

Darnall Learning and Employment Survey

October 2006

Report prepared by
Barbara Rimmington
Research Officer
East End Quality of Life Initiative
10 Montgomery Terrace Road
Sheffield
S6 3BU
Tel: 0114 285 9931
Fax: 0114 278 7173
Email: barbara@sheffielddct.co.uk

CONTENTS

Question No.		Page
	Introduction	1
	Methodology	1
	Analysis	2
	People who took part in the survey	2
16	Postcode	2
17	Age	2
18	Sex	3
19	Ethnic Group	3
20	First Language	3
	Respondents by area	4
	Responses to the survey	6
1	Information about learning and jobs	6
2	Current activity	7
3	Problems finding work	8
4	Assistance required to find work	9
5	Existing qualifications and experience	10
6, 7	Interest in future learning	11
8	Barriers to learning	13
9, 10, 11	Current learning and progression	14
12, 13	English classes	17
14	Requests for follow-up	18
	Summary of findings	20
	Next Steps	20

Introduction

East End Quality of Life Initiative (EEQOL) was approached in January 2006 by Sheffield City Council (SCC) to undertake a survey on behalf of the Adult and Community Learning Unit (ACLU) and the Darnall Neighbourhood Office. The purpose of the survey was to encourage the take-up of learning and employment opportunities within areas of Darnall known to have particularly low take up. Overall, Darnall had been found to rank lowest for economic activity in the city in SCC's SNIS in 2004.

Methodology

A questionnaire was developed during February and March, and it was decided to target people under the age of 65 in areas of Darnall where take-up of education and training was low and economic inactivity was high. These areas were: Staniforth Road (S9-3F), Kettlebridge (S9-3A, S9-3B), Kashmir Gardens (S9 3D), Mather Road (S9-4), Greenlands (S9-5), and Stovin/Utley (S9-5). The addresses (approximately 250 per area) were selected by SCC's Neighbourhood Office. Originally, it had been planned that education and employment outreach workers in Darnall would undertake the survey, enabling them to build up contacts and confidence with people from these areas to boost take-up on education and employment programmes. However, this proved difficult in practice as Darnall Forum's workers were not in post until later in the year, and the expected contribution of partners in local learning organisations fell through. Instead EEQOL's community researchers were used.

EEQOL offered the work to their team of community researchers in February; 5 initially responded positively, although 1 had to drop out before the survey got underway in April, due to ill health, and another took up some of the work part-way through, replacing the expected contribution from a local learning organisation. The interviewers delivered a leaflet alerting householders to the survey and a copy of the Darnall Learning Directory prior to calling on them to complete the questionnaire. Interviews were finally completed by early July.

All the researchers involved encountered difficulties engaging people in the survey, and 1 interviewer (partly due to personal circumstances also) was unable to return any completed questionnaires. Overall, a response rate of 8% was obtained. Researchers put in 187 hours including leaflet distribution and travel time (this varied with how close the researcher lived to the area they had been allocated) and returned 119 questionnaires out of a possible total of 1500 selected addresses, giving an average of 1.5 hours per completed questionnaire. Whilst a face-to-face interview was the preferred option for completion of the questionnaire, interviewers did sometimes leave the questionnaire for self-completion and return to pick it up.

Some of the problems encountered by the interviewers included:

- Many retired people, who were generally excluded from the interviews, as the survey was partly to encourage people into work-related training. It was felt a better way of selecting the addresses to be visited might have overcome this problem and ensured more efficient use of interviewers' time.
- Quite a high number of people caring for family members - either young children or older relatives - who had neither the time nor the energy to undertake training or work.
- There were a number of asylum seekers who were keen to learn but needed more help with financial and communication support.
- People with disabilities, learning difficulties and mental health problems needed support to engage in activities of any sort outside the home.

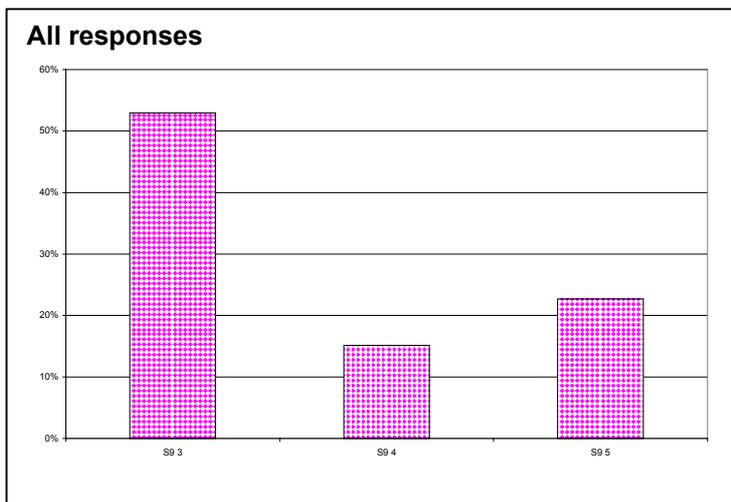
Analysis

The following pages analyse the responses obtained from the questionnaires, both overall and across postcode areas, ethnic and age groups, looking first at the demographics of those who took part (the question number from the questionnaire is shown alongside the heading).

People who took part in the survey

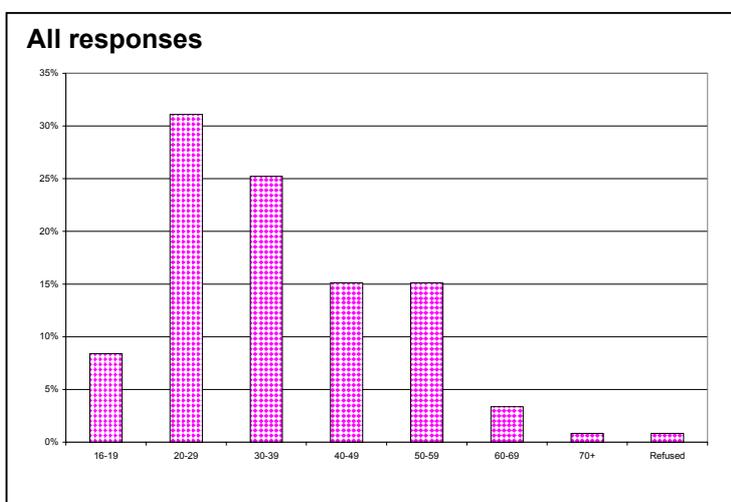
The survey did not aim to be representative of Darnall. It was targeted at local areas where take up of education and training opportunities had, in the past been low, and economic inactivity high. Interviews were conducted on an opportunistic basis, with whoever was available at the selected households. Interviewers had no quotas to fulfil based on age, sex, or ethnic background, other than they had been asked not to interview people aged 65 and over, as it was felt they would be unlikely to be engaged in the labour market. In order to aid comparison between different groups (geographical, ethnic and age), percentages have been used throughout in the graphs. However, it should be noted that for some groups there were low numbers of participants.

16. Postcode



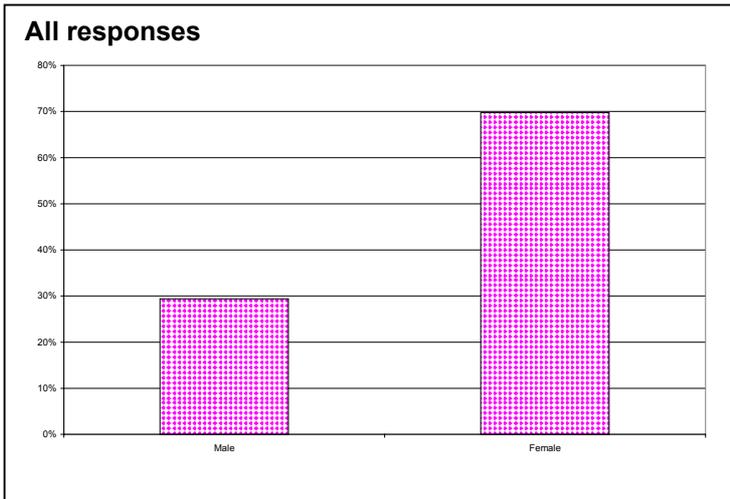
The chart shows that 63 people came from S9-3, 18 came from S9-4, and 27 from S9-5.

17. Age



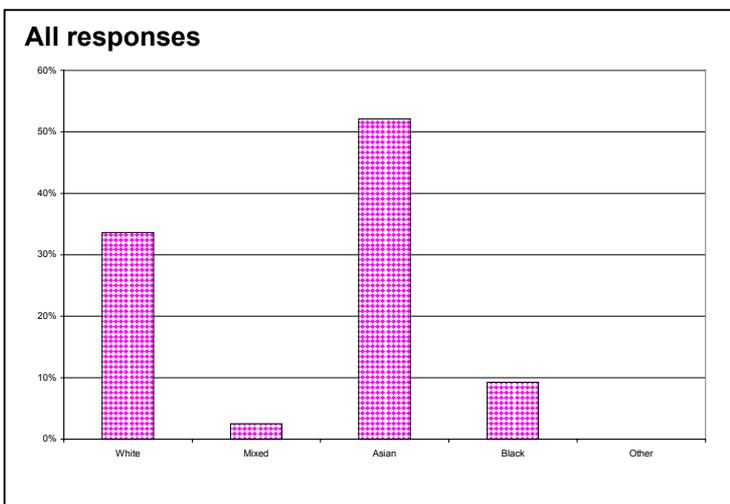
The chart shows that there were 10 people aged 16-19, 37 aged 20-29, 30 aged 30-39, 18 aged 40-49, 18 aged 50-59, 4 aged 60-69, 1 aged 70+, and 1 whose age was not recorded. For this report, those aged 60 and over have been excluded (as being less likely to engage in the labour market), and those aged 40-59 have been added together.

18. Sex



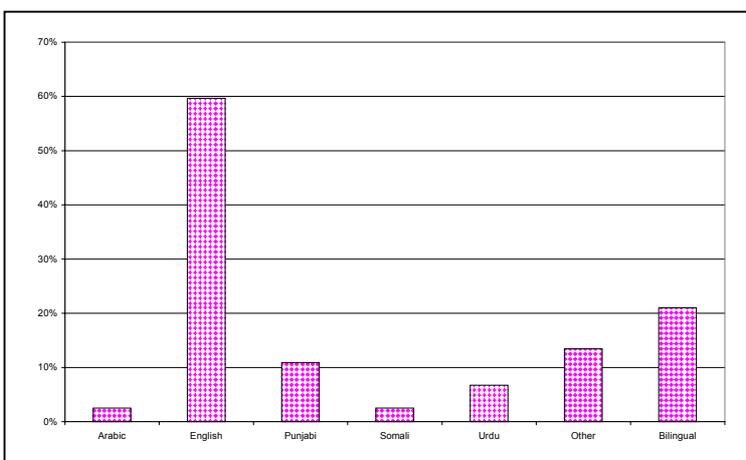
The chart shows that 35 men and 83 women took part in the survey.

19. Ethnic Group



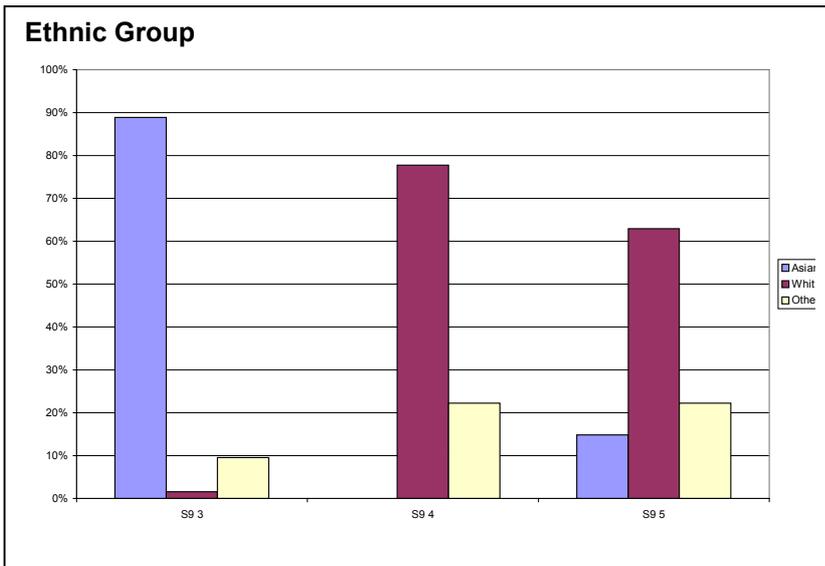
The chart shows that 40 respondents were White, 3 were Mixed Heritage, 62 were Asian or Asian British, 11 were Black or Black British, and none came from Other ethnic groups. For this report, the Mixed and Black ethnic groups have been added together and reported as Other, with White and Asian ethnic groups.

20. First Language

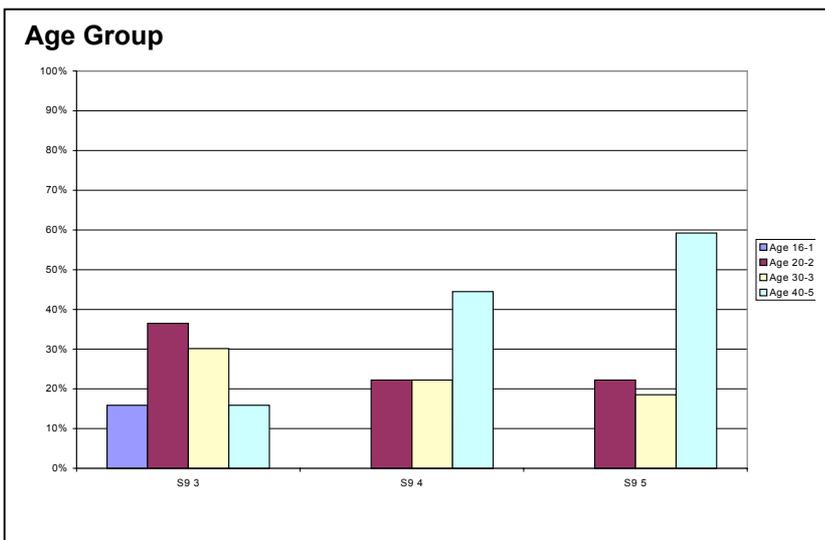


The chart shows that English was the first language of 71 people, 13 people had Punjabi and 8 people Urdu as their first language, with 3 each having Arabic and Somali as their first language. 25 people were bilingual with English and another language as being equally their first language.

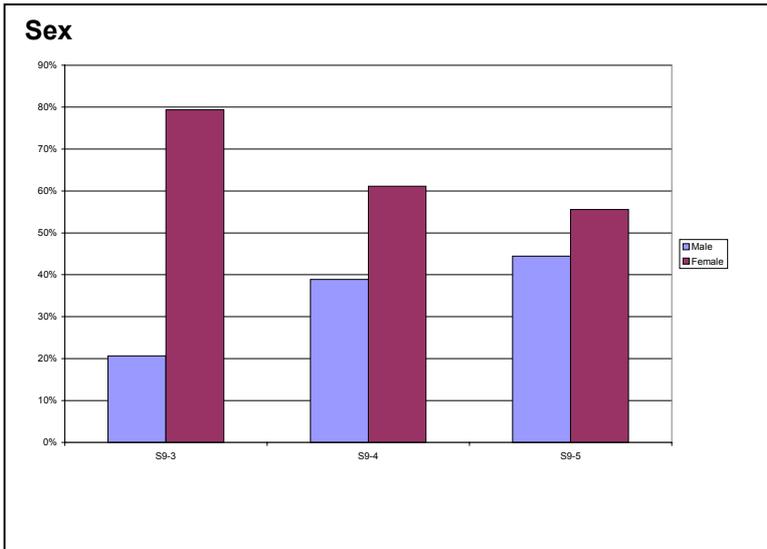
The charts below show how respondents from these areas varied.



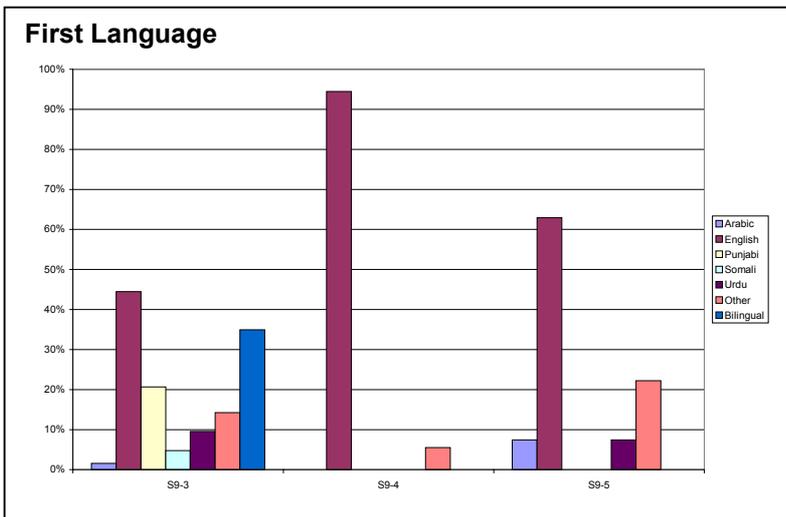
89% of respondents from S9-3 were Asian, 2% were White, and 10% were from Other ethnic groups. In S9-4, there were no Asian respondents, 78% were White and 22% were from Other ethnic groups. In S9-5, 15% were Asian, 63% were White and 22% from Other ethnic groups.



In S9-3, 16% of respondents were aged 16-19, 37% were aged 20-29, 30% were aged 30-39, and 16% were aged 40+. In S9-4 and S9-5, there were none of the youngest age group. In S9-4, 22% were aged 20-29 and 30-39 each, and 44% aged 40+. In S9-5, 22% were aged 20-29, 19% 30-39, and 59% 40+.



In S9-3, 21% of respondents were male and 79% female. In S9-4, 39% were male and 61% female. In S9-5, 44% were male and 56% female.



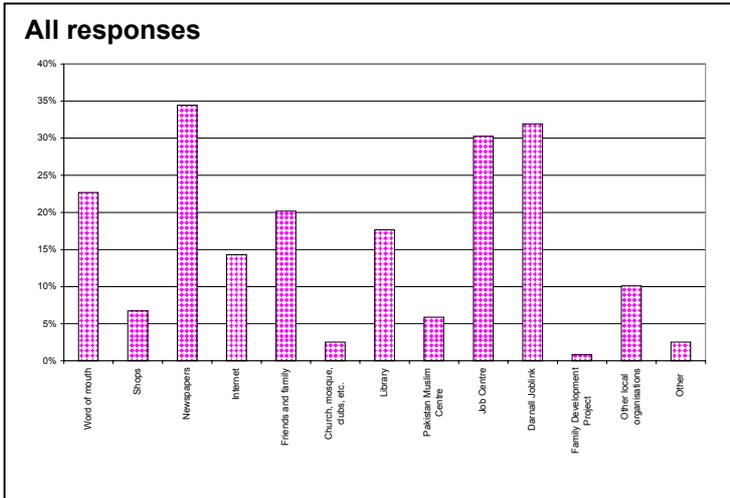
S9 3 shows the greatest diversity of language (and probably cultural diversity), with 44% having English as their first language, and 35% being bilingual in English and another language; 21% had Punjabi and 10% Urdu as their first language, 5% Somali and 2% Arabic, with 14% speaking a range of other languages.

S9 4 was the least diverse area, with 94% being English speakers first, and 6% other language speakers. In S9 5, 63% were English speakers, 7% Urdu and 7% Arabic, with 22% speaking a range of other languages.

Responses to the survey

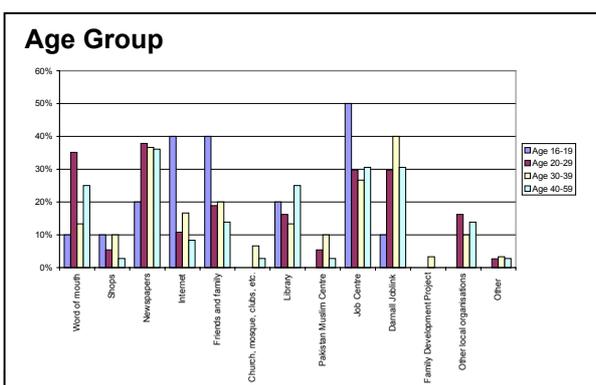
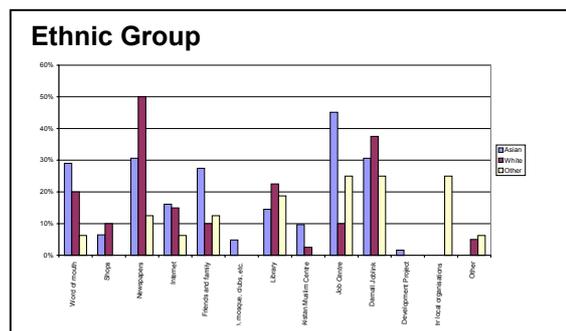
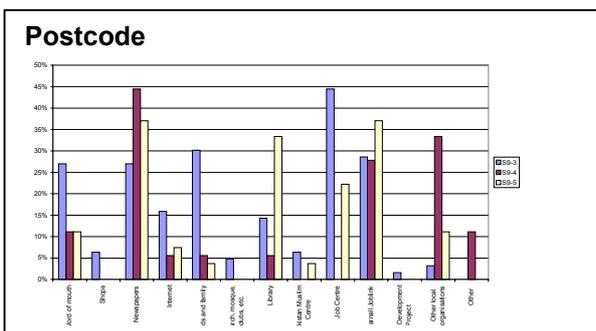
The following pages analyse responses to the survey overall, and by postcode, ethnic group and age group.

1. How do you normally get your information about learning and/or jobs in the area?

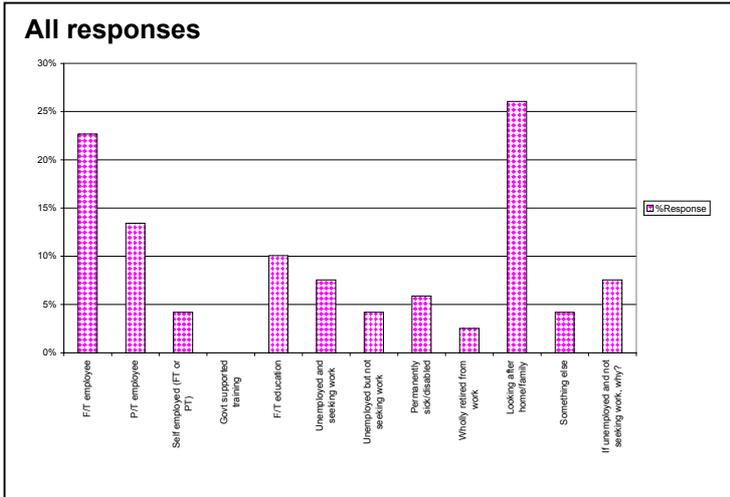


The chart above shows the most popular ways of accessing information about learning and jobs in the area were through newspapers, Darnall Joblink, and the Job Centre. However, the charts below show that these responses varied:

- Geographically, in S9-3 the Job Centre was used most; in S9-4 newspapers were used most, and in S9-5 newspapers and Darnall Joblink were equally the most popular.
- For the different ethnic groups, the Job Centre was more popular with the Asian group, newspapers were more popular with the White group, and for Other ethnic groups, the Job Centre, Darnall Joblink and other local agencies were more popular.
- By age group, younger people were more likely to use the Job Centre, friends and family and the internet, 20-29 year olds were more likely to use newspapers and word of mouth, 30-39 year olds Darnall Joblink and newspapers, and those aged 40+ mainly used newspapers.

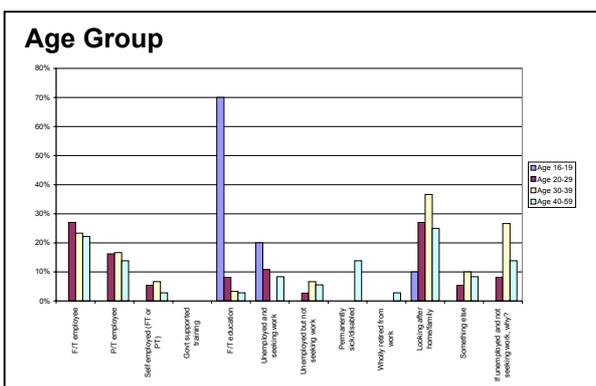
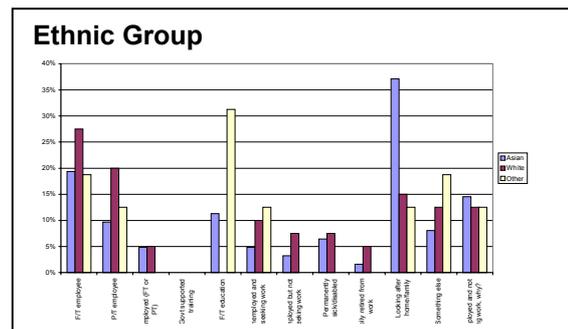
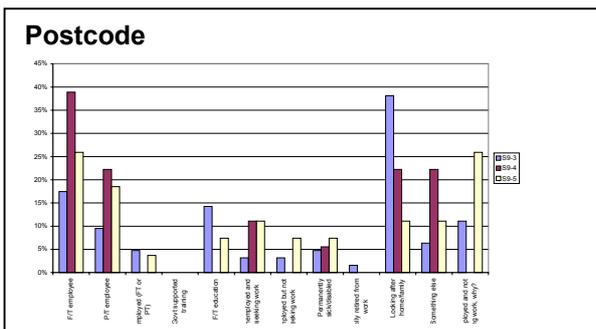


2. Which of these activities best describes what you are doing at present?



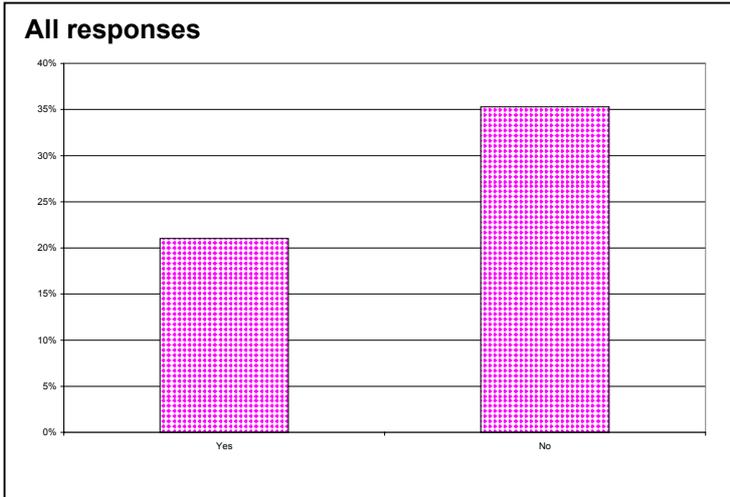
The chart above shows that more than a quarter of the people surveyed were looking after the home and family (perhaps because they were most likely to be at home when the interviewer called). Other than this group, most of the people interviewed were employed, either full or part time. The charts below show how these responses varied for different groups.

- Geographically, people in S9-3 were more likely to be looking after the family, in S9-4 they were employed (full and part time), and in S9-5 they were employed (full and part time) or unemployed but not seeking employment.
- By ethnic group Asians were looking after the family, White people were employed and Other ethnic groups were in full time education.
- By age group, younger people were in full time education, 20-29 year olds were employed or looking after the family, 30-39 year olds were looking after the family or economically inactive, and those aged 40+ were looking after the family or in employment.



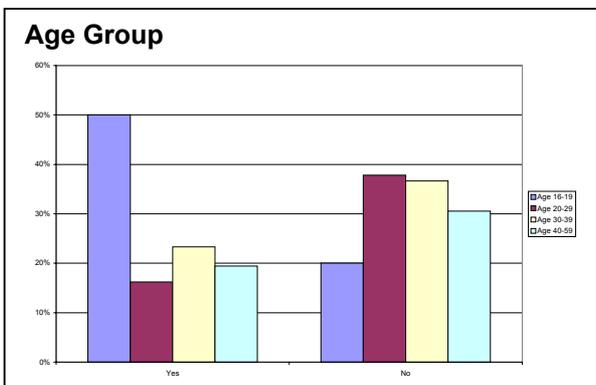
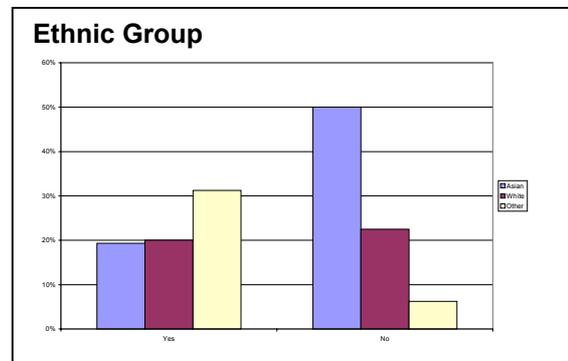
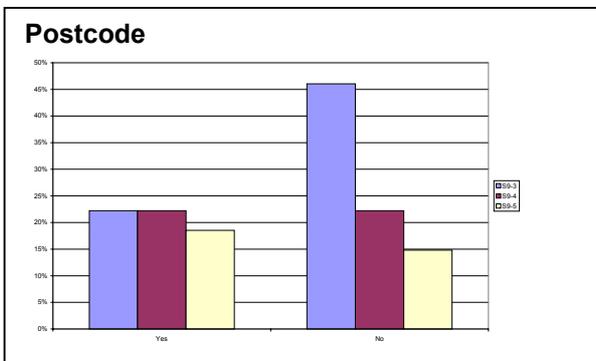
People who were currently unemployed but not seeking work were asked why that was. 8 said they were caring for family (children or elderly parents), 6 said it was due to ill health, 2 said their English was not fluent enough, and 1 said they would like to work for up to 16 hours per week.

3. If you are looking for work, are you having any difficulties?

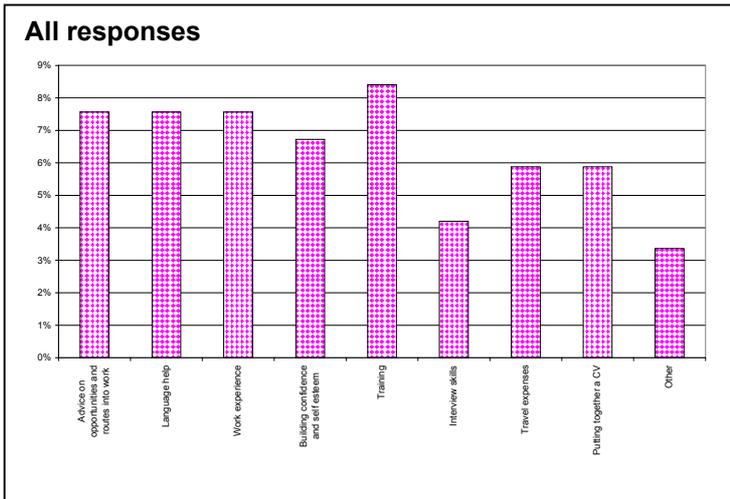


The chart above shows that although most people who were looking for work were not experiencing difficulties, more than 20% were. The charts below show how these responses varied for different groups.

- Geographically, S9-3 most closely mirrors the overall response, whilst people from S9-4 and S9-5 were more likely to report experiencing difficulties.
- By ethnic group the response from the Asian ethnic group mirrors the overall response, whilst people from White and particularly from Other ethnic groups were more likely to report experiencing difficulties.
- By age group, 50% of younger people said they experienced difficulties, whilst the other age groups more closely mirrored the overall response.



4. What sort of help would you like?

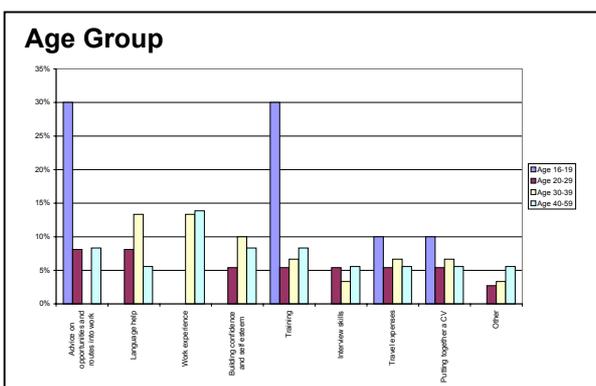
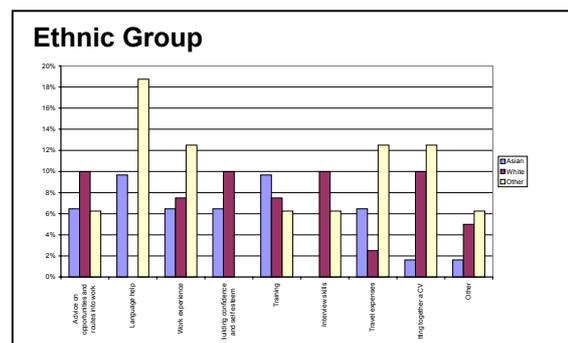
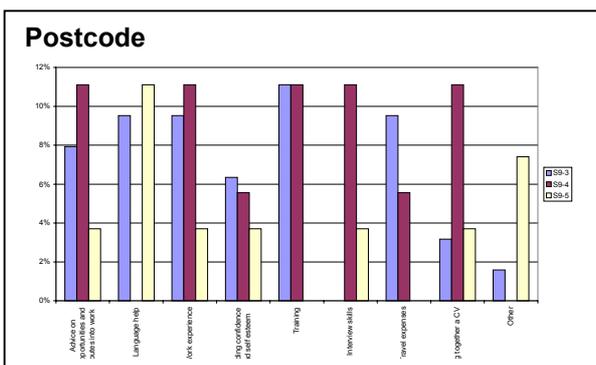


Other help required - 1 person suggested each of the following:

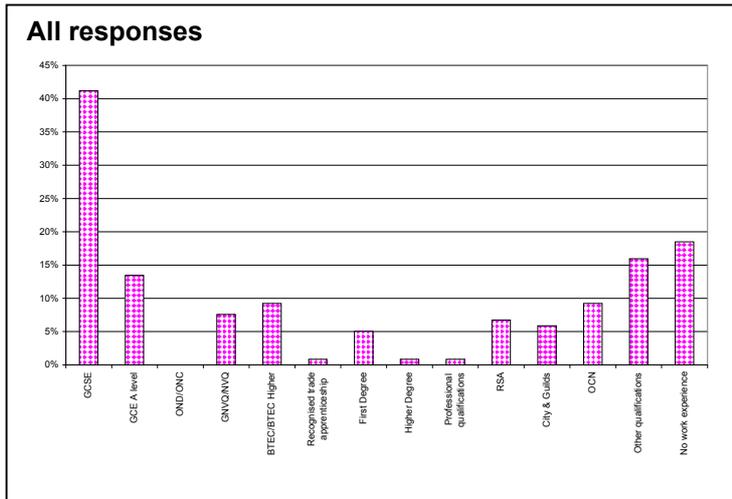
- Full time carer for mother
- Language support
- Childcare
- Financial help

The chart above compares the type of help people said they needed. Training, advice on opportunities and routes into work, and language help were cited most, followed by building confidence and self esteem, travel expenses and putting together a CV. The charts below show how these responses varied for different groups.

- Geographically, people from S9-3 wanted advice on opportunities, work experience, training, help with interview skills, and putting together a CV.
- By ethnic group the Asian ethnic group wanted language help and training, the White ethnic group wanted advice, building confidence, help with interview skills and putting together a CV, whilst the Other ethnic groups wanted language help more than anything else.
- By age group, younger people said they wanted advice and training, whilst the older age groups showed a spread of need over the range of responses.



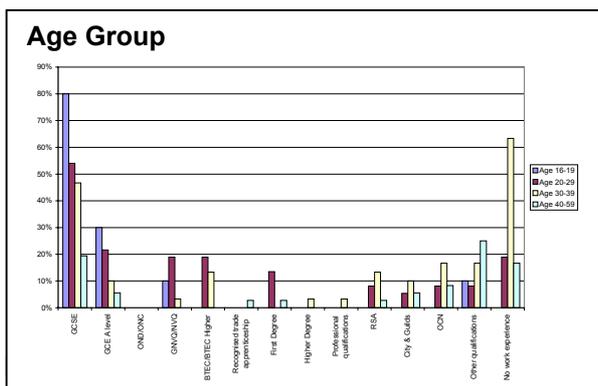
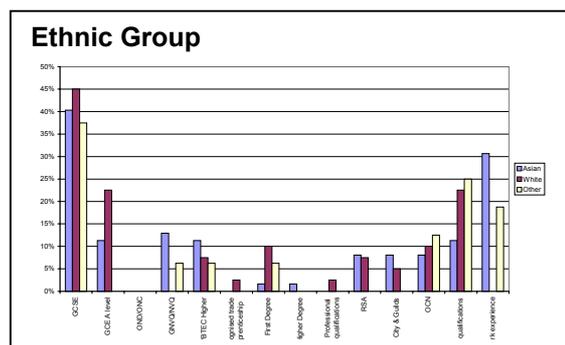
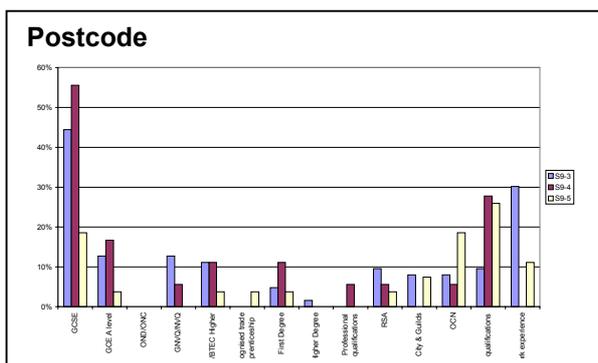
5. What qualifications or work experience do you have?



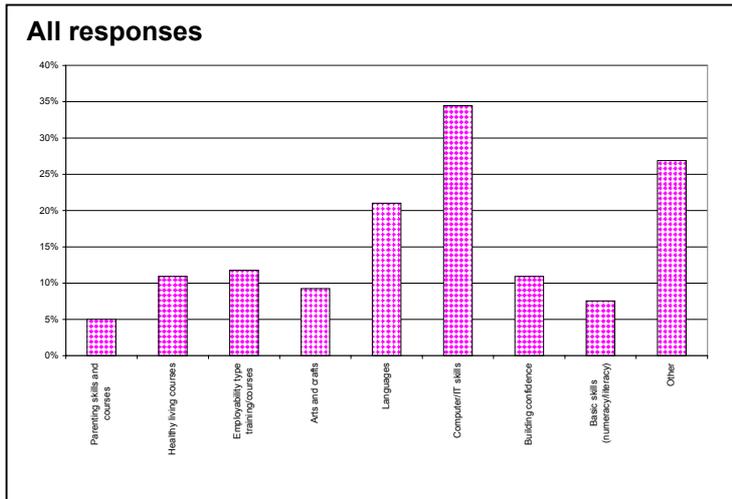
Other qualifications included a wide range, e.g. 11+, basic skills, vocational qualifications, university Access course and qualifications obtained abroad. **Work experience** included catering, cleaning, factory work, manufacturing, childcare, public services, nursing, computers/IT, sales and marketing, and work abroad. 22 people said they had no work experience.

The chart above compares the type of qualifications people had. Over 40% of respondents had GCSEs, but higher levels of attainment were low. Nearly 20% of respondents had no work experience. The charts below show how these responses varied for different groups.

- Geographically, 44% of people from S9-3 and 56% of people from S9-4 had GCSEs. 28% of those in S9-4 and 26% of those in S9-5 had other qualifications than the ones listed (these included 11+, O levels, CSEs, University Access course, basic skills and qualifications from abroad). 30% of people from S9-3 had no work experience.
- By ethnic group, 40% of the Asian ethnic group, 45% of the White group and 38% of other ethnic groups had GCSEs. A levels were held by White (23%) and Asian (11%) groups. 25% of Other ethnic groups held other qualifications. 31% of the Asian group had no work experience.
- By age group, 80% younger people had GCSEs and 30% had A levels. 19% of 20-29 year olds had GNVQs and BTECs, and 14% had a first degree. 30-39 year olds were more likely to have vocational qualifications (RSA, City & Guilds, OCN), whilst 25% of those aged 40+ had other qualifications. 63% of those aged 30-39 had no work experience.

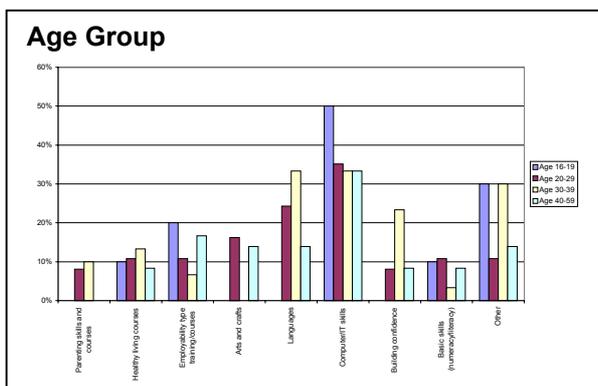
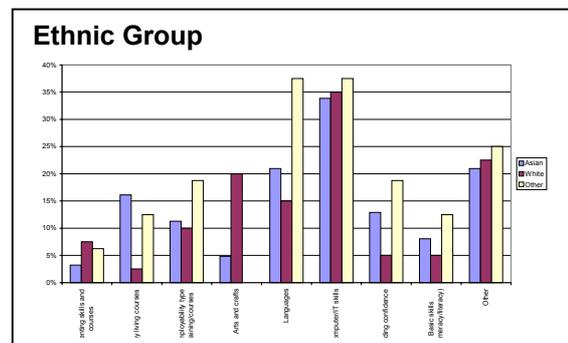
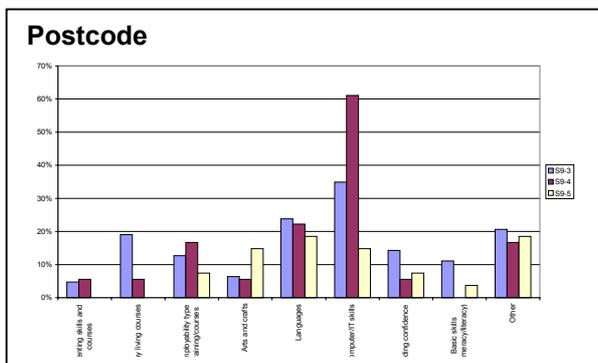


6. What courses or learning would you be interested in taking part in?



Overall, the chart above shows 34% of respondents were interested in computer and IT training, but 27% were interested in a wide variety of other courses. The charts below show how these responses varied for different groups.

- Geographically, in S9-3, people were mainly interested in computer/IT and language courses. In S9-4 61% of respondents wanted computer/IT skills, and in S9-5 19% wanted languages, with 15% wanting computer/IT and arts and crafts courses.
- By ethnic group, the Asian and White ethnic groups were mainly interested in computer/IT courses. The other ethnic groups were equally interested in languages and computer/IT courses.
- By age group, 50% younger people wanted computer/IT courses, and over 30% of all other age groups also wanted these skills. Languages were also wanted by the 30-39 year olds.



Where people specified other courses that they would be interested in, these were as follows (unless otherwise stated, 1 person for each suggestion):

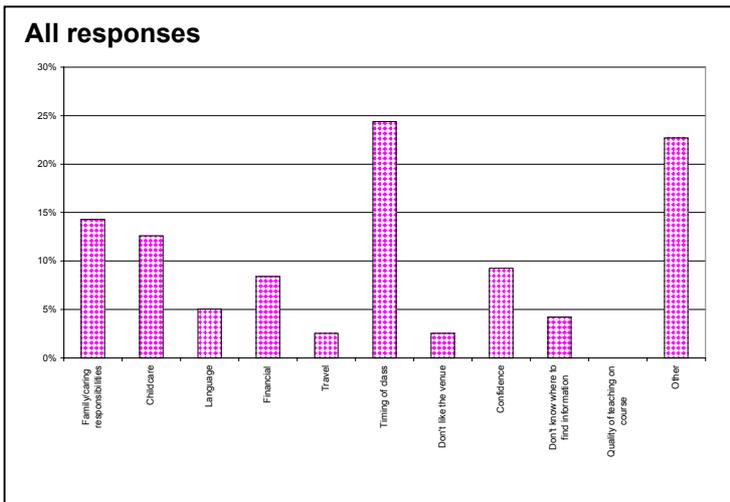
<ul style="list-style-type: none"> • already done employability, languages and confidence building • already taken part in IT courses • building confidence • business studies • childcare - 2 • creative writing • driving - 2 • feel too old to take part 	<ul style="list-style-type: none"> • first aid - 2 • gardening • old photos of Sheffield • health care/hygiene - 2 • genealogy/family tree - 3 • DIY • book keeping • Joblink & SCC paid scheme for over 40s • look after family at moment - 2 	<ul style="list-style-type: none"> • keep fit • counselling • internet • English - 3 • none (at moment) - 11 • not interested in courses, do them at work • not sure • social work • too busy working • train to be electrician
---	---	---

7. Why would you like to take part in this type of learning?

(unless otherwise stated, 1 person for each suggestion):

<ul style="list-style-type: none"> • Keep up to date - 7 • Qualifications - 5 • general interest, hobby, relaxation, health - 19 	<ul style="list-style-type: none"> • Employment, improve skills, get a better job - 22 • Languages, communicate better - 11 	<ul style="list-style-type: none"> • IT skills needed/useful for everything - 6 • Help own children - 2
---	---	---

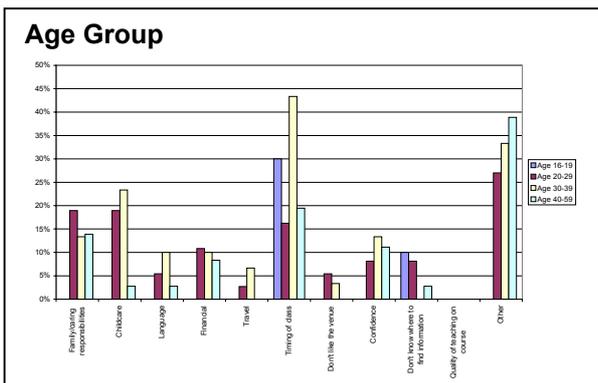
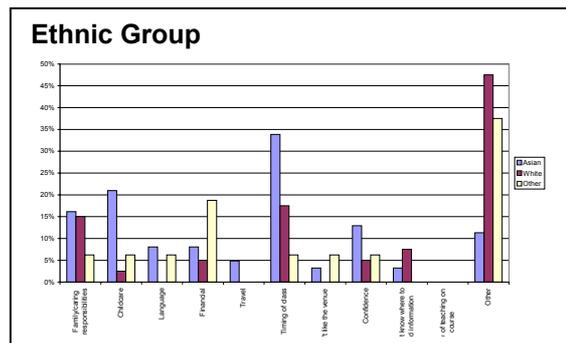
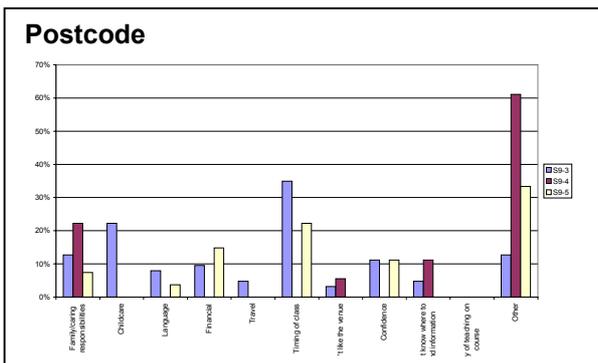
8. Some of these courses are already available in Darnall. Is there anything stopping you attending a course at the moment?



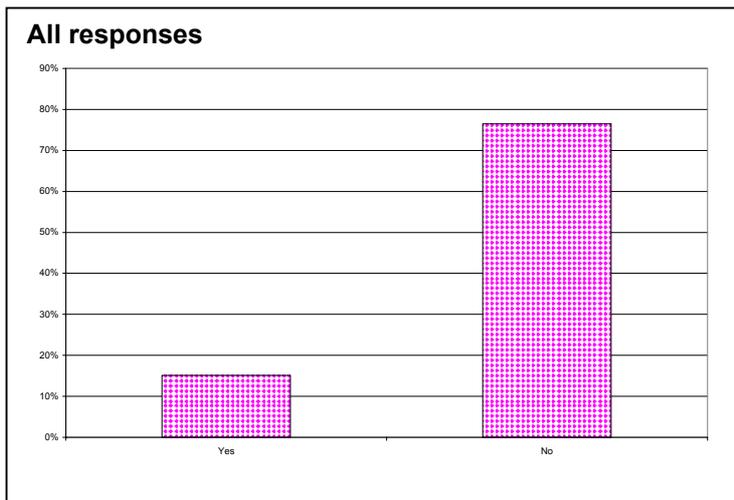
- Other barriers to learning:**
- Lack of time because studying - 3
 - Lack of time because working - 14 (some shifts)
 - Lack of time because caring - 4
 - Ill health - 2
 - Lack of English - 1
 - Lack of information - 3

Overall, the chart above shows the main reason stopping people attending courses was the timing of classes, although a variety of other reasons than the ones listed in the questionnaire were barriers for 23% of respondents. The charts below show how these responses varied for different groups.

- Geographically, timing of classes was the main barrier in S9-3 and S9-5, whereas family and caring responsibilities (besides a variety of other reasons) were problems in S9-4.
- By ethnic group, timing of class, childcare and family responsibilities were the main barriers for Asian ethnic groups. Timing of class, caring responsibilities and other reasons were barriers for White groups. Financial and other reasons were barriers for the Other ethnic groups.
- By age group, timing of classes was the main barrier for younger people and those aged 30-39. For those aged 20-29, family and childcare responsibilities, as well as timing of classes were barriers. For those aged 40+, it was timing of classes and a variety of other barriers.

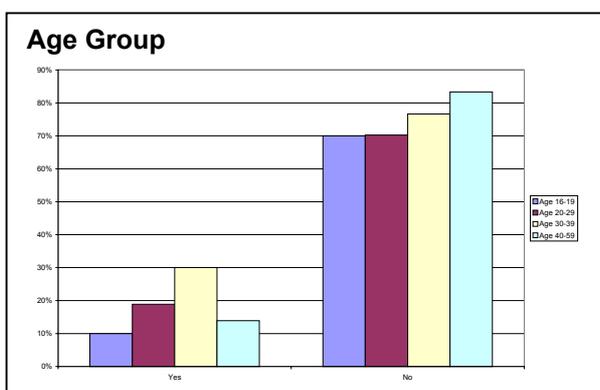
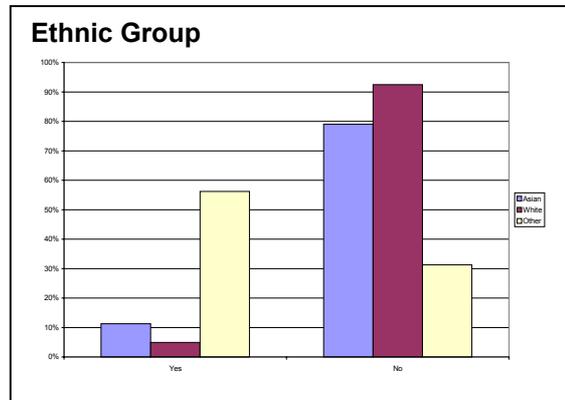
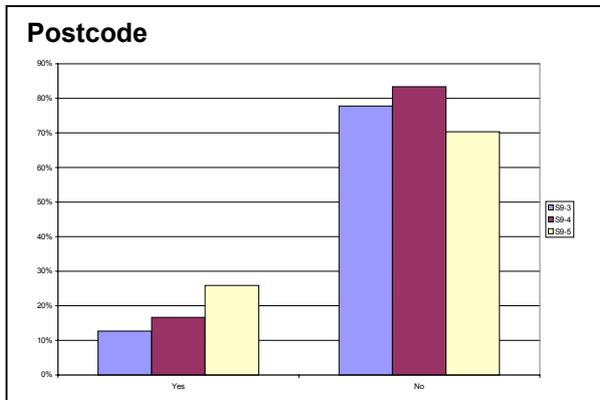


9. Are you currently attending any learning activities?



Overall, the chart above shows only 15% of all respondents were currently engaged in learning activities. The charts below show how these responses varied for different groups.

- Geographically, 13% of S9-3 residents were currently attending, 17% of those in S9-4 and 26% of those in S9-5.
- By ethnic group, 11% of Asian, 5% of White and 56% of Other ethnic groups were engaged in learning activities.
- By age group, 10% of 16-19 year olds, 19% of 20-29 year olds, 30% of 30-39 year olds, and 14% of those aged 40+ were currently engaged in learning activities.



10. Could you give me some more details about your current learning activities, please?

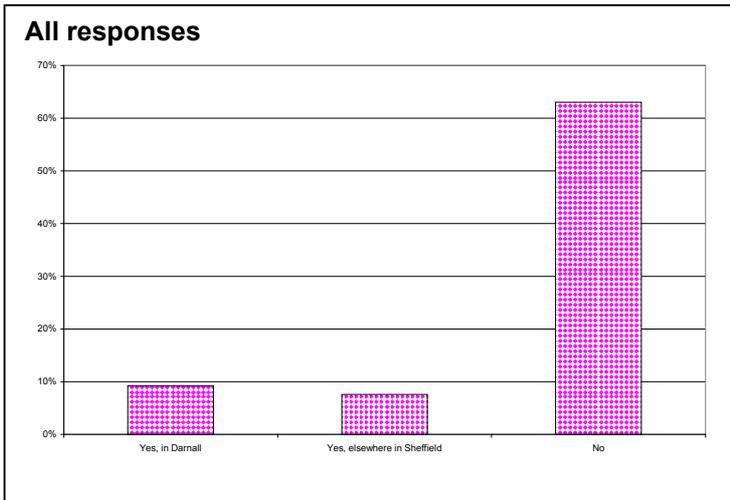
10a - What is the name of the course?	10b - What level/qual do you hope to achieve	10c - Where is the course run?	10d - Why are you undertaking this learning?
TESOL entry 2	TESOL entry 2	Starworks Darnall	To be able to communicate better
IT Basics	basic experience	Darnall Joblink	
Story sack	level 2	Family Dev Project	want to do it
English	level 1	Starworks	to speak better
Combined studies degree	A level	Univ of Sheffield	personal interest
English literacy, reading & writing	beginners	Castle college	to improve reading and writing skills
English Anti 3 level		Learndirect	
Counselling skills	level 3	Castle centre	improve my job prospects
business admin	NVQ level 3	Castle	to better my skills
Cake decoration	Grade 1 x 4	Matric	gain qualifications to go self employed
just finished degree			
Sage	Diploma	Learning Open College	to gain qualification to get employment
English language			
Creative writing course	Higher standard	WEA Rotherham	for own interest and to fulfill potential
English language	Inter 2	West Street CDC	To enable communication
Access Course IT	Level 2	Granville Sheffield College	To be able to get a qualification and a good job
CDC English	Inter 2		Enable to participate in activities
Interpretation - International		Sheffield College, Hillsborough	To find a job and help immigrants/refugees with advice and information

11.

Could you tell me about how you feel you might like to progress (in learning and/or employment) in the future? (individual responses recorded verbatim):
After finishing learning English, would like to use it to learn to drive
all my skills put to use
at moment at home looking after family but in future like to do some sort of course
better my education
can attempt to try different job roles
children are small yet, maybe do something in future
computer course
continue to stay at home looking after family
Don't think will return to work - too ill and at 58 too old
Enjoying present part-time job, no wish to change

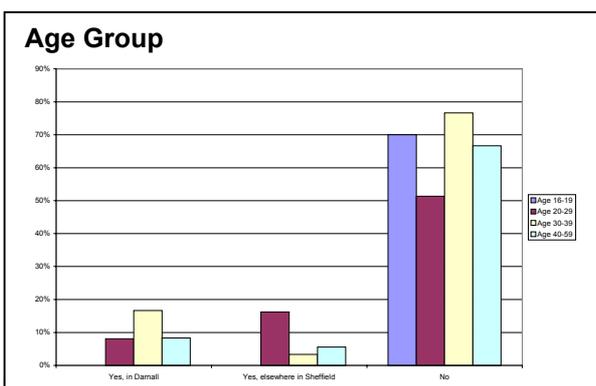
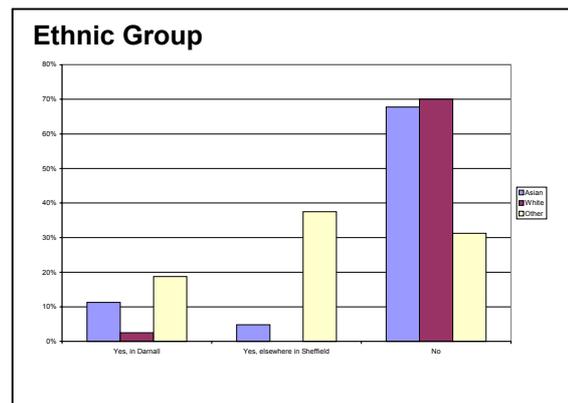
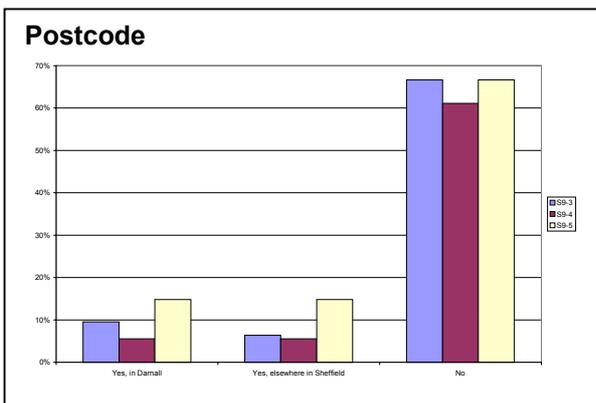
Could you tell me about how you feel you might like to progress (in learning and/or employment) in the future? (individual responses recorded verbatim):
Gain as much work experience in my field
gain qualifications to go self employed
have done a computer course
Hope to find a job but doubtful due to age. Applied to Asda, John Lewis, Tesco - promised interviews never materialise
I am employed full time
I am not well
I would like to do a course at university, HND or a degree in IT/Business Studies
I would like to publish a biographical study of a local resident now deceased
IELTS qualification would be the next step
improve my language
in future like to have a job
in the future
internet classes if in evening
just want to look after family
keeping fit and healthy
learn computer course
learn to read and write English
Making progress, maybe to obtain a First Degree in Computer Studies
maybe course for nursery childcare
more information
more knowledge about IT
more managerial position; better qualification
nothing at moment
nothing at moment
so in future find a job
to gain better employment
To get qualifications to get a better job
to keep updated
To keep updated with technology
to speak English, better job
Too busy to take part in classes at present, but would like to become an electrician
Too late for me, I am too old
training - work based learning
Want to get employed with a job I enjoy
When mother is settled possibly learn new skills. Needs a lot of support
wider choices of courses, with a broad timetable
Would like to get a qualification in catering. Has already done Hygiene certificates, needs updating
would like to see more internet access for people of Darnall
yeah, need a job

12. Have you undertaken any English classes, either here or elsewhere in Sheffield?



Overall, the chart above shows that 9% of all respondents had undertaken English classes in Darnall, and 8% had undertaken them elsewhere. The charts below show how these responses varied for different groups.

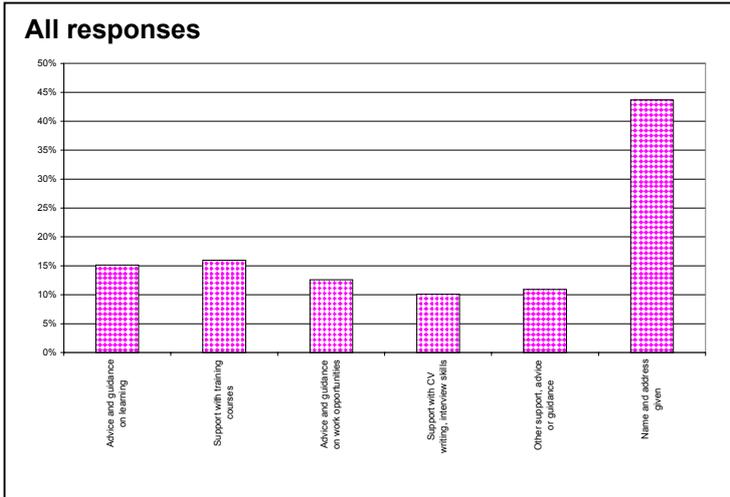
- Geographically, of the residents surveyed, 10% of those in S9-3 had undertaken English classes in Darnall, 6% in S9-4, and 15% in S9-5. English classes elsewhere had been taken by 6% in S9-3 and S9-4, and 15% in S9-5.
- By ethnic group, 11% of Asian, 3% of White and 19% of Other ethnic groups had undertaken English classes in Darnall, whilst these figures were 5%, 0%, and 38% respectively for English classes elsewhere.
- By age group, none of the youngest age group had undertaken English classes either in Darnall or elsewhere. 8% of 20-29 year olds, 17% of 30-39 year olds, and 8% of those aged 40+ had undertaken English classes in Darnall, whilst these figures were 16%, 3% and 6% respectively for English classes elsewhere.



13. Could you tell me about your experiences of English classes?

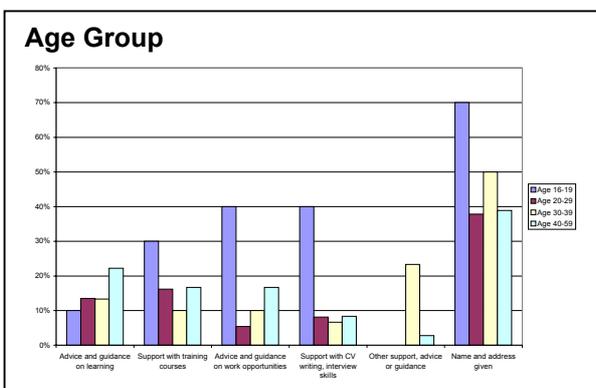
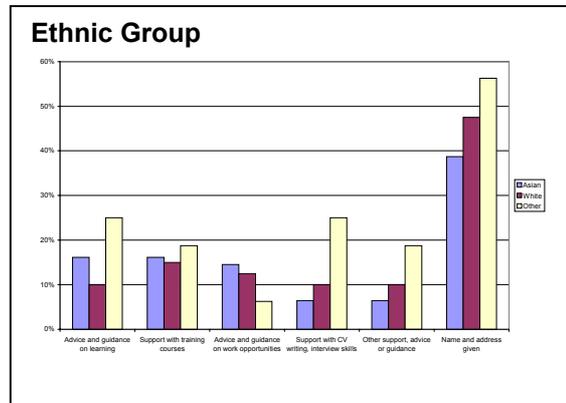
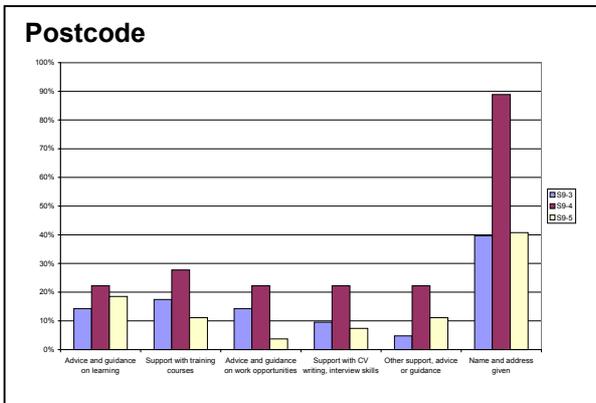
at Learndirect. Good - learning direct course in Darnall obtained 3 certificates in English; will start again after Easter
Alpha House, Sheffield College. Literacy level 1 achieved last year. Currently studying Access course at Sheffield College Granville Centre
before in Starworks
Darnall Starworks, learning English 1 year, good experience
Entry 1 at Sheffield Coll TESOL; Level 2 at Starworks Darnall; very good classes
ESOL not enough to get a decent job. Sheffield College
Good - wanted to start from scratch, to give me certificate - feels her writing skills could be improved. Lacks confidence. Class on Prince-of-Wales Road (Manor?)
Good. Class is at the Carl Duisberg Centre near West Street. Currently attending
Good. currently attending class for level 1 qualification at CDC near West Street
I am finished English course in learndirect
It is a very good experience and my teacher is very helpful
Mon, Tue, Wed, Thu; I enjoy the English class (level 1, Starworks)
Norton centre, Castle college
Starworks, level 2
through Job centre, I went in city centre, helped me get a job and speak a bit of English (done through New Deal)
Too many women in 1 class; PMC not good venue, should be more on Staniforth Rd; not reliable
used to go to Starworks but had to stop because of children under 5

14. Would you like someone to contact you for any of the following reasons?



Overall, 10-16% of people wanted further contact for help and support on learning or employment opportunities, and 52 people gave their names and addresses for this purpose. The charts below show how these responses varied for different groups.

- Geographically, more respondents in S9-4 requested further advice and support, and gave their names and addresses than in any of the other postcode areas.
- More people from Other ethnic groups requested further advice and support, and gave their names and addresses, than any of the other ethnic groups.
- By age group, more younger people requested further help and gave their names and addresses than people from older age groups.



Summary of Findings

People from different age and ethnic groups have very different needs and approach training and employment in different ways.

Younger people, and people from ethnic minorities in this survey looked for more personal support, for example in accessing information, they were more likely to use the Job Centre, Darnall Joblink, friends and family, whereas White residents and older people were more likely to use newspapers.

Problems finding work seemed to be worse for those from smaller ethnic minorities, and for young people, but the variety of help that was needed would suggest a personalised approach to helping them was required.

Younger people generally seemed better qualified than older residents, particularly at entry level (GCSEs). Computer and IT skills are seen as being essential for the current labour market, with consequent high levels of demand for this type of training. However, there was a wide range of both job-related and personal interest courses wanted in the area.

A variety of barriers stopped people accessing existing courses in the area, including family/caring commitments and work patterns for White and Asian residents, and financial and other barriers for people from Other ethnic groups.

These findings would appear to be supported by a recent DWP review¹, which suggests that:

- Training can help low-qualified, out-of-work adults into employment, as long as there are support and advice structures to help, especially with work experience and job search.
- Work-related training can have a short-term immediate effect in moving unqualified adults into low-paid unstable work.
- Work-based training and employer-placements are more successful in leading to employment.
- Educational programmes can achieve more lasting benefits over the longer term (5+ years), helping people become better qualified and achieve higher earnings.
- Support should be tailored to meet the individual's needs, including financial and personal issues.
- Personal development (such as building self-confidence, improving motivation and an interest in learning, enhancing timekeeping and team-working skills) is an essential factor in any training or educational programme.

Next Steps

Darnall Forum now have development workers in post, and a learning campaign is planned to coincide with the New Year (January 2007). As well as publicity in a range of community languages due to appear in the Darnall Herald in November/December 2006, workers will be following up the people who gave their details during the survey in order to offer personalised support and information.

¹ *The impact of learning on unemployed, low-qualified adults: a systematic review* by Sally Dench, Jim Hillage and Pam Coare. Leeds: Department for Work and Pensions Research Report No.375, 2006 <http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep375.pdf>