

Parental Learning

An investigation of provision and
its impact on the Regional Learning Agenda

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Foreword

This investigation grew from a brief but potent contribution at a conference. In September 1999, at an early meeting of the Regional Chamber's Commission on Skilled and Flexible Workforce, Jenny Mills from Humberside Learning Consortium, in Hull, spoke eloquently on the pivotal role of parents in stimulating a positive approach to education and life long learning.

Her observations stuck in my mind. In the following January, a small group met to see if something could be developed from these: this work is the result.

That second conversation focused on:

The need to acclaim

- The positive role that parents and grandparents carry out in education, whether alone or together, temporarily or permanently, conventionally or otherwise

The need to develop

- The role of parents as promoters of education, especially when they offer a strong role model by learning themselves

The need to positively use

- All the knowledge that now exists about learning in bite sized chunks, the affirmative value of accreditation in motivating learners, the efficiency of delivering learning where people want it.

This work has now completed its first stage. Having been launched at the AGM of the Regional Forum for Voluntary and Community Organisations in November 2001, it will return to the Skilled and Flexible Workforce Commission's meeting in January 2002 – for discussion and, most importantly, dissemination. It will also appear on Yorkshire Forward's website [www. Yorkshire-Forward.com](http://www.Yorkshire-Forward.com)

I hope that people across the region will read this report, then use it as a catalyst to 'drill down' into important issues and examples. This should then lead to further work, research and practical action on life long learning, something which underpins the achievement of our ambition to make Yorkshire and the Humber a world class region.

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October 2001

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Executive Summary

'Family Learning' involves activities that allow parents and children to engage in learning in a wide range of subject areas.

The engagement of parents broadens the potential routes for learning. Parents have a multitude of tasks and interests in which they can become, or can be encouraged to become, involved alongside their children.

Learning takes place in conscious and unconscious ways and all experiences have a learning potential. Avenues of opportunity may be opened if appropriate knowledge and skills can be accessed and acquired.

Across the board, outcomes of family learning can be expected to include increased skills and employment opportunities for parents, improved learning experiences for children and the promotion of a lifelong learning culture.

The Investigation describes the routes into parental learning offered via the structures for formal childhood learning: the nurseries and schools. There are statutory and voluntary sector providers of such routes and the Investigation took two approaches:

- a mapping process, seeking to identify and chart all statutory and voluntary sector providers of these formal routes in the Region.
- an inquiry 'on the ground' about the processes and experiences of parental learning.

As family learning has become a national priority, the Government has funded the development of family learning programmes that are made available for delivery in schools via Local authorities. National voluntary organisations are often at the forefront of provision and delivery of family learning. Each organisation centres on a differing learning theme or aspect of family learning and they have all been prominent in delivering in the Yorkshire and Humber region.

The principal findings are:

- While some local authorities have developed clear policies and initiatives, in others the approach remains to be clarified. There are some excellent examples of joint working at the local level.
- Course providers need time to develop their local knowledge and expertise of 'what works'. Evaluation of courses, as might be expected within a lifelong learning context, has to include an aspect that measures achievement over time.
- Course providers are now recognising the particular needs of specific sections of society and are finding imaginative ways of meeting them. But very little is straightforward and circumstances can result in provision being at the same time inclusive and exclusive.

- Where unemployment is high, in two-parent families fathers often take on a large proportion of the childcare. This is an avenue to involvement at school so it is a lost opportunity if fathers do not engage in the learning process there. Meanwhile, the apparent bias in the courses they select has implications for lifelong learning opportunities and for employment.
- Development workers have valuable objectives but outputs which are hard to measure. It is clear that development workers are vital to lifelong learning. Overall, many courses were heavily subscribed, retention rates were good and accreditation was available on some courses. This indicates that development and link workers are doing a valuable task and venues are able to respond to parents' requests. However, with numeracy courses lagging behind other course provision, the learning agenda may not be as far forward as is desirable.
- Many of the barriers seem to be about confidence. The chance to be in familiar surroundings and with friends seems vital. However, more needs to be understood about the financial constraints.
- Community venues have their own core costs as well as offering considerable expertise resources, for example regarding making funding bids. Where statutory and voluntary services occupy the same location, providers must be aware of the gate-keeping barriers.
- The problems of funding bidding are notorious across the voluntary sector. It is particularly apparent that the mismatch between funding criteria and the lifelong learning agenda has to be addressed quickly.
- A single set of qualitative measures by which all schemes can be measured seems commonsense.
- The learning agenda makes the assumption that lifelong learning will include the development of literacy and numeracy, and of course it may. But there is likely to be an element of 'get-by' numeracy so that parents attain numeracy at a level which is not necessarily as high as the learning agenda policy contemplates. What the policy expects seems to need some clarification and this may assist with evaluation of the lifelong learning process.

Section 1

Introduction

Setting the context

The learning agenda: an agenda of inclusion and involvement

Parents are important in learning. 'Excellence in schools', the 1997 government White Paper, identified the importance of family learning as a means of strengthening relations between schools and parents.

Family learning widens participation in education and training. Further, it helps to develop a lifelong learning culture. 'Learning to succeed', the 1999 White Paper, contemplated a national vision of social inclusion in which learners were confident, undertaking self-development and playing a useful part in their communities.

So the learning agenda is about universal involvement, having clear relevance to all sections of society. But more than this, the learning agenda offers opportunities for engagement in spheres far wider than what might be conventionally viewed as the education arena.

Routes into lifelong learning and the 'ladder of engagement'

Lifelong learning is a cyclical system in which all individuals take part in formal education interspersed with paid and unpaid employment. Learning takes place in conscious and unconscious ways and all experiences have a learning potential. Avenues of opportunity may be opened if appropriate knowledge and skills can be accessed and acquired.

The engagement of adults through their role as parents broadens the potential routes for learning. Parents have a multitude of tasks and interests in which they can become, or can be encouraged to become, involved alongside their children. An obvious route into learning is via the structures for formal childhood learning: nurseries and schools.

But children are involved in many other activities including sport, music and drama. So that many other government initiatives can be seen to link into, and have an important place in, this lifelong learning agenda. Sports Action Zones, for example, encourage and offer opportunities for all sorts of parent involvement. Initiatives such as the Action Zones involve parents in a range of participatory, organisational and administrative ways which call upon skills and knowledge. Such skills and knowledge are often acquired while engaging in activities with their children outside the conventional education arena. Here are the routes by which parents mount the 'ladder of engagement' of adult and lifelong learning.

The outcomes of lifelong learning

There appears to be considerable scope for parents in the learning agenda. Thinking, for example, about parenting skills, a Mori Poll conducted in 1999 for the National Family and Parenting Institute found that:

- 10% of people think that parenting is something we have to learn
- 50% of people think that more could be done to help parents increase their skills and confidence
- 33% of people living with their children would not know where to go to get help for their family problems.
- 50% of people think that Britain does not encourage parenting skills.

The potential benefits for parents and their children seem clear. Across the board, outcomes can be expected to include increased skills and employment opportunities for parents, improved learning experiences for children and the promotion of a lifelong learning culture. In thinking about other government initiatives, their resourcing is an important feature. Finance which is directed into government initiatives such as the Action Zones acquires added value when it also results in the engagement of parents and their consequent lifelong learning activities. The potential for outcomes from the joining up of these initiatives will be readily recognised. While lifelong learning is a national priority, improved Regional and sub-regional development also appears inevitable following such outcomes.

Community development as an inclusive activity

At the local community level, the increase in learning and development and the drawing in of the range of funding streams must surely result in greatly increased community involvement and development. So community development involves the whole range of actors, from individual community members to all those in the statutory, voluntary and business sectors who have responsibilities or resources (of whatever kind) which can influence and benefit development. It is not a case of attempting to define 'community development'. It is a case of recognising that anyone and everyone who is involved or should acquire some benefit from such development does become involved, and also acknowledges that involvement - with all its implications.

Making Reality of the Policy

The idea of family learning

In this Report, a 'family' is a social group consisting of parents (who may be biological parents or adoptive parents as well as guardians and carers) and their children.

'Family Learning' involves activities that allow parents, guardians, carers and children to engage in learning which encompasses a wide range of subject areas, from literacy and numeracy to sports and music.

'Family Learning describes a whole range of activities and programmes where parents, grandparents, children, carers, neighbours and friends are involved in learning. It could be playing games, exploring places, trying a new interest, finding out facts or simply telling stories. It could be through community group, school, library, or it could be completely informal fun. The key is members of a family getting involved together and encouraging each other's curiosity'. Campaign for Learning (2001)

Family learning in the Region

The Regional Economic Strategy (2000) identifies the promotion of a culture of lifelong learning as a sub-objective of its Skills Action Plan. Meanwhile the Learning and Skills Councils identify lifelong learning as a means of 'driving forward action to tackle basic skills amongst adults, ensuring accessible learning opportunities are available to the most socially disadvantaged and those with learning difficulties, and promoting equality of opportunity for all learners'. Further, the importance of the need to support parents, whose tasks include encouraging their families to learn, (and learning themselves) is well recognised by the Regional Chamber's Skilled and Flexible Workforce Commission.

The Investigation

The opportunities for parental involvement within the learning process are wide ranging and the Regional Chamber considered that more needed to be understood about the present role of parents within the conventional education structure, and the opportunities for future involvement. The Regional Chamber, now the Yorkshire and Humber Assembly (YHA), created a brief for an investigation. (Appendix 1)

The Report maps the opportunities for learning through education routes and analyses the impacts and barriers to learning. In addition it offers a model of good practice for the development of a learning culture and makes key recommendations.

Section 2

The Approach to the Investigation

Scoping the Investigation

The Investigation set out to describe the routes into parental learning offered via the structures for formal childhood learning: the nurseries and schools. There are statutory and voluntary sector providers of such routes and the Investigation took two approaches:

- a mapping process, seeking to identify and chart all statutory and voluntary sector providers of these formal routes in the Region
- an inquiry 'on the ground' to find out about the processes and experiences of parental learning

Good practice in parental involvement

The Investigation was also intended to promote the spread of good practice in parental involvement. There is a wealth of academic literature on the subject of parental involvement in schools and on the array of means by which parents become involved in the learning process. Evaluating all methods of involvement was not within the scope of this Investigation. Bastiani, indeed, comments that 'Contrary to popular belief amongst politicians and throughout the media, the assessments of both schools and pupils is an extremely challenging and messy business'. Nor was it anticipated that there would only prove to be one model of good practice. So the Investigation looked for examples of good practice while recognising that a number of factors within the diverse Region affect 'what actually works' in any provision or area.

Selecting the Investigation sites

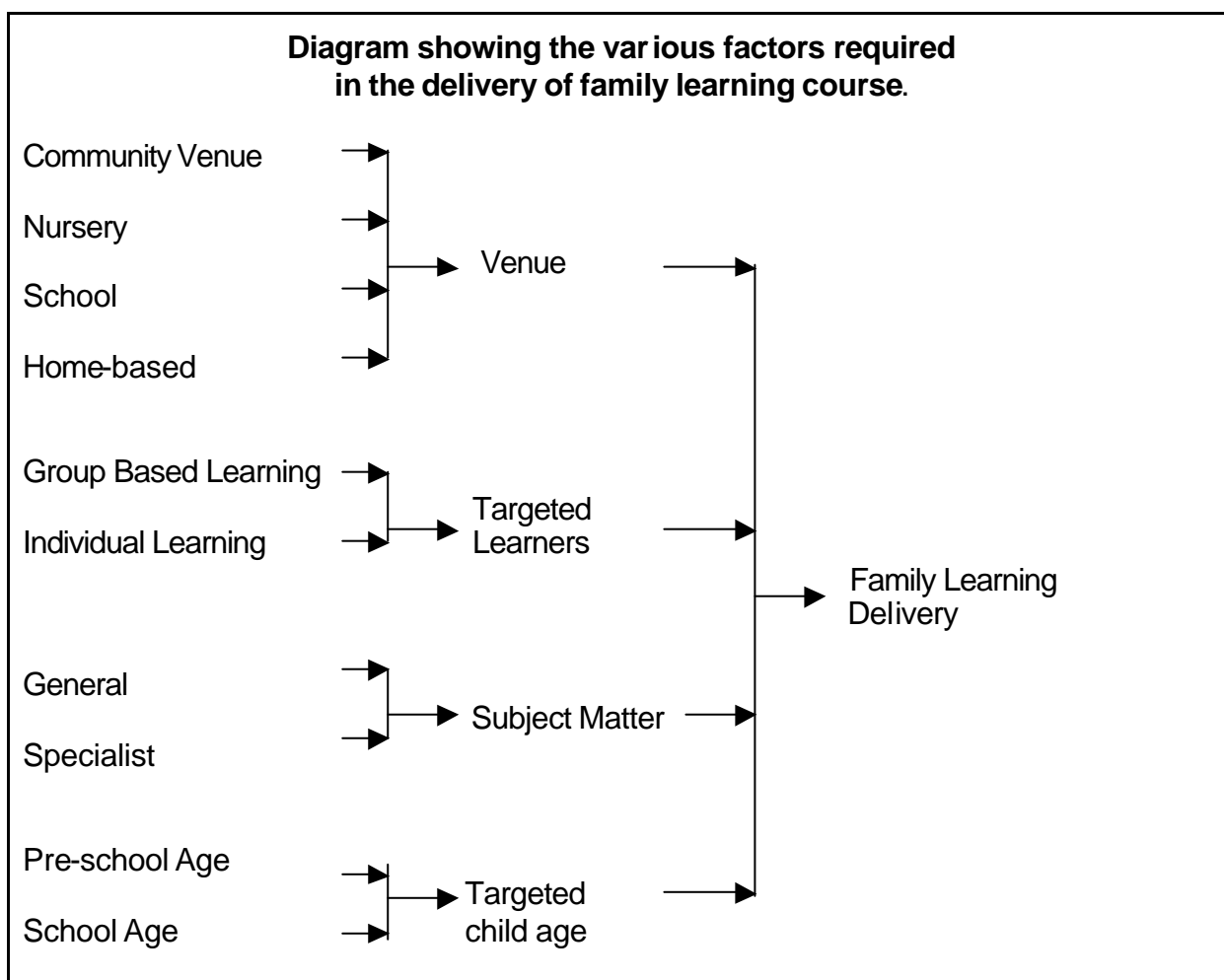
The diverse nature of the Region, coupled with time constraints for the investigation, resulted in the decision to concentrate this 'on the ground' inquiry on the areas of Leeds, Bradford and Rotherham. These areas are characterised by industrial decline and responsive new development, ethnic diversity and high population levels. In particular, Rotherham is in a former coal-mining area, Leeds has a two-speed economy and Bradford has a large ethnic minority population. Wakefield was added as an area for research because it is the site of several interesting projects.

To combat a potentially biased view and to give a greater insight into family learning, a one-month placement was undertaken in a voluntary sector provision. The scheme was a parent and child arts and crafts course which culminated in a display of the work. This gave rise to opportunities for observation, group discussions with staff and parents and a chance for personal participation in the learning process.

Section 3

Models of Family Learning

There are four factors in the delivery of family learning. Organisations will choose from the various options in each of these factors to deliver a family learning course that is tailor made for its participants. See diagram below:



Community Venues: These have been instrumental by impacting positively in the local community, often becoming a focal point for the locality. They are utilised for they are easily accessible, almost always within walking distance of the community they aim to serve. Parents may feel alienated by undertaking a course in a school-based environment. Their own learning experience at school may have been negative. Community venues as an alternative seem less daunting to parents.

Nursery: As parents bring their child to nursery, their interest in the development of the child's physical, social and intellectual development can trigger learning opportunities. Nurseries are the ideal venue to discuss the child's development and the methods parents can utilise in enhancing this development.

Primary Schools: Schools are often the natural setting for family learning. Parents accompany their child to and from school. Primary schools in the majority of cases are within walking distance from the parent's home. Accessibility and an already established contact time are capitalised upon to deliver family learning courses in schools.

Home Based Learning: Some parents are not only excluded from learning but deal with many other issues such as loneliness, isolation, ill health, depression and poverty. For these parents undertaking a learning courses in any of the above settings may prove overwhelming, therefore home based learning is appropriate to ease them into learning in the gentlest manner possible.

Group based learning: This ensures that not only are parents taught course content but can improve upon group working, communication and social skills. The group is a reflection of a family structure where a set of people are drawn together by a common purpose. Additionally, the skills developed can be transferred into a family setting.

General Learning: Family learning courses can range from numeracy to arts and crafts courses. The emphasis is on parents and children learning together. Also regarded as family learning are situations where parents undertake courses specifically related to ways in which they can support their child's development. Such courses do not necessarily involve learning together.

Specialised Learning. Parents may have children with specialist needs. These programmes aim to serve such parents, with learning in the context of the special needs criteria.

Pre-school Age: It is at this age that children develop more rapidly than at any other time of their lives. Parents can provide experiences in the home and in their daily life to help children develop their thinking, skills and understanding in language and numeracy.

School Age: Children need a firm supportive base as they embark on a learning journey for the next decade of their lives. Parents want their children to develop intellectually, although sometimes they may lack the knowledge or skills to support their children fully. It is also at this age that children are most likely to want to work alongside their parents rather than in their teen years when they become more self-conscious.

Section 4

The Structure of Provision

Government Initiatives

As family learning has become a national priority, the Government has funded the development of family learning programmes that are made available for delivery in schools via local authorities. This section explores these initiatives.

The Basic Skills Agency

The Basic Skills Agency is the national agency for basic skills in England and Wales and is supported and funded by the Government. The Agency has developed family learning programmes: Family Literacy and Family Numeracy, and Keeping up with the Children. These form the core structure of statutory school based family learning. Each local authority in the country was encouraged to bid for resources that enabled the provision of these programmes. Each local authority in Yorkshire and Humberside made a bid for these programmes and has established provision in their local authority.

Family Literacy

This programme was developed with a view to improving basic skills for parents, supporting children to enhance their literacy and language development and for parents to discover ways of supporting their children's learning. The DfEE noted there should be a clear focus on 'underachieving parents and their children' and the objective of raising literacy and language must apply equally to both parents and children. There is one standard model for this learning provided by the Basic Skills Agency. This preferred model involves parents being taught how to support their child by basic skills tutors whilst the children are taught by class teachers, both parents and children then engage in a joint session after.

Family Numeracy

This programme works along the same principles as Family Literacy with the emphasis on numeracy. The development of Family Numeracy is still at an early stage in most local authorities in Yorkshire and Humberside.

Keeping Up With the Children

A short course which enables parents to learn about the child's curriculum, with particular reference to the literacy and numeracy hour. Intertwined are exercises that allow parents to enhance their own literacy and numeracy. These two aspects allow parents to understand their child's curriculum, and how this can be best supported by parents.

Along with initiatives that are targeted for delivery in schools, the government has introduced programmes that intervene at an early stage of the child's life so that s/he is fully equipped to participate in school.

Sure Start

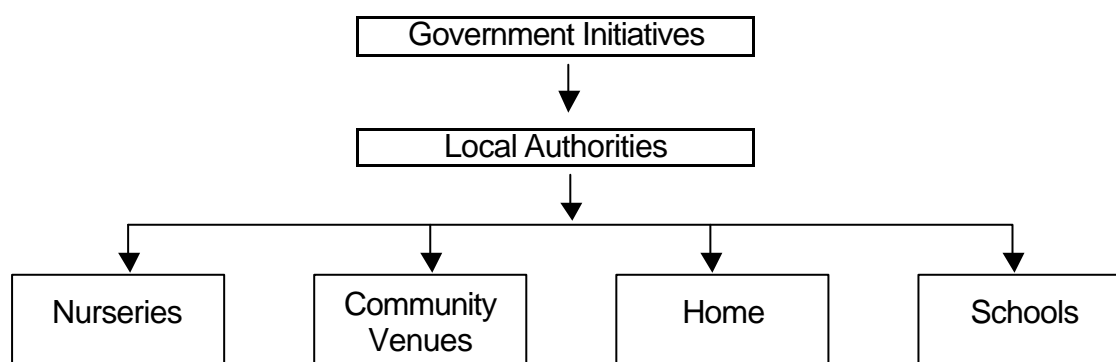
Sure Start is the cornerstone of the government strategy to tackle poverty and social exclusion. The aim is to liaise with parents and prospective parents to promote the physical, intellectual and social development of children so that they can take full advantage of learning at school, thereby breaking the cycle of disadvantage for the current generation of young children.

The task of improving life chances for children and parents requires collaboration from all agencies with an interest in this field. At local level this includes parents, community volunteers, GPs, health visitors and education and childcare experts. The task of Sure Start is to unite these existing services so they are more effective and easier to use. Gaps can also be identified when linking the services and can be filled with aid from Sure Start.

The design and content of local Sure Start programmes will vary according to local needs. However all Sure Start programmes will conform to the core services outlined by the Government.

Core services include outreach and home visiting to ensure inclusive recruitment. The resources for the parents and children in all Sure Start programmes will include support for good quality play, learning and childcare facilities for children, healthcare advice to parents, and support for children with special needs.

Method of Delivery: Local authorities, in the main, deliver Government initiatives in venues within their respective geographical boundaries.



National Voluntary Sector Provision

National voluntary organisations are often at the forefront when it comes to the provision and delivery of family learning. This Section highlights the significant national organisations. Each organisation centres on a differing learning theme or aspect of family learning and they have all been prominent in delivering in the Yorkshire and Humber region.

Home Start

Home Start is the leading family support organisation in the UK. Parenting is arguably one of the most difficult tasks anyone can undertake. Without a supportive extended family or friendly and caring community the demands can become too much especially when compounded with stress and other problems. Home Start recognises these difficulties and aims to offer one to one support for parents with pre-school children facing these problems.

Families are referred to Home Start usually by social workers and health service workers (for example midwives, child and family therapists). Churches and counselling agencies can also make referrals.

Home Start volunteers are recruited from the local community and are trained to offer support, practical help and friendship to families in their own homes.

The difficulties faced by parents can include loneliness, isolation, children with behavioural problems, depression and ill health, lone parenthood and poverty. In these cases Home Start acts as a support mechanism by training volunteers to listen to parents' problems in a non-judgemental manner. By the volunteers showing concern for the family, a close and confidential relationship can be established. This usually leads to the parents having a renewed interest in their child, an improved response to their learning, physical and emotional needs and greater confidence to take advantage of other resources within the community.

The Open College Network

The Open College Network is an organisation that offers accreditation to learners for whom traditional qualifications are inappropriate and inaccessible. It is a network of members and users: colleges of further education, universities and colleges of higher education, voluntary and community organisations and employers. The Open College Network has two sub-regional offices in Yorkshire, the West & North Yorkshire Open College Network (WNYOCN) and the Open College Network (South Yorkshire and Humber Region) (OCNSYH).

The Open College Network offers colleges, community organisations and employers the opportunity to offer their learners nationally recognised credits for all kinds of courses and training programmes which have been designed locally and tailored to individual and local needs.

Pre-school Learning Alliance

The Pre-school Learning Alliance is a national educational charity and an umbrella organisation supporting and representing the interests of member voluntary pre-schools, play groups and toddler groups. The charity aims to support the active involvement of parents in their children's early education and to provide opportunities for the same parents to participate in further learning and training.

The Pre-school Learning Alliance has a broad subject range with courses individually tailored to suit the needs of the locality. Subject areas include 'Early Learning Goals', 'An Introduction to Working in a Pre-school Setting', 'Introduction to Special Needs Work', 'Introduction to Equal Opportunities', 'Preparing for Inspection', 'Serving on a

Committee', 'Working in a Parent and Toddler Pre-school', 'Expanding the Pre-schools Work to Meet the Needs of Today's Parents', 'The Code of Practice on Special Educational Needs'.

Many pre-schools have specific needs that may be identified internally or through external reports such as Ofsted. Regional staff will endeavour to ensure that local needs are met through tailored programmes and specialised training.

Each sub-regional Pre-school Learning Alliance branch has differing priorities to contend with, which are highlighted in local meetings.

SHARE

SHARE is a national project developed by the CEDC (Community Education Development Centre). The emphasis of this programme is to introduce practical numeracy and literacy material that is put into practice at home. The work is centred on a SHARE workbook with accompanying quality learning materials. The group sessions focus on how the parents can support their child's learning in a non-threatening practical manner. Parents are encouraged to share learning experiences in sessions, to share knowledge and promote their confidence.

The SHARE scheme has been implemented and held in high regard by many local authorities.

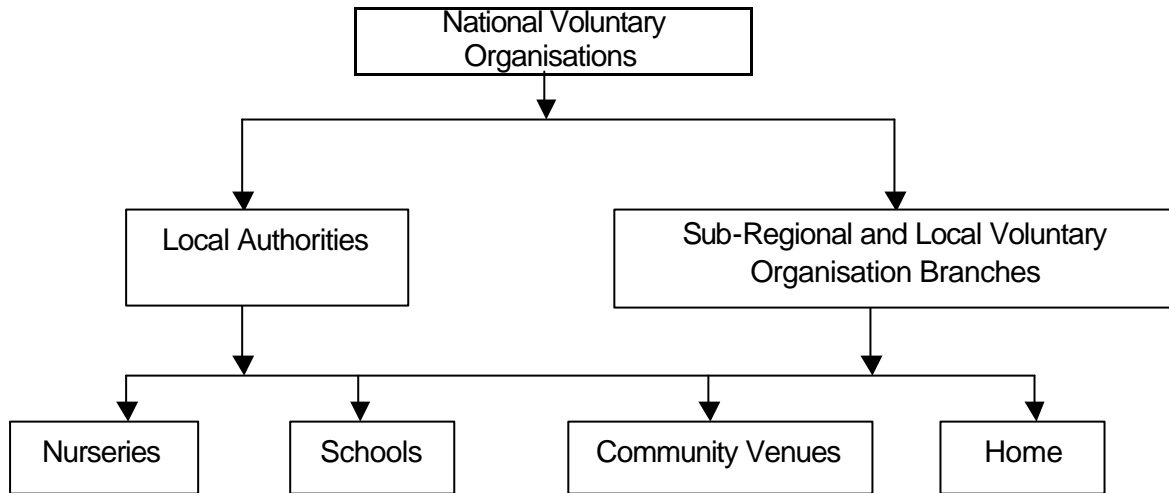
Workers Educational Association (WEA)

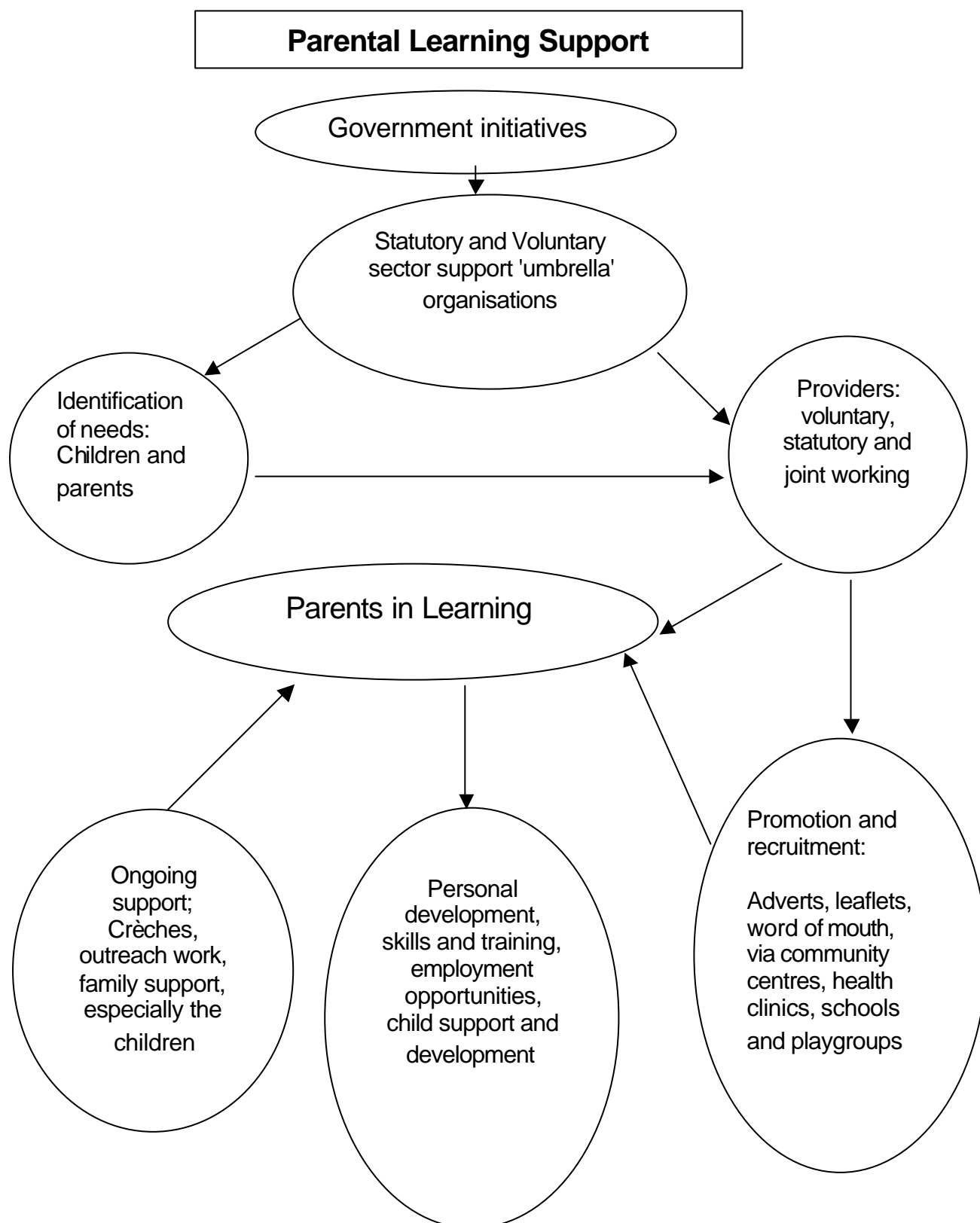
The WEA is a charity that exists to provide all adults with access to learning in order to develop their understanding and confidence. Their promotional literature notes 'The WEA target learners who have benefited least from the education system and from opportunities from further or higher education'. They liaise with many other providers to ensure an efficient delivery. The WEA has recognised the importance of the benefits of forging stronger links between schools, parents and the community.

Local WEA branches have run family learning courses across their geographical boundaries. Other branches such as in Barnsley and Wakefield are partners identified by their respective local authorities as providers of school based learning.

In 1998, the WEA set up a lottery funded Home School Community Links Project in Scarborough with the aim of developing learning courses for parents based in schools and other accessible community venues.

Method of Delivery: Some local authorities have been keen to deliver courses produced by national voluntary organisations. Sub-regional and local branches of national voluntary organisations have also delivered courses in a variety of venues.





Section 5

Family Learning: Yorkshire and The Humber

This Section brings together evidence from regional and local authority level and discusses the work of voluntary organisations at a sub-regional and delivery level. Some initiatives for organising delivery are described together with profiles of some individual schemes.

Regional Level

Various sub-regional organisations and local authorities have strategic alliances:

Partnerships between regional lifelong learning departments have been established. The Yorkshire and Humber Standing Committee on Adult Education and Lifelong Learning consists of heads of adult and learning services in each local authority, who meet at regular intervals to discuss the scope of their provision and enable the sharing of good practice.

A regional family learning forum was launched in March 2001. Still in its infancy, it is now developing plans in terms of its long-term strategy. Approximately sixty organisations in the Region are currently members of the forum and consultations with these will develop the role of the forum in terms of its remit for supporting family learning.

Local Authority Level

Sub-regionally, local authorities have been responsible for the delivery of family learning. However, due to the manner in which family learning has developed, each local authority administers family learning differently to their counterparts.

Local authorities vary as to which department is responsible for the various strands of family learning. This has often led to the absence of a clear family learning strategy and an uncoordinated approach. However, with a higher national profile for family learning provision, many local authorities have aimed to streamline their current provision into a strategic family learning policy.

Rotherham Local Authority has mapped current provision to enable the development of a clear family learning policy.

FAST LANE in Kirklees is a community and family learning department and has implemented family learning for a long period. The first family learning courses developed were funded through the Single Regeneration Budget (SRB) in 1996. FAST LANE has enlisted Huddersfield University in evaluating the impact of its programmes in

terms of the benefits to learners and whether there are positive qualitative changes occurring within families.

Barnsley local authority encompasses a three-organisation partnership in the delivery of family learning. The organisations have been drawn from the voluntary and statutory sectors along with an independent college. The differing areas of expertise have created an alliance in order to promote and undertake joint planning, evaluation and sharing of good practice that has enabled a number of successful ventures to be developed. The partnership was cemented by a conference at the start of 1999 involving the heads of all local schools, with a view to promoting the partnership and encouraging schools to participate in the delivery.

Doncaster local authority, North Yorkshire local authority and Wakefield local authority have successfully implemented the SHARE programme developed by a national voluntary organisation.

East Yorkshire local authority and North Lincolnshire local authority have written their own courses on the theme of helping children with literacy and numeracy. The Open College Network has accredited these courses.

The local authority in Barnsley has also given advice and information to other organisations in Harrow, Basingstoke and Sunderland. The Basic Skills Agency has developed links with colleges in Holland, Finland Ireland and Spain. Representatives from colleges in Holland and Finland have visited Barnsley with a view to implementing the same programme in their native countries.

The terms Family Literacy and Family Numeracy have a negative connotation that may automatically stigmatise parents. This may act as a deterrent for parents to undertake Family Literacy courses. The East Riding local authority felt the terms Family Literacy and Family Numeracy had negative overtones and addressed this problem by changing the title of Family Literacy to FLIP – Families Learning in Partnership, and FUN – Families Understanding Numeracy.

Voluntary Sub-Regional Organisations

One prominent voluntary organisation has placed great importance on the development of family learning:

West and North Yorkshire Open College Network (WNYOCN) Regional Scheme: Family Learning

Members of WNYOCN have successfully over the years developed various learning schemes that focus on adults supporting their children's learning. These are delivered in schools, community organisations, private sector companies and education centres. All schemes are diverse in their operation and origin because initially these schemes were developed to meet a range of local needs. In the wake of rapid development in this field in terms of Government strategy, WNYOCN has grouped member organisations to work together to produce a common strategy that gathers individual schemes into one learning strategy. Rather than invent new approaches WNYOCN have collated existing schemes with a proven record.

Local Voluntary Organisations:

Voluntary organisations have often targeted a particular town or neighbourhood to develop opportunities and promote learning. This Section offers detailed descriptions of voluntary organisation undertaking work at this level.

Home School Community Links Project - Scarborough

In 1998 the WEA set up a lottery funded Home School Community Links Project in Scarborough with the aim of developing learning courses for parents based in schools and other accessible community venues.

The WEA built a good rapport with the schools. Schools had been very welcoming of new initiatives to boost parental participation and have often liaised with the WEA as to the direction of the project and to promote new courses which aim to deal with gaps in learning. Schools have been very supportive in that they have allowed their premises to be utilised for other courses that are not specifically school related, such as Confident Women.

Parents have also enquired about progression routes available to them. After liaison with the parents, 'Confident Women', 'Helping your Child with English' and 'Helping your Child with Maths' were created. Increased confidence, self-esteem and the camaraderie which develops on these courses are prominent features on the evaluation forms. In an informal questionnaire conducted at the end of the year, almost 50% of the respondents cited areas of personal development as direct benefits, with some citing improvements in relationships at home and at work.

The same questionnaire revealed that childcare, finance and restrictions imposed by courses held during the school day hindered the personal goals of some people. Nevertheless, over half planned further courses with the WEA, confirming the success of the Home School Community Links Project.

Traditionally, the employment of the father has been the main source of income in the family, whilst the mother looks after the children. The project has attracted far less men than it has done women. Generally, women seem to outnumber men when taking their child to school. As most of the courses have been weighted towards learning about school, child development and child-oriented activities, the high attendance of women seemed to reflect this. Men may feel alienated in a group of women, and therefore are reluctant to join. Men have been more inclined to join the computing courses and voluntary based courses.

Computing courses have been very popular, even though they are more intensive than other courses. Parents who started on non-accredited computing courses were keen to progress on to CLAIT. Parents had limited access to computers when they were in school and now feel that they are lagging behind their children. This tends to be the main reason parents join the courses.

The funding allowed work with small groups of parents making the learning experience more comfortable for those lacking in confidence. Small groups allow the tutors to spend an adequate amount of time on each member of the group, rather than spreading the resources too thinly. Funding to allow childcare has also removed one of the major barriers parents face.

Although the project has been successful, parents on the periphery of learning and male learners have been few. The uptake of courses by these two groups has been more predominant in community-based venues rather than school. This may be because some parents are still reluctant to spend time in school, and so the natural setting would be one where the parents feel comfortable. In light of this, WEA provided courses in a mental health resource centre, women's centre and doctor's surgery.

Certificate presentations evenings are held for parents finishing accredited courses. For some parents it is the first time they have had acknowledgement for their achievements. This inevitably boosts the confidence of the parents to progress onto further learning courses or employment.

The parents progress to all manners of further learning or employment as evidenced by these quotes:

'I have realised my wish to work with more children and have applied to do a one year Specialist Teacher Assistant Course. On the strength of this application I was offered and have accepted a Non-Teaching Assistant job in school, which I am thoroughly enjoying.' Parent - Filey Infant School.

'The CLAIT course has given me the ability to move on further. I hope to go on the internet, but for now I will concentrate on SAGE i.e computerised book-keeping'. Parent - Friarage CP School.

'I, Too' Project - Leeds

The 'I, Too' Parents and Carers project is part of a five year 'I, Too' project which works across the SRB3 area of inner city Leeds. The project's primary aim has been to encourage parents to become more involved in learning activities for the benefit of themselves and their children.

Local parents are progressing as a result of the 'I, Too' project from not only looking at ways to help their children, but viewing themselves positively as learners who are capable of fulfilling their potential. For example, ten of the parents from Rosebank Primary who attended sessions on helping their nursery aged children with their literacy finished the academic year having completed a certificate for their own Key and Basic Skills development. These parents have also taken part in ICT sessions at Swarthmore, expressed an interest in standing as parent-governors and have sought advice and guidance from a worker from the University of Leeds on how to access higher education.

The support and encouragement provided by the project has allowed parents to access a whole range of educational and volunteering opportunities and to take part in their local schools. For example, five parents from Quarry Mount School have taken part in activities run by the Community Education Worker (CEW) to help their children with their learning, joined Swarthmore's Twilight 2000 project, have undertaken Leeds Education 2000's volunteer training and now run the schools 'Read it' club. The same group has become extremely involved and supportive of the school and has founded and run the school's Parents, Teachers and Friends Association, along with organising and running the school's successful summer fair.

Sheffield PLA

This branch employs a development work team consisting of the office-based development coordinator and five local area based development workers. The role of the development workers has been to recognise the training needs of individual pre-school groups with a view to addressing any gaps in learning or provision. The development workers also offer advice and support on business issues such as insurance grants and finance. The Sheffield PLA are also represented by the development workers in a variety of strategic networks in Sheffield such as Sheffield Early Years Development and Childcare Partnerships. These strategic partnerships with the local authority and other training providers help the co-ordination and avoidance of duplication of learning courses. The PLA are also advised of other learning initiatives in the city should their learners wish to progress.

SRB Project – Clifton York

The SRB project has established a drop-in centre in a house on the estate. This accommodates the housing office, representatives from Future Prospects and the local police. The housing office will identify the residents that are in need of essential skills, that is, people who may have difficulty filling in forms or making phone calls. They are then referred to Future Prospects (in the same building) and are coaxed into taking a course. Having a local house gives flexibility to the tutors. Parents who may lack confidence to participate in a basic skills course can be taught at home. Alternatively, the residents may be recommended the Burtonstone Centre solely because it has a crèche. Many parents need time to themselves after looking after children all day. The

centre allows parents to leave children in a crèche and take advantage of a course. The centre is also recommended in this manner by the housing office.

Courses are delivered in a variety of venues from schools to the local football ground. Some families on the estate are individually tutored at home. Courses are very diverse from sign language to crèche courses.

A local network has been established which comprises the local Residents' Association, Future Prospects and the stakeholders that are accommodated in the house. Liaison with all these bodies ensures that a strategic framework is administered. The local people also know what is happening in their area and have a say in the development of the area with regard to training and educational needs, housing and a host of other things.

The partnership has been very successful. The local residents feel that the authority is not excluding them. The authority can deliver courses that are desired by the local population therefore increasing uptake and retention on courses.

Delivery Venues

Venues for the delivery of family learning are carefully chosen to attract as many learners as possible. Two of the most common venues have been schools and community organisations. This Section profiles some of the organisations utilised in the delivery of family learning.

Little London Primary School

Little London Primary school is based in the Little London area of Leeds. The school has concentrated on making the school as accessible to parents as possible. Parental participation is encouraged at all levels and input from the parents as to the school decision making is always valued. Recently a new classroom and computing suite has been built that the parents can take advantage of. Additionally courses that have been requested by parents have also been implemented such as Introduction to Aromatherapy. The parents have set up clubs such as a Reading Club, Breakfast Club, Gardening Club and Parents and Teachers Association. The attitude of this primary school has been to develop as many parental networks as possible on as many levels as possible. The integration of parents in school life and in activities naturally enhances the confidence of parents in dealing with a vast range of situations and this confidence is reflected in the children.

Nurseries and Children Centres are an ideal setting for family learning. Like schools, parents can bring their children to the centre and if learning opportunities are present, be encouraged to participate in a course.

ARK - Nursery

ARK has delivered the 'Looking at Learning Together' course for a third time. A steering group has been set up comprising parents to determine the direction of their organisation. They have successfully secured £400 funding from 'Healthy Sheffield' in order for them to purchase equipment for a 'Fun Fit' course. The group has also made links with a local health visitor and has applied for the pre-school inclusion project that the PLA deliver.

The Larch Community Centre - Leeds

Parents are encouraged to make use of the crèche facilities offered by the organisation. As children are being cared for, it leaves the parents free to engage in courses. The centre closely liaises with parents as to what courses are required. The one major problem with this type of scheme is that although provision is solely in conjunction with what parents desire, some parents found it difficult to let their children be looked after by someone else. Trust has to be built between the workers and the parents. Continual outreach by the centre staff ensures all excluded learners are targeted. Outreach work has taken place at shopping parades, health clinics and even door to door canvassing.

Community Centres serve the locality. If a Community Centre is successful in being inclusive of the residents of the local community then it is the ideal venue for the delivery of family learning.

The Cabins - Bradford

The Cabins is a community venue established for over fifteen years in the Canterbury estate in Bradford. The venue is very much engaged with the community in all manner of ways. Initiatives target every type of learner in the locality thus making the venue as inclusive as possible. Parents have helped organise learning activities in the summer to occupy their children. Consultations with parents highlighted the need for first aid courses and child development awareness courses. Both courses were heavily subscribed and proved popular. In their wider remit, Cabins have help set up CV workshops and other employment initiatives.

Community Centres can be specifically orientated towards a targeted group such as ethnic minorities. The targeted learners may already take advantage of the centre as a place to socialise with their friends.

The Millan Centre - Bradford

The Millan Centre in Bradford is a women's centre predominantly targeting women / mothers of Asian descent. Traditionally, these women / mothers do not engage in learning courses or further education, and to target these potential learners to join courses at the centre is a difficult task. The Millan Centre infiltrated social networks before any progress was made on delivering courses. The potential learners were asked what type of learning opportunities they would like to be presented with, what fears they faced when undertaking such a learning course and the practicalities of undertaking such a course. Once these needs were noted The Millan Centre was then in a position to deliver the courses that potential learners required as well as tailoring the courses to reflect the practical needs of parents. At the moment there is a continual improvement in the number of learners taking advantage of the variety of courses that the Centre offers. The courses range from dress making to learning English and courses are provided in conjunction with what the parents desire to learn. Accessibility to these courses is heightened by the fact that a crèche is provided on site.

Community Venues tackling specialist areas such as support for parents, who have children with special needs, also promote family learning. Often this is in context of the special needs as highlighted by the organisations below.

The Parent Partner Project - Leeds

This project offers support for parents who have children with special needs. The support service has enabled parents to gain access to monetary benefits, help with filling in relevant grant forms and general help on coping with a disabled child.

Ryedale Special Families

Ryedale Special Families is a support group for families of children with special needs, housed in Welburn Hall School in York. Currently there are 135 families as members. As part of the support services on offer, the Group implements learning courses for parents which have included basic computer training to interior decorating. A listening skills course is the next course to be implemented, from which the Group hopes to set up a telephone help line. The provision of a learning course is always implemented at the request of parents.

The project provides transport and childcare, two of the most prominent barriers parents face when wanting to undertake a learning course. Childcare can take various forms depending on the circumstances. If it is not economically feasible to provide a crèche then childminders are employed. Lack of space in some venues means childcare may not be provided in the same building.

Young Families Project – Wakefield

This project is a joint initiative between Wakefield Health Action Zone and Barnados. The remit of the programme has been to work with young parents under the age of 18 who may have been in local authority care. The project also caters for parents who may have a learning disability or who may not have a family support structure.

The project is in constant contact with a number of specialist parent support groups in Wakefield. Parents may be referred to a support group depending on the parent's needs.

Each young parent is allocated a key worker responsible for highlighting the parent's needs and identifying gaps to enable the key worker to assist the young parent fully.

Consultations have taken place with the parents. A workshop held at the Snapethrope Family Learning Centre highlighted the areas of interest. Parents discussed problems they encountered when trying to utilise family services such as health and housing. The follow-up event allowed the parents to spend time with housing and health specialists, allowing parents to highlight key problems at delivery level.

Along with support for accessing services a wide range of accredited courses have been delivered such as 'Baby massage', 'Baby on a budget', 'Stress Management' and 'Aromatherapy'.

Community venues may have other priorities such as employment initiatives or regeneration initiatives. Therefore family learning may only be one aspect in a wider remit. As concentration is not on family learning, these organisations are often less versed in co-ordinating family learning resources and do not implement a clear strategy for the development of family learning programmes. One community learning organisation has recognised the importance of family learning and has promoted it through a scheme written by themselves.

Swarthmore – Leeds

Swarthmore is a centre for life long learning, with community projects, family learning projects, children's activities and general learning courses such as aromatherapy. Swarthmore have run Twilight 2000 which is an after school family learning project. The Twilight 2000 scheme has involved parents working towards a Greek Mythology presentation open to an outside audience. This has involved ceramic painting, kite making, mask making, painting and drawing, shadow puppets and story telling. Activities have been practical with emphasis on learning being a fun activity. ICT skills have been introduced as parents and children search the internet for information about Greek Mythology. Group working skills and parent child relationships have been improved as the group worked together to bring about the presentation.

Family Learning Schemes

This Section profiles some of the individual schemes that have been taking place in the Yorkshire and Humber Region.

Babies into books – FAST LANE, Huddersfield

The scheme offers the child learning resources in the form of a reading book, library enrolment card, rhyme book and advice to parents about reading with the baby. A support group has been set up to discuss the various issues arising from the project and to learn how parents can help their child develop the full range of literacy skills through a variety of practical ways. The additional support in the form of a constructive discussion group has also highlighted, at an early age, the importance of the establishment of learning culture in the family. The support group has allowed parents to look at further opportunities to support their child's intellectual development.

Confident Women – Home School Link Project, Scarborough

Although this is not specifically related to developing basic skills, it has run successfully in both schools and community venues. It arose initially out of requests from parents already participating in other courses. Participants developed their skills and recognised that they can change patterns of behaviour and handle situations more positively. The course also highlights how strategies can be devised to cope with problems. Key areas that have been covered have been anger management, self-esteem, coping with stress and depression and recognising personal strengths and weaknesses. This course allowed the parents to have an improved working relationship with their children and be confident enough to take positive steps in learning for themselves or helping in their child's learning.

Family Literacy – Thomas Danby College delivering in a school in Seacroft

In a school in Seacroft in Leeds, parents and children have made good progress since enrolling on the Family Literacy course. Parents are clearly more confident in dealing with school related issues and have strengthened their links with the schools. Parents finishing courses have progressed onto various other courses or employment. The children have also welcomed the opportunity for their parents to be involved in their learning, and the extra support has made them more inclusive within the school system.

Quotes from Parents:

'The Family Literacy course gave me confidence at the (job) interview. The interviewer said that attending the course gave me that extra required to get the job'.

'My child complains if I miss a session, they WANT me to come to school now!'

'I would never have enrolled on an IT course in a community centre'

Family Literacy/Numeracy - Caltech delivery in a school in Bradford

In some schools there are a high number of ethnic minority children. The recruitment of parents in these schools for Family Literacy and Numeracy has been carried out by Asian Home School Link Workers. These home school link workers understand the cultural issues facing the parents when undertaking the course and try to work around these. In the case of tutoring in English, bilingual tutors are employed to allow the parents to understand the work in their native tongue and when a bilingual teacher is not available bilingual support workers have been utilised.

Family Numeracy – Barnsley College delivery in a school in Barnsley

Barnsley College has delivered Family Numeracy in one of their delivery schools. The twelve-week delivery of the programmes included number games, number vocabulary and number rhymes. Computers were also utilised in the delivery, as were visits to the local library. Parents were highly complimentary about the courses and enjoyed working alongside their children. Parents also identified how this programme had helped them develop confidence in helping their children in their learning.

Quotes from Parents:

'I had believed my daughter was doing well but she was not. As a result of being in Family Numeracy, I found the best way to help her. I used ideas that had been shown in Family Learning and as a result my daughter has improved. The teacher agrees with me that she has grasped doubling and halving'

Helping Your child with Early Learning – Home School Link project Scarborough

One school in Scarborough keen not to exclude the parents on the periphery of learning developed this course in conjunction with the WEA. The course was aimed at parents who had a negative learning experience at school. Ways were explored by which this negative experience could be combated, so it would not be repeated in their children. The course, through a supportive environment, enabled parents to enhance their reading, writing, listening and speaking skills. These two factors then increased the parents' confidence in dealing with school-related issues and confidence in helping their children in their learning.

Helping Your Child with English – Home School Link project Scarborough

This course was also developed through consultations with the family learning focus group. The course looked at ways in which children could be assisted with speaking, listening, reading and writing. The National Literacy strategy is covered along with the curriculum. Parents also engaged in discussion outlining ideas for practical, fun activities which can be done in the home and the community.

Helping your Child with Maths – Home School Link project Scarborough

This course is one such course arising from consultations held by the Focus group formed and Barrowcliff School. The course examines the maths curriculum and aims to help parents gain confidence in being able to help their children's learning. Parents were given chances to discuss ways in which they could support their child's learning through practical ways around the home. Parents were also encouraged to make use of the

equipment and practical materials utilised by the schools and guided to develop their own learning aids at home. Parents also learn about the National Numeracy Strategy and techniques they can use to make mental arithmetic easier.

Helping in Schools – Home School Link project Scarborough

Helping in schools is a course that is designed for parent helpers and other volunteers in primary schools. The course aims to provide a better understanding of the school curriculum, how a school is organised and how children learn. The course also develops self-confidence, communication skills and classroom management as well as a range of practical skills. The view is that these aims underpin the essential requirements of the understanding required for parents to create a platform to support their child's learning.

Home School Community Links Project in Scarborough documented the success of this scheme. Those enrolling on the courses generally stayed on the course despite the fact that it was rigorous. The parents formed a focus group during the course intending to explore possible progression routes available to them. The end of the course saw the parents liaising with the head teacher on the possibility of further learning provision.

Quotes from Teachers:

'Historically it has been difficult to persuade parents to come in...this course was attended by ten of our parents who surprised themselves with their achievement' - Fern Harwood – Friarage CP School.

'Parents have developed a greater understanding of schools and how they work. Many of the parents are now employed by the school'. Karen McDonald, Headteacher Barrowcliff Nursery and Infants School.

Project 2001, RSA (A case study from the Investigation brief)

A children's dance school has just moved into the Priory Street Centre at York CVS. At the previous venue, it was very common for a group of mothers to spend 2 hours in the early evening sitting drinking coffee, often with younger children in tow. It is likely that the same thing will happen at the Priory Street Centre. York CVS is part of the North Yorkshire learning hub proposals to Learn Direct. Through this route, there may be a possibility for a new computer suite for the priory street centre. This would be used by the NVQ assessment Centre to deliver learning packages to underpin the NVQs, which are currently offered in management, accountancy and TDLB awards. In the future this will be expanded to offer IT, administration, community and care work. It is also planned to develop on line assessment. If this facility was made available to parents/families of the pupils at the dance school, parents and children could develop their IT skills/learn together and begin to access other qualifications – all in the company of other parents and children at a place convenient to them. The knock on effects in terms of skills development and attitudes to lifelong learning could be far reaching.

SHARE - Pinders School Wakefield.

The SHARE model is very flexible. In Pinders School SHARE was implemented. Half of the parents spoke Punjabi and were monolingual. The model was manipulated as an interpreter was employed to translate the activities set by the teacher. The interpreting process did not seem to get in the way. Translated material was not utilised with this group, as it was not appropriate. Activities were demonstrated in Punjabi. This made the parents feel comfortable and as a result the parents felt more confident about coming into school and working with their own children. Attendance was almost 100% and seven parents received OCN accreditation.

SHARE - Thostle Farm Juniors School Wakefield.

Thostle Farm junior and Infants began SHARE with five parents. The nursery teacher visited classes with a puppet named 'Badger', who talked to the children and gave out Badger badges and samples of activities to children. This proved so successful that five other parents joined. Parents worked from the same SHARE workbook thus prompting excellent dialogue on their experiences of tackling the workbook activities.

Quote from a Parent:

'It has brought me and my child closer together. We never seemed to have the time before'

Women Supporting Mothers Project (WSM) Sheffield (A case study from the Investigation brief)

WSM is a community initiative, funded by Opportunities for volunteering and managed by Healthy Cross, a local community health project. This support scheme for local mothers helps provide a network, which addresses issues of isolation and stress, and builds confidence by encouraging recognition of skills as well as offering opportunities for personal development and community involvement. The project is overseen by a partnership of the local community and parents.

Women who are referred to the project for support and advice can opt to join the team of volunteer befrienders. They can then be involved in running group information sessions and befriending individuals. In the summer of 1999 the group requested some help with the training of volunteers. Voluntary Action Sheffield (VAS) and WSM designed some tailor made sessions, using real situations from the group's experience to illustrate the skills and techniques, which can be used to build up an atmosphere of trust within a group. VAS also offered OCN accreditation and a session to illustrate how what they learnt could aid portfolio building – members also attended a Moderation meeting for feedback on their portfolios, and were successful in gaining OCN credits. Since then, two members have begun the City and Guilds Training for Trainers course and the project's Development worker is exploring a Management NVQ.

Section 6

Analysis

The idea of parental learning is brought to reality through funding programmes, models of learning which emphasise skilling in both numeracy and literacy, and through focus on underachieving parents and children. Learning schemes must be inclusive, seeking ways to involve all sections of society including those with special needs.

Joint working

The Investigation found examples of joint working at all levels. National organisations devise structures and methods which can be put into practice locally. The Yorkshire and Humber Standing Committee on Adult Education and Lifelong Learning and the Campaign for Learning both co-ordinate family and lifelong learning in the Region. There are also examples of strategic partnerships, for example in Sheffield, where co-ordination and the avoidance of duplication of courses facilitates efficient delivery, but also helps parents make links and maintain progress between courses.

Comment: However, while some local authorities have developed clear policies and initiatives, in others the approach remains to be clarified.

At the local level, joint working occurs where delivery takes place in community centre venues. Here, statutory provision may be delivered via the voluntary sector as with the Home School Community Links Project. At the Cabins Project in Bradford, as well as delivering their own courses, the Centre has helped with the setting up of employment initiatives. Other examples of joint working include the involvement of statutory and voluntary workers outside the education arena, for example health visitors and church workers, who link parents with learning opportunities, pointing parents in the direction of appropriate venues.

Comment: The use of other statutory and voluntary workers helps to reach parents who might otherwise fall through the net. But such approaches can be haphazard and have resource and time constraints.

Getting parents involved

Organisations were found to adopt very positive approaches to parental involvement. Parents were welcomed and encouraged, in a variety of formal and informal ways, to participate in their children's learning and school activities, and to take advantage of learning opportunities for themselves. The Little London Primary School approach, for example, was to involve parents on as many levels and in as many ways as possible. The Babies into Books scheme includes discussion groups in which parents discover how to help their children into literacy. The Helping your Child with English and Helping your Child with Maths courses in Scarborough provide parents with home and community ideas for activities with their children. An excellent snowballing idea employing the services of Badger the puppet draws in parents to a SHARE scheme.

Comment: Innovative ideas always attract attention but require good team working so that other, equally important, work is not disrupted.

These methods of supporting a child's learning are clearly attractive to many parents. But it is important to attract all parents, so for those who are harder to reach, outreach strategies and development workers are used. Referrals can be made from social workers, health visitors and home workers. In York, a community centre is recommended to individuals by the local authority housing advice centre. Canvassing for parental involvement also takes place at shopping malls and health clinics. These recruitment approaches are very low key. Recruitment at the Larch Centre in Leeds, catering for a concentrated housing estate community, occurs while parents socialise over a cup of tea or coffee. At Community Learning in Barnsley, coffee mornings are held with taster learning sessions or workshops. The aim is to provide short sessions to fit in with other commitments the parents may have, along with a social atmosphere to help parents feel at ease.

Comment: There are some excellent examples of joint working and also of the 'putting parents first', low key approach to this development work.

The role of development workers is not only to recruit, but also to help maintain an efficient service delivery. FAST LANE in Kirklees has employed Literacy Development Workers who maintain the network between FAST LANE, the school, and the parents. These Literacy Development Workers support the parents throughout the duration of the course and involve them in activities to develop their confidence and self-esteem.

Comment: Development workers have some objectives which are valuable but whose outputs would be hard to evaluate. It seems clear that they are vital to the lifelong learning concept.

The importance of networking and local knowledge

A previously run course could provide workers with the contacts to recruit more parents: previous learners acted as role models to entice new learners. Some organisations used their previous experience in targeting and recruiting parents, tapping into the social networks. They knew from previous experience the most effective ways of publicising Family Learning courses. Similarly, the importance of knowledge of social networks and local knowledge generally is invaluable when recruiting. The Millan Centre, Bradford, made little headway with recruitment before it developed the use of such networks.

Comment: Here we can see that course providers need time to develop their local knowledge and expertise of 'what works' and that evaluation of courses, as might be expected within a lifelong learning context, has to include an aspect that measures achievement over time.

Including the 'excluded'

Although there are many parents who may draw back from becoming too involved in the learning process, two particular sections of society: the minority ethnic groups and those

where there are special needs, require particular efforts to draw them in. The Parent Partner Project in Leeds offers support on helping to cope with disability. Its practical help includes assistance with welfare benefit advice and form filling. By providing courses that helped parents support a disabled child, Ryedale Families project succeeded in helping parents recognise the benefits derived from learning. Such parents moved on to participate in courses such as interior decorating.

Comment This example of a provider helping with benefits advice demonstrates how other organisations, such as the Citizens Advice Bureaux, have a role to play, even when they are not directly involved in the learning process. It also demonstrates how central learning providers are to the community as a whole.

The needs of the Region's ethnic minority populations are met in a range of ways. In an ethnic community, it is especially difficult for teachers to make contact with parents due to cultural and language barriers. In CALTECH in Bradford, a Home School link worker handles the recruitment of parents. These Home School link workers are employed by schools to improve relationships between parents and schools. The workers exploit ethnic, family and social networks established on previous ventures to identify and approach women who may benefit from family learning opportunities. This networking is important. The needs of these parents are not transparent and course delivery may not coincide with their cultural values, possibly more so in the case of Asian women. Much consultation may have to be undertaken to identify, or adapt where possible, appropriate types of course. The course in Pinders School, Wakefield, demonstrates what satisfactory outcomes can be achieved here.

Comment: Course providers are now recognising the particular needs of specific sections of society and are finding imaginative ways of meeting them. But as an example of how very little is straightforward, in Leeds, one fifth of the voluntary provision is at ethnic venues. This results in provision being at the same time inclusive and exclusive.

The majority of the participants in family learning courses tend to be women, regardless of ethnicity or age. Service providers have identified the exclusion of fathers and sought ways to include them in their children's learning. The CEDC has developed a programme: 'It's a Man Thing', implemented by NYCC and aimed at male parents. Generally, men have been more inclined to join computer classes and tend to join courses at voluntary rather than statutory venues.

Comment: In two-parent families, where unemployment rates are high, fathers often take on a large proportion of the childcare tasks. This can result in involvement at school so it is unfortunate and a lost opportunity if fathers do not engage in the learning process via school. At the same time, this apparent bias in the courses they select has implications for lifelong learning opportunities and for employment.

The range of courses

Courses include interior decorating and computer courses, as noted above as well as aromatherapy, gardening, listening skills, sign language and first aid. Calderdale offers

courses in swimming, music and arts and crafts. Courses which support child learning are successful as the Scarborough projects demonstrate. Barnsley's course in family numeracy and Scarborough's 'Helping your Child with Maths' are clearly popular. However, the development of family numeracy courses was found to be at an early stage in many of the Region's local authorities. Centres, such as the Larch and Millan centres, appear to be generally successful in providing the courses which parents request. These reflect the parents' identified needs.

Comment Overall, many courses were heavily subscribed, retention rates were good and accreditation was available on some courses. This indicates that development and link workers are doing a valuable task and venues are able to respond to parents' requests. However, with numeracy courses lagging behind other course provision, the learning agenda may not be as far forward as is desirable.

Barriers to involvement

Service delivery organisations, such as the Millan Centre, discussed with parents their fears and concerns prior to undertaking courses. Barriers included financial considerations, child care and family commitments and inconvenient timing of courses. Although learning is clearly a pleasant experience for many, some parents had negative experiences when they were at school making them reluctant to embark on new learning. Others may feel that they are being stigmatised when asked to take up a course or feel that their basic skills are already adequate. A negative culture of learning may be prevalent in the community that prevents parents from taking up a learning course. For such people, opportunities to learn with their close friends and in familiar surroundings may be helpful.

Means of breaking down barriers included crèches, although even the existence of a crèche did not guarantee participation since some parents found it difficult to leave young children with other people.

Comment: A lot of the barriers seem to be about confidence. The chance to be in familiar surroundings and with friends seems vital. However, more needs to be understood about the financial constraints.

The importance of venue

For some courses and some people, uptake appears to be influenced by type of venue. Thus community centres are sometimes more popular than schools which may not be regarded as a natural setting for adults. Courses have therefore been provided in other centres such as doctors' surgeries and women's centres. Courses can be offered at home, or in the workplace. The Cabins, Bradford, is an example of a highly utilised and inclusive venue, while Clifton, York's foyer-style venue, offers considerable flexibility.

Comment: It must not be forgotten that community venues have their own core costs as well as offering considerable expertise resources, for example regarding making funding bids. Where statutory and voluntary services occupy the same location, providers must beware of the gate-keeping potentials. In one example, a statutory department also occupying the site may be imposing exclusive restrictions by setting minimum course numbers.

Funding:

Funding for statutory provision is directly from central government. Courses utilised small stream funding, such as from 'Healthy Sheffield'. Other sources include the SRB and European funding. With experience, some workers and providers have become adept at creating funding packages. However, writing a funding bid is complex and time consuming and, of course, even where a funding resource is substantial, simply bidding for funding does not guarantee the finance, however deserving.

Funding bids require indicators and there appears to be a mismatch between the indicators required in a bid and those considered relevant and important by the potential course providers. For example, although the number of parents recruited is an important factor and a minimum number on a course is seen as essential, the local situation may be that there is only a small requirement, for example for an introductory course. This may be particularly the case with disadvantaged or disaffected parents. It always takes time for disadvantaged learners to become integrated. Yet failure to provide such courses results in further exclusion. In other instances, accreditation is regarded as important in funding bids. Yet not all courses carry accreditation anyway. In a further example, a requirement to restrict the catchment area (in an apparent attempt to ensure the inclusion of all potential users on a 'sink estate') has resulted in exclusion of friends and potential users on the peripheries.

Comment: The problems of funding bidding are notorious across the voluntary sector. It is particularly apparent that the mismatch between funding criteria and the lifelong learning agenda has to be addressed quickly.

Evaluation:

Obviously, individual courses may not be provided where funds are lacking, but the Swarthmore Centre has shown how a long-term family learning strategy could not be implemented due to the nature of the funding. This highlights the lack of fit between funding policies and the learning agenda. While quantitative measures such as numbers recruited, retained and completing a course are important, many providers felt that more emphasis should be placed on qualitative indicators. For example, a change of perception from learning as a negative to learning as a positive experience, improved family and school relationships or the development of skills such as communication, team working and time management are all success indicators.

Fast Lane, Kirklees has recently employed Huddersfield University to assess the qualitative benefits deriving from their schemes. WNYOCN evaluates its own schemes. But course evaluation has to be seen in both the short and long term. Courses for family learning have to be perceived in the context of the lifelong learning concept.

Comment: A single set of qualitative measures by which all schemes can be measured seems commonsense.

Lifelong learning:

The Investigation shows that co-ordination by development workers and course providers is important in helping parents move on between courses to increase their learning and skills. Accreditation, personal support and the presence of friends all

encourage learners to continue. Obvious opportunities, for example for employment, are important, and the chance to discuss development, in one instance with a head-teacher, helps parents to clarify their future directions. Where a parent's needs have been concentrated solely around their children, as in the case of children with special needs, courses to help their children are often the doorway through which a parent's personal learning opportunities can be viewed. Development workers are often very important in highlighting to parents how they have achieved enhanced communication, team working and organisational skills. In this way, parents can be helped to see the value of taking up further learning chances.

Some local authorities also understand that parents may not immediately recognise how one learning opportunity leads to another or that emphasising literacy and numeracy courses may not be the most inviting approach. Instead they deliver courses that concentrate on aspects of learning such as arts and crafts, family sports or music schemes. Parents realise that learning can be fun but also recognise their own learning needs and feel confident to embark on literacy and numeracy and other, perhaps more stretching, courses.

Comment: The learning agenda makes the assumption that lifelong learning will include the development of literacy and numeracy, and of course it may. But there is likely to be an element of 'get-by' numeracy so that parents attain numeracy at a level which is not necessarily as high as the learning agenda policy contemplates. What the policy expects seems to need some clarification and this may assist with evaluation of the lifelong learning process.

Community development:

This discussion has shown how parents can become involved in the learning culture for the sake of their children and themselves. But it has also shown that parents become involved via groups and do so within community settings. The value of their learning is thus relevant not only within their families where it can include greater understanding of health issues, enhanced family unity and employment opportunities. It also has value within the community as parents are able to participate and place their skills for the benefit of those near them or in similar circumstances.

Section 7

Recommendations

The Investigation was required to include recommendations to help take forward family learning in the Region. Four themes in particular have emerged from the evidence.

- Good practice in developing a lifelong learning culture
- A set of common standards to evaluate family learning provision
- Future Work
- Importance of Funding

These four themes are themselves inter-linked. But it seems to us that what must drive the entire structure is the Region's agenda which combines family learning and a lifelong learning culture with a strategy for economic development, to be partly realised through the personal education and skilling of each individual in the Region.

Good practice in developing a lifelong learning culture

There are two factors here: what the learning agenda demands and what parents themselves want. The learning agenda seeks a culture of family and lifelong learning with the particular target economic development. This implies universal recruitment into learning and an emphasis on skills which will enhance community development and employability. Parents may have a wide range of needs, or may consider they have no needs at all.

The good initiatives identified in the evidence should be used to create a model of good practice in the development of a lifelong learning culture. This model should be made Regionally available to all learning providers. Consideration should be given to use of the model as the basis of kite-marking for course providers.

Suggestions for a Model of Good Practice for Course Providers

The learning agenda

- Awareness of the learning agenda policy and strategy and the implications for the service provider

Awareness raising

- Initiatives which demonstrate how learning can benefit parents directly. This could include invitations to involvement in children's school work.

- Demonstrations, activities and workshops, involving the less everyday skills, at parent-centred venues with the accent on 'you can do this, too'.
- Discussion groups disguised as small social events where the agenda is 'opportunities and barriers in learning and skilling'

Inclusion

- Involvement of local voluntary organisations which cater for the target groups (e.g. Families Need Fathers, young mothers' groups) in course planning and provision
- Development and outreach workers used to identify potential parent users, to point them in the direction of appropriate course providers and support them into and, where appropriate, through the learning process
- Responsive to local circumstances, for example the implications that a type of venue may be exclusive
- Excluded parents are often isolated. Approaches and initiatives should include the chance to share learning experiences with friends or acquaintances

Recruitment

- A 'putting parents first' approach
- Pro-active consultation with networks and individual parents
- Approaches and attitudes conveying how parents' views are important and valued. This could include use of parent helpers in classrooms and on planning committees
- Use of a range of initiatives such as taster sessions, family activity days and open days

A lifelong culture

- Approaches which include all the family, both in learning and for support
- Initiatives which increase aspirations including the use of role models and demonstration of employment opportunities
- Parental involvement in their children's learning and development to help create a cycle of learning
- Clear links between courses and ongoing provision at the same venue or supportive introduction between venues

Course provision

- Courses which parents want must include indications of potential outcomes such as employment prospects, must include aspects of numeracy and literacy and must be provided with the underlying Regional agenda of enhanced numeracy and literacy
- Data must be kept on course enquiries if these cannot be appropriately supplied
- Heavy or over-subscription to a course should be investigated for:
 - * Possibilities for additional supply
 - * Indications that the take-up is in default of something more appropriate
- Numeracy and literacy courses and courses providing skills to meet anticipated demand, for example for ICT, should be provided even where there is low take-up.

Standards for the evaluation of family learning provision

Huddersfield University has been commissioned by Fast Lane, Kirklees to create a set of qualitative measures. WNYOCN evaluates its own schemes. A single set of measures by which all schemes can be evaluated seems commonsense. It will assist providers in the Region and permits comparability elsewhere.

Recommendations:

Research drawing on the work of Huddersfield University, WNYOCN and any other evaluative schemes in the Region to create a common set of measures.

Clarification of the levels of numeracy and literacy desired by the learning agenda, or the means by which the enhancement of these levels are to be measured. This may need to include a measurement of local circumstances.

Development of measures of the enhancement of community development as a result of learning agenda initiatives. Indicators could include higher employment rates, increased local income, improved school outputs, increased local democratic activity for example via parish councils and ward committees and increased social activity for example increased voluntary organisation and club membership.

Future work

The investigation required ways forward:

The Investigation has not been entirely successful in discovering the extent of voluntary sector provision. Further work needs to be done here.

But voluntary organisations are always hard pressed and do not necessarily place research into their activities high on their agendas. Ways need to be found to make research into voluntary sector organisations at once less painful and more productive.

The Investigation also found that some local authorities have not yet clarified their learning agenda strategies and ways should be found to encourage and assist them to do so.

Importance of Funding

The range of funding streams is considerable, diverse in size and in application criteria. Providers gain funding experience the longer they are in existence and often have staff tasked to make funding bids. Less experienced providers may be less successful and unable to deliver a wide range of family learning courses, thus detracting from the lifelong learning agenda.

Recommendations:

In the short term: the creation and publicising of an advice resource to assist the less experienced with funding applications.

In the longer term: the development of a more rational resourcing system with the successful fulfillment of the learning agenda policy at its root.

Funding indicators tend to demand quantitative data which may not reflect the value of a course. It may also not pay attention to qualitative data which is more relevant to personal development, the concept of lifelong learning or outcomes such as improved family and school relationships. Local factors are not always taken into account.

Recommendation:

The development, use and recognition by funders of a set of indicators which reflect both outputs and the outcomes which contribute to the learning agenda.

The learning agenda calls for enhanced numeracy, literacy and local skilling courses such as for ICT.

Recommendation:

Funding should have regard to courses required by the learning agenda, rather than necessarily the take-up rates of such courses.

It is not enough to have qualified and experienced teaching staff. Financial resources are also required for outreach work to ensure systematic recruitment of parents. Such work could include training of 'non-learning' workers. Overall, it has to be recognised that lifelong learning requires ongoing development work.

Recommendation:

Create 'awareness raising' information pamphlets and resources targeted at all workers in contact with parents.

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APPENDIX 1

Investigation Brief

One of the major social and economic problems for Yorkshire and Humberside, as for other English regions, is the low skills base. For example, overall workforce qualification levels are below the national average, yet many of the jobs likely to be created in the region will require higher level skills. This holds back economic development as well as constraining the quality of life achieved by many residents within the region, particularly in those areas undergoing structural industrial change.

A recognised solution to this is often referred to as the promotion/development of life-long learning. This small project is set centrally within this idea. Many programmes are attempting to tackle this in all its manifestations. These include the Single Regeneration Budget programmes, the Skills Action Plan and Skills Development Fund managed by Yorkshire Forward, various major European funding programmes and new work being set up by the government under its neighbourhood renewal strategy.

One of the organisations involved in this work was the Regional Chamber for Yorkshire and Humberside, now the Yorkshire and Humber Assembly. This is a local authority led partnership involving 22 local authority leaders and 13 stakeholders with the police, Yorkshire Forward, Government Office for Yorkshire and the Humber and parish councils as observers.

The stakeholders are drawn from business, education and training, the voluntary and public sectors. They work in partnership, promoting a coordinated approach towards the economic, social and environmental well-being of the region and encouraging everyone with something to offer at regional level to support the development of the region. Five commissions have been established by the Chamber to undertake development work. One of these is the Skilled and Flexible Workforce Commission.

In September 1999, the first meeting of the Skilled and Flexible Workforce Commission took place. This drew together over 100 people, representing many and different organisations involved in both the demand and supply side of training and skills provision. In discussions, those working on social inclusion issues pointed to the role of parents in education, noting how crucial they are (and grandparents too) in the perpetuation of positive or negative views of education, training, the personal or financial value of study. It was also noted how adults can learn alongside their children, almost imperceptibly, if the circumstances are right. To quote from the notes of the meeting:

We need to do more with, and for parents, in order to recognise the importance of their role as individuals (encouraging/supporting families to learn/achieve as well as themselves) and the support they need to do this, particularly given the changes they have gone through or are likely to go through." This view fits well into the first objective of the region's Skills Action Plan which promotes a culture of life long learning within the region.

Lifelong learning is a national priority. The promotion of a lifelong learning culture, engaging with adults and their role as parents, broadens the potential routes for learning. One of the key objectives of both the regional economic strategy and the role of Learn Direct, for lifelong learning, is to actively encourage and enable skills development for all, throughout life. In the regional response we need to explore all avenues, which might enable people to access learning opportunities.

There are many educational and training routes clearly established, yet there are significant numbers of adults who are not actively involved in learning and developing their skills. These individuals are often marginalized as they do not make the connection of learning being a constructive experience with positive outcomes for themselves.

To create the opportunity for learning to impact on disadvantaged communities and the individuals within them, we need mechanisms, which can actively involve local people, many of whom are parents or who have responsibility for children. To improve the level of basic and key skills, we need to address more 'inclusive' approaches to learning: parenting is a key route.

This is not about learning parenting skills or making judgements on those skills, but the parenting role and the connections it offers for entering the learning culture.

One of the ways we can see this change is through engaging with adults who have responsibility for children or who have a parenting role. It is this group of people who take children to nursery, playgroup or school, at least for a proportion of their time. The contact with their children's learning is also a route into this learning. But what happens next? Do they drop the children off, leaving others to provide the learning experience; do they find out what the children have learnt, rather than done, during the day; do they have the knowledge to encourage and reinforce any positive learning experiences, which arise from the activities in which the children have engaged? How can this position be changed ?

To involve and engage with parents and carers at an early stage, providing the opportunity to understand some of the process of learning, from nursery to primary school is critical. If the relationship between parent and school involves more than just the responsibility to ensure their children attend; if parents are partners, there are ways of actively engaging them in the learning culture. Where they are encouraged to see and participate in learning, then the engagement of what excites and motivates their children and how they are learn, becomes a hook for their own learning. For example, as a parent, being invited in to do some of the activities that their children do at nursery/primary school. Taking away the barriers that may inhibit adults feeling inhibited, by getting round small tables or on the floor and playing with paint or craft materials. Going into this setting, not on their own, but as a group, it is a way in for parents to look at how their children learn, and parents enjoy it!

The potential for Information Communication Technology and community bases is another route into learning. If that provision is linked to social, community and community educational facilities that their children use, it is not a great step to make provision inviting and open to groups of parents.

We need to make the connection where there are local accessible resources and where parents have a link through their children. One of the keys is to link the interest generated through learning and communicate that effectively with the parents.

The relationship between children, parents and grandparents is one where messages about learning and education are transferred. Most parents have an investment in their children's long-term future and are now encouraged to be partners in their development as active and responsible citizens. To build this investment, particularly where such a tradition has evaporated or never existed, we need to be able to identify the potential ways forward.

What are the ways forward?

- To positively work with parents in affirming and accrediting existing skills. To transfer these skills to other activities.
- To reintroduce the experience of learning, challenging by example the notion that education is always a negative experience. Breaking the cycle of passing on negative experience from one generation to the next.
- To link the learning and attainment of skills, knowledge and experience as small steps on the ladder, using accreditation as a motivating tool and delivering learning opportunities in comfortable, accessible, local places.
- To use positive examples and good practice which has been tracked and documented. Looking to organisations that have begun to break the barriers, to achieve a greater connection and motivation for learning.

Jane Hustwit
Secretary
Regional Chamber for Yorkshire and Humberside

APPENDIX 2

Methodology

Research for this report was conducted by Hashim Vali, a student at Leeds Metropolitan University, under the general guidance of a steering group from the Regional Chamber, Yorkshire Forward and the Y & H Regional Forum and took place between October 2000 and July 2001.

The Yorkshire and Humber Region is well recognised for its diversity of locality type: rural, urban and coastal localities, areas of declining industry and areas developing robustly on the back of new technologies. There is also large-scale ethnic diversity in some areas and almost no diversity in others. Research using both quantitative and qualitative research methods was undertaken in order to achieve greatest understanding of the likely effects on both need and provision of this range and diversity.

The objectives of the research were first established by the Regional Chamber. Following this, analysis of the Regional planning documents as they impinged on Family Learning took place, this analysis underpinning the entire research process.

An overview of the Region's statutory and voluntary family learning provision structure was obtained via literature review and ICT with further information obtained from national voluntary organisations. A Regional 'contacts' list of voluntary sector providers was achieved, partly through 'snowballing' and partly through the use of the ICT mailing lists of CVs and Sharing Credit.

Semi-structured interviews using a topic guide were conducted) with the appropriate statutory family learning provision administrator in each local authority. The interviews lasted approximately 45 minutes and were tape-recorded.

An audit of each Local Authority was undertaken.

An overview of the family learning was obtained with further contacts of individual schemes. These individual schemes were visited; informal discussions with staff took place based on discussion points. Discussions also took place with parents and children.

Due to the informality of some voluntary and community sector provision it was always apparent that the quantitative findings would never be totally comprehensive.

Access to voluntary sector providers in the selected areas was provided by the West and North Yorkshire Open College which accredits many courses run by voluntary organisations in these areas.

Organisations within this accreditation scheme were selected to reflect the range of needs being met: those tending to have a high ethnic minority take up on their courses; those working with parents of children with disabilities; those working with regeneration alongside learning opportunities for parents. A separate questionnaire was prepared for these organisations.

APPENDIX 3

Mapping

The following pages provide data on statutory and voluntary sector provision for parents engaging in learning.

**Statutory Organisations
Barnsley**

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Athersley South Primary	1	1	0	0	0	1	0
Athersley North Primary School	8	2	5	0	1	8	0
Barugh Green	1	1	0	0	0	1	0
Brierly Primary School	2	1	0	0	1	2	0
Carlton Primary	2	1	0	0	1	2	0
Darfield Valley Primary	1	0	0	0	1	1	0
Darton Primary School	4	0	3	0	1	4	0
Dearne Highgate Primary	1	0	1	0	0	1	0
Elsecar Primary	1	1	0	0	0	1	0
Grange Gate Junior	1	1	0	0	0	1	0
Hoyland Common Primary School	4	0	3	0	1	4	0
Hoyland Market Street Primary	1	1	0	0	0	1	0
Hoyland Springwood Primary School	8	2	5	0	1	8	0
Hoyland St Helens Primary School	4	0	3	0	1	4	0
Kirk Balk Primary	2	1	0	0	1	2	0
Littleworth Infants	2	1	0	0	1	2	0
Longcar Primary	1	1	0	0	0	1	0
Penistone St John's CE Infant	1	1	0	0	0	1	0
Royston High School	2	0	1	0	1	2	0
Royston Meadston Primary	2	0	2	0	0	2	0
Sandhill Primary School	7	2	4	0	1	7	0
Shafton Primary School	8	2	5	0	1	8	0
St Dominic's Primary	1	1	0	0	0	1	0
The Dearne High	1	0	0	0	1	1	0
The Foulstone	1	1	0	0	0	1	0
Thulstone Primary	1	1	0	0	0	1	0
Thurnscoe Gooseacre Primary	2	1	0	0	1	2	0
Ward Green Primary School	8	2	5	0	1	8	0
Wellgate Infants	1	1	0	0	0	1	0
Wombwell King's Rd Infants	8	2	5	0	1	8	0
Wombwell Oakfield Junior School	8	2	5	0	1	8	0
Wombwell Park St Primary School	1	0	0	0	1	1	0
Worsborough Common Primary	8	2	5	0	1	8	0
Worsborough Lobwood Primary	8	2	5	0	1	8	0
Total	112	34	57	0	21	112	0

**Statutory Organisations
Bradford**

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Atlas Primary School	1	1	0	0	0	1	0
Barkerend primary School	1	1	0	0	0	1	0
Copthorne Primary	1	1	0	0	0	1	0
Eastwood Primary School	3	3	0	0	0	3	0
Feversham Primary School	1	1	0	0	0	1	0
Frizinghall Primary	2	2	0	0	0	2	0
Green Lane School	1	1	0	0	0	1	0
Heaton Primary School	1	1	0	0	0	1	0
Iqra Primary School	1	1	0	0	0	1	0
Killinghall Primary School	2	2	0	0	0	2	0
Lapage Primary School	1	1	0	0	0	1	0
Lillicroft Primary School	1	1	0	0	0	1	0
Margeret Mcmillan Primary	1	1	0	0	0	1	0
Midland Rd Nursery	1	1	0	0	0	1	0
Moorfield Primary School	1	1	0	0	0	1	0
Ryecroft Primary School	2	2	0	0	0	2	0
Springwood Primary	1	1	0	0	0	1	0
St Johns First School	1	1	0	0	0	1	0
St Oswald School	1	1	0	0	0	1	0
Thornbury School	1	0	0	0	1	1	0
Undercliffe School	1	1	0	0	0	1	0
Totals	26	25	0	0	1	26	0

**Voluntary Organisations
Bradford**

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Beacon Enterprises	1	0	0	0	1	1	0
Bradford Training	12	6	0	3	3	9	3
Frizinghall Community	1	1	0	0	0	1	0
Girlington community	2	2	0	0	0	0	2
Holmewood Activity	18	1	0	15	2	5	13
Holybrook Centre	1	1	0	0	0	1	0
Karmand Centre	1	1	0	0	0	1	0
Laisteryke Community	1	1	0	0	0	1	0
Mcmillan Centre	1	1	0	0	0	1	0
Millan Centre	14	3	1	8	2	8	6
Pakistani Community	1	1	0	0	0	1	0
Ryecroft Community	2	0	0	2	0	2	0
Shipley New Start	9	2	0	3	4	7	2
St Pauls Church Hall	1	1	0	0	0	0	1
Wrose Centre	1	1	0	0	0	1	0
Totals	66	22	1	31	12	39	27

Calderdale - Statutory Organisations

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Abbey Park Primary School	1	1	0	0	0	1	0
Cliff Hill Primary School	1	1	0	0	0	1	0
Ferney Lee Primary School	1	1	0	0	0	1	0
Hebdon Bridge Adult Ed. Centre	5	0	2	3	0	2	3
Lee Mount Primary School	1	1	0	0	0	1	0
Mixendan Infants School	1	1	0	0	0	1	0
Mount Pellen J & I School	1	0	0	1	0	0	0
Parkinson Lane Primary School	1	1	0	0	0	1	0
Shade Primary School	1	0	0	1	0	0	0
Sowerby Bridge Adult Ed. Centre	3	0	0	3	0	0	3
Sowerby Bridge High School	1	0	0	1	0	1	0
St Malachys Primary School	1	1	0	0	0	1	0
Todmorden Community College	4	0	1	3	0	1	3
Totals	22	7	3	12	0	11	9

Calderdale - Voluntary Organisations

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Ashenhurst Community Centre	1	0	0	1	0	0	1
Totals	1	0	0	1	0	0	1

Doncaster - Statutory Organisations

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Anchorage School	1	1	0	0	0	1	0
Askern Moss Infant School	1	1	0	0	0	1	0
Balby Waverly Primary School	2	2	0	0	0	2	0
Bentley New Village Primary School	1	1	0	0	0	1	0
Crooksbrook Primary School	1	1	0	0	0	1	0
Denaby Main Primary School	1	1	0	0	0	1	0
Edlington Hill Top Infants	1	1	0	0	0	1	0
Edlington Hill Top Juniors	1	1	0	0	0	1	0
Hatfield Crooksbrook Infants	1	1	0	0	0	1	0
Hexthorpe Primary	1	1	0	0	0	1	0
Highfields Primary School	2	2	0	0	0	2	0
Ivanhoe Primary School	1	1	0	0	0	1	0
Kingfisher Primary School	1	1	0	0	0	1	0
Mexborough Highwoods Infants	1	1	0	0	0	1	0
Mexborough Highwoods Primary	1	1	0	0	0	1	0
Mexborough Park Infant	2	2	0	0	0	2	0
Mexborough Pitt St Infants	1	1	0	0	0	1	0
Mexborough St John Primary	1	1	0	0	0	1	0
Nightingale Infants School	1	1	0	0	0	1	0
Park Primary School	1	1	0	0	0	1	0
Sandringham Primary	1	1	0	0	0	1	0
Sheep Dip Lane Primary School	1	1	0	0	0	1	0
St Alban's Catholic Primary School	1	1	0	0	0	1	0
St Josephs Primary School	1	1	0	0	0	1	0
Stainforth Infants School	1	1	0	0	0	1	0
Stirling Primary School	1	1	0	0	0	1	0
Thorne Moorends Marshlands	1	1	0	0	0	1	0
Thorne Moorends West Road	1	1	0	0	0	1	0
Toll Bar Primary School	1	1	0	0	0	1	0
Townfields Primary School	1	1	0	0	0	1	0
Willow Primary School	1	1	0	0	0	1	0
Woodfield Primary School	1	1	0	0	0	1	0
Woodlands Infants School	2	2	0	0	0	2	0
Totals	37	37	0	0	0	37	0

East Riding Statutory Organisations

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Boothferry Infants	1	0	1	0	0	1	0
Burlington Infants	1	1	0	0	0	1	0
Burstwick Primary	1	0	1	0	0	1	0
Easington School	1	0	1	0	0	1	0
Gilberdyke Infants School	1	1	0	0	0	1	0
Hilderthorpe Infants	1	1	0	0	0	1	0
Hornsea Primary	1	1	0	0	1	1	0
Hornsea Primary	1	1	0	0	0	1	0
Howden Infants School	1	1	0	0	0	1	0
Keyingham Infants	1	1	0	0	0	1	0
Moorfields Infants	1	1	0	0	0	1	0
Moorfields Infants	1	1	0	0	0	1	0
Newport School	1	1	0	0	0	1	0
Patrington Primary	1	1	0	0	0	1	0
Patrington Primary	1	1	0	0	0	1	0
Roos School	1	0	1	0	0	1	0
Withernsea Infants	1	1	0	0	0	1	0
Withernsea Infants	1	1	0	0	0	1	0
Withernsea Junior	1	1	0	0	0	1	0

Statutory Organisations Hull

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Annandale Adult Education Centre	21	8	1	5	7	15	6
Avenues Adult Education Centre	42	7	7	8	20	31	11
Bambi Nursery	1	0	1	0	0	1	0
Bilton Grange Clinic	3	1	1	0	1	1	2
Bransholme Health Centre	1	0	1	0	0	0	1
Central Library	1	1	0	0	0	1	0
Childsplay Nursery	1	0	1	0	0	1	0
Coleford Adult Education Centre	13	0	0	6	7	7	6
Eastfield Adult Education Centre	30	3	2	6	19	12	18
Greenwood Avenue Library	1	1	0	0	0	1	0
Happy Kidz Nursery	2	0	2	0	0	2	0
Harry Lewis Library	1	0	1	0	0	1	0
Highlands Health Centre	1	1	0	0	0	0	1
Ings Adult Education Centre	13	0	0	6	7	6	7
Kingston Nursery	1	0	1	0	0	1	0
Longhill Primary	1	0	0	1	0	1	0
Morril St Health Centre	1	0	0	0	1	0	1
Orchard Park Health Centre	1	0	1	0	0	0	1
Rainbow Nursery	1	1	0	0	0	1	0
Regency Day Nursery	1	0	1	0	0	1	0
Spring cottage Primary	1	1	0	0	0	1	0
Tots Stop Nursery	1	0	1	0	0	1	0
Westcott Tots Playgroup	1	0	1	0	0	1	0
Wold Primary	1	1	0	0	0	1	0
Woodford Crèche Nursery	1	1	0	0	0	1	0
Totals	142	26	22	32	62	88	54

Voluntary Organisations Hull

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
147 Ellerburn Avenue	1	0	0	0	1	0	1
147 Endike Lane	1	0	0	0	1	0	1
Apostles	1	0	0	0	1	0	1
Bette Willis Centre	1	1	0	0	0	1	0
Edinburgh St Comm Centre	1	0	1	0	0	1	0
Gipsyville Family Centre	8	1	0	0	7	1	6
New Life Centre	1	0	1	0	0	1	0
Newland Childcare Centre	1	0	1	0	0	1	0
North Hull Womens Centre	1	1	0	0	0	1	1
Parents Home	1	1	0	0	0	0	1
St Aidens Church Hall	1	0	1	0	0	1	0
St Hildas Church	1	1	0	0	0	0	1
St Micheals Youth Centre	1	1	0	0	0	1	0
Totals	20	6	4	0	10	8	12

Statutory Organisations Kirklees

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
St Mary's J and I school Batley	1	0	0	1	0	1	0
PKWA Batley	1	0	0	1	0	1	0
Overthorpe Surestart	1	0	0	1	0	1	0
High Bank School	1	0	0	1	0	1	0
Earlsheaton Infants School	1	0	0	1	0	1	0
Chickenley Junior School	1	0	0	1	0	1	0
Christchurch Woodhouse School	1	0	0	1	0	1	0
Carlinghow Princess Royal School	1	0	1	0	0	1	0
AWAAZ ICT Centre	1	0	0	0	1	1	0
Manorfield Junior School	1	1	0	0	0	1	0
Mount Pleasant Junior School	1	1	0	0	0	1	0
Almondbury Infants School	1	1	0	0	0	1	0
Millbridge Junior School	1	1	0	0	0	1	0
Mill Lane Junior School	1	1	0	0	0	1	0
Marsden Infants School	1	1	0	0	0	1	0
Healey Junior School	1	1	0	0	0	1	0
Flatts Nursery	1	1	0	0	0	1	0
Fieldhead Junior School	1	1	0	0	0	1	0
Dryclough Infants School	1	1	0	0	0	1	0
Ravensthorpe Junior School	1	1	0	0	0	1	0
Chickenley Junior School	1	1	0	0	0	1	0
Mount Pleasant Medical Centre	1	1	0	0	0	1	0
Carlinghow Princess Royal School	1	1	0	0	0	1	0
Bradley Infants School	1	1	0	0	0	1	0
Boothroyd J and I School	1	1	0	0	0	1	0
Beech County Junior School	1	1	0	0	0	1	0
Beech County Junior School	1	1	0	0	0	1	0
Ashbrow Infants School	1	1	0	0	0	1	0
Almondbury Junior School	1	1	0	0	0	1	0
Almondbury Infants School	1	1	0	0	0	1	0
Christchurch Woodhouse School	1	1	0	0	0	1	0
Helme CE (A) J&I School	1	1	0	0	0	1	0
Manorfield Junior School	1	1	0	0	0	1	0
Knowles Hills Infants School	1	1	0	0	0	1	0
Neilds J,I & N School	1	1	0	0	0	1	0

Continued...

Statutory Organisations Kirklees (continued)

Moldgreen Junior School	1	1	0	0	0	1	0
Marsden I&N School	1	1	0	0	0	1	0
Cowlersley Primary School	1	1	0	0	0	1	0
Westmoor Junior School	1	1	0	0	0	1	0
Thornton Lodge Nursery	1	1	0	0	0	1	0
Savile Town Infants School	1	1	0	0	0	1	0
Linthwaite Clough J,I and Early Years Unit	1	1	0	0	0	1	0
Thornton Lodge School	1	1	0	0	0	1	0
St Johns Infants School	1	1	0	0	0	1	0
St Johns Infants School	1	1	0	0	0	1	0
Staincliffe Junior School	1	1	0	0	0	1	0
Fieldhead Junior School	1	1	0	0	0	1	0
Park Rd Junior School	1	1	0	0	0	1	0
Millbridge Junior School	1	1	0	0	0	1	0
Staincliffe Junior School	1	1	0	0	0	1	0
Ashbrow Junior School	1	1	0	0	0	1	0
Paddock Junior School	1	1	0	0	0	1	0
Healey Junior School	1	1	0	0	0	1	0
Lowerhouse Junior School	1	1	0	0	0	1	0
Leeside Junior School	1	1	0	0	0	1	0
Hyrstmount Junior School	1	1	0	0	0	1	0
Beech County Junior School	1	1	0	0	0	1	0
Overthorpe Junior School	1	1	0	0	0	1	0
Carlinghow Princess Royal School	1	1	0	0	0	1	0
Neilds J,I & N School	1	1	0	0	0	1	0
Linthwaite Clough J,I and Early Years Unit	1	1	0	0	0	1	0
Marsden I&N School	1	1	0	0	0	1	0
Cowlersley Primary School	1	1	0	0	0	1	0
Helme CE (A) J&I School	1	1	0	0	0	1	0
Almondbury High School	2	0	0	1	1	2	0
Totals	66	55	1	8	2	66	0

Statutory Organisations Leeds

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Asket Hill Primary	1	1	0	0	0	1	0
Bankside Primary School	1	1	0	0	0	1	0
Beechwood Primary	1	1	0	0	0	1	0
Broomfield Special School	1	0	0	1	0	1	0
Compton Library	2	1	1	0	0	1	1
Cottingly Primary School	1	0	1	0	0	0	1
Cross Flatts Primary School	1	0	0	0	1	1	0
Garforth Barley Hill Infants	1	0	1	0	0	0	1
Gledhow Primary	1	1	0	0	0	1	0
Intake High School	1	0	0	1	0	0	1
Kippax Library	1	0	1	0	0	0	1
Kippax North Primary School	2	0	1	0	1	1	1
Little London Primary School	2	0	1	1	0	2	0
Malham House Day Hospital	1	1	0	0	0	0	1
Middleton Primary School	2	0	1	1	0	2	0
Osmandthope Primary School	3	1	1	1	0	1	2
Our Lady Of Good Council School	1	1	0	0	0	1	0
Parklands Primary School	2	1	0	1	0	2	0
Quary Mount Primary school	2	0	2	0	0	1	1
Rose Bank Primary School	3	1	1	1	0	3	0
Royal Park Primary School	2	1	1	0	0	2	0
Sandford Primary School	1	1	0	0	0	0	1
Shakespeare Primary School	1	1	0	0	0	1	0
Sharpe Lane Primary School	1	0	1	0	0	1	0
South Parkway Nursery	1	1	0	0	0	1	0
St Peters Primary School	1	0	0	0	1	0	1
Swarcliffe Primary School	1	0	0	0	1	1	0
Swillington Library	1	0	1	0	0	0	1
Swillington Primary School	1	0	0	0	1	1	0
West Leeds Family Learning centre	1	0	0	1	0	1	0
Westwood Primary School	1	0	0	1	0	1	0
Windmill Primary School	1	1	0	0	0	1	0
Totals	43	15	14	9	5	30	13

Voluntary Organisations Leeds

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Bangladeshi Comm Centre	1	1	0	0	0	1	0
Centrepont	1	1	0	0	0	0	1
East Bank Centre	1	0	0	0	1	1	0
Harehills Centre	1	0	0	0	1	0	1
Henry Barran Centre	1	0	0	1	0	1	0
Islamic Centre	1	1	0	0	0	1	0
Larch	4	0	0	3	1	4	0
Latch	1	1	0	0	0	1	0
North Call	3	1	2	0	0	2	1
Shantona Womens Centre	2	1	0	1	0	1	1
South Gipton Comm Centre	1	0	0	0	1	1	0
St Georges Crypt	1	1	0	0	0	1	0
St Gregory's Youth Centre	6	1	0	3	2	4	2
Swathmore Centre	4	0	0	3	1	2	1
Technorth	2	0	0	0	2	1	1
Totals	30	8	2	11	9	21	8

Statutory Organisations North East Lincolnshire

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Bursur Primary	1	0	1	0	0	1	0
Cloverfields	1	0	1	0	0	1	0
Eastfields Infants	2	2	0	0	0	2	0
Edward Hen	2	2	0	0	0	2	0
Enfield Primary	1	0	1	0	0	1	0
Fairfield Primary	1	0	1	0	0	1	0
Grange Infants	1	1	0	0	0	1	0
Grange Junior	1	0	1	0	0	1	0
Gt Coates Primary	1	1	0	0	0	1	0
Gt Coates Vill Nursery	1	1	0	0	0	1	0
Humberston CofE	1	0	1	0	0	1	0
Lisle Marsden	1	0	1	0	0	1	0
McCauley Infants School	2	1	1	0	0	2	0
Nuns BRC	1	1	0	0	0	1	0
Nunsthorpe Infants	1	1	0	0	0	1	0
Nunsthorpe Junior	1	0	1	0	0	1	0
Pelham Infants School	2	2	0	0	0	2	0
Queen M A Infants	2	2	0	0	0	2	0
Reynolds Junior School	1	0	1	0	0	1	0
S. Parade Infants	1	1	0	0	0	1	0
St Andrews	1	1	0	0	0	1	0
St Andrews Imm	2	2	0	0	0	2	0
St Peters Primary School	2	1	1	0	0	2	0
Strand Infants	1	1	0	0	0	1	0
Strand Junior	1	1	0	0	0	1	0
Thurnscoe Infants	3	2	1	0	0	3	0
Weelsby Primary school	3	2	1	0	0	3	0
Wellholme Infants	2	2	0	0	0	2	0
Western Primary	2	1	1	0	0	2	0
Willows Primary	2	1	1	0	0	2	0
Yarborough Primary School	4	3	1	0	0	4	0
Totals	48	32	16	0	0	48	0
Homestart	1	1	0	0	0	0	0
Womens Refuge	1	1	0	0	0	0	0
Totals	2	2	0	0	0	0	0

Statutory Organisations North Yorkshire

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Airy Hill C P School	1	1	0	0	0	1	0
Alanbrooke School	1	1	0	0	0	1	0
Alverton Infant and Nursery School	2	2	0	0	0	2	0
Athelston C P School	1	1	0	0	0	1	0
Barrowcliffe Nursery and Infant School	1	1	0	0	0	1	0
Barwick Parade School	1	1	0	0	0	1	0
Bedale CE Primary School	1	0	1	0	0	1	0
Braeburn Infant and Nursery	2	2	0	0	0	2	0
Brotherton and Byram C P School	1	1	0	0	0	1	0
Bullamoore Juniors School	1	1	0	0	0	1	0
Dishforth Airfield C P School	1	1	0	0	0	1	0
Egton CE Primary School	1	1	0	0	0	1	0
Friarage C P School	3	3	0	0	0	3	0
Gladstone Road Infants School	1	1	0	0	0	1	0
Greatwood C P School	2	2	0	0	0	2	0
Grove Road Primary School	1	1	0	0	0	1	0
Hinderwell C P School	2	2	0	0	0	2	0
Ings Community and Nursery School	2	2	0	0	0	2	0
Kirk Fenton Parochial C E School	1	1	0	0	0	1	0
Langcliffe C P School	1	1	0	0	0	1	0
Le Cateau C P School	1	1	0	0	0	1	0
Newby and Scalby Primary School	1	1	0	0	0	1	0
Northstead C P School	3	3	0	0	0	3	0
Oakridge C P School	1	1	0	0	0	1	0
Overdale C P School	1	1	0	0	0	1	0
Richard Taylor CE School	1	0	1	0	0	1	0
Rossett Acre Primary School	1	0	1	0	0	1	0
Saltergate Junior School	1	0	1	0	0	1	0
Selby C P School	2	2	0	0	0	2	0
Skipton Greatwood	1	0	1	0	0	1	0
Sleights CE Voluntary Primary School	1	1	0	0	0	1	0
St Hilda's RC Primary School	1	1	0	0	0	1	0
St Joseph's Catholic Primary School	2	1	1	0	0	2	0
Stakesby C P School	1	1	0	0	0	1	0
Stokesley Community Primary	1	0	1	0	0	1	0
Stokesley School	1	0	1	0	0	1	0
Western Primary School	1	0	1	0	0	1	0
Woodfield Primary School	1	1	0	0	0	1	0
Totals	49	40	9	0	0	49	0

**Statutory Organisations
Rotherham**

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Anston Park School	1	0	1	0	0	1	0
Arnold Nursery	2	2	0	0	0	2	0
Aston Lodge	2	1	0	0	1	2	0
Badsley Juniors	1	1	0	0	0	1	0
Blackburn Primary School	1	0	1	0	0	1	0
Bramley Sunnyside	1	1	0	0	0	1	0
Brampton Ellis Infants School	1	1	0	0	0	1	0
Brinsworth Whitehill	1	0	1	0	0	1	0
Brookfield I & J school	1	1	0	0	0	1	0
Broom Valley Infants	1	0	1	0	0	1	0
Canklow Woods	2	2	0	0	0	2	0
Catcliffe Primary School	2	2	0	0	0	2	0
Cortonwood Infants School	1	1	0	0	0	1	0
Dinnington Infants School	2	2	0	0	0	2	0
Dinnington St Josephs School	1	0	1	0	0	1	0
East Dene	1	1	0	0	0	1	0
Greaseborough Primary School	2	2	0	0	0	2	0
Herringthorpe Infants	1	1	0	0	0	1	0
Kimberworth Infants School	2	1	0	0	1	2	0
Kiveton Infants School	1	0	1	0	0	1	0
Maltby Redwood	1	1	0	0	0	1	0
Rawmarsh RyeCroft	1	0	1	0	0	1	0
Redscope Infants	1	1	0	0	0	1	0
Rockingham Centre	1	1	0	0	0	1	0
St Annes	1	1	0	0	0	1	0
St Josephs Primary School	1	1	0	0	0	1	0
Thornhill J&I Infants School	1	0	0	1	0	1	0
Thurcroft Infants School	2	2	0	0	0	2	0
Wales Primary School	1	1	0	0	0	1	0
Wath CofE Infants School	1	1	0	0	0	1	0
Whiston Junior School	1	0	1	0	0	1	0
Totals	39	28	8	1	2	39	0

Rotherham - Voluntary Organisations

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Christchurch Hall	1	0	0	0	1	1	0
Denaby St Albons Club	1	0	0	0	1	1	0
Eastwood View Church	1	1	0	0	0	1	0
Ivanhoe Centre	1	0	0	0	1	1	0
Kiveton Colliery Offices	1	1	0	0	0	1	0
Mexborough Baptist Church	1	0	0	0	1	1	0
Mexborough Community Hall	1	0	0	0	1	1	0
Mexborough Dolecliffe Hall	1	1	0	0	0	1	0
Parents Home	1	0	1	0	0	0	1
Parents Home	1	0	1	0	0	0	1
Parents Home	1	0	1	0	0	0	1
Parents Home	1	0	1	0	0	0	1
Parents Support group	1	0	1	0	0	1	0
Parents Support group	1	0	1	0	0	1	0
Parents Support group	1	0	1	0	0	1	0
Parents Support group	1	0	1	0	0	1	0
Toddler Groups	2	1	1	0	0	1	1
Toddler Groups	2	1	1	0	0	1	1
Toddler Groups	2	1	1	0	0	1	1
Toddler Groups	2	1	1	0	0	1	1
Unity Centre	2	1	1	0	0	2	0
Totals	26	8	13	0	5	18	8

Wakefield - Statutory Organisations

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Ackton Pastures School	4	4	0	0	0	4	0
Ackworth Howard School	1	0	0	1	0	1	0
Dane Royd School	1	0	1	0	0	1	0
English Matyrs School	2	0	2	0	0	2	0
FerryBridge School	1	1	0	0	0	1	0
Flanshaw School	2	0	1	1	0	2	0
Glasshoughton School	1	1	0	0	0	1	0
Half Penny Lane School	2	1	0	1	0	2	0
Harewood Centre Nursury	1	1	0	0	0	1	0
Henry Moore School	1	0	0	1	0	1	0
Knottingly C of E School	1	1	0	0	0	1	0
Moorethorpe School	1	0	1	0	0	1	0
Park School School	1	0	1	0	0	1	0
Pinders Primary School	1	1	0	0	0	1	0
Roundhill School	1	0	0	1	0	1	0
Simpsons Lane School	1	1	0	0	0	1	0
Smawthorne School	1	1	0	0	0	1	0
St Helens School	1	0	0	1	0	1	0
St Marys School	2	1	0	0	1	2	0
St Micheals School	1	1	0	0	0	1	0
Wheldon School	1	1	0	0	0	1	0
Totals	28	15	6	6	1	28	0

York - Statutory Organisations

Name of Organisation	No of Courses	Basic Skills	Learning Support	Personal Interest	ICT	Accredited	Non-Accredited
Army Welfare Centre	1	0	1	0	0	1	0
Carr Infants School	1	1	0	0	0	1	0
Derwent Infants School	1	1	0	0	0	1	0
FisherGate Primary School	1	0	0	1	0	1	0
Hob Moor Infants School	1	1	0	0	0	1	0
Holgate FamilyCentre	1	1	0	0	0	1	0
Kingsway Junior School	1	0	1	0	0	1	0
Shipton Street Infants School	1	1	0	0	0	1	0
St Barnabus Primary School	1	0	0	1	0	1	0
Westfield Junior School	1	1	0	0	0	1	0
Totals	10	6	2	2	0	10	0