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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) budget[1] 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 Language[2]

- 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.

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[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 2012-2015[4] 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).

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

**Learner motivations**

Motivations for attending the course were broad ranging. The most common reason reported overall in the quantitative survey was to improve knowledge or skill in the subject (reported by 91 per cent of learners). Other motivations focused around 'personal progression', 'social and community aspects' and 'personal well-being', 'employment and work' and 'parenting and families'. Of these the most prevalent motivations included 'being able to do something fun in spare time' (74 per cent), to 'improve well-being / keep mind and body active' (70 per cent) and to 'improve self confidence' (56 per cent).

The motivations cited in the quantitative survey generally echoed those found in the qualitative discussions. In particular one key motivation identified in the qualitative discussions was the need for many people to 'upgrade' or update their skills. Many people felt their skills may be out of date and community learning provided a good way of filling work related or personal skill gaps. Motivations for attending varied between learners; for example 54 per cent of learners with children under 18 were motivated to become better parents and 75 per cent of those seeking work were motivated to increase their self confidence. In particular, people from deprived communities tended to cite a large number of reasons for attending community learning courses, probably because they had multiple needs.

A segmentation analysis was carried out to identify different learner 'typologies' based on their motivations for learning. Six distinct groups were identified:

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

With the exception of the 'Multiple Needs' group, each of the five groups had distinct motivations for learning, each with differing characteristics. The 'Multiple Needs' group cited a broad range of motivations and reasons for attending. The socio-demographic characteristics of this group suggest why this might be the case, revealing that learners were likely to be from 'disadvantaged' backgrounds (including significant proportions from the most deprived IMD quintile, from rural areas, from BME backgrounds and those lacking qualifications).

Within the qualitative discussions, learners identified **potential barriers** to undertaking community learning including: childcare, work commitments, ease of access, knowledge and cost. However, despite these barriers, learners tended to evaluate community learning positively in comparison to alternatives such as clubs, volunteering and independent study. In particular the structure of community learning courses, the ease of access and

confidence in being able to choose the right course were identified as being positive characteristics of the provision.

**Impacts of courses**

Despite the relatively short time since learners had completed their community learning course (up to seven months), a broad range of impacts were found to have already been recognised for many of the learners. Reflecting the broad range of motivations for attending, impacts were wide ranging and included those related to personal progression, personal well-being, social and community aspects, work and employability and improvements in parenting and relationships with children and other family members. It was encouraging to see that many of the impacts reflected the objectives set out for community learning. It was particularly noticeable that many of the impacts were relatively 'soft', with a minority resulting in something 'tangible' such as a new job or qualification.

Across the learner segment groups many of the specific course expectations had begun to be met, with learners in each of the segments tending to report impacts directly related to their motivations for undertaking the course. However, it was also apparent that learners benefited from 'unintended' impacts from their course. For example gaining a sense of personal well-being as a result of courses helping them to 'switch off' from the stresses or everyday life, or by providing an opportunity to keep their minds active. Unexpected improvements in family relationships were also noted by learners, with learners sharing their new skill or knowledge with other family members. This was particularly evident for parents, many of whom reported that they now felt closer to their children.  Some of the quantitative impacts measured included:

89 per cent of respondents said the course helped 'keep mind and body active'; this rose to 94 per cent of those with a longstanding health condition or illness.

61 per cent said the course had given them new skills they could use in a job rising to 75% for those looking for work.

71 per cent said their quality of life had improved as a result of the course and 82% were more confident in their abilities.

11 per cent said they had become involved in voluntary activities as a direct result of their course.  The figure was 15% when looking at those from more 'deprived' areas.

58 per cent of those with children under 18 said the course had helped them become a more confident parent (note that they will have attended a rage of courses, not just parenting classes).  Interestingly this rose to 78 per cent for those parents with no qualifications.  Impacts included being more confident helping with homework and being able to talk about issues likely to affect teenagers.

**Encouragingly, a large number of the impacts were particularly strong amongst learners living in the most deprived areas and from the most 'disadvantaged' backgrounds.** These included impacts relating to personal progression (such as having a better understanding about what they wanted to do in life and the sense that they now had more opportunities), personal well-being, career progression, confidence in parenting, and participation in volunteering.

**There was strong evidence that community learning may encourage future learning.** Half of learners (52 per cent) had already engaged in further learning since completing their community learning course, and of these 70 per cent reported that their community learning course encouraged them to do so (which represents 36 per cent of all learners).

**Attitudes to future learning were largely positive**, with three quarters (75 per cent) of learners agreeing that they felt more enthusiastic about learning. Additionally fourth fifths of learners (80 per cent) agreed that they were likely to undertake further learning in the future. Among these 87 per cent reported that they would like to undertake this in the next two years and the vast majority (94 per cent) reported it was likely that they would be able to undertake this learning. Among those who did not think it was likely (82 learners), the main reasons cited included 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).

The medium and longer term impacts of community learning will be explored after the follow up (wave 2) interviews are conducted with learners in 2013.

Within the qualitative discussions learners were mostly happy with their community learning course and were reluctant to criticise the courses. They tended to be grateful for the experience and opportunities offered. However, **three general improvements were identified** to increase the potential impacts of community learning and these included greater flexibility in the speed and pace of the courses, greater flexibility in the time and location of courses, and a greater emphasis on identification of the needs and suitability of courses before attendance.

**Payment for courses**

**Two thirds of learners (65 per cent) paid something for their course**. This could include a range of expenses including fees, course materials, exam costs and administration costs. Learners from more 'disadvantaged' backgrounds were less likely to pay a contribution towards their course (based on a range of characteristics including household income, benefit receipt, economic status, IMD, ethnicity and presence of children).

The amount paid for the course varied greatly. Six in ten learners (59 per cent) paid less than £100, with 15 per cent paying £200 or more. Learners from more 'disadvantaged' backgrounds again tended to pay less.

60 per cent of those on an income of under £20,000 didn't pay for their course but 23% of those with an income over £30,000 also said they didn't pay suggesting that some on higher incomes are being subsidised in Community Learning before the new objectives were introduced in August 2012..  However 95 per cent of 'serial attenders' paid a contribution suggesting those undertaking multiple leisure courses are paying.

**The large majority of learners (90 per cent) felt their course was good value for money** regardless of how much they paid for it.  Value was generally assessed according to the benefits gained from the course, as well as how far the course met expectations.

Encouragingly, of those learners who did not pay, two thirds (67 per cent) reported that they would have been willing to pay something towards the cost of the course. Just 17 per cent reported that they would not have been willing to pay anything, and these were more likely to be from lower income households. Of those learners who paid for the course nearly half (45 per cent) would have been prepared to pay more for the course.

When general attitudes towards payment for learning were explored, nine in ten learners (90 per cent) agreed that adults who cannot afford to pay for learning should have reduced fees. However, only half (53 per cent) agreed that those who can afford to pay should contribute more towards the cost through fees.

Within the qualitative workshops **costs were perceived as a potential barrier** to undertaking community learning. Costs were found to be assessed in two ways; according to the income of the person undertaking the course and the perceived value the course will bring. As well as course fees learners also reported that other 'extra' costs were additionally involved, including travel costs, course material and the cost of child care.

**Conclusions**

Although only the initial wave of interviews has been conducted with the first cohort of learners, and their learning took place before the new objectives were introduced in August 2012, some very positive findings are evident. Data from these interviews are very encouraging and suggest that many of the objectives of community learning are already being met. As the interviews were conducted relatively recently after the courses were complete (within seven months) the longer term impacts will be explored when the second wave of interviews is conducted next year.

The concluding chapter of this report includes a discussion of the key findings of the survey set against the community learning objectives. It focuses on who takes part in community learning, why learners take part, the short term impacts and payment for community learning courses.

# 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) budget[5].  The CL budget supports the following four programme elements:

- Personal and Community Development Learning

- Family English, Maths and Language[6]

- 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.

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[5] Previously called the Adult Safeguarded Learning Budget.

[6] Previously called Family Literacy, Language and Numeracy (FLLN).

[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 2012-2015[8] 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

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

- improved digital, financial literacy and/or communication skills

- parents/carers better equipped to support and encourage their children's learning

- improved/maintained health and/or social well-being.

- Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to

  - increased volunteering, civic engagement and social integration

  - reduced costs on welfare, health and anti-social behaviour

  - increased online learning and self organised learning

  - the lives of our most troubled families being turned around.

- Commission, deliver and support learning in ways that contribute directly to these objectives, including:

  - bringing together people from all backgrounds, cultures and income groups, including people who can/cannot afford to pay

  - using effective local partnerships to bring together key providers and relevant local agencies and services

  - devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer

  - involving volunteers and Voluntary and Community Sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace

  - supporting the wide use of online information and learning resources minimising overheads, bureaucracy & administration.

## 2.2   Objectives of the research

BIS commissioned TNS BMRB in late 2011 to conduct research to build a better and more robust understanding of the various impacts of community learning on individuals, families and communities. Of particular interest was to capture how well the current system of community learning is delivering against the new objectives (as set out in the preceding section) and provide a baseline for measuring future progress as reforms take effect.

In addition, the research was intending to fill the gap in the evidence base in terms of understanding the full learner 'journey' and experience including initial motivations, experience of - and attitudes to - learning, expectations of impact, future plans and follow-up to assess whether those intentions came to fruition. Some of the key issues to understand included:

- The motivations behind learners' decisions to undertake community learning courses.

- How learners find out about the courses, and what their routes/progression into community learning are.

- The experience of learners on their courses and whether their expectations have been met.

- The likelihood of future participation in community learning or more formal learning.

- Whether community learning participation has led to greater levels of community participation such as volunteering or setting up a self organised learning group.

- Whether community learning has helped learners develop employability skills or motivation/confidence to (re)engage with the labour market.

- The benefits of community learning on individuals' mental or physical health and overall well-being. In particular, whether there has there been any effect on family relationships, social integration or social networks.

- Whether learners have used ICT as part of their learning.

It was anticipated that the survey would be longitudinal in nature, with an initial interview recently after completion of the course, and a follow up interview up to 12 months after the end of the course. Issues to be investigated in the follow up survey include:

- Whether learners' motivations for learning and intentions expressed during their learning were realised, in terms of increased confidence, progression into other learning, improvement in employability skills, involvement in their communities, improved sense of personal wellbeing, improved mental or physical health.

- Whether there have been any further benefits of the learning experience that learners did not anticipate during the learning.

- Learners' attitudes to learning since their learning experience.

## 2.3  Research design

A multi-cohort longitudinal study was proposed for the research:

- 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.)

It was felt that a longitudinal design (where repeat interviews take place with the same individuals) would help to provide an understanding of the defining characteristics of people who undertake community learning and to see how these may change over time. It was also believed that such a design would allow measurement of both the immediate short term impacts of the learning, as well as the longer term impacts which might not be realised until a much later period. It was felt the multi-cohort design element would allow different cohorts of learners to be tracked, to assess outcomes as policies evolve.

The first cohort of learners completed their community learning in the second half of 2011, enabling the collection of baseline data prior to the review of community learning and introduction of the new community learning objectives in August 2012.  These first wave findings provide the data required for a comparison with findings of subsequent waves as the reform of community learning begins to take effect.

This report sets out the design for the first wave of the study with the learners in Cohort A. This wave of the research included three components:

### 2.3.1  Quantitative telephone survey

The first element was a telephone survey with learners who had recently completed a community learning course.

#### *Questionnaire Design*

The development of the questionnaire posed a number of challenges. In particular, to design a research tool which could be used to investigate a broad range of learners, taking into account a wide range of learning activities and to measure the broad range of impacts on both the individual and the wider community.

It was felt the questionnaire would need to strike a balance between coverage and depth due to the breadth of information to be covered. It was also necessary to be mindful of what could realistically and accurately be captured within a quantitative questionnaire tool.

The questionnaire design phase included a number of stages:

- The first step was to develop a **questionnaire framework**. This was based around the three main elements of the new community learning objectives (Widening Participation / Personal Progression, Developing Stronger Communities, Delivery and Support).

- A **questionnaire design workshop** was held with stakeholders. Stakeholders came from a range of organisations within the adult education field and many had

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 identified[9]:

1.     Stepping Stones

2.     Serial Attendees

3.     Becoming Better Parents

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[9] The segmentation analysis is discussed fully in Chapter 5.

4.      Self Confidence and Wellbeing

5.      Keeping up with IT

6.      Multiple Needs

Each workshop represented one of the segments. The purpose of the workshops was to build on and explore issues arising from the survey and gain a more nuanced and in depth understanding of the learner journey.

Workshops were conducted in Newcastle, London, Cambridge and Chester and drew in participants from a range of urban, market town and rural areas.

A more detailed sample profile is detailed in Appendix 3.

*Live Trackers*

In total, **12 'live trackers'** were carried out. These learners were 'tracked' at key stages in their learner journey over 6 months to gain in depth insight into real time experiences. Each track commenced with a face to face or telephone interview and then was followed up another 3-4 times through their preferred channel of email, text, telephone or face to face.

The sample was spread across all four learning strands and took into account a range of demographic factors such as age, gender, socio economic group, ethnicity and included those with a learning and / or physical disability. Additionally, the sample included a range of formal and informal education experience. At least two of the 'live trackers' were categorised as a NEET when younger.

The 'live tracker' learners were recruited from four areas:

- Hull, representing a more deprived area.

- Norfolk, representing a more rural area.

- London, representing a more urban area.

- Lewes, representing a market town.

A more detailed sample profile is detailed in Appendix 4.

## 2.4   Scope of the report

This report sets out the findings from learners in Cohort A, who took part in the first wave of the study. It incorporates the findings from the quantitative telephone survey, along with the qualitative workshops and the 'live-tracker' elements.

It discusses the profile and background of learners who undertake community learning, explores their motivations for attending, along with examining some of the shorter term impacts that have already been realised. It finally explores issues around the payment for

courses, and willingness to pay in the future. The report is divided into the following chapters:

- Profile of learners

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

- Learner motivations

- Impacts of the course

- Payment for courses

- Conclusions

As described in the Research Design section, the current intention is that these learners will be followed up in a year's time to explore longer term impacts; in particular, to see whether motivations and intentions expressed during the first interview have been realised. It will also allow examination of further possible longer term benefits of the learning experience that may not have been anticipated, and to see if and how learners' attitudes to learning have changed.

# 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 | * |

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

|  | Learner survey | National[10] |
|---|---|---|
| Permanently sick or disabled | 4 | 4 |
| Looking after home or family | 14 | 10 |
| Retired | 29 | 20 |
| Other Answer | 3 | 2 |
| **Highest qualification** | | |
| Degree level or Higher Education | 37 | 28 |
| Below Higher Education | 50 | 58 |
| No qualifications | 9 | 14 |
| **Ethnicity** | | |
| White | 81 | 89 |
| Asian or Asian British | 9 | 6 |
| Black or Black British | 5 | 3 |
| Chinese | * | 1 |
| Mixed ethnic group | 1 | 1 |
| Other | 2 | 2 |
| Unweighted | 4015 | - |

Base: All respondents in the Community Learning Learner Survey

- Women were more likely than men to undertake community learning (76 per cent of learners were female). Compared to national averages, women were largely over-represented among learners.

- Learners tended to be either middle aged or over 50 (40 per cent were between 30 and 49 years old and 48 per cent were 50 or older). Compared to the general population, under 30 year olds were under-represented, but 30 to 39 year olds and 60 to 69 year olds were over-represented.

- In line with the age breakdown, a large group of learners were retired (29 per cent compared to 20 per cent in the general population). Learners in employment (38 per cent) were split almost equally between those working full time (20 per cent) and those working part time (18 per cent). Compared to national averages, employed people were under-represented, especially among those working full time. Additionally, one in ten (10 per cent) said they were unemployed and looking for work and 14 per cent were looking after the home and family. Both of these proportions are larger than the general population (as shown in Table 3.1).

- The majority of learners had some sort of qualification and learners tended to have higher levels of education than the national averages. The proportion of learners educated to degree level was higher than in the general population (37 per cent compared to 28 per cent). Half of learners (50 per cent) had a qualification below degree level and only nine per cent reported that they did not have any qualifications at all. It is also interesting to note that 35 per cent of learners in the survey left full time education aged 16 or under.  This is in part due to the high proportion of older learners in the survey; as the older learners tended to have a lower terminal education age than younger learners (43 per cent of those aged 60

or over left full time education aged 16 or under, compared to 25 per cent of those aged under 30).

- People from black and minority ethnic backgrounds (BME) were over-represented among learners (18 per cent compared to 13 per cent in the general population). A similar proportion (17 per cent) also reported English was not their first language.

Table 3.2 below provides an overview of other key demographic characteristics of learners used to analyse results in this report.

## Table 3.2: Other key demographics

|  | % |
|---|---|
| **Have children under 18** | |
| Yes | 36 |
| No | 64 |
| Unweighted | 4015 |
| **Household Income (Based on respondents who provided their income)** | |
| Under £10,000 | 17 |
| £10,000 - £19,000 | 26 |
| £20,000 - £29,000 | 16 |
| £30,000 - £49,000 | 21 |
| £50,000 or more | 19 |
| Unweighted | 1804 |
| **Receipt of unemployment related benefits or national insurance credits, income support, housing or council tax benefit** | |
| Yes | 20 |
| No | 76 |
| Don't know | 2 |
| Refused | 2 |
| Unweighted | 4015 |
| **Longstanding health condition or illness** | |
| Yes | 23 |
| No | 76 |
| Don't know | 1 |
| Unweighted | 4015 |
| **Whether longstanding health condition or illness reduces abilities to carry out day to-day activities** (Based on respondents with Impairment, illness or disability) | |
| Yes, a lot | 31 |
| Yes, a little | 40 |
| Not at all | 27 |
| Don't know | 1 |
| Unweighted | 891 |
| **Area** | |
| Urban | 82 |

|  | % |
|---|---|
| Rural | 17 |
| Unweighted | 4015 |

**IMD**

|  | % |
|---|---|
| Three most deprived IMD deciles | 32 |
| Three least deprived IMD deciles | 67 |
| Unweighted | 4015 |

Base: All respondents unless specified otherwise

- Respondents with children were well represented with 36 per cent of learners reporting having children under 18 years old.

- Among respondents who reported their income, 43 per cent had an annual household income of less than £20,000 (including 17 per cent with an income of less than £10,000). However, almost two in ten (19 per cent) reported an income of £50,000 or more. It is worth noting that only 45 per cent of learners in the survey provided information about their household income, therefore analysis by income needs to be treated with caution. However, learners were also asked about receipt of benefits and this provides a further income data.

- Three quarters (76 per cent) of the learners described their health as good and the same proportion mentioned not having any physical or mental health condition or illness. Almost a quarter of learners (23 per cent) reported that they did have a longstanding health condition or illness. Among them, three in ten (31 per cent) said it reduced their abilities to carry out day-to-day activities 'a lot' and four in ten (40 per cent) mentioned it reduced their abilities 'a little'.

- Four fifths (82 per cent) of learners lived in urban areas and almost a third (32 per cent) lived in the three most deprived IMD deciles in England.

It should be noted that many of these characteristics are not mutually exclusive. For some sub-groups in particular it is not uncommon for them to give a response which is similar to that given by another sub-group because of the overlap in their composition. This needs to be borne in mind when interpreting the findings and the sub-group analysis that follows in this report. Some of the key relationships include:

- **Age and economic status**

  There is overlap between age and economic status. The most noticeable point being that 84 per cent of learners aged 60 or over were retired. The report contains some instances where age and economic status are associated with a specific behaviour or attitude.

- Learners whose first language is not English and those belonging to black and minority ethnic groups (BME)

  There is a substantial degree of overlap between learners whose first language is not English and those from BME backgrounds, with just over two thirds (68 per

cent) of people who do not speak English as a first language being from BME backgrounds.

- Presence of children aged under 18 with age, and gender

  There is a relationship between the presence of children aged under 18 with both age and gender. Of learners with children aged under 18, three quarters (74 per cent) were aged between 30 and 49, and the vast majority (86 per cent) were female.

### 3.1.2 Overview of learners in the qualitative research

Participants who engaged in the qualitative research were drawn from a range of backgrounds and included learners with differing educational experiences, such as those with limited formal education and no qualifications through to those who had completed a post-graduate education. Additionally, the groups were selected to reflect the wide range of ages that participate in community learning courses from those who had just left school through to retirees. The sample also reflected both genders and a range of ethnicities.

## 3.2 Characteristics of the course

Personal and Community Development Learning (PCDL) provision was the most common type of community learning course. Within the quantitative survey, eight in ten (81 per cent) learners took part in a PCDL course while only nine per cent undertook a Family Literacy, Language and Numeracy (FLLN) course, five per cent in Neighbourhood Learning Deprived Communities (NLDC) and four per cent in Wider Family Learning (WFL) courses.

Course lengths varied but most tended to last 20 hours or less. Six in ten courses (59 per cent) lasted 20 hours or less and four in ten (41 per cent) lasted 21 hours or more.

**Figure 3.1: Type of provision**



Personal and Community Development Learning (PDCL)

Family Literacy, Language and Numeracy (FLLN)

Wider Family Learning (WFL)

Neighbourhood Learning in Deprived Communities (NLDC)
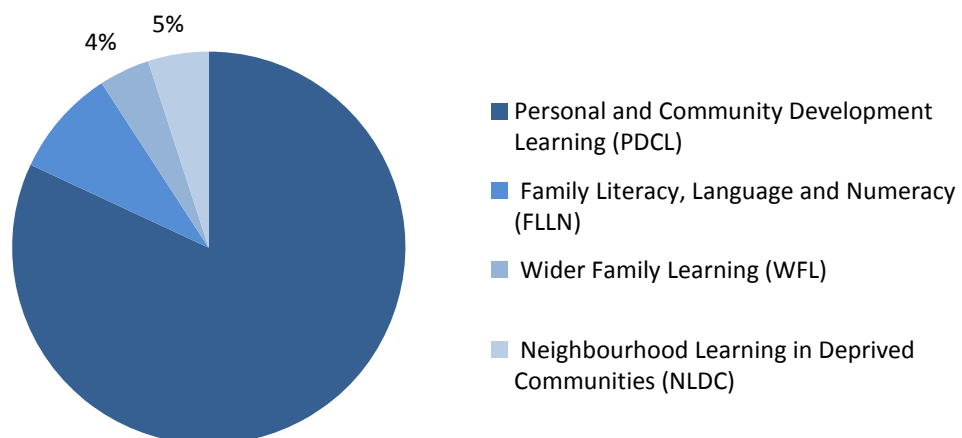
Base: All respondents: 4015

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 NCDC 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) |

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[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.

| | PCDL | FLLN | NLDC | WFL |
|---|---|---|---|---|
| **Qualifications** | Degree / HE level qualifications and qualifications below degree/ HE level (42% degree or higher education qualification, 48% other qualifications below degree/HE level, and 9% have qualifications) | Qualifications below degree/ HE level (18% degree or higher education qualification, 72% other qualifications below degree/HE level, and 11% no qualifications) | Qualifications below degree/ HE level (24% degree or higher education qualification, 68% other qualifications below degree/HE level, and 8% no qualifications) | Qualifications below degree/ HE level (22% degree or higher education qualification, 64% other qualifications below degree/HE level, and 14% no qualifications) |
| **Base:** | All PCDL learners who provided details about the specific subgroup | All FLLN learners who provided details about the specific subgroup | All NLDC learners who provided details about the specific subgroup | All WFL learners who provided details about the specific subgroup |

Across the six qualitative workshops, a wide variety of subjects and courses were represented.  For the purposes of simplicity, these can be broadly divided into one of three categories:

- Courses to fill a specific need – These were courses that were often related to people's current job or were perceived to be able to help them transition from one career path to another.

- Courses for enjoyment – These were courses that helped people wind down and were almost exclusively focused on personal development rather than professional development.

- Courses to improve relationships – These might be courses focused on the needs of another, such as a parenting course, or they might be a shared interest, aimed at bringing the learner closer to someone.

The chart below shows these three categories and the type of course that typically fell into each.
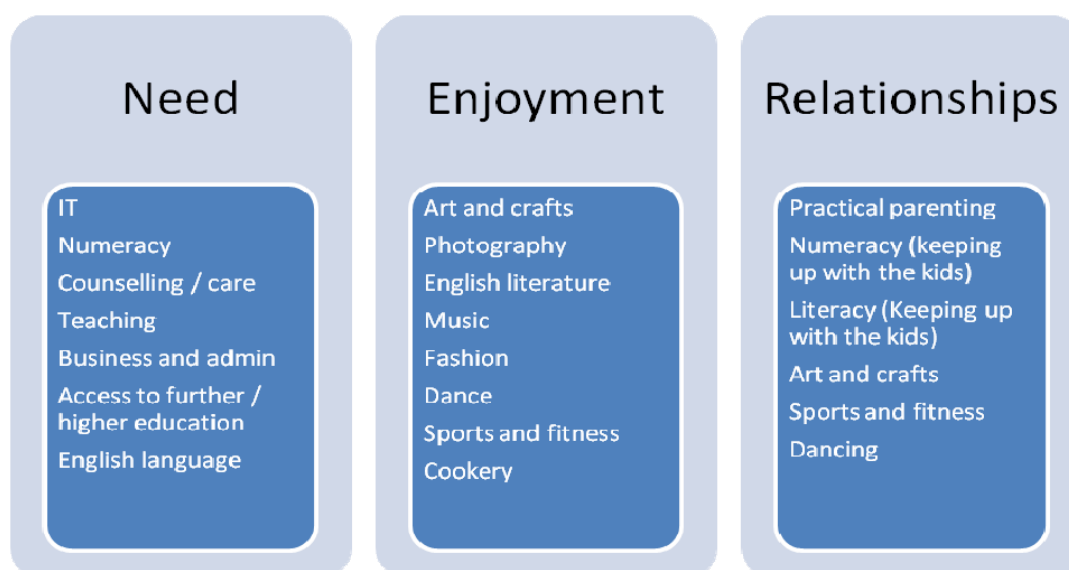
# 4 Patterns of learning activity in the past and routes into community learning

This chapter explores the patterns of learning activity in the past. It examines learners' experiences of learning at school and as an adult after leaving full time education. It then discusses routes in to the community learning course, including identification and enrolment on the course and support needed during this process.

## 4.1 Patterns of learning activity in the past

Within the quantitative survey, six in ten (62 per cent) respondents had participated in learning activities prior to the community learning course they completed between July 2011 and February 2012. Previous learning activity included any taught courses, training, lessons or tuition undertaken since leaving full time education.  For nearly two fifths of learners (37 per cent), the community learning course was their first taught course since leaving full time education, and of these respondents, a fifth (19 per cent) reported that they had negative feelings about education when they left school. For these respondents, the community learning course is therefore likely to represent the first opportunity to change previous negative perceptions about learning.

The number of courses previously undertaken was wide ranging. Just over eight in ten learners who had taken part in previous learning had undertaken more than one course (83 per cent) and almost a quarter (23 per cent) had undertaken 11 or more courses. Nearly two thirds (63 per cent) of these courses had taken place in the last three years. This diversity in previous learning was also reflected in the qualitative sample.

**Table 4.1: Number of previous courses attended since leaving full time education**

|  | % |
|---|---|
| 1 | 14 |
| 2-3 | 26 |
| 4-5 | 18 |
| 6-10 | 16 |
| 11 or more | 23 |
| Don't know | 3 |
| Unweighted | 2331 |

Base: Respondents who had taken part in previous learning

Learners who were particularly likely to have undertaken previous learning activities in the past included:

- those over 50 years old (69 per cent had done at least one course previously);

- those educated to a degree level or higher (74 per cent);

- those who took part in a Personal and Community Development Learning (PCDL) courses (65 per cent).

The profile of these learners follows the same trend to that of the general profile of communities learners in the survey but was accentuated. For instance, adults aged 50 or over (48 per cent) and adults educated to a Degree/Higher Education level or higher (37 per cent) were over represented in the survey but this trend was accentuated among those who participated in previous learning activities (69 per cent and 74 per cent respectively).

Figure 4.1 provides a summary of respondents' attitudes towards learning.

**Figure 4.1: Attitudes towards learning**
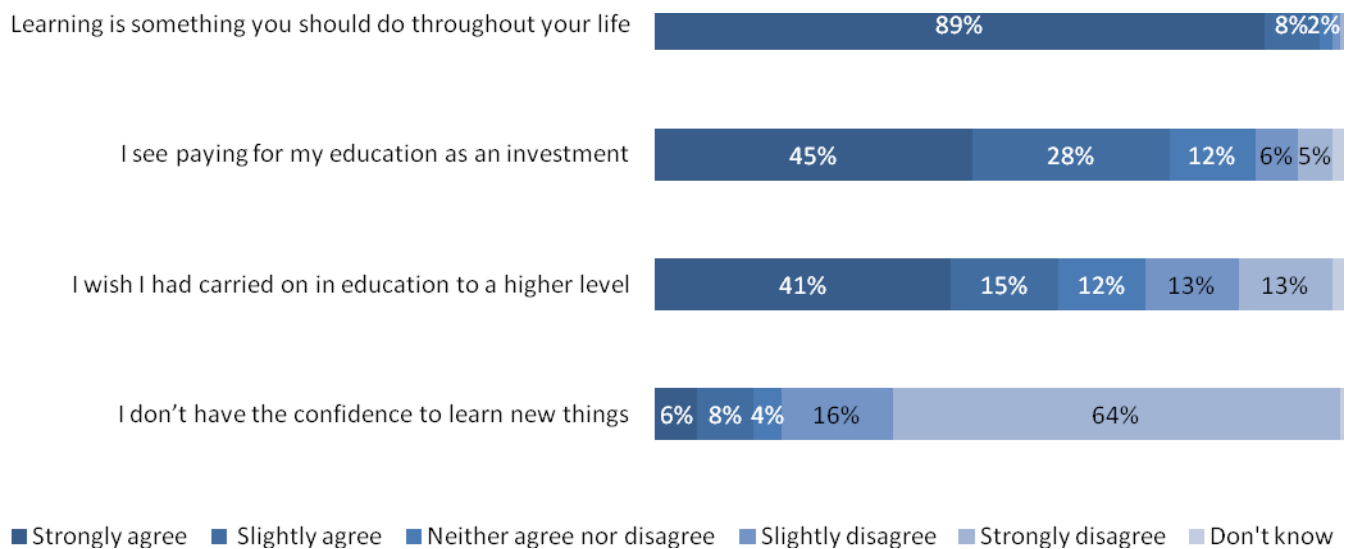


Base: All respondents: 4015

The vast majority of learners (97 per cent) agreed (either strongly or slightly) that 'learning is something you should do throughout your life'.

Interestingly, three quarters (73 per cent) agreed that 'paying for their education was an investment'. Although agreement was higher amongst those who had paid for their course (75 per cent), agreement was still sizeable amongst those who did not pay for their course (71 per cent).

Just over half (56 per cent) 'wished they had carried on in education to a higher level'. This was particularly high among learners aged under 40 years of age (64 per cent) and those looking for work (75 per cent) or looking after their home or family (72 per cent).

Overall, one in seven (14 per cent) agreed that 'they did not have the confidence to learn new things'. Perhaps unsurprisingly, learners whose first language was not English were more likely to agree (24 per cent) as were learners with learning difficulties (30 per cent) and those with no qualifications (31 per cent).

Six in ten learners (60 per cent) reported that when they left school they had generally positive feelings about education. Nineteen per cent reported generally negative feelings.

The qualitative workshops allowed previous learning activities to be explored further than the quantitative interviews permitted. Overall, the majority of past learning was found to have taken place in the school environment.  School careers were varied with some older respondents describing it as a 'basic education' due to post-war shortages in materials and teachers. Class sizes approaching fifty meant that many of the older participants felt they had not been offered the same chances open to younger respondents.

> *"Well I don't think I am in the same boat […] I'm 65 and I was a war baby […] and there were hundreds of us, 48 in a class and there were five classes of them, and they gave us the best education they could under the circumstances, but we were taught to survive that was the thing."*  **Chester**

Younger participants described a richer educational experience with more 'teacher' time but even for this group, a range of issues had meant that the learning experience was remembered with mixed emotion.

> *"In Primary and Secondary school there were several things I found difficult to cope with. One was being teased by other people although higher up, people were generally more mature and also I had to do a lot of subjects which I personally had no interest in."* **Cambridge**

It was clear that participants had mixed feelings about their time at school. Positively it had been a time where they could dedicate themselves to learning without having to consider the responsibilities, such as work and family, which now often curtailed their free time.  For most, it had also been a positive experience socially, and many had formed life-long relationships.

> *"I loved school.  I was there until I was about 16 and then the teachers wouldn't let me stay any longer.  They told me after my last exam I would have to leave and I wouldn't go.  I stayed there until the end of the full year and I started working stacking shelves and that was just on a Saturday."* **Newcastle**

School was also said to have exposed them to many interesting and enjoyable subjects such as learning English or Art and participants recalled activities, such as taking part in the school play with fondness. Teachers and teaching style were mentioned as one of the key factors that influenced the enjoyment of a subject with certain teachers said to possess the ability to turn the mundane into something interesting and gratifying. However,

the teacher could quite easily have the opposite effect if they were too strict or seemed disinterested in what they were doing.

Other negative factors influencing previous learning experiences were that, as children, participants had not been allowed to choose the subjects that interested them and were therefore forced to spend time in classes learning things in which they had no interest. Classrooms had also been disorderly places because many of the pupils that were there did not want to be there and had spent as much time as possible engaged in other, disruptive activities.

> *"I'm 37 so I don't know how old everyone else is but when I was at school I just felt like the kids just basically messed about and couldn't be bothered to learn whereas I was a learner."* **Newcastle**

As teenagers, many participants also stated that they had not been in the right place emotionally to learn and that many had just wanted to break free of school as soon as they possibly could.  Social pressures, exams and bullying as well as general feelings of inadequacy had frequently served to make school a less than satisfying experience.

A strong theme that ran across all the workshops was that school had not allowed participants to reach their full potential and they had, in some way, been denied the education they wanted or felt they had deserved.  Many participants talked at length about their negative experiences and their post-school education was frequently considered an opportunity to address this.  The 'Serial Attendees' segment in particular had used post-school education as a way to become knowledgeable about many of the subjects that had interested them as children, but that they felt they had not adequately absorbed.

### 4.1.1  Adult learning following full time education

Participants in the qualitative research typically had a much more rounded, positive opinion on their educational experiences following school.  The key factor making the 'adult' education experience an enjoyable one was the sense that it was their choice and the subject(s) studied reflected personal interests.

> *"I hated school with a passion but I went because I had to.  Once I left school, something changed over the holidays, I just thought I want to do something with myself and I'm going to do it so I went to college and […] I loved it."* **London**

### 4.1.2  What does learning mean now?

When comparing perceptions of what learning meant now compared to previous educational experiences, participants thought that it was much more about the joy of learning about what you love rather than the experience of being told what to learn.

> *"Let me take you back, we were taught thingy at school, logarithms, well I am 65 and I have never come across one since I left school.  I mean now they have decided that they are an absolute waste of time. […] so I was right not to listen […] the things I've been doing is much more practical."* **Chester**

'Adult' learning was thought of not so much as an education but was instead a pastime, something to aid relaxation. The learning environment was considered to be collaborative,

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.
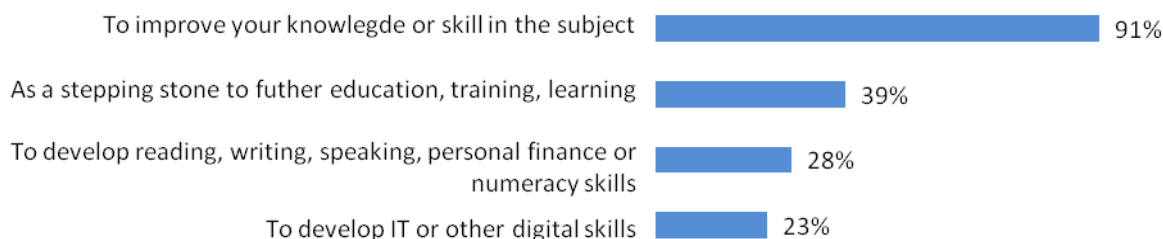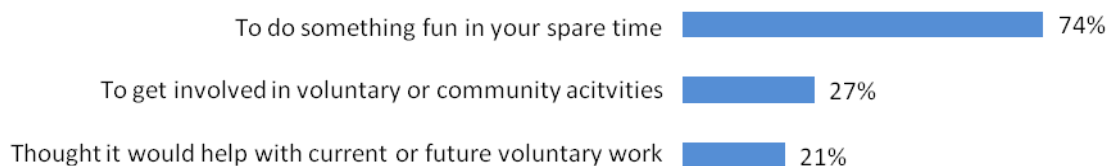
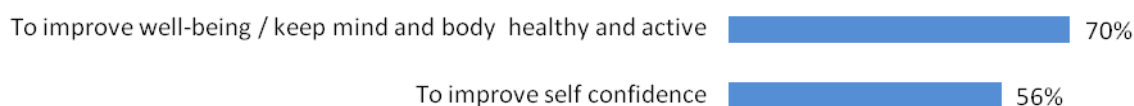## 5.1    Overall motivations for attending the course

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**

| | |
|---|---|
| To improve your knowlegde or skill in the subject | 91% |
| As a stepping stone to futher education, training, learning | 39% |
| To develop reading, writing, speaking, personal finance or numeracy skills | 28% |
| To develop IT or other digital skills | 23% |

**SOCIAL AND COMMUNITY**

| | |
|---|---|
| To do something fun in your spare time | 74% |
| To get involved in voluntary or community acitvities | 27% |
| Thought it would help with current or future voluntary work | 21% |

**PERSONAL WELLBEING**

| | |
|---|---|
| To improve well-being / keep mind and body healthy and active | 70% |
| To improve self confidence | 56% |

**EMPLOYMENT AND WORK**

| | |
|---|---|
| Thought it would help with future work | 34% |
| Reasons related to current work | 9% |

**PARENTING AND FAMILIES**

| | |
|---|---|
| To become a more confident parent / to be able to help children with home work | 20% |

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**
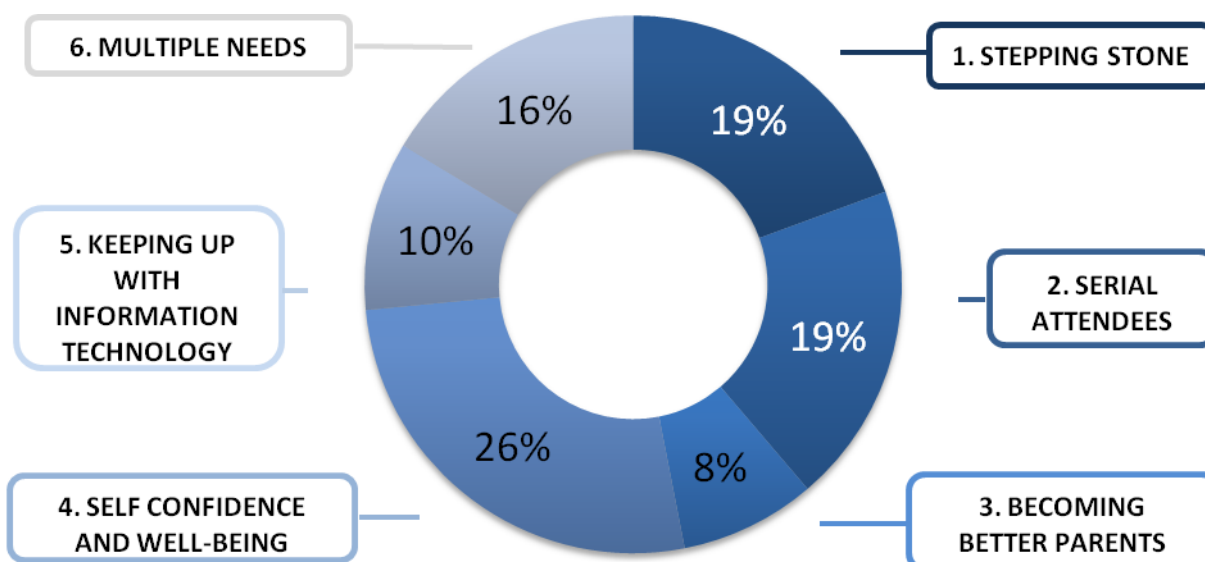


Base: All respondents in the final segmentation model: 3881

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 |
|---|---|
| 1. **Stepping Stone** | *Motivations for attending:*<br><br>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.<br><br>*Characteristics:*<br><br>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. |
| 2. **Serial Attendees** | *Motivations for attending:*<br><br>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.<br><br>*Characteristics:*<br><br>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).<br><br>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.<br><br>Virtually all of these learners attended a Personal and Community Development Learning (PCDL) course (98 per cent). |
| 3. **Becoming Better Parents** | *Motivations for attending:*<br><br>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.<br><br>*Characteristics:*<br><br>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).<br><br>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 |

| Segmentation | Overview |
|---|---|
| | whole to be attending a Wider family learning (WFL) programme course (18 per cent in comparison to four per cent of the whole population). |
| 4. **Self Confidence and Well-being** | *Motivations for attending:*<br><br>Amongst this group reasons for attendance focused around self confidence and personal well-being. Social and community aspects were also important.<br><br>*Characteristics:*<br><br>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). |
| 5. **Keeping Up With Information Technology** | *Motivations for attending:*<br><br>Developing IT and other digital skills was the most important driver for this group. However, work related reasons were also prominent.<br><br>*Characteristics:*<br><br>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). |
| 6. **Multiple Needs** | *Motivations for attending:*<br><br>This segment cited the full range of possible motivations – 'multiple needs' were strongly apparent.<br><br>*Characteristics:*<br><br>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).<br><br>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). |

## 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 as 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 facilities 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**
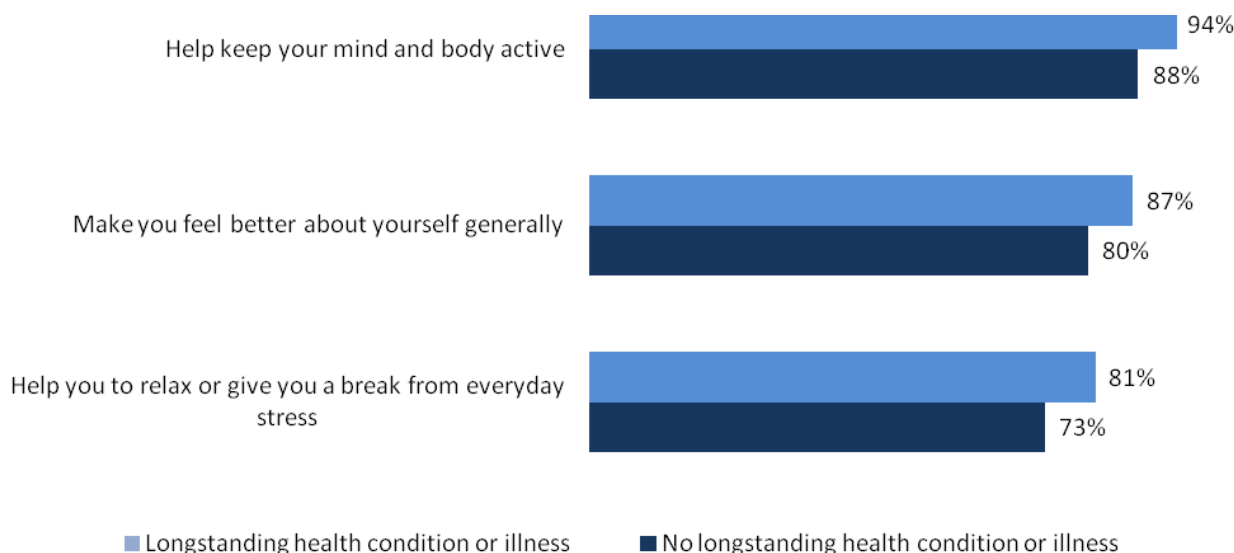


Base: All respondents: 4015

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 chauffer 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**
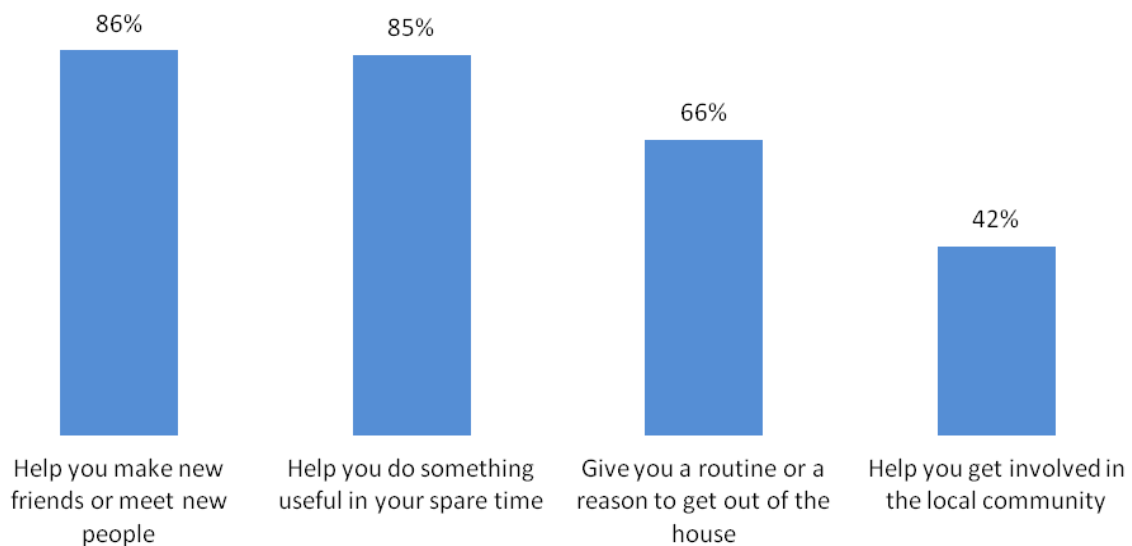


Base: All respondents: 4015

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 | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | | | Three most deprived deciles | Three least deprived deciles |
| | White | BME | Urban | Rural | | |
| | % | % | % | % | % | % |
| 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 who 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**
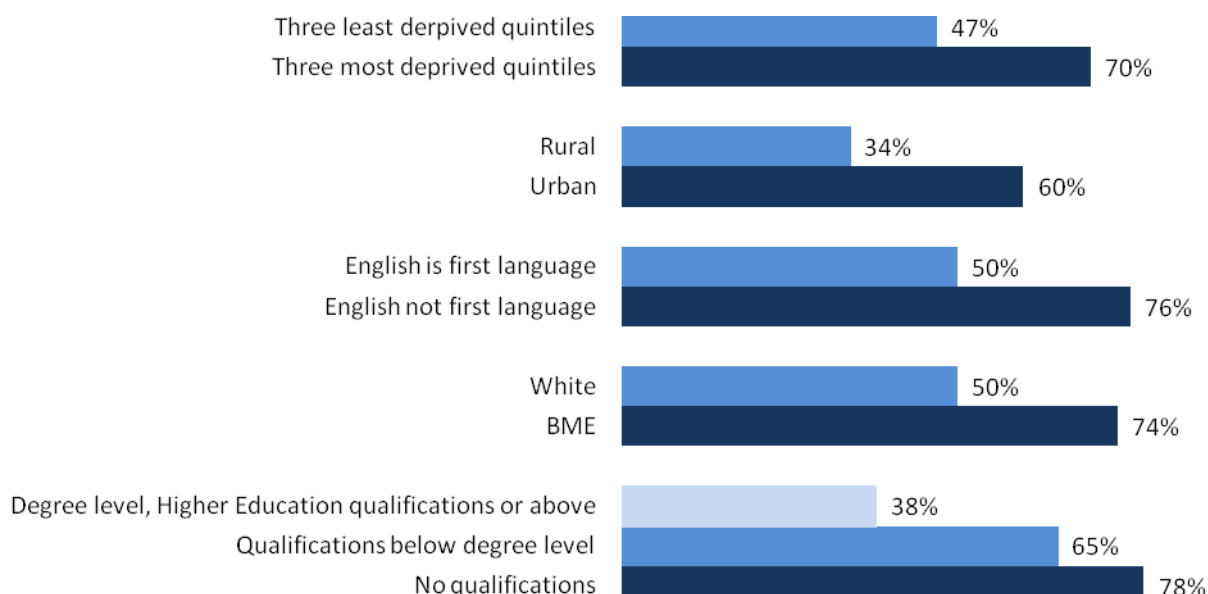


Base: All parents of children aged under: 1856

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 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 |
|---|---|
| 1. **Stepping Stone** | *Motivations for attending:*<br><br>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. |
| | *Impacts:*<br><br>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.)<br><br>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.)<br><br>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). |

| Segmentation | Overview |
|---|---|
| 2. **Serial Attendees** | *Motivations for attending:*<br><br>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. |
| | *Impacts:*<br><br>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).<br><br>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). |
| 3. **Becoming Better Parents** | *Motivations for attending:*<br><br>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. |
| | *Impacts:*<br><br>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).<br><br>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). |
| 4. **Self Confidence and Well-being** | *Motivations for attending:*<br><br>Amongst this group, reasons for attendance focused around self confidence and personal well-being. Social and community aspects were also important. |
| | *Impacts:*<br><br>Learners in this group were more likely than average to have reported a number of impacts around self confidence and personal well-being including:<br>- keeping mind and body active (97 per cent);<br>- helping to make new friends/meet new people (92 per cent);<br>- feeling better about themselves generally (91 per cent); |

| Segmentation | Overview |
|---|---|
| | - helping to relax / having a break from everyday stress (89 per cent);<br>- becoming more confident about their abilities (86 per cent);<br>- doing something useful in spare time (91 per cent);<br>- having an improved quality of life (79 per cent);<br>- having a reason to get out of the house (78 per cent).<br><br>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). |
| **5. Keeping Up With Information Technology** | *Motivations for attending:*<br>Developing IT and other digital skills was the most important driver for this group. However, work related reasons were also prominent. |
| | *Impacts:*<br>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).<br>This group were no more likely than average to cite any other impacts. |
| **6. Multiple Needs** | *Motivations for attending:*<br>This segment, cited the full range of possible motivations – 'multiple needs' were strongly apparent. |
| | *Impacts:*<br>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. |

## 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<br>(61%) | Middle aged<br>(33% 30-39 and 76% under 50) |
| **Children under 18** | No children<br>(76%) | With children<br>(58%) |
| **Working status** | Working or retired<br>(42% and 39%  respectively) | Looking after home and family (25%), looking for work (20%), working part time (18%) |
| **IMD** | Less deprived<br>(79% live in the 70% less deprived areas) | Most deprived<br>(54% live in the 30% most deprived areas) |
| **Ethnicity** | White<br>(90%) | Mixed<br>(73% White, 17% Asian, 8% Black) |
| **Qualifications** | Degree/HE level qualifications<br>(49%) | Qualifications below Degree/HE and no qualifications<br>(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**
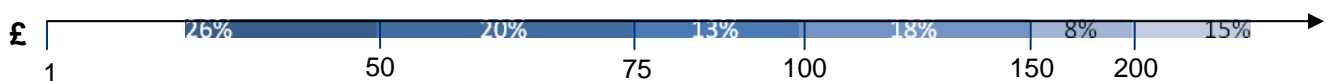


Base: All respondents who paid for their course and knew the amount paid: 1918

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 that £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**



**£**

| 41% | 31% | 16% | 11% |

0             25           50        100

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.

- However, only a third (32 per cent) of those who paid £200 or more agreed with this.

Interestingly views did not vary according to the household income of respondents, receipt of unemployment related benefits, income support, housing or council tax benefits or IMD.

### 7.4.3 Willingness to pay for future courses

Respondents who said they would like to undertake further learning in the next two years (87 per cent) were asked whether they would be willing to pay for that future course. Supporting the earlier discussion around willingness to pay for the current course, four fifths of learners (80 per cent) said they would be willing to pay for their course in the future. Just eight per cent mentioned they would not be willing to pay anything for the course, and 12 per cent said it would depend (presumably on course length, course type, costs, etc).

As could be expected, those who paid for their course were more likely to say they would be willing to pay for a future course (90 per cent). However, it is still interesting to note that 61 per cent of those who did not pay for their course previously said they would be willing to pay for a future course.

Among learners who did not pay for their recent course, those who would be willing to pay in the future were:

- less likely to be receiving unemployment related benefits, income support, housing or council tax benefits (52 per cent compared with 65 per cent not willing to pay for future courses);

- more likely to be educated degree level (23 per cent);

- more likely to be in employment (38 per cent);

- more likely to be living in rural areas (12 per cent) and less likely to be living in the three most deprived IMD deciles (52 per cent).

This largely reflects the earlier findings discussed in Section 7.4.1 about willingness to pay for the current community learning course, suggesting that significant proportions are prepared to pay for their learning, and that these learners are more likely to come from more 'advantaged' backgrounds, who are more likely to be able to afford to make a contribution. However, these results identify that there is a small group of learners who are not willing to pay for their learning, and these learners appear to come from more 'disadvantaged' backgrounds. The introduction of fees for these groups could be a potential barrier to their participation in learning activities

Within the qualitative workshops, cost was identified as a potential barrier to future learning for those wishing to progress. Specifically it was suggested that the cost of courses beyond those at an entry level was prohibitive for all but learners with the highest disposable income. Many had initially hoped that they would be able to continue with learning and perhaps gain professional qualifications or access higher education but had found it too expensive.

*"I wanted to go on one of the social work course after I had finished but that was a no-no because they wanted £800 a term and that was just more than I could afford."* **London**

## 7.5 General attitudes towards fees payment for learning

All learners in the quantitative survey were asked whether they agreed or disagreed with the following statements:

- Adults who cannot afford to pay for learning should have reduced course fees

- People who can afford to pay for learning activity should contribute more to the cost through fees

**Figure 7.4: Attitude towards fees payment**
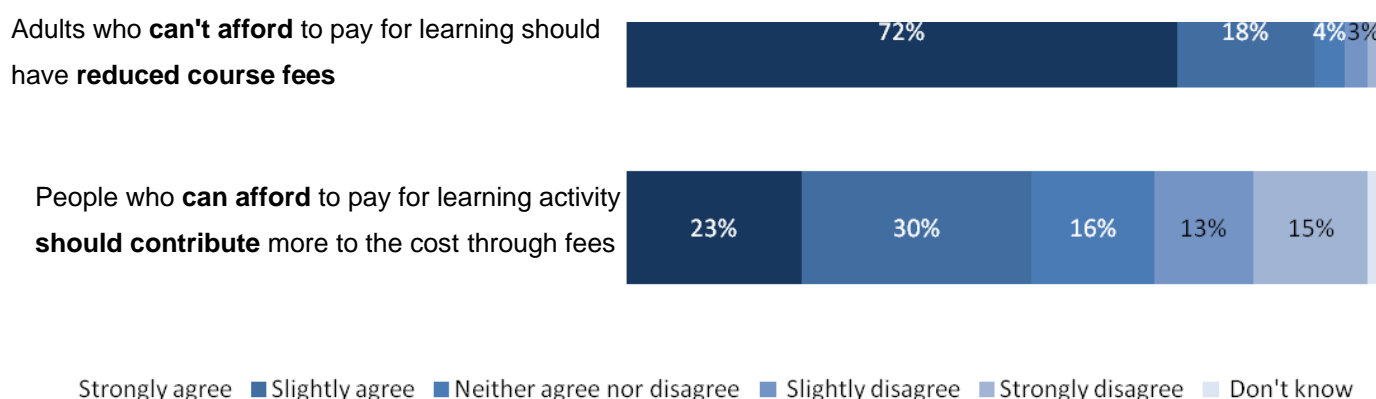


Base: All respondents: 4015

While most respondents agreed (either strongly or slightly) with the first statement (90 per cent), learners' opinions varied much more on the second statement with half of learners (53 per cent) agreeing that people who can afford to pay for learning activity should contribute more to the cost through fees. This group were more likely to be:

- aged 50 or over (50 per cent versus 44 per cent of those who disagreed);

- retired (32 per cent versus 27 per cent);

- living without children (66 per cent versus 60 per cent).

Learners who disagreed (28 per cent) with that statement were more likely to:

- be female (78 per cent versus 74 per cent of those who agreed);

- aged under 40 (37 per cent versus 31 per cent);

- have children aged under 18 (40 per cent versus 34 per cent);

- work part time (21 per cent versus 16 per cent).

Interestingly, no differences in agreement by ethnicity, first language, qualification level, household income or benefit receipt were evident. In addition, the provision type and payment for courses did not appear to impact upon views.

Findings from the qualitative survey support these results. Participants viewed subsidies positively. It was thought that subsidies would act to encourage people who might otherwise be unable to afford to attend community learning to do so - thus removing a potential barrier to learning and possible new opportunities.

> *"It would open it up to more people wouldn't it, I mean give people an opportunity they may not otherwise, as you said before if it is expensive they shy away from it because they just cannot afford it."* **London**

However, participants thought that everyone should be prepared to pay a small amount if they could in order to ensure they were genuinely committed and valued the course.

> *"But the people sort of going on the courses are choosing to go on there, actually putting their cash in, a lot of them, and that, I think- even if it's just a few quid, it's still, you know, I'll turn up because it's a commitment."* **Cambridge**

Not only did paying for a course make it seem more worthwhile to a learner but it was also thought to empower and keep them engaged. One learner described feeling less inclined to complain about poor quality because she had not paid for the course and that if she had paid a fee, she would have given feedback. Learners considered that 'entrance level' courses should always be heavily subsidised to encourage new learners with financial difficulties.

## 7.6    Payment as a barrier to undertaking community learning courses

The qualitative workshops explored in more detail attitudes to fees paid for community learning courses. While respondents were happy to pay what they felt they were able to afford, cost was perceived to be a significant barrier to engaging in community learning.

> *"[It] should be free to encourage people to start, because I would have paid for the course if [the money] was available but I wouldn't have had the motivation [that I had to do it]."* **Chester**

Learners assessed costs in two ways: according to their income; and according to the perceived value of the course.  For example, if the learner expected to improve their employment prospects then the course was perceived as having a much greater value and participants felt that they would be prepared to pay more. Similarly, if the course was likely to have a positive effect on a family member, then this was also perceived as having high value.

However, if the course was focused on the individual's own personal enjoyment then it was difficult for those on low incomes or with competing financial pressures to justify the extra cost.  This was considered to disadvantage those on the lowest incomes because the experience of participants had shown that although the impact of the course might not initially be apparent it had the potential to be significant.

> *"People who maybe aren't employed, maybe they can find a way through that way, you know? It's a good idea to have it free for them."* **Newcastle**

## 7.6.1  Affordability

Affordability at the entry level was widely regarded as being excellent with basic numeracy, literacy and IT courses being described as 'cheap', especially considering the value they offered.  Some of the specialist skills and parenting courses were also free at the point of entry and were therefore deemed to be very affordable.

However, moving on from these courses followed what participants considered a steep financial curve and they said that progression to more advanced courses quickly became expensive, if not prohibitively so.

Costs of community learning also varied between different areas with some colleges able to offer the same course at significantly reduced amounts compared to ones located close by, but in other local authority areas.

> *"I'm lucky because I live in Hillingdon and the courses are cheaper there […] I did ten week course and it only cost £70 whereas I know the same course costs twice as much in other London boroughs."*  **London**

## 7.6.2  Extra costs

As well as course fees participants also needed to take into account a range of other extra costs when enrolling on community learning courses. Travel costs frequently needed to be factored in, as many courses did not take place at a location where travel on foot was a realistic option. This frequently meant paying for public transport to and from the venue or fuel costs if the learner wanted to use their own vehicle.

Course materials could also be an additional and often unexpected cost.  A lot of arts and craft courses required participants to pay for their own supply of materials for the duration of the course, something that many had not initially expected before enrolment.

Childcare was another hidden cost highlighted. If a course did not have childcare facilities or if there was no one else to look after a child this could make attending a course prohibitively expensive.

> *"And childcare, if a place didn't offer a childcare service, then obviously I couldn't do it because at the time I was on my own."* **Newcastle**

# 8 Conclusions

This report has set out the findings from the first wave of the Community Learning Survey with learners in the first cohort. At this stage of the study, although only the initial wave of interviews has been conducted, some very positive findings are evident. Key baseline data have been collected about the characteristics of community learners, why courses are undertaken, what the initial impacts are, and attitudes towards course payment. Data from these first interviews are very encouraging and suggest that many of the objectives of community learning are already being met. As the interviews were conducted relatively recently after the courses were completed (within seven months) the longer term impacts will be explored when the second wave of interviews is conducted next year.

This chapter discusses some of the key messages emerging from the first wave of interviews. It draws conclusions around who takes part in community learning, why learners take part, what the initial short term impacts are, and discusses views around the payment for courses. For each section findings are evaluated against the new community learning objectives (as shown in Section 2.1).

## 8.1 Who takes part in community learning

One of the purposes of community learning is to maximise community learning for adults, bringing new opportunities and improving lives whatever people's circumstances. The first wave of this survey has highlighted that a broad range of adults are taking part in this type of learning, and are benefiting from the opportunities it provides. As discussed in Chapter 3, learners include adults of differing ages, with differing economic statuses, and with differing educational backgrounds.

Despite bringing opportunities for all adults, one of the key objectives of community learning is to focus public funding on people who are disadvantaged and least likely to participate, including those in rural areas and people on low incomes with low skills. Whilst further discussion of payment is included later in this section, it is encouraging to see that amongst the broad range of learners participating, there were significant proportions of adults from more 'disadvantaged' backgrounds. Over future waves of the survey, the proportions of learners coming from these groups will be monitored to help measure the progress being made towards widening the participation of 'disadvantaged' groups.

## 8.2 Why adults take part in community learning

The survey has shown that the motivations for attending community learning courses are extremely wide ranging, which reflects both the variety of the learning provision itself, as well as the broad range of learners participating. Motivations were found to relate to personal progression, social and community issues, personal well being, and parenting and families. Despite the broad range of motivations for taking part in community learning, the segmentation analysis showed that for many learners, motivations for attending were quite distinct; for five of the six groups that emerged, motivations were specific; focusing around a distinct need or goal (such as developing IT or digital skills). For the sixth group this, however, varied – this was termed the 'Multiple Needs' group – and as reflected by the name, this group of learners cited the full range of possible motivations prompted in

the survey. The socio-demographic characteristics of this group suggest why this might be the case, revealing that learners were likely to be from 'disadvantaged' backgrounds including significant proportions from the most deprived IMD quintile, from rural areas, from BME backgrounds, and lacking qualifications.

Within the qualitative workshops some barriers were, however, identified with community learning. These included childcare, work commitments, cost, ease of access and knowledge. Despite these barriers, learners evaluated community learning very positively in comparison to alternatives such as clubs, volunteering opportunities and other informal/adult learning courses. These alternatives were not thought to offer the same level of impact, ease of access or value for money that is provided by community learning courses.

## 8.3   The impacts of taking part in community learning

Even from the relatively short period since taking part in community learning, the survey shows that many impacts have already been realised by learners. Reflecting the varying motivations for taking part, the impacts were broad ranging. What was particularly apparent was that many of them were relatively 'soft' impacts, with only a small number resulting in something 'tangible' such as a new job or qualification.

It is encouraging to see that many of the impacts reflect the new community learning objectives, including:

- Improved confidence and willingness to engage in learning

   Both the qualitative and quantitative strands of the research highlighted the positive attitudes held towards further learning. Three quarters of learners reported that they were now more enthusiastic about learning, with one respondent suggesting 'education is everything for me'. Encouragingly, this feeling was particularly strong among learners from more 'disadvantaged' backgrounds, and those who may be least likely to take part in learning, such as those from the three most deprived IMD quintiles, those with no qualifications or qualifications below degree level, and those from BME backgrounds. In addition, it is really positive to see increased enthusiasm among those who previously held negative experiences of education, suggesting that community learning could be playing an important role in changing previously held perceptions about learning and education.

   There is strong evidence that community learning encouraged and fostered future learning. Half of learners reported that they had already taken part in a further taught course, and just under half reported that they had tried to improve knowledge without taking part in a taught course. Amongst both of these groups, significant proportions reported that their community learning course had encouraged them to undertake these further activities.

- Acquisition of skills preparing people for training, employment or self employment

   The survey has highlighted that community learning has helped learners acquire skills relating to their work and employability. Among learners who were not retired,

six in ten reported that the course gave them new skills they might use in a job. Encouragingly, this was particularly high amongst those looking for work, those in full time education and those looking after the home and family. Amongst learners currently working, positive impacts relating to their employment had also been realised, including significant proportions reporting more confidence with personal career progression and facilitating improved job performance.

- Improved digital, financial literacy and or communication skills

Within the survey, sizable proportions reported improvements in these skills. Six in ten of all learners reported developing communication skills; a quarter reported IT or digital skills and a further quarter reported the development of numeracy skills. The segmentation analysis suggests that the adults who attended the course to specifically develop their IT and digital skills (those in the 'Keeping up with Information Technology' group), were successful at doing so; with nine in ten of this group reporting development in this area.

- Parents/carers better equipped to support and encourage their children's learning.

Both the quantitative and qualitative strands of the research provide strong evidence that community learning is having significant impacts upon parents and their relationships with their children. Within the qualitative workshops the courses undertaken by parents were described as having a striking effect on the relationships they held with their children, and the case study from one of the live trackers illustrated the positive impact of a 'Dad's Club' course on the relationship between a father and daughter. These findings were reflected in the quantitative survey with around half of parents of under eighteens reporting the course helped to improve their relationships with their families.

Increased confidence in parenting was also evident, with nearly six in ten parents of children aged under 18 reporting improvements. This increased confidence appears to be reaching a wide range of parents; in particular those from deprived areas, those from urban areas, those whose first language is not English, those from BME backgrounds and those without formal qualifications.

- Improved/maintained health and/or social well-being

The survey suggests that community learning has a strong impact upon health and personal well-being. Within the quantitative survey impacts included helping to keep mind and body active, making people feel better about themselves generally and helping people to relax or have a break from everyday stress. As might be expected these impacts were especially strong among learners with a long-standing health condition or illness.

The qualitative research further highlighted the widespread impacts in this area. Whilst some courses were specifically aimed at improving personal well-being (such as improving self esteem), learners derived a great sense of personal well-being from many other courses. This is clearly illustrated in two of the case studies included in the report (the 'Singing Group' in Section 6.2 and the 'Dad's Club' in

Section 6.4.2) – for both of these learners, courses were not specifically aimed at improving well-being, but both learners experienced positive impacts in this area.

The ONS well-being measures provide a direct comparison against UK averages. Encouragingly, learners had higher than average scores in comparison to the UK population on three of the survey measures.

The impacts already realised by learners are not just limited to those discussed above. In addition a number of other benefits were reported, which not only had positive benefits for the learner themselves, but also potential wider benefits for the local community and for social integration. This is a really welcome finding and helps to provide initial evidence that community learning is helping to develop stronger communities, with more self-sufficient, connected and pro-active citizens. Examples of this include:

- Impacts on voluntary activity - One in nine learners in the quantitative survey reported that as a direct result of undertaking their course they have become involved in voluntary activities. What is particularly encouraging is that learners from some 'disadvantaged' backgrounds were more likely to report this; including those from the three most IMD quintiles, those with an income of less than £20,000, those receiving unemployment related benefits, income support, housing or council tax benefits and those for whom English was not their first language.

- Positive social and community impacts – A wide range of social and community impacts were reported by learners.  As well as the personal benefits these may bring for learners, it suggests that community learning may be having impacts upon social integration. For example nearly nine in ten learners reported that the course helped them to make new friends or meet new people, and two fifths reported that the course helped them to get involved in the local community. In the qualitative workshops learners expressed more confidence in socialising outside of their 'comfort zone' and improvements in interpersonal skills that allowed them to go out into the community and form bonds with people around them.

- Linked to this, the survey highlighted the role community learning can play in the development of social support networks. Within the qualitative workshops, some learners reported the formations of friendships (particularly amongst 'Serial Attendees' segment) and others reported forming support groups or clubs with fellow students to maintain the sense of collaborative learning after the course had finished. The development of networks was particularly important for parents. Within the workshop with learners from the 'Becoming Better Parents' segment one of the essential aspects of community learning was the social experience it provided. In particular, this included forming bonds with other parents enabling them to share problems and interact with other parents who are experiencing the same issues.

When interpreting these impacts, it must be borne in mind that the survey currently only reveals the short term impacts that have already been realised. When learners are followed up in a second interview, medium and longer term impacts will be explored. However, positive benefits have already been identified and many of these closely align with the new community learning objectives. It is also evident that course length appears to be related to impacts, with many impacts particularly prevalent amongst learners on

longer courses.  It is also noteworthy that a wide range of impacts were reported by learners from 'disadvantaged' backgrounds.

## 8.4    Payment for community learning

One of the objectives of community learning is to focus public funding on people who are 'disadvantaged' and least likely to participate in learning, with those who can afford to pay for community learning doing so. The findings from the survey suggest that whilst this is not exclusively the case across all learners, this trend is largely apparent.

Overall, two thirds of learners contributed towards the cost of their course – this could include a range of expenses such as fees, course materials, exam costs and administration costs. Learners from more 'disadvantaged' backgrounds were less likely to pay a contribution towards their course (based on a range of characteristics including household income, benefit receipt, economic status, IMD, ethnicity and presence of children). Of those who paid a contribution towards the cost of their course, learners from more 'disadvantaged' backgrounds generally paid less.

Whilst the data suggest that learners who can afford to pay, are more likely to do so (and are generally more likely to pay larger amounts), this is not exclusively the case. However, two thirds of all learners who did not pay would have been willing to pay something towards the cost of their course. Only 17 per cent said they would not have been willing to pay anything, and these were more likely to be learners in lower income households.

When learners were asked about future courses, similar positive attitudes to fee payment were expressed, with eight in ten learners who reported a desire to undertake learning in the next two years being willing to contribute financially. Whilst this willingness to pay was stronger among those who paid for their recent community learning course, two thirds of those who did not pay for their recent course still expressed a willingness to pay in the future. Those who expressed a reluctance to pay, were more likely to be from more 'disadvantaged' backgrounds (e.g. living in the most deprived areas, receiving unemployment related benefits, income support, housing or council tax benefits).

Overall these findings suggest a small minority of learners would have been less likely to engage in their recent course and engage in future courses if required to pay. However, these learners were generally more likely to be those from 'disadvantaged' backgrounds and therefore less likely to be able to afford to do so.

The issue of affordability was reflected in the qualitative findings with learners in the workshops reporting a general willingness in principle to pay. Interestingly, learners reported assessing the cost of learning not only in relation to their incomes, but also according to the perceived value of the course, with those who perceived the course to be of greater 'value' prepared to pay more. Given the relationship between willingness to pay and perceived value, there is an opportunity to maximise uptake of courses despite potential fees, but emphasising the value and benefits of courses to prospective learners.

Overall, the findings from the first wave of interviews are very encouraging and suggest that many of the objectives of community learning are already being met. When the second wave of interviews has been conducted with these learners next year, the medium

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 [13]will 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**

| | Universe | | Proportional Design |
|---|---|---|---|
| **ASL Provision Type** | 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 reduced[14]. To incorporate the over-sampling, sampling strata[15] 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+)

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[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 probabilities[16]. 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 probabilities[17]. 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/ universe[18].

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.

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[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 a 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:<br><br>• Age spread:<br>13 aged 18-34,<br>16 aged 35-54,<br>15 aged  55+<br>• Gender spread:<br>25 female<br>19 male<br>• Education (SEG) spread:<br>• Ethnicity (at least 1 respondent from a BME background):<br>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)** | |

# Appendix 4: Sample profile of 'Live Trackers'

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

| Primary Variables | | | Secondary Variables |
|---|---|---|---|
| **Programme Type** | Target No. Of Live Trackers | Achieved No. Of Live Trackers | Mix of secondary variables:<br><br>• <u>Age</u> (18+ with at least 1 respondent aged 18-24):<br>1 aged18-24<br>• <u>Gender:</u><br>10 female<br>2 male<br>• <u>SEG:</u><br>5 from ABC1 backgrounds,<br>7 from C2DE backgrounds.<br>• <u>Ethnicity</u> (at least 2 respondents from BME backgrounds):<br>9 'White British',<br>2 'White Other',<br>1 'BME background'<br>• <u>Disability</u> (at least 1 respondent with disability):<br>3 with a disability<br>• <u>'Ex-NEET'</u> (at 1 'ex-NEET' respondent):<br>5  who were 'ex-NEET'<br>• <u>Length of course:</u><br>2 on courses lasting 6 weeks<br>6 on courses lasting 10-16 weeks<br>1 on a course lasting 6 months<br>4 on courses lasting 1 year. |
| Personal and Community Development Learning (PCDL) | 3 | 4 | |
| Family Literacy, Language and Numeracy (FLLN) | 3 | 4 | |
| Wider Family Learning (WFL) | 3 | 2 | |
| Neighbourhood Learning in Deprived Communities (NLDC) | 3 | 2 | |
| **TOTAL** | **12** | | |

# Appendix 5: Segmentation of learners

As noted in Section 5.3 of the main report, a segmentation of learners was conducted to understand learner motivations in more detail. 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 was also used as a basis for forming the segments.

The first step in the process is to create a proximity matrix from the input variables which shows the similarity or dissimilarity between all the reasons, here using the Jaccard similarity calculation. The similarity measures are then transformed to distance measures, where a short distance equals high similarity. The Ward method of combining respondents based on their distance scores was then used to join those respondents with the shortest distance together, this process is then repeated until all respondents are eventually joined and a suitable cut off point established.

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 had not selected any of the eight reasons. These formed cluster 6 (16%) and cluster 7 (3%) respectively. It was decided to exclude cluster 7 due to its size and lack of reasons given for attendance.

# Appendix 6: Quantitative Survey Questionnaire

## Community Learning Learner Survey Questionnaire

*Once speaking to named respondent and course details confirmed*

**DEMOGRAPHICS 1**

Before we start the main part of the interview I would just like to ask you a couple of questions about yourself.

ASK ALL
Q1.     ASK OR RECORD  Firstly are you male or female? [QGENDER]

Male 1
Female 2
Refused

ASK ALL
Q2.     How old were you on your last birthday? [QAGE]

ENTER AGE

Numeric 16-100
Refused

IF REFUSED AT <QAGE> (IF QAGE = 2)
Q3.     Can you please tell me in which age group you would place yourself?

[QAGEB]
READ OUT

Under 20 1
20 to 29 2
30 to 39 3
40 to 49 4
50 to 59 5
60 or over 7
Refused

ASK ALL
Q4.     And are you...? [QSTATUS]

READ OUT

Married or living together as married 1

Single 2
Separated 3
Divorced 3
Widowed 4
Refused

ASK ALL

Q5. Do you have any children aged under 18? [QDEPCH]

IF NECESSARY: Please include all children, including those who live with you and those who may live elsewhere?

Yes 1
No 2
Refused

IF HAS CHILDREN AGED UNDER 18 AT < QDEPCH > (IF QDEPCH = 1)

Q6. How many children aged under 18 do you have? [QNODEPCH]

ENTER NUMBER 1 to 10
Refused

IF HAS CHILDREN AGED UNDER 18 AT < QDEPCH > (IF QDEPCH = 1)
REPEAT FOR EACH CHILD AT <QNODEPCH>

Q7. What was the age of your [eldest / second eldest / third eldest/etc] child on their last birthday? [QAGDEPC]

ENTER AGE IN YEARS
Refused

IF HAS CHILDREN AGED UNDER 18 AT <QDEPCH> (IF QDEPCH = 1)

Q8. [Does your child /Do all of your children] live with you? [QCHILDL]?

Yes 1
No 2
Refused

IF DOES NOT LIVE WITH ALL CHILDREN AGED 18 OR UNDER AT <OCHILDL> AND HAS MORE THAN ONE CHILD (IF QCHILDL = 2 AND QNODEPCH > 1)

Q9. How many children aged 18 or under do you have who you are not living with you? [OCHILNO]

ENTER NUMBER 1 to 10 *(Range to be limited to number entered at QAGDEPC)*
Refused

ASK ALL

Q10.    Which of the following best describes the main thing you are doing now?

[QWORK]
READ OUT – IF MORE THAN ONE CODE MAIN ACTIVITY

Working for an employer full-time (that is for 30 or more hours per week) 1
Working for an employer part-time (that is for less than 30 hours per week) 2
Full-time self-employed (with or without workers) 3
Part-time self-employed (with or without workers) 4
Unemployed and looking for work 5
In full time education 6
On a government scheme for employment training 7
Temporarily sick or disabled 8
Permanently sick or disabled 9
Looking after home or family 10
Retired 11
Other (specify) 12
Don't Know
Refused

## CHARACTERISTICS OF SURVEYED COMMUNITY LEARNING

So first of all, I would like to ask you some questions about the [title of sampled course] we were talking about a moment ago.


ASK ALL
Q12.    How long did the sessions or classes usually last for? [QLENGHT]

ENTER NUMBER OF HOURS
ENTER NUMBER OF MINUTES
DO NOT READ OUT: VARIED TOO MUCH
Don't know
Refused


ASK ALL

Q13.    How often were the sessions or classes? [QFRE]

PROMPT TO PRECODES

Every day 1
Once a week 2
Twice a week 3
Once a month 4
Twice a month 5
Other (specify) 6
Don't know

Q12b. How many [text fill days/weeks/ months] did the course last for? [QTIME]

TEXT FILL 'DAYS' IF Q12=1, 'WEEKS' IF Q12=2 OR 3 OR 6, 'MONTHS' IF Q12=4 OR 5 OR DK

RECORD NUMBER OF DAYS/WEEKS/MONTHS

Don't know

ASK ALL

Q14. Did you complete the course or did you leave before the course had finished? [QFINISH]

INTERVIEWER: BY 'COMPLETED' – WE MEAN ATTENDING MOST OR ALL OF THE COURSE AND STAYING ON THE COURSE UNTIL IT ENDED

INTERVIEWER: IF A REPEAT OR CONTINUING COURSE, CODE 1 'COMPLETED THE COURSE'

Completed the course 1
Left course before finished 2
Don't know
Refused

IF LEFT BEFORE THE COURSE HAD FINISHED AT <QFINISH> (QFINISH = 2)

Q15. Can you tell me why you left the course before it finished? [QFINISH2]

DO NOT READ LIST – CODE TO PRE-CODES

Didn't have the time to do it 1
Was too far from where I lived 2
Did not enjoy it 3
Was different to my expectations 4
The teaching wasn't good enough 5
Other (specify) 6
Don't know
Refused

ASK ALL

Q16. I'd now like to ask about the cost of the course.

Did you pay anything towards the cost of this course?     [QPAY]

Yes 1
No 2
Don't know
Refused

IF PAID FOR THE COURSE AT <QPAY> (QPAY = 1)

Q20. What was the total fee paid for the course? Please include all fees such as the cost of course, course materials, exam costs etc. [QHOWM]

PROBE FOR BEST ESTIMATE

NOTE THE FREQUENCY OF THE PAYMENT WILL BE RECORDED AT THE NEXT QUESTION SO THE RESPONDENT CAN ANSWER FOR ANY FREQUENCY/PERIOD.

ENTER AMOUNT
Don't know
Refused

IF AMOUNT GIVEN AT <QHOWM> (QHOWM = AMOUNT ENTERED)

Q21. And what period was that for? Was it a… [QPAYP]

PROBE FOR BEST ESTIMATE.

Payment for the whole course 1
Per month 2
Other (specify)
Don't know
Refused

IF 'DON'T KNOW' OR 'REFUSED' HOW MUCH PAID AT <QHOWM> (QHOWM = DK OR REF)

Q22. Can you tell me roughly how much you paid? Was it…READ OUT? [QHOWM2]

Less than £50 1
Between £50 and £75 2
Between £76 to £99 3
Between £100 to £149 4
Between £150 and £199 5
£200 or more 6
Don't know
Refused

IF AMOUNT GIVEN AT <QHOWM2> (QHOWM2 = 1 OR 2 OR 3 OR 4 OR 5 OR 6)

Q23. And what period was that for? Was it a…

PROBE FOR BEST ESTIMATE. [QPAYP2]

Payment for the whole course 1
Per month 2
Other (specify)
Don't know
Refused

**MOTIVATIONS FOR GOING ON COMMUNITY LEARNING**

Now thinking about the reasons why you attended this course.

IF WORKING (QWORK=1,2,3 OR 4)

Q24. Were any of your reasons for attending the course related to the work you were doing at the time? [QJOB]

Yes 1

<div align="right">

No 2
Don't know
Refused

</div>

ASK ALL EXCEPT RETIRED PEOPLE (QWORK<>11)

Q25.   When you started this course, was it because you thought it would help you with work you were thinking of doing in the future? [QFUTJOB]

<div align="right">

Yes 1
No 2
Maybe 3
Don't know
Refused

</div>

ASK ALL

Q26.   And when you started the course, was it because you thought it would help you with voluntary work you were doing or thinking of doing? [QVOLWRK]

<div align="right">

Yes 1
No 2
Maybe 3
Don't know
Refused

</div>

ASK ALL

Q27.    And could you tell me whether you chose to do the course for any of the following reasons?  [QREAS]

READ OUT. CODE ALL THAT APPLY. PROBE IF NECESSARY: Was that a reason?

<div align="right">

To improve your knowledge or skill in the subject 1
To develop reading, writing, speaking, personal finance or numeracy skills 2
To become a more confident parent and / or be able to help your children with school work (*will only appear if have children under 18 at <QDEPCH>*) 3
To develop I.T. or other digital skills 4
To improve self-confidence 5
To improve wellbeing or keep mind and body healthy and active 6
To do something fun in your spare time 7
To get involved in voluntary or community activities 8
As a stepping stone to further education, training or learning 9
Any other reasons (specify)
Don't know
Refused

</div>

IF GAVE MORE THAN ONE REASON AT <QREAS>

Q28.    And which of these was the MAIN reason you chose to do this course?

[QREAS2]
PROMPT TO PRECODE. CODE ONE ONLY.

[MASK LIST BASED ON REASONS GIVEN AT QJOBREA AND QREAS]

To improve your knowledge or skill in the subject 1
To develop reading, writing, speaking, personal finance or numeracy skills 2
To become a more confident parent and / or be able to help your children with school work
(*will only appear if have children under 18 at <QDEPCH>) 3*
To develop I.T. or other digital skills 4
To improve self-confidence 5
To improve wellbeing or keep mind and body healthy and active 6
To do something fun in your spare time 7
To get involved in voluntary or community activities 8
As a stepping stone to further education, training or learning 9
Any other reasons (specify)
Don't know
Refused

**EXPERIENCE AND SATISFACTION OF COMMUNITY LEARNING**

ASK ALL

Q29.   Thinking about all of the reasons you just mentioned about why you attended the course, did the course meet your expectations? Did it…

[QEXPECT]
READ OUT

Exceed your expectations 1
Meet all your expectations 2
Meet some of your expectations 3
Or did it not meet any of your expectations 4
Don't know
Refused

ASK ALL

Q32.    And did you enjoy the course? Did you… [QENJOY]

READ OUT

Enjoy all or most of the course 1
Enjoy some of the course 2
Or did you not enjoy any of the course? 3
Don't know
Refused

ASK ALL
Q33.    And would you say the majority of the people on the course were about the same age
as you?  [QOAGE]

Yes 1
No 2
Don't Know
Refused

ASK ALL
Q34.    And would you say the majority of the people on the course were from the same social
background as you?  [QSOCIAL]

Yes 1
No 2
Don't know
Refused

ASK ALL
Q35.    Did you meet people on the course who you wouldn't normally mix with in your day to
day life? [QMEET]

Yes 1
No 2
Don't Know
Refused

IF DID MEET PEOPLE WHO WOULDN'T NORMALLY MEET IN DAY TO DAY LIFE AT
<QMEET> (QMEET = 1)
Q36.    Did you enjoy having the chance to meet these people? [QMEET2]

Yes 1
No 2
Don't Know
Refused

IF DID PAY SOMETHING TOWARDS THE COST OF THE COURSE AT <QPAY> (QPAY = 1)
Q38.      Did you think the course was good value for money?  [QPAY2]

Yes 1
No 2
Don't Know
Refused

IF DID PAY SOMETHING TOWARDS THE COST OF THE COURSE AT <QPAY> (QPAY = 1)

Q39.      [QPAY3] If you were to do a similar course to the one you have just done, would you be prepared to pay more for it?

Yes 1
No 2
DO NOT READ OUT; It depends 3
Don't Know
Refused

IF DID PAY NOT PAY ANYTHING TOWARDS THE COST OF THE COURSE AT <QPAY> (QPAY = 2)

Q40.    Although you didn't pay for the course, if there had been a charge for the course how much would you have been willing to pay for it? [QNPAY2]

PROMPT TO PRE-CODES

Nothing 1
Less than £25 2
£25 - £49.99 3
£50 - £99.99 4
£100 or more 5

Don't Know
Refused

Next I would like to ask you some questions about your feelings on aspects of your life. There are no right or wrong answers. For each of these questions I'd like you to give an answer on a scale of nought to 10, where nought is 'not at all' and 10 is 'completely'.

ASK ALL

Q41.    Overall, how satisfied are you with your life nowadays?

IF NECESSARY: Where nought is 'not at all satisfied' and 10 is 'completely satisfied'. [QLIFE]

Numeric Range: 0-10
Don't know
Refused

ASK ALL

Q42. Overall, to what extent do you feel that the things you do in your life are worthwhile? [QLIFE2]

>IF NECESSARY: Where nought is 'not at all worthwhile' and 10 is 'completely worthwhile'.

>>Numeric Range: 0-10
>>Don't know
>>Refused

ASK ALL

Q43. Overall, how happy did you feel yesterday?

>IF NECESSARY: Where nought is 'not at all happy' and 10 is 'completely happy'. [QHAPPY]

>>Numeric Range: 0-10
>>Don't know
>>Refused

ASK ALL

Q44. On a scale where nought is 'not at all anxious' and 10 is 'completely anxious', overall how anxious did you feel yesterday? [QANX]

>>Numeric Range: 0-10
>>Don't know
>>Refused

**COMPUTER AND INTERNET USE**

I'd now like to ask you about using computers.

ASK ALL

Q45. Do you use a computer at home, at work or college?  By computer I mean a desktop or laptop computer or any other device that you use to do such things as sending or receiving email messages, processing data or text or finding things on the internet. [QCOMP1]

>>Yes 1
>>No 2
>>Don't know
>>Refused

IF HAVE USED A COMPUTER AT <QCOMP1> (QCOMP1 = 1)

Q46. How often do you use a computer? Please include all your computer use including using a computer at home, work or college. [QCOMP2]

Daily 1
Two to four times a week 2
About once a week 3
A few times a month, but not every week 5
Once a month 6
Every 2-3 months 7
Less often 8
Never 9
Don't know
Refused

ASK ALL

Q47. And can I just check do you have access to the internet at home, work or college? [QWEB]

IF NECCESARY: This can be via a computer, television or telephone

Yes 1
No 2
Don't know
Refused

ASK ALL

Q52. In general how confident do you feel...? [QCONSKI]

- Using a computer
- Budgeting and managing your money
- Communicating with other people

READ OUT

Very confident 1
Fairly confident 2
Not very confident 3
Not at all confident 4
Don't know
Refused

IF NOT VERY CONFIDENT IN SKILLS AT <QCONSKIL> (QCONSKI = 3 OR 4 FOR EACH SKILL)

Q53. Would you consider taking up training or education to improve your skills in...? [QCONTRA]

LOOP FOR EACH SKILL NOT VERY CONFIDENT IN
- Using a computer
- Budgeting and managing your money
- Communicating with other people

Yes 1
No 2
Don't know
Refused

**ATTITUDES TO LEARNING**

ASK ALL

Q54.  I'm going to read out a list of statements about people's attitudes towards learning. For each one please tell me to what extent you agree or disagree. [QATT]

READ OUT.
(Randomise order of statements)
- Learning is something you should do throughout your life
- I see paying for my education as an investment
- I don't have the confidence to learn new things
- I wish I had carried on in education to a higher level

Strongly agree 1
Slightly agree 2
Neither agree nor disagree 3
Slightly disagree 4
Strongly disagree 5
Don't know
Refused

ASK ALL

Q55.  Thinking back to when you left school, would you say that you had… [QSCH]

READ OUT

Generally positive feelings about education 1
Generally negative feeling about education 2
Not bothered either way about education 3
SPONTANEOUS ONLY- Never went to school 4
Don't Know
Refused

**OUTCOMES/ IMPACT OF COMMUNITY LEARNING**

Thinking again about the <title of sample course> we were talking about earlier.

ASK ALL

Q56.  Would you say that the course helped you to develop any of the following skills? Some may not apply to you, so just tell me the ones that do. [QSKILL]

READ OUT. CODE ALL THAT APPLY.

Communication skills 3
Literacy skills 4
Numeracy skills 5
Budgeting or money management skills 6
IT or digital skills 7

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Practical skills 8
Creative skills 9
Language skills 10
Any other skills (specify) 11
None of these 12
Don't know
Refused

ASK ALL EXCEPT RETIRED PEOPLE (QWORK<>11)

Q57. Would you say the course gave you any new skills you might use in a job? [QJOBSKI]

Yes 1
No 2
Don't know
Refused

IF WORKING (QWORK=1, 2, 3 OR 4)

Q58. Would you say that any of the following things actually happened as a result of you doing the course? [QOUTJOB]

READ OUT. CODE ALL THAT APPLY

You got a new job or changed to a different type of work 1
You got a pay rise, a promotion or greater responsibility in your job 2
You were able to do your job better 3
You stayed in a job, which you might have lost without this course 4
You feel more confident in progressing in your career in the future 5
Any other job related outcome (specify) 6
None of these
Don't know
Refused

IF CURRENTLY UNEMPLOYED AND LOOKING FOR WORK OR ON A GOVERNMENT SCHEME FOR EMPLOYMENT TRAINING OR LOOKING AFTER HOME AND FAMILY AT <QWORK> (QWORK = 5 OR 7 OR 10 )

Q59. Would you say that as a result of the course, you feel more confident about finding a job in the future? [QJOBFUT]

Yes 1
No 2
SPONTANEOUS ONLY: Not applicable- not looking for work 3
Don't know
Refused

ASK ALL

Q60. In terms of your own personal development, to what extent do you agree or disagree that as a result of undertaking your course you have… [QPDEV]

(Randomise order of statements)

• Become more enthusiastic about learning

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- Got a better idea about what you want to do in your life

- Become more confident about your abilities

- Improved your quality of life

- Become more likely to undertake further learning and training

READ OUT

Strongly agree 1
Slightly agree 2
Neither agree nor disagree 3
Slightly disagree 4
Strongly disagree 5
Don't Know

Q61. I'm now going to read out some things people say they have gained from taking part in courses. Thinking about the course you did, which of these things, if any, apply to you? Did the course...? [QGAIN]

READ OUT [QPEROUT]

Help you to make new friends or meet new people 1
Help you to do something useful with your spare time 2
Help keep your mind or body active 3
Help you with health problems or disabilities 4
Make you feel better about yourself generally 5
Give you a sense that you have more opportunities 6
Improve your relationships with your family 7
Help you to relax or give you a break from everyday stress 8
Give you a routine or a reason to get out of the house 9
Helped you become a more confident parent (*Only appear if have children under 18 at <QDEPCH>*) 10
Help you get involved with your local community 11
None of these
Don't know
Refused

**INVOLVEMENT IN CHILDREN'S LEARNING**

IF HAS CHILD/CHILDREN AGED UNDER 18 AT <QDEPCH> (QDEPCH = 1)

Q62. QCHILDC] As a result of the course do you feel more confident about helping your [child/children] with [reading/writing/maths/other school subjects] or did it not have an impact?

LOOP QUESTION FOR EACH SKILL HAS HELPED CHILDREN WITH

- Reading
- Writing
- Maths

- Other school subjects

READ OUT

More confident 1
No impact 2
Don't know
Refused

IF HAS CHILD/CHILDREN AGED 13-17 AT <[QAGDEPC]> ([QAGDEPC] = 13-17)
Q63.   And as a result of the course do you feel more confident when dealing with other issues that affect teenagers, for example bullying, alcohol, smoking, sex education, anti-social behaviour or drugs or did it not have an impact? [QCHILDC2]

More confident 1
No impact 2
Don't know
Refused

## VOLUNTEERING AND OTHER ACTIVITES AS A RESULT OF COURSE

ASK ALL
Q65.      As a direct result of doing your course have you become involved in any voluntary activities? [QVOL1]

This could include things such as organising or helping to run an event, campaigning, conservation, raising money, providing transport or driving, taking part in a sponsored event, coaching, mentoring, tutoring etc?

Please do not include any voluntary work that you might have done prior to the course.

Yes 1
No 2
Don't know
Refused

IF HAVE DONE VOLUNTARY WORK AT <QVOL1> (QVOL1 = 1)
Q66.   And thinking about this voluntary work, did it involve any of the following? [QVOL2]

READ OUT

Raising money or taking part in sponsored events 1
Leading a group 2
Being a member of a committee 3
Organising or helping to run an event or an activity 4
Visiting people 5
Befriending or mentoring people 6
Coaching or tuition 7

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Giving advice, information or counselling 8
Secretarial, administrative or clerical work 9
Providing transport or driving 10
Campaigning 11
Conservation or restoration 12
Other (specify) 13
Don't Know
Refused

ASK ALL

Q67. I would now like you to think about things that you do in your free time nowadays. Please tell me whether you do any of the following things in your free time? [QACTFRE]
READ OUT

Read 1
Listen to music or play a musical instrument 2
Do sport/exercise 3
Do arts and crafts 4
Go to the cinema/ the theatre/ music concerts 5
Visit museums/galleries / historic sites 7
None of these
Don't know
Refused

IF DOES ANY ACTIVITIES IN SPARE TIME AT <QACTFRE> (QACTFRE = ANY OF 1-11)

Q68. Thinking about all of the things you have just mentioned, as a result of the course you did, have you done these things more frequently?, [QACTFRE2]

Yes 1
No 2
Don't know
Refused

**PREVIOUS LEARNING (PRIOR TO SURVEYED COMMUNITY LEARNING)**

The next questions are about any other learning you have done since leaving full-time education but before you started the [title of sampled course]

ASK ALL

Q69. Since leaving full-time education, and before you started your [title of sampled course] on [date started sampled course], have you taken part in any **taught** courses, training, lessons or tuition, excluding any courses you may have done as part of a job. [QPAST]

Yes 1
No 2
Don't know

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Refused

IF HAS TAKEN PART IN PREVIOUS COURSES AT <QPAST> (QPAST =1)

Q70. Could you tell me how many courses you have attended since leaving full time education and before [date started course]? [QNUMCOU]

1 1
2-3 2
4-5 3
6-10 4
11 or more 5
Don't know
Refused

IF HAS TAKEN PART IN PREVIOUS COURSES AT <QPAST> (QPAST =1)

Q71. And did you attend [this course/ any of these courses[19]] in the last three years? [Q3YR]

Yes 1
No 2
Don't know
Refused

**FUTURE LEARNING**

And now, please think about all the learning you have done since finishing the [title of sampled course] course on [date ended sampled course].

ASK ALL

Q77. Since your [title of sampled course] finished, have you taken part in any taught courses, training, lessons, or tuition, excluding anything you may have done as part of a job? If you have repeated or you are continuing [title of sampled course] please include this here. [QNEW]

Yes 1
No 2
Don't know
Refused

IF HAVE TAKE PART IN OTHER COURSES AT <QNEW> (QNEW = 1)

Q78. Could you tell me how many courses you have attended? [QNEW2]

1 1
2-3 2

---

[19] Text fill based on number of courses at QNUMCOU.

4-5 3
6-10 4
11 or more 5
Don't know
Refused

IF HAVE TAKE PART IN OTHER COURSES AT <QNEW> (QNEW = 1)
Q80.     Would you say that the [title of sampled course] encouraged you to do [this recent course/these recent courses]? [QENCP2]

Yes, it encouraged me to do it 1
No, I would have done it anyway 2
Don't know

ASK ALL
Q74.     Since your [title of sampled course] finished on [sampled course end date], have you tried to improve or extend your knowledge about something or teach yourself a skill without taking part in a taught course?

[QSELF2]

Yes 1
No 2
Don't know
Refused

IF HAS DONE INDEPENDENT LEARNING AT <QSELF2> (QSELF2 = 1)
Q75.   And did you do any of the following as part of this learning? [QLEARNF]

READ OUT- CODE ALL THAT APPLY

Read any printed material like books, journals or manuals 1
Use information from the internet 2
Watch TV programmes, DVDs or used CD ROMs 3
Visited a place where information is provided like a library or museum 4
Sought advice/help from a work colleague, family or friends 5
Took part in a club (such as a gardening or sports club) 6
Undertook an online organised course 7
None of these
Don't know
Refused

IF HAS DONE INDEPENDENT LEARNING AT <QSELF2> (QSELF2 = 1)
Q76.   Would you say that the [title of sampled course] encouraged you to do this? [QENCP1]

Yes, it encouraged me to do it 1
No, I would have done it anyway 2
Don't know
Refused

ASK ALL

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The next few questions are about any learning activity you may do in the future.

ASK ALL

Q81.     Would you like to undertake any further learning activities or courses in the next two years? [QFUT]
INTERVIEWER: IF RESPONDENT IS GOING TO REPEAT OR CONTINUE THE SAMPLED COURSE, CODE YES.

Yes 1
No 2
Don't know
Refused

IF WOULD LIKE TO DO LEARNING IN THE NEXT TWO YEARS AT <QFUT> (QFUT = 1)

Q82.   Would you say that the [title of sampled course] you did in [start date of sampled course] has encouraged you to want to undertake any future learning activities or courses? [QENCF]

Yes, it encouraged me to do further learning 1
No, I would have liked to do learning in the future anyway 2
Don't know
Refused

IF WOULD LIKE TO DO LEARNING IN THE NEXT TWO YEARS AT <QFUT> (QFUT = 1)

Q83.   How likely is it that you will undertake this learning activity in the next two years? READ OUT AND CODE ONE ONLY [QLIKELY]

Very likely 1
Quite likely 2
Neither likely nor unlikely 3
Not very likely 4
Not at all likely 5
Don't know
Refused

IF NOT VERY OR NOT AT ALL LIKELY TO DO LEARNING IN NEXT TWO YEARS AT <QLIKELY> OR DOES NOT WANT TO UNDERTAKE ANY LEARNING IN THE NEXT TWO YEARS AT <QFUT> (QLIKELY = 4 OR 5 OR QFUT = 2)

Q84.   Why do you [think you will not be [very / at all] likely to undertake this learning activity in the next two years / not want to undertake any learning in the next two years[20]]? [QNOLEARN]

---

[20] Text fill based on answers at QLIKELY and QFUT.

DO NOT PROMPT. PROBE FULLY AND CODE ALL THAT APPLY.

Don't need / want training 1
Cost of training (e.g. course fees, books, equipment) 2
Cost of living while training 3
Family commitments make it difficult 4
Does not have time 5
Can't get time off work 6
Locations of courses make it difficult 7
Lack / cost of childcare 8
Illness/disability 9
Does not have the right qualifications to get on a course 10
Worried that might lose some benefits 11
Does not like exams 12
Experience of recent learning has been off putting 13
Other (specify) 14
Don't know
Refused

IF NOT VERY OR NOT AT ALL LIKELY TO DO LEARNING IN NEXT TWO YEARS AT <QLIKELY> (QLIKELY = 4 OR 5)
Q86.    What, if anything, would help you to take part in learning activities in the future? [QENCF2]

DO NOT READ OUT. PROMPT TO PRE-CODES

Advice on the type of learning I could do 1
Funding to help me pay for learning 2
Childcare available while learning 3
Care for other dependents available while learning 4
Help with health problems/disability 5
Help with reading, writing and/or English 6
Learning organised at more convenient times 7
Learning organised in more convenient places 8
Learning which is more relevant to what I need 9
Learning which helped to improve my employment prospects10
Time off work to do learning 11
Learning organised in the workplace 12
Support with transport 13
Other things would help me to do some learning (specify)14
Nothing would help me to do learning
Don't know
Refused

IF WOULD LIKE TO DO LEARNING IN NEXT TWO YEARS AT <QFUT> (QFUT = 1)
Q87.    Thinking about the type of learning activity you would like to do in the future, would
you be willing to pay for the course? [QPREPPAY]

PROMPT TO PRECODES

Yes 1
No 2
DO NOT READ OUT – IT DEPENDS 3
Don't know
Refused

ASK ALL
Q88.    To what extent do you agree or disagree with the following statements regarding the
costs of learning activities? [QSTAT]

- People who can afford to pay for learning activity should contribute more to the
  cost through fees.

- Adults who can't afford to pay for learning should have reduced course fees.
Strongly agree 1
Slightly agree 2
Neither agree nor disagree 3
Slightly disagree 4
Strongly disagree 5
Don't know
Refused

**DEMOGRAPHICS 2**

ASK ALL

We would now like to ask you a few questions about yourself. A cross-section of different people will be completing this survey so it is important for us to understand a little about you and your circumstances to see how this may affect your answers

ASK ALL
Q89.  At what age did you finish your full time education? [QEDTERM]

Numeric range 14-100
Still studying
Don't know
Refused

ASK ALL
Q90.  What is your highest qualification?

PROMPT TO PRE-CODES

A degree acquired in the UK
(such as a foundation degree, a BSc, a BA, MA or a PhD), graduate membership of a
professional institute or a PGCE (Post Graduate Certificate of Education) 1
Diploma in Higher Education 2
HNC / HND (Higher National Certificate / Higher National Diploma) 3
ONC / OND (Ordinary National Certificate / Ordinary National Diploma) 4
BTEC 5
Other Higher Education qualifications below degree level 6
A Levels 7
NVQ / SVQ 8
GNVQ / GSVQ 9
AS-level / vocational AS-level 10
Access to HE 11
O levels 12
GCSEs 13
RSA or OCR 14
City and Guilds 15
Key Skills 16
Basic Skills including ESOL 17
Entry Level qualifications 18
Any other professional qualification such as HGV or first aid qualification 20
Any foreign, non-UK qualification 21
Other 22
No qualifications 23
Refused 24
Don't know 25

ASK ALL
Q91.  Is English your first language? [QENG]

Yes 1
No 2
Refused

ASK ALL
Q92.  To which of the following groups do you consider you belong? [QETH]

PROMPT TO PRECODES

White 1
Asian or Asian British 2
Black or Black British 3
Chinese 4
Mixed ethnic group 5
Other (specify) 5
Don't Know 6
Refused 7

IF WHITE AT <QETH> (IF 1 AT QETH)
Q93.  PROBE FOR SPECIFIC BACKGROUND: WHITE [QETHW]

White British 1
White Irish 2
Other (specify) 3
Don't Know 4
Refused 5

IF ASIAN AT <QETH> (IF 2 AT QETH)
Q94.  PROBE FOR SPECIFIC BACKGROUND: ASIAN [QETHA]

Indian 1
Pakistani 2
Bangladeshi 3
Other (specify) 5
Don't Know 6
Refused 7

IF BLACK AT <QETH> (IF 3 AT QETH)
Q95.  PROBE FOR SPECIFIC BACKGROUND: BLACK [QETHB]

Black Caribbean 1
Black African 2
Other (specify) 3

Don't Know 4
Refused 5

IF MIXED AT <QETH> (IF 5 AT QETH)
Q96.　PROBE FOR SPECIFIC BACKGROUND: MIXED [QETHM]

White/Black Caribbean 1
White/Black African 2
White/Asian 3
Other (specify) 3
Don't Know 4
Refused 5

ASK ALL
Q98.　Do you regularly look after any ill, disabled or elderly relatives or friends who are in need of care without being paid? This includes people who live with you and those who live elsewhere. [QCARE]

Yes 1
No 2
Don't know 3
Refused 4

ASK ALL
Q99.　How is your health in general? Would you say it is… [QHEALTH]

Very good 1
Good 2
Fair 3
Poor 4
Very Poor 5
Don't know 6
Refused 7

ASK ALL
Q100.　Do you have a learning difficulty of any kind? [QLDIF]

Yes 1
No 2
Don't Know 3
Refused 4

IF DOES HAVE A LEARNING DIFFICUTLY AT <QLDIF> (QLDIF = 1)
Q101.　What kind of learning difficulty do you have? [QLDIF2]

PROBE FULLY

OPEN-ENDED
Don't Know
Refused

IF DOES HAVE A LEARNING DIFFICUTLY AT <QLDIF> (QLDIF = 1)

Q102.      Does this learning difficulty reduce your abilities to carry our day-to-day activities? [QLDIF3]

Yes, a lot 1
Yes, a little
Not at all 2
Don't Know
Refused

ASK ALL

Q103.      [Apart from anything you have just told me about do / Do[21]] you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more? [QDIS]

Yes 1
No 2
Don't know 3
Refused 4

IF DOES HAVE A IMPAIRMENT, ILLNESS OR DISABILITY AT <QDIS> (QDIS= 1)

Q104.      Do any of these conditions or illnesses you have just mentioned affect you in any of the following areas?

IF NECESSARY: The purpose of this question is to establish the type of impairment you experience currently as a result of your health condition or illness. In answering this question you should consider whether you are affected in any of these areas whilst receiving any treatment or medication or using devices to help you such as a hearing aid for example.  [QDIS2]

READ OUT

INTERVIEWER: IF RESPONDENT DOES NOT HAVE DIFFICULTIES IN ANY OF THESE AREAS PLEASE CODE 'NONE OF THESE'

Vision – for example blindness or partial sight 1
Hearing - for example deafness or partial hearing 2
Mobility - for example walking short distances or climbing stairs 3
Dexterity - for example lifting and carrying objects, using a keyboard 4
Learning or understanding or concentrating 5
Memory 6
Mental health 7
Stamina or breathing or fatigue 8
Socially or behaviourally - for example associated with autism, attention deficit disorder or Asperger's syndrome
Other (specify) 9

---

[21] Text fill based on answer at QLDIF.

None of these (SINGLE CODE ONLY) 10
Don't know 11
Refused 12

IF DOES HAVE A IMPAIRMENT, ILLNESS OR DISABILITY AT <QDIS> (QDIS= 1)

Q105.        Does your condition(s) or illness(es) reduce your ability to carry our day-to-day activities? [QDISL]

Yes, a lot 1
Yes, a little 2
Not at all 3
Don't Know
Refused

The next few questions are about your income and any state benefits or tax credits that you may be receiving or claiming.

ASK ALL

Q106.        Are you currently claiming any state benefits or tax credits? [QBEN]

Yes 1
No 2
Don't know 3
Refused 4

IF BENEFITS AT <QBEN> [QBEN = 1]
Q107.        Which of the following types of benefits are you currently claiming?

READ OUT. CODE ALL THAT APPLY [QBEN2]

Unemployment related benefits, or National Insurance Credits 1
Income support (not as an unemployed person) 2
Sickness or disability benefits 3
State Pensions 4
Family related benefits (excluding Child benefit and tax credits) 5
Child benefit 6
Tax Credits 7
Housing or Council Tax benefit 8
Other (specify) 9
Don't know 10
Refused 11

ASK ALL

Q108.        And what is your overall HOUSEHOLD income from all sources in the last year? This includes earnings from employment or self-employment, income from benefits and pensions and income from sources such as interest from savings. [QINCOME]

INTERVIEWER: RESPONDENT CAN GIVE ANSWER FOR ANY PERIOD OF TIME (E.G. YEARLY, MONTHLY, WEEKLY ETC) AS THE PERIOD WILL BE CODED AT THE NEXT QUESTION).

IF THE RESPONDENT DOES NOT KNOW ASK THEM TO GIVE THEIR BEST ESTIMATE

ENTER AMOUNT

NUMERIC ANSWER 1 TO 9999999
Don't Know
Refused

IF GAVE AN AMOUNT AT <QINCOME> (QINCOME = 1-9999999)

Q109.        What period did this cover? [QINCOMEP]

PROMPT TO PRECODES

One week 1
Two weeks 2
Three weeks 3
Four weeks 4
Calendar month 5
Two calendar months 6
Eight times a year 7
Nine times a year 8
Ten times a year 9
Three months / 13 weeks 10
Six months / 26 weeks 11
One year / 12 months / 52m weeks 12
Less than one week 13
Other (specify) 14
Don't Know
Refused

**RE-CONTACT INFORMATION**

Thank you for your help and assistance in completing this survey. As I mentioned earlier, everything that you have said will be treated in the strictest confidence.

*Collect re-contact details for the respondent and a stable contact.*

*THANK AND CLOSE*