Engaging Non-Learners: background and detailed findings

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Foreword

If the Learning and Skills Council is to succeed in attracting more people to the concept of lifelong learning, achieve national targets, improve the level of basic skills and generally raise the standard of education and training, we need to know more about the barriers, both perceived and unperceived, that mitigate against participation in learning. These are the barriers that prevent individuals seriously considering learning, committing themselves to learning or completing a programme of learning and moving on to further education and training.

What makes the difference between someone being aware of the value of education/training, whether for work or for their own self-development, and someone who has no interest or who actively avoids the educational experience? This is a question at the core of our business.

There are many and various groups of non-learners; we anticipate that this project is the first in a series and it concentrates on those aged 35-53 who have not undertaken any structured learning since leaving full time education. This project seeks to gain a better understanding of what influences affect this group of non-learners, taking into account history and background of the client group, and seeks to develop recommendations on future policy and provision.

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Acknowledgements

Hoshin would like to thank everyone who helped in organising the research programme and, in particular, everybody who took part in the research.
Hoshin hope that they have presented a true representation of the communities and individuals who took part in the research and accept total responsibility if they have failed to do so.

Contents

Background and Analysis

The Learning and Skills Council

The Learning and Skills Council (LSC) has taken on the training functions of the Training and Enterprise Council (TEC) network and the funding responsibilities of the Further Education Funding Council. The LSC has an annual budget of over £6 billion and responsibility for funding around six million learners each year in England. The LSC is responsible for the funding, planning and quality assurance of:

- Further Education sector colleges
- school VI forms
- work-based training for young people
- workforce development
- adult and community learning
- information, advice and guidance for adults
- education-business links.

The LSC works to achieve a post-16 learning culture which will:

- be responsive to the needs of individuals and employers
- promote employability for individuals by equipping them with skills that are in demand in the labour market
- help employers develop employees to achieve world class business performance
- ensure targeted support for the most disadvantaged and promote equality of opportunity
- secure the entitlement of all 16-19 year olds to stay in learning
- promote excellence and high quality delivery of service
- remove unnecessary bureaucracy and secure maximum effectiveness and value for money.

Aims and Objectives

Project Aims

To support the planning and strategy of the Learning and Skills Council West Yorkshire with qualitative information on non-learners taking into account their biographical details.

Project Objectives

By the end of the project Hoshin will have:

■   reviewed current literature related to non-engagement;
■   developed a model to predict non-engagement by ward within West
    Yorkshire;
■   researched non-learners (those self-defining as not having had any
    education or training since leaving school) within West Yorkshire in terms
    of:
    - their biographical details and reasons for non-learning;
    - how they might be induced to re-engage with learning;
■   developed recommendations to inform policy and/or further research.

Methodology

The key stages of the research involved:

■   secondary research and analysis, including a literature review and
    collation of data on non-participation in West Yorkshire;
■   depth interviews with 50 non-learners in seven locations in West
    Yorkshire;
■   focus groups involving a total of 54 non-learners.

The project was therefore a large qualitative project. This means that the findings should be robust enough to be replicated in similar wards across West Yorkshire. It is also possible to conclude that the attitudes and values uncovered were typical of many non-learners, especially hardcore non-learners, in West Yorkshire. The Appendix provides further information on the methodology for the project, including the survey instruments. Details of the non-learners involved in the fieldwork and the sampling points, is given in the following chapter.

Participation in Education and Training in the West Yorkshire Context

Participation in Learning

Various studies have been undertaken at local and national levels to calculate participation in education and training and to identify the factors related to participation and non-participation. The first part of this chapter provides a review of the current evidence in terms of the characteristics of learners and non-learners. The chapter goes on to propose a model for estimating non-participation by ward in West Yorkshire and provides information on the non-learners included in the fieldwork.

Survey evidence shows that the following factors are the key factors in determining whether a person is an active learner or not.

Occupation

Those in managerial and professional occupations are the most likely to be active learners (88% in England and Wales) and those in unskilled manual work

Unskilled workers are the least likely to be active learners.

are the least (53%). There are some features of occupations that make a person even more likely to be in learning. For example, those in professional occupations, where there is a tradition of continuous professional development, are the most likely to be learners (96%), followed by associate professional and technical occupations (94%). In contrast, a high proportion of those in other occupations are inactive learners (57%), as are plant and machine operatives (65%) (National Adult Learning Survey, 2001; which defines non-learners as those who have not engaged in either taught or non-taught learning in the last three years).

Over recent years employer-led training has broadened to include the training of the entire workforce and not simply professionals and managers. In addition, there has been an increase in the absolute volume of employer-led training. However, this has not been enough to offset the large differences in learning activity by occupation.

Size of Employer

People in smaller organisations and the self-employed are amongst those least likely to be.

Those in organisations with less than 25 employees are the least likely to be involved in learning (75%), compared to people in organisations employing 24-449 employees (83%) and 500+ employees (85%). The self-employed are amongst the least likely to be engaged in learning (78%) (NALS, 2001). Therefore, the groups which are the most difficult to reach and engage with are also the most likely to be non-learners.

Age

Older people are much less likely to be active learners.

The relationship between non-learning and age is as might be expected, with participation in learning declining amongst the older age groups. The highest learning participation rates (80-86%) are amongst those aged 20-49. The participation rates decline amongst those aged 50-59 (74%), 60-69 (49%) and 72 and over (25%). Half of those age 50-59 and nearly three-quarters of those aged 60-69 say that nothing would encourage them to learn (NALS, 2001).

Economic Status

Carers are less likely to be learners.

Looking at attitudes towards gaining qualifications and/or skills by economic activity, some differences emerge. As might be expected those in full-time employment average the highest (89%), followed by part-time employees (81%) and self-employed (82%). The lowest levels of participation are amongst the unemployed (68%), those looking after the family (52%) and retired people (48%). Benefit dependants have particularly low rates of participation (56%) (NALS, 2001).

There exists a strong negative relationship between those with other commitments (especially caring responsibilities) and learning. The learning participation rate is lower amongst those looking after a family (52%) than the average across the board (76%). Those caring for sick/disabled people report participation rates of 65% (NALS, 2001). This issue is complex and cannot simply be addressed by cr che provision. Any policies need to be aimed at relieving those with commitments from the pressures of their commitments.

Income

In general, adults in better-off households are the most likely to be learners (91% in households with £31,500+ p.a.) and those in low-income households the least (53% of those in households with £10,399 or less p.a.) (NALS, 2001).

People in low-income households are unlikely to be active learners.

It can be concluded that a strong relationship exists between learning inactivity and income deprivation, although it does not establish the causes for this, i.e. do learners earn more, or do better off people choose to learn? When no adults are employed in a household, this adversely affects household members chances of being active learners. Only 56% of benefit dependants are learners, compared to 81% of non-benefit dependent people (NALS, 2001).

Educational Background

Those with higher level qualifications are the most likely to engage in learning.

Those with the highest levels of qualifications are the most likely to be involved in learning (95% of those qualified to NVQ level 5 and 93% of those at level 4). The participation rate decreases amongst people with lower order qualifications (81% for people qualified to level 2-3 and 66% for those with level 1 qualifications). The sharpest fall is for people with no qualifications (31%). This is also reflected in attitudes by occupation, with those in higher order, especially professional occupations, being the most positive about further study and those in manual and less skilled occupations the least.

Social Capital

Participation in learning has been linked to a range of measures of social capital, for example those involved in voluntary and community activities are

Those involved in their communities are more likely than others to engage in active learning.

more likely than others to have engaged in active learning. However, the nature of the causality is not established and involvement in the community is related to other factors such as education and employment status.

Deprivation

Participation in learning ranges from 85% for people in the least deprived wards to 63% in the most deprived ones (NALS, 2001). These results therefore indicate a correlation between local deprivation and propensity to engage in learning.

Demographic Variations

There are differences in participation between groups depending on demographic characteristics:

■ Lower proportion of women (73%) report learning in the last three years, compared to men (79%). This difference is even higher when looking at vocational-related learning (63% and 73% respectively) (NALS, 2001).

■ Ethnic minorities appear have higher rates of participation in learning than the white population. The highest rates are amongst Black British (81%), (a category not used in the primary research for this project, but which includes people of African and Caribbean origins defining themselves in this category) and Chinese and other (90%), compared to 76% amongst White groups. A part of the reason for these differences can perhaps be explained by the younger age profile of ethnic minorities. However, people of Asian British origin have much lower rates (52%) (NALS, 2001). People of Asian origins appear to remain in full-time education much longer than white people, but once they have left full-time education they become disengaged from learning. In other words, Asians are the least likely to be lifelong learners. A national study by Bhopal (1998) suggests that the position may be much worse for Asian women than men (especially those of Pakistani and Bangladeshi origins).

■ People with disabilities tend to have lower than average participation in learning and this is especially the case for people with a work limiting disability (56%, compared to 71% for others with a long-term disability and 80% of non-disabled people) (NALS, 2001).

Demographic factors tend to be reflected in the reasons for learning and the nature of the learning, as well as the overall participation rates:

■ Males are much more likely to state reasons for learning related to their job, such as to do their job better and to maintain or upgrade their skills. Females on the other hand are much more likely to focus on personal issues, such as to increase self-esteem and to get another job. This appears to reflect the influence of career breaks and the problems some women face in re-engaging with the labour market, especially if they are looking after dependants.

■ People from ethnic minority groups remain in full-time education longer than other groups and the evidence suggests that this is related to putting off their disadvantage within the labour market. Once employed, African and Caribbean people have a relatively high propensity to learn, although a different picture emerges for people of Asian origins. Asian adults are the least likely to be engaged in learning and are less likely to have training paid for by their employer.

The Virtuous Circle of Learning
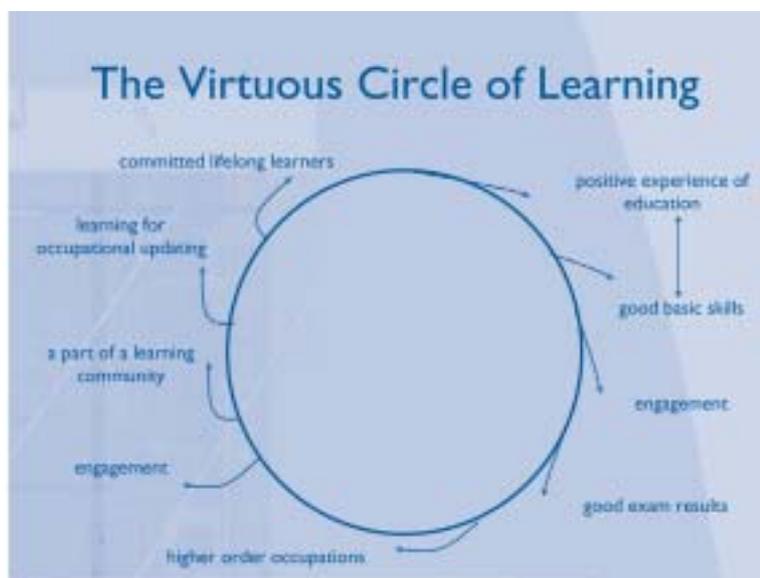
Overall the evidence suggests that once engaged in learning, learners become active learners and are receptive to further learning. It is also probably the case that regular contact with learning and the education system means that learners feel much more comfortable about accessing learning. Therefore, those who have been active learners are most likely to want to continue learning, whilst inactive learners are far less likely to (in fact the longer a person is away from learning the harder it is to re-engage them).

Hard to Reach Groups

In terms of low participation of certain groups in learning there is no general consensus on which groups are the most hard to reach , but the literature often mentions the following groups:

■ older people;
■ ex-offenders;
■ people in disadvantaged communities;
■ minority ethnic and linguistic communities;
■ people with disabilities or learning difficulties.

Non-Learners in West Yorkshire

Non-Learners by District

District level data on non-learners is available from the National Adult Learning Survey 2000 as shown in the tables below. The data shows that:

■ Overall non-learning rates for all adults age 16+ are lower in West Yorkshire than the GB average for both men and women (although the comparison is skewed by high rates of non-learning in Scotland and Wales). Female non-learning rates are 7-10 percentage points above those for males in all districts. Kirklees has the highest proportion of male non-learners and Bradford the least. Female non-learning rates are similar across most districts, although are lower in Bradford than the other areas.

Non-Learners	All		Men		Women	
16+ (including people over the retirement age)	Estimated Number	% of Residents within Group	Estimated Number	% of Residents within Group	Estimated Number	% of Residents within Group
Bradford	120,000	34.6	54,000	31.1	66,000	38.1
Calderdale	53,000	36.3	22,000	31.3	31,000	40.8
Kirklees	106,000	37.0	46,000	32.9	61,000	40.8
Leeds	193,000	35.6	84,000	30.9	109,000	40.2
Wakefield	91,000	36.6	38,000	32.1	52,000	40.8
West Yorkshire	563,000	35.9	243,000	31.5	320,000	40.0
GB	17,769,000	41.0	7,928,000	37.4	9,841,000	44.5

■ Rates of participation for all adults of working age are broadly similar across all Local Authority Districts in West Yorkshire (within two percentage points) and are lower than the national average rate (24% overall compared to 30.3%). The largest proportion of both male and female non-learners of working age is in Kirklees. Leeds has less male non-learners than the other districts. The difference in participation between men and women of working age is less than across the whole 16+ age range.

Non-Learners	All		Men		Women	
Working Age	Estimated Number	% of Residents within Group	Estimated Number	% of Residents within Group	Estimated Number	% of Residents within Group
Bradford	68,000	24.7	34,000	23.5	34,000	26.1
Calderdale	28,000	24.8	14,000	24.2	14,000	25.5
Kirklees	58,000	26.0	30,000	25.8	28,000	26.2
Leeds	95,000	22.5	47,000	20.7	48,000	24.6
Wakefield	45,000	23.5	22,000	22.6	22,000	24.6
West Yorkshire	294,000	24.0	148,000	22.9	146,000	25.3
GB	10,076,000	30.3	5,172,000	29.5	4,905,000	31.1

■ The proportion of non-learners from non-white groups is significantly higher than the national average in Kirklees and Leeds and consequently the West Yorkshire area as a whole has a higher proportion of non-white non-learners than GB (45.4% compared to 35.6%). However, the proportion of non-white non-learners in Calderdale (34.2%) is significantly less than other West Yorkshire districts.

■ The proportion of non-white non-learners in West Yorkshire districts is higher than the national average for both men and women. However, there are variations by area and gender. The proportion of male non-white non-learners is significantly higher than the national average in Kirklees (51.9%) and Leeds (42.1%), whilst Bradford (39.1%) is closer to the national trend (33.3%). The rate of non-learning for non-white females (49.3%) is significantly higher than for men (41.5%). Kirklees has the highest proportion of female non-white non-learners (53.7%).

Non-Learners	All		Men		Women	
White	Estimated Number	% of Residents within Group	Estimated Number	% of Residents within Group	Estimated Number	% of Residents within Group
Bradford	95,000	32.9	42,000	29.4	53,000	36.3
Calderdale	50,000	36.4	21,000	31.5	30,000	40.7
Kirklees	92,000	35.4	39,000	31.0	53,000	39.4
Leeds	178,000	34.8	77,000	30.3	100,000	39.4
Wakefield	89,000	36.7	37,000	32.0	52,000	41.0
West Yorkshire	505,000	35.0	217,000	30.6	288,000	39.2
GB	16,866,000	41.3	7,510,000	37.7	9,357,000	44.9
Non-White						
Bradford	25,000	43.0	12,000	39.1	13,000	47.2
Calderdale	2,000	34.2	n/a	n/a	n/a	n/a
Kirklees	14,000	52.8	7,000	51.9	7,000	53.7
Leeds	15,000	47.6	6,000	42.1	9,000	52.8
Wakefield	n/a	n/a	n/a	n/a	n/a	n/a
West Yorkshire	58,000	45.4	27,000	41.5	32,000	49.3
GB	898,000	35.6	417,000	33.3	481,000	37.8

■ Rates of non-learning for people with disabilities (DDA) are higher than the average for all groups. However, overall rates of non-learning amongst disabled people in West Yorkshire are below the national average rate for disabled people, although the difference is less than for non-disabled people. There are proportionately more female disabled non-learners in West Yorkshire (62.8% of DDA groups) than males (51.6% of DDA groups). Kirklees has significantly more female non - learners with disabilities (57%) than the average for West Yorkshire (49.8%).

Non-Learners	DDA disabled		Work-limiting		Not disabled	
Disability Status	Estimated Number	% of Residents within Group	Estimated Number	% of Residents within Group	Estimated Number	% of Residents within Group
Bradford	9,000	52.7	n/a	n/a	60,000	25.8
Calderdale	6,000	62.1	2,000	36.7	29,000	27.9
Kirklees	10,000	63.1	n/a	n/a	57,000	28.6
Leeds	21,000	61.2	6,000	30.6	96,000	25.2
Wakefield	12,000	53.0	n/a	n/a	42,000	25.3
West Yorkshire	58,000	58.2	15,000	29.5	284,000	26.2
GB	1,569,000	58.4	455,000	32.9	9,783,000	32.4

Deprivation and Non-Learning in West Yorkshire

The 2000 Index of Multiple Deprivation (DETR, 2000) provides further insights into the patterns of deprivation and non-learning across the sub-region and a comparator with other areas (see Appendix). Bradford is the most deprived Local Authority District (LAD) in West Yorkshire, coming 33rd from a total of 354

districts in England. Wakefield is the next most deprived district at 58th, then Kirklees 85th and Calderdale 97th. Leeds at 114th, is comparatively privileged for a large urban area; indeed Peterborough, Scarborough and Ipswich are all more deprived than Leeds.

By ward the most deprived areas are all to the west of the centre of Bradford, and include: Little Horton, Bradford Moor, University, Bowling and Toller. Indeed, Little Horton is the 42nd most deprived ward in England from a total of 8,414. Also significant is that housing in the University area is the third worst in England, reflecting the lack of regeneration and investment in a stock of back-to-back housing. Other deprived wards include Deighton in Kirklees (284th), St. John s in Calderdale (298th), Hemsworth in Wakefield (337th) and City and Holbeck in Leeds (378th).

The Index of Multiple Deprivation includes a domain related to education, which is made up from a range of variables. Although many of these variables are not directly related to adult learning, the local areas they highlight are of interest in developing the sample frame for this study.

Little Horton shows a high level of educational deprivation as the 39th most deprived ward in England. This is followed by Bradford Moor at 49th, Bowling at 60th, University at 76th, Undercliffe (in Bradford) at 80th, Toller at 147th, Tong (in Bradford) at 150th and Wyke (in Bradford) at 177th.

Other educationally deprived wards include Deighton at 214th, Castleford Ferry Fryston (in Wakefield) at 258th and Ovenden (in Calderdale) at 359th. Paradoxically the worst ward in Leeds is University at 590th.

Index of Multiple Deprivation, Educational Deprivation variables:

Working age adults with no qualifications (3 years aggregated LFS data at district level) for 1995-1998;
Children aged 16 and over who are not in full-time education (Child Benefit data – DSS) for 1999;
Proportion of 17-19 year old population who have not successfully applied for HE (UCAS data) for 1997 and 1998;
KS2 primary school performance data (DfEE, converted to ward level estimates) for 1998;
Primary school children with English as an additional language (DfEE) for 1998;
Absenteeism at primary level (all absences, not just unauthorised) (DfEE) for 1998.

Basic Skills Issues

Also related to non-learning is the overall level of basic skills within the adult population. The Adult Basic Skills Unit has produced estimates of the participation of residents with low levels of basic skills for all wards in England (see Appendix). For West Yorkshire the ten worst wards in terms of low level basic skills in order are:
- Little Horton
- Bradford Moor
- Tong
- Seacroft (in Leeds)
- Ovenden
- Burmantofts (in Leeds)
- Deighton
- Harehills (in Leeds)
- Richmond Hill (in Leeds)
- University (in Bradford).

The first ward in Wakefield to appear in this ranking is Knottingley.

The Learning and Skills Council (2001: 2) has highlighted the extent of the problem England has with basic skills and has set a target for West Yorkshire to reduce the number of adults with poor basic skills by 30,910 by 2004.

Modelling Non-Learners in West Yorkshire

Hoshin used information from the above sources to predict non-learners by ward. The model also incorporated data from the 1991 Census of Population, which in correlation with the other variables proved to be the most reliable factor for predicting non-learners. The resulting estimates of non-participation rates by ward are shown in the Appendix.

The wards with the most non-learners in Leeds are: Burmantofts, Seacroft, Hunslett, Middleton and Richmond Hill. Headingley and Roundhay have the fewest non-learners in Leeds.

Knottingley, Castleford Whitwood, South Kirby, Featherstone and Castleford Ferry Fryston wards have the most non-learners in Wakefield. Wakefield South has the least.

Wards in Bradford with the most non-learners include: Bowling, Bradford Moor, Tong and Keighley South. Ilkley has the lowest rate of non-learning in Bradford.

St. John s, Mixenden, Ovenden, Illingworth and Sowerby Bridge have higher rates of non-learning than other Calderdale wards. Calder Valley has the lowest rate.

In Kirklees, Deighton, Dewsbury East, Thornhill, Batley East and Batley West have the most non-learners. Holme Valley South has the least non-learners in Kirklees.

Overall the model understates the level of non-learners in the worst wards (using the definition of non-learners used in the National Adult Learning Survey [no taught or untaught learning in the past three years]). This understatement is probably between 10 and 20%. It is also likely that the relative position of wards in Leeds may be overstated compared with the rest of West Yorkshire (a reflection of the economic renaissance of Leeds). However, despite these caveats, the model was robust enough to provide sampling points for the fieldwork research.

Characteristics of Non-Learners Included in the Research

The model was used to select sampling points for the fieldwork research. The sampling points for both the depth interviews and the focus groups were as follows:

- Burmantofts in Leeds
- Seacroft in Leeds
- Knottingley in Wakefield
- Lidget Green in Bradford
- Tong (Holmewood Estate) in Bradford
- St. John s in Calderdale (Halifax)
- Deighton in Kirklees.

Depth Interviews

Depth interviews were conducted with 50 residents. The largest group (68%) were male. The focus was on people aged 35-54 years. The largest group (58%) were aged 35-44 years.

Economic Activity

The West Yorkshire non-learners interviewed in-depth were spread across a fairly narrow spectrum of economic activity. Approximately a third of the group were engaged in some form of paid employment, 18% were in full-time employment, 14% were in part-time employment and one person was self-employed. The largest groups were unemployed and in receipt of some form of state benefit. Twenty-six percent were receiving Job Seekers Allowance, 24% Incapacity/Disability Benefit and 16% were unemployed single parents.

Those interviewees who were in work tended to be concentrated in low skilled and low paid employment. The following types of employment were typical:

- warehousing/warehouse operative
- caretaking
- taxi driving
- building
- painting and decorating
- bar managing.

The largest group of non-learners were not working and many could be described as discouraged workers, believing that there were no jobs locally, that they were unable to access employment, or that jobs were too low paid.

Ethnic Minorities

A fifth of the delegates in total came from ethnic minority backgrounds. All were male and interested in learning. The majority have English as their second language and imply that language difficulties are a barrier to participation in learning. Delegates who were born in Pakistan (especially those in Halifax) had very elementary education in Pakistan, leaving school at an early age. None had engaged in any training or education since coming to the UK and the majority had problems with their English.

Disability

A significant number of male delegates were in receipt of either incapacity or disability benefits. Some health problems stem from industrial injury and work related illnesses that now prohibit manual work.

Focus Groups

Delegates attending the focus groups broadly mirrored those involved in the depth interviews in terms of their key characteristics. Information on those involved in the focus groups is given below by location.

Burmantofts	12 in total, 4 females and 8 males, across the range of ages, but many towards the older end. One delegate was a Caribbean male. All others were white. Only three male delegates were working (many males had at some time worked in the construction industry) and two of the females had part-time jobs. A number of the males claimed to have disabilities, or illnesses limiting their ability to work. Three males admitted to being ex-offenders. All had only elementary education levels and a number appeared to have low levels of basic skills.
Seacroft	11 in total, 5 females and 6 males, very evenly spread across the age range. All delegates were white although one female had a mixed race family. Only one male had a full-time job and another worked part-time (although a number had had casual work in the construction sector). One female worked full-time. A number of males were ex-offenders and one was obviously using heroin at the time of the discussion. All had only elementary education levels, one had learning difficulties and another admitted to being unable to read.
Holmewood	7 in total, 2 females and 5 males, across all age ranges but towards the older end. All delegates were white. One claimed to have an illness limiting his ability to work. Only one of the delegates was employed. One male admitted to being an ex-offender. All had only elementary education, although one of the males had been to a grammar school. Three members of the group had very low levels of basic skills.
Lidget Green	6 in total, 3 females and 3 males, across all age ranges but towards the older end. One delegate was Asian and one of mixed white/Asian origins. One delegate was unemployed. About half of the delegates had had some form of further education and held vocational qualifications. In spite of their qualifications a number of delegates eluded to some basic skills problems, although it is hard to quantify their level of difficulty. None had computers at home, although a number used computers in the workplace.
Knottingley	4 in total, 2 females and 2 males, across all age ranges but towards the older end. All delegates were white. Both females were working part-time and both males were claiming disability allowance. All had engaged in some form of training, or vocational education since leaving school. However, all had only elementary education and one had a very low level of basic skills.
Deighton	7 in total, 5 females and 2 males, across all age ranges. All delegates were white and many were from outside Yorkshire having been attracted to Huddersfield through press advertisements. One male and one female were working full-time and one female was working part-time. Some had engaged in training or education since leaving school, however, all had only elementary education. A few appeared to have problems with basic skills. One delegate was a local community activist and claimed to be speaking for the community.
Halifax	7 in total, all were male (NOTE: within the Halifax Pakistani community it would not be appropriate to hold mixed gender groups and/or learning). All delegates were of Pakistani origins, 6 were born in Pakistan and had poor English language skills. Only one delegate was employed. A number suggested that they suffered from ill health, but none was claiming disability benefits. All those born in Pakistan had only very elementary education. No delegate had been involved in learning since leaving school.

Barriers to Learning

Classifying Barriers to Learning

The barriers to learning are likely to vary according to the characteristics of the different groups and many groups will face multiple barriers. In classifying the barriers to learning, most of the literature makes a distinction between internal factors, including attitudes to learning and external obstacles, which can be both personal, i.e. related to individual circumstances and structural, i.e. related to the nature of the available provision. Even though responses to this study may fit into the framework, Hemstedt et al (2000) provide a warning about taking all responses at face value:

"The main barriers to participation in learning are: pressures on time at home and at work; location; finance; absence of opportunity; a belief that learning has little to offer; and unhappy memories of school. A distinction must be drawn between attitudes to learning which may be deep rooted in personal history and practical obstacles which may be overcome with imagination and (usually) funding."

While it is the case that attitudes to learning will tend to relate to a person s individual experience, beliefs that are linked to the prevailing peer group culture may also play a part. Indeed, the National Adult Learning Survey report separates out societal or peer pressure issues from practical obstacles and deep-seated personal difficulties.

The project team used a categorisation of the barriers to learning developed by Hillage and Aston (2001) as outlined below. Results from the National Adult Learning Survey have been plotted against this categorisation, where applicable.

Hillage and Aston (2001)			National Adult Learning Survey (2001)	
Barriers	**Obstacles**		**Barriers**	**Obstacles (propensity from survey results)**
Attitudinal Barriers	Lack of confidence		Personal	Nervous about going back to classroom (17%)
	Lack of motivation		Societal or peer pressure	Not interested in learning (12%)
	Negative attitudes to education and training		Societal or peer pressure	Do not see any point in education (4%)
	Peer group culture		Societal or peer pressure	Prefer to spend time doing other things (34%)
	Perceptions of irrelevance	Perceptions of being too old	Personal	Too old to learn (11%)
		Perceptions that training is only associated with a new job		
		Satisfaction with current task and level	Societal or peer pressure	Do not need to learn for my work (12%)
		Possession of sufficient qualifications		
		Feelings of inadequacy	Practical	Do not have the qualifications to get on the course (15%) Worried about keeping up with course (15%) Difficulties reading and writing (6%) Difficulties with English (4%) Problems with numbers (4%) Course difficult due to health/disability (4%)
Physical and Mental Barriers	Financial constraints		Practical	Hard to pay course fees (26%) Would only do learning if someone paid fees (14%) Problems arranging transport to course (9%)
	Time constraints		Practical	Lack of time due to work (29%) Lack of time due to family (22%) Hard to get time off work to learn (19%) Lack of time due to children (13%) Lack of time due to care for an adult (4%)

	Lack of good and affordable childcare		
	Lack of information	Practical	Does not know about local learning opportunities (24%) Does not know where to find out about course (10%)
	Geographic isolation	Practical	
Structural Barriers	Lack of local learning opportunities	Practical	Cannot find local opportunities to learn (11%)
	Availability of work related training		
	Benefit disincentives	Practical	Benefits would be cut if did course (4%)

The above analysis implies that the majority of the identified barriers are practical in nature and could be addressed by appropriate policy initiatives. However, it must be recognised that at an individual level barriers tend to overlap. Moreover, some obstacles may be used to hide the real reasons for non-learning (for example, lack of time to learn may be given as a reason but in fact the main barrier may be lack of confidence/perceived inadequacy). Furthermore, while the majority of barriers may be classified as practical , the National Adult Learning Survey results suggest that the importance given to these is less than to personal or societal barriers. For example, the largest group (34%) of respondents to the national survey said they would prefer to spend time doing other things.

Segmenting Non-Learners

Not all non-learners are the same and they need to be segmented by their reasons for non-learning and their economic status.

"People not participating in learning (non-learners) are not a homogenous group and include:
■ *those that simply do not feel motivated to engage in learning through lack of confidence, disaffection or a feeling that it 'is not for them' and*
■ *individuals who would like to undertake learning but are unable to because of external barriers."*

(Hillage and Ashton 2001)

The underlying reasons for not participating in learning have implications for policy and the researchers set out to identify groups for whom the external obstacles could be overcome (see below) and make recommendations for policy (see next chapter). Furthermore, it may be the case that the reasons for non-learning provide a useful method for distinguishing between hardcore non-learners and those who could more readily be engaged. If this is the case, then the policy implications are more obvious than a segmentation based solely on social or economic factors.

		Hardcore Non-Learners
		Attitudes: Confidence Motivation to Learn Positive Attitudes to Education and Training Relevance of Learning
	Physical and Mental: Can Afford to Learn Time to Learn Information on Learning Opportunities Can Access Learning (Transport)	
Structural: Availability of Provision Tradition of Work Based Training Benign/Supportive Benefits Regime		
Interested in Learning		

Barriers to Learning for Non-Learners in West Yorkshire

During the interviews delegates were asked about the barriers that prevented them from participating in learning. The main barriers to participation to emerge include a range of practical issues such as:

■ Not having thought about learning/not seeing it as relevant to them.
■ Time pressures arising from existing commitments e.g. dependants and employment.
■ Financial pressures e.g. course costs, travel costs.
■ A widespread belief that there are few learning opportunities available to them locally (i.e. that are suited to their needs).

Delegates also talked about their past experiences of education and employment and how these affected their attitudes to learning. The main issues to emerge are:

■ The benefit trap .
■ Negative experiences of the school environment.
■ Having skills that are no longer valued in the labour market.
■ Belonging to communities that identify themselves as culturally and geographically isolated.
■ A widespread belief that learning will not change their lives.

The barriers are discussed in more detail in the following sections. In most cases there was not a single, simple reason why people are not participating in learning.

Attitudinal Barriers

Lack of Confidence

Overall, relatively few delegates explicitly identified lack of confidence as a barrier to learning. These included a Seacroft single parent who is eager to participate in training now that her children are at school, who has not managed to make initial enquiries:

"I feel too embarrassed, they will think I'm stupid and thick." (Seacroft Resident)

However, despite the small numbers in the sample alluding to lack of confidence, it should not be concluded that this is not an issue for non-learners. A lot of negative blustering about learning tends to cover up a lack of personal confidence. Each individual has a complex mixture of reasons that include underlying attitudinal barriers, such as a lack of confidence, together with practical issues, such as lack of available time. This issue is clearly related to feelings of inadequacy (see below).

Lack of Motivation

For some groups, lack of motivation emerged as a key factor in delegate s non-participation in learning. This is particularly the case for residents of the most disadvantaged areas such as Burmantofts, Seacroft and Holmewood. It was evident that the experience of unemployment and low-paid work has had a deep rooted and long-term effect on attitudes to learning in these communities and this stems from a sense of dislocation from wider social values.

Lack of motivation to learn is closely linked to the perceived irrelevance of education and training to accessing better employment.

Lack of motivation to learn is closely linked to the perceived irrelevance of education and training to accessing employment or getting a better job. For people in the most deprived areas, the demotivation appears to relate to how people see their communities fitting into the wider economic and political system, rather than views about general economic issues affecting society as a whole (which was more of an issue for those in the less deprived areas). In Holmewood, one delegate said that employers will not interview people with a Holmewood postcode, so he doesn t

Experience of unemployment and low-paid work has created a su-culture of dislocation from wider social values.

even apply for jobs. Indeed, many delegates, irrespective of their current employment status, feel they have been and will continue to be, abused by an economic and political system that contrives to exclude them from wealth and opportunity:

"That's how fat cats get rich, always have done, on the back of us poor sods." *(Seacroft Resident)*

"We've been chucked on the scrap heap." (Holmewood Resident).

These issues are linked to geographic isolation (see below) and are significant because they suggest that many delegates do not subscribe to the dominant value system, but feel in some respects outlawed by it and therefore a part of a counter culture. Such perceptions colour the attitude of many delegates in relation to their participation in further learning:

"I were brought up to believe that you get back what you put in, but there will always be the 'haves and the have nots' and we will always have nowt." *(Holmewood Resident)*

Lack of motivation to learn is also related to individual circumstances. Out of the delegates interviewed, only a few totally rejected the idea of undertaking any further learning. Of these, two delegates were so traumatised by personal tragedy they had no motivation to do anything.

"My son was murdered, shot in the head, I can't see the point in anything since." *(Seacroft Resident)*

"I've got mental problems, my wife died of an overdose." (Burmantofts Resident)

Negative Attitudes to Education and Training

"School was rotten." (Burmantofts Resident)

The majority of delegates claimed to have had a bad experience of education, particularly their secondary schools:

"It was sxxx." (Holmewood Resident)
"Hated it." (Knottingley Resident)

A high proportion of male delegates describe school as a place where they experienced corporal punishment and associated learning with physical abuse:

"School was rough, I hated it." (Burmantofts Resident).

"Your mind was too full of fear to learn owt." (Holmewood Resident)

"Everybody got the cane at some point." *(Knottingley Resident)*

Several experienced bullying and punishment at the hands of other pupils and teachers:

"One P.E teacher was a sadist, he used to wallop you with a cricket bat." (Seacroft Resident)

Many respondents admitted to not having attended school on a regular basis:

"Mine was ok, but I didn't go." (Burmantofts Resident)

"Never went." (Seacroft Resident)
"Was never there." (Deighton Resident)

Indeed, for a significant minority, their bad experience of school has remained with them and informed their adult beliefs and behaviour towards learning:

"Once I left I said I'd never go back." (Huddersfield Resident)
"Couldn't wait to leave." (Deighton Resident)

A characteristic response to poor experience of education was truanting, which in some cases resulted in more punishment and in extreme cases being sent to Approved Schools or being expelled for disruptive behaviour. Even though many respondents claimed to have been brutalised at school (through punishment and humiliation during adolescence: they were too strict with us) there was consensus that today schools are not strict enough. Many were of the view that school now was too relaxed and that corporal punishment should be restored and they regretted the perceived loss of discipline in schools:

"I think the worst thing that happened was when they stopped caning at school. They ought to give it them now." (Knottingley Resident)

In general, the formal style of teaching alienated some people:

"You weren't involved, just sat in rows and dictated to." (Seacroft Resident)
"The teachers just didn't want to know." (Knottingley Resident)

"I just gave up on meself in the last two years. Should have done more special classes, but it's hard to explain if you're in a special class. People take the mickey so it's even harder." (Deighton Resident)

People who mentioned having problems with reading and writing were least positive about their experience of school and the lack of support which was on offer:

"Didn't feel like no one was trying to help me." (Deighton Resident)
"Just got pushed to the back of the class." (Knottingley Resident)

Many delegates felt that during their education schools were much more intimidating and less student centred than they are now:

"The things they teach you at school are a waste of time." (Seacroft Resident)

"I went to a secondary modern." (Knottingley Resident)
"I went to an all girl's school at Pontefract." (Knottingley Resident)
"If owt went wrong it wasn't the rich kids that got wrong." (Knottingley Resident)

The majority of non-learners interviewed became disengaged with learning at school. As a result of their unhappy school days they have very limited educational experience. Most left school as early as possible with no formal

qualifications. Typically they found the learning boring and irrelevant. In the main, such feelings reflect the inappropriateness of the school curriculum to an increasingly marginalized section of society:

"I don't know what it was all about I've never used any of it since." (Holmewood Resident)
"It don't take a teacher to tell you what to fxxxxxx do." (Holmewood Resident)

A number of delegates had spent some of their early years in young offenders centres and approved schools. Surprisingly many felt that they had received a better education attending these institutions than in the local schools. In particular, they believed that the education they had received in these institutions was more practical and suited to the situation they now found themselves in:

"I learnt in prison, not in school." (Holmewood Resident)

"I went to a special school and learnt more than I did in the ordinary school." (Holmewood Resident)

In fact, one delegate described how the approved school was preferable to life at home, seeing it as an escape from poverty and disorder.

The less deprived residents in Lidget Green, and to some extent those in Deighton and Knottingley, were much more positive about their time at school. However, they also felt that much that they had been taught at school was irrelevant to their careers (mostly in skilled manual and lower level managerial jobs). The vocational nature of further education was much more suited to their needs. Interestingly, several delegates implied that they would have enjoyed school better had they been able to focus more on the subjects that they enjoyed most. These tended to be practical hands-on subjects rather than academic lessons:

"I wanted football but they played rugby. I liked art and creative studies but only a small amount was offered… too much time was on Maths and English. There ought to be a system where you can do less of some lessons and more of others." (Knottingley Resident)
"I liked games and metal work… wished I could have done more of these." (Knottingley Resident)
"I wasn't allowed to do the subjects I was interested in, it was really boring and I resented being told what to do." (Deighton Resident)

A number of delegates described how much they disliked school, but then stated that they wished they had tried harder at school:

"I regret not taking more in." (Holmewood Resident)
"Looking back I should have got into it more." (Knottingley Resident)
"If I'd realised I'd be in a better position now." (Seacroft Resident)

Whilst the research highlights the fact that the majority of non-learners have negative views and experiences of education, the impact on future engagement

in learning is not straightforward. Even those with the most negative experiences said they would be prepared to take part in future learning, if it was on their own terms:

"If I had to go back to school I feel I'd learn more now." (Knottingley Resident)
"The older you get the wiser you get." (Deighton Resident)
"Its only when you leave that you realise what you are missing." (Deighton Resident)

"I didn't learn owt, I didn't want to be there, it were just to keep the social off my case." (Seacroft Resident)

Experience of Training

A number of delegates spoke about poor experiences of participation in education and training post-compulsory education and implied that such provision had little value to them in practice:

"It were a laugh, but what the fxxx good is that." (Holmewood Resident)
"It's worth nowt when you go for a job." (Burmantofts Resident)

Delegates in Holmewood and Burmantofts in particular seem to have experience of such schemes, possibly because a higher proportion of them are Job Seekers. A number of delegates had been sent on Restart Programmes and these experiences have contributed to their scepticism about the value of learning:

"I've been on four restart courses, me." (Holmewood Resident)
"All I did was dig lakes out." (Seacroft Resident describing the Community Programme)
"They had me planting fxxxxxx honey and owt." (Holmewood Resident)

One Burmantofts delegate felt quite irate about the existing system of training provision which he feels is doing Job Seekers a disservice by providing low-level qualifications and training which have no value in the job market. In the most disadvantaged areas, particularly Holmewood, there appears to be a popular consensus that, as benefits recipients , residents have become pawns in a game of massaging the unemployment register:

"It didn't make you want to learn, you just want to tell them to fxxx off but you can't." (Burmantofts Resident)

"We all know the crack, they give you pain down at the dole." (Holmewood Resident)

The belief is that claimants are expected to go along with things so that the Employment Service can hit their targets, but that this game is completely divorced from the labour market and the reality of their lives. Furthermore the game reinforces their disadvantage as a section of society (or even a class) that are picked upon. Some people therefore, feel that they are given humiliating tasks to do, simply because it reinforces their low status:

"I go to community service and they take the pxxx." (Holmewood Resident)
"You just go to get the social off your back." (Seacroft Resident).

Some delegates said they would be prepared to engage in training if they had received guidance and advice about what jobs were available, their pay and conditions and their real chances of accessing such jobs if they completed their courses. However, there is a general consensus that they have heard it all before , from the Employment Service and training providers and would need some convincing before committing to learning.

Peer Group Culture

The research has already highlighted how peer group culture has an effect on attitudes to learning. Certainly, as mentioned above, lack of interest in learning is positively correlated with the most deprived communities. It is important to reiterate here that only a tiny minority of delegates have any level of prosperity above benefit and minimum wage levels. The poorest delegates expressed the view that they belong to a marginalised group that survives without the material rewards and benefits of qualifications and a good education.

"I do a bit of this and that, you know cash in hand to get by." (Holmewood Resident)

Some unemployed and low-paid employed delegates, have discovered how to access a form of material economy through alternative means. Delegates in Burmantofts and Holmewood hinted at the availability of black market goods and employment once they were reassured that the researcher was not from Employment Services.

One Burmantofts resident described how when growing up in Sheffield, his choice was either to work in the steelworks with his father, or to go down the mines . Since the steelworks had closed he had drifted into a life of petty crime in Leeds.

In the most deprived areas, delegates stressed that they need their actions to have an immediate effect on their circumstances and tend to look no further on a daily basis than tangible short-term gain. The rewards from learning appear too remote and uncertain:

"I just live for today me, a bit of ducking and dodging gets me by." (Burmantofts Resident)
"A computer course won't get me some more fags and a beer tonight." (Burmantofts Resident)

In these circumstances the challenge for policy makers would seem to be to find new ways of delivering positive learning outcomes that genuinely meet the needs of the participants and challenge this received view of the world.

For other people, with a stronger working class tradition, peer group culture may also have had an impact on diverting residents into paid work and away

from learning:

"My mates were all getting jobs and earning money." (Halifax Resident)
"Should've gone back to college, but went straight into the pit… everybody did." (Knottingley Resident)

A Burmantofts resident spoke about the necessity of going into work to earn money rather than training:

"I had a family and had to get out and get a job, we needed money, I couldn't afford the time to go to college." (Burmantofts Resident)

Many delegates described how the labour market had been much less fluid when they left school and therefore life choices were limited. This now was reinforced by the education system and careers service and had remained with them, influencing their attitudes to learning now. Ironically, they actually seemed to prefer the security of the limited choices they had:

"I did what my father had done." (Knottingley Resident)
"When you first left school you'd take after you dad, so you went down the mine." (Knottingley Resident)

Interestingly, in areas with a stronger working class tradition, such as Knottingley and Deighton, peer group culture may also have had an ongoing impact on individual s propensity to consider learning:

"Don't know anyone who went to college. Never really thought about it." (Knottingley Resident)

Perceptions of Being Too Old

"I don't see any point in training for a job, at 45 I'm past it, I'll never work again." (Holmewood Resident)

Most delegates, irrespective of their actual age, expressed the view that they are too old to learn and usually this view was linked to the individual s attitudes to securing work/better work. For example, a delegate from Holmewood has done no learning since leaving school and now firmly believes that at 45 it is no longer worth it.

"Experience counts for nothing these days, if you are over 45 you don't get past the gate." (Holmewood Resident)

Many delegates expressed the view that they were too old to work, largely because they felt that age discrimination had placed them outside the labour market. Unfortunately, many delegates have had direct experience of age discrimination which confirms their view that it is age, rather than a lack of skills, that prevents them getting from a job:

"Firms are just looking for young 'uns, they can pay them less." (Seacroft Resident)

The Age Trap

Bad Experience of Schooling — Too Old to Learn

16 years old   35 years old

"But they're looking for kids, anyway."
(Holmewood Resident)
"There's a lot of age discrimination in Bradford." (Lidget Green Resident)

One unemployed male at Holmewood described how it was widely believed that local manufacturing employers had a policy of not taking on people over 45, because their employees liability insurance prevented them from doing so.

In terms of learning, there is a potential trap that many delegates appeared to have fallen into. A large number reported that they had not enjoyed school and/or had had bad experiences at school. Such feelings can last for a long time and be a barrier to learning until a person begins to view life a little differently. Unfortunately, this reappraisal of life seems to be at the time when many adults start to think that they are too old to change their lives (to find work, to learn). Therefore, for many people interviewed, the barriers to their engagement are very deep rooted and cannot be addressed without changing their individual beliefs and feelings.

One Burmantofts delegate, no longer able to work in engineering because of health problems, has enquired about a full-time computing course. He was deterred by a college in Leeds because he would be 54 years old on completion and was told that he would be too old to get a job with the new training. Learning computing skills is seen as an alternative to manual work because it is inside and you can do it sitting down, but there is no expectation that training would lead to employment:

"No matter what you learn they still put you in a box labelled disabled and too old and put you back on the shelf." (Burmantofts Resident)

However, the less deprived delegates (in Lidget Green and Knottingley) held much more positive views about learning. They were also much less likely to feel that they were too old to engage in learning, although such feelings do influence their lack of engagement with learning:

"You're never too old to go to college." (Lidget Green Residents)
"Never too old to learn." (Knottingley Resident)

In the main younger delegates are less likely to feel that they are too old to engage in learning, especially those who say they would retrain if they had the chance. In several cases people suggest that maturity might be an advantage:

"I think it helps in social work if you have been about a bit, know a bit more about the world and how to handle yourself." (Seacroft Resident)
"Since I turned 40 I'm motivated a lot more, not so interested in going out clubbing, I'm looking for other things to do" (Knottingley Resident)

Many older delegates would like to learn for personal interest, or to help children as well as to improve their employment prospects (these issues are discussed in more detail in the next chapter).

Perceptions that Training is only Associated with a New Job

Learners believe that learning will improve their employability, non-learners do not believe this will happen.

Some non-learners justified not participating in learning on the grounds that it is irrelevant to their future prospects. They often expressed this view through anecdotes and apocryphal stories about well-educated people who were unable to find jobs. They had internalised these stories to illustrate their feelings of being trapped within the benefits system:

"If you go further with your education are there are ever going to be any jobs?" (Holmewood Resident)
"I've talked to people who've retrained, but they feel they still can't get a job." (Burmantofts Resident)

"I know people with 'A' levels, but they end up sweeping up behind a bar." (Holmewood Resident)

One Holmewood delegate said she doesn t think education pays off because her brother got A levels and has ended up driving a bus.

In general, negative attitudes are linked to the perception that the lack of employment opportunities is the result of industrial decline, rather than because they have outdated skills and low standards of education. Workers particularly in the older age group (45 — 54 years) had expected to have had a good job for life and when the pits and factories closed few had the resources or opportunity to retrain. These delegates typically expressed a sense of nostalgia for a bygone age of prosperity and opportunity:

"It were hard work, I were in charge of forty blokes, but good money, I'll not earn money like that again." (Holmewood Resident)

"I worked as a fireman on the steam trains out of Liverpool, it were brilliant, but you don't get jobs like that now-a-days." (Burmantofts Resident)
"In those days you could walk out of one job at dinner time and have another one by tea-time, there's now't here now." (Lidget Green Resident).

View about the pay and conditions of local jobs also played a part. The researchers found that the prevailing view, even for people in work, seemed to be that there was little prospects for individuals of improving the employment situation due to lack of access to, or availability of, better jobs:

"There's no jobs in Bradford." (Holmewood Resident)
"All the good jobs go to friends of friends… they have to interview you to save face, but it's a waste of time." (Knottingley Resident)

"They're paying less now than they did 10 years ago." (Deighton Resident)

Views on remuneration from work are also an issue:

"They're only paying £7 per hour for building work and it's not worth it." (Deighton Resident)

"There's jobs, but they're offering silly [ridiculously low] money." (Holmewood Resident)

This view is further reinforced by negative experiences of low-paid casualised employment:

"It's all part-time now, like in Asda and wages are crap, I need full-time to pay rent and everything, it's not worth it." (Holmewood Resident)

"It's all agency work these days… shift work and not worth signing off for… just abusing us." (Knottingley Resident)

The experience of living in an insular community results in some delegates feeling trapped within the local economy where local rates of pay are too low, but the cost of travelling outside the area for better paid jobs is prohibitive. This is a view that is particularly reinforced within the mindset of many delegates from Burmantofts, Seacroft and Holmewood. The general consensus amongst delegates in Seacroft is that firms bring skilled staff with them and only employ local residents in low paid, unskilled jobs:

"Wages were crap and jobs part-time, they all got sacked for shop lifting." (Seacroft Resident)

"They bring all the gaffers in, we just get labouring jobs at £4.80 an hour, sod that." (Seacroft Resident).

"You need to use a computer to get a job nowadays." (Employed Lidget Green Resident)

Such feelings of insularity are significant because they sustain the internalised view that these communities have of themselves and do not expose individuals to new ideas or challenge the dominant value system. New learning initiatives have to be locally based initially but must have the potential to encourage individuals to look beyond their community boundaries and seize new opportunities by providing them with the skills they need to genuinely participate in the new economy. Burmantofts residents are aware that there are well-paid jobs within walking distance of their homes but they do not have appropriate skills to apply for them:

"There is good money in computers but I've never even switched one on." (Burmantofts Resident)

"Its all computers, you can't get a job without computers." (Holmewood Resident)

"I don't see any point in any education, I'll never get work, who wants to take on an armed robber? Anyway I've had such a hard life I need a rest for a while." (Holmewood Resident)

Nor did they feel that they could acquire the skills to apply for them!

One Holmewood resident tells an extraordinary story of leaving Approved School at age sixteen and joining a deep-sea fishing boat in the North Atlantic. The Cod Wars brought an end to his job and he subsequently returned to Bradford and admits frittering away his £10,000 redundancy pay. After drifting into manual, unskilled work he had ultimately spent seven years in prison for armed robbery.

Satisfaction with Current Task and Level

Women delegates appeared to be most satisfied with their current task and level and many were looking after home/family. Some were part-time workers. In the main they are working part-time so that they can look after children and dependants as well as supplement family income. The jobs are low paid and typically include casual barwork and cleaning. Some of these delegates are the most negative of all about undertaking any learning. To some extent this negativity towards learning reflects deep-rooted gender-based perceptions of their employment potential. Females in Burmantofts, Holmewood, Seacroft and Lidget Green all have low expectations that are further compounded once they have children:

"I had a child and I was classed as a housewife." (Burmantofts Resident)

One Burmantofts delegate, who works part-time on Leeds Market, expressed a commonly held view that she is married, settled and has no reason to learn. Even when asked by the researcher if she would consider learning if she was paid she said:

"This will do me now until retirement." (Knottingley Resident)

"No because I get paid for what I am doing now." (Burmantofts Resident)

Some older people also implied that they were happy with their current situation and had little motivation to develop themselves further:

"I'm a brickie, I can't see me as an office boy." (Seacroft Resident)

"I'm too set in my ways to change now." (Knottingley Resident)

Many non-learners who are amongst the most reluctant to consider learning new skills are males who are unable to view themselves as anything other than manual workers.

Possession of Sufficient Qualifications

A small minority of delegates, mainly but not exclusively women, appeared satisfied with their current level of skills and attainment:

"I've got all the qualifications I need to do my job." (Burmantofts Resident)
"I'll get a menial job when the kids leave home. I'll be alright" (Deighton Resident)

Feelings of Inadequacy

Only a small number of delegates expressed feelings of inadequacy, although for these the barrier was extremely significant:

"It's getting through that front gate." (Holmewood Resident)

Feelings of inadequacy were especially important for delegates with basic skills needs or disabilities. Three delegates describe basic skills assessments that left them feeling embarrassed and humiliated and resolved never to return to learning:

"They gave me this big pile of papers and said see how far you get on with that lot, I couldn't even start because I can't read or write, that's why I was there." (Holmewood Resident)
"I was really embarrassed because they put you in a room with everyone else and everyone else was saying how easy the test was and I couldn't do it." (Deighton Resident)

"I couldn't go into a college room full of people. I wouldn't be able to speak. I know I'd lose my temper and end up being thrown out." (Knottingley Resident)

Several people implied that they would be uncomfortable in a formal classroom:

"I'd feel right embarrassed asking in front of everybody, they would all think 'she's a right thickie.'" (Lidget Green Resident)

Several Knottingley residents felt that it was now too late to learn. In part, this was because they felt that their memories were failing them (even though no delegate was over 50):

"As you get older it takes more to take things in." (Knottingley Resident)
"I forget more now." (Knottingley Resident)

Several people experiencing ill health/disability mentioned the barriers this created to learning:

"I have good days and bad days, I can't always go out." (Burmantofts Resident)
"I just live from day to day. Have to see how I feel." (Knottingley Resident)

However, for most disabled delegates it is not their disability as such which prevents them from accessing learning, but rather the structure of most of the available learning, which is not flexible enough to accommodate their illness or disability.

Physical and Mental Barriers

Financial Barriers

Non-learners cannot afford the costs, including travel. Several delegates state that financial constraints prevent them from participating in learning and would continue to do so in the future. The main financial barriers are simply that non-learners cannot afford to pay for any course fees/materials and any travel costs to a college outside the immediate local area:

"Financially it would drain me completely." (Deighton Resident)
*"Books cost a b***** bomb." (Deighton Resident)*

Travel costs are clearly an issue:

"Would have to take two buses and because one is out of the county that would cost too much." (Knottingley Resident)

One Holmewood delegate seeking work in a distribution warehouse needs fork lift training to get a job. Currently this training is only available in Wakefield and he cannot afford the bus fare. This means waiting six months for a place in Bradford.

Those in full-time employment have a major financial problem because they cannot afford to lose wages in order to learn. For example, an employed resident in Seacroft felt trapped because his work was so low paid he could not afford to pay the full cost for accessing learning and had very little time to learn, even though it might be a stepping-stone for higher paid jobs:

"I don't see why I should lose my job to learn." (Seacroft Resident)

One Seacroft delegate, with an ambition to become a social worker, said that for him any training would have to fit around full-time employment. A solution to this dilemma would be paid work and a training placement:

"If they put a course on like that I would fly for it." (Seacroft Resident).

Another Seacroft resident also expressed a preference for a combined work and training package. He felt this would overcome the Catch 22 of having training and no work experience when applying for jobs.

Time Constraints

Many delegates experienced pressures on their time as a major barrier to learning. The pressures arise typically from having to care for children or dependants or trying to fit any learning around employment. Several delegates cite family responsibilities as the main reason preventing them from learning. The problem of caring for dependants is not limited to female delegates.

Several males also find their role as carers a significant obstacle to accessing learning, including a Seacroft father of six who feels he has only limited time available for himself, but who acknowledges that he needs to overcome problems with basic skills:

Time pressures are a major barrier to learning.

"It's the reading and writing, but I've got my hands full with six kids to look after." (Seacroft Resident)

Parents, particularly single parents, who had children in school mentioned the need for any learning to be available during school hours. Contingent on this is a need for the learning to be local so that they don t spend valuable time travelling to a college. The carers of people with disabilities also raised their inability to leave those they cared for as limiting their ability to engage in learning and wider society:

"I can't look into the future its just one day at a time, I don't know what is going to happen to my husband." (Seacroft Resident)

"She can't walk now so I have to do all the house stuff that she used to do." (Holmewood Resident)

Some people implied that lack of time for training had led to deskilling. This is reflected in the experience of a Burmantofts delegate, a fully trained tailor, who now works part-time in clubs and bars. She feels that she has no time for learning because her life is full with work and family but interestingly suggests that unemployment would provide her with the opportunity to do a course (this delegate also feels that learning might have been worthwhile when she was younger but is now no longer relevant for future employment).

People in full-time and part-time employment can only access learning if they can fit it around work. Part-time workers typically have either morning or afternoons free and full-time workers can only access night classes. The manager of a social club in Holmewood realises that his job would be easier if he could use a computer to place orders on-line, do stocktaking and membership accounting. However, he is unable to access a course because of the clash between his working hours and locally available provision.

In most cases, time problems appear to be more to do with the way learning is structured in local colleges, rather than any actual lack of delegates available time. Several delegates have started courses but have given up after missing classes and falling behind, usually as a result of having to care for sick children or other dependants. However, an overwhelming majority say they need an alternative system of delivery that is flexible enough for them to study in their available time.

Lack of Good and Affordable Childcare

Only a minority of delegates mentioned problems with childcare as for most non-learners this had not been tackled as an issue, although some parents alluded to the problems they would face relying on family for childcare support on a regular basis. A number of the younger people interviewed were single parents and expressed the difficulty they would have in accessing any learning without cr che facilities. Indeed many appeared to be reluctant to leave their children in a cr che, unless it was a part of a local support network that they felt was familiar and safe. Any mothers with younger children need good quality cr che facilities to access learning.

Single parents would have difficulty accessing any learning without crèche facilities.

Delegates in Deighton were critical of the arrangements for childcare at an existing local training facility. In particular, they complained that the cr che cost £90 per week and was over subscribed. They felt places were too expensive and were being taken by people coming in from outside the local area. They would like to see reduced cost childcare places and places secured for local residents.

Geographical Isolation

Non-learners are reluctant to venture beyond the boundaries of familiar space.

When delegates talked about their local areas it becomes apparent that they have a very parochial view of what constitutes local . For example, delegates in Burmantofts and Seacroft talked about job opportunities in Leeds as though Leeds were miles away from where they live:

"That's all in Leeds though, there's nowt here in Seacroft." (Seacroft Resident)

"There are jobs but they are all in Leeds." (Burmantofts Resident)

Given that Burmantofts and Seacroft are both in Leeds, this sense of cultural and physical isolation impacts on participation because non-learners are reluctant to venture beyond the boundaries of familiar space, even though this prevents them accessing employment and training. Furthermore, this appears to a part of a general feeling that residents in deprived communities are outside of society and therefore not encouraged to engage with it. One delegate described how growing up in Seacroft has affected the way he sees himself:

"You grow up thinking you are rubbish because you come from a rubbish place." (Seacroft Resident)

However, such feelings tend to be reinforced within the community and, where they are absent from a community, residents are much less likely to describe this trap. For example, residents in Lidget Green appeared to be much more

positive about accessing employment, because it differentiated them from those communities living on benefits. The area is more mixed and all delegates interviewed are engaged in some form of paid employment. Here people still believe that, given the opportunity, it is possible to improve the quality of their lives.

However, delegates including those from Lidget Green, Halifax and Deighton, feel that their areas are being neglected and in decline, or that economic prosperity experienced in other areas is passing them by:

"There is nothing to do, kids have no money, nowhere to go so they just get up to mischief." (Lidget Green Resident)
"There are no opportunities here so people don't think there are any for them anywhere." (Lidget Green Resident)

The residents of Lidget Green were very concerned about the decline of their area, believing that the city council had forgotten about their community. They

"You don't go out after nine o'clock round here unless you want to get mugged." (Holmewood Resident)

complained that the local community centre had been closed after the smack heads wrecked it and saw this as symbolising their community s fate. In some areas a feeling of isolation was also apparent for people within their own area, caused by problems of street crime. Females and disabled males especially feel insecure on their neighbourhood streets at night:

"I wouldn't go out at night because of all the druggies and muggings." (Lidget Green Resident)
"A lot of people don't go out at night." (Burmantofts Resident)

Crime is an issue which creates a barrier to learning as residents are unwilling

Fear of crime prevents some people from taking up evening courses.

to attend classes in the evenings. Some delegates also suggested that security is an issue that must be addressed directly before any scheme is implemented to bring learning directly into the community:

"The smack heads would just wreck everything and that would be the end of it." (Lidget Green Resident)

Indeed they were clear that even resources dedicated to the community would be a target for thieves.

"If computers were brought in, they'd all be nicked, in a few hours." (Holmewood Resident)

Structural Barriers

Lack of Local Learning Opportunities

A number of delegates suggested that there are very few opportunities to access learning locally:

"There's nowt round here for education now." (Burmantofts Resident)
"There's nowhere to learn round here." (Seacroft Resident)

When probed delegates generally meant that there was no provision suitable for them at times and a location where they could access it. There appear to be various problems with access:

■ Some were of the opinion that the local colleges were inflexible and really did not cater for the needs of local adults:

"I tried to get on a CLAIT course, but both times it was full." (Seacroft Resident)

■ Some delegates had poor opinions of local training providers, especially colleges, seeing them as divorced from the local community:

"They stopped my son going because he was a Rasta and wouldn't take off his hat."(Seacroft Resident)
"It makes you turn round and say to hell with it." (Seacroft Resident)

Deighton residents complained that the adult education centre located on their estate did not encourage local people to attend:

"You've got this place full of people from outside the area and people from this area want to learn." (Deighton Resident)
"This is on our doorstep but no one goes." (Deighton Resident)

■ Residents in Seacroft felt that what local training provision there was had been diverted to providing academic rather than practical subjects and therefore was of little value to local residents.

■ Residents in Lidget Green expressed insecurity in going to an institution outside their immediate neighbourhood and catering largely for young people. They associated young people with heroin addiction, crime and the general decline of their neighbourhood and would not willingly place themselves amongst groups of young people.

Most delegates wanted learning to be very local and within their own communities. Even travel to the city centre was seen as prohibitive for delegates in Leeds. Learners in Knottingley believed that many of the courses they were interested in were only available in Pontefract, which, being three miles away, was not considered to be local. Residents in the least deprived area of Lidget Green appeared willing to travel farther for learning, so long as the cost of travel did not become a barrier.

The Pakistani residents in Halifax did not associate with any institutions within Halifax and would not think about approaching a local college or adult education centre. They, therefore, concluded that there is no provision for them.

Availability of Work Related Training

The majority of unemployed delegates are long-term unemployed. They are either in receipt of Incapacity or Disability Benefits or are single parents. Others are actively seeking work and receive Job Seekers Allowance. A significant proportion of both male and female delegates went from school into work and apprenticeship schemes in the textile, steel and other traditional industries. Their initial employment status was as skilled or semi-skilled workers. Most of the delegates had drifted from school into these low skilled jobs and received little or no training. When the traditional industries disappeared along with these jobs, they had then drifted into a world of irregular working and casual labour with few opportunities for training.

A common pattern to emerge from the details of delegate s personal histories is one of people finding themselves with redundant skills. Most of the delegates have failed to gain suitable employment to restore their former levels of relative prosperity

Some delegates spoke about training that had been provided by their employer, although most had little recent experience of work related training. Generally the training had been related to the minimum requirements to do the job (health and safety training, or to get licences — HGV, FLT, etc). Several, mainly employed delegates, were critical of the fact that learning tended to be focused on long-term unemployed people:

"You've got to be on the dole for 6 months before you can get any type of training." (Deighton Resident)
"Why should unemployed people get all the training when we've worked hard to support ourselves." (Knottingley Resident)

Benefit Disincentives

Delegates at a number of locations alluded to the benefits trap they found themselves in. Delegates in Holmewood were prepared to speak openly about this and suggested that the rates of pay for local jobs were too low and that for better paid jobs the cost of travel was prohibitive:

"Why should I graft for forty hours a week for a few more quid." (Holmewood Resident)

"If somebody said to me there's a 40 hour a week job in Wakefield it's not worth it." (Holmewood Resident)
"Why should I work, when I can get the equivalent from the social?" (Holmewood Resident)
"I was getting 5p more, why should I work for 5p?" (Deighton Resident)

For most delegates, remuneration for a training and work placement package would, as a minimum, have to match benefit levels especially for those delegates with children to support. Realistically, they suggested that to replace their benefits, including housing benefits and council tax, they needed a job that paid over £200 per week and believed that there were very few locally (no delegate mentioned the possibility of in-work benefits topping up low wages):

"I'd need at least two hundred pound a week to pay rent and community charge and feed the kids." (Burmantofts Resident)

"If I lost my housing benefit how would I manage?" (Seacroft Resident)

One woman living on Holmewood described how her husband had been caught for benefit fraud (seemingly minor) and was likely to receive a long custodial sentence. This effectively would force her to give up work as she would only be able to make ends meet on benefits.

Some delegates complained that the benefit system included many disincentives to learning (including the 16 hour rule). One Deighton resident complained about the cost of studying at college for people on benefits. He had inquired about a student loan, but had given up the idea when it became apparent that the loan would count as income for benefit purposes:

"I would have to pay back the loan twice because it's classed as income. That's too much." (Deighton Resident)

The relationship between these different groups of claimants with the Employment and Benefit Services seems to affect their attitudes towards participation in learning. Non-learners who are in receipt of long-term benefits, such as Incapacity and Disability allowances have very little contact with the Employment Service:

"Since I got my (Benefits) book I don't get any grief from the Social." (Burmantofts Resident)

These delegates are not subject to any benefit disincentives if they undertake learning, a factor that may influence participation. In contrast, Job Seekers have much more frequent contact with the Employment Service and as a result are much more proficient at articulating well-rehearsed responses to questions about future learning and training intentions to avoid having their benefits cut.

"You just say owt to get the social [DHSS] off your back." (Holmewood Resident)

Lack of Information

The majority of delegates say they are ill informed about existing local provision. For example, some delegates in Seacroft and Holmewood mentioned possible provision, but either did not see this as relevant to their needs and/or were unsure how to access it:

"They do stuff at East Leeds College but I don't know where you go to find out."
(Seacroft Resident)
"I think they do knitting and cake decorating, stuff like that." (Holmewood Resident)

"I know they do training but I wouldn't know where to go for information." (Knottingley Resident)

Several people mentioned that they had received information on learning, opportunities through mail-shots e.g. a college prospectus or information on adult education courses. However, none said that they had been motivated to follow-up the information. Some people stressed that information needed to be very direct and immediate in order to engage them:

"Got to search for information… prefer word of mouth." (Knottingley Resident)
"I'm the type who walks past notice boards." (Knottingley Resident)

Some delegates were aware of suitable courses but lacked other essential information, for example, about the timing of applications and enrolment procedures (NOTE: this delegate said he did not know that most college courses start in September, so he must apply earlier in the year for a place. One explanation is that a lack of experience of the education system leaves non-learners genuinely unaware of application and enrolment procedures):

"Every time I ask they say the course is full." (Seacroft Resident)

Engagement

Engaging Hardcore Non-Learners

As the previous chapter demonstrated, some non-learners hold extremely negative attitudes towards learning. Once learners become disengaged from learning, it becomes increasingly difficult to re-engage them. Indeed, many non-learners have rejected and feel rejected by the education system, making any re-engagement via formal institutions problematic. Ultimately, non-learners become so remote from learning and dissociated with the benefits of learning, that they become hard-core non-learners. This means that the strategies used to attract and engage learners into learning will not work for non-learners. Hardcore non-learners are more interested in learning for hobbies and leisure activities and provision should match their requirements. However, as Hemstedt et al (2000) note:

"… [adult community] learning often has a significant impact on the skills and employability of individuals even through much of it is non-vocational and non-accredited."

Even if a plethora of incentives were provided, there are a group of hardcore non-learners who are unlikely to access any learning. Often these are people who express satisfaction with their current position and see little reason to change (often women with jobs and families). Others are people who have accepted their position and cannot see how learning will impact on this (many of these are older males with disabilities).

Various studies have shown that disability status appears to have an effect on a person s learning activity. Certainly, a large number of older males attending the focus groups claimed to have some form of disability or illness which limited their ability to work. They also raised these disabilities as potential limitations to their learning. However, the reasons for this are unclear and it would be wrong to assume that improving access to institutions would resolve this issue.

Ethnic minorities respond to their labour market disadvantage by engaging in learning.

The research in West Yorkshire supported the conclusion of other studies that Asians are the least likely to be lifelong learners. There appears to be a case for targeting support in Asian communities at older age groups, possibly via Asian community centres and societies. Looking at the reasons preventing people from learning, non-white respondents are more likely to state looking after dependants, cost, travel costs and that their English isn t good enough.
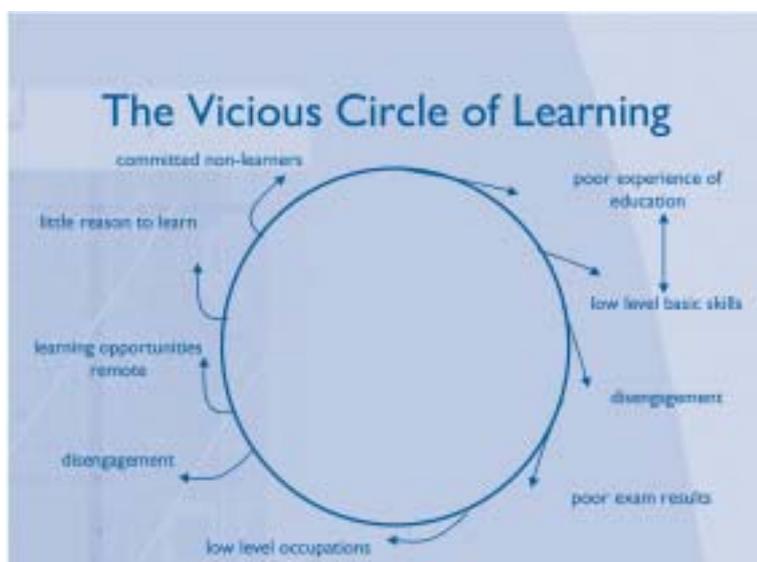
The Geography of Non-learners

Despite the apparent similarities between the areas included in the fieldwork in terms of the propensity for residents to be non-learners, there were clear differences in terms of attitudes to learning and motivation to learn. To some extent this reflects the extent of deprivation experienced in the particular communities, particularly the differences between communities in the urban core and outlying towns:

■ Delegates in Burmantofts, Seacroft and Holmewood expressed attitudes of hardcore non-learners and this tended to reflect the depressing state of these predominately urban communities.
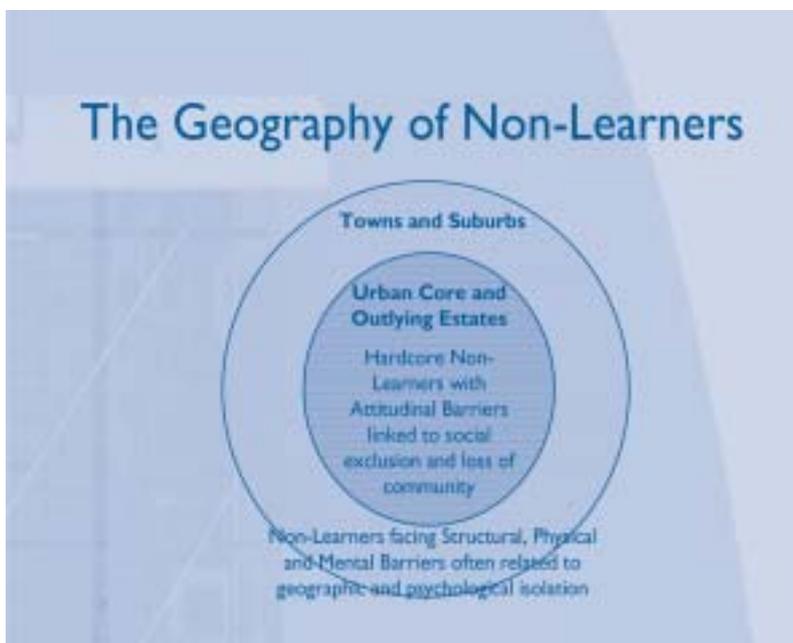
■ Delegates in Lidget Green and Knottingley were more positive to learning and gave many practical suggestions on what needs to be done to engage learners.

■ Although objectively delegates in Deighton were in a similar position to people in Holmewood, they had not lost their spirit. There was a sense of community and they were able to articulate their needs effectively.

■ Delegates in Halifax were all male and Pakistani. Despite communication problems, there was very much a tradition of engagement in the labour market and again delegates were able to articulate exactly what they wanted with the assistance of an interpreter.

■ Knottingley perhaps displayed the most potential for engagement of non-learners. With a tradition of the working class organising themselves in clubs, societies and trades unions, this was a community that could easily develop its own learning provision and spend any funds wisely. It was, therefore, the best example of where a learning community might have a real chance of developing that we have seen.

■ People who had given up on interacting with wider society were most in evidence in Holmewood. None of the delegates in Holmewood admitted to having a hobby, or being interested in anything outside of his or her daily existence:

"What do you do in life? But there's nowt." (Holmewood Resident)

"Round here most of us hobbies are out socialising." (Holmewood Resident)

Indeed, the hardest to reach groups are those that cannot see any relationship

between learning and life and therefore, no benefit to learning. However, non-learners are a part of their local communities and changing the script for the local community could result in their engagement along with it.

Factors for Engaging Non-Learners

In analysing the conclusions from the fieldwork, Hoshin looked at the factors for engaging non-learners, which can be divided into:

■ **Motivators**: i.e. things that can motivate non-learners to engage in learning. These reflect attitudes to learning and include confidence, motivation to learn (e.g. for work), positive attitudes to education and training and relevance of learning.

■ **Desirable Factors**: i.e. aspects that should be addressed to engage non - learners. These tend to relate to overcoming the physical and mental barriers to learning such as financial and time barriers, having information on learning opportunities and access (transport).

■ **Essential Factors**; i.e. the structural barriers that need to be addressed such as availability of learning, tradition of work based training and benefits issues.

The researchers assessed the adequacy of these factors in the West Yorkshire context as shown in the table below. In the researchers opinion:

■ Attitudes to learning are currently the least adequate factor. Perceptions about the relevance of learning are a key issue.

■ Physical and mental factors are inadequate, particularly in terms of the inflexibility of much current provision which does not fit with the times residents are able to learn.

■ Structural aspects are more adequate than other factors, although still need to be addressed. Issues related to the benefits regime have a high level of impact locally.

Importance	Factors for Engaging Non-Learners	% of Adequacy in West Yorkshire
Motivators (can motivate non-learners to engage)	**Attitudes:**	22
	Confidence	30
	Motivation to Learn	20
	Positive Attitudes to Education and Training	20
	Relevance of Learning	10
Desirable (should be addressed to engage non-learners)	**Physical and Mental:**	45
	Can afford to Learn	40
	Time to Learn	60
	Information on Learning Opportunities	30
	Can Access Learning (Transport)	50
Essential (for the engagement of non-learners)	**Structural:**	50
	Availability of Provision	70
	Tradition of Work Based Training	50
	Benign/Supportive Benefits Regime	30

Overcoming Attitudinal Barriers

A surprising outcome from the in-depth interviews is that, although the majority of non-learners feel cynical about the value of education, most appear to have the confidence to say that they would participate in learning if it was available locally. Only a small minority state that they would not be interested at all in any learning either for work or pleasure. Those most resistant to the idea are people already in employment or those with some deep personal trauma and/or learning difficulty that they feel is insurmountable.

Most people would participate in learning if it was available locally.

In the interviews, most delegates are initially negative about learning, particularly their experiences of school-based education. But, as the conversations continue, they tend to become more positive and reveal personal ambitions and hopes for the future. Most are able to make a distinction between the experience of learning and their experience of the culture of the mainstream school environment. Even those learners who found school irrelevant and boring regret not making more effort and feel that if they were to learn something new now their experience would be different, because they would be choosing to do it for themselves.

While initially many delegates expressed a lack of motivation to learn, when probed individually the majority expressed a genuine desire to learn and described how their efforts to re-engage had always struck barriers. Concluding that non-learning is due to a lack of motivation appears to be a shorthand to draw attention to the barriers that there are to learning within deprived communities.

Unfortunately, some have experiences of enforced learning either at school or through government training schemes that are viewed very negatively. These perceptions may be harder to overcome unless non-learners can be convinced of the practical benefits of training schemes and the prospects for gaining better employment. Some people, expressed a sense of weariness with the idea of

yet another government scheme that will promise a lot but deliver them little:

"Nowt will come of it, it never does round here." (Lidget Green Resident)

Attitudes to learning are closely linked to people s perspective of their own labour market prospects and their motivation to learn and the perceived relevance of learning. Most respondents subscribe to the belief that learning is to gain employment/better employment. Many male and female delegates say they are only interested in learning if it helps them to get a job or improve their employment prospects and some are well versed in articulating their employment and training needs (at Restart Interviews, etc). However, as discussed in the preceding chapter, there is a common perception that:

- ■ there are no jobs locally;
- ■ there are no jobs suited to them, or even when trained they cannot get a job because they have no experience;
- ■ only people with IT skills can get a job, even for those jobs not requiring them;
- ■ any job which is available is too low paid to consider (sometimes because the jobs are part-time or temporary/casual);
- ■ they cannot get a job because they have a criminal record, or are too old.

Thinking is somewhat confused around this issue however, because while many delegates believe that there are no jobs locally, or that they are unable to access employment, not all delegates were completely negative. When questioned, many appeared to articulate that they don t want to believe that there is no hope of a better future and more than anything they would like to be proved wrong:

"I'd love to do a course if it really led to a job, but you know it won't." (Seacroft Resident)

"Nobody wants to be out of work." (Holmewood Resident)
"Life's what you make of it, nobody said it's easy." (Lidget Green Resident)

Parents (single mothers especially) want to train so that they can improve their material circumstances and also give their children a better chance in life. This is an important finding because it suggests that these mothers are not passing on negative messages about education to their children. Parents also articulate a desire to learn in order to help their children. They would like learning which enables them to support children and young people:

"I'd like to be able to help the kids more with their school work." (Deighton Resident)

"To get a better education to pass on to children." (Lidget Green Resident)

The less deprived delegates (in Lidget Green and Knottingley) held much more positive views about learning. They saw learning as being necessary to maintain their employability and as necessary to engage in the wider world:

"To gain better skills." (Lidget Green Resident)

"I don't want them growing up round here, its all smack heads, its disgusting." (Holmewood Resident)

"If you've got qualifications you've got more opportunities." (Deighton Resident)

"It gives you another chance." (Deighton Resident)

Linking learning directly to employment or further training is critical if any new programme is going to successfully re-engage people in these areas with learning.

Of those who do recognise the need for learning, a large group believe that they need to acquire skills in IT. But many implied that they were incapable of acquiring these skills. In the most deprived areas, few delegates had computers in their homes and many had never used one:

"Never heard of the Internet." (Holmewood Resident)

"I don't even know how to switch a computer on." (Holmewood Resident)

"Even little ones are doing computers at school now, I've never even switched one on." (Seacroft Resident)

"Soon got frustrated with computers...couldn't get it to do what I wanted." (Knottingley Resident)

Delegates also wanted to learn computing so that they can keep up with the younger generation and abreast of the times, especially those delegates with children or grandchildren. Several delegates said they would like to do a computer course so that they could help their children:

Many people want to learn about ICT to keep up with the younger generation, especially grandchildren.

"I want a better life for my kids, its all computers these days, you need to know about all that if you are going to help them get on." (Seacroft Resident)

Disability status also appears to have an effect on learning activity. A significant number of male delegates are in receipt of either incapacity or disability benefits. Attitudes to learning appear to be affected by the level and nature of the illness or disability. The majority of health problems stem from industrial injury and work related illnesses that now prohibit manual work. Attitudes to learning are very positive amongst these delegates, who are keen to use computers either as a way of enriching their lives or as a way back into work:

"I would love to do that Internet thing, there's loads you can do on it, if you are disabled it's good, there are chat rooms and shopping to your door." (Burmantofts Resident)

Some male and female delegates from all groups want to learn to use the Internet:

"I am a spiritualist and healer it would help me with my work." (Lidget Green Resident)
"I'm a bit of a film buff, there must be loads on the Internet about films." (Lidget Green Resident)

Delegates who want to learn about the Internet also express interest in learning to make their own web pages and, when prompted, in creating a community web site:

"That would be something you could show, you know, if you went for a job." (Seacroft Resident)
"You could click on and say I did that." (Holmewood Resident)

Delegates in Lidget Green also thought that a local web project could bring the community together because it would be something of interest to old and young, black and white, alike. Some delegates were interested in the idea of the Internet giving their community a voice and providing a medium for telling their stories:

"There are folk round here, all sorts, but nobody knows about them." (Lidget Green Resident)

"My probation officer said I should write a book about my life, I could put it on the Internet." (Holmewood Resident)

"I'd learn to type to put my poems on it." (Holmewood Resident)

Even though many delegates believe that they are not able to benefit from any training for work (especially those who see them self as too old to find a job), very few totally reject the idea of learning altogether. Many older delegates express a view that they are now free to take up interests for pleasure and fun. Often this relates to the things they perceive themselves to be good at:

"I enjoy cooking, would like to learn more about that." (Knottingley Resident)
"I would love to learn algebra me, I were always good at maths at school but left at 15." (Burmantofts Resident)
"I put art on hold after I left school but am tending to go back to it now." (Knottingley Resident)
"Sport… that was the only subject I enjoyed at school" (Deighton Resident)

More generally, some residents would like learning to bridge a generational skills gap. One Knottingley resident described how the development of community based learning and a learning community could restore a sense of community back to Knottingley. They described how by engaging the community in learning the community might be prepared to tackle the problems it had with its young people, especially young offenders.

Those delegates who have engaged in voluntary work are very positive about participating in learning. Two delegates, who are actively involved in unpaid voluntary work, state that involvement with people worse off than themselves has stimulated new interests and inspired them to undertake further training. For example, a Seacroft delegate who is a volunteer on a refugee settlement

programme is actively seeking re-training in social work. Similarly a disabled Burmantofts delegate, aged 54, who is undertaking voluntary work for Dr. Barnardo s is about to embark on a training programme to support this work and hopes it will lead to a formal qualification in social work:

"I know about what it's like to be an abused and deprived kid, I want to do something." (Burmantofts Resident)

As with other groups, delegates from ethnic minority communities appeared to hold very positive and comparatively sophisticated attitudes to learning, but at the same time see it as something that is more relevant to the younger generation than themselves. A wider benefit of this outlook is that they are passing on positive messages about learning to their children. One Pakistani delegate suggests that attitudes are changing in his community and that young people are no longer prepared to accept the low wages and long hours that their parents tolerated when they came to England:

"Muslim youth want the same opportunities as white youth." (Lidget Green Resident)

This view is important because it gives positive messages about the value of learning in overcoming disadvantage in the labour market, through education and by acquiring skills that are relevant to the current job market.

Interests by Subject Area

Employment Related Learning

Several delegates have quite definite ideas about what they would like to learn and what sort of employment outcome they desire. Examples included:

- a Seacroft resident who wants to learn Auto-CAD because he would like to work as a garden designer (its creative expression , Seacroft Resident);
- a Seacroft resident who wants to study Sociology and Psychology as a lead into social work or further training;
- a Halifax resident who wants to go on an electrical course;
- a Halifax resident who want to undertake training in gas boiler maintenance;
- a Deighton resident who wants to train in pub management.

Some delegates referred to a strongly held belief that no job will provide a secure income for life and that it is necessary to anticipate change and prepare for an uncertain future. For example, one Seacroft delegate, working as a painter and decorator, sees the trade declining and is anxious to retrain:

"They are all watching Home Front on telly and are doing it for themselves, or they want you to do it [the work] for nowt." (Seacroft Resident)

Subjects of interest to delegates included:	
Algebra	Art (especially sculpture)
Auto-Cad	Basic Skills
Bricklaying	Book Club
Catering	Car Mechanics
Circus Performing	Cookery
Construction Skills	Creative Writing
Electrics	English as a Second Language
First Aid	Film
Garden Design	Gardening
Gas Boiler Maintenance	Health and Beauty
The Human Body	ICT - especially the Internet
IT Course (provided Internet content could be restricted for Muslims)	Joinery
Keep Fit	Languages (including Arabic, French, German, Norwegian, Punjabi and Urdu)
Music	Plumbing
Poetry	Pub Management
Self Defence	Sign Language
Sociology and Psychology	Sport
Weight Watchers	

Practical Skills

While some delegates are aware that many traditional skills are becoming increasingly irrelevant in the new economy, many still hang on to them because they believe that the only employment they can find will be locally based and rooted in the community:

"You need a trade, you know like an electrician or plumber." (Lidget Green Resident)
"I like more like your hands on…not scared of getting my hands dirty." (Knottingley Resident)

Ethnic minority residents were particularly keen to develop skills which could be used to improve their own communities:

"Something practical like electrics that I can use to help people." (Halifax Resident)
"Would like to do something to improve the housing around here." (Halifax Resident)

Amongst males in the deprived areas, many had casual building jobs, or had at one time been employed in the construction trade. There was consensus that training in building skills was most likely to result in employment, or at least earnings from the grey economy:

"I want to learn joinery, no way computers." (Seacroft Resident)

Residents in Seacroft wanted to learn about practical skills such as cookery, falconry, joinery, landscape gardening, tailoring and upholstery. In the main they seemed to understand that such skills were becoming increasingly redundant within the formal Leeds economy, but that they provided practical skills and esteem within the casualised labour market supporting the Leeds economy and grey economy of Seacroft. Furthermore, gaining a qualification in a leisure/practical subject could become a springboard for further qualifications and eventually engagement within the labour market (including self-employment).

"If I could do a bit of joinery I could make a few bob on the side." (Holmewood Resident)

Computers

Many people are interested in computing and learning more about computers:

"I want to buy a computer." (Knottingley Resident)

As noted above several are interested in the Internet, although overall views were mixed. The general view was that courses need to be branded as beginners .

"I want to do bills and that on a computer." (Knottingley Resident with Basic Skills Difficulties)

Females, especially single mothers, want to learn to use computers and want practical skills to help them re-enter the labour market.

People in work appeared to be more positive about the potential value of learning and training and involvement in the workforce appears to influence people s awareness of the need to gain new skills. Several employed delegates made reference to the impact of technological change on working practices and said they want to gain new skills in order to function more efficiently in their job or to get a new job:

"There's a computer stock system on the forklift now. I went on a course to give it a try but it wasn't my cup of tea. I've had to pick it up from the other lads." (Knottingley Resident)
"I've experience as a merchandiser. With my abilities if I was computer trained I could go and get a better job." (Deighton Resident)

Basic Skills

In some areas, levels of literacy are extremely low (four out of the seven delegates in Holmewood cannot read or write). Even though these delegates have adapted to coping in the world without basic skills, they would like to improve their skills (particularly to learn to read and write), especially delegates with children. Some delegates felt they would need to have their lack of basic skills addressed before going on to any other learning. Other suggested that courses should avoid written work and written tests. One Seacroft delegate suggested that oral tests would solve some of his literacy problems. A number of delegates attending the focus groups experienced problems with basic skills and it is hard to see how they could access learning or employment without also addressing their basic skills problems:

"I don't want them [children] to know their dad's thick." (Seacroft Resident)

"I just can't write it down, if someone came and asked me I could tell them and then they would see I can do things." (Seacroft Resident)

A delegate at Seacroft had learning difficulties and although expressed a desire to learn and work, it is unlikely that she could actively participate in the unregulated labour market:

*"I would like a job in a café, making teas, because that's what I do at home."
(Seacroft Resident)*

Delegates from ethnic minority communities were most interested in learning to improve their basic skills, particularly English language/communication. Interestingly most of those involved had a track record of full-time employment (including work in the textile and steel industries), but had tended to remain within their own communities. Both their work and social lives were very much culturally located in the Muslim community and they have very little contact with the White British community. Several said there had been little opportunity or time to develop their English language skills and this was recognised as a weakness in terms of their future prospects. The majority of delegates have English as their second language and while language difficulties are seen as a barrier to participation in learning, they are also a reason for learning:

"I want to be able to communicate better to tell people how I feel." (Halifax Resident)
"Would be more respected if I could communicate with people." (Halifax Resident)

**"If I had better English I would be able to improve myself."
(Halifax Resident)**

At the same time, the majority of ethnic minority delegates from Halifax emphasised that they would like to improve their skills in order to enhance their employment opportunities. They tended to favour courses that would give them practical vocational-related skills such as electrics, mechanics and joinery.

Arrangements for Learning

Importantly delegates say they want learning to be:

On-going:

"Not just for a few weeks and it's all over." (Lidget Green Resident).

In-depth:

"So you really know it inside out, not just a little bit." (Seacroft Resident)

Focused:

"Not just a bit of this and a bit of that." (Seacroft Resident)

Most people appeared to prefer training that is tutor-led. In addition, there was a minority of delegates at all locations who did not feel at ease with computers and would not want to learn from computers.

Being able to learn at your own pace is also another important feature. This point was stressed by a single mother who has had to give up a course because of illness in the family:

"I went on a course but had to give it up when all the kids got measles, I was miles behind." (Seacroft Resident)

Timing

Delegates say repeatedly that they want learning to be accessible to them in their neighbourhoods and without time restrictions. Flexibility in terms of the timing of learning is probably the most important feature of any new learning provision if people are to overcome the physical barriers preventing them from learning, such as employment and caring for dependants. Views varied on the most appropriate timing, depending on the needs and circumstances of the individual. In general:

■ Employed residents wanted learning to take place outside regular working hours:

"I can go and do it when I'm not at work." (Lidget Green Resident)
"On a Sunday we could spend a whole day learning." (Halifax Resident)

■ Many women, even those with grown up children (but who were looking after grandchildren), were restricted in when they could learn by the school day:

"Work it in with the kids, 10 while 2." (Knottingley Resident)
"Somewhere I can go when the kids are in school." (Seacroft Resident)
"Fit it round the kids, shopping, cooking and cleaning." (Seacroft Resident)

Some mothers also stressed the need for support with children during the school holidays.

Most people wanted learning with flexible/open access. It also needs to be accessible for extended hours, as many explained how they could not attend during the day, during the evening, during the week, etc. Afternoons are probably the most suitable time for many people, although some would be prepared to venture out of their homes at night and certainly weekends would be popular:

"Like a sort of drop in." (Lidget Green Resident)
"Where you can go at anytime to meet people and learn." (Halifax Resident)

There was a general feeling that Burmantofts was too dangerous to go out after 21.00; indeed, the local pub became very quiet after this time. The Pakistani males in Halifax felt unsafe outside their immediate community, although were prepared to attend courses during the evening. They were not prepared for females from their community to be out after dark and even in the daytime they wanted them to be chaperoned. Unlike residents in the urban areas, Knottingley and Deighton residents felt safe at night-time and would like something to fill the early evening:

"If you could come in anytime, I'd come in." (Holmewood Resident)

Most nights between 7 and 9 all you do is watch tele." (Knottingley Resident)
"I could do a bit when the kids are in bed instead of sitting watching tele."
(Seacroft Resident)

Location

It is very important that learning provision is felt to be a part of the local community and therefore needs to be very local to learners and not an institution parachuted into their neighbourhood. This is because the groups uncovered a high level of insecurity and fear in many of the neighbourhoods studied. Many people were reluctant to venture any further than their immediate area, especially after dark.

The Learning Environment

Most delegates found it hard to imagine learning somewhere significantly different from a traditional college/school type environment. But when prompted many agreed that they would enjoy learning in a local community centre, social club or church hall, although at first this seemed implausible: what in here? [Holmewood Social Club].   Everyone would be on the beer (Holmewood Resident).

Going to a familiar place with a different atmosphere not associated with past unhappy learning experiences would significantly help to overcome their resistance to participation. The group in Burmantofts took place in a disused nightclub attached to a pub, which most respondents felt would be ideal for learning in. They felt safe in this environment, despite the nightclub having witnessed a shooting and numerous stabbings. When one delegate in Holmewood suggested that the concert hall of the local social club (where the group was meeting) would provide a good venue, all the delegates agreed with her. The reason so many delegates suggested learning in the local pub or club was because this felt safe and familiar to them:

"You need to go somewhere where you know." (Knottingley Resident)
"Cause we're used to going to them." (Knottingley Resident)
"It would be good if it were in here, on the doorstep, I would go." (Burmantofts Resident)

One Burmantofts resident was so excited at the prospect of learning in the disused nightclub that she left her address for the LSC to contact her when the courses started!

In areas where training facilities already existed, delegates were more likely to consider accessing them. For example, residents in Deighton wanted to be able to access the facilities at their local adult education centre. Furthermore, in Burmantofts, being near the Universities, residents could not see why these did not provide access to adults from Burmantofts. This meant during the daytime for young mothers (you shouldn t have to fit learning around childcare) and early evening for those in work.

Burmantofts residents also felt that any provision had to be very local and not in the adjacent city centre, which residents felt psychologically isolated from:

"There should be an adult education centre in Leeds 9." (Burmantofts Resident)
"You shouldn't have to travel should you." (Burmantofts Resident)

The Lidget Green and Halifax residents were not so keen on using licensed premises, with women and Muslims stating that they would be inappropriate. The non-Muslims did, however, suggest using the church hall:

"You wouldn't get me in a pub." (Lidget Green Female Resident)

Feeling safe is an important criterion for effective participation. Unfortunately, this is somewhat at odds with delegates desire to have local facilities in areas that they perceive to be unsafe and dangerous. Holmewood residents in particular feel the area is lawless during the day.

Pakistani delegates in Halifax emphasised the need for any provision to disassociate itself from their community leaders (who they accused of nepotism) and suggested that the only neutral venue was the Hanson Lane Enterprise Centre where the group took place. They also pointed out that the Centre already had good computing facilities that could be used for learning:

"You are now in a community that has lost all faith in the Council, community leaders, etc." (Halifax Resident)
"It is important not to go through the Council or the community." (Halifax Resident)
"The Hanson Lane Enterprise Centre is independent." (Halifax Resident)

Several female delegates said that a combination of learning at a local centre and at home would suit them so that they are not held back by having to care for dependants. Indeed, several residents believed that home based learning could provide an answer to their access problems. For example, one Burmantofts resident said she would love to learn at home, where she feels safe and comfortable and would concentrate and absorb more. However, many thought this was impractical:

"No chance not with the bxxxxx kids on the rampage." (Burmantofts Resident)
"If you do it in your home you get distracted." (Lidget Green Resident)

One person was worried about the technical aspects of studying from home especially if this was using a computer:

"I wouldn't know what to do if it went wrong." (Lidget Green Resident)

Another felt they simply lacked the drive for self-directed study at home:

"If you're at home you've not got the motivation." (Burmantofts Resident)

Physical Environment

All the delegates interviewed without exception rejected the idea of a formal class-based learning environment in favour of something more informal. Certainly, they did not want to go to a formal educational institution to learn:

"I would like it to be more relaxed than the classroom." (Knottingley Resident)
"I don't want to feel like I'm back at school." (Knottingley Resident)

Certainly the environment should not remind them of their largely unpleasant times at school:

"We don't want strip lighting.' (Knottingley Resident)
"Carpets would be nice." (Deighton Resident)

"Without the hard chairs and desks." (Knottingley Resident)

"The majority of people hated school, they'd never go back anywhere near it." (Seacroft Resident)

Several people implied that the environment should be modern and relaxed:

"A cyber cafe sort of place." (Seacroft Resident)
"Comfortable seating', 'more open plan.' (Knottingley Resident)

The Lidget Green residents were more able to hypothesise about potential learning environments than the other groups and stated that the resource need not be purpose built or adapted and that any environment was suitable as long as it was safe and clean .

Some ethnic minority delegates emphasised the need for the sexes to be separated and for there to be strict security, especially when women were in the building. They explained how the Halifax Muslim community was a small and conservative community and that it would only be possible for Muslim women to learn if these measures were in place and with the sanction of their husbands. They also felt that women would be unhappy to learn unless in the presence of other women from their own community. Although conservative they insisted that learning providers needed to consider the views of women from their community:

"100% security for females in their areas." (Halifax Resident)
"We should consider women's views as well." (Halifax Resident)
"We need to provide a crèche service for ladies, supervised by a lady from our community." (Halifax Resident)

Providing the learning was culturally appropriate to Muslims, the Halifax group would like to encourage people from all faiths and communities to learn with them.

Most adults do not want to be learning with young people and if possible do not even want to share facilities such as canteens with them: *"You don't want loads of young kids around." (Lidget Green Resident)*

At the same time, as mentioned above, some delegates stressed that everyone in the community needed new opportunities, young and old alike, although not necessarily to be accessing these opportunities at the same time:

"Something for all the generations." (Lidget Green Resident)

"We don't want to sit next to a 16 year old." (Halifax Resident)

"We should all help each other." (Lidget Green Resident)

"Adults and young people learning together." (Knottingley Resident)

The Learning Community

Delegates warmed to the idea of a local base for learning where they would feel involved in the wider community. To a great extent this reflects the many people who desire a social as well as an educational experience. The idea that there is an existing cohesive community in these areas is a myth for many of the delegates who express feelings of isolation and loneliness. Single mothers, disabled people and ethnic minorities are particularly vulnerable to such feelings. A place to go where they will meet other people is as important for them as a learning outcome:

"You would want to get to know people, make friends and have a laugh." (Burmantofts Resident)

"It would be good to learn something and get some company. I haven't any family or friends, I want to mix with people and get out of the house." (Seacroft Resident)

Knottingley residents and the Pakistani males in Halifax were particularly keen to emphasise the social aspect of learning:

"I would go there to learn and make friends." (Holmewood Resident)

"It'd get you out of the house meeting other people, particularly when your kids have grown up." (Knottingley Resident)

"We are happier learning at a social level, with a group of people." (Halifax Resident)

Many delegates wanted a degree of formality to their learning, but combined with other social activities where they were learning. Several alluded to the fact that there is also a point at which the environment becomes too relaxed and not conducive to learning (you ve got to have a bit of order , Knottingley Resident).

Some delegates saw the development of a learning community as a part of the rebuilding of the community itself. For example, ethnic minority residents in Halifax suggested that community based learning was a way of building bridges between the

"If it were more social you'd learn more." (Knottingley Resident)

Pakistani and White communities (although the researchers were aware that the divisions are now so great, that this was probably motivated by a desire to

appear liberal in front of people from different ethnic backgrounds than a realistic proposition):

"For the first few months it should be run as a social club. There are frictions within each race and we need to get use to each other." (Halifax Resident)

Accreditation

As might be expected, those non-learners who are likely to consider re-engagement with learning in order to enhance their employment prospects, say they want to gain recognised and valued qualifications. Some people are prepared to undertake introductory courses without qualifications as long as they provide access to more advanced courses with formal qualification attached to them:

"I want proper qualifications, its no good otherwise, they know when you go for a job its rubbish." (Seacroft Resident)
"You don't get any respect unless you're qualified." (Halifax Resident)

Ethnic minority groups in particular want qualifications as they feel this would increase their self-esteem and allow them to compete more effectively in the labour market.

Although delegates wanted the learning to be informal, they also wanted some form of qualification in recognition of their commitment and would be prepared to sit examinations to gain such qualifications. However, they did not want the structure of a formal course and wanted to be able to learn when they wanted and at their own pace. The Lidget Green residents described how informal learning could be linked into Bradford and Ilkley Community College to provide accreditation for those requiring it.
Those delegates interested in learning for interest tended not to not want formal examinations or assessment procedures.

"Relaxing craft wise, no brain testing." (Burmantofts Resident)

Incentives

Importantly delegates all want something concrete to show for their efforts. For some this is a qualification, for others a real job or a new skill. The greatest incentive for those receiving Job Seekers Allowance would be a job or training and a work placement (in fact anything but Job Seekers Allowance). Others stressed the personal pleasure and interest they could derive from learning and the social aspects. Most residents in Halifax, Deighton, Lidget Green and Knottingley were more positive about learning than those in the other communities and did not suggest that they would need any other incentive (payment) to learn. In fact, residents in Knottingley suggested that they would be prepared to pay a small amount for learning (although less than that charged by local colleges and adult education classes). Deighton and Halifax residents were motivated to learn without a financial incentive, but were

"I want to learn the Internet but I don't want any exams." (Holmewood Resident)

adamant that they would only access learning if it were free (including examination fees).

Non-learners in receipt of long-term benefits, such as single mothers and disabled or incapacity benefit claimants, are less inclined to think of money as an incentive, especially if any additional payments reduce their existing benefits. One Seacroft single mother explained that she could earn a small amount each week before her benefits are reduced. Anything over this limit would be more trouble than it is worth.

Most people want something concrete to show for their efforts.

At the same time, some delegates felt that even within an informal and local environment and learning subjects of their choice there still needed to be an incentive to learn. To a large degree, in expecting an incentive for doing something, they were actually showing how close their counter culture is to the dominant value system. Expecting to get paid for something other than leisure is very much a part of the dominant value system and they were simply reinterpreting it to their own situation. It is likely that financial incentives would tempt some delegates into learning, but would need to be significantly more than the £10 currently offered by the Employment Service. Most would like a cash incentive and this was costed at around £20 a week (exclusive of other costs, like travel, meals and childcare).

Some unemployed job seekers are cynical of financial incentives to learning after experience of the New Start programme:

"The tenner is the carrot, cutting off your benefits if you won't go is the stick."
(Holmewood Resident)
"It cost me more than that in bus fares and butties, it's a joke." (Holmewood Resident)

"You don't do owt for nowt." (Seacroft Resident)

Any new learning scheme would have to be free at the point of delivery and have clear links to further training and employment opportunities if it is going to successfully recruit non-learners on benefits and low pay.

Some people (especially in Lidget Green) were interested in receiving reconditioned computers to learn at home, either free of charge or for a nominal price (such as the scheme run by Leeds City Council). Lidget Green residents appeared to be prepared to pay market price for reconditioned computers, provided they were assured that they would meet their requirements. Some were so keen on this idea that they would be prepared to enter a contract binding them to 10 hours learning per week.

Some people emphasised that the learning environment itself could be a big motivation to learning. The key aspects of this include:

■ a pleasant environment;
■ a relaxed atmosphere;

■ availability of refreshments (preferably free);
■ opportunities for meeting people and socialising.

Furthermore most people felt that there should be no compulsion attached to learning programmes (you ve either got the motivation or you haven t).

Tutors

In the main, most delegates appeared happy to be taught by people from within the education system. Indeed, delegates first reaction when asked about tutors is to say that they need to know their subject, but they then articulate a desire to be taught by somebody who respects them, even somebody like themselves. Overall, the general consensus was that it is important that tutors have a sense of humour and treat them as equals. In Lidget Green residents suggested that learning could be facilitated within the community using local people to pass on their skills to others:

"A person from the community rather than lecturers and professors." (Lidget Green Resident)
"It's more relaxed if they're from your own community. You can have a laugh and a joke." (Lidget Green Resident)

None of the delegates interviewed could envisage learning without some form of tutorial support. However, they reject the idea of a traditional teacher/student relationship in favour of a more equal and participatory relationship:
"Someone you can have a laugh with." (Holmewood Resident)
"Somebody you can have a good laugh with." (Knottingley Resident)

For the Pakistani community, ESOL learning, which is a prerequisite to any learning, needs to be undertaken by somebody from the appropriate gender and

Adult learners want to be treated as equals.

from the Pakistani community. Several people mentioned that tutors need to be able to communicate bi-lingually so that learners are able to ask questions in their own language, if required, in order to get the most out of the course. However, once they have a command of the English language, they were keen that their learning should be more mainstream, possibly facilitated by lecturers from the local college. Again they emphasised the need for the appointment of lecturers to be independent from the Council and their community leaders:

"Whoever is employed as a teacher should be nothing to do with Halifax and the local councillors. They should be appointed by the LSC who are independent." (Halifax Resident)

"I don't want someone giving out orders, I've had enough of that in my time." (Burmantofts Resident)

The Pakistani delegates in Halifax were adamant that, were provision to be provided, it would be successful in engaging the whole community (they will come in the 100 s to learn   Halifax Resident). In fact, they were so keen to pursue the idea that they volunteered to attend further research exercises.

Suggestions for Pilot Projects

Suggestions for Pilot Projects		
Local Authority District	Ranked Communities in Most Need (potential venues)	Delivery Suggestions
Bradford	Bowling Bradford Moor Tong (Holmewood Social Club) Keighley South Shipley East Little Horton Ecceleshill Odsal Illingworth Wibsey	Some of the most hardcore non-learners are to be found in outlying estates (such as Holmewood). Initiatives in these areas need to focus on non-vocational leisure and recreational subjects. Many residents may have very low level basic skills which will need to be addressed before they can progress to other learning. Venues and delivery style must be very informal. Initial aims should be to recover a sense of community, only then can a learning community take root.
Calderdale	St. John's (Hanson Lane Enterprise Centre) Mixenden Ovenden Sowerby Bridge Elland	The Pakistani community in Halifax would be receptive to a pilot project. Any initiatives need to distance themselves from community leaders and councillors, possibly working with the SRB Partnership. Learning needs to be gender specific (including security for females) and culturally appropriate. Initially learning needs to address ESOL, ultimately learners would be keen to link in with a college and formal qualifications (especially ICT).
Kirklees	Deighton (The Deighton Centre) Dewsbury East Thornhill Batley East Batley West	Residents in Deighton are keen to utilise the Deighton Centre. Facilities such as crèches and sports provision need to be put within the reach of local residents.
Leeds	Burmantofts (The Cherry Tree Hotel) Seacroft (The Cricketers Arms) Hunslet Middleton Richmond Hill Wortley Beeston Bramley City and Holbeck Harehills	Some residents in Burmantofts and Seacroft are keen to develop their skills (especially ICT) provided they can do this in a local and non-threatening location and atmosphere. This probably means utilising local pubs during daylight hours. For a minority of residents the only way to engage them in learning is to pay them an incentive of about £20 per week or free computers. They would be prepared to enter a contract to access such incentives.

Wakefield	Knottingley (Kellingley Social Club) Castleford Whitwood South Kirby Featherstone Castleford Ferry Fryston Castleford Glasshoughton Normanton and Sharlston Hemsworth South Emsal Pontefract North	Residents in former mining communities (like Knottingley) have a strong tradition of working class organisaton and would be able to develop their own learning communities. Initiatives should focus on existing community resources and organisatons like sporting and social clubs. Residents are keen to develop their vocational skills, but are also keen to maintain their independence from the formal education system.

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Appendices: Addressing Basic Skills Issues

Parsons and Bynner (1998) developed the following typology of life factors associated with poor adult basic skills that could be used for targeting provision and baselining.

At Birth	Low social class of parents
	Men: mother having left full-time education early
At age 7	Low cognitive test results
	Low parental interest in cohort members' education
	Poor reading progression
	Poor copying design skills
	Women: not being read to
	Women: poor school attendance
	Men: overcrowding in the home
	Men: poor maths performance
At age 11	Free school meals
	Poor maths performance
At age 16	Poor reading performance
	Poor public examination results
	Low parental interest/support
	Disruptive behaviour
	Women: poor maths performance
	Women: having attended a co-educational school
	Men: having attended a working class school
	Men: poor school attendance
	Men: overcrowding in the home
At age 23	Poor qualifications
	Lack of work related training
	Number of months unemployed
At age 33	Poor qualifications
	Number of months unemployed

Review of Key Messages from the Secondary Research

Focus/methodology	Barriers	Motivators/incentives	Key messages
GENERAL			
Eldwick Research Associates, Adult and Community Learning: What? Why? Who? Where? A Literature Review on Adult and Community Learning, 2001			
Summarises the literature on adult and community learning	■ Pressures on time at home and at work ■ Location ■ Finance ■ Domestic and caring responsibilities ■ Belief that learning has little to offer ■ Unhappy memories of school	■ Outreach in local community venues ■ Targeting groups rather than individuals to overcome negative peer pressure ■ Encouraging mutually beneficial intergenerational learning ■ Combining creative and artistic expression with basic skills	■ Engage creatively with groups and individuals and meet them on their own terms and their own territory ■ Involve the voluntary and community sectors in staff development ■ Focus efforts to improve the retention of learners on the early stages of the learning experience ■ Help individuals to make progress, taking a well structured but gradual approach to involving learners in further, more formal provision ■ Use accreditation where it motivates rather than deters the learner
John Killeen and Michael White, The Impact of Careers Guidance on Adult Employed People, 2000			
Net impact of public professional careers guidance on outcomes for employed adults	■ n/a	■ Guidance does not promote significant improvements in job satisfaction	■ Taking part in guidance has a positive impact on many aspects of participation in education and training ■ People receiving guidance are more likely to gain a qualification
Ian Lewis and John Preston, Evaluating the Benefits of Lifelong Learning, July 2001			
Evaluation of DfES Lifelong Learning interventions	■ n/a	■ n/a	■ Evaluation should be planned and built into interventions from the outset and timed appropriately, with the target population clearly identified ■ Appropriate design and controls should be used (e.g. randomisation and comparative approaches) ■ Interventions at all levels should be sampled (e.g. individual, family and community levels) ■ Evaluation should be collaborative (involving all stakeholders and related interventions) and results should be shared with all stakeholders and the wider public ■ While using cost-benefit analysis, evaluations should use qualitative methods to contextualise the results

Tom Schuller et al, Modelling and Measuring the Wider Benefits of Learning: A Synthesis, July 2001			
Review of existing evidence	Inequalities in wealth, income, access to employment and the quality of neighbourhood environments are relevant	Issues which cut across the policy domains include the impact of learning on personal development areas such as self-esteem, orientation, resilience, attitudes and values and communication capacity	Measures and models need to take into account a number of issues: ■ The tension between validity and precision ■ the precise meaning of terms such as 'association', 'correlation' and 'causality' ■ the need for diverse data sources ■ the possibility of adverse effects of learning
Joe Cullen et al, Informal Learning and Widening Participation, May 2000			
Nature of informal learning, barriers to informal learning and the main benefits associated with it	The main barriers are: ■ Negative previous experience ■ Costs of learning ■ Peer pressure ■ Issues around the accreditation and application of learning	■ The main motivations are to improve the social and economic environment and facilitate a life change or improvement ■ Informal learning can: help to increase individuals' self confidence and improve their social skills; and contribute to an increasing commitment to citizenship, social identity and social capital ■ Different types of learning attract particular groups with common needs/ expectations (ethnic/faith communities, disability, old age, parenting, environmental projects, community regeneration, health and leisure)	■ At the national level investment in informal learning should allow for flexibility ■ Local practitioners should take a flexible pedagogic approach ■ Locally there is a need for integration between informal learning and other strategic agendas (e.g. employment, health, environment) ■ Co-ordinated monitoring and dissemination should be set up to facilitate dissemination of good practice ■ There is a need for more sophisticated evaluation and assessment procedures
S Dench and J Regan, Learning in Later Life: Motivation and Impact, 2000			
Literature review on non-economic impact of learning. Survey with 336 over 50 year olds	■ Being disabled or in poor health ■ Lack of time ■ Lack of interest in learning	■ The most important reasons for learning were intellectual (e.g. keeping brain active) ■ Most learners report a positive impact on either their enjoyment of life, their self-confidence, how they feel about themselves, satisfaction with other areas of their life and their ability to communicate	n/a

Mike Campbell, Skills in England 2001, November 2001			
Synthesis, review and assessment of research evidence on skills issues	n/a	■ There is a strong association between people's qualifications and earnings ■ There is evidence of a correlation between training and company productivity ■ There is evidence of a relationship between education and economic growth ■ There is a link between skills levels and local earnings, employment growth, deprivation and competitiveness	■ Skills are valuable to people, companies, communities and the country as a whole ■ The importance of skills is increasing ■ Understanding the demand for skills in the labour market is a complex process ■ Improving international competitiveness demands better skills ■ Inequalities in attainment must be tackled ■ Employers have a vital role to play ■ Skill deficiencies are concentrated amongst certain types of employers ■ There are a number of skills hotspots ■ Regional and local differences must be taken into consideration ■ Using the evidence base on skills would enhance the effectiveness of policy, planning and service delivery
Jim Hillage, Jane Aston, Attracting New Learner : Literature Review, 2001			
Review of literature on post-16 learning	■ Many of the barriers to learning are inextricably linked to each other ■ Those who have not learned since they left school face barriers of attitude, confidence, funding, basis skills, lack of time or childcare issues	n/a	Initiatives targeted at groups or individuals should aim to address more than one barrier Little information on the efficacy of various initiatives exists The most successful initiatives are: ■ High profile (usually costly) and use of media, especially TV, to raise awareness ■ Highly targeted, often in partnership A comprehensive policy to stimulate demand for learning would include: ■ Multi-level approaches (including locally based targeted messages) to develop a lifelong learning culture ■ Multi-stranded approaches, including preventative and remedial measures to tackle specific areas such as literacy and ICT skills A supportive infrastructure is needed: with a range of intermediaries, advice and guidance specialists and flexible learning provision

Penny Tomkin, Jim Hillage, Individual Commitment to Learning: Motivation and Rewards, 1997			
Focus on employers. Literature review and case studies	Barriers are both physical (such as caring responsibilities) and attitudinal ie. failing to see the relevance of further development in the individual's personal context. Also availability of personal development opportunities	■ Reasons for participating include self-improvement, greater satisfaction, desire to get or change jobs ■ Learners believe it would improve their ability to do their job, increase their chances of a better job and maximise both employability and their value to the organisation	■ Employers provide training and development for three reasons: vision (making the organisation a better place to work); utility (greater efficiency and effectiveness) and culture (positive impact on loyalty, commitment, self-esteem and motivation) ■ Barriers to learning will impact on whether learning takes place and will depend on the organisational circumstances. The fact that barriers tend to be immediate but the returns longer term has an influence. ■ More learning would occur if the benefits were better understood by employers and employees
Tony Gore and Nicola Smith, Patterns of Educational Attainment in the British Coalfields			
Comparison of educational attainment data	n/a	n/a	■ Educational attainment in the coalfield areas lags behind the national average, but this is not the results of a particular 'coalfields effect' ■ There are improvements at primary level but further action is needed targeted at teenagers ■ The geographical scope of initiatives need to be wider than individual schools/neighbourhoods
Ivana La Valle and Margaret Blake, National Adult Learning Survey 2001			
Results from NALS 2001	■ Societal or peer pressure (prefer to spend time doing other things, not interested, not needing to learn) ■ Practical obstacles (cost, time, transport, lack of skills) ■ Personal difficulties (being nervous of going back to the classroom, feeling too old to learn)	■ Job related - increase competence in job, new job, more job satisfaction, change type of work, pay rise, promotion, start up own business, help with disability ■ Self – increase knowledge and skills, find it interesting, learn new skills, enjoyment, increase confidence, something useful with spare time, self-esteem, meet new people, better social life, keep body active, help with health/disability ■ Wider – curious about subject, help child with school work, get involved in volunteering, help with disability	n/a

BASIC SKILLS

Greg Brooks et al, *Assembling the Fragments: A Review of Research on Adult Basic Skills*, January 2001

Review of Research on Adult Basic Skills	Fear of stigma is the major barrier. The major reason for drop-out is disaffection with the provision	The major motive for attending basic skills provision is a desire for self-development. The major motivation for parents attending family learning is to help their children. These adults have better completion rates and progression to further study or employment is higher	■ More needs to be done to explore the factors thought to cause progress in basic skills ■ Little is known about adults with special educational needs in basic skills provision

Stephen Mahin et al, *Basic Skills, Soft Skills and Labour Market Outcomes*, January 2001

Secondary analysis of the National Child Development Study	n/a	n/a	■ Literacy and numeracy skills has a larger connection with individual's outcomes than do attitudes, motivation or soft skills ■ Individuals with better reading and mathematics skills at age 16 have higher labour market earnings and are more likely to be in work ■ Males who move up the literacy skills distribution between age 16-37 earn more, while those who improve their numeracy have a greater probability of being employed

John Bynner et al, *Improving Adult Basic Skills, Benefits to the Individual and to Society*, 2001

Origins and outcomes of basic skills difficulties	There are individual differences in the response to basic skills tests and cohort effects (e.g. between men and women) which can be used for base-lining and modelling	Individuals who improve their basic skills: have better chances in the labour market, in terms of occupational status scale and resisting unemployment; suffer less from ill-health; are less likely to have children experiencing difficulties at school; are more likely to be active citizens; are more liberal/less discriminatory in their attitudes.	■ Implementing numeracy targets has a greater potential benefit to the Exchequer than literacy targets ■ Literacy and numeracy are closely related and improvements in one without the other is problematic (policies to improve both are likely to be most effective)

Deprivation and Basic Skills by Ward in West Yorkshire Ranked by Deprivation

Ward Name	LA Name	Rank of Index of Multiple Deprivation	Rank of Income Domain	Rank of Employment Domain	Rank of Health Domain	Rank of Education Domain	Rank of Housing Domain	Rank of Access Domain	Rank of Child Poverty Index	V Low/Low Literacy	V Low/Low Numeracy
Little Horton	Bradford	42	64	173	550	39	100	7,885	57	27.2	54.6
Bradford Moor	Bradford	81	35	398	988	49	24	7,112	81	28.6	52.0
University	Bradford	104	127	292	957	76	3	8,202	63	26.7	46.8
Bowling	Bradford	132	117	486	615	60	139	6,782	97	24.1	49.0
Toller	Bradford	134	85	431	850	147	31	8,090	119	25.1	45.3
Tong	Bradford	247	205	560	475	150	676	6,384	177	25.4	53.4
Deighton	Kirklees	284	256	460	776	214	831	4,871	246	24.1	50.2
St. John's	Calderdale	298	158	419	792	1,177	137	8,044	154	23.8	46.0
Hemsworth	Wakefield	337	847	352	108	388	2,481	3,127	1,032	21.0	45.3
Undercliffe	Bradford	352	381	844	991	80	331	7,124	365	20.1	41.2
City and Holbeck	Leeds	378	356	397	642	600	696	8,165	363	21.7	44.1
Seacroft	Leeds	388	217	452	663	900	1,216	6,087	258	25.5	52.6
Castleford Ferry Fryston	Wakefield	399	904	492	230	258	1,843	3,698	783	20.3	44.5
Harehills	Leeds	429	202	509	1,250	1,313	233	8,263	267	24.6	49.3
Burmantofts	Leeds	444	273	573	640	730	1,130	6,844	391	24.5	49.9
Richmond Hill	Leeds	484	310	637	829	624	1,026	6,789	299	23.8	50.0
South Kirkby	Wakefield	493	980	427	139	578	2,533	5,816	1,040	20.8	45.4
Wakefield East	Wakefield	503	699	588	611	310	1,099	6,985	535	21.7	44.2
Keighley South	Bradford	538	380	987	938	546	595	6,308	511	22.3	46.7
Thornhill	Kirklees	583	491	1,436	1,425	323	165	6,916	551	22.7	45.3
Ovenden	Calderdale	595	490	994	1,292	359	871	5,330	499	24.1	51.4
Dewsbury West	Kirklees	642	641	1,513	1,293	298	309	5242	723	22.3	45.2
Hunslet	Leeds	656	360	820	834	1,266	1,622	5,422	561	22.8	47.9
University	Leeds	666	832	566	1,429	590	582	7,723	129	16.7	34.0
Heaton	Bradford	672	680	1,321	1,391	372	285	6,385	827	16.2	34.2
Mixenden	Calderdale	813	501	1,020	1,207	954	1,570	5,752	396	22.9	49.0
South Elmsall	Wakefield	824	1,387	644	205	1,653	3,723	3,044	1,726	18.4	40.8
Crosland Moor	Kirklees	861	1,153	1,250	1,420	478	486	4,487	935	20.3	42.3
Newsome	Kirklees	879	892	1,006	1,387	952	656	4,851	699	21.6	43.3
Wakefield Central	Wakefield	898	998	919	958	591	1,977	5,952	1,230	21.3	45.6
Batley West	Kirklees	900	616	1,679	1,552	862	464	4,985	662	22.0	46.4
Batley East	Kirklees	954	570	1,700	1,942	2,020	54	7047	559	22.4	44.1
Chapel Allerton	Leeds	962	575	874	1,584	2,243	756	7,374	618	20.3	39.4
Dewsbury East	Kirklees	975	862	1,562	1,238	818	707	5,399	907	21.7	45.7
Eccleshill	Bradford	988	785	1,526	1,441	542	1,337	5,994	683	21.5	46.5
Shipley East	Bradford	993	935	1,293	1,017	840	1,140	6,585	934	20.7	44.2
Odsal	Bradford	1,020	1,002	1,811	1,478	348	808	7,670	1,016	19.6	41.8
Normanton and Sharlston	Wakefield	1,038	1,429	1,335	884	409	3,076	3,740	1,477	18.1	39.9
Castleford Whitwood	Wakefield	1,045	1,497	876	384	1,710	2,229	5,350	1,688	19.2	42.0
Keighley West	Bradford	1,058	866	1,585	1,858	819	601	5,957	856	19.6	42.0
Beeston	Leeds	1,070	1,083	1,246	1,542	696	1,311	5,597	1,186	20.0	42.5
Knottingley	Wakefield	1,077	1,357	1,059	787	1,104	1,904	4,720	1,263	21.2	46.5
Great Horton	Bradford	1,102	1,016	1,991	1,950	537	387	7,728	876	18.5	39.8
Featherstone	Wakefield	1,124	1,461	816	330	4,038	2,328	3,752	1,326	19.9	43.9
Wakefield North	Wakefield	1,136	1,422	1,592	1,577	277	1,778	5,615	1,180	20.4	44.0

Ward Name	LA Name	Rank of Index of Multiple Deprivation	Rank of Income Domain	Rank of Employment Domain	Rank of Health Domain	Rank of Education Domain	Rank of Housing Domain	Rank of Access Domain	Rank of Child Poverty Index	V Low/Low Literacy	V Low/Low Numeracy
Castleford Glasshoughton	Wakefield	1,145	1,706	973	488	1,322	2,677	5,409	1,906	18.5	41.2
Wyke	Bradford	1,289	1,642	2,380	1,834	177	1,632	5,241	1,640	19.8	42.9
Town	Calderdale	1,306	1,001	1,413	1,586	3,053	495	6,161	991	19.4	40.4
Middleton	Leeds	1,339	977	1,794	2,027	1,137	1,561	4,493	852	22.2	47.5
Birkby	Kirklees	1,340	1,465	1,412	2,064	1,624	404	6,059	1,505	20.1	41.0
Keighley North	Bradford	1,354	1,109	2,615	3,294	1,046	262	3,722	782	18.2	37.4
Paddock	Kirklees	1,356	1,515	1,159	1,494	2,010	802	6,360	1,510	17.1	36.4
Pontefract North	Wakefield	1,385	1,551	1,128	838	1,842	3,639	4,444	1,732	19.6	42.3
Thornton	Bradford	1,436	1,821	2,200	1,557	285	3,052	5,048	1,910	17.3	37.8
Bramley	Leeds	1,494	1,260	1,999	1,885	987	1,714	5,720	1,184	21.1	45.2
Todmorden	Calderdale	1,543	1,493	1,660	1,434	2,294	1,222	4828	1,459	19.2	42.3
Wibsey	Bradford	1,545	1,604	2,252	2,101	564	1,374	7,141	1,713	18.6	41.6
Clayton	Bradford	1,650	1,438	2,189	1,549	1,255	2,661	4,582	1817	16.0	36.6
Armley	Leeds	1,660	1,198	1,775	1,969	1,991	1,586	7,313	1,250	17.3	37.8
Illingworth	Calderdale	1,700	1,512	2,372	2,691	994	1,476	4,755	1,264	19.5	41.7
Wortley	Leeds	1,814	1,759	2,450	2,513	820	2,177	4,906	1,869	19.1	41.7
Dalton	Kirklees	1,841	1,732	2,176	1,953	1,296	2,520	5,051	1758	18.9	41.3
Elland	Calderdale	1,845	1,490	2,047	2,294	1,857	1,355	7,249	1,370	19.9	43.3
Whinmoor	Leeds	1,948	1,486	1,828	1,526	3,066	2,958	6,263	1,734	18.5	40.2
Warley	Calderdale	1,976	1,594	2,286	2,665	2,869	805	5,668	1,221	17.5	39.1
Almondbury	Kirklees	2,069	2,111	2,197	2,237	975	3,370	6,820	1,931	17.9	39.0
Kirkstall	Leeds	2,089	1,478	1,915	2,492	3,130	1,795	7,035	993	16.3	34.4
Heckmondwike	Kirklees	2,412	2,193	3,484	3,035	2,339	1,000	4,172	2,341	17.4	38.6
Queensbury	Bradford	2,503	2,436	3,063	2,594	1,906	1,828	5,272	2,502	16.7	37.3
Bolton	Bradford	2,525	2,870	3310	2,683	916	2,582	6,061	2,842	14.5	33.6
Sowerby Bridge	Calderdale	2,570	2,250	2,634	2,410	2,428	2,774	5,948	2,376	18.9	41.0
Spen	Kirklees	2,610	1,933	3,737	3,206	2,640	1,447	4,431	1,879	18.5	39.8
Shipley West	Bradford	2,669	2,413	2,769	2,521	3,387	1,460	6,420	2,430	13.2	29.3
Crofton and Ackworth	Wakefield	2,706	3,261	2,082	1,346	3,595	5,796	3,941	4,091	13.4	31.7
Pontefract South	Wakefield	2,709	2,731	1898	1,516	4,835	4,981	4870	2,513	15.7	35.7
Calder Valley	Calderdale	2,979	3,121	2,766	2,316	4,297	4,346	2,007	3,633	13.5	30.8
Idle	Bradford	3,014	2,900	3,175	2,311	1,607	5,467	6,333	3570	15.9	34.6
Golcar	Kirklees	3,035	2,576	3,282	3,543	2,447	2,044	6,331	2,922	16.6	37.3
Birstall and Birkenshaw	Kirklees	3,071	2,770	3,533	2,944	2,587	3,264	3,804	3,020	15.4	34.9
Rastrick	Calderdale	3,315	3,038	3,099	2,709	4,240	2,099	6,233	3,392	13.5	30.7
Luddendenfoot	Calderdale	3,378	2,831	3,436	3,337	5,388	2,812	2,525	2,780	15.2	34.3
Colne Valley West	Kirklees	3,416	2,937	3,518	3,691	3,842	3,280	2,993	2740	17.3	39.1
Brighouse	Calderdale	3,576	3,081	4,042	3,319	4,395	2,131	3,884	3,075	17.6	38.9
Pudsey South	Leeds	3,651	2,471	3,716	3,116	4,873	3,019	6,559	2,735	18.6	40.5
Cleckheaton	Kirklees	3,754	3,638	4,227	4,103	2,408	2,847	4,614	3,794	15.7	34.8
Ryburn	Calderdale	3,775	3,573	4,276	3,767	4,026	2,462	3,052	3,774	13.4	31.2
Morley South	Leeds	3,824	2,864	4,101	3,310	5,240	3,065	4,326	3,629	15.9	35.3
Horbury	Wakefield	3,931	3,408	3,582	3,536	3,487	5,032	4,888	3,995	14.7	33.8
Stanley and Wrenthorpe	Wakefield	3,947	4,032	3,439	2,464	5,136	5,041	3,527	4,492	13.3	30.9
Bingley	Bradford	4,024	3,134	3,720	3,332	6,150	3,892	3,985	3,514	12.8	29.8
Ossett	Wakefield	4,063	3,829	3,970	3,663	2,645	4,596	5,811	4,246	15.1	34.5
Stanley and Altofts	Wakefield	4,157	4,202	3,373	2,418	5,225	6110	4,215	4,868	13.2	31.2
Wakefield South	Wakefield	4,185	4,137	3,337	3,421	5,788	4,925	3,075	4,128	10.2	26.2

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Barwick and Kippax	Leeds	4,191	4,139	3,893	3,336	4,724	5,372	2,719	4,624	13.0	30.6
Rothwell	Leeds	4,224	3,240	3,814	2,998	6,176	5,185	4,508	3,816	14.8	34.0
Moortown	Leeds	4,296	3,471	3,465	2,883	7,206	4,948	4,894	4,540	11.2	26.9
Mirfield	Kirklees	4,332	3,400	4,149	2,992	5,139	5,490	5,004	4,226	14.1	32.1
Headingley	Leeds	4,388	4,417	4,102	6,203	4,719	779	7,456	1,297	12.1	28.1
Bingley Rural	Bradford	4,482	4,198	4,541	3,998	5,169	386	2,974	4,515	12.7	30.3
Weetwood	Leeds	4,518	3,358	3,586	3,638	6,041	4,663	6,935	3,286	11.8	26.8
Skircoat	Calderdale	4,547	4,025	4,323	3,911	5,722	2,205	5,924	4,208	11.5	27.2
Morley North	Leeds	4,721	3,585	5,285	4,340	4,867	3,604	4,155	4,213	14.5	33.0
Wakefield Rural	Wakefield	4,770	4,737	3,922	3,723	5,665	5,778	2,929	4,934	12.8	30.5
Worth Valley	Bradford	4,886	4,232	5,022	4,722	5,750	3,221	3,160	4,689	13.2	30.7
Greetland and Stainland	Calderdale	4,905	4,031	4,691	4,590	6,100	3,516	3,809	4,145	15.0	34.1
Holme Valley North	Kirklees	5,017	3,857	4,555	4,372	5,420	5,052	4,799	3,467	12.5	29.8
Garforth and Swillington	Leeds	5,054	4,330	4,816	3,929	5,326	6,336	3,175	5,235	12.7	30.2
Hipperholme and Lightcliffe	Calderdale	5,071	5,002	4,679	4,137	4,622	5,623	3,111	5,037	12.7	30.8
Baildon	Bradford	5,166	4132	4,502	4,104	5,360	5,996	4,831	4,906	11.0	27.4
Northowram and Shelf	Calderdale	5,324	5,185	5,509	4,497	3,405	6,063	3,462	6,271	11.9	28.8
Denby Dale	Kirklees	5,364	5,189	5,108	4,560	5,118	4,656	3,040	5,556	10.9	26.8
Lindley	Kirklees	5,475	4,407	4,642	4,278	7,611	3,850	4,862	5,175	12.0	28.0
Cookridge	Leeds	5,672	4,191	4,385	4,170	7,615	7,240	4,541	4,742	11.2	27.2
Roundhay	Leeds	5,699	4,142	5,001	4,987	7,442	4,360	4,585	4,755	9.4	23.5
Pudsey North	Leeds	5,701	4,505	5,364	4,493	5,903	4,427	5,123	5,033	13.5	31.8
North	Leeds	5,807	4,601	4,275	4,691	7,714	7,489	3,642	5,114	9.9	25.1
Craven	Bradford	6,112	4,731	5,651	4,816	7,050	6,354	3,388	5,406	12.7	29.9
Halton	Leeds	6,126	5,052	4,877	4,397	5,396	7,413	6,223	6,923	11.7	28.3
Kirkburton	Kirklees	6,163	6,041	5,757	5,591	4,889	6,074	2,700	5,519	10.5	26.5
Holme Valley South	Kirklees	6,299	5,651	5,696	6,068	7,006	4,506	2,646	5,417	10.2	25.9
Aireborough	Leeds	6,327	4,797	5230	4,350	7,720	6,627	4,920	5,171	14.0	32.0
Otley and Wharfedale	Leeds	6,807	4,894	6,403	6,150	7,824	6,369	3,099	5,657	12.0	29.0
Wetherby	Leeds	7,497	5,767	7,053	7,172	8,016	7,790	2,319	7,111	9.3	24.7
Horsforth	Leeds	7,502	5,387	6,361	5,907	7,739	7,163	5,583	5,792	11.6	28.4
Ilkley	Bradford	7,627	6,062	6,515	6,204	8,185	7,646	3,678	7,171	10.1	24.9
Rombalds	Bradford	7,836	7,009	6,697	6,440	7,616	7,955	3246	7,619	9.0	23.5

Estimates of Non-Participation in West Yorkshire

	Low or No Quals (91)	Index of Multiple Deprivation Score	Education Domain Score	V Low/Low Literacy	V Low/Low Numeracy	No Quals (2000)	Estimated Non-Participation
Burmantofts	97.16	53.66	1.23	24.50	49.91	14.51	32.04
Seacroft	97.02	55.07	1.13	25.50	52.63	14.51	31.98
Hunslet	96.71	47.97	0.93	22.80	47.93	14.51	31.85
Knottingley	96.71	40.67	1.01	21.20	46.49	18.69	31.85
Bowling	96.70	66.82	2.16	24.10	48.95	22.34	31.85
Middleton	96.65	37.04	1.00	22.20	47.48	14.51	31.83

	Low or No Quals (91)	Index of Multiple Deprivation Score	Education Domain Score	V Low/Low Literacy	V Low/Low Numeracy	No Quals (2000)	Estimated Non- Participation
Richmond Hill	96.62	52.52	1.30	23.80	49.95	14.51	31.82
Bradford Moor	96.50	70.45	2.21	28.60	52.03	22.34	31.77
Castleford Whitwood	96.40	41.16	0.74	19.20	42.01	18.69	31.72
St. John's	96.32	58.43	0.98	11.50	27.19	17.95	31.69
South Kirkby	96.14	52.15	1.33	20.80	45.44	18.69	31.62
Featherstone	96.06	39.91	0.02	19.90	43.93	18.69	31.59
Tong	95.87	61.02	1.85	25.40	53.37	22.34	31.51
Castleford Ferry Fryston	95.64	54.71	1.63	20.30	44.47	18.69	31.41
Keighley South	95.55	50.70	1.35	22.30	46.67	22.34	31.38
Castleford Glasshoughton	95.36	39.66	0.90	18.50	41.24	18.69	31.30
Wortley	95.34	31.61	1.17	19.10	41.74	14.51	31.29
Beeston	95.31	40.73	1.25	20.00	42.49	14.51	31.28
Mixenden	94.91	45.01	1.10	22.90	48.99	17.95	31.12
Normanton and Sharlston	94.61	41.22	1.46	18.10	39.87	18.69	30.99
Bramley	94.58	35.06	1.08	21.10	45.15	14.51	30.98
City and Holbeck	94.43	55.41	1.31	21.70	44.11	14.51	30.92
Hemsworth	94.38	56.78	1.48	21.00	45.30	18.69	30.90
Shipley East	94.37	41.98	1.16	20.70	44.23	22.34	30.89
Little Horton	94.06	73.48	2.27	27.20	54.60	22.34	30.77
Eccleshill	93.97	42.06	1.35	21.50	46.48	22.34	30.73
Deighton	93.80	59.08	1.72	24.10	50.15	18.18	30.66
Dewsbury East	93.76	42.28	1.18	21.70	45.69	18.18	30.65
Harehills	93.66	54.07	0.90	24.60	49.32	14.51	30.60
Ovenden	93.49	49.27	1.50	24.10	51.35	17.95	30.53
Odsal	93.45	41.51	1.51	19.60	41.81	22.34	30.52
Thornhill	93.15	49.63	1.54	22.70	45.34	18.18	30.39
Batley East	93.12	42.66	0.62	22.40	44.06	18.18	30.38
Batley West	92.93	43.68	1.15	22.00	46.42	18.18	30.30
Illingworth	92.92	32.69	1.08	19.50	41.67	17.95	30.30
South Elmsall	92.87	44.91	0.76	18.40	40.77	18.69	30.28
Pudsey South	92.61	19.56	- 0.20	18.60	40.52	14.51	30.17
Wibsey	92.53	34.42	1.34	18.60	41.61	22.34	30.14
Pontefract North	92.47	36.50	0.69	19.60	42.34	18.69	30.12
Sowerby Bridge	92.36	25.57	0.49	23.80	45.98	17.95	30.07
Elland	92.19	31.34	0.69	19.90	43.32	17.95	30.00
Wakefield Central	92.00	43.71	1.32	21.30	45.61	18.69	29.92
Armley	92.00	33.20	0.63	17.30	37.83	14.51	29.92
Dalton	91.93	31.36	0.92	18.90	41.31	18.18	29.90
Morley North	91.89	15.04	- 0.20	14.50	33.00	14.51	29.88
Wyke	91.88	37.71	1.79	19.80	42.87	22.34	29.88
Wakefield East	91.68	51.77	1.56	21.70	44.15	18.69	29.79
Clayton	91.65	33.28	0.94	16.00	36.57	22.34	29.78
Undercliffe	91.57	56.41	2.05	20.10	41.21	22.34	29.75
Rothwell	91.50	16.87	- 0.57	14.80	34.04	14.51	29.72
University	91.47	68.59	2.08	26.70	46.79	22.34	29.71
Bolton	91.32	25.85	1.12	14.50	33.62	22.34	29.65
Great Horton	91.32	40.23	1.35	18.50	39.76	22.34	29.65
Whinmoor	90.97	30.28	0.30	18.50	40.16	14.51	29.50
Heckmondwike	90.84	26.51	0.52	17.40	38.56	18.18	29.45

	Low or No Quals (91)	Index of Multiple Deprivation Score	Education Domain Score	V Low/Low Literacy	V Low/Low Numeracy	No Quals (2000)	Estimated Non-Participation
Wakefield North	90.73	39.79	1.61	20.40	44.00	18.69	29.40
Cleckheaton	90.63	19.05	0.50	15.70	34.83	18.18	29.36
Town	90.61	37.41	0.30	19.40	40.39	17.95	29.36
Morley South	90.59	18.65	- 0.30	15.90	35.30	14.51	29.35
Thornton	90.49	35.72	1.60	17.30	37.81	22.34	29.31
Spen	90.07	25.31	0.43	18.50	39.76	18.18	29.13
Queensbury	90.02	26.04	0.67	16.70	37.27	22.34	29.12
Dewsbury West	89.80	48.24	1.58	22.30	45.23	18.18	29.02
Stanley and Wrenthorpe	89.70	18.12	- 0.27	13.30	30.93	18.69	28.98
Warley	89.68	30.09	0.35	17.50	39.07	17.95	28.97
Ossett	89.54	17.59	0.43	15.10	34.49	18.69	28.92
Keighley West	89.49	40.96	1.17	19.60	42.00	22.34	28.90
Crosland Moor	89.21	44.24	1.40	20.30	42.31	18.18	28.78
Newsome	89.17	43.99	1.10	21.60	43.33	18.18	28.77
Barwick and Kippax	89.16	16.99	- 0.16	13.00	30.56	14.51	28.76
Garforth and Swillington	89.10	13.87	- 0.33	12.70	30.20	14.51	28.74
Brighouse	89.09	19.95	- 0.07	17.60	38.89	17.95	28.73
Idle	88.86	22.96	0.78	15.90	34.56	22.34	28.64
Keighley North	88.81	36.86	1.04	18.20	37.35	22.34	28.62
Golcar	88.72	22.83	0.49	16.60	37.27	18.18	28.58
Stanley and Altofts	88.59	17.17	- 0.29	13.20	31.19	18.69	28.53
Colne Valley West	88.17	20.72	0.08	17.30	39.09	18.18	28.36
Pudsey North	88.15	11.98	- 0.49	13.50	31.83	14.51	28.35
Horbury	88.06	18.20	0.17	14.70	33.82	18.69	28.31
Todmorden	88.03	34.44	0.53	19.20	42.29	17.95	28.30
Toller	87.66	66.77	1.86	25.10	45.34	22.34	28.15
Paddock	87.40	36.83	0.62	17.10	36.35	18.18	28.04
Birstall and Birkenshaw	87.39	22.57	0.44	15.40	34.86	18.18	28.04
Halton	87.08	10.65	- 0.34	11.70	28.34	14.51	27.91
Almondbury	87.05	29.35	1.09	17.90	38.99	18.18	27.90
Crofton and Ackworth	86.60	24.68	0.14	13.40	31.65	18.69	27.71
Greetland and Stainland	86.52	14.36	- 0.54	15.00	34.05	17.95	27.68
Wakefield Rural	86.44	14.88	- 0.42	12.80	30.49	18.69	27.65
Rastrick	86.28	21.27	- 0.03	13.50	30.71	17.95	27.58
Northowram and Shelf	85.75	13.06	0.19	11.90	28.82	17.95	27.37
Heaton	85.74	47.55	1.49	16.20	34.19	22.34	27.36
Pontefract South	85.73	24.65	- 0.19	15.70	35.74	18.69	27.36
Mirfield	85.71	16.40	- 0.27	14.10	32.08	18.18	27.35
Ryburn	85.58	18.90	0.02	13.40	31.18	17.95	27.29
Kirkstall	85.29	29.22	0.28	16.30	34.44	14.51	27.18
Aireborough	84.52	10.15	- 1.20	14.00	32.00	14.51	26.86
Worth Valley	84.26	14.42	- 0.44	13.20	30.66	22.34	26.76
Bingley Rural	83.84	15.84	- 0.28	12.70	30.28	22.34	26.58
Birkby	83.82	37.04	0.77	20.10	40.97	18.18	26.58
Craven	83.53	10.69	- 0.88	12.70	29.94	22.34	26.46
Chapel Allerton	83.34	42.50	0.55	20.30	39.44	14.51	26.38
Hipperholme and Lightcliffe	83.31	13.84	- 0.14	12.70	30.78	17.95	26.37
University	83.24	47.76	1.32	16.70	34.01	14.51	26.34

	Low or No Quals (91)	Index of Multiple Deprivation Score	Education Domain Score	V Low/Low Literacy	V Low/Low Numeracy	No Quals (2000)	Estimated Non-Participation
Luddendenfoot	82.40	20.97	- 0.34	15.20	34.32	17.95	25.99
Horsforth	82.29	6.89	- 1.21	11.60	28.36	14.51	25.95
Lindley	82.26	12.65	- 1.14	12.00	27.96	18.18	25.94
Holme Valley North	82.15	14.00	- 0.35	12.50	29.75	18.18	25.89
Baildon	81.92	13.53	- 0.33	11.00	27.44	22.34	25.80
Bingley	80.99	17.78	- 0.56	12.80	29.75	22.34	25.42
Denby Dale	80.76	12.95	- 0.27	10.90	26.82	18.18	25.33
Otley and Wharfedale	80.61	8.80	- 1.27	12.00	28.95	14.51	25.26
Skircoat	80.45	15.62	- 0.43	18.90	41.02	17.95	25.20
Moortown	79.50	16.55	- 0.94	11.20	26.89	14.51	24.81
Kirkburton	79.43	10.55	- 0.20	10.50	26.48	18.18	24.78
Shipley West	79.33	24.88	0.20	13.20	29.34	22.34	24.74
Cookridge	79.20	12.07	- 1.14	11.20	27.16	14.51	24.68
North	79.08	11.66	- 1.20	9.90	25.06	14.51	24.64
Wetherby	77.59	6.91	- 1.42	9.30	24.68	14.51	24.03
Holme Valley South	77.11	10.21	- 0.86	10.20	25.86	18.18	23.83
Calder Valley	76.84	23.14	- 0.05	13.50	30.76	17.95	23.72
Rombalds	74.31	5.85	- 1.14	9.00	23.54	22.34	22.68
Weetwood	74.12	15.71	- 0.53	11.80	26.84	14.51	22.60
Wakefield South	73.29	17.00	- 0.45	10.20	26.23	18.69	22.27
Ilkley	71.12	6.52	- 1.60	10.10	24.89	22.34	21.38
Roundhay	70.34	11.99	- 1.05	9.40	23.53	14.51	21.06
Headingley	69.12	16.17	- 0.16	12.10	28.09	14.51	20.56

Depth Interviews: Delegate Profile

	Number of Delegates
Burmantofts	8
Seacroft	7
Holmewood	7
Lidget Green	6
Knottingley	7
Deighton	7
Halifax	8
Total	50
Self Employed	1
Full-time Paid Work	9
Part-time Paid Work	7
Not Working and Not Claiming Benefit	1
Claiming Job Seekers Allowance	13
Claiming Incapacity Benefit	12
Looking after Children/Dependants	8
Voluntary Work	3
Male	34
Female	16
35 - 44	29
45 - 54	21
White - British	40
White Irish	0
White Other	0
Mixed - White and Black Caribbean	1
Mixed - White and Black African	0
Mixed - White and Asian	0
Mixed - Other	0
Indian	0
Pakistani	9
Bangladeshi	0
Other Asian	0
Black Caribbean	0
Black African	0
Black Other	0
Chinese	0
Any Other	0
Has a Disability	15
Does not have a Disability	35
English Speaking	44
ESOL	6
No English	5

Focus Groups: Delegate Profile

Burmantofts	12 in total, 4 females and 8 males, across the range of ages, but many towards the older end. One delegate was an Caribbean male. All others were white. Only three male delegates were working (many males had at some time worked in the construction industry) and two of the females had part-time jobs. A number of the males claimed to have disabilities, or illnesses limiting their ability to work. Three males admitted to being ex-offenders. All had only elementary education levels and a number appeared to have low levels of basic skills.
Seacroft	11 in total, 5 females and 6 males, very evenly spread across the age range. All delegates were white although one female had a mixed race family. Only one male had a full-time job and another worked part-time (although a number had had casual work in the construction sector). One female worked full-time. A number of males were ex-offenders and one was obviously using heroin. All had only elementary education levels, one had learning difficulties and another admitted to being unable to read.
Holmewood	7 in total, 2 females and 5 males, across all age ranges but towards the older end. All delegates were white. One claimed to have an illness limiting his ability to work. Only one of the delegates worked. One male admitted to being an ex-offender. All had only elementary education, although one of the males had been to a grammar school. Three members of the group had very low levels of basic skills.
Lidget Green	6 in total, 3 females and 3 males, across all age ranges but towards the older end. One delegate was Asian and one of mixed white Asian origins. One delegate was unemployed. About half of the delegates had had some form of further education and held vocational qualifications. In spite of their qualifications a number of delegates eluded to some basic skills problems, although it is hard to quantify their level of difficulty. None had computers at home, although a number used computers in the workplace.
Knottingley	4 in total, 2 females and 2 males, across all age ranges but towards the older end. All delegates were white. Both females were working part-time, both males were claiming disability allowance. All had engaged in some form of training, or vocational education since leaving school. However, all only had elementary education and one had a very low level of basic skills.
Deighton	7 in total, 5 females and 2 males, across all age ranges. All delegates were white, many were from outside Yorkshire having been attracted to Huddersfield through press advertisements. One male and one female was working full-time and one female was working part-time. Some had engaged in training or education since leaving school, however, all had only elementary education. A few appeared to have problems with basic skills. One delegate was a local community activist and claimed to be speaking for the community.
Halifax	7 in total, all were male (NOTE: within the Halifax Pakistani community it would not be appropriate to hold mixed gender groups and/or learning). All delegates were of Pakistani origins, 6 were born in Pakistan and had poor English language skills. Only one delegate was employed. A number suggested that they suffered from ill health, but none was claiming disability benefits. All those born in Pakistan had only very elementary educations. No delegate had been involved in learning since leaving school.

Recruiters Guidelines

From Hoshin working on behalf of Learning and Skills Council West Yorkshire, researching how to improve learning opportunities in: xxx

Recruiters Quota (NOTE must meet all not just one)

Aged	35-54
Since leaving full-time education	Has not taken part in any taught courses delivered by a teacher, lecturer, tutor or instructor that were meant to lead to a qualification.
Since leaving full-time education	Has not taken part in any taught courses delivered by a teacher, lecturer, tutor or instructor designed to help you develop skills that you might use in a job.
Since leaving full-time education	Has not taken part in any courses, instruction or tuition for instance, playing a musical instrument, arts or crafts, sports or in any practical skills (that isn't a part of every day life, such as driving a car).
Since leaving full-time education	Has not taken part in any learning that has involved working mainly on your own from a package of materials provided by an employer, college or training provider.
Since leaving full-time education	Has not taken part in any other taught course, instruction or tuition, delivered by a teacher, lecturer, tutor or instructor not already described.

Sampling Points

In and around the following areas, either household or street recruitment:

Wed 30th Jan Burmantofts. 11:00 am - 8:30 pm
Cherry Tree Hotel, Cherry Ave, Lincoln Green, Leeds. Tel 0113 245 3383.

Thurs 31st Jan Seacroft 11:00 am - 8:30 pm
Cricketers Arms, The Green, Seacroft, Leeds. Tel 0113 273 3186.

Fri 1st Feb Holmewood 10:30 am - 4:30 pm
Holmewood Social Club, Broadstone Way, Holmewood, Bradford. Tel 01274 681450

Sat 2nd Feb Lidget Green 10:00 am - 5:00 pm
The Priory, Lidget Green, 36, Clayton Road, Bradford. Tel 01274 575978

Thurs 7th Feb Knottingley 11:00 am - 8:30 pm
 Kellingley Social Club, Marine Villa Rd., Knottingley. Tel 01977 673113

Fri 8th Feb Deighton 10:00 am - 5:00 pm.
The Deighton Centre, Deighton Rd., Huddersfield. Tel 01484 225702

Sat 9th Feb Halifax 10:00 am - 4:00 pm
Hanson Lane Enterprise Centre, Hanson Lane, Halifax. Tel 01422 347392

Depth Script

Burmantofts	
Seacroft	
Holmewood	
Little Horton	
Knottingley	
Deighton	
Halifax	
Self Employed	
Full-time Paid Work	
Part-time Paid Work	
Not Working and Not Claiming Benefit	
Claiming Job Seekers Allowance	
Looking after Children/Dependants	
Voluntary Work	
Male	
Female	
35-44	
45-54	
White – British	
White – Irish	
White Other	
Mixed – White and Black Caribbean	
Mixed – White and Black African	
Mixed – White and Asian	
Mixed Other	
Indian	
Pakistani	
Bangladeshi	
Other Asian	
Black Caribbean	
Black African	
Black Other	
Chinese	
Any Other	
Has a Disability	

Does not have a Disability	
English Speaking	
ESOL	
No English	

Education and Schooling
    Feelings

Qualifications

Other Education

Other Learning

Training

Reasons for Learning — wider and personal

Employment Interests

Leisure Interests

Role of Learning in Employment/Leisure

Barriers to Learning

Attitudinal Barriers	Lack of confidence	
	Lack of motivation	
	Negative attitudes to education and training	
	Peer group culture	
	Perceptions of irrelevance	Perceptions of being too old
		Perceptions that training is only associated with a new job
		Satisfaction with current task and level
		Possession of sufficient qualifications
		Feelings of inadequacy
Physical and Mental Barriers	Financial constraints	
	Time constraints	
	Lack of good and affordable childcare	
	Lack of information	
	Geographic isolation	
Structural Barriers	Lack of local learning opportunities	
	Availability of work related training	
	Benefit disincentives	

Suggestions on How to Attract People to Learn
    Attitudes/Physical Issues/Structural Issues
    Would this encourage them? (guarantees => next…)

Any Other Issues?

THANK AND CLOSE

Focus Group Script

Welcome respondents.
Phil Smith, from Hoshin.
Research commissioned by the LSC West Yorkshire.
The LSC West Yorkshire is responsible for funding and planning learning for over-16-year-olds in the area (but not including higher education, such as Universities). Their mission is to raise participation and attainment through high quality learning, which puts learners first.
Seven focus groups in four locations across West Yorkshire.
Aim of research is to gather some (more) in-depth information from local residents. We d like to hear your experiences of and views on learning and opportunities to learn.

First name and some other details — perhaps:

Who you live with - any children at home?
Whether you are in work – what you do for a living
If you are working, what do you do?

Education and Schooling
　Feelings

Qualifications

Other Education
　Feelings
Other Learning
　Feelings
Training
　Feelings
Reasons for Learning — wider and personal
　Employment Interests
　Leisure Interests
　Role of Learning in Employment/Leisure
Barriers to learning

Suggestions on How to Attract People to Learn
　Attitudes/Physical Issues/Structural Issues
　Would this encourage them? (guarantees => next…)
What kinds of centres should provide learning?
Describe the ideal atmosphere of learning
What should tutors be like?
What should lessons be like?

What should the teaching materials be like?
What support is needed for people undertaking learning?
Should there be a qualification at the end of learning? If so, how should this be assessed?
To what extent is there a stigma attached to problems with literacy, numeracy and language? How could this be overcome?

Any Other Issues?

THANK AND CLOSE

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Learning+Skills Council
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