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Community Access to Lifelong Learning (CALL) Evaluation - Final Report

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INVESTOR IN PEOPLE

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Client	Big Lottery Fund
Client contact	Ned Hardie-Boys
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Date	October 2005
HA contact	Sabrina Allison Direct Line: +44 (0) 141 225 5514 Email:
HA addresses	Hall Aitken Baltic Chambers, 50 Wellington Street, Glasgow, G2 6HJ, UK Telephone: +44 (0) 141 204 3183 Fax: +44 (0) 141 221 2953 Email: haa@hallaitken.co.uk *Also in Newcastle upon Tyne and Manchester* Website: www.hallaitken.co.uk
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Many people helped us to complete this study. But we want to record a particular thanks to the many centre managers who helped us to contact users and helped users complete our surveys, and to the centre managers, tutors and volunteers who tracked learners for us for up to a year. We would also like to thank the 173 learners who told their stories and the thousands who completed questionnaires.

This evaluation would have been impossible without them.

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1 Executive summary

The Community Access to Lifelong Learning (CALL) Programme targeted around £95M at developing community based learning centres to engage disadvantaged adults into learning. The Programme funded around 4,800 centres through over 900 grants to organisations across the UK.

1.1 Background

CALL was introduced in 2000 when tackling the digital divide was seen as a key Government Priority. It was one of a number of complementary programmes that aimed to address lack of ICT skills, access and confidence among disadvantaged groups. Although it was focused on ICT access, the fundamental aim of the programme was about getting people who were not being reached by mainstream provision into learning.

"Through this programme we aim to…improve access to lifelong learning for adults through the use of ICT, with a particular focus on socially excluded adults and those in disadvantaged communities".

CALL provided £95 million revenue and capital funding for around 4,815 centres:

- 165 in Northern Ireland;
- 568 in Scotland;
- 386 in Wales; and
- The balance of 3696 in England.

Monitoring information shows the centres attracted some 1,100,000 users over the programme's three years, though some centres were only funded for 1 or 2 years. Most centres provided an informal atmosphere so new learners could sample the provision without any major commitment. They ran a range of courses in various group, self-paced and informal formats. Most centres also offered drop-in services including unsupported internet access.

The centres were located in libraries, community centres, purpose-built learning centres, on learning buses and in a wide range of locations where tutors took laptops. The main sectors leading the projects were local authorities, community and voluntary organisations and further and higher education institutions. Libraries combined general public internet access[1] with learning opportunities, while other centres had a stronger focus on learning.

[1] Another strand of CALL, the People's Network, provided public internet access in libraries across the UK.

1.2 Evaluating CALL

The key evaluation objectives for CALL have developed over the course of the programme to focus on:

- assessing the impact of the programme on access to ICT and to lifelong learning among the disadvantaged target groups;
- identifying why different types of projects work and in what circumstances;
- identifying broader benefits, beyond learning outcomes, for individuals and communities;
- assessing value for money of the programme overall; and
- identifying lessons for future policy and practice for encouraging lifelong learning among traditionally excluded groups.

Our approach to evaluating the programme brings together quantitative information through large-scale surveys of users and centre managers with more qualitative approaches exploring learner experiences in greater depth. Over the three years of the evaluation, the main components have been:

- a large-scale User Survey involving an initial and follow-up questionnaire;
- an online centre manager survey;
- using staff and learners acting as our "research partners" at selected learning centres in different countries, tracking what has happened in the lives of learners.

1.3 Meeting objectives

1.3.1 Engaging learners

The CALL programme aimed to attract people from a wide range of excluded groups to use centres. But the key aim was engaging people into learning who had little or no recent experience of learning. The four broad and overlapping target groups were:

- those lacking ICT skills and/or access;
- those not engaged in learning or lacking formal qualifications;
- older people; and
- people from specific socially disadvantaged groups.

The programme overall has succeeded in reaching significant numbers of its target groups. However it is clear that different sectors are better at reaching different groups. Libraries attracted a slightly different group of users who tended to be older and less detached from learning. However libraries appeared to be more successful in engaging lone parents, with reading a key hook for those with children.

Two-thirds of CALL learning centre users overall have no or low ICT skills and almost half have no home internet access. Outreach work and providing informal drop-in services have helped to engage people in these groups.

CALL has re-engaged people into learning who left school with no formal qualifications and who have had previous bad experiences of learning. More than half of users of non-library centres had few or no formal educational qualifications and a similar proportion were adult returners to learning. The quality of staff and informal atmosphere of the centres were critical in engaging those for whom formal education still holds bad memories.

Around half of the users in libraries were from older age groups, and in the other centres more than a third were in this category. CALL centres engaged older users who had never touched a computer before and addressed huge confidence barriers. Centres had also used special equipment to overcome various age-related health barriers and made sure that classes were physically accessible.

CALL has reached people from a range of more widely disadvantaged groups. Nearly two thirds of users in non-library centres were from one of the socially disadvantaged groups:

- 58% lived in a disadvantaged community;
- 47% lived in a remote or rural community;
- 24% came from minority language groups;
- 18% were lone parents;
- 17% came from BME groups; and
- 15% had disabilities.

Centres have targeted these people by using outreach work and by making ICT seem relevant to people's day-to-day lives. The role of e-mail and the internet in communicating with family and friends is a key method of engaging many people in these groups.

Generally, centres that work best address a variety of target group needs:

- confidence;
- access to ICT;
- ICT skills to match the individual's own circumstances;
- meeting new people; and
- opportunities to move forward and use what they have gained or started at the centres.

Our work with learners indicates that staff were generally friendly, helpful and able to spend time on a one-to-one basis with learners. And this was the most significant factor in addressing the confidence barrier.

1.3.2 Learners progressing

ICT is a key hook to get people engaged in other learning but it is not just about accessing a computer as many people had access to a computer at home but did not use it. CALL has used ICT access as a way of making learning important to people's lives and of changing their mindset about what learning means.

The programme has succeeded in enabling users to progress from basic courses and drop-in access to learning that will have a more lasting impact on their economic and social lives.

CALL learning centres allowed people to move at a pace that suited their own needs with the knowledge that they could move onto something more challenging when they were ready. And nearly three quarters of users were able to progress from their initial approach onto a more advanced ICT based course. The centres either provided more advanced courses directly or directed learners to courses and topics through **learndirect**.

Two-thirds of initial users surveyed were still coming to the centre six to nine months later and more than three-quarters were taking a course:

- 34% had progressed as far as an introductory course;
- 32% had progressed as far as an intermediate course;
- 8% had taken an advanced course;
- 4% had taken a specialist course; and
- 22% dropped in to use the computers.

Nearly half of the learners interviewed (46%) had progressed to further courses, mostly at the centre. Four out of five (78%) progressed to more ICT related courses, and nearly a third (31%) went onto non-ICT courses.

There is a clear link between those going on to further learning and the level of encouragement that staff provide. The staff at most centres had a very important role to play in people's experience. They convey an atmosphere of support and encouragement, they help make ICT relevant to people who did not think it was for them, they are often ambassadors in the community encouraging people to try the centre, and they introduce many learners to the possibility of progressing with their learning.

Centres are valuable to new and more established learners in different ways:

- New learners focused on ICT courses while established ones explored more topics.
- Indeed, the more courses a person had taken in the five years before coming to the centre, the more likely they were to do a non-ICT qualification.
- Most returners to learning who did qualifications (83%) only took ICT qualifications, compared to only 60% of those who were established learners.

This confirms what our qualitative research has strongly shown: that ICT is a hook that appeals to people returning to learning who had not considered it before. However, the qualitative research also shows that outreach work and marketing have a key role to play in attracting these people.

1.3.3 Broader impacts

While the primary aim of CALL was to engage people in learning, a further aim was to use learning as a means of improving wider opportunity. Our evaluation work has looked at several aspects of the wider impact of the CALL learning centres on the lives, experiences and opportunities of learners, including:

- increasing confidence;
- community and family impacts;
- learning skills for work; and
- improving literacy and numeracy skills.

Confidence is arguably the biggest impact on most CALL learning centre users' lives. Across the UK as a whole, nearly all users (89%) said coming to the centre helped to increase their confidence to some extent and 39% said it helped "a lot". And improved confidence was a fundamental aspect in almost every successful learner's experience among our case studies.

Certain types of centres have greater impacts than others. For instance, centres with a strong community activity focus had more powerful results in terms of broader impacts, particularly increased community involvement. In general, libraries had lower levels of broader impacts, because they have such a strong component of casual users who are dropping in to use the internet rather than engaging in a regular course or getting involved with group activity.

Non-library centres helped more than nine out of ten of their users to improve confidence. And even in libraries, where the client group was generally less detached from learning, three-quarters of users said their confidence had improved. Outreach centres were more effective than fixed and mobile provision at improving users' confidence.

CALL learning centres had a major impact on how users engage with their families and communities. Impacts on the family have been widespread and half of all users said that they had been able to help their children with homework. Many of the family impacts identified through our learner-based research show deep and profound improvements to family life through learning. This is particularly the case with parents, who can access a new world of learning with their children, and older people who are able to communicate with friends and family across the globe.

The centres also had a substantial impact in improving users' sense of their "skills for work", though the relevance of this would depend on how close they are to the labour market and whether they were planning to look for work. Therefore employed people and those actively looking for work benefited the most from improved skills for work. Around 70% of users said coming to the centre had helped increase their skills for work to some extent and around 35% said it had helped them to get a job to some extent.

ICT access and learning through CALL centres have had a significant impact on literacy skills among users identifying problems. Half of those with some literacy difficulty to begin with perceived their skills as having improved. However access to ICT appears to make users more aware of their numeracy problems and the programme has been less successful in addressing numeracy issues.

1.4 Programme impacts

1.4.1 Outputs

Through this evaluation we have identified key measures of movement towards the programme objectives through:

- the numbers and types of people engaged in learning;
- the numbers and types of people progressing to further learning; and
- the numbers and types of people progressing to employment.

But we also suggest that there is evidence that increasing confidence is a key programme output. Our research suggests that this is the essential step in engaging in further learning and should therefore be seen as important in its own right.

We estimate that the programme produced the following results:[2]

- Over a million people learned new skills that they felt they would not have learned anywhere else.
- Over half a million people who had not participated in formal education or training courses in the last five years came to the centres to learn; many of these people had bad experiences at school and thought they would never participate in learning again.
- Nearly 200,000 people who had not learned in the last few years went on to do qualifications, mostly at the centres.
- Nearly half a million were introduced to the internet.
- Over a million people have gained confidence by coming to the centres, which has spurred them on to get more involved in life in a range of aspects.

High numbers have also:

- become more involved in their communities[3] (c750,000)
- become better equipped to help with their children or grandchildren with their homework (c540,000);
- used e-government services for the first time[4] (c775,000); and
- been helped to move towards employment (c375,000).

1.4.2 Value for money

The New Opportunities Fund allocated £95 million, mostly in revenue funding. So for each £100,000 the basket of outputs secured is shown in Figure 23 below.

Figure 1 Outputs per £100,000 spend

[2] Relating our user survey findings to monitoring data, weighted by sector leading the CALL funding application.

[3] "More involved in the community" was open to learner interpretation of what it meant in their lives.

[4] Learners were asked if the had "accessed government services or information through the web".

Output measure	
Non learners engaged	532
Non learners attaining qualifications	187
Non ICT users introduced to the internet	474
New users of online government services	812

2

2 Introduction

This report evaluates the overall impact of the Community Access to Lifelong Learning (CALL) Programme in meeting its key objectives. CALL funded 4815 learning centres across the UK since 2001 and aimed to re-engage people from disadvantaged groups into learning.

2.1 Policy background

Community Access to Lifelong Learning (CALL) learning centres were part of a wider package of digital inclusion programmes the New Opportunities Fund (now Big Lottery Fund) launched in 2000. These included:

- People's Network internet provision in libraries across the UK;
- Digitalisation of cultural materials in public, private and voluntary sector organisations, including museums;
- Community Grids for Learning, which provided locally based web portals with learning materials and community information; and
- CALL learning centres.

These initiatives were launched at a time when Government throughout the UK had identified the 'Digital Divide' as a key issue. The Treasury's Capital Modernisation Fund (CMF) provided parallel funding across the UK to increase access to digital technologies – indeed in England CALL was launched jointly with CMF funding for 'UK online centres'. A discussion of the context and how it has changed is included as an appendix to this report.

2.2 Aims

Increasing access to computers is an important factor for CALL, but in a sense it is also just a means to an end. The core aim of CALL was to extend learning to more people, and particularly the pleasure of learning, so that people want to learn more. Learning and digital inclusion are likely to lead to broader benefits in people's lives and the New Opportunities Fund also wanted to see which broader benefits would result.

"Through this programme we aim to…improve access to lifelong learning for adults through the use of ICT, with a particular focus on socially excluded adults and those in disadvantaged communities".

The CALL programme aim was to provide flexible, community-based learning opportunities, particularly in communities that are either isolated or disadvantaged. The target audience was wide – from socially and digitally

excluded groups to those who had not participated in learning in a long time. Generally, it aimed to pioneer new approaches to learning that would involve more people who had not thought learning was for them. In basing the centres in communities and providing support, the Fund hoped to also stimulate broader benefits in people's lives.

2.3 CALL learning centres

CALL provided £95 million revenue and capital funding for around 4,815 centres:

- 165 in Northern Ireland;
- 568 in Scotland;
- 386 in Wales; and
- The balance of 3696 in England.

Monitoring information shows the centres attracted some 1,100,000 users over the programme's three years, though some centres were only funded for 1 or 2 years.

Most projects provided an informal atmosphere so new learners could sample the provision without any major commitment.

They ran courses from "computers for the terrified" through to intermediate and sometimes advanced ICT courses. Some covered creative topics like digital photography, desktop publishing and web design. Courses might be in groups, on a self-paced drop-in basis, or informally through supported exploring. Most centres also offered internet access either on a drop in basis or available for booking.

Because the CALL funding was not output driven, centre staff were free to engage more informally with project users. Some projects went further and provided some outreach activity – with a small number based entirely on outreach work. This flexibility also meant they could run small courses – groups of 4-6 were common with outreach projects using laptops. Projects did not have to cancel a course because of inadequate numbers.

Another feature of the centres was their base in the community: in libraries, community centres, purpose built learning centres and many other venues. Although there was no standard pattern for CALL centres, almost all provided an informal environment that was less like a school or college and more like a social centre.

2.4 Evaluating the programme – objectives

The original aim for this study was to evaluate the impact of the programme on access to ICT and lifelong learning. Specifically it was to address:

1. *the impact of the programme on access to ICT and to lifelong learning, and to identify why different types of projects work and in what circumstances;*
2. *the content made available through learning centres - including the content we have funded and to look at the range of locations for ICT access, including public libraries;*
3. *a typology of project types linked to the exploration of what works in what context. This typology should take into account any objectives of projects that are additional to the overall programme aims;*
4. *the impact of the programme on access to and take-up of lifelong learning opportunities, particularly amongst disadvantaged communities that face barriers to accessing ICT and learning, and the impact of access on users. We are also interested in recognising broader benefits, beyond learning outcomes, for individuals and communities;*
5. *what revenue funding for ICT learning centres has added;*
6. *the processes and activities that have been used by projects and how different types of projects and activities have worked in different circumstances (how and why projects have changed over time to improve practice); and*
7. *the extent to which the delivery of the learning centres and related programmes joins-up with other initiatives and services, whether related to ICT and lifelong learning or broader community development (whether projects are co-ordinated with programmes and services at a local and regional level and with other initiatives managed by the same organisation).*

Over the course of the evaluation the key objectives have developed to focus on:

- assessing the impact of the programme on access to ICT and to lifelong learning among the disadvantaged target groups;
- identifying why different types of projects work and in what circumstances;
- identifying broader benefits, beyond learning outcomes, for individuals and communities;
- assessing value for money of the programme overall; and
- identifying lessons for future policy and practice for encouraging lifelong learning among traditionally excluded groups.

2.5 Evaluating the programme – method

Our approach to evaluating the programme brings together quantitative information through large-scale surveys of users and learning centre managers with exploring learner experiences in greater depth. Over the three years of the evaluation, the main components have been:

- a large-scale User Survey based on the questionnaire used for our evaluation of UK online centres for DfES which covered the centres in England;
- an online centre manager survey, also using the UK online centres evaluation;
- staff and learners acting as our "research partners" at selected learning centres in different countries, tracking what has happened in the lives of learners.

2.5.1 The User Surveys

We modified the UK online user questionnaire for use in Northern Ireland, Scotland and Wales. We removed references to UK online and tailored the ethnic minority categories in line with those used by the New Opportunities Fund for each country. The User Survey for these countries ran from March to September 2003, and was topped up in January 2004 to bring the number of responses in Northern Ireland and Wales closer to our target of 1000 per country. Centre staff administered the survey, as the UK online staff had done for their User Survey.

We aimed to obtain 1,000 responses per country to allow for cross-analysis of survey questions at a +/- 3% accuracy at a 95% confidence level. In practice we received 1,126 responses from Scottish centres, 753 from centres in Wales and 941 from Northern Ireland.

We chased the centres regularly over the six months of the survey period to maximise return rates. Taken together, the results from Northern Ireland, Scotland and Wales provide data accurate to ±1.56%. The confidence interval for individual countries is wider, around ±3%.

Figure 2 Accuracy of User Survey samples by country

Country	User survey responses	CALL projects funded	Accuracy level for existing results
Scotland	1,126	85	± 2.75
Wales	753	35	± 3.43
Northern Ireland	941	34	± 3.04

Source: Hall Aitken project management files; Big Lottery Fund; Statistical Sample calculator based on 10,000 users per country

We checked that a representative mix of projects had taken part in the user survey. Using grant size, duration of funding, sector and rural/urban split, we found the participating projects were representative of those receiving grants.

We posted the follow-up User Survey to all the User Survey respondents who indicated on the first questionnaire that they would be happy to take part in a Follow Up Survey. The follow-up the questionnaires were sent on a rolling basis, 6-9 months after respondents had completed the first one. The response rates varied by country, producing an overall confidence interval of ±3.02 and national confidence intervals ranging from ±3.41% for Scotland to nearly ±6% for Northern Ireland, as shown in Figure 3.

Figure 3 Responses to Follow-up User Survey

Country	Follow-up survey responses	% of User Survey Responses	% of those agreeing to Follow-up	Accuracy level for existing results
Scotland	477	42%	50%	±3.41%
Wales	263	35%	28%	±4.88%
Northern Ireland	213	23%	22%	±5.91%

Source: Hall Aitken survey management information

2.5.2 Centre Manager Survey

The UK online Centre Manager Survey ran from April to June 2003 and achieved 683 responses, 336 of which said they were CALL-funded.

In September-October 2003 we carried out a similar survey of centre managers from Northern Ireland, Scotland and Wales. This survey was oriented more towards learning and the Fund's target groups. We received 96 responses with 62% from Scotland. In January 2004, we sent out a chase survey and boosted the response to 132, with 21% of responses from Northern Ireland, 58% from Scotland and 21% from Wales.

2.5.3 Work with research partners

We worked with between four and six projects each in Scotland, Wales, Northern Ireland and two regions of England. In each of these projects we trained staff and volunteers to recruit, interview and track learners from their projects. When they completed their research we videoed their presentations on the learners experience and discussed the projects. Each project had a target of 10 learners to track and many projects achieved this, but some lost staff and tracked fewer learners.

We gave an outline of interview questions but suggested they tailor the questions to how they fit naturally into conversations. Some projects provided great detail and spread the interviews over 6 months. Some, who worked with more vulnerable groups, were at pains to protect their users' identities.

The 173 stories that emerged illustrate what coming to the centres *feels* like, what learners felt before they came, and what the experience has meant in their lives.

We have used these stories throughout this report to provide a more in depth explanation of how the programme has affected people. Names are usually changed to protect confidentiality. The words in the case studies are those of the research partners reporting on and interpreting the learners' experience.

2.6 Assessing different approaches

The CALL learning centres programme encouraged applications from many different sectors and partnerships, different locations, programming styles and so on. In this evaluation we have explored these differences to an extent to provide a guide for planning future provision.

The most notable differences we were able to identify were between sectors and between different learner groups. We have highlighted these throughout the report and explored them in more depth wherever possible.

When we talk about "sector" we are referring to the sector of the lead applicant for CALL funding which will have influenced the approach the project took. But given the level of partnership working among projects, this use of "sector" is only a guideline to navigate through a more complex mix of approaches.

In the local authority sector we have distinguished libraries from other types of provision, such as adult and community learning centres, because the findings and nature of provision were so different. For reference, the number of centres in each country by sector type is shown below. However, our data shows some centres classed by the Fund as Other Local Authority are actually libraries.

Figure 4 Sectoral mix of centre by country

	England	Northern Ireland	Scotland	Wales	Total
Libraries	99	14	24	16	153
Other Local Authority	1394	20	322	216	1952
Community/Voluntary	1237	58	96	53	1444
Further and Higher Education	855	72	104	101	1132
Other	82	0	22	0	104
Total	3667	164	568	386	4785

Source: Big Lottery Fund, monitoring data

2.6.1 Urban-rural differences

The Big Lottery Fund was interested in exploring any differences between rural and urban centres, in terms of their impacts on users. To do this, we applied Scottish Executive's classification system to the 1000 user survey responses from Scotland.

We quickly noticed the main differences related more to how centres were used than where they were geographically. For instance, in Scotland, a high proportion of CALL learning centres were in public libraries where people also come to use internet access. In urban areas, many people primarily used drop-in internet access. In contrast, in rural centres nearly all users primarily came to the centres to do take a course. As a result, the most visible contrasts between urban and rural users in Scotland are related strongly to whether they primarily did courses or primarily used the internet access.

With the relatively small sample of rural users, few found very few differences that were more than slightly statistically significant. The only major difference was that rural users with home internet access were much more likely to go on to do a learndirect course than urban learners with home internet access. We have noted this difference in Chapter 4.5 on progress.

2.7 This report

This report draws on our research findings to identify progress against the overall objectives. We have structured it based on these objectives and the key findings regarding what works and in what context.

- Chapter 3 looks at how successful the programme has been in reaching key target groups;
- Chapter 4 looks at the uptake of learning opportunities and how well learners progress through learning;
- Chapter 5 looks at broader outcomes from the CALL programme including confidence, community involvement, and access to jobs;
- Chapter 6 summarises the key overall impacts of the programme, including additionality, displacement and Value for Money; and
- Chapter 7 highlights some challenges the centres faced and outlines the key recommendations for future action and provision.

Our previous report provided a full quantitative analysis of our survey findings. We have drawn on these in this report, but not repeated them in full. They are available through the Big Lottery Fund website.

3

3 Engaging learners

The CALL programme aimed to attract people from a wide range of excluded groups to use centres. But the key aim was engaging people into learning who had little or no recent experience of learning. The programme has been successful in reaching this target group. CALL has re-engaged people into learning who left school with no formal qualifications and who have had previous bad experiences of learning.

3.1 Context

Through the CALL programme the Big Lottery Fund set out to help the most disadvantaged people in society to access learning opportunities through the use of ICT. They did this by identifying key characteristics of such disadvantaged people and looking at effective ways of using ICT to engage them.

The types of individuals targeted included those with characteristics highlighted in the Social Exclusion Unit's PAT 15 report[5] and other research into digital exclusion. These characteristics related both to their use and knowledge of ICT, and to specific socio-economic characteristics that might indicate wider disadvantage. Broadly the target groups fall into four overlapping categories:

1. **The digitally excluded:**

- Those with no or low ICT skills; and
- Those with no home internet access.

2. **Older people**

3. **Those with no recent learning experience:**

- Adults returning to learning;
- People with few or no formal educational qualifications; and
- Those who find it difficult to engage in formal education or training.

[5] *Closing the Digital Divide* http://www.socialexclusion.gov.uk/page.asp?id=421

4. **Socially excluded groups:**

- People living in socially disadvantaged areas;
- People living in rural or remote communities;
- Black and Minority Ethnic Groups;
- People from minority language groups;
- Lone parents; and
- People with disabilities.

Most centres were open to anyone but many offered specific activities aimed at particular groups with common needs. This blend of targeted marketing and programming combined with a chance to meet different types of new people has been a key success factor of the centres.

Generally centres that work best address a variety of target group needs:

- confidence;
- access to ICT;
- ICT skills – for their own purposes;
- meeting new people; and
- opportunities to move forward and use what they have gained or started at the centres.

Most CALL centres provided learning opportunities designed to address the individual needs of people who were not comfortable with learning through traditional means. To do this, they recognised people's different barriers to learning, identified hooks to appeal to the groups, and designed programming to fit their interests and needs.

The centres were located in libraries, community centres, purpose-built learning centres, on learning buses and in a wide range of locations where tutors took laptops. The main sectors leading the projects were local authorities, community and voluntary organisations and further and higher education institutions. Libraries combined general public internet access with learning opportunities, while other centres had a stronger focus on learning.

3.2 Targeting groups

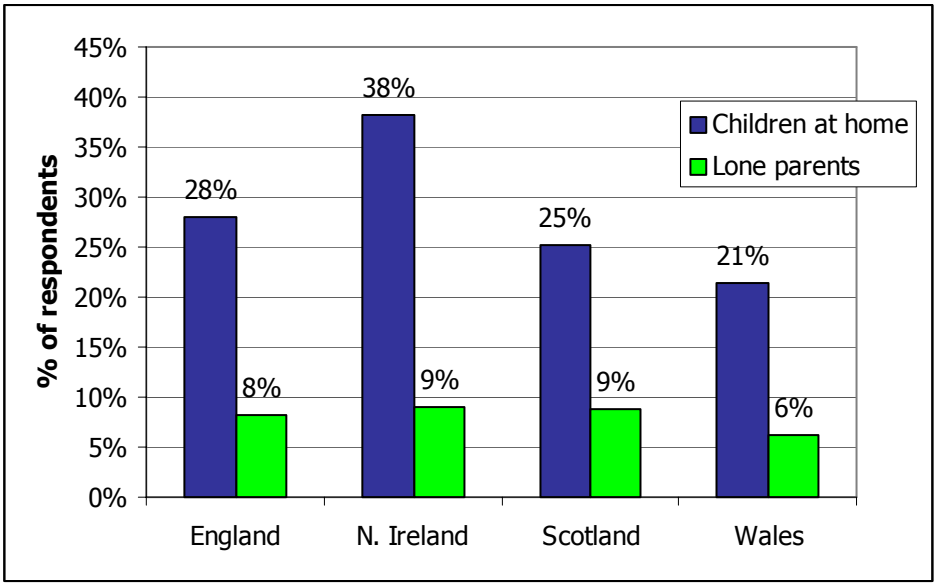
The programme has reached a wide range of people throughout the UK – with an estimated one million users. Overall:

- Centres are reaching a very even mix of age groups, and a small percentage of under 16's (7% in Scotland and less than 5% in the other countries) three-quarters of which were from libraries.[6]

[6] There may have been more of these young users who were not considered within the scope of the programme and thus not given questionnaires.

- There was a higher proportion of people 65 and over (10% points more) among library users than at other venues.
- Overall, 61% of users were women and 39% men, though Northern Ireland had even more women – 70%.
- Around a quarter of users had children aged under 18 and a little over a quarter of those were lone parents. This varied by country, as shown below.

Figure 5 Parents and lone parents in user survey, by country



Source: Hall Aitken, user survey, n=10,201

The programme has been successful in reaching the targeted groups. Data from Centre Managers suggests that two thirds of users in centres other than libraries were digitally excluded (67%) and more than half were from at least one socially excluded group (53%).

Variations between countries were more a result of a different mix of centre types than any other identifiable factor – in particular the proportion of libraries. As this appeared to be the most significant variable we have shown the data separately for libraries and all other centres.

Figure 6 CALL target groups attracted

CALL target group	Average % of users at libraries	Average % of users at other centres
No or low ICT skills	**56%**	**67%**
No home access to the internet	47%	40%
People with few or no formal educational qualifications	**35%**	**53%**
Adults returning to learning	29%	50%
People who find it difficult to engage in formal education or training	20%	39%
Older people	**48%**	**37%**
Socially excluded target groups	**42%**	**63%**
People living in socially disadvantaged areas	55%	58%
People in rural or remote communities	46%	47%
Lone parents	20%	18%
Black and ethnic minorities	9%	17%
Minority language groups	22%	24%
People with disabilities	11%	15%

Source: Centre manager survey, November 2003

The profile of users at libraries was noticeably different from the other sectors we looked at. Libraries attracted lower proportions of users who were detached from learning, and fewer people from socially excluded groups. However libraries were more successful in targeting older users than other sectors. Just under half of those using CALL centres in libraries were older age groups. Because of this, the majority of those using CALL learning centres in libraries were digitally excluded to some extent, with more than half having no or low ICT skills (56%).

The proportion of users with no ICT skills or experience was half that of those in Community and Voluntary sector centres, or in other forms of Local Authority provision.

3.3 Digitally excluded groups

Among learners we tracked through research partners almost six out of every ten users (59%) had either no previous ICT experience or only very basic experience. And only a handful had used computers a lot. However Digital Divide research consistently identifies that lack of confidence is a more significant barrier than lack of skills for many people. Our user survey found that Local Authority and Community and Voluntary sector centres were most effective in reaching such people. As Figure 7 shows more than seven out of ten learners in these sectors lacked the confidence to use ICT.

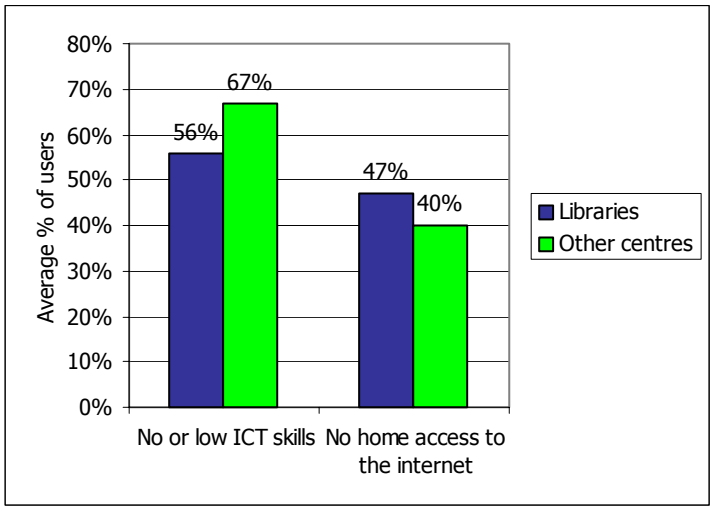
Figure 7 ICT related target groups

Target group	Library	Other LA	Comm/vol	College/ Uni
No ICT skills or experience	15%	33%	31%	26%
No confidence with ICT	49%	79%	73%	67%
No home access to computer	53%	39%	48%	34%
No home access to the internet	74%	64%	69%	60%

Source: Hall Aitken, CALL user survey for Northern Ireland, Scotland and Wales. n=2,681

While many of the CALL users at libraries had some ICT skills or experience, libraries were more successful in attracting people without home internet access. This is likely to be due to the libraries' profile for free internet access. As Figure 8 shows, almost half of library users have no home internet access (47%). In other sectors, users are more likely to have home internet access, but less likely to have the skills to take advantage of it.

Figure 8 Digitally excluded target groups



Source: Centre manager survey, November 2003, n=132

Case Study - Mike, Manchester

Mike is a vicar. He went to the CALL funded UK Online Centre at Gorton because he had owned a computer for some time and was terrified of touching it in case it crashed. The computer hadn't been used for some time and he realised he had to do something with it.

The first time Mike went to the centre he thought the staff were "absolutely brilliant" with him. They made him feel welcome and it wasn't like being at college. When he first arrived the centre staff had a long chat with him about his interests. Mike wanted to find out how to turn on his computer, be confident with computers and be able to navigate around the computer.

Mike's initial expectations were that he thought it was some kind of college set up. When he arrived he though the centre was very homely. He found that the

staff at the centre were very supportive and very friendly. He loved the centre and felt that the best part was that the learning was flexible.

Mike has learnt how to send e-mails and use the Internet. He has also started working towards a nationally recognised qualification – ECDL, which means he's really "taken a step forward". He has also learnt how to use Clip Art and Photoshop Illustrator. The skills Mike has gained have helped him with his job as a vicar. He's involved in promoting events and sending out letters and now his posters and leaflets are more attractive.

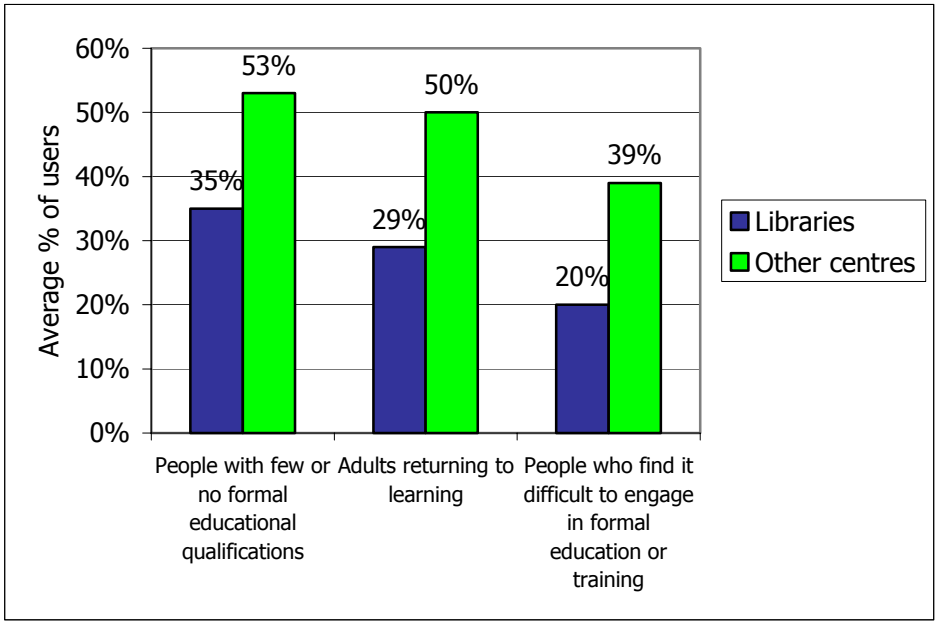
Mike doesn't want to go onto Higher Education as he may retire soon. But he does want to continue his learning and carry on just to expand his knowledge. Mike just wanted to get around his PC and now he wants to do some virtual learning, doing a bit at the centre and a bit at home. He has the confidence now to work on his computer away from the centre.

3.4 People not engaged in learning

The CALL programme aimed to provide a learning environment that could attract and successfully engage people who had lost touch with learning. Those detached from learning include those with few or no formal qualifications, those returning to learning, and those who had difficulties engaging with formal education. Our user survey found 41% of people using the centres had not taken a course in the previous five years. The research partners found that in many cases it was much longer. Nearly a fifth of learners interviewed (17%) mentioned having no recent experience of learning, though others may also have been new to learning.

As Figure 9 shows there were again clear differences in how these target groups use libraries and other types of CALL Learning Centre. Non-library centres were more likely to attract users who lack formal qualifications, and this group made up more than half of all users on average (53%). But in libraries only just over a third of users lacked formal qualifications (35%), suggesting an overall less excluded client group. The proportions of adult returners to learning among users showed a similar pattern, with 50% of non-library users in this category compared to 29% of users in libraries.

Figure 9 Percentage of centre users detached from learning



Source: Centre manager survey, November 2003, n=132

Some 39% of users in non-library centres found it difficult to engage in formal education or training. The proportion in this category using libraries was around half that level at 20%.

3.4.1 What works with people new to learning

The manager of one outreach project said when they had put their funding bid together for CALL, the local college told them there was no more demand for introductory ICT courses. But the project soon found their more learner-centred approach led to waiting lists for their courses. Unlike the college they had very small class sizes (4 learners), laptops in their local rural community centre, and tutors who were returners to learning and work themselves.

Learners in projects all over the UK commonly said, unprompted, "I like it here because it's not like a college". Ten percent of learners talked about how their feelings about learning had changed since coming to the CALL learning centres and said, thanks to their good experience at the learning centres, they were now keen to learn.

> *His experience at the centre encouraged him to be more confident about learning in general.*
>
> *He overcame shyness and took control of his own learning.*
>
> *She had "failed" a Word Processing course elsewhere and wanted to improve her skills at centre.*

Once people are coming to the centres and making friends, this also raises their confidence – and motivation to learn.

In addition to learners encouraging other people to come to the centres, we heard about learners encouraging each other to *keep* coming to a course or to

progress to further learning. Several research partners cited learners taking an introductory course and then encouraging friends or family members to come along to the centres too.

> *The group of learners we had for an introductory course got on so well together that they decided to do the next course together.*
>
> *When I took courses at the centre myself, some of the people in our group decided to go to college to get an IT qualification. I wouldn't have thought of doing it myself, but with the moral support of the rest of the group, I went ahead and went to college. Now I'm a qualified tutor.*

3.4.2 Case Study - Ann (50), Belfast

Ann has no recent experiences of learning. She hasn't undertaken any learning since she left school. One day she saw the information desk at the Ligoniel Improvement Centre and came across to see what they did.

The Ligoniel Improvement Centre is located in an existing community facility. It provides drop in and programmed courses, taster sessions and supported and unsupported drop in facilities. The centre targets adults with few or no educational qualifications, literacy and numeracy problems, no experience or knowledge of ICT and those with difficulties returning to adult education/training. The wider activities of the community centre include providing education classes, advice and links to wider community regeneration projects.

Once she found out what they could do she came to the centre because she wanted to keep in touch with her family through the internet and e-mail. Ann thought the staff were all very helpful – the reception staff were friendly and approachable and she could ask the tutors for anything that she needed to know about the computers. There was also one-to-one tuition if she needed to know something specific.

Initially Ann attended one of the basic classes for beginners. She thought she wouldn't fit in but the rest of the students were all around her age so she fitted in quite well. She thought the tutors were "the best". She learnt how to search the internet. She used it to book holidays and to keep in touch with her family abroad in Australia and elsewhere in Ireland. She also does her home shopping on the computer also uses the free drop-in centre.

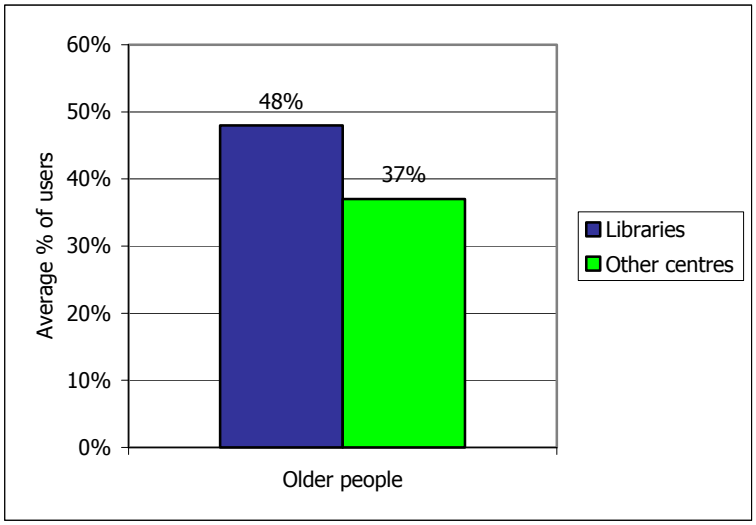
Ann has achieved and exceeded her goals and is now attending other classes. She now attends classes outside of the centre in other community centres including aromatherapy classes and other women's classes. Ann also has widened her social life through socialising with her learning circle in the other community centre and the family centre.

Ann's whole confidence and feeling about learning changed dramatically. When she first came to the centre she was very withdrawn – like some of the other students on the course it was the first time she was back in any kind of class, so it was quite an experience for her.

3.5 Older People

As Figure 10 shows our survey of Centre Managers found that almost half of users in libraries (48%) and more than a third of users in other centres were older people (37%).

Figure 10 Proportion of CALL centre users in older age groups

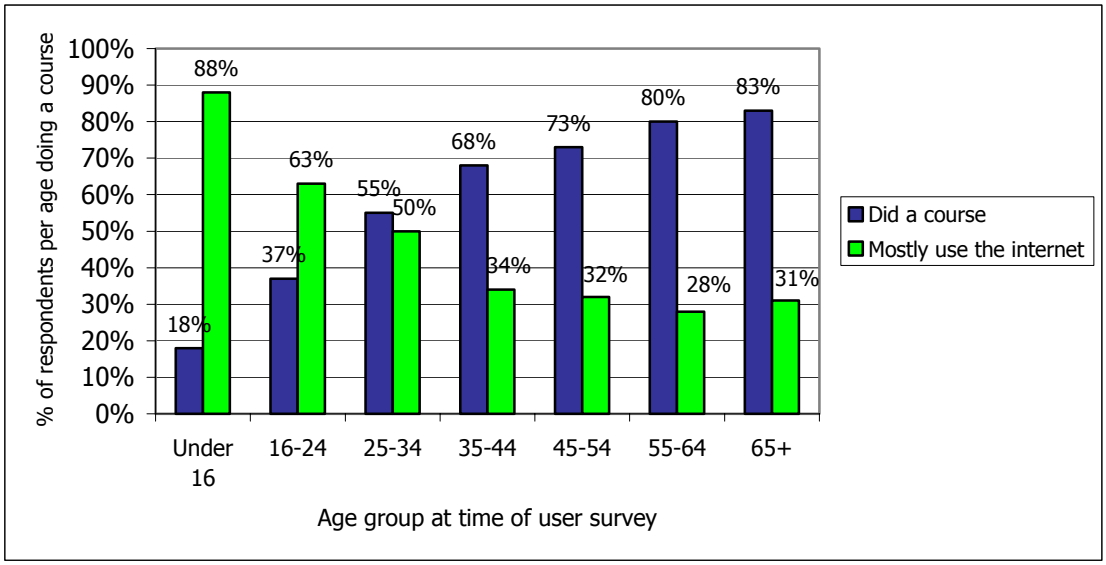


Source: Hall Aitken centre manager survey, n= 132

People use centres differently and age is a clear factor in this. Almost all the users we surveyed were either using the centre for Internet access or were taking a course. Only 5% stated that they were doing both.

As Figure 11 below shows, the older the user, the more likely they were to have completed a course at the centre by the time they completed the user survey questionnaire. Conversely younger age groups were most likely to have been accessing the internet at CALL centres. Clearly older people are more likely to respond to a more formal course offering than simply 'drop in' – younger people tend to be the opposite. This is an important factor to bear in mind when designing and targeting future provision.

Figure 11 Main activity by age group



Source: Hall Aitken, CALL user survey (Northern Ireland, Scotland and Wales), n=2,656

This matches with our finding that many older people had access to a computer at home but had never used it. There are several commonly cited reasons for this:

- they see computers as being for children or for people with office jobs, so they got one for their children or grandchildren to use;
- they had been given a computer by a family member but had never learned about computers or knew why they would need one; or
- they are simply daunted by the technology and do not know where to start.

3.5.1 What works in targeting older people

3.5.1.1 Barriers

Older people can face specific barriers to learning in addition to any wider social and economic barriers that other groups face. Older people often are not clear what ICT can do for them because they associate it with work. Older people who are retired may not see the relevance of qualifications. Learning materials aimed at younger age groups can also heighten their sense that courses are not for them.

The older people are, the more likely they are to need repetition in their learning, so they can easily be left behind at a pace that suits younger age groups. CALL centres have reached people in their 70's, 80s or 90s. Centres found many people in these upper age groups can have difficulties matching vertical screens with horizontal mouse movements and those with shaky hands can struggle using mice. These older age groups can also be less mobile and getting to classes located on upper floors can be a problem.

3.5.1.2 Hooks

- Older people often have more free time than they can fill and like a diversion.

- They often have family or friends who use computers and email a lot, and they wish they could take part.
- Meeting new people and getting out of the house to socialise is a big draw.
- Many older people have been given a computer or bought one but don't know what to do with it.

3.5.1.3 What to offer

Our research has identified several successful approaches.

- Marketing to emphasise the gentle start: "Computers for the Terrified" or "Baby Steps".
- Small, sociable classes with one-to-one support.
- Trackerballs, magnified screen settings if necessary, and a ground floor location or with a lift.
- Focus on communicative and creative activities and email, digital photography, desktop publishing.
- Reviewing the previous sessions learning at the beginning of each class.
- Using the internet to find people they used to know.
- Shopping and travel websites to save money and time and open up new opportunities.
- Creative opportunities to use their new skills in the community – making posters, helping school children with history projects, editing the parish or school newsletter or calendar.
- Older tutors can be useful but classes need not be only for older people – mixed social groups are good if same ability.
- Moving older people on to *learndirect* courses often proves unsuccessful because they came to the class largely for the social interaction, weekly focus, and individual support.

3.5.2 Case Study – Ron (79), Llynfi Valley

Ron is a 79-year old man who had recently suffered a nervous breakdown. Ron worked in the mines and years ago he was a paratrooper with the Marines in the War. Over the years his life had gotten into a rut. When the staff at the Llynfi Valley ICT project were leafleting to try to get people onto the course, they had a chat with Ron and he decided to give it a go.

The Llynfi Valley ICT project is located in the Llynfi Enterprise Centre. It provides drop in and programmed courses to people with few qualifications, people who have difficulty engaging in formal education, excluded young people, people that are long and short term unemployed, women, older people and minority language groups. It delivers a range of ICT and other primarily non-accredited courses to people living in the Llynfi Valley.

Ron had never used a computer or the internet before and was a total novice. He enrolled on the Computing for Beginners course and finished it at Christmas. He attended all the centre's drop in sessions and his skills and confidence

greatly improved. His family were so pleased with all the effort that he'd made that they bought him a computer for Christmas.

Ron then moved on to word processing, he completed that and went on to do the Introduction to the Internet course which he has also now completed. He now sends e-mails to his grandson. He's come on "leaps and bounds" from his first session and is impressed with himself and the work he's producing. He is intending to enrol onto desktop publishing next.

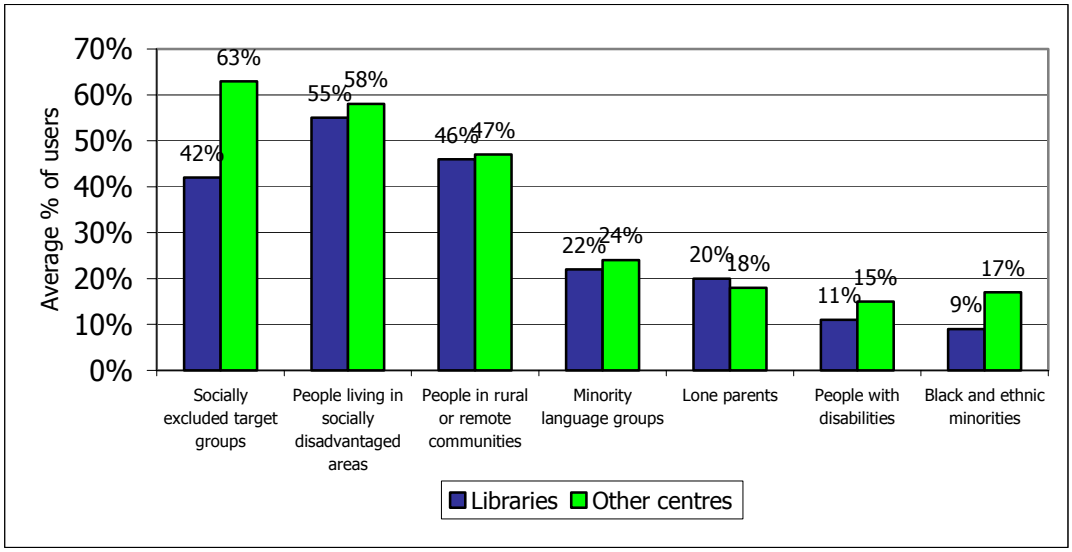
Ron's confidence "has gone straight through the roof". When he first came to the centre he couldn't use a mouse. Ron has won the student Best Endeavour Awards at the first anniversary of the project. The centre staff are "extremely proud of him".

3.6 Socially excluded groups

The CALL Learning Centre programme targeted several groups who are more likely to be disadvantaged than the wider population. As Figure 12 shows the programme has been successful in targeting many of these groups, with 63% of users in non-library centres identified as being socially disadvantaged. Libraries attracted a lower proportion of disadvantaged users, although this still represents more than four out of ten users (42%).

Libraries attract similar proportions of people from disadvantaged areas and remote rural areas as centres within the other sectors. However they are less effective in targeting people with disabilities and people from BME communities.

Figure 12 Percent of CALL Learning Centre users in socially excluded target groups



Depending on the profile of the area a centre is aiming to serve and any other local services available, a centre might focus on one main target group or a wide range of groups. The following lessons are drawn from the qualitative and quantitative data we have gathered to identify what works with each of the main excluded target groups.

3.6.1 What works with people in special residential settings

People that are in residential setting such as hospitals, sheltered accommodation, homeless foyers and prisons have particular needs and circumstances.

Barriers

- Lack of personal resources to have a computer
- Limited freedom to live a "normal" life
- Limited confidence
- Less access to other learning provision

Hooks

- Participating in ordinary life
- Communication with family and friends
- A view on the outside world

What to offer

- Training for staff along with residents
- Computer and internet access that is available when laptops are not visiting, where the learning is started on an outreach basis
- Fun, communication and hobby-driven learning content
- Ways of building ICT use into their everyday life to make it richer

Special considerations

- People in prisons may need their emails and internet use filtered to abide by security regulations
- People in hospitals or sheltered accommodation who commonly have doctor's appointments need to be assured that missing one class shouldn't stop them from coming back
- People getting their lives back together can do qualifications in ICT or other subjects they want to pursue

3.6.2 What works in multicultural projects

Barriers

- Language
- Feeling the learning materials and other content is not relevant
- Working long hours can make daytime classes less appealing or viable
- Women may not be able to be in classes with men

Hooks

- Links to family and friends abroad
- News of home countries, especially in their native language
- Meeting people like themselves
- Specialist support with documentation or dealing with officials
- Developing their businesses

What to offer

- Staff who speak a variety of relevant languages
- Special keyboards and software to allow for other types of script (Arabic, Chinese, etc)
- Marketing of access to online newspapers from other countries
- Introductory computer classes (including women-only groups) taught in a variety of languages that suit the target groups
- Training mentors who show promise to broaden the language base
- Creative projects for women, electronic accounts, DTP and web design for businesspeople
- Late night opening for when restaurants and late opening shops close
- After school clubs for children and young people
- Help with government websites to get forms and make sense of them (especially for asylum seekers)
- Connections to non ICT and English classes to keep people involved
- Email access and instant messenger
- Job opportunities as tutors for members of target groups (this can be especially valuable to help the centre get a cultural mix of tutors to match the potential centre users).

3.6.3 What works with unemployed people

Barriers

- The expense of owning and running a computer with internet access
- If long-term unemployed, low morale and low confidence

Hooks

- Access to new skills that can lead to a job
- Many jobs are now only advertised online
- More confidence
- Chance to get out of the house

What to offer

- Internet access to research and respond to online job sites
- Help with CVs – including polishing content and layout and printing on quality paper
- A range of ICT courses that lead to qualifications
- Guidance on other learning subjects available
- Links to local job access and employment projects (ideally in the same building)
- Free childcare, ideally on-site or close by
- Creative courses and access to technology users couldn't afford otherwise (scanners, mp3 players, digital photography)
- Job opportunities and work experience tutoring other users

3.6.4 What works with (lone) parents

Barriers

- Ability to afford high quality computer access at home
- College hours often conflict with school hours
- Lack of affordable childcare
- Lack of confidence, especially if they started parenting young

Hooks

- Chance to get out of the house and spend time with adults
- Desire to prepare for work when children are older
- Need to help children with schoolwork or show them games on computers
- Fun and creativity

What to offer

- Free childcare (hooks even parents who don't care about ICT)
- Outreach to parent and toddler groups
- Family events – for parents and children to learn together and separately
- Links to schools (creating calendars, t-shirts etc, for fundraising)
- A sociable atmosphere
- Opportunities to progress learning to a range of qualifications on site
- Community development opportunities

3.6.5 Case study - Kabeera, Cardiff

Kabeera is from South Africa, she is a single mother with a daughter aged two. She was an asylum seeker and has had a traumatic life and been through a lot since an early age. Kabeera had never touched a computer before. When Kabeera first came to the South Riverside Community Development Centre, staff asked her why she decided to come along. She didn't really have an idea although she wanted to learn and heard about the classes so thought she would join one.

South Riverside Community Development Centre is known as the Riverside Warehouse. It is an independent charity and now a company limited by guarantee. It is a mixed centre providing both fixed as well as outreach and mobile services. The centre provides drop in courses, supported drop in and taster sessions. The centre targets services at black and minority ethnic groups, people who are unemployed and both young and older people.

Kabeera gained new skills through completing an Introduction to Computing course and Introduction to Word Processing level one. She also worked on the accessories part of the computer which include Paint and art programmes. She also learnt how to use excel and is working on CLAIT. She wanted to learn Excel so that she could develop budgets for the business she would like to run.

Kabeera kept coming back to the centre because of the level of support she received from the centre; both from friends and tutors. She thought the level of support was excellent. She liked the way the courses were taught. She also liked the encouragement she got from the centre staff and the tutors. The tutors spoke English at a suitable pace for Kabeera as it's her second language. The childcare provision at the centre was also very important to Kabeera, as she is a single mother.

Kabeera gained a lot of confidence through attending the centre and completing the courses. When she first started at the centre she lacked confidence; particularly in communicating. She has now started to communicate with groups of people in the class and outside the class in breaks. Attending the centre has "boosted her confidence" and helped her understand other cultures and religions.

Kabeera would like to buy a computer in the future as she thinks it would help her child. She also hopes to use the skills she's learnt in the future in particular to do her job effectively. She would like to run her own business and open up a nursery.

3.7 Outreach

The most effective way we have identified to reach hard to reach groups is outreach, proactively going to prospective learners rather than waiting for them to come to the centre. This is particularly important for people with little confidence and those who aren't clear why ICT would be relevant to them. Outreach can be used for marketing, or delivery, or both.

3.7.1 Outreach as a marketing approach

Marketing outreach can involve several approaches.

- Outreach staff going door-to-door in the target neighbourhood to explain what's on offer and how it could fit with people's interests, and encourage them to come along.
- Outreach or development workers can visit local organisations to talk about their interests and what the centre can offer them to fit their interests.
- Centre staff can take laptops to visit local groups to do tasters or fun ICT activities with them (especially useful with things to take away like mugs or t-shirts).

But often the approach is one that evolves or is dependent on individual staff. One project had a former bouncer working the front door to charm passers by into coming into the centre to try out the drop in computers just inside the door. In other projects, staff who live in the community often find themselves telling people about the centre when they are queuing in the supermarket or chatting to people in the street.

Our manager survey suggests around a third of the projects were using this approach at the time of the survey. Of these, it was successful for 88% in England and 69% of centres in the other countries.

3.7.2 Outreach delivery

Outreach as delivery is a more ambitious approach. Funding for it can be hard to sustain and it can be difficult to provide facilities for people to continue once they have started to use ICT. But it also has powerful potential to reach more isolated people.

Common approaches include:

- Taking laptops to a variety of venues that don't have IT suites available;
- Using a mobile learning centre (van, bus or trailer);
- Setting up an IT suite in a venue that serves prospective learners who are unlikely to travel to the centre and tutors are brought in to teach the courses, usually on a weekly basis; and
- A permanent centre is set up in a host venue with tutors hired or bought in at first and volunteer tutors trained from among keen learners.

Each of these serves a slightly different purpose. The permanent option can offer progression routes for people who are too far away from the main learning centre. The laptops and mobile bus are often used for introductory courses or tasters and maybe one follow up course. Their aim is to introduce a variety of target audiences to ICT in the hopes that they will progress to courses at the main centre.

The manager survey found 44% of centres in England and 50% of centres in Northern Ireland, Scotland and Wales offered a degree of outreach.

Among those laptop and mobile unit projects that completed the centre manager survey, introducing a variety of learners to ICT was the most common priority.

Two laptop projects participated in the research partners work. Both of these projects had asked for revenue funding to offer introductory and intermediate courses. Because the CALL programme was oversubscribed, they were only funded to provide introductory courses. One project was delivered to older people through rural libraries without fixed internet access. The other used community centres in rural areas, and had more advanced courses in the nearest town.

Both projects were oversubscribed, but they were unable to source further funding and had to close the project, despite a waiting list.

Some of the older people went on to learn together with the help of volunteer tutors before the laptops were given away to a community organisation. Learners at centres with community development workers got the encouragement, leadership and support to progress to many other activities. Those who went to centres without this support made little progress.

From these, and other projects we visited, we conclude that lessons can be learned for the future.

- People in rural communities too far from established centres will come to laptop projects – and ask for more learning opportunities in the same venues.
- To make the most of introductory classes, learners need a variety of progression opportunities.
- Locally-based support workers pave the way for ongoing progression – whether through learning or other development opportunities.

- Once a laptop project – or mobile unit – has introduced less confident people to learning, and word of mouth spreads, there is local demand to be met, and opportunities to build on with more investment.
- Training both learners and any other local workers in more advanced ICT can help the sustainability of learning and its relevant use by the local community.
- Setting up links with local organisations is critical for initial marketing, course design, delivery and follow up.
- During introductory courses and beyond, learners need access to computers and the internet to put what they learn into practice.

3.8 The role of staff

Our interim report noted that a key selling point of centres and reason for their success is their staff, who are patient with learners at all levels and speeds – a very different experience from what many users had at school. Nearly all User Survey respondents thought the staff were friendly and helpful (98%) and two-thirds of users (68%) *strongly* agreed with this.

This was reinforced by all the research partners work and our direct contact with learners. The friendly and informal approach of staff was crucial. Qualifications were much less important. Many of the most successful staff were local people and previous learners who had moved into voluntary and paid positions. The role of formal staff training and qualification in this seems to be limited.

3.8.1 Case study – Ailish and Martina, near Newry, Northern Ireland

"Ailish found out about the course in the bulletin. She also came from a farming background and she'd heard about the Department of Agriculture and Rural Development ICT course and wanted to do it, but she wanted to start off as well with something basic. She didn't know that I was the tutor.

Aylish and I used to pick mushrooms together years ago, and she said to me on the first day of class, "I remember when we picked mushrooms together and now look at you." I know I'm only a tutor and don't work full-time, but from picking mushrooms to being in a classroom teaching four people - she said that I was an inspiration to her, 'If Martina can do that, then I can do it', so it was good to think I was inspiring somebody to work on." – Martina, tutor and returner to work

4

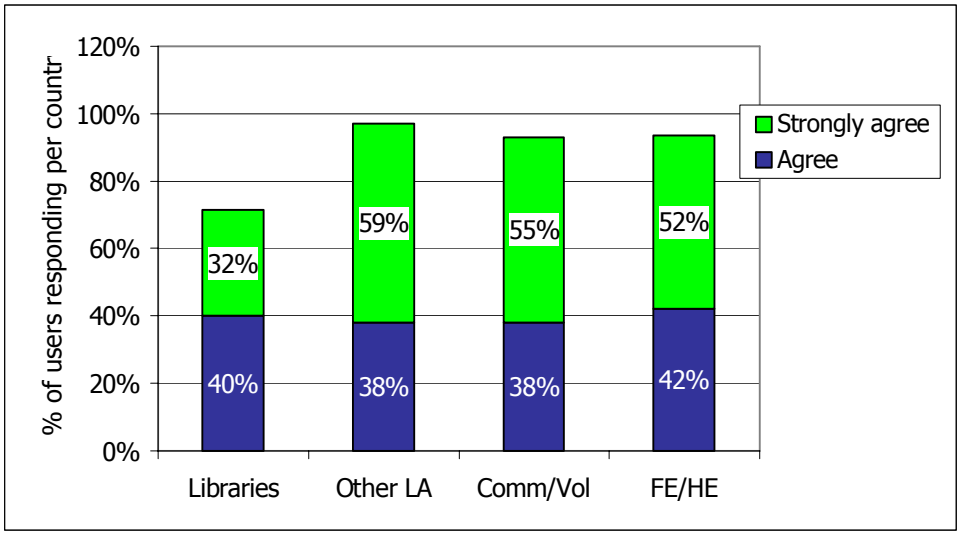
4 Learning

Although engaging learners was an important objective of the CALL Learning Centre Programme, the Big Lottery Fund also wanted people to continue to learn. How people progress and what they go on to achieve are therefore important outcomes.

4.1 Learning new skills

When users were first surveyed, generally within three months of coming to the centres – 88% of users surveyed across the UK said they had gained new skills at the centre that they would not have gained anywhere else (43% strongly agreed). Users in Scotland were more likely to have been confident ICT users when they arrived (often at a library to use the internet) so their achievements are lower, but still substantial.

Figure 13 Users who agreed they were learning new skills at the centre that they would not have learned anywhere else



Source: Hall Aitken, user survey Northern Ireland, Scotland and Wales, n= 2705

4.2 Using ICT

The Big Lottery Fund created the CALL learning centres to encourage more adults into learning and to generally do this through the use of ICT. As we will see later, ICT has been a very effective hook for encouraging people into learning. But an important test of the value of learning is the extent to which learners use their new skills.

4.2.1 What sorts of things did people learn to do/study?

A third of the learners interviewed (34%) talked about how they're using their new ICT skills in everyday life now. The learners interviewed weren't prompted in detail for the answers others had given so the percentages given are only for those that happened to mention the skill, not necessarily for all who actually do now use ICT now.

Figure 14 Main types of ICT use

Types of ICT use now	%
Improved skills at work	17%
Active use of internet	16%
Use of software packages beyond training courses	15%
E-mailing (inc use of attachments)	13%
Using new ICT skills for voluntary work/ social activities	10%
Using new skills to teach others	9%

Source: Hall Aitken, video interviews, n=173

The specific types of ways people use ICT is wide-ranging. The learners described a wealth of such ICT uses in the learner interviews, as the examples below show:

- using a web cam at home to keep in touch with family and friends;
- selling things via ebay to clear out the house and raise money;
- read foreign newspapers online;
- check prices on the internet to "see if she was getting a bargain";
- book flights for parents; and
- CD burning at home after basic video production course.

Learners can feel much more empowered, both through using new skills, and in improving how they spend their time.

> *He showed his wife how to order groceries online – and has saved himself from the dreaded weekly wait in the supermarket car park.*

Several research partners described how learners were sharing their new skills with others in the community and getting more involved.

> *We've run a cookery challenge in hostels with recipes being downloaded from the internet.*

> *She's now helping the young people at her work to get the right information they want off the internet.*

He's writing articles for a local football team and e-mailing them to the local newspaper to give details of match reports or matches that are coming up.

He now uses skills to video events at local church.

Some people were using ICT for a variety of activities.

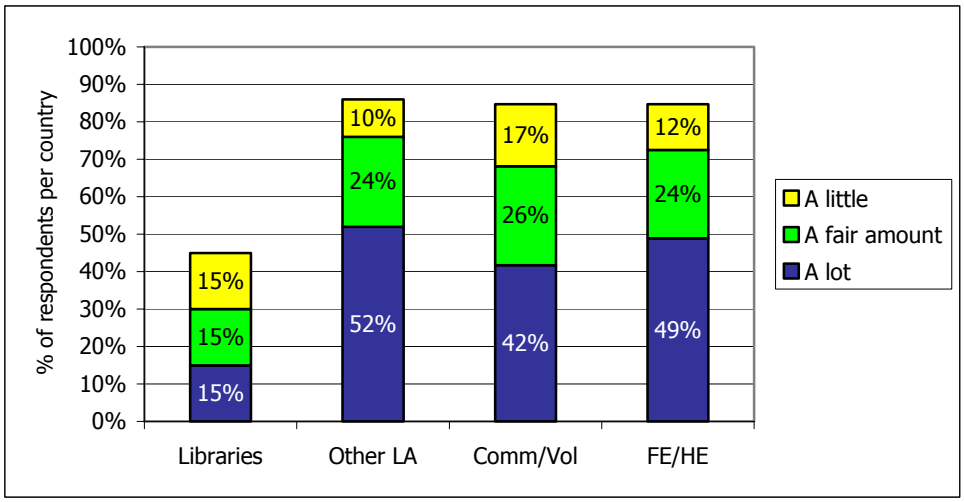
He finished his website on Country and Western music and he was so proud of it. Through his mobile phone he was able to exchange information between the phone and the computer and download ring-tones off the internet. He has been doing a lot of job search on the internet and has applied for jobs.

4.3 Advice and support for learning

The staff at most centres had a very important role to play in people's experience: they convey an atmosphere of support and encouragement, they are often ambassadors in the community encouraging people to try the centre, and they introduce many learners to the possibility of progressing with their learning.

- In all sectors, virtually all respondents (98%) thought that staff were friendly and helpful (and at least two-thirds "strongly agree").
- Half of follow up survey respondents (52%) said they had been shown websites about learning opportunities.
- The centre staff also promoted learning progression to other learning providers. Over half of follow up respondents (53%) were also told about learning opportunities at other venues.
- In non-library centres, most users said they received encouragement and support to do qualifications.

Figure 15 Extent of encouragement and support to do a qualification follow up respondents had received



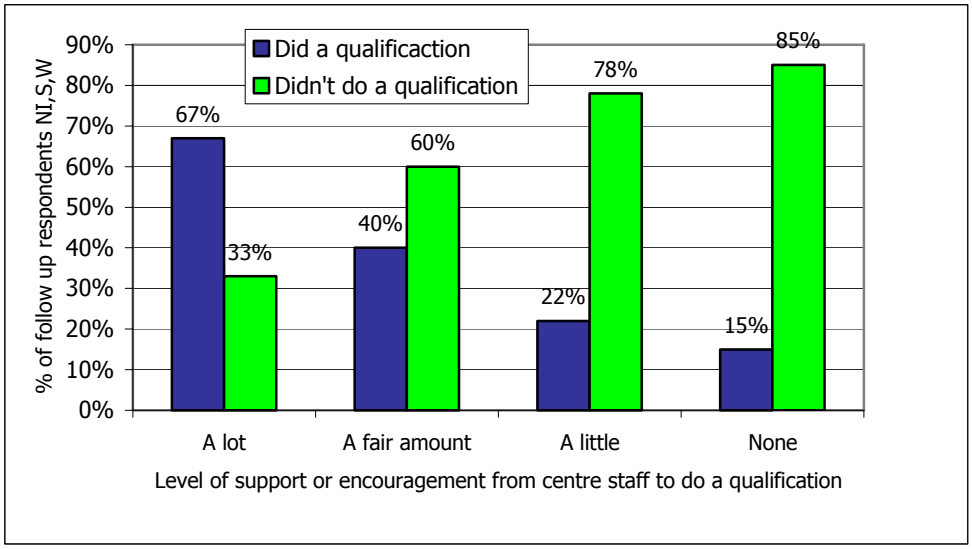
Source: Hall Aitken, CALL user and follow up surveys for Northern Ireland, Scotland and Wales, n=818

Given that nearly half of user survey respondents (39% to 45%) had not done a training course in the previous five years, this encouragement will have changed the perspectives and aspirations of many people – a strong theme echoed in the research partner work.

In those sectors where learners were encouraged to do qualifications, the rate of actually doing qualifications was higher – just under half for non-library local authority centres and community/voluntary sector-led centres (45% and 48% respectively). Further and higher education-led centres were more likely to have a wide range of courses on offer, and they had a 55% rate of learners doing qualifications. In contrast, where learning was commonly offered amidst internet access, only 17% of learners did qualifications.

The impact of this support and encouragement is also underlined by the correlation it has with people subsequently going on to do qualifications.

Figure 16 Users doing a qualification by level of staff support and encouragement



Source: Hall Aitken, CALL follow up survey, n=936

4.4 Qualifications

The proportion of courses that were accredited with certificates also varied between the different sectors. Just over half (52%) of learners doing courses at adult and community learning centres ("other local authority" centres) said they earned a certificate for their course, compared to around 25% in each of the other sectors[7].

Nearly half (46%) of centre users doing qualifications in Northern Ireland, Scotland and Wales were returners to learning, having taken no courses in the last five years. But the more courses learners had taken in the last five years, the more courses they are likely to have gone on to do at the centre.

[7] 26% in libraries, 25% in community/voluntary sector-led centres and 24% in centres led by further and higher education institutions.

4.4.1 Qualification trends among types of user

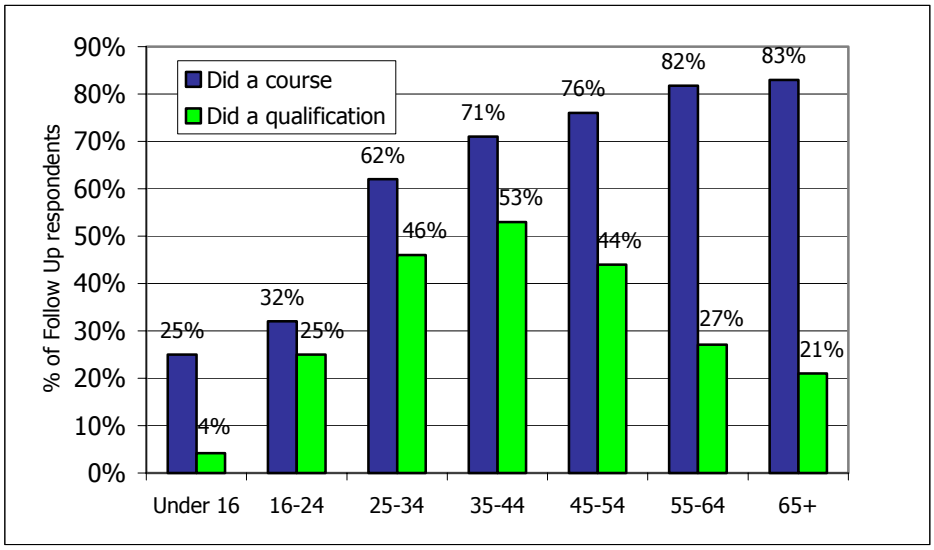
Centres are valuable to new and more established learners in different ways:

- New learners focused on ICT courses while established ones explored more topics.
- The more courses a person had taken in the five years before coming to the centre, the more likely they were to do a qualification in a non-ICT subject since they came to the centre.
- Most returners to learning (83%) only took ICT qualifications, compared to two-thirds (60%) of those who had taken 4-6 courses in the last five years.

This confirms what our qualitative research has strongly shown: that ICT is a hook that appeals to people returning to learning who had not considered it before. However, the qualitative research also shows that outreach work and marketing have a key role to play in attracting these people.

In the follow up survey, 6-9 months on, we found that age is also directly related to whether people had taken a course, with people progressively interested in courses the older they become. But the age relationship to qualifications is quite different, and related to confidence and perceived relevance. With qualifications, learners are progressively interested up to the 35-44 age range and then the level of interest drops off.

Figure 17 Respondents taking courses and qualifications, by age



Source: Hall Aitken, CALL User and follow up surveys (Northern Ireland, Scotland and Wales), n=936

4.4.2 What holds people back from qualifications?

Those respondents who didn't take qualifications gave the following reasons, which varied little between countries or sectors:

- "Nothing interested me" (26%);
- inconvenience (9%);
- having to go to college (8%)

- lack of childcare (2.5%)
- cost (10%)

The write-in answers suggest that if government policy to encourage everyone to do SVQ Level 2 qualifications covers everyone, there may still be scope to make qualifications more relevant to a wider range of people, especially older people. Offering even more qualifications that are flexible around working hours could also attract more people. The most common write-in answers included:

- "already have a qualification" (4% overall but only in libraries and other local authority centres)
- "no need to gain a qualification" (13%);
- "retired" (10%) and age (13%); and
- "job" (7%) and "commitments" (5%).

In the few library board-led centres 20% wrote in that they did not have enough information about qualifications.

4.4.3 Case Study – Tracey (22), Glasgow

Tracey is a lone parent with one child. She hadn't done any other type of learning since leaving school. She hated school and had a bad experience with her teachers, and she felt that this affected her schoolwork. She wished she'd had a better experience at school so that she could have passed all her exams, left school with no qualifications, and got a job at the end of it. Tracey came to the Rosemount Flexi Centre to learn basic IT – she didn't know how to use a computer and was sceptical about returning to learning.

The Rosemount Flexi Centre is in Glasgow and located on a high street. It provides structured courses, supported and unsupported drop-in facilities and taster sessions. The centre has crèche facilities and targets services at ethnic minority groups, lone parents, people with basic skills issues and people on low income and unemployed. The centre offers courses including basic IT courses, ESOL and maths courses.

Tracey wanted to do a course that would slowly get her back into learning. She thought that if she could start learning again with a different approach then she could go on to do anything she set her mind to. She was surprised to find how easy it was to learn to use a computer and has moved on quickly from her IT course to a SVQ 2 in childcare.

Completing the IT course has restored her faith in learning and returning to learning. She is more confident about using computers and thinks she's learnt to do a lot of different things. She's enjoyed making new friends at the centre and learning how to use the computer helped her to do her assignments and projects. She thinks that if she had to write her assignments on paper she would not have finished them on time.

4.4.4 Target groups and qualifications

Data was available to assess the experience of different target groups in Northern Ireland, Scotland and Wales. It shows distinct differences for groups

that centres are well suited to serve. Across these countries, a third of all follow up survey respondents (34%) did a qualification.

- **Lone parents** were more likely to have taken a qualification since coming to the centre than other users: over half took a qualification (55%), though slightly more (59%) of parents living with a partner took one.
- **Unemployed people** were by far the most qualification-orientated economic status group: over half (58%) of unemployed people did a qualification compared to a third of those in work (38%), a quarter of all non-working groups (28%) and a third of those who were too ill too work. (32%).
- **Black and ethnic minorities** were rare among follow up respondents, and only 5 of the 300 qualifications reported were done by this group.
- **Older people**, who are common users at CALL learning centres, were least likely to do qualifications. Although older people do the most *courses*, they cite "age" and "no need for a qualification" as reasons for not doing one.

4.5 Progress

Respondents felt that coming to the CALL Learning Centres helped them to progress to other learning – both to more advanced ICT courses and topics available through **learndirect**.

Almost three-quarters of users (72%) who responded to the first user survey said coming to the centre had helped them to go on to advanced computer courses (33% said it helped them a lot).

Just over half (53%) of user survey respondents said centres had helped them go on to **learndirect** courses. A third (30%) said they were helped to some extent to go to college or university, and 13% overall said coming to the centre helped them "a lot" with this.

Home internet access is a factor in the appeal of learndirect courses. But we found that in a sample of learners in Scotland rural learners with home access were much more likely to go on to a learndirect course than urban users with home access. We do not know whether this is a matter of convenience for the learner or as a result of different programming at more remote centres.

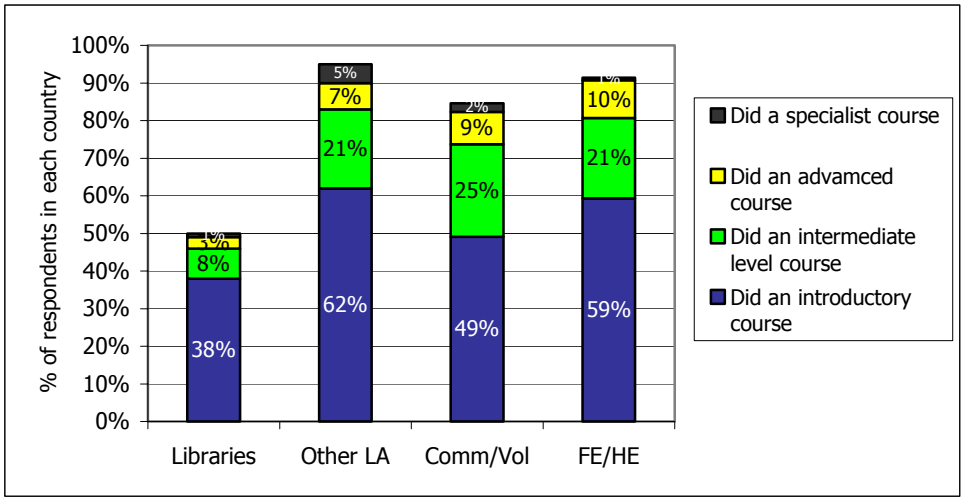
At the time of the follow up survey, 6-9 months later, almost two-thirds of users (63%) were still coming to the centre. Across the UK, over three-quarters of respondents (78%) had taken a course:

- 34% had progressed as far as an introductory course;
- 32% had progressed as far as an intermediate course;
- 8% had taken an advanced course; and
- 4% had taken a specialist course[8].

The results varied considerably by country, as shown in Figure 18 below.

[8] Respondents interpreted what "intermediate", "advanced" and "specialist" meant to them.

Figure 18 Variations in learning progress by country



Source: Hall Aitken, user survey and follow up survey, n=2775

Centre users who were still coming to the centres regularly at the time of the follow up survey were twice as likely as others to say that coming to the centre had helped them progress to more advanced ICT courses.

4.5.1 Learner experiences

Nearly half of the learners interviewed (46%) had progressed to further courses, mostly at the centre. Four out of five (78%) progressed to more ICT related courses, and nearly a third (31%) went onto non-ICT courses. A small proportion progressed to both types of courses.

Many of the research partners gave a long list of the ICT courses their new learners had done once they got started at the centres.

> *After the ICT class, they moved on to Teaching in the Community course – a male and a female, England*

> *She was so good with the computers and helping her peers that we've got her involved in supporting classes and she's now studying to be able to teach classes on her own – disabled learner*

> *As a result of this increased confidence, he has now enrolled in an entrepreneurial course for beginners at another centre, which he thinks would benefit him. He is now also driven by a desire to gain more qualifications, as his learning experience was a lot better than what it was at school. – male, 43*

> *She is now preparing for CLAIT 2 and perhaps GCSE in maths and English. She is going to spend the next few years building up her qualifications and confidence before applying for a job perhaps as a classroom assistant. Before, her thoughts of working as a classroom assistant were only a dream, but now it can become a reality. – female, 38*

Of the learners interviewed who had progressed or were planning to, 10% expected to or had progressed to college, most for more advanced ICT courses but one to do childcare.

5

5 Wider impacts

The Big Lottery Fund wanted to identify the extent to which the CALL learning centres have had wider impacts than purely learning and Internet access. Learners' confidence has improved and their connections with family and their communities are stronger. Some have new jobs or work aspirations and some have improved literacy skills.

5.1 Context

While the primary aim of CALL was to engage people in learning, a further aim was to use learning as a means of improving wider opportunity.

Our evaluation work has looked at several aspects of the wider impact of the CALL learning centres on the lives, experiences and opportunities of learners, including:

- Increasing confidence;
- Community and family impacts;
- Learning skills for work; and
- Improving literacy and numeracy skills

5.2 Confidence

5.2.1 Impacts on confidence

Confidence is arguably the biggest impact in most CALL learning centre users' lives, and not only in using ICT. Across the UK as a whole, nearly all users (91%) said coming to the centre helped to increase their *general* confidence to some extent and 39% said it helped "a lot". Even in libraries with their higher number of already skilled internet access users, 76% of users felt that coming to the centre had boosted their confidence.

Even people completing the user survey on their very first visit to a CALL centre reported a remarkably high incidence of improved confidence. This matches our qualitative research where many people are delighted to find they are capable of using a computer at all without breaking it. The helpful and supportive environment and approach of tutors is also a great influence on rapid increases in confidence.

When respondents completed the follow up survey 6-9 months later, they were still very positive, though there was a slight shift from "a lot" towards "a little". Those who were still coming to the centre regularly reported the greatest confidence boosts, at this later stage: 41% of these said coming to the centre helped their confidence "a lot", compared to 27% who still came occasionally and 22% who hadn't come for a long time.

Research partners also found many stories of learners' confidence improving. A third of the learners interviewed mentioned their general confidence had increased, and 15% specifically said their confidence with computers had increased.

5.2.2 What worked

In the initial user survey there were some notable differences in who was more confident:

- A third of locals (35%) said coming to the centre had helped "a lot" to improve their confidence, compared to nearly half of people who travelled more than 5 miles (44%). This is likely to be because commuters are much more likely to do courses at the centre.
- People who do courses experience much greater boosts in confidence: nearly all (94%) of those who did a course at the centre felt their confidence had improved to some extent, compared to three-quarters (73%) who didn't do a course.
- Libraries helped three-quarters (75%) of their respondents to improve their confidence to some extent, but the non-library sectors helped nearly everyone to improve their confidence (93-97%).
- Outreach and mixed centres helped more people improve their confidence than fixed and mobile centres, but by less than 10% points. Outreach and mobile centres have more limited impacts on other outcomes (such as community involvement and improved job prospects, which may take longer to achieve), but with this more immediate impact they do well.

5.2.3 Case Study- Mark (17), Luton

Mark uses a wheelchair and attended the course at the centre because he's been ill and hasn't attended school properly for the last six years. Mark was enthusiastic at school although it was difficult for him as he was absent for long periods. However he doesn't let his disability affect him. Mark volunteers with SNAP – an art project and has a lot of photography experience through this.

Mark was initially apprehensive about attending the centre and didn't know what to expect but found the centre very accessible for his wheelchair. He has completed two courses at the centre - a web design course and a video production course.

Mark found that the learning experience was very friendly and the environment was very sociable. He didn't realise how helpful other people could be. He found the other people on the course to be helpful especially because of his

disability. If centre staff weren't around to help him then everyone else using the centre would help him.

Mark liked the small class sizes as it meant that he got a lot of one to one attention. The computers were very fast with lots of memory. This was useful to him as he had a lot of extravagant ideas for video using Adobe Premier. The only reason Mark wouldn't attend the learning centre was if "the building burned down or he had a flat tyre on his wheelchair. Mark really enjoyed coming to the classes and made a couple of friends as well.

Mark has difficulty reading things that are close up he's ok on the computer but needed assistance with reading the exam paper. Centre staff helped Mark through this by reading the exam papers to him. He found this help very useful.

Mark had experience of using some of the programmes taught on the courses before so didn't need a great deal of help from centre staff. He just "got on with it". However he thinks the courses have enhanced his confidence enormously. He also thinks that the courses have given him a better understanding of filming and taught him how to improve his video business. He's produced a fantastic video that is one of the centre's best. He's really proud of it and has developed a show reel of all his videos.

Mark has got some ideas for a business and, since he's now turned 18, he's going to build a business plan to help him apply for a grant from the Princes Trust. He also wants to go on to some more advanced courses after having a taster at the sessions at the learning centre. The centre staff have given him some literature and sign posting to some other places that run more advanced courses that are free of charge as well. His aspirations have changed through his time at the centre and influenced his career prospects. He now has new ideas about filming and other business ideas. He's also met some new contacts that he hopes will be very helpful to him in the future.

5.2.4 Learner experiences

Confidence has the power to change people's self image and what they are willing to pursue in life. The experience of coming to the centres – both learning something new and meeting new people – has turned some lives around.

> *I've discovered that there is life in the old dog yet as I now have a hobby that's allowing me to learn and make new friends, two things which I'd thought were well behind me – male, aged 63*

> *Because he has achieved so much since he started the IT training he was nominated for a Dark Horse Award – which is where senior citizens get a nomination for any achievements they've done over the age of 55. Oliver received his award last year – research partner talking about a 64-year old learner*

> *Before she came to the course, she was resigned to an isolated life of looking after the house and kids. Her mother could see there was more to life and offered to baby-sit while she came to the course. Now she's realised she has many interests and talents and she has new friends she meets up with regularly outside the*

course. There's now much more to her life than she had thought was possible. – research partner about a woman in her 30s

5.3 Social, community and family involvement

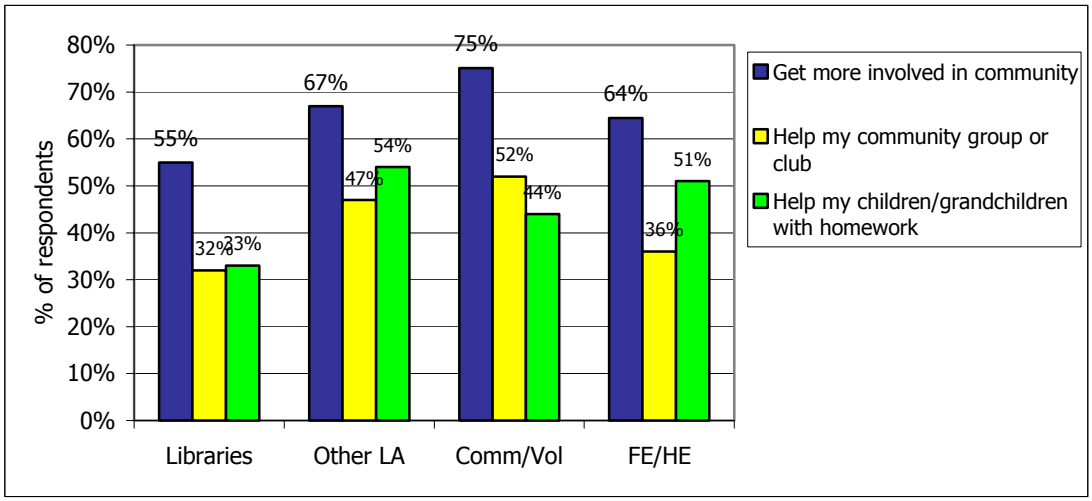
5.3.1 Impacts on social, community and family involvement

In the learner interviews, 6% specifically said they were "more involved in the community", but 10% of the learners interviewed talked about using their new skills for voluntary work. This matches the user survey finding that 11% said coming to the centre had helped them "a lot" to do work for their club or community group, and 36% said it had helped to some extent. People who were previously bored or felt they had little to offer are now pleased to be of value to other people, and to show off their work.

Most strikingly, 60% of users surveyed said that coming to the centre had helped them to get more involved generally in their communities, and 15% said that it helped them "a lot" to get more involved. These higher figures may suggest that many people were starting from a point of inactivity.

Although the level of increased community involvement was high overall, it was even higher in the community and voluntary sector, where perhaps involvement is a key aim of the organisation. On the other hand, adult and community education centres (the most common of non-library centres led by local authorities) and further and higher education-led centres were stronger for encouraging family learning.

Figure 19 Community and family involvement



Source: Hall Aitken, CALL and UK online user surveys

Respondents who had gone to non-library centres led by local authorities or to community and voluntary sector-led centres were much more likely to say the centre had helped them to get involved in their community: 25% said they were helped "a lot", compared to 12-14% for libraries and college/university led centres.

People in the local community groups have now started asking him to do posters for them and design flyers and things like that. So he's actually getting more involved with the local community and those types of relationships that go beyond the centre.

He's used PowerPoint presentations so that they go to schools and youth clubs in a peer education group and talk about the whole issue of homelessness. (James, homeless male)

He started to organise trips for the parent toddler group, looked up the Internet and put together programmes for them to become involved. (Colin, young father)

She has become a voluntary worker for a disabled group and uses her computer skills to help the disabled children to make posters and banners (female, 40)

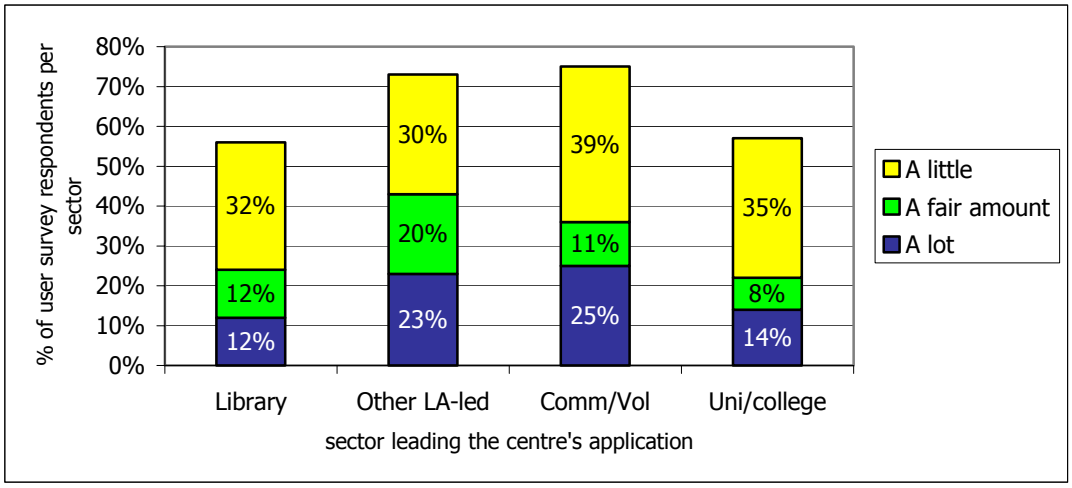
She has started volunteering in an old people's home and she is using her computer skills to teach some of the patients some basic computer skills (female, 51)

5.3.2 What works

Small class sizes and the centres' informal approach that encourages people to get to know each other are factors that make these centres useful social catalysts. Their community-based location and links with community facilities and organisations increase learners' interest and involvement in their communities. And their new ICT skills and confidence can also change learners' roles in their families. They can take part in ICT-based activities and communication and feel more valuable.

High street centres score much lower than other venue types in terms of helping people to get involved in the community with only 19% of users, compared to around a third of users from new purpose built centres, existing training centres, and existing community centres.

Figure 20 Improved community involvement by lead sector of centre



Source: Hall Aitken, CALL and UK online user surveys

Centres located in an existing community centre had the most respondents saying they had been helped "a lot" to do work for their community group, but help *to any extent* was almost as high for new purpose-built centres.

Half of respondents at most sector types said coming to the centre had helped them to some extent to help their children or grandchildren with their homework. However in libraries only a third (33%) said they were helped to some extent. Mobile centres had fewer people who felt this benefit, possibly because they had less consistent access to computers. Again, new purpose-built centres and existing community centres had around 10% points more respondents with this benefit than half of respondents at other local authority and community/voluntary sector led centres (47% and 52%, respectively) compared to a third of respondents at libraries and university/college-led centres, (32% and 36%) respectively than other venue types.

5.3.3 Case Study: Gail, Llynfi Valley

Gail lives in an area described as deprived. She worked previously but she gave up when her son was born; he is now eight. Gail's son was diagnosed with ADHD. Her reason for coming to the Llynfi Valley ICT centre and joining a computer course was to find out about her son's illness. The Doctor, when it was diagnosed, suggested she should look it up on the Internet. She was too embarrassed to tell the Doctor that she didn't know how to use the Internet.

Gail has gone on to do several courses at the centre, she's done databases, spreadsheets, PowerPoint, Word and desktop publishing. She is going to do the Internet course at the centre next although she already knows a lot from the amount she uses it. She has subsequently enrolled on an ECDL course at Maesteg College. The courses she's done at the centre have helped her to do this. If Gail is struggling on a subject or module at the College she has the confidence that the centre staff are just as knowledgeable and will be there to give her a little back up.

Gail has now learnt to use the Internet and has found out a lot about her son's condition. She has subsequently gone on from there to develop further skills that

she uses in everyday life. She is using these skills to help her son and daughter with their homework. Previously when her son had to write things out by hand it would take him a long time but now she sits with him and uses the computer to do it. She feels that the computer is the medium to help her son get involved in school. She now plays educational games with him on the computer.

Gail is going to look for a part-time job once her son is settled in school. She worked in factories before, but she's discovered that she likes to work with computers and would prefer to work in an office environment.

5.4 Improved job prospects

5.4.1 Impacts on skills for work

The centres had a substantial impact in improving users sense of their "skills for work", though the relevance of this would depend on how close they are to the labour market and whether they were planning to look for work. Unemployed and employed people benefited the most but full time carers also saw work skills as valuable even if they were not expecting to put them to use yet. As might be expected retired people related their new skills less to work.

Across the different countries, around 70% of users said coming to the centre had helped increase their skills for work to some extent, but only a quarter (around 25%) said it had helped "a lot".

Around 35% said it had helped them to get a job to some extent, though only 9-12% said it had helped "a lot".

The results were similar for getting a better job – except in Scotland where 8% more people said it had helped them to get a better job than to get a job.

People from further away from the centres sensed greater work-related benefits than locals, but the reasons appear to be more complex than their activities at the centres.

- Almost one and a half times as many users from more than five miles away say they felt coming to the centre had helped them improve their skills for work "a lot" – 34% compared to 24% of users from within a mile.
- Two-thirds of locals (62%) felt they had improved their skills for work to some extent, compared to three-quarters of commuters (77%).
- There was 10 percentage points' difference in help with getting a better job – 25% of locals compared to 35% of commuters, though no difference between the groups' perception of help with getting a job.

5.4.2 What worked

Impacts on skills for work do not relate closely to whether users took a course or were involved more in internet-based activities. Across all CALL centre users, doing a course did not actually make any difference to whether they felt coming to the centre had helped them to get a job. Those who spent most of their time on the internet were only 3% points less likely to feel they were helped to get a

promotion. And those who did a course were only 5% points more likely to feel their skills for work had improved.

This may suggest that ICT and internet use in itself is increasingly seen as a core work skill in many employment sectors. It also highlights the importance of providing flexible access to the Internet in addition to programmed learning.

5.4.3 Case Study - Alison (46), Wisbech

Alison is in her 40s. She has an art qualification from school. She wasn't very academic and was from a deprived estate in the local area. She felt the reason she didn't do well at school was because she was scared to study as a result of peer pressure - "you're a swot". She left school at 16 and went straight into work. She worked up until two years ago when she fell ill. She's always worked so found it difficult when she had to stop.

She is keen to get back into work and so this was her motivation for coming to the centre. She wanted to learn about databases and spreadsheets so that she could help her husband run his business. She made a decision one day to come to the centre and was very enthusiastic.

Alison has a computer at home that she is using for the business and she's also produced her CV that she's very impressed with. She has also mapped out a letter to use when applying for jobs. Since coming to the centre she's done tasters in word processing, CLAIT and is moving on to spreadsheets next.

More recently Alison has taken on some voluntary work for the Citizens Advice Bureau on a short-term basis. And this has involved her using some of the word processing skills she learnt at the centre. She also had to format tables. She feels that this experience helped her progress.

She has now enrolled on an administration course at the college and is still on the IT course at the centre.

5.5 Literacy and numeracy

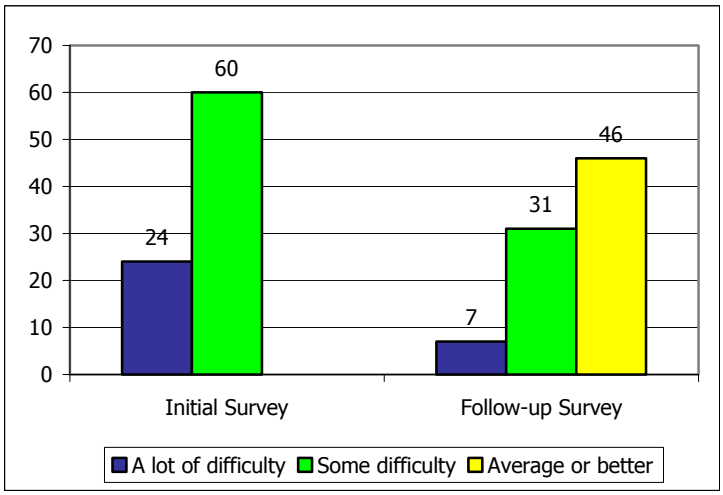
5.5.1 Impacts on literacy and numeracy

Some 10-12% of users across the countries had some degree of difficulty with literacy and around 15% had a degree of difficulty with numeracy. Less than 3% of users in any country had "a lot of difficulty" with numbers or reading and writing. The centres' core purpose is not to improve these "skills for life", but ICT can be a helpful way to identify and address literacy and numeracy difficulties without the usual stigma.

We asked respondents to both surveys to assess their level of competency with these skills and the vast majority rated their abilities as "average or above". The small proportion who felt they had any difficulty with reading and writing demonstrated a clear improvement over the 6-9 months between surveys. And this was particularly the case for those identifying a lot of difficulty.

As Figure 21 shows, many of these people improved to the point of catching up with the average person's skills. Half of those with only some literacy difficulty to begin with perceived their skills as having improved. Interestingly, a small percentage of those who had thought their skills were average or better later thought perhaps they actually had some difficulties.

Figure 21 Changes in self-perceived skills for those with literacy problems

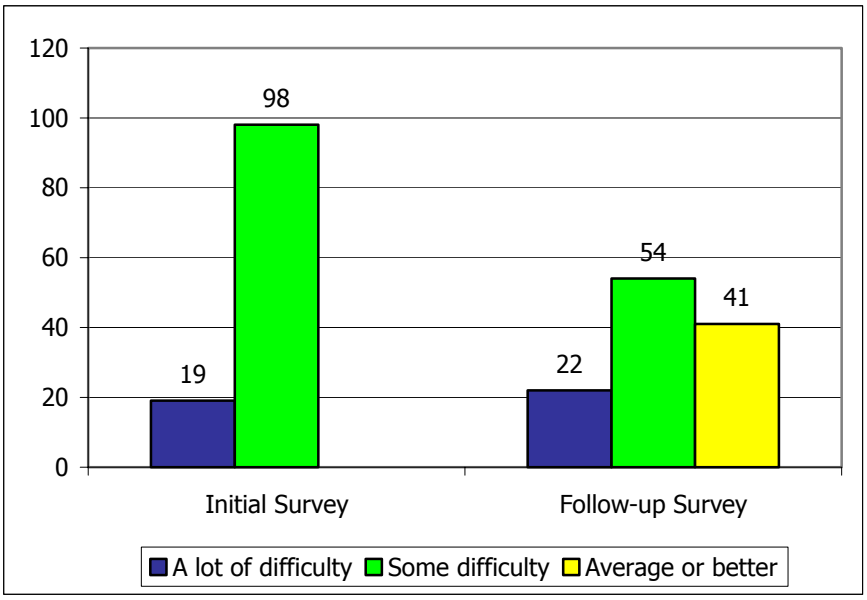


Source: Hall Aitken, CALL User and follow up surveys, n=912

Some 13% of respondents to our user survey experienced difficulties with numbers, a higher proportion than identifying literacy issues.

Figure 22 shows that more than a third of those identifying numeracy issues had improved their skill levels by the time of the follow up survey (35%). However the proportion who identify a lot of difficulty with numbers actually increased slightly. And 6% of those users who considered they had average numeracy skills in the initial survey subsequently identified difficulties at the time of the follow-up survey. This may be because greater use of ICT makes learners more aware of their lack of number skills and highlights problems of which they had not been fully aware.

Figure 22 Changes in self-perceived numeracy skills among those with difficulties



Source: Hall Aitken: CALL User and follow up surveys, n=912

6

6 Overall programme impacts

This chapter summarises the cumulative impacts and outcomes of the CALL programme. It identifies the extent of additionality and the level of displacement before assessing value for money.

6.1 Context

"Through this programme we aim to…improve access to lifelong learning for adults through the use of ICT, with a particular focus on socially excluded adults and those in disadvantaged communities".

This was the overall goal of the CALL programme. So its impact has to be assessed in terms of how far it has succeeded in increasing access to lifelong leaning for socially excluded adults.

Through this evaluation we have identified key measures of movement towards these objectives through:

- the numbers and types of people engaged in learning;
- the numbers and types of people progressing to further learning; and
- the numbers and types of people progressing to employment.

But we also suggest that there is evidence that increasing confidence is a key programme output. Our research suggests that this is the essential step in engaging in further learning and should therefore be seen as important in its own right.

6.2 Key outputs and outcomes

We estimate that the programme produced the following results.[9]

- Over half a million people who had not participated in formal education or training courses in the last five years came to the centres to learn; many of these had bad experiences at school and thought they would never participate in learning again.
- Over a million people learned new skills that they felt they would not have learned anywhere else.

[9] Relating our user survey findings to monitoring data, weighted by sector leading the application for CALL funding. See the Technical Appendix for details.

- Nearly 200,000 people who had not learned in the last few years went on to do qualifications, mostly at the centres.
- Nearly half a million were introduced to the internet and email. This provided 2.5 times as many new internet users per £10,000 as the Public Internet Access Points initiative piloted in Scotland, where only 4% of users surveyed were new to the internet.[10]
- Over a million people have gained confidence by coming to the centres, which has spurred them on to get more involved in life in a range of aspects.

High numbers have also:

- got more involved in their communities (c750,000)
- become better equipped to help with their children or grandchildren with their homework (c540,000);
- used e-government services for the first time (c775,000); and
- been helped to move towards employment (c375,000).

6.3 Additionality

Additionality considers what outcome has been delivered because of a specific intervention *that would otherwise not have happened*. Within the context of the CALL learning centres programme, we can assess additionality through leakage and deadweight. 'Leakage' is activity that provided support to people not in the target groups. 'Deadweight' is activity that would have taken place anyway.

Leakage – it is possible to assess leakage as the use of CALL centres by people who claimed to have both functional Internet access (that is at home, work or college) the skills and confidence to use it and recent experience of learning, although we have some evidence to suggest that some of these people were not actually fully skilled. This method gives an upper limit to our estimate of leakage at 26%.

Given that the CALL programme funded centres primarily to meet the needs of adults, we also consider users aged under 16 as leakage. From monitoring data we can calculate that this age group made up 9% of all users. So the total leakage is 32% of all users, as there was some overlap between under-16s and people with ICT access and skills.

Deadweight is less clear. Early in the evaluation we identified that it might have occurred in three different ways and we have assessed each below.

Project level deadweight – the project would have been funded or gone ahead anyway. Without a detailed assessment of the funding and plans of each applicant we cannot make a firm assessment of this. But in our project visits it was clear that almost every centre was either a new centre or a new development within an existing centre. Because many had capital (and sometimes revenue) funding from other sources they may have been able to go

[10] http://www.scotland.gov.uk/library5/finance/epiapi-00.asp Other evaluations, for instance, learndirect centres, Wired Up Communities and the People's Network, do not provide such data to compare.

ahead without CALL funding, but we judge that this would have applied to only a small number of centres.

User level deadweight – the user would have become involved in learning (ICT or non ICT) in another location. In our original work on the UK online centres in England for DfES we found little evidence of this. Our more in depth work with project users through this study suggests strongly that most would not have become engaged in either learning or ICT without the projects.

Displacement – a form of deadweight where the user would have used another centre or project. Some 15% of users without functional Internet access claimed to have the skills and confidence to use computers. They might therefore have been able to use other centres – particularly through the People's Network in libraries. Fewer would have used locations requiring any form of payment. As with our leakage calculation, we found strong evidence in our work with users that few would have gone elsewhere.

Conclusions on additionality - Overall we conclude that we cannot identify significant deadweight in the programme. We conclude that the leakage figure is the upper limit of those benefiting who did not require the service during our research period.

But our evidence from manager surveys and project visits is that funding needs propel centres towards providing more conventional output funded training. There is a danger that the informal supportive atmosphere that attracted the new users may be lost. Eventually centres might simply provide services that would have taken place elsewhere and become much less additional.

6.4 Value for money

The New Opportunities Fund allocated £95 million, mostly in revenue funding. So for each £100,000 the basket of outputs secured is shown in Figure 23 below.

Figure 23 Outputs per £100,000 spend

Output measure	
Non learners engaged	532
Non learners attaining qualifications	187
Non ICT users introduced to the internet	474
New users of online government services	812

But this only takes into account the CALL spend and discounts the very substantial sums of other funding that have been involved in the package approach of many CALL projects. We are not able to suggest direct comparisons to assess relative value for money but these results suggest to us that the programme has delivered well.

7

7 Challenges and recommendations

The CALL programme has demonstrated the powerful potential for re-engaging people in learning, helping people across the digital divide, improving their confidence, and many other benefits. But there were some challenges that projects faced during the course of the programme, and these need to be addressed as other organisations look to sustain and extend the centres.

7.1 Challenges and lessons

The evaluation focused largely on the outcomes and what worked, so we have less evidence of problems. However, through the centre manager survey and our visits to dozens of projects, we have identified three inter-related key challenges – funding, staffing and marketing.

7.1.1 Funding issues

Funding is the most commonly mentioned problem, in terms of both delivery and sustainability. And it impacts on the other two challenges we have identified.

Delivery – the CALL programme was oversubscribed and in some cases the New Opportunities Fund offered smaller grants than the applicants had bid for. In other cases, the applicants underestimated the funding they would need. In both cases, inadequate funding affected projects.

- Projects run by volunteers sometimes lacked the time and expertise to develop the projects to their full potential.
- Laptop projects only funded for introductory courses could not respond to the demand for intermediate classes and their learners often did not progress at all.
- Some libraries with only a visiting learning support worker found they could have used full-time learning support at each location.

Sustainability – the programme offered applicants the opportunity to test more flexible learning and community engagement opportunities to demonstrate their potential to be mainstreamed. While some projects found ways to extend and build on their service in order to access more funding, many projects found they were as unable to fund flexible, proactive learning at the end of the CALL programme as they had been before they got the funding. As a result, the successful formula CALL had supported was lost at the end of the funding:

- laptop projects with long waiting lists had to close;

- college-led centres had to give up drop-in access, flexible learning and small class sizes in order to access standard college funding;
- learners had to pay for courses or complete intrusive forms to pay less.

These examples were confirmed in the centre manager survey where 37% of centres said they expected their drop-in access and introductory courses to reduce over the next two years as a result of revenue funding changes.

The centre manager survey helped us to identify the extent of challenges to financial sustainability:

- 70% of centres surveyed (both UK online and CALL) said that their staffing was dependent on CALL funding.
- Other factors involved in engaging learners and delivering the successful CALL formula were dependent on CALL funding for between a quarter and half of centres.
- In November 2003 around 80% of centres said their secured revenue funding would run out in 1-2 years' time.
- Over a third said they expected changes in revenue funding to result in reduced drop-in access, outreach and development work, though they thought the quality of service would improve.
- European Social Fund (ESF) and Learndirect were key funding sources for around two thirds of the respondents from Northern Ireland, Scotland and Wales. These sources are output-driven, and ESF requires match funding.

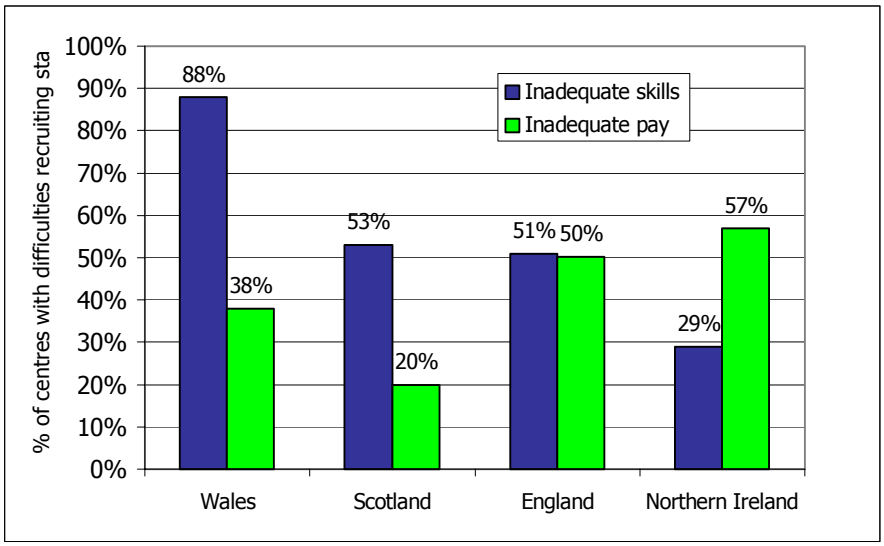
7.1.2 Staff sustainability

As shown in Chapters 3 and 4, staff play a critical role in the success of CALL learning centres. But many centres struggled to find the right staff and then to keep them. This affected a third of CALL learning centres in the smaller countries and half of UK online centres where grants were stretched between more centres.

The short-term contracts inherent in pilot programmes were a barrier for nearly half the centres across the programme and even more so in Wales. The centre manager survey suggests two other key challenges affected the different countries to varying degrees. Centres struggled to find staff with the right skills and found that they could not pay enough to attract staff. shows how the extent of these challenges varied by country.

Figure 24 shows how the extent of these challenges varied by country.

Figure 24 Key challenges for recruitment



Source: Hall Aitken, UK online centre manager survey, n=633; and CALL centre manager survey, n=95

Once centres recruited staff, they often had problems retaining them. During our research we found that staff we were working with often left, and in some cases the research partners were lost partway through the research. In the centre manager survey, less than three-quarters of centres in Northern Ireland, Scotland and Wales said all their staff positions had been filled 95-100% of the time. For UK online centres in England, 43% had unfilled positions for more than 5% of the time.

7.1.3 Marketing and a proactive approach

Our user survey shows that those centres that offered outreach reached higher proportions of the target groups than centres that only operated on a fixed basis. Evidence from research partners confirms that being more proactive in marketing and delivery allows centres to reach people who would never come to a fixed centre. This included working in sheltered accommodation, hospitals, homeless foyers and rural areas.

While the centre manager survey found that most centres were using a range of marketing and “hook” activities, not all centres had the experience, instincts or capacity to develop their services and reach more people.

On the other hand, we also visited some centres that were fairly empty and were unsure how to attract a higher volume of learners. One was located at a football club but had no links with the football club supporters’ activities and its main customers were nurses on standard training courses. Another was in a rural learning centre and was run by a very active and dynamic volunteer. While she had the right skills to work with learners who came to the centre, she lacked the capacity to attract new learners.

7.2 Recommendations

Because this is the final evaluation of the CALL programme, we cannot make any recommendations that can be incorporated by the Big Lottery Fund into the programme itself. But there are some clear conclusions from our work that we believe have implications for the future. We have therefore made a small number of general recommendations that are particularly relevant to any agency involved in engaging excluded people in learning.

7.2.1 Using informal ICT provision to hook new learners

The CALL programme was very successful in encouraging people to take up learning. A substantial proportion – probably in excess of half of all users – would have been unlikely to engage in learning in any other way. Not only was the programme successful in engaging such people, but it also did it at a reasonable cost.

We recommend that informal ICT provision continues to be used to engage non-traditional learners into learning of all types.

7.2.2 Fund projects delivering an effective process, not individual learner outputs

Key to the success of the CALL centres was the flexible, informal and person-centred approach they took. It is noticeable that the friendly approach of staff appears to have been much more important than any specific training or qualification that staff might have had. We did not complete a quantitative analysis comparing the effectiveness of qualified to unqualified staff, or volunteers to paid staff. However, our strong impression through contact with projects was that attitude and approach were far more important than training and qualifications in the engagement process.

But helping people to progress and take more advanced learning did require staff with specific skills and understanding. In all cases the fact that most projects did not have to view each participant as an opportunity to secure an output funding payment meant that they could work with people at their own pace, and at their own issues. Paradoxically, this lack of an output focus, in our view, has contributed to the high level of outputs achieved by the programme.

We recommend that similar interventions aimed at re-engaging learners should be funded in a similar structure to the CALL programme – that is, enable projects to deliver an effective process rather than set learner targets.

7.2.3 Use of holistic approach to engage people in learning

Not only were many CALL projects flexible in their approach, but they also provided social connections, helped people pursue their own interests and in general responded to users' wider needs, rather than focussing on either or both of ICT and learning. For project users, ICT and learning were part of their life experience and linked to practical activities such as shopping, contacting friends and family, pursuing interests and seeking work. Again our strong impression is

that the projects were successful in re-engaging people in learning because they also supported people to pursue a wide range of other interests and activities. The social aspect of many projects was also very important.

So we recommend that projects aiming to engage people in learning have a much broader focus than just on education and training.

7.2.4 Provide sufficient, secure funding

Where projects faced difficulties, this was largely as a direct result of problems with funding. For both projects that had limited funds **and** projects where funding was only secured for a short timescale, there were major problems in attracting and retaining staff. This in turn led to a wide range of other problems. Many of the funding sources other than CALL that projects drew on were agreed on a year-to-year basis. Such funding is unsuitable for programmes that aim to work with individuals over long periods of time to effect gradual change.

We recommend that future programmes provide full levels of funding for at least three years at a time.

Given the level of concern we uncovered about funding, we also recommend that the Big Lottery Fund consider commissioning specific research into the effects of short-term, time-limited funding on projects related to learning (and perhaps for other types of projects too).

7.2.5 Build on the achievements of CALL

Our evaluation suggests that CALL has achieved some significant outcomes. We are also aware of other linked programmes, including the UK Online centre programme and several others that have addressed the digital divide, that can demonstrate strong performance in learning and in engaging people in ICT.

But towards the end of our work with the CALL programme it was clear that many projects would no longer be able to secure funding to continue similar activities. The large-scale funding that has been available for introducing people to ICT, overcoming the digital divide and promoting community-based learning through ICT seems to have reduced significantly in quantity. Given that learning remains a high priority and evidence is that the “digital divide” continues to grow, the lack of continuity in funding seems illogical. We recommend that the achievements of the CALL programme and others are built on with further funding for similar projects.

8

8 Appendix 1: What was behind the CALL learning centres?

8.1 The Digital Divide

In 1999 the government became aware of what became called "the digital divide". As computers and the internet brought more opportunities to the more advantaged, those who were not incorporating computers and the internet into their lives were becoming increasingly disadvantaged:

- they did not have skills increasingly expected in the labour market;
- they could not take advantage of lower prices on the internet;
- they would be unable to access the government services that were gradually being put online; and
- and they were cut off from e-mail and chatroom discussions as their family and friends got out of the habit of using telephone calls.

While some disadvantaged people might take on debt to obtain a computer, many of the "digitally excluded" lacked the confidence, interest or resources to explore the world of "information and communication technologies" (ICT). This was seen as such a significant component of social exclusion that the Social Exclusion Unit set one of its Policy Action Teams (PAT 15) the task of exploring the implications of the digital divide and what was needed. Their report[11] influenced many of the policy actions and research that followed.

In 2001 a DfES research project found that the proportion of people excluded through the digital divide ranged from 20% in more affluent areas to more than half of the working age population in more disadvantaged areas[12]. Research suggested that even by 2005, there would still be 40% of homes without Internet access.[13]

Those without Internet access are generally those in groups that are disadvantaged in other respects. Commentators identify several excluded groups on the wrong side of the digital divide, including:

- Low income groups: those in the highest income bands are seven times more likely to have home Internet access than those in the lowest[14];

[11] *Closing the Digital Divide* http://www.socialexclusion.gov.uk/page.asp?id=421

[12] Hall Aitken, 2001; Mapping the Digital Divide

[13] Booz-Allen & Hamilton, 2000; *Achieving Universal Access: Internet Policy Recommendations for the UK Government*

[14] Oftel; 2003, consumers' use of the Internet Q12

- Those in lower socio-economic groups: those in category AB are more than three times more likely to have home access than DE members[15]
- Women: are less likely to have accessed the Internet, 51% compared to 57% of men, although this gap is narrowing[16].
- Unemployed people: more than twice as many employed people are online than unemployed.[17]
- Older people: the home Internet access rate for over 65s is half of the overall rate.[18]
- Ethnic minorities: access to ICT varies among different ethnic groups depending on language and cultural barriers[19].
- Those with disabilities: computer use and Internet access are lower among disabled groups.

Traditionally commentators measure the 'Digital Divide' in terms of ownership of equipment and access to technology. But both of these measures have weaknesses. Measuring household ownership of equipment does not guarantee that all members of the household can use it.[20] Equally, using ICT is not a guarantee of overcoming the digital divide in itself.

The nature of use is affected by several barriers:

- Wider social barriers (for example childcare commitments and substance abuse).
- Motivation: this is often the biggest barrier to overcome. More than half of non-users are not interested or do not want to use the Internet[21].
- Lack of access and support: 39% of all non-users lack the knowledge or confidence to use the Internet[22].
- Relevant content: there is 'almost complete absence of relevant content for people who are experiencing some form of exclusion. Driven by the market, the Internet is full of content aimed at affluent consumers[23].'
- Literacy: most material is designed for those with at least average levels of literacy.
- Language and cultural barriers: there is little content that is not in English language. And there may be issues for Muslim women taking up mixed-sex learning opportunities[24].

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[15] Oftel; 2003, ib id

[16] ONS, 2003, National Statistics Omnibus Survey

[17] Booz-Allen & Hamilton, 2000

[18] Oftel; 2003 ib id

[19] Owen et al; 2003; The use of and attitudes towards Information and Communication Technologies by people from Black and Minority Ethnic Groups living in deprived areas; DfES Research Report RR450

[20] BECTA, 2001; The 'Digital Divide': A discussion paper

[21] ONS, First Release: Internet Access, September 2003,

[22] ONS, First Release: Internet Access, September 2003

[23] Hellawell S, 2001; Beyond Access: ICT and Social Inclusion

And the quality of use is governed by:

- The type of technology and software;
- Speed of connection;
- Age of equipment; and
- The level of support and guidance.

So commentators now look more towards qualitative aspects of ICT use, as opposed to the basic measures of ownership and access. Specifically issues of whether those using ICT:

- Progress to further learning;
- Improve their employability skills;
- Make use of online services, or
- Engage more in their local Community.

> *'Digital Divides' involve a complex web of interconnected social, economic and cultural factors that cannot be fully captured by a definition that focuses solely on access or ownership…. Clearer definitions and measurement criteria are needed in order to assess the effectiveness of policies and initiatives.* BECTA, 2001

Much of the public ICT access being supported is still focused on formal learning contexts. Critics highlight the failure to focus ICT access effectively in locations that people use, and in formats that they are comfortable with. Many people using ICT facilities seek support and motivation than simple access or gaining a qualification.

The role of FE colleges in local provision often leads to traditional qualification led learning methods. And many commentators blame output-driven funding sources for limiting the range of ICT provision. It is easier to monitor the outcomes of qualification based courses rather than, say, bite-sized introductory sessions. Hellawell[25] highlights the importance of:

- Balancing formal and informal learning opportunities;
- Using peer-led training and support to motivate people;
- Developing relevant, need-focused content.

> *Unfortunately it is still the case that most public access is delivered by educational bodies that are more familiar with formal, classroom based, qualification-led learning.*
>
> Hellawell, 2002

In response to these findings and others on digital exclusion among business and the voluntary sector, the government gave the Department for Education and Employment (DfEE) responsibility for addressing digital inclusion for citizens.

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[24] Hellawell S, 2002; People First: meeting the ICT needs of socially excluded customers

[25] Hellawell, 2002; People First: meeting the needs of socially excluded customers

The Department for Trade and Industry would address business inclusion, and the new Office of the e-Envoy set out to address the needs of the voluntary sector.

8.2 UK online centres and CALL

At this point, the government saw two core components to digital inclusion:

- access to ICT; and
- the skills and confidence to use it.

To address ICT access, the government pledged by December 2003 there would be a place to access the internet within 1 mile of each urban resident and within 5 miles of rural residents. These were branded "UK online" centres.

To address skills, some of these centres could provide introductory courses and help to get started. The marketing for these centres encouraged people to drop by a UK online centre and "pick up some skills".

Of course, the people PAT 15 addressed were unlikely to think ICT was something they needed skills in. and they lacked the confidence to do so especially if it meant travelling outside their community.

The PAT 15 report had a more intensive and supportive approach for the most disadvantaged communities and target groups. They would need brand new learning centres in the community and revenue funding for the right type of staff.

In response, the DfES in England teamed up with the New Opportunities Fund, now part of the Big Lottery Fund, to launch a programme of UK online centres in England that responded to the PAT 15 recommendations. DfES provided capital through its Capital Modernisation Fund and the New Opportunities Fund provided revenue funding through Community Access to Lifelong Learning (CALL) learning centres. Not all centres had both types of funding.

The CALL programme was not limited to England but also covered Northern Ireland, Scotland and Wales, where the funding could include capital expenditure.

The DfES was initially interested primarily in improving ICT access and social inclusion through CMF funded UK online centres. Later with a change of minister, the centres were seen as a way to draw more people into achieving higher-level qualifications such as NVQ level 2.

For the New Opportunities Fund, CALL has been about lifelong learning, in its broadest sense. "Access" means not only having learning opportunities available in local communities; it means they have to be relevant, engaging and offered to the least confident people in ways that make them want to take a risk and try something new.

Access to computers is an important factor, but in a sense it is also just a means to an end. CALL's core aim is to extend learning to more people, and particularly the pleasure of learning, so they want to learn more.

Learning and digital inclusion are likely to lead to broader benefits in people's lives and the New Opportunities Fund also wanted to see which broader benefits would result.

9

9 Appendix 2: Technical Appendix

9.1 General comments

Section 2.5 of the main report describes our methodology, the response rates and related confidence intervals. This appendix explains some of the issues to further qualify our findings.

9.1.1 User survey

We feel that the user survey is generally robust in that it echoes our experience of visiting centres. However there are a few caveats we would like to highlight.

- *Limitations of sectoral analysis* – The sectoral analysis was done using the CALL-specific survey of users in Northern Ireland, Scotland and Wales because this additional analysis was possible to build in at an early stage, but it may not exactly reflect the English experience. Results for England *are* included in frequencies as they could be more viably added on.
- *Committed user bias* – The user surveys for both CALL and UK online may have some bias towards more committed users as centre staff often preferred to let users settle in over a few weeks before handing them a questionnaire. Therefore, casual users may be under-represented and outcomes over-represented. That said, even users completing the questionnaire on their first visit had high levels of increased confidence.
- *Early centre bias* – We have no evidence of differences in the profile of early-opening centres compared to later opening ones. But it is still worth noting that our user survey only included those centres that were open by the end of 2002, and some were not open yet then. So it is possible there is some bias towards these earlier centres.

9.1.2 Monitoring data in general

While the monitoring data the Big Lottery Fund collected covers the full duration of the programme to the end of February 2005, there are two caveats to highlight.

- *Projected figures* – Nearly a third of centres (31%) provided only projections of their final user numbers for the third year.
- *Adjusting to show new users* – Projects reported total users in their monitoring forms rather than new users, so we had to adjust this to count total users. We did this using the quarterly new user data for UK online centres, which found 69% of users in year 2 were new users from year 1 and that only 46% of users in year 3 were new. Our follow up survey data

showed a high rate (64%) of learners still coming to the centres 6-9 months after the first survey.

9.2 Calculating outcomes

Our general approach to calculating outcomes was to apply the survey findings to the number of learners identified across the programme in the Big Lottery Fund's monitoring data.

However, the survey results showed notable variations in outcome by sector leading the project. And within local authorities, learners from libraries had very different outcomes. For instance, 76% of learners at libraries said they gained new skills they would not have anywhere else. But at other local authority centres, 97% of learners gained new skills. Over the c455,000 learners at all local authority centres, this difference would make a major impact.

For this reason, we applied each sector's (and libraries') survey results for key outcomes to the number of users in each sector, and then added together the totals for each sector, as shown below.

Figure 25 Survey data on outcomes applied to numbers of users by sector

Outcomes by % of respondents

	Libraries	Other LA	Community/ Voluntary	FE/HE	Other
People now using email who had not before	38%	41%	43%	38%	33%
People using egovernment who had not	62%	53%	81%	80%	60%
People re-engaging in learning	39%	54%	43%	40%	30%
People doing a course	50%	95%	85%	91%	75%
Learners attracted who had no experience of ICT	27%	33%	31%	26%	21%
Learners attracted with no home pc	53%	39%	48%	34%	51%
Learners attracted with no home internet access	74%	64%	69%	60%	71%
Learners attracted who weren't confident with ICT	49%	79%	73%	67%	63%
Learners encouraged to do qualifications	45%	87%	85%	85%	82%
People learning skills they wouldn't have otherwise	72%	97%	93%	94%	75%
Learners progressing to more learning	12%	33%	35%	32%	29%
Returners to learning doing qualifications	5%	15%	15%	21%	22%
People with increased confidence	76%	97%	95%	93%	80%
People more involved in their communities	55%	67%	75%	64%	57%
Learners better able to help children/grandchildren with hon	33%	54%	44%	51%	43%
Learners helped to get a job	27%	34%	38%	30%	39%

Estimated number of users benefiting

Outcome	Libraries	Other LA	Community/ Voluntary	FE/HE	Other	**Total**
People now using email who had not before	26828	157546	143072	116854	4657	**448957**
People using egovernment who had not	43771	203657	269507	246008	8467	**771410**
People re-engaging in learning	27534	207499	143072	123004	4233	**505342**
People doing a course	35300	365045	282816	279834	10583	**973578**
Learners attracted who had no experience of ICT	19062	126805	103145	79953	2963	**331928**
Learners attracted with no home pc	37417	149861	159708	104553	7197	**458736**
Learners attracted with no home internet access	52243	245925	229580	184506	10019	**722273**
Learners attracted who weren't confident with ICT	34594	303564	242889	206032	8890	**795969**
Learners encouraged to do qualifications	31770	334304	282816	261384	11571	**921845**
People learning skills they wouldn't have otherwise	50831	372730	309434	289059	10583	**1032637**
Learners progressing to more learning	8472	126805	116454	98403	4092	**354226**
Returners to learning doing qualifications	3530	57639	49909	64577	3104	**178759**
People with increased confidence	53655	372730	316089	285984	11289	**1039747**
People more involved in their communities	38829	257453	249544	196806	8043	**750675**
Learners better able to help children/grandchildren with hon	23298	207499	146399	156830	6068	**540094**
Learners helped to get a job	19062	130648	126436	92253	5503	**373902**

Given that these are estimates rather than actual figures, we provided ranges of likely outcomes based on the confidence interval from the Initial User Survey or Follow Up Survey, whichever was the source of the outcomes information.

The following table shows these ranges before they were rounded.

Figure 26 Outcomes in ranges

Outcome	Total	Confidence interval	-	+
People now using email who had not before	**450,236**	±1.56%	436,639	463,834
People using egovernment who had not	**771,410**	±3.02%	748,113	794,707
People re-engaging in learning	**505,342**	±1.56%	497,459	513,225
People doing a course	**973,578**	±3.02%	944,176	1,002,980
Learners attracted who had no experience of ICT	**331,928**	±1.56%	326,749	337,106
Learners attracted with no home pc	**458,736**	±1.56%	451,580	465,892
Learners attracted with no home internet access	**722,273**	±1.56%	711,006	733,541
Learners attracted who weren't confident with ICT	**795,968**	±1.56%	783,551	808,385
Learners encouraged to do qualifications	**921,845**	±3.02%	894,005	949,685
People learning skills they wouldn't have otherwise	**1,032,638**	±1.56%	1,016,529	1,048,748
Learners progressing to more learning	**354,226**	±3.02%	343,529	364,924
Returners to learning doing qualifications	**178,119**	±3.02%	172,740	183,498
People with increased confidence	**1,042,098**	±1.56%	1,025,841	1,058,355
People more involved in their communities	**752,469**	±1.56%	740,730	764,207
Learners better able to help children/grandchildren with hon	**540,094**	±1.56%	531,668	548,519
Learners helped to get a job	**373,901**	±1.56%	368,068	379,734

9.2.1 Other notes on survey data

In the questions about confidence, community involvement, helping children with homework and helped to get a job, respondents could answer “yes, a lot”, “yes, a fair amount”, “yes, a little” or “no”. These responses are for anyone who responded with “yes” at all.

9.2.2 Filtering out libraries

The monitoring records held by Big Lottery Fund were structured on a project basis and thus showed projects where the applicant organisation was a library (or library board, for instance). But it did not show those projects that had centres in libraries but where the funding applicant was a local authority rather than a library.

In Northern Ireland this was not an issue, but there were 10 centres we identified in Wales and around 62 in Scotland, on the basis of our survey data that were library-based centres.

Before pursuing this further, we checked whether users in these additional library-based local authority centres had similar survey results to learners in other libraries or to those of other local authority based centres. Their results were nearly identical to learners’ in other libraries.

We then sought input from the Big Lottery Fund who provided a database of library-based centres drawn together by operations staff for each country in April

2005. This was checked by the Northern Ireland operations staff, who verified that the database was accurate for their centres. The case management for Scotland and Wales had moved on and we could not verify the databases for these countries.

Using this database, we found no further libraries in Wales and Northern Ireland, but a few more projects in Scotland. For those in Scotland that we had survey data on, 95% that were potentially in libraries were indeed in libraries. We applied this 95% to all the library centres in Scotland that were in projects previously identified as "Other Local Authority". In total we estimate that a further 121 centres and 13,567 users (based on monitoring data for the affected projects) were actually libraries rather than Other Local Authority. We adjusted the total numbers of learners in each sector and used the adjusted figures for the calculations in Figure 25 and Figure 26 above.

We had not identified libraries in the UK online evaluation because there seemed to be so few of them that there was no noticeable difference from other centres. We did check the database of library-based centres and found only a few centres from other sectors that were in libraries, but with such a large number of centres in England and the possibility of centres that might be run by libraries and based elsewhere, we did not adjust for these.