

# **Community Based Adult Learning - Community Learning and Development Session 2011/2012**

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**Education, Children and Families Committee  
21 June 2011**

## **1 Purpose of report**

- 1.1 The purpose of this report is to inform the Education, Children & Families Committee of the current arrangements and proposed developments for Community Based Adult Learning in Community Learning and Development (CLD) in Edinburgh. It includes details of the fee structure, terms and enrolment arrangements for the advertised Adult Education Programme for 2011/2012.

## **2 Summary**

- 2.1 The report includes a summary of developments over the last year and recommendations for next year in relation to:
- The advertised Adult Education Programme - review of provision 2010/2011
  - Arrangements for fees for 2011/2012 and enrolment arrangements for September 2011 for the Adult Education Programme
  - Adult Literacy and Numeracy
  - Family Learning
  - English for Speakers of Other Languages (ESOL)
  - Other Community Based Adult Learning provision

## **3 Main report**

### **Overview of Provision**

- 3.1 The advertised Adult Education Programme is managed centrally from South Bridge Resource Centre and delivered in venues across the city. Literacy and Numeracy, Family Learning and other Community Based Adult Learning are delivered through local neighbourhood teams.
- 3.2 Community Based Adult Learning in the city contributes to the national Community Learning and Development Outcome 'Achievement through Learning for Adults' and to the Edinburgh CLD Service Plan, 'Supporting Communities'.
- 3.3 Community Based Adult Learning provision offered by Community Learning and Development in 2010/2011 comprised:

- a. An advertised Adult Education Programme of day, evening and weekend classes, charged at a fee.
- b. Literacy and numeracy classes and groups offered at no charge.
- c. Family Learning, provided at no charge.
- d. English for Speakers of Other languages (ESOL) provided free or for a small registration fee.
- e. Free adult education provision offered in areas of disadvantage and to targeted priority groups.

### **Advertised Adult Education Programme - overview**

#### **Enrolments**

- 3.4 In 2010/2011 the total number of enrolments in the Adult Education Programme was 11,322, an increase of 180 enrolments (1.6%) from last year.
- 3.5 Second term enrolments were adversely affected by difficulties in getting publicity out because of the severe weather conditions.
- 3.6 The total number of enrolments in adult education classes in the eight community High Schools was 11,052. The overall total of enrolments in classes throughout the city was 22,374. There was a modest increase in enrolments, in particular from people eligible for a concessionary fee.
- 3.7 Breakdown of enrolments in the Community Learning and Development Adult Education Programme:

	<b>2009-2010</b>	<b>2010-2011</b>
Full Payers	45.75%	43.66%
Retired & over 60 years of age	32.68%	33.30%
In receipt of Income Benefit	15.1%	15.4%
16/17 years of age, students in full time education or people in receipt of Disability Living Allowance	6.53%	7.64%
*Female	67.6%	68.41%
*Male	32.4%	31.59%
Minority Ethnic Group (BME)	5.95%	3.4%
People with a Disability	4.2%	3.8%

#### **Online Enrolments**

- 3.8 An initial business case for online enrolments was prepared and approved by the SMART City Steering Group. A full business case, including costs and benefits is now being prepared for submission. This is in line with the CLD Redesign recommendations.
- 3.9 In addition progress has been made towards improved joint planning and a coherent fee policy for CLD and the Community High Schools' adult class programmes.

### **Courses leading to a qualification**

3.10 During 2010/2011, courses leading to a qualification - Highers and SQA units - were delivered as part of the programme by Stevenson College and Edinburgh's Telford College.

- 77 students enrolled in 5 SQA units
- 107 students enrolled in 7 Highers

This was an increase of 60 enrolments (52%) in accredited courses from the previous year.

### **Curriculum**

3.11 A total of 672 classes ran throughout the year in the two main terms, from September - April and also some five week courses in April and May.

- 249 day classes
- 390 evening classes
- 45 weekend classes
- 7 Highers, and 5 SQA units

3.12 Classes were offered in 37 venues throughout the city, mainly in community centres and schools, but also in the New Museum of Scotland, art galleries, the Zoo and Water of Leith Heritage Centre.

3.13 Classes were offered in partnership with Edinburgh Academy, Register House, Edinburgh Chamber of Commerce, Edinburgh Castle, the Royal College of Surgeons, and Inch Park Nursery.

3.14 Subjects which were particularly popular included languages, ICT, start your own business, the arts, dance and exercise, cookery, dressmaking and silver jewellery.

3.15 English For Speakers of Other Languages (ESOL) – 187 people enrolled in 11 classes at 4 levels. A Higher ESOL class also ran successfully.

3.16 Classes were offered from between 5 and 24 weeks, over 1 or 2 terms.

### **Evaluation**

3.17 Evaluation of the programme assessed the quality of the provision by evaluating tutor performance and the students' learning experience, through 40 classroom observations by professional staff and student questionnaires (700 returned).

3.18 The results once again indicated a high level of student satisfaction overall.

3.19 The annual student questionnaire provided the following figures:

- a) 96.4% of students rated their overall satisfaction as good or excellent
- b) Teaching standards were rated as good or excellent by 97.1%
- c) Accommodation was rated as good or excellent by 77.8%

3.20 Students indicated that the main reasons they took part were:

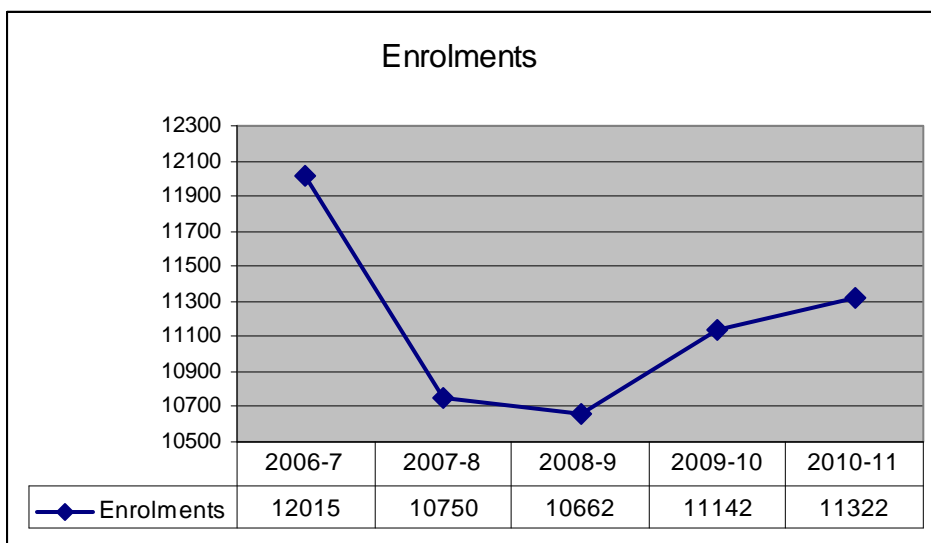
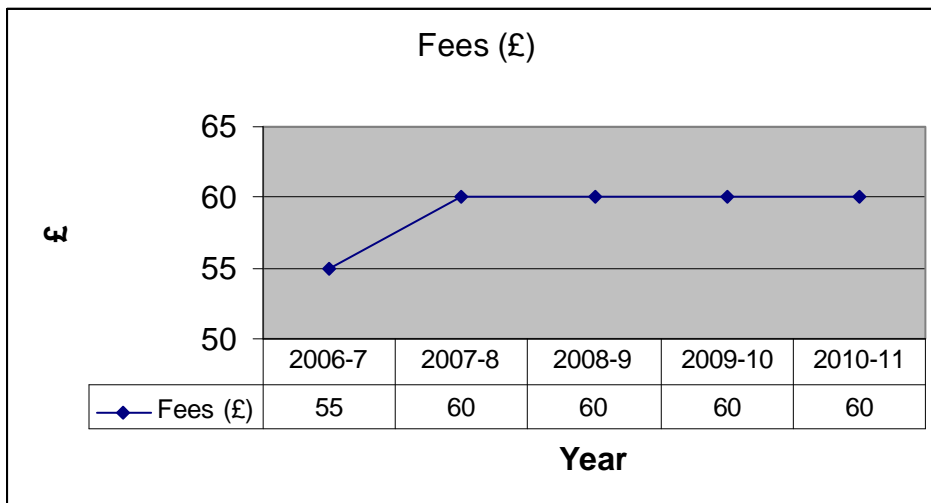
- a) 70.58% to develop new skills
- b) 16.38% to keep mentally and physically active
- c) 6.23% to make good use of free time
- d) 4.20% to improve job prospects
- e). 2.61% to meet other people

3.21 Students were asked for information about the impact of taking part in classes and why this learning was important to them and 440 people responded. Some of the comments received are included in Appendix 1.

**Arrangements for Fees in Session 2011/2012**

3.22 Fees in 2010/2011 were set at the same rate as the previous 3 years, in recognition of the fact that previous substantial fee increases had resulted in a significant decrease in enrolments. Enrolments have increased as a result.

3.23 Enrolment trends related to fees over the last 5 years.



3.24 THE CLD Redesign recommended a single fee structure for the Adult Education Programme and Community High Schools. The fees charged by community High Schools are variable and in order to achieve this without a substantial fee increase in one step for some establishments, it is proposed to plan for an incremental approach to this beginning in 2012/2013. This will be subject to a separate report later in the year. The fees for the CLD Adult Education Programme will therefore remain as follows:

- a) The fee for full paying students will be £60.
- b) The fee for people who are retired and over 60 will be £24.00.
- c) The fee for 16 and 17 year olds, students in full time education and people in receipt of Disability Living Allowance will be £30.00
- d) The fee for people in receipt of certain income benefits will be £13.00.
- e) An enhanced fee will be charged for courses which require higher resources, additional staffing or have a lower number of students. For these classes a flat rate addition of £6 (£12 for 14/18 week classes) will be payable by all students, regardless of fee status.
- f) All students entitled to a concession will pay half fee for weekend and 5 week early summer classes.
- g) Arrangements for fees for courses leading to a qualification will be agreed with the Colleges of Further Education.

Classes will normally be expected to have a minimum of 12 students.

3.25 Appendix 3 details the fee structure for session 2011/2012.

### **Enrolment Arrangements**

3.26 These will be as follows, in the order in which they will take place, in August and September.

- 3 weeks of postal enrolments.
- 3 days of drop in, personal enrolments with advice and information, in South Bridge Resource Centre.
- 2 sessions of telephone enrolments.
- Enrolment at the first session of classes in local centres.

3.27 Priority is given to postal and personal enrolments so that people without credit or debit cards are not disadvantaged.

3.28 A similar programme of enrolments will operate in December and January for the second term.

### **Term Arrangements**

3.29 Classes will be offered in term 1 for 5, 10, 18 or 24 weeks and in term 2 for 5, 8 or 14 weeks. Weekend classes are offered as 1 or 2 full days. Appendix 3 outlines term arrangements for 2011/2012.

- 3.30 Some five week classes will take place after Easter and will be advertised in December and January with a postal enrolment.

### **Adult Literacy and Numeracy in 2010 - 2011**

- 3.31 Community Learning and Development continued to lead the City Literacy and Numeracy Partnership (CLAN). The Partnership includes all FE Colleges in the City, Workers' Educational Association, Edinburgh Libraries and NHS Lothian. A former partner, Edinburgh University Settlement ceased trading in 2010 and as a result 66 EUS literacy learners wished to be placed in another group. These learners' needs were addressed individually to successfully place them in appropriate provision within the Partnership. During 2010 the Partnership's activities served 7,590 literacy and numeracy learners. CLD was the largest single contributor to this total, providing literacy learning for 2,524 learners across the city.
- 3.32 LAN continued to target particular groups for engagement with adult literacy. The Partnership provided workplace learning, literacy support for adult learners in college and literacy for people accessing health care services. CLAN also worked with groups including ex-prisoners and offenders in the community, deaf learners, and young people (16-25 years). The Big Plus - the national literacy helpline, continued to be a key source of referrals for literacy support.
- 3.33 LAN is planning its priorities for the next three years in the context of Adult Literacy in Scotland 2020 (ALNIS). This will lead to an emphasis on workplace learning, family learning, health literacy and financial literacy. Work with learners who need English as a second language and work with ex-offenders are also a priority.
- 3.34 Tutor and practitioner training successfully helped to upskill literacy tutors and improved their awareness of, and ability to work with, learners who demonstrate dyslexia, or visual and perceptual factors that affect learning. A literacies practitioners' forum and on-line resource were created to support tutors in developing improved outcomes for learners.
- 3.35 Improved recording of the impact of improved literacy skills confirmed the value of the provision for learners. Positive outcomes included the ability to demonstrate improved confidence, building of new skills and devising strategies to cope with having dyslexia.
- 3.36 The redesign of CLD led to revised priorities for 2011-2014 for adult literacy provision. These will include a commitment to continue developing tutor training, professional support for literacy tutors and improved marketing. For learners there will be more access to courses which carry literacy and numeracy qualifications. Learners disadvantaged through poverty and inequality and young adults will continue to be targeted for CLD provision. Regular, local classes will still be available free for learners.

### **English for Speakers of Other Languages (ESOL)**

- 3.37 In 2010/2011 the Edinburgh Community Learning and Development Partnership ( a CLD led partnership group involving Libraries, EVOC, Services for Communities, the

Workers Educational Association, Colleges and the Health Service) received £65k to deliver English for Speakers of Other Languages (ESOL) provision in local communities. During the year, the partnership funded over 55 language courses which ran in community venues across the city and attracted over 1,000 learners, 745 of which were new to this provision.

- 3.38 The provision ranged from language courses, certificated courses, family learning, work based learning, homework clubs, a summer school and cultural integration. A new addition this year was 'The Speakeasy', an opportunity for people who would not necessarily engage in formal learning but wanted to improve their English in a less structured formal setting, and concentrate more on conversation and less on grammar. Caffe Nero was used as the venue and this attracted a diverse group of learners participating in topic based discussion, e.g. Christmas in different cultures, unemployment, "understanding Edinburgh", and "lets speak school".
- 3.39 The classes provided for settled ethnic minority groups and the continuing demand from eastern European countries, with increasing numbers arriving from Spain and North Africa. Demand for this provision has remained stable throughout the year with an increase in demand at South Bridge Resource Centre.
- 3.40 Accredited courses (SQA) prove to be extremely popular as they can clearly demonstrate to employers and further study institutions the level of English achieved.
- 3.41 Examples of good practice include:
- A young persons ESOL group based at South Bridge Resource Centre was established in response to demand from young people (16-23 years). This offered the opportunity to learn English, more suited to the speed and style of their learning.
  - An intensive, 4 week ESOL and Employability course took place at South Bridge Resource Centre in co-operation with Napier University students, looking at CV building, interview techniques and language

### **Family Learning**

- 3.42 Family Learning works with groups of parents and carers to enable them to give support at home to their children's early literacy and numeracy, through the development of their own adult learning. The work is targeted at parents/carers of children in key primary schools, (those with high free school meal entitlement (FME) figures and low literacy attainment scores), feeder nurseries and some child and family centres.
- 3.43 Literacy work with parents was recognised as a key element of the Departmental Integrated Literacy Strategy which seeks to improve literacy outcomes for the lowest achieving 20% of 3 to 18 year olds. Family learning activity is now more strategically linked with these areas of need by concentrating resources on a revised list of establishments alongside other professional agencies involved with children's communication and literacy skills. Involvement with the Strategy helped CLD staff to further develop work with parents in helping their children develop higher order

thinking skills - a key aspiration for children's literacy learning within the Curriculum for Excellence

- 3.44 Family Learning met its objective of working with 70% of parents in targeted areas through running transition events for parents as their children prepared to move from nursery to Primary 1. Involving parents at this important stage is shown to help the child settle in to their new learning environment
- 3.45 Family learning activity was further developed in some parts of the city through working closely with various parenting programmes available under the Supporting Parents and Carers Framework. Linking parenting skills and strategies with activities around literacy and numeracy, health, sharing books, singing and physical movement results in a more holistic approach in supporting parents to develop their child's readiness to learn.

### **Other Community Based Adult Learning**

- 3.46 A range of other adult education opportunities is offered throughout the city as part of Community Learning and Development in Community Education Centres, in the wider community and through specialist provision such as the Adult Learning Project (ALP) and the Outlook Project (an adult education project for users of mental health services).
- 3.47 This provision is targeted at people who would not normally take up adult education opportunities and those involved in community groups.

## **4 Financial Implications**

- 4.1 All costs and income are contained within the 20011/2012 revenue budget for Community Learning and Development.

## **5 Equalities Impact**

- 5.1 Community Based Adult Learning (CBAL) promotes and advances equality of opportunity by offering universal and targeted provision; classes and groups which are free or with concessionary fees; providing additional support and resources to enable people to take part; adopting a student centred approach to learning and teaching. Programme planning takes account of identified community needs and student feedback.
- 5.2 CBAL fosters good relations through ensuring staff training in equalities and inclusion; providing good practice guidelines; ensuring provision is inclusive; welcoming and encouraging diversity in both staff and student groups.
- 5.3 Unlawful discrimination is not tolerated and issues raised by staff or students are dealt with appropriately. A proactive approach to inclusion assumes diversity of needs and interests to be the norm.
- 5.4 Participation in CBAL provision is monitored and reported on by ethnicity, disability and gender.



5.5 A full Equalities Impact Assessment of the advertised Adult Education Programme was carried out in 2008.

5.6 Equalities relevance score is 3.

## **6 Environmental Impact**

6.1 There are no adverse environmental impacts arising from this report.

## **7 Conclusions**

7.1 The Council continues to offer a wide range of universal and targeted adult learning opportunities through Community Learning and Development, the Community High Schools and through support to the Voluntary Sector, which contributes to the Lifelong Learning agenda.

7.2 Recent HMle inspections have rated this provision as good or very good. Evaluation from those taking part highlights the positive impact on people's lives and evidences the contribution made to national and local outcomes of developing more skilled, healthier, more equal and better educated communities.

7.3 Through the Community Learning and Development Redesign, the Education, Children and Families Committee reaffirmed its commitment to adult learning, and acknowledged the wider benefits to people of taking part. The range of provision was considered to be important.

## **8 Recommendations**

8.1 It is recommended that the Committee:

- a) Notes the arrangements made for the advertised programme for 2011/2012 in respect of fees, concessions, enrolment procedures and term arrangements.
- b) Notes the excellent progress in Literacy and Numeracy, Family Learning, ESOL and other Community Based Adult Learning.
- c) Notes progress in developing an online enrolment system for CLD and Community High Schools programmes.

**Gillian Tee**  
Director of Children and Families

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Appendices	Appendix 1: Adult Education Programme Term Structure 2011/2012 Appendix 2: Impact and benefits of taking part in Adult Education classes – students’ comments Appendix 3: Fee Structure for Adult Education Programme 2011/2012
Contact/tel/Email	Pat Brechin (0131) 556 7978, – <a href="mailto:pat.brechin@edinburgh.gov.uk">pat.brechin@edinburgh.gov.uk</a>
Wards affected	All
Single Outcome Agreement	Supports National Outcome 3: ‘We are better educated, more skilled and more successful, renowned for our research and innovation’ and National Outcome 15 ‘Our public services are high quality, continually improving, efficient and responsive to local people’s needs’.
Background Papers	None



## Appendix 2

### Impact and benefits of taking part in Adult Education Programme classes - some comments from students

#### 1. Learning a new skill/Developing an existing skill

“They enable you to learn new skills outwith people’s comfort zone and begin to open up to new experiences and opportunities”

“Learn new skills at a price I can afford”

“Good to learn to do something I never thought I could”

#### 2. Developing confidence

“I can now speak to my mother in law and brother in law with more confidence (they’re Polish)”

“A sense of self worth after having completed a piece of work that has been challenging”

“I believe that they have helped me develop personal skills and gain in confidence and to be less shy”

“As a disabled person it has helped me to gain confidence”

“They help build or restore self esteem”

#### 3. Meeting with other people

“There is a collective enjoyment to be had in the classes”

“The classes are also good for meeting people you wouldn’t otherwise meet and give you a different perspective on life”

“It is good to be with people of similar interest. There is a lot of sharing of ideas which means we get to know each other”

#### 4. Improving job prospects

“Opportunity to develop a skill that will benefit me in my job”

“It would look good on my CV”

#### 5. Keeping mentally/physically fit

“Lots of welcome classes to keep our brains busy, and keep us fit”

“I feel these classes help keep my brain ticking over and provide me with the knowledge that I can still think and learn in spite of being pretty unemployable at my age”

“Help keep me mentally and physically active”

#### 6. Making good use of free time

“Adult Education classes give me a sense of personal achievement. They provide a focal point to structure my week and can be energising and motivational”

“In the dark days of Winter it’s good to get out in the evening for some social interaction whilst enjoying learning something”

“I wouldn’t have missed the class despite the cold dark evenings”

“An excellent way of spending my time now that I’ve retired from work”

#### 7. Inspiring tutor helped learning

“Benefit from professional input and teaching”

“In my experience, the teaching is first class”

#### 8. Enjoyment

“Having a time-out from normal routines to relax and enjoy learning again”

“Fun, stimulating and interesting”

### Appendix 3

#### Fee structure for Adult Education Advertised Programme 2011/2012

20 hours tuition (non certificated courses)

	<b>2011/2012</b> £	<b>2010/2011</b> £
Standard Fee	60.00	60.00
Over 60 retired	24.00	24.00
16 & 17 years and full time students	30.00	30.00
People in receipt of benefit	13.00	13.00
Extra resource courses	6.00 flat fee (additional amount per student, per term)	