



Children's Services

Lifelong Learning Services Creative and performing arts

1. Executive Summary

The Creative and Performing Arts Programme area provides courses in three ALI (Adult Learning Inspectorate) subject areas – Visual Arts, Fashion and Textiles, and Music and Dance in the Performing Arts.

Lifelong learning courses enable people from a wide cross-section of the community to come together and engage in shared learning and activities.

“Reach” into different communities is provided by multilingual marketing materials.

Better community cohesion and improved understanding and respect is promoted through the widening participation agenda that engages all members of the community in the same classes.

Tower Hamlets Lifelong Learning Service (LLS) is a local education authority directly delivered community adult education service. A main focus of the lifelong learning service is to widen participation in adult learning. Therefore, it is key to promote equality in the service to ensure that local people have access to appropriate learning opportunities.

Current assumptions and practices by staff and other learners can set up barriers that prevent access and can discriminate against people on the grounds of age, disability, ethnicity, faith or religious belief and sexual orientation. A main focus of the service is therefore to widen participation in adult and family learning.

2. Data Collection & Consultation

Data Collection

QLS Management Information System
Learner Satisfaction Surveys
LSC national, London-wide and local data
Ethnicity profile of users

Consultation

Annual Learner Voice Consultation
Learner Satisfaction Survey.
End of Course Evaluations / Course Review

3. Key Findings

Ethnicity

There is a low representation of Bangladeshi learners in comparison to the Borough population. However the Black community is well represented.

In order to address the under-representation, courses have been developed to target the Bangladeshi community such as Eastern and Western clothes, Kathak Dance, African Dance and drumming. However, these courses attract a very mixed group of learners from various ethnic groups

Gender

There is a low representation of men in Fashion and Textiles, however the men's representation in Dance has improved. There is a good representation of men in Visual Arts and Music.

The low representation of Men is a national issue that affects most adult education providers.

Disability

There is a low representation of disabled people in general, however the take up of courses for people with a learning disability run in conjunction with day centres has been successful.

The opening of the Whitechapel Idea Store has enabled full accessibility to a dance studio with a class for adults with learning disability transferring from a day centre to the store.

Specific courses in Art, Ceramics, Dance and Crafts have been set up for Special Needs Groups.

Idea Store, Bow is accessible and this enables wheelchair users to attend art classes.

The Shadwell and Bethnal Green Centres are only accessible on the ground floor and therefore this limits the choice of courses for some disabled people. This is particularly the case for Visual arts and Fashion and Textiles, as the specialist spaces are above ground floor level.

Age

There is a wide range of ages across the curriculum offer such as:

Family learning classes

Classes for 50+

16-20 year olds have low representation, some courses target the age group. This is principally the NEET (Not in Education, Employment or Training) cohort and work is being carried out with partner agencies in order to address this.

Sexual orientation

No information on lesbian, gay and bisexual groups is available.

Equally, there is no evidence that discrimination is *not* occurring.

Religion and belief

No information on religious groups is available.

Equally there is no evidence that discrimination is not occurring.

4. Conclusions & Recommendations

The main areas requiring further attention are:

- Monitoring of data on learner ethnicity and disability
- Accessibility of old buildings
- Low participation of Bangladeshi community on courses
- Low participation of men on courses
- **Summary of recommendations for improvement**
- Regular review of accurate data on under-representation of target groups
- Curriculum review
- Course reviews
- Collection of accurate data

Action Plan to be included in Adult Learning Plan, Development Plan and Self Assessment Report

Action Plan

Recommendation	Key activity	Progress milestones
Increase the provision of learners in 'arts' classes from an elderly or SLD background	Increases in discrete provision	<ul style="list-style-type: none">• Increasing dedicated classes by 25% - Summer 2008
Expand discrete provision for SLDD in Dance	Create additional classes with new providers	<ul style="list-style-type: none">• One new class per provider per term – 2007/8.
Increase participation of Bangladeshi learners	Develop programmes in partnership with Youth Service, NEET	<ul style="list-style-type: none">• Creation of targeted materials – Autumn 2007• 7% participation rate – January 2008• Inclusion of Community Arts module in Art. Found. Course.