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Community Learning Learner Survey
Wave 2

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RESEARCH

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TNS BMRB

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Business, Innovation and Skills.

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1 Executive summary

Introduction and background

Community learning (CL) describes a wide range of classes and learning activities, mostly unaccredited, that must meet national CL objectives¹. These learning programmes bring together adults of different ages and backgrounds to acquire a new skill, re-connect with learning, pursue an interest, prepare for progression to formal courses, and/or learn how to support their children more confidently. The learning often benefits families & the wider community, as well as the individuals who take part.

In 2013-14, the Department for Business, Innovation and Skills (BIS) is supporting community learning with a contribution of £210 million through the Community Learning (CL) budget², with a similar allocation for 2014-15. Learning providers report on this provision under the following broad headings:

- Personal and Community Development Learning (PCDL)
- Family English, Maths and Language (FEML)³
- Wider Family Learning (WFL), and
- Neighbourhood Learning in Deprived Communities (NLDC).

In December 2011, following a review and national consultation, 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*⁴. 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. They require community learning providers to:

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

In April 2012, BIS issued a prospectus inviting directly-funded community learning providers to submit proposals for testing innovative planning and delivery approaches in

¹ See figure 2.1

² Previously called the Adult Safeguarded Learning Budget.

³ Previously called Family Literacy, Language and Numeracy (FLLN).

⁴ Department for Business, Innovation and Skills (2011) *New Challenges, New Chances – Further Education and Skills System Reform Plan: Building a World Class Skills System*

line with the new objectives. Fifteen Community Learning Trust (CLT) pilots were appointed in July 2012. The pilot areas developed and tested collaborative approaches in which local providers, people and organisations worked together to develop local community learning partnerships and strategies. The full evaluation report was published February 2014⁵.

CLT approaches were endorsed in the Skills Funding Statement 2012-2015⁶, which states that from the 2013/14 academic year onwards all directly-funded providers of CL must use their whole allocation to deliver the objectives set out in *New Challenges, New Chances*. All directly-funded providers of community learning are now required to maximise value for money and deliver a locally-determined learning offer in line with the new objectives and ways of working. These approaches were endorsed again in the Skills Funding Statement 2013-16⁷, published in February 2014.

In 2011, BIS commissioned TNS BMRB to conduct longitudinal research in order to build a deeper and more robust understanding of the various impacts of community learning on individuals, families and communities. The research consists of a multi-cohort longitudinal design.

All learners in this cohort completed a community learning course between July 2011 and February 2012. The interviews at Wave 1 took place between March to June 2012, and the findings from the Wave 1 study are reported in the Community Learning Learner Survey (published in March 2013).⁸ All learners who agreed to be re-contacted at Wave 1 were approached for a follow up interview around 12 months later. In total 1,951 interviews were conducted. This report presents findings from the second wave of interviews. At both waves of the survey, the quantitative interview was complemented with some qualitative research to explore the learner journeys in further detail.

It is important to note that this cohort of 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 cohorts of learners who will have completed community following the introduction of the new objectives and after the reforms introduced in August 2013.

It must be borne in mind that throughout the Wave 2 report the focus of the quantitative analysis is on examining changes reported by learners following the Wave 1 interview. It does not attribute these changes to the courses (i.e. causality is not implied). The qualitative research, however, provides the opportunity to explore and examine the self-reported impact of course participation on learners' lives.

⁵ <https://www.gov.uk/government/publications/community-learning-trust-pilot-evaluation>

⁶ Department for Business, Innovation and Skills (2012) Skills Funding Statement 2012-15.

⁷ Department for Business, Innovation and Skills (2014) Skills Funding Statement 2013-16

<https://www.gov.uk/government/publications/skills-funding-statement-2013-to-2016>

⁸ Harding et al (2013) Community Learning Learner Survey, BIS Research Paper 108.

Profile of learners and learning

Chapter 3 of the report provides an overview of the key findings from the **Wave 1** research.

Women, people aged 50 or over and people who were retired were more likely to undertake community learning. A sizable proportion of learners from more disadvantaged backgrounds took part. The profile of the sample at Wave 2 was broadly in line with the profile of the sample at Wave 1.

The most commonly undertaken community learning course was a PCDL course (completed by 81 per cent of learners). Nine per cent took a FEML course, five per cent a NLDC course and four per cent a WFL course.

Motivations for attending the community learning course were broad ranging, with high proportions citing reasons relating to 'personal progression', 'social and community' and 'personal well-being'. A segmentation analysis was carried out to identify different learner 'typologies' based on motivations for learning and the following six distinct groups were identified: "Stepping Stone", "Serial Attendees", "Becoming Better Parents", "Self Confidence and Personal Wellbeing", "Keeping up with Information Technology" and "Multiple Needs".

Despite the relatively short time since learners had completed their community learning course at Wave 1, a range of self-reported short term impacts were evident. These impacts were broad ranging and included those related to personal progression, personal well-being, social and community life, work and employability and improvements in parenting and relationships with children.

Longer term progression, outcomes and attitudes

Chapter 4 of the report explores the longer term progression, outcome and attitudes of learners (approximate 18-24 months after the completion of the course).

The report includes findings from the quantitative survey, which examine changes in learners' lives since the time of the Wave 1 interview. These quantitative findings do not directly link these changes to the course itself (i.e. causality is not implied). However, the qualitative research does explore how course participation has impacted on learners' subsequent decisions and longer term choices and impacts.

The chapter includes four case studies of people's learning journeys. These help to illustrate the benefits of participating in community learning and show how participation is linked to subsequent decision-making and longer term impacts.

Findings from the Wave 2 quantitative telephone survey are presented along with the findings from the qualitative workshops. A broad range of longer term changes were evident. Reflecting the broad ranging short term impacts realised at Wave 1, these longer term progression were also wide ranging and included:

Personal progression and development

- With the quantitative survey, there were improvements in skills and abilities in a number of specific areas since the time of the Wave 1 interview. The most notable included: creative skills (49 per cent reported improvements) personal confidence (46 per cent reported improvements) communication skills (43 per cent) and IT/digital skills (42 per cent).
- Learners also reported changes in personal confidence and the perception of abilities since the time of the Wave 1 interview, including:
 - Seven in ten (70 per cent) learners reporting that they had become more confident in their abilities
 - 69 per cent reporting that they had found new interests and things they wanted to learn about.

However, when interpreting these findings it must be borne in mind that it is not possible to directly attribute these changes to the original community learning course.

- Encouragingly, in the qualitative workshops, one of the most notable reported impacts related to improvements in personal confidence. New found confidence was often linked directly to the course content and mastery of practical skills. For some learners this had a pervasive impact on their wider lives because it affected the way they related to others and led to broader achievements. Many learners reported developing new routines and new interests as a result of their new skills.

Personal well-being

- The qualitative workshops showed that community learning courses gave some participants an immediate and lasting sense of personal well-being. Courses fostered the improvement of personal well-being for different learners in different ways. For some it provided time away from everyday stresses and concerns, particularly for those learners who felt they had limited mental stimulation. Other learners reported that the course had been therapeutic and had given them time to focus on themselves, or that it helped to improve their sense of personal identity.
- In the quantitative survey, analysis on the ONS measures of subjective well-being at Wave 2 indicated that learners' subjective wellbeing remained at the same level that it was at the time of the Wave 1 interview.
- The survey found that perceived improvements in some learners' health and disabilities between the Wave 1 and Wave 2 interviews were matched by deterioration in others. While indicative analysis was conducted to examine whether improvements in health reported by learners were associated with continued course participation, no firm conclusions could be drawn.

Social and community activities

- The quantitative survey reported a broad range of positive changes relating to social and community activities since the time of the Wave 1 interview. These included: 56 per cent of learners having more activities to fill their spare time and 51

per cent meeting new people and socialising more often. However, as cautioned earlier, it is not possible to directly attribute these changes to participation in the original community learning course.

- Positive improvements were echoed in the qualitative elements of the research. Meeting new people and developing new friendships were central to the course experience for learners. The relationships developed on the courses were also beneficial for learners in terms of creating a supportive environment. Additionally, meeting new people was a central part of their course experience - particularly among those who were living more socially isolated lives.
- Thirty-seven per cent of respondents in the telephone survey reported that they had become involved in voluntary activities since the time of the Wave 1 interview. Whilst inferences can not be made about whether this change is directly attributable to community learning participation, it is encouraging that volunteering levels amongst learners are higher than national estimates.
- Participation in formal and informal voluntary work was common across many of the participants in the qualitative group discussions. Many of the new skills gained by learners led to benefits for their local communities; for example some learners reported teaching others at the community centre where they learnt, and other learners reported using their new skills to raise funds or undertake work for charitable organisations.

Children and families

- In the qualitative discussions, parents who had taken part in community learning to specifically develop or improve their parenting skills or basic skills reported positive improvements in these areas. They included parents feeling better equipped to deal with their children's behaviour, help and support their children with homework and understand more about their learning.
- The quantitative findings reflect these qualitative findings. Just under half of parents (48 per cent) who had participated in community learning reported feeling more confident than at Wave 1 at helping their children with reading and 45 per cent with writing. Very similar proportions of parents also reported helping their children more with these subjects (47 per cent respectively).
- Around six in ten parents reported improvements in a range of differing parenting skills over the previous 12 month period.

Work and employability

- Positive long term impacts relating to work and employability as a result of the course were evident in the qualitative elements of the research. For example, learners who attended community learning courses to gain skills to help them secure a job typically reported that the course had assisted them in doing so.
- In the quantitative telephone survey, learners reported positive changes in relation to their work since the time of the Wave 1 interview including: 65 per cent reporting that they had helped to mentor colleagues and 61 per cent that they had been able to do their job better.

- Among learners who were unemployed and looking for work, on a government training scheme or looking after the home and family at both Waves 1 and 2, 43 per cent reported feeling more confident about finding a job in the future.

At Wave 1, a number of impacts were particularly strong among learners living in the most deprived areas and from the most disadvantaged backgrounds. At Wave 2, a similar pattern was evident around some of the longer term outcomes and changes.

Further Learning

Chapter 5 explores whether learners had undertaken further learning and their attitudes towards undertaking learning in the future.

At Wave 1, despite interviews taking place relatively shortly after learners had finished their courses (within seven months), half of learners reported that they had undertaken further learning. At Wave 2, 43 per cent of learners said that, since their Wave 1 interview they had taken part in at least one further taught course, and 47 per cent reported that they had undertaken some kind of self taught/ individual learning. Positively, among both of these groups, significant proportions (77 per cent and 70 per cent) reported that their original community learning course had encouraged them to undertake these further activities. This was particularly strong for learners from more disadvantaged backgrounds.

Among learners who had undertaken further taught courses, 38 per cent reported that they had gained (or would gain) qualifications from their course. The following types of learners were more likely to report gaining qualifications: learners from more disadvantaged backgrounds, young learners, those who did not speak English as a first language, those from BME backgrounds and those looking for work or looking after the home and family.

Future intentions for further learning were positive, with four fifths (81 per cent) reporting that they would like to undertake further learning courses or activities in the next two years.

When asked about a number of statements describing general attitudes towards learning, agreement levels at Wave 2 were largely in line with those at Wave 1. However, it is noteworthy that the proportion disagreeing with the statement 'I don't have the confidence to learn new things' reduced slightly (from 67 per cent to 61 per cent). This is perhaps a surprising finding, suggesting that confidence levels in some learners may have declined slightly since Wave 1.

Longer term progression in relation to the learner segments

Chapter 6 explores the longer term progression of learners across the six learner segments. Generally the findings were positive, with sizable proportions of learners in each of the segments tending to report some further improvements in areas directly related to their motivation for attending. Two of the most notable findings from this analysis were that:

- Learners from the “Multiple Needs” segment reported a very broad range of longer term progressions and changes. They tended to be more likely than average to cite virtually all of the longer term progressions examined in the Wave 2 interview.
- Progression into further learning amongst the “Serial attendees” was broadly in line with the average, and this group were no more likely to report a desire to take part in further learning or training in the next two years. One possible explanation could be that this group could be attending ‘repeat’ courses which they do not consider as a ‘further’ or ‘different’ course. Alternatively it could be that progression into further learning activities is increasing among other segments, bringing them more in line with this group.

Learners in this segment were the least likely to report improvements in changes to their spare time activities. This could be because improvements were relatively widespread at Wave 2 and the scope (and need) for further improvements could be minimal.

Conclusions

The conclusion section of this report brings together the key findings of the Wave 2 research and discusses them in relation to the community learning objectives. Overall, the findings are encouraging and build on those evident at Wave 1, suggesting that community learning has brought many impacts and changes into learners’ lives, in both the short and long term. While many of the changes reported in the quantitative survey cannot be directly attributed to the course itself, they show positive changes in the intervening period between the Wave 1 and Wave 2 interviews. The qualitative findings show how course participation has impacted on individual learners’ subsequent decisions and outcomes. This is very clearly illustrated in the four case studies.

A notable finding at Wave 2 was the longer term progression reported by learners in the “Multiple Needs” segment group. Across the majority of these progressions at Wave 2, learners from this segment were more likely to report positive changes than learners from the other segments. This is a very positive finding, as this segment cited very broad range of motivations for attending their original course – ‘multiple needs’ were strongly apparent. The socio-demographic characteristics of this segment show that these learners are likely to be from disadvantaged backgrounds, with significant proportions lacking qualifications, coming from BME backgrounds and/or living in the most deprived areas.

2 Introduction

2.1 Background

Community learning (CL) describes a wide range of classes and learning activities, mostly unaccredited, that must meet national CL objectives⁹. These learning programmes bring together adults of different ages and backgrounds to acquire a new skill, re-connect with learning, pursue an interest, prepare for progression to formal courses, and/or learn how to support their children more confidently. The learning often benefits families & the wider community, as well as the individuals who take part.

In 2013-14, the Department for Business, Innovation and Skills (BIS) is supporting community learning with a contribution of £210 million through the Community Learning (CL) budget¹⁰, with a similar allocation for 2014-15. Learning providers report on this provision under the following broad headings:

- Personal and Community Development Learning (PCDL)
- Family English, Maths and Language (FEML)¹¹
- Wider Family Learning (WFL), and
- Neighbourhood Learning in Deprived Communities (NLDC).

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*¹². Policy proposals included the piloting of local Community Learning Trust approaches 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 in decision-making;
- maximise value for money, increase income generation and use income to support people who can't afford to pay.

⁹ See figure 2.1

¹⁰ Previously called the Adult Safeguarded Learning Budget.

¹¹ Previously called Family Literacy, Language and Numeracy (FLLN).

¹² Department for Business, Innovation and Skills (2011) *New Challenges, New Chances – Further Education and Skills System Reform Plan: Building a World Class Skills System*

Figure 2.1 – Community Learning: aims and objectives

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
 - 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.

In April 2012, BIS issued a prospectus inviting directly-funded community learning providers to submit proposals for testing innovative planning and delivery approaches in line with the new objectives. Fifteen CLT pilot areas were appointed in July 2012. The pilots developed and tested collaborative approaches in which local providers, people and organisations worked together to develop local community learning partnerships and strategies. The pilots were externally evaluated on the effectiveness of these approaches. An initial report providing an overview of the early set-up and subsequent progress of the CLTs, using evidence collected between September and December 2012, was published in March 2013¹³. An evaluation summary report was published in September 2013¹⁴, to inform wider implementation of the CLT approaches. The full report was published in February 2014¹⁵.

CLT approaches were endorsed in the Skills Funding Statement 2012-2015¹⁶, which states that from the 2013/14 academic year onwards all directly-funded providers of CL must use their whole allocation to deliver the objectives set out in *New Challenges, New Chances*. All directly-funded providers of community learning are now required to maximise value for money and deliver a locally-determined learning offer in line with the new objectives. These approaches were endorsed again in the Skills Funding Statement 2013-16¹⁷, published February 2014.

¹³ Evans et al. (2013) *Community Learning Trust Pilot Evaluation Report – set up stage*. Department for Business, Innovation and Skills.

¹⁴ Department for Business, Innovation and Skills (2013) *Evaluation of Community Learning Trust Pilots: Summary of Key Findings*. BIS Research Paper number 137.

¹⁵ Evans et al (2014) *Community Learning Trust (CLT) Pilot Evaluation*. BIS Research Paper number 163. Available online at: <https://www.gov.uk/government/publications/community-learning-trust-pilot-evaluation>.

¹⁶ Department for Business, Innovation and Skills (2012) Skills Funding Statement 2012-15 <http://www.bis.gov.uk/assets/BISCore/further-education-skills/docs/S/12-p172-skills-funding-statement-2012-2015.pdf>

¹⁷ Department for Business, Innovation and Skills (2014) Skills Funding Statement 2013-16 <https://www.gov.uk/government/publications/skills-funding-statement-2013-to-2016>

In 2011, BIS commissioned TNS BMRB to conduct longitudinal research in order to build a deeper and more robust understanding of the various impacts of community learning on individuals, families and communities. It is designed to:

- establish a baseline for measuring future progress as the reforms announced in *New Challenges, New Chances Further Education and Skills System Reform Plan: building a world class skills system*¹⁸ take effect
- find out how learners are affected by changes in the planning and delivery of community learning associated with the new objectives and wider community learning reforms.

The research also fills a gap in the evidence base in relation to the **full** learner 'journey', including initial motivations, experience of learning, attitudes to learning, expectations of impact, future plans and whether or not those intentions came to fruition. Some of the key areas of exploration are:

- The motivations behind learners' decisions to undertake community learning courses.
- How learners *find out* about courses, and how they *get into* community learning.
- The experience of learners on their courses and whether their expectations are 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 and/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 been any effect on family relationships, social integration or social networks.
- Whether learners have used ICT as part of their learning.

The survey is longitudinal in nature, with an initial interview shortly after completion of the course and a follow up interview around 12 months later. Areas explored in the follow up survey included:

- 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 well-being, improved mental or physical health.

¹⁸ 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.

- Whether there were any further benefits of the learning experience that learners did not anticipate during the learning.
- Learners' attitudes to learning since their learning experience.

This report complements findings from a BIS-commissioned suite of studies¹⁹ on the social impacts of adult learning and widens the evidence base on the impacts of BIS-funded learning.

2.2 Research design

The research uses a multi-cohort longitudinal study approach:

- Cohort A: Interviews with learners shortly after completing a community learning course, with a follow up interview around 12 months later.

All learners in this cohort completed a community learning course between July 2011 and February 2012. The interviews at Wave 1 took place between March to June 2012, and the Wave 2 interviews between April and June 2013. At both waves of the survey, the quantitative interview was complemented with some qualitative research to explore the learner journeys in further detail.

- Cohort B: Interviews with a second, new cohort of learners, with a follow up interview 12 months later (anticipated 2015 and 2016).

A longitudinal design (where repeat interviews take place with the same individuals) provides an understanding of the defining characteristics of people who undertake community learning and how these may change over time. Such a design allows measurement of the immediate short term impacts of the learning, as well as the longer term impacts which might not be realised until much later. The multi-cohort design element also allows different cohorts of learners to be tracked, enabling outcomes to be assessed as policies evolve.

The first cohort of learners completed their community learning course in the second half of 2011, enabling researchers to collect baseline data before the new community learning objectives were introduced in August 2012.

The anticipated surveys with a second cohort of learners (planned for 2015 and 2016) will allow collection of data from people who participated in learning since the new community learning objectives were introduced in 2012 and after the new community learning reforms were implemented in August 2013. It will be possible to compare data from these learners with the baseline data to explore progress made towards the new objectives along with the impacts of the community learning reforms on learners.

¹⁹ <https://www.gov.uk/government/organisations/department-for-business-innovation-skills/series/bis-research-paper>

The Community Learning Learner Survey Report²⁰ sets out the findings from the first interviews with learners in Cohort A (Wave 1). This second report sets out findings from the follow-up interview completed with these learners around 12 months later (Wave 2). This wave of the research had three components: the quantitative telephone survey and two qualitative elements:

2.2.1 Quantitative telephone survey

Wave 1

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

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 spectrum of learning activities and measuring a wide variety of impacts on both individuals and the wider community. The questionnaire needed to strike a balance between coverage and depth due to the breadth of information to be covered. It also had to take into account what could be realistically and accurately captured within a quantitative questionnaire tool. The questionnaire design phase included a number of stages, including the development of a questionnaire framework, a questionnaire design workshop, cognitive interviewing and a pilot exercise.

A representative sample of learners was drawn from the Individual Learner Record (**ILR**). Selected learners had completed a community learning course, funded through the BIS Community Learning budget, 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.

Fieldwork took place between 8th March and 2nd May 2012. A total of 4,015 telephone interviews were conducted.

Wave 2

Sample

All learners who completed a Wave 1 interview and had agreed to be re-contacted were approached for a second interview.

Questionnaire

The questionnaire was designed to capture the longer term progressions and impacts experienced by learners since their Wave 1 interview. The Wave 1 questionnaire formed the basis of the questionnaire for Wave 2, with a number of amendments. Questions collecting details of the course were removed and new questions were included to capture longer term impacts and progressions. A number of attitudinal questions were retained to allow comparison of attitudes between the two interviews.

²⁰ Harding et al (2013) *Community Learning Learner Survey*, BIS Research Paper 108.

Fieldwork

Fieldwork took place between 24th April and 13th June 2013. A total of 1,951 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.

2.2.2 Qualitative research

At Wave 2 the qualitative research comprised of:

- six workshops, each comprising 6-8 learners who had taken part in the quantitative survey
- an additional 'immersion' stage of more in-depth research with 8 learners to better understand their journey since the initial community learning course.

Qualitative workshops at Wave 2

After the survey, researchers conducted six follow-up qualitative workshops lasting 90 minutes. These workshops were stratified around primary motivations for learning identified from the survey and demographics. The segmentation analysis, set out below, is discussed further in Chapter 3.

1. Stepping Stones
2. Serial Attendees
3. Becoming Better Parents
4. Self Confidence and Well-being
5. Keeping up with IT
6. Multiple Needs

Each workshop reflected 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 impact of community learning on the learners' lives.

Workshops were conducted in London, Hull, Newcastle, Oldham and Bromley, drawing in participants from a range of urban, market town and rural areas.

A more detailed sample profile is detailed in Appendix 2.

Qualitative immersions at Wave 2

From the workshops, eight learners reporting high impact - including a range of primary and secondary variables - were chosen to go on to the immersion stage of the research. This involved a researcher spending time with each of the eight learners in their home environment to help understand the full extent of the impact and the journey travelled by the learner since completing their course. The nature of the observational immersions was designed carefully to reflect the learner's life and involved spending time with the learner at home or in a place they like to visit, meeting their family, going to their place of work or attending a regular activity with them. Each immersion visit lasted around four hours. The eight learners involved in these immersion visits are used in this report to illustrate the impact of community learning. In addition, the lives of four of the eight learners are the subject of stand-alone video / photo stories²¹ that show how community learning can radically improve the quality of people's lives.

2.3 Scope of the report

This report sets out the findings from learners in Cohort A who took part in the second quantitative telephone study. It also includes findings from the qualitative workshops and immersions. It aims to build upon the findings from Wave 1 of the research²² by exploring the longer term progressions and impacts experienced by learners. It is important to note that throughout the report, the focus of the quantitative analysis is on examining changes reported by learners following the Wave 1 interview. It does not attribute these changes to the courses (i.e. causality is not implied). The qualitative research, however, provides the opportunity to explore and examine the self-reported impact of course participation on learners' lives.

The 'Profile of Learners and Learning' chapter provides an initial introduction detailing the profile of learners, their motivations for attending the course and some of the short term impacts realised at the time of the Wave 1.

The report is divided into the following chapters:

- Executive Summary
- Introduction
- Profile of Learners and Learning
- Longer term progression, outcomes and attitudes
- Further Learning
- Longer term progression related to the learner segments
- Conclusions.

As described in the Research Design Section earlier (Section 2.2), the findings from Wave 1 were reported in the first Community Learning Learner Survey Report. This second

²¹ These photo stories were produced after a day spent with a member of the research team accompanied by a photographer and videographer

²² Harding et al (2013) *Community Learning Learner Survey*, BIS Research Paper 108.

report aims to explore the longer term self-reported progression of these learners in the approximately 12 month period since their first interview.

The findings from the learners in Cohort A will provide baseline data which can be compared with data on learners in later cohorts. This will help to evaluate the impacts of community learning following the introduction of the new objectives in August 2012 and the community learning reforms implemented across England from August 2013.

3 Profile of learners and learning

This chapter provides an overview of the key findings from the **Wave 1** quantitative survey. All learners who were interviewed at Wave 1 completed a community learning course between July 2011 and February 2012, and their Wave 1 interviews took place between March and May 2012.

The chapter:

- describes the profile of learners who completed these courses, making comparisons to UK averages;
- examines the profile of learners at Wave 1 and compares it to the Wave 2 learner profile (Wave 2 interviews took place April and June 2013);
- examines some of the key motivations for attending their courses reported by learners at Wave 1, and discusses some of the short term self-reported impacts that had been realised at the time of the Wave 1 interview.

These findings are set out in detail in the Wave 1 Community Learning Learner Survey report²³. An overview has been included here to provide a contextual background for the interpretation of the Wave 2 findings.

3.1 Profile of learners in the quantitative survey at Wave 1

This section summarises the profile of learners at Wave 1. The Labour Force Survey (LFS) is the source for national comparison figures, unless otherwise specified.²⁴

- Women were more likely than men to take community learning courses (76 per cent of learners were female). Women were heavily over-represented among learners, compared to national averages.
- Learners tended to be older than the general population in England, with people aged 60 to 69 particularly over-represented (21 per cent compared with a national estimate of 13 per cent) and people under age 30 under-represented (12 per cent compared with 23 per cent nationally).
- Given the age profile of learners, it is not surprising that retired people were over-represented (29 per cent compared with a national figure of 20 per cent), nor that those in employment were under-represented (38 per cent compared with 59 per cent). People in full-time employment in particular were very under-represented among learners (20 per cent compared with 44 per cent in the national figures in the LFS).

²³ Available online at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/128775/13-691-community-learning-learner-survey-march-2013.pdf

²⁴ Labour Force Survey, Jan – Mar 2009, respondents in England aged 16 or over.

- The majority of learners had some sort of qualification (only nine per cent reported no qualifications, compared with 14 per cent in the LFS figures) and learners were more likely to have higher education qualifications than the national averages (37 per cent of learners compared with 28 per cent in the LFS figures).
- Learners were more likely to be from BME backgrounds than the wider population (19 per cent compared with 11 per cent in the LFS figures). While proportionally small, Asian/Asian British (nine per cent compared with six per cent in the LFS data) and Black/Black British (five per cent compared with three per cent in the LFS data) groups were over-represented in the profile of learners.
- People with children aged under 18 made up 36 per cent of learners.
- Among learners who reported their income (45 per cent of respondents in the survey), 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, 19 per cent reported an income of £50,000 or more. Twenty per cent reported receiving unemployment-related benefits or National Insurance credits, income support or council tax benefit.
- Three quarters (76 per cent) of the learners described their health as good and the same proportion said they did not have any long-standing physical or mental health condition or illness. Twenty three per cent of learners report a long-standing physical or mental health condition or illness. Of these, three in ten (31 per cent) said that their condition or illness reduced their ability to carry out day-to-day activities a lot and a further 40 per cent said it reduced their ability a little.
- Learners lived predominantly in urban areas (82 per cent, compared to 17 per cent living in rural areas). The distribution of learners in deprived or more affluent areas was in line with population figures; 32 per cent lived in areas among the three most deprived deciles of the index of multiple deprivation (IMD), while 67 per cent lived in areas among the seven least deprived IMD deciles.

3.1.1 Comparison of Learners at Wave 1 and Wave 2

The profile of the sample at Wave 2 is broadly in line with the sample at Wave 1. A breakdown is shown in Table 3.1 and 3.2 below.

Table 3.1: Demographic profile of learners in the survey at Wave 1 and Wave 2 in comparison to national data

	Learner Survey Wave 1	Learner Survey Wave 2	National ²⁵
Gender*	%	%	%
Female	76	76	51
Male	24	24	49
Age			
Under 20	*	*	6
20 to 29	12	10	17
30 to 39	21	20	17
40 to 49	19	20	18
50 to 59	15	16	15
60 to 69	21	21	13
70 or over	12	13	14
Unknown	*	*	
Employment status			
Working for an employer full-time	17	18	38
Working for an employer part-time	14	16	13
Full-time self-employed (with or without workers)	3	3	6
Part-time self-employed (with or without workers)	4	4	2
Unemployed and looking for work	10	8	5
In full time education	2	2	4
On a government scheme for employment training	*	*	*
Temporarily sick or disabled	1	1	*
Permanently sick or disabled	4	5	4
Looking after home or family	14	10	10
Retired	29	30	20
Other Answer	3	2	2
Highest qualification*			
Degree level or Higher Education	37	40	28
Below Higher Education	50	50	58
No qualifications	9	8	14
Don't know/Refused	3	3	
Ethnicity			
White	81	82	89
Asian or Asian British	9	8	6

²⁵ Labour Force Survey, Jan – March 09, respondents in England aged 16 or over

Table 3.1: Demographic profile of learners in the survey at Wave 1 and Wave 2 in comparison to national data

Black or Black British	5	5	3
Chinese	*	*	
Mixed ethnic group	1	1	1
Other	2	2	1

Base: All respondents in the Community Learning Learner Survey at Wave 1 / Wave 2 unless specified otherwise
 *As recorded at the Wave 1 interview

Table 3.2: Other Key demographics at Wave 1 and Wave 2

Have children under 18			
Yes	36		35
No	64		65
Refused	*		*
Household Income (Based on respondents who provided their income)			
Under £10,000	17		18
£10,000 - £19,000	26		25
£20,000 - £29,000	16		17
£30,000 - £49,000	21		22
£50,000 or more	19		18
Unweighted	1804		1060
Receipt of unemployment related benefits or national insurance credits, income support, housing or council tax benefit			
Yes	20		21
No	76		77
Don't know	2		2
Refused	2		1
Longstanding health condition or illness			
Yes	23		30
No	76		69
Don't know	1		1
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		30
Yes, a little	40		37

Table 3.2: Other Key demographics at Wave 1 and Wave 2

	Not at all	27	32
	Don't know / Refused	1	1
	Unweighted	891	464
Area*			
	Urban	82	82
	Rural	17	17
IMD*			
	Three most deprived IMD deciles	32	32
	Seven least deprived IMD deciles	67	67
	Unweighted	4015	1951

Base: All respondents unless specified otherwise

*As recorded at the Wave 1 interview

As highlighted in the Wave 1 report, it should be noted that many of these characteristics are not mutually exclusive. For some sub-groups in particular, it is not uncommon to find similarities between their responses and those of 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. Some of the key relationships include (based on learners who took part in both Waves 1 and 2):

- **Age and economic status**

There is overlap between age and economic status. The most noticeable point being that 83 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 three quarters (74 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 (77 per cent) were aged between 30 and 49, and the vast majority (86 per cent) were female.

It is also noteworthy that the total sample size for the Wave 2 survey is 1,951, which allows robust sub-group analysis to be conducted on the findings at Wave 2.

3.1.2 Profile of learners in the qualitative research at Wave 2

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, groups were selected to reflect the wide age range of community learning participants, 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 courses and those taking them at Wave 1

At the time of the Wave 1 interviews (which took place between March and May 2012), Personal and Community Development Learning (PCDL) was by far the most common type of course undertaken by learners, taken by 81 per cent of respondents. Nine per cent took courses in Family English, Maths and Language (FEML); five per cent in Neighbourhood Learning in Deprived Communities (NLDC) courses and four per cent took courses in Wider Family Learning (WFL).

The key characteristics of learners within each course type were as follows:

- The majority of PCDL learners were aged 50 or over and were either in employment or retired. They 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 in FEML and WFL provision were likely to be aged 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 in PCDL and NLDC provision 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.

3.3 Learner motivations reported at Wave 1

Motivations for attending courses were wide ranging, with high proportions of respondents citing reasons relating to 'personal progression', 'social and community' and 'personal well-being'. The most common reason overall was to improve knowledge or skills in the subject (mentioned by 91 per cent). Other important 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).

Motivations for attending the course varied between different types of learners. One of the most notable was that learners from deprived communities tended to cite a large number of reasons for attending, probably because they had multiple needs.

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. Six distinct groups were identified:

1. **Stepping stone:** Reasons for attending focused around current and future jobs. The development of reading, writing, speaking, personal finance and numeracy skills were also important motivators, as was taking part in learning as a stepping stone into further education and training.
2. **Serial Attendees:** These learners were more likely than those in other segments to have previously undertaken learning activities. Reasons for attending focused around doing something fun in spare time.
3. **Becoming Better Parents:** These learners attended the course to become more confident parents and/or to help their children with school work. The development of reading, writing, speaking, personal finance and numeracy skills were also important.
4. **Self Confidence and Well-being:** Reasons for attending focused around self confidence and personal well-being. Social and community aspects were also important.
5. **Keeping up with Information Technology:** Developing IT and digital skills was the most important driver for attendance, including IT applications relating to work settings.
6. **Multiple needs:** This group differed from the other five groups, with learners citing the full range of possible motivations for attending.

3.4 Short term impacts of the course reported at Wave 1

All learners at Wave 1 took part in the research relatively soon after completing their course (within seven months). Reflecting the wide ranging motivations for attending the course, a broad range of short term self-reported impacts were evident. These included impacts related to:

- personal progression and development;
- personal well-being;
- social and community aspects;
- children and families;
- work and employability;

- future willingness to engage in learning.

It was particularly notable that many of the impacts reported by learners were relatively 'soft', with a minority resulting in something 'tangible' such as a new job.

Encouragingly, a large number of impacts were particularly strong among learners living in the most deprived areas and from the most disadvantaged backgrounds.

4 Longer term progression, outcomes and attitudes

This chapter describes respondents' longer term progression, outcomes and attitudes following their participation in the community learning course. Short-term impacts were examined at Wave 1 (where interviews took place within seven months of the community learning course being completed) and the second wave of the survey explored progression during the subsequent 12 month period (approximately 18-24 months after the completion of the course).

- The chapter begins with illustrative learner journeys derived from the qualitative elements of the research, followed by results from the quantitative survey.
- It is important to note that while the quantitative analysis identifies changes reported by learners over the 12 months following their Wave 1 interview, it does not attribute these changes to the courses (i.e. causality is not implied). The qualitative research provides the opportunity to explore how course participation has impacted on learners' subsequent decisions and how the outcomes of participation are related to longer term choices and impacts.
- Qualitative findings are used throughout this chapter to help illustrate how changes and developments in skills, well-being, health and community participation are linked to the community learning courses undertaken 18-24 months previously.

4.1 Illustrating the learner journey

Through the qualitative group discussions and eight learner immersions, researchers developed a detailed picture of the short and longer term impacts of participation in community learning courses. The following case studies of four real learners' journeys help illustrate the benefits of participating in community learning and show how participation is linked to subsequent decision-making and longer term impacts.

Ann

Ann left school at 15 with no qualifications, having struggled to study within an academic environment. Despite early negative experiences of learning she has continued throughout her life to engage in more informal community learning opportunities, both to support her in her career (e.g. in relation to functional skills) and to expand her horizons and develop new interests.

In 2006 Ann suffered a double blow when her elderly father died and her mother shortly afterwards developed a brain tumour which left her requiring significant care. Ann went part-time in her job as a civil servant and spent two days a week looking after her mother. This role began to take a toll on her, both mentally and physically.

Ann enrolled on an evening pottery course at her local community learning centre to get some respite from her caring responsibilities. She has now been studying the craft of pottery for the past six years, taking both general classes at her local college and specialist courses such as figure pottery.

“The pottery courses absolutely rescued me. Otherwise I would have had some kind of a breakdown.”

As well as providing respite from her caring responsibilities, Ann believes the pottery courses have helped her to socialise, develop new self-confidence and keep her mind active in retirement. They have also enabled her to contribute to the local community by selling pottery for charity at local events and donating pieces to a local community garden which supports people with mental illnesses. She has recently received her first commission and is now selling her pottery at a gallery. Some of her pieces are also on display at her local college to showcase the work of current and previous students.

“I don’t feel sitting and doing nothing [in retirement] is a good idea. Now I feel like I have a new lease of life.”

To watch a short video about Anne’s learning, please click [here](#)



Michael

Michael first found out about community learning courses while receiving occupational therapy at the North Camden Recovery Centre, having battled with depression, isolation and low confidence. He had always had an interest in computers and technology and began looking for opportunities to gain some IT skills that would help him back into education and work. He enrolled on an introductory IT course at his local college and, despite initial apprehensions, went on to learn some important skills (e.g. word processing and photo editing) as well as finding out more about skills that he previously had little knowledge of, such as website design. This introductory course gave him confidence and furthered his interest in IT. He subsequently took a community learning course in web design as well as enrolling in a radio DJ course and a distance learning course in social work (an area he had started training in prior to his depression).

Taking part in community learning has had a marked impact on Michael's confidence and mental well-being. He has now created his own personal website which shares his story and has also put his IT skills to use by designing two websites for his local church – an organisation that plays a key role in his life. A significant moment for him was giving a presentation to church members about the website he had designed for them - he felt a strong sense of accomplishment and fulfilment in doing this. Michael has been keen to share his new skills and has volunteered at the North Camden Recovery Centre and at the college to help support other learners as they develop their own IT skills.

"I had a 'wow' within myself that I have been able to do something. I have been able accomplish something. I never dreamt of becoming a web designer."

Looking to the future, he is very optimistic and feels the skills and confidence he has gained improve his prospects for future employment, as well as enabling him to undertake positive activities in his spare time. He is going to do an advanced website design course and is looking for opportunities to do more radio presenting.

To watch a short video about Michael's learning, please click [here](#)



Keith

Back in 2008 Keith was a successful photographer undertaking freelance work for Vogue and other fashion magazines. However a shift in the market resulted in a demand for photographers with digital photography skills. Unable to afford to go on digital photography courses, Keith soon found himself out of work and in a situation where meeting his financial obligations, such as his mortgage, had become a serious issue. Keith was diagnosed with depression and was referred to counselling and cognitive behavioural therapy.

'I was a drain on everyone and I was very negative.'

'What I had lost in photography was the hands-on element... I had learned the old fashioned way, and everything I had learned was not of any use anymore... when I saw the picture frame course, I thought I could help my photographer friends frame their pictures instead and become useful again.'

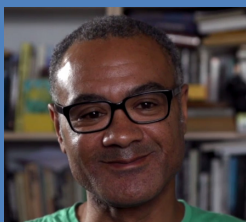
As part of his treatment Keith was given support and encouragement in getting back into work, which led to him looking for suitable community learning courses via a mentoring support charity. He had always had an interest in woodwork and liked the idea of working with his hands, so chose to enrol on a picture framing course. Keith found that the course not only helped him to learn a new skill, which has subsequently led to a passion for woodwork, but also helped him to recover from his depression.

'I remember thinking, I don't get down any more like I used to; those things that used to be significant aren't any more. I am working much more now than I was then. I feel so much better.'

After a month of the course, he attended the European Woodwork Convention and met a master craftsman who encouraged him to follow his passion and engage in further learning. He subsequently signed up to a residential weekend woodwork course which focused on wood turning and carving in order to make intricate items such as wooden spoons.

Since studying woodwork Keith employs his skills by making photo frames (bringing together new and old passions) and by restoring and selling old carving tools bought from Deptford Market. Keith has also enrolled on a undergraduate Furniture Design course at London Met University which will help him with his future employment ambition to design and sell wooden furniture.

To watch a short video about Keith's learning, please click [here](#)



Neil

Neil has spent the past 15 years caring for his three children, in particular his eldest son who was born with cystic fibrosis. His caring responsibilities have been a full time role, leaving limited opportunity to engage in employment or education opportunities - which resulted in feelings of social isolation. Neil was encouraged by his wife to begin a painting course at his local community learning centre, to gain respite from his caring responsibilities, and to add something different to his routine. Despite initial reservations around his artistic abilities, Neil overcame his confidence issues and excelled at his course. He has since used his new-found skills to undertake voluntary work within his local community, including in primary schools, libraries and a Sure Start Centre. Using his skills for the benefit of his local community and seeing his artwork on public display has been highly motivating for Neil and inspired him to continue with his interest in art.

Through the experience of community learning, Neil also gained confidence in his own ability to engage in new learning and was inspired to undertake other, more academic, qualifications. This decision was partly driven by his eldest son's decision to progress into further education, which had implications for the benefits the family would be able to claim. As a precaution, Neil undertook courses to gain qualifications in English and Maths to help him seek work and give him additional confidence during the interviewing process.

"It's got the educational [aspect], as in you're keeping your mind active, you're keeping your body active, you're leading things. You've also got, when you do have to go for work, you've got a CV that [shows] you've done something."

Neil is now more motivated and prepared for the future – he has diversified his painting work and is now beginning to explore the potential of working for himself doing painting and decorating work. He is also still looking to further his artistic skills by undertaking a more advanced course in Art and Design.

"If I struggle to get a job because of my employment record - the last 10-15 years [out of work], I may be able to go self-employed and turn my hobby into a business structure at a later date depending on circumstances and finances. So I've currently signed up to the level two diploma in Art and Design."

To watch a short video about Neil's learning, please click [here](#)



4.2 Personal progression and development

4.2.1 Changes in skills and abilities over the previous 12 months

In the quantitative survey learners were asked whether, since the Wave 1 interview (around 12 months earlier), they felt their skills or abilities in a number of specific areas had improved, stayed the same or decreased (Table 4.1)

Table 4.1 Improvements and decreases in 'skills' since Wave 1 interview

	Improved	Stayed the same	Decreased	Don't know	Refused
	%	%	%	%	%
Creative skills	49	48	2	1	*
Personal confidence	46	50	4	*	-
Communication skills	43	55	2	1	-
IT or digital skills	42	54	3	1	*
Practical skills	40	56	2	1	*
Literacy skills	31	67	2	*	*
Language skills	31	67	2	1	-
Well-being or mental health	32	60	7	1	*
Applying for work	29	61	4	5	2
Physical health or fitness	28	55	17	1	*
Numeracy skills	23	74	3	1	*
Budgeting or money management skills	22	75	2	1	*
Unweighted (all statements excluding 'Applying for work')	1951				
Unweighted ('Applying for work')	1378				

Base: All respondents at Wave 2 (excluding 'Applying for work')

Base: 'Applying for work': All respondents excluding those currently retired.

While for most types of skills and abilities respondents reported that their own skills and abilities had stayed the same, there were some signs of marked improvement since the Wave 1 interview. On balance, respondents reported improvements in all areas, particularly in creative skills (49 per cent reported improved skills), personal confidence (46 per cent), communication skills (43 per cent) and IT/digital skills (42 per cent).

The proportions of respondents reporting decreases in skills and abilities shown in Table 4.1 since the Wave 1 interview were generally very low. The only notable decrease was a worsening of their physical health or fitness (reported by 17 per cent), and worsening in their well-being or mental health (reported by seven per cent). However, well-being and mental health along with physical health or fitness are very distinct from the other areas reported on in this table, with the other skills and abilities being much more tangible and concrete. One possible explanation for these decreases could be related to the age profile of learners within the survey. Given the significant proportion of older people within the learner population (34 per cent of learners were aged 60 or over) deteriorations in health over time are to be expected. When responses to this question are examined by age, it is

evident that older learners were more likely to report decreases (37 per cent of learners aged 75 or older reported decreases, reducing to four per cent among 16-24 year olds), However, separate from this, it could be hypothesised that changes in health could be related to continued participation in courses and therefore deteriorations could be associated with stopping participation. Firm conclusions about this cannot be drawn from the survey, because health prior to the course is not recorded, and changes to health between the Wave 1 and Wave 2 interviews cannot be causally linked to the course. However, the survey data does allow some initial indicative analysis, by comparing further course participation between those learners who reported improvements in health and those reported deteriorations. Some differences are evident:

- Among learners who reported deterioration in physical health or fitness and/or well-being or mental health, 38 per cent had gone on to complete one further course since the time of the Wave 1 interview.
- Among learners who reported an improvement in these areas, the proportion was higher, at 51 per cent.

An analysis of these questions on changes in skills since Wave 1 indicated that there was a high degree of correlation between them. This suggested that, rather than looking at sub-group differences that might be very similar for each of the skills, a factor analysis approach would be more useful in understanding the results. The analysis identified four factors among responses to the questions on changes in skill levels. These were:

1. Responses emphasising skills relating to communication, literacy, applying for work, confidence, language, numeracy;
2. Responses emphasising budgeting and IT skills;
3. Responses emphasising creative and practical skills;
4. Responses emphasising managing/improving physical and mental health.

Among the skills covered by Factor 1 (**communication, literacy, applying for work, confidence, language, and numeracy**), the following groups of learners were more likely to report positive changes: women, younger respondents, those with children aged under 18 and those from the ‘Multiple Needs’ segment.²⁶

For Factor 2 (**covering budgeting and IT skills**), younger respondents were more likely to report positive changes, as were those with children, men and those from the “Multiple Needs” segment.

For Factor 3 (**creative and practical skills**), those with children under the age of 18 were more likely to report positive changes than those without; and those learners from the “Self Confidence and Well-Being” segment were the more likely to report positive changes than those from other segments.

For Factor 4 (**covering the questions on skills relating to mental and physical health**), interestingly, those with a disability, illness or other health condition were less likely to report positive changes than those without these conditions. Additionally, younger

²⁶ See section 3.3 for explanation of segments.

respondents and those with children aged under 18 were more likely to report positive changes.

The qualitative workshops identified a range of practical skills that learners acquired on their community learning courses, ranging from creative skills in art and woodwork to technical IT skills and literacy and numeracy skills. However, motivations for undertaking courses varied considerably. Many learners described their course participation as one step in a personal journey – a stepping stone – which could support their progression either personally or professionally.

“I’m still not working, actually, but it was a stepping stone for me sort of to get out there and sort of get myself busy and stay focused” **London**

“For me [the course] has opened the door to education again, ...[I was] away from education and [only] learning through a career and working really, really hard within that career...; to then step away from that and retrain is a good thing and I am enjoying it.” **Bromley**

Community learning provided these participants with an opportunity to follow a passion or interest, or to develop skills which they either had not had the chance to do previously, or were not able to do within full-time education.

“I never used to listen [in English classes], I used to just walk out because I used to hate it. But now I can sit and do English, I’ve now passed my tests and I’ve got an English [literacy] qualification.” **Newcastle**²⁷

4.2.2 Changes in personal confidence and perception of abilities

Respondents were asked whether they had become more confident in their abilities over the previous year, and whether they had become aware of abilities they did not know that they had (Table 4.2).

²⁷ Quote from a learner who followed a Family Learning Course.

Table 4.2 Changes in personal confidence and perception of abilities

And since we spoke in [month] last year, could you tell me how much you agree or disagree with each of the following statements	Strongly agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Strongly disagree	Don't know	Refused
	%	%	%	%	%	%	%
I have become more enthusiastic about learning	38	23	27	7	4	1	*
I have become more confident in my abilities	43	27	20	6	3	*	*
I have become aware of abilities I didn't know I had	35	29	18	11	6	1	*
I have realised I can go on to learn at a higher level	38	24	18	10	8	1	1
I have found a lot of new interests and things I want to learn about	39	30	14	12	4	*	*
I have gone on to do courses I would not have thought of doing before	26	16	16	20	19	1	2
I have realised I am better at learning than I thought	30	25	22	12	9	1	*
I have encouraged other people I know to take part in a course or other learning activity	48	26	9	9	7	1	*
Unweighted	1,951						

Base: All respondents at Wave 2

Results were very positive, especially in relation to personal confidence and awareness of abilities and interests. For example, 70 per cent of learners at Wave 2 reported that they had become more confident in their abilities over the previous 12 months; 69 per cent found new interests and things they wanted to learn about; 64 per cent reported that they had become aware of skills they didn't know they had.

Results relating to personal action were more mixed: almost three-quarters (74 per cent) reported that they had encouraged other people to take part in courses or other learning activities; however, a lower proportion (42 per cent of respondents) reported that, since their Wave 1 interviews, they had gone on to do courses they would not have thought about before. When interpreting these findings, it must again be borne in mind that while learners report positive changes around their personal confidence and their perceptions of their abilities, it is not possible to directly attribute these changes to the original community learning course.

As with the questions in the previous section around development of specific skills, the analysis of the questions relating to changes in confidence and perceived abilities indicated a high degree of correlation between the questions. Again, a factor analysis approach was used to simplify and focus the analysis.

The analysis identified three factors among responses to the questions about confidence and perceived abilities. These were:

1. Responses related to being confident, enthusiastic, aware, being able or feeling able to go on to do more.
2. Responses related to having already gone on courses or having found new interests and things to learn about.
3. Responses to do with encouraging others.

For Factors 1 and 2, younger respondents tended to be more positive than older respondents. As might be expected (due to the overlap of subgroups), those with children were more positive on these two factors than those without children. Across the motivational segments, those learners within the “Multiple needs” segment were the most likely to report positive changes on these two factors and those within the “Serial attendees” segment the least likely.

Factor 3 covered responses relating to encouraging others to take part in courses or other learning opportunities. Interestingly, for this factor, the youngest respondents (those aged 20-29) were less likely than older age groups to report positive changes since the time of the Wave 1 interview. Differences were evident by gender with female respondents more likely than male respondents to report positive changes.

These positive findings in relation to increases in confidence around 18-24 months after the completion of the community learning courses were echoed in the qualitative findings. The most notable impact on learners reported in discussions held in the qualitative workshops was in relation to their personal confidence.

For some learners, their new found confidence was linked directly to the course content and their achievement of practical skills. These learners derived a strong sense of achievement from demonstrating these skills to others and/or becoming more independent. Practical skills included designing a website for their local church, making cakes for their family and being able to budget effectively. All these respondents described a feeling of greater self-esteem which drove a sense of self-belief that they could go on to achieve more, beyond the course itself.

“Confidence... just being able to look at a tag in a shop and say, right that’s 20% off.” **Newcastle**

“I felt very confident in me and I feel like I can do anything now related to IT or computers.” **London**

For many, the new sense of self confidence from having learnt new skills had a pervasive impact on their wider lives because it had affected the way they related to others and for some, led to broader achievements. Among these learners, their success - gained from community learning courses – was framed by a personal journey that started with low self

confidence in their abilities, often linked to poor achievement at school. The shift in self esteem since completing courses was often hard to overstate. Many reported feeling that with their new skills and confidence they could go on to achieve much more beyond the confines of the course, which up to that time they had not thought possible. For example, completing an art course might motivate an individual to take more academic or vocational courses to support his/her work aspirations or might help that person become more active and confident, with positive impacts on his/her personal well-being and relationships. This impact was seen most frequently in the learner segments “Becoming Better Parents”, “Self Confidence and Well-being” and “Multiple needs” and was probably linked to the original motivation to learn new skills to improve self esteem, for themselves and those closest to them.

“It’s given me confidence in talking out in a crowd, like now doing this I’m talking out really, whereas before that course [I] wouldn’t have” **Newcastle**

Many respondents had developed new routines and new interests as a result of their new skills. For example, there were some respondents in the qualitative groups who had taken up further learning and others who had created small businesses based on their new found creative interests such as woodwork and pottery. Having a new sense of purpose resulted in a very real shift in self-worth.

“I didn’t have that confidence in myself. I didn’t believe in myself. It’s like I believe in myself more than I used to do.” **Oldham**

“I feel totally different now, like I have had a new [sense]... of purpose in my life”
London

Many learners showed a palpable sense of achievement about having acquired new skills. Respondents in the groups spoke proudly about their personal progression and skills development and learners who were involved in the immersion stage were keen to showcase and demonstrate their achievements.

4.3 Personal well-being

4.3.1 ONS measures of subjective well-being

Respondents were asked a short series of questions on subjective well-being. These questions are harmonised with Office for National Statistics (ONS) questions on subjective well-being, now standard across several major UK surveys. The same questions were asked in the Wave 1 survey, enabling comparisons to be made between responses for Wave 2 respondents in their original interview and around 12 months later.

The four ONS questions are:

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?

For each of these, respondents are asked to score themselves on a scale from 0 (e.g. not at all satisfied, not at all anxious, etc.) to 10 (e.g. completely satisfied, completely anxious, etc.).

It is not possible to draw inferences about the specific impact of community learning on learners' subjective well-being as learners did not provide well-being scores prior to learning. However, comparing the scores of learners at Wave 2 with their scores at the Wave 1 interview allows us to examine whether there has been any movement in well-being. The results at Wave 1 and Wave 2 are presented in Table 4.3²⁸. There were almost no differences – and none that are statistically significant - between the ONS measures of subjective well-being at Wave 1 and Wave 2, whether overall or broken down by gender or age. This would suggest that learners' well-being has remained at the same levels that it was at the time of the Wave 1 interview, which was shortly after the completion of their community learning course (within seven months).

Comparisons of learners' scores can also be made with UK averages. It was interesting to note that at Wave 1, learners had higher average scores for 'life satisfaction', 'worthwhile' and 'happy yesterday' ratings in comparison to the UK population at that time²⁹. Learners' ratings of anxiety were in line with the UK population estimates.

In July 2013, the ONS published estimates for the personal well-being in the UK from April 2012 to March 2013, and it is possible to compare these estimates with those recorded by learners during the Wave 2 interview. As shown in Table 4.3, in comparison to the UK estimates, learners at the time of the Wave 2 interview had statistically higher average scores for 'life satisfaction', 'worthwhile' and 'happy yesterday' ratings. This reflects the pattern evident at Wave 1. For the ratings of 'anxious yesterday' the picture is slightly different. The ratings of anxiety are higher among learners at Wave 2 in comparison to the UK population estimates. However, as learners' ratings of anxiety have remained largely consistent between Waves 1 and 2, this change (in the relationship between learner's levels and those of the UK population) is due to a fall in anxiety levels amongst the UK population³⁰.

²⁸Note that the Wave 1 figures are the scores reported by Wave 2 learners in their original interviews; they are not the overall figures for the full Wave 1 respondent cohort reported in the original report on the Community Learning Survey.

²⁹ As recorded in the Annual Population Survey from April to September 2011, UK, aged 16+.

³⁰ Further discussion of the changes in well-being in the UK can be found in the ONS Statistical Bulletin *Personal Wellbeing in the UK*, available online at: http://www.ons.gov.uk/ons/dcp171778_328486.pdf.

Table 4.3 ONS subjective well-being – Comparison of results from Wave 1 and Wave 2

	Life satisfaction			Worthwhile			Happy yesterday			Anxious yesterday		
	CLS W1	CLS W2	APS	CLS W1	CLS W2	APS	CLS W1	CLS W2	APS	CLS 1	CLS W2	APS
	%	%		%	%		%	%		%	%	
Mean	7.7	7.6	7.5	8.0	7.9	7.7	7.6	7.6	7.3	3.3	3.3	3.0
Unweighted	1951	1951	165657	1951	1951	165030	1951	1951	165583	1951	1951	165376
Mean score by gender												
Men	7.6	7.5	7.41	7.8	7.7	7.6	7.5	7.5	7.3	3.3	3.2	2.9
Women	7.7	7.6	7.49	8.1	8.0	7.8	7.6	7.7	7.3	3.3	3.4	3.1
Mean score by age												
Under 20 ¹	9.0	10.0	7.8	10.0	10.0	7.7	8.0	8.0	7.5	8.0	5.0	2.7
20-29	7.8	7.9	7.5	8.0	7.9	7.6	7.7	7.9	7.3	3.4	3.5	2.9
30-39	7.7	7.6	7.4	7.9	7.7	7.7	7.5	7.6	7.3	3.8	3.5	3.1
40-49	7.3	7.4	7.2	7.8	7.8	7.6	7.4	7.5	7.1	3.3	3.5	3.3
50-59	7.1	7.1	7.2	7.7	7.6	7.6	6.9	7.1	7.1	3.6	3.8	3.3
60-69	8.0	7.9	7.6	8.3	8.3	7.9	8.1	7.9	7.5	2.7	3.0	2.9
70 or over	8.0	7.7	7.7	8.3	8.2	7.9	7.8	7.9	7.6	3.0	3.3	2.7

Base: All respondents in the Community Learning Learner Survey at Wave 2 / Annual Population Survey Personal Well-being Experimental dataset (APS) April 2012 to March 2013, UK Aged 16+

Note: "Don't know", "Refusal" and "Not stated" responses are excluded from this analysis.

¹ The base for respondents aged under 20 is very small and the figures for this age category should be disregarded. They are included here for completeness only.

The impact of community learning courses on personal well-being was explored in the qualitative mini groups. Personal well-being is a broad and difficult concept to define and measure. Within the context of a quantitative instrument, such as the ONS subjective measure, it is particularly challenging to measure. However, qualitative research enables the concept of personal well-being to be explored in a much broader sense and to a greater level of detail.

Within the qualitative mini group discussions it was apparent that community learning courses gave some participants an immediate and lasting sense of personal well-being, which they often associated with opportunities for time away from their everyday lives and concerns. This was particularly significant among learners who felt that they had limited mental stimulation in the rest of their lives: for example those who were retired, stay at home mothers, carers or unemployed. This was common across all the motivation segments. These learners described the benefits for their mental well-being of participation in something novel and different.

“[Having the course as part of your routine] gives you the confidence when you go home at night time and somebody rings up [and asks] “what have you been up to today?” Well, not – “I cut the grass earlier on. I made the kids some tea”... I have got a whole social calendar now to sort of feed from to say I’ve done something today or I’ve done something this week” **Hull**

“[The course] was something that I did for myself because I just thought, [that it would be good to] use my brain again, which is nice, because I do sometimes think that otherwise I am going to go brain-dead.” **Oldham**

“When I was at home before doing any of the courses I felt a bit like “is this my life?” I was just a mum at home, out of work, and I just felt that there was nothing I could do in the meantime until my children are ready to leave home.” **Newcastle**

For some learners (such as carers) who are experiencing particularly challenging life situations, the course activity itself had been therapeutic in that it had given them time to focus on themselves. For example, one respondent who had suffered from isolation and depression after losing his job described how focusing on mastering skills on a woodwork course had helped alleviate his sense of hopelessness and fostered a renewed sense of purpose. Another respondent who had become a carer for her parents also found that focusing on developing creative skills had provided her with much needed respite to cope with a demanding situation.

“You feel so much better and able to cope when you go back, and [the course is] mentally rewarding.” **Hull**

“I was feeling a bit stressed from work and things. I like my job but it can be quite stressful at times, so the experience of the course is quite relaxing... and the effect of the course is that I can now deal with the stress. I learned how to switch off and not think about it any more.” **London**

These participants linked the process and positive experience of learning to the regaining of a sense of personal identity, which in turn led to an increased sense of personal well-being. They described how their personal well-being was strengthened through a focus on themselves as individuals, away from outside commitments, combined with the social opportunities that community learning courses afford. This was particularly true for some mothers in the “Becoming Better Parents’ and “Multiple Needs” segment who felt isolated staying at home and found that their parenting role had restricted their sense of personal identity.

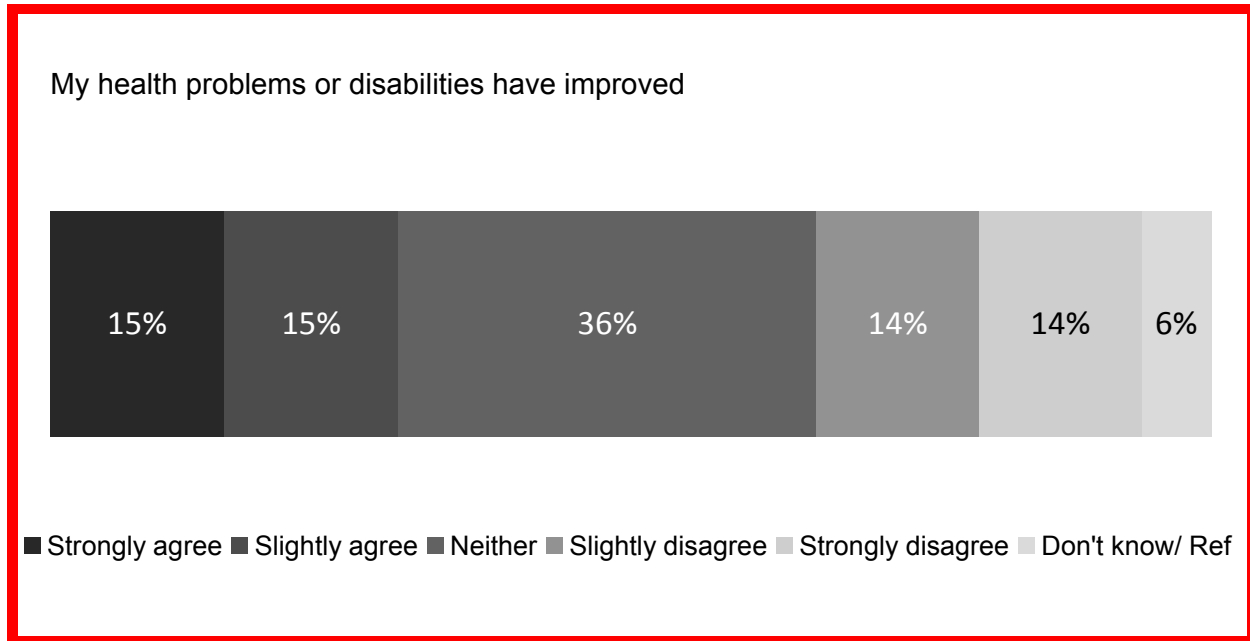
“[I have gained] self-worth, really. Because if you’re a [stay at home mum],...you can lose your identity, and you can get bogged down in childcare and other things like that, and it does give you an opportunity.... to meet other people and feel good about yourself doing something.” **Oldham**

4.3.2 Changes in health or disabilities

Respondents in the quantitative survey were asked whether or not they agreed that, compared to the time of their Wave 1 interview, their ‘health or disability had improved’.

Perceived improvements in some respondents' health problems or disabilities over the previous 12 months were matched by deterioration in others (Figure 4.1).

Figure 4.1: Changes in health problems or disability since Wave 1



Base: All respondents at Wave 2: 1951

- Unsurprisingly, those learners who said at Wave 2 that they had an impairment, illness or disability were less likely (25 per cent) to agree that their health had improved in the previous 12 months than those without such a condition (32 per cent).
- The youngest respondents (aged under 30) were more likely than other age groups to say that their health problems or disabilities had improved (46 per cent agreed, compared to 33 per cent for those in their thirties and down to 21 per cent agreeing among those aged 70 or over). Clearly, those in the older age groups are more likely to experience age-related deteriorations in health or disability.
- Respondents living in urban areas were more likely to agree that their health had improved than those in rural areas (31 per cent versus 24 per cent).

All survey respondents were also asked how their health was in general compared to the time of the Wave 1 interview. One fifth (19 per cent) reported improvements, 65 per cent reported it had stayed about the same and 16 per cent reported it had got worse. As might be expected, very similar subgroup differences were evident for this statement, with the following groups more likely to report that their health had worsened over the previous 12 months:

- those with an impairment, illness and/or disability compared to those without (36 per cent versus seven per cent);

- older learners compared with younger learners (27 per cent of those aged over 70 compared with nine per cent of those in their thirties and seven per cent of those in their twenties);
- learners in receipt of unemployment, income support, housing or council tax benefits compared with those who were not (23 per cent versus 14 per cent).

It could be hypothesised that improvements in health are associated with continued course participation following the original community learning course and therefore deterioration could be associated with stopping learning. It is not possible to draw any firm conclusions about this within the context of the survey, because health prior to the course is not recorded, and changes to health between the Wave 1 and Wave 2 interviews can not be causally linked to the course. While some indicative analysis is possible by comparing the levels of continued course participation between learners who experienced declines in health and well-being with those who did not, the findings are inconclusive.

4.4 Social and community activities

4.4.1 Changes in free-time activities

Respondents in the Wave 2 quantitative survey were asked a set of new questions about their involvement in personal, social and community activities compared to their activities at Wave 1. Table 4.4 shows the overall results for these questions.

Table 4.4 Changes in free time activities since Wave 1

Compared to when we spoke in [MONTH] last year, could you tell me whether you agree or disagree with the following?	Strongly agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Strongly disagree	Don't know	Refused
	%	%	%	%	%	%	%
...I have more activities to fill my spare time	29	27	24	11	8	*	*
...I meet new people and socialise with friends more often	27	24	26	15	8	*	*
I get out of the house more often	32	23	25	11	9	*	*
I do more activities to keep my mind and body active	35	27	23	9	6	*	*
I get involved more with my local community	16	18	28	20	17	1	1
Unweighted	1,951						

Base: All respondents at Wave 2

Positively, more respondents reported increases in free-time activities and tasks than reported decreases. The only exceptions were in response to the question about getting more involved in the local community, where slightly more respondents disagreed than agreed. As we do not have before/after data, the question relies on respondents'

perceptions of changes in their activities over the previous year, but the changes are certainly positive at an aggregate level. However, as cautioned earlier, it is not possible to directly attribute these changes to participation in the original community learning course.

As with the questions on perceptions of skills, confidence and perceived abilities, the analysis of the questions on changes in health and free-time activities since Wave 1 showed a high degree of correlation. Factor analysis was again used to simplify the interpretation of how different groups of learners responded to the questions. The factor analysis identified three factors:

1. Responses related to doing more to keep active, getting out of the house more, having more activities to fill spare time and meeting new people and socialising with friends.
2. Responses related to getting more involved with the local community.
3. Responses related to improvements in health problems or disabilities.

For Factors 1 and 3, the following groups of learners tended to give more positive responses about changes in their activities (i.e. were more likely to report positive changes in the free time activities which relate to these factors):

- Younger learners compared with older learners;
- Those with children aged under 18 compared with those without;
- Those without an impairment, illness or disability, compared to those with an impairment, illness or disability;
- Those from the “Multiple Needs” motivational segment compared with the other segments³¹.

For Factor 2, similar differences to those listed above were evident:

- Those with children aged under 18 compared with those without;
- Those without an impairment, illness or disability, compared to those with an impairment, illness or disability;
- Those from the “Multiple Needs” motivational segment and the “Becoming Better Parents” segment compared with the other segments³².

These positive improvements in personal, social and community activities in the 12 months following the Wave 1 interview (around 18 to 24 months after the original community learning course was completed) were echoed in the qualitative elements of the research. Meeting new people and developing new friendships were central to the course experience for many respondents. Learners in the group discussions described the development of a ‘mini community’ with course participants from all different types of backgrounds. They appreciated the exposure to people from different cultural backgrounds

³¹ Further discussion around the learner segments can be found in section 3.3.

³² Further discussion around the learner segments can be found in section 3.3.

and reported that it broadened their horizons and enhanced the experience. This contributed to an increased sense of well-being as a result of creating new relationships and learning more about other people.

“Your whole world is opened up rather than just being in your little enclave” Hull

“Other people who are there, their ideas and it just broadens your mind... getting other people’s ideas and you think... they’ve come up with something really good and maybe you could use it as well. So it’s been inspirational.” Oldham

“You get to go out, make new friends. It’s not just about the course. It’s about, you know, making friends and building confidence and, you know, just moving- how better you can do, because sometimes when you’re at home because you don’t feel that you know a lot of things, then you actually go there and just explore.” Oldham

The relationships developed on the courses were also beneficial for learners in terms of creating a supportive environment. Those who were less confident in their abilities to succeed on their course were particularly likely to feel that the encouragement and support received from peers was key to their success.

“We used to go to each other’s houses and stuff and continue the course and educate each other type of thing, doing it and having a laugh with your mates at the same time.” Newcastle

Meeting new people was a central part of their experience of the course, particularly among those who were living more socially isolated lives:

“I think also the social aspect, I probably didn’t appreciate it until I’d been [to the course]. When I was at work I didn’t appreciate [my social life] as much but since I have retired, now that I’ve been living on my own, the social aspects and the socialising and having friends that I made through the courses has been important.” Bromley

4.4.2 Involvement in volunteering

Thirty-seven per cent of all respondents said that they had become involved in volunteering activities since their Wave 1 interview. These learners tended to be:

- female (38 per cent versus 33 per cent of men);
- those with children aged under 18 compared with those without (40 per cent versus 35 per cent);
- those from BME background compared with those from White backgrounds (43 per cent versus 35 per cent);
- those in education (55 per cent), those looking for work (42 per cent) and those looking after the home and family (41 per cent) compared to learners with other

economic status (32 per cent of those who were retired and 38 per cent of those who were working);

- those who had taken a FEML course compared with those who had taken a PCDL course or a NLDC course (43 per cent versus 36 per cent and 34 per cent);
- those who had taken part in further courses since their Wave 1 interview compared to those who had not (40 per cent versus 30 per cent).

It is not possible to infer whether or not these changes in volunteering are directly attributable to the community learning participation. However, it is possible to compare levels of volunteering among community learners with national averages by comparing the community learner estimate with volunteering estimates for England drawn from the Taking Part survey. The Taking Part survey is a National Statistic, and collects data on many aspects of leisure, culture and sport in England. However, differences in survey methodology must be borne in mind when making comparisons: the Taking Part survey is a face to face survey, and the Community Learning Learner Survey is a telephone survey. Additionally, there are slight variations in the questions asking about volunteering.

The Community Learning Survey asks: 'Since <MONTH> 2012, have you become involved in any voluntary activities?

This could include things such as organising or helping to run an event, getting involved with school or community activities, 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 started before we spoke in <MONTH> 2012.'

Taking Part asks: 'During the last 12 months, have you done any voluntary work? INTERVIEWER ADD IF NECESSARY: THIS COULD BE ORGANISING OR HELPING TO RUN AN EVENT CAMPAIGNING CONSERVATION RAISING MONEY PROVIDING TRANSPORT OR DRIVING TAKING PART IN A SPONSORED EVENT COACHING, TUITION, MENTORING ETC.'

- In the most recent statistical release³³, which gives headline estimates for the year July 2012 to June 2013, 25 per cent of adults reported taking part in volunteering in the previous 12 months.
- Interestingly, participation in (new) volunteering in the last 12 months among respondents in the learner survey is higher in comparison to this national estimate, at 37 per cent.

When interpreting this comparison, differences between the learner population and the wider population must be considered:

³³ Taking Part 2013/2014, Quarter 1.

- As discussed in Chapter 3, the learner survey population has a higher proportion of women and older people than the population of England. Examination of the breakdown of Taking Part data suggests volunteering rates are higher among women than men, and in the 16-24 year old group, followed by the 65-74 year old group (Table 4.7). This could suggest that higher volunteering rates among community learners can be accounted for by these population differences.
- However, analysis of the volunteering take up rates among these groups provides further insights. As shown in Table 4.5, take up rates for both men and women are higher in the Community Learning Learner Survey than in the Taking Part survey. The same is evident for each age group (with the exception of the '75 and older' group). This indicatively suggests that the differences in participation rates between the two surveys cannot be wholly attributed to the differences between the learner population and the wider population and that participation in community learning may positively affect people's propensity to volunteer.

Table 4.5 Uptake of volunteering

	Community Learning Learner Survey Uptake of volunteering activities since the time of the Wave 1 interview excluding voluntary activities that started prior to Wave 1 interview) %	Taking Part Uptake of voluntary work in the last 12 months %
All	37	25
By Gender		
Men	33	22
Women	38	28
By Age		
16-24	36	31
25-44	42	23
45-64	36	26
65-74	35	28
75+	18	20
Unweighted	1951	10,140

Base: All respondents in the Community Learning Learner Survey at Wave 2 / Taking Part July 2012 to June 2013, England Aged 16+

In the Wave 2 survey, all respondents who reported volunteering were asked whether these activities included any from a list of specific activities (see Table 4.6). The introduction to the question specifically asked respondents not to include any voluntary

work that they might have started before the Wave 1 interview, in order to identify new voluntary activities.

Of those who had begun a volunteering activity in the 12 months since the Wave 1 interview, two-thirds (67 per cent) had organised or helped to run an event or activity, and 62 per cent had got involved in a community activity.

Table 4.6 Involvement in volunteering activities in previous 12 months

	Proportion of learners who already volunteer who have undertaken new volunteering in the past 12 months %	Proportion of all learners in the survey who have undertaken this volunteering activity in the past 12 months %
Organising or helping to run an event or an activity	67	25
Involved in a community activity	62	22
Raising money or taking part in sponsored events	51	19
Being a member of a committee	47	17
Leading a group	40	15
Giving advice, information or counselling	39	14
Befriending or mentoring people	38	14
Visiting people	34	13
Helping at school	34	13
Coaching or tuition	29	11
Secretarial, administrative or clerical work	23	8
Providing transport or driving	16	6
Conservation or restoration	14	5
Being a learning champion	14	5
Campaigning	13	5
Working in a charity shop	1	*
Other	6	2
Don't know	1	*
Unweighted	727	1,951

Base: All volunteers / All respondents at Wave 2

Percentages total more than 100 because respondents could select more than one response option.

The qualitative research offered the opportunity to explore the longer term impacts of community learning on the uptake of volunteering activities. Formal or informal voluntary work was common across many of the participants in the qualitative group discussions. The specialist skills developed during their courses enabled learners to contribute to their local communities. Some participants taught others at the centre where they had been taught or used their new skills to raise funds or undertake work for charitable and community organisations. This impact was most notable in the “Keeping Up with IT” segment where several learners’ initial motivations for attending classes had been to overcome social isolation. Once they had engaged with the staff and other learners on the

course, they gained in confidence and felt moved to help others who might be vulnerable like they had been.

“But doing this course, to be honest, encouraged me to contribute to the local community...I started to go to the Age Concern...I drive around collecting the donations for the shop.” London

“From the IT training I was able to sort of support the (Mental Health) service users who come there and use the IT facilities.” London

Robert

Before engaging in community learning Robert did not feel he was in ‘a good space’. He was working in casual jobs with limited prospects and sought inspiration and direction to help him develop a career. Robert wanted to undertake further learning which built upon previous work he had done as a youth support worker, so signed up to an introductory counselling course at his local community college. Participating in the course positively influenced his outlook on life and directly led him to undertake an NVQ in Counselling and Psychology.

“They did let me know when I started it’s a journey and he said that it doesn’t matter what time you get to the end because age is experience and it helps you to understand the clients that you may have eventually”.

Robert is now looking to gain a related degree and to use his skills to contribute to the community in an informal way by running help groups, teaching and giving talks. He has already taken the next steps in his journey through voluntary work at a play group and through volunteering for the last few months at the mental health charity MIND.

4.4.3 Changes in participation in cultural activities

At Wave 1, respondents were asked about their participation in a range of cultural activities; these questions were included again in the Wave 2 survey and the results are compared in Table 4.7.

Table 4.7 Participation in cultural activities at Wave 1 and Wave 2

Things done in free time nowadays...	Proportion of respondents who did activity at Wave 1 %	Proportion of respondents who did activity at Wave 2 %
Read	88	90
Listen to music or play a musical instrument	83	82
Go to the cinema/the theatre/music concerts	70	73
Visit museums/galleries/historic sites	71	73
Do sport/exercise	72	73
Do arts and crafts	55	55
None of these/No answer	*	1
Refused/No answer	*	*
Unweighted	1,951	1,951

Base: All respondents at Wave 2

Percentages total more than 100 as respondents could select more than one response.

The aggregate level changes between Wave 1 and Wave 2 were small. The only change in participation that was statistically significant was the small rise (70 per cent to 73 per cent) in the proportion of respondents who go to the cinema/the theatre/music concerts.

4.5 Children and families

This section explores changes in parental confidence and support for their children's schoolwork. In the qualitative group discussions, parents who had taken part in community learning courses, specifically those related to parenting skills and core skills such as literacy and numeracy, reported feeling better equipped to deal with their children's behaviour, to help and support them with homework and understand more about what, and how, their children were learning at school. This had an impact on the parents' self confidence in having a more integral part to play in their child's overall development. This impact was found to be of particular significance for parents who had been less successful at school and who had previously felt uneasy about hands-on involvement in their children's education.

"I was close to my son at the time, but I got closer to him once I had done maths, because [at the course] I learnt more about his tantrums and how to handle them more as well...rather than thinking what's the matter with him." **Newcastle**

"I can sit down now and know what she's doing and help her when she's struggling with it ... I can go into a Google search engine and actually find something that would help her. Like she's doing the Romans at the moment." **Newcastle**

In many family learning courses, parents learn alongside their children, so classes often take place in the children's schools. Parents reported that this enhanced their relationship

with their child, who looked forward to them coming to school and having the opportunity to work together in a novel environment. It also benefited the parent's ability to work collaboratively and supportively with their child, because the classes offered structured activities facilitated by teaching staff.

"My daughter would look forward every week to me coming into the school for our class together... We've made so many lovely things together." **Newcastle**

These positive longer term impacts on parent/child relationships were reflected in the quantitative survey, with a number of improvements in parenting confidence and parenting skills reported since the Wave 1 interview. These are discussed over the next sections.

4.5.1 Confidence in helping children with specific subjects

In the quantitative survey, respondents who were a parent of at least one child under the age of 18 were asked a series of questions about how much they helped their child/children with learning, their confidence in helping their child/children with learning, their relationship with their child/children and, for those with children aged 13 to 17, whether they felt more confident dealing with issues affecting teenagers.

First, parents were asked whether, compared to the time of their Wave 1 interview, they felt more or less confident about helping their child/children with a range of subjects. The results for these questions within the quantitative survey were very positive (Table 4.8). While the largest groups said they felt about the same as a year before, significant proportions reported that they now felt more confident helping their child/children, ranging from 48 per cent saying they felt more confident helping their child/children with reading to 39 per cent confident helping with maths. Very low proportions of respondents (six per cent and below) reported being less confident at helping their children with the subjects listed.

Table 4.8 Confidence in helping child/children with learning compared to the time of Wave 1 interview

	More confident	About the same	Less confident	Don't know	Refused
Compared to when we spoke in [month] last year, do you feel more confident, less confident or about the same with helping your [child/children] with the following subjects...	%	%	%	%	%
Reading	48	49	2	1	*
Writing	45	51	2	1	*
Maths	39	54	6	1	*
Other school subjects	37	57	3	2	*
Unweighted	788				

Base: All respondents with child/children under 18 years

The following types of parents were more likely to feel more confident in helping children across these four subject areas:

- women in comparison to men;
- those from Black and Asian backgrounds, and those whose first language was not English, compared to those from White backgrounds and those who spoke English as a first language;
- those living in urban areas and in more deprived areas compared to those in rural and less deprived areas;
- those who received unemployment-related benefits or National Insurance credits, income support or council tax benefit, compared to those who did not;
- those who had completed Family English, Maths & Language (FEML) courses.

Interestingly, these largely reflect the types of learners who at Wave 1 reported increased confidence in parenting as a result of their course. This may suggest that confidence in parenting increases shortly after the completion of the community learning course, and may continue to do so over the months that follow. As cautioned earlier, these findings from the quantitative survey cannot be directly causally linked to community learning participation. However, positive links were uncovered in the qualitative elements of the research, as discussed in the earlier part of Section 4.3 and illustrated in the case study below.

Deborah

Deborah didn't enjoy school. In particular she vividly recalls her negative experiences of Maths, a lesson she often skipped to avoid embarrassment because she was unable to make basic calculations. She subsequently left school without any Maths qualifications.

'I used to dread the classes - the teacher would shout at us even if we made the smallest mistake.'

Two years ago, a letter went round her daughter's primary school class inviting parents to a literacy and numeracy course, which would take place during the school day and involve parents and their children working together. Though apprehensive about going back into a learning environment as a learner, Deborah was motivated by the possibility that the class could help her better support her daughter's progress at school and decided to sign up. She used to struggle to help her daughter with homework because she did not understand the methods her daughter had been taught at school. Through this family learning she gained the skills and confidence to support her daughter, which in turn has improved her daughter's attitude to schoolwork because she can ask for help at home when she needs it. Deborah is now also able to help her self-employed husband with his invoicing, which she finds rewarding and helps him to run his business profitably.

Deborah has since gone on to participate in additional community learning courses with her mother, where they completed an IT course together. She believes that her success with the initial courses has helped her develop an interest in learning in a way that she didn't believe was possible at her stage in life.

4.5.2 Do parents help children more with learning than at Wave 1?

While long term improvements in parental confidence are very positive, it is also important to examine whether parents report changes in their behaviour in relation to helping their child/children with specific subjects. The headline figures are very encouraging; 47 per cent of respondents with a child/children aged under 18 said that they helped them more with reading or writing than at the time of the Wave 1 interview a year earlier, with slightly smaller proportions helping their child/children with maths (44 per cent) and other school subjects (37 per cent). These proportions substantially outweigh the nine to eleven per cent who said they helped their child/children less with these subjects than at the time of the Wave 1 interviews (Table 4.9).

Table 4.9 Whether help child/children more with learning compared to the time of Wave 1 interview

	More often	About the same	Less often	Don't know	Refused
And would you say you help your [child/children] with the following subjects more often than you did in [month] 2012...	%	%	%	%	%
Reading	47	40	11	1	1
Writing	47	42	9	1	*
Maths	44	45	10	1	*
Other school subjects	37	52	9	2	1
Unweighted	788				

Base: All respondents with child/children under 18 years

When the findings are examined in more detail, among parents who reported improved confidence in helping their children with learning in each of the subjects (see Table 4.10), around three quarters reported that they did now help their children more with these subjects:

- 78 per cent of those who felt more confident about helping their child with reading and writing also said they had helped their child/children more than they had done a year earlier;
- 77 per cent of those who felt more confident about helping their child with maths also said they had helped their child/children more than they had done a year earlier;
- 72 per cent of those who felt more confident about helping their child with other school subjects reported that they had helped their child/children more than they had done a year earlier.

These are very encouraging findings, suggesting that for a large proportion of parents whose confidence has increased, there have also been changes in behaviour, including increased likelihood that they will support their children's learning.

4.5.3 Confidence in dealing with issues affecting teenagers

Parents with teenage children (aged 13 to 17) received an additional question about changes since the Wave 1 interview in their confidence in dealing with issues affecting teenagers, such as bullying, alcohol, smoking, sex education, anti-social behaviour and drugs. The results here were also very positive, with more than half (52 per cent) reporting that they felt more confident in dealing with issues affecting teenagers, 44 per cent about the same and only 3 per cent feeling less confident. Those parents who reported increases in confidence had some similarities with those parents who reported improved confidence in helping children with specific school subjects. They included:

- those from BME backgrounds (69 per cent) in comparison with White backgrounds (45 per cent);
- those for whom English is not their first language (70 per cent) in comparison with those for whom it is (46 per cent); and
- those in receipt of unemployment related benefits, income support, housing or council tax benefits (65 per cent) in comparison with those who were not (46 per cent).

4.5.4 Views on parenting skills

All respondents who were parents of children aged under 18 years were asked to compare their own parenting skills now with the same skills a year earlier at the time of the Wave 1 interview. In line with the other questions relating to children, families and parenting, the results were very positive (Table 4.10). Over 40 per cent strongly agreed with each of the statements (over 60 per cent, including all who agreed strongly or slightly). Even allowing for a degree of social desirability in the answers, respondents to this question were clearly positive about their parenting and their relationships with their children compared with their recollection of this relationship the time of the Wave 1 interview.

It is not possible from the survey data to identify respondents who were single parents, however, it is possible to derive a proxy measure for this, to examine whether such positive changes were experienced by both single parent families and two parent families. Using a proxy derived from marital / living with status (with those with the status 'Married or living together as married' as a proxy for a two parent family, and those with other marital/living with statuses as a proxy for a single parent family), positive changes were evident among both groups:

- 70 per cent of those in the 'single parent family' proxy group agreed (either strongly or slightly) that they felt they were a better parent, as did 59 per cent in the 'two parent family' proxy group;

- 75 per cent of those in the 'single parent family' proxy group agreed (either strongly or slightly) that they felt they were better at talking to their children, as did 63 per cent in the 'two parent family' proxy group;
- 70 per cent of those in the 'single parent family' proxy group agreed either strongly or slightly that they felt they were more patient with their children, as did 61 per cent in the 'two parent family' proxy group;
- 66 per cent of those in the 'single parent family' proxy group agreed either strongly or slightly they spent more leisure time with their children, as did 61 per cent in the 'two parent family' proxy group.

Table 4.10 Agreement with statements on parenting skills

And thinking about the relationships with your [child/children], in comparison to when we spoke in [MONTH] last year, could you tell me whether you agree or disagree with the following statements	Strongly agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Strongly disagree	Don't know	Refused
	%	%	%	%	%	%	%
...I feel I am a better parent	42	19	30	3	3	2	1
...I am better at talking with my children	46	19	26	3	4	1	1
...I am more patient with my children	41	22	25	6	4	1	1
...I spend more leisure time with my children	45	17	20	11	6	1	1
Unweighted	788						

Base: all respondents with child/children under 18 years

More detailed analysis of different groups of parents for the statements on parenting skills indicated a great deal of consistency across the set of four questions, with particular groups of parents more or less likely than average to agree or disagree with the statements.

The following groups were more likely to agree with the statements (strongly and overall):

- Learners from BME backgrounds and those for whom English was a second or other language (compared with those from White backgrounds and those for whom English was their first language);
- Learners living in urban areas (compared with those living in rural areas);
- Learners living in the 30 per cent most deprived areas (compared with those living in the 70 per cent least deprived areas);

- Learners in receipt of unemployment related benefits or national insurance credits, income support, housing or council tax benefits (in comparison to those not in receipt of these);
- Learners who had taken longer courses (21 hours or more) (compared with those who had taken shorter courses lasting 20 hours or less).
- Those from the “Multiple Needs” or “Becoming Better Parents” segments were more likely than others to agree (strongly or overall) with the statements;

The following respondents were less likely to agree with the statements (strongly and overall):

- Learners with a degree (in comparison with those with a lower level qualification or no qualifications); and
- Learners in employment (in comparison to those who were looking for work or were looking after the home/family).

4.6 Work and employability

This section examines changes related to work and employability. The qualitative research found that learners who attended their community learning course primarily to gain skills that might help them secure a job, typically reported that the course had assisted them in doing so. Some were able to progress within their own careers, whereas others had developed a new and different skill-set which had enabled them to switch careers entirely. For others, progression was about being able to take time away from the grind of a demanding job to develop other skills. For this subgroup, the impact was measured by their success in finding employment.

“Basically it has given me the confidence to look forward and just given me the ability to cast myself as a professional photographer as opposed to an amateur photographer” **London**

“It’s encouraged me to apply for certain jobs that need creative skills and business skills. So, it’s made me feel more secure as I now have a wider skillset.” **London**

For other learners who were long term unemployed or out of work, particularly those who had suffered health issues or had left their jobs to take on caring responsibilities, a combination of hard skills and softer skills, such as increased confidence, had brought them closer to the labour market. Although many were still not working, they felt more confident in their ability to apply for jobs and believed that employment would happen for them in the near future. For example, one respondent who had been unemployed for several years while looking after her young children felt more confident to look for work and apply for a wider range of roles after attending a family literacy and numeracy course.

“I’m still not working but it was a stepping stone for me sort of to get out there and sort of get myself busy and stay focused” London

“Well for English it helped us go and look for a job, I can read what I look for instead of getting other people to read it for us” Newcastle

In the quantitative survey many improvements related to work and employability (particularly among those in employment) were reported between the time of the Wave 1 and Wave 2 interviews, and these are discussed in the next sections. As highlighted previously, the quantitative findings focus on the longer term changes in learners’ lives, but do not directly attribute these changes to community learning course participation.

4.6.1 Employment status at Wave 1 and Wave 2

Table 4.11 shows the employment status of Wave 2 respondents in the quantitative survey at the time of the Wave 1 and Wave 2 interviews. The pattern of employment status for these Wave 2 respondents is very stable across the two waves of the survey.

Table 4.11 Employment status of respondents at Wave 1 and Wave 2

Which of the following best describes the main thing you are doing now?	Respondents with this employment status at Wave 1	Respondents with this employment status at Wave 2
	%	%
Working for an employer full-time (that is for 30 or more hours per week)	17	18
Working for an employer part-time (that is for less than 30 hours per week)	14	16
Full-time self-employed (with or without workers)	3	3
Part-time self-employed (with or without workers)	3	4
Unemployed and looking for work	9	8
In full-time education	2	2
On a government scheme for employment training	*	*
Temporarily sick or disabled	1	1
Permanently sick or disabled	4	5
Looking after home or family	14	10
Retired	29	30
Doing voluntary or charity work	1	*
In part-time education	1	-
On maternity leave	*	-
Other	1	2
Don’t Know	-	*
Refused	*	*
Unweighted	1,951	1,951

Base: All respondents at Wave 2

The only statistically significant difference is the fall (from 14 to 10 per cent) in the proportion looking after the home or family. This may be due to the ageing of the cohort of respondents, with some parents of young children returning to the workforce when their children go to school. Of those who were looking after the home or family at Wave 1, 14 per cent (38 respondents) had taken up part-time work by the time of the Wave 2 interview and 12 per cent (33 respondents) were unemployed and looking for work.

Of those who had been unemployed and seeking work at Wave 1 who were followed up at Wave 2, 42 per cent (75 respondents) were still (or again) unemployed, 24 per cent (44 respondents) were in work (either full or part time), 10 per cent were sick or disabled (17 respondents) and seven per cent (13 respondents) were looking after home or family.

Two-thirds (66 per cent, 68 respondents) of those who had been sick or disabled (whether temporarily or permanently) at Wave 1 still gave their employment status as sick or disabled.

4.6.2 Reported changes at work

Respondents who had been working at Wave 1 (whether full-time or part-time, as an employee or self-employed) and who were working in Wave 2 were asked about a number of work-related changes that may have happened to them in the intervening period (Table 4.12).

Table 4.12 Reported changes in work between Wave 1 and Wave 2

And thinking about your job, would you say any of the following things have happened since we last spoke in [month] 2012? Have you...	Working respondents reporting this change between Wave1 and Wave 2 (%)
Been able to mentor/ help colleagues	65
Been able to do your job better	61
Learned new skills for my job	58
Taken on a wider range of roles and responsibilities	55
Got more satisfaction out of your work	50
Started to earn some money	35
Started to earn more money	33
Been able to deal with the work problems related to your health or disability	27
Got a new job	23
Changed to a different type of work	17
Helped with a family business	11
Got a promotion	11
Set up your own/family business	8
Changed another aspect of your job (specify)	14
None of these	9
Don't know	1
Refused	*
Unweighted	624

Base: All in employment at Wave 1 and at Wave 2.

Percentages total more than 100 as respondents could choose more than one response option.

A large number of positive changes were reported. The majority of changes identified were 'soft' changes. For example, 65 per cent said they had been able to mentor or help colleagues, 61 per cent said they were able to do their job better and 58 per cent reported learning new skills for their job. However, there were still notable developments for some respondents: over half (55 per cent) had taken on bigger roles and/or more responsibilities, while a third had reported starting to earn money (35 per cent) and starting to earn more money (33 per cent), while 23 per cent had got a new job between the two interviews. These are encouraging findings which suggest that significant proportions of learners experienced positive work related changes in the 18-24 months following the completion of their community learning course. (When interpreting these findings, as previously cautioned, it is not possible to directly attribute these changes to the original community learning course).

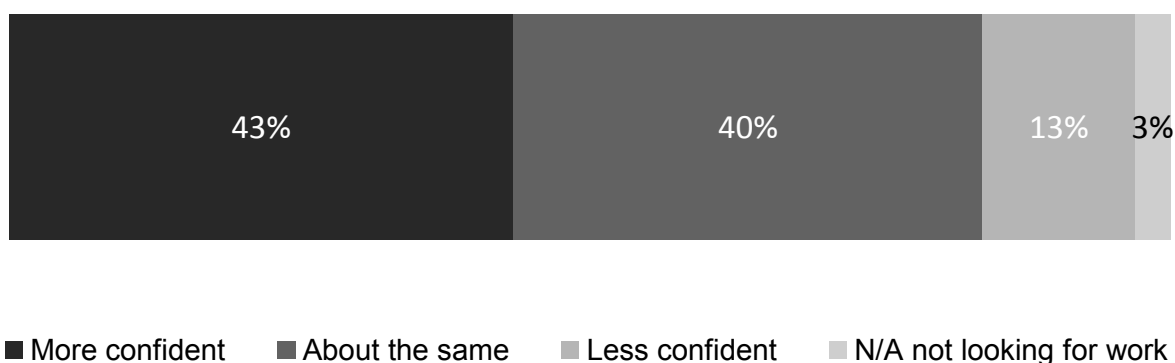
All those in employment at both Wave 1 and Wave 2 who reported any of the 14 work-related changes in the intervening period were then asked whether they were more or less happy with their job now compared to a year ago. Almost half (49 per cent) said they were happier than a year before, fairly evenly split between those saying "much happier" and "a bit happier". About a third of respondents (31 per cent) felt about the same and 20 per cent said they were less happy than a year ago.

4.6.3 Confidence in getting a job

Respondents who were unemployed and looking for work, on a government scheme for employment training or looking after the home and family at both Waves 1 and Wave 2 were asked, whether compared to the time of the first interview if they felt more confident in finding a job in the future. The results are shown in Figure 4.2.

Figure 4.2: Confidence about finding a job in the future since last interview

Compared to when we spoke in [month] last year, would you say that you feel more confident about finding a job in the future, less confident or about the same?



Base: Those unemployed and looking for work, on a government scheme for employment training or looking after home and family at Wave 1 and still doing this at Wave 2: 337
*Spontaneous response only.

Improvements in confidence were particularly high for:

- Those in their twenties (62 per cent of those in their twenties were more confident, compared to 41 per cent of respondents in their thirties or forties);
- Those with children aged under 18 (47 per cent said they were more positive now, compared with 33 per cent of those without children);
- Those who spoke English as a first language (33 per cent were more confident now compared to 63 per cent of those with a different first language);
- Those from BME backgrounds (34 per cent compared to 55 per cent).

Respondents who said they felt more confident than the previous year about finding a job in the future were asked why. Interviewers did not ask respondents from a list but probed and recorded responses under a pre-coded list. These are shown in Table 4.13.

The main reasons included having new/additional skills that they could use in a job (42 per cent), being more confident in their own ability to do a job (33 per cent) and being more confident about applying for jobs or going for interview (20 per cent).

Table 4.13 Reasons for feeling more confident about finding a job

And why would you say you feel more confident about finding a job in the future?	Respondents giving this reason
	%
Have more/new skills that could use in a job	42
More confident in own ability to do a job	33
More confident to apply for work/ attend interview	20
Now know where to look for a job	7
Have more idea about the sort of job want to do	4
More confident generally	4
Better social skills	3
Improvement in the economic climate / more jobs available	2
Have been to lots of job interviews	2
Children will be older/in school	2
Have more qualifications	1
Other reason	18
Don't know	3
Unweighted	141

Base: All who reported being more confident about finding a job in the future

Percentages total more than 100 as respondents could choose more than one response option.

5 Further learning

At Wave 1, although interviews had taken place relatively shortly after learners had finished their courses (within seven months), half (50 per cent) reported that they had undertaken further learning. Attitudes towards undertaking further learning in the future were also largely positive. The follow up interviews at Wave 2 provided the opportunity to monitor progress and explore whether these positive intentions to take part in further learning had come to fruition.

5.1 Further learning undertaken

Forty-three per cent of respondents said that, since their Wave 1 interview, they had taken part in taught courses, training, lessons or tuition (excluding anything done as part of a job); 56 per cent had not done any training or learning.

Among those who had undertaken some kind of learning, just under three quarters had taken one or two courses and 23 per cent had taken three to five courses (Table 5.1).

Table 5.1 Number of courses attended since Wave 1 interview

Could you tell me how many courses you have attended since [month] 2012?	Respondents giving this answer
	%
Number of courses attended	
1	47
2	26
3	14
4	6
5	3
6 to 10	3
11 or more	*
Don't know	1
Unweighted	829

Base: All who reported taking part in any taught courses, training, lessons or tuition other than where this was as part of a job

Respondents cited more than 50 types of courses that they had attended since their Wave 1 interview. The courses most frequently mentioned were courses related to arts and crafts (28 per cent), foreign languages (11 per cent), fitness and health (nine per cent), IT, computing or websites (eight per cent), and literacy/reading/writing (eight per cent).

5.1.1 Did community learning courses encourage further taught learning?

Those who took part in a new course or learning opportunity since Wave 1 were asked whether the original community learner course encouraged them to do the further course/courses. Very positively, just over three quarters (77 per cent) of those who had done a course since their Wave 1 interview said that the original community learning

course had encouraged them to do the new course. This is welcome evidence that community learning encourages progression to further courses. Encouragingly this was particularly strong for those learners from more disadvantaged backgrounds:

- those from deprived areas were more likely to report that community learning had encouraged them to take a subsequent course (85 per cent of those from the three most deprived IMD deciles compared with 74 per cent of those from the seven least deprived IMD deciles)
- those in receipt of unemployment related benefits, income support, housing or council tax benefits were more likely to report that community learning had encouraged them to take a subsequent course (85 per cent compared with 75 per cent of those not in receipt of these benefits).

Learners in the qualitative group discussions showed positive attitudes towards future learning and the majority of participants talked about how their involvement in one course spurred them on to take additional courses in further education or higher education. The course content was often related to the initial course, for example learners moved from a basic IT course to web design or digital photography editing. Learners also described how introductory community learning courses helped them progress to accredited courses offering qualifications, including NVQs and diplomas.

“It's boosted me to pick up more ICT skills. I've done the first 3 courses, which are basically the software on the computer - the computer I can do. But now I want to take computers apart and rebuild them and put better software and stuff on, so it's more skills I want to do, and gradually better courses I want to do.” **Newcastle**

For some learners who had either not had the opportunity to achieve GCSEs or had not achieved the levels required to take courses which would qualify them for specific professions such as teaching, family learning courses (i.e. Wider Family Learning and Family English, Maths and Language) and other kinds of community learning provided a useful platform for building confidence and literacy and numeracy skills. These skills enabled learners to progress through more formal qualifications towards employment goals.

Miriam

Miriam became involved in community learning to reduce her social isolation following the breakdown of her marriage. Having taken a number of short courses which helped build her confidence, she began volunteering at a local primary school, working with young children. Enjoying the opportunity to work with children, Miriam was encouraged by her supervising teacher to undertake a Level 2 course in supporting children with Special Educational Needs. The course had a massive impact on her self-confidence and improved her social relationships with her family and friends. The skills she has learnt on the course and in her voluntary work have also helped her support her child more with school work.

Miriam has used the community learning course as a stepping stone to work toward further qualifications. The course provided her with the confidence to apply to university and she is now in her second year of a degree course in Health and Community Studies at the University of Huddersfield. After she graduates, she would like a professional job related to youth work or supporting vulnerable adults. Miriam had always wanted to go to university but community learning re-ignited her desire to do so and made it a more achievable goal.

“It was actually that course that I did, that SEN course, that’s actually motivated me more to going into university, higher education.”

5.1.2 Qualifications from new courses

Most community learning courses, apart from family learning, are unaccredited. We were interested to know whether Wave 1 learners had progressed to more formal, qualification-bearing learning. Those learners who had taken (or were still taking) new courses were therefore asked whether they had gained (or would gain) any qualifications from the learning activity. Thirty eight per cent said they had gained (or would gain) a qualification from the course(s) they had undertaken or were undertaking (60 per cent had not obtained – or would not be obtaining – a qualification).

As might be expected, learners with qualifications below degree level or with none at all (as recorded at the time of the Wave 1 interview) were more likely to report gaining qualifications than those who reported holding degree level or higher education qualifications (48 per cent and 44 per cent compared with 27 per cent). In addition the following types of learners were more likely to report gaining qualifications:

- those from more disadvantaged backgrounds (56 per cent of those living in the three most deprived IMD deciles compared with 30 per cent in the seven least deprived deciles; and 59 per cent of those in receipt of unemployment related benefits, income support, housing or council tax benefits compared with 33 per cent who were not);

- young respondents (60 per cent of those aged under 30 compared with nine per cent of those aged 70 or older) and those with children aged under 18 (58 per cent compared with 28 per cent of those without);
- those who did not speak English as a first language (60 per cent compared with 34 per cent of English speakers);
- people from BME backgrounds (71 per cent compared with 31 per cent of those from White backgrounds);
- those looking for work (57 per cent) or looking after the home and family (63 per cent) compared to those working (41 per cent) and those who were retired (13 per cent).

These findings are very positive, because qualifications can be particularly important for the future progression of people in these groups.

Shahazz

Shahazz is married with three children and has been out of the labour market since the birth of her oldest child. School was always felt to be harder because she came to the country when she was 8 years old and struggled to keep up with other children in subjects like English and Maths. She developed an interest in childcare, having been encouraged by a friend taking a similar course, and jumped at the opportunity to take an introductory community learning course in childcare once her children had entered full time education. Shahazz really enjoyed the course, which helped confirm her view that childcare could be a viable future career. She has since gone on to undertake a range of related courses, including Maths and English qualifications and Level 2 and Level 3 teaching assistant courses, alongside volunteering at a local school. She loves working in the school and providing extra support to children who need it.

“How happy I am for completing all those courses! I have been getting loads of experience and confidence. After completing Literacy Level 1, I’ve started some voluntary work in school, because I thought I was good enough, you know, to start working, because this is what I wanted to do in the long term.”

5.1.3 Self-taught skills or individual learning

As well as taking part in taught courses and other learning, respondents were asked whether, since the Wave 1 interview in 2012, they had tried to extend their knowledge about something or teach themselves a skill without taking part in a taught course. Just under half (47 per cent) had undertaken some kind of individual learning. Those who had undertaken some kind of individual learning were asked about the specific activities they had undertaken as part of that learning (Table 5.2).

Accessing information from the internet (86 per cent) and reading printed material (85 per cent) were the most common activities, with a further 66 per cent seeking advice or support from friends or family.

Table 5.2 Activities undertaken as part of independent or self-taught learning

And did you do any of the following as part of this learning?	Respondents doing this activity
Activity	%
Found information from the internet	86
Read any printed material like books, journals or manuals	85
Sought advice/help from a work colleague, family or friends	66
Visited a place where information is provided like a library or museum	58
Watched TV programmes, DVDs or used CD ROMs	56
Took part in a club (such as a gardening or sports club)	27
Took part in a self organised group	25
Undertook an online organised course	7
None of these	1
Unweighted	903

Base: All who reported trying to improve or extend their knowledge about something or teach themselves a skill without taking part in a taught course.

Percentages total more than 100 as respondents could select more than one response.

5.1.4 Progressing to independent or self-taught learning

As with those who attended taught courses, respondents who had undertaken independent or self-taught learning were asked whether the original community learning course had encouraged them to take up this activity. Seven in ten (70 per cent) respondents who had undertaken individual learning said that the community learning course had encouraged them. 29 per cent said they would have done the independent learning activity anyway. This is positive evidence and suggests that community learning is leading to more self-directed learning.

As with the uptake of taught courses, involvement in self-directed learning was particularly strong among learners from more disadvantaged type backgrounds, in particular, those living in the three most deprived IMD deciles (80 per cent versus 66 per cent of those in the seven least deprived deciles) and those in receipt of unemployment related benefits, income support, housing or council tax benefits (81 per cent versus 67 per cent of those not in receipt of these benefits).

5.1.5 Reasons for not undertaking further learning

Almost half of respondents in this follow-up survey had said in their Wave 1 interviews that they would like to undertake further learning in the next two years but had not done so by the time of their Wave 2 interview approximately 12 months later. These respondents were asked why they had not yet taken part in further learning though they had expressed a desire to do so.

Motivation still seemed high and intentions remained positive (Table 5.3). One third (33 per cent) of respondents said they had not had time, eight per cent had not yet found a course

they wanted to do, three per cent were still doing a course and two per cent were still planning to take a course in the next year or two. Only two per cent said they had changed their minds about doing further learning, and the same proportion said they lacked the motivation.

Other barriers were cited as family commitments (18 per cent), illness or disability (11 per cent) and costs, including the cost of training (13 per cent), living costs while on the course (two per cent) and the cost of childcare (one per cent).

Table 5.3 Reasons for not yet undertaking further learning since Wave 1

When we spoke in [month] 2012, you mentioned that you would like to undertake further learning in the next two years. What are the main reasons that have prevented you from doing so?	Respondents giving this reason (%)
Has not had time	33
Family commitments made it difficult	18
Cost of training was too expensive (e.g. course fees, books, equipment)	13
Due to illness/disability	11
Has not found a course that they wanted to do	8
Have not been able to get time off work	7
Locations of courses was not convenient	4
Still doing a course	3
Changed mind / No longer want to undertake any learning	2
Still planning to undertake learning in the next year or so	2
Cost of living while training was too expensive	2
Lack of motivation	2
Course stopped before end/not enough people on course	2
Lack / cost of childcare	1
Did not have the right qualifications to get on a course	1
Course/classes full	1
Got a job	1
Age	1
Timing of course not convenient	1
Not had/found an opportunity	1
Already studying/done a course	1
Personal circumstances	1
Unspecified financial issue	1
Looking for work	1
Other	6
Don't know	3
Refused	*
Unweighted	931

Base: All who said at Wave 1 that they wanted to undertake further learning in the next two years but had not done so by Wave 2

5.2 Further learning respondents would like to undertake

Respondents were asked about any learning activity that they might do in the future.

Four fifths (81 per cent) of learners reported that they would like to undertake further learning courses or activities in the next two years, and of these, 85 per cent said it was likely that they would actually take a further course (49 per cent saying it was very likely). Only seven per cent thought it unlikely that they would do the learning activity in the next two years.

Learners who reported that they would like to undertake further learning courses or activities in the next two years but felt it was unlikely that they would do so (119 learners), were asked why this was. The main reasons given were:

- The cost of learning (29 per cent)
- Not having enough time (22 per cent)
- Family commitments making it difficult (15 per cent)
- Illness/disability (10 per cent)

These barriers largely reflect those reported by learners at Wave 1 who reported a desire to take part in learning in the next two years but a low likelihood of doing so.

When learners at Wave 2 (who expressed a desire to undertake further learning, but felt unlikely they would do so) were asked what, if anything, would help make it more likely that they would be able to attend further learning, the most frequently mentioned answer was funding to help pay for the course (39 per cent). Other reported enablers included time off work to do learning (16 per cent) and learning organised in more convenient places (11 per cent). Only five per cent of learners reported that nothing would help. At Wave 1, among learners who gave a similar response, a quarter (25 per cent) reported that nothing would help them to take part in learning activities in the future, and a further quarter (24 per cent) said that funding to help pay for the course would help. While cost is still for a key issue for learners at Wave 2, it is interesting that a smaller proportion report that nothing would help them.

Participants in the qualitative group discussions highlighted the cost of courses, childcare facilities and the timing of courses as the key barriers impacting on their undertaking further learning. Learners reported that where they looked to take more specialist or higher level courses the cost could often be prohibitive, preventing them from progressing in their area of interest.

“I actually did a computer course... which was free, but the cost of the next computer course is too prohibitive because my husband got made redundant 12 months ago.” **Oldham**

Childcare facilities and course timing were both mentioned as barriers by a minority of parents. While courses that related to parenting skills or basic literacy and numeracy were

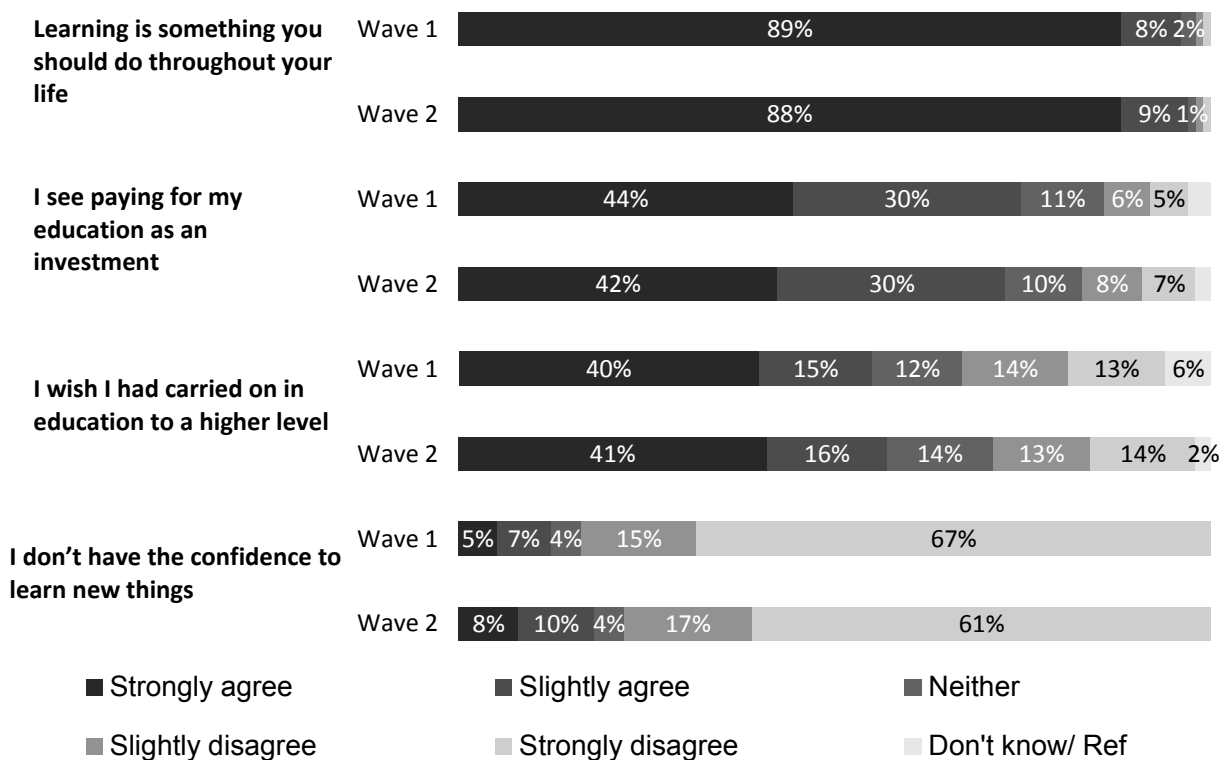
often run at convenient times for parents, more specialised or advanced courses were often run during the working day when access to childcare support from family members was more difficult. This problem was compounded where learning centres either did not offer childcare facilities or these facilities were not available to learners due to their particular circumstances.

“I’m a child-minder and I used to have some kids with me and they wouldn’t take my children on for the crèche. Because they said that you’re working, you’re self-employed.” Oldham

5.3 Attitudes to learning

At Wave 1, learners were asked about their general attitudes towards learning; these questions were included again in the Wave 2 survey and the results are compared in Figure 5.1 below.³⁴

Figure 5.1: Attitudes towards learning



Base: All respondents at Wave 2: 1951

Across the first three statements illustrated in Figure 5.1, agreement levels have not changed between Wave 1 and Wave 2.

³⁴Note that the Wave 1 figures are the ratings reported by Wave 2 learners in their original interviews; they are not the overall figures for the full Wave 1 respondent cohort reported in the original report on the Community Learning Survey.

For the last statement ‘I don’t have the confidence to learn new things’, there has been a change, with the proportion of respondents strongly disagreeing reducing from 67 per cent at Wave 1 to 61 per cent at Wave 2. This is perhaps a surprising finding, suggesting that the confidence levels of some learners may have declined slightly between the time of the Wave 1 interview and the Wave 2 interview.

5.4 Willingness to pay for learning

5.4.1 Willingness to pay for future courses

Respondents who said they would like to undertake further learning over the next two years (81 per cent) were asked whether they would be willing to pay for that future course. Nearly four fifths of those learners (78 per cent) reported that they would be willing to pay, 11 per cent that they would not be and a further 11 per cent said that it would depend (presumably on course length, type, costs etc).

This question was previously asked at Wave 1 to learners who at the time of the interview expressed a desire to take part in further learning over the next two years. At Wave 1, 82 per cent of those learners who expressed a desire to undertake further learning reported a willingness to pay for the course (based on only those learners who took part at both Waves 1 and 2). This represents a small decrease in the proportion willing to pay for future courses between the two waves.

Unsurprisingly, willingness to pay for future courses was higher among those who paid for their original community learning course (87 per cent). However, it is interesting to note that two thirds of learners (60 per cent) who did not pay for their original community learning course reported that they would be willing to pay for their future course. This mirrors the pattern found at Wave 1.

Among learners who did not pay for their original community learning 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 (17 per cent compared with 46 per cent of those not willing to do so);
- more likely to be educated to degree level (29 per cent compared with 10 per cent not willing to do so);
- more likely to be in employment (50 per cent compared with 21 per cent not willing to do so);
- more likely to be living in rural areas (13 per cent compared with six per cent not willing to do so);
- less likely to be living in the three most deprived IMD deciles (49 per cent compared with 58 per cent not willing to do so).

This largely reflects the pattern found at the same questions at Wave 1, suggesting that while significant proportions of learners are willing to pay for their learning, these learners are more likely to come from backgrounds with characteristics of affluence.

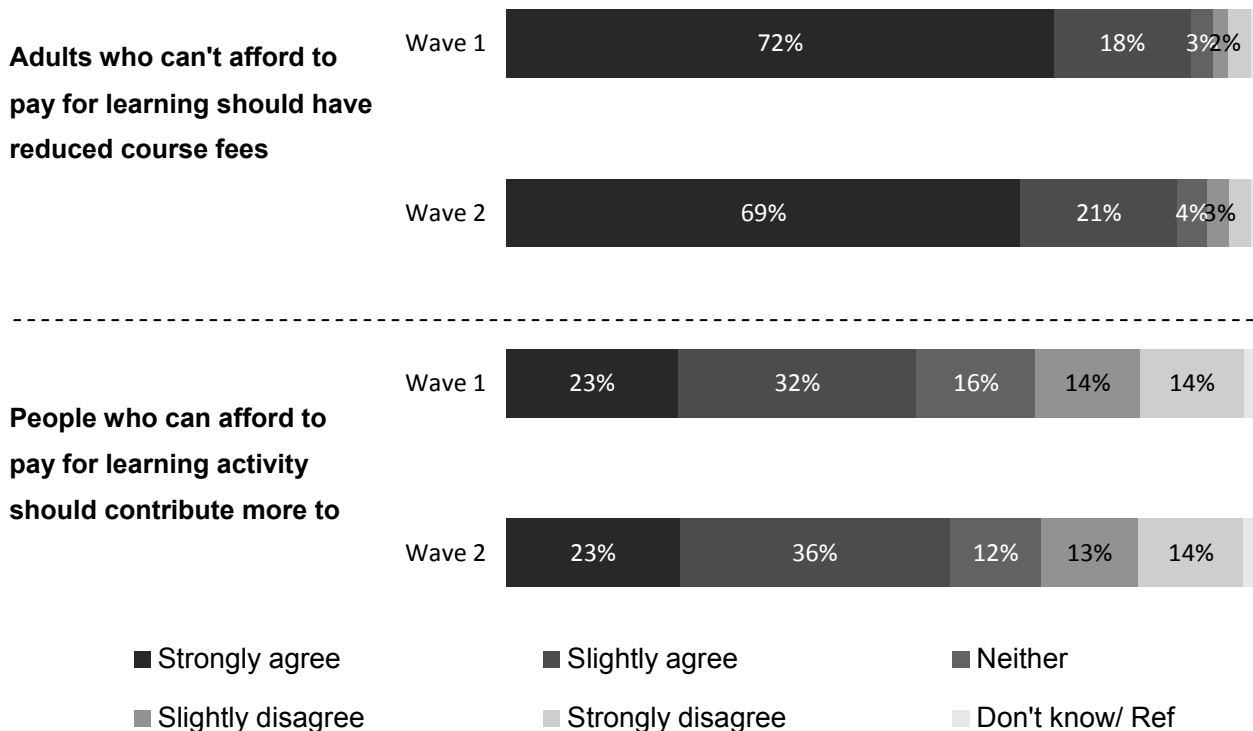
5.4.2 General attitudes towards fee payment for learning

All learners in the quantitative survey at Wave 1 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.

These questions were again asked in the Wave 2 quantitative survey, and Figure 5.2 displays the responses at both waves.³⁵

Figure 5.2: Attitudes towards fees payment



Base: All respondents at Wave 2: 1951

³⁵ Note that the Wave 1 figures are the ratings reported by Wave 2 learners in their original interviews; they are not the overall figures for the full Wave 1 respondent cohort reported in the original report on the Community Learning Survey.

Agreement levels with these attitude statements remain largely consistent between the Wave 1 and the Wave 2 interview, with the majority of respondents agreeing (either slightly or strongly) with the first statement, and opinion being much more varied on the second statement. However, a small increase is notable in the proportion 'slightly' agreeing with the statement 'people who can afford to pay for learning activity should contribute more to the cost through fees' (36 per cent versus 32 per cent). This increases the combined agreement levels (those 'slightly' and 'strongly' agreeing) from 55 per cent at Wave 1 to 59 per cent at Wave 2.

At Wave 2, learners who agreed with the second statement (59 per cent) were more likely to:

- Be educated to degree level (44 per cent of those who agreed were educated to degree level compared with 36 per cent of those who disagreed);
- Not to have children under the age of 18 (65 per cent compared with 51 per cent who disagreed);
- Have English as a first language (83 per cent versus 73 per cent).

At Wave 2, learners who disagreed (28 per cent) with the second statement were more likely to:

- Have children aged under 18 (49 per cent disagreed compared with 35 per cent who agreed)
- Not have English as a first language (17 per cent versus 27 per cent).

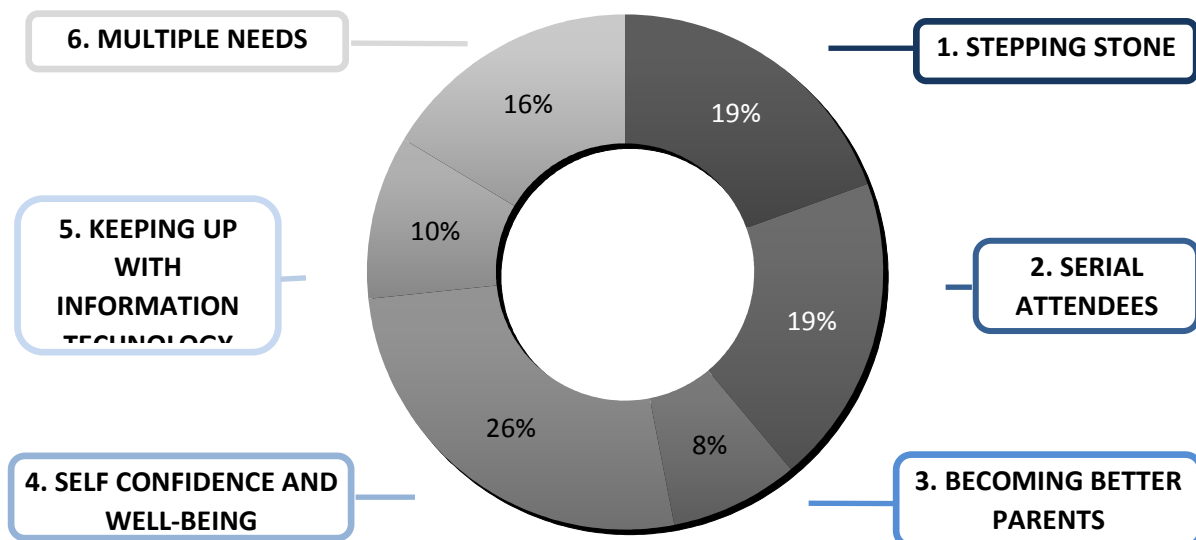
There were no differences by ethnicity, household income, benefit receipt, gender, age or economic activity. At Wave 1 there were no differences by ethnicity, household income and benefit receipt; however, there were differences by gender, age and economic activity and it is interesting that these were not evident at Wave 2.

6 Longer term progression in relation to the learner segments

6.1 The learner segments

At Wave 1, 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. Six clusters were identified as shown in Figure 6.1.

Figure 6.1: Segmentation of Learners



Base: All respondents in the final segmentation model at Wave 1: 3881

At Wave 1 the short term course impacts among the learner typologies were examined to explore whether specific course expectations and reasons for attending had been realised. This analysis has been built upon at Wave 2, by examining the longer term impacts and progressions among these groups. A summary of the progressions at Wave 2 for each of the learner segments is presented below.

Table 6.1

Segmentation Overview³⁶

1. Stepping Stone

Motivations for attending:

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.

Overview of short term impacts reported at Wave 1:

As expected, impacts related to work were particularly strong among 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 among the learner population as a whole³⁷). Among 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 among the learner population as a whole.)

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.)

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 among 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).

Longer term progressions reported at Wave 2:

Learners in this group who were working at the time of the Wave 1 interview and also at the time of the Wave 2 interview reported a range of changes related to their job during the intervening period. The following changes were reported by more than half of the learners:

- Being able to mentor/help colleagues (71 per cent)
- To learn new skills for their job (71 per cent)
- Have been able to do their job better (66 per cent)

³⁶ The analysis within 'Motivations for attending' and 'Overview of short term impacts report at Wave 1' are based on the full sample Wave 1, and are taken from the Wave 1 report. The analysis within 'Longer term progression reported at Wave 2' is based on the Wave 2 sample.

³⁷ This is the whole Wave 2 sample.

Table 6.1

Segmentation Overview³⁶

	<ul style="list-style-type: none"> - Taken on a wider range of roles and responsibilities (61 per cent) - Got more satisfaction out of their work (52 per cent) <p>With the exception of learning new skills for the job, the proportion of these learners reporting each of these changes is broadly in line with the average. The proportion reporting that they learnt new skills for their job was higher among learners within this segment than the average (58 per cent reported this among the whole learner population).</p> <p>The development of reading, writing, speaking, personal finance or numeracy skills were important motivations for these learners attending the community learning course. While sizable proportions of learners within this group reported improvements in these areas at the time of the first interview, it is encouraging that learners have reported improvements in these areas within the last 12 months:</p> <ul style="list-style-type: none"> - Communication skills (50 per cent); - Language skills (38 per cent); - Literacy skills (33 per cent); - Numeracy skills (23 per cent); - Budgeting or money management skills (21 per cent). <p>The proportion of respondents within this segment who reported improvements in their communication skills and language skills was slightly higher than the average (43 per cent and 31 per cent). Reported improvements in literacy, numeracy and budgeting/money management skills among this group were broadly in line with the average.</p> <p>Two fifths (42 per cent) of learners within this segment reported that since they were previously interviewed they had taken part in at least one taught course, and half (52 per cent) reported that they had taken part in self directed learning. These progressions into further learning were broadly in line with the average.</p>
<p>2. Serial Attendees</p>	<p><i>Motivations for attending:</i></p> <p>These learners were more likely than other segments to have attended similar learning activity previously, and reasons for attending the course focused around doing something fun in their spare time.</p> <hr/> <p><i>Overview of short term impacts reported at Wave 1:</i></p> <p>While 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</p>

Table 6.1

Segmentation Overview³⁶

	<p>cent compared with 77 per cent of the whole learner population).</p> <p>As expected they were more likely than average to have attended a taught course since completing their community learning (59 per cent compared with 52 per cent of the whole learner population).</p> <p><i>Longer term progressions reported at Wave 2:</i></p> <p>Learners were asked to evaluate a range of aspects related to their free time activities now compared to the time of their first interview. Learners within the 'Serial Attendee' group reported the following:</p> <ul style="list-style-type: none"> - I have more activities to fill my spare time (45 per cent); - I meet new people and socialise with friends more often (38 per cent); - I get out of the house more often (40 per cent); - I do more activities to keep my mind and body active (41 per cent). <p>Interestingly, in comparison to the other segments, learners in this segment were the least likely to report each of these impacts. This could be because relatively widespread improvements in these areas had already been realised for these learners at the Wave 1 interview as a direct result of the course and therefore the scope (and need) for them to improve further could be minimal.</p> <p>Progression into further learning activities was broadly in line with the average. Learners in this group were no more likely than average to have reported taking part in a taught course or self directed learning since their Wave 1 interview. They were also no more likely to report a desire to take part in learning or training in the next two years. This absence of a difference between this group and other learners is interesting. One possible explanation could be that learners within this group could be attending 'repeat' courses which they do not consider as a 'further' or 'different' course. Alternatively it could be that progression into further learning activities is increasing among the other segments, bringing the other segments more in line with the Serial Attendees</p> <p>When other possible longer term progressions are examined, learners from this segment tended to be less likely than those from other segments to report changes. For example, when learners were asked about possible changes in the last 12 months in their attitudes towards learning and their perceptions of their abilities, learners from this segment were the least likely to report any changes. This may largely be related to the differing motivations of this group – this segment's motivations focus around filling spare time, rather than to developing specific skills or abilities.</p>
<p>3. Becoming Better Parents</p>	<p><i>Motivations for attending:</i></p> <p>These learners attended the course to become more confident parents and/or to help their children with school work. To develop reading, writing, speaking, personal finance or numeracy skills were also important.</p>

Table 6.1

Segmentation Overview³⁶*Overview of short term impacts reported at Wave 1:*

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 learner population with dependent children 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).

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).

Longer term progressions reported at Wave 2:

Positive longer term progressions around parenting were evident for learners within this segment with children under the age of 18. Fifty-six per cent reported that they were more confident in helping their children with reading, 50 per cent with writing and 48 per cent with maths. In addition, similar proportions also reported helping their children more often now in comparison to 12 months ago in the following areas: 56 per cent reported helping their children more often with reading, 43 per cent with writing and 55 per cent with maths. With the exception of learners in the 'Multiple Needs' segments, learners within this segment were generally more likely than those in the other groups to report these changes and improvements.

Among learners within this segment who were parents to children aged between 13 and 17 years of age, half (50 per cent) reported that since the last interview they felt more confident in dealing with other issues that affect teenagers.

Learners who were parents of children aged under 18 were asked to compare their current parenting skills with those they held at the time of the Wave 1 interview. Learners within this segment were very positive and the following proportions agreed either strongly or slightly with these statements:

- I am better at talking with my children (74 per cent);
- I am more patient with my children (69 per cent);
- I spend more leisure time with my children (68 per cent);
- I feel I am better parent (67 per cent).

With the exception of learners within the 'Multiple Needs' segment, learners from the 'Becoming Better Parents' segment were generally more likely to agree (either strongly or slightly) with these statements in comparison with those from the other segments.

Table 6.1

Segmentation Overview³⁶

	<p>The development of reading, writing, speaking, personal finance or numeracy skills were important motivations for these learners attending the community learning course. Sizable proportions of learners within this group reported improvements in these areas at the time of the first interview. At Wave 2 the following skills were reported to have improved since the time of the first interview:</p> <ul style="list-style-type: none"> - Communication skills (56 per cent) - Literacy skills (43 per cent) - Language skills (40 per cent) - Numeracy skills (37 per cent) - Budgeting or money management skills (30 per cent) <p>With the exception of the development of numeracy skills the proportion of learners who reported improvements in these skills was higher than the average.</p>
4. Self Confidence and Well-being	<p><i>Motivations for attending:</i></p> <p>Among this group reasons for attendance focused around self confidence and personal well-being. Social and community aspects were also important.</p>
	<p><i>Overview of short term impacts reported at Wave 1:</i></p> <p>Learners in this group were more likely than average to have reported a number of impacts around self confidence and personal well-being including:</p> <ul style="list-style-type: none"> - keeping mind and body active (97 per cent); - helping to make new friends/meet new people (92 per cent); - feeling better about themselves generally (91 per cent); - helping to relax / having a break from everyday stress (89 per cent); - becoming more confident about their abilities (86 per cent); - doing something useful in spare time (91 per cent); - having an improved quality of life (79 per cent); - having a reason to get out of the house (78 per cent). <p>Half of this group (51 per cent) also reported that the course helped them get involved with their local community (in comparison to an average of 43 per cent of the whole learner population).</p>

Table 6.1

Segmentation Overview³⁶

	<p><i>Longer term progressions reported at Wave 2:</i></p> <p>When asked specifically about improvements in confidence and well-being since the last interview, 44 per cent of learners in this group reported that their personal confidence had improved, and three in ten (31 per cent) reported that their well-being or mental health had improved. These proportions are, however, broadly in line with the average.</p> <p>Across other indicators of confidence and well-being, learners in this group tended to be no more likely than average to report improvements in these areas in the last 12 months.</p> <p>At Wave 1 learners in this group were more likely than average to report improvements related to self confidence and personal well-being, and it is interesting that this is no longer the case at Wave 2. This could be because relatively widespread improvements for these learners in these areas had already been realised at the Wave 1 interview therefore the scope (and need) for them to improve further could be minimal.</p> <p>When longer term progression in other areas (outside of self confidence and well-being) were examined, it was notable that learners in this segment were more likely than average to report improvements in creative skills (58 per cent reported improvements in this area in comparison with 48 per cent across the whole learner population).</p>
5. Keeping Up With Information Technology	<p><i>Motivations for attending:</i></p> <p>Developing IT and other digital skills was the most important driver for this group. However, work related reasons were also prominent.</p>
	<p><i>Overview of short term impacts reported at Wave 1:</i></p> <p>Nine in ten (89 per cent) learners reported that as a result of the course they developed their IT or digital skills (in comparison to 26 per cent across the whole learner population). Among those working, two fifths (39 per cent) felt that they were able to do their job better as a result of the course (34 per cent in the learner population as a whole).</p> <p>This group were no more likely than average to cite any other impacts.</p>
	<p><i>Longer term progressions reported at Wave 2:</i></p> <p>The majority of learners in this group reported that their IT levels had either improved since the last interview (54 per cent) or had been sustained at the same level (41 per cent). Only five per cent reported that there had been a decline. Across the whole learner population 42 per cent reported an increase in these skills, 54 per cent reported no change and three per cent a decrease.</p>

Table 6.1

Segmentation Overview³⁶

	<p>This group were no more likely than average to cite improvements in any other specific skills since the time of their first interview.</p> <p>A range of changes relating to jobs were reported among learners who were working at the time of both their first and second interview. The two most commonly cited changes were being able to help/mentor colleagues and being able to do their job better, reported by 74 per cent respectively.</p> <p>Learners in this segment were the least likely to report taking part in any further taught courses (31 per cent, in comparison with 43 per cent across the whole learning population).</p> <p>Learners in this segment tended to cite the other longer term progressions in line with the average.</p>
<p>6. Multiple Needs</p>	<p><i>Motivations for attending:</i></p> <p>This segment cited the full range of possible motivations – ‘multiple needs’ were strongly apparent.</p> <hr/> <p><i>Short term Impacts reported at Wave 1:</i></p> <p>Impacts among this group of learners were very wide ranging. For virtually all impacts asked about in the survey, this group were more likely than average to cite them in comparison to the wider learner population.</p> <hr/> <p><i>Longer term progressions reported at Wave 2:</i></p> <p>Reflecting the short term impacts reported at the Wave 1 interview, the longer term progressions reported by learners from this segment during the intervening period between the first and second interview were also very broad ranging.</p> <p>Additionally learners from this segment tended to be more likely than average to cite virtually all the longer term progressions examined at Wave 2. Some of the most notable changes and improvements were in the following areas:</p> <p><u>Changes and improvements in personal progression and development:</u></p> <ul style="list-style-type: none"> • 85 per cent have become more confident in their abilities since the time of their Wave 1 interview (61 per cent in the learner population as a whole); • 81 per cent have become more aware of abilities they didn’t know they had since their Wave 1 interview (64 per cent in the learner population as a whole); • Improvements in a range of specific skills since the time of the Wave 1 interview were reported, with the improvements in the following skills

Table 6.1

Segmentation Overview³⁶

	<p>reported by over 60 per cent of learners in the multiple needs group:</p> <ul style="list-style-type: none"> - communication skills (71 per cent); - personal confidence (69 per cent); - literacy skills (64 per cent); - creative skills (60 per cent); - language skills (61 per cent). <p><u>Changes and longer term progression around social and community outcomes including:</u></p> <ul style="list-style-type: none"> • 72 per cent reported having more activities to fill their spare time since the time of the Wave 1 interview (56 per cent in the whole learner population); • 73 per cent reported that they get out of the house more often (55 per cent in the whole learner population); • 69 per cent reported that they meet new people and socialise with friends more often (51 per cent in the whole learner population). <p><u>Changes and longer term progression around children and families including:</u></p> <ul style="list-style-type: none"> • Over six in ten learners in this group reporting improved parental confidence in helping with children with reading (66 per cent) and writing skills (63 per cent) since the time of the Wave 1 interview. In the whole learner population the equivalent figures were 48 per cent and 45 per cent. • Over six in ten learners reported helping their children more with reading and writing (62 per cent respectively). In the whole learner population the equivalent figures were 47 per cent respectively. • Eight in ten learners reported they feel they are a better parent (81 per cent), better at talking to their children (81 per cent), more patient with their children (81 per cent) and spend more leisure time with their children (78 per cent). (In the wider learner population these were reported by around six in ten learners).
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6.2 Correspondence mapping of the learner segments

Table 6.1 in the previous section gave an overview of the longer term progressions reported at Wave 2 for each of the learner segments. Given the large number of progressions examined and the wealth of information included, correspondence mapping was also carried out. This aimed to visually illustrate some of the differing longer term progressions reported by each of the learner segments.

Correspondence analysis is a statistical technique used to transfer numerical data into a graphical display of a particular topic area. Here it has been used to examine the relationships between each of the six learner segments with some of the longer term progressions, in order to more clearly illustrate which longer term progressions are particularly important for which learner segments.

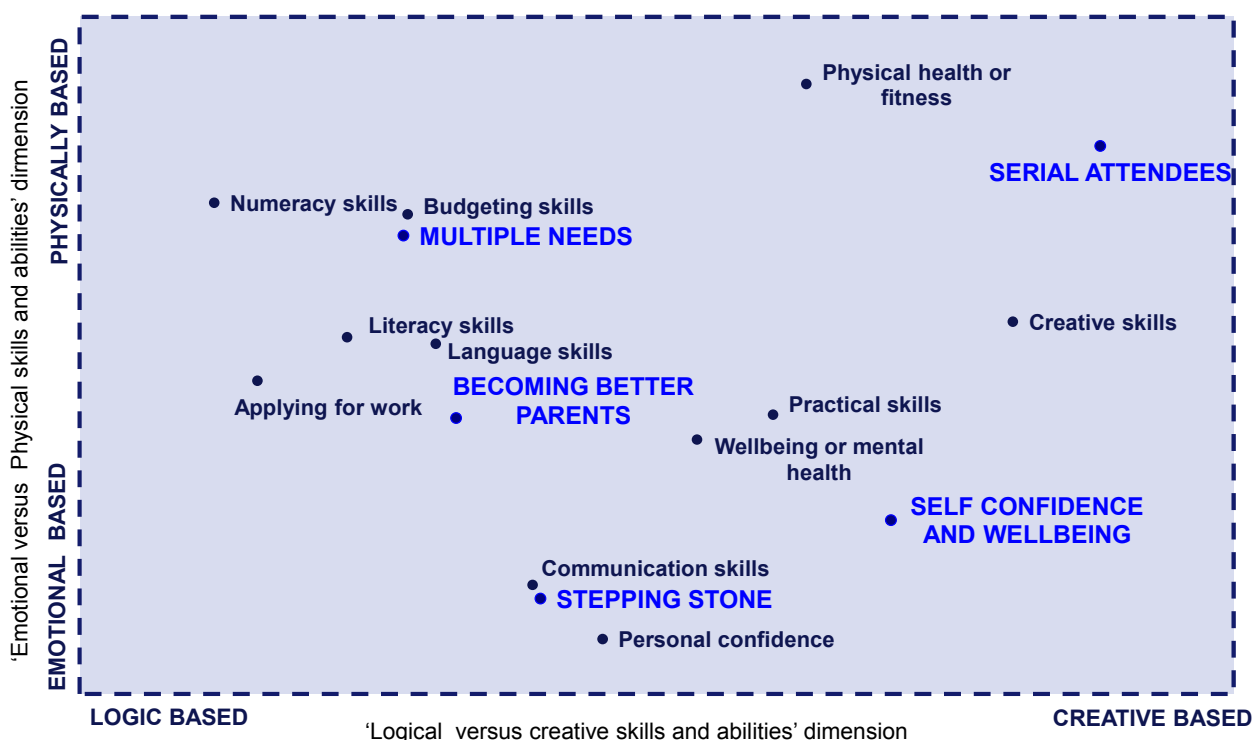
Within the two maps, each of the learner segments is mapped against its associations with each of the longer progressions across two dimensions. The closer a segment is positioned to a particular progression, the **more** closely associated they are, and conversely, the further away from a particular progression the **less** associated they are. Within a correspondence map, names are usually assigned to the two dimensions in order to describe which types of 'attributes' (in this case the longer term progressions) fall where on the map.

Figure 6.2 maps the learner segments against the development of specific skills and abilities examined in the interviews (as recorded in Q56):

- The horizontal dimension represents the development of 'logic-based skills' versus 'creative based skills', with more logic-based skills, such as numeracy and budgeting, on the left and more creatively-based skills, focusing on creativity, well-being and health, on the right.
- The vertical dimension represents the development of the 'emotional-based skills' versus the 'physical-based skills', with the more emotional/softer skills, such as personal confidence and communication skills, at the bottom and the more physical skills, such as physical health and fitness, at the top.

It should be noted that the "Keeping Up with Information Technology" segment has not been included on the map, nor has the development of IT and digital skills. In the preparation of the map, there was found to be a very strong association between this segment and the development of this skill, and little association between these and the other segments and skills. Consequently they have been excluded from the map. If they were included they would have dominated the map, making it difficult to interpret the remaining segments and skills.

Figure 6.2: Correspondence map of the learner segments against specific skills and abilities reported to have improved in the last 12 months (Q56), excluding 'Keeping Up with Information Technology' Segment and 'IT or Digital' skills



Examination of the remaining segments and their associated skills within the map is set out below. The associations illustrated in the map largely reflect those reported in the analysis in the previous section in Table 6.1.

- The “Becoming Better Parents” segment is situated towards the bottom left quarter of the map and is most closely associated with the development of language skills, literacy skills and applying for work skills. This largely supports the findings discussed in Table 6.1 in the previous section, where learners in this group were more likely than average to report developing communication skills, literacy skills and language skills.
- The “Stepping Stone” segment is also situated in the bottom left quarter of the map; however, it is most closely associated with the development of communication skills and personal confidence. This is a positive finding, as both skills are likely to be important factors to facilitate progression into work or further education and training.
- The “Self Confidence and Well-being” segment is situated in the bottom right hand quarter of the map, and the skills most closely associated with it are well-being and mental health, practical skills and personal confidence.
- The “Serial Attendee” segment is situated in the top right hand quarter of the map, and the skills that are most closely associated with it are physical health and fitness and creative skills. This is largely expected given the characteristics of this segment. Within this segment there are a significant proportion of older learners (at

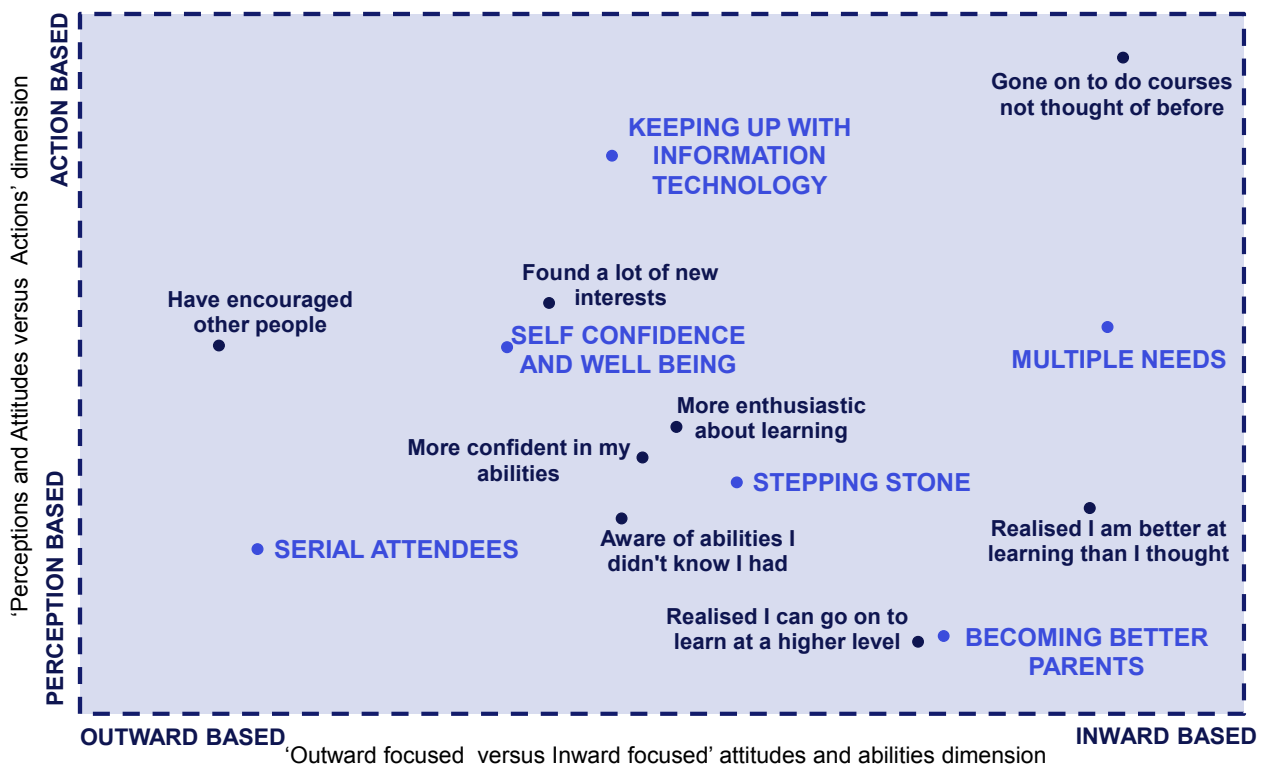
Wave 1 half were aged over 60), and therefore may be attending courses to maintain or improve their health. Additionally, virtually all learners in this segment attended a PCDL course, and therefore it would be expected that there would be a sizable development of more creative based skills, and less of the more logical based skills, such as numeracy skills and budgeting.

- The “Multiple Needs” segment is placed toward the top left corner of the map and is most closely associated with the development of numeracy skills, budgeting skills, literacy skills and language skills. This is interesting because while the analysis in Table 6.1 suggests the development of the whole range of skills for this group, the map suggests that the development of these specific skills were particularly associated with these learners.

The second correspondence map created is displayed in Figure 6.3 and illustrates the relationship between each of the learner segments and their attitudes and actions towards learning since the time of the Wave 1 interview (as recorded in Q55).

- The horizontal dimension represents the ‘outward focused attitudes and actions’ versus the ‘inward focused attitudes and actions’. As shown, more outward focused attitudes on the left hand side (e.g. ‘Have encouraged others’) to more inwardly focused attitudes on the right hand side (e.g. ‘Realised I am better at learning than I thought’).
- The vertical dimensions represents the ‘perceptions and attitude’ based statements versus the ‘action’ based statements; with statements focused around personal perceptions toward learning at the bottom (e.g. ‘Realised I am better at learning than I thought’), and statements focused on actions and behaviours at the top (e.g. ‘Gone on to courses not thought of doing before’).

Figure 6.3: Correspondence map of the learner segments against changes in attitudes and actions around learning in the last 12 months (Q55)



Examination of the segments and their associated skills within the map is as follows:

- The “Serial Attendees” segment is on the left hand side of the map, suggesting that learners’ attitudes are more outward focused than inward focused. This is largely unsurprising given the characteristics of these learners. Learners in this segment are likely to have been on courses previously and significant proportions are highly educated, therefore is not surprising that their perceptions of their own skills have not changed since the last interview.
- The “Multiple Needs” segment is on the right hand side, suggesting that learners experienced changes relating to their perceptions of their own abilities and skills since the time of the Wave 1 interview.
- The “Becoming Better Parents” segment is very closely associated with ‘Realised I can go on to learn at a higher level’. This is an interesting finding and may be reflective of the significant proportion of learners in this group who followed a FEML programme type. These courses are aimed at mothers and fathers with basic skills needs, and many of these learners may have left full time education at a young age. It is very positive that these learners now feel they can go on to learn at a higher level.

- The “Stepping Stone” segment is closely associated with the attitude statement ‘More enthusiastic about learning’. However, these are less correlated with the dimensions mapped, as can be seen from their proximity to the centre point of the map.

7 Conclusions

This report describes the findings of Wave 1 of a longitudinal survey of people who have undertaken community learning courses. It builds on findings from Wave 1 of the research.³⁸ All participating learners completed their community learning course between July 2011 and February 2012. Wave 1 interviews were completed March - May 2012 and Wave 2 interviews April - June 2013. Areas explored in this follow up survey include:

- Whether learners' motivations for learning and intentions expressed during their learning, in terms of increased confidence, progression into other learning, improvement in employability skills, involvement in their communities, improved sense of personal well-being, improved mental or physical health, were realised
- Whether there were any further benefits of the learning experience that learners did not anticipate during the learning.
- Learners' attitudes to learning since their learning experience.

Wave 1 collected baseline data about the characteristics of community learners, why courses were undertaken, what the initial impacts were and the attitudes towards course payment. Data from Wave 1 was encouraging and suggested that many of the objectives of community learning were being met. Wave 1 interviews were conducted relatively soon after the course was completed (around seven months), so only short term impacts could be examined. The findings from Wave 2 allow examination of the longer term progressions, outcomes and attitudes of learners.

This chapter of the report draws out the key messages emerging from Wave 2. The quantitative element of the research aimed to provide a detailed picture of learners' lives around 18-24 months after the completion of the community learning course and whether/how their lives had changed since the time of the Wave 1 interview. The workshops and case studies explore learners' journeys in more detail, including whether and how course participation has impacted on their decisions and how the outcomes of their participation relate to longer term choices and progression.

Overall, the findings from the second wave of this research are encouraging and build on the Wave 1 findings. They suggest that community learning has had many impacts and has stimulated both short and longer term changes in learners' lives. While many of the impacts reported in the quantitative survey cannot be directly attributed to the course, they show that positive changes have occurred during the period between the Wave 1 and Wave 2 interviews. The qualitative findings include many positive examples of how course participation has influenced learners' subsequent decisions and outcomes. This is particularly clearly illustrated in the four photo stories³⁹.

³⁸ Harding et al (2013) Community Learning Learner Survey, BIS research paper 108.

³⁹ These photo stories were produced after a day spent with a member of the research team accompanied by a photographer and videographer

A notable finding across all the longer term outcomes identified at Wave 2 was the progress reported by people belonging to the “Multiple Needs” segment. This segment is distinct from the other five. Learners cite a very broad range of motivations for attending community learning courses and their socio-demographic characteristics show that they are more likely to be disadvantaged. A significant proportion of learners in the “Multiple Needs” segment lack qualifications, come from BME backgrounds and/or live in the most deprived areas. Learners belonging to this segment were more likely than others to report positive changes in their lives. While the quantitative findings do not imply causality, they do indicate that community learning may be contributing to positive changes in the lives of the most disadvantaged learners.

Wave 2 findings identify a wide range of changes in learners’ lives, as well as longer term progressions. The synopses below are organised to reflect the national objectives for community learning:

- *Improved confidence and willingness to engage in learning*

In the quantitative survey, significant proportions of learners reported improved confidence since the time of the Wave 1 interview. Just under half of all learners (46 per cent) reported that their personal confidence had improved. Seven in ten (70 per cent) reported that since their Wave 1 interview they had become more confident in their abilities, 69 per cent agreed that they had found new interests and things they wanted to learn about and 64 per cent had become aware of skills they didn’t know they had.

The quantitative survey identifies these changes but for obvious reasons cannot identify causality, i.e. whether or not the changes relate directly to participation in community learning. The qualitative workshops and case studies enabled learners to describe for themselves the impact their course/s had made on their lives. These qualitative findings echo many of the changes in learners’ lives identified in the quantitative survey. Learners participating in the workshops reported significant improvements in personal confidence, including increases linked directly to course content. Many reported a new and improved sense of confidence in their wider lives and improvements to their self esteem and sense of self worth. For example one learner reported *‘I feel totally different now, like I have had new lease of purpose in my life’*.

At Wave 1 there was strong evidence that community learning encouraged and fostered future learning, and this trend appears to have continued during subsequent months. Forty-three per cent of all learners reported that they had taken part in a taught course since their Wave 1 interview, and 47 per cent reported that they had undertaken some kind of self taught / individual learning. Just over three quarters (77 per cent) of those who had done a course since their Wave 1 interview said that the original community learning course had encouraged them to do the new course. People living in deprived areas were more likely to report that community learning had encouraged them to take a subsequent course (85 per cent of those from the three most deprived IMD deciles compared with 74 per cent of those from the seven least deprived IMD deciles). People receiving unemployment-related benefits, income support, housing or council tax benefits were also more likely to report that community

learning had encouraged them to take a subsequent course (85 per cent compared with 75 per cent of those not in receipt of these benefits). These findings were mirrored in the qualitative workshops, where many learners said that their involvement in one course had spurred them on to take additional courses.

Most community learning courses, apart from family learning, are unaccredited. The survey explored whether learners had progressed to more formal, qualification-bearing learning. Among learners who had taken (or were still taking) new courses, nearly two fifths (38 per cent) reported that they had gained or would gain qualifications.

Positively, many of the learners who reported gaining qualifications were people for whom these qualifications could be particularly important and relevant to future progression. These included learners who were younger, came from disadvantaged backgrounds, did not hold degree level qualifications and those looking for work or looking after home and family.

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

The Wave 1 survey reported that learners were acquiring skills relating to work and employability. In the Wave 2 qualitative research, learners who took courses in order to develop skills to help them secure a job, typically reported that the course had helped them to develop these skills. Learners who had been out of work long term felt that the skills they had learnt during their community learning course had brought them closer to the labour market and reported feeling more confident about job applications and more hopeful that they would find employment in the near future.

In the quantitative research, learners who were in employment at the time of both Wave 1 and Wave 2 reported positive changes relating to their work since Wave 1. These included 'soft' changes (for example 65 per cent reported having helped/mentor colleagues and 61 per cent reported that they had been able to do their job better) and more 'tangible' changes (for example 55 per cent reported that they had taken on bigger roles and/or more responsibilities and 33 per cent that they had started to earn more money).

- *Improved digital, financial literacy and / or communication skills*

At Wave 1, sizable proportions of survey participants reported improvements in digital, financial literacy or communication skills. At Wave 2, the findings suggest that many learners have sustained or improved these skills. Just over two fifths of all learners (43 per cent) reported improvements in communication skills since the first interview (with 55 per cent reporting their skills had stayed the same), 42 per cent reporting improvements in IT or digital skills (with 54 per cent reporting sustained levels) and 23 per cent reporting improvements in numeracy skills (with 74 per cent reporting sustained levels). However, as stated earlier, it is not possible to directly attribute these changes to participation in the original community learning course.

At Wave 1, nine in ten of learners belonging to the segment “Keeping up with Information Technology” reported improvements in this area. At Wave 2, just over half (54 per cent) of learners in this segment reported improvements in these skills since Wave 1 and 41 per cent reported that their skills had been sustained at the same level.

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

The Wave 2 qualitative research provides strong evidence that community learning has continued to have significant longer term impacts on parents and on their relationships with their children. In the group discussions, parents who had taken part in family learning designed to improve parenting skills and basic skills reported feeling better equipped to deal with their children’s behaviour, support their children with homework and understand more about what and how their children were learning at school. This had an impact on parents’ self confidence and preparedness to take a more proactive role in their child’s development.

These positive impacts were reflected in the quantitative findings, which reported a range of improvements since the Wave 1 interview. In the quantitative telephone survey, significant proportions of parents reported that they felt more confident since Wave 1 about helping their children with specific school subjects and also that they helped their children more often with these subjects (this varied from around four in ten to five in ten parents, depending on the subject). Improvements in parents’ own perception of their parenting skills were evident, with around six in ten parents reporting improvements in a range of parenting skills over the previous 12 months. As in Wave 1, many of these changes were evident across a broad range of segments including parents from disadvantaged backgrounds. Impacts were strong among parents and carers in the “Becoming Better Parents” segment.

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

The Wave 1 survey suggested that community learning had a strong impact upon health and personal well being. At Wave 2, learners in the qualitative workshops reported that, by offering mental stimulation and time away from their everyday lives, community learning created a strong sense of personal well-being. This was particularly true for people facing challenges in the rest of their lives.

The quantitative survey findings indicate that many learners experienced positive changes in their personal well being since the time of their Wave 1 interview. For example, just over six in ten learners (62 per cent) agreed that they had more activities to keep their mind and body active, and just over five in ten agreed that they get out of the house more often. Positively, learners in the “Self Confidence and Well-Being” segment tended to report significant improvements in this area since the time of their Wave 1 interview.

Longer term changes, impacts and progressions were not limited to the categories above. Other benefits and types of progression were reported as taking place between the Wave 1 and Wave 2 interviews. These included:

- *Volunteering*: at Wave 1, one in nine learners in the quantitative survey reported that as a direct result of undertaking their course they had become involved in volunteering activities. At the Wave 2 interview, nearly four in ten learners (38 per cent) reported that they had become involved in volunteering since the time of their Wave 1 interview. The quantitative survey findings cannot directly link this involvement in volunteering to the community learning course. However, findings from the qualitative elements of the research suggest that for many learners, community learning had positive benefits for learners' local communities, with learners reporting that they had progressed to teaching others at the community centre where they themselves had been taught, or used their new skills to raise funds or undertake work for charitable and community organisations.
- *Other social and community activity*: the quantitative survey reported a range of other positive changes since Wave 1 that relate to social and community activity. This kind of activity includes learners meeting people, socialising more (reported by half of learners – 51 per cent) and getting more involved with their local community (reported by over three in ten learners – 34 per cent). In the qualitative workshops, many learners said that meeting new people and developing new friendships were central to the course experience. They described the development of a 'mini community' of course participants who often came from different cultural backgrounds. Participants appreciated this opportunity to meet different types of people and said that it broadened their horizons and contributed to an increased sense of well-being. These supportive networks were particularly valued by learners who were more socially isolated.

The findings in this report provide valuable baseline evidence about the impacts of community learning on people who completed courses *before* the introduction of the community learning objectives in August 2012 and *before* community learning trust approaches were implemented from August 2013. Future surveys can draw on this data in order to explore the impacts of the Government's community learning reforms.

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 taking place approximately 12 months later. 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 2015 and 2016.)

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

Sampling

The sample at Wave 2 consisted of learners who took part in the Wave 1 survey and agreed to be re-contacted. Full details of the original sample design can be found in the Wave 1 Community Learning Learner Survey.⁴⁰

Piloting

A pilot survey of the Wave 2 survey was conducted between 4th - 9th April 2013. Interviews were conducted via CATI at TNS BMRB's interviewing centre in Hangar Lane and interviewers were briefed by the Research Team. All respondents who took part on the Wave 1 pilot survey and who had agreed to be re-contacted, were approached for an interview. Fifteen interviews were conducted.

Keep in touch exercise

Before the Wave 2 survey, a keep in touch exercise (KITE) was conducted. All Wave 1 respondents who agreed to be re-contacted (and provided full contact details), were sent a keep in touch letter in March 2013. This letter thanked them for their help in the Wave 1 survey, and informed them that the second wave of the survey would be taking place soon. It also provided the opportunity for learners to update TNS BMRB with any changes to their contact details.

⁴⁰ Available online at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/128775/13-691-community-learning-learner-survey-march-2013.pdf

Fieldwork

Main stage fieldwork took place between 25th April and 16th June 2013. All respondents were sent an advance letter a week before interviewing commenced. Interviews were conducted via CATI at TNS BMRB's interviewing centre in Hangar Lane, and interviewers were briefed by the Research Team.

In total, 1951 interviews were conducted. A breakdown of fieldwork response is shown in Appendix Table 1.1.

Appendix Table 1.1 Final fieldwork outcomes	
	N
Learners who took part in Wave 1 and agreed to be re-contacted	3792
KITE letters sent	3792
Opt outs following KITE	85
Sample issued for Wave 2 interviews	3704
Invalid sample data	370
Invalid telephone number	225
Deceased	2
Moved (no trace)	58
Unknown at number	85
Opt-out / Refusals	1383
Opt out / Refusals	692
Abandoned interview	117
Unavailable during fieldwork period	72
Incapable of interview	52
10 + unsuccessful calls	450
Full Interviews	1951
Response Rate (%)	59
Conversion Rate (%)	41

Weighting

Weighting has been employed to ensure the survey respondents are representative of the population to which they are generalising. As the two waves of the Community Learning Learner Survey are longitudinal in nature, weights have been applied to ensure the profile of respondents in the second wave represents/matches the first wave (the weighting applied to the first wave already ensures the first wave is representative of the population).

Therefore the final weights used in the first wave of the survey became the base weights for the second wave (if you were able to interview everyone at the second wave then the first wave weight could be applied whichever wave was being analysed).

However, there was some level of non-response (attrition) between the first wave and second wave. This was because some respondents did not agree to be re-contacted and others either refused the survey or were not available during the fieldwork period. Therefore non-response weighting was also employed matching the wave 2 survey profile back to the wave 1 survey profile to ensure longitudinal comparisons can be made among comparative samples.

The non-response weights were created by using a logistic regression model that included sample variables (also used in the first wave non-response weighting) as well as many survey questions from the first wave. The regression model predicted the probability of each respondent taking part in the second wave, whether or not they actual did, by looking at the way that respondents answered questions to the first survey. The non-response weight was then calculated as the inverse of the probability of responding. This was then multiplied by the base weight.

Finally a rim weighting calibration was conducted to match the profile of the completed interviews back to the population/universe. The variables and targets chosen for the calibration were identical to wave 1.

Appendix 2: 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	Programme Type	Secondary Variables
1. Stepping Stone	London – 6 respondents	Personal and Community Development Learning (PCDL)	Mix of secondary variables: <ul style="list-style-type: none"> • <u>Age spread:</u> 11 aged 18-34, 14 aged 35-54, 14 aged 55+ • <u>Gender spread:</u> 30 female 9 male • <u>Ethnicity</u> 16 BME respondents • 34 respondents reported an impact of over 5 on a rating scale of 1-10 indicating perceived level of impact of course
2. Serial Attendees	Bromley – 8 respondents	Personal and Community Development Learning (PCDL)	
3. Becoming Better Parents	Newcastle – 8 respondents	Wider Family Learning (WFL) & Family Literacy, Language and Numeracy (FLLN)	
4. Self Confidence and Well-being	Hull – 5 respondents	Personal and Community Development Learning (PCDL)	
5. Keeping Up With Information Technology	London – 6 respondents	Neighbourhood Learning in Deprived Communities (NLDC) & Personal and Community Development Learning (PCDL)	
6. Multiple Needs	Oldham – 6 respondents	Family Literacy, Language and Numeracy (FLLN)	
TOTAL	6 groups – total 39 respondents		

Appendix 3: Quantitative Survey Wave 2 Questionnaire

Community Learning Learner Survey Questionnaire – Wave 2

Once speaking to the named respondent

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

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

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

NQ55. And since we last spoke in <MONTH> last year, could you tell me how much you agree or disagree with each of the following statements. [QPDEV2]

Since <MONTH> 2012...

- I have become more enthusiastic about learning
- I have become more confident in my abilities
- I have become aware of abilities I didn't know I had
- I have realised I can go on to learn at a higher level
- I have found a lot of new interests and things I want to learn about
- I have gone on to do courses I would not have thought of doing before
- I have realised I am better at learning than I thought
- I have encouraged other people I know to take part in a course or other learning activity.

Strongly agree 1

Slightly agree 2

Neither agree nor disagree 3

Slightly disagree 4

Strongly disagree 5

Don't Know

OUTCOMES/ IMPACT OF COMMUNITY LEARNING IN THE LAST 12 MONTHS

ASK ALL

NQ56. Compared to when we spoke in <MONTH> last year would you say your skills in the following areas have improved, stayed the same or decreased? [QSKILL]

So first of all, your...

- Communication skills
- Literacy skills
- Numeracy skills
- Budgeting or money management skills
- IT or digital skills
- Practical skills
- Creative skills
- Language skills
- Personal confidence
- Applying for work
- Wellbeing or mental health
- Physical health or fitness

INTERVIEWER: IF A RESPONDENT COMMENTS THAT A PARTICULAR SKILL IS NOT APPLICABLE TO THEM (E.G. THEY ARE RETIRED SO SKILLS AROUND 'APPLYING FOR A JOB' ARE NOT RELEVANT), PLEASE CODE 'STAYED THE SAME'.

Improved 1

Stayed the same 2

Decreased 3

Don't know

Refused

IF WORKING IN WAVE 1 AND WORKING CURRENTLY (FFW1WORK = YES AND QWORK=1, 2, 3 OR 4)

NQ57. And thinking about your job, would you say any of the following things have happened since we last spoke in <MONTH> 2012? Have you... [QOUTJOB]

READ OUT. CODE ALL THAT APPLY

- Got a new job 1
- Changed to a different type of work 2
- Learned new skills for my job 3
- Been able to do your job better 4
- Been able to mentor/ help colleagues 5
- Taken on a wider range of roles and responsibilities 6
- Started to earn some money 7
- Started to earn more money 8
- Got a promotion 9
- Got more satisfaction out of your work 10
- Set up your own/family business 11
- Been able to deal with the work problems related to your health or disability 12
- Helped with a family business 13
- Changed another aspect of your job (specify)14
- None of these 15
- Don't know
- Refused

IF REPORT ANY CHANGE TO JOB SINCE LAST YEAR AT QOUTJOB (IF QOUTJOB = ANY OF CODES 1 TO 14)

NQ58. Thinking about your job now and your job when we spoke to you in <MONTH> last year, would you say that you are happier or less happy with your job now than with your job a year ago? [QJOBHAP]

- Much happier 1
- A bit happier 2
- About the same 3
- Slightly less happy 4
- Much less happy 5
- Don't know
- Refused

IF WAS UNEMPLOYED AND LOOKING FOR WORK OR ON A GOVERNMENT SCHEME FOR EMPLOYMENT TRAINING OR LOOKING AFTER HOME AND FAMILY AT WAVE 1 AND CURRENTLY STILL DOING THIS (FFW1INACTIVE AND QWORK = 5 OR 7 OR 10)

NQ59. Compared to when we spoke in <MONTH> last year would you say that you feel more confident about finding a job in the future, less confident or about the same? [QJOBFUT]

- More confident1
- Less confident 2
- About the same 3
- SPONTANEOUS ONLY: Not applicable- not looking for work 4

Don't know
Refused

IF FEEL MORE CONFIDENT AT QJOBFUT (QJOBFUT = 1)
NQ60. Any why would you say you feel more confident about finding a job in the future?
[QJOBFUT2]

INTERVIEWER: DO NOT READ OUT. PROBE FULLY FOR ALL REASONS

Improvement in the economic climate / more jobs available1
More confident in own ability to do a job 2
Have more/new skills that could use in a job3
Now know where to look for a job 4
Have more idea about the sort of job want to do 5
Have been to lots of job interviews 6
More confident to apply for work/ attend interview?
Other (specify)
Don't know
Refused

IF WAS UNEMPLOYED AND LOOKING FOR WORK OR ON A GOVERNMENT SCHEME FOR
EMPLOYMENT TRAINING OR AND CURRENTLY STILL DOING THIS (FFW1INACTIVE AND
QWORK = 5 OR 7)

NQ61. And since <MONTH> 2012, have you had any periods of employment? [QJOBP]

Yes 1
No 2
Don't know
Refused

**INVOLVEMENT IN CHILDREN'S LEARNING IN THE LAST 12 MONTHS (If has child
/children aged under 18)**

I now want to ask you about your involvement in your [child's/children's] learning.

IF HAS CHILD/CHILDREN AGED UNDER 18 AT <QDEPCH> (QDEPCH = 1)
Q62. Compared to when we spoke in <MONTH> last year do you feel more confident, less
confident or about the same with helping your [child/children] with the following subjects
[QCHILDC]

- Reading
- Writing
- Maths

- Other school subjects

PROBE AS TO WHETHER FEEL MORE CONFIDENT, LESS CONFIDENT OR IF THERE IS NO CHANGE

More confident 1
Less confident 2
About the same 3
Don't know
Refused

IF HAS CHILD/CHILDREN AGED UNDER 18 AT <QDEPCH> (QDEPCH = 1)
NQ63. And would you say you help your [child/children] with the following subjects more often that you did in <MONTH> 2012 [QCHILDC3]

- Reading
- Writing
- Maths
- Other school subjects

INTERVIEWER IF THE RESPONDENT DID NOT HELP THEIR CHILD/CHILDREN WITH A SUBJECT AT EITHER IN INTERVIEW CODE 'ABOUT THE SAME'.

More often 1
About the same 2
Less often 3
Don't Know
Refused

IF HAS CHILD/CHILDREN AGED 13-17 AT <[QAGDEPC]> ([QAGDEPC] = 13-17)
Q63. And compared to when we spoke in <MONTH> last year do you feel more confident, less confident or about the same when dealing with other issues that affect teenagers, for example bullying, alcohol, smoking, sex education, anti-social behaviour or drugs? [QCHILDC2]

More confident 1
Less confident 2
About the same 3
Don't know
Refused

IF HAS CHILD/CHILDREN AGED UNDER 18 AT <QDEPCH> (QDEPCH = 1)
NQ65. And thinking about the relationships with your [child/children], in comparison to when we spoke in <MONTH> last year, could you tell me with you agree or disagree with the following statements [QCHILDC4]

- Compared to <MONTH> 2012...
- ...I feel I am a better parent
 - ...I am better at talking with my children
 - ...I am more patient with my children
 - ...I spend more leisure time with my children

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

VOLUNTEERING AND OTHER ACTIVITIES IN THE LAST 12 MONTHS

ASK ALL

Q65. Since <MONTH> 2012, have you become involved in any voluntary activities? [QVOL1]

This could include things such as organising or helping to run an event, getting involved with school or community activities, 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 started before we spoke in <MONTH> 2012.

- 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
- Helping at school
- Involved in a community activity
- Being a learning champion
- Visiting people 5
- Befriending or mentoring people 6
- Coaching or tuition 7
- 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 6
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, compared to <MONTH> last year, would you say you now do them more frequently year, less frequently, or about the same? [QACTFRE2]

More frequently 1
Less frequently 2
About the same 3
Don't know
Refused

NQ70. And still thinking about your free time, compared to when we spoke in <MONTH> last year could you tell me whether you agree or disagree with the following? [QACTFRE3]

REPEAT FOR EACH STATEMENT

Compared to <MONTH> 2012...

- ...I have more activities to fill my spare time
- ...I meet new people and socialise with friends more often
- ...I get out of the house more often
- ...I do more activities to keep my mind and body active
- ...My health problems or disabilities have improved
- ...I get involved more with my local community

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

ASK ALL

Q70B. And now thinking about your life more generally, what, impacts if any, did the course we spoke about last time have on your life? Please think about any changes or impacts it may have had on any aspects of your life. [QIMPACT]

RECORD ANSWER
 No answer
 Don't know
 Refused

FUTURE LEARNING

The next questions are about any learning that you may have done in the last year.

ASK ALL

Q77. So, since we last spoke in <MONTH> 2012, have you taken part in any taught courses, training, lessons, or tuition, excluding anything you may have done as part of a job? [QNEW]

INTERVIEWER: THIS CAN INCLUDE ANY COURSES THAT THE RESPONDENT MAY CURRENTLY BE UNDERTAKING.

Yes 1
 No 2
 Don't know
 Refused

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

NQ78. Could you tell me how many courses you have attended since <MONTH> 2012? [QNEW2]

Numeric
 Don't know
 Refused

IF HAVE TAKEN PART IN OTHER COURSES AT <QNEW2> (QNEW = Number)
 REPEAT FOR NUMBER OF COURSES MENTIONED AT qnew2

NQ79. And could you tell me the details of [this course/the first of these courses/the n of these courses]? [QNEW3]

PROBE FOR DETAILS OF THE COURSE/S. INCLUDE AS MUCH DETAIL AS POSSIBLE FOR CODING, INCLUDING: THE COURSE TITLE, THE COURSE SUBJECT, NAME OF QUALIFICATION/CERTIFICATE IF GAINED, IF THE COURSE WAS RELATED TO WORK, WHERE THE COURSE TOOK PLACE, THE NUMBER OF SESSIONS ETC.

Open-ended
 Don't know
 Refused

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

Q80. And thinking back to the course we spoke about last time, would you say that this encouraged you to do [this further course/these further courses]? [QENCP2]

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

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

NQ81. And as a result of [this course/these courses] have you gained any qualifications, or are you likely gain any qualifications? [QNEWQ]

INTERVIEWER: PLEASE CODE YES IF THE RESPONDENT IS CURRENTLY UNDERTAKING ANY COURSES THAT WILL LEAD TO A QUALIFICATION.

Yes 1
No 2
Don't know
Refused

ASK ALL

NQ74. Since <MONTH> 2012 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)

NQ75. 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
Took part in a self organised group
None of these
Don't know
Refused

IF HAS DONE INDEPENDENT LEARNING AT <QSELF2> (QSELF2 = 1)

NQ76. And thinking back to the course we spoke about last time, would you say that this encouraged you to do this further learning? [QENCP1]

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

IF IN WAVE 1 REPORTED WOULD LIKE TO DO LEARNING IN THE NEXT 2 YEARS BUT HAS NOT YET DONE SO AT <QNEW> (IF FFW1QFUT = 1 AND QNEW = 2)

NNQ81. When we spoke in <MONTH> 2012, you mentioned that you would like to undertake further learning in the next two years. What are the main reasons that have prevented you from doing so? [QFUTNO]

DO NOT PROMPT. PROBE FULLY AND CODE ALL THAT APPLY

- Changed mind / No longer want to undertake any learning 1
- Still planning to undertake learning in the next year or so 2
- Has not found a course that they wanted to do 3
- Cost of training was too expensive (e.g. course fees, books, equipment) 4
- Cost of living while training was too expensive 4
- Family commitments made it difficult 5
- Has not have time 6
- Have not been able to get time off work 7
- Locations of courses was not convenient 8
- Lack / cost of childcare 9
- Due to illness/disability 10
- Did not have the right qualifications to get on a course 12
- Worried that might lose some benefits 13
- Lack of motivation 14
- Other (specify) 15
- Don't know
- Refused

ASK ALL

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]

- Yes 1
- No 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
 years⁴¹]? [QNOLEARN]

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

⁴¹ Text fill based on answers at QLIKELY and QFUT.

- 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 prospects 10
- 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

MEASURE OF WELLBEING

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

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

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 / Do⁴²] 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
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

⁴² Text fill based on answer at QLDIF.

Not at all 3
 Don't Know
 Refused

ASK ALL

NQ106. And, overall, how would you say your health is, in general, compared to when we last spoke in <MONTH> 2012? Would you say it has.. [QHEALTH2]

Improved 1
 Stayed about the same 2
 Got worse 3
 Don't know 4
 Refused 5

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]

NQ107. Which of the following types of benefits are you currently claiming?

READ OUT. CODE ALL THAT APPLY [QBEN2]

Income support 1
 Job Seekers Allowance 2
 Incapacity Benefit 3
 Employment and Support Allowance 4
 State Pension 5
 Pension Credit 6
 Carers Allowance 7
 Attendance Allowance 8
 Disability Living Allowance 9
 Housing Benefit 10
 Tax credits 11
 Child benefit 12
 Council tax benefit 13
 Other (specify) 14
 Don't know 15
 Refused 16

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? [QINCOME_P]

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

ASK ALL

NQ111. And compared to when we last spoke in <MONTH>2012 would you say that your overall HOUSEHOLD income from all sources is higher than it was, about the same, or less? [QINCOME₂]

Higher than 12 months ago 1

About the same 2

Lower than 12 months ago 3

Don't Know

Refused

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