personal progression and development

The data suggests that community learning facilitates the development of a range of different skills. Within the quantitative survey the three most frequently mentioned skills were creative skills (67 per cent), practical skills (65 per cent) and communication skills (63 per cent). The full list of skills is in Table 6.1,

Table 6.1 Skills the course helped to develop – overall and by course programme

	All	PCDL	FLLN	WFL	NLDC
	%	%	%	%	%
Creative skills	67	68	62	70	56
Practical skills	65	65	65	73	64
Communication skills	63	60	79	73	75
Literacy skills	35	29	74	44	53
Language skills	35	31	58	41	44
IT or digital skills	26	24	33	26	45
Numeracy skills	25	18	67	35	40
Budgeting or money management skills	14	11	33	16	25
Unweighted	4015	2261	643	569	542

Base: All respondents

Table 6.1 additionally shows, as would be expected, that the skills developed varied across the four different programme types. Some of the key differences included:

- The development of communication skills was the most commonly mentioned skill amongst learners on a FLLN course (cited by 79 per cent). The development of literacy, numeracy and language skills were also substantially higher among these learners than among those undertaking courses within other programme types.
- Learners who took WFL programme courses were more likely than those on the other three course types to report developing 'practical' skills. In WFL, practical skills refer to a wide range of family-related skills such as 'cooking with your children' or 'keeping fit for the whole family'; non-WFL practical courses cover a wide range of practical activities including arts, crafts, home-making and exercise/relaxation courses (the specific type of 'practical' skills were not collected in the questionnaire).
- Learners who undertook NLDC programme courses were more likely than learners on the other three programme types to mention development of IT/digital skills. These learners were the least likely to report the development of creative skills.

It was noticeable that the development each of these skills was greater for learners on longer courses (that is courses lasting 21 or more hours, compared to those lasting 20 hours or less).

Amongst other impacts related to personal progression, half of all learners (51 per cent) agreed (either strongly or slightly) that as a result of undertaking the course they now had a better understanding about what they want to do in their life, and just under seven in ten (68 per cent) reported that that the course gave them a sense that they had more opportunities. These impacts were stronger for learners on courses lasting 21 hours or more (56 per cent and 75 per cent respectively) compared to those on shorter courses (47 per cent and 65 per cent respectively).

Encouragingly both impacts were more frequently reported by:

- learners from deprived communities (in comparison to those from less deprived communities);
- learners who were looking for work, in education, or looking after the home and family (in comparison to employed learners);
- those undertaking FLLN and NLDC programme courses (in comparison to those undertaking PCDL and WFL programme courses).

The data for these groups is displayed in Table 6.2 overleaf.

Table 6.2 Personal progression impact by demographics

	Economic Status						Urban/Rural		IMD		Programme Type			
	Working	Looking for work	Looking after home and family	Education	Sick or disabled	Retired	Urban	Rural	Three most deprived deciles	Three least deprived deciles	PCDL	FLLN	WFL	NLDC
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
As a result of the course have got a better idea about what to do in life														
- Agree	48	67	61	61	42	44	53	39	63	45	48	64	54	68
- Neither Agree nor disagree	24	12	19	22	22	28	22	29	17	26	24	17	20	14
-Disagree	27	18	18	13	30	24	22	29	18	26	25	17	24	16
-Don't Know	1	2	3	4	6	4	3	3	2	3	3	2	2	2
The course gave me a sense that I have more opportunities	67	84	77	88	69	58	70	59	79	63	66	82	70	81
Unweighted	1476	508	720	98	222	895	3394	578	1592	2380	2261	643	569	542

Base: All respondents

Building on the findings from the quantitative survey, the qualitative workshops showed that participants felt that the greatest impact had been derived where more had been gained than just the 'nuts and bolts' of the course with learners being able to take new skills out into the world and apply them. Success was established if the course had enriched the lives of learners or helped them to progress in their life. This could be by fulfilling a lifelong desire to learn a musical instrument or by getting a picture in an exhibition. Importantly the outcomes were as varied as the courses.

The key impact for many learners focused on their personal development and a new found sense of confidence – this could be either related specifically to the course content or be much more pervasive to their lives in general. This was reflected in the quantitative survey, with 82 per cent of respondents agreeing that as a result of the course they had become more confident in their abilities.

For some, the shift in confidence was perceptible only to themselves, with new found skills allowing them to explore avenues that were previously closed to them.

"This is the first picture that I took with my camera not on the automatic setting. It's nothing special but I am proud of it because it symbolises my confidence to take control of the camera." **London**

For others the shift was seismic, allowing them to go to places and do things that they had not until that point felt possible. These participants reported that they had a much greater level of self-esteem and felt they could now go on to achieve more. This included continuation with the course, attending other courses and / or having the confidence to make decisions in their life such as changing jobs or ending relationships.

"Well, for me it's doing something I could never do, never thought about doing [...] going out and talking to the people whom I'd never met before. You know? Personal confidence...just having a laugh." **Newcastle**

"It's helped me in a big way. Probably I wouldn't have even come today, to this, before the courses. I would have got too nervous and wouldn't have wanted to speak to people. Now I'm here." **Newcastle**

"Just to achieve something really, it makes you feel good about yourself. You can look at something and think 'I did that.'" **Live Tracker**

Participants reported that this gain in confidence had a real effect on their attitude to life. Many felt the experience had allowed them to prioritise what was important and the process of learning in a collaborative environment with other people who were in the same situation as themselves had improved their mindset and attitude.

"When you're full of confidence like you feel like you're ready for anything really don't you? You feel like you can do a lot and live life as well as you possibly can." **Cambridge**

Additionally, the courses also supported learners in making life transitions, with community learning being a natural catalyst, providing influence and encouragement in making decisions about personal progression. Examples of this from the live trackers included

support through retirement and coping with a change in family status such as divorce or children leaving home.

“Now that I’m retired, I want something to look forward to every day.” **Live Tracker**

“I didn’t want to be sitting around the house on my own... its helped me to escape from thinking about him leaving me.” **Live Tracker**

In addition the sense of achievement was a further key impact for all participants. It was typically one of the easiest impacts for participants to put into words.

“I wore it to a friend’s wedding and I don’t wear dresses very often because I can never get them to fit, bust, hip problems, I’m sure a lot of women have those and yes so I was really pleased with that and nobody actually guessed that I had made it.” **Cambridge**

For those that had come to community learning with no qualifications or who had wanted to gain the knowledge or skills the sense of pride in their achievements was palpable. When asked to bring an object to the group that embodied what community learning meant to them, many brought their certificates of learning, such as Open College Network certificates of achievement. These certificates, though not national qualifications, demonstrated to both the learners and others that they were proficient in a particular area of study. For many, these new skills had led to improved opportunities at work and this was especially prevalent among the ‘Keeping up with Information Technology’ and ‘Stepping Stone’ segments.

6.2 Impacts relating to personal well-being

In order to explore the personal well-being of learners, learners were asked the current ONS subjective well-being questions, as well as being asked a number of questions to evaluate the impact on their community course on different aspects of personal well-being.

6.2.1 ONS Well-being

The Office for National Statistics (ONS) Measuring National Well-being (MNW) Programme was launched in November 2010. It was launched due to increasing interest in the UK and around the world that to measure national well-being it is important to not just rely on traditional indicators of economic progress, but also to collect information from people themselves about how they assess their own well-being.

The long-term aim of the Programme is to develop a set of accepted and trusted statistics measuring well-being and progress in the UK. As part of the programme, in April 2011 ONS introduced four subjective well-being questions:

- Overall, how satisfied are you with your life nowadays?
- Overall, to what extent do you feel the things you do in your life are worthwhile?
- Overall, how happy did you feel yesterday?

- Overall, how anxious did you feel yesterday?

These questions were included on the current survey. Whilst inferences can not be drawn about the impact on the community learning course on learners' subjective well-being, the inclusion of these questions allows comparison of the population of learners on community learning courses with the UK average.¹²

Table 6.3 displays the ratings from learners in the current survey and those of the UK population. Interestingly for 'life satisfaction', 'worthwhile' and 'happy yesterday' ratings, learners had higher average scores than the UK population. Their ratings of 'anxious yesterday' were in line with the UK population.

When interpreting these comparisons it is important to bear in mind the differences between the learner survey population and the wider population. As discussed in Chapter 2, the learner survey population has a higher proportion of women, and older people. Further analysis of the subjective well-being estimates from the Annual Population Survey (APS) indicates that ratings for 'life satisfaction', 'worthwhile' and 'happy yesterday' are slightly higher amongst women than men, and that a 'U shape' relationship is evident between these questions and age (with higher ratings amongst younger and older people in comparison to those in their middle years). However, the mean scores of men and women, and the different age groups provide further insight into this issue. As shown on in Table 6.3 the mean scores of both men and women were higher amongst survey respondents than the UK averages for men and women. The same is evident between each age group of learners in the survey and the UK averages. This indicatively suggests that the high well-being ratings of community learners can not wholly be contributed to these population differences, and therefore there may be a relationship/association between community learning and subjective well-being.

Table 6.3 ONS Well-being – comparing learners and UK Population

	Life satisfaction		Worthwhile		Happy yesterday		Anxious yesterday	
	CLS	APS	CLS	APS	CLS	APS	CLS	APS
	%	%	%	%	%	%	%	%
0	1	1	*	1	1	1	27	26
1	*	0	*	0	1	1	9	10
2	1	1	*	1	2	2	11	14
3	1	2	1	1	2	3	7	10
4	2	3	1	2	3	4	6	7
5	9	9	5	8	8	9	12	12
6	6	8	6	8	7	8	6	6
7	17	19	13	18	14	15	7	6
8	31	31	29	30	22	23	6	6

¹² Note – the learner population is England only.

Life satisfaction			Worthwhile		Happy yesterday		Anxious yesterday	
9	13	13	17	15	16	16	2	2
10	17	13	22	16	24	17	3	3
Mean	7.67	7.39	8.07	7.64	7.63	7.30	3.25	3.19
Unweighted	3907	80484	3841	80137	3900	80472	3873	80333
Mean score by gender								
Men	7.52	7.34	7.81	7.51	7.49	7.27	3.30	3.09
Women	7.72	7.44	8.15	7.77	7.67	7.33	3.24	3.29
Mean score by age								
Under 20	8.13	7.81	8.20	7.60	7.30	7.57	3.75	2.82
20-29	7.80	7.46	7.92	7.57	7.69	7.21	3.40	3.10
30-39	7.67	7.37	7.98	7.63	7.59	7.22	3.49	3.29
40-49	7.35	7.09	7.89	7.51	7.44	7.07	3.31	3.43
50-59	7.25	7.11	7.88	7.54	7.25	7.12	3.49	3.44
60-69	7.97	7.65	8.31	7.93	7.97	7.63	2.86	3.01
70 or over	8.02	7.68	8.40	7.82	7.80	7.66	2.99	2.91

Base: All respondents in the Community Learning Learner Survey / Annual Population Survey (APS) April to September 2011, UK, Aged 16+

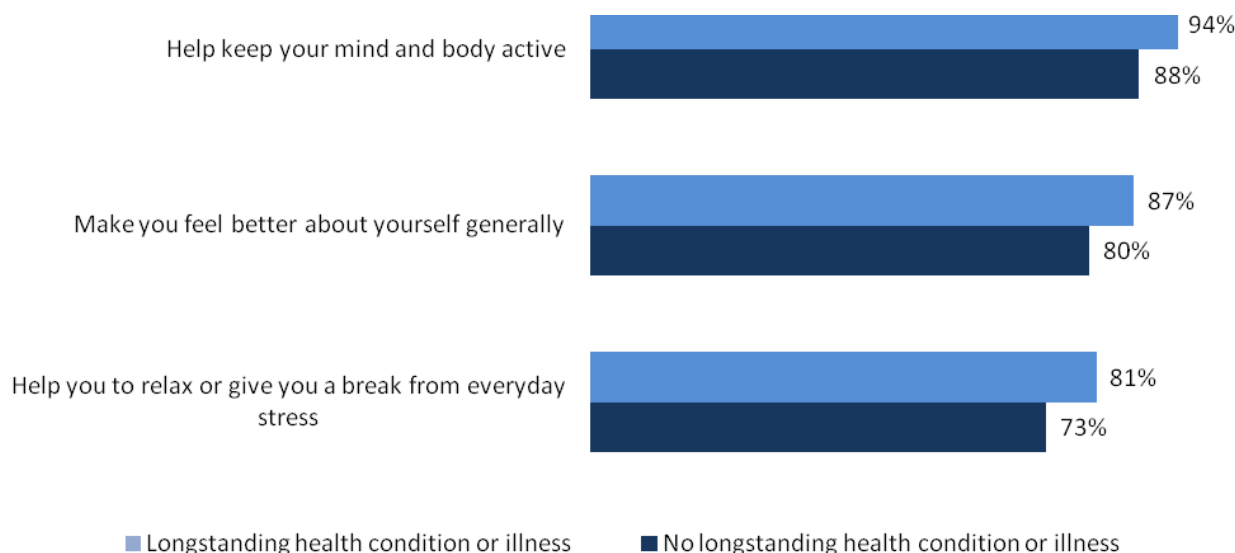
6.2.2 Other self reported impacts on well-being

Overall, learners reported significant impacts in relation to their personal well-being, and this provides evidence of the substantial benefits community learning can bring to this aspect of learners' lives.

Within the quantitative survey, nine in ten (89 per cent) said the course helped them to keep their mind and body active; eight in ten (81 per cent) reported that the course made them feel better about themselves generally, and three quarters (75 per cent) felt it helped them relax or gave them a break from everyday stress.

Learners with a longstanding health condition or illness were particularly likely to report these impacts (Figure 6.1).

Figure 6.1 Impacts on personal well-being amongst learners with and without a longstanding health condition or illness



Base: All respondents: 4015

Seven in ten learners (71 per cent) agreed (either strongly or slightly) that as a result of the course their quality of life had improved, with 44 per cent agreeing strongly. Interestingly, there was little variation in the agreement rate amongst those with and without a longstanding health condition or illness. However, agreement rates were particularly strong amongst learners for whom English was not their first language (77 per cent, compared with 69 per cent of native English speakers) learners who were retired (78 per cent versus 68 per cent of non-retired learners) and learners on longer courses lasting 21 hours or more (73 per cent versus 69 per cent of those on courses shorter than this).

Eight in ten learners (82 per cent) agreed either strongly or slightly that as a result of their course they had become more confident in their abilities. Similarly to the above statements, agreement was particularly strong amongst learners for whom English was not their first language (88 per cent versus 81 per cent of native English speakers) and those on longer courses (85 per cent versus 80 per cent on those on courses lasting less than 21 hours).

Interestingly, within the qualitative workshops it was apparent that there were many courses that were aimed specifically at personal well-being and participants who attended these courses thought that the intended outcome, such as improving self-esteem, had at least in part been met. However, learners had derived a great sense of personal well-being from many other courses reporting that courses helped them to 'switch off' from the stresses of their life. Older learners in particular referred to the learning helping to keep their mind active and aiding their general mental health.

"It's as simple as keeping the brain active and not 'vegetating'... I'm very conscious about that." **Live Tracker**

The process and experience of learning was also identified as supporting more vulnerable adults to improve their well being and life experiences. For example, one respondent who had previously been homeless and suffered from alcoholism stated that *'education is everything, for me...'*. In this case the respondent suggested that participating in learning had opened-up new opportunities and helped prevent them from *'falling back into bad habits'*. They had gained several qualifications in Level 1 English, Maths and IT and were planning to take further qualifications in the future.

"Now education is everything, for me... for me it's everything, it is number one you know...if there's a course or something I want to be there because I might learn something and that's what I want to do and then I want to go and re-train and this comes first." **London**

Where relationships had been created, these helped learners to feel a sense of well-being from feeling connected and more integrated into the community.

"Before in the playground it was just a quick hello (to the other Dad's), but I know many of them better now and have been able to learn about and appreciate others backgrounds." **Live Tracker**

The social and interactive aspect of learning was also a key benefit for participants and participants had described the courses as one of the things that kept them 'sane'.

"I have a good laugh with some of the old birds who don't have a clue about how to use a computer... it's funny when they swear sitting there in their twin set and pearls." **Live Tracker**

Confidence again was regarded as the key benefit in relation to personal well-being and participants thought that courses had improved how they think about their skills and learning, especially in comparison to their experiences of school.

The case study below describes the experience of Joan, one of the live tracker learners. She became ill during the course and for her it became a way of dealing with very serious ill-health and receiving vital practical and emotional support from other learners.

Case study 1: Singing group – Personal and Community Development Learning in London

Who: Joan lives in South London with her husband of 40 years. She is enjoying her retirement by spending time with her grandchildren and attending various local activity groups.

Routes into learning: She was introduced to the 'singing group' by a friend in her aerobics class. She was very keen to join as she had been a member of a choir when she was younger. Her husband decided to also join.

Experience: She attends the choir every Thursday morning with her husband. They are led by a professional singing teacher (since getting BIS funding). The group has taken part in outreach activities in the local community. These have included a WW2 themed day singing songs from the 1940's with school pupils and a jubilee signing event with pensioners at the church where the group rehearses.

Impact over 6 months: Since starting the course, Joan has made friends with the other learners (and been on holiday with them), learned new skills (Joan has received extra singing tuition from the tutor as a private arrangement) and feels mentally healthier. **During the course, Joan was diagnosed with cancer and had a hip replacement. The class and support from the other learners has been an important source of strength during this challenging time. Having a routine has helped her to maintain a sense of wellbeing and provided distraction.**



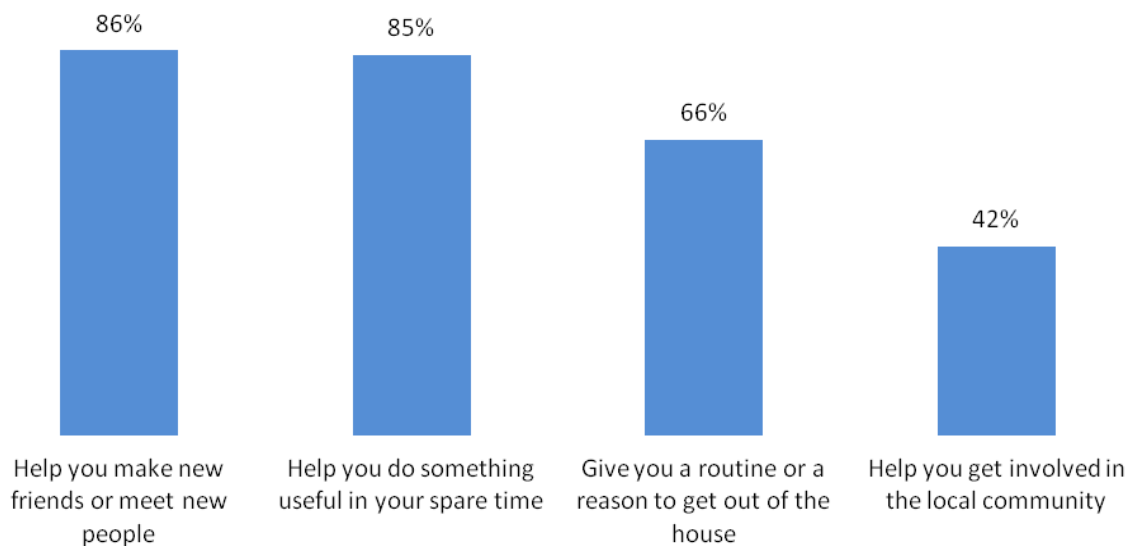
"I have been lucky to have my husband chauffeur me around since I have been on crutches. It has been a merry-go-round of a time but thankfully I have managed to keep my routine with the choir which has kept up my sense of well-being."

"The social side too, at the choir, they have been very supportive. Most of them know what it is like to be hospitalised so they have provided me with endless support and advice."

6.3 Impacts relating to social and community aspects

Encouragingly, many impacts related to social and community aspects had been recognised. In particular, 86 per cent of learners reported that the course helped them to make new friends/meet new people, and 85 per cent reported it gave them something useful to do in their spare time (Figure 6.2). Due to the high prevalence levels of these impacts, differences between subgroups of learners were limited. However, it was noticeable that those on longer courses (courses lasting 21 hours or more) were more likely to report that the course helped them to make new friends or meet new people (89 per cent compared with 84 per cent of those on shorter courses).

Figure 6.2 Impacts related to social and community aspects



Base: All respondents: 4015

Impacts related to giving people a routine/helping them to get out of the house, and helping people to get involved in the local community did, however, vary between different types of learners. Encouragingly these impacts were more likely to be cited by learners from black and minority backgrounds (BME) (in comparison to those from White backgrounds) and those from deprived communities (in comparison to those from less deprived communities) (Table 6.4). This is a really positive finding, and helps provide evidence that community learning is bringing benefits to those who are most disadvantaged.

Table 6.4 Impacts – Giving a routine/reason to get out of the house and helping get involved with the local community against different demographics

	Ethnicity		Urban/Rural		IMD	
	White	BME	Urban	Rural	Three most deprived deciles	Three least deprived deciles
	%	%	%	%	%	%
Give you a routine or a reason to get out of the house	64	72	67	59	71	63
Help you get involved in the local community	39	57	44	33	50	38
Unweighted	3096	892	3394	578	1592	2380

Base: All respondents

In addition, helping with a routine/getting out of the house appeared to impact substantially upon learners with a longstanding health condition or illness (77 per cent reporting this versus 66 per cent without such a condition). Linked to this, those with an economic status of sick or disabled were particularly likely to mention this (86 per cent). Unsurprisingly, respondents who were currently working were the least likely to mention this impact (55 per cent in comparisons to all other learners).

We can infer from the qualitative workshops that all courses were thought to have a social and community dimension. Courses had not just benefited participants but had benefited their friends, family and wider community. Many of the specialist skills that participants had picked up were now at work in their communities either through community focused jobs or by the creation of clubs or voluntary groups spun off from the community learning courses.

Teamwork with other students had demonstrated to learners that there was value in the support that they could offer each other and that challenges could be overcome when those with the same problem came together. This shared struggle had also helped participants meet new people and connect with their community.

6.3.1 New people met

The data suggests that community learning had a positive impact on adults meeting new people and the formation of relationships and support networks.

In the quantitative survey three quarters of learners (75 per cent) reported that they met people on the course who they would not normally mix with in every day life. Virtually all of these learners (98 per cent) said that they enjoyed the chance of meeting these people. When asked about the types of people on the course, nearly six in ten learners (57 per cent) reported that the majority of people on the course were not the same age as themselves and just under four in ten (38 per cent) reported that the majority of other learners were not from the same social background.

Within the qualitative workshops, it was apparent that learners had also become much more confident in socialising outside of their comfort zone and they thought their improved interpersonal skills had allowed them to go out into the community and form bonds with the people around them.

The formation of friendships was important for learners. Many learners had continued friendships outside the classroom and had attended multiple courses with friends that they had met during their learning activity. Other participants had formed support groups or clubs with their fellow students in order to maintain the sense of collaborative learning.

“We’ll still have a group when the courses are finished. We still go every Wednesday, and we call ourselves the sew-and-sews, and you can keep going and doing things, and you know you play your £1 subs until the next course has started again.” **Newcastle**

Certain live tracker learners had developed strong relationships with the other learners to the extent that they now socialised outside of the course or had taken holidays with the other learners.

6.3.2 Volunteering

Encouragingly, one in nine learners (11 per cent) reported that as a direct result of undertaking their course they had become involved in voluntary activities. These tended to be:

- learners who were in education (19 per cent) or looking for work (18 per cent) in comparison to those looking after the home and family (14 per cent), working (nine per cent) and retired (eight per cent));
- learners with children aged under 18 (14 per cent compared with nine per cent for those without), learners who took part in longer courses (14 per cent of those whose course lasted for 21 or more hours compared with nine per cent of those whose courses lasted less than 21 hours).

In addition, learners from ‘disadvantaged’ backgrounds were particularly likely to become involved in voluntary activities as a result of their course:

- 15 per cent of learners from the three most deprived IMD quintiles reported becoming involved in voluntary work compared with nine per cent of those from the three least deprived quintiles;
- 14 per cent of those living in a household with an income of less than £20,000 per year reported becoming involved compared with eight per cent of those with an annual household income of £20,000 or more;
- 16 per cent of those currently receiving unemployment related benefits, income support, housing or council tax benefits reported involvement compared to 10 per cent of those not doing so;

- 15 per cent of learners who had English as their second language reported undertaking voluntary work compared with 10 per cent of those who spoke English as their first language.

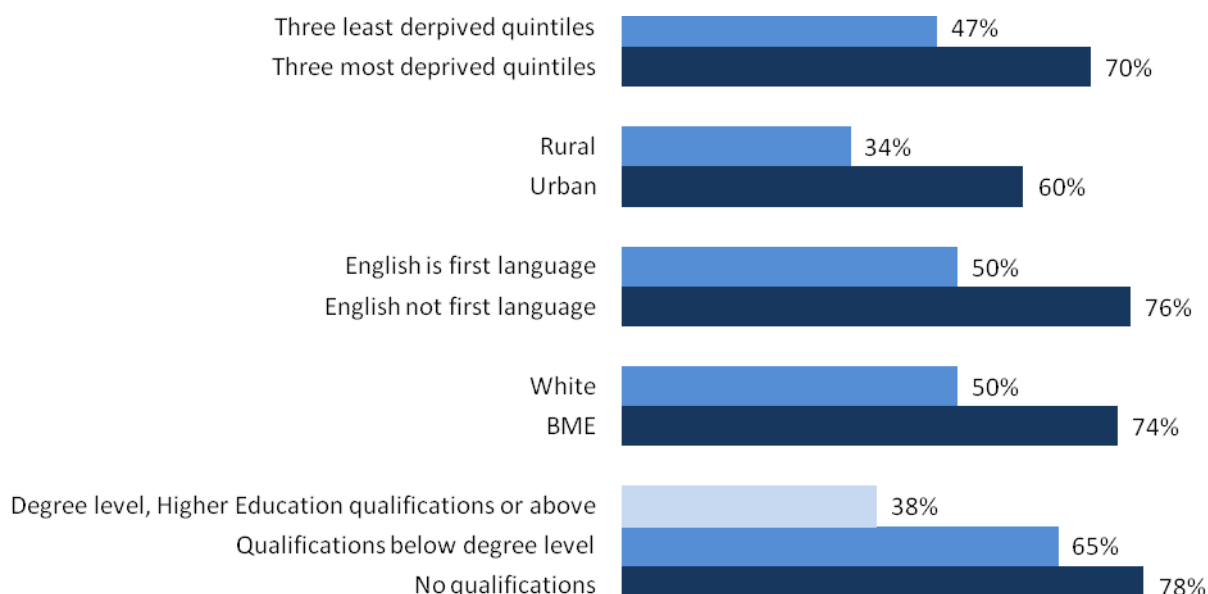
In terms of the type of volunteering activities, the three most popular were: organising or helping to run an event or activity (59 per cent), befriending or mentoring people (49 per cent) and giving advice or counselling (47 per cent).

6.4 Impacts relating to children and families

6.4.1 Children

The community learning courses appeared to have significant impacts upon parents. Nearly six in ten parents with children aged under 18 (58 per cent) reported that that their course helped them to become a more confident parent. Figure 6.3 shows the different 'types' of parent more likely to mention this, namely; those from deprived areas, those from urban areas, those whose first language was not English, those from BME backgrounds and those without formal qualifications.

Figure 6.3 Parents who reported that the course helped them to become a more confident parent by demographics



Base: All parents of children aged under: 1856

Around a third of parents with children aged 18 or under mentioned that they felt more confident in helping their children with reading (39 per cent), writing (34 per cent), maths (32 per cent) and other school subjects (36 per cent). As might be expected confidence levels for the first of these three skills were significantly higher amongst parents who completed courses within the family literacy, language and numeracy (FLLN) programme; with 76 per cent citing reading, 67 per cent citing writing and 67 per cent citing maths.

A quarter of parents with children aged between 13 and 17 felt that as a result of the course they felt more confident in dealing with issues affecting teenagers (such as alcohol, sex education, anti-social behaviour and drugs).

The significant impacts for parents were echoed in the qualitative work, with parents describing their courses as having a striking effect on the relationships held with their children. Parents were now better able to answer questions about their children's schoolwork and more knowledgeable and interested in their schoolwork as a result of the course. This in turn allowed parents to feel more confident in helping their children and to feel more in touch with what they were doing at school which had the invaluable effect of bringing them closer together with their children.

"I didn't used to have much to do with [my son's] school apart from dropping him off at the gates but after I did these courses he gets excited when he knows I'm going to be in the school doing the learning with him." London

The social element of these courses had also meant that parents had improved their interpersonal skills as the course enabled parents to interact both with other adults and children. They felt by the end of the course that they had become much better at working with others.

The case study from the live tracker example below illustrates the impact of the Dad's club course on the relationship between father and daughter, in the scenario of being a single dad with shared child rearing responsibility.

Case study 2: Dad's club - Family Literacy, Language and Numeracy in Hull



Who: Max is 26, a separated father of one, lives at home with his parents. He attends a 'Dad's Club' every Thursday at his daughter's primary school. One hour is literacy with the other dads and in the second hour they join their children for a joint activity such as craft or sport.

Previous learning experiences: He left school with two GCSEs and dropped out of college. He really enjoyed Maths at school but did not have the focus to take it further.

Routes into learning: He saw an advert in his daughter's school and thought that it would be an opportunity to spend more quality time with his daughter and refresh some of his literacy skills.

Experience: The course provided an opportunity for him to spend more time with his daughter as afterwards, she stayed at his house. It also offered a window into what she is learning at school. On the whole, work accommodates this commitment as he changes his shift but he has missed some sessions.

Impact over the 6 months: Since starting the course, Max seen his daughter more and it has enhanced the time they spend together. He has also become an enthused advocate for the group, putting in advertisements for it in local shop windows to encourage other dads to join so the course can continue and diversify.

Max has started a new course at work to become a team leader. Max felt that the dad club experience helped to give him the literacy skills and confidence needed to take on this new role and approach new people.

"I have recently started a course at work to become a team leader and have to write essays, the grammar I have learned at Dad's club has helped me loads."

"The course is giving me the courage to speak to other more senior colleagues on the course... as I am used to speaking to older people at Dad's Club and from trying recruit new members."

In terms of relationship with his daughter, she brings back her homework to him now and they do it together. His daughter still loves the club; she is always very excited the day before and wants to know what they will be doing. The club has helped them to spend more quality time with each other and improved their relationship.

Dad's club has become the place where he can have some me-time.

"The Dad's club is my relaxation time, where I feel most comfortable."

Future of the club: He is looking forward to September when the course restarts but is concerned about the course having sufficient attendance for it to go ahead.

6.4.2 Family Relationships

Thirty seven per cent of all respondents in the quantitative survey reported that the course helped to improve relationships with their family. Among parents of under eighteens this rose to nearly half (48 per cent) and among those who were not, it fell to 31 per cent.

Among parents of under eighteens, similar sub group differences were apparent to those discussed above (in relation to parental confidence). For learners who were not parents of under eighteens, similar sub group differences again emerged. However, in addition, a difference by gender was evident, with men more likely than women to report an improvement in family relationships (36 per cent versus 28 per cent).

These improvements in family relationships were reflected in both the workshops and the live trackers. In some instances the course had been designed to improve relationships (parenting courses for example) but for others this was not the primary aim. However, in such cases benefits relating to family relationships had still been recognised. In particular, participants thought that having an interest or knowledge which they could impart to the others around them had enabled them to have more common interests with others.

6.5 Impacts relating to work and employability

Considerable impacts relating to work and employability were evident. With the exception of learners who were currently retired, learners were asked whether the course gave them any new skills that they might use in a job. Six in ten (61 per cent) reported that it did. It is particularly positive that those looking for work, in full time education or looking after the home and family were particularly likely to mention this (75 per cent, 65 per cent and 72 per cent respectively). In terms of programme type, learners who took part in a NLDC course were the most likely to mention this impact (75 per cent), followed by those on a FLLN course (67 per cent). Of those on PCDL courses and WFL courses, nearly six in ten (58 per cent respectively) mentioned this. The development of work related skills was also higher amongst learners taking part courses lasting 21 or more hours compared with those on shorter courses (67 per cent versus 56 per cent).

Amongst learners who were currently working, impacts relating to current work had been realised with two fifths (42 per cent) feeling more confident in progressing in their career in the future, and a third (33 per cent) reporting that they were better able to do their job. These impacts were particularly strong among those respondents whose first language was not English (65 per cent and 49 per cent respectively), those from BME groups (57 per cent and 43 per cent respectively), those from the three most deprived quintiles (57 per cent and 42 per cent respectively) and those who undertook NLDC courses (70 per cent and 52 per cent respectively).

As might be expected, very specific impacts related to employment were less frequently cited; 12 per cent reported that they got a new job or changes to a different type of work, six per cent reported getting a pay rise/promotion/greater responsibility, and five per cent reported staying in a job that they might otherwise had lost.

Encouragingly, of learners looking for work, seven in ten (70 per cent) reported feeling more confident about finding a job in the future. Improvements in confidence were

particularly high for those who were on longer courses (75 per cent on courses lasting 21 hours or more compared with 63 per cent on courses shorter than this).

Impacts related to work and employability were echoed among the learners who took part in the qualitative research, with learners who had undertaken courses related to work and employability stating that courses had typically addressed the desired work issue. The impact of courses related to work and employability tended to be measured as successful if they were putting the learners on a course and moving them towards where they wanted to be professionally.

New skills were also a key outcome for participants undertaking courses to further their career. These could be basic or specialist skills but the key dimension would be whether the newly acquired skills enabled them to do their job more efficiently or effectively.

6.6 Impacts relating to future willingness to engage in learning

6.6.1 Further learning already undertaken

Despite interviews taking place relatively shortly after learners had finished their courses (within seven months), half of learners (52 per cent) reported that they had taken part in a taught course since completing the community learning course. Half (52 per cent) had attended one further course, 35 per cent attended two to three courses, and 11 per cent attended four or more. This is strong evidence that community learning may encourage future learning activity.

Seventy per cent of these learners (which represents 37 per cent of all learners) reported that the community learning course had encouraged them to complete this further learning. It is encouraging that for three in ten of these learners (30 per cent) the community learning course was the first course they had completed since leaving full time education - it could therefore be inferred that their community learning course was a positive experience and had a positive impact on undertaking further learning.

Just under half of learners (47 per cent) reported that since completing their course they have tried to improve their knowledge about something without taking part in a taught course. Sixty-one per cent of these, representing 29 per cent of all learners, said that their community learning course had encouraged them to learn by themselves. This is welcoming evidence that community learning is leading to more self-directed learning. The most common form of which was reported as:

- reading printed material such as books, journals or manuals (87 per cent)
- using the internet to search for information (83 per cent).

6.6.2 Attitudes towards future learning

Learners tended to hold positive attitudes towards further learning in the future. Following the course learners identified the potential to go on build upon what had already been learnt.

“I suppose the courses are their own reward [...] you do one and it opens up a whole new range of other possibilities you might want to consider learning about.” **Cambridge**

“I definitely want to do the next part of the course next term and after that I might join a local art class in my area.” **Live Tracker**

Within the survey, learners were asked to what extent they agreed or disagreed, that as a result of the course they were more enthusiastic about learning. Three quarters (75 per cent) agreed (either strongly or slightly) that they were more enthusiastic, with half (51 per cent) agreeing strongly. Agreement rates varied by socio-demographic factors, with agreement particularly high for:

- Women (78 per cent versus 72 per cent of men).
- Those whose first language was not English (87 per cent versus 74 per cent) and linked to this those from BME groups (87 per cent versus 74 per cent from White background).
- Those from the three most deprived IMD quintiles (83 per cent versus 73 per cent of those from the three least deprived quintiles), and those from urban areas (77 per cent versus 71 per cent from rural areas).
- Those with either qualifications below degree level (81 per cent) or no qualifications (84 per cent) (in comparison to those with degree level or above qualifications (68 per cent)).
- Those looking for work (85 per cent), looking after the home and family (84 per cent) and those in full time education (82 per cent).
- Younger respondents (81 per cent among those aged under 40, versus 73 per cent among those aged 60 or over).

In addition to these factors, interestingly, agreement was particularly high among respondents who reported previous negative feelings about education (80 per cent in comparison with 75 per cent for learners who reported having generally positive feelings about education). This suggests community learning could be playing an important role in changing previously held perceptions about learning and education.

Increased enthusiasm for learning was also higher among learners who took part in longer courses (78 per cent of learners on courses lasting 21 hours or more agreed, compared with 75 per cent of those on shorter courses).

Four fifths (81 per cent) agreed that as a result of the course they were more likely to undertake further learning and training in the future. Specifically, nearly nine in ten (87 per cent) learners reported that they would like to undertake further learning activities or courses in the next two years and in particular 73 per cent said their recent course encouraged them to want to undertake further learning. It is very encouraging that the vast majority (94 per cent) of these learners felt it was likely that they would actually undertake

this learning activity in the next two years. Among those who said it was unlikely (82 learners), the main reasons were: the cost of the learning (26 per cent), illness/disability (18 per cent), family commitments make it difficult (18 per cent) and not having enough time (16 per cent). When asked what, if anything, would help make it more likely that they would be able to attend, a quarter felt nothing would help, and a further quarter (24 per cent) cited funding to help pay for the course.

6.7 Impacts in relation to the learner segments

The previous chapter introduced the learner segments, which are different typologies of learners based upon motivations for attending the course. Examining the course impacts on each of the learner typologies helps to explore whether specific course expectations and reasons for attending have been realised. A summary of the impact for each of the learner segments is presented below. It is generally apparent that many of the specific learners' specific motivations for attending the courses have been met.

Segmentation	Overview
<p>1. Stepping Stone</p>	<p><i>Motivations for attending:</i></p> <p>For these learners, the reasons for attending the course focused around both their current and future jobs. In addition, developing reading, writing, speaking, personal finance or numeracy skills were also important, as was attending as a stepping stone for further education, training or learning.</p> <hr/> <p><i>Impacts:</i></p> <p>As expected, impacts related to work were particularly strong amongst this group. Seventy-three per cent of learners in this group who were not retired felt that the course gave them job related skills (compared to 61 per cent for the learner population as a whole). Amongst those currently working, nearly one fifth (18 per cent) said that as a result of the learning they got a new job or changed job and 41 per cent said they were able to do their job better. (This compares to 12 per cent and 34 per cent for the learner population as a whole.)</p> <p>Learners in this group were particularly likely to report developing communication skills (74 per cent), language skills (51 per cent) and literacy skills (41 per cent). (In the learner population as whole these were reported by 64 per cent, 35 per cent and 35 per cent respectively.)</p> <p>Impacts in relation to undertaking further learning activities were broadly in line with the average. Learners in this group were no more likely than average to have taken part in a taught course or self directed learning since completing the learning activity. They were also no more likely to report a desire to take part in learning or training in the next two years. However, an absence of a difference between this group and other learners, may in part be due to such high levels of enthusiasm for future learning amongst the whole learner population (94 per cent of all learners reported they were very or quite likely to undertaking learning in the next two years).</p>

Segmentation Overview	
2. Serial Attendees	<p><i>Motivations for attending:</i></p> <p>These learners were more likely than other segments to have attended similar learning activity previously, and reasons for attending the course focused around doing something fun in their spare time.</p>
	<p><i>Impacts:</i></p> <p>Whilst just over eight in ten learners in this group (84 per cent) said that the course helped them to do something useful in their spare time, they were no more likely than other learners to mention this (86 per cent among the learner population as a whole). They were, however, more likely to report that the course helped them to relax or gave them a break from everyday stress (86 per cent compared with 77 per cent of the whole learner population).</p> <p>As expected they were more likely than average to have attended a taught course since completing their community learning (59 per cent compared with 52 per cent of the whole learner population).</p>
3. Becoming Better Parents	<p><i>Motivations for attending:</i></p> <p>These learners attended the course to become more confident parents and/or to help their children with school work. To develop reading, writing, speaking, personal finance or numeracy skills were also important.</p>
	<p><i>Impacts:</i></p> <p>Nearly four fifths of learners in this group (78 per cent) reported that the course helped them to become a more confident parent, and nearly three fifths (58 per cent) said that the course had helped them to improve their relationships with their family. As would be expected, learners in this segment were more likely than average to cite these impacts (among the whole learner population 59 per cent reported they had become a more confident parent and 38 per cent that the course helped them to improve their family relationships).</p> <p>Learners in this group were more likely than average to report developing communication skills (73 per cent) literacy skills (50 per cent), language skills (45 per cent) and numeracy skills (43 per cent).</p>
4. Self Confidence and Well-being	<p><i>Motivations for attending:</i></p> <p>Amongst this group, reasons for attendance focused around self confidence and personal well-being. Social and community aspects were also important.</p>
	<p><i>Impacts:</i></p> <p>Learners in this group were more likely than average to have reported a number of impacts around self confidence and personal well-being including:</p> <ul style="list-style-type: none"> - keeping mind and body active (97 per cent); - helping to make new friends/meet new people (92 per cent); - feeling better about themselves generally (91 per cent);

Segmentation Overview	
	<ul style="list-style-type: none"> - helping to relax / having a break from everyday stress (89 per cent); - becoming more confident about their abilities (86 per cent); - doing something useful in spare time (91 per cent); - having an improved quality of life (79 per cent); - having a reason to get out of the house (78 per cent). <p>Half of this group (51 per cent) also reported that the course helped them get involved with their local community (in comparison to an average of 43 per cent of the whole learner population).</p>
5. Keeping Up With Information Technology	<p><i>Motivations for attending:</i></p> <p>Developing IT and other digital skills was the most important driver for this group. However, work related reasons were also prominent.</p>
	<p><i>Impacts:</i></p> <p>Nine in ten (89 per cent) learners reported that as a result of the course they developed their IT or digital skills (in comparison to 26 per cent across the whole learner population). Of those working, two fifths (39 per cent) felt that they were able to do their job better as a result of the course (34 per cent in the learner population as a whole).</p> <p>This group were no more likely than average to cite any other impacts.</p>
6. Multiple Needs	<p><i>Motivations for attending:</i></p> <p>This segment, cited the full range of possible motivations – ‘multiple needs’ were strongly apparent.</p>
	<p><i>Impacts:</i></p> <p>Impacts amongst this group of learners very wide ranging. For virtually all impacts asked about in the survey, this group were more than average to cite them in comparison to the wider learner population.</p>

6.8 Improving on the impacts of community learning

Typically, within the qualitative workshops learners were happy with the community learning courses that they had undertaken and had derived such value from them that they were reluctant to criticise them. Learners were genuinely grateful for the experience and opportunities that community learning had offered.

Enjoyment and satisfaction overall with the courses was very high. In the quantitative survey:

- Nine in ten (91 per cent) learners said they enjoyed most of the course.

- Half of learners (50 per cent) thought the course met all their expectations and more than a quarter (28 per cent) reported that it exceeded their expectations.
- Only one per cent did not enjoy the course and two per cent reported it did not meet any of their expectations.

Table 6.5: Course enjoyment and expectation

Course enjoyment	%
Enjoy all or most of the course	91
Enjoy some of the course	8
Not enjoy any of the course	1
Course expectations	
Exceed your expectations	28
Meet all your expectations	50
Meet some of your expectations	19
Or did it not meet any of your expectations	2
Don't know	1
Unweighted	4015

Base: All respondents

However, learners did suggest three universal changes that could improve the courses to help them to better meet the needs of those taking part. Whilst these may not be always practical or possible they suggest the areas which participants felt detracted from the overall learning experience.

6.8.1 Speed

The speed of the course could sometimes be problematic with some courses moving at too slow a pace and others moving too quickly. Participants felt that community learning lessons were always restricted to a certain amount of time and that regardless of whether the content was too much or too little the time was fixed when ideally it should be more fluid. Additionally, some classes required participants to do considerable preparation and sometimes it didn't always seem worth the effort if the course only lasted for an hour or two.

“it takes a while to get the clay going and things and then you've just got on the wheel and then you've got to pack up and tidy up so it would have been nice having kind of like longer time.” **Chester**

6.8.2 Time and location

In order for participants to get the most out of the course it was necessary for them to make sure they had ample time to attend the lesson and that the location was easy for them to get to. It was suggested that course leaders could consult with students to ensure that the course met their needs in this way and if alternative arrangements were necessary (such as altering the start time or changing the location). In practice this already happened a lot of the time but participants thought it would be useful to formalise this arrangement.

There were differing options about the running of courses during school holidays. Some participants found it unhelpful that many courses did not run during the school holidays with sites often closing during these periods. Participants thought opening during the holidays could help learners stay focused. However, those with children tended to disagree reporting that the running of courses during school holidays would not always be suitable for their needs.

“The school holidays tend to be a bit of a problem because you sort of get halfway through it and then you get a big gap in it. It’s not too bad at the moment because the Tai Chi course I’m doing, the tutor does other courses elsewhere so I just turn up at those instead but [...] you come back [after the holiday] and you’ve taken a step backwards.” **Cambridge**

6.8.3 Identifying needs

Occasionally, participants had been on courses that did not suit their requirements and on occasion this was only established well into the course. This was not only regarded as a waste of money, but also a waste of time and potentially depriving another learner from the chance of attending a course.

“I went on this French course and it was pretty apparent from early on that I was in way over my head. I stuck with it for as long as I could but I just felt so far behind everyone else that eventually I dropped out.” **London**

One live tracker learner felt that the tutor could have explored with the learners their needs for taking part and adapted the course accordingly. She complained about the lack of opportunity for socialising, which was the primary reason for enrolling.

“Another half an hour would be good and it would be nice for the social side of it to have a break in the middle for a cup of tea and a chat.” **Live Tracker**

7 Payment for courses

This chapter examines issues around the payment for courses learners completed between July 2011 and February 2012. It firstly explores payment for courses, comparing the profiles of those who paid with those who did not pay, including discussion around payment amounts. Attitudes towards fee payment are also discussed, including willingness to pay for the recent community learning course, as well as willingness to pay for future learning. The final part of the chapter explores payment as a potential barrier to community learning.

7.1 Payment for courses

In the quantitative survey learners were asked whether they paid anything toward the cost of their course. This included all expenses such as fees, course materials, exam costs and administration costs. Just under two thirds (65 per cent) of all learners reported that they paid something for the course and just over one third (35 per cent) reported that they did not pay anything.

Payment towards the course unsurprisingly varied by course type. Just over three quarters of learners (77 per cent) who undertook a PCDL course paid a contribution. In comparison, one fifths of learners (19 per cent) of learners on a NLDC course paid a contribution, and this decreased to one in ten learners (10 per cent) on WFL courses, and just five per cent on FLLN courses.

7.1.1 Profile of those who paid and did not pay for their course

There are some interesting differences in the profile of learners who paid something towards the cost of the course, and those who did not. Table 7.1 firstly, shows the profiles of the two groups of learners based on personal and socio demographics.

Table 7.1: Profile of learners by whether or not they contributed toward the costs of their course

	Paid	Did not pay
Gender	Women (75%) / Men (25%)	Women (77%) / Men (23%)
Age	Over 50 (61%)	Middle aged (33% 30-39 and 76% under 50)
Children under 18	No children (76%)	With children (58%)
Working status	Working or retired (42% and 39% respectively)	Looking after home and family (25%), looking for work (20%), working part time (18%)
IMD	Less deprived (79% live in the 70% less deprived areas)	Most deprived (54% live in the 30% most deprived areas)
Ethnicity	White (90%)	Mixed (73% White, 17% Asian, 8% Black)
Qualifications	Degree/HE level qualifications (49%)	Qualifications below Degree/HE and no qualifications (67% and 14 per cent respectively)
Base:	All who paid for the course and provided details of the specific subgroup	All who did not paid for the course and provided details of the specific subgroup

Base: All who paid for the course and provided details of the specific subgroup All who did not paid for the course and provided details of the specific subgroup

- In addition to the differing profiles by personal and socio-demographics illustrated in the table above, differences were apparent by household income and receipt of benefits. Table 7.2 compares the household incomes of the two groups of learners, and there is a clear trend that learners who paid towards the cost of their course tended to have higher household incomes, than those who did not pay: Learners who paid towards the cost of their course were a lot more likely than those who did not pay, to live in a household earning £30,000 or over annually (49 per cent compared to 23 per cent of those who did not contributed to the cost of their course).
- A third (36 per cent) of those who paid for the course had an annual household income under £20,000. In comparison, this group represented six in ten (59 per cent) of those who did not pay towards for the course.

Table 7.2: Whether learners paid a contribution towards the cost of their course by income

	Paid a contribution	Did not pay a contribution
	%	%
Under £20,000	36	59
£20,000 – £29,999	16	18
£30,000 or over	49	23
Unweighted	891	874

Base: All those who gave an income amount.

Additionally, those who did not pay for their course were more likely to receive unemployment related benefits, income support, housing or council tax benefits. More than a third (37 per cent) of learners who did not contribute towards the costs of their course received these benefits compared with 11 per cent of those who paid.

Taking all these characteristics together, these findings suggest learners from more 'disadvantaged' background (such as those with lower household incomes, those in receipt of benefits, those living in the most deprived areas) were less likely to pay a contribution towards the cost of the course, with learners from less 'disadvantaged' backgrounds more likely to pay a contribution. This is an encouraging finding, as one of the aims of community learning is to focus public funding on people who are disadvantaged and least likely to participate in community learning, with those who can afford to pay for their courses doing so.

However, it is important to note, that whilst this is this general trend it evident, it is not exclusively the case. The findings above suggest that there are some learners with characteristics which suggest that they may be able to afford to pay (for example those with higher household incomes) but are not doing so.

When payment is explored in relation to the six learner segments, the trend that learners from more 'disadvantaged' backgrounds are less likely to pay is supported. Within the 'Multiple Needs' segment, learners tended to have characteristics associated with disadvantage (for example learners in this segment were most likely to be from the most deprived IMD quintiles, and least likely to be from White backgrounds and be educated to degree level). As can be seen in Table 7.3 only three in ten 'Multiple needs' learners (29 per cent) paid towards their cost of their course, with seven in ten (71 per cent) not paying a contribution. However, in all the other segments (with the exception of segment 3 'Becoming Better Parents'), much higher proportions of respondents paid towards the cost of the course, with the highest being the 'Serial Attendees' segment, where 95 per cent paid a contribution.

However, it is interesting to note that learners in segment 3 'Becoming Better Parents' who are the most likely not to pay – this is likely to be largely due to the sizable proportion of this group undertaking FLLN courses (41 per cent) and WFL courses (18 per cent).

Table 7.3 Whether learners paid towards the cost of their course by learner segment

	1 - Stepping Stone	2 - Serial Attendees	3 - Becoming Better Parents	4 - Self Confidence and Well-being	5 - Keeping Up With Information Technology	6 - Multiple Needs
	%	%	%	%	%	%
Yes	67	95	21	78	60	29
No	33	5	78	21	39	71
Don't Know	-	-	1	1	1	-
Unweighted	728	530	532	864	374	853

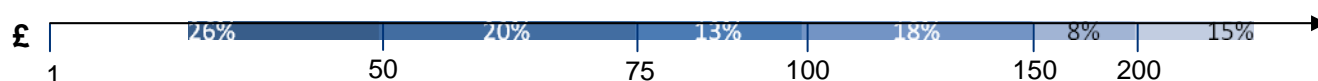
Base: All respondents in the final segmentation model

7.2 Amount paid for courses

All learners who reported paying towards the cost of their course were asked how much they paid. A quarter of these learners (23 per cent) did not know how much they paid for the course or did not provide enough information to determine how much they paid overall. Among learners who did provide payment information, contributions varied considerably, with some learners reporting paying a few pounds and others reporting payment of more than a thousand pounds.

Figure 7.1 below shows overall costs paid by learners. As illustrated, six in ten (59 per cent) paid less than £100 and this includes a quarter (26 per cent) who paid less than £50. Some learners reported spending considerable amounts on their course, with four in ten (41 per cent) paying more than £100, including 15 per cent paying £200 or more for their course. When interpreting this data, it must be borne in mind that these payments could include any costs towards the course, including fees, course materials and exam costs.

Figure 7.1: Amount paid for the course



Base: All respondents who paid for their course and knew the amount paid: 1918

The amount paid for the course varied by household income and receipt of unemployment related benefits, income support, housing or council tax benefits. As shown in Table 7.4 below there is a general trend of learners with lower incomes tending to pay smaller amounts, compared to those with larger incomes who tend to pay more; for example among learners in households with incomes of less than £10,000 per year, 39 per cent paid less than £50 towards the cost of their course, with six per cent paying £200 or more. At the other end of the income spectrum, just seven per cent of learners in households with incomes of £50,000 or more a year paid less than £50, with 19 per cent paying £200 or more.

Table 7.4 Amount paid for the course by household income

	Under £10,000	£10,000- £19,999	£20,000- £29,999	£30,000- £49,999	£50,000 or more
	%	%	%	%	%
Less than £50	39	33	20	16	7
Between £50 and £75	19	16	15	19	16
Between £76 to £99	3	10	11	14	10
Between £100 to £149	14	15	16	19	23
Between £150 and £199	7	7	8	8	7
£200 or more	6	9	12	14	19
Don't Know	11	10	17	11	17
Unweighted	114	214	143	209	211

Base: All respondents who paid for the course and provided a household income

A similar trend is evident in relation to those receiving benefits; as illustrated in Table 7.5, half of learners (51 per cent) receiving unemployment related benefits, income support, housing or council tax benefits paid under £50 towards the cost of their course, compared to 20 per cent of those not receiving these benefits.

Table 7.5 Amount paid for the course by receipt of unemployment related benefits, income support, housing or council tax benefits

	Receiving unemployment related benefits, income support, housing or council tax benefits	Not receiving unemployment related benefits, income support, housing or council tax benefits
	%	%
Less than £50	51	20
Between £50 and £75	17	18
Between £76 to £99	7	12
Between £100 to £149	7	16
Between £150 and £199	2	7
£200 or more	7	13
Don't Know	9	14
Unweighted	229	1627

Base: All respondents who paid for the course and reported whether or not they received these benefits

When the amount paid towards the cost of the course is examined by the six learner segments, the amounts paid varied considerably (Table 7.6). The 'Multiple Needs' segment were the most likely to pay the smallest amounts with just under half (46 per cent) paying less than £50, followed by the 'Keeping Up With Information Technology'

group, where a third (34 per cent) paid less than £50. Learners in the ‘Stepping Stone’ category were most likely to pay the largest amounts, with 28 per cent reporting contributions of £150 or more.

Table 7.6 Amount paid for the course in relation to each segment

	1 - Stepping Stone %	2 - Serial Attendees %	3 - Becoming Better Parents %	4 - Self Confidence and Well-being %	5 - Keeping Up With Information Technology %	6 - Multiple Needs %
Less than £50	17	19	27	23	34	46
Between £50 and £75	17	17	14	20	20	14
Between £76 to £99	9	12	12	12	16	11
Between £100 to £149	17	20	15	12	12	7
Between £150 and £199	9	8	6	6	3	4
£200 or more	19	10	15	11	11	11
Don't Know	13	15	11	16	4	8
Unweighted	391	479	57	578	184	165

Base: All respondents who paid for the course and were in the final segmentation module.

7.3 Value for money

Regardless of how much learners paid for the course, the large majority (90 per cent) found the course was good value for money:

- Unsurprisingly, nearly all learners who paid less than £50 for their course agreed it was good value for money (96 per cent).
- However, even among those who paid £200 or more, 88 per cent agreed it provided good value for money.

The qualitative research findings supported these conclusions, with learners suggesting that courses offered good value for money. Value was generally assessed according to the benefits gained from the course, such as distance travelled in terms of learning (particularly in the case of those undertaking beginner courses) and according to how far it met their expectations and needs in terms of outcomes. Where expectations were exceeded the course was seen as offering great value. This was especially true of those that were paying a fee in order to address a specific personal or professional educational issue.

“But by God [...] they are well worth £40 because when I finished and went to that, pass that grade 2 or whatever I said ‘Right I will come back next year’ and she said ‘That’s it you can’t come back here. You have got to go to university now.’ **Chester**

Assessments of value for money were also based on learners’ perceptions of the tutors, specifically, the tutors ability to engage learners effectively.

7.4 Willingness to pay for community learning courses

Data from the qualitative exercise showed that learners were in principle generally willing to pay towards their learning. Specifically it was suggested that they would either be happy to pay what they felt was reasonable or - for those on more limited incomes - what they could afford.

In particular learners thought that paying for the course provided them with a sense of commitment that would help them to get the most out of any course. It would give the course a perceived level of value.

“I found that if I went to a class I actually did it whereas if I stayed at home, housework, washing, you know, other things would take over, work would take over so actually having a class that I paid for was a good motivator to stick to doing it.” **Newcastle**

However the varying quality of the courses along with the risk that the course may not be exactly as expected makes the issue of paying for a course slightly more complicated than it would initially appear. Respondents on a limited income, or those with families, said there were a number of significant competing demands on their finances which meant community learning could often be regarded as an unnecessary luxury unless there was a specific benefit to be realised.

“Being on benefits as well, it’s a big barrier for me when paying for a course.” **Newcastle**

7.4.1 Willingness to pay for the community learning course among those who did not pay

Encouragingly, of learners who did not pay two thirds (67 per cent) reported, when asked, that they would have been willing to pay something towards the cost of the course. Sixteen per cent reported that they were not sure, and 17 per cent reported they would not be willing to pay anything towards the cost of the course. Attitudes varied by household income, with learners with household incomes of over £20,000 more likely to express a willingness to pay something (82 per cent), than those with household incomes less than £20,000 (72 per cent). Overall this is an interesting and positive finding. It suggests that a large proportion of learners who didn’t pay would have been willing to do so if it was a requirement, and these tended to be from households with larger incomes who would be more likely to be able to afford to do so.

It is interesting to note that there were no significant differences by IMD, employment status, or receipt of unemployment related benefits, income support, housing or council tax benefits.

Figure 7.2 shows the amount that learners would have been willing to pay towards their course. Nearly three quarters (73 per cent) said they would have been willing to pay less than £50, with one in nine (11 per cent) reporting £100 pounds or more.

Figure 7.2: Amount learners would have been willing to pay for their course



Base: Respondents who did not pay for the course but would have been willing to pay for it: 1392

7.4.2 Willingness to pay more for the community learning course among those who paid

Learners in the quantitative survey who paid for their course were asked whether they would be prepared to pay more if they did a similar course in the future. Opinion on this question was divided with:

- 45 per cent saying they would have been prepared to pay more to do a similar course;
- 42 per cent saying they would not have been willing to pay more for a similar course;
- 12 per cent saying it would depend (presumably on the type of course, course length, price paid etc).

Contrary to views around value for money, views regarding willingness to pay more for a similar course were very much correlated to the amount paid for the course:

- More than half (57 per cent) of those who paid less than £50 for their course agreed they would be willing to spend more on a similar course in the future.

and longer term impacts will be explored. Additionally, this information will provide key baseline data to monitor longer term impacts of any changes in current learning policy and provision. Research with a possible second cohort of learners ¹³will facilitate such analysis.

¹³ Research with a second cohort of learners is planned for late 2013 / early 2014.

Appendix 1: Research Design and Conduct of the Quantitative Survey

Survey Design

A multi-cohort longitudinal study was proposed for the quantitative survey:

- Cohort A: Interviews with learners shortly after completing a community learning course, with a follow up interview 12 months later. The first interview taking place in 2012 and the follow up interview anticipated to take place in 2013. This cohort consisted of learners who completed community learning courses between July 2011 and February 2012.
- Cohort B: Interviews with a second new cohort of learners, with a follow up interview 12 month later. (Anticipated to take place in 2013 and 2014.)

This appendix sets out the design and conduct of the first wave of the quantitative survey with the learners in Cohort A.

Sampling

The target and survey population

The objective of the survey was to provide a representative sample of learners on courses funded through the Adult Safeguarded Learning (ASL) budget. The Individualised Learner Records (ILR) was used as the population and frame from which to draw the sample.

However, to help with respondent recall the focus was on learners who had recently completed their course. Therefore, only adults who had completed an ASL funded course since July 2011 were in scope for the survey. Similarly only courses with over 10 hours of learning were included.

Narrowing down the ILR to the population of interest left 147,042 records, broken down by provision type as in Appendix Table 2.1.

Appendix Table 2.1 Sample Universe by ASL Provision Type

ASL Provision Type	Universe		Proportional Design
	N	%	No. Of Interviews
1 Personal and Community Development Learning (PCDL)	11,9766	81.5	3258
2 Neighbourhood Learning in Deprived Communities (NLDC)	8,050	5.5	219
3 Family Literacy Language and Numeracy (FLLN)	13,088	8.9	356
4 Wider Family Learning (WFL)	6,138	4.2	167
Total	147,042	100	4000

Sample design

In total the survey attempted to achieve 4000 interviews across all the provision types. An important attribute of the survey was the ability to analyse by various subgroups including ASL provision type, age, gender and Region, among others. However, categories within subgroups were not evenly distributed and a proportional design would have resulted in very few interviews in certain cells (for instance Appendix Table 2.1 shows how few interviews would have been achieved in non-PDCL courses if a proportional design were adopted). As such a disproportionate sample design was adopted so that certain subgroups were over-sampled.

Therefore the final sample design involved ensuring that there would be enough interviews in various subgroups for analysis without skewing the sample to such an extent that the precision at the overall level becomes greatly reduced¹⁴. To incorporate the over-sampling, sampling strata¹⁵ needed to be defined, which become more complex as more subgroups are introduced. Thus a pragmatic approach was taken to limit the number of stratification variables to the main variables of interest. The stratification variables chosen were thus:

1. ASL provision type (PCDL, NLDC, FLLN, WFL)
2. Gender (Male, Female)
3. Length of course (11-20, 21+)

¹⁴ Over-sampling subgroups has the effect of decreasing precision at the overall level, as it moves away from representing the overall universe. The compensatory weights needed to bring the subgroups back to the population proportions would widen the confidence intervals around the estimates at the overall level.

¹⁵ Stratification helps achieve greater precision provided that the strata have been chosen so that members of the same stratum are as similar as possible in respect of the characteristic of interest. The bigger the differences between the strata the greater the gain in precision. Thus strata should be chosen if there is a belief or knowledge that the key measures will differ by these groups.

4. Age band (16-24, 25-34, 35-44/missing, 45+)

These subgroup combinations produced 64 strata. Within each strata, the records were sorted by Region and then by date of birth of the learner. A systematic, 'one in n' selection was then made within each stratum. This ensured a regional spread and a spread of ages within the age band.

The final design set a minimum sample size of 700 for each of the smaller ASL provision types (NLDC, FLLN and WFL) and allowed PCDL to target 1,900 interviews out of the overall 4,000. The design also incorporated minimum numbers in the two layer subgroup (e.g. ASL provision type FLLN and age group 16-24). Here, the minimum level set for the smaller ASL provision type subgroups was 120. For PCDL the minimum was set at 250. Overall, a ratio of 3:1 was assumed between sample needed and achieved interviews. Appendix Table 2.2 shows the number of interviews expected in each subgroup category, the sample needed based on this ratio, and the percentage the subgroup accounts for in terms of both the interviews and the population.

Appendix Table 2.2 Number of interviews achieved by subgroup, when targeting 1,900 in PCDL and 700 in the three other ASL provision type groups

	Sample needed	Interviews (n)	Interviews (% of overall)	Universe (%)	Interviews (% within ASL provision type)	Universe (% within ASL provision type)
Top level groups						
PCDL	5700	1900	47.5%	81.5%		
NLDC	2102	700	17.5%	5.5%		
FLLN	2101	700	17.5%	8.9%		
WFL	2101	700	17.5%	4.2%		
Male	3257	1085	27.1%	24.1%		
Female	8747	2915	72.9%	75.9%		
11-20hrs	7123	2374	59.4%	63.9%		
21+hrs	4881	1626	40.7%	36.1%		
16-24	1748	582	14.6%	6.2%		
25-34	2852	952	23.8%	18.4%		
35-44/missing	2926	975	24.4%	20.1%		
45+	4478	1491	37.3%	55.4%		
	12004	4000				
By ASL provision type and subgroup						
PCDL, male	1644	548	13.7%	20.9%	28.8%	25.7%
PCDL, female	4056	1352	33.8%	60.5%	71.2%	74.3%
NLDC, male	826	275	6.9%	2.1%	39.3%	39.1%
NLDC, female	1276	425	10.6%	3.3%	60.7%	60.9%
FLLN, male	475	158	4.0%	0.6%	22.6%	7.1%
FLLN, female	1626	542	13.6%	8.3%	77.4%	92.9%
WFL, male	312	104	2.6%	0.4%	14.9%	10.4%
WFL, female	1789	596	14.9%	3.7%	85.1%	89.6%
	12004	4000	100.0%	100.0%		

	Sample needed	Interviews (n)	Interviews (% of overall)	Universe (%)	Interviews (% within ASL provision type)	Universe (% within ASL provision type)
PCDL, 11-20hrs	3557	1186	29.7%	54.6%	62.4%	67.0%
PCDL, 21+hrs	2143	714	17.9%	26.9%	37.6%	33.0%
NLDC, 11-20hrs	1022	340	8.5%	2.7%	48.6%	48.9%
NLDC, 21+hrs	1080	360	9.0%	2.8%	51.4%	51.1%
FLLN, 11-20hrs	988	329	8.2%	3.5%	47.0%	38.8%
FLLN, 21+hrs	1113	371	9.3%	5.4%	53.0%	61.2%
WFL, 11-20hrs	1556	519	13.0%	3.2%	74.1%	76.5%
WFL, 21+hrs	545	181	4.5%	1.0%	25.9%	23.5%
	12004	4000	100.0%	100.0%		
PCDL, 16-24	750	250	6.3%	4.2%	13.2%	5.1%
PCDL, 25-34	900	300	7.5%	11.7%	15.8%	14.3%
PCDL, 35-44/missing	1050	350	8.8%	14.1%	18.4%	17.3%
PCDL, 45+	3000	1000	25.0%	51.5%	52.6%	63.3%
NLDC, 16-24	361	120	3.0%	0.8%	17.1%	14.2%
NLDC, 25-34	474	158	4.0%	1.2%	22.6%	22.4%
NLDC, 35-44/missing	516	172	4.3%	1.3%	24.6%	24.5%
NLDC, 45+	751	250	6.3%	2.1%	35.7%	38.9%
FLLN, 16-24	361	120	3.0%	0.8%	17.1%	9.1%
FLLN, 25-34	723	242	6.1%	3.9%	34.6%	43.5%
FLLN, 35-44/missing	655	218	5.5%	3.1%	31.1%	35.0%
FLLN, 45+	362	120	3.0%	1.1%	17.1%	12.4%
WFL, 16-24	276	92	2.3%	0.4%	13.1%	10.1%
WFL, 25-34	755	252	6.3%	1.6%	36.0%	39.0%
WFL, 35-44/missing	705	235	5.9%	1.5%	33.6%	35.9%
WFL, 45+	365	121	3.0%	0.6%	17.3%	15.0%
	12004	4000	100.0%	100.0%		

De-duplication

The sample went through a process of cleaning and de-duplication before the sample was selected. Cases were de-duplicated based on either a telephone number match, a URN match (same reference number on ILR) or the postcode and name matched.

Cognitive Testing and Piloting

A small cognitive testing exercise was conducted between 8th February and 13th February 2012. Interviews were conducted on the telephone by members of the Research Team from TNS-BMRB's London offices. In total eight cognitive interviews were carried out.

Additionally a small pilot survey was carried out between the 8th February and 13th February 2012. Interviews were conducted via CATI at TNS-BMRB's interviewing centre in Ealing and interviewers were briefed by the Research Team. Thirty four interviews were conducted (against a target of 30).

Fieldwork

Main stage fieldwork took place between 8th March and 8th May 2012. Interviews were conducted via CATI at TNS-BMRB's interviewing centre in Ealing and interviewers were briefed by the Research Team.

In total, 4,015 interviews were conducted. A breakdown of fieldwork response is shown in Appendix Table 2.3.

Appendix Table 2.3 Final fieldwork outcomes for all issued addresses

	N
Advance letters sent	11,096
Sampled dialled	9884
Invalid sample data	3346
Invalid telephone number	1947
Deceased	5
Moved (no trace)	116
Unknown at number	329
Duplicate record	30
Still on course	46
Did not enrol on course / course details not confirmed	437
Contact not made	436
Opt-out / Refusals	2523
Opt out / Refusals	1359
Abandoned interview	257
Unavailable during fieldwork period	122
Incapable of interview	321
10 + unsuccessful calls	464
Full Interviews	4015
Response Rate (%)	61
Conversion Rate (%)	41

Weighting

Weighting has been employed to ensure the survey respondents are representative of the population to which they are generalising. There were two stages to the weighting, firstly design weights were calculated, followed by non-response weights.

Design weights

Design weights were calculated to take account of two reasons for unequal sampling probabilities; firstly due to unequal selection probabilities across strata and secondly due to the de-duplicating process.

In total 64 strata were created based on ASL provision type, gender, length of course and age as discussed in the earlier sampling section in this appendix. Sampling fractions varied as differing proportions of sample were selected from the amount available in each strata (i.e. there was significant over and under sampling). Therefore the probability of selection varied between strata, and these probabilities were recorded during the sampling stage. The design weight takes into account these differences in selection probabilities by up-weighting those that were under-sampled and down-weighting those that were over-sampled.

Additionally, as noted in the earlier sampling section in this appendix, cases were removed during the de-duplication process. As a survey of learners on a course, de-duplicating to remove individuals on multiple courses did not affect the sampling probabilities¹⁶. However, cases where the address and/or telephone number was the same, but the individual's names were different did result in differences in sampling probabilities¹⁷. Individuals who were in multi-person households or phone systems had a reduced chance of being selected. The design weight took account of this by up-weighting those individuals.

Non response weighting and calibrating to the universe

Non response and calibration weights were also created to correct for differing levels of response between different groups of individuals, and to match the profile of the completed interviews back to the population/ universe¹⁸.

The variables chosen for the non-response weighting were provision type (PCDL, NLDC, FLLN and WFL), gender, age, length of course (whether over 20 hours) and Region. Therefore the weighted data matches the population on these variables.

¹⁶ Where a full name appeared twice under the same telephone number or postcode.

¹⁷ The reason for removing these cases was practical; to avoid complications and reduce burden on any one household or telephone number.

¹⁸ The sampling frame was slightly different from the universe as telephone numbers were missing for some individuals and others had not agreed to be re-contacted for research purposes, so the calibration brought it back in line.

Appendix 2: Examples of Community Learning Courses

As set out in Section 2.1 of the main report, community learning encompasses a broad range of learning, bringing together adults of different ages and backgrounds to pursue an interest, address a need, acquire a new skills, become healthier or learn how to support their children better. Within the four programme elements: Personal and Community Development Learning (PCDL), Family Literacy, Language and Numeracy (FLLN), Wider Family Learning (WFL) and Neighbourhood Learning in Deprived Communities (NLDC), there are a broad range of course types. We show some examples of Community Learning courses below. These sample courses are not intended to represent the specific courses attended by learners interviewed in this survey:

- Developing Personal Confidence and Self Awareness
- Developing Skills for Gaining Employment
- Preparation for Work
- Cooking Skills in the Domestic Kitchen
- Personal Budgeting and Money Management
- Introduction to Using the Internet
- Looking After Yourself and Your Home
- Independent Living - Personal Care
- Emergency First Aid
- Get Going with Computers
- Cooking on a budget for independent living
- Family Health Matters
- My Family and Me, Living safely, Living well
- Community Choir
- Introduction to Volunteering
- Families Love Books

Appendix 3: Sample profile of Qualitative Workshops

The table below shows a more detailed sample profile of the final achieved quotas of the six qualitative workshops.

Segment	Location	Secondary Variables
1. Stepping Stone	Newcastle - 8 respondents	Mix of secondary variables: <ul style="list-style-type: none"> • <u>Age spread:</u> 13 aged 18-34, 16 aged 35-54, 15 aged 55+ • <u>Gender spread:</u> 25 female 19 male • <u>Education (SEG) spread</u> • <u>Ethnicity</u> (at least 1 respondent from a BME background): 6 from BME backgrounds
2. Serial Attendees	Newcastle - 8 respondents	
3. Becoming Better Parents	London - 7 respondents	
4. Self Confidence and Well-being	Cambridge - 7 respondents	
5. Keeping Up With Information Technology	London - 8 respondents	
6. Multiple Needs	Chester - 6 respondents	
TOTAL	6 groups (44 respondents)	

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