



### Contents

What is community Learning	1
Art and Soul: Kaleidoscope	2
Citizens Advice Richmond	4
London Wildlife Trust: Making willow animals	7
Richmond EAL Friendship Group Centre	10
Orleans House Gallery: Draw and explore family art walks	12
Orleans House Gallery: Creative careers	15
Room for Work: Career transitions	18

# **Community Learning Activities**



## What is Community Learning?

Community Learning provides funding for a range of community and outreach informal learning opportunities. Courses and activities are designed to bring together adults (often of different ages and backgrounds) by helping them to pursue an interest, address a need, acquire new skills, become healthier, learn how to better support their children, and to progress on to further education, training or gain employment.

There follows examples of how Community Learning has made a difference to various sectors of the community.

## Art and Soul: Kaleidoscope

#### Mindful creativity - making a difference

a workshop programme of creative art and poetry workshops for adults with mental health issues



The objectives of mindful creativity involved:

- exploring links between mindfulness and creativity
- practical use of mind creativity to enhance wellbeing
- a weekly focus on artists or movements that might highlight each theme

The theme for the session was 'gratitude'. The main outcome set for learners was to engage with a collage, text

and a range of self-selected art materials (referencing Verdadism and the work of Puerto Rican artist Soraida Martinez) to creatively explore the theme of gratitude.

The tutor set learners a regular pattern of challenging tasks and activities to be attempted both within and outside the learning session. For example, learners were:

- asked the question, what does gratitude have to do with creativity and mindfulness?
- given the quote, "the essence of all beautiful art, all great art, is gratitude" (Friedrich Nietzsche)
- provided with a sense of what the purpose behind Verdadism was, namely 'figurative abstract paintings with social commentaries'
- were asked to list three more things they are really grateful for and why
- were asked to take a photograph of the image (part of the image) and set it as their screen saver for the day. One learner was actively engaged in doing so
- to continue working and evolving at home
- asked to produce an acrylic gel transfer of final artwork for exhibition

Teaching created highly effective opportunities for learners to develop artistic and interpretative skills.



**Stephen:** I have attend all four sessions. Provides collegiality among the group but, able to pursue what I wish to do such as painting and drawing. I find the sessions enabling.

**Steven:** I have attend all four sessions. Therapeutic. Alleviates stress. PSD. Helps me physically and emotionally. Distraction from pain. There is so much knowledge in the room. I don't know what I would do without it.

David: I have attend all four sessions. Gives me the freedom

to 'be in the moment' and to do what I want to do artistically.

**Mellisa**: Been to last two sessions. Therapeutic. Cathartic. Relaxation. Focus on what you are creating. Blocks out other things.

**Nadia**: Attending a few years. A chance to express myself creatively. Art therapy enables me to get in touch with my own feelings.

Babs: Have been attending about two years. Experienced DV.

I am a teacher. These sessions have inspired other aspects of myself – poetry and drawing. Julia is so good. She has helped to interpret drawing and colouring. Valuable. Helps to deal with issues in family life.

**Martha:** Attended all four sessions. Love coming. People enjoy the camaraderie.

## **Citizens Advice Richmond**

#### Money Education Programme: 'Money sense - budgeting and priority debt'.

Delivered to new Citizens Advice Richmond advisers who are front line staff. The aim is that these new advisers appreciate the importance of budgeting and will be able to confidently use the skills and knowledge gained with their future clients.

The initial question Habiba, the tutor, posed to the group was 'What is a budget? Suggestions from the learners included that a budget was a:

- plan
- managed income
- watched over expenditure
- the maximum a person can spend

In simple terms, the new advisers were assured that a budget accounts for what comes in and what goes out with the aim being to achieve a balance. In this opening part of the session, it was made clear that what followed during the sessions applied to the advice they would give to clients of Citizens Advice Richmond.

The group watched a brief BBC video, 'Made of Money,' a tool they would use with their clients. They were then asked, 'why budget?' Responses included:



- planning for emergencies
- planning for what you want, need and expected to do, such as car insurance

## To consolidate their early learning on why people should budget, the following were added:

- working out how much money you have to spend
- checking a current financial position
- avoiding debt or minimise potential damage

## Habiba gave learners a practical online example to tackle by using the budgeting online software to log on to 'Rosie', who:



- is 25 years old and lives on her own
- works in a call centre
- earns £154 a week
- receives Universal Credit top-up of £317.37 a month

Next they established Rosie's expenditure:

- Rent £100 a week
- TV License £12.12 a week
- Council Tax £560.56 a year
- Water £20 a month
- Food and toiletries £50 a week

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- Mobile phone £30 a month
- Landline, broadband or cable £50 a month
- Socialising £40 a month
- Clothes and make up £30 a month
- Saving towards holiday £20 a month

Working in pairs, as a whole group or alone, learners used the online tool to create a budget for Rosie. They used a methodology they would find on the National Debt Helpline which they would later use with their own clients.

#### Total monthly Income = wages of £667.33 + Universal Credit of £317.37 = £984.70 a month

Total monthly expenditure = £1,039.82

Total monthly income minus total monthly expenditure = - £55.12

#### Action required: Rosie would need to consider how to reduce her expenditure

The final activity regarding Rosie's budget was 'prioritising' her payments. Working in pairs, Habiba gave 'pictures and answers' to learners to prioritise and categorise Rosie's expenditure into (A) priority payments and (B) non priority payments so they could balance income and expenditure.

Learners established priority expenditures to include: rent or mortgage, Council Tax, gas and electricity, water, food and travel to work, mobile and broadband and a TV license.

Crucially as a result of this process, client and adviser could establish repercussions of decisions taken, or not taken, aiming to 'keep a roof over Rosie's head, keep her warm and keep her out of prison'. This could eventually apply to every client.

Finally, there was a summary of the session where the learning outcomes were revisited.



Habiba used an appropriate range of learning methods and strategies to meet individual learning needs including a BBC video clip' Made of money' (visual), an online budget tool for Rosie (kinaesthetic) (doing) and listening.

She used appropriate teaching methods which stimulated and motivated learners including whole group, in pairs and individual working. For example, these explored repercussions of non- payment of priority items.

She checked learners' progress regularly and gave prompt and constructive feedback with learners' contributions encouraged and acknowledged to help them succeed.

Habiba ensured learners were kept challenged and involved in the learning process, for example signposting to the National Debt Helpline for further practice and familiarisation with the tool and process.



**Maria**: Knowledge to search and find out information about debts, its complexity and clients' needs.

**Elliot**: Learning to use the online budget sheet, National Debt Line services and greater self –confidence regarding debt.

Sam: Learning to use the budget sheet and greater confidence in talking to clients.

**Sara**: Knowledge of budgeting, balancing budget re income and expenditure, prioritising for clients, clients personal situation in reducing expenditure such as switching utilities and being confident in advising clients where to start

**Graeme**: (a) Clarifying consequences for non-payment of priority and non-priority bills, (b) useful sources of information on money saving devices, (c) increased familiarity with online budgeting tool.

Nadia: Learnt about the complexity of budgeting regarding income and expenditure. Learnt how to access and use budgeting tools online for myself and clients. Increased knowledge and confidence.

## London Wildlife Trust: Making willow animals

A family learning activity was held at the Shot Tower, Crane Park Nature Reserve Island. Learners were given some facts about the willow. Willows like to grow by water sources such as rivers and are used to make charcoal and willow stems, rod and wands can be used in a variety of ways. They are used to make three-dimensional sculptures, such as animals.



Alex, the tutor told learners about the resources needed for the activity. These included willow wands, coloured tissue paper, books, photos, scissors, secateurs, glue and masking tape.

Key health and safety messages were given out, such as only adults being allowed to use the secateurs.

Learners were shown how to bend the willow wands to form the skeleton shape of their intended, fish, bird or dragon fly. They were shown how to bind their shapes together using the tape.



going, Alex asked, " Is everyone enjoying it?". The resounding response was" yes!".

Learners were encouraged to decide quickly what they intended to make and to 'get cracking'. The momentum of the session was maintained as the family groups quickly got into their stride with energy, purpose and meaningful conversation between adults and children during this initial stage of

making their shapes.

Alex's enthusiasm, support, infectious approach and recognition of what learners were

making came across in comments such as: 'That is superb", "That's fantastic". "That's fabulous". "This is so much fun and absolutely brilliant".

To one learner Alex said, "that's lovely, you are the first on to make a kingfisher."

It was clear that from such a relatively quick introduction, guidance and demonstration, the groups had all very quickly picked up what they needed to do. To check how things were





A lesson plan was available. There were timings for each stage of the activity and helpful suggestions regarding the creatures' learners could consider making.

Alex used an appropriate range of learning methods and strategies to meet individual and group learning needs.

During the session the tutor used the three main learning methods - auditory, visual, and Kinesthetic (movement). Learners' processed the information they were being given. This was reliant on questions, answers and discussion. Visual learning was enabled through the range of materials mentioned above which were used to the best effect.

Finally, the kinaesthetic approach is where learners put into effect what they were learning by making the various creatures.

#### **During the session Alex:**

- checked learners' progress regularly and gave prompt and constructive feedback with learners' contributions encouraged and acknowledged to help them succeed
- ensured they were kept challenged and involved in the learning process
- demonstrated flexibility in responding to the needs of individuals and the group
- encouraged learners to work collaboratively and to make good use of opportunities to work
  independently by using skills and materials at home or as part of a similar activity at primary school



#### Learners:

- understood the purpose of the session and were able to reflect on and evaluate their own learning
- showed interest in their work, were absorbed in their learning activities, participated well and made effective use of the time
- skills, knowledge and understanding were being developed



Learners made vibrant blue kingfishers and various multicoloured fish and left with their completed willow animals.



**Gabi**: Spending mother and son time together. Getting new ideas. Having a good time. Good to be away from new technology, games, etc. Good to do things with your hands.

Amani (Gabi's son): It's fun to make arts and crafts. My first time willow weaving. Can use these skills I have learnt at home.

**Brenda**: I have enjoyed learning a new skill. It's been great. I have been to this activity before. Lovely atmosphere.

It's had a purpose. Ended with a sense of achievement.

**Evie:** (Brenda's Granddaughter): Enjoyed shaping willow wands. Adding my colour to make it pretty.

**Sara:** Something to do together. Get to have a go as well. Willow making the fish. Adding the tissue paper. Taking it home. Showing my teacher.

Nicolai: (Sara's mum): Spending time with my daughter and enjoying what I am doing in a relaxed environment.

**Eva:** Fun spending time with my mum. Fun doing arts and craft.

Anna: (TA at Trafalgar School): Lots of fun. Taking back new ideas to the school.

Rachel: (TA at Trafalgar School): Hands on experience to take back to school.

Nora: To do something different. Enjoyed it.

Nikita: Making a fish. Learning about willow.

## **Richmond EAL Friendship Group Centre**

(St Philip and James Church Hall, Whitton)

The course takes place at St Philip & James Church Hall, Whitton and St Richard's School, Ham. The main learning aim of the course is for learners of English as an additional language to develop basic English language skills for verbal and written communication in an informal and non-threatening environment.

The session began with introductions with learners stating their names, home language and country of origin. To demonstrate the diversity of the group there were Cantonese speakers from Hong Kong, Albanian from Albania, Spanish from Spain, Hungarian from Hungary and Farsi from Iran.



The NHS 111 number was distributed, followed by an explanation of how it was to be used in an emergency. One of the volunteers started by recapping part of the previous lesson on 'making a wonderful or terrible Journey'. Learners were each given a worksheet – 'Journey'.

They took it in turn to describe what journey means in their own language and gave a brief talk about a journey they had made which turned out well or not so well, thereby developing their conversational English.

Learners worked in pairs and took it in turn. The volunteer intervened to help learners where necessary to use the most appropriate words to describe their experiences. Learners participated well and enjoyed the exercise. Bilingual dictionaries in various languages were available.

#### Examples given by learners included:

- a supposed trip to Manchester for a learner which turned out to be a surprise visit to Geneva for her birthday
- a learner travelled by plane to Spain four years previously. Her husband fell down an escalator, but they still had an enjoyable holiday
- an occasion when a learner led a group of tourists to Paris only to find that due to a strike trains were not running.

This task was done at a good pace and was enjoyed by learners.

On returning to the whole group, there was another exercise involving the use of proverbs and quotations about journeys and travelling. Learners were asked to explain their meanings, which ones they agreed with and which ones they didn't agree with.

Each quotation or proverb was discussed in turn with learners making their own notes beside each word or phrase. Learners were recommended to check those that had not been discussed.



A smaller group of learners needing more specific support with their English worked separately with volunteers.

Finally, learners were brought back together to share what they had learnt

#### Learner response and achievement

Neda: Arrived from Iran two months ago. Studied accountancy at Iran University. This is my second class. I want to improve my speaking and listening skills. I also want to speak with other class mates to learn conversational English. I want to study accountancy in the UK.

**Ana**: I am from Moldova. My second language is Russian. I have been attending the EAL group for six years. I spoke no English when I came. Made friends. Did an English course at Richmond and Hillcroft Adult Community College. Now in my first year of a Level 2 Early Years Education Course at Level 2 at RHACC. I work one full day and two half days at a nursery and volunteer with Whitton EAL. I aim to progress on to the Level 3 Early Years education course.

Aracelly: I am focusing on getting a job.

**Georgia:** I learn new things each time I attend the session such as the sheet on proverbs and quotation. I have been attending for two years.

**Marlenys:** I have been attending over three years. I enjoy it. It's my family. I feel more confident and more sociable. I am more confident to go shopping and for coffee. The friends I have made at the group I also see socially as the group keep in touch with each other such as inviting each other to our homes.

Antonette: Have been coming many years. Made friends. I work as well as volunteering. My English skills have improved.

Loredana: Been attending for two years. Now a volunteer. I previously worked in human resources

## **Orleans House Gallery** Draw and explore: family art walks

This was a family learning activity aimed at 2 to 6 year olds and their parents. The aim of the session very accurately describes the activity. Namely, for learners to 'Gain an understanding of outdoor space and safety, inform families of the history of the local area, inspire families to create their own art work using the local area as inspiration'. The base for the activity was Orleans House



The session began in the base room with introductions led by Lauren (tutor), Jess (assistant) and all the families, which placed everyone at ease and encouraged easy conversation between families. Children began their early drawings which would form part of the children's Constantia art books.

As part of the adventure for the morning and afternoon Lauren introduced families to Barnaby Badger who had gone missing. This meant travelling back 300 years to find him; this would require going through the woods in search of Barnaby. The search for Barnaby and the various learning activities during the walk took place on an extremely cold morning and afternoon. The children were not in the slightest daunted and took part fully in everything they were asked to do.

In order to travel back in time, learners were encouraged to say and repeat 'imagine, imagine an adventure' to travel back 300 years. There were recorded sound effects of horses and music.

The group moved to the stables where they heard about historical figures associated with the stables. Families learned that Orleans House was built for a politician, James Johnston in 1710, that 35 years later, the Duke of Orleans, later to be King Philip of France, built a library and that Queen Caroline, Queen Victoria and Prince Albert were also associated with house.

Lauren, using puppetry, encouraged the eager children to draw and parents displayed good historical knowledge of Orleans House.

The group then left the Stables with their art books in search of Barnaby Badger and walked to Marble Hill House. On arrival, Lauren informed the group that King George 11 lived at Marble Hill House, which like Orleans House was a Palladian villa built between 1724 and 1729 and was the home of Henrietta Howard, Countess of Suffolk, Lady in Waiting who lived there for 25 years.



The children learnt of 'Henrietta's Tea Time' which was used as a game whereby the whole group would ask pairs of children – 'What's the time?' The children would reply with a time, such as 3.00pm, 4.00pm or 2.00pm, with the group walking towards them taking the equivalent number of steps. This was done a number of times and was thoroughly enjoyed by children and adults.

The final activity saw the children seated on a large sheet of tarpaulin for a few minutes to continue with their drawing.

Learners were then taken to the 'Grotto' and a brief introduction to its history. This was also meant to encourage participants to consider making their own grotto at home.

Participants then returned to the base room at Orleans House. Lauren checked the children's recall of the morning's activity with a series of questions, such as the name of the Duke of Orleans who became king of France.

This was followed by a puppet show led by Lauren, consisting of characters such a Daphne Duck, Barnaby Badger, Hayley Horse and Parson Cow. The activity held the children's attention and listening.

Finally, each child began their individual collages to take home. One of the older learners described having made a collage at school.



#### **Responses from parents and children**

**Jon**: Provides an engagement with art, adventure and role play. Children learnt about the history associated with both Orleans and Marble Hill houses.

**Simon:** It's a unique way to tell story of Orleans House and its grounds. The session gets children involved and is interactive.

**Clare:** Children love doing art and listening to stories. The session provided a sense of continuity. The base room had the space to set out materials which is not possible at home. Children can talk about the activity as t school.

Emma (Clare's daughter): I like the puppet show and exploring.

Jennifer: I liked the varied activities around the theme. For example drama, games, exploration, adventure, the length of the morning and it being a family event. We will be back for more.

**Stephanie:** Key features of the session: the range of activity. Encouraged children's imagination. Intrigue. Outdoor space. Wilderness and participation.

Isella (Stephanie's daughter): I liked the mud and flowers.

Aria (Stephanie's daughter): I liked tea time and counting.

**Katherine:** I love art history. Came last year. I want to develop my daughter's interest in art and art history. We find the session relaxing.

Sophie (Katherine's daughter). I loved everything.

## **Orleans House Gallery**

## **Creative careers**

**Creative careers** is a course designed for those interested in a career in museum education. The course supports learners wishing to gain practical experience, skills and learning in the creative sector. Adult learners will then be offered opportunities to volunteer on the family programme and will receive further training and safeguarding checks, DBSs, etc.

Each course involves a skill mapping activity, advice surgery (CV clinic), in addition to demonstrating different routes in to the arts. There will be an overview on the different aspects of gallery education (such as teaching, funding, safeguarding) and then learners will gain practical experience in making their own exhibition resources.

Each training course has a specific focus on an upcoming exhibition. Learners will be taught how to plan and programme for an exhibition and shown how to make activities, workshops and resources. They will be given resources and encouraged to continue their training after the course by using the Museum of London volunteer training bank.



The purpose of the first activity was to see how, through the use of a gallery display or art work, the group could engage participants and audiences. The activity saw learners taken to the Stables, where they were asked to place red cards by an artwork they did not like and a green card by one they liked. Through Q&A the tutor, Dawn, received feedback on their likes and dislikes. They were then asked to draw a piece of artwork they liked. Learners carried out two exercises at a quick pace on how to engage a group visiting the gallery.

On returning to the base room they were divided into four groups and tasked with a print-making activity. Dawn used a 'whole group' approach to demonstrate the purpose of the exercise, resources to support the activity and develop the technique of collagraph printing.

Ample resources were made available including black card, wool, Pritt stick, Scissors, PVA glue, double sided tape, rollers, black ink, A5 paper and laminated sheets. Dawn moved between groups offering advice and guidance.

This was followed by an activity where learners were placed in three groups tasked with adapting the skills being learned to three different ability groups or audiences. As such, each group was faced with considering 'differentiation' and a range of abilities in planning to meet the needs of their respective audiences. Commented [HD1]: Commented [HD2R1]:

Commented [HD3R1]:

The groups were: Year 2 school pupils, families on a 'Dad Day' and a 'Talk and Draw' group for adults with **dementia**. Each group designated a member to feedback to the whole group with the points collectively agreed regarding their target audience.



Group 1: Dad Day. Key area of feedback would see dads and children working together, separately and performing differentiated tasks.

**Group 2: Year 2 school pupils**. Theme of kaleidoscope. Introducing Year 2 children to a gallery activity. The group provided the children with coloured acetates through which to view artwork. This related to the initial activity in the Stables. Children could repeat this in a school based activity.

#### Group 3: Talk and Draw for adults with dementia.

#### Each group was required to:

- plan activities which would seek to encourage communication
- make a collage on the theme of 'nature'
- make a presentation to the whole group at the end
- make Individual collages which would be formed into a large collage and

Relaxing music would be played during the session

A designated member from each group provided feedback to the whole group on strategies to engage their respective groups recognising differentiation, ability and age of their audience.

#### Learner response and achievement



Alexandra: Provides an introduction to museum education. Been able to see how activities can be run. Learnt new skills and also about safeguarding which was completely new to me. Also, how to run workshops for different audiences.

**Emily:** Very useful session in enabling me to think about a career in museums and galleries education. The session has raised my levels of confidence further.

Winnie: Most valuable for me have been the practical skills I have learnt. I am very pleased to have engaged in these practical activities using various tools and resources. The session has given me confidence in pursuing a career in museum education.



**Sipei:** I have learnt from gallery staff and my peers regarding their ideas. This session is a good start before going into my museum education placement. In particular, designing programmes for different audiences flexibly.

**Lucy:** I enjoyed the diversity of the session particularly, safeguarding and developing transferable skills to use with a range of audiences.

Vic: I have gained a sense that there is an unlimited range of skills you can bring to organising sessions. There are no right or wrong ideas. I have gained confidence and confirmation of the possibility open to me and in working in the community.

**Melissa:** I liked the practical activities, sharing, collaboration and thinking about different audiences.

## Room for Work: Career transitions

The overall aim of the course is to equip mature workers with current employability skills, including social media skills that will enable them to find work. The programme is designed to make every learner ready for interview. The course consists of 12 modules

- Effective job search
- Improve your speaking skills
- Analyse your skill set
- Career transitions
- CV Workshop
- Self-employment options
- Networking
- Social media for job search
- Your LinkedIn profile
- HR and interviews
- Difficult interview questions
- Interview workshop

'Career Transitions' is a workshop designed to help learners examine their goals and aspirations, with an exercise on personal values. It attempts to move individuals from one state (unemployment) by helping assisting learners with career choices. Learners formed themselves into pairs to consider:

- the nature of career transitions
- stating how clearly they went about their own career directions
- how they felt about their career directions at the moment

On returning to the whole group, learners gave feedback on 'transitions', which were written on a flipchart. Examples of feedback included:

- zero hours contracts
- redundancy
- personal issues meant they could not continue in their work
- needing a break due to family matters
- finishing a PhD

In summarising this exercise, Lila, the tutor asked learners how they felt about their situations - namely experiencing unemployment. Their responses represented genuine feelings and emotional states of mind of individuals on a course designed to place those experiencing long term unemployment back into the world of work.

#### These included:

Uncertainties. Upskilling. Taking different routes to get to main goals. Stressful, due to financial situation. Opportunity presented. Excited. Ready. Impatient. Depressed. More positive over recent months. Uncomfortable. Angry. Anxious. Hopeful. Emphasised. Frustration. Disappointed. Resourceful. Digging deeper into self. Worry. Unfulfilled. Loss of identity. Tension. Burden. Under pressure. These were captured on a flip chart.

This was followed by an activity which explored 'factors that influence career choices', shown on a PowerPoint by four interlocking circles: 'values', 'skills talents qualities', 'interests and passions', and 'what I want and need from work'. Outside these interlocking circles was a circle representing 'opportunities'.

Each circle was looked at in turn. Learners reflected on the concept of 'Transferable Skills' in terms of:

- what I can do
- what can I bring

#### **Regarding 'interests and passions'**

#### Interests and Passions

· Write down 3 things you are:

Feel strongly about

Share with a partner

### Transferable Skills

What I can do?

What can I bring?

What do people come to me for?



#### Learners stated that they were or had:

- passionate about issues of equality
- passionate about the need to stop waste rather than re-cycling
- good writing skills which were recognised by former colleagues who asked him to write reports and funding bids

#### good at networking

Learning outcomes were written in SMART terms (Specific, Measurable, Achievable, Relevant and Timed) and clearly stated what all, some and individual learners will be able to do at the end of the session.

#### All learners will be able to:

- share their feelings about their career choices with at least one other person and/or the group as a whole
- recognise five factors that influence career choice

#### Some learners will be able to:

 make a decision they can carry forward into job applications and interviews, or revise their current decision based on what they have learned in the career transitions session

#### Individual learners will be able to:

• Move forward at their own pace as they progress through the course.



**Elizabeth:** Given great encouragement. Made redundant. Looking at things in a different way. Supportive. Interactive. Beginning to feel valued. Immensely valuable to restore my self-esteem.

**Michael**: Networking. Knowing what others are doing. Talking to people. Talking to the group.

**Alex**: I agree with the above. I think about what I can do and what I want to do. Enabling me to identify the things and skills to take forward. Supporting others.

**Tatiana**: Helping to find a job or career change. Staying with the same career. Networking with people in similar situation. Learning about social media.

Jamie: Out of work for some time. Lacking self- motivation and discipline. At home, no motivation. Fortnightly meetings at Job Centre,

Fernaz: Helped me to be more confident. Enabled me to become stress free. I have been put on right path for job searching and what I need to do.

**Didem**: I was recommended by a friend to improve my skills and abilities; to realise who I am and what I can do; see what jobs suit me; develop public speaking and confidence. I am finding course very helpful.

**Sandra:** You are lonely when unemployed. The course provides opportunities to meet people in the same position and developing my self-confidence.

- Learners worked together sharing their experiences and were sensitive to the needs of others.
- Learners demonstrated respect for cultures and backgrounds of other learners in the group.

Community Learning would like to thank the providers who have identified and are delivering these opportunities and for the participants who have attended the courses and provided us with their feedback.

For more information please visit our website www.richmond.gov.uk/community.learning

Or contact us by email: community-learning@achievingforchildren.org.uk

