Department for Business Innovation & Skills

RESEARCH

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

Contents

Executive Summary

Introduction and background

This report presents the findings from an evaluation of 15 Community Learning Trust (CLT) pilots.

The CLT pilots were set up by the Department for Business, Innovation and Skills (BIS) to test new ways of planning and delivering community learning, and understand whether these have the potential to effectively deliver new community learning objectives. Run between August 2012 and July 2013, the pilots trialled more local approaches to planning and delivering BIS-funded Community Learning, with local people, organisations and providers working together to:

- shape their own community learning priorities;

- develop local strategies and partnership structures to deliver these objectives; and

- tailor community learning provision to meet the needs of their communities.

Context and the pilots

The BIS Community Learning budget funds a range of flexible courses, usually unaccredited, for adults aged 19 and over. These courses and activities are designed to help people of different ages and backgrounds 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.

Community learning contributes to a range of wider government policies, including social justice, stronger families, digital engagement, social mobility, inclusive communities, healthy ageing and strengthening civil society. Learning topics can range from personal development, arts, culture and health to family learning, employability and community development. In 2013-14, the Government is investing £210m to support the delivery of community learning, with the same allocation for 2014-2015.

New community learning objectives were introduced to the sector in 2012.[1] In April 2012 a prospectus invited providers directly funded from the BIS Community Learning budget to put forward proposals to become pilot CLTs and test strategies for delivering these objectives. Following a selection process which considered the proposed models, priorities and themes, 15 local CLT pilots were selected and then launched in August 2012.[2]

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[1] https://www.gov.uk/government/consultations/new-challenges-new-chances-next-steps-in-implementing-the-further-education-reform-programme
[2] https://www.gov.uk/government/publications/community-learning-trust-pilots-prospectus

The CLT pilots received no additional funding to take part in the pilot. However the Skills Funding Agency agreed certain freedoms and flexibilities in some instances. The pilots were supported through a programme delivered by the National Institute of Adult Continuing Education (NIACE).[3]

This report serves two related purposes. Firstly, it documents the process of how CLTs went about delivering the community learning objectives in the first nine months of their CLT pilot. Secondly, it explores the success of the pilot and lessons for undertaking similar initiatives in the future, providing evidence of effective practice and lessons learnt.

Methodology

Following a competitive procurement exercise, BIS commissioned a consortium - TNS BMRB,[4] RCU[5] and the Campaign for Learning[6] - to conduct the evaluation of the CLT pilots. The evaluation ran from August 2012 to May 2013, exploring the first nine months of pilot activity.

The core evaluation methodology consisted of an initial scoping visit and three further qualitative site visits to each of the 15 CLT pilots, led by TNS BMRB. The evaluation also included:

- an Evaluation Expert Group, facilitated by the Campaign for Learning and attended by representatives of national organisations with remits for relevant issues, such as tackling homelessness, digital inclusion and mental health.

- analysis of the CLTs' Individualised Learner Records (ILR), led by RCU

- a Learner Survey which explored learners' attitudes, including towards course fees, led by TNS BMRB

In order to consider how effectively different approaches deliver against the community learning objectives, the evaluation also included five anonymised areas that did not have CLT pilot status. Rather than orthodox control areas, these were comparison areas selected on the basis of having similar demographic features to the pilot trust areas.

Impact of being a pilot CLT

Being a pilot CLT enabled each partnership to reflect on its approaches and be more strategic in how it developed and delivered a local community offer. The kudos of participating in the national pilot and the opportunities for review offered by the support programme helped CLTs develop these more strategic ways of thinking. This included joint objective setting, sharing of data, succession planning, assessment of strengths and

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[3] http://www.niace.org.uk/
[4] http://www.tns-bmrb.co.uk/
[5] http://www.rcu.co.uk/
[6] http://www.campaign-for-learning.org.uk/cfl/index.asp

weaknesses within a partnership and their implications, as well as innovative approaches to the development and delivery of learning programmes.

Establishing the pilots

CLT pilot areas differed markedly in their focus and themes, the scale of their objectives and the size and focus of their geographical area. Developing a CLT and establishing a solid and effective partnership took time - and the speed of set up and development varied according to each pilot's 'starting point'. At the time of the final evaluation visit in spring 2013, not all CLT pilots had fully delivered their planned projects and programmes. There was also evidence of 'over-promising'. Some providers, in an effort to develop a strong CLT pilot application, proposed activities that were very difficult to achieve within the timescale of a year-long pilot. There is likely to have been further positive impact, not documented here, as plans came to full fruition.

Although some pilots were able to draw up ambitious plans and deliver on them, these tended to be CLTs who were using the pilot to build and expand on existing planning and delivery arrangements rather than those developing new processes 'from scratch.' Developing relationships and innovative delivery approaches of this type takes time – an important lesson for new partnerships.

Six common structures emerged among the 15 CLT pilots and comparison areas, based on the composition and hierarchy of their partner organisations. Models which provided clear leadership were generally faster and more efficient in making progress towards the CLT pilot's objectives. Other approaches tended to result in slower decision-making and slower progress overall, particularly for those working in partnerships with several equal partners rather than one defined leader. However, there was no 'one size fits all' or 'winning' solution in terms of CLT structure. Local arrangements need to reflect local context and existing resources, including the 'key players' already working in the field.

The following approaches worked well in the set up and development of the CLT pilots:

- Pilot status helped develop trusts' identity and vigour. This provided momentum and enthusiasm, particularly for exploring new partnerships and re-invigorating old ones.

- Early buy-in and support from senior players and local decision-makers increased efficiency. Partners 'opened doors', raised the CLT pilot's profile, and helped ensure quick sign-off of CLT pilots' plans.

- Transparent divisions of responsibility supported progress. Assigning clear strategic and operational roles and setting up specific task groups helped CLT pilots progress more smoothly.

- Setting and agreeing a limited number of SMART objectives provided clarity for CLT pilot partners and helped avoid the frustrations associated with having unrealistic targets. CLT pilots' objectives often became SMARTER as the pilot progressed.

- Investing time to gain partners' buy-in to these objectives smoothed the path for delivery, ensuring alignment around a common goal and helping to avoid the need

for later redrafting. This investment of time enabled partners to be more agile in tailoring and adjusting objectives in response to emerging issues and/or opportunities.

CLT pilots thrived on the networking opportunities offered by the pilot and the support programme. NIACE workshops, monthly 'keeping in touch' telephone calls and visits, as needed, helped CLT pilots to feel supported and gave them access to colleagues and/or organisations with common interests and/or specific expertise. They found it more useful to network with areas that were adopting similar themes or were demographically similar to their own area rather than areas in their region that might have different populations and therefore a different offer. The experience of the CLT pilots suggests that building-in succession planning for key people in each partnership can help maintain steady progress in the event of subsequent staff changes.

Partnership working and targeting disadvantaged people

Partnership approaches were critical to developing and delivering an effective community learning offer in a given locality. CLT pilots facilitated meetings with partners, including local people and organisations, to help develop more strategic approaches to the shaping of provision across the CLT pilot footprint. The partnerships helped CLT pilots to map provision, avoid unnecessary duplication, plan progression pathways and signpost these pathways to learners. This joined-up working helped CLT partners experiment with their learning offer, course titles and marketing approaches. It also helped them increase the overall participation of disadvantaged people.

In some cases, working together outside the CLT helped individual providers to attract additional grants and win tenders; in some cases it helped to ease pre-existing tensions and/or competition. Several CLTs already had experience of putting together bids as a consortium and working jointly on other initiatives and projects such as CLIF[7] (Community Learning Innovation Fund).

In growing the partnership, CLT pilots reinvigorated old partnerships and worked strategically to build links with a range of partner types – including the private sector, colleges, Voluntary and Community Sector (VCS) organisations, housing associations and universities. Each brought useful resources and benefits to the CLT pilots.

Attracting partners

CLT pilots found it useful to create a summary document to help 'sell' their initial ideas to potential partners. Media attention proved immensely successful in raising the pilots' profiles and helping to attract potential new partners. Pilots also found it helpful to offer different intensities and types of involvement – for example, by enabling partners to become ambassadors, support volunteering, give practical support and/or get actively involved in delivering provision.

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[7] http://www.niace.org.uk/current-work/clif/community-learning-innovation-fund

Voluntary sector (VCS) organisations sometimes found it difficult to fully engage as partners due to a lack of resource. CLT pilots tackled this challenge by developing more streamlined bidding processes, and partnering with well-developed VCS umbrella organisations.

Local businesses were useful partners in terms of securing resources and attracting new and different learners. While it was often difficult to get commitment from big business at a national level, local branches were sometimes able to provide one-off sponsorship for relevant projects or engage with the delivery of learning activity at grass roots level. Working with private sector partners was also found to be a useful way of reaching people in employment with poor basic skills.

Successful CLT pilots worked closely with specialist partners and voluntary and community sector organisations to help shape their strategies and engage specific groups. This involved one or more of the following approaches:

- Drawing on partners' understanding of the communities they served, including how to meet their needs and deliver their preferences;

- Training community volunteers to conduct 'peer research' to understand local needs;

- Supporting VCS organisations to extend their outreach activities;

- Bringing together organisations as part of a network to help devise a strategy for their local area or particular target group.

Working together successfully

A substantial challenge for CLT pilots was the time it could take to get to a point where a partnership was established and active. Some speeded up this rapport-building period by 1) formalising the partnership with an identity, logo and name and 2) creating documents, maps and charts with the structure and roles and 'go to people' within specific task groups.

Some CLT pilots also faced challenges in establishing mutual trust and openness among partners. Some colleges, with their history of working largely in competition, took longer to embrace this kind of approach. Similarly, some Local Authorities found it difficult to accept consensus working and 'let go' of the decision making which had historically been theirs. Some CLT pilots improved collaboration by developing working protocols which set out shared values and ground rules for working together.

Once partnerships were established, strategy and leadership were vital to the process of driving them forward. Partnerships flourished with a lead organisation and individual at the helm. They also tended to be more successful when the CLT pilot:

- established a clear identity;

- held a launch event;

- developed and agreed upon protocols for working together;

- regularly celebrated the CLT's achievements.

Additional strategies for targeting disadvantaged people

CLT pilots used a number of other tactics to engage disadvantaged people, including:

- Adopting social prescribing approaches, in which key workers 'prescribe' community learning as part of the wider support package for vulnerable adults; this was found to be particularly effective for engaging deprived and disadvantaged families and people with mental health issues;

- Using non-traditional community settings such as supermarkets, church halls and public houses for consultation, especially in more rural areas;

- Using learning champions, local volunteers and tutors from the local area to encourage learners into provision and support them through their learning journey;

- Developing accessible and appropriate course marketing, e.g. using course titles which did not intimidate learners and, for some classes, avoiding traditional educational terms like 'course' and 'class';

- Holding taster days and offering provision in familiar, non-threatening locations – including spaces not traditionally associated with learning such as cafés;

- Using volunteer mentors or 'digital champions' to bring IT into familiar environments, such as community centres, libraries, pubs; using partnerships to build IT capacity and resource, e.g. by sharing equipment, connectivity and skills.

Sharing planning and accountability with local communities

CLT pilots used a range of strategies to engage local people in conversations about community learning, give residents a stronger voice in deciding the shape of local provision, and gather their feedback about their community learning experiences.

These strategies included:

- peer research and use of community representatives;

- public consultation events;

- engaging with the public via 'pop up shops' or community centres;

- 'piggy-backing' on existing community forums;

- using surveys or more informal market research (e.g. 'graffiti walls'); and

- holding social media 'forums'.

To obtain the views of more marginalised groups, some CLTs worked with volunteers and/or peer researchers from local communities. Informal venues such as community centres and Children's Centres proved to be useful spaces for this kind of consultation. Many other kinds of spaces were used. In Brighton, a group of providers who worked with disadvantaged groups ran coffee shops and cafes on their premises and used them as a forum for consultation with the public. Age UK in Derby did the same in a café at their premises. Local schools were the ideal place to reach families in rural areas. In Cumbria, CLT partners visited schools to talk to parents during parents' evenings, armed with flyers about community learning. This gave providers immediate feedback on the kinds of courses that parents wanted. Generally, large-scale consultation events worked less well in terms of reaching local communities.

Pound Plus: maximising the value of public funding

'Pound Plus' is a new term that describes how learning providers can show how they are maximising the value of public investment. Pound Plus refers to the additional income and cost savings providers generate in order to add value to core funding from the Government's Community Learning budget. It includes income generated through course fees, financial sponsorship, access to learning spaces at no or reduced cost, the contributions of volunteers, donations of equipment or consumable items and/or access to other funding sources or grants. Its purpose is to extend community learning provision and support for disadvantaged people.

Although the term is new, this is not necessarily a new way of working. In order to develop new provision and meet community needs, some community learning providers have always used their public funding allocation as part of a rich funding mix that includes private sponsorship and external grants. However, the new community learning objectives gave pilots a renewed impetus to review their financial strategies and the pilot initiative required providers to record cost savings and income generation for the first time.

The Pound Plus process helped CLT pilots think differently about their work and financial efficiency. Recording cost savings and income generation from the outset encouraged partners to look for further Pound Plus opportunities. The process helped CLTs recognise and record the value of additional contributions, for both themselves and partners, and demonstrate that value to the outside world. This was considered helpful, particularly in relation to seeking additional funding and attracting new partners. CLT pilots perceived some drawbacks in terms of the time and resource needed to collect Pound Plus data and the difficulty of ensuring all partners documented Pound Plus consistently. However, by the close of the evaluation, most CLT pilots were keen to continue collecting Pound Plus data in some form.

Across all the CLT pilots, the strongest category of Pound Plus generation was through fee income, followed by income generation through grants and tenders. There was also evidence that CLT pilots had developed more differentiated fee strategies, with more fee income generated during the pilot year from affluent learners, despite the increase in participation of disadvantaged people.

Grants and funds were also good sources of Pound Plus generation. Five CLT pilots successfully attracted grants and other government funding, for example from the

Department for Communities and Local Government (DCLG) and the Skills Funding Agency's Community Learning Innovation Fund.

However, these were not always the categories that CLT pilots themselves felt were the most successful ways of generating Pound Plus. This may have been because the Pound Plus process had highlighted for them the monetary value of activities and ways of working they weren't used to considering as 'income'. For example, many CLT pilots felt that savings resulting from the use of volunteer time and cost savings secured through 'in kind' contributions were very strong areas of Pound Plus generation for them.

CLT pilots expected to reinvest any funds generated or saved in additional Community Learning provision or other ways of supporting disadvantaged people, e.g. by funding volunteer training, additional equipment / resources or support for voluntary sector partners. There were some early indications of pilots beginning this re-investment process, e.g. in Kent, savings were used to fund staff and equipment to improve the overall community learning offer.

Conclusions

CLT pilots have begun to use their public subsidy to develop a truly community-focused learning offer, although that offer requires time to mature in order to assess the full impact on, and benefits for, local communities. The combination of the new community learning objectives and the national CLT pilot provided a focus and structure for CLT pilots that 1) raised the status of community learning and 2) supported CLTs to develop a more tailored and locally-relevant Community Learning offer. Networking with similar areas also helped CLT pilots reflect on their approaches and improve efficiency. CL partnerships should set time aside for reflection and appraisal and use networking to share effective practice and spur innovation.

CLT approaches, regardless of the size of the public funding allocation, can create an environment in which localism thrives and meets the needs of local people, particularly those who are most disadvantaged. Partnership working helped CLT pilots set priorities, understand local needs, avoid wasteful duplication and develop more tailored local provision. It also helped extend their reach into disadvantaged communities.

CLT pilots' infrastructure and approaches need to reflect the local context. There was no 'winning' CLT pilot approach in terms of the partners involved or the structure used; fit-for-purpose solutions have to reflect the local situation and needs. Clearly defined leadership helps speed up progress. Partnerships should consider nominating one organisation and one lead individual to help drive progress, and planning for succession to prevent slowed progress in the event of staff changes. CL partnerships may benefit from guidance on how to successfully negotiate this process.

An important lesson learnt was that developing relationships and innovative delivery approaches takes time. However, the most effective CLT pilots speeded up progress by: 1) developing a strategic vision underpinned by SMART[8] objectives to which all CLT

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[8] **S**mart, **M**easurable, **A**chievable, **R**ealistic and **T**ime specific

partners signed up 2) articulating clearly differentiated roles and arrangements for working together 3) gaining early buy-in from senior players. CL partnerships may benefit from developing clear protocols for working together to avoid conflict and ensure clarity for all partners.

CLT pilots used partnership working to identify and meet the needs of disadvantaged learners more effectively through the development and delivery of tailored provision. Working with VCS organisations that had the skills and networks to reach specific disadvantaged people helped CLT pilots extend their reach, as did specific engagement strategies such as using peer research, 'social prescribing' approaches, and accessible signposting and terminology. CL providers should look to develop partnerships with specialist organisations to avoid 'reinventing the wheel' and take advantage of the range of skills these organisations have to offer in reaching disadvantaged people.

CLT pilots effectively and creatively used a range of strategies to engage local people in conversations about community learning and give residents a stronger voice in deciding the shape of local provision. A wide range of traditional consultation approaches such as consultation events, as well as more innovative approaches, such as 'graffiti walls', pop up shops, etc. were used to canvass community needs, gain feedback about provision, and involve the community in decision making. Overall, consultation events tended to be less effective than methods in which CLTs 'went to their communities'. Where consultation events are used, it is generally more effective to hold them in tandem with other community engagement approaches.

Pound Plus is a useful exercise to help CL provider partnerships to document the cost savings of their work, re-examine their financial strategies, and demonstrate the value of financial investment in community learning. Despite initial misgivings, by the end of the evaluation most CLT pilots wanted to continue collecting Pound Plus evidence in some form. This has potential to become a key strategic tool in the long term development of CLT approaches, and CL providers would benefit from guidance on efficient ways of monitoring its collection across their partners. However, CL providers must also remember to consider learner fees as a critical element of their Pound Plus generation. Volunteer time and contributions in kind are important, but targeting more affluent people and increasing fee income can also be a substantial source of income.

1 Preface

This section provides a brief introduction to the content of this report (1.1), and a summary of the report structure (1.2) to help readers easily locate the material relevant to them.

1.1 This report

This report presents an **evaluation of 15 Community Learning Trust (CLT) Pilots.[9]** The pilots ran between August 2012 and July 2013.

The pilots were set up by the Department for Business, Innovation and Skills (BIS) to test new ways of planning and delivering community learning, and understand whether these have the potential to effectively deliver new community learning objectives.[10] These more local approaches involved local people, organisations and providers working together to:

- Shape their own community learning priorities;

- Develop local strategies and partnership structures to deliver these objectives; and

- Tailor community learning provision to meet the needs of their communities.

BIS commissioned TNS BMRB[11], RCU[12] and the Campaign for Learning[13] to conduct the evaluation. The **evaluation ran from August 2012 to May 2013** – exploring the first nine months of pilot activity. The very early stages of development have been reported separately in an interim report.[14] Although its key findings have been included in this final document, those seeking further detail about CLT pilots' initial partnership development, engagement / delivery strategies and financial strategies may find the interim report useful. Another useful report relating to this research is the Evaluation of Community Trust Pilots: Summary of Key Findings, published in September 2013.[15]

This report has a dual purpose:

First, it **documents the CLT pilots' ways of meeting community learning objectives** during the first nine months of the pilot – particularly in relation to how they established their pilot, developed their partnership, targeted disadvantaged learners, devolved

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[9] See http://www.niace.org.uk/current-work/community-learning-trust-pilots for more details of the CLT pilots.
[10] See https://www.gov.uk/government/publications/community-learning-trust-pilots-prospectus for the community learning pilots prospectus and community learning objectives
[11] http://www.tns-bmrb.co.uk/
[12] http://www.rcu.co.uk/
[13] http://www.campaignforlearning.org.uk
[14] https://www.gov.uk/government/publications/community-learning-trust-pilot-evaluation-report-set-up-stage
[15] Evaluation of Community Trust Pilots: Summary of Key Findings
https://www.gov.uk/government/publications/community-learning-trust-pilot-summary-evaluation-report

planning, and developed their Pound Plus[16] strategies. The 15 pilot areas will of course have moved on in their development since May 2013, when final data collection for the evaluation took place. Progress past this point is generally not included in reporting.[17]

Second, it **explores the progress of the individual pilots in meeting their objectives** and provides **evidence about effective practice**. Although this evaluation may not be able to address the full impact of pilots in their local communities, we detail the CLT pilots' progress and planning and what kinds and types of approaches were delivering smoother development and/or positive impact/s.

The evaluation team wish to thank CLT pilot staff and partners for their time and their welcome.

1.2 Report structure

In order to help readers easily locate key material of interest for them, the report structure is summarised as follows:

- **Chapter 1** introduces the report aims and structure.

- **Chapter 2** provides introductory context about the 15 CLT pilots, the aims and objectives of the research and the research methodology.

- **Chapter 3** explores the set-up of the CLT pilots, their approaches and development stages, factors affecting progress, support needs and the NIACE support programme

- **Chapter 4** describes how CLT pilots assembled and maintained local partnerships and provides lessons regarding effective partnership working.

- **Chapter 5** explores how CLT pilots focused on those who are disadvantaged and least likely to participate, including people in rural areas and those on low incomes with low skills.

- **Chapter 6** examines the ways in which CLT pilots consulted with local people and involved them in planning and accountability

- **Chapter 7** focuses on CLT pilots' strategies for generating and evidencing 'Pound Plus.'[17]

- **Chapter 8** presents conclusions and recommendations from the research overall.

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[16] Pound Plus is shorthand term for strategies to make taxpayers' 'pound' go further, e.g. by adding value to public investment through the generation of additional income, contributions in kind, cost savings etc.
[17] Although the core methodology of qualitative site visits did not extend past May 2013, there has been some Learner Survey data included in the report from beyond this point. Some initial findings on Pound Plus reinvestment have also been included.

Each chapter ends with a **summary table** which:

- Describes how CLT pilots met the community learning objectives

- Highlights the key challenges and CLT pilots' achievements, and

- Summarises implications for the community learning sector.

2 Background and methods

This section provides information about the context of the Community Learning Trust pilots, the aims and objectives of the evaluation, and the research methodology used.

2.1 Background

2.1.1 Community Learning

The BIS Community Learning budget funds a range of flexible courses, usually unaccredited, for adults aged 19 and over. These courses and activities are designed to help people of different ages and backgrounds 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.

Community learning contributes to wider government policies on social justice and stronger families, digital engagement, social mobility, inclusive communities, healthy ageing and strengthening civil society. Learning topics can range from personal development, arts, culture and health to family learning, employability skills and community development.

In 2013/14, the Government is contributing £210 million to support the delivery of community learning, with the same allocation for 2014/2015.

2.1.2 New community learning objectives

After a review and national consultation in 2011, **new community learning objectives** were published[18] and then introduced into the sector in August 2012. The new objectives are as follows (see overleaf):

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[18] See BIS *New Challenges, New Chances*: *Further Education and Skills System Reform Plan: Building a World Class Skills System*, December 2011
https://www.gov.uk/government/consultations/new-challenges-new-chances-next-steps-in-implementing-the-further-education-reform-programme

Table 1: Community Learning 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.

The objectives of government supported learning are to:
- Focus public funding on people who are disadvantaged and least likely to participate, including people in rural areas and those 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 and administration.

2.1.3 CLT pilots

At the same time, 15 local Community Learning Trust (CLT) pilots were launched to test effective strategies for delivering these objectives.

How were pilot areas chosen?

15 CLT pilots were selected through an open application and selection process delivered by NIACE on behalf of the Skills Funding Agency and BIS. The application form invited directly funded providers to develop and submit proposals to become a CLT pilot, working in partnership with local people, services, learning providers and partner organisations to develop new planning and delivery approaches in line with the community learning objectives.

In their applications, potential CLT pilot areas outlined plans for working collaboratively with partners to 1) agree community learning priorities, and 2) develop strategies for delivering a relevant, customised community learning offer.

What did CLT pilots need to deliver?

Across the general objectives above, applicants set out their approaches to:

- **transforming people's lives** by engaging them in learning and supporting their progress

- **generating fee income** from those who can afford to pay

- identifying and **targeting disadvantaged groups** and/or individuals

- **widening subsidised access** to community learning for people who are disadvantaged and cannot afford to pay (as defined locally), using fees and other sources of income.

The focus of each CLT pilot varied from area to area. In their applications, CLT pilots detailed their intended local 'themes' for delivery, as well as specific activities and projects. The number and type of proposed themes and activities varied, as did the degree to which they planned to build on established activity or develop a 'new' offer.[19]

For example, Exeter's general themes focused on increasing participation of vulnerable groups (e.g. people with mental health problems, lone parents, and unemployed 19-24 year olds) and designing tailored programmes to meet the needs of people living in deprived areas. Within these themes, a range of specific activities were proposed, including:

- **further development of existing projects**, e.g. 'Dads, Lads and Daughters', a project designed to support families with literacy and numeracy via football, and

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[19] Some CLT pilots were less explicit in terms of the specific activities and projects they aimed to complete during the pilot. As discussed in Section 3.4.3, these also sometimes evolved or shifted during the pilot period.

ESTA Women's Refuge Project, which offered creative writing courses that led to the publication of a book;

• **developing new partnerships and new courses**, e.g. working with not-for-profit organisations to provide gardening and DIY courses for unemployed 19-24 year olds and developing new courses for people experiencing mental ill health.

The 15 CLT pilot areas

The pilots came from different areas across England and included a mix of delivery infrastructures, types of partner and overall leadership arrangements. The delivery infrastructures are summarised below and explored in more detail in Chapter 3.

Table 2: The fifteen CLT pilot areas
1. **Bedfordshire and Luton** Learning-for-All (multiple Local Authority* [20]partners – twinned approach)
2. **Birmingham** CLT (strategic co-ordination or enabling of activity by Local Authority*)
3. **Blackburn with Darwen** Sustainable Neighbourhood Services (Local Authority* and community partnership)
4. **Brighton and Hove** CLT (multiple equal partners)
5. Community Learning in **Cheshire** (CLiC) (multiple Local Authority* partners)
6. CL **Cumbria** (CLC) (Local Authority* and community partnership)
7. **Derby** CLT (Local Authority* and community partnership))
8. **Exeter** Trust in Learning (FE college led)
9. **Kent** CLT (strategic co-ordination or enabling of activity by Local Authority*)
10. The **Luton** Trust (multiple Local Authority* partners – twinned approach)
11. **Sheffield** CLT (strategic co-ordination or enabling of activity by Local Authority*)
12. The **Solihull** Source (FE college led)
13. **Sunderland**'s CLT (strategic co-ordination or enabling of activity by Local Authority*)
14. **West of England** CLT (multiple equal strategic partnership – Local Authorities*, FE Colleges and VCS partners)
15. **Liberate, West Sussex** (social enterprise led)

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[20] * Generally Local Authority Adult Education Services

The CLT pilots received no additional funding to take part in the pilot. In some instances, the Skills Funding Agency agreed certain freedoms and flexibilities with individual pilots.

The pilots were supported by the National Institute of Adult Continuing Education (NIACE). This package of support included:

- regular contact, support and progress reviews from NIACE staff

- workshops to share planning/delivery approaches and lessons learnt

- online information via dedicated web pages.

2.1.4 What next?

Since August 2013, approaches piloted by the CLTs are being implemented across England. All directly funded providers of community learning are now required to deliver a locally-determined learning offer to meet the new objectives and maximise value for money.

Community learning providers must use their public funding allocation to:

- **lever-in additional funding**, e.g. through fee income, sponsorship, grants, funding from other government departments and/or commercial sales;

- **secure savings**, e.g. from contributions in kind, using volunteers, sharing services and/or pooling resources; and

- **re-invest** funds in additional learning for the most disadvantaged people in their communities.

2.2 The evaluation: aims and objectives

The evaluation explored the success of the CLT pilots' different approaches to delivering against the criteria set out in the Community Learning Trust Prospectus, published April 2012.[21] The criteria were based on the new community learning aims and objectives set out on page 16 in section 2.1.2.

The specific objectives of the evaluation were focused on:

1. Understanding the process and nature of the approaches used by CLT pilots to deliver the community learning aims and objectives. These approaches were explored through the life of the evaluation in order to draw out innovative ideas, effective practice, and key lessons learnt in relation to how CLT pilots:

   o Brought together learners from different backgrounds.

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[21] Department for Business Innovation and Skills (April 2012) *Community Learning CLT Pilots: Prospectus*, London: BIS https://www.gov.uk/government/publications/community-learning-trust-pilots-prospectus

- o Targeted people from disadvantaged groups, including those living in rural areas.

- o Utilised local partnerships.

- o Devolved planning and accountability and involve local people.

- o Minimised overheads, bureaucracy and administration.

- o Monitored their own effectiveness in meeting their aims and objectives.

2. Understanding how each CLT pilot area was able to maximise the value of public investment through its 'Pound Plus' strategy.

3. Understanding (and measuring, where it was possible) the impacts of each CLT pilot on local learners and communities, including:

- o Learner participation and progression in different aspects of learners' lives

- o Wider social impacts on learners and communities, for example in relation to health, family/social relationships, confidence, crime, wellbeing, citizenship, volunteering, etc.

- o Learners' attitudes towards course fees

- o Learners' awareness of, and participation in, CLT consultations.

4. Exploring the differences between CLT pilots, and making recommendations for taking forward the CL reforms, drawing on successful approaches and practices.

The main focus of the evaluation was CLT pilots' activities since summer 2012 and was confined to the aims and objectives set out in their proposals, although reporting also draws on some contextual detail regarding pre-pilot activities.

2.3 Research methodology

The core evaluation methodology consisted of three qualitative site visits in each of the 15 CLT pilot areas.

The following strands of work are also incorporated into this report and the appendices:

- **the findings of an Evaluation Expert Group**. This group included representatives of national organisations with remits for relevant issues such as tackling homelessness, digital inclusion and mental health.[22]

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[22] The Expert Evaluation Group was facilitated by the Campaign for Learning.

- analysis of the CLT pilots' **Individualised Learner Records** (ILRs),[23] led by RCU.

- **the findings of a Learner Survey** on consultation and fees, conducted by TNS BMRB, which explored learners' attitudes, including towards course fees.

Although not reported here, RCU supported the Local Education Authorities Forum for the Education of Adults (LEAFEA) and the Workers' Educational Association (WEA) to research and publish Pound Plus case studies.[24] You can find the case studies at: http://www.niace.org.uk/current-work/community-learning-trust-pilots.

Further details on each of these data strands are provided in the sections to follow.

2.3.1 Qualitative site visits

Qualitative site visits were conducted with the **15 CLT pilot areas** as well as **five comparison areas** – areas which were not involved in the pilot but were demographically similar to pilot areas.

Pilot areas

An initial 'scoping' visit and three further site visits were conducted with each of the CLT pilots. For each of the main site visits, researchers spent **2-3 days** in the pilot area in order to develop an understanding of its local context, infrastructure, processes, activities and outcomes.

Overall, the site visits focused on evaluating the impact, where possible, of each CLT pilot's planning and delivery approaches, rather than the impact of community learning in a given locality. The evaluators gathered views from CLT core members (e.g. CLT lead, steering group members), partners (e.g. subcontractors, Local Authority services, tutors, businesses), and local community representatives and learners (e.g. volunteers, existing learners and potential learners).The following table sets out the timing and purpose of each visit:

Scoping visit – informal visit to explore each CLT pilots' background and context in preparation for further visits	September/October 2012
Site visit one – to explore set up and implementation	November/December 2012
Site visit two – to explore initial progress	February 2013
Site visit three – to explore on-going progress; perceived impacts; and views of learners and local community	April/May 2013

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[23] Individualised Learner Records (ILRs) are the primary data collection mechanism for further education and work-based learning in England. The data is used widely, most notably for funding purposes and by the government to monitor policy implementation and the performance of the sector.
[24] BIS funded RCU to develop and analyse the case studies in collaboration with LEAFEA

Researchers used a range of qualitative methods during the site visits, including in-depth interviews, observation, group discussion and workshops. These were adapted flexibly to accommodate the needs and working practices of each respondent group.

A discussion guide was drawn up for each visit and adapted for each respondent type. The master discussion guide for each visit can be found in Appendix V. All respondents were offered the option of an anonymous, or partly anonymous, interview.

Where approaches or activities were still in the early stages of delivery at site visit three, the report assesses progress on the planning and any initial impacts.

Comparison areas

In order to consider how effectively different approaches delivered the community learning objectives, the evaluation also included **five anonymised 'comparison' areas** that did not have CLT pilot status. These were comparison areas rather than formal control areas. The comparison areas played a valuable role in building the evidence base around community learning approaches and effective practice.

The comparison areas were chosen on the basis of being 'statistical neighbours' (in terms of the local population and level of deprivation) and their CLT pilot application status (those that applied and were shortlisted, those that applied and were not shortlisted, and those that did not apply).

Four out of the five selected comparison areas had applied to become a CLT pilot area. Two of these areas had been shortlisted but not chosen to be a CLT pilot.

The comparison area methodology consisted of a 'scoping' telephone call and a 'lighter-touch' day-long site visit in November/December 2012 and in spring 2013.

2.3.2 Evaluation Expert Group

The Evaluation Expert Group, established once the CLT pilots were under way, aimed to:

- Explore the links between the CLT pilots and specialist sectors on which community learning impacts.

- Assist with evaluating progress of the CLT pilots in delivering the objectives they have set themselves (particularly those related to the sectors represented by group members).

- Act as a sounding board and critical friend in relation to specialist sectors.

- Assist with evaluating the impact and added value of the CLT pilots in specific sectors.

Members were senior staff from organisations representing groups or sectors on which community learning impacts, including organisations working in physical and mental health, citizenship, the arts, family support, digital opportunities, prevention of offending, further and higher education, and the media.

Three Expert Group meetings were held (December 2012, late February 2013, and early June 2013). Meetings were facilitated and chaired by the Campaign for Learning and hosted and supported by BIS.

2.3.3 ILR data analysis

The evaluation also included quantitative analysis of Individualised Learner Records (ILR) data, [25] with the aim of understanding changes in learner profiles during the pilot year compared to the previous two years. The analysis explored specific aspects of the learner profiles, including:

- Geographical area (Local Authority ward level) and urban and rural differences.

- Participation and retention rates.

- Indices of Multiple Deprivation (IMD 2010) based on learners' home postcodes.

- Learner characteristics (ethnicity, age, learning disability, gender).

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

- Sector Subject area

- Recruitment of new learners and repeat learners.

- Fee income collected per taught hour.

Full results can be found in Appendix IV and key findings are incorporated into the body of the report.

2.3.4 Learner Survey on fee strategy and consultation

A short telephone survey was conducted with **1,000 learners who had been on community learning courses** in the 15 CLT pilot areas. The survey sample, content and outcomes are summarised as follows:

Survey content

There were a few screening questions at the start of the survey to confirm that learners had been on a relevant course. The remainder of the questionnaire asked learners about their course and the fees they had paid for it, about consultation in their area, and collected some demographic information.

The questionnaire can be found in Appendix VII. The final survey was informed by brief piloting prior to the main stage research reported here.

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[25] The Individualised Learner Record collects FE provider data about learners and their learning. For more information, see http://www.theia.org.uk/ilr/

Survey sample and response rates

The sample was drawn from Individualised Learner Record (ILR) data. Before selecting the sample, the ILR was restricted to pilots' community learning courses that:

- Started between August 2012 and January 2013 (after pilots had been set up).

- Offered at least 3 guided learning hours.

The sample was segmented by the six different operating structures used by CLT pilots in the evaluation (as discussed in Chapter 3).

2016 learners were offered the survey; of these, 1000 respondents completed it. The overall response rate was 50% as a proportion of sample, with a 60% response rate, excluding ineligible cases and invalid telephone numbers.

Learner survey response rate

	Num. of cases	% response	% excluding ineligible and invalid telephone numbers
Interviews	1000	50%	60%
Telephone number invalid	266	13%	
Ineligible for survey (had not completed a course)	79	4%	
Refused/not able to take part	371	18%	22%
No response after 10+ calls	300	15%	18%
Total	2016		

Design weights were applied to correct for the disproportionate sampling.[26] Having applied this design weight, the interviewed sample was compared to all available samples on the ILR for age, ethnicity, gender, pilot trust area, and disability. The interviewed sample was found to be sufficiently similar in profile to the ILR that no further weighting was required.

Survey outcomes

The outcomes of the Learner Survey are summarised below. Where relevant, additional data from the survey are included in this report.

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[26] Sampling weights are typically applied in quantitative research to correct for imperfections in the sample that might lead to bias and other departures between the sample and the reference population.

- Learners involved in the survey showed high awareness of both local community learning consultation activities and surveys to gather feedback about learning undertaken.

- Just under two thirds (64%) of learners said they contributed towards the costs of their courses, usually less than £100. Overall, respondents expressed fairly equal support for three different fee strategies: fees based on whether an individual is claiming benefits; fees based on income; flat-fees for all learners.

- Many learners said that they would be willing to pay more for their courses. More than 66% of those who did not pay anything said they would have been willing to pay something.

- The vast majority of respondents completed their course (85%) and said they enjoyed it (89%). Encouragingly, almost half of respondents said they had taken part in further learning since their course ended (46%), with most respondents saying their original course had encouraged them to do this (85%). 15 per cent of learners had become involved in volunteer activity as a direct result of their course.

In the next chapter we explore the initial phase of CLT pilots' set-up – providing an overview of early development activity.

3 Establishing the CLT Pilots

3.1 Introduction

This chapter provides an overview of each CLT pilot's delivery approach and general progress during the first 8-9 months of the pilot,[27] including:

- Motivation for, and initial impact of, involvement in the pilot (Section 3.2)

- Developing CLT infrastructure (Section 3.3)

- Factors affecting speed of progress (Section 3.4)

- The role of NIACE support (Section 3.5).

The speed of set-up and development over the course of the pilot varied widely from area to area, depending on each CLT pilot's starting point. For example, some areas were building on well-established partnership, planning and delivery arrangements. Others were establishing these arrangements from scratch, which took time.

Because of the time required for early-stage development and planning, not all CLT pilots had delivered their planned projects and programmes by the time of the third site visit in spring 2013. In these areas, the evaluation focused on the effectiveness of partnership building, strategic planning arrangements and the development of the CLT's offer. Although not included in this report, it is important to note that there are likely to have been further positive impacts, for example on learners and communities, as pilots' plans came to fruition following the spring 2013 visits.

CLTs motivations for involvement in the pilot are briefly explored below, followed by details of their infrastructure development processes, including CLT leader and partnership arrangements, management structures and commissioning structures, as well as factors which helped or hindered progress and the impact of the NIACE support programme.

3.2 Motivations for and initial impact of involvement

Early site visits explored providers' reasons for applying to become a CLT pilot and the effects of being selected.[28]

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[27] From the pilot start date (September 2012) to the time of the evaluations' third site visit (April / May 2013).
[28] Further information about motivations for involvement and the initial impact of involvement can be found in the first interim report on the set-up stage. https://www.gov.uk/government/publications/community-learning-trust-pilot-evaluation-report-set-up-stage

3.2.1 Motivations for involvement

In essence, providers wanted to 1) trial new ways of planning and delivering Community Learning that would lead to more effective practice, and 2) showcase the importance and impact of community learning – at both a national and local level.

At a **national level**, providers wanted to:

- celebrate their good work and help prove the value of community learning

- understand and influence government policy on community learning

- learn from, and be inspired by, the effective practice and innovative approaches of other CLT pilots.

  "We want the Treasury to see how the funding is benefitting the community." *(Community Learning in Cheshire)*

  "We thought if we got in at the beginning we'd have a chance to shape policy." *(Blackburn with Darwen – Sustainable Neighbourhood Services)*

  "We felt that we do some brilliant stuff and deserved some limelight." (Derby CLT)

At a **local level**, providers wanted to:

- enhance the profile of community learning in their areas

- have the opportunity for more strategic consideration of their offer and delivery approaches, and foster a culture of partnership working

- understand – and where appropriate, integrate with – the wider community learning offer, working with other local organisations.

  "It's about providing the impetus to get together and set the foundations… to grow partnership working in the Borough." (The Solihull Source)

3.2.2 Initial impact of involvement

Overall, being chosen to be part of the pilot had an important galvanising effect. The morale boost and kudos of being selected gave CLT pilots a sense of responsibility in relation to delivering the new community learning objectives.

Conversely, there was evidence from comparison areas that the failure of a pilot application could result in a loss of momentum, although some areas did continue to pursue the objectives included in their bid. This loss of momentum and more limited progress towards implementing their objectives may also have been affected by the absence of the NIACE support which was available to CLT pilots, as discussed in Section 3.5.

As the new community learning objectives are implemented across England, it will be important to harness the pilots' energy and motivation to support the wider community learning sector. Then, even if providers were not part of the pilot, they can be inspired by the pilots' achievements and take advantage of lessons learnt.

Once CLT partnerships knew they had been selected to be part of the pilot, they were faced with the challenging task of putting their proposals into action. The next section describes how the pilots went about setting up their overall infrastructures to deliver community learning.

3.3 Developing CLT infrastructures

CLT pilots were not constrained in terms of the overall infrastructure they could use to deliver their community learning objectives. The 15 pilot areas varied widely in terms of the spread and/or concentration of geographical coverage, CLT leadership and coordination, and the number and type of partners involved. The various approaches are summarised below, followed by a brief exploration of CLT pilots' management and development of commissioning structures.

3.3.1 Geographic coverage

CLT pilots focused their work geographically in a variety of ways. Some CLT pilots were spread across large areas or more than one Local Authority. For instance, West of England CLT (Bristol) worked across three Local Authorities. Luton and Learning-for-All in Bedfordshire were two separate CLTs working closely together on a 'twinned' basis, with a joint Steering Group.

Others concentrated on one Local Authority – or one specific area within this. For example, Birmingham's CLT spent a small proportion of its total community learning budget and concentrated activity in three areas of the city to avoid its impact being diluted. In Exeter, the CLT also used a small percentage of the CL budget and focused its work on the city centre only. Likewise, Solihull CLT allocated a relatively small proportion which was largely spent in one half of the borough.

Some CLT pilots worked across areas as dictated by a particular disadvantaged group or area of interest, e.g. focusing on multiple areas within one county to address the challenges of rurality or deprivation. Cheshire selected seven areas in which to focus its CLT activity, each with shared leadership across the authorities. Cumbria adopted a similar approach, channelling a proportion of its CL funding into one rural area. Kent made a similar decision to concentrate on the most deprived parts of the county and to meet the needs of specific groups.

Limiting coverage in this way helped pilot areas avoid a geographic spread that was too ambitious for their management structures and resources (both staff and financial). It also gave CLT pilots the opportunity to 'piggyback' on activities already underway in the local area, and/or which had already made headway in terms of community consultation and mapping of local provision.[29] However, focus on a narrower area did not guarantee faster

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[29] For example, Sheffield was able to work with the Troubled Families program; Luton worked with the 'Your

progress. For example, one CLT pilot with more widely dispersed coverage made faster progress than other local CLT pilots with a narrower focus. CLT pilots often chose to focus on a very small area because it was a particularly disadvantaged, or an area in which they did not feel they had made much impact in the past. Narrow focus did not ensure an 'easier' job for CLT pilots.

3.3.2 CLT leadership and partnerships

The infrastructures, in both pilot and comparison areas, broadly fell into six dominant types according to leadership and/or coordination of the overall initiative and the type of partners involved. Figure 1 below summarises the approaches. Further details, including each CLT pilot's lead organisation and the nature of its partnership, are presented in Appendix I.

Figure 1: The six dominant infrastructure types

Strategic co-ordination or enabling of activity by LA	Multiple LA partners	LA and community partnership	FE College led	Social enterprise led	Multiple equal partners
Sunderland	West of England	Derby	Exeter	West Sussex	Brighton
Birmingham	Bedfordshire	Blackburn with Darwen	Solihull		
Sheffield	Luton	Cumbria			
Kent	Cheshire	Comparison 5			
Comparison 1	Comparison 4				
Comparison 2					
Comparison 3					

*N.B Luton (The Luton Trust) and Bedfordshire (Learning-For-All) operated as twinned CLT pilots.

The dominant structures adopted by the CLT pilots tended to arise from organisational features and relationships already in existence, for example, informed by: 1) the size of the various organisations, such as Local Authority adult education services and colleges, active locally in community learning, and 2) the relative amounts of Skills Funding Agency and other funding received and contributed by each. These factors tended to dictate the lead organisation and the nature of the partnership.

> *"What you set up has to be based on an organic model and the political structure" (Sheffield CLT)*

Say, Your Way' neighborhood initiative.

The way in which provision was delivered on the ground was also important. In some cases, classes were delivered by Local Authority adult education services at a neighbourhood or ward level, whereas in some areas FE colleges delivered community learning through their local branches. This delivery needed to be carefully designed around the best and most appropriate structures to target the local communities in that area.

Changing political priorities also had an impact, for instance in determining the extent to which funding was shared across widely differing neighbourhoods or, conversely, focused on deprived areas. In some areas, these priorities shifted during the course of the pilot.

Where priorities changed, CLT pilots needed to be flexible and in some cases change their plans and reprioritise projects. This sometimes delayed the delivery of a CLT pilot's programme and more specifically, courses it had planned to offer.

3.3.3 CLT management

Within the various infrastructure models, CLT pilots tended to organise their overall infrastructure around:

1)   a **core group** of decision makers (often described as the 'board', the 'strategic group' or the 'steering group') who focused on decision-making and overall strategic oversight

2)   one or more **operational groups or task forces** which focused on delivery of each CLT pilot's proposed themes and activities.

Splitting responsibilities in this way worked well overall – allowing more senior members of the group with limited availability to contribute in a strategically useful but time-limited way, while delivery-focused members met more frequently as required. Organising delivery via task groups with specific remits also helped ensure that partners had clear roles and were responsible for delivering specific targets and actions, enabling faster progress overall.

Figure 2: Splitting strategic and operational responsibilities
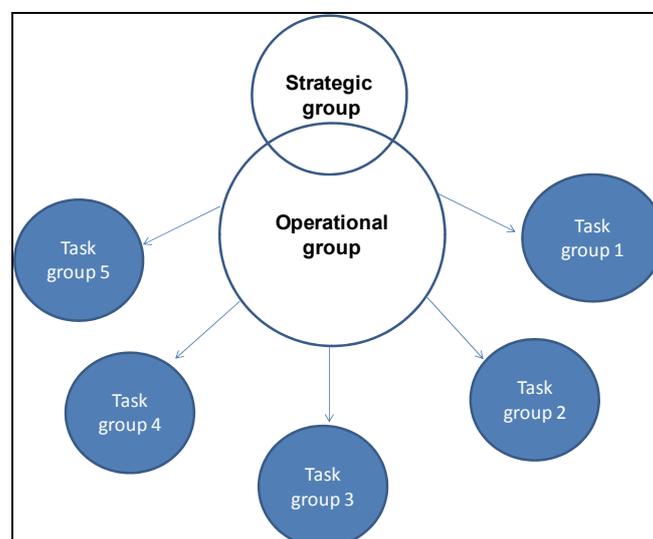
Although including senior staff in both strategic and operational functions was initially trialled by some CLT pilots (e.g. Luton and Bedfordshire) as a way to demonstrate organisational and senior stakeholder commitment, this was not realistic in the long term. Strategic partners were not able to justify the amount of time this required from senior staff over the course of the pilot. Instead, strategic groups included operational group leads, which worked well.

3.3.4 Commissioning

During the pilot several CLT pilots moved away, or perceived a need to move away, from delivering community learning directly and towards a contracted-out, commissioning-based approach.[30] This shift was aimed at producing a more flexible, tailored and responsive provider base. For these CLT pilots, development of overall infrastructure and working arrangements for delivery necessitated investment to develop sub-contracted providers' capacity, capability and quality assurance procedures.

With the right investment and support, there was evidence that commissioning could deliver a more efficient service and bring new partners on board by enabling smaller providers to apply for funding.

Sunderland instituted an 'Open Call Commissioning' process, which simplified the bidding process and made commissioning less bureaucratic. The partnership increased its provider base from 13 to 42 Voluntary and Community Sector (VCS) organisations during the first 9 months of pilot involvement.

In Blackburn with Darwen, the CLT pilot set aside a pot of money for small grants (under £500) to voluntary sector organisations. This funding was allocated to a number of small local charities via a very simple bidding process. Its impact was evaluated at the end of the year by getting each charity to complete a brief summary of information about numbers of volunteers, their activities, skills acquired, and any training they had attended. It was judged to have been so successful in attracting volunteers alongside the Local Authority's established structure that Blackburn with Darwen intend to expand the scheme, branded 'The Community Hive', with a larger pot of money complemented by funds raised from local businesses.

One risk of contracting out was the potential variability in the quality of teaching. Sunderland CLT addressed this risk by introducing a training and mentoring programme (the *Achieving Excellence Programme*), which involved mock inspections and mandatory training to help improve tutor grade profiles.[31]

3.4 Factors affecting the speed of progress

As discussed in Section 3.2, CLT pilots' starting points and individual priorities for the pilot year varied from area to area. In some areas, early development focused on designing and building the CLT pilot infrastructure rather than delivering new types of provision, which was in some cases scheduled to take place after the final site visits.

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[30] For example, Sheffield, Sunderland and Cumbria.
[31] Further details in Case Study 2 (Appendix II).

A range of further factors clearly affected the effectiveness and speed of CLT pilots' progress against their proposed themes and activities during the first nine months of pilot activity. These included pilots':

- **infrastructure models** e.g. CLT leaders and partners;

- success in **setting clear and targeted objectives** which were clearly **agreed by all partners;**

- ability to **adjust objectives over time;**

- ability to **gain buy-in from senior stakeholders;**

- **succession planning** and **management of staff changes;**

- success in **receiving flexibilities** requested from the Skills Funding Agency.

The impact of these factors is explored as follows:

3.4.1 Infrastructure models

As detailed above (Section 3.3.2), CLT pilots adopted a **range of leadership and partnership arrangements**. Overall, models which provided one clear CLT lead generally made faster and more efficient progress towards delivering the pilot's objectives – particularly in terms of early set-up and development.

For example, in the West of England, the Local Authority adult education service was clearly established as the overall lead partner, and it also designated an individual staff member to provide high level administrative support for the CLT pilot. This clarity was helpful in terms of allocating roles and responsibilities. The responsibilities of the individual leading the CLT pilot included arranging and chairing strategic meetings, creating timetables and monitoring the progress of CLT activity. Having this lead person and organisation helped to direct activity, ensuring sustained momentum and progress. For example, the CLT leader made sure that ideas were followed through into action plans and delegated to named individuals.

Conversely, other models sometimes resulted in slower decision-making and therefore slower overall progress. This seemed to be more the case for partnerships with several equal partners rather than one clear lead partner. College-led partnerships also tended to make slower progress during the first nine months, perhaps because community learning was only one part of the college's business priorities - often with only a small amount of dedicated funding.

However, this is not to suggest that the evaluation found one 'winning' infrastructure model. A single leadership model would clearly not have worked everywhere, and in some areas a more distributed model - although perhaps more slow-moving - helped ensure that all partners were fully on board and built the solidarity required for facing challenging times.

Appendix 1 describes CLT pilots' experiences of their different infrastructure models, including their respective advantages and disadvantages, and their initial impact on the delivery of each pilot's objectives.

3.4.2 Objective setting

Setting **clear, specific and achievable objectives** from the start helped to build momentum and resulted in more effective set-up and progress towards delivery. Objectives needed to be as 'SMART'[32] as possible to avoid stagnation due to unclear milestones, or frustration and disillusion regarding the inability to deliver on over-ambitious or unrealistic goals. Where CLT pilots' objectives were not measurable and time-specific this negatively affected CLT pilots' momentum and delayed progress overall.

Setting realistic goals was key. CLT pilots acknowledged that some proposals in their applications to become pilots had been over-ambitious or not fully thought-through. Proposals were sometimes based on an assumption about resource (e.g. staff involvement) that could not be achieved in practice. There was some evidence of 'over-shooting', with providers, in an effort to develop a strong application, proposing activities that were very difficult to achieve within the timescale of a year-long pilot.

Although some CLT pilots were able to draw up ambitious plans and deliver on them, these tended to be partnerships using the pilot to expand and build on existing planning and delivery arrangements rather than develop new processes 'from scratch'.

Objectives tended to become SMARTer as the pilot developed. Operational task groups (as discussed in Section 3.3) worked well to establish specific and achievable project objectives. For example, the West of England's digital exclusion group based their work on three specific objectives: 1) improving access to equipment 2) improving access to connectivity and 3) improving ICT skills. These were translated into measurable and achievable objectives by *Connect Lockleaze* – see Case Study 3 in Appendix II for further information.

Sunderland CLT set the specific goal of doubling their Voluntary and Community Sector (VCS) provider base. Case Study 5 (Appendix II) details how Cumbria set the objective of maximising rural participation, along with engaging new providers of community learning. These objectives led to the development of new courses, including one delivered in a local pub.

Taking the time to **ensure that objectives were fully agreed and acceptable to all partners at the outset** was also critical to smooth progress. In hindsight, some CLT pilots regretted not having allowed sufficient time in the early stages to agree and confirm their objectives with the strategic group and/or or with their own staff teams. In some cases this meant that objectives changed over the course of the pilot, which resulted in delays and reduced momentum. In others it resulted in 1) lack of clarity regarding whether objectives were achievable in practice, and/or 2) lack of early identification of potential risks to delivery. Conversely, investing this time up-front often helped to cement early partnerships and ensure everyone was on the same page from the get-go.

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[32] **S**mart, **M**easurable, **A**chievable, **R**ealistic and **T**ime specific

"We got going and missed out on the ready, [get] set [stages]… we went straight to go" (Trust in Learning - Exeter CLT)

"We had a bigger jump early on - the philosophy was established and it's been agreed. I expected it to take longer. It fitted with people's thinking and provided us with a forum for meeting… it was a catalyst for bringing us together with partners" (Birmingham CLT).

This approach also helped ensure that partnerships agreed on a **manageable number of objectives** – narrowing down a list of 'nice to haves' to key priorities and a clear focus:

"Our approach has been a bit scattergun; if we were starting again, we might want to spend more time on research in advance, and be more selective..." (The Luton Trust)

3.4.3 Adjusting objectives to tailor the offer

As noted above, CLTs' community learning offer and activities often **evolved and changed** from those proposed in their applications.

As discussed above, in some cases CLT pilots realised that their original goals were less achievable than they expected, due to insufficient planning or partnership working at the outset. This sometimes resulted in delays or frustration. However, there was also evidence of a range of **positive adaptations** by CLT pilots in terms of providing new or more tailored provision in the light of feedback from partners and learners. The structure of the pilot proved flexible enough to allow CLT pilots to take on additional projects or adjust delivery priorities in response to:

• **New ideas and opportunities** as additional partners came on board

• The need to align provision with **emerging findings from consultation** with providers, the local community and learners. For example, two CLT pilots who were working in a twinned structure worked together to set up a 'Third Sector Capacity Building' working group at the specific request of third sector partners, as presented at their first large formal consultation meeting.

• **Changing local needs** and awareness of how these were **met or not met by other community learning providers** in the area. One area set up additional working groups (around family learning, governance, and employment) as needs were identified. As the pilot developed, another CLT reduced its focus on employability because employability training was being delivered by other local providers, and there was insufficient unmet need to warrant additional provision.

CLT pilots with well-developed partnerships and agreed overarching priorities were well positioned to make these positive adjustments as new opportunities emerged - opportunities that could have been missed if partnerships had not been clear about what they wanted to achieve. Rather than being overwhelmed by the range of potential new activities to pursue, these CLT pilots used the resources (e.g. NIACE support – see Section 3.5.1) and the general momentum of the pilot to take risks, focus their efforts, and develop a more locally-tailored learning offer.

*"We'd had a disappointing Ofsted, knew our Skills for Life provision needed work, were adjusting to working on the new Common Inspection Framework, were changing our apprenticeships model - taking on a pilot too could have led to a perfect storm. But in fact it's been an exceptional year where we've moved forward substantially. The pilot has helped generate new ideas and energy, as well as practical links, a really strong focus on making a difference and a lot of staff development that supports other aspects of improvement. **We could have 'ticked along' concentrating on areas of concern, but we took the risk and it paid off.**" (The Luton Trust)*

3.4.4 Securing support from senior management and other key players

The involvement of senior players brought a range of benefits. Achieving buy-in from senior people e.g. Local Authority representatives, local Councillors, and Local Enterprise Partnership (LEP) representatives, was critical in terms of drawing in wider support and ensuring that partners did not have to continually 'make the case' for action. Specifically:

- For those working in LA-led structures, involvement of **LA senior management** helped speed progress because CLT pilots did not need to waste time re-seeking approvals for action.

- Involving **elected Councillors** provided practical and policy-related benefits; these stakeholders assisted with community involvement and decision-making in their wards and helped to reinforce the community based ethos of local partnerships. They helped to keep community learning on the political radar.

> For example, in Luton, Luton Adult Education had strong backing. The confidence of Councillors helped them with early decision-making and helped pull other council services into the partnership.

"Involve local Councillors who are decision makers, so they can get behind you from the start." (CL Cumbria)

- **Involving Local Enterprise Partnership (LEP) representatives** was particularly useful in making stronger links between community activities and local business. Working with a LEP brings mutual benefits and prepares the way for mid-2014 when Government gives LEPs responsibility for a large part of the new round of EU Structural and Investment Funds 2014-2020[33], which include a significant percentage of funding to support social inclusion. The involvement of local communities will be key and LEPs have already been asked to involve partners through working groups and/or existing networks. This partnership working will be particularly important in relation to social inclusion, where LEPs may have had limited previous involvement.

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[33] LEPs are tasked to 'promote social inclusion, combat poverty and invest in education, skills and lifelong learning https://www.gov.uk/government/publications/development-of-eu-structural-and-investment-fund-strategies-preliminary-guidance-to-local-enterprise-partnerships

> In Cheshire, the external chair of the CLT was also on the board of the LEP. The chair was thus able to bring the CLT pilots' objectives and activities to the attention of the LEP – building an important relationship and raising the profile of community learning.
>
> In West of England, the initial proposal to set up a West of England CLT was taken to a meeting of the LEP Skills Board and endorsed by the Board. The Chair of the LEP spoke at the launch of the CLT pilot, attended by more than 100 community learning providers and partners. He highlighted the importance of community learning in boosting confidence and skills of people who have benefited least from education and training.
>
> Members of the LEP staff team regularly attend the West of England's Community Learning Partnership events & help build links between community partners and local businesses. The partnership is referenced in the LEP's Employability Manifesto and a partnership representative is a member of the LEP Employability Group. The LA's Community Learning Consortium, *Community Learning West*, is seen as a positive vehicle for driving forward inclusion and community engagement activities to reach the most disadvantaged communities.

- Securing the support of **senior professionals in the voluntary and community sector** – and involving them in decision-making - helped to engage Voluntary and Community Sector (VCS) partners and providers. This gave rise to a number of benefits including increased VCS involvement in decision-making and new, shared approaches to consulting with local people.

> For example, in Luton and Bedfordshire, the Chair of the local voluntary sector *Transforming Local Infrastructure Partnership* became a key member of the stakeholder group, helping to cement voluntary sector relationships and maintain a focus on the third sector in decision-making.
>
> In Derby, the CE of Derbyshire Learning and Development Consortium representing local voluntary and community organisations (VCOs) was joint lead partner and involved from the start.
>
> In Blackburn with Darwen, the CE of the local Community and Voluntary Service (CVS) was a board member; and in Cumbria the CE of Action with Communities in Cumbria ACT was heavily involved (see Case Study 5, Appendix II).

However, engaging senior partners also involved significant **investment** (in terms of planning and time) and some elements of **risk**. For example, while senior partners could bring passion and experience to a CLT partnership, if links dissolved (e.g. as partners moved on), partnerships were left weakened. This was shown to be an issue for some CLT pilots, particularly in the absence of adequate succession planning (see Section 3.4.5 below for more detail). In some cases, the changing political scene meant the CLT pilot had the extra work of bringing a succession of senior people on board during the pilot period.

However, overall engagement of senior partners was **worth the effort involved**. The risk of *not* having senior buy-in outweighed any risk. Without it, progress often slowed, as CLT pilots found themselves continually trying to gain the ear of key decision makers, re-explaining their aims and activities, and fighting for support or approval on a project-by-project basis. This could also result in reduced motivation and momentum if providers felt unsupported in their work. Conversely, high profile support helped motivate all levels of CLT pilot staff. For example, in West of England, the mayor of Bristol attended and opened a community learning fair. This visible show of support helped staff at all levels – including tutors, volunteers, administrators and middle managers – feel supported and valued for their efforts.

3.4.5 Planning for succession and staff changes

CLT pilots needed up front succession planning to cushion themselves against potential vulnerabilities related to staff changes and ensure that staff loss did not slow progress or result in resource-heavy retraining and new partnership building. This was a key consideration in the context of economic pressures, including changes to Local Authority funding and general budgetary constraints and efficiencies.

For example, several CLTs working with Local Authorities lost key strategic or operational partners – or found that their partners were losing staff, taking on greater workloads, and therefore had less time to devote to CLT activity than expected.

In a multi-partner ICT project, a change of staff at one organisation - coupled with the fact that staff were trying to deliver the CLT project in addition to their usual roles - meant that the project was still on hold at the third visit.

Similarly, demands on the time of a voluntary sector partner slowed progress on a website to be used for consultation. The setting up of a Virtual Community Network had been delayed by lack of staff resource and an operational group had been held up by sickness of a crucial team member.

> *"We have less staff to do more and so no time to attend the network meetings. I have to be the person that tenders the contract and puts the curriculum together and engages the learners and ensures that progression happens." (Provider, West of England CLT)*

Spreading responsibilities widely across partners and ensuring that they were all 'on the same page' regarding their objectives helped protect CLT pilots against the impact of any staff changes. For example, Luton and Bedfordshire drew strength from their twinned structure when the lead of the Learning-for-All partnership left early in 2013. They had ensured that several senior staff in both lead partner teams were extensively involved in the CLT pilot's work to set up the CLT management structure and were able to minimise the potential impact of losing a CLT lead.

Most pilots did not undertake any formal succession planning and this may be an area for consideration as implementation continues.

3.5 The role of NIACE support

NIACE developed and delivered an **extensive support programme** on behalf of BIS to assist the CLT pilots to deliver the plans and projects set out in their proposals to deliver the new community learning objectives.

This included:

- a series of five workshops designed to address emerging information requirements and facilitate sharing of practice and experience, cross-pilot networking and contact with Agency national and regional staff, BIS officials and other key bodies such as Ofsted and potential funders;

- three additional workshops for the pilots and other community learning providers focused on learning and volunteering, family learning and learning in rural areas;

- tailored guidance materials on a dedicated webpage;

- bespoke support for each CLT pilot through regular contact with an allocated member of the NIACE CLT pilot support team, including monthly 'keeping in touch' conversations and visits to CLT events and meetings;

- a user-friendly tool for collecting evidence of the wider outcomes of community learning, with associated guidance materials;

- 'open' and 'closed' LinkedIn discussion forums;

- brokered links with key contacts, including Ofsted, the Association of Colleges (AoC), eReading Rooms pilots, the Workers' Educational Association (WEA), networks such as Local Education Authorities Forum for the Education of Adults (LEAFEA) and providers delivering relevant Community Learning Innovation Fund (CLIF) projects.

The impact of this support on CLT pilots – and of the more limited support provided to comparison areas - is summarised below.

3.5.1 The role of support for CLT pilots

Crucially, **over the course of the pilot the NIACE support programme enabled CLTs to take a more strategic, reflective and big-picture stance** in terms of delivering their proposals. When contrasted to comparison areas, pilot involvement and NIACE contact clearly pushed CLT pilots to step back from the 'day to day' and think critically about potential improvements to the planning and delivery of their community learning offer. Although this was in part a result of the momentum and responsibility of being chosen as a pilot (as discussed in Section 3.2.2 above), the regular NIACE 'keeping in touch' calls, visits and workshops clearly supported CLT pilots' motivation and desire to make progress. CLT pilots also **benefitted considerably** from the opportunity to learn from

other pilot areas and the **opportunity to network**. The NIACE workshops were considered particularly helpful[34] because they enabled networking between CLT pilots from different regions. Pilots were often already networked with local community learning organisations, but appreciated the opportunity to be able to compare and contrast their activities with similar areas further afield (e.g. in relation to common issues such as rurality or deprivation). There was evidence that NIACE support fostered a desire for future cross-CLT support and networking. Networking with other areas, and having time away from the coal face to think and plan, promoted strategic thinking.

Staff from BIS and the Skills Funding Agency attended the NIACE Support Programme workshops, which raised awareness of different community learning trust approaches.

Overall, **face to face** rather than internet-based support seemed to have the strongest impact for CLT pilots. Although they valued having the NIACE-provided website and LinkedIn discussion forum as a central information hub, work pressures and time constraints meant there was a relatively low uptake on the 'closed' LinkedIn forum but more interaction on the 'open' forum. Workshops were appealing because they offered time away from the office which gave staff, to some degree at least, the opportunity to reflect and discuss. During the pilot period comparison areas were offered access to some of the NIACE support, including the CLT website 'FAQ' area. Staff from the comparison areas did not attend the workshops or receive more tailored support such as the NIACE 'keeping in touch' calls.

Take up of support offered to comparison areas was variable. Some were closely involved, attending the Agency's regional meetings and/or progress meetings in neighbouring pilot areas, but several did not keep up with the CLTs' progress even if there was a pilot in their local area. This may have been in part due to the lack of 'profile raising' that came from pilot involvement.

The Skills Funding Agency has commissioned NIACE to provide support for the wider implementation of community learning trust approaches in 2013/14. The programme has already: delivered a series of national and local events, developed 'one-stop-shop' web pages for community learning, including links to the Agency's guidance documents, community learning resources and online mail group discussions on key community learning topics.[35]

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[34] Although some CLT pilots noted that as it was difficult to spare the time to travel to London – and there may be some benefit of providing digital alternatives (e.g. Skype) in the future.
[35] Join at http://www.niace.org.uk/community-learning/

CHAPTER 3 SUMMARY

Strategy and achievements in effective CLT pilot development

- **Early buy-in and support from senior players** and decision makers in community learning increased efficiency; these partners 'opened doors', raised the CLT profile, and helped ensure quick sign-off of CLT pilots' plans.

- **Clear division of roles and responsibilities**, including clearly defined strategic and operational roles for CLT pilot partners and named task groups to achieve specific objectives, also helped maintain steady progress.

- **Setting and agreeing a limited number of SMART**[36] **objectives** provided clarity for CLT pilot partners, smoothed delivery, and helped avoid frustration associated with unrealistic targets. CLT objectives became SMARTer as the pilot progressed, as task groups set their own objectives in response to CLTs' pilot themes.

- **Early partnership-wide investment in agreeing objectives** ensured alignment around a common goal, helped avoid the need for later redrafting, and enabled CLT pilots to be more agile in terms of tailoring and adjusting objectives in response to emerging issues or opportunities.

- **Networking** with other CLT pilots, via NIACE workshops and other opportunities, provided inspiration, cross-geographical comparisons, and ideas for improvements. They also served as useful opportunities for signposting people with useful expertise or influence. For example, Ros Parker, Chief Executive of Aspire - the staff-led social enterprise in West Sussex - and lead for the Liberate CLT, became a 'go to' person for information about social enterprise-led partnerships and was a useful support for CLT pilots considering a move to this model. Established networking relationships had a snowball effect – CLT pilots planned to keep in touch with peer organisations in the future.

Key challenges in effective CLT pilot development

- **The speed of infrastructure development depended on each CLT pilot's starting point.** For some, the early stages of development were dominated by setting up initial partnership arrangements, deciding who would lead the CLT and gaining senior buy-in, which delayed delivery of the CLT pilot's plan and new projects. While the 'old' learning offer had been delivered, some new programmes and projects were only just starting, or had only recently been delivered, at the time of the final evaluation site visit.

- **Some CLT pilots lacked the know-how to develop SMART** objectives, resulting in less efficient delivery, frustration or disillusion about stalled progress,

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[36] **S**mart, **M**easurable, **A**chievable, **R**ealistic and **T**ime specific.

and difficulties measuring impact.

- **Lack of early partnership agreement on objectives** stalled the CLT pilots' ability to respond to emerging opportunities and/or prioritise activities, and slowed progress overall.

- **Staff change or loss within partnerships was common and often slowed progress,** particularly in the absence of up-front succession planning. The pilots' partners were often facing limited staff capacity and limited budgets.

Lessons learnt and implications

Overall, new partnerships may need **guidance and support** in terms of:

- gaining early support of **senior players** – particularly Local Authority representatives

- understanding **infrastructure** options and choosing the right one for them (three CLTs were considering changing their infrastructure to a social enterprise-led model after learning more about the Liberate CLT pilot)

- setting **SMART objectives**

- ensuring adequate **investment in partnership building** early on, including clear **agreement on objectives** and priorities

- ensuring clear **division of roles and responsibilities** (between strategic and operational groups)

- and developing **succession planning** to manage changes in personnel within the partnership (including board members and other senior supporters).

Additionally, the **benefit of NIACE-provided support** to the CLT pilots suggests that providers involved in wider implementation from 2013/2014 onwards would benefit from:

- **networking and knowledge sharing** with other providers in addition to any digital/online support offered

- opportunities for **face-to-face discussion**

- opportunities for **profile raising** to gain 'kudos' and momentum.

4 Partnership working

4.1 Introduction

Partnership working underpins the community learning objectives and Community Learning Trust planning and delivery approaches. This chapter describes CLT pilots' approaches to building partnerships between learning providers and local communities, organisations, businesses and services.

Key issues discussed below include:

• Benefits of partnership working (Section 4.2)

• Successfully engaging partners (Section 4.3)

• Building and maintaining partnerships (Section 4.4).

CLT pilots reaped a wide range of benefits from the partnerships developed over the course of the pilot, particularly in terms of developing a more strategic and efficient community learning offer, engaging new learners, and generating Pound Plus.[37]

To attract new partners, CLTs needed to work flexibly and make good use of their internal resources – for example, those staff who already had good local contacts and/or were confident in approaching potential partners – and to adapt their approach depending on the partner in question. The chapter details strategies for engaging with a wide range of potential partners, including: Voluntary and Community Sector (VCS) organisations, colleges, universities, housing associations, other local government services, and private sector bodies.

Once partners had been secured, the successful development and maintenance of partnership working hinged on three main factors:

• Time and contact for building rapport and shared understanding between partners;

• Structures which provided clear leadership and working protocols – in order to minimise conflict and maximise efficiency; and

• Activities to renew and celebrate the partnership.

All of these are explored in detail as follows.

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[37] The latter two benefits are discussed in more detail in Sections 5 and 7 respectively.

4.2 Benefits of partnership working

Partnership approaches were critical to developing and delivering an effective community learning offer in a given locality. Pilot involvement encouraged CLTs to review their processes and structures, facilitating more strategic and efficient practice. It also helped them experiment with their community learning offer, course titles, and marketing approaches in order to meet the needs of specific learner groups.

Specifically, partnership working helped CLT pilots to:

- **Map all provision** - identifying potential **gaps and areas of duplication.**

    "We're all working together now. If we identify what we're delivering, you can identify the overlap; identify the gaps as well....working as a group rather than in your own little area." (Liberate)

- **Plan progression pathways** for learners, and **develop new provision** and courses

    "Partner meetings are really important. There might be something happening down the road that is a progression route for your learner." (Substance misuse provider, Sunderland's CLT).

- **Signpost courses and pathways** for learners

    "*I now know all the other organisations doing something and when we get people coming here who I know need something else I have sent them down the road to [another provider]." (Substance misuse provider,* Sunderland CLT)

- **Build relationships between providers** – in some cases, easing pre-existing tensions, or helping to **attract additional funding via grants and tenders.** Several CLT pilots already had experience of putting together bids as a consortium and working jointly on other agendas and projects such as CLIF (Community Learning Innovation Fund) as a result of CLT partnership.[38]

    "The application more readily happened due to the development of closer working… there was easier engagement" (The Solihull Source)

    "*We wouldn't be in a position to play that particular game (without the CLT)" (Birmingham CLT)*

- **Engage new learners,** including people who were disadvantaged or from other specific groups. This key benefit is explored in detail in the section to follow (Section 5).

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[38] For example, Birmingham's bid under the English Language Competition was enhanced by working as a consortium based on the CLT, as was Solihull's bid for Talent Match funding.

"We share learners. The (Local Authority) send us their learners who are older and we send anyone younger to them. It's happened because we know what each of us is doing." (Digital exclusion provider specialising in older learners, West of England CLT)

Share resources and **generate more Pound Plus**, as discussed further in Section 7. For example, in Birmingham the Local Authority adult education service worked with a local college to develop a new suite of courses, funded through the Local Authority's Community Learning funding and delivered on college premises using their specialist, state-of-the-art facilities. This generated benefits for all parties - the college improved community engagement, increased the use of its premises in the evenings and had cohorts of learners ready to progress onto vocational courses, while the Local Authority provider was able to widen its curriculum offer and give learners access to increased progression opportunities, excellent facilities and specialist staff, all at very low cost. In order to reap these benefits and deliver their community learning objectives, CLT pilots needed to reach out to new potential partners in their locality – or reinvigorate relationships with old partners. Strategies for successful engagement of partners are explored as follows.

4.3 Successfully engaging partners

Partnership based on previous joint working or everyday working relationships helped CLT pilots to get off to a good start,[39] as existing co-operation became more strategic. However, CLT pilots typically also needed to **engage new partners** to deliver their community learning objectives. Existing relationships often provided 'launch platforms' for engaging new partners, for example by 'snowballing' from existing stakeholders. This proved an efficient way to establish new connections and speed up partnership development.[40]

For some CLT pilots the objective was to build capacity by bringing in a wider range of partners. For others, the aim was to recruit specific partners aligned to proposed themes and activities, for example, to engage new types of learner or develop new kinds of provision.

CLT pilots' ability to engage new partners varied according to **how internal resource was managed** – in terms of the individuals leading partner recruitment and internal messages about partnership working – as well as **the type of partner** they were trying to involve.

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[39] Derby's lead contacts (from the Local Authority and voluntary sector respectively) had previously worked together on an LSIS-funded research project and made use of the established Learning for Living Group of voluntary sector organisations, adult learning providers and other stakeholders. The Learning Partnership in Bedfordshire had a longstanding existing network of 180 'member' organisations who shared the Partnership's values, from Universities to small voluntary groups, who were all offered opportunities to become partners in the pilot.

[40] In Brighton, partners tasked each other with the objective of each recruiting two further partners. This provided speedy partnership development and distributed the workload involved.

4.3.1 Maximising internal resource for partnership

CLT pilots needed to 'sell' the idea of joint working to potential partners, which required internal commitment to a partnership approach, as well as the use of appropriate internal resources.

In particular, successful CLT pilots:

- Ensured that **senior staff** in the lead organisation and all other partner organisations **gave clear messages that partnership working was important and usefu**l, and cascaded these messages to every part of the partnership. Specifically, these CLTs made sure that partnership working always featured on the agenda of meetings and rewarded paid staff and volunteers for identifying and recruiting new and relevant partners.

- **Recognised partnership building skills at all levels**. Certain personality traits, e.g. confidence, openness, enthusiasm, curiosity, tenacity and boldness, tended to make some people more successful in engaging potential partners and selling the benefits of partnership involvement. Making the most of these skills across their organisations helped pilots engage new partners. One CLT pilot proposed that organisations recognise and utilise these skills by adopting a partnership working competency test to identify / appraise staff at all levels for their skills in cross-team working and ability to identify and make links with potential partners.

4.3.2 Recruiting different types of partner

Overall, partners of all types brought significant benefits to the CLT pilots and helped them deliver their community learning objectives. However, CLT pilots found that some organisations were more open to partnership working than others. This varied across geographical areas, and types of partner. Engagement of VCS organisations, housing associations, and other local government bodies was typically fairly straightforward. Colleges and private sector partners typically proved more challenging to engage.

Different issues arose depending on the type of partner, and pilots identified some specific tactics that were useful in tackling challenges. Benefits, challenges and strategies for engagement with different partners are detailed as follows.

Voluntary and Community Sector (VCS) organisations

Overall, VCS organisations were found to be helpful partners because their aims aligned closely to the community learning objectives and community learning was a good way of supporting clients to improve confidence, employability skills, parenting skills and mental / physical health.

Although typically straightforward, CLT pilots did face some challenges in engaging and supporting VCS organisations as partners. VCS organisations were often:

- **Under immense pressure** and **lacking the time and resource** to be able to participate.

- **Concerned about the paperwork** that participating in publicly funded learning might involve for them and their learners (or in some cases, CLT pilot staff were concerned about this on VCS organisations' behalf before partnering with them, and did what they could to minimise the impact).

- Concerned about the consequences of being subject to Skills Funding Agency requirements, for example that their teaching practice, **learner numbers and retention rates** would be scrutinised.

- Concerned about Ofsted inspections and wanted inspectors to recognise the challenge of teaching and retaining certain types of disadvantaged learners and the fact that for some learners it was a significant achievement simply to attend regularly and on time.

"In a typical lesson I'll have people walking out and swearing at each other. I sometimes am not sure they (Ofsted) really appreciate who we are dealing with when they come and inspect and talk about all the forms. My men are on the absolute periphery of society – one of them took 15 years before he even came to a class. He has mental health problems and is psychologically damaged from the abuse he's received throughout his life." (VCS organisation, Sunderland CLT)

A range of strategies helped to overcome these challenges and engage VCS organisations as partners:

- **Approaching VCS organisations via an umbrella organisation**[41], which typically smoothed the partnership process.

- **Working with, and through, larger voluntary organisations**, who tended to be more able and willing to get involved because many were already providers and had more people available to attend meetings.[42]

- **Smoothing the bidding process**, for example by giving clear information about the timing and information requirements for making funding applications or re-applications, which made the process easier for potential VCS partners with limited time and resources. Some CLTs used this strategy very successfully to involve smaller charities in their partnerships.

- **Identifying different VCS roles within the partnership**, for example by involving partners in outreach and aspects of partnership working other than delivery of learning. This appealed to those VCS organisations that might be put off by the perceived bureaucracy associated with becoming a learning provider.

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[41] For example, the Derbyshire Learning and Development Consortium.
[42] Liberate worked with Age UK to address financial issues as a reason for non-participation. In Derby, the CLT worked with Jobs Education and Training (JET) to up-skill bilingual volunteers who could then engage with the Eastern European community.

- **Setting up a small grants pot for VCS organisations**, which incentivised smaller organisations whose time was at a premium to get round the table & become full partners.

Colleges

Colleges played a partnership role across almost all the CLT pilots, with examples of college-led initiatives and colleges that devoted considerable effort to partnership working. College involvement often brought very useful benefits for partners, specifically:

- Raising CLT pilots' **reach and profile;**

- **Sharing learners and premises** with CLT pilot partners;

- **Signposting learners** to other CLT pilot providers;

- **Smoothing progression routes** for learners moving on from Community Learning provision;

- **Sending senior staff** to stakeholder meetings and supporting joint decision-making.

For example, in Luton & Bedfordshire, one of the colleges had just appointed the former Head of Adult Learning for a neighbouring Local Authority as their Vice Principal. She used her knowledge, contacts and personal involvement to raise the profile of the CLT pilot with other local colleges. As a result, principals from the other colleges committed to attending stakeholder meetings and a strong mutual commitment was recognised.

> *"There is a market for (our) kind of college to play a role in the development of ACL moving forward" (college core partner, Learning-for-All)*

However, CLT pilots often found colleges to be **challenging partners to engage**, both in terms of recruiting them into partnerships and maintaining support once they were part of the CLT. Some pilots experienced difficulties with college partners' attendance, lack of contribution, or ability to commit the time of senior decision makers.

There was also sometimes a perception that colleges were less open to partnership working as a result of their:

- **Strong competitive spirit** and legacy of competing with other colleges in the area to attract more learners;

- **Proprietorial attitude** to 'their' learners;

- **Strong focus on skills and employability**, with a corresponding **lack of focus on community learning** and its historical associations with 'leisure and pleasure' learning;

- **Limited community learning budgets** and competing business needs, which were perceived as making it harder for them to commit time and effort to the CLT pilot, and to community learning more widely.

"The colleges have been difficult. They've got all this baggage behind them and community learning is not a significant part of what they are doing. Theirs is 3% of the total community learning budget and that's not going to light up the sky." (Anonymous)

Overall, it helped if CLT pilots understood and acknowledged the pressures colleges faced in engaging with community learning – but **emphasised common objectives** and worked to partners' respective strengths.

Colleges were more likely to be interested in partnership working when **CLT pilots presented clear potential benefits**. For example, Birmingham CLT built up very successful partnerships involving college and Local Authority representatives, based on the benefit for colleges of LA-provided tutors for courses which the college had not previously been able to offer. The partnership also enabled the college to recruit hard to reach learners as they progressed from community learning to college courses. Colleges were particularly attracted to larger partnerships and those with a higher profile, particularly if the partnership succeeded in engaging local media channels.[43]

Universities

A few CLT pilots had involved universities as partners. In addition to the **prestige** of having a university partner, a key benefit of university involvement for CLT pilots was the **potential to take advantage of any existing private sector links.**

For example, in West of England, the university worked with Hewlett Packard (HP) on a Corporate Social Responsibility[44] project to improve ICT skills in a deprived area of the city. HP provided equipment and volunteers (HP staff) and offered the university's IT students the opportunity to volunteer. The students became assistants to the tutors, providing one to one support for learners who were falling behind in class.

As in relationships with potential college partners, key challenges in university partnering were 1) knowing who to approach, and 2) articulating the benefits of partnership for the university. CLT pilots found it most efficient to approach a member of the University's staff with a remit for widening participation or progression, or a staff member who was already involved in other initiatives such as Community Learning Innovation Fund (CLIF) projects.[45]

"Universities are like Councils; it's about finding the right person." (West of England CLT)

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[43] For example, the twinned approach of Luton & Beds CLT was particularly appealing to local colleges for its scale and the expertise of two Local Authorities,

[44] Corporate Social Responsibility (CSR) is a form of underline self-regulation integrated into a business model whereby a business monitors and ensures active compliance with the spirit of the law, ethical standards, and international norms.

[45] CLIF - The Community Learning Innovation Fund (CLIF) was a £4 million grant fund from the Skills Funding Agency, administered by NIACE, which funded community learning projects in 2012/13.

Universities are interested in progression for their students and the recruitment of future students. They are also employers, and keen to protect and enhance their reputation in the local area. Benefits that can attract universities into partnership working include:

- **Recruitment of future students** - learners in community learning, and/or their families, may aspire to study at University

- **Reputation** - universities have Corporate Social Responsibility obligations, which can be partly discharged through helping local communities

- **Work experience for existing students** - universities look for projects that could enhance students' skills and help them gain employment.

Housing Associations

Housing Associations were often **keen to be involved**. Learning that benefited tenants also helped the housing association, for example by increasing tenants' engagement, developing their financial management skills, improving their mental health or helping them become more employable. CLT pilots found that partnerships with housing organisations often arose organically through VCS partnerships rather than via a planned, tactical approach. Housing associations often helped to engage disadvantaged learners, including some of the most excluded members of local communities. For example, in Sunderland, the Salvation Army designed an accredited life skills course for local Salvation Army hostel residents. The course included budgeting, shopping on a shoe string and improving interpersonal skills. Successful completion of the course guaranteed an interview with the Housing Association with a view to securing more permanent accommodation. In Kent, the CLT involved Amicus Horizon Housing Association in their steering group and the housing association offered use of their venues, jointly developed courses and a training programme in Community Engagement. This training programme led to a Foundation Degree, which will be available to Kent CLT's local communities.

Local government services

Being a CLT pilot encouraged joint working between LA adult education services and other local services such as health, children's services, libraries etc. In some cases these services had not previously worked together. CLT pilots led by Local Authority adult education services found it easy to involve colleagues from other departments and benefited from their knowledge of specialist areas such as Troubled Families, which helped them target specific disadvantaged groups and work on cross government initiatives. For example, some CLTs worked with other local authority services on issues such as supporting people into employment or using social prescribing to reach families, understand their needs, and develop a more tailored learning offer.[46]

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[46] See Section 5.3.2 for further details of CLTs' work on the Troubled Families agenda.

In Sheffield, the CLT developed a link with the Building Successful Families agenda, offering Community and Family Learning to those families identified by the project, while in Blackburn with Darwen, community activities such as clean-ups involved working closely with the Environment department, who could then bring in partners such as the Wildlife Trust.

CLT pilots found that building on shared interests in employability was a useful way of engaging local government partners. In some cases this resulted in local-authority led contacts and requests for partnership. In Derby, a Jobcentre Plus representative attended a community of enquiry meeting to discuss ESOL requirements in the city. Attendees felt that having the representative there was an achievement and a strong endorsement of both the pilot and community learning more generally. In West of England, Jobcentre Plus was part of the taskforce addressing digital exclusion and the representative was working strategically with other partners to think about how to roll out ICT training across the area.

In some areas, parallel developments involving key partners helped to build stronger relationships which offered knock-on benefits for the CLT pilot.[47]

The private sector

All CLT pilots tried to engage the private sector or had plans to do so. For instance, one large local employer (Jaguar Land Rover) became involved in both Birmingham and Solihull CLTs. There was also a very successful partnership with B&Q across two CLT pilots.[48] Further details of CLT pilots' partnerships with private sector organisations can be found in Case Study 3 (Appendix II).

Private sector partnerships brought a range of benefits for CLT pilots, and often for the business in question. They included:

- Assistance recruiting NEET[49] and young adult learners into community learning courses.

- New ideas on how to **target specific learner groups**, e.g. male learners.[50]

- Increased employee uptake of 'workplace learning vouchers' towards the cost of community learning.[51]

- Employer **support for mature students** to take English and Maths courses, e.g. time off to study.

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[47] For example, in Bedfordshire the Learning Partnership held the National Careers Service contract in the area, with two of the colleges as subcontractors. This helped strengthen partner relationships and ensured that community learning participants had easy access to advice on progression routes. This contract also fostered close relationships between CLT partners and Jobcentre Plus.

[48] Including Blackburn with Darwen and West of England.

[49] Young people Not in Education, Employment or Training.

[50] The local B&Q shared learners with other CLT partners and was supported by partners on techniques for engaging people in learning. For the CLT, this was a great way of attracting more men into learning.

[51] Employers offered employees vouchers for learning to the value of £150. The learning provider, an FE college, proactively went into the workplace to promote learning and find out what classes employees would like to spend their vouchers on.

- A CLT **mentoring and aspiration-raising project** which worked with parent employees and their children and aimed to progress parents into National Open College Network (NOCN) qualifications. [52]

- Provision of demand-led courses in the workplace.[53]

- **Use of store premises** for community learning activity and awareness-raising.[54]

- Loans and donations of materials and equipment for CLT use.[55]

However, CLT pilots also faced a number of challenges in engaging private sector partners, including:

- Difficulty **knowing who to approach.**

- Difficulty **selling the benefits of CLT involvement**. This was particularly true for CLTs without a strong profile.

CLT pilots overcame these challenges in a variety of ways. Successful private sector partnerships were facilitated by:

- **Engaging partners through existing links and networks**, as discussed above.

- **Inviting private sector partners to CLT pilot events** to aid networking and raise the pilot's profile.

- **Raising the profile of CLTs and getting media attention** to build a case for partnership.

- **Offering organisations a lighter-touch partnership** arrangement, with less involvement and reduced time commitment. For example, B&Q had varying levels of involvement with the different CLT pilots. In the West of England CLT, B&Q was part of the partnership, invited to meetings and events and promoted as a company providing DIY workshops through the CLT website and blog, though not as a Skills Funding Agency-funded provider. This meant that B&Q did not receive funding for delivering the 2 hour in-store workshops and learners participating in these B&Q classes were not subject to the usual paperwork, quality procedures and ILR recording requirements.

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[52] NOCN is a national awarding organisation offering flexible, credit-based qualifications that are responsive to learner needs and consist of individual units of assessment, each with an assigned level and credit value.
[53] Progress towards demand-led workplace learning was in the early stages at the close of the evaluation but was being actively developed during the final site visit.
[54] The Bristol B&Q was one of a group of B&Qs offering in-store DIY lessons to encourage more community members to do DIY.
[55] For example, B&Q provided gates, tools and plants for projects to 'green' back alleys in Blackburn and a local firm loaned a digger for community use.

- **Engaging local representatives of national organisations** rather than approaching national organisations directly.

- **Emphasising the benefits**, including helping businesses get positive publicity, meet their Corporate Social Responsibility obligations and recruit and retain a skilled, motivated workforce. CLT pilots used this strategy to secure private sector support for community projects and community learning activities in areas with a large and dominant local employer, as in the Solihull and Birmingham case studies above.

CLT pilots also thought that positioning the CLT as independent, charitable or 'not for profit' could help secure private sponsorship. For example, in West Sussex, the CLT pilot hoped to attract private sponsorship through partners such as the local football club. They felt that the CLT's social enterprise status meant requests for sponsorship were viewed more positively than if the approach had been made by a Local Authority or an FE college.

4.4   Building and maintaining successful partnerships

Overall, CLT pilots thrived when they:

- **Invested the time and contact required** to establish rapport and understanding

- **Established strong working structures** – including a clear **lead** organisation as well as a lead individual, and clear **working protocols**

- And engaged in a range of **activities** to establish the CLT pilot's identity, boost its profile, and retain partner motivation.

The factors contributing to CLT success included:

4.4.1 Investment

Establishing effective partnerships took time and energy,[56] sometimes more than CLTs had initially expected, in order to agree the purpose and role of the partnership, build rapport and develop trust. Even where CLTs were renewing existing partnerships – such as in Exeter CLT where the organisations had worked together previously but the relationship had not been maintained - it took time to re-build trust between all the partners.

Investment in regular contact, ideally face to face, was critical. Regular CLT meetings provided the opportunity for the rapport building and brainstorming necessary to deliver the partnership benefits detailed above. However, travelling time could be a constraint.

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[56] For example, in Brighton the Adult Learning Group had been working in partnership for about 10 years. Brighton partners encouraged other CLTs to be patient, and to accept that partnerships take time to form and work effectively.

Partnership meetings were regarded by some partners (particularly in more rural areas) as a demand on time which had yet to show any benefits. Remote conferencing, e.g. through Skype, was raised as a potential solution. However, there was no evidence of its widespread use at the time of the final visit.

> *"Put people in a room and there's an opportunity to share information" (CL Cumbria)*

> *"It takes time and energy to build up those relationships" (Comparison area 2)*

At the close of the evaluation, some partnerships were also still getting to grips with each other's culture and language – and at times clashing in their beliefs and strategies. There was a clear need to invest time and energy in the initial stages of setting up a partnership and to be patient during the process of developing shared understanding and agreed ways of working.

> "*Just give us some time to make this work….another year at least, to show us that there's real commitment." (Liberate)*

> *"The partnership hasn't evolved enough yet." (Comparison area 1)*

However, it was evident that the more mature partnerships, such as West of England and Liberate, had successfully navigated the early stages of partnership building.

4.4.2 Structure

Overall, **leadership and clear working protocols** are key to driving partnerships forward and are therefore critical to the success of any new or existing partnerships.

Leadership

As discussed in Section 3.4.1, a **clearly defined lead organisation** was the foundation for a successful partnership. Successful CLTs also tended to have a **strong lead individual** – ideally, someone who had community learning as a large part of their professional role and time to drive forward CLT activities and partnerships.

> *"It needs someone to push things through, someone with charisma and strong leadership skills to keep us all going." (Anonymous)*

This lead individual helped to ensure that:

- There was a clear **coordinator** of partnership activity, e.g. setting up meetings, timetabling and making sure that deadlines were being met.

- CLTs **carried out actions and implemented decisions efficiently**, e.g. allocating responsibility for recruiting new partners and arranging activities.

- The CLT had a '**face**', e.g. helping **raise its profile** through local and national events, and making it easy for potential partners to make contact.

- CLTs **used face-to-face time efficiently**, e.g. running meetings professionally, with clear agendas and effective time management to make good use of everyone's time.

In CLTs without a clear leader, there tended to be less efficient coordination of partnership working, which could result in confusion about roles and responsibilities and a tendency for projects to get delayed. One CLT contemplated using part of their funding to hire a designated co-ordinator but this did not happen because funds were needed for delivery. Lack of visibility or accessibility of leaders could also cause problems or result in partners feeling lost and not knowing who to go to with their questions and concerns.

> *"I don't know who to approach. I've voiced my concerns… but nothing seemed to happen… that's where I feel that they've (lead partner) lost their way a little" (Anonymous)*

Clear working protocols

To achieve success, CLTs needed to manage the risks of competition between partners[57] and focus on their respective strengths. Some overcame this challenge by developing **working protocols** setting out how the partnership would work towards common objectives and focus on shared values.

The most successful partnerships had identified **potential risks to partnership working** and collaboratively set **ground rules**, sometimes formalised in a written protocol. A written protocol could be shared with relevant staff and used to maintain the underpinning principles of the partnership even during absences or in the event of staff changes.[58] Documenting agreed ways of working in this way could also help **head off any potential disagreements** – or draw a line under problems that had already occurred - and provide clarity for future joint working.

> *"You play nicely together and then there's a bidding opportunity and then all the nice playing stops. What's our approach to that?" (Anonymous)*

The following elements characterised successful protocols for partnership working:

- A **plan of action to deal with difficult situations and competition**, for example when various partners wanted to bid individually for grant funding rather than through the CLT, or when decisions had to be made about duplication of provision.

> *"At the last board meeting two providers had collided doing the same thing and I asked the question 'how should we behave in those situations?' What we agreed to do was produce a protocol – it was a brilliant discussion" (West of England CLT)*

- Commitment to **trust, openness, transparency and equanimity.** This included ensuring that partners, even partners with less 'clout', were given an equal say in

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[57] For example, some Local Authority partners found that non-leading college partners found it difficult to square the CLT community learning objectives with their core business priorities.
[58] West of England had created a documented protocol by the time of the final site visit.

discussions, were listened to and had the opportunity to influence future plans. Successful partnerships also took the time to work out priorities and work through differences of opinion.[59] It was crucial that meetings were chaired by a skilled moderator or chair who would allow for discussion and debate and manage conflict. This helped to set the ground rules and demonstrate that the CLT practised 'trust, openness, transparency and equanimity'.

"We were able to get the stakeholder parties involved because they genuinely had a say in how to do the local plan for next year" (Derby CLT).

- **Commitment from representatives who had the power to make decisions.** In order to progress, partners needed to know that organisations' representatives had the level of seniority to make decisions *and* were committed to attending meetings. Where substitutes attended, for example during busy periods, there was often stagnation and/or loss of continuity.

- Agreed **quality assurance standards** and **lines of accountability**. Developing and maintaining the quality of provision across all delivery partners required early consideration, backed by training, development and clear Service Level Agreements[60]. This could involve difficult conversations between partners, particularly when standards needed boosting. However, it was also crucial to avoid introducing heavy bureaucratic loads for partners – particularly new partners and those offering very short courses - in order not to overwhelm them or their learners.[61] As CLT partnerships matured, partners tended to develop more consistent approaches to quality assurance, e.g. tutor meetings, learner feedback and appraisals. This helped partners share effective practice and also provided support for smaller providers.

"The partnership is really hard in operational terms because they're partners and not your staff; therefore you have no control over their behaviour and attitude… Lines of accountability have to be introduced" (Community Learning in Cheshire).

4.4.2 Activities

Building on good leadership and clear working protocols, partnerships tended to thrive when CLTs:

- Established a **clear identity.** CLTs typically formalised their identity in the form of a brief **mission statement or explanatory note**. This document provided a succinct description of the CLT for a variety of stakeholders, e.g. existing partners, potential new members, Councillors and Local Authority managers, to assist with engagement. Developing CLT **branding**, such as a name and logo, was also useful, giving stakeholders something to refer to and helping reinforce the CLT's

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[59] For instance, a college might be culturally driven by contracts and the employability agenda whilst other partners had an emphasis on wider community benefits and building confidence.
[60] For example, Sunderland's Achieving Excellence Programme – see Case Study 2, Appendix II.
[61] Providers received constant criticism from tutors and learners about the paperwork and quality procedures getting in the way of learning.

separate identity.[62] In some cases CLTs also developed dedicated **websites**, partly to signpost provision across their area but also to support CLT branding and marketing.[63]

"It's (the logo) something for people to hook on to." (Comparison area 2)

- Held a **launch event** to celebrate the establishment of the CLT partnership, strengthen partner buy-in, set the ball rolling with regard to networking and provide an opportunity for brainstorming. These events also helped partners and other stakeholders put faces to names and build rapport. Launch events tended to be well-attended and often attracted senior professionals[64], helping to raise CLTs' profiles.[65] It helped to hold the events in public venues and engage local media beforehand.

- Engaged in **regular celebration of achievements,** including **award ceremonies and public events**. Many CLTs held ceremonies and conferences in Adult Learners Week to celebrate the achievements of learners, tutors, volunteers and providers. These events helped celebrate the partnership, motivate stakeholders, and make the achievements of the CLT more tangible – often helping to attract additional partners. They also served as important opportunities to revitalise and reinvigorate partnerships, reminding all partners about the impact and importance of their community learning activities.

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[62] For example, in Derby the 'Learning for Living' name and logo were felt to be useful in terms of supporting the CLT's identity. In one of the comparison areas, the logo and branding it had developed helped the partnership to 'feel cohesive.'

[63] Learning Champions in Cheshire used websites and an interactive forum to showcase their activities. Others had plans for these, sometimes making use of partners' human resource, such as apprentices. A number of CLTs had delayed their website launch because they had underestimated the time and resource needed to create and maintain it.

[64] These included representatives from the Council, Skills Funding Agency, and various partners and providers.

[65] For example, Luton and Bedfordshire's December launch and consultation event was attended by 100 potential partners. West of England's launch event attracted a similar number of people and featured in the local press.

CHAPTER 4 SUMMARY

Strategies and achievements in effective partnership development

- **A partnership approach was critical** to securing an effective community learning offer in a given locality. CLTs facilitated a number of partner and provider meetings to think more strategically about the offer across areas, within smaller geographical areas, and/or for various themes and audience types. They were successful in attracting a wide variety and types of partners.

- **Partnerships brought a range of benefits to CLTs** in terms of meeting their community learning objectives – helping them to develop a more strategic, efficient community learning offer, secure additional funding via grants and tenders, attract new learners, generate Pound Plus, and share decision-making. Joined up working helped providers spread ideas and inspire each other to experiment with their curriculum, course titles and marketing.

- **Building successful partnerships required investment** of time, energy and staff. CLTs reinvigorated old partnerships and used these as platforms to bring in other partners. Most also worked strategically to develop new partnerships, taking advantage of the staff skills available internally for partnership building, and adapting their approach depending on the type of partner in question. Across the pilot, CLTs used a range of methods to overcome the challenges of recruiting and maintaining specific partnerships.

- **CLTs worked best where one individual and organisation took the role of lead and coordinator**. This lead person could be 'the face' of the CLT, helping to raise its profile and drive progress.

- **CLTs established their profile and identity** through branding, 'mission statement' documents, launch events and local media. Profile-raising often also helped CLTs attract local partners.

- CLT partners **working together outside the CLT** helped build stronger partnerships and helped CLT pilots win grants and be successful in their tenders for work.

Key challenges in effective partnership development

- **Time, effort and face-to-face contact was needed to establish effective partnerships** to the point where partnerships were 'performing' rather than 'forming' or 'norming', a key challenge for CLTs. CLTs tried to speed up this rapport building period by formalising partnerships with a name, identity, logo and by using documents, maps and charts to describe the structure and identify 'go-to people' within each task group.

- **A tension between Local Authorities and FE colleges** was evident in some areas; different cultures and business needs could make partnership work more

difficult. **Protocols for partnership working, either verbal or formally documented**, were useful in overcoming this challenge because they outlined a shared vision, values and ground rules for future working.

- **Partnership with private sector organisations proved challenging** for some CLTs in terms of finding appropriate contacts and 'selling' the benefits of involvement. This was overcome by:

  o Engaging partners through existing links and networks, and working strategically to target more than one type of partner at a time. For example, by collaborating with universities, CLTs also developed links with employers and private sector organisations;

  o Providing options for varying levels of involvement in the CLT;

  o Approaching businesses through local branches of national organisations;

  o Engaging in launch events and securing local media attention to help raise the CLT's profile. This helped attract the attention of local businesses and gave CLTs the opportunity to make a strong case for joining the partnership and describe its benefits for the employer, their employees, their recruitment efforts and reputation within the community.

Lessons learnt and implications

Effective partnerships are the cornerstone of any CLT or joined up approach to delivering community learning in a locality. CLTs were all in different stages of partnership working and keen to pass on the insights gained from their experience. A clear message from the pilots was the need for patience, because partnerships take time to be effective.

Guiding principles for those looking to create and maintain effective partnerships include:

- **Ensure there is a clear leader** and arrangements for overall management.

- **Utilise existing partnership arrangements to increase the partnership base**, for example, if a university and private sector company already have links, joining their partnership will secure two new partners who might be difficult to recruit separately. Current partners can also take responsibility to 'snowball' new contacts.

- Recognise and engage people who have the skills to help to expand the partnership through their positive attitude, skills and hard work.

- Where possible, **streamline the bidding process** to make it easier to attract VCS partners.

- **Explore potential private sector links via universities**, who often have good

links with local employers, and via **local branches** of larger organisations.

- **Learn from other pilots' successes** in selling the benefits of community learning involvement to private sector partners.

- **Formalise the partnership and each partner's roles and responsibilities in a document that is widely circulated, actively promoted and updated as soon as new partners join.** Include information about how potential partners can contact people in the partnership, including individual project leads. This helps partners understand that the partnership is tangible and that they have a clear role in it.

- **Develop clear working protocols** to head off potential disagreements or conflicts of interest. This can be particularly helpful when dealing with partners who may have a history of competing for contracts.

- **Celebrate achievements** to invigorate the investment of each partner, create opportunities for publicity, raise awareness of partnership activities and help attract new partners.

5 Targeting disadvantaged people

5.1 Introduction

This chapter provides a summary of CLT pilots' approaches to targeting disadvantaged people and increasing community learning capacity to meet their needs. Most CLT pilots viewed the engagement of disadvantaged individuals and groups as a key part of their work, and those working in Local Authority-led partnerships in particular had very useful experience of reaching people who had had few opportunities to learn in the past.

Key issues explored in this chapter include:

- **Strategies for targeting different types of disadvantaged people** (Section 5.2)

- **Cross cutting activities** (Section 5.3)

- **Bringing together learners from different backgrounds** (Section 5.4)

- **Signposting, marketing and IAG (Information, Advice and Guidance)** (Section 5.5).

This chapter inevitably overlaps somewhat with the next chapter on sharing planning and accountability and involving local people in decision making.

Overall, CLTs were successful in targeting more deprived learners over the pilot year. The figure below (on the next page), based on returns from the Individualised Learner Record (ILR), shows recruitment during 2012/2013. The red line records the number of learners recruited in CLT areas from the 20% most deprived super-output areas in the country (deprivation bands 1 and 2). In 2012/13 this number increased and the number of learners from more affluent areas (bands 3 – 10) declined.

Figure 3: Deprivation Profile Comparison
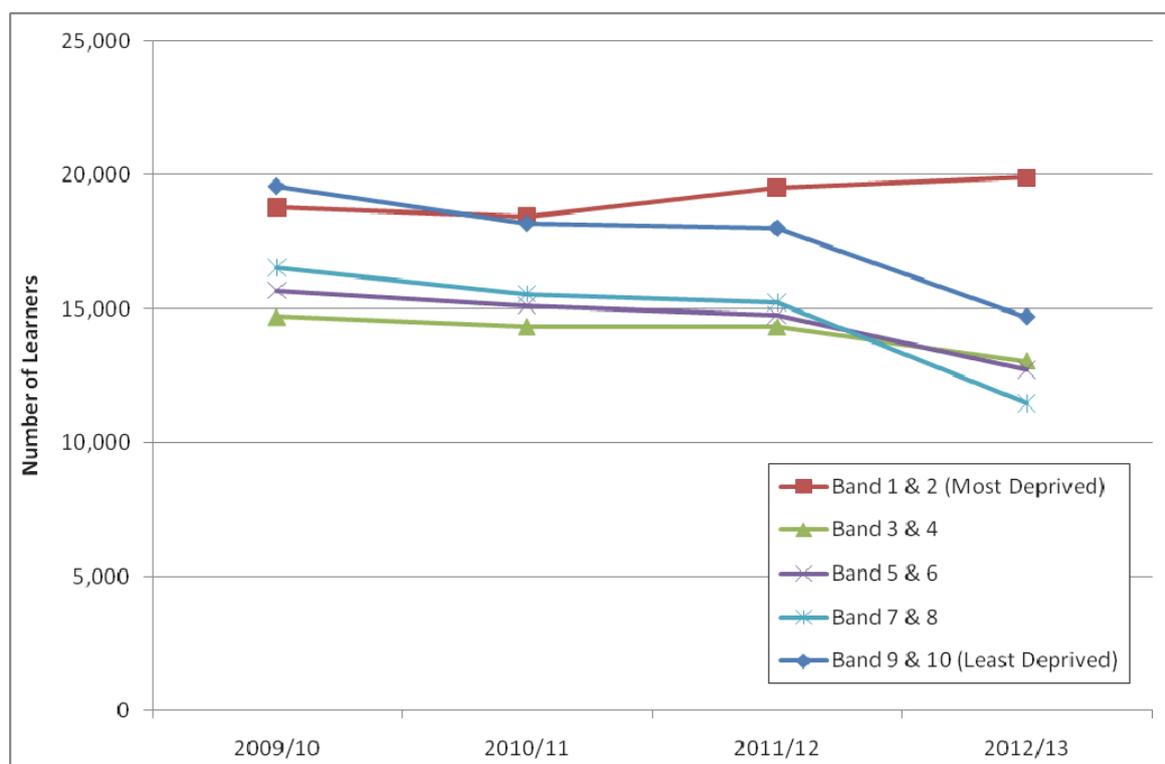
Source: ILR C05 2009/10, SL05 2010/11, R15 2011/12 and R13 2012/13 (aims started on or before 31st July of the academic year). All figures rounded to the nearest 10. Deprivation bands based on Rank of Indices of Multiple Deprivation 2010, where Band 1 includes the 10% most deprived super output areas in the country.

CLT pilots used a wide range of strategies to target specific types of disadvantage, often working with local Voluntary and Community Sector (VCS) organisations to better understand people's needs and provide a tailored experience for disadvantaged learners. Peer research, conducted in conjunction with Development Officers[66] and VCS organisations, was a particularly successful consultation method. Some CLT pilots also used social prescribing approaches - in which key workers in health and social care referred clients and patients into community learning – in order to reach disadvantaged people. Plans were underway to formalise and expand on this approach.

Predictably, CLT pilots also found that families and individuals often experience several types of disadvantage at one time. For example, people with mental health issues could well be in a troubled family and involved with substance misuse (either misusing drugs or alcohol or affected by misuse), reinforcing the rationale for cross-cutting government initiatives such as the Troubled Families Scheme.

Alongside targeted courses, CLT pilots also continued to provide 'universal' provision, bringing together learners from different backgrounds. Simple approaches, such as using

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[66] Development Officers were found in Local Authority adult education services. They were typically employed full or part time by the Local Authority with responsibility for specific geographical areas within their authority. Their role involved supporting people to learn. However, this model was not used in all CLTs. In some areas volunteer Community Learning Champions and other roles performed similar functions.

venues with broad appeal, providing progression opportunities and having discounts built into fee strategies, helped to ensure that disadvantaged learners were not excluded.

Finally, the chapter reviews how signposting, marketing and IAG (Information, Advice and Guidance) was used to attract new people into learning and help existing learners to progress. It explores the advantages of careful labelling and framing of provision to maximise appeal, bringing learning to local people in local areas and using familiar and friendly places to both signpost and offer classes.

5.2 Strategies to target different types of disadvantage

Disadvantaged people can be **difficult to recruit and provide for**. Overall, barriers centred on:

- **Learners needing to self-declare** their status, for example in relation to their mental health.

- **Accommodating learners' needs**, for example, the way providers had to operate did not easily accommodate the frequently chaotic lifestyles of some learners, e.g. learners found it difficult to attend consistently and go to unfamiliar places[67]. Providers found that some disadvantaged learners needed more flexibility.

- **Ensuring learners were adequately supported** by staff and volunteers with knowledge of, commitment to, and interest in the specific learner group.

Involving specialist Voluntary and Community Sector (VCS) organisations who were already working with disadvantaged groups proved to be an efficient and effective way of targeting 'hard to reach' people. These organisations were often familiar with the needs of specific groups and skilled in providing tailored experiences to meet those needs.

CLT pilots used partnerships with specialist providers to identify potential learners, recruit them into community learning, and tailor and expand provision for this learner group. Partnership working enabled organisations to share evidence and experience about 'what works' and then adjust recruitment strategies and courses to meet learners' needs.

The following paragraphs describe CLTs' strategies for targeting specific types of disadvantage.

5.2.1 Targeting people with mental health issues

As indicated above, it can be very difficult to identify, recruit and retain people who are experiencing mental ill health.

CLT pilots used a variety of strategies to **identify potential learners with mental health difficulties**. A typical route was to work closely with GPs and social workers to identify and

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[67] To help tackle this challenge, some VCS providers offered certain learners one to one time to help them 'catch up' with sessions they had missed. Without this help, learners were at risk of having to leaving their courses.

recruit learners through approaches such as **social prescribing**, in which patients are referred to non-medical sources of support in the community. 'Prescriptions' can include arts, learning, exercise, self-help and volunteering. Social prescribing often works well for people who are experiencing mild to moderate mental illness and who are already in contact with trusted intermediaries such as health practitioners, social workers or social housing providers. Referrals can also come through churches, volunteer organisations and bereavement services. Social prescribing opens up a conversation between the person in mental distress and the intermediary about different local activities that might spark the person's interests. In relation to community learning, this approach relies on potential referral organisations having a general understanding of the local learning offer and up to date contact details for local learning providers.

For example, in the West of England, Development Officers worked closely with midwives and organisations running support groups for people experiencing postnatal depression to identify learners who might benefit from community learning provision.

> *"A lot of it is through family support – through depression and going to support groups we find out these courses are available – a lot of the women on courses with me have gone through the same thing (depression)." (Learner, West of England CLT)*

Once potential learners had been identified, **successful recruitment strategies** included:

- Encouraging learners onto courses by **suggesting they enrol with a friend** (learner feedback to the evaluators highlighted the confidence learners felt when enrolling with someone else).

- Being **encouraged and supported by mentors or learning champions.**

- **Offering learning in safe, familiar environments** such as libraries (if not on specialist organisations' premises).[68]

- **Offering activities rather than 'learning'**, for example, by changing course branding, or holding taster events and coffee mornings. In some cases, the community learning course did not have a formal name and participants did not see themselves as engaged in 'learning'.

CLT pilots also found that partnership working enabled providers to better tailor and adapt community learning provision to meet the needs of this learner group. This included:

- Working with **specialist partners, tutors and volunteers** with expertise in working with specific types of mental ill-health, for example depression or bipolar disorder.

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[68] It was a common observation in the field work that if places are *not* labelled as being 'for learning' or 'education' they are seen as more accessible, particularly by adults who had negative previous experiences of learning/ education.

> Brighton and Hove CLT partnered with specialist mental health providers who were able to introduce a variety of adjustments to course delivery – focusing on a 'small steps' approach initially, offering one-on-one catch-up support after missed sessions, and encouraging progression to more formal provision.

- Making use of **familiar facilities.** People already attending centres for therapy or treatment could continue using the same venue for their community learning – lessening any anxiety about finding, and being in, a new environment.

> A drama group called *Hocus Pocus* in Birmingham offered personnel and premises for activities with learners. MIND Groups in Birmingham and Luton offered a wide range of sub-contracted provision from art to health and wellbeing. While many of these partnerships pre-dated the CLT pilots, partnership working through the pilots made local partners more aware of local specialist organisations and targeted learning provision and/or activities.
>
> In Sunderland, the Salvation Army ran cake baking workshops with their residents (mostly male and experiencing mental health issues) which helped these men to reconnect with their families. The cakes, given as presents, provided a reason for family visits. The cakes helped to generate good feelings and family members rewarded the men with warmth and hospitality. In some cases, these visits became the building blocks for a process of forgiveness and a return into the family.

- **Using partnership links and client/learner input to understand what kinds of courses might appeal to, and be beneficial for, people experiencing mental health difficulties,** and adapt course content and branding accordingly. CLT pilots reported that co-created courses which evolved through discussion with participants tended to have the most impact on learners in terms of their self-confidence and social relationships.

> In Exeter, a women's refuge ran a co-created writing group for homeless women in the refuge and found it a successful approach for engaging this vulnerable group. The tutor reported that the learners enjoyed the course and that their self-confidence had noticeably improved. The CLT pilot had plans to use this approach with women who had problems with mental health and substance misuse.

5.2.2 Targeting people involved in substance misuse

Education, training and employment are vital to helping people move on from substance misuse and re-integrate into their communities. However, there can be significant challenges in engaging people involved in substance misuse, including recruitment, the development of relevant, appealing courses and the need to work around disorganised lifestyles.

Sunderland – highlighted nationally as a city with high rates of substance misuse - was the only CLT pilot that actively targeted this group during the pilot. Sunderland proved the **benefit of using specialist partner organisations to reach disadvantaged people,** in

this case individuals affected by substance misuse. The CLT pilot capitalised on existing networks of providers in the area and worked closely with partners[69], inviting them to be part of a substance misuse provider group and to chair regular meetings. These meetings were viewed as a highly effective way of helping providers understand and address the needs of substance misusers.

> *"Since the (CLT pilot) got us meeting together we've been really good at talking to each other outside of these meetings and helping each other out." (Substance misuse provider, Sunderland CLT)*

Partner meetings and planning enabled Sunderland to:

- **Map provision.**

- **Develop a relevant offer, avoiding duplication** with other local providers.

- Coordinate effective **sharing of ideas, resources and learners**, for example, CLT pilot partners shared furniture, learned from others about 'what works' to engage this group and inspired one another to think differently about provision.

In one example, a 'scrapbook therapy' course - in which learners had made a scrapbook of images and words to share how drugs and alcohol had affected them - proved highly successful for some partners and was widely shared across the CLT pilot's providers.

By the end of the pilot, Sunderland had created a network of substance misuse organisations and increased the number of specialist providers delivering community learning. Although it was too early at the close of the evaluation to report the outcomes of this activity, e.g. in terms of learner numbers, the increased and enhanced provision for this disadvantaged group looked promising.

Peer research was identified as a valuable tool for understanding the needs of this group. Developed from the traditions of participatory and action research, peer research employs recovered members of a research target group, such as substance abusers, to take on the role of active researchers and interview their peer group about individual experiences and needs.

Some CLTs were working, or had previously worked, with peer researchers **or volunteers** to reach more marginalised groups. Sunderland commissioned First Contact Clinical, a specialist research agency with experience of this target group, to recruit and train twelve peer researchers who had been involved in substance misuse but were now living more stable lives. Others, such as Luton, used peer research more informally, by training volunteers to support learning activities and community events and using feedback from the volunteers to identify further learning needs.

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[69] Organisations included those supporting victims of substance misuse, such as the London Single Homeless Project with its accredited, modular *Fuchsia* programme which trains recovered abusers to mentor clients on future courses.

5.2.3 Targeting men

Community learning providers have traditionally found men - particularly young unemployed men - harder to engage, and CLT pilots also encountered this difficulty. Families told providers that it was harder to get men participating in community learning, because they were concerned about being seen as 'deficient' or 'inferior'. This applied particularly to courses to improve literacy and numeracy skills.

However, **partnership working helped CLT pilots to understand men's needs, and develop courses with particular appeal**, including for men who **were unemployed**. Courses related to **DIY and sport** (particularly football) worked well to attract men into family learning provision, and a range of demand-led and tailored courses also proved successful.

CLT pilots found **private sector partnerships** especially useful in attracting and engaging men. For example, Sunderland's Wider Family Learning programme – delivered in partnership with **Sunderland Football Club**[70] – offered a range of employability and family learning courses. The football club's reputation helped attract local people to courses and achieved a 30% male participation rate in Wider Family Learning. Free game tickets for course completers helped to improve retention rates and learners indicated in their feedback that this had been an excellent incentive. The courses were highly successful in helping men (and women) improve relationships with their children,[71] developing participants' confidence and, for some, improving their employment prospects, i.e. in terms of finding employment, aiming higher in their current employment or changing jobs.

> *"The Foundation has helped me so much it is hard to describe. They treat me like an individual and challenge me to challenge myself. They have taken me from my lowest point to my highest point and without them I would not be where I am today."*
> *(Successful job seeker on 'Back in the Game' course)*

Likewise, West of England's partnerships with B&Q led to successful DIY course provision on B&Q premises, with B&Q promotion to support take-up and West of England CLT promoting the courses on their website and blog. The tutors at B&Q helped signpost learners to other provision – often further DIY courses. This cross promotion helped encourage men into community learning.

Overall, these strategies resulted in increased up-take of community learning by men.

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[70] The club's charity – *The Foundation of Light* - was a community learning provider in its own right, sub-contracted to Sunderland Family, Adult and Community Learning to deliver provision. The *Foundation of Light* has achieved good social impacts over several years. It featured as a NIACE case study for Adult Learners' Week 2012; see the Adult Learners' Week website: http://www.alw.org.uk/winners-stories/winner-story/2012/family-learning-through-football

[71] 80 per cent of participating adults in *Foundation of Light* Wider Family Learning courses mentioned that they had improved their relationship with their child (Analysis of Individual Learning Plans 2012).

The figure below shows the gender profile of learners in CLT pilot areas in 2012/13 and 2011/12 and compares it to the gender profile nationally. The figure shows that in 2012/13 the proportion of male learners increased.[72]

Figure 4: Gender Profile Comparison
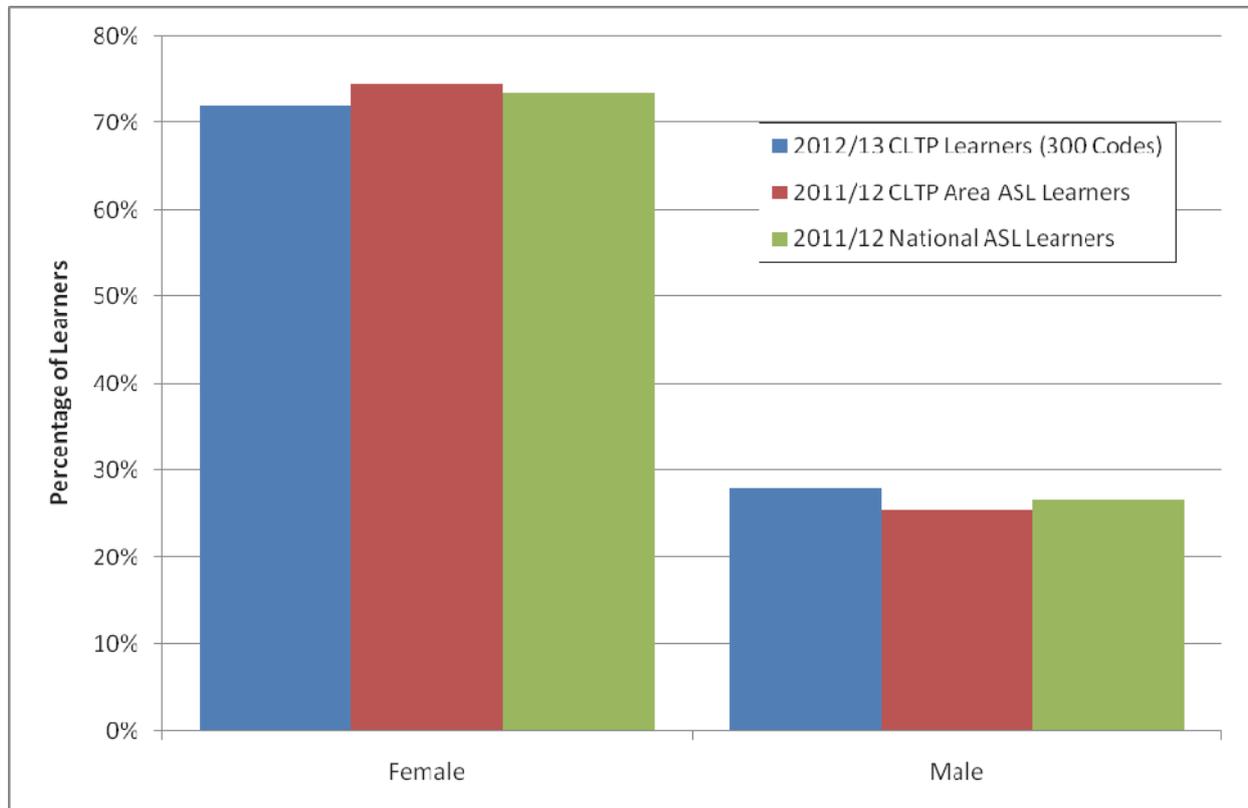
Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year). In 2012/13 CLT pilots used '300' codes to identify community learning trust provision.

5.2.4 Targeting people in employment with poor basic skills

CLT pilots found it difficult to provide a co-ordinated offer for working people with poor basic skills, particularly in areas where basic skills provision took place mainly during the day. In order to reach this group, CLT pilots required good partnership working with employers in their communities.

Overall, CLT pilots found that **employers had a shared interest in improving employee skills** and were often committed to providing wider learning opportunities for their staff. Working with employers provided a useful way of reaching people who are low skilled and disengaged from learning.

One successful example of partnership working to reach employed people was West of England's work with UNISON – a Bristol council-wide learning initiative called *Love2learn.*

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[72] This is statistically significant (with a p value of less than 0.01)

West of England partnered with the Council in recognition that it was the largest local employer. Together, the CLT pilot **arranged informal, employee-facilitated lunchtime learning sessions**. The project was delivered entirely by UNISON Learning Reps and other employee volunteers, overseen and promoted by community learning staff. Offering these informal activities at lunchtime on work days helped to attract staff, including low skilled employees, who would not otherwise have considered taking part in learning.

As a follow-up to the lunchtime sessions, community learning staff organised a Bristol Council community choir, with a high level of engagement from employees. This had just begun at the time of the final evaluation visit. The activity was stimulated by a staff survey about music preferences which generated around 800 responses. By working with the Council and tailoring the activity, this community learning provider was able to bring a wide range of council employees into learning, including low-skilled individuals who were unlikely to proactively enrol. The CLT pilot anticipated significant benefits in terms of participants' increased skills, confidence and interest in learning.

As an additional benefit, pilots found that partnering with employers could result in boosted income if employers actively promoted learning among their employees. Solihull developed a partnership with a local employer who was planning to provide employees with £150 vouchers to take part in courses. At the time of the third visit, the CLT was working with the employer to identify the kinds of courses employees wanted.

A number of CLT pilots were in discussion with local employers with a view to providing courses for their employees. This is discussed further in Section 7.4.1.

While the evaluation did not directly assess the increase in learners in this particular target group, there were indications that, overall; CLT pilots were successful in engaging more employees. Learners in employment with basic skills needs are more likely to be in the age range 19-50 than 50+. The figure below shows the age profile of learners in CLT pilot areas in 2012/13 and 2011/12 and compares this to the age profile nationally. The figure shows that in 2012/13 CLT pilots recruited a higher proportion of 19-50 year olds, those more likely to be in employment, than in previous years (this is statistically significant with a p value less than 0.01).

Figure 5: Age Profile Comparison
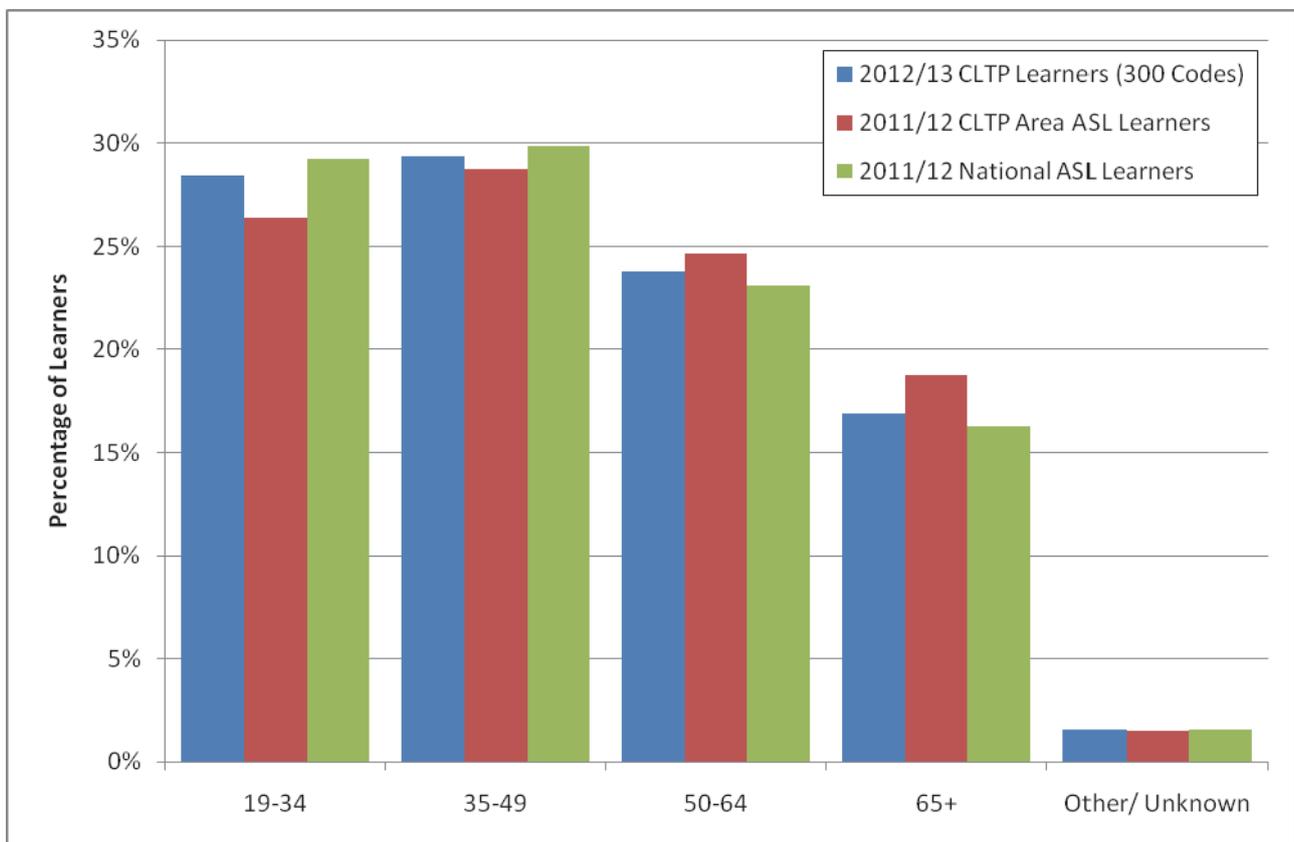
Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year). In 2012/13 CLT pilots used '300' codes to identify community learning trust provision.

5.2.5 Targeting people affected by rural isolation

Accessing learning can be particularly challenging for people who live in isolated rural areas. A NIACE report[73] on community learning in rural areas, jointly commissioned by BIS and the Department for Environment, Food and Rural Affairs (Defra), identified issues relating to rural access, transport, accessibility, cost, timing and information, as well as guidance and progression. The report recommends a more systematic and collaborative approach to adult learning in rural communities, informed by inter-agency and partnership working.

It is challenging for community learning providers to meet the needs of their rural communities. This is not only due to complex local geography and lack of public transport in many rural locations, but also because learning needs are varied – as they are in urban areas - and classes need to remain viable, even during inclement weather.

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[73] *Community Learning in Rural Areas*, a report by NIACE for the Department for Business, Innovation and Skills and the Department for Environment, Food and Rural Affairs, December 2012
http://shop.niace.org.uk/community-learning-rural-areas.html

There is no one set of 'rural learners' needs', so priorities need to be identified with local people and stakeholder organisations, and provision designed to meet their needs.

> *"You really have to have what they want. In rural communities you really have to pitch it right." (CL Cumbria)*

Overall, progress towards engaging rural learners was relatively slow over the course of the pilot, with many activities still in development by the close of the evaluation. The figure below shows the rural/urban profile of learners in CLT pilot areas in 2012/13 and 2011/12 and compares this to the rural/urban profile nationally. The figure shows that the number of learners in urban areas increased in 2012/13. However, this increase is not statistically significant.

Figure 6: Rural/Urban Profile Comparison
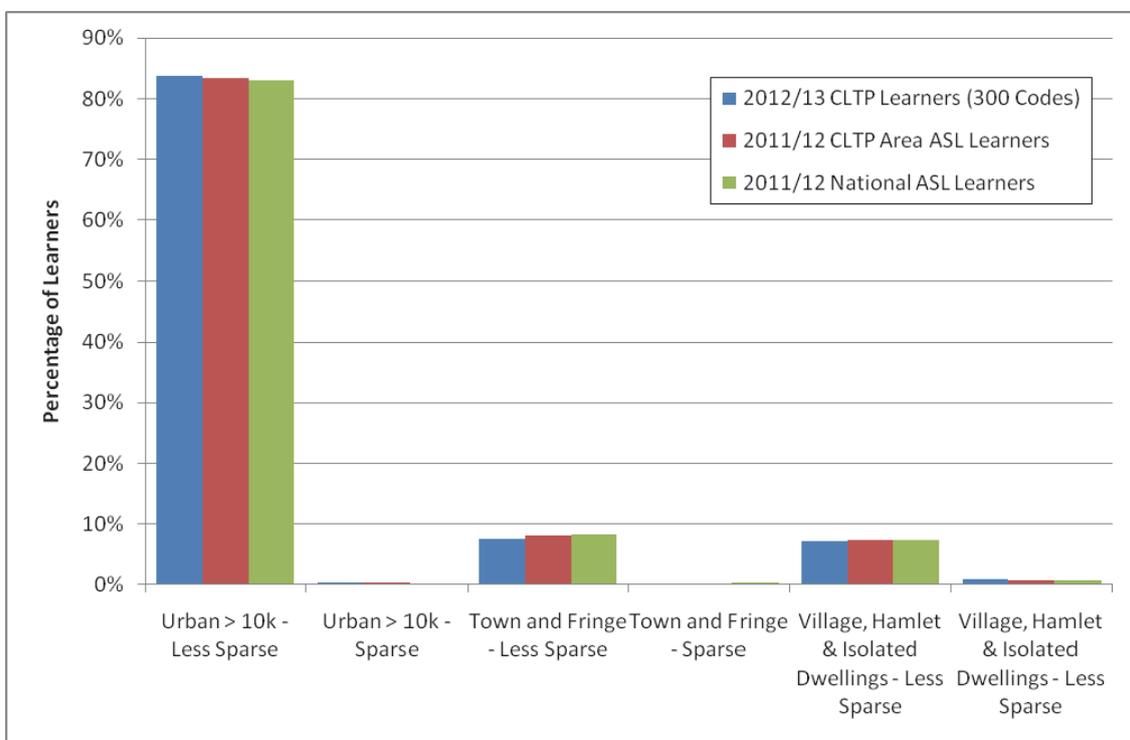
Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year). In 2012/13 CLT pilots used '300' codes to identify community learning trust provision.

Three general strategies were considered potentially useful in engaging people living in rural areas:

- **Community consultation** to identify local needs;

- **Non-traditional settings** to make learning available close to where people are;

- **Online learning** to overcome practical barriers, such as lack of public transport.

Several CLT pilot areas, such as Kent CLT, CL Cumbria and Community Learning in Cheshire, included rural communities. They had worked with partners to **understand the local context and the learning needs** of these communities. CLT pilots found it useful to begin by developing a database of rural stakeholders, such as parish councils and local organisations, who could help canvas rural communities regarding their needs and interests. Although development was on-going, it was not possible by the close of the evaluation to identify the impact of this approach in terms of providing a more relevant community learning offer in rural settings. However, the stakeholder mapping exercise was found to be a useful way of understanding the extent of local resource.

In Kent CLT, volunteer Community Learning Champions were recruited and supported by a Housing Association and trained by one of the learning provider partners. Community Learning Champions worked collaboratively with members of three isolated rural communities to understand what kind of courses and workshops might meet the needs of the local community, and worked to bring local learning to them.

CL Cumbria, using a traditional consultation method, commissioned research which linked 140 village hall committees, a range of groups in local market towns, and five community exchanges. It included an online survey and individual interviews. The consultation provided information about local awareness of community learning and the types of courses and locations that would be of interest. The online survey achieved a fairly low response rate; conversely, one-on-one interviews were considered easiest to recruit for, and to have provided useful information.

Schools, local groups, community centres and agricultural colleges were often well-placed to help CLT pilots extend their reach into small and remote communities. Using **non-traditional settings** - such as pubs - for taster events and/or courses helped increase awareness and take-up in rural settings.

After working with partner VCS organisations to target specific rural communities, providers in Cumbria CLT reported **rises of 11 per cent in learner numbers and 17 per cent in fee income. The CLT intended to use the fee income to provide additional subsidised courses for disadvantaged groups.** The CLT hoped to apply these methods to other rural areas across Cumbria.

CLT pilots were beginning to explore the use of **innovative technological solutions** such as Virtual Learning Environments (VLEs) to tackle the challenges of rural delivery, though by the close of the evaluation these were not yet in use. VLEs offer 'synchronous' or 'asynchronous' learning. In synchronous learning, participants meet in 'real time' and tutors conduct live classes in virtual classrooms. In asynchronous or 'self-paced' learning, learners are provided with an online learning platform and complete lessons and assignments independently. Although courses have deadlines, learners can progress at their own pace. Either option can include learners and tutors 'meeting' online. The tutor presents lessons through video, PowerPoint and/or web chat. Participants can talk to each other and the tutor, as well as collaborate and pose or answer questions. They can use tools available through the application to virtually raise their hand, send messages or answer on-screen questions on the screen posed by the presenter.

Technology could offer a range of significant benefits for providers and learners in rural communities. At the time of the final visit, pilots had not yet put their plans into action.

Some were weighing up the benefits of reduced delivery costs and improved access to learning against the cost of buying VLE equipment, increasing technical support and developing teacher expertise in order to put these technological solutions to the test in their rural communities.

There is further information about strategies to target people living in rural areas in Case Study 5 (see Appendix II).

5.3 Cross-cutting activities to target disadvantaged people

CLT pilots also targeted disadvantaged people via cross-cutting initiatives, for example the cross-Government initiatives to increase digital inclusion and turn around the lives of troubled families.

5.3.1 People affected by digital exclusion (cross-government initiative)

Digital exclusion is a key challenge for the UK - a challenge that community learning is helping to tackle. People can be digitally excluded for a number of reasons, including:

- **Fear** of using computers;

- **Lack of IT understanding and skills**, and/or;

- Limited internet and computer **access**.

Helping people overcome these barriers was a significant focus for the CLT pilots - and particularly important in the context of the Government's commitment to introducing Universal Credit, which will replace most existing benefits and tax credits with a single benefit claimed online. This drive towards 'digital by default' stimulated the CLT pilot areas to consider how to address IT skills needs among their most disadvantaged communities. Partnerships and collaborations with Jobcentre Plus confirmed that jobseekers had a particular need for support to improve their IT skills and many CLT pilots focused their IT provision on addressing this type of digital exclusion.

> *"Customers were telling us they had the skills to look for jobs but when we put this to the test we realised that they didn't have the skills to create CVs and look for jobs online.... there is a huge demand." (Jobcentre Plus, West of England CLT)*

> *"Digital exclusion is at the top of everyone's list." (West of England CLT)*

In collaboration with university, private sector, local government and Jobcentre Plus partners, CLT pilots used a range of strategies to improve digital literacy, share resources, map provision and swap learners. West of England was particularly successful, creating a 'digital exclusion task force' with Hewlett Packard, the university, UNISON, Citizens Online[74], local community centres and volunteers. Focusing partnership working in this

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[74] Citizens Online is a national charity set up to tackle the issues of digital inclusion, to make sure the internet is available to everybody and help individuals and communities understand and gain benefits from being online: http://www.citizensonline.org.uk/

way allowed the pilots to make real inroads into reaching digitally excluded people, as well as offering benefits for learners and generating savings for the CLT.

Providers worked together to map provision and signpost learners to relevant provision. Citizens Online specialised in helping older people to get online, so partners referred older people to them. The Local Authority and Hewlett Packard donated recycled computers and the University recruited student volunteers and helped design ICT courses in community centres. Local Authority staff actively signposted older community members who might benefit from IT training to the Citizens Online programme. IT and Psychology students were attracted to volunteering because it offered work experience. All partners felt this project worked really well to offer benefits to the learner, the volunteer and Hewlett Packard. See Case Study 3 in Appendix II for details of this project.

CLT pilots found some specific strategies particularly helpful in combating digital exclusion, including:

- Making IT more accessible by **providing learning in familiar, unthreatening environments**, e.g. community centres, libraries, pubs.

- **Providing 'indirect education' by partnering with other community events or learning activities**, e.g. coffee mornings, or cookery and craft courses, to overcome people's fear of IT.

- Thinking carefully about the **framing and naming of courses** to overcome people's fears.

Exeter increased take-up by titling sessions 'Coffee and Computers' rather than 'ICT'.

"We will start with what people feel comfortable with." (Blackburn with Darwen – Sustainable Neighbourhood Services)

- **Engaging volunteers as 'digital champions'**. CLT pilots worked with partners to develop volunteers' skills so that they could become digital champions and help other learners, for example by providing support in IT sessions. In Sheffield the 'Join the Dots' initiative trained learning champions as 'DOTS' (Digital Online Trainers) and enabled them to develop the skills to train others. As volunteers were often disadvantaged or initially digitally excluded themselves, this approach provided 'two for one' reach into the target group. Cheshire CLT delivered volunteer IT training and then allocated volunteers to specific organisations, reflecting their interests. Learners benefiting from this help were better prepared to use public services online and reported feeling less cut-off. Providers expected that this would be a good 'hook' to increase uptake of IT courses within this group.

"It's had an impact on the isolation of individuals." (Provider, Community Learning in Cheshire)

- **Moving beyond computer-only provision**. CLT pilots discovered that many 'digitally excluded' learners had a degree of familiarity with the internet through their mobile or tablet. Tablet use was highly successful in making IT learning more fun. It also meant learners could take their education out of doors, and provided the opportunity for multi-media learning. For example, learners with an interest in wildlife but an aversion to classrooms used tablets outside to research the flora and fauna they found. In one area (Sheffield), tablet-based approaches resulted in increased learner take-up and fee income.

"Now one partner has gone in and (through their approach to digital exclusion) has had lots of uptake. The number of people learning and spending has tripled." (Sheffield CLT)

Three CLT pilots had also taken part in the **eReading room pilot**[75], a six-month action research project managed by the Online Centres Foundation (now the Tinder Foundation). These pilots' experiences suggest that using technology can be a useful way to develop an interest in learning more widely. Learners in these areas were provided with 'free and friendly' access to IT, so that individuals and communities could use the internet to discover and explore a subject of their choosing. Participation in the pilot enabled CLT pilots to assemble the appropriate equipment for delivering very informal IT learning, and also increased learner recruitment and retention.

In Sheffield, the CLT found that people were attracted to the informal sessions, non-classroom settings and access to tablets and mobile devices. Informal learning based on smartphones and tablets was found to be particularly successful in putting less confident, vulnerable and disadvantaged people at ease. Liberate (West Sussex) noted a growing demand from people with (and without) these devices who wanted support to explore this technology and use it to its full potential.

The eReading Rooms pilot (as per the final report) found that the keys to successful informal learning included:

- locating the sessions in friendly local places;

- developing solid local partnerships;

- giving the learning activity a name that local people could readily identify and respond to;

- using outreach to identify what people want, and where possible bringing the learning activity to them;

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[75] See the full eReading room pilot report at http://www.tinderfoundation.org/our-thinking/research-publications/ereading-rooms-evaluation

- supporting participants to lead sessions and take ownership of the activities.

5.3.2 Troubled families

Family Learning programmes, particularly Family English Maths and Language (FEML) courses, have historically targeted deprived and disadvantaged families. This focus reflects the community learning objectives, which require providers to focus public funding on people who are hardest to reach and furthest away from learning.

The Department of Communities and Local Government (DCLG) Troubled Families Programme aims to turn around the lives of 120,000 troubled families by 2015. Troubled families are defined as those "that have problems and often cause problems to the community around them" and meet 3 of the 4 following criteria:

- are involved in youth crime or anti-social behaviour

- have children who are regularly truanting or not in school

- have an adult on out of work benefits

- cause high costs to the tax payer.

The Troubled Families Programme has a strong focus on getting adults in the family into work and improving children's school attendance, so has common objectives with many Family Learning programmes which support the development of employability skills and improved school/home links.

Several Local Authorities with CLT pilots had plans to bid for funds under the Troubled Families agenda, and others worked with specialist partners to reach disadvantaged families and help prevent them from becoming troubled families. For example, in Cheshire, the CLT partnership expanded to include working with *Altogether Better,*[76] to focus on the issue of employability. The aim was to support people from disadvantaged families into employment, help the families prosper and boost the local economy. In this joint effort, community centres were rebranded as 'Work Zones' and the CLT provided a work-focused offer. The project was supported by a range of organisations, including Jobcentre Plus, the National Careers Service and Debt Advice. By the close of the evaluation, targets had been set and there were plans to use case studies to showcase initial impacts.

As with other disadvantaged groups, such as people experiencing mental ill health, **social prescribing** was found to be a useful way of reaching families, understanding their needs, and developing a tailored offer. CLT pilots used their partnerships to help promote community learning courses and build on their existing links with health organisations, key workers and other potential referral agencies. For example, West of England had structured a **referral pathway** called 'Pathways to Success'. The CLT held meetings with GPs, the Troubled Families team and Jobcentre Plus, and with these organisations co-created a menu of courses that would appeal to their clients and help move people closer

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[76] *Altogether Better* is working with the Department of Health and other partners to develop a network of community health champions across England http://www.altogetherbetter.org.uk/

to employment. They also developed a clear, simple document (much like a prospectus) that teams could use to refer their clients to local provision. Providers welcomed the opportunity to reach these very disadvantaged families and responded to the strong demand for the project from GPs.

"They (GPs) are snapping our hands off for it." (West of England CLT)

In Sheffield, key workers in health and social care were given briefings on community learning so they would be better informed to refer clients into provision. This is a simple idea with wider potential. See Case Study 4 in Appendix II for more details.

5.4 Bringing together learners from different backgrounds

One of the benefits frequently claimed for community learning is that it offers opportunities for learners from very different backgrounds to mix and learn together, thereby **fostering community cohesion**.

Several CLT pilots had used events such as celebrations and festivals in public places, with taster opportunities and media attention, to secure broad publicity. This breadth of appeal led to more mixed provision, although this was not always an explicit objective of the profile-raising activities.

However, CLT pilots often found themselves challenged by the **new community learning objectives' strong focus on addressing disadvantage**, which inevitably required some very specifically targeted provision.[77] Within targeted courses, mixing was typically incidental rather than intentional – for example, rural provision tended to cut across age and circumstances.

Some CLT pilots found it more difficult to bring together learners from different backgrounds because of their geographical focus. In many cases, the decision about the CLT pilots' geographical area(s) of operation was an overt recognition of the need to focus on areas of multiple disadvantage. For example, Birmingham CLT had decided to focus on three areas of high deprivation, Shard End, Ward End and Northfield. Solihull focused on the more deprived northern half of the borough. Exeter Trust in Learning CLT had identified three wards in Exeter - Beacon Heath, Wonford and St Sidwells - with a high level of deprivation. In these areas, it was difficult to bring together disadvantaged learners and people who were more affluent.

CLT pilots' success in bringing together learners from different backgrounds, in both non-targeted and targeted provision, is discussed below.

5.4.1 Non-targeted courses

Overall, bringing together learners from different backgrounds is more relevant to non-targeted provision, for example, where the learning is about self-fulfilment or personal interest.

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[77] Targeted provision refers to those courses which are targeted at the most deprived learners with the aim of turning their lives around.

There was a clearly expressed desire to bring about mixing in order to avoid limiting choices for disadvantaged adults to a narrow range of courses (for example, related to employability) or stigmatising the courses they attended. CLTs achieved mixed participation through a variety of methods, including:

- **Offering discounts** based on affordability.

  "We have an open policy to our other (i.e. non-targeted) courses, so that within any course you've got the funds to support somebody who needs that support." (Liberate)

- **Using venues with broad appeal** in the community and used by everyone, such as libraries, museums or workplaces.

- **Offering subjects with broad appeal** to a wide range of people, for example craft activities such as jewellery making, ceramic painting and floristry.

Offering subjects with the potential to lead to employment or self-employment also helped attract more mixed learner groups.

For instance, in West Sussex a full cost recovery wood carving course included a 90 year old, an unemployed 19-22 year old, a young person funded by their grandparents as a gift, a tree surgeon wanting to extend his knowledge, an employee wanting to be 'more creative' and a young person with learning difficulties.

In Derby, a soft furnishings class was aimed at both newly-retired women pursuing an interest and unemployed women, some of whom were hoping to develop their skill and eventually earn an income from it. Derby's fee policy offered a sliding scale of fees according to ability to pay.

5.4.2 Targeted courses

Targeted courses in general were planned to be as homogeneous as possible; learning alongside others in similar circumstances (at least initially) helped learners feel comfortable and gain confidence. This approach was particularly common among specialist voluntary sector providers.

However, CLT pilots were still successful in bringing together mixed groups within targeted courses by using the following strategies:

- **Using informal meeting places** at provider venues, often outside of 'official' learning spaces. For example, providers' cafés were a focus for learning and volunteering projects, but also brought in a diverse selection of the public to socialise together. This first step helped bring a broad community into the learning 'space' and enabled them to feel comfortable in that environment.

  In Derby, an Adult Learning Centre where learning took place was being re-launched with an emphasis on the café, which was run by learners with learning difficulties or disabilities and frequented by many deaf people. The idea was to draw in a variety of residents from the surrounding area, including students who

> might be encouraged to volunteer and others who might see publicity about activities on offer and be tempted to try them. Learners developed skills, e.g. preparing tables, serving food or taking money, and benefitted from opportunities to socialise with other community members.

- **Including volunteers from other backgrounds**. The addition of a volunteer in the classroom helped bring about a more mixed learning group. Additionally, both learners and volunteers benefited from spending time together and learning more about how to interact with different types of people.

- **Progression from targeted to non-targeted learning** was also useful in securing more mixed provision. For example, targeted work with women in a refuge boosted learners' confidence to the point where they graduated to learning in a community centre, where they were more likely to interact with the wider community.

- **Direct targeting of diversity to foster community cohesion.** For example, Blackburn with Darwen ran a *Community Reach Programme*. This six week programme brought together people from a range of ethnic and religious backgrounds in a safe discussion forum where they could build important personal and community development skills such as conflict resolution.
  In other CLT pilots, community cohesion and citizenship courses had helped to bring together learners from different ethnic backgrounds. Learners valued this diversity in the learning group.

"You understand their culture and lineage and you learn to respect them for who they are…you get to know them a bit better in person, not just seeing their face." (Learner, West of England CLT)

"We were a very mixed group of all different ages and backgrounds, but we got to know each other and understand a bit about each other's cultures. Everyone wanted to support each other, and we realised early on how much we had in common." (Learner in sub-contracted provision, Bedfordshire and Luton Learning-for-All)

5.5 Signposting and marketing

CLT pilots were very conscious of the need to progress learners onto further learning opportunities and were working hard to develop responsive signposting strategies. Having created partnerships and mapped provision, partners were in a good position to have an overview of the provision in their area, and were keen to use this information to support learners. The following approaches proved effective:

- **Developing and/or improving website and brochure communications** to provide accessible information about provision. For example, at the close of the evaluation, West of England CLT had just finished creating a website[78], which

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[78] http://www.golearn.me/

would collate all local community learning (regardless of whether or not it was funded by the Skills Funding Agency). It was too early to evaluate its impact but providers were excited about the marketing potential.

- **Providing advice on progression opportunities in public venues.** Hosting learning 'hubs' or cafés within learning centres provided CLTs with a fantastic opportunity for both marketing their own provision and advising people about progression opportunities, including to provision offered by other learning providers. Trained IAG (Information, Advice and Guidance) advisers included tutors, staff from VCS organisations and Local Authority Development Officers working in the Adult Education Service. Guidance sometimes included more general advice about, or referrals for help with, debt and personal problems. Those providing it were becoming 'go to' people within the community for general advice

"I'm known around here – I'm like a celebrity. I can't go 100 metres without someone coming up to me and asking me for advice." (Provider, West of England)

However, providing up to date information about provision often proved challenging. CLT pilots found it difficult to keep up with frequent changes in local providers and courses. Some tried to collate information about all the provision in their area in a website but had not succeeded due to the resource input required to keep this information up to date.

The use of community advertising via neighbourhood forums and community volunteers may also be a particularly useful strategy for reaching disadvantaged people. Learner survey data showed that overall, learners from more 'disadvantaged' groups were more likely to be aware of the community activities, such as neighbourhood forums and the work of volunteers as they talked to local people.

Providers also reviewed the branding of their courses and often generated more interest by changing their titles. For example, an IT course run in rural Cumbria was advertised as *IT for the Backward and Bewildered*, with the emphasis on relevant uses of IT such as invoice preparation and ordering farm supplies, rather than generic IT skills. CLT pilots often replaced the term 'course' with 'activity', because the latter was perceived as more approachable and engaging for potential learners.

Community learning and skills providers were also keen to avoid 'English' and' Maths' in course titles. However, some partner organisations and services (such as Social Services) were only willing to refer their clients to provision that included *English*, *Maths*, *literacy* or *numeracy* in their course titles because they felt these were government priorities. This could be a fruitful area for review.

CHAPTER 5 SUMMARY

Strategy and achievements in targeting disadvantaged people

- Overall, CLT pilots were **successful in bringing more disadvantaged people into community learning activities** as compared to previous years, and there is evidence of successful targeting of specific learner groups, e.g. men and rural residents.

- CLT pilots were particularly successful in **working with specialist agencies across the** Voluntary and Community Sector **(VCS)** to engage disadvantaged learners. These organisations had specialist knowledge, insight and skills in working with specific target groups, such as adults suffering from depression. They helped CLT pilots map community learning provision, identify needs, redesign courses, recruit learners, deliver provision, and support and retain learners.

- CLT pilots successfully employed a range of tactics to identify and recruit different types of disadvantaged learners. These included:

  - **Social prescribing**, i.e. giving information about, and contacts for, community learning to intermediaries (health practitioners, social workers, social housing providers etc) to attract referrals into learning.

  - Encouraging learners to **enrol with a friend.**

  - Holding consultations and /or provision in **safe, local, familiar places**, particularly those already being used by disadvantaged groups. Rural areas had successes with community consultations held in schools and provision delivered in pubs. Placing a café alongside learning provision started to create excellent opportunities for community cohesion and helped people from different backgrounds to socialise. These sites were also successfully being used as hubs for information about local provision and guidance options, as well as broader advice about general wellbeing.

  - **Framing and titling** courses to help avoid learners being intimidated by terms such as 'learning' and 'course'. Providers referred to 'activities' instead.

- In helping to identify learner need and design the right type of learning provision, **peer research** proved useful to get a deeper and more holistic understanding about the type of provision that specific groups would 1) be interested in 2) find useful as a stepping stone into further learning or employment.

- CLT pilots used **Learning Champions or peer mentors** to help support learners in their learning – they were a 'sounding board' for problems and

helped to find solutions.

Key challenges in targeting disadvantaged people

- Engaging disadvantaged people can be difficult, and **each type of disadvantage can bring its own challenges**. It can be hard to identify, recruit and retain disadvantaged people and help them progress onto further training and/or employment. However, CLT pilots helped lower the barriers to learning by making course titles more attractive, holding 'taster days', and offering classes in familiar environments.

- Community learning provision needs to engage disadvantaged people who often have chaotic lives and may **struggle to commit**. CLT pilots found that shorter and more flexible courses and support such as crèche facilities helped people literally 'stay the course'.

- **People who were already employed but who lacked basic skills** were not typically a priority for the pilots. Pilots worked fruitfully with larger employers to motivate employees from different backgrounds to mix and develop softer skills such as confidence, e.g. via a work choir.

- **Marketing and promotion** proved challenging for CLT pilots. Although some created websites to collate information about all community learning across their partnership, others did not have adequate resource to do this. Much of the most effective promotion was done by word of mouth.

Lessons learnt and implications

- Overall, **working with relevant VCS organisations** proved the best way to reach specific disadvantaged groups. These organisations valued being part of a network and the opportunity to learn from other similar organisations. CLT pilots with successful VCS partnerships should consider producing guidance to help other areas target disadvantaged groups.

- **Innovative, successful approaches developed through collaborations with national partners should be shared**, for example, work with B&Q to attract more male learners and with MIND to target learners who are experiencing mental distress or illness.

- Issues to consider include:

  o **How to develop local, non-traditional venues for holding consultations, advice sessions and courses**, e.g. by partnering with pubs in rural areas.

  o **How to make courses more attractive to disadvantaged people,** e.g. by reviewing their labelling and positioning the learning as informal ('Coffee and

IT') to prevent less confident people feeling intimidated.

- o **How to make potential learners from disadvantaged groups aware of the local offer** and whether a website is the best way of achieving this.

- o **How to develop social prescribing to recruit disadvantaged groups**. This approach will only work if providers give intermediaries up to date contacts and a general overview of the type of provision available locally so they can discuss broad options with their clients.

6 Sharing planning and accountability and involving local people in decision-making

6.1 Introduction

The community learning objectives require all providers to:

- devolve planning and accountability for community learning, and

- involve local people in decision-making about what courses they want / need.

These objectives put communities at the heart of decision-making. Each community's needs are different and together they have an important role in identifying local learning priorities. This chapter describes the pilots' progress towards delivering this objective and the strategies that helped them increase local decision-making.

CLTs needed more clarity about whether they were expected to *involve* their communities in decision making or *devolve* decision-making so that it's eventually delegated completely to local people. The latter interpretation naturally raised concerns about risks and accountability for public money. Some CLT pilots were also concerned about quality assurance and inspection arrangements for community-led provision, for example whether and how Ofsted would inspect a course led by, or with a significant contribution from, an unqualified member of the community rather than a qualified teacher.

It would be helpful to clarify the implications of this particular objective, and also work with Ofsted to ensure that inspectors take all the community learning objectives into account when Agency-funded community learning provision is inspected, including the enhanced role for local people and organisations in planning and delivering outreach and learning provision.

In the pilot phase, there was only one example of a CLT pilot fully sharing accountability with its communities. This exception was Liberate in West Sussex, which was the one pilot using a social enterprise model, in which the principle of local involvement was fundamental to the CLT's structure and management, and local people and learners were on the board and involved in decision-making from day one. All the pilots put extensive effort into consulting with their communities to understand local needs and get feedback about provision. These community views were used to shape community learning plans in order to provide a more tailored community learning offer.

Key issues discussed below include:

- **Community consultation to inform planning and delivery** (Section 6.2)

- **Consultation with existing learners** (Section 6.3)

- **Involving the local community as volunteers** (Section 6.4)

CLT pilots reached local people through a variety of consultation methods, both qualitative and quantitative, including holding public events. They used innovative techniques to engage learners in conversations about community learning and were considering how these approaches could evolve by using social marketing and Twitter to improve their reach. For example, Derby CLT pilot found that holding a public meeting sparked a lively social media discussion, even though the meeting itself was not well attended (see the 'Community of Enquiry' example below).

In several pilot areas, including Cumbria and Solihull, excitement was generated by setting up a physical presence for community consultation, such as an event or a pop up shop. Simple methods, e.g. using community notice boards, post-it notes or tags hung in a tree, worked well as starting points for conversations about local provision. Pilots also ran taster sessions so that potential learners could try new activities while staff talked to them about other options, and reported that these were a good way of engaging people.

Working in a variety of ways with volunteers also offered an opportunity for pilots to get to know the local population in a more in-depth way. Each of these approaches is considered below.

6.2 Community consultation to inform planning and delivery

CLT pilots used a wide range of approaches to understand local learning needs. These can be broadly themed around the following strategies:

- Using **community representatives and peer researchers**

- Holding **public consultation events**

- **Maintaining a community presence**

- **Attending other community meetings and events**

- **Using market research** activities

- Using **social media**

Community consultation can only be effective if local people are aware that it's happening and have the opportunity to contribute their views.

The results of the fee and consultation survey which was conducted with 1000 learners (see Section 2.3.4), suggest that pilots were **successful in raising awareness of their consultation activities**. More than half of learners surveyed (60 per cent) indicated their awareness of at least one of the consultation activities in their area – most commonly taster sessions for people who might be interested in learning (37 per cent) or participant feedback sessions (33 per cent).

Of the learners that were aware of local questionnaires or surveys, 68 per cent said that they had been asked to complete a questionnaire or survey about their course, the equivalent of 15 per cent of the total sample of learners. Among learners who were aware of feedback sessions, 25 per cent said that they had been asked to attend a feedback session about their course, the equivalent of eight per cent of the total sample of learners.

These approaches are explored in turn as follows:

6.2.1 Using local government staff, community representatives and peer researchers

CLT pilots often relied on Development Officers, Community Learning Co-ordinators, Community Ambassadors and Neighbourhood Team members to find out about local people's learning needs. These individuals were very familiar with their local areas, right down to ward and street level, and were also adept at eliciting people's needs and preferences in an informal way. They were often 'the eyes and ears' of the CLT. As such, their contribution and insights were invaluable.

In Sheffield, Learning Champions operated at a very local level and networked within their local area; they pre-dated the CLT but were working well within it as a means of a) finding out what was needed and b) actively recruiting new learners. In Luton, community development staff worked in partnership with the CLT to identify local needs and interests through community festivals and events and work with volunteers.

"Community representatives have knowledge of the community, they exist in it." *(Sheffield CLT)*

This approach shouldn't be relied on as the only source of information about needs in an area. Community development staff have different backgrounds according to their specialisms. While they may be highly skilled in working with people, they may not all have experience of the learning context, and may define learning more narrowly than community learning staff or learners. We would recommend joint training opportunities for staff with community development and community learning backgrounds, to encourage them to share their skills. Joint working of this kind offers a useful approach to consultation, alongside a range of other methods.

A number of pilots were also working with peer researchers[79] **or volunteers** to reach more marginalised groups. For example, Sunderland CLT was using this approach in order to understand the needs of substance misusers and develop appropriate community learning provision. A partner specialising in training community members to be peer researchers was commissioned to recruit and support a group of people from within the substance misuse community. They chose those who were in recovery and strong enough to work with misusers. They were selected carefully and enrolled onto a ten week course. On that course they designed the questionnaire or discussion guide and were trained in interviewing techniques and data analysis.

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[79] In peer research, members of the research target group adopt the role of active researchers, interviewing their peers about their experiences and needs

Where CLT pilots had used this approach,[80] it yielded interesting ideas and supported the development of new provision. This is a powerful way to involve the community, and specific disadvantaged groups within the community, in the research and consultation process. Results are likely to be richer and more attuned to the needs of target groups. The approach was quite successful as a consultation method and is recommended for consideration by other community learning providers.

6.2.2 Public consultation events

Participation in the pilot pushed providers to engage in more public consultation, and to use consultation results to help shape their community learning provision. Many pilots held consultation events in the form of hosted meetings, inviting local community representatives to come together to discuss the community learning offer. Consultation meetings provided a formal 'voice' for communities, supported the creative process of developing new courses, and helped ensure that ideas were discussed and developed. For some areas, this was a substantial change. Many providers had previously run programme which continued from year to year, consulting (if at all) only on courses aimed at meeting the needs of particular communities.

An example of this type of consultation took place in Birmingham, which held a **Community Summit** to:

- talk to local communities about how to spend the Community Learning funding allocation;

- get feedback about the impact of community learning on local people;

- inform community learning planning and decision-making.

Hosted by a range of partners, including the FE college, LA adult education service and Jobcentre Plus, the event attracted 30-40 attendees from different organisations, which encouraged productive networking. The discussion revealed that attendees wanted more employment-related learning, guiding the CLT pilots' decisions about the shape of future provision.

Derby CLT organised a **Community of Enquiry[81]-style meeting** to involve residents of a deprived estate in a discussion about learning. The Residents' Association was able to get feedback to establish what sort of courses people wanted – in this case, accredited courses which offered a recognised certificate or qualification. Having evidence of a tangible, community-supported learning goal elicited local employer interest. An employer summit was subsequently organised on the back of the community meeting and the CLT was able to secure a commitment from local employers to support community learning.

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[80] Typically peer research had been conducted prior to the pilot rather than during the pilot itself.
[81] **Community of Enquiry approach**: a group of people are brought together to co-research a topic or issue. The approach uses a 'co-creation' approach, in which all members are actively involved in proposing ideas, rather than some individuals 'presenting' and some just responding or listening.

While this kind of approach engages local stakeholders and some local people, those who participate tend to be relatively confident and motivated; smaller organisations and less confident individuals may either not attend meetings, or feel uncomfortable about contributing their own views, which means that some voices and preferences go unheard. For this reason, while consultations are very important, learning providers need to consider the overall mix and balance of their provision to ensure that a range of local needs are met.

CLT pilots noted a number of challenges around organising consultation events and securing adequate participation:

- Events took **time and resource to organise** and could fall victim to staff or other resource shortages. As a result, several CLT pilots' planned forums had not taken place by the close of the evaluation.

- **Attendance varied**, for example, one CLT pilot held an afternoon drop-in session which only attracted a few residents.

- Some **events attracted 'the usual suspects', often professionals rather than local people**, which limited genuine learner consultation. For example, out of 30 - 40 Community Summit attendees, only three were residents. It was therefore important for pilots to use additional consultation methods to ensure adequate 'reach' into the local community.

  "We didn't get through to people on the ground." (Birmingham CLT)

In order to help boost participation after failing to attract local residents to a consultation event, one CLT pilot found it beneficial to **use a residents' association as the event host** rather than the college or Adult Education Service. Residents' associations tended to be respected, trusted and influential and therefore more likely to attract local people.

6.2.3 Maintaining a community presence

CLT pilots often used community spaces or their own premises as venues for community consultation. For example:

- **Hosting 'drop in' or taster sessions in community venues** such as Children's Centres and community centres proved a useful way of reaching the public. Providing incentives, such as food tasting or relaxation sessions, worked well in some areas.

- Some CLT pilots, including Brighton and Derby, ran **coffee shops and cafés** on partners' premises to draw in the public.

- **Pop up shops** were seen by several CLTs as the next step in engaging local people in the places they frequent (such as food banks), although few had taken place by the time of the final evaluation visit.

People liked the informality of these venues and it was usually the most convenient way for local residents to have their say. However, time for feedback was often short and there was less time for discussion and interpretation, so more risk of having to take what people said at face value.

6.2.4 Attending other community meetings and events

Pilots '**piggy-backed' onto other community meetings in order to reach local people**. These events included community fairs, neighbourhood forums, meetings about Community Led Plans or Parish Plans and other community activities such as parents' evenings and local clean-ups.

Interacting with the public in this way minimised the organisational resource requirement and generally provided good access to local people, often allowing community learning providers to reach larger numbers than they would have attracted by asking people to 'come to them.'

> *"Start where the community is at, not where the provider is at." (CL Cumbria)*

In Cumbria, partners went out to schools to talk to parents during parents' evenings, armed with flyers about community learning. Conversations with parents at these events worked well to give providers feedback on which courses appealed, and the CLT was able to reach a large number of families at once – a challenge in this rural area.

Broader neighbourhood forums often ended up discussing local issues such as crime, parking or litter. Learning was often not top of the list but was introduced, with varying success, on the back of other topics. Debates about local problems connected well with specific community learning themes such as citizenship, conflict resolution and community development. Some pilots also used these meetings to discuss strategies for improving local people's communication skills so they could lobby elected members or work together to find affordable ways to improve the neighbourhood environment.

6.2.5 Market research activities

Some CLT pilots substituted or complemented face-to-face consultation with formal or informal market research activities.

For instance, Kent CLT's partners had a history of using market analysis to inform their decision-making. As part of the CLT pilot, they commissioned a **formal research exercise**, quantitative and qualitative, including surveys and focus groups aimed at understanding needs and market demand for learning across the spectrum of the creative arts. This research identified five target groups: *retired* people, *nine-to-fivers*, *balancers* (people who work part-time), *independents* and *matriarchs*. Based on the research results for these groups, Kent planned to reshape its offer in terms of the location, timing and packaging of courses.

Other CLT pilots administered **surveys** through the library or via door-to-door canvassing using volunteers or Development Officers. However, response rates tended to be fairly low and overall this represented a fairly time-consuming and relatively inefficient option.

Several pilots explored more informal alternatives, for example using:

- **Consultation walls, 'graffiti walls', notice boards** and 'choice wheels' representing different course options which community members could vote on using post-it notes (Sunderland, Cheshire). These informal but effective methods of public opinion canvassing were variously used in public places, learning venues, and outside community events.

- A **3D comment tree** at a public celebration event, which passers-by could hang comments on. The pilot used the comments to get feedback about barriers to taking part in community learning.[82]

People liked these more visual consultation methods and they tended to generate a good response, in terms of both numbers and the quality and richness of feedback. Their relative anonymity was also perceived as helping encourage participation from people who might be shy about airing their views in more traditional forums such as a consultation event. There were no reported drawbacks, although this kind of 'light touch' consultation requires more interpretation than detailed responses obtained via interviews, and there is no opportunity for follow-up questions. However, these downsides were outweighed by the success of the more informal approaches.

"Comments on a wall are much more fun and approachable than form filling."
(Community Learning in Cheshire)

6.2.6 Using social media

Pilots recognised the power of IT as a tool for both consultation and gathering feedback, and were experimenting with it, in some cases very successfully. In light of the resource needed for face-to-face consultation, social media methods for reaching learners often presented an efficient alternative.

For example, one CLT pilot (Derby) engaged 60 people in a **Facebook discussion,** which compared very favourably with the relatively limited attendance at face-to-face sessions. Inspired by this example, other pilots were considering social networking approaches in the future.

Participants welcomed the convenience of being able to give their views from home and appreciated the opportunity to interact with other community members and share ideas. Most were already using Facebook, so it was also a familiar medium. Additionally, social media channels offered a degree of anonymity and an opportunity to participate in a relatively limited way compared to speaking during a consultation event. This made it particularly attractive for people who lacked confidence or whose previous experiences of learning had been negative.

Pilots saw social media as an area for future investment but were also aware that it cannot be the only communication channel because it can exclude people without IT skills or broadband access and those who have low literacy levels or do not speak English as their first language.

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[82] See more information about Derby CLT in the YouTube 'talking heads' link:
http://www.youtube.com/watch?v=vSSUijxDjCE.

6.3 Consultation with existing learners

CLT pilots consulted with existing learners in order to get feedback about the quality of their learning experience and use it to help shape planning and delivery decisions. Existing learners had valuable insights into how the learning experience could be improved and what would encourage them to progress. It was also an important way for pilots to find out more about the impact of their provision and whether the learning had helped to transform learners' lives. Partnership working had the added benefit of opening up access to feedback from learners attending courses in different partner organisations and expanding each pilot's overall evidence base on learner satisfaction.

Overall, **traditional methods such as learner surveys and feedback forms at the end of courses** were useful ways of gathering feedback. However, some learners complained about the paperwork burden this imposed – particularly when these approaches were used for getting feedback about more informal learning activities. Pilots were also experimenting with using other methods for gathering feedback, such as:

- **Using more visual and simple questionnaires or feedback forms** rather than paper questionnaires, because this could make the process more accessible. A small difference, such as printed speech bubbles for learners to write in their comments, was felt to help a great deal in obtaining more feedback, especially from learners with anxieties about reading and writing.

- **Providing questionnaires on tablets** was seen as having great potential for engagement and feedback, although most pilots had not had the time and resources to use these approaches by the close of the evaluation. Tablet-based surveys helped introduce learners to IT and were felt to make the feedback process more user-friendly and data easier to analyse.

> At the third visit, all Blackburn with Darwen's Community Officers, part of the Local Authority's Sustainable Neighbourhood Services team, had just been issued with tablets. The pilot was considering using them instead of paper-based learner surveys as a means of gathering qualitative feedback via 'vox pop' recordings, as well introducing them as learning devices in a variety of settings.

- **Taking feedback via text message** had been used but CLT pilots experienced low response rates. However, this may have been because some waited until the end of the academic year to approach learners; if texting is used to gather feedback, messages need to be sent very soon after the end of the course while the experience is still recent.

> In Kent, a combination of text messages and phone calls formed the basis of a longitudinal feedback process and analysis of learners on targeted responsive provision. Blackburn with Darwen CLT had also used this method in the past but had a low response rate and was beginning to pilot a new approach with a small number of learners to see whether this produced better results.

- **Using community organisations as** intermediaries was found to be useful. Voluntary and community sector providers knew their learners very well and lead

contractors tended to trust this knowledge and insight. Pilots felt that community providers were often able to use their experience to 'read between the lines' when learners made suggestions about new courses and these providers were often used to moderate conversations about community learning.

> In Brighton a number of user-led community providers ran cafés and were able to consult learners informally in this way.

- **Tutors phoning learners to ask for feedback** was found to be a useful approach in terms of response rates - learners responded well. However, it was also time-consuming, imposed a burden on staff and risked giving skewed results because learners aren't always entirely honest if they are responding to the person who taught the course. To counteract this effect, some providers asked an administrator to phone learners and ask for feedback. In relation to attendance however, providers found that a prompt phone call from the teacher when learners failed to attend a few sessions was a very good way of finding out what could be done to help them back to the course.

- **CLT pilots explored using learner forums and/or focus groups**, but many found it difficult to get learners interested in providing feedback in a group format. They were unsure about the reasons for this reluctance, for example whether learners had concerns about the time commitment or a preference for giving feedback privately. Most pilots had not yet explored the use of incentives such as offering a small fee for learners' time or discounts on future courses. However, some CLT pilots had succeeded with this approach, integrating it with guidance and progression advice.

> For example, Learning for All in Bedfordshire offered 1:1 and group sessions at the end of courses as part of its separate but parallel National Careers Service contract.

"We tried to have a working group with people from various courses…. People just weren't keen on being a part of it." (Provider, Sunderland's CLT)

There was also some movement towards engaging learners more actively in community consultation rather than simply providing feedback about their own learning experience. For instance, one CLT pilot developed a course incorporating consultation, where learners were encouraged to consult their communities as peer researchers, developing a variety of communication skills in the process. These courses usually focused on an issue in the local area, such as a shortage of play spaces, and explored the skills of consulting with the public and designing a solution. This was a direct way of supporting learners to become more active citizens. For example, West of England CLT worked closely with Development Officers to design a portfolio of citizenship courses based on local issues identified by the officers. These courses took considerable time to plan and organise but participants benefited enormously and developed a range of skills, including consultation design and public speaking.

6.4 Involving the local community as volunteers

Training and supporting volunteers was one way of working more closely with local communities. Volunteers helped to deliver and improve community learning provision as well as working in broader contexts, for example by supporting community events, helping run food banks or assisting people with disabilities. For some CLT pilots, volunteering was identified as a learning activity, whatever the context, with training and support offered accordingly. For some, volunteering offered valuable preparation for work and helped CLT pilots build their links with employment services and Jobcentre Plus.[83]

6.4.1 The role of volunteers in CLT pilot activities

Volunteers were recognised as **invaluable to the work of CLT pilots**. Volunteers were widely used in all CLT pilots to support learners, enhance learning and ensure facilities could continue operating. Blackburn with Darwen used community learning funding to train up volunteers to run community centres, after Local Authority staff had been made redundant as a result of spending cuts. Volunteer support was particularly helpful in ICT courses, where learners often progress at different speeds and need additional support.

Some CLT pilots used volunteers in combination with paid staff drawn from the community, enabling a wide range of people to become involved in CLT activities. For example, in Sheffield, Birmingham and West of England, staff had been recruited from targeted deprived neighbourhoods to become **Community Learning Champions**[84] (CLCs), volunteers who promote learning to friends, relatives, neighbours and workmates. Their work tended to be ad hoc rather than based on a set number of hours per week. They carried out a variety of roles, for instance providing learner support in IT and financial literacy classes. They helped tutors with cultural awareness and worked with Development Officers to create curriculum content and promote courses. Learners described classroom volunteers' support as vital to enabling them stay on their courses.

> *"If it wasn't for her, I wouldn't have stayed on the course. My life was so horrible at that time and I was finding it hard to concentrate. After the baby I just couldn't talk to people, not even my mum. I could talk to (the volunteer) and she always made me smile."* *(Birmingham CLT)*

6.4.2 Volunteer profile and recruitment

Volunteers were varied in terms of their backgrounds, motivations and roles. Some were also learners; some were previous users of the service; some wanted work experience for their C.V. and others had professional skills, such as cooking or teaching, they wanted to share with local communities. For some, an initial desire to gain experience that would increase their employability shifted over time to become a commitment to community learning in its own right.

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[83] See the case study of volunteering through the Luton Trust in Case Study 6 in Appendix II.
[84] A National CLC Support Programme provides co-ordination and support for CLC schemes. See further information at: http://www.communitylearningchampions.org.uk/

"To start with, I'm not sure I even wanted to do it that much but after a week I really enjoyed it, seeing them improve and helping them out and I'll definitely continue volunteering for those reasons." (Unemployed graduate volunteering on an ICT course, West of England CLT)

CLT pilots noted some challenges in relation to volunteer recruitment, including:

- Some evidence that Jobcentre Plus (JC+) rules could make it difficult to use **unemployed volunteers**, due to restrictions in the hours they were allowed to volunteer and the potential for conflict with signing-on times or JC+ activities. However, in other areas good collaboration with Jobcentre Plus led to volunteer recruitment in Job Centres with the active support of JC+ staff. For example, Learning-for-All in Bedfordshire promoted volunteering to unemployed residents through Jobcentre Pus as a means of enhancing their CVs.

- Some volunteers relayed negative experiences around their application and the **time taken** to become involved.

However, some CLT pilots were highly successful in overcoming these challenges and recruiting volunteers to support community learning activities – as highlighted in Case Study 3 in Appendix II. There are two key lessons in relation to attracting community learning volunteers:

1) **Providers need to harness the power of positive volunteering experiences and anecdotal comments from volunteers about the impact of volunteering**. These comments can be used in speech bubbles, written quotes or short films as a way of attracting people to volunteering and helping them see the benefits. Providers could consider holding 'surgeries' where people who are interested in volunteering can question a current volunteer about the experience and/or listen to a short talk about volunteering.

2) Providers need to **make it as easy as possible for local people to volunteer,** perhaps by creating a tiered volunteer structure and only using interviews and application forms for those volunteer positions requiring higher level skills and responsibility.

> In Luton (see Case Study 6 in Appendix II), very basic training was offered to volunteers involved in one-off community events, while more regular volunteers received more substantial accredited training and, where appropriate, specific training relevant to their volunteering role.

6.4.3 Volunteer training

Although volunteers are not paid for their time, they require support and training and are therefore not 'cost free.' CLT pilots identified the following approaches to volunteer training and support as worthy of consideration:

- **Managing volunteers locally** through the partner and/or project. The best approach was to keep volunteer programmes local. In most cases, volunteer training was managed by the CLT's local partners and project leads. Partners tended to have their own policies and procedures. There was a degree of perceived 'ownership' of volunteers, who in turn were loyal to a particular project or organisation. There were benefits for a volunteer to be connected to an individual project rather than the wider pilot. The project was seen as more tangible and the volunteer was more likely to form a strong attachment to it.

- **Offering accredited training.** Pilots found that using accreditation, underpinned by standards or a kite mark, could boost volunteers' confidence and the quality of volunteering.[85] Some pilots, for example Luton Trust and Liberate, accredited their volunteer training via NOCN[86] and felt this was an important motivator for some volunteers to get involved.

- **Local individualised training.** Providers were keen to tailor their volunteer training to the type of learner the volunteers were going to support. On the whole, pilots felt that offering one training package for all providers in a locality or region would be a hindrance rather than a help, because it could stifle local projects and disengage their volunteers.

- **Volunteer driven training.** Volunteers benefited from helping to devise their own tailored package of training and choosing their own learning. In some CLT pilots such as Exeter, volunteers could choose their own courses and attend one course offered by the CLT's partner organisations for no charge, as a reward for their volunteering and to support further skills development.

- **Linking training to progression**. A number of pilots had enabled their volunteers to take the next step and train to become community learning tutors. In some places, such as Exeter, this training was offered free in recognition of their volunteering service. In others, volunteers paid to attend courses.

> In Cumbria, the VCS partner used Community Learning Innovation Fund (CLIF) programme funding to offer volunteer training and introduced an accredited volunteer course.

One CLT pilot tried to run volunteer training with a VCS partner but experienced difficulties because the partner organisation's staff didn't have time to deliver the training. In another pilot, the project to develop a volunteer qualification had to be put on hold when a vital post was removed and there was no replacement.

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[85] **ASDAN's** Community Volunteering Qualifications (CVQs) are nationally recognised qualifications at levels 1- 3, with UCAS points attached to support progression & employment. **NCFE** offers volunteering awards at Entry level and levels 1 and 2. **The Community Learning Champions (CLC) national support programme** offers training packages, a good practice framework and CPD modules http://www.communitylearningchampions.org.uk
[86] http://www.nocn.org.uk/

"Volunteers and learner champions need a lot of support…. It's a lot of lone working and they quite often [lack formal education or confidence] because they are people who come from the community who have done our courses and suddenly they are expected to join our team and work to our standards, which is a huge leap for them so they need a lot of support for that." (Development Officer, West of England CLT)

There is clearly a balance to be struck in order to keep the management of training local but ensure that training and support are underpinned by a set of 'good practice' standards and guidelines. There are several sources of useful information[87] about volunteering, which will be helpful for community learning providers and their partners. It is recommended that providers offering volunteer programmes make links with the Community Learning Champions National Support Programme, which offers a framework of co-ordination and support for volunteers and the organisations that support them.

6.4.4 Volunteer retention

Volunteers did not generally need incentives to continue volunteering. For most, their reward came from helping other people or achieving something in their own neighbourhood.

It was important to get volunteering activities right. Pilots found that some activities proved to be challenging for volunteers and there could be situations in which some volunteers needed reassurance and support because they felt 'out of their depth'. For example, one Development Officer supported a team of volunteers who had been given the task of promoting an event hosted in a local school. This proved difficult for some volunteers because they needed to summon the confidence to approach potential attendees and 'sell' the event. However, volunteering also needed to present some level of challenge. If tasks were consistently below their skill level, volunteers could lose interest and feel that they were undervalued.

A number of **incentives and support mechanisms** were successfully used to support volunteers in their roles and promote retention. These included:

- Offering incentives / rewards (beyond simply reimbursing travel expenses), e.g. Exeter CLT rewarded volunteers with access to community learning or accredited learning courses across the partnership.

- Recognising volunteers' contribution through proper **job titles**.

- Providing **regular one to one support** from permanent staff who could act as mentors. Providing **forums for volunteers to support each other** (an online forum allowed DOTs to keep in touch with and support each other in Sheffield CLT).

- Providing access to IAG and careers advice.

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[87] For useful guidance on volunteering, see http://www.volunteering.org.uk/goodpractice and http://www.communitylearningchampions.org.uk

- **Offering accredited courses** related to their volunteering, such as PTTLS[88].

- Providing an **opportunity** that helped volunteers progress towards employment, including incentives specific to the project and type of volunteer; for example, ICT graduates were offered an interview at Hewlett Packard (West of England's digital exclusion project).

Although it hadn't yet taken place, some CLT pilots were also investigating 'time banking' - offering free use of services in exchange for volunteering time - as a potential way to reward volunteers for their work.

A community centre partner in the West of England CLT had some potential volunteering interest from a couple whose Urdu language skills reflected the local demographic. They found out that some of the staff were volunteers and offered to help when translation was required. The couple were already paying to use some of the facilities in that community centre, e.g. their children used the ball park a couple of times a week. The centre manager suggested that if they had a time banking system in place, he could offer this couple free use of the centre's services in exchange for their volunteering.

> *"Instead of getting paid in money, you get paid in time credits. It might be hiring a centre or renting a bouncy castle." (Provider, West of England)*

Providers need to develop an infrastructure that supports volunteers, makes them feel valued and supplies appropriate and tailored information, advice and guidance (IAG), while recognising that they are volunteering in a specific project and local context. Providers could develop and/or customise accessible guidance, including suggestions for how to incentivise and retain volunteers.

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[88] Award in Preparing to Teach in the Lifelong Learning Sector, which provides an introduction to teaching and training adults.

CHAPTER 6 SUMMARY

Strategy and achievements in devolving planning and accountability and involving local people

- CLT pilots worked hard to involve local communities in decisions about community learning. This was mostly achieved through **consultation and using volunteers**. One pilot (Liberate, West Sussex) had successfully started to devolve accountability through their structure by appointing learners to their board and strategic group/s.

- Consultation activities had been promoted successfully and **most people were aware of consultations in their area**, as evidenced in the TNS-BMRB Learner Survey

- **Community representatives**, such as Development Officers, Community Ambassadors and Neighbourhood Team members responsible for a neighbourhood or small area became **'the eyes and ears of the CLT'** and were valuable for their insights into community needs. Pilots used this information to help shape the planning and delivery of community learning.

- **Peer research was useful in unlocking rich understanding about the needs and context of disadvantaged groups in a locality.** Specialist providers had been commissioned in some CLT pilots to help train up teams of peer researchers[89], often as part of the community learning offer.

- A **community presence, such as a pop up shop, was a winning formula**, enabling local people and potential learners to express their thoughts and needs around community learning, sometimes creatively through the use of consultation trees or a graffiti wall. The community welcomed this informal, convenient and fun way of giving feedback.

- CLT pilots were **starting to embrace social media** as a tool for consultation but were still experimenting with how to do it effectively. Potential learners welcomed this approach for its convenience and opportunities for interaction. Social media proved to be an efficient consultation and feedback mechanism for the pilots.

- **Feedback forms had been cleverly adapted** by a number of pilots to cater to a range of learner abilities, elicit more useful feedback and be more accessible and useful to the learner.

- All CLT pilots were using volunteers in different ways to help promote and support the delivery of community learning. They **built on the success of volunteer projects** in previous years and had a wealth of strategies for supporting and

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[89] In peer research, members of the research target group adopt the role of active researchers, interviewing their peer group about their experiences and needs

retaining their volunteers.

Key challenges in sharing planning and accountability and involving local people

- **CLTs needed clarity about whether they were expected to *involve* their communities in decision making or *devolve* decision-making so that it's eventually fully delegated to local people**. The latter interpretation naturally raised concerns about risks and accountability for public money. Clarification is required

- **Some CLT pilots were concerned about quality assurance and inspection arrangements for community-led provision**, for example whether and how Ofsted would inspect a course led by, or with a significant contribution from, an unqualified member of the community rather than a qualified teacher.

- **The skills set needed to organise and deliver effective consultation via traditional methods was a barrier for some pilots.** Large scale consultation events or focus groups require skilled design, recruitment, moderation and analysis to be successful and yield meaningful insights.

- In some cases, events **only attracted 'the usual suspects'** rather than local people, and CLT pilots had to find other ways of reaching their target groups, such as peer research and/or a physical presence in a community venue.

- Consultation events were sometimes delayed due to lack of resource or because other projects became more urgent. **Larger consultation events can take considerable** time to organise if they're not contracted out to a specialist agency. For providers with a limited budget, smaller scale consultation events proved easier and still effective.

Lessons learnt and implications

CLT pilots **used a host of innovative approaches and projects** to involve local people in community learning planning and delivery. Being a CLT pilot offered the opportunity to be brave and experiment. In doing this, inevitably not everything worked.

In looking ahead to future strategies for community engagement, the following ideas and issues should be considered:

- **The cost and effort of public consultation could be shared with other local services and/or sponsored by a local business**. Providing incentives, such as coffee, food-tasting or music, helps encourage attendance, especially if local people are committing to more than one event or joining a neighbourhood forum.

- **Social marketing or Twitter** offers an inexpensive way of consulting some - but not all - local people, as demonstrated in Derby. This could also be a way of achieving further reach.

- **Branding** of any potential social marketing site needs to remain neutral and community focused; some people may be less likely to respond positively to Local Authority branding.

- **Volunteering needs to be made as easy as possible, with flexible incentives** for the volunteer that are appropriate to their skills and interests. Volunteers may want to choose from a range of incentives rather than receive 'a one size fits all' reward.

- **Have a physical presence in the community**, using a range of places. Consider the idea of a pop up shop as a central place for community learning consultation and other community-focused projects. If this is not possible, use cafes in existing community learning venues.

- **Simple techniques such as portable graffiti boards work well** to elicit anonymous views from local people and create a sense of fun.

7 Pound Plus

7.1 Introduction

'Pound Plus' is a new term that describes how learning providers maximise the value of public investment[90] and reinvest it to benefit the most disadvantaged people in their communities. Pound Plus refers to the additional income and savings that providers generate over and above public funds provided each academic year, including:

- **Direct Income,** e.g. fee income from learners; sponsorship; grants and tenders; and sales from products and services.

- **Cost savings,** e.g. savings in accommodation; use of volunteers; savings in staffing through partnership arrangements (for example, by sharing a common marketing team across partners); and shared services such as back office functions.

- **Value for Money initiatives,** e.g. setting up self-organised groups or developing new, cost-effective delivery approaches.

Although the term is new, it does not necessarily denote a new way of working. Over the years, many community learning providers have used their Skills Funding Agency allocation as part of a rich mix of funding, including sponsorship and grants, to support provision and give maximum flexibility to meet community needs. However, public funding for community learning is now explicitly seen as a **contribution**[91] towards community learning in a locality:

Allocations will remain the same as in previous years but will now be regarded as a contribution to locally owned community networks with clear strategic plans, priorities, delivery objectives and measurable learner outcomes, the ambitions of which will only be achieved by securing additional revenue over and above the public subsidy available'.

All CLT pilots were sent guidance about Pound Plus and a pro forma (see Appendix V) to complete in December 2012 and again in April 2013. Pilots were asked to list examples of Pound Plus and their total amount of Pound Plus, including cost savings, value for money initiatives and, where feasible, income generated. They were also given the opportunity to record pre-pilot examples of Pound Plus generation. The exercise allowed pilots to report Pound Plus examples both before and during the pilot.

This chapter sets out:

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[90] See additional Pound Plus information in the LEAFEA case studies report: http://www.rcu.co.uk/expert-research/leafea-pound-plus-case-studies
and the WEA Pound Plus report: http://www.wea.org.uk/about/whatwedo/pound-plus

[91] See   https://www.gov.uk/government/publications/skills-funding-statement-2012-2015

- CLT pilots' experience of documenting Pound Plus, including the benefits and challenges

- Strategies for Pound Plus generation, including from direct income, cost savings and value for money initiatives

- Learner survey findings on course fees and what learners would be willing to pay.

CLT pilots were able to demonstrate Pound Plus and, although some found the initial data gathering burdensome, most found the exercise of collecting, collating and formalising Pound Plus informative. Many CLT pilots planned to continue the exercise (some using their own templates and format) and others were considering making Pound Plus a criterion for appointing new sub-contracted providers. Pilots generated substantial amounts of Pound Plus, mostly through fee income and tenders and grants – but also through contributions in kind and by monetising volunteer time. Many CLT pilots were pleasantly surprised by the amount they generated.

The Pound Plus approach maximises the value of public investment so that income and savings can be reinvested to benefit the most disadvantaged people in our communities. During the pilot period, CLTs reinvested their Pound Plus in a variety of activities and/or additional learning resources.

> For example, Exeter re-invested funds saved from Pound Plus in: free short courses for learners from disadvantaged backgrounds; courses to help volunteers progress to mainstream college courses; learning resources such as iPads for community use; and part-time Community Engagement Workers to build community links and engage new learners.
>
> Kent is re-investing income generated through its Pound Plus strategy in various ways. For example, £35,000 was committed to an additional CLT post to help respond to the needs of people who have had no contact with learning since leaving school, have few or no qualifications and are economically inactive in one of the most deprived locations in the country. This supported 250 learners on the Doorstep Learning Programme, delivered in partnership with a social housing provider and incorporating a Community Champions initiative, with training by Kent Adult Education for volunteers recruited and managed by the social housing provider. Pound Plus will also help fund two further 0.6 FTE posts to replicate this work in other priority areas in Kent.
>
> These investments will also enable the development of pre-entry routes to the Foundation Degree in Community Engagement, delivered by Canterbury Christ Church University and developed in partnership with Kent Adult Education and the WEA, planned for September 2014 entry. This degree aims to provide a professional framework for those working, living or volunteering in communities.

RCU, funded by BIS, supported the Local Education Authorities Forum for the Education of Adults (LEAFEA) and the Workers' Educational Association (WEA) to research and publish additional Pound Plus case studies. Links are available at footnote 92

7.2 Experience of documenting Pound Plus

Over the course of the pilot, **most CLT Lead Partners came to appreciate the value of collecting Pound Plus data** as a means of:

- seeing and recording the value of additional contributions to their work, for themselves and partners

- providing an opportunity for collective reflection and re-examination of the financial aspects of community learning provision

- **demonstrating that value to the outside world**, for instance when submitting bids or attracting new partners

- **securing additional resource** to meet the needs of disadvantaged communities.

CLT pilots also noted drawbacks to calculating Pound Plus, with some CLT pilots feeling that this was a **distraction** that prevented staff from getting on with delivering community learning. In some areas this resulted in less consistent or thorough Pound Plus documentation and /or less effort expended on the Pound Plus exercise overall. Pound Plus was seen as:

- **difficult to explain** to partners

- **difficult to collect consistently**, because partners tended to have different systems and approaches to Pound Plus calculation, and some CLT pilots found it difficult to separate additional Pound Plus generation from activities which would have happened anyway.

- **potentially requiring sharing of commercially sensitive** information, such as data about fees and income; overcoming this fear required trust and openness between partners.

- **time-consuming** to collect (collection was undertaken by different staff, ranging from Development Officers to staff working in sub-contracted organisations) and potentially a drawback for organisations considering whether to join a partnership, particularly time and resource-limited Voluntary and Community Sector (VCS) organisations.

    "The information collected on Pound Plus needs to be proportionate; we don't want to frighten people (in small charities) off." (Blackburn with Darwen – Sustainable Neighbourhood Services)

- However, despite these 'teething problems', Pound Plus collection was considered a useful exercise for community learning providers. By the close of the evaluation, **most CLT pilots were keen to continue collecting Pound Plus**, and in some cases intending to add it to the requirements for their sub-contractors. Having a Pound Plus template and guidance and support helped pilots to collect the data.

"We are now including 'Pound Plus' as part of the criteria for working with new providers… they are asked to provide examples of value for money in their bid." (Sunderland's CLT)

There was early evidence that CLT pilots were also beginning to adapt the approach to better fit their own practice and needs – for example, by streamlining the process to include only the Pound Plus categories relevant to their own partnership or adjusting the format to fit with partners' existing management information requirements. By making adjustments to tailor the exercise, CLT pilots are likely to slim down the time and resource required for future Pound Plus calculation.

> For example, Blackburn with Darwin adapted the form into a spread sheet and included examples, to make it easier for partners to fill in.

CLT pilots were reminded of the importance of documenting their Pound Plus data throughout the pilot year. In future, in the absence of this kind of external reminder and support, partnerships may benefit from the introduction of an informal competitive element to spur action. Pilots frequently asked evaluators about other CLTs' Pound Plus, and were clearly engaged by the challenge of performing well.

7.3 Total Pound Plus generated

CLT pilots were able to generate and document Pound Plus despite this being the first time that many had attempted to record this kind of financial data. In terms of the amount generated, they often exceeded their own expectations.

> Cheshire CLT determined that for every pound of public money brought into the CLT, they generated £8.60 of value.[92]

CLT pilots felt a certain amount of pride in the total amount of Pound Plus generated, and this information was shared and celebrated to help motivate staff for further Pound Plus generation. However, if anything, Pound Plus was underestimated in some CLTs. Lead contacts lacked time to discuss and understand all their partners' data, and there was a sense that not all Pound Plus savings had been recorded by every partner.

Some CLT pilots highlighted, and calculated, the 'Pound Minus' as well as Pound Plus, in order to take into account the cost of partnership meetings to develop the Pound Plus strategy, collection and analysis of Pound Plus data and attendance at pilot-related meetings and events.

From August 2012 - March 2013, CLT pilots generated the following Pound Plus (see Table 3, overleaf):

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[92] Cheshire CLT took a slightly different approach to Pound Plus calculation. To achieve the figure above, the CLT looked at the impact of public money spend on the Cheshire economy, using the Local Multiplier 3 methodology (http://www.proveandimprove.org/tools/localmultiplier3.php), resulting in an impact of £2.44 per public pound spent. They then added health and wellbeing impact as determined using NIACE's proxy figures.

Table 3: Total Pound Plus generated for each CLT pilot[93]

CLT Pilot	CLT Learners 2012/2013	Total Pound Plus
Sunderland	3,260	£238,227
Cumbria	810	£13,647
Birmingham	760	£73,434
Derby	2,380	£201,558
Trust in Learning (Exeter)	270	£40,947
Community Learning in Cheshire	14,770	£250,090
West of England	5,740	£1,454,397
Liberate (Sussex)	10,380	£154,608
Brighton & Hove	2,220	£780,744
Solihull	1,570	£23,450
Learning for All (Bedfordshire)	240	£30,768
Luton	3,050	£275,362
Sheffield	5,250	£224,487
Kent	1,290	£464,651
Blackburn	2,710	£124,487
Total	54,700	£4,350,856

The **breakdown of Pound Plus recorded by the CLT pilots by category** is shown in Figure 7 below. The chart shows that **fee income** from learners contributed the highest

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[93] All CLT pilots were sent guidance about what constituted Pound Plus and a proforma (in Appendix 6) to complete in December 2012 and again in April 2013. The data returns in the table, taken from the proforma, relate to the academic year 2012/13. The table does not include pound plus from other Government funding sources as this was not recorded in a consistent way by CLT pilots. Some of the CLT pilots recorded considerable additional pound plus amounts under this category. The size of CLTs initial budget also varied in scale.

level of Pound Plus overall, with relatively small amounts recorded for sponsorship, sale of products and shared services.

Figure 7: Pound Plus Collected by Category
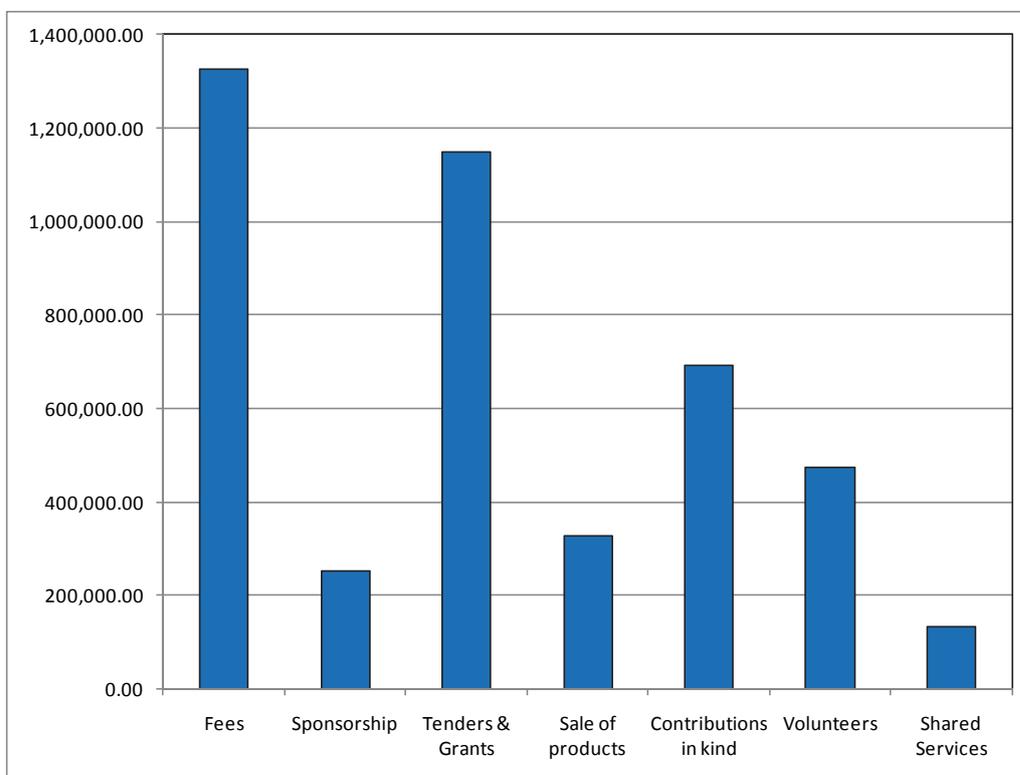
However, in discussions[94] about their financial strategies, **CLT pilots did not tend to consider fee income as their strongest generator of Pound Plus**. When describing these strategies, CLT pilots usually cited savings resulting from the use of volunteer time and 'in kind' contributions as their strongest examples of Pound Plus. Their focus on these aspects of Pound Plus rather than fee income may be due to the requirement for pilots to monetise and record previously unrecognised aspects of their financial strategies during the pilot period. While fees have been a long-standing component of all providers' financial plans, value has never previously been assigned to 'softer' value generators such as the contributions of volunteers and wider partners. Few CLT pilots focused significant effort on generating additional fees, despite its clear potential as a source of Pound Plus. For some pilots, this lack of focus may have been a missed opportunity.

Some CLTs cited **grants and funding from other government departments** as an important source of Pound Plus. Several pilots received grant funding, including from the Community Learning Innovation Fund (CLIF)[95], the Home Office and the Department for Communities and Local Government (DCLG). As shown in figure 7 above, grant funding was a strong source of Pound Plus generation, although CLTs' success in securing grants understandably varied from pilot to pilot.

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[94] Discussions took place during face-to-face interviews with the research team.
[95] http://www.niace.org.uk/current-work/clif/community-learning-innovation-fund

Although sponsorship was consistently picked out, especially by Local Authorities, as an area in which it was very difficult to generate Pound Plus, some CLT pilots succeeded in identifying and securing business sponsorship.

Liberate, Luton and West of England CLT pilots each made positive efforts to attract business sponsorship. At the close of the evaluation Liberate was exploring sponsorship opportunities with some large employers in the region, and Luton had good contacts with employers linked with Luton Airport, which they hoped would generate future sponsorship. West of England had partnered with B&Q, a university and Bristol City Football club. These partners helped to signpost learners into appropriate provision, offer their facilities and donate equipment and time.

The rest of this section details CLT pilots' activities and practice in each of the Pound Plus categories.

7.4 Direct income

This section sets out what CLT pilots did to generate income of different types, for example by increasing courses fees, recruiting more fee paying learners, attracting sponsorship, securing additional grants or contracts and by selling services or products. Each of these approaches is described below, together with lessons learnt about how to generate direct income.

7.4.1 Fee income

In the learner survey, learners were asked whether they paid anything towards the cost of their course. Just under two thirds (64 per cent) of all learners reported that they paid something for the course; just over one third (35 per cent) reported that they did not pay anything (one per cent did not know).[96]

Payment towards the cost of courses varied by course type. Just over three quarters of learners who undertook a PCDL course paid a contribution (78 per cent). In comparison, 12 per cent of learners on a WFL course paid a contribution, and just two per cent on a FLLN course.[97]

CLT pilots explored a range of new approaches to generating additional fee income to improve access to learning for the most disadvantaged people in their communities. Approaches included:

- **Targeting more affluent people into full cost recovery courses**

- **Introducing a flat fee** irrespective of benefit status

- **Raising course fees** slightly for certain courses.

- **Removing concessions** for over-60s

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[96] TNS BMRB Learner Survey
[97] TNS BMRB Learner Survey

- **Targeting employers** and offering demand-led courses

There was no 'one size fits all' approach. CLT pilots and their partners carefully decided which approach would work best in each area and with each set of local communities. Within an overall CLT pilot footprint, a particular Pound Plus approach could be successful in one area but fail completely in the neighbouring ward or parish, depending on the local demographics. Partnerships tried to anticipate which approaches would work in which areas.

Each approach is explored as follows:

Targeting more affluent people learners:

The community learning objectives include the requirement to 'collect fee income from people who can afford to pay and use this where possible to extend provision to those who cannot.'

There was some evidence that CLT pilots were successful in applying differentiated approaches to fee income. Overall, CLT pilots received a much higher proportion of their total fee income from affluent areas compared to the previous year (39% compared to 33%), whilst the proportion of learners from affluent areas fell.

Figure 8: Fee Income by Deprivation Profile Comparison
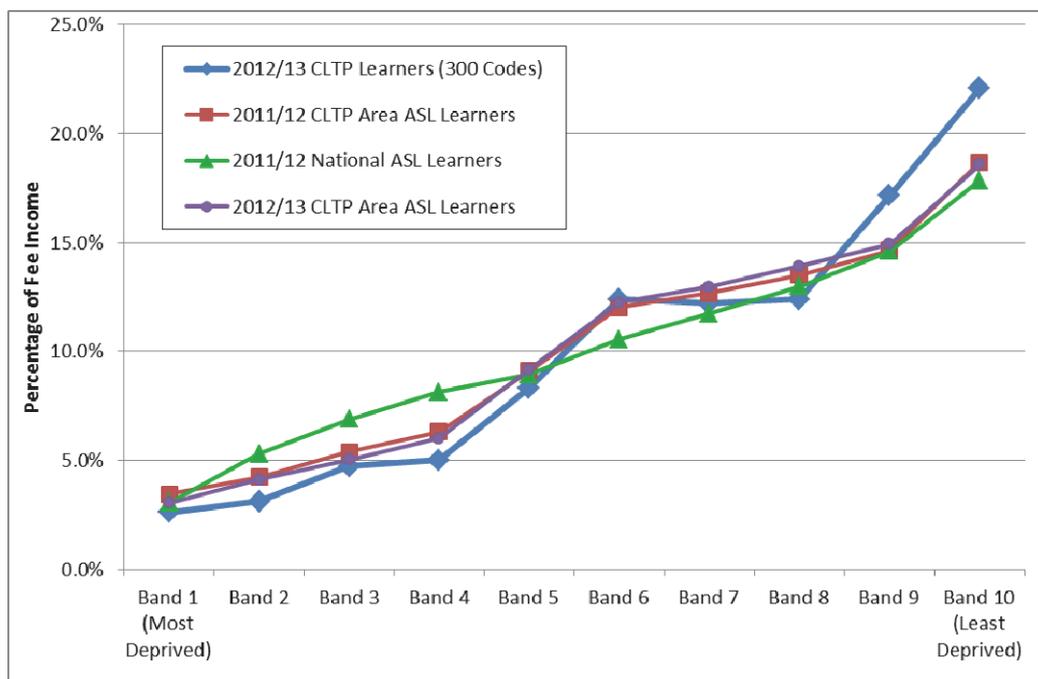
Despite this overall success, many pilots reported that they struggled to generate ideas for attracting more affluent people into learning, in part because their priorities were typically focused on more disadvantaged communities. Some CLT pilots in disadvantaged areas also felt that they had a fairly small pool of affluent people to draw on. In areas where affluent people were / are available, this may be a missed opportunity. According to the learner survey, there are some learners with characteristics which suggest that they may be able to afford to pay (for example those with higher household incomes), though they are not currently doing so.

Several CLT pilots successfully targeted groups they knew could pay for leisure courses on the basis of demographic data acquired through profiling systems such as Mosaic UK[98] or the local intelligence of community development workers and learning providers.

Raising fees

Many CLT pilots implemented small fee rises during the pilot period, or were considering future fee rises in order to re-invest the income to benefit the most disadvantaged members of their communities.[99] Pilots typically approached this process subtly and gradually, increasing fees on average by approximately 5%. For example, Derby raised fees for some course from £5 to £5.50 per hour while maintaining the 50% fee concession for benefit recipients and offering nil fee courses for specific targeted courses.

Many pilots expressed concern about the potential impact of increased fees on learner numbers, but had little clear evidence about the relationship between fee levels and recruitment. Other pilots who had increased fees had not found this led to a drop in participation. Solihull CLT had introduced fees for almost all learners and reported that this did not seem to have affected the recruitment of new learners or retention rates, despite an initial outcry when they were introduced.

> *"We know there are people who can and will pay. People who can afford to pay should be paying a little bit more for them. But it has to be in a way that you're not over-pricing… if you increase too much it has a negative impact because people will not pay the difference. 5% is actually quite realistic and it's justifiable as well." (Liberate)*

The exception to this was Kent CLT, which was able to draw conclusions about the impact of fee rises based on its own market research. At the same time as Club60 was launched, the fee concession rates were changed to reflect the market research evidence. The 40% fee concession for older learners was removed and replaced by either a 20% fee concession or no fee concession at all (depending on the course). This was not perceived as affecting the retention rates.

This ambivalent learner response towards course fees was mirrored in evidence from the learner survey. If respondents had paid towards the cost of their course, they were asked to think about doing another similar course in the future, and consider whether they would be willing to pay more for it than they had done for their recent course. There was an equal split between those who said they would be prepared to pay a larger amount (42 per cent) and those who said they would not (40 per cent).[100]

CLT pilots also often introduced fees in a staggered way, or raised fees variably depending on the course or type of learner involved, to reflect what learners were able to pay. For example, Derby raised fees to £8 per hour for skilled craft classes where market

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[98] Mosaic UK is Experian's system for classification of UK households. It is one of a number of commercially available geodemographic segmentation systems, applying the principles of geodemography to consumer household and individual data collated from government and commercial sources. It classifies households into segments based on household characteristics, lifestyle and spending patterns. (Source: Wikipedia)

[99] This included those who had not introduced higher fees during the pilot because fee policies were already determined for the 2012/2013 academic year.

[100] TNS BMRB Learner Survey

research had established that learners would pay. This kind of staggered fee rise went well, and plans were in place to continue with this approach in 2013/14.

Overall, TNS BMRB's Learner Survey (see Section 2.3.4 for details) indicated learner support for a variable approach, with lower fees for people on lower incomes or benefits, rather than 'one size fits all' fees:

Figure 9: Views on fairest fee strategy
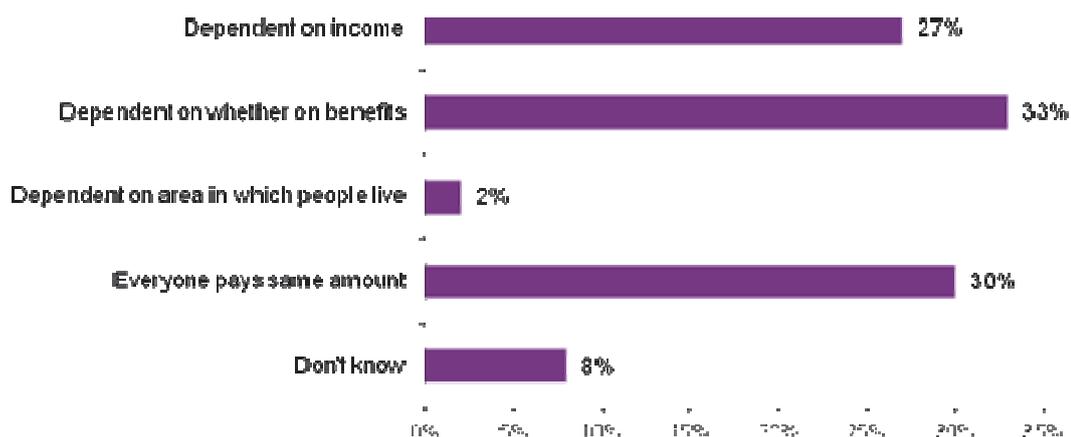
However, many CLT pilots had **concerns about raising fees** or did not feel this was a suitable approach for them, for example because there weren't enough affluent people in their area who could afford fees. Some also found it challenging to re-examine their fee policies due to:

- **inconsistent fee policies** across CLT partners and difficulty aligning these policies[101]

- concerns about **stigmatising learners by asking about income** in order to set income-based fees

- concerns about public resistance or the potential for **bad publicity** stemming from fees rises[102]

- a feeling that it would be **inappropriate to raise fees in the current economic climate**

- **low return on investment** for CLT pilots operating in disadvantaged areas or targeting disadvantaged learners because there were few learners able to pay full fees.

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[101] For example, in some cases the FE college operated a different fee policy to the Local Authority adult education service. Fee policies could also vary across different VCS providers, though in some cases there were agreed criteria for offering waivers or discounts.
[102] Raised by Local Authorities

"Because we are targeted (at the disadvantaged) it's never going to be fee income that is our strongest area..." (West of England CLT)[103]

A minority of CLT pilots, or providers who were part of CLT pilot partnerships, were more confident about charging fees where learners could afford it, for instance in affluent areas. Some believed that this enhanced the perceived value of learning. As described above, Solihull CLT had decided pre-pilot to charge most learners for Community Learning courses, and this did not seem to have put learners off.

"People will pay and do pay; we aren't frightened of charging people." (The Solihull Source)

CLT pilots who were interested in developing more differentiated fee strategies found that market research could help them understand their different types of learners and adjust the fee policy accordingly.

Introducing fees for all learners

Some CLT pilot providers introduced a small fee for all learners. It was positioned as a donation to cover the cost of refreshments. This was considered a useful approach for raising fee income and securing learner 'buy in'. It also helped avoid the embarrassment or resentment caused by learners paying different fees based on eligibility. Some providers introduced a 'refundable deposit' instead – not a 'fee' per se, but a step towards the idea that learners should contribute towards community learning.

There was **no evidence that the fee had put learners off enrolling**. Instead, the fee seemed to improve learners' attendance.

"This year we made more effort to collect the £10 admin fee – it's universal now and numbers have gone up." (Sheffield CLT)

"Low fees rather than no fees appear to have had no impact on interest or enrolments [for learners in non-disadvantaged groups]." (Trust in Learning – Exeter CLT)

This approach was also endorsed by some learners, although potentially on a donation basis rather than as a mandatory payment. The Learner Survey[104] indicated potential willingness to contribute; **66 per cent of learners who had not paid for their course reported they would be willing to pay something towards course costs**, typically in the range of £25 to £50 pounds.

Figure 10: How much learners would be willing to pay for their course

Q. How much would you have been willing to pay for the course if there had been a charge?

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[103] West of England noted that their position had changed radically as a result of the pilot. The CLT is now integrating full cost recovery courses into their offer, which had already brought in more than £300,000 by December 2013.
[104] See Section 2.3.4 for details

Base: All respondents who did not pay for their course (340)
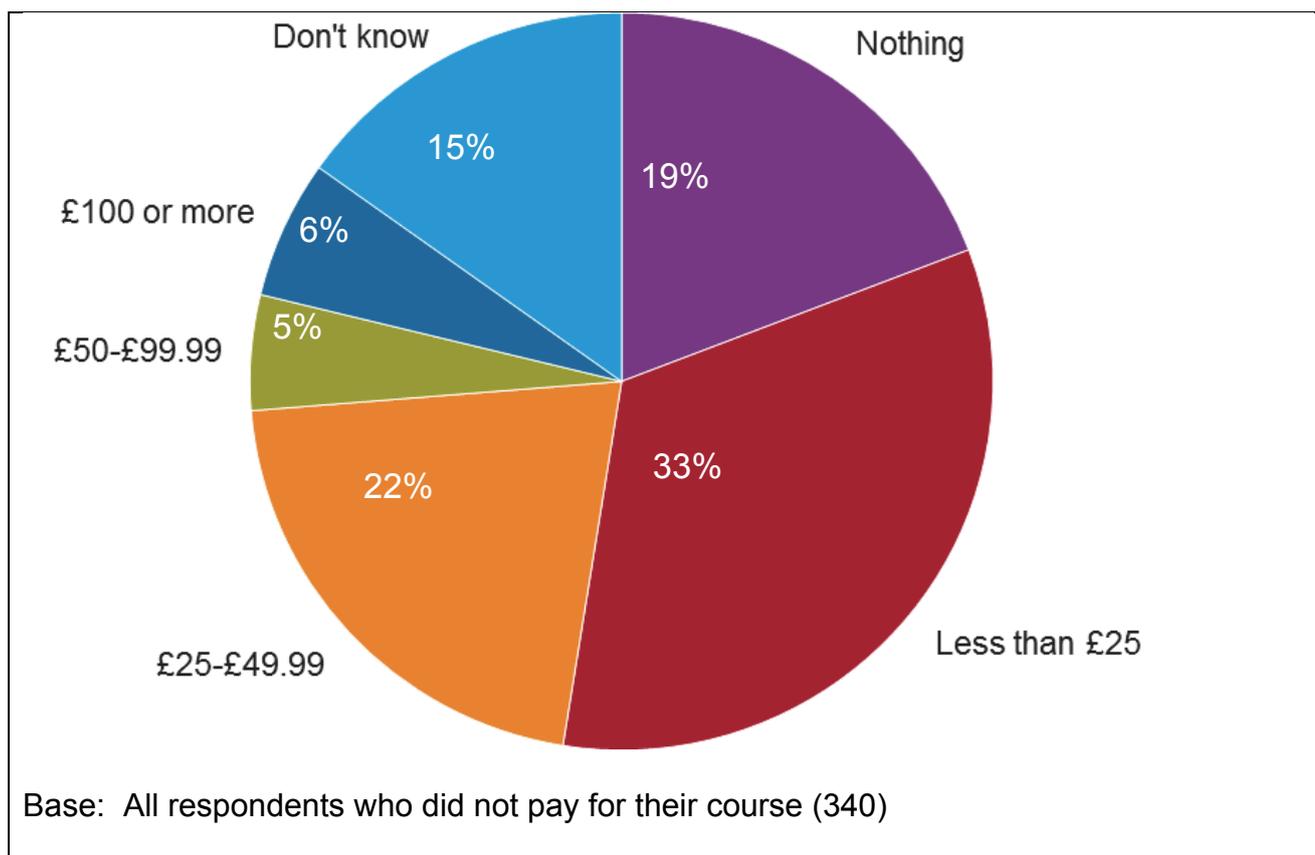
A few CLT pilots had tried to collect fees in the past and had hit **logistical difficulties collecting fees** in some community venues, including problems with security and administration costs, and questions about who should be responsible for collecting fees. In some cases, tutors refused to take on that role and in others the cost of collecting fees was considered to outweigh the income.

However, there was also significant benefit to be had in terms of Pound Plus generation via fee income. **In Kent, fee income represented around 60% of the Pound Plus generated**.

Case study: Pound Plus generation via fee introduction in Kent

Kent CLT commissioned market research to understand the needs of learners 60+. As a result of the research, in 2011/2012 they launched **Club60**, a free-to-join online loyalty scheme for learners aged 60 and over.

Club60 **aims to encourage people to carry on learning** and thereby increase their total spend. For members, the Club60 scheme provides savings on future spend – the more you buy, the more you save. It also provides special member benefits such as access to events, "early bird discounts" and advance information about new courses.

Club60 members **purchased more courses** (2.1 on average compared to 1.8 for non-members) and **spent more overall** (on average £41 more than non-members, after concessions and discounts).

> Kent County Council estimates that **the Pound Plus value of Club60 in 2011/12 was £280,930**. This figure takes into account initial set up and pilot costs of £86K and includes:
>
> - fee income (from the increased value per customer)
>
> - net gain in concession reduction from 40% to 20%
>
> - efficiencies gained by using online transactions instead of face-to-face or telephone support via Contact Centres.

Removing or reducing concessions for over-60s

Another approach to fee-setting was to look more closely at who should be entitled to concessionary fees. In some cases, in line with Local Authority policy, CLT providers and sub-contractors **removed or reduced concessions for over-60s** on the grounds that many could afford to pay. Concessions for people on means-tested benefits such as pension credits remained. In Kent, this strategy worked well and, alongside the loyalty programme ('Club60'), helped to increase the number of 60+ learners.

Targeting employers and offering demand-led courses

Some CLT pilots were able to increase take-up and income by **offering more full-fee employer-funded and demand-led courses in the workplace**.

In Solihull, one local employer gave employees vouchers for courses to the value of £150. Solihull anticipated **increased take up as a result of this initiative, with more fee income for the CLT**. Liberate CLT also had some success in offering demand-led Spanish classes at a workplace where the trade union had carried out research and established a need. A number of CLTs planned future work with large employers in their areas. However, many found that **engaging employers was challenging** due to the difficulties of engaging private sector organisations.

7.4.2 Sponsorship

CLT pilots worked hard to build relationships – or look for further opportunities as a result of existing relationships – and attract sponsorship from external organisations. Some pilots secured a 'general sponsor' to support a range of CLT activities. Others secured sponsorships for individual projects.

West of England was particularly successful in gaining sponsorship for community learning activities, attracting sponsorship via a combination of **profile raising and a 'pledge scheme.'** The CLT pilot held a high profile launch event, directly inviting a range of potential business partners. At the event attendees were invited to sign up to a pledge to 'become a partner.' The commitment required was minimal. Partners were asked to 'do something tangible' or commit to giving, and from time to time the CLT would look for opportunities for collaboration and get in touch with business representatives. West of England's sponsors, including B&Q, a university partner and Bristol City Football Club, contributed in a range of ways, including:

- providing their **time and expertise** to support learner activities;

- donating **equipment;**

- offering free use of **facilities**, and;

- **signposting** learners to other provision.

Sponsorship resulted in significant Pound Plus generation for Bristol.

Bristol City Football Club sponsorship allowed the West of England Institute of Specialist Education (WISE) campus facilities to be used by the West of England CLT. This funding was fed back into the development of the facilities and enhancing the provision offered: **£200,000**

Securing sponsorship from larger businesses and national companies was a more successful method of income generation than canvassing smaller local businesses. Local Authority-led partnerships felt it was more difficult to attract private sponsorship because they were expected to 'have large budgets' and 'be learning sponsors' themselves rather than seek private sector support.

7.4.3 Tenders and grants

A major benefit of partnership working was that **CLT pilots identified – and had the opportunity to bid for – grants and other funding opportunities.** Pilots extended their partnerships and worked together within regions to bid for large grants and tender for work. This approach proved successful in winning grants, with partners often collaborating on joint bids or otherwise sharing resources for tendering, for example by sharing bid writers.

Brighton and Hove CLT formed a consortium, consisting of two community-led organisations and a college, which put in a successful bid for Big Lottery Funding to support local volunteering via the East Brighton Gateway project.

Five CLT pilots reported that they secured grant funding, including from the Big Lottery Fund, the Community Learning Innovation Fund (CLIF) and DCLG's Community English Competition. Tender and grant funding made a significant contribution towards the overall Pound Plus income generated in some areas. In Sheffield, contributions from the Big Lottery Fund and grants for a project working with individuals without Level 2 qualifications secured **43% of the overall Pound Plus they generated.**

Tenders and grants were felt by some CLT pilots to be a shrinking pot due to the economic climate. However, the Big Lottery (BIG) has funding available and encourages VCS organisations, such as community learning providers' voluntary sector partners, to use the accessible guidance[105] provided on the BIG website and submit their project proposals. BIG's Reaching Communities[106] funding is particularly relevant for community learning providers because it is focused on projects that help people and communities most in need. Grants are available from £10,000 upwards and funding can last for up to 5 years.

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[105] See the Big Lottery funding guidance: http://www.biglotteryfund.org.uk/funding/funding-guidance/applying-for-funding

[106] http://www.biglotteryfund.org.uk/prog_reaching_communities

Reaching Communities can fund salaries, running costs and a contribution towards core costs and equipment, as well as land, buildings or refurbishment capital costs. The Family Learning Network's website[107] enables family learning providers and other community learning organisations to search for the latest funding opportunities and get guidance on making successful applications.

Partnership working enabled CLT pilots to share expertise and resources for making funding applications and **improved the chances of making successful applications.** Pilots found it helpful to keep track of - and exchange information about - bidding opportunities, have a partnership 'bid plan' and work collaboratively to develop high quality proposals.

7.4.4 Sales of products/ services

Although some CLT pilots generated income from sales – for example, from community cafés, craft fairs, or sale of technical services or courses to the Council, businesses or the voluntary sector – this was **not a major source of revenue** overall.

> Stallholders at the Solihull Enterprise and Craft Fair donated £150 from the sale of jewellery and other craft products. This was the first such fair and the CLT hoped to hold more, so while income generation was not the main objective, there was some scope for increased revenue.

CLT pilots marked out sales as a potential stream of revenue for the future and envisaged staff leading on consultancy, training or devising specific services, such as help with filling in forms for people whose first language was not English. Some pilots had successfully provided advice, consultancy or training services to other Local Authority teams.

7.5 Cost savings

Pound Plus calculation in the 'cost savings' category included monetising contributions in kind, the work of volunteers and the efficiencies secured by sharing services.

7.5.1 Contributions in kind

A contribution in kind refers to contributions or services with a monetary value that are given but not charged for. A community learning partnership benefits from this product or service.

For the most part, contributions in kind were already part of the ethos of most providers, and had been for many years. Voluntary and community sector organisations rely to a certain extent on these contributions in order to stay in business and they worked hard to generate as many contributions as possible. However, they were not typically recording their extent and impact. Involvement in the pilot helped them realise they were generating significant Pound Plus.

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[107] http://www.familylearningnetwork.com/funding

> Sunderland generated £78,000 through contributions in kind; West of England – generated £249,640 and Brighton & Hove generated £80,000, mostly through free accommodation and staff time.

CLT pilots typically found that they were able to increase contributions in kind by networking with partners, providers and other CLT partnerships. Contributions in kind primarily took the form of free **accommodation**[108] – for instance in community centres – and **staff time**[109] given by partners such as Children's Centres or schools. Other contributions in kind included:

- services, such as IT support

- equipment, such as computers.

- consultancy / staff expertise.

For example, partner events such as Derby's Festival of Learning brought in a variety of donations in kind, including free publicity featuring the CLT pilot's logo. Other pilots secured a variety of donations, for example:

- A Local Authority donating **recycled PCs** for specific classes and IT suites in community venues. Recycled computers were also given to residents who needed a computer, supported by West of England CLT in collaboration with Citizens Online.

- Learning providers recycling surplus **furniture** between them, rather than disposing of it.

- Learning providers helping one other to recruit **learners**.

- Voluntary organisations offering free **crèche and refreshment facilities** for community learning events and courses. The venues mostly belonged to Local Authority services and/or voluntary organisations. However, this arrangement was not always stable and if a community organisation lost its funding or needed to close its venue, this arrangement was no longer possible.

- A supermarket donating free cookery **courses** for homeless people in a community hostel.

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[108] CLT pilots generally estimated the value of accommodation based on the equivalent cost of what outside organisations might pay.
[109] Costings for staff time reflected the seniority of the relevant staff roles. For example, the average proxy for managers was £50 an hour and for administrative staff around £20 an hour. Calculations included hours senior staff from partner organisations spent in CLT meetings outside of their usual roles and staff training and technical support supplied by partner organisations or other LA services.

- The general public making **financial donations**; though rare, donations were often the result of CLT pilots' profile-raising activities, which also helped increase local awareness of community learning.

> In Sunderland CLT a Salvation Army hostel - a partner and also a sub-contracted provider - received two separate donations of £1,000 from a member of the public to support people who were taking part in learning programmes at the hostel. The donor was inspired to give the money after reading an article in the local paper about a learner who had won an award at Sunderland Council's Family Adult and Community Learning's Annual Awards. The donor wanted his donation to help learners purchase white goods when they were ready to leave the programme.

7.5.2 Shared services

Shared services is an overarching term used to describe the introduction of **more efficient systems, services and processes**. Pilot areas were asked to record Pound Plus generated directly as a consequence of more efficient ways of working.

Shared services could include:

- Shared **IT infrastructure or IT support;**

- Coordinated **marketing and promotion;**

- More efficient **'back office' processes**, such as procurement, HR support, finance;

- Coordinated **staff development and training.**

Prior to involvement in CLT piloting, some Local Authority Adult Education Services had already joined up with other Local Authorities to reap the benefits of sharing services. This approach worked well and secured efficiencies. For example, Bristol had integrated its marketing and quality processes with South Gloucestershire and North Somerset Local Authorities. The partnership was also creating a website to publicise provision across three Local Authority areas.

> West of England CLT was led by the merged adult education services of three Local Authorities (Bristol, South Gloucestershire and North Somerset). The merger happened pre-pilot but was being consolidated during the piloting period. West of England estimated that this arrangement has resulted in immediate savings through sharing functions and posts, and operating with fewer staff. Total Pound Plus generated: **£51,200 per year**

CLT pilots often found it difficult to calculate shared service savings. They were unsure about how to estimate the value of joining up services such as management, marketing and IT. For CLT pilots in the early days of partnership building and sharing services there

were questions about whether real savings had yet occurred, and more work was required in the short-term to develop more efficient working practices.

7.5.3 The value of volunteering

Before involvement in the CLT piloting, learning providers were typically **unaware of the extent of Pound Plus value generated** by their volunteer activity. In some cases, they were also unaware of the **extent of volunteer contributions** across their partnership. The process of collecting Pound Plus data during the pilot proved a useful way of collating information about volunteer activity and calculating its financial contribution.

CLT pilots were given guidance on how to calculate volunteer hours using the Community Development Foundation's financial proxy for one hour's volunteering, which is based on the 2010 ONS Annual Survey of Hours and Earnings (ASHE) median gross hourly earnings rate of £11.09. Using this guidance, CLT pilots found that **volunteer activity was a significant contributor to Pound Plus.**

Blackburn with Darwen calculated that they had generated **44%** (£108,973) **of their total Pound Plus through volunteer contributions** Other CLT pilots had also generated a significant proportion of their overall Pound Plus through the use of volunteers.

Volunteer involvement also often resulted in follow-on benefits for volunteers, such as progression into paid community learning work by taking PTTLS (Preparing to Teach in the Lifelong Learning Sector) courses and becoming tutors. In order to support this, a number of CLT pilots were actively considering innovative ideas around time banking/exchange,[110] whereby volunteers would be rewarded with credits which could be used to pay for courses or the use of facilities. This incentive could be extended to learners who completed courses.

Although volunteers need considerable support and training, the overall financial value of volunteer time underlines the important contribution volunteers make, to both community learning and the generation of Pound Plus.

7.6 Value for money

CLT pilots calculated value for money savings as a result of 1) increased efficiency in the delivery of community learning and 2) support for other forms of community learning such as self-organised activity. These are discussed as follows.

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[110] **Time banking**: is a pattern of reciprocal service exchange that uses units of time as currency. It is an example of a complementary monetary system. A time bank, also known as a service exchange, is a community that practices time banking. The unit of currency is valued at an hour's worth of any person's labor (a time credit in the UK). Time banking is primarily used to provide incentives and rewards for work such as mentoring children, caring for the elderly, being neighborly—work usually done on a volunteer basis—which a pure market system devalues. Essentially, the "time" one spends providing these types of community services earns "time" that one can spend to receive services. (Source: Wikipedia)

7.6.1 Efficiency and effectiveness in community learning delivery

As detailed in the sections above, CLT pilot involvement led to more efficient delivery of community learning. Partnership working and community involvement resulted in:

- Better **'mapping'** of community learning provision in a local area – helping CLT pilots avoid or address duplication

- Better **co**-**operation** between local community learning providers.

> For example, in Birmingham a provider identified the need for budgeting and IT to be included in a planned maths and literacy course; the Adult Education Service was able to provide a tutor through its contacts and support training for Learning Champions. Liberate CLT found that joint planning with FE colleges was now more structured, with more co-operation and less fear of 'poaching'.

"There's good collaboration (around gap analysis and co-ordination of provision); it used to be tooth and claw, particularly between the FE providers and there were gaps, duplication, rivalry" (Birmingham CLT)

- New, **tailored community learning** courses to fill gaps in provision and meet community needs

- Better **progression opportunities**

> For instance, in Birmingham, regular CLT pilot meetings meant that the Local Authority could provide classes in college buildings; there was no risk of overlap and the hope was that learners who had become familiar with the college premises would find it easier to progress to further learning. In Sheffield, the involvement of the University in CLT pilot meetings was beginning to provide a way of discussing progression routes into higher education.

There were many examples across the CLT pilots of providers planning provision together in order to develop provision that was more closely aligned to local need. Although pilots were not asked to monetise these efficiencies, this more streamlined way of working clearly brought benefits. For example, it led to increased participation in community learning, particularly amongst targeted groups (as discussed in Section 5).

7.6.2 Support for self-organised learning

Many community learning providers experience the challenge of having certain classes that become victims of their own success by attracting the same learners term after term. This kind of class eventually becomes a 'club' which can feel intimidating for new learners trying to 'break in' to the group and which in any case rarely has space for new people. Providers want to find ways of opening up these blocked classes but also keeping the 'learning club' going. One option is to support these groups to become independent, self-organised classes by offering them access to equipment, occasional input from a tutor, a small grant for materials, use of accommodation at less popular times of the day or other forms of light touch support. Self organised groups maintain and increase local learning

opportunities at minimal cost to the taxpayer and free up blocked classes so that new learners can benefit.

Not all CLT pilots generated Pound Plus under this heading. Its relevance was felt to depend on the CLT's local footprint, because in deprived areas learners are likely to need the regular support of a trained teacher and may not have the skills and confidence to manage their own learning. Where it was mentioned, support for self-organised activities was offered in the form of staff time rather than financial support. Blackburn with Darwen included self-organised learning in the proforma under cost savings secured through volunteer activity. Strategies and achievements around self-organised learning can be found in the set up stage report as a Case Study.

CHAPTER 7 SUMMARY

Strategy and achievements in Pound Plus generation

- **A considerable amount of Pound Plus had been generated** for reinvestment in community learning. Based on CLT pilots' estimations, just over £4 million of Pound Plus was generated by the 15 CLTs. These amounts mostly met, or exceeded, their expectations at the start of the pilot.

- The most effective ways of generating Pound Plus were **charging fees and securing grants or tenders.** Attracting **contributions in kind and monetising the contributions of volunteers were also significant pound Plus generators**; most providers had not previously assigned a financial value to these 'softer' generators

- CLT pilots found that the process of recording Pound Plus increased their knowledge and understanding of their wider partnership. Shared across partners, this information could **promote effective and efficient practice**. CLT pilots planned to celebrate efficiencies with their communities.

- Partnerships and individual providers experimented with ways of **raising fee income** which worked for their local areas and learners. Kent successfully reduced concessions **and** increased participation among people aged 60+. In some other areas, providers charged all learners an administration fee.

- **Voluntary and Community Sector (VCS) organisations helped raise awareness of funding opportunities and invitations to tender** and helped secure additional funding for CLT partnerships.

- '**Contributions in kind' were a good way of generating Pound Plus** and primarily took the form of free accommodation, staff time given by partner organisations and use of services or equipment.

- Some pilots secured **donations from the private sector and members of the public** by promoting community learning and raising awareness of its impacts.

- CLT pilots **built on the success of volunteer projects** and in some cases

increased volunteer numbers and reach into local communities. Pilots were actively considering incorporating 'time banking' into their volunteer strategies to reward volunteers with free courses or use of partners' leisure facilities.

Key challenges in Pound Plus generation

- **At first, some CLT pilots struggled to understand the concept of Pound Plus** and had reservations about the time required to collect Pound Plus data. A few CLT pilots calculated Pound Minus as well as Pound Plus to reflect the costs of the administrative process and their participation in the pilot.

- **Most CLT pilots did not anticipate that fee income would be such a strong generator of Pound Plus**.

- Some CLT pilots **found it challenging to make decisions about fees and some were uncomfortable about raising fees** because this might deter potential learners.

- **Some pilots found it difficult to develop strategies for targeting more affluent people.** Some saw the expense of collecting fees securely in community venues as outweighing the associated income.

- Some CLT pilots **struggled to get sponsorship**; others felt that being Local Authority was a barrier and that **having charitable status could attract more sponsorship from the private sector.**

- **More guidance is needed** on how to gather, record and calculate some aspects of Pound Plus, for example in relation to the financial implications of sharing services.

Lessons learnt and implications

- **More detailed guidance on how to record Pound Plus** e.g. incorporating worked examples, providing guidance about applying for grants, setting consistent time periods for collecting data etc, would help partnerships record their Pound Plus more consistently.

- **66 per cent of learners who had not paid for their course reported they would be willing to pay something towards course costs, with affluent people willing to spend more on learning.**[111] This suggests there is scope to attract additional fee income by using market research and local information to identify pockets of affluence in specific areas and the kinds of courses that could attract more affluent people.

- Where the logistics allow for secure payment collection and storage then a **small**

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[111] TNS BMRB Learner Survey

fee could be collected from all learners and positioned as a donation towards accommodation and refreshments.

- **Partnership working helps use accommodation and staff time efficiently and partnerships with Voluntary and Community Sector (VCS) organisations help identify funding opportunities.** Responsibility for keeping track of funding opportunities needs to be allocated and resources for tendering and bid writing made available when required.

- **Media attention** helps secure public donations and sponsorship opportunities.

- **Volunteering is a strong generator of Pound Plus**. Future schemes should consider using time banking to reward volunteers with credits for free courses as a way of expanding the volunteer base and reducing staffing costs.

8 Conclusions and Recommendations

The impact of the pilot

The combination of nationally-agreed community learning objectives and the opportunity to pilot new approaches to planning and delivery raised the status of community learning and supported partnerships to develop more tailored and locally-relevant provision.

- CLT pilots have begun to use their public subsidy to develop a more community-focused learning offer, although that offer requires time to mature before the full impact on local communities can be assessed.

- Effective partnership working will be critical to delivering a coherent high quality learning offer and reaching disadvantaged learners, in line with the community learning objectives. CLT pilots acquired a wide range of new partners and re-connected with old ones. Pilot status helped partnerships develop their own local identities, a strong sense of shared purpose and jointly-agreed ways of working.

- Pilot status encouraged providers to review their planning and delivery processes and test new approaches. The public recognition associated with being part of a national pilot and the opportunities for networking offered by the NIACE Support Programme encouraged reflection and development.

- Networking supported reflection and review and helped pilot areas become more efficient and effective. CLT pilots benefitted from networking with areas that were adopting similar themes or were demographically similar to their own area.

Recommendation 1: Publicly funded community learning partnerships would benefit from continued opportunities for reflection, appraisal and networking at set points, so that the benefits of the pilot phase can be maintained. A national programme of support for the implementation of community learning reforms should be made available to the wider sector, offering information, guidance and training opportunities, building on lessons learnt from the pilot.

Themes for a support programme could include: business development, partnership building, use of data and information to assess community needs, gathering, recording and analysing Pound Plus and meeting the needs of specific disadvantaged groups.

Recommendation 2: Web-based collaboration and networking should continue, to give providers opportunities to share effective practice, benchmark their progress against demographically similar areas and compare approaches to engaging and supporting specific groups.

Partnership working

CLT approaches, regardless of the size of the public funding allocation, can create an environment in which localism thrives to meet the needs of local people, particularly those who are most disadvantaged.

- Partnership working extended CLT pilots' reach to disadvantaged groups, supported the mapping of provision within the CLT footprint, enabled the development of more coherent, tailored provision, and encouraged partners to share their resources to benefit the area. Partnership-working was critical to identifying priorities, shaping provision to address local needs and avoiding wasteful duplication.

- CLT pilots seized opportunities to become part of local and national initiatives and increase inter-agency co-operation. This was crucial to raising the profile of community learning with important stakeholders, including local employers, Local Enterprise Partnerships (LEPs) and health and social care providers.

Recommendation 3: The positive impacts of partnership working, such as CLT pilots' Pound Plus evidence and their effective work in specific areas of disadvantage, should be widely showcased to promote more effective partnership working as part of the wider implementation of the community learning reforms.

CLT pilots' infrastructure arrangements varied according to the local context. The pilot confirmed that no single infrastructure approach could be effective across different areas of England. The pilot found that the appointment of a lead organisation and a lead individual is critical to the success of CLT approaches.

- Strategy and leadership were vital to the process of driving a partnership forward; partnerships flourished with a lead organisation and individual at the helm. CLT partnerships tended to be more successful if they established a clear identity, held a launch event, developed a protocol for joint working and celebrated the partnership's achievements at regular intervals. Partnerships found that it was useful to plan for succession in preparation for potential staff changes.

- In successful partnerships, partners took different roles according to their strengths and the time they had available, e.g. some were ambassadors, some provided outreach, some contributed specialist expertise, some were sponsors and some delivered learning provision. Small VCS organisations were supported in various ways to become delivery partners.

- Effective partnerships considered the needs of smaller partners, such as VCS organisations, e.g. by simplifying procurement processes and administrative requirements, developing small grant pots and offering staff training and capacity building.

Recommendation 4: Partnerships should consider nominating one lead organisation and one lead individual to drive work forward. Succession planning for key roles within the

partnership should take place from the outset to avoid the possibility of staff changes slowing progress.

Recommendation 5: The wider sector would benefit from guidance and case study evidence on:

- how to develop and maintain effective partnerships, covering different partnership roles and different levels of engagement

- how to develop relationships with - and work effectively with - private sector organisations.

Developing relationships and innovative delivery approaches takes time. The most effective CLT pilots speeded up progress by: 1) developing a joint strategic vision underpinned by SMART objectives 2) articulating clearly differentiated roles and arrangements for working together and 3) gaining early buy-in from senior players.

- The foundation for a coherent local community learning offer is a strong, well balanced partnership. CLT partnerships needed to establish trust among their members, overcome any existing tensions and head off potential disagreements. Most pilots developed informal verbal agreements on how to work together. Formal written agreements worked better as a basis for partnership work.

- Setting and agreeing a limited number of SMART objectives provided clarity for CLT partners and speeded progress. Pilots' objectives became SMARTer as the pilot progressed and partners became more confident.

- Buy-in and support from senior players and local decision-makers increased efficiency and supported progress. These partners 'opened doors', raised the CLT's profile and helped get quicker sign-off of their plans.

- Clear divisions of responsibility supported progress. Pilots reported that defining strategic and operational roles and setting up specific task groups helped them achieve their objectives.

Recommendation 6: In order to define their partnership's values and avoid conflict that could jeopardise efficient joint working, partnerships should:

- develop and agree clear guidelines and protocols

- establish and widely promote their partnership's individual identity, securing agreement from every partner

- articulate the benefits of partnership for each member organisation, as well as for the partnership as a whole.

Recommendation 7: To help secure buy-in from partners and sponsors, partnerships should:

129

- develop a costed business plan linked to their Pound Plus strategy and delivery plan/s

- regularly review business and delivery plans in the light of internal and external circumstances

- monitor the partnership's progress at set points during each academic year in order to re-prioritise activities, agree responsibilities and set realistic timescales for action.

Engaging disadvantaged learners

Partnership working helped CLT pilots to identify the needs of disadvantaged people and develop tailored provision to meet their needs. They succeeded in increasing participation among these groups.

- Partnerships with voluntary and community sector organisations and other small organisations were critical to increasing participation among people from disadvantaged groups. VCS partners have a wide range of contacts and specialist skills, and are therefore ideally placed to understand the needs of their client groups.

- Partnerships which were also delivering IAG/ National Careers Service advice found ways to integrate these services into their wider offer, which was very helpful in supporting people to access community learning provision and progress to other courses.

- CLT pilots found the following strategies helpful for recruiting and supporting disadvantaged learners:
    - Peer research: using trained members of the community to consult with their peers
    - Social prescribing: inviting key workers to refer their clients into community learning courses
    - Mentoring: using volunteers and staff to mentor individual learners and respond to their changing needs.

- Friendly staff and volunteers, accessible signposting and familiar local venues all helped people find their way into community learning. Providers used very informal approaches and avoided using certain terms, such as 'course' or 'class' to help less confident people feel more secure.

- Maintaining relationships with learners after they left classes was an issue for many partnerships; some were developing a range of methods, including membership

schemes, to maintain contact with learners; some were establishing data sharing protocols with partners to tracking learners' progress after their course.

Recommendation 8: To maximise effectiveness and avoid reinventing the wheel, partnerships should share effective approaches for targeting specific disadvantaged groups; some are identified in this evaluation report as being particularly successful and others will be collected on the NIACE Community Learning Reform and Community Learning Innovation Fund web pages.

Recommendation 9: Community Learning providers should recognise the key role of VCS organisations and specialist organisations in reaching disadvantaged people who are a key priority in the national community learning objectives. They should work closely with VCS organisations to reach this segment of the population and attract them into learning. Joint working with VCS organisations is likely to include their involvement in local consultation activities, inclusion in partnership networks and/or joint curriculum development. Partnerships should also recognise that some VCS organisations immediately recognise the benefits for their client group while others may take longer to be convinced or find it difficult to commit the necessary time and human resource. Partnerships must be willing to develop the relationship at a pace that's comfortable for the VCS partner.

Recommendation 10: The Skills Funding Agency, BIS and Ofsted should continue to raise awareness of the CLT approaches among their staff, particularly at local and regional levels. In this way, everyone with a responsibility for policy development, funding, advice and quality assurance will have a common understanding of the national community learning objectives and CLT ways of working. This may have implications for the training and support of Relationship Teams and Ofsted inspectors, who will need to be aware that the best resourced venue or the most highly qualified tutor may not always be appropriate in particular local circumstances.

Sharing planning and accountability

CLT pilots effectively and creatively used a range of strategies to engage local people in conversations about community learning and give residents a stronger voice in deciding the shape of local provision.

- Approaches that worked well to reach the community and draw out rich and insightful information should be continued and shared. More effective approaches tended to involve opportunities for face to face dialogue rather than resource-intensive survey methods. CLT pilots found the following traditional and more innovative consultation methods useful:
    - Using tutors and/or volunteers to collate responses and respond to needs
    - Having a physical presence in informal community venues such as pop-up

shops, cafes, libraries, schools and community centres

- o 'Piggy-backing' on existing community forums to generate discussion and feedback.
- o Using peer research to unlock information about local needs – particularly the requirements of more vulnerable individuals and groups who might not engage with other consultation methods.
- o Exploring informal consultation approaches such as 'graffiti walls' which made the process more accessible for local people.
- o Using non-traditional spaces - such as schools, pubs, and cafes - to reach local communities.

- Being a CLT pilot offered the opportunity to be brave and experimental – and in doing this, inevitably not everything worked. Consultation events did not work as well to attract potential and existing learners. A key issue was the skill set required for stimulating consultation and dialogue, which was often different from that required for delivering adult learning.

Recommendation 11: Community Learning providers should be offered support and guidance on involving learners in shaping local community learning provision. Providers also need clarity about whether the policy objective is to *involve* local people in decision-making or *devolve* accountability to communities.

Recommendation 12: Partnerships should look closely at the skills of staff they deploy to undertake consultation with the local community. Where partnerships don't have suitable people, they should consider training staff to develop these skills, or if the budget allows, use external agencies to support consultation activities. In the longer term, partnerships will need their teams to include people with consultation and community development skills, and identify these as core skills for most team members. Recruitment, staff development and training, appraisal and recognition/reward processes may all need to be modified to achieve this.

Recommendation 13: Partnerships should identify or develop informal spaces, such as community pop up shops and cafés, to act as hubs for learning, advice, consultation and local projects. CLT pilots found this worked particularly well in engaging people who lack confidence or who have previously had negative experiences of learning.

Pound Plus: maximising the value of public funding

CLT pilots found that Pound Plus is a useful exercise to help partnerships re-examine their financial strategies, record income, identify cost savings and demonstrate the value they add to the taxpayer's investment in community learning. Despite initial misgivings, by the end of the evaluation most CLT pilots wanted to continue collecting Pound Plus evidence in some form.

Pound Plus data has the potential to become a key strategic tool in the long term development of BIS-funded community learning, and to evidence how public funding can be used to leverage additional outreach, provision, guidance, support and equipment for disadvantaged people. Pound Plus data helped the CLT pilots identify and monitor additional sources of income and efficiency savings which added value to the public investment and helped ensure that resources were used effectively to achieve the overall aims of the CLT. At the time of the final visit there were relatively few examples of Pound Plus data being used strategically to further the CLTs' work, but there was high awareness of the importance and potential of this kind of 'proof of value' and plans to use this to support CLT development in the future.

Across the CLT pilots, the strongest examples of Pound Plus were savings resulting from fee income and tenders or grants. Five CLT pilots successfully bid for grants and other government sources of funding, for example from the Department for Communities and Local Government and the Skills Funding Agency Community Learning Innovation Fund project. However, the use of volunteer time and cost savings secured through 'in kind' contributions were also beneficial. Media coverage had the added benefit of helping to secure donations and sponsorship.

CLT partners in general were more comfortable in developing strategies for targeting disadvantaged learners than in seeking business sponsorship or collecting fees from more affluent learners. However, fee income was a leading generator of Pound Plus and CLTs must not ignore the potential of adjusting fee strategies to increase their income. There were good examples of using market intelligence to understand the needs of different types of customers and then setting fees based on perceived value and ability to pay. However some Community Learning providers may need support in developing the skills to do this effectively.

Recommendation 14: Community Learning providers should attract individuals with high level business and commercial skills into their partnerships. Providers should work together to agree a consistent approach to generating and documenting Pound Plus. Partnerships should be kept up to date with costing methodologies, where these are available, to inform the collection of Pound Plus data.

Recommendation 15: The NIACE Implementation Support Programme Support should gather evidence and case studies to help providers:

- develop locally-relevant approaches to collecting fee income from more affluent learners
- work strategically to re-invest Pound Plus in provision and resources to widen participation among disadvantaged people.

Appendix I: CLT infrastructure types

This Appendix provides:

1)   further details about the infrastructure types developed by CLT pilots during the piloting period, including specific CLT leaders and partners, and

2)   a summary of the perceived benefits and drawbacks of each of the six infrastructure types.

CLT pilots' infrastructure types, leaders and partners

Infra-structure type	CLT area	CLT name	CLT lead and partners
Strategic co-ordination or enabling of activity by LA	**Birmingham**	Birmingham CLT	LA-led partnership structure working with providers, targeting three disadvantaged areas of the city
	Kent	Kent CLT	LA-led partnership structure
	Sheffield	Sheffield CLT	LA-led partnership structure. LA acting as strategic sponsor of community learning provision, working with VCS partners
	Sunderland	Sunderland CLT	LA-led partnership structure. LA working with VCS organisations. All provision outsourced and managed through an 'open call' process
		+ 3 comparison areas	
LA and community partnership	**Blackburn with Darwen**	Sustainable Neighbourhood Services	Partnership between LA and several voluntary and community sector organisations, building on an established neighbourhood management approach to community involvement and working in disadvantaged neighbourhoods across the whole of Blackburn with Darwen.
	Cumbria	Community Learning	Partnership between LA and voluntary and community sector

Infra-structure type	CLT area	CLT name	CLT lead and partners
		Cumbria	organisations, in particular Action for Communities in Cumbria (ACT) and Cumbria Council for Voluntary Service (CVS), focusing on the most rurally remote district of Cumbria. Delivery providers include FE colleges, WEA and Learning Advocates.
	Derby	Derby CLT	An equal partnership between the LA and a consortium of voluntary sector learning providers to target community learning in the most deprived areas of the city.
		+ 1 comparison area	
Multiple LA partners	**Cheshire**	Community Learning in Cheshire (CLiC)	Joint working between two borough councils and a network of 44 partners
	West of England	West of England CLT	Joint working between three Local Authorities spanning urban, rural and seaside communities: Bristol City Council, South Gloucestershire Council, North Somerset Council and FE colleges, the Workers' Educational Association and a large network of partners from the voluntary and community sector.
	Luton / Bedfordshire	The Luton Trust Twinned with Bedfordshire CLT – Learning-for-All)	Twinned structure, led by a single Steering Group, to increase focus on people under-represented in learning and explore the possibility of a shared programme of community learning.
FE college led	**Solihull**	The Solihull Source	College-led partnership with SUSTAiN, representing the voluntary sector and the Local Authority, with a focus on the most deprived part of Solihull.

Infra-structure type	CLT area	CLT name	CLT lead and partners
	Exeter	Trust in Learning	College-led CLT in partnership with a selection of VCS organisations and Devon County Council with focus on community learning in Exeter City
Social enterprise led[112]	**West Sussex**	Liberate (Aspire Sussex)	One of the first Local Authority adult learning services to spin-out and set up as a charitable staff-run / social enterprise. A partnership with 26 other providers, partners and stakeholders.
Multiple equal partners	**Brighton and Hove**	Brighton and Hove CLT	Equal partnership of six providers which includes an independent community education organisation and other public, voluntary and private sector organisations.
		+ 1 comparison area	

Advantages and disadvantages of infrastructure types

CLT pilots were asked to reflect on the advantages and disadvantages of their respective infrastructure arrangements over the course of the pilot. Details of their experiences and some overall characteristics of each structure are explored below.

1)   Strategic co-ordination or enabling of activity by Local Authority

This structure was common within CLT pilots – in part because, historically, Local Authorities receive most of the funding for Community Learning, and therefore often already lead on community learning. Overall, CLT pilots found this to be a successful way to structure CLT partnerships, and expected it would be widely adopted.

However, some Authorities that adopted this structure were moving to different models by the close of the pilot. For instance, Sunderland and Sheffield had evolved towards full commissioning - or were in the process of doing so - in part due to economic constraints

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[112] Inspired by Liberate, several CLT pilots considered moving towards a social enterprise-led approach in the future. Networking with Liberate was used to help formulate their plans.

and political imperatives, and were harnessing these changes to enhance their CLT structure. Kent was contemplating the move towards a social enterprise structure. Changes were not always straightforward to implement, partly due to issues around employment law, and in some cases were only slowly being resolved at the close of the evaluation.

Advantages: Local-authority-led CLT pilots experienced a range of advantages, including:

- Local Authorities' knowledge of the local community learning market – supporting overall mapping of provision;

- Existing knowledge of, or links with, local strategies and plans, for instance via connections with Local Enterprise Partnerships (LEPs);

- Easier access to operational resources, depending on where the adult education service is based (for example, if based alongside Children's Services, it might be easier to negotiate the use of schools or Children's Centres);

- Trusted status as significant players in the area of community learning – particularly where Local Authorities had good reach into local communities via community hubs and representatives;

- A history of wide partnership working – and a broad existing community learning network – across a range of services (health and well-being, libraries, schools, housing and employment, etc).

"I think the LA has a strategic overview of the city whereas the colleges are very focused on what they need to do as a college. We are looking at in the totality – it's about the place, the people and the economy and how all the local strategies sit together for the city." (Sunderland's CLT)

Disadvantages: There were some perceived drawbacks to this infrastructure type. This primarily revolved around negative perceptions of Local Authorities, e.g that they:

- primarily serve disadvantaged people rather than mainstream learners – and so weren't relevant for the wider community;

- are unresponsive or slow, due to lengthy procurement procedures or other bureaucracy; and

- serve a 'Big Brother' role, which could position Local Authority-led community learning activity as 'interfering' in local communities.

"If you are part of the Council, you are tainted – you are seen as bureaucratic." (Comparison area 4)

2)   Local Authority and VCS partnerships

Advantages: This infrastructure type was felt to combine the strengths of both types of partner: 1) the size and 'clout' of the Local Authority and its reach into the local community, with 2) the responsiveness, varied client group and access to different funding streams provided by VCS organisations. The strategic leadership of both types of partner was seen to give scope for more variety and flexibility in approach and to be a bit more experimental.

"One of the real strengths of what we are trying to achieve here is that it isn't LA led, it's a very strong partnership of equals between the voluntary sector and the LA… it's a really good avenue to get that feedback from the community through the voluntary groups to make sure we're linking that up." (Derby CLT)

Overall, this approach helped CLT pilots to:

- make use of existing strong partnerships between these sectors;

- draw on links and representation within the voluntary sector;

- provide access to alternative funding streams, such as the Big Lottery Fund;

- use partners' voluntary sector status to generate media interest; local newspapers and radio were keener to cover stories about VCS organisations than about the Local Authority; and

- take advantage of VCS partners' access to specific targeted groups – such as people with mental health issues – and range of learning providers.

However, other CLT pilots found that they could secure many of these benefits without including VCS organisations as a 'lead' partner, as long as they were included in the overall CLT pilot partnership.

<u>Disadvantages:</u> Overall, this infrastructure approach required particularly strong partnership working between the Local Authority and VCS partners; joint leadership is difficult and it requires time and effort to establish clarity around working arrangements and shared goals. This was easiest where such a relationship was already established – as in Derby, where a 50:50 partnership was the positive legacy of a previous history of joint working.

3)   Multiple Local Authority Partners

In some instances, this reflected a natural relationship between the Authorities and areas, perhaps based on previous working arrangements. For example, in Cheshire, staff in the

two neighbouring Unitary Authorities had a long history of joint working in a County Council structure and staff felt positive about making use of this.

Overall, it was felt that it would be difficult to adopt this structure for one relatively small aspect of an Authority's work, such as community learning as a stand-alone programme. CLT pilots were waiting with interest to see whether this would happen during the process of wider implementation, or whether collaboration on community learning might be a vehicle to kick-start broader cross-boundary collaboration in future.

Advantages: This structure was beneficial for a range of reasons, including:

- The breadth of resource and partners that CLT pilots were able to attract – across a larger geographical area than would be possible with one Local Authority partner alone.

  For example, in the case of Luton and Bedfordshire, the lead partners were a Local Authority Adult Learning Service working in the town of Luton and a local Learning Partnership working across the surrounding county of Bedfordshire. The organisations had worked together frequently in the past. Offering a broader geographical reach made the twinned trusts much more attractive to the three local colleges which became core trust partners, as well as to VCS organisations working with disadvantaged learners in the area;

- The ability to share learning, facilities and staff across Local Authority partners. For example, in Cheshire, staff from one Authority were able to step in for those in the other. The structure also provided economies of scale around sharing marketing and strategic planning for services; and

- The ability to capitalise on partners' complementary strengths, and make the CLT pilot as a whole stronger in turn. For example, in Luton and Bedfordshire, the CLT could take advantage of Luton's more highly developed quality systems, and the Learning Partnership's extensive knowledge of subcontracting. Both Local Authorities learned from each other and based their systems on the best of both organisations' existing practice.

Disadvantages: Potential drawbacks to this structure included:

- The need to ensure that a balanced relationship was maintained. Some CLT pilots had concerns that over time, one area would dominate, with the consequent risk that funding and provision would become biased in favour of that area. This view was based on previous working relationships and posts held in other areas.

  However, there was evidence that CLT pilots were successfully addressing and proactively managing potential imbalances in power. In Luton and Bedfordshire, the amounts of Agency funding received by the two partners varied substantially[113], but

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[113] A limiting factor was that Bedfordshire Adult Learning was not yet a trust partner, although there were indications that this situation may change within the next year.

the lead partners worked together on complementary areas of work and made conscious efforts to ensure that the partnership was balanced.

- Concerns about adequately reflecting the varying needs of multiple areas within one CLT. CLT pilots who chose other infrastructure arrangements noted they were wary of this approach not being locally focused enough.

- The need for Authorities/ areas to overcome their individual cultures and terminologies, for instance around procurement practice or use of logos – although the same issue might arise in other infrastructure types too.

4)   FE college-led

5) **Advantages:** The perceived benefits of this structure centred around the credibility and focus of colleges as learning specialists.

Disadvantages: College-led structures were perceived as having some disadvantages, such as:

- Due to the relative size of their funding allocations from the Community Learning (CL) and Adult Skills Budget (ASB), having to focus on delivering formal accredited provision as opposed to non-formal community learning

- In many cases, likely to have fewer community links than, for example, VCS organisations – although some had a history of community working e.g. alongside Local Authorities and many had community hubs. However, collaborative working with other more embedded CLT partnerships could help to overcome this.

- A risk that college premises would be off-putting for learners

6)   Social enterprise led

West Sussex, the only CLT pilot to take a social enterprise-led approach, inspired other CLT pilots to consider this as an alternative infrastructure model. CLT pilots expected this approach to become more common in delivering community learning at both national and local levels, partly due to the need to make efficiency savings in Local Authorities.

Advantages: The structure was felt to remove community learning from the relatively political spheres of Local Authorities and colleges into a more neutral and transparent area, with consequent appeal to partners in the voluntary sector and businesses.

Other perceived benefits included:

- Access to a range of funding streams such as grants, Lottery funding and sponsorship.

- Capacity for responsiveness and speed – being able to act more quickly than, for example, larger and more rule-bound organisations such as a Local Authority or FE college.

- The opportunity to facilitate the ownership and involvement of local communities and VCS organisations.

- An expectation that the social enterprise structure would be particularly appealing to people who are passionate about community learning, who would be motivated to get involved with CLT pilot activities.

Disadvantages: Despite the range of benefits outlined above, CLT pilots also felt that this model introduced some risks. Concerns centred on:

- the timescale needed to achieve financial stability

- the distance from Local Authority networks this structure would introduce.

- a perceived risk that providing community learning via a social enterprise structure might 'open the door' to funding cuts, i.e. by divorcing community learning from Local Authority budgets.

7) Multiple equal partners

Advantages: Overall, this infrastructure approach offered the prime advantage of allowing the CLT pilot to draw upon each partner's respective strengths. CLT pilots could also bid for funding from a wide variety of sources. Finally, as there was no one clear 'leader,' there was less risk of one partner's' agenda overshadowing others.

Disadvantages: As discussed in Section 3.4.1, the key disadvantage of this approach was the potential for loss of momentum and progress. With no one lead partner driving work forward – and, in fact, some concerns that attempting to push progress might be seen as 'pressure' rather than collaboration – CLT pilots with this infrastructure model typically progressed more slowly.

Future plans for structure

Many CLT pilots planned to continue using the infrastructure model they had adopted during the piloting period. However, for various reasons - including changes in the local political and economic climate - some pilots were considering alternative delivery infrastructures.

For example, Exeter CLT was moving away from a college-led infrastructure towards a county-wide Local Authority-led model. Discussions about this potential transition had already been held and the change was deemed to be likely to help the CLT have wider geographical coverage. The Local Authority was seen as the most suitable lead due to its existing contacts and relationships with other providers and its familiarity with the area. The college would remain a partner within the proposed strategic group, which would be

served by a number of regional groups. The CLT pilot was helping to prepare the way for the new infrastructure arrangement by undertaking a detailed SWOT review of the current and proposed delivery structures, which was seen as a very helpful exercise.

Exeter's partners were also interested in the social enterprise model on account of its potential to secure additional funding and enhanced freedoms and flexibilities.

Finally, CLT pilots reported that although different infrastructure models had the potential to work, they had learnt the importance of having a strong organisational and personal lead to drive forward the partnership's plans, supported by transparent management arrangements to cover both strategic development and day-to-day operations.

Appendix II: Case studies

Case study 1

WORKING AS A SOCIAL ENTERPRISE

Background

Aspire Sussex is one of the first Local Authority adult learning services to spin-out and set up as a charitable staff-run / social enterprise[114]. It formed a Community Learning Trust (CLT) called 'Liberate' – a partnership with 26 other providers, partners and stakeholders. The rationale behind choosing this model was to minimise bureaucracy, be more responsive to need and open up greater flexibility and opportunities for growth and 'Pound Plus'.[115]

Strategy

The social enterprise approach allowed the local community to be more involved in governing the CLT, thus devolving planning and accountability to the community. **The board and decision makers behind Aspire were local community representatives, staff, council, local enterprise partnership, learners, commercial experts, entrepreneurs, local colleges and local voluntary and third sector organisations – this represented a wide range of local interest.** The charitable status of Aspire was anticipated to help attract sponsorship and secure new funds, with a 5 year plan in place to work towards growth.

Outcomes/impact

There were a number of reported advantages to working within a social enterprise approach. These included:

1) The **speed and agility** of working in a structure where decisions could be signed off by the board.

"Something that might have taken us 2-3 months before, has taken us 2-3 weeks." (Lead contact)

2) The **ability to procure resources independently** rather than through council procurement, which has allowed the CLT to trade differently and buy certain

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114 A social enterprise is an organisation that applies commercial strategies to maximize improvements in human and environmental well-being, rather than maximising profits for external shareholders. Social enterprises can be structured as a for-profit or non-profit, and may take the form of a co-operative, mutual organisation, a disregarded entity, a social business, or a charity organisation.

115 'Pound Plus' is shorthand term for strategies to make taxpayers' 'pound' go further – e.g., by adding value to the taxpayers' initial investment through the generation of additional income, contributions in kind and cost savings approaches.

goods and services at a cheaper rate and pass those savings onto the learner.

3) The freedom to offer any type of course and **adopt riskier projects** if deemed viable. Liberate was working with a range of partners to offer a diverse portfolio of courses. These included courses appealing to more affluent learners (those who could afford to pay) such as archery, yachting and languages, plus more innovative courses such as learning through a local radio programme ('Pass it On' – on Angel Radio). Targeted at older learners, the radio programme rotated around themes. Listeners have provided feedback to say they are learning and getting more involved in their local communities as a result of the programme.

4) The freedom to put on **courses in any part of the area** and cross geographical boundaries

5) The freedom to **choose a fee strategy that suits the business,** and to flexibly make decisions about charging more for certain courses and offering discounts in others. The strategy helps to engage the most vulnerable and disadvantaged local groups. For example, holding specialised cooking workshops and charging £7.25 per hour enabled the resulting fee income to be re-invested to support a cookery course for adults with mental health issues who paid just £1.30 per hour.

 "We can charge more for some courses where people can afford to pay in full and then we can use the surplus to subsidise those who can't afford to pay." (Lead contact)

6) Using charitable status to **secure private sponsorship** and attract partnership funding to make the public pound stretch further. This status also helped to attract celebrities (such as artists and actors) who have volunteered their time to share their knowledge, experience and skills.

Lessons learnt

The approach could be replicated in other areas but may not be suitable for all. It required time, vision and entrepreneurial spirit to make the transition away from the Local Authority. Aspire used a board of volunteer trustees with business skills which helped to steer the CLT in the right direction.

"It's a great challenge, it gives you loads and loads of benefits in terms of freedoms and flexibilities and opportunities to grow. It also has the pitfalls of requiring a great amount of time.... that time allocated to developing staff and taking them with you on the journey can't be underestimated. The cost of change can't be underestimated. The value you get out of it is well worth it." (Lead contact)

Photograph*: Liberate staff with a copy of the Philip Baxendale award certificate for the Rising Star category in which they were highly commended*

More information about this case study can be found here:

http://www.youtube.com/watch?v=tik7jQAkqqg

Case study 2

INCREASING VOLUNTARY SECTOR (VCS) CAPACITY THROUGH AN 'OPEN CALL' COMMISSIONING PROCESS

Background

Historically, community learning in the Sunderland area had been provided by the Local Authority. Since 2008 the Local Authority commissioned delivery to subcontractors rather than delivered provision itself. The formal procurement process associated with commissioning had the potential to put off smaller providers from responding. They perceived the bidding process as time consuming and bureaucratic.

An important part of the fully commissioned service being effective was the move towards an 'Open Call' process, combined with a focus on quality standards (Achieving Excellence program). The 'Open Call' process began prior to the pilot but was enhanced and improved during the pilot period.

Strategy

The '**Open Call' process was a redesigned commissioning system** that allowed organisations across Sunderland to submit applications to run courses **at any time** during the academic year, subject to the availability of funds. In addition, it greatly **reduced the documentation required** from potential providers, **simplifying the application process**. The aim of this improvement was to reduce bureaucracy and increase the number and breadth of smaller VCS organisations as providers of community learning.

Complementing the 'Open Call' process, the **Achieving Excellence programme** was developed to support improvements in the quality of teaching and learning being delivered. The risk in offering a fully commissioned service was that standards could be affected. This programme was designed to counter that risk. The programme brought in Ofsted trained observers to undertake extensive observations of teaching and learning being delivered across all CLT providers and offer support to improve for the tutors graded below 1 (Outstanding). The Ofsted inspector carefully designed the training and support based on outputs from the observations.

For tutors graded 3 (Requires Improvement) or below it was mandatory to attend a training programme, while for those graded 2 (Good), the training was optional. All tutors were able to access a mentor. Any providers whose tutors were graded 4 (Inadequate) and did not improve after a year of training and support, would not be allowed to continue as a sub-contractor.

At the point of the evaluation, the program had operated for 9 months and tutors had received their second grading.

Outcomes/impact

This 'Open Call' process resulted in an increase in the number of organisations granted funding, particularly from the VCS. **The CLT started the year with 13 providers and at the point of the third visit was funding 42**. All of these 42 providers were helping the CLT to increase their reach into disadvantaged communities – especially providers working in areas of particular interest to the locality, namely, tackling substance misuse and improving health by reducing obesity.

In addition to attracting new providers, existing providers valued the flexibility offered by the Open Call approach and their ability to respond promptly to learner demand.

"This year it was a bit easier, there were less documents to submit and I could just email them over or give hard copies…. That's good for providers that don't have the time to upload."(VCS provider)

"The good thing about it is that in the first term we had used all our allocated funds – we more than doubled what we thought we were going to do… we were able to come back and say, we've got more work, can you fund it?" (VCS provider)

"The fact you can pick up the phone and ask questions… it's not like the secret service where you can't speak to anyone….you can say what does 3.4 mean?" (VCS provider)

"We can apply at any point… we don't know what people want in July….. You can't always second guess what provision people will want a year in advance." (VCS provider)

Sunderland Community Learning Trust (CLT) was pleased with the progress made by the Achieving Excellence Programme. **Tutor grade profiles had started to improve** by Spring 2013 and providers and their respective tutors gave positive feedback to the CLT about the programme.

"We have a tutor who works with very challenging learners, people who are very vulnerable. They took part in the programme and the mentoring and that tutor is now changing people's lives." (Mentor and trainer)

Tutors indicated that they had found the workshops **beneficial to review and refresh their practice**. In particular, they valued the shared experience and discussion around preparing lesson plans and schemes of work.

Lessons learnt

The lead contact of Sunderland CLT acknowledged that the transition to an Open Call process had taken a few years of negotiation. The final and successful negotiation coincided with the procurement department losing staff and needing to make cost savings. An argument was put to the procurement team that this new process would make cost savings for the Local Authority.

In operating a fully commissioned service, the CLT recognised that it was **crucial to track and record detailed information about the provision** - this could be challenging as provision expanded. The observation process highlighted the scale of short notice changes in provision, such as venues changing at the last minute or sessions being cancelled. The CLT developed systems to make sure that every provider emailed them each week with any revisions to the standard timetable.

"The biggest piece advice I'd give to anyone working as a fully commissioned service is to keep on top of your timetables – we need to know what's happening, when, where and who's delivering it… if you don't keep on top and if Ofsted were to come in and want a timetable you've got to be able to pull something off and give it to them." (Lead contact)

Case study 3

ADDRESSING DIGITAL EXCLUSION THROUGH PARTNERSHIP WORKING AND VOLUNTEERING

Background

As a result of stronger working relationships with neighbourhood teams in West of England, new courses were set up to address digital exclusion. **A digital exclusion task group was set up** and a variety of initiatives were launched around three specific aims:

- Improving access to equipment
- Improving access to connectivity
- Improving ICT skills

One initiative involved Jobcentre Plus working closely with the library service to pilot intensive (every day for a week) IT and employability courses. Another initiative (called 'Connect Lockleaze') brought together University of West of England, Hewlett-Packard (HP), the Lockleaze Neighbourhood Trust (LNT), Lockleaze Primary School and Early Years Centre and the North Bristol Advice Centre (NBAC). The majority of this case study will focus on **the Connect Lockleaze project**.

The Connect Lockleaze project involved creating three state-of-the-art information technology (IT) hubs where Lockleaze residents could come to access computers and use the internet. West of England's Community Learning Trust (CLT) aim was to work towards there being an IT hub in every community.

Lockleaze is an area within Bristol with high unemployment, anti social behaviour and crime.

"*With an estimated 26% of households in Lockleaze and Horfield without an internet connection, the fact that we can offer free and open access to three computer suites with WiFi is of huge potential benefit to the local community.*"(Connect Lockleaze partner)

Strategy

The starting point for this work was creating a group to tackle exclusion and meeting to discuss the issue, the needs, the challenges and the current provision being offered.

This working group included a number of existing ICT providers. Jobcentre Plus identified the **importance of provision being delivered in familiar environments** for it to be successful.

"In the past, provision in centralised locations didn't always suit our groups…. Community provision in community venues is essential. Provision in colleges wasn't always that successful" (Jobcentre Plus)

HP and the University provided the Connect Lockleaze projects with volunteers, who worked either as tutors or learning supporters. The three centres also used paid tutors. The aim was to help create self-organised groups and generate potential for Pound Plus and this had started to happen.

"One group got on so well they have decided to pay a donation for the rent of the building and are doing their own thing and we want to build on that more and more" (Connect Lockleaze volunteer)

The volunteers received training on tutoring and interpersonal / communication skills provided by the University. **ICT student volunteers were guaranteed an interview after graduation with HP as an incentive**.

"From an employer point of view we always encourage students who are looking for careers within large corporate organisations and we stress it's important to have something on their CV other than I am on target to get a 2.1. So we always say, get involved with volunteering." (Hewlett Packard)

Connect Lockleaze engaged the community by holding taster events in the spring to promote the courses and used it as an opportunity to consult local parents on their ICT needs. The taster events involved using desktop publishing to create and print t-shirt designs.

Outcomes/impact

The provision expanded, in terms of both learner and volunteer numbers during the pilot, and recruited new volunteers from within the community. In total, thirty four University students volunteered and 295 members of the public participated in training and events. The project won the Partnership Award at the Bristol Celebration of Learning and was shortlisted for a Nominet award under the category of 'Online Skills and Training', which 'celebrates the internet as a force for good, recognising and raising awareness of projects and initiatives that are making a difference online'.

"This is what can happen when an international corporation, a University and neighbourhood organisations all get together." (Connect Lockleaze)

As a result of joint planning and referral arrangements, some learners were supported onto more formal 'IT for work' courses provided by another partner (the Local Authority community learning team) at one of the three sites.

Lessons learnt

The greatest challenge was around recruiting and maintaining volunteers and this was tackled in a number of ways:

- Promoting the project in career talks at the University
- Targeting specific students who could use community volunteering as valuable work experience (ICT and Psychology)

- Recruiting community volunteers / graduates to avoid a shortage of volunteers out of term when students may go home
- Exploring exchange concepts with volunteers to provide them with a reward for their time
- Creating volunteer loyalty with the project rather than the University or the CLT so the volunteers were focused on the project and its objectives rather than as 'being a volunteer'
- Encouraging volunteers to use social media to help promote the project (examples included volunteers tagging themselves in photographs taken during media and marketing activities at the centre).

In the future, the intention was to formalise and recognise student volunteer contribution with an employability award for all those who volunteered for a set period of time.

Case study 4

TROUBLED FAMILIES

Background

Sheffield Community Learning Trust (CLT) worked in partnership with the Successful Families project in the city. This project was set up in response to the Troubled Families initiative. The CLT offered family and adult learning in the format of a *'prescription for learning'* to troubled families identified through the project.

The CLT aimed to put learning at the heart of the Troubled Families agenda. The *'prescription for learning'* offered a menu of learning that was easily accessible and suitable for any family member who the CLT decided would benefit from a learning programme.

The menu included not just family and adult learning but also 14-18 provision offered by Sheffield City Council.

Strategy

CLT managers worked together with the Successful Families project (part of the Local Authority) and designed a briefing to inform all the Key Workers who supported and advised these families about the learning offer. Key Workers are workers who come into contact with families needing support. They include social workers, the voluntary sector, Citizens Advice Bureau (CAB) staff, the Youth Offending team and healthcare workers, including GPs and mental health workers.

A series of briefings took place with Key Workers at different venues in the city. These briefings included such topics as domestic abuse and welfare reform. The programme of briefings included an introduction to adult and family learning, described when and where it was available and gave examples of the sorts of topics and activities that might be on offer. There was a particular focus on family learning and how this could be beneficial to both adults and children, and used successfully as a tool to engage and support disengaged adults.

Examples of practical and creative activities were given at the briefings and the Key Workers were able to use the family learning resources. This helped them understand how learners might enjoy such activities and how learning could be an important factor in bringing about change in people's lives.

A single generic inbox to enable Key Workers to refer adults for learning was created for the *'prescription for learning'*, represented in a diagram at the end of this case study (see diagram). This allowed tracking of interventions, and contained all the information needed for the person monitoring the inbox to be able to pass the referral on to the relevant section.

A task and complete group was created to chart the progress of this work and attendees included Successful Family project workers, and CLT representatives and partners.

Outcomes/ impact

Attendance at the briefing sessions held on community learning was good. Twenty seven Key Workers attended. A briefing on Welfare Reform attracted 100 Key Workers.

Feedback during the sessions and on evaluation forms indicated that participants welcomed *the opportunity to find out about* what was available and how community learning could help to overcome the many barriers faced by families. Key Workers also enjoyed the creative aspect of the sessions.

"… you meet Key Workers, then you see a sudden 'Oh yes, we could use this'- a sudden enthusiasm" (CLT partner)

Whilst it was too early at the third evaluation visit to identify impacts in terms of interventions with families, the sessions were seen as a means of strengthening partnerships between the various agencies who come into contact with these families. The intention was to hold brief quarterly meetings with Key Workers.

The team created a system by which Key Workers could alert Learning Champions in local communities to families' needs, without them having to access confidential data about the families. The single inbox system had been established and referrals were beginning to come through. For the duration of the Troubled Families agenda (three years), impacts will be measured using the Family Action Plan, completed using the family's initial needs assessment as a baseline; case studies on these families will then help to identify the impact of the learning.

Lessons learnt

It was important to align different agendas to be able to make a coherent offer to adult learners. And doing this can bring both resources and new energy.

A key issue was to work out a system whereby partnership working could proceed whilst restricting access to confidential data.

Next steps: The project is under review and lessons learnt are being incorporated into the project as it continues into phase 2.

Lifelong Learning Skills and Communities
Prescription for Learning for the Building Successful Families Project

Referral Criteria

Young People
Disengaged young people – engaged in learning
- 13 – 16 access to work (via school referral)
- 16+ Further Education /apprenticeships
- Volunteering – with qualification
- Delivered in a range of settings

Extended Curriculum Team Learning Offer

Family Learning
Parents/grandparents/teen parents
- English, maths, ICT
- Support for children's curriculum
- Fun, learning together as a family
- Confidence, motivation, resilience
- Volunteering with qualification
- Delivered in educational settings
- Days out
- Residential option

Learning Offer for Young People

Key Worker Enquiry to Generic In box

Community Learning
- Adult courses – learning for interest
- Confidence building in relation to learning and contribution to the community
- Confidence, motivation, resilience
- Volunteering
- Delivered in educational and community settings

Community Learning Inc Family Learning Learning Offer

Employment and Skills Learning Offer

Employment and Skills
- Help to get a job
- Employability programmes
- Apprenticeships
- Delivered in educational and community settings

Expert advice, support and guidance to key workers following referral into generic inbox

Case study 5

ENGAGING A RURAL COMMUNITY

Background

Cumbria is a largely remote and rural county, which means that communications can be challenging. The CLT is a Local Authority-led (Cumbria Adult Education) partnership and has piloted its activities in the most rurally remote area of the county - the Eden District, with a focus on widening participation and community engagement. This meant making full use of the third sector's reach into the community via two core CLT partners:

- Action for Communities in Cumbria (ACT) - which supports community groups in villages and other communities
- Cumbria Council for Voluntary Service (CVS) - which works with 'communities of interest' in the form of voluntary groups.

Strategy

The CLT aimed to **engage people in rural areas through existing community groups** and promote community learning in **everyday places**. They commissioned Cumbria ACT and Cumbria CVS to consult with 40 communities about the community learning offer in the Eden District. Their work linked 140 village hall committees, a range of groups in the market towns and five 'community exchanges.' [116]

A large-scale consultation was commissioned. This aimed to establish what community groups thought about the community learning currently on offer and what they wanted to see delivered in the future. It involved:

- **Online survey** asking 1,200 community groups (from the databases of the two core partners) questions about their members.
- **In-depth face–to-face, telephone, or group interviews**

Outcomes/impact

Overall, the consultation provided information on levels of awareness and interest in community learning, types of courses wanted and potential locations for courses and activities, as well as giving an opportunity for signposting to potential learners for courses and venues that they expressed an interest in.

Although there was a disappointingly low response rate to the online survey, one-to-one interviews were easier to recruit and provided useful information.

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116 A 'community exchange' holds events and brings people together in a central place. The first one (Crosthwaite Exchange) started in 2006 as a response to the closure of the village shop and Post Office. They are run by volunteers.

People viewed traditional types of learning as off-putting. **They wanted greater flexibility in course type and duration** and for these to be relevant to local needs and activities, for instance, a half day workshop on 'how to organise a street party'.

"Take the course and the process out of it, to engage new people. Start where the community's at, not where the provider's at" (Partner)

Involving the third sector allowed the CLT to target audiences more effectively. For instance, the CLT has been able to build relationships with the established Community Planning Partnerships [117] which provided the basis for community engagement, so more communities could be targeted and courses driven by learner needs.

Specific outcomes from the consultation included:

- More drop in sessions in community centres for IT
- Greater provision of laptops in community locations
- Creation of a Development Officer role whose remit included consultation
- Offering IT classes in pubs. A good example of this was the delivery of a weekly IT session in the *Butcher's Arms*, a community pub in Crosby Ravensworth. The landlord identified the need amongst villagers for IT training in a non-learning environment (because of their negative associations with school-based learning).

"They would not have set foot in a school; it was the environment… an environment where people are happy to go" (Pub landlord)

Partnership working led to Pound Plus savings and the Appleby Heritage Centre loaning computers to the pub once a week, at no cost, for the duration of the 10 week course.

The content of the course was tailored to local needs – invoice production and bookkeeping and preparing flyers for local events. The course was attended by men and women mostly aged 30-60, who had limited IT skills. Almost all went on to buy their own laptop after the course.

The pub also provided free Wi-Fi in the lounge and an informal luncheon club aimed at developing the IT skills of older villagers.

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[117] Community Planning Partnerships are either single parishes or groups of parishes who come together to develop community or neighbourhood plans which set out the planning priorities for their respective communities. These can influence decisions about housing and prioritise which needs the community wants addressed by partner organisations or will organise to address themselves. They involve periods of extensive community consultation. Examples of these are The Lyvennet Community Planning Partnership; Heart of Eden; and Upper Eden Community Planning Partnerships. These were all part of the Government's Big Society Vanguard project.

At the time of the final evaluation visit the pub and Appleby Heritage Centre were discussing how they could work together to offer other courses and opportunities.

Since working with the two VCS organisations, providers reported **rises of 11 per cent in learner numbers and 17 per cent in fee income, which the CLT intended to use to provide additional subsidised courses for disadvantaged groups.** The CLT hoped to apply these methods to other rural areas across Cumbria.

Lessons learnt

- Having third sector organisations (such as Cumbria ACT and Cumbria CVS) as key collaborators extended the reach of the CLT to staff, volunteers and users of voluntary and community groups. This was vitally important in a remote and rural area. This collaborative approach should be easily replicable across other parts of the country.

- The methods used for consultation made a difference; an online survey was not a 'quick fix' and did not yield a good response rate. Face to face interviews proved to be more insightful

- The key lesson learned was to work with existing community groups and go to everyday places to consult – the school, the pub and the supermarket.

Case study 6

COMMUNITY VOLUNTEERING

Background

Community learning in Luton is run by Luton Adult Learning, part of the Borough Council. The Adult Learning Service gains substantial strengths from its good integration with other Council services and its pivotal position in community engagement and volunteering.

Luton Council has a clear objective of engaging citizens and acting on their views. Fostering active citizenship was a key priority of its community strategy. **One way in which Luton fostered active citizenship was through regular local community and whole-Borough festivals.** These events provided learning activities, including adult and family learning tasters and IAG, and days out for families, but **were also used to conduct citizen surveys**. These then led on to planning for further consultation events and also 'Dragon's Den'-style area decision-making, with interest groups putting forward pitches to local audiences, who voted electronically on how community grants should be spent.

This works as part of Luton's 'Your Say, Your Way' programme, which aims to create more opportunities for local people to influence the future of their neighbourhoods. Portfolio holder for Community Development, Cllr Khtija Malik, says: "*We know that issues and concerns vary between neighbourhoods and require individual solutions. (We need) to capture what matters most to people on the ground so we can plan to address priorities.*"

A linked strand of the Borough's community engagement strategy was a strong and vibrant volunteering programme, which received 1,000 enquiries per year, of which around half translate into volunteering time. People volunteer for many different reasons – a desire to get involved in their local community or to 'put something back', to help a particular cause (e.g. support for cancer sufferers) or in order to move towards paid work in a particular field.

Some volunteers in Luton worked on a one-off or casual basis to help run community festivals, conduct surveys and run community decision day events, while others worked longer term – for example, as health champions, cancer peer supporters, advice workers, running food banks, working on community/environmental projects, befriending or supporting vulnerable adults or as volunteers within adult learning classes.

Strategy

The volunteering programme was run by the Borough's Community Development Service in partnership with Luton Adult Learning, lead partner in the Luton Community Learning Trust. The Community Development Service worked to build

the capacity of community groups, tackle inequalities and ensure residents took part in decision making. Through the Trust, volunteering was clearly identified as a learning activity, in which volunteers could expect to build personal qualities, skills and experience, and for which formal training was usually required.

The Trust registered volunteers who attended an initial Welcome Workshop as learners and completed an Individual Learning Plan with them, which acted thereafter as a tracking document. They then worked with colleagues from the Community Development team to identify suitable volunteering opportunities. People who wished to volunteer regularly progressed to a formal interview and a customised training programme run by the Community Learning Trust (CLT), which included modules on health & safety, safeguarding and equality of opportunity.

Luton Trust had **obtained accreditation for its training programme** from the National Open College Network. In addition to the basic volunteer training programme, volunteers were offered specialist training for particular roles – for example, understanding of health issues for health and wellbeing volunteer programmes – and volunteers with spoken English, essential skills or ICT skills.

Some individuals who wished to develop skills in teaching and supporting adult learners further were offered accredited Preparation for Teaching in the Lifelong Learning Sector training. Adult learning volunteers interviewed as part of the Community Learning Trust Pilot evaluation included a former teacher who had suffered health problems but was now undertaking PTLLS training with a view to moving into teaching adults. A Community Learning Champions programme was being rolled out in one ward.

The partners see the Trust model as offering **new opportunities to place volunteers with community partners to develop skills in supporting learning in particular contexts** – for example, to support adult learners with mental health issues. At the same time, the 'Your Say, Your Way' programme allows the Trust to **support the development of fledgling community groups by offering them workshop sessions on funding applications and presentation skills before they apply for community grants.** It was hoped that some such groups can be mentored and supported to become future partners in the Trust.

In the longer term, volunteers would be supported by mentors, again trained through the Trust, and invited to **give formal feedback on their volunteering experience in a group session** every 3 months. **Newsletters encouraged volunteers to feel part of a broader team**. **Exit interviews** were undertaken with volunteers who left and information fed back to improve future work. A database of placements undertaken and qualifications gained is held by the CLT.

Outcomes/impact

- Volunteering has expanded substantially in Luton. Since April 2012 over 400 new volunteers have been recruited and trained.
- Around 2,000 hours of volunteering was taking place each month across the Borough. As a result of CLT activity, Pound Plus has been calculated for the first

time, which showed that volunteers made a contribution to activities in the Borough worth over £20,000 per month

- Local environmental and other projects have attracted support from corporates in the Luton area, including Thompsons, Barclays, McDonalds and large companies serving Luton Airport, who offered staff time as part of their CSR strategies but also sometimes direct financial support.
- To build on this enthusiasm, bi-monthly Volunteer Challenges were taking place, which attracted positive publicity and encouraged other local firms to get involved.
- The community funding programme supported through the 'Your Say, Your Way' programme funds more than 100, mostly small, community based organisations across the Borough, many of which generated high levels of voluntary activity and informal and formal learning outcomes.
- Volunteers were drawn from a wide range of backgrounds and from all neighbourhoods of Luton. The benefits of volunteering for adults and young people looking for work or seeking to improve their employment prospects were strongly promoted. Luton Trust, the Community Development Service and the Job Centre all played an active part in Job Fair roadshows in different areas of the Borough. These were supported by local volunteers and at the same time acted as a recruitment point to volunteering for jobless adults who saw it as a positive step into work.
- Young people in the Borough have also been successfully recruited as volunteers, to build their confidence and provide relevant work experience.
- The University's volunteering scheme has generated more than 50 volunteers, and an intern scheme has been developed through this. The Council works with the Dame Kelly Holmes Trust to offer NEET young people aged 18-25 volunteering opportunities with athlete mentors.
- Luton Trust works closely with these groups to offer training, but also to offer progression opportunities to young volunteers – for example, into apprenticeships.
- Apprentices recruited by Luton Adult Learning have worked alongside local adult volunteers and Kelly Holmes recruits on a recent Volunteer Challenge to support a special school in Luton, which staff report has helped to break down barriers and encourage younger volunteers in particular to look at progression opportunities.
- Luton's volunteer programme has recently won two local 'Luton's Best' awards, including the 'Outstanding Achievement of the Year' award for 2012-13, and the 'Your Say, Your Way' programme was a finalist for the Local Government Chronicle Awards 2013.

Lessons learnt

Community volunteering was starting to have a big impact in Luton, by engaging residents in their local communities and by offering individual volunteers - as learners - work experience and progression opportunities, and Luton Trust is at the centre of this. However, the Council feels it should have taken a more coherent approach at an earlier stage. It was not until two years ago that it undertook a full mapping of volunteer activity across the Borough, and staff started off by having to juggle resources for the volunteer programme as there was no dedicated budget.

Luton Trust feels that **identifying volunteering as a learning activity, registering volunteers as learners from the outset and considering their individual training needs in detail** are all vital to making the most of individuals' skills and offering them opportunities to progress. Being explicit about what volunteering has to offer the individual as well as what the individual has to contribute within their community is important in attracting a wide social mix of volunteers.

The CLT has encouraged a much more streamlined and coherent approach to volunteering across the Borough. Central training programmes are now offered, where previously some community groups that used volunteers trained them themselves, while others offered minimal or no training. The Trust feels this is important in ensuring that volunteers are valued and properly supported. Feedback from volunteers helps the Trust to open up discussions with residents and encourage their further participation, thus creating a virtuous circle.

Luton's Volunteer Programme – 'Luton's Best' Award

Appendix III: Expert Evaluation group summary

The Expert Group was established once the Community Learning Trust (CLT) pilots were under way. It was set up as an alternative to conducting individual senior stakeholder and Ministerial interviews, because Ministers' views were already well known and views from key organisations were expressed through the established Stakeholder Reference Group.

The Expert Group aimed to:

• explore the links between the 15 CLT pilots and a range of specialist sectors, represented by key partners or umbrella bodies;

• assist with evaluating progress of the pilots in delivering their overall and individual CLT objectives (specifically those relating to the disadvantaged groups or activities represented by group members);

• act as a sounding board and critical friend to the pilots in relation to specialist sectors represented;

• assist with evaluating the impact and added value of the CLT pilots in relation to these sectors.

The Expert Group met three times, in December 2012, late February 2013 and early June 2013. Members, mostly senior staff, came from organisations with:

• strong actual/potential links to community learning, such as the BBC and the Arts Council;

• a significant interest in the impacts and benefits community learning can have for learners.

These organisations covered a wide range of sectors, including physical and mental health, citizenship, the arts, family support, digital inclusion and opportunities, prevention of offending, further and higher education and the media (see the complete list of participating organisations below).

Meetings were chaired by the Campaign for Learning, who led on the stakeholder engagement strand of the CLT pilot evaluation. BIS hosted and supported the meetings.

Issues identified:

It became clear that the relatively short project timescale and the national rather than local roles of group members would make made it hard to deliver the original objective of evaluating the impact of each local trust's activities in relation to specific sectors.

It was therefore agreed the group's discussions would focus on two major areas:

- identifying the availability and opportunities for exchange of information, resources and expertise;

- ensuring that community learning and the fields in which it has the potential to create impact are aware of each other and have as many opportunities to link up as possible.

Key Points:

Exchange of information:
In respect of information exchange, the group's discussions highlighted the importance of developing a 'two way street' between specialist sectors and frontline community learning providers. It was noted that:

- there is important community learning impact evidence to be drawn from outside Skills Funding Agency-funded learning, and in particular from work that 'doesn't call itself learning'; examples include evidence from the digital field, such as the work of UK Online Centres partners and Broadband Delivery UK (BDUK)'s work with Local Authorities;

- member organisations have substantial knowledge and experience of developing innovative volunteering schemes and working with volunteers; examples include Mind's work on volunteering and preventative wellbeing activities with vulnerable groups;

- members have knowledge and experience of working with a wide range of impact measurement approaches which might be helpful additions to the Social Return on Investment (SROI) and National Institute of Adult Continuing Education (NIACE) tools being used by some pilots; examples include the STAR outcomes measures[118] and the Warwick-Edinburgh Mental Well-being Scale[119] .

- the relatively short project timescale made it difficult to engage group members' local partners / constituencies; as the community learning trust approaches are implemented across England from August 2013, members would be able to engage and raise awareness of community learning among their local groups and wider partners.

Broadening involvement:
Group members felt that it was important - particularly in a time of austerity - for Community Learning providers to have opportunities to make wide links, locally and nationally, in order to maximise the positive impacts of community learning on the people who are most disadvantaged and least likely to participate in learning. The group identified

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[118]http://www.outcomesstar.org.uk
[119] http://bit.ly/13AqDv6

specific links that will be particularly beneficial:

- strong links with relevant Local Authority (LA) services were seen as vital. LAs lead on community learning in many areas, but members highlighted the importance of securing close links with other aspects of LAs' work, including for example the new public health duty which came into force in April, and the Health and Wellbeing Boards led by Local Authorities which aim to improve health and wellbeing and reduce health inequalities. In retrospect, it was agreed that involving the Local Government Association (LGA) in the Expert Group would have been beneficial.

- members felt it would be increasingly important for community learning providers to be aware of, and contribute to, a range of broader Government initiatives and social inclusion interventions – including the Troubled Families initiative and the forthcoming social inclusion responsibilities of Local Enterprise Partnerships (LEPs). During the life of the Expert Group, most LEPs had already involved Higher Education (HE) partners but some had not yet secured representation from Further Education (FE) colleges and only a few had representatives from Local Authority adult education services; members suggested that identifying these broader opportunities and actively promoting the potential contribution of community learning would help to raise local awareness of its impact.

- the group identified the massive potential of digital and media approaches in broadening and transforming the community learning landscape. Members were much encouraged by the impact of the e-reading rooms pilot [120], "where, through the power of the internet, any topic can be discovered and explored, revolutionising Community Learning and placing the world of learning at people's fingertips", which had involved several Community Learning Trust pilots including Aspire Sussex's Liberate pilot and the West of England's Trust in Learning. The active involvement of UK Online Centres, Broadband Delivery UK and the BBC in the Expert Group, and their commitment to supporting and promoting the community learning agenda, now and in future, was seen as a very positive development for community learning. The BBC, for example, is bringing together over 100 websites of knowledge and learning content into one portal, and hopes to use signposting in popular TV and radio programmes to 'inspire audiences to embark on learning journeys'.[121]

Recommendations:

Exchange of information

The Expert Group recommended that:

1. The CLT pilot support website or an equivalent accessible space should continue to be available and updated after the end of the pilot period as a forum for accessing

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[120] http://bit.ly/1cFoPKi
[121] http://www.bbc.co.uk/education

and exchanging information.[122]

2.   Members should provide information on the work of their organisations, details of local branch structures and appropriate contact details, for listing on the CLT website for use by community learning providers and current/potential partner organisations.

3.   Members should provide information on volunteering schemes they had developed or were involved in, particularly those which had identifiable learning outcomes, for inclusion on the CLT website.

4.   Members should provide information, where appropriate, on the impact measurement tools in use in their respective fields, for inclusion on the CLT website.

Broadening involvement

The Expert Group recommended that:

1.   In order to maintain the positive working relationships and exchange of ideas that had been initiated through the group, links with the LGA, Government Departments running social inclusion initiatives including Department for Work and Pensions((DWP) and Department for Communities and Local Government (DCLG), and other bodies with specific remits which might be addressed by community learning (e.g. Healthwatch) should be maintained at a policy level through whatever relationships or fora were most appropriate.

2.   Policymakers, providers and teachers of community learning should continue to work closely with broadcasters and digital media groups, and that every opportunity should be taken to exploit the opportunities to expand community learning offered through these links.

3.   Stronger local/ national links should be developed and that these would be vital to the success of community learning trust implementation in the longer term, so that

      o   local delivery is consistently informed by a thorough knowledge of the current and future policy context across relevant government departments;

      o   policy-making is kept informed about examples of effective, successful local delivery.

4.   Awareness-raising should take place across the community learning sector and among key representative and umbrella bodies in order to develop and maintain national / local contact. The CLT website and forthcoming NIACE support events were highlighted as opportunities to build on the work of the group.

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[122] This action has now been agreed by BIS.

ORGANISATIONS REPRESENTED ON THE EXPERT GROUP:

- Arts Council

- Association of Colleges

- Barnardo's

- BBC

- BIS

- Broadband Delivery UK, DCMS

- Centre for Policy on Ageing

- Community Health & Learning Foundation

- Democracy Matters

- DfE Family Strategic Partnership (DfE Can Parent team also contributed information by email)

- Local Education Authorities' Forum for the Education of Adults (LEAFEA)

- Mind

- National Offender Management Service

- Online Centres Foundation

- Open University

- Skills Funding Agency

- Third Sector National Learning Alliance

Appendix IV: ILR data analysis – full results

Community Learning Trust Pilots ILR Analysis (R13)

1. Introduction

The outputs in this Community Learning Trust pilot data analysis report have been derived from the Community Learning Individualised Learner Record (formerly Adult Safeguarded Learning ILR). Community Learning has been identified as all learners on the ILR who are not on Adult Skills Budget provision and who were flagged as being on Adult Safeguarded Learning (ie. PCDL, NLDC, FLLN and WFL). The analysis was carried out in October 2013 using ILR R13, which includes all enrolments up to the end of July 2013 and is collected by the Data Service in September. This is in line with the October Statistical First Release. These provisional data provide an early view of performance and will change as further data returns are received from further education colleges and providers. We have compared the provisional 2012/13 data with final data for previous years. Note some of the changes will be due to when data have been received, as opposed to true differences.

The areas covered by the Community Learning Trust pilots are listed in Figure 1.1. In some Local Authorities, Community Learning Trust provision is being delivered across the entire Local Authority Area, in other Local Authorities provision is focused on specific locations only (for example in Cumbria).

Each Community Learning Trust Pilot was asked to identify CLT learners on the ILR using Learning Delivery Funding and Monitoring (FAM) fields. These codes (300 – 314) are also listed in Figure 1.1.

Figure 1.1 – Community Learning Trust Pilot Areas

Code	Community Learning Pilot	Area
300	Sunderland's Community Learning Trust*	Sunderland Metropolitan District
301	Blackburn with Darwen (Sustainable Neighbourhood Services)	Blackburn with Darwen Unitary Authority
302	CLCumbria (CLC)	Eden Local Authority District
303	Birmingham CLT	Birmingham Metropolitan District
304	Derby Community Learning Trust	Derby Unitary Authority
305	Trust in Learning - new curriculum, in new places for new learners in Exeter	Exeter Local Authority District
306	Community Learning in Cheshire (CLiC)	Cheshire East, Cheshire West and Chester Unitary Authorities
307	West of England Community Learning Trust	City of Bristol, South Gloucestershire, North Somerset Unitary Authorities
308	Liberate	West Sussex County Council
309	Kent Community Learning Trust*	Kent County Council
310	Brighton and Hove Community Learning Trust BHCLT	Brighton and Hove Unitary Authority
311	The Solihull Source	Solihull Metropolitan District
312	Learning-for-All	Bedford Unitary Authority; Central Bedfordshire Unitary Authority
313	The Luton Trust	Luton Unitary Authority
314	Sheffield Community Learning Trust	Sheffield Metropolitan District

* Kent Community Learning Trust & Sunderland's Community Learning Trust did not use the 300 codes to record Community Learning activity on the ILR. Figures 4.1 onwards include separate figures supplied by Kent and Sunderland for Community Learning Trust activity, instead of the 300 code.

2.   Key Findings

The key findings from the analysis are listed below. Full details are provided in the tables and charts in sections 3 to 5 of the report.

- The total number of community learners have been declining in the CLT areas over the past four years, from 2009/10 to 2012/13;

- The number of learners recruited from the most deprived areas however has increased over the past 2 years, including in 2012/13;

- During the period of the pilot special codes ('300 codes') have been used to identify and flag CLT learners. These show a very large variation in the volume of CLT learners recruited between the different pilot areas;

- The vast majority of CLT flagged learners live within the Local Authority areas of the CLT pilots. In three CLT pilots, approximately a third of learners lived in a different Local Authority area;

- Approximately 4 out of 5 CLT flagged learners were not engaged in formal community learning in the previous year (2011/12);

- A lower proportion of CLT flagged learners were in the age band 65+, compared to community learners in the same areas in the previous year;

- A higher proportion of CLT flagged learners were male, compared to community learners in the same areas in the previous year;

- The ethnicity profile of CLT flagged learners is similar to community learners in the previous year, with fewer Asian or Asian British learners and more Other ethnic group learners;

- The deprivation profile of CLT flagged learners is very similar to community learners in the previous year, although more learners were recruited from more deprived areas;

- The rural/urban profile of CLT flagged learners is very similar to the profile of community learners in the same areas in 2011/12. The profile is also very similar to all community learners nationally;

- CLT flagged learners were more likely to be taking IT courses and programmes in the area of Preparation for Life and Work than community learners in the same areas in 2011/12;

- CLT Providers are collecting a higher proportion of fee income from learners living in the least deprived areas compared to 2011/12.

3.   Community Learning Four Year Baseline Data (2009/10 – 2012/13) – All Community Learners

The table overleaf provides overall baseline data for the fifteen Community Learning Trust pilot areas and shows trends in community learner numbers between 2009/10 and 2012/13. The trends are based on all learners living within the CLT Pilot areas (not just learners with a '300 code') to enable comparison between the different years of data ('300' codes were not used prior to 2012/13). The tables and charts include learners enrolled on Community Learning provision up to the end of July in each academic year recorded on the ILR.

Figure 3.1 - Learner Numbers Living Within CLT Pilot Areas

		2009/10	2010/11	2011/12	2012/13	Change 09/10 - 12/13
Age Band	All	85,240	81,630	81,840	71,810	-15.8%
	19-34	21,860	20,950	21,620	20,170	-7.7%
	35-49	25,910	24,250	23,500	20,940	-19.2%
	50-64	21,320	19,980	20,150	17,420	-18.3%
	65+	14,610	15,160	15,340	12,330	-15.6%
	Other/Unknown	1,550	1,290	1,230	950	-38.5%
Deprivation	Band 1 (Most Deprived)	11,040	10,690	11,340	12,090	9.5%
	Band 2	7,740	7,770	8,180	7,810	0.8%
	Band 3	7,680	7,420	7,380	6,980	-9.1%
	Band 4	7,020	6,920	6,950	6,060	-13.7%
	Band 5	7,380	7,210	6,940	6,300	-14.6%
	Band 6	8,300	7,910	7,820	6,420	-22.6%
	Band 7	8,300	7,830	7,720	5,850	-29.5%
	Band 8	8,240	7,730	7,520	5,620	-31.8%
	Band 9	9,420	8,780	8,760	7,070	-24.9%
	Band 10 (Least Deprived)	10,140	9,380	9,240	7,620	-24.9%
Urban/ Rural	Urban (population over 10,000)	71,170	67,890	68,450	61,950	-12.9%
	Town and Fringe	6,950	6,820	6,660	4,830	-30.5%
	Village, Hamlet & Isolated Dwellings	7,130	6,920	6,720	5,030	-29.5%

Community Learning Provision Type (2012/13)		All	PCDL	NLDC	FLLN	WFL
Age Band	All	71,810	55,390	8,010	4,920	6,310
	19-34	20,170	12,860	2,940	2,530	3,090
	35-49	20,940	14,990	2,440	2,040	2,520
	50-64	17,420	15,470	1,630	230	420
	65+	12,330	11,640	660	70	150
	Other/Unknown	950	440	340	50	140
Deprivation	Band 1 (Most Deprived)	12,090	7,480	2,020	1,840	1,740
	Band 2	7,810	5,250	1,230	840	970
	Band 3	6,980	5,150	960	500	700
	Band 4	6,060	4,500	810	390	580
	Band 5	6,300	4,860	710	360	610
	Band 6	6,420	5,250	580	280	490
	Band 7	5,850	4,880	490	250	380
	Band 8	5,620	4,910	360	150	270
	Band 9	7,070	6,260	500	170	250
	Band 10 (Least Deprived)	7,620	6,870	350	150	330
Urban/ Rural	Urban (population over 10,000)	61,950	46,480	7,390	4,780	6,040
	Town and Fringe	4,830	4,270	380	80	160
	Village, Hamlet & Isolated Dwellings	5,030	4,650	230	60	120

Source: ILR C05 2009/10, SL05 2010/11, R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)
All figures rounded to the nearest 10;
Deprivation Bands are based on the IMD2010, where Band 1 is the 10% most deprived learners by home postcode.

Figure 3.2: Trend in Learner Numbers (Living Within CLT Pilot Areas)
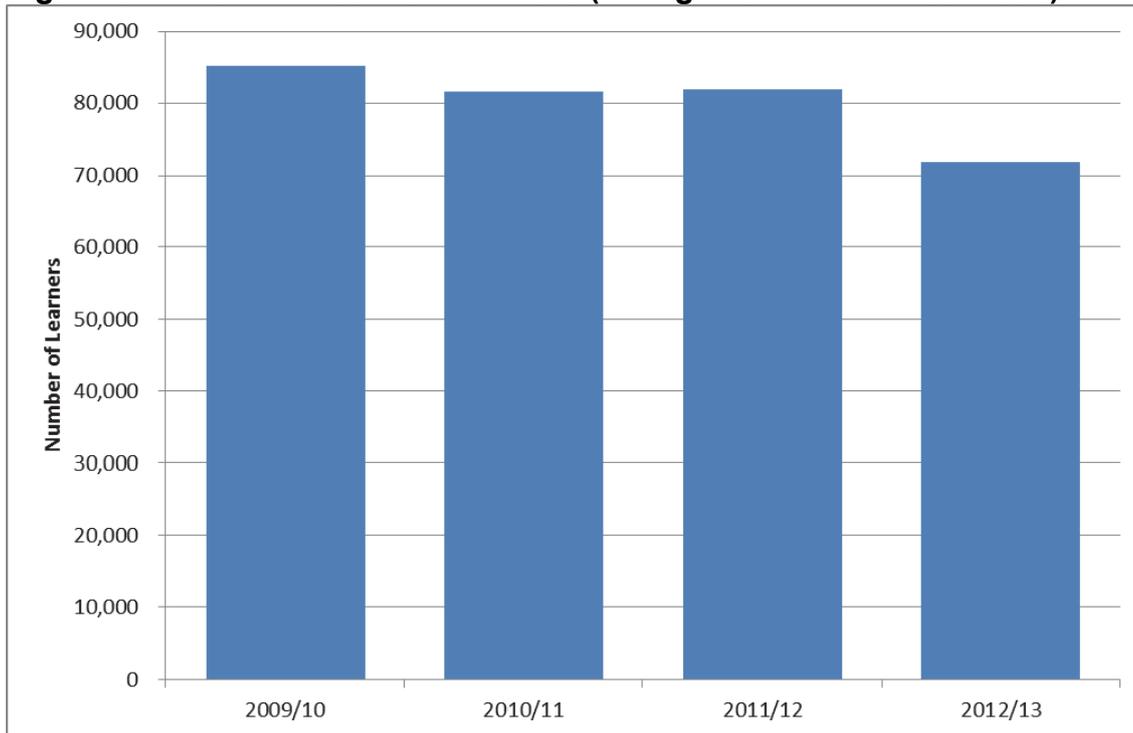
Source: ILR C05 2009/10, SL05 2010/11, R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)
All figures rounded to the nearest 10;

Figure 3.3: Trend in Learner Numbers by Age Band (Living Within CLT Pilot Areas)
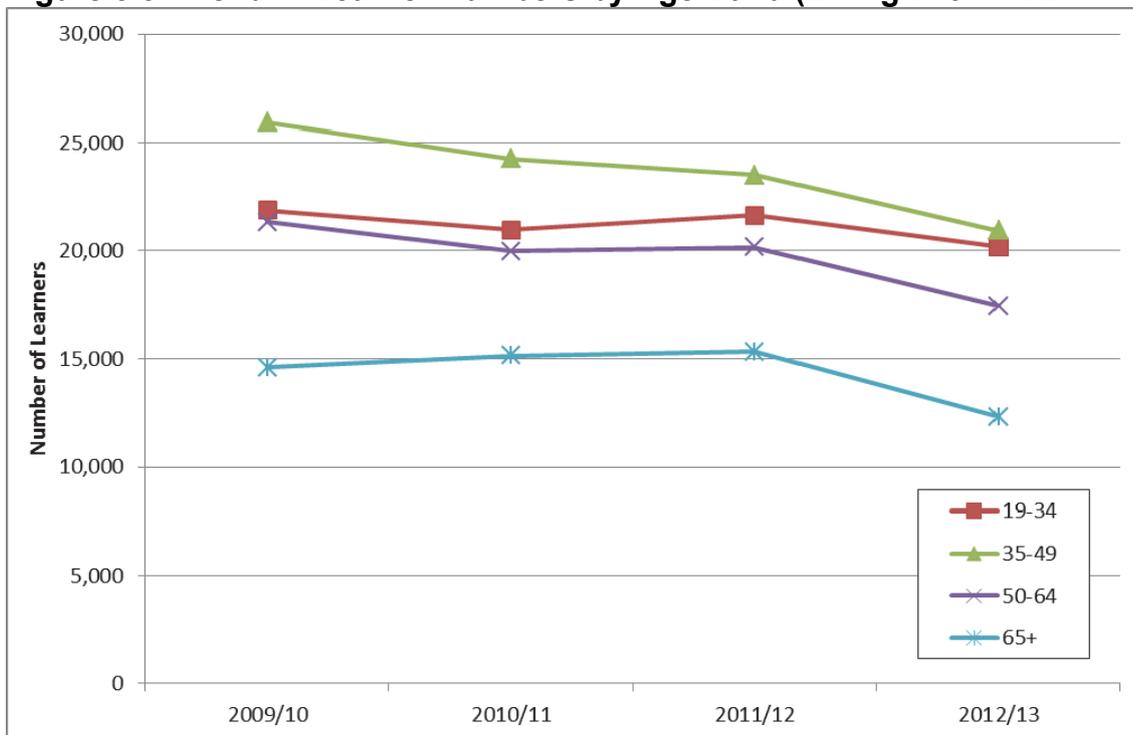
Source: ILR C05 2009/10, SL05 2010/11, R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)
All figures rounded to the nearest 10;

Figure 3.4: Trend in Learner Numbers by Deprivation (Living Within CLT Pilot Areas)
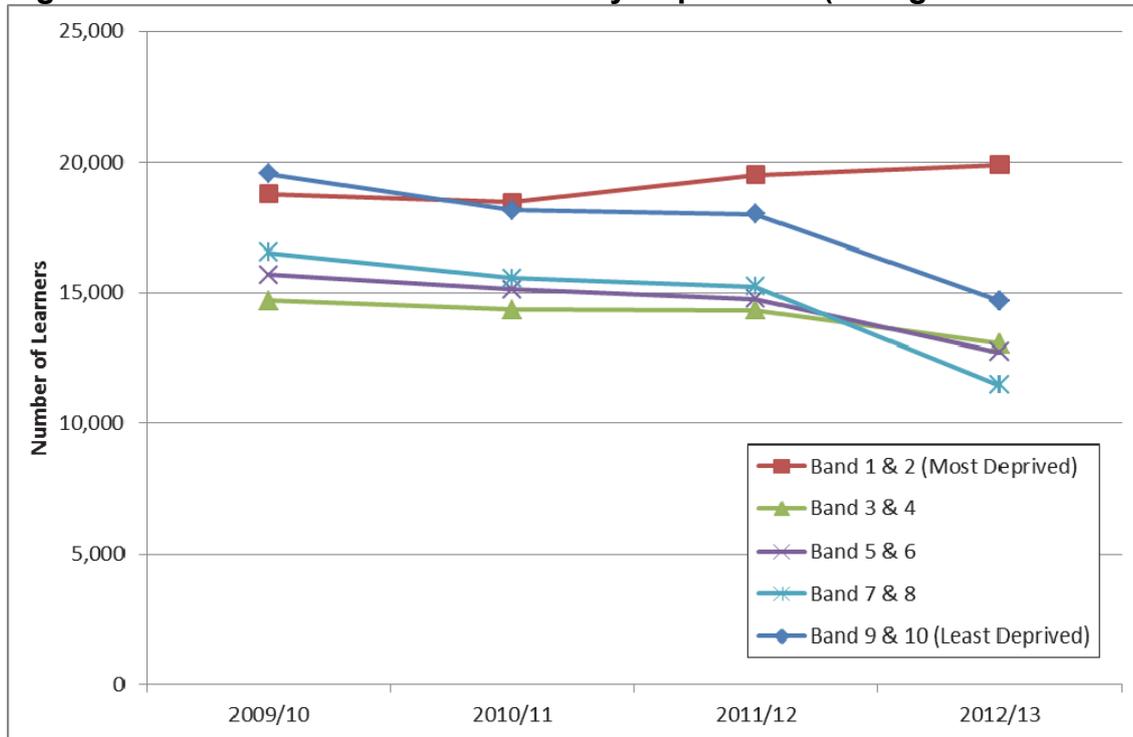
Source: ILR C05 2009/10, SL05 2010/11, R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)
All figures rounded to the nearest 10;

4.   Analysis of Community Learning Trust Pilot Learners (300 Codes)

Figure 4.1 shows the number of learners who were identified as being part of the CLT Pilot (i.e. flagged with a 300 code) in each pilot area. Figure 4.2 shows the proportion of CLT pilot learners who were living inside or outside of the host Local Authority districts. Figure 4.3 shows a breakdown of CLT learners by provider. Finally, Figure 4.4 shows the number of CLT learners for each pilot area who were community learners in the previous academic year.

Figure 4.1: Total CLT Learners Numbers (300 Codes) by CLT Pilot Area
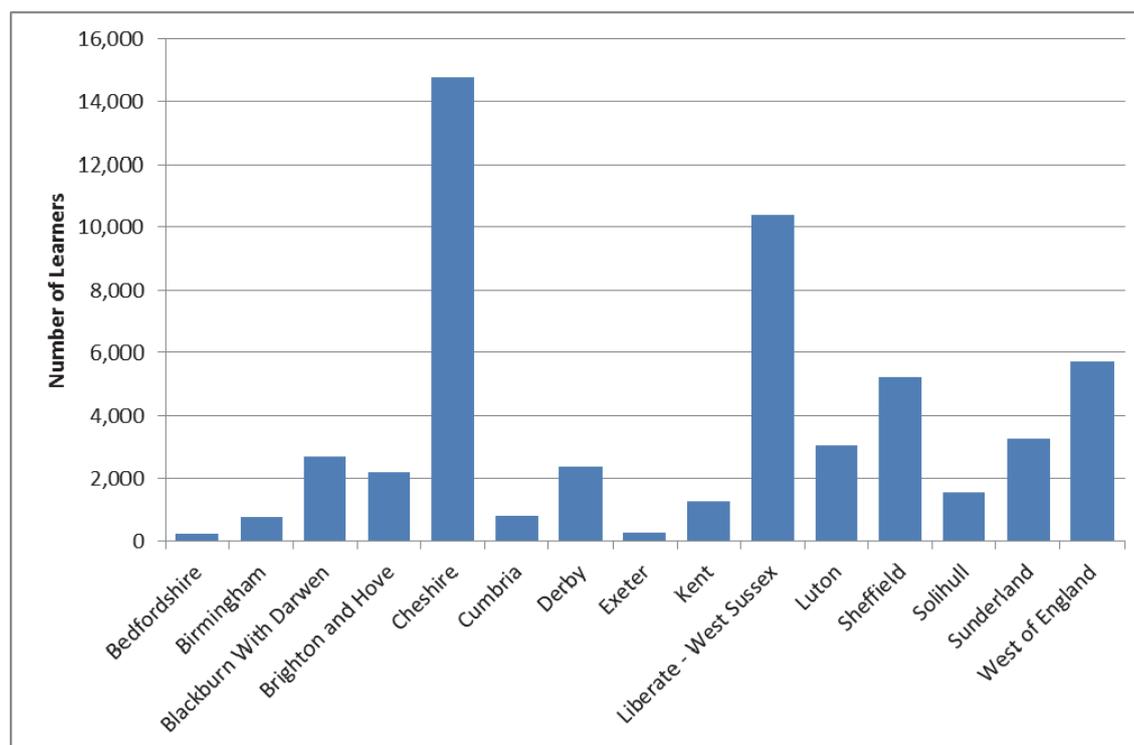
	Total Learners	%
All	**54,700**	
Bedfordshire	240	*
Birmingham	760	1.4%
Blackburn With Darwen	2,710	4.9%
Brighton and Hove	2,220	4.1%
Cheshire	14,770	27.0%
Cumbria	810	1.5%
Derby	2,380	4.4%
Exeter	270	0.5%
Kent	1,290	2.3%
Liberate - West Sussex	10,380	19.0%
Luton	3,050	5.6%
Sheffield	5,250	9.6%
Solihull	1,570	2.9%
Sunderland	3,260	6.0%
West of England	5,740	10.5%

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)
All figures rounded to the nearest 10; '*' indicates a percentage of less than 0.5%.
Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

Figure 4.2: CLTP Learners Living Inside or Outside the Local Authority Area
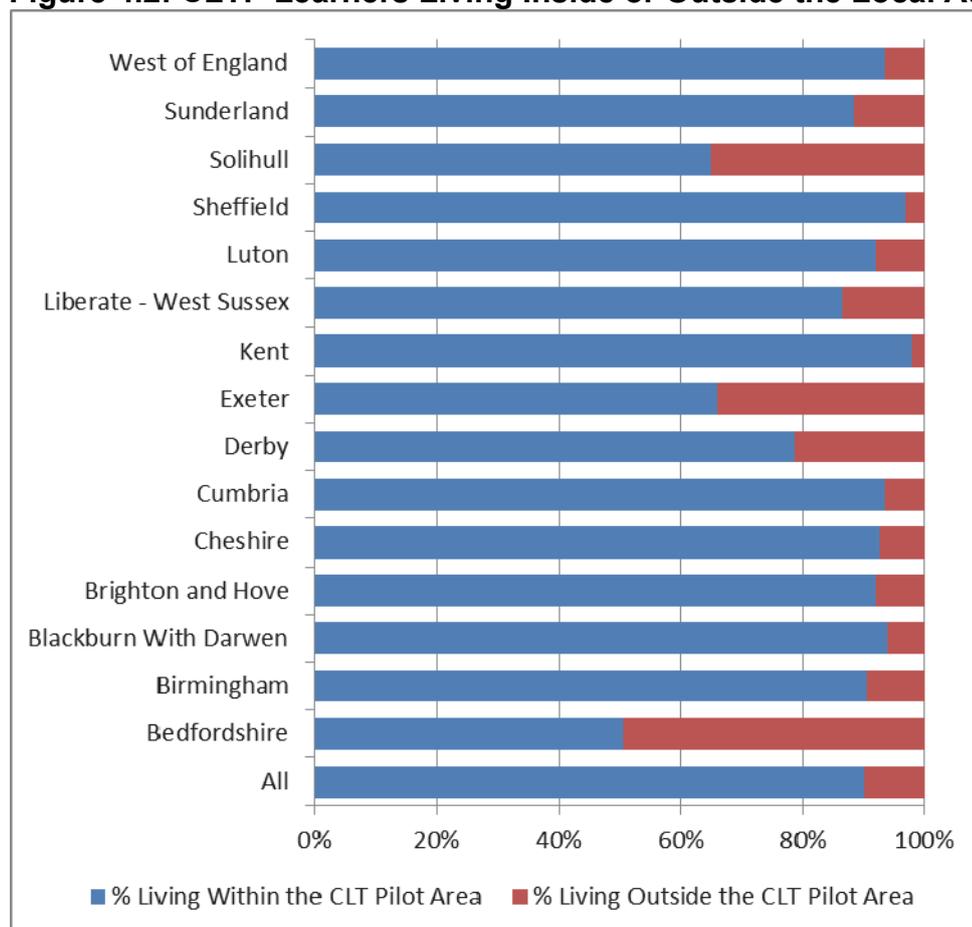
	Total Learners	% Living Within the CLT Pilot Area	% Living Outside the CLT Pilot Area
All	**54,680**	**90.1%**	**9.9%**
Bedfordshire	240	50.6%	49.4%
Birmingham	760	90.4%	9.6%
Blackburn With Darwen	2,710	93.9%	6.1%
Brighton and Hove	2,220	91.9%	8.1%
Cheshire	14,770	92.6%	7.4%
Cumbria	810	93.5%	6.5%
Derby	2,380	78.7%	21.3%
Exeter	270	65.9%	34.1%
Kent	1,290	97.8%	2.2%
Liberate - West Sussex	10,380	86.4%	13.6%
Luton	3,050	92.0%	8.0%
Sheffield	5,250	96.9%	3.1%
Solihull	1,570	64.9%	35.1%
Sunderland	3,260	88.4%	11.6%
West of England	5,740	93.4%	6.6%

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)
All figures rounded to the nearest 10;
Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

174

Figure 4.3: CLT Pilot Provider Learner Numbers by Age Band

Provider (CLTP in Brackets)	19-34	35-49	50-64	65+	Other/ Unknown	Total
BEDFORD COLLEGE (Bedfordshire)	40	70	90	50	-	240
BIRMINGHAM CITY COUNCIL (Birmingham)	330	250	130	40	-	760
BLACKBURN WITH DARWEN UNITARY AUTHORITY (Blackburn With Darwen)	940	900	490	340	40	2,710
BRIGHTON & HOVE CITY COUNCIL (Brighton and Hove)	230	170	40	-	20	470
FRIENDS CENTRE (Brighton and Hove)	80	150	180	150	-	550
VARNDEAN COLLEGE (Brighton and Hove)	40	120	100	110	-	370
PORTSLADE ALDRIDGE COMMUNITY ACADEMY TRUST (Brighton and Hove)	100	190	170	100	10	570
CITY COLLEGE, BRIGHTON AND HOVE (Brighton and Hove)	130	70	40	-	10	250
CHESHIRE WEST AND CHESTER COUNCIL (Cheshire)	2,100	2,000	1,910	1,060	140	7,210
MACCLESFIELD COLLEGE (Cheshire)	-	20	20	10	-	60
REASEHEATH COLLEGE (Cheshire)	10	10	30	40	-	100
WEST CHESHIRE COLLEGE (Cheshire)	100	40	30	10	-	170
SIR JOHN DEANE'S COLLEGE (Cheshire)	220	530	860	380	-	1,990
CHESHIRE EAST COUNCIL (Cheshire)	1,120	1,480	1,420	1,000	220	5,240
CUMBRIA COUNTY COUNCIL (Cumbria)	80	180	330	230	-	810
DERBY CITY COUNCIL (Derby)	760	700	620	300	-	2,380
EXETER COLLEGE (Exeter)	210	30	20	10	-	270
DEVON COUNTY COUNCIL (Exeter)	-	-	-	-	-	-
WEST SUSSEX COUNTY COUNCIL (Kent)	-	-	-	-	-	10
KENT COUNTY COUNCIL (Kent)	460	370	230	200	20	1,270
WEST SUSSEX COUNTY COUNCIL (Liberate - West Sussex)	1,100	2,180	2,870	2,800	180	9,120
DARLINGTON BOROUGH COUNCIL (Liberate - West Sussex)	-	-	-	-	-	-
NORTHBROOK COLLEGE, SUSSEX (Liberate - West Sussex)	90	140	170	100	-	490
CHICHESTER COLLEGE (Liberate - West Sussex)	10	-	-	-	-	10
EAST SUSSEX COUNTY COUNCIL (Liberate - West Sussex)	380	290	30	-	40	750
LUTON BOROUGH COUNCIL (Luton)	1,160	1,000	360	330	20	2,860
BEDFORD COLLEGE (Luton)	10	70	80	30	-	190
SHEFFIELD CITY COUNCIL (Sheffield)	2,010	1,630	830	740	50	5,250
SOLIHULL COLLEGE (Solihull)	410	530	410	200	20	1,570
SUNDERLAND CITY METROPOLITAN BOROUGH COUNCIL (Sunderland)	1,200	900	590	560	20	3,260
BRISTOL CITY COUNCIL (West of England)	1,800	1,700	650	220	60	4,420
WESTON COLLEGE (West of England)	100	100	100	-	-	300
CITY OF BRISTOL COLLEGE (West of England)	140	150	90	130	-	510
THE SOUTH GLOUCESTERSHIRE AND STROUD COLLEGE (West of England)	190	90	130	80	20	510

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)
All figures rounded to the nearest 10; '-' Indicates a value of less than 5;
Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

Figure 4.4: Learners Progressing from 2011/12 to 2012/13
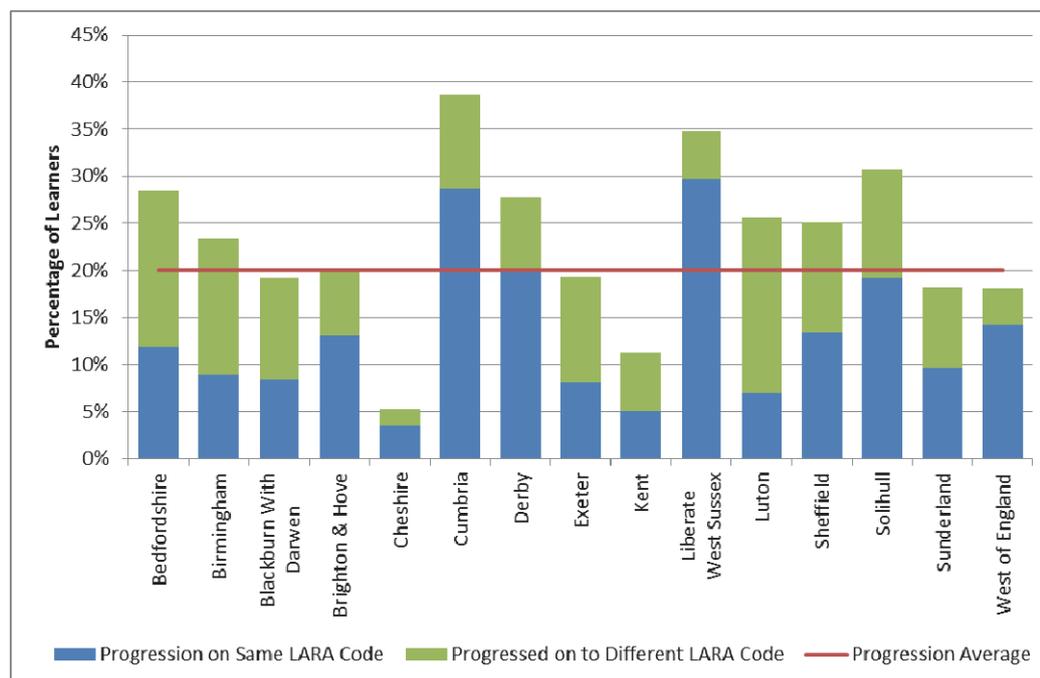
	Total Learners	Matched from 2011/12 ILR	%	Matched from 2011/12 ILR - With Same LARA Code	%
All	54,680	10,990	20%	7,360	13%
Bedfordshire	240	70	30%	30	12%
Birmingham	760	180	23%	70	9%
Blackburn With Darwen	2,710	520	19%	230	8%
Brighton and Hove	2,220	450	20%	290	13%
Cheshire	14,770	780	5%	520	4%
Cumbria	810	310	37%	230	29%
Derby	2,380	660	28%	480	20%
Exeter	270	50	19%	20	8%
Kent	1,290	150	12%	70	5%
Liberate - West Sussex	10,380	3,620	35%	3,080	30%
Luton	3,050	780	26%	210	7%
Sheffield	5,250	1,320	25%	710	13%
Solihull	1,570	480	30%	300	19%
Sunderland	3,260	590	18%	310	10%
West of England	5,740	1,040	18%	820	14%

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)
All figures rounded to the nearest 10;
(Matched using provider reference and learner reference)
Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

5. Community Trust Pilot Learners Comparative Analysis

This section includes a series of tables and charts comparing the profile of CLT pilot learners (identified by the 300 codes) with the profile of all Community Learners within the

CLT Pilot Local Authority areas in the previous academic year (2011/12). The tables and charts also compare the 2012/13 CLT pilot profile against the overall 2011/12 National averages for Community Learning. Analysis is carried out by age band, gender, ethnicity, learning difficulty/disability, deprivation, urban/rural, subject area and fee income per guided learning hour.

Figure 5.1: Age band Profile Comparison
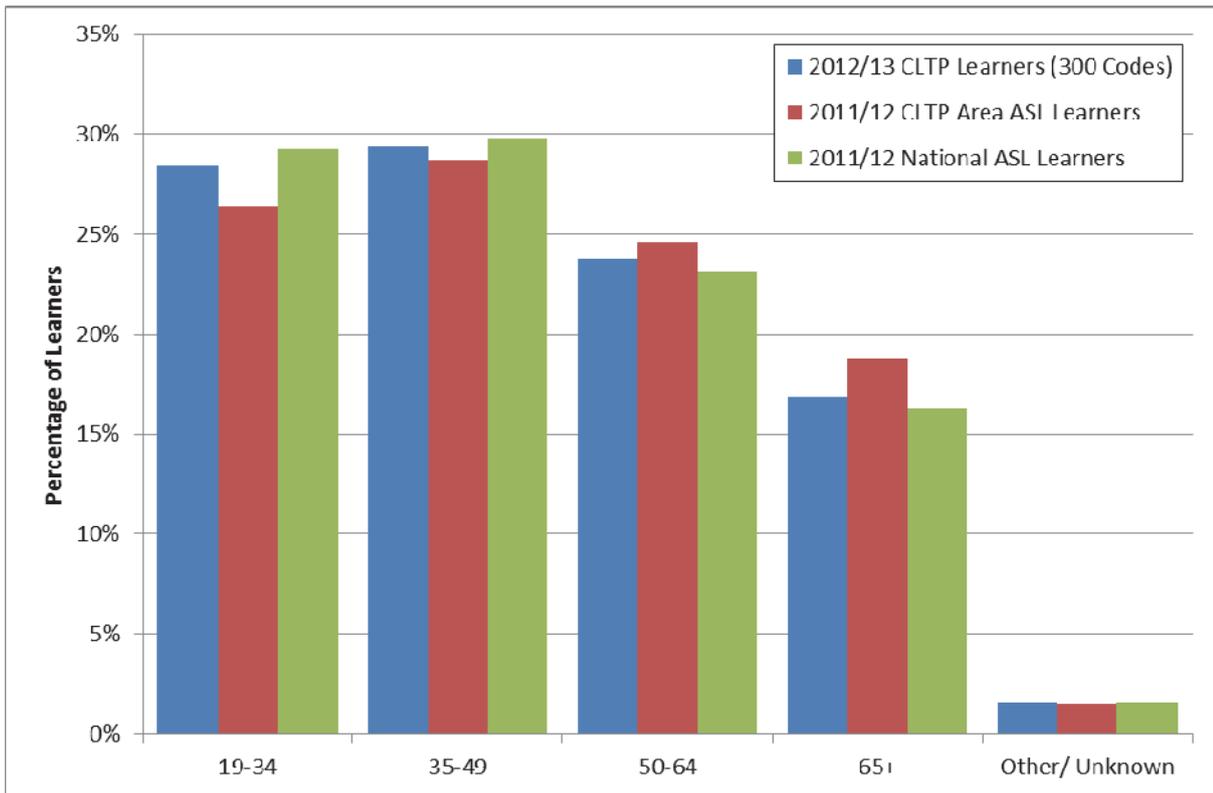
		All	19-34	35-49	50-64	65+	Other/ Unknown
All	**2012/13 CLTP Learners (300 Codes)**	**54,680**	**28.4%**	**29.4%**	**23.8%**	**16.9%**	**1.6%**
	2011/12 CLTP Area ASL Learners	**81,840**	**26.4%**	**28.7%**	**24.6%**	**18.7%**	**1.5%**
	2011/12 National ASL Learners	**713,210**	**29.3%**	**29.8%**	**23.1%**	**16.3%**	**1.5%**
Bedfordshire	2012/13 CLTP Learners (300 Codes)	240	14.8%	27.4%	36.3%	21.5%	*
	2011/12 CLTP Area ASL Learners	2,890	33.2%	27.9%	19.5%	17.9%	1.5%
Birmingham	2012/13 CLTP Learners (300 Codes)	760	43.8%	33.2%	17.7%	5.3%	*
	2011/12 CLTP Area ASL Learners	9,420	38.0%	33.0%	17.8%	9.7%	1.4%
Blackburn With Darwen	2012/13 CLTP Learners (300 Codes)	2,710	34.7%	33.2%	18.0%	12.6%	1.4%
	2011/12 CLTP Area ASL Learners	3,290	36.8%	30.5%	17.9%	13.3%	1.5%
Brighton and Hove	2012/13 CLTP Learners (300 Codes)	2,220	26.1%	31.6%	23.8%	16.8%	1.7%
	2011/12 CLTP Area ASL Learners	3,270	26.8%	32.5%	23.6%	15.1%	2.0%
Cheshire	2012/13 CLTP Learners (300 Codes)	14,770	24.1%	27.6%	28.9%	17.0%	2.4%
	2011/12 CLTP Area ASL Learners	14,610	18.4%	27.2%	29.6%	21.9%	2.9%
Cumbria	2012/13 CLTP Learners (300 Codes)	810	9.5%	21.5%	40.3%	28.6%	*
	2011/12 CLTP Area ASL Learners	1,000	10.9%	25.3%	38.4%	25.0%	*
Derby	2012/13 CLTP Learners (300 Codes)	2,380	31.7%	29.6%	25.9%	12.6%	*
	2011/12 CLTP Area ASL Learners	2,080	31.7%	28.2%	22.4%	17.3%	*
Exeter	2012/13 CLTP Learners (300 Codes)	270	78.1%	9.6%	7.4%	4.8%	*
	2011/12 CLTP Area ASL Learners	1,120	37.0%	29.6%	22.6%	10.7%	*
Kent	2012/13 CLTP Learners (300 Codes)	1,290	36.0%	29.2%	18.1%	15.5%	1.2%
	2011/12 CLTP Area ASL Learners	13,160	18.5%	27.5%	30.2%	23.4%	*
Liberate - West Sussex	2012/13 CLTP Learners (300 Codes)	10,380	15.2%	25.2%	29.5%	28.0%	2.1%
	2011/12 CLTP Area ASL Learners	12,130	14.6%	25.4%	30.7%	27.3%	2.0%
Luton	2012/13 CLTP Learners (300 Codes)	3,050	38.4%	35.1%	14.3%	11.5%	0.6%
	2011/12 CLTP Area ASL Learners	3,600	41.2%	32.7%	15.1%	10.5%	0.5%
Sheffield	2012/13 CLTP Learners (300 Codes)	5,250	38.2%	31.0%	15.7%	14.1%	0.9%
	2011/12 CLTP Area ASL Learners	4,190	36.3%	28.3%	20.1%	14.5%	0.8%
Solihull	2012/13 CLTP Learners (300 Codes)	1,570	26.4%	34.1%	26.1%	12.5%	1.0%
	2011/12 CLTP Area ASL Learners	1,860	27.2%	34.2%	23.1%	13.8%	1.7%
Sunderland	2012/13 CLTP Learners (300 Codes)	3,260	36.7%	27.6%	18.0%	17.2%	0.5%
	2011/12 CLTP Area ASL Learners	4,390	36.3%	25.7%	19.9%	17.6%	0.6%
West of England	2012/13 CLTP Learners (300 Codes)	5,740	38.7%	35.4%	16.9%	7.5%	1.6%
	2011/12 CLTP Area ASL Learners	4,840	37.5%	32.1%	15.5%	13.3%	1.5%

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)
All figures rounded to the nearest 10; '*' indicates a percentage of less than 0.5%.
Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

Figure 5.2: Gender Profile Comparison
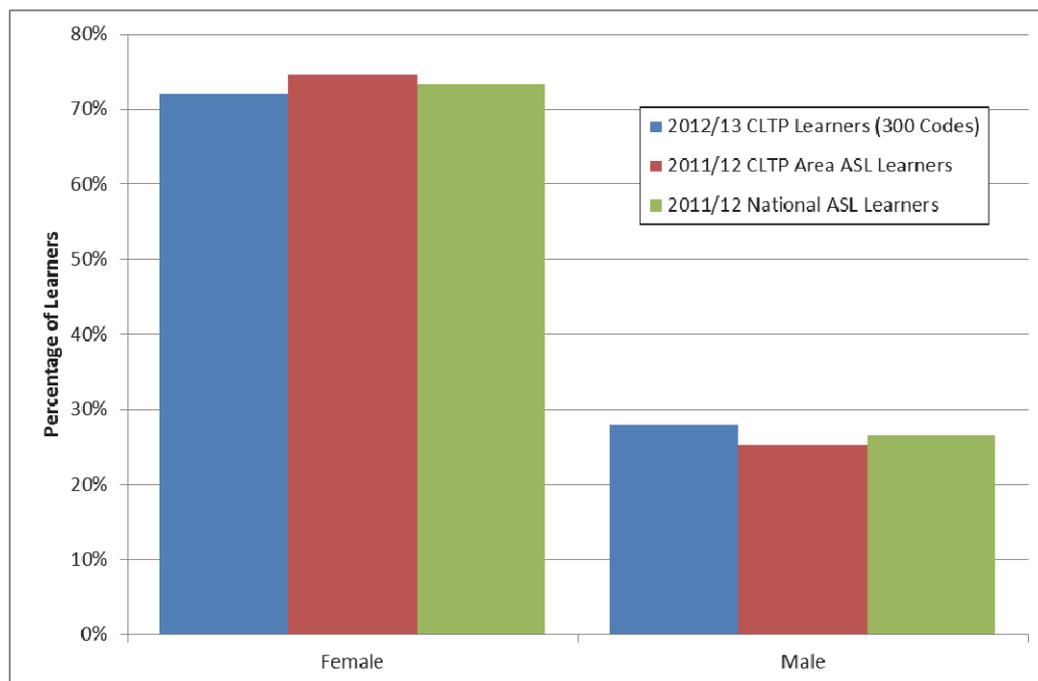
		All	Female	Male
All	**2012/13 CLTP Learners (300 Codes)**	**54,680**	**72.1%**	**27.9%**
	2011/12 CLTP Area ASL Learners	**81,840**	**74.6%**	**25.4%**
	2011/12 National ASL Learners	**713,210**	**73.4%**	**26.6%**
Bedfordshire	2012/13 CLTP Learners (300 Codes)	240	64.6%	35.4%
	2011/12 CLTP Area ASL Learners	2,890	71.2%	28.8%
Birmingham	2012/13 CLTP Learners (300 Codes)	760	85.1%	14.9%
	2011/12 CLTP Area ASL Learners	9,420	80.1%	19.9%
Blackburn With Darwen	2012/13 CLTP Learners (300 Codes)	2,710	70.0%	30.0%
	2011/12 CLTP Area ASL Learners	3,290	65.7%	34.3%
Brighton and Hove	2012/13 CLTP Learners (300 Codes)	2,220	74.4%	25.6%
	2011/12 CLTP Area ASL Learners	3,270	72.3%	27.7%
Cheshire	2012/13 CLTP Learners (300 Codes)	14,770	68.3%	31.7%
	2011/12 CLTP Area ASL Learners	14,610	72.5%	27.5%
Cumbria	2012/13 CLTP Learners (300 Codes)	810	77.6%	22.4%
	2011/12 CLTP Area ASL Learners	1,000	77.4%	22.6%
Derby	2012/13 CLTP Learners (300 Codes)	2,380	73.6%	26.4%
	2011/12 CLTP Area ASL Learners	2,080	75.2%	24.8%
Exeter	2012/13 CLTP Learners (300 Codes)	270	63.3%	36.7%
	2011/12 CLTP Area ASL Learners	1,120	64.4%	35.6%
Kent	2012/13 CLTP Learners (300 Codes)	1,290	75.0%	25.0%
	2011/12 CLTP Area ASL Learners	13,160	77.8%	22.2%
Liberate - West Sussex	2012/13 CLTP Learners (300 Codes)	10,380	76.6%	23.4%
	2011/12 CLTP Area ASL Learners	12,130	73.6%	26.4%
Luton	2012/13 CLTP Learners (300 Codes)	3,050	78.4%	21.6%
	2011/12 CLTP Area ASL Learners	3,600	77.2%	22.8%
Sheffield	2012/13 CLTP Learners (300 Codes)	5,250	75.1%	24.9%
	2011/12 CLTP Area ASL Learners	4,190	78.4%	21.6%
Solihull	2012/13 CLTP Learners (300 Codes)	1,570	80.7%	19.3%
	2011/12 CLTP Area ASL Learners	1,860	77.6%	22.4%
Sunderland	2012/13 CLTP Learners (300 Codes)	3,260	65.9%	34.1%
	2011/12 CLTP Area ASL Learners	4,390	72.0%	28.0%
West of England	2012/13 CLTP Learners (300 Codes)	5,740	65.4%	34.6%
	2011/12 CLTP Area ASL Learners	4,840	71.3%	28.7%

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)

All figures rounded to the nearest 10; '*' indicates a percentage of less than 0.5%.
Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

Figure 5.3: Ethnicity Profile Comparison
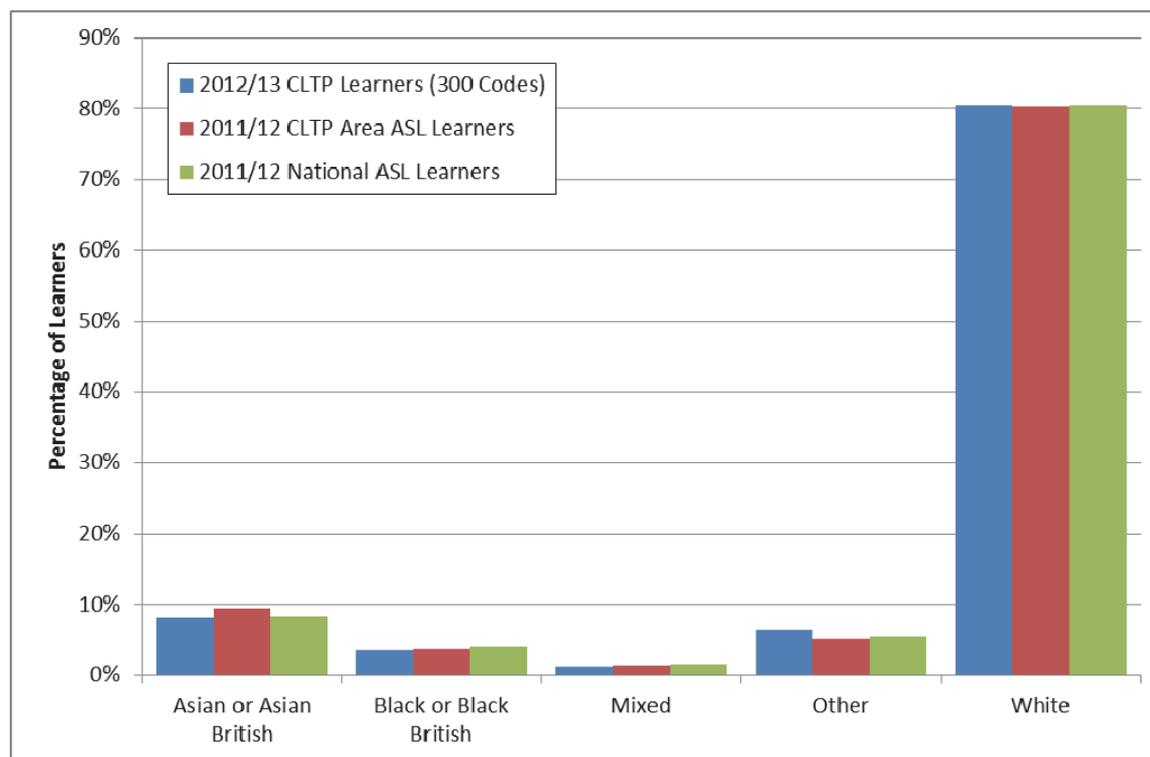
		All	Asian or Asian British	Black or Black British	Mixed	Other	White
All	**2012/13 CLTP Learners (300 Codes)**	**54,680**	**8.2%**	**3.7%**	**1.2%**	**6.4%**	**80.5%**
	2011/12 CLTP Area ASL Learners	**81,840**	**9.4%**	**3.8%**	**1.3%**	**5.1%**	**80.3%**
	2011/12 National ASL Learners	**713,210**	**8.3%**	**4.2%**	**1.6%**	**5.4%**	**80.5%**
Bedfordshire	2012/13 CLTP Learners (300 Codes)	240	8.4%	6.8%	1.7%	3.4%	79.7%
	2011/12 CLTP Area ASL Learners	2,890	8.1%	4.5%	1.8%	2.7%	83.0%
Birmingham	2012/13 CLTP Learners (300 Codes)	760	32.5%	8.3%	3.4%	0.9%	54.9%
	2011/12 CLTP Area ASL Learners	9,420	27.2%	12.1%	3.2%	3.7%	53.8%
Blackburn With Darwen	2012/13 CLTP Learners (300 Codes)	2,710	32.1%	1.0%	0.8%	2.6%	63.5%
	2011/12 CLTP Area ASL Learners	3,290	32.6%	0.9%	0.9%	5.7%	59.9%
Brighton and Hove	2012/13 CLTP Learners (300 Codes)	2,220	4.5%	1.6%	2.8%	9.6%	81.5%
	2011/12 CLTP Area ASL Learners	3,270	4.1%	1.9%	2.3%	15.4%	76.3%
Cheshire	2012/13 CLTP Learners (300 Codes)	14,770	1.0%	*	*	5.8%	92.3%
	2011/12 CLTP Area ASL Learners	14,610	1.1%	*	*	4.0%	94.3%
Cumbria	2012/13 CLTP Learners (300 Codes)	810	*	*	1.0%	6.3%	92.3%
	2011/12 CLTP Area ASL Learners	1,000	*	*	1.0%	6.7%	91.9%
Derby	2012/13 CLTP Learners (300 Codes)	2,380	9.2%	2.0%	1.7%	22.0%	65.2%
	2011/12 CLTP Area ASL Learners	2,080	11.0%	2.3%	1.3%	16.4%	69.1%
Exeter	2012/13 CLTP Learners (300 Codes)	270	3.7%	*	*	2.2%	93.7%
	2011/12 CLTP Area ASL Learners	1,120	1.5%	*	1.3%	3.6%	93.1%
Kent	2012/13 CLTP Learners (300 Codes)	1,290	2.0%	0.6%	0.5%	27.2%	69.6%
	2011/12 CLTP Area ASL Learners	13,160	2.6%	0.8%	1.0%	8.1%	87.6%
Liberate - West Sussex	2012/13 CLTP Learners (300 Codes)	10,380	1.9%	0.6%	0.7%	2.0%	94.8%
	2011/12 CLTP Area ASL Learners	12,130	2.1%	0.6%	0.6%	2.5%	94.3%
Luton	2012/13 CLTP Learners (300 Codes)	3,050	40.1%	10.9%	2.3%	5.7%	41.0%
	2011/12 CLTP Area ASL Learners	3,600	39.9%	11.9%	2.4%	4.5%	41.3%
Sheffield	2012/13 CLTP Learners (300 Codes)	5,250	15.0%	9.3%	1.8%	13.4%	60.4%
	2011/12 CLTP Area ASL Learners	4,190	17.0%	8.0%	2.0%	6.8%	66.3%
Solihull	2012/13 CLTP Learners (300 Codes)	1,570	7.3%	3.9%	2.1%	2.0%	84.6%
	2011/12 CLTP Area ASL Learners	1,860	6.8%	2.5%	2.1%	2.1%	86.4%
Sunderland	2012/13 CLTP Learners (300 Codes)	3,260	2.6%	0.9%	0.5%	0.7%	95.3%
	2011/12 CLTP Area ASL Learners	4,390	2.7%	0.7%	*	1.0%	95.2%
West of England	2012/13 CLTP Learners (300 Codes)	5,740	7.3%	13.7%	2.5%	4.9%	71.6%
	2011/12 CLTP Area ASL Learners	4,840	6.8%	13.7%	2.4%	2.0%	75.2%

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)
All figures rounded to the nearest 10; '*' indicates a percentage of less than 0.5%.

Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

Figure 5.4: Learners with a Learning Difficulty and/or Disability and/or Health Problem
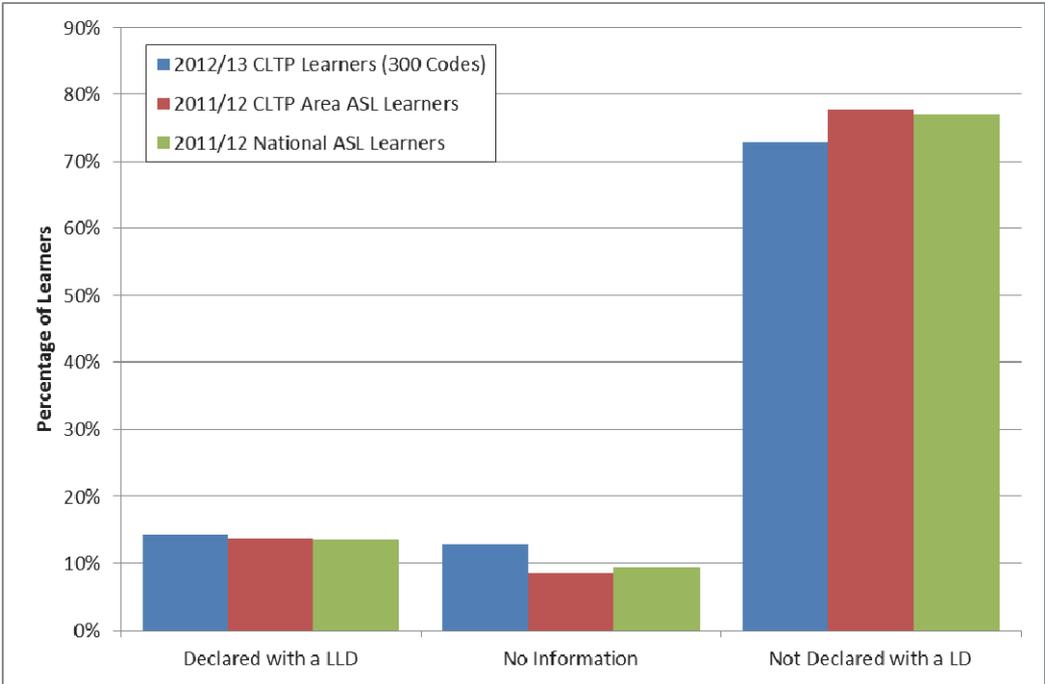
		All	Declared with a LLD	No Information	Not Declared with a LD
All	**2012/13 CLTP Learners (300 Codes)**	**54,680**	**14.3%**	**12.9%**	**72.9%**
	2011/12 CLTP Area ASL Learners	**81,840**	**13.7%**	**8.6%**	**77.7%**
	2011/12 National ASL Learners	**713,210**	**13.5%**	**9.4%**	**77.1%**
Bedfordshire	2012/13 CLTP Learners (300 Codes)	240	21.5%	*	78.1%
	2011/12 CLTP Area ASL Learners	2,890	18.4%	3.0%	78.6%
Birmingham	2012/13 CLTP Learners (300 Codes)	760	11.2%	2.6%	86.1%
	2011/12 CLTP Area ASL Learners	9,420	9.9%	7.0%	83.0%
Blackburn With Darwen	2012/13 CLTP Learners (300 Codes)	2,710	13.7%	37.5%	48.7%
	2011/12 CLTP Area ASL Learners	3,290	14.1%	29.6%	56.3%
Brighton and Hove	2012/13 CLTP Learners (300 Codes)	2,220	21.5%	6.5%	72.0%
	2011/12 CLTP Area ASL Learners	3,270	17.0%	13.7%	69.3%
Cheshire	2012/13 CLTP Learners (300 Codes)	14,770	18.0%	10.3%	71.7%
	2011/12 CLTP Area ASL Learners	14,610	14.6%	4.6%	80.7%
Cumbria	2012/13 CLTP Learners (300 Codes)	810	7.2%	12.2%	80.6%
	2011/12 CLTP Area ASL Learners	1,000	7.5%	13.4%	79.1%
Derby	2012/13 CLTP Learners (300 Codes)	2,380	11.5%	26.5%	61.9%
	2011/12 CLTP Area ASL Learners	2,080	15.4%	25.6%	59.0%
Exeter	2012/13 CLTP Learners (300 Codes)	270	25.2%	0.7%	74.1%
	2011/12 CLTP Area ASL Learners	1,120	15.1%	1.7%	83.2%
Kent	2012/13 CLTP Learners (300 Codes)	1,290	13.9%	57.8%	28.3%
	2011/12 CLTP Area ASL Learners	13,160	17.1%	11.8%	71.1%
Liberate - West Sussex	2012/13 CLTP Learners (300 Codes)	10,380	5.9%	*	93.6%
	2011/12 CLTP Area ASL Learners	12,130	6.3%	1.6%	92.0%
Luton	2012/13 CLTP Learners (300 Codes)	3,050	7.7%	*	92.0%
	2011/12 CLTP Area ASL Learners	3,600	9.3%	1.1%	89.7%
Sheffield	2012/13 CLTP Learners (300 Codes)	5,250	10.4%	45.4%	44.2%
	2011/12 CLTP Area ASL Learners	4,190	14.9%	33.3%	51.8%
Solihull	2012/13 CLTP Learners (300 Codes)	1,570	12.6%	1.8%	85.6%
	2011/12 CLTP Area ASL Learners	1,860	8.9%	3.8%	87.3%
Sunderland	2012/13 CLTP Learners (300 Codes)	3,260	17.0%	0.0%	83.0%
	2011/12 CLTP Area ASL Learners	4,390	14.2%	2.3%	83.5%
West of England	2012/13 CLTP Learners (300 Codes)	5,740	25.3%	6.6%	68.1%
	2011/12 CLTP Area ASL Learners	4,840	25.6%	3.2%	71.2%

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)
All figures rounded to the nearest 10; '*' indicates a percentage of less than 0.5%.
Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

Figure 5.5: Deprivation Profile Comparison
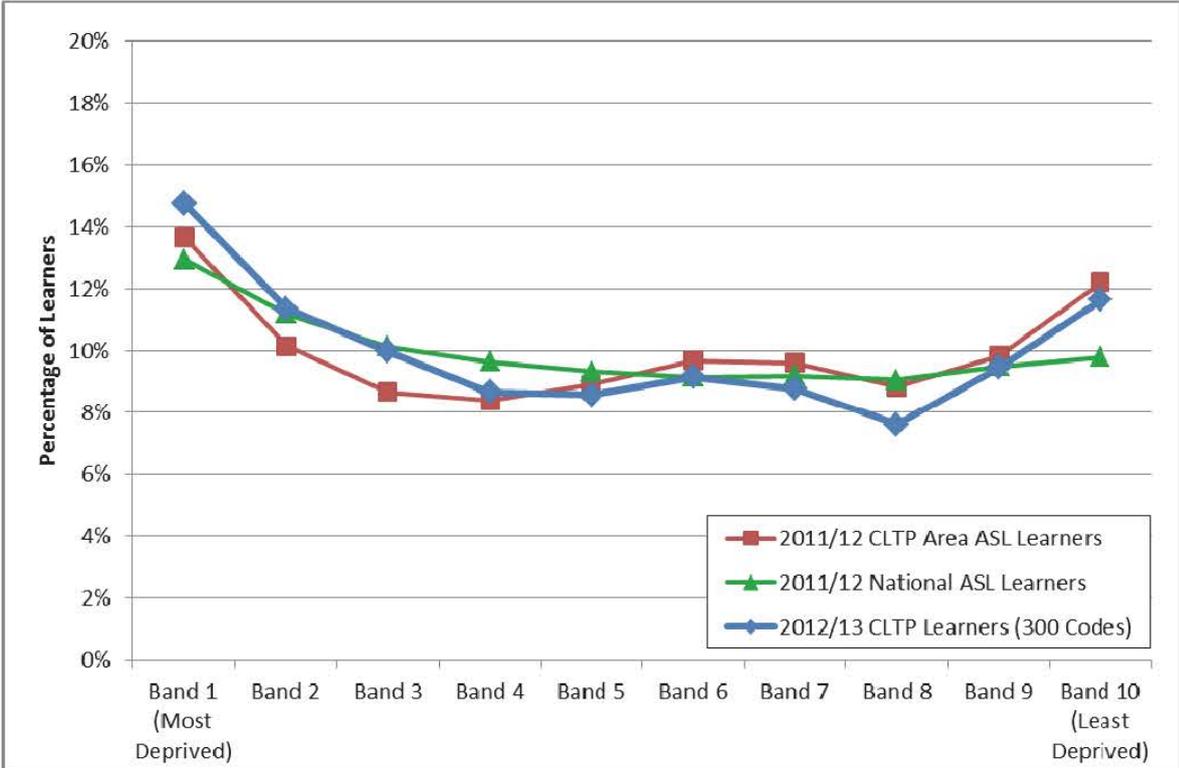
		All	Band 1 (Most Deprived)	Band 2	Band 3	Band 4	Band 5
All	**2012/13 CLTP Learners (300 Codes)**	**53,460**	**14.8%**	**11.4%**	**10.0%**	**8.7%**	**8.6%**
	2011/12 CLTP Area ASL Learners	**81,840**	**13.7%**	**10.2%**	**8.7%**	**8.4%**	**8.9%**
	2011/12 National ASL Learners	**676,440**	**13.0%**	**11.2%**	**10.1%**	**9.7%**	**9.3%**
Bedfordshire	2012/13 CLTP Learners (300 Codes)	240	4.7%	1.7%	11.9%	13.1%	11.0%
	2011/12 CLTP Area ASL Learners	2,890	3.4%	5.8%	10.8%	8.2%	9.6%
Birmingham	2012/13 CLTP Learners (300 Codes)	750	52.5%	14.6%	9.5%	7.1%	5.4%
	2011/12 CLTP Area ASL Learners	9,420	40.4%	15.9%	10.6%	9.2%	10.1%
Blackburn With Darwen	2012/13 CLTP Learners (300 Codes)	2,650	43.7%	19.6%	10.3%	4.8%	4.3%
	2011/12 CLTP Area ASL Learners	3,290	42.2%	17.9%	10.8%	5.3%	4.7%
Brighton and Hove	2012/13 CLTP Learners (300 Codes)	2,190	15.4%	13.7%	21.6%	12.1%	10.9%
	2011/12 CLTP Area ASL Learners	3,270	15.8%	12.2%	21.5%	12.1%	11.7%
Cheshire	2012/13 CLTP Learners (300 Codes)	14,230	6.2%	9.6%	7.5%	7.5%	7.8%
	2011/12 CLTP Area ASL Learners	14,610	4.1%	8.2%	5.5%	6.5%	6.4%
Cumbria	2012/13 CLTP Learners (300 Codes)	810	*	*	*	2.2%	13.4%
	2011/12 CLTP Area ASL Learners	1,000	*	*	*	1.9%	15.8%
Derby	2012/13 CLTP Learners (300 Codes)	2,370	13.6%	11.1%	11.3%	5.3%	10.6%
	2011/12 CLTP Area ASL Learners	2,080	17.0%	13.2%	12.0%	4.8%	11.3%
Exeter	2012/13 CLTP Learners (300 Codes)	270	10.5%	15.0%	10.5%	11.6%	12.7%
	2011/12 CLTP Area ASL Learners	1,120	2.5%	9.7%	6.3%	17.2%	13.8%
Kent	2012/13 CLTP Learners (300 Codes)	1,240	8.0%	13.6%	12.5%	16.5%	11.9%
	2011/12 CLTP Area ASL Learners	13,160	2.8%	5.0%	5.9%	8.0%	9.6%
Liberate - West Sussex	2012/13 CLTP Learners (300 Codes)	10,160	1.3%	3.1%	5.5%	7.0%	10.7%
	2011/12 CLTP Area ASL Learners	12,130	0.6%	2.7%	4.6%	6.3%	11.4%
Luton	2012/13 CLTP Learners (300 Codes)	3,040	8.0%	20.9%	17.1%	15.3%	11.7%
	2011/12 CLTP Area ASL Learners	3,600	9.3%	22.7%	18.3%	15.4%	12.0%
Sheffield	2012/13 CLTP Learners (300 Codes)	5,140	35.5%	18.2%	10.5%	8.3%	6.2%
	2011/12 CLTP Area ASL Learners	4,190	31.2%	16.7%	9.5%	7.1%	6.5%
Solihull	2012/13 CLTP Learners (300 Codes)	1,560	16.3%	7.4%	7.7%	4.2%	8.3%
	2011/12 CLTP Area ASL Learners	1,860	15.8%	5.4%	5.9%	2.6%	4.5%
Sunderland	2012/13 CLTP Learners (300 Codes)	3,220	26.7%	22.1%	18.3%	9.2%	6.3%
	2011/12 CLTP Area ASL Learners	4,390	21.3%	21.0%	13.9%	13.2%	5.9%
West of England	2012/13 CLTP Learners (300 Codes)	5,610	24.1%	10.6%	11.6%	13.2%	7.5%
	2011/12 CLTP Area ASL Learners	4,840	22.4%	11.6%	10.4%	13.3%	7.4%

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year) & Indices of Deprivation 2010
All figures rounded to the nearest 10; '*' indicates a percentage of less than 0.5%.
Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

		All	Band 6	Band 7	Band 8	Band 9	Band 10 (Least Deprived)
All	**2012/13 CLTP Learners (300 Codes)**	**53,460**	**9.2%**	**8.8%**	**7.6%**	**9.5%**	**11.6%**
	2011/12 CLTP Area ASL Learners	**81,840**	**9.7%**	**9.6%**	**8.8%**	**9.8%**	**12.2%**
	2011/12 National ASL Learners	**676,440**	**9.2%**	**9.2%**	**9.1%**	**9.5%**	**9.8%**
Bedfordshire	2012/13 CLTP Learners (300 Codes)	240	5.5%	5.9%	10.2%	19.1%	16.9%
	2011/12 CLTP Area ASL Learners	2,890	7.8%	12.0%	11.3%	14.8%	16.5%
Birmingham	2012/13 CLTP Learners (300 Codes)	750	3.8%	2.0%	0.9%	2.8%	1.3%
	2011/12 CLTP Area ASL Learners	9,420	6.0%	1.7%	3.2%	1.1%	1.9%
Blackburn With Darwen	2012/13 CLTP Learners (300 Codes)	2,650	2.0%	6.0%	5.4%	1.8%	2.0%
	2011/12 CLTP Area ASL Learners	3,290	2.3%	6.3%	6.3%	2.3%	1.9%
Brighton and Hove	2012/13 CLTP Learners (300 Codes)	2,190	9.8%	8.5%	4.8%	2.4%	0.8%
	2011/12 CLTP Area ASL Learners	3,270	11.7%	7.6%	5.1%	2.0%	*
Cheshire	2012/13 CLTP Learners (300 Codes)	14,230	8.3%	10.2%	7.8%	14.3%	20.9%
	2011/12 CLTP Area ASL Learners	14,610	8.4%	11.0%	8.4%	16.3%	25.2%
Cumbria	2012/13 CLTP Learners (300 Codes)	810	36.6%	17.0%	12.7%	17.4%	*
	2011/12 CLTP Area ASL Learners	1,000	36.5%	16.4%	10.7%	18.6%	*
Derby	2012/13 CLTP Learners (300 Codes)	2,370	7.4%	4.9%	8.6%	9.6%	17.6%
	2011/12 CLTP Area ASL Learners	2,080	7.4%	3.4%	5.3%	7.3%	18.3%
Exeter	2012/13 CLTP Learners (300 Codes)	270	12.4%	10.1%	9.4%	3.7%	4.1%
	2011/12 CLTP Area ASL Learners	1,120	11.3%	11.1%	10.1%	15.8%	2.1%
Kent	2012/13 CLTP Learners (300 Codes)	1,240	12.3%	13.1%	7.1%	4.1%	0.9%
	2011/12 CLTP Area ASL Learners	13,160	12.6%	15.2%	15.0%	12.7%	13.2%
Liberate - West Sussex	2012/13 CLTP Learners (300 Codes)	10,160	14.8%	12.0%	12.0%	15.6%	18.0%
	2011/12 CLTP Area ASL Learners	12,130	15.0%	11.9%	12.5%	16.0%	19.0%
Luton	2012/13 CLTP Learners (300 Codes)	3,040	7.8%	7.1%	5.9%	4.0%	2.2%
	2011/12 CLTP Area ASL Learners	3,600	7.0%	6.4%	6.2%	2.3%	*
Sheffield	2012/13 CLTP Learners (300 Codes)	5,140	5.9%	4.5%	4.3%	3.4%	3.2%
	2011/12 CLTP Area ASL Learners	4,190	6.7%	5.1%	5.7%	4.9%	6.6%
Solihull	2012/13 CLTP Learners (300 Codes)	1,560	6.3%	15.1%	9.2%	8.9%	16.5%
	2011/12 CLTP Area ASL Learners	1,860	4.6%	17.2%	7.6%	8.4%	27.9%
Sunderland	2012/13 CLTP Learners (300 Codes)	3,220	5.5%	5.5%	3.5%	2.6%	*
	2011/12 CLTP Area ASL Learners	4,390	6.9%	9.3%	4.5%	4.0%	*
West of England	2012/13 CLTP Learners (300 Codes)	5,610	7.7%	6.1%	6.7%	5.9%	6.6%
	2011/12 CLTP Area ASL Learners	4,840	8.5%	6.6%	7.8%	5.3%	6.7%

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year) & Indices of Deprivation 2010
All figures rounded to the nearest 10; '*' indicates a percentage of less than 0.5%.
Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

Figure 5.6: Rural/Urban Profile Comparison
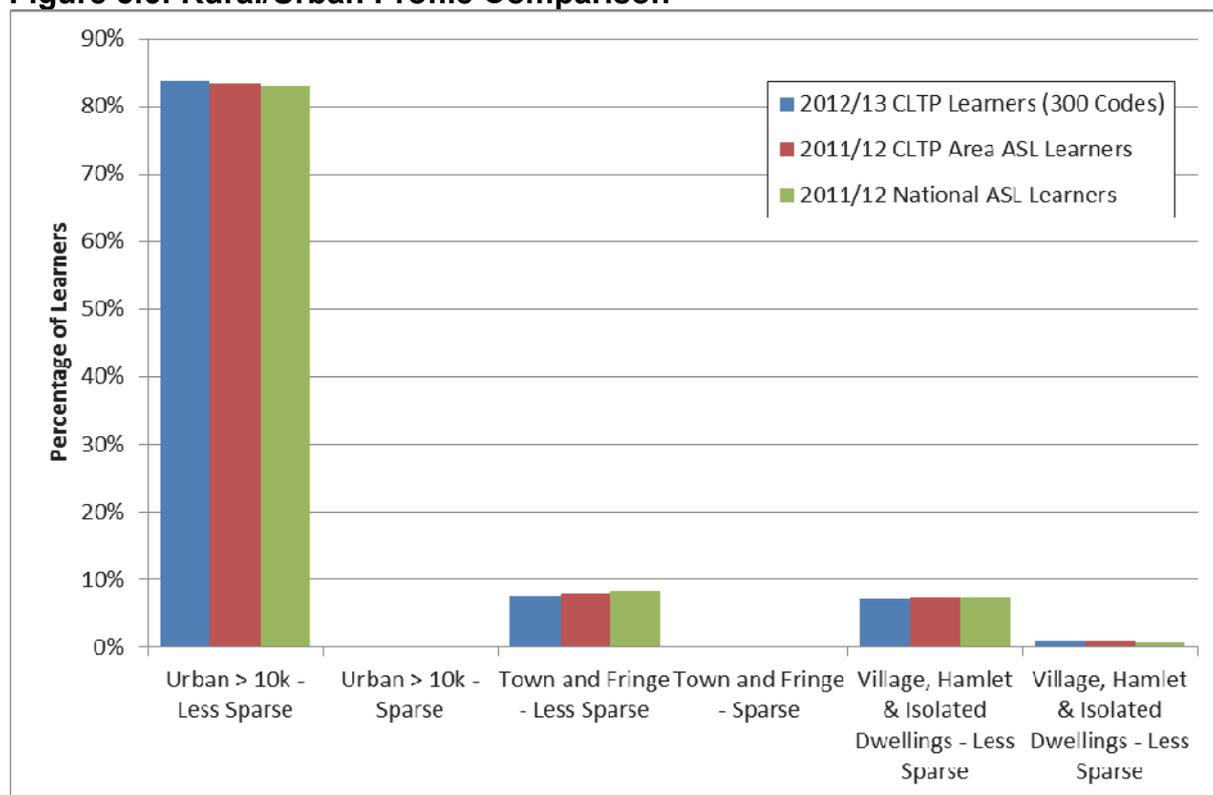
		All	Urban > 10k - Less Sparse	Urban > 10k - Sparse	Town and Fringe - Less Sparse	Town and Fringe - Sparse	Village, Hamlet & Isolated Dwellings - Less Sparse	Village, Hamlet & Isolated Dwellings - Less Sparse
All	2012/13 CLTP Learners (300 Codes)	53,520	83.8%	*	7.6%	*	7.1%	1.0%
	2011/12 CLTP Area ASL Learners	81,840	83.4%	*	8.0%	*	7.4%	0.8%
	2011/12 National ASL Learners	677,220	83.1%	*	8.3%	*	7.4%	0.7%
Bedfordshire	2012/13 CLTP Learners (300 Codes)	240	72.3%	*	21.7%	*	6.0%	*
	2011/12 CLTP Area ASL Learners	2,890	71.2%	*	16.5%	*	12.3%	*
Birmingham	2012/13 CLTP Learners (300 Codes)	740	97.8%	*	*	*	2.2%	*
	2011/12 CLTP Area ASL Learners	9,420	100.0%	*	*	*	*	*
Blackburn With Darwen	2012/13 CLTP Learners (300 Codes)	2,650	97.6%	*	1.0%	*	1.4%	*
	2011/12 CLTP Area ASL Learners	3,290	96.5%	*	*	*	3.5%	*
Brighton and Hove	2012/13 CLTP Learners (300 Codes)	2,190	98.9%	*	0.6%	*	0.5%	*
	2011/12 CLTP Area ASL Learners	3,270	100.0%	*	*	*	*	*
Cheshire	2012/13 CLTP Learners (300 Codes)	14,430	74.6%	*	13.4%	*	12.0%	*
	2011/12 CLTP Area ASL Learners	14,610	70.2%	*	16.4%	*	13.5%	*
Cumbria	2012/13 CLTP Learners (300 Codes)	810	1.8%	23.8%	*	6.2%	5.2%	62.8%
	2011/12 CLTP Area ASL Learners	1,000	*	20.6%	*	8.2%	7.2%	64.0%
Derby	2012/13 CLTP Learners (300 Codes)	2,360	86.9%	*	6.7%	*	6.4%	*
	2011/12 CLTP Area ASL Learners	2,080	100.0%	*	*	*	*	*
Exeter	2012/13 CLTP Learners (300 Codes)	260	79.1%	*	11.4%	1.9%	6.5%	1.1%
	2011/12 CLTP Area ASL Learners	1,120	91.8%	*	8.2%	*	*	*
Kent	2012/13 CLTP Learners (300 Codes)	1,240	70.5%	*	14.0%	*	15.5%	*
	2011/12 CLTP Area ASL Learners	13,160	69.9%	*	14.8%	*	15.3%	*
Liberate - West Sussex	2012/13 CLTP Learners (300 Codes)	10,100	74.4%	*	11.8%	*	13.8%	*
	2011/12 CLTP Area ASL Learners	12,130	75.0%	*	12.6%	*	12.4%	*
Luton	2012/13 CLTP Learners (300 Codes)	3,020	97.6%	*	2.0%	*	*	*
	2011/12 CLTP Area ASL Learners	3,600	100.0%	*	*	*	*	*
Sheffield	2012/13 CLTP Learners (300 Codes)	5,130	98.5%	*	1.0%	*	*	*
	2011/12 CLTP Area ASL Learners	4,190	100.0%	*	*	*	*	*
Solihull	2012/13 CLTP Learners (300 Codes)	1,560	94.8%	*	2.4%	*	2.8%	*
	2011/12 CLTP Area ASL Learners	1,860	97.3%	*	2.7%	*	*	*
Sunderland	2012/13 CLTP Learners (300 Codes)	3,190	94.2%	*	5.4%	*	*	*
	2011/12 CLTP Area ASL Learners	4,390	100.0%	*	*	*	*	*
West of England	2012/13 CLTP Learners (300 Codes)	5,590	95.0%	*	3.0%	*	2.0%	*
	2011/12 CLTP Area ASL Learners	4,840	96.9%	*	1.9%	*	1.2%	*

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)

All figures rounded to the nearest 10; '*' indicates a percentage of less than 0.5%.
Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

Figure 5.7: Sector Subject Area Comparison
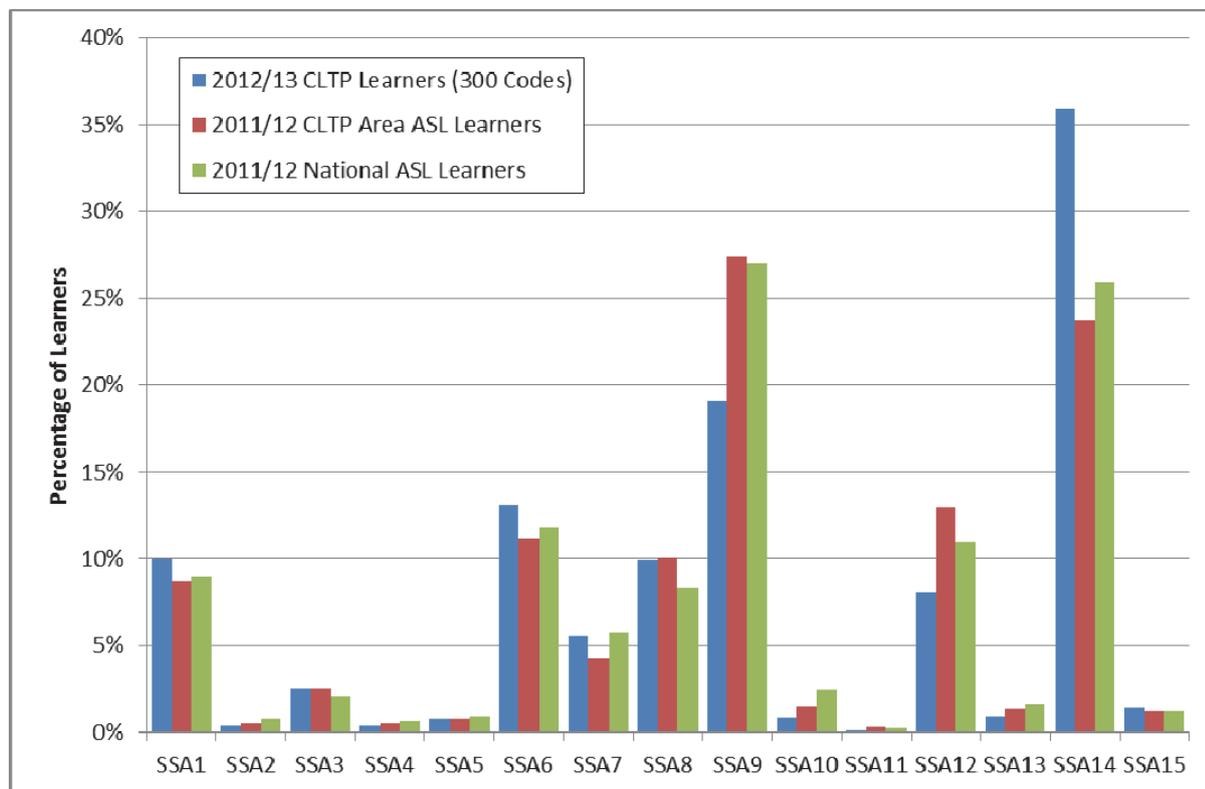
|		All	01. Health, Public Services and Care	02. Science and Mathematics	03. Agriculture, Horticulture and Animal Care	04. Engineering and Manufacturing Technologies	05. Construction, Planning and the Built Environment	06. Information and Communication Technology	07. Retail and Commercial Enterprise
All	2012/13 CLTP Learners (300 Codes)	54,680	10.0%	*	2.5%	*	0.8%	13.1%	5.6%
	2011/12 CLTP Area ASL Learners	81,840	8.7%	0.5%	2.5%	*	0.8%	11.2%	4.2%
	2011/12 National ASL Learners	713,210	8.9%	0.8%	2.0%	0.6%	0.9%	11.8%	5.7%
Bedfordshire	2012/13 CLTP Learners (300 Codes)	240	*	*	*	*	*	100.0%	*
	2011/12 CLTP Area ASL Learners	2,890	11.1%	1.5%	1.6%	*	0.5%	22.2%	2.1%
Birmingham	2012/13 CLTP Learners (300 Codes)	760	26.3%	*	5.9%	*	1.7%	10.2%	22.6%
	2011/12 CLTP Area ASL Learners	9,420	11.4%	*	2.2%	*	*	7.3%	7.5%
Blackburn With Darwen	2012/13 CLTP Learners (300 Codes)	2,710	28.2%	*	*	*	*	12.4%	18.5%
	2011/12 CLTP Area ASL Learners	3,290	26.2%	*	0.6%	*	*	9.8%	12.9%
Brighton and Hove	2012/13 CLTP Learners (300 Codes)	2,220	7.9%	1.1%	0.6%	*	*	8.7%	3.1%
	2011/12 CLTP Area ASL Learners	3,270	3.9%	*	1.8%	*	*	13.9%	3.9%
Cheshire	2012/13 CLTP Learners (300 Codes)	14,770	5.7%	0.5%	5.1%	0.6%	1.1%	15.0%	7.2%
	2011/12 CLTP Area ASL Learners	14,610	8.2%	1.0%	4.8%	0.9%	1.4%	16.3%	3.1%
Cumbria	2012/13 CLTP Learners (300 Codes)	810	*	*	1.6%	2.5%	3.8%	16.5%	2.2%
	2011/12 CLTP Area ASL Learners	1,000	3.8%	0.5%	4.6%	2.8%	0.8%	13.7%	1.3%
Derby	2012/13 CLTP Learners (300 Codes)	2,380	6.3%	*	*	*	*	8.0%	4.7%
	2011/12 CLTP Area ASL Learners	2,080	3.9%	0.7%	0.6%	*	1.0%	9.3%	6.6%
Exeter	2012/13 CLTP Learners (300 Codes)	270	3.7%	8.1%	*	*	2.2%	9.6%	*
	2011/12 CLTP Area ASL Learners	1,120	10.2%	3.0%	0.9%	*	5.1%	8.8%	1.9%
Kent	2012/13 CLTP Learners (300 Codes)	1,290	37.7%	*	4.3%	*	*	5.2%	3.0%
	2011/12 CLTP Area ASL Learners	13,160	6.7%	*	2.8%	*	*	2.9%	1.8%
Liberate - West Sussex	2012/13 CLTP Learners (300 Codes)	10,380	5.2%	0.6%	2.2%	0.9%	1.1%	14.4%	5.4%
	2011/12 CLTP Area ASL Learners	12,130	3.1%	*	2.4%	1.0%	0.8%	14.6%	6.6%
Luton	2012/13 CLTP Learners (300 Codes)	3,050	25.0%	0.6%	*	*	*	14.2%	*
	2011/12 CLTP Area ASL Learners	3,600	22.2%	*	0.8%	0.6%	2.1%	14.0%	0.8%
Sheffield	2012/13 CLTP Learners (300 Codes)	5,250	6.8%	*	1.0%	*	*	21.1%	4.6%
	2011/12 CLTP Area ASL Learners	4,190	6.2%	*	1.1%	*	*	20.7%	2.4%
Solihull	2012/13 CLTP Learners (300 Codes)	1,570	8.5%	*	9.3%	*	2.8%	11.7%	6.1%
	2011/12 CLTP Area ASL Learners	1,860	7.7%	0.6%	5.1%	0.6%	1.7%	12.9%	7.6%
Sunderland	2012/13 CLTP Learners (300 Codes)	3,260	29.4%	*	*	*	1.9%	13.8%	5.4%
	2011/12 CLTP Area ASL Learners	4,390	17.8%	*	1.6%	1.0%	1.0%	10.2%	2.9%
West of England	2012/13 CLTP Learners (300 Codes)	5,740	1.0%	*	0.9%	*	*	*	*
	2011/12 CLTP Area ASL Learners	4,840	1.7%	*	1.1%	*	*	*	1.8%

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)

187

		All	08. Leisure, Travel and Tourism	09. Arts, Media and Publishing	10. History, Philosophy and Theology	11. Social Sciences	12. Languages, Literature and Culture	13. Education and Training	14. Preparation for Life and Work	15. Business, Administration and Law
All	**2012/13 CLTP Learners (300 Codes)**	**54,680**	**9.9%**	**19.1%**	**0.8%**	*****	**8.0%**	**0.9%**	**35.9%**	**1.4%**
	2011/12 CLTP Area ASL Learners	**81,840**	**10.1%**	**27.3%**	**1.5%**	*****	**13.0%**	**1.4%**	**23.7%**	**1.2%**
	2011/12 National ASL Learners	**713,210**	**8.3%**	**27.0%**	**2.4%**	*****	**10.9%**	**1.6%**	**25.9%**	**1.2%**
Bedfordshire	2012/13 CLTP Learners (300 Codes)	240	*	*	*	*	*	*	*	*
	2011/12 CLTP Area ASL Learners	2,890	8.9%	28.6%	1.7%	2.1%	3.8%	0.6%	22.7%	*
Birmingham	2012/13 CLTP Learners (300 Codes)	760		27.4%	*	*	4.1%	4.1%	0.8%	3.0%
	2011/12 CLTP Area ASL Learners	9,420	5.2%	26.5%	0.5%	0.9%	19.7%	3.8%	21.6%	1.4%
Blackburn With Darwen	2012/13 CLTP Learners (300 Codes)	2,710	*	4.5%	*	*	*	*	51.7%	*
	2011/12 CLTP Area ASL Learners	3,290	*	6.1%	*	*	2.0%	*	54.2%	*
Brighton and Hove	2012/13 CLTP Learners (300 Codes)	2,220	10.9%	28.5%	3.5%	*	4.3%	*	34.4%	4.9%
	2011/12 CLTP Area ASL Learners	3,270	8.7%	27.1%	1.2%	*	14.0%	1.1%	28.1%	1.0%
Cheshire	2012/13 CLTP Learners (300 Codes)	14,770	12.0%	22.1%	0.5%	*	8.6%	0.6%	26.0%	2.3%
	2011/12 CLTP Area ASL Learners	14,610	13.5%	31.2%	0.6%	*	13.3%	*	10.0%	1.8%
Cumbria	2012/13 CLTP Learners (300 Codes)	810	14.3%	32.9%	3.4%	*	17.6%	*	7.9%	2.5%
	2011/12 CLTP Area ASL Learners	1,000	11.9%	33.6%	3.8%	*	15.3%	*	9.3%	6.8%
Derby	2012/13 CLTP Learners (300 Codes)	2,380	8.5%	29.6%	*	*	32.0%	*	17.5%	1.8%
	2011/12 CLTP Area ASL Learners	2,080	11.4%	30.8%	1.8%	1.8%	28.7%	1.5%	10.8%	0.9%
Exeter	2012/13 CLTP Learners (300 Codes)	270	15.6%	25.9%	*	*	18.5%	*	17.0%	6.3%
	2011/12 CLTP Area ASL Learners	1,120	10.1%	35.1%	*	*	15.1%	0.6%	14.1%	1.4%
Kent	2012/13 CLTP Learners (300 Codes)	1,290	4.2%	30.8%	*	*	*	2.3%	17.5%	1.4%
	2011/12 CLTP Area ASL Learners	13,160	13.2%	43.7%	1.8%	*	19.3%	*	10.1%	0.7%
Liberate - West Sussex	2012/13 CLTP Learners (300 Codes)	10,380	18.9%	27.4%	1.2%	*	12.5%	3.0%	13.6%	0.8%
	2011/12 CLTP Area ASL Learners	12,130	16.9%	27.6%	2.1%	*	14.1%	3.4%	12.1%	1.5%
Luton	2012/13 CLTP Learners (300 Codes)	3,050	16.7%	5.7%	*	*	3.4%	*	38.2%	3.4%
	2011/12 CLTP Area ASL Learners	3,600	13.1%	8.6%	*	*	2.8%	1.2%	39.5%	1.8%
Sheffield	2012/13 CLTP Learners (300 Codes)	5,250	0.9%	5.9%	1.5%	*	1.3%	*	76.7%	*
	2011/12 CLTP Area ASL Learners	4,190	1.6%	14.4%	3.1%	*	4.7%	1.9%	49.2%	0.7%
Solihull	2012/13 CLTP Learners (300 Codes)	1,570	7.0%	44.8%	*	*	10.0%	2.2%	6.4%	0.7%
	2011/12 CLTP Area ASL Learners	1,860	4.0%	37.4%	*	*	14.2%	1.3%	16.3%	*
Sunderland	2012/13 CLTP Learners (300 Codes)	3,260	1.8%	12.3%	2.2%	*	2.3%	*	46.4%	*
	2011/12 CLTP Area ASL Learners	4,390	2.1%	20.0%	4.5%	*	9.1%	*	39.9%	0.5%
West of England	2012/13 CLTP Learners (300 Codes)	5,740	5.2%	5.7%	*	*	5.6%	*	81.5%	*
	2011/12 CLTP Area ASL Learners	4,840	5.6%	9.5%	0.7%	*	1.3%	*	77.8%	*

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year)
All figures rounded to the nearest 10; '*' indicates a percentage of less than 0.5%. Learners may appear in multiple subject areas.
Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

Figure 5.8: Fee Income Per Guided Learning Hour Comparison
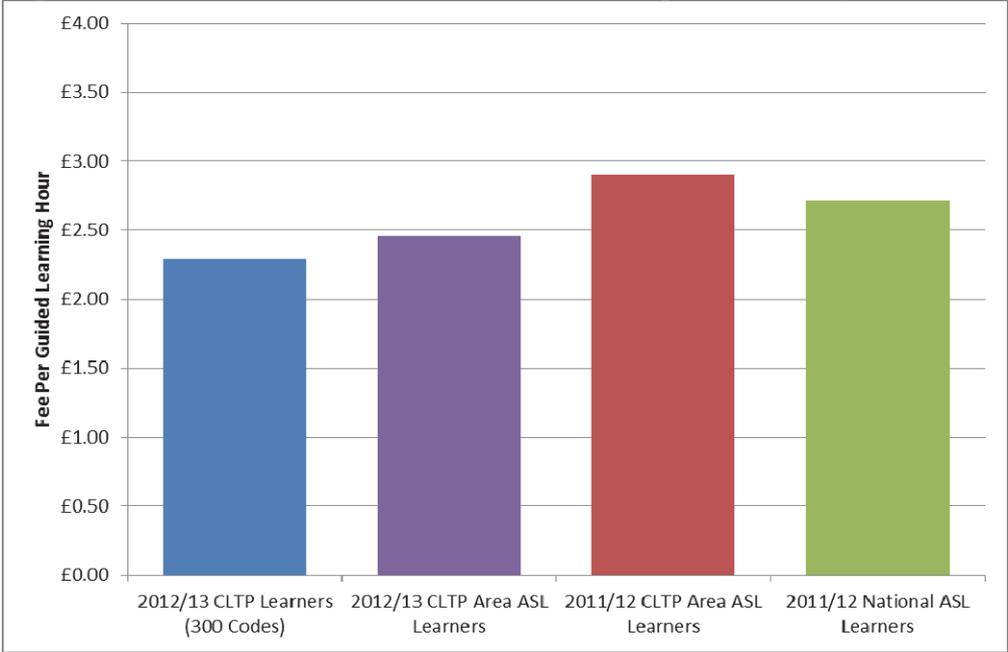
		Total Learners	Guided Learning Hours	Fee Income	Fee Per Guided Learning Hour
All	**2012/13 CLTP Learners (300 Codes)**	**31,570**	**732,500**	**£1,675,300**	**£2.29**
	2012/13 CLTP Area ASL Learners	**46,330**	**1,158,700**	**£2,842,800**	**£2.45**
	2011/12 CLTP Area ASL Learners	**56,150**	**1,588,800**	**£4,608,300**	**£2.90**
	2011/12 National ASL Learners	**453,530**	**12,033,600**	**£32,677,100**	**£2.72**
Bedfordshire	2012/13 CLTP Learners (300 Codes)	220	700	£200	£0.30
	2012/13 CLTP Area ASL Learners	1,460	22,800	£60,900	£2.67
	2011/12 CLTP Area ASL Learners	1,800	36,500	£94,200	£2.58
Birmingham	2012/13 CLTP Learners (300 Codes)	700	12,100	£21,500	£1.78
	2012/13 CLTP Area ASL Learners	6,870	185,800	£351,800	£1.89
	2011/12 CLTP Area ASL Learners	6,500	185,200	£437,200	£2.36
Blackburn With Darwen	2012/13 CLTP Learners (300 Codes)	1,440	9,300	-	N/A
	2012/13 CLTP Area ASL Learners	1,660	13,900	£8,500	£0.61
	2011/12 CLTP Area ASL Learners	1,670	21,400	£12,500	£0.58
Brighton and Hove	2012/13 CLTP Learners (300 Codes)	1,530	39,800	£77,300	£1.94
	2012/13 CLTP Area ASL Learners	2,040	60,000	£119,500	£1.99
	2011/12 CLTP Area ASL Learners	2,400	78,500	£200,500	£2.55
Cheshire	2012/13 CLTP Learners (300 Codes)	9,520	172,900	£437,800	£2.53
	2012/13 CLTP Area ASL Learners	10,640	206,600	£507,300	£2.46
	2011/12 CLTP Area ASL Learners	10,530	209,700	£555,200	£2.65
Cumbria	2012/13 CLTP Learners (300 Codes)	730	21,400	£47,600	£2.22
	2012/13 CLTP Area ASL Learners	880	25,500	£62,000	£2.43
	2011/12 CLTP Area ASL Learners	870	23,700	£31,100	£1.31
Derby	2012/13 CLTP Learners (300 Codes)	1,800	44,400	£100	£0.00
	2012/13 CLTP Area ASL Learners	1,560	38,200	£18,000	£0.47
	2011/12 CLTP Area ASL Learners	1,740	41,300	£106,300	£2.57
Exeter	2012/13 CLTP Learners (300 Codes)	390	3,500	£5,900	£1.67
	2012/13 CLTP Area ASL Learners	2,560	92,000	£364,200	£3.96
	2011/12 CLTP Area ASL Learners	10,610	427,800	£1,681,500	£3.93
Kent	2012/13 CLTP Learners (300 Codes)	200	4,600	£12,100	£2.61
	2012/13 CLTP Area ASL Learners	970	24,800	£69,900	£2.82
	2011/12 CLTP Area ASL Learners	950	26,000	£71,400	£2.74
Liberate - West Sussex	2012/13 CLTP Learners (300 Codes)	8,530	245,700	£919,700	£3.74
	2012/13 CLTP Area ASL Learners	9,680	284,900	£1,044,700	£3.67
	2011/12 CLTP Area ASL Learners	10,700	313,000	£1,132,100	£3.62
Luton	2012/13 CLTP Learners (300 Codes)	1,860	15,500	£13,400	£0.87
	2012/13 CLTP Area ASL Learners	1,940	20,500	£22,600	£1.10
	2011/12 CLTP Area ASL Learners	2,090	26,700	£30,700	£1.15
Sheffield	2012/13 CLTP Learners (300 Codes)	1,370	39,300	£27,800	£0.71
	2012/13 CLTP Area ASL Learners	1,900	55,800	£73,500	£1.32
	2011/12 CLTP Area ASL Learners	2,140	61,000	£86,900	£1.42
Solihull	2012/13 CLTP Learners (300 Codes)	1,210	39,400	£75,400	£1.92
	2012/13 CLTP Area ASL Learners	1,200	38,100	£77,800	£2.04
	2011/12 CLTP Area ASL Learners	1,070	37,100	£91,700	£2.47
Sunderland	2012/13 CLTP Learners (300 Codes)	1,020	19,500	£7,300	£0.37
	2012/13 CLTP Area ASL Learners	1,750	35,700	£38,900	£1.09
	2011/12 CLTP Area ASL Learners	2,020	46,700	£50,200	£1.08
West of England	2012/13 CLTP Learners (300 Codes)	1,060	64,500	£29,100	£0.45
	2012/13 CLTP Area ASL Learners	1,220	54,000	£23,300	£0.43
	2011/12 CLTP Area ASL Learners	1,060	54,100	£26,700	£0.49

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year on PDCL provision excluding SSA14 Preparation for Life and Work) All figures rounded to the nearest 10 for learners and 100 for Guided Learning Hours/Fee Income;
'-' Indicates less than 5 for learners and less than 50 for Guided Learning Hours/Fee Income;
Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.

Figure 5.9: Fee Income by Deprivation Profile Comparison
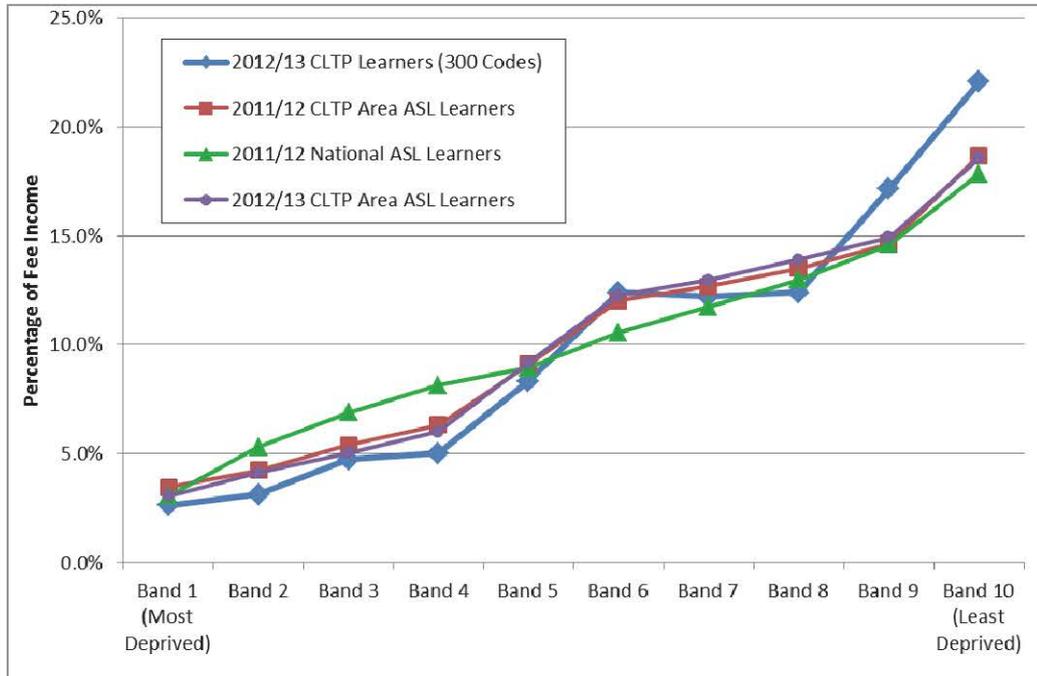
		Total Learners	Guided Learning Hours	Fee Income	Band 1 (Most Deprived)	Band 2	Band 3	Band 4	Band 5
All	**2012/13 CLTP Learners (300 Codes)**	**30,900**	**718,200**	**1,645,300**	**2.6%**	**3.1%**	**4.7%**	**5.0%**	**8.3%**
	2012/13 CLTP Area ASL Learners	**53,170**	**1,458,300**	**4,050,600**	**3.1%**	**4.1%**	**5.0%**	**6.0%**	**9.2%**
	2011/12 CLTP Area ASL Learners	**56,150**	**1,588,800**	**4,608,300**	**3.4%**	**4.2%**	**5.4%**	**6.3%**	**9.1%**
	2011/12 National ASL Learners	**453,530**	**12,033,600**	**32,677,100**	**3.1%**	**5.3%**	**6.9%**	**8.1%**	**8.9%**
Bedfordshire	2012/13 CLTP Learners (300 Codes)	220	700	200	2.4%	*	14.3%	14.3%	16.7%
	2012/13 CLTP Area ASL Learners	1,460	22,800	60,900	*	1.0%	2.3%	3.3%	5.6%
	2011/12 CLTP Area ASL Learners	1,800	36,500	94,200	*	*	2.2%	5.1%	5.1%
Birmingham	2012/13 CLTP Learners (300 Codes)	690	11,900	21,300	41.9%	10.8%	9.6%	9.0%	7.4%
	2012/13 CLTP Area ASL Learners	6,870	185,800	351,800	19.8%	12.9%	12.6%	11.3%	15.5%
	2011/12 CLTP Area ASL Learners	6,500	185,200	437,200	20.2%	12.4%	11.2%	12.4%	15.0%
Blackburn With Darwen	2012/13 CLTP Learners (300 Codes)	1,420	9,100		*	*	*	*	*
	2012/13 CLTP Area ASL Learners	1,660	13,900	8,500	4.0%	6.9%	9.0%	5.1%	2.4%
	2011/12 CLTP Area ASL Learners	1,670	21,400	12,500	6.0%	5.5%	8.7%	3.2%	5.3%
Brighton and Hove	2012/13 CLTP Learners (300 Codes)	1,510	39,500	76,700	7.8%	10.5%	20.6%	11.4%	11.6%
	2012/13 CLTP Area ASL Learners	2,040	60,000	119,500	7.0%	11.3%	20.4%	13.5%	13.0%
	2011/12 CLTP Area ASL Learners	2,400	78,500	200,500	8.0%	10.0%	22.7%	12.0%	15.9%
Cheshire	2012/13 CLTP Learners (300 Codes)	9,170	166,800	419,700	2.9%	4.9%	4.8%	5.1%	6.6%
	2012/13 CLTP Area ASL Learners	10,640	206,600	507,300	2.3%	4.5%	4.4%	5.2%	6.1%
	2011/12 CLTP Area ASL Learners	10,530	209,700	555,200	1.9%	4.9%	4.3%	4.7%	5.4%
Cumbria	2012/13 CLTP Learners (300 Codes)	730	21,400	47,300	*	*	*	1.4%	13.0%
	2012/13 CLTP Area ASL Learners	880	25,500	62,000	*	*	*	0.8%	14.8%
	2011/12 CLTP Area ASL Learners	870	23,700	31,100	*	*	*	*	13.2%
Derby	2012/13 CLTP Learners (300 Codes)	1,790	44,200	100	*	*	*	*	*
	2012/13 CLTP Area ASL Learners	1,560	38,200	18,000	4.0%	3.6%	10.3%	1.8%	11.4%
	2011/12 CLTP Area ASL Learners	1,740	41,300	106,300	8.5%	8.5%	9.5%	4.8%	11.9%
Exeter	2012/13 CLTP Learners (300 Codes)	200	4,600	12,000	11.0%	13.0%	9.6%	12.3%	7.6%
	2012/13 CLTP Area ASL Learners	970	24,800	69,900	2.1%	6.8%	6.4%	12.9%	14.4%
	2011/12 CLTP Area ASL Learners	950	26,000	71,400	2.1%	4.2%	3.9%	14.0%	14.4%
Kent	2012/13 CLTP Learners (300 Codes)	370	3,400	5,900	9.3%	3.7%	3.3%	10.3%	10.8%
	2012/13 CLTP Area ASL Learners	9,390	391,300	1,570,600	1.0%	3.2%	3.5%	5.4%	8.6%
	2011/12 CLTP Area ASL Learners	10,610	427,800	1,681,500	1.0%	2.7%	3.6%	5.4%	7.9%
Liberate - West Sussex	2012/13 CLTP Learners (300 Codes)	8,370	242,800	909,800	*	1.3%	3.2%	4.3%	8.7%
	2012/13 CLTP Area ASL Learners	9,690	285,300	1,046,100	*	1.5%	3.2%	4.3%	9.1%
	2011/12 CLTP Area ASL Learners	10,700	313,000	1,132,100	*	1.4%	3.0%	4.4%	9.4%
Luton	2012/13 CLTP Learners (300 Codes)	1,850	15,400	13,400	4.5%	11.8%	13.2%	13.8%	13.5%
	2012/13 CLTP Area ASL Learners	1,940	20,500	22,600	7.0%	17.9%	11.9%	14.2%	8.9%
	2011/12 CLTP Area ASL Learners	2,090	26,700	30,700	4.6%	12.4%	12.5%	18.8%	17.2%
Sheffield	2012/13 CLTP Learners (300 Codes)	1,360	39,000	27,500	11.2%	3.1%	9.3%	9.4%	9.5%
	2012/13 CLTP Area ASL Learners	1,900	55,800	73,500	5.4%	2.9%	5.2%	9.5%	7.2%
	2011/12 CLTP Area ASL Learners	2,140	61,000	86,900	5.3%	6.5%	5.9%	9.0%	7.2%
Solihull	2012/13 CLTP Learners (300 Codes)	1,210	39,100	75,100	9.4%	4.6%	5.3%	2.5%	6.4%
	2012/13 CLTP Area ASL Learners	1,200	38,100	77,800	4.0%	3.1%	3.1%	1.4%	5.1%
	2011/12 CLTP Area ASL Learners	1,070	37,100	91,700	2.4%	3.5%	2.9%	1.7%	4.5%
Sunderland	2012/13 CLTP Learners (300 Codes)	1,000	19,300	7,300	6.7%	12.3%	12.8%	8.4%	9.2%
	2012/13 CLTP Area ASL Learners	1,750	35,700	38,900	6.8%	9.2%	13.1%	15.9%	7.5%
	2011/12 CLTP Area ASL Learners	2,020	46,700	50,200	7.3%	12.4%	12.2%	16.9%	6.4%
West of England	2012/13 CLTP Learners (300 Codes)	1,030	61,000	29,000	*	*	*	4.0%	7.6%
	2012/13 CLTP Area ASL Learners	1,220	54,000	23,300	4.3%	*	6.8%	5.5%	4.2%
	2011/12 CLTP Area ASL Learners	1,060	54,100	26,700	1.3%	1.5%	3.5%	6.1%	3.5%

		Total Learners	Guided Learning Hours	Fee Income	Band 6	Band 7	Band 8	Band 9	Band 10 (Least Deprived)
All	**2012/13 CLTP Learners (300 Codes)**	**30,900**	**718,200**	**1,645,300**	**12.4%**	**12.2%**	**12.4%**	**17.1%**	**22.1%**
	2012/13 CLTP Area ASL Learners	**53,170**	**1,458,300**	**4,050,600**	**12.3%**	**13.0%**	**13.9%**	**14.9%**	**18.6%**
	2011/12 CLTP Area ASL Learners	**56,150**	**1,588,800**	**4,608,300**	**12.0%**	**12.7%**	**13.5%**	**14.6%**	**18.7%**
	2011/12 National ASL Learners	**453,530**	**12,033,600**	**32,677,100**	**10.6%**	**11.7%**	**13.0%**	**14.6%**	**17.8%**
Bedfordshire	2012/13 CLTP Learners (300 Codes)	220	700	200	9.5%	*	4.8%	23.8%	14.3%
	2012/13 CLTP Area ASL Learners	1,460	22,800	60,900	8.8%	18.9%	12.0%	23.9%	24.1%
	2011/12 CLTP Area ASL Learners	1,800	36,500	94,200	9.0%	16.9%	12.7%	21.5%	26.6%
Birmingham	2012/13 CLTP Learners (300 Codes)	690	11,900	21,300	7.6%	4.6%	0.6%	5.9%	2.6%
	2012/13 CLTP Area ASL Learners	6,870	185,800	351,800	10.8%	3.5%	7.3%	3.0%	3.2%
	2011/12 CLTP Area ASL Learners	6,500	185,200	437,200	11.2%	3.4%	7.4%	2.5%	4.2%
Blackburn With Darwen	2012/13 CLTP Learners (300 Codes)	1,420	9,100		*	*	*	*	*
	2012/13 CLTP Area ASL Learners	1,660	13,900	8,500	6.6%	20.0%	25.0%	10.4%	10.8%
	2011/12 CLTP Area ASL Learners	1,670	21,400	12,500	1.6%	18.5%	37.8%	6.7%	6.8%
Brighton and Hove	2012/13 CLTP Learners (300 Codes)	1,510	39,500	76,700	15.6%	9.6%	6.7%	4.0%	2.1%
	2012/13 CLTP Area ASL Learners	2,040	60,000	119,500	16.2%	8.0%	6.6%	2.7%	1.3%
	2011/12 CLTP Area ASL Learners	2,400	78,500	200,500	12.2%	7.2%	7.8%	3.4%	0.9%
Cheshire	2012/13 CLTP Learners (300 Codes)	9,170	166,800	419,700	8.6%	11.3%	10.1%	18.3%	27.4%
	2012/13 CLTP Area ASL Learners	10,640	206,600	507,300	8.4%	11.3%	9.3%	19.0%	29.5%
	2011/12 CLTP Area ASL Learners	10,530	209,700	555,200	8.5%	11.7%	9.3%	18.8%	30.6%
Cumbria	2012/13 CLTP Learners (300 Codes)	730	21,400	47,300	40.2%	15.9%	11.0%	17.8%	*
	2012/13 CLTP Area ASL Learners	880	25,500	62,000	40.7%	18.5%	10.2%	15.1%	*
	2011/12 CLTP Area ASL Learners	870	23,700	31,100	40.8%	15.3%	8.2%	22.5%	*
Derby	2012/13 CLTP Learners (300 Codes)	1,790	44,200	100	*	*	*	*	100.0%
	2012/13 CLTP Area ASL Learners	1,560	38,200	18,000	3.6%	7.4%	8.5%	12.3%	37.1%
	2011/12 CLTP Area ASL Learners	1,740	41,300	106,300	7.5%	4.6%	7.5%	10.6%	26.4%
Exeter	2012/13 CLTP Learners (300 Codes)	200	4,600	12,000	14.1%	9.6%	12.1%	5.4%	5.3%
	2012/13 CLTP Area ASL Learners	970	24,800	69,900	11.0%	12.7%	9.7%	20.9%	3.0%
	2011/12 CLTP Area ASL Learners	950	26,000	71,400	8.8%	13.3%	12.5%	23.9%	2.9%
Kent	2012/13 CLTP Learners (300 Codes)	370	3,400	5,900	18.0%	28.1%	8.5%	3.9%	4.2%
	2012/13 CLTP Area ASL Learners	9,390	391,300	1,570,600	12.3%	16.2%	17.5%	15.1%	17.1%
	2011/12 CLTP Area ASL Learners	10,610	427,800	1,681,500	12.6%	16.5%	17.4%	15.4%	17.5%
Liberate - West Sussex	2012/13 CLTP Learners (300 Codes)	8,370	242,800	909,800	13.1%	12.2%	14.3%	18.9%	23.7%
	2012/13 CLTP Area ASL Learners	9,690	285,300	1,046,100	13.7%	11.9%	15.2%	17.9%	22.9%
	2011/12 CLTP Area ASL Learners	10,700	313,000	1,132,100	14.1%	12.4%	14.3%	18.1%	22.6%
Luton	2012/13 CLTP Learners (300 Codes)	1,850	15,400	13,400	9.1%	12.2%	7.7%	8.0%	6.2%
	2012/13 CLTP Area ASL Learners	1,940	20,500	22,600	15.6%	10.0%	7.4%	7.0%	*
	2011/12 CLTP Area ASL Learners	2,090	26,700	30,700	12.3%	7.4%	10.8%	3.4%	0.5%
Sheffield	2012/13 CLTP Learners (300 Codes)	1,360	39,000	27,500	14.4%	11.0%	10.8%	8.9%	12.6%
	2012/13 CLTP Area ASL Learners	1,900	55,800	73,500	10.0%	7.5%	11.0%	11.6%	29.9%
	2011/12 CLTP Area ASL Learners	2,140	61,000	86,900	10.9%	7.4%	12.3%	10.7%	24.7%
Solihull	2012/13 CLTP Learners (300 Codes)	1,210	39,100	75,100	6.5%	16.3%	10.2%	12.1%	26.7%
	2012/13 CLTP Area ASL Learners	1,200	38,100	77,800	3.9%	19.2%	7.8%	12.5%	39.8%
	2011/12 CLTP Area ASL Learners	1,070	37,100	91,700	4.4%	17.1%	8.6%	13.8%	41.2%
Sunderland	2012/13 CLTP Learners (300 Codes)	1,000	19,300	7,300	11.2%	14.9%	14.3%	8.7%	1.5%
	2012/13 CLTP Area ASL Learners	1,750	35,700	38,900	11.1%	17.7%	9.6%	9.0%	*
	2011/12 CLTP Area ASL Learners	2,020	46,700	50,200	9.9%	17.4%	8.8%	8.6%	*
West of England	2012/13 CLTP Learners (300 Codes)	1,030	61,000	29,000	8.6%	20.3%	20.2%	23.5%	15.9%
	2012/13 CLTP Area ASL Learners	1,220	54,000	23,300	5.5%	9.7%	20.9%	18.0%	24.8%
	2011/12 CLTP Area ASL Learners	1,060	54,100	26,700	9.0%	7.9%	22.4%	18.2%	26.6%

Source: ILR R15 2011/12 & R13 2012/13 (Aims started on or before 31st July of the academic year on PDCL provision excluding SSA14 Preparation for Life and Work) ; Indices of Deprivation 2010

All figures rounded to the nearest 10 for learners and 100 for Guided Learning Hours/Fee Income; '*' indicates a percentage of less than 0.5%.

Figures include data supplied by Kent and Sunderland for Community Learning Trust activity.