

BRIEFING PAPER

SUBJECT: Community Learning

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THIS IS NOT A DECISION PAPER

SUMMARY:

The Council receives an annual budget of £394,000 from the Skills Funding Agency (SFA) to deliver the Community Learning programme.

This paper provides a performance summary of Southampton City Council's Community Learning programme for the 2011/12 Academic Year (1 August 2011 – 31 July 2012). It includes quantitative data, examples of learning impact for local communities, and the overall contribution to city priorities.

BACKGROUND and BRIEFING DETAILS:

- 1 The Council's Community Learning programme is delivered through a framework of local approved providers established in 2010. The framework consists of 21 Providers made up from colleges, schools, voluntary sector organisations and service areas across the council, such as libraries, Arts & Heritage and Surestart.
- 2 In 2011/12 academic year, 21 providers delivered 6,239 learning activities, an increase of 661 (11.9 %) on the previous year. In total 4,750 learners were engaged in courses ranging from Fisheries Management to Family Literacy to Healthy Meals for less than a Fiver. The total Guided Learning Hours also increased from 60,466 to 68,629 (13.5%) and the average course duration has seen a small increase to 11 hours per course. In quantitative terms, the 2011/12 programme has delivered more courses, to more learners, with a smaller budget income than the previous year.

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Table 1: Community Learning Participants 2011/12

	LLDD	Male	Priority Area	BME	Over 60 years old	Without Level 2	Unemployed	Not in education in last 2 years
Target 11/12	10%	42%	50%	10%	20%	No target	No target	No target
Achieved 11/12	19%	28%	49%	17%	25%	30%	23%	29%
Achieved 10/11	14%	24%	49%	17%	19%	33%	34%	30%

- 3 Delivery of the Community Learning programme is targeted to encourage participation from priority groups and sections of the community that do not traditionally engage in learning activities. The programme has broadened its range of courses to offer relevant and interesting learning opportunities. Table 1 above shows performance against demographic targets. Over 88% of learners involved in learning activities met at least one of the targets, with 64% meeting two or more. The programme has considerably over-achieved against targets for learners with learning difficulties and/or disabilities, learners from BME Communities and over 60s.
- 4 A case study example is a course run by Solent Mind targeting members of the Russian & Pakistani community who traditionally have not been comfortable discussing Mental Health issues, especially with professionals or people outside their own families. The course was run by a Mental Health specialist supported by an advocate from the community and an ESOL tutor providing translation support. The course content included spotting the signs of mental health problems, what support GPs could offer and the role of the carer/family in supporting those with mental health issues. Learners fed back that the course had helped to change their attitude to people with mental health problems, reduced their feelings of isolation and enabled them to make more informed choices about their treatment options.
- 5 Table 1 also shows that a target was set to increase male learners to 42%. Although this was not achieved male participation did increase by 5% (409 learners) against the previous year. The national average for male participation on Community Learning is 35% and two special projects targeting male learners are to be delivered in 2012/13 to help the Southampton programme to meet or exceed this .

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- 6 A case study example aiming to support male learners is the SOCO Music Project. As well as trying to recruit male learners, this project focused on working with learners including those with learning difficulties/disabilities and substance misuse issues. Learners were given the opportunity to participate in courses teaching Music Production, Film, Photography, Animation and Song/lyric writing with the ultimate aim of giving them employability skills, confidence, creativity, a sense of achievement and, where appropriate, accreditation through the completion of specific units. Feedback from learners included:
- *“This course has given those who attend something to focus on and enabled them to channel their creativity”* – Support Worker at Richmond Fellowship (specialist mental health support service).
 - *“It has given me more purpose to life”* – Participant from Southfield Low Secure Unit (in-patient mental health facility for those who have committed crimes or who are considered a danger to themselves or others)
 - *“The sessions help me and are important to us.”* – Participant from Amity Supported Living (providing supported living services and care in the Hampshire area to adults with learning disabilities or those facing mental health challenges).
- 7 In 2011/12, the breadth of the curriculum offered through the delivery partners has increased with over 817 courses delivered covering 360 different subjects and levels from unaccredited drop-in sessions to year long classroom based GCSEs. These learning opportunities were offered at 142 different locations in and around Southampton from Colleges to Church Halls and from Fishing Lakes to Residential Homes.
- 8 The 2011/12 academic year also saw an increase in the number of courses offering accredited outcomes due to an increased emphasis on the development of employability skills. A total of 725 enrolments (11.6%) were for courses providing formal qualifications as well the acknowledged softer skills such as increased confidence, motivation, teamwork and time management.
- 9 The Community Learning Curriculum is designed to reflect the City Council’s seven priorities and some examples of this are included in Appendix 1: How Community Learning Impacts on City Council Priorities.
- 10 Social Return On Investment (SROI) in Community Learning provides an equivalent monetary value for the cost to society of activities that are usually difficult to measure in financial terms. A recent publication, 'Valuing the Impact of Adult Learning' by Daniel Fujiwara of the London School of Economics and Political Science, used the latest methods as recommended in recent HM Treasury Green Book guidance (Fujiwara and Campbell, 2011), to work out what the equivalent cost would be in monetary terms to produce the same value to the individual of undertaking two or more learning activities in an academic year. Table 2 below shows how learners in Southampton have benefitted in the 11/12 academic year using this calculation.

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Table 2: SROI for Southampton Community Learning 2011/12

Domain area	Value to the learner*	Overall gains made in 2010/11**
Improvements in health	£148	£220,520
A greater likelihood of finding a job and/or staying in a job	£231	£344,190
Better social relationships	£658	£980,420
A greater likelihood that people volunteer on a regular basis	£130	£193,700
Overall total		£1,738,830

*Gains made equivalent to the spend of the sums listed

**1490 learners undertook 2 or more learning activities in 11/12

Appendices/Supporting Information:

How Community Learning Impacts on City Council Priorities

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APPENDIX 1: How Community Learning impacts on City Council Priorities

1. More jobs for local people

- Employment Skills
- Bookkeeping
- CSCS Card training (H&S Card required to get construction work)
- Lunchtime Supervisor training
- Teacher training courses
- Introduction to brickwork / plastering / tiling
- Introduction to Fisheries Management
- Confidence Building & Employment
- Confident Job Seekers
- ICT with Jobsearch

2. More local people who are well educated and skilled

- Motor vehicle Maintenance
- Committee Skills
- GCSEs in English, Maths & Science
- Literacy, numeracy & ESOL courses
- Food Safety in Catering
- Food Hygiene
- Business Skills
- Level 1 Certificate in Football Coaching
- Learn to dance / paddle / ski/ snowboard/ swim

3. A better and safer place in which to live and invest

- Customer Service Training
- Emergency First Aid (EFAW)
- Environmental Taster Day
- Exercise for Fitness & Wellbeing
- Fire Safety & Prevention
- Getting People Involved
- NVQ Level 3 Community Development
- Preventing Accidents
- Reconciling Conflict
- Running your own Community Group

4. Better protection for children and young people

- Baby Resuscitation
- Baby & Child First Aid
- How to use the Internet Safely
- Parenting Course
- Parents Forum Training
- Story Crafts
- Safe from harm

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5. Support for the most vulnerable people and families

- Assertiveness and Confidence Building
- Community Action in Housing
- Community Learning Champion Training
- Family Finance – me and my money
- Raising Awareness of Dementia
- Library License (course to support learners with learning difficulties to be confident in using the library)
- Made of Money
- Mental Health
- Self Esteem Workshops
- Play Skills
- Making the most of books

6. Reducing health inequalities

- Family Meals Under a Fiver
- Family Wellbeing
- Healthy Eating – Make your own Recipe Book
- Healthy Cooking on a budget
- How to manage anxiety
- Touch Tour (tour of Tudor House Garden for the Visually Impaired)
- Women's refuge & Outreach
- Play Skills