

**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
20 AUGUST 2008**

**SUBJECT: COMMUNITY LEARNING AND DEVELOPMENT SERVICE -
ANNUAL REPORT**

BY: DIRECTOR OF EDUCATIONAL SERVICES

1. REASON FOR REPORT

- 1.1 The purpose of the report is to inform Committee of progress and recent developments made by the Community Learning and Development (CLD) Service. Members have already received copies of the publication "Illuminating Practice 2007" which outlines the completed work of each team, and more recently a descriptive DVD entitled "Community Based Adult Learning."
- 1.2 This report is submitted to Committee in terms of Section D(15) of the Council's Administrative Scheme relating to statutory powers to provide Community Education.

2. RECOMMENDATION

- 2.1 It is recommended that Committee notes the progress made by Community Learning and Development, in light of national guidance and local priorities.**

3. BACKGROUND

- 3.1 In April 2005 the Community Learning and Development Service restructured into two teams, Adult Learning and Youth Work. Two team leaders manage functional teams for core CLD activity.
- 3.1.1 HMle inspected CLD on two occasions during 2007, firstly a geographic inspection in Bishopmill East and New Elgin East, and subsequently through the INEA inspection, during which HMle sampled provision in Speyside, Buckie and Forres.
- In both reports key strengths were found in staff's commitment to engage with the most vulnerable learners; positive engagement with participants, effective partnerships on key aspects of local delivery; and strong, active leadership of thematic teams.
- The INEA inspection recognised the value of the "Illuminating Practice" publications that each Team Leader annually produces as good practice, on a national scale. Staff have delivered workshops nationally on the process involved.
- 3.1.2 Moray staff have a strong profile nationally, particularly in: Literacies with Moira Strathdee and Althea Forbes; in Youth Work with the new working group "Youth Work and Schools" involving Karen Delaney, and with Graham

Jarvis as vice-chair of Community Learning and Development Managers, Scotland Group.

3.1.3 Currently, the management of the Local Neighbourhood Forum staff is undertaken by the Adult Team Leader.

3.2 ADULT LEARNING

3.2.1 The Adult Learning team focuses on four key elements namely: community based adult learning; essential skills; English for speakers of other languages (ESOL); and day/evening class provision.

3.2.2 Community Based Adult Learning initiatives vary depending on local need and circumstances which include support to committees eg Pilmuir estate residents committee are developing a community resource facility for the area and the Milton Drive Community project are developing similar provision in Buckie. We will assist in developing family learning opportunities, for example homework clubs, parenting classes and healthy eating initiatives. Over 60's have been supported to get involved with Be Active Life Long (BALL) projects. A recent BALL event attracted over 200 senior citizens to a variety of workshops.

3.2.3 "Loose Ends" an Elgin family learning project will be put forward at the forthcoming Child Protection inspection as an example of good partnership working.

3.2.4 The Essential Skills component of CLD delivered tutoring to 188 students who presented with literacy and or numeracy needs. There are currently 50 volunteer tutors who have been supported to undertake nationally accredited training, Professional Development Award in Initial Training in Adult Literacies Learning (PDA ITALL), delivered in-house. Demand is such for the service that group learning is now being delivered as opposed to one to one tuition. 10 new tutors have just been recruited.

3.2.5 The self-financing class programme remains popular. Last year over 3 terms 125 classes were delivered with 1474 students participating.

3.2.6 English for speakers of other languages (ESOL) has grown rapidly responding to the needs of settled and new residents who do not have English as their first language. The CLD partnership has successfully drawn down funding from the European Structural Funds to target employees in the fish, food, care and agricultural sectors. 138 people have completed initial assessments and have associated learning plans.

3.3 YOUTH WORK

- 3.3.1 Permission was granted in June 2006 to reconfigure the existing part-time youth work staff so that they could be deployed more effectively to deliver on the national guidelines for youth work. In August three tiers of post were consulted on and created namely: senior youth worker, youth worker and youth assistant. Whilst the process of job evaluation ensued, part-time staff and volunteers were offered the opportunity to attend modules in youth work so that the new work agenda would be clearly understood and that staff could be accredited for the work they had undertaken. The training was introduced to ensure a quality standard for people working with young people in Community Learning and Development. The tutoring time was 80 hours, plus participants had to undertake a placement project and create portfolios. 22 staff successfully completed Principles and Practice of Youth Work module 1 and 15 staff completed the second module. The courses were partly funded through a successful bid to Youthstart and delivered by the Youth Work Team.
- 3.3.2 Post consultation, 10 staff opted for voluntary redundancy and 3 resigned. Throughout this year interviews have been held to secure staff in each secondary school catchment area. This has been a very frustrating process as in some instances posts have been filled, staff inducted and within a few months they have moved on. There are outstanding vacancies in Speyside and Forres despite 3 rounds of adverts.
- 3.3.3 The Duke of Edinburgh's Award programme
Despite a small infrastructure the Award programme is strong in Moray. At Christmas, Janis Thomson, who had been the Awards Development Officer for 17.5 years retired, she was succeeded by Gavin Morgan. Janis left a legacy of 34 award groups and centres operating in Moray.

In terms of uptake in 2007-2008 at bronze level there were 113 males and 122 females; at silver level there were 13 males and 23 females; and at gold level there were 16 males and 9 females.

The Award is supported by the Moray Local Awards Committee, and it is through this body that funding is accessed to deliver training and purchase equipment. In the last financial year approximately £20,000 of grants were secured to support qualifications, the purchase of mountain bikes and expedition equipment, and to provide secure storage for this equipment at Lossiemouth Community Centre. Funding was also received from Moray Firth Radio to assist young people in difficult circumstances.

This is a very significant group as there are over 200 active volunteers within Moray, 23 of whom were recruited in late 2007. Currently there are 22 fully qualified expedition supervisors who hold national governing bodies qualifications. As more young people are attracted into the Award, we need more expedition adult recruits to service the training, support, practice and assessment of youngsters. There were 17 expeditions alone over the summer holidays last year. Inclement weather meant that we had to reschedule a number of the practice and assessment sessions.

Among the many training opportunities delivered to the volunteers, 19 attended the First Steps in Award Leadership through the Open College Network. We aim to have quality assurance standards in each area of youth work that is delivered by the CLD Youth Team to ensure that young people gain a positive experience and we also build the qualification base of staff/volunteers.

The New Start programme for work with more challenging young people has been particularly successful. By March 2007, we were working with 49 young people, 34 had completed sectional certificates and one full bronze award had been issued. We are maintaining support to young single parents, travellers, Pinefield Park attendees and even a Polmont Young Offenders resident.

- 3.3.4 CLD staff have encouraged young people to access accreditation opportunities wherever possible. In common with the formal sector we have found that whilst young people sign up and follow through with projects or one to one challenges, they often do not complete their final portfolios for assessment, which frequently they deserve. Staff will particularly focus on youth achievement awards, the Duke of Edinburgh's Award sectional certificates and industry standard courses where we can access funding eg Royal Environmental Health Institute of Scotland (REHIS). We have now had Moray's first gold Youth Achievement Award at Lossiemouth.
- 3.3.5 A significant change in youth work delivery in 2007 has been the development of more youth worker delivery within schools in curriculum time. The Curriculum for Excellence has recognised the need to have this type of input and the new inspection model for secondary schools underlines this. Within Moray we have grasped opportunities to deliver programmes such as Participate; Financial Awareness training and XL in schools. These courses give tangible qualifications and assist entry into employment. Indeed a film crew from Learning and Teaching Scotland will be filming our work on Financial Awareness at Lossiemouth in August to highlight the good practice on their website.
- 3.3.6 Outwith school and as a result of the number of road fatalities we also continue to deliver "Momentum" courses to challenge young people's attitude to driving and being passengers. We are indebted to the emergency services who also contribute time to these courses.
- 3.3.7 In conjunction with Youth Scotland, 9 groups were supported to comply with minimum standards of running voluntary clubs. There were 11 affiliated groups operating which increased from 5. There were successful funding applications and subsequent delivery of "Girls on the Move" courses in Buckie, Lhanbryde and Elgin. 15 participants achieved Youth Achievement Awards. 20 youngsters from Mosstodloch Primary achieved Dynamic Youth Awards. The Youth Work Team Leader has spoken to every primary and secondary Head Teacher to encourage the development of award clubs in every school area. The aim is to make a stronger link for the young person between the school and community.

- 3.3.8 Out of school care provision has had challenging times both in Forres and Speyside. The forthcoming imposed childcare qualifications standard will have a significant bearing on the operations of both sites. The provision is self-financing and higher staff costs due to qualifications will mean that more children will have to attend for the facilities to break even.
- 3.3.9 Youth Literacies: As part of the staffing reconfiguration a new specialism was created to identify and address literacy needs in Elgin both with CLD groups and inter-agency work. The aspiration of the team would be to have this type of post linked to each ASG dependent on need. The following groups are operating: Moray Young Carers addressing verbal and written communication (15 participants); a pilot homework club at Elgin Youth Café (beginning September 08); a young parents art and creative writing project (8 participants); a CITB young men's practical skills project and young women's confidence to communicate group (8 participants per group). In addition literacies support is being given at both Elgin High School and Elgin Academy through the Participate and XL courses. One to one tutoring has also been supported.
- 3.3.10 The team produced a Youth Work Practitioners Guide to assist new staff and this also has been taken by HMIE as exemplary practice.
- 3.4 THE COMMUNITY CAPACITY BUILDING CALENDAR
- 3.4.1 In 2007 a range of 40 different subjects and 66 courses were delivered. 45% was delivered by CLD staff; 30% through external agencies, and 25% by Community Planning Partners or other Moray Council departments. Community groups value the opportunities the calendar provides and there is evidence now that people are progressing from training to volunteering or applying for posts within the local authority or to further education.

4. **SUMMARY OF IMPLICATIONS**

(a) Corporate Development Plan/Community Plan/Service Improvement Plan

Under the Educational Programme the Council is committed to provide a range of progressive life-long learning opportunities designed to meet the needs of people in order for them to become positive, informed, skilled, healthy and active citizens.

The Community Plan's theme of "Investing in Children and Young People" contains key principles through the Integrated Services Plan to develop young people.

The Service Improvement Plan highlights that "all sections of the community will have the opportunity to acquire learning and participate in their community in a way that allows them to reach their individual, family or community aspirations...."

(b) Policy and Legal

There are no policy and legal implications arising from this report.

(c) Resources (Financial, Risks, Staffing and Property)

In order to maintain the current developments it is essential that CLD continues to receive adequate funding. The recent HMIE inspection highlighted that "the Moray Council spent well below the national average and below their comparator authorities per head of population on CLD." (www.hmie.gov.uk)

(d) Consultation

None.

5. CONCLUSION

- 5.1 Committee is requested to note the continued progress made by Community Learning and Development.

Author of Report: Graham Jarvis, Community Learning & Development Manager

Background Papers:

Ref: DMD/JR/Reports/Children and Young People's Services
Committee/20 August 2008/Community Learning and
Development Service - Annual Report