Appendix 1

What is community-focused provision? Initial attempt to operationalise the concept in terms of questions to be discussed with providers and staff of national agencies

**Organisation, Strategy, Policies and Management**

- Do you deliver Basic Skills in local communities? What percentage of your work is delivered in local communities (as opposed to your ‘main’ site)?
- Does your provision take account of context? E.g. recognise needs and difficulties of different groups such as shift workers, single parent families, communities in decline, etc.?
- Does your provision recognise the ‘importance of groups’; i.e. do you enable groups of learners to move on as a group?
- Does your provision recognise that learning/progression is not necessarily linear? I.e. can
people move across and between different provision without an emphasis on always moving on/up?
- Does your Basic Skills work underpin other learning? Do you develop provision as part of other learning based on expressed wants, e.g. First Aid + Basic Skills, Health and Safety + Basic Skills. Give some examples.
- Is family learning [Basic Skills], e.g. family literacy, family numeracy, an integral and integrated part of your provision? How?
- Do you work in partnership with local organisations to jointly develop provision? What percentage of your provision is delivered in partnership with others? Can you give examples of partnership working in Basic Skills?
- Do you have clear policies about first steps learning/community based provision/other....
- Does your organisation have a clear statement about Basic Skills? (L, L, N) – (Aiming here to get at the ‘functional’ versus ‘liberating’ approach. BS for empowerment, social inclusion, etc.)

Staff and Volunteers
- Do you employ, e.g. development workers/community Basic Skills co-ordinators, etc. to work in and with local communities? Who? What do they do?
- Have all your staff who interact with Basic Skills learners, in whatever post, received training about Basic Skills?
- Do you work with volunteers? How important are they to your provision? What proportion are trained? Do they receive regular CPD? What?
- What percentage of the people working in your organisation have come from the local community? How many of your staff have come into post from being a learner?
- How many of your staff have appropriate community languages?

Consultation, Evaluation, Dissemination
- Do you regularly evaluate your provision, not just in terms of statistics on enrolment/retention/achievement, but also:
  - Demographics?
  - Customer satisfaction?
  - Percentage of new learners?
  - Hardest to reach learners?
  - Progression?
- Do you contract for external evaluations of different aspects of your provision? Would you be able to tell us what percentage of your learners are new to your provision? (What percentage has attended a course/group before?)

Access Questions
- Do you always offer childcare [even if not used]? If not always, what percentage of your provision is supported by childcare?
- Is the majority of your provision delivered in traditional or ‘mainstream’ learning environments, e.g. college buildings, schools, and adult centres? OR What proportion of your provision is delivered in community or non-traditional learning environments? E.g. libraries, pubs, community centre, mobiles, places of worship, the workplace.
- Can learners ‘sign up’ at any time? Do you operate a minimum number policy in community based provision? If so, what number?
- Something about access issues? E.g. disabilities? Language?
Are the majority of all your ‘classes’ delivered as ‘two hours a week, once a week’ type provision? If not, what percentage is?

Do you work with local people to find out what they want? How?

How do you make your provision accessible to people whose strong/preferred language is other than English? English?

Are your venues culturally appropriate? What percentage/ [probably need to balance this against the number of ESOL learners they have]?

Are any materials translated?

Appendix 2

Initial interview questions

1. What proportion of your basic skills [i.e. ESOL, literacy and numeracy] provision is delivered in community/non-traditional learning environments?

2. Can learners join up at any time?

3. What documentation do you have in relation to community-focused provision in basic skills?

4. Do you have people whose job is developmental, working within the organization whose role is to develop community-focused basic skills provision?

5. Can you describe the way in which you work in partnership with other organisations including voluntary/statutory to deliver community-focused provision in basic skills?

Appendix 3

The case studies

| Case Study A | LEA | Urban | North |
| Case Study B | Voluntary | City | Midlands |
| Case Study C | FE | City | North |
| Case Study D | Partnership | Urban | North |
| Case Study E | Voluntary | City | South West |
| Case Study F | Partnership | Rural | South East |
| Case Study G | LEA | City | South |
| Case Study H | LEA/FE | City | South |
| Case Study I | FE | Rural | Midlands |
| Case Study J | Partnership | City | Midlands |
| Case Study K | Partnership | Rural/urban | Midlands |