

The Future Rutland Conversation

Narrative summary report:
Learning, Skills and Employment

June 2021

A summary report outlining the key findings and themes identified as part of the Future Rutland Conversation on 'Learning, Skills and Employment'

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*We asked and this is what you told us.
Is there anything we've missed?*

1. Introduction

The Future Rutland Conversation is just that: a conversation with everyone who lives and works in Rutland, to find out what's most important to local people – both now and in the future.

Using a series of specially designed surveys, open forums and live discussion events held over a period of two months in the spring of 2021, people of all ages and backgrounds from across Rutland were invited to share their views on wide range of important issues. They were:

- Your Life in Rutland
- Climate change and the environment
- Getting around
- Leisure and recreation
- Health and well-being
- Living in the county
- Learning, skills and employment
- Local services and public spending

There were dedicated surveys and discussions for young people, businesses and visitors to the county. Local stakeholders, schools and new digital channels, like Instagram, helped to reach the widest possible audience. People without internet access were also supported to take part in Future Rutland Conversation by phone, making sure that everyone had an opportunity to share their views.

In total, 2022 people took part in the Future Rutland Conversation. This comprised 1,557 adults who registered online, plus 465 children and young people who were not required to register their details. Together, these participants provided more than 4,500 responses across multiple themed surveys. Alongside these surveys, more than 1,000 contributions were made across nine online forums and some 250 people took part in live discussion events.

The aim of all this is to develop a new shared vision of Rutland – a set of common goals and aspirations based on the things that matter to local people, and which can help to shape a bright and prosperous future for our county.

The following report summarises the comments and feedback received as part of Future Rutland's 'Learning, Skills and Employment' conversation.



2. Method statement

The Future Rutland Conversation ran for a period of eight weeks, from April to June 2021. During this time, 15 online surveys were launched, asking participants more than 100 questions. This was supported by eight two-hour engagement events led by independent facilitator Michael Maynard, plus a further seven two-hour face-to-face video calls with the Leader and Chief Executive of Rutland County Council. Feedback was also gathered in the form of submissions from Rutland County Councillors and Parish Councils, who provided responses from local meetings and other forms of engagement. A significant awareness-raising campaign took place online and through traditional local media outlets, such as newspapers and radio stations. This helped to support engagement with children and young people, visitors to the county and local businesses, as well as those who live, work and were educated here in Rutland.

The many thousands of pieces of raw data and information resulting from the eight-week conversation were sent for analysis by Rutland Community Ventures (RCV), a community-based company in Oakham and operating independently of Rutland County Council. RCV's analysis involved watching and transcribing verbatim comments from hours of video-recorded Zoom conversations; listening to audio files; analysing and summarising survey data; reading and annotating event notes and reports; and reviewing the highly detailed statistics derived from the online surveys. This intensive independent analysis was undertaken over a three-week period without influence from Rutland County Council. The results of the analysis were then submitted by RCV to the Council, who have published this material in a series of theme-based reports. These reports summarise while fully representing participants' original uninterpreted views, opinions and experiences.

If you would like to view all of the original data and information behind these summary reports, this can be read in full online at:
future.rutland.gov.uk

3. Who took part?



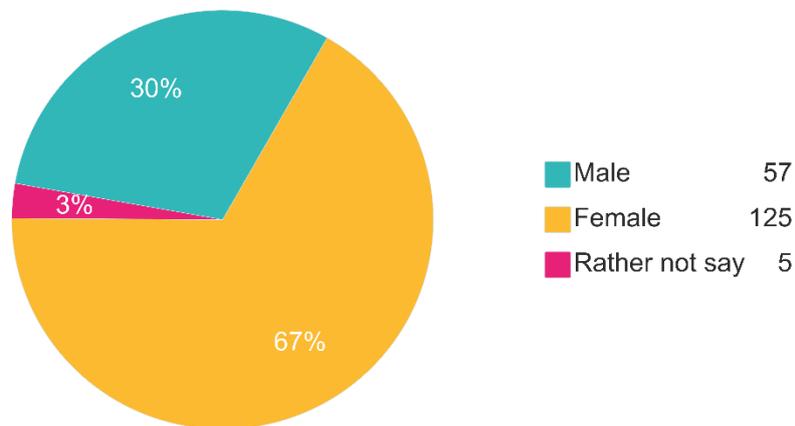
187 responses

There were a total of 187 responses to the survey that ran as part of the Future Rutland’s ‘Learning, Skills and Employment’ conversation. This was in addition to a live discussion event chaired by independent facilitator Michael Maynard.

Gender profile

Just over two thirds of respondents to the ‘Learning, Skills and Employment’ survey were female (67%), while 30% were male. A small proportion of respondents (3%) chose not to share this information.

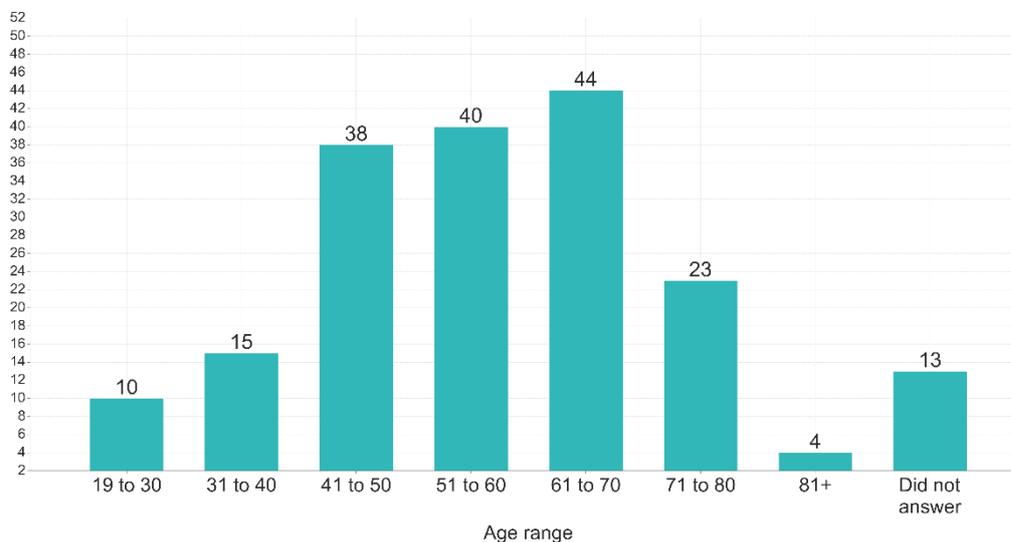
Figure 1 – Gender profile of ‘Learning, Skills and Employment’ respondents



Age range

The largest number of responses to the ‘Learning, Skills and Employment’ survey came from the 61-70 age group. More than half (59%) were aged 51 and over. Around 5% of respondents were from the 19-30 age group.

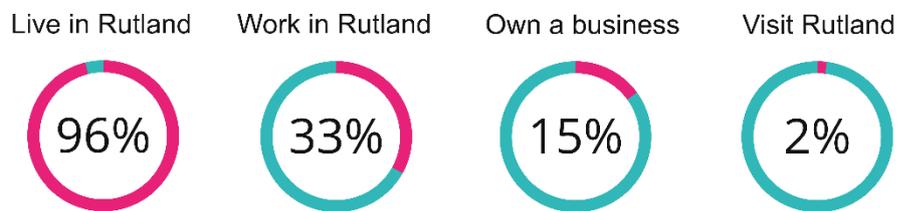
Figure 2 – Age range



Connection to Rutland

Respondents were also asked to give an indication of their connection to Rutland. Almost all respondents to the 'Learning, Skills and Employment' survey (96%) lived in Rutland, while 33% worked in the county. Business owners accounted for 15% of respondents.

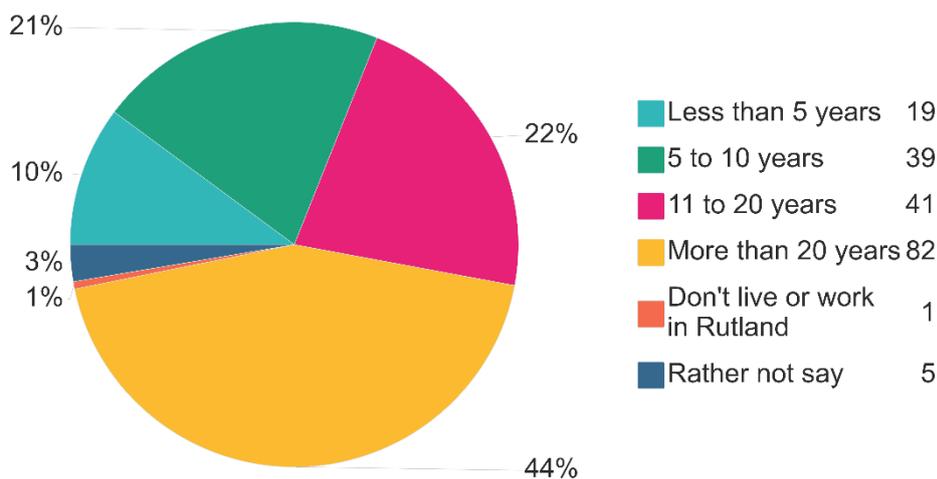
Figure 3 – Connection to Rutland



Length of residency

96% of respondents who took part in the 'Learning, Skills and Employment' survey identified themselves as local residents. Almost half (44%) have lived in the county for more than 20 years. Just 10% of respondents have lived in the county for less than five years.

Figure 4 – Length of residency



In terms of geographical location, the majority of responses to the 'Health and Wellbeing' survey came from the following areas:

- Oakham (26.5%)
- Uppingham (10%)
- Barleythorpe (7.5%)
- South Luffenham (6.5%)
- Cottesmore (5%)
- Whissendine (5%)
- Langham (4%)

4. Thoughts and feelings about key issues

People who engaged with Future Rutland's 'Learning, Skills and Employment' conversation were invited to talk openly about their personal experiences of learning and the quality of learning provisions in the county.

Following analysis of a live discussion event and written responses to open text survey questions, respondents' thoughts and feelings have been summarised below as a short statement, accompanied by direct quotes from individuals who took part.

Summary statement

You told us you would like a wider range of local courses and accredited study programs in Rutland, as well as easily accessible information about course availability. Transport in the evenings for working parents and childcare were also raised as issues. People were mainly working in an office or other place of work before the pandemic, and now have a mix of working from home and in a place of work. This does not include those who are retired. Recently, people have travelled less, used the internet more and have learned more about technology and how it can help their working practices. People wish to continue to travel less and adapt their working hours to a healthier pattern in a post-COVID world.

-  *"We need a better range courses at Rutland Adult Learning, local and community hands on learning opportunity such as gardening/grow your own veg groups, farm help, basic life skills like sowing, wallpapering, car maintenance, cooking simple healthy low cost meals etc."*
-  *"Whatever happened to Adult Education classes?"*
-  *"An understanding of what qualifications/skills are rare & sought after which would therefore offer greater chances at lucrative work."*
-  *"A learning hub, like the volunteering hub. And opportunities for evening classes. Almost all the opportunities I have seen are only suitable for those who are retired or not working."*
-  *"Evening classes would be great, or even just one-off courses. But I find it difficult to get to Oakham Enterprise Park - town centre or St Georges location would allow me to attend."*
-  *"We need a good selection of accredited courses available locally."*
-  *"Carers to look after my disabled children to give me time to access opportunities to develop my skills and learning."*
-  *"Later evening access to the library for working parents / people to have study space and resources, say one day a week."*

5. Experiences of learning

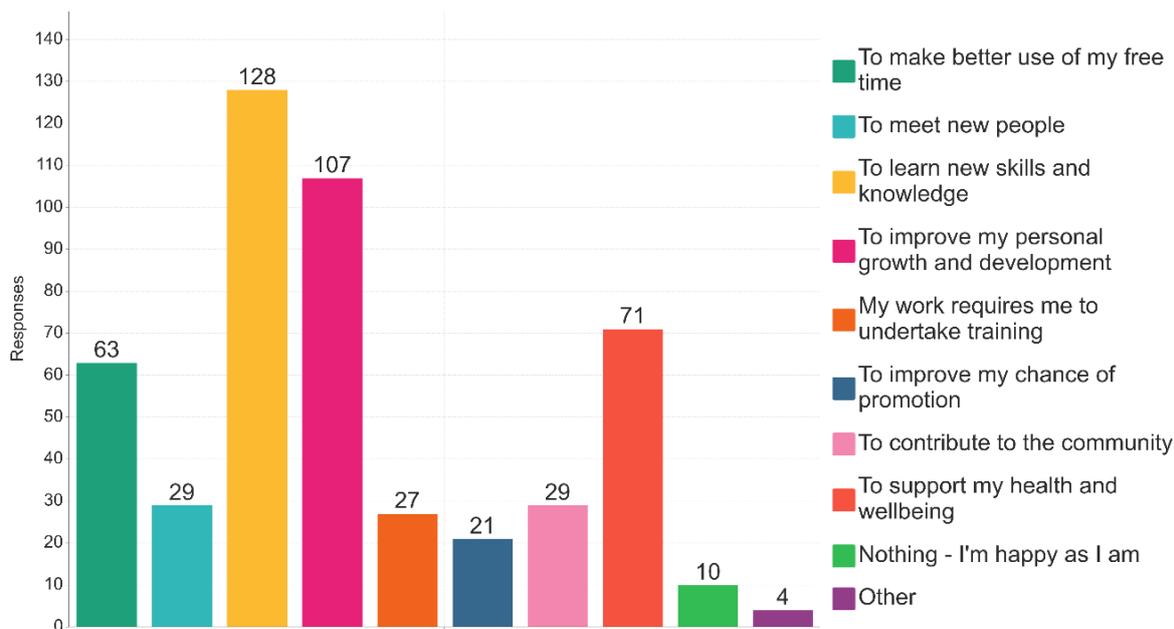
Respondents to Future Rutland's 'Learning, Skills and Employment' survey were asked a series of questions about their reasons taking part in training and skills development.

When asked what drives them to develop your skills and learning, the top answers (in rank order) were:

1. Learning new skills and knowledge
2. Improving my personal growth and development
3. Supporting my health and wellbeing
4. Making better use of my free time

Only a small proportion of respondents (around 13%) said they were driven to develop their skills because their employer required them to undertake training or to improve their chances of being promoted.

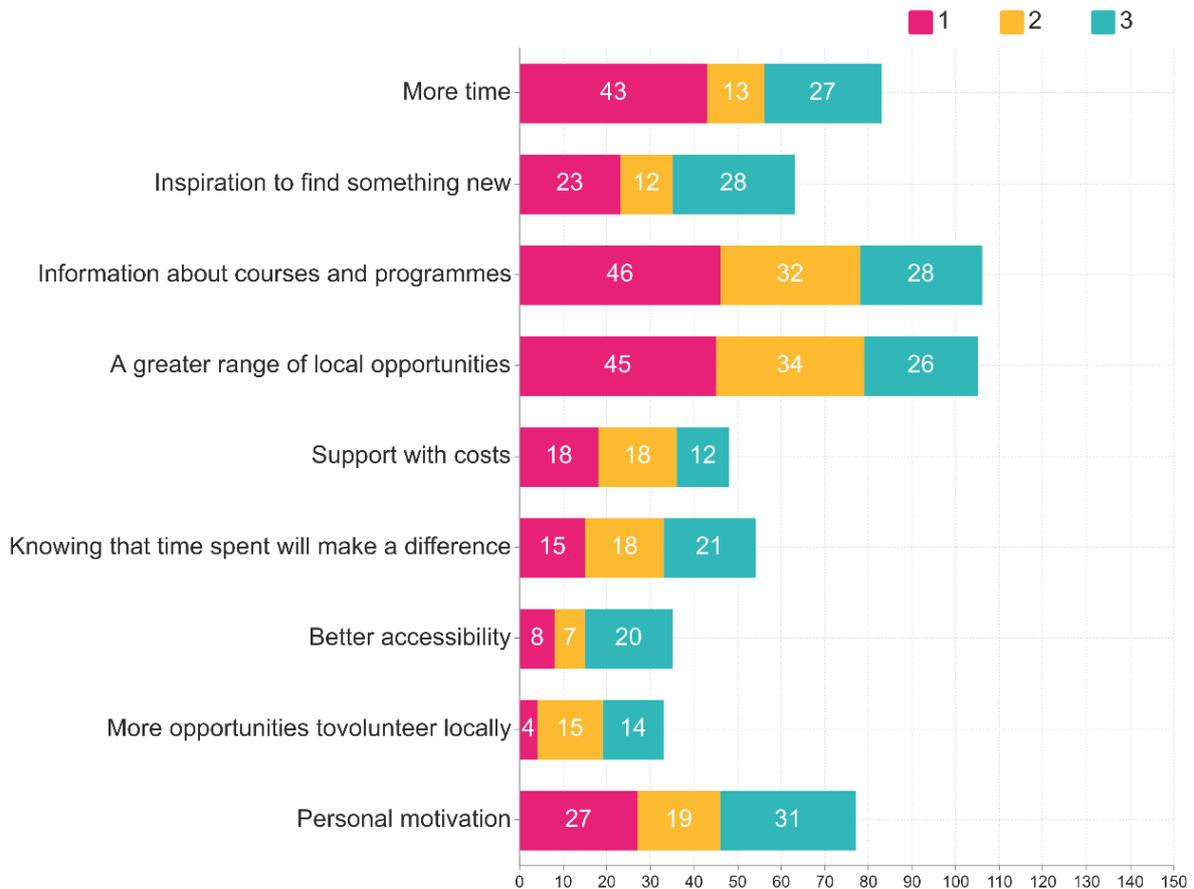
Figure 5 - What drives you to develop your skills and learning? (Select up to three)



Respondents were also asked to pick three things that would inspire them to develop their skills and learning further. Most people said:

- Information about local courses and programmes
- A greater range of local opportunities
- More time
- Personal motivation
- Inspiration to find something new

**Figure 6 - What is needed to inspire you to develop your skills and learning further?
(Choose three options, ranked 1 to 3 in order of importance)**

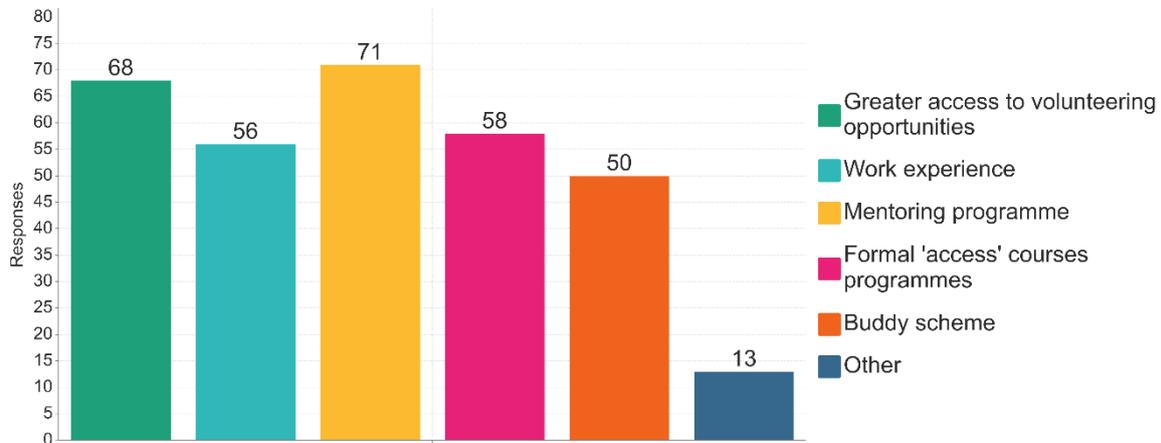


When asked if there was anything not included among the list of predetermined answers to this question that would inspire them to develop your skills and learning further, respondents said:

- A better source of information about courses
- A wider range of courses at RALSS
- Courses in the centres of Oakham for those who can't drive
- Care for children or disabled family to cover while they attend courses

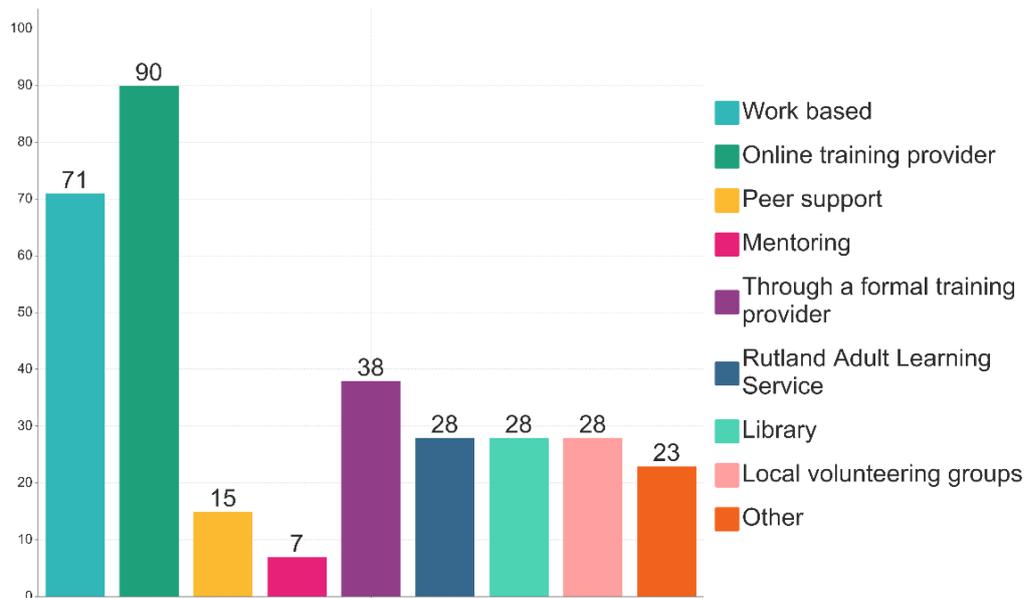
Respondents were also asked what could be provided in Rutland to make learning and development opportunities more inclusive and accessible for people with disabilities. The top response to this questions was 'Mentoring programme', followed closely by 'Greater access to volunteering opportunities'.

Figure 7 - What could be provided in Rutland to make learning and development opportunities more inclusive and accessible for people with disabilities.



When asked where they go to access learning and development activities, the vast majority of respondents said they went through their employer or and online training provider. Very few learners made use of mentoring or peer support as part of their development.

Figure 7 - Where do you access learning and development activities? (Select up to three)



The three priority areas that people felt were most important for themselves and the county's future ambitions were (in rank order):

1. Computing, IT and artificial intelligence
2. Agriculture and horticulture
3. Science and technologies
4. Health and social care
5. Inclusive learning and life skills

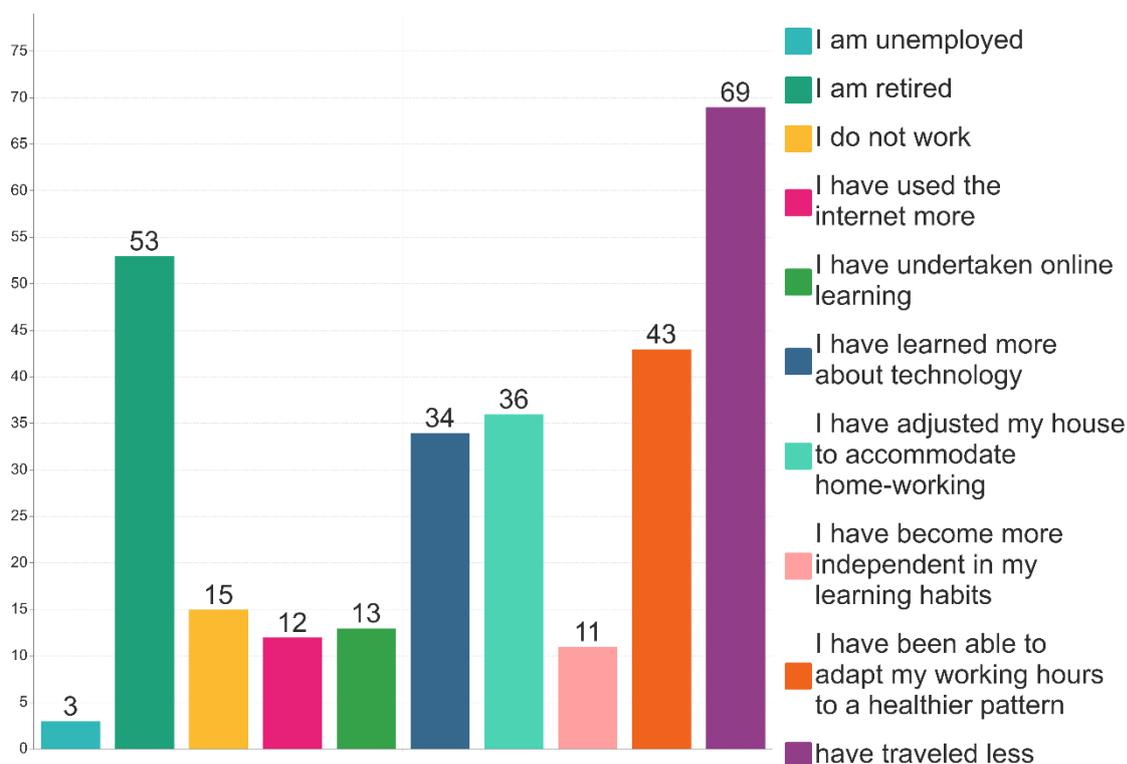
6. The impact of COVID-19

As well as asking about personal experiences of learning and what drives people to develop new skills, Future Rutland’s ‘Learning, Skills and Employment’ asked several questions about the impact that COVID-19 had had on their ability to work and learn.

When respondents were asked how their way of working has been different during the COVID 19 pandemic, the top answers among those who are not retired were (in rank order):

1. I have travelled less
2. I have been able to adapt my working hours to a healthier pattern
3. I have adjusted my house to accommodate home-working
4. I have learned more about technology and how it can help my working practices

Figure 8 - How has your way of working been different during the COVID 19 pandemic? (Select all that apply)



When asked which of these various changes to ways of working they would like to continue with after COVID-19 restrictions are lifted, the answers were largely the same. The majority of respondents said they wanted to travel less, continue to adapt working hours to a healthier pattern and learn more about how technology can help with working practices.

When asked how their ways of learning and personal development have been different during the COVID-19 pandemic, respondents indicated that they had used the internet more, undertake online learning and become more independent in their learning habits.

7. Sharing further feedback

This report summarises the comments, feedback and survey responses collected throughout Future Rutland's 'Learning, Skills and Employment' conversation. The purpose of gathering this feedback is to develop a new shared vision for Rutland – one that's based on things that really matter to local people and helps organisations like Rutland County Council plan for the future.

Please remember that you can read all of the original data and information behind this summary report by visiting: future.rutland.gov.uk.

Getting your views and feedback was just the first step of the Future Rutland Conversation. Now, we need to know if we heard you correctly. To tell us what you think about this report and whether you feel it's an accurate representation of what matters to people in Rutland, please go to: future.rutland.gov.uk or email: rutlandconversation@rutland.gov.uk. If you don't have access to the internet, you can call us on 01572 722 577.

Once we're sure that there's nothing we've missed, we'll use all this information to develop a draft vision for the county, which we hope to publish before the end of summer 2021 to invite even more discussion and feedback.

