

Community Learning and Development Session 2012/2013

Education, Children and Families Committee

21 June 2012

1 Purpose of report

- 1.1 The purpose of this report is to inform the Education, Children & Families Committee of the progress made in implementing the 21st Century Community Learning and Development Redesign.
- 1.2 The report includes details of the fees, terms and enrolment arrangements for the advertised Adult Education Programme for 2012/2013.

2 Summary

- 2.1 The report includes a summary of developments over the last year and recommendations for next year in relation to:

Adult Learning

- The advertised Adult Education Programme
- Adult Literacy and Numeracy
- Family Learning
- English for Speakers of Other Languages (ESOL)
- Other Community Based Adult Learning provision

Youth Work

- Open provision
- Themed provision
- Accredited learning
- Senior phase 16+ learning choices

Communities

- Community Capacity Building
- Community Centres
- Partnerships

3 Main Report

CLD Provision

- 3.1 The range of CLD provision in Community Based Adult Learning, Youth and Children's Work and Community is delivered through local neighbourhood teams. The advertised Adult Education Programme is managed centrally from South Bridge Resource Centre and delivered in venues across the city.
- 3.2 Community Learning and Development contributes to the national Community Learning and Development Outcomes which are Achievement through Learning for Young People, Achievement through Learning for Adults and Achievement through Building Community Capacity; Edinburgh's 7 key Children's Services priorities as outlined in the Edinburgh Children and Families Service Plan and the CLD Service Plan, 'Supporting Communities'.
- 3.3 CLD also plays a key role in delivering the outcomes of the new framework for Community Based Adult Learning in Edinburgh – "Adult Education Matters" which was drawn up by the Edinburgh Adult Education Group (a City of Edinburgh Council/ voluntary sector partnership) and launched in September 2011 as well as "Believing in Young People", a framework for youth work in Edinburgh and The Edinburgh Literacy Partnership.

Adult Learning Overview

- 3.4 Community Based Adult Learning provision offered by Community Learning and Development in 2011/2012 comprised:
- a. An advertised Adult Education Programme of day, evening and weekend classes, charged at a fee.
 - b. Literacy and numeracy classes and groups offered at no charge.
 - c. Family Learning, provided at no charge.
 - d. English for Speakers of Other languages (ESOL) provided free or for a small registration fee.
 - e. Free adult education provision offered in areas of disadvantage and to targeted priority groups.
 - f. Free public seminars organised by the Edinburgh Active Citizenship Group.

Advertised Adult Education Programme

Enrolments

- 3.5 In 2011/2012 the total number of enrolments in the Adult Education Programme was 11,446, an increase of 114 enrolments (1.01%) from last year.

- 3.6 The total number of enrolments in adult education classes in the eight community High Schools was 9,687. The overall total of enrolments in classes throughout the city was 21,133.
- 3.7 Breakdown of enrolments in the Community Learning and Development Adult Education Programme:

	2010-2011	2011-2012
Full Payers	43.66%	40.75%
Retired & over 60 years of age	33.30%	36.26%
In receipt of Income Benefit	15.4%	16.00%
16/17 years of age, students in full time education or people in receipt of Disability Living Allowance	7.64%	6.99%
*Female	68.41%	71.98%
*Male	31.59%	28.02%
Minority Ethnic Group (BME)	3.4%	4.68%
People with a Disability	3.8%	7.91%

- * Evening Classes Male 31.19% Female 68.81%
- * Day Classes Male 25.00% Female 75.00%

Online Enrolments

- 3.8 The full business case for online enrolments was prepared and approved in principle by the SMART City Steering Group on 4 April 2012. Work will now take place to secure a budget and resources to undertake pre-implementation activity.

Courses leading to a qualification

- 3.9 During 2011/2012, courses leading to a qualification - Highers and SQA units - were delivered as part of the programme by Stevenson College and Edinburgh's Telford College.
- 60 students enrolled in 3 SQA unit and an Intermediate 1
 - 85 students enrolled in 6 Highers

Curriculum

- 3.10 A total of 687 classes ran throughout the year in the two main terms, from September - April and also some five week courses in April and May.
- 269 day classes
 - 368 evening classes
 - 50 weekend classes
 - 6 Highers, and 3 SQA units and 1 Intermediate 1

- 3.11 Classes were offered in 36 venues throughout the city, mainly in community centres and schools, but also in the New Museum of Scotland, art galleries, the Zoo, the Festival Theatre and Water of Leith Heritage Centre.
- 3.12 Classes were offered in partnership with Edinburgh Academy, the Royal College of Surgeons, Inch Park Nursery and the Edinburgh Festival Theatre.
- 3.13 Subjects which continued to attract a good number of enrolments included languages, the arts, health and fitness, cookery, dressmaking, silver jewellery and singing. New subjects introduced which proved to be popular included philosophy, social psychology, Latin, violin, film making, and classes in the Festival Theatre and National Portrait Gallery.
- 3.14 English For Speakers of Other Languages (ESOL) – 188 people enrolled in 12 classes at 4 levels. Higher and Intermediate 1 ESOL classes also ran successfully with 32 students.
- 3.15 Classes were offered from between 5 and 24 weeks, over 1 or 2 terms.

Evaluation

- 3.16 Evaluation of the programme assessed the quality of the provision, in particular tutor performance and the students' learning experience, through 40 classroom observations by professional staff and student questionnaires (556 returned).
- 3.17 The results once again indicated a high level of student satisfaction overall.
- 3.18 The annual student questionnaire provided the following figures:
 - a) 98.56% of students rated their overall satisfaction as good or excellent
 - b) Teaching standards were rated as good or excellent by 98.38%
 - c) Accommodation was rated as good or excellent by 80.58%
- 3.19 Qualitative information about the benefits of taking part in adult education classes, and the difference this had made to people's lives was collated through the annual questionnaires. 174 people responded and some of the comments received are included in Appendix 1.
- 3.20 Fees and enrolment arrangements for 2012/2013 are detailed in Appendices 2 and 3.

Adult Literacy and Numeracy in 2011 - 2012

- 3.21 Community Learning and Development continued to lead the City's Literacy Partnership now re-named Edinburgh Literacies Partnership (ELP). The Partnership includes CLD, Libraries, FE Colleges, Workers' Educational Association, and NHS Lothian. During 2011 the Partnership's activities served over 8,000 literacy and numeracy learners. CLD contributed 1,700 to this total, providing literacy, numeracy, ICT and English as a Second Language.

- 3.22 ELP continued to target particular groups for engagement with adult literacy. The Partnership provided workplace learning, literacy support for adult learners in college and literacy for people accessing health care services. The Partnership also worked with groups including deaf learners, and young people (16 - 25 years). The Council Helpline for literacy referrals (including referrals through The Big Plus - the national literacy helpline), took 329 referrals during the year. These enquirers were all offered an informal interview and the opportunity to join provision. Provision for adult literacy and numeracy remained free of charge.
- 3.23 CLD successfully applied for money from the European Social Fund to deliver literacy and numeracy provision to those seeking employment as part of the Employability Pipeline Project. The focus was on young people aged 16 – 25 years and all-age job seekers with few qualifications. After the first quarter of operation 96 new job seekers were signed up for help to develop their literacy and numeracy skills. The project will continue to attract new learners through its duration, finishing in September 2013.
- 3.24 A survey of CLD staff's perceptions and records of literacy learners' motivation identified that improved confidence and self-esteem, and the development of skills for employability and for every day living were the main reasons why people want to improve their literacy and numeracy. CLD continued to develop a responsive service for learners including training staff to deliver financial literacy as part of the adult learning curriculum.

English for Speakers of Other Languages (ESOL)

- 3.25 In 2011/2012 the Edinburgh Community Learning and Development Partnership (a CLD led partnership group involving libraries, EVOC, Services for Communities, the Workers Educational Association, Colleges and the Health Service) received £60k to deliver English for Speakers of Other Languages (ESOL) provision in local communities. During the year, the partnership funded over 48 language courses which ran in community venues across the city and attracted over 1,000 learners, 633 of which were new to this provision. In addition to this, local colleges received £118,000 to deliver ESOL programmes.
- 3.26 The provision ranged from language courses and SQA certificated courses at SCQF levels 2 - 4, family learning ESOL, ESOL work based learning, homework clubs, a summer school, cultural integration projects and café based informal language sessions.
- 3.27 Current attendance patterns in CLD courses indicated the following breakdown in ethnicity of learners: - EU Accession countries 65%; Iberian students 15%; Asian, North African and Arabic 20%.
- 3.28 Classes provided for settled ethnic minority groups remained stable with levels of demand from eastern European countries dropping by 10%, but numbers arriving from Spain and North Africa increasing by 18%. There was an increase in demand for Employability and Women Only ESOL provision.

3.29 There are clear progression routes for ESOL learners to other ESOL and vocationally focused courses at appropriate levels in the community and colleges. Accredited courses (SQA) prove to be extremely popular as they clearly demonstrate to employers and further study institutions the level of English achieved. Within the 2012/13 Edinburgh Partnership application for ESOL funding Stevenson College (SCE) and CLD have identified clear outcomes and progression opportunities for all ESOL learners across the city.

3.30 Examples of good practice include:

- Tynecastle Community Wing have developed 2 Women Only ESOL courses for Asian and Arabic speaking women, who are isolated and require gender specific provision due to personal, cultural and religious circumstances. Crèche provision is in place to support ESOL educational play for children under 5 years.
- Two intensive 4 week ESOL and Employability courses took place at South Bridge Resource Centre in co-operation with Napier University students, looking at CV building, interview techniques and language.

Family Learning

3.31 Literacy work with parents in their children's early years continued to be recognised as a key element of the Departmental Literacy Strategy which seeks to improve literacy outcomes for the lowest achieving 20% of 3 to 18 year olds. CLD's Family Learning workers engage with groups of parents and carers to enable them to give support at home to their children's early literacy and numeracy. This includes helping parents develop their own adult learning to build aspiration and achievement in the family, including the development of their own adult learning. The work is targeted at parents and carers of children in key primary schools and feeder nurseries where more support is required to address children's low literacy and pre-literacy attainment.

3.32 Family Learning exceeded its target of working with 70% of parents in key areas, attending activities to support them in preparing their children for a successful transition from nursery to primary school. Involving parents at this important stage is shown to help the child settle in to their new learning environment.

3.33 Over 1,800 parents and carers were engaged over the year in a mix of one-off events, seasonal and holiday programmes, projects, and established groups. Activities around literacy and numeracy, health, sharing books, singing and physical movement contribute positively to a more holistic approach to supporting parents to develop their child's readiness to learn.

Other Community Based Adult Learning

3.34 A range of other adult education opportunities is offered throughout the city as part of Community Learning and Development in Community Centres, in the wider community and through specialist provision such as the Adult Learning Project (ALP) and the Outlook Project (an adult education project for users of mental health services).

- 3.35 This provision is targeted at people who would not normally take up adult education opportunities and those involved in community groups.

The Edinburgh Active Citizenship Group

- 3.36 The Edinburgh Active Citizenship Group (a CLD, voluntary sector and Higher Education partnership) organises free participative events for people to learn about and debate current issues with policy makers, academics and media figures. In 2011/2012 the group organised a pre-election hustings, a public seminar and showed 2 films.

Youth Work Overview

- 3.37 CLD's youth work provision is underpinned by the four capacities of Curriculum for Excellence which are successful learners, confident individuals, responsible citizens and effective contributors and the seven key Children's Service Priorities.
- 3.38 CLD open learning community based youth and children's provisions offered a wide range of learning opportunities and activities via community centres, other local venues and park based initiatives to 7,334 individual children and young people during the three school terms in 2011/12. In addition to this a further 17,000 opportunities were utilised by children and young people during the holiday periods.
- 3.39 A particular highlight of the holiday provision is that in the Portobello/Craigmillar Neighbourhood Partnership there was a 35% reduction in anti social behaviour and youth related calls reported by Services for Communities Safety Team and the Police.
- 3.40 The ten year partnership with Edinburgh Leisure and FAB (voluntary organisation) continues to deliver the successful Open All Hours youth initiative, with up to 330 young people attending each week.
- 3.41 Twelve youth forums, one in each Neighbourhood Partnership area, are active across the city with 76 young people participating regularly ensuring their voice influences decision making processes at local, city and national level through Neighbourhood Partnerships and the Youth Parliament.
- 3.42 A range of approaches are used to address the key themes of positive destinations, employment, literacy and health and well being.
- 3.43 Youth Workers in Schools operate in 11 High Schools, providing in-school support for more vulnerable pupils through one to one sessions, group work, and accredited learning.
- 3.44 Young people 16 - 19 are being supported into positive destinations through CLD's contribution to the European Social Funded Edinburgh Employment Pipeline to remove barriers to employment and the creation and staffing of five Activity Hubs to provide individually tailored support to young people furthest away from being able to take up employment/training/college places. This is supported by an Activity Agreement Advisor who provides the most current information about opportunities available to young people and assists in the co-ordination of activity agreement packages (there are currently 100+ young people signed up to activity agreements).

CLD staff are represented on the 16+ co-ordinating groups in each of the 23 High Schools, working in partnership with the schools, voluntary organisations and Skills Development Scotland to ensure that each school leaver has the best possible support to move to a positive destination. CLD are hosting 2 modern youth work apprenticeships as part of the Edinburgh Guarantee.

- 3.45 Curriculum for Excellence recognises the importance of wider achievements across a young person's life. CLD youth work provides various opportunities, especially across social development and confidence building and accredits young people's achievements through Duke of Edinburgh, Junior Award Scheme Scotland (JASS), Youth Achievement, Dynamic Youth Award and other award frameworks.
- 3.46 CLD work with a wide range of partners to support 16+ Learning Choices. A good example of this work is with Dunedin Canmore Housing Association which places an emphasis on employability skills, provides street work, youth cafes and youth participation.
- 3.47 CLD, in partnership with Napier University and Telford College, as part of the commitment to creating opportunities for upskilling and pathways to employment for local people have developed a work placed learning degree qualification. The BA (hons) Degree in Youth Work has received CLD Standards Council endorsement. Currently 18 youth work volunteers and sessional staff have been enrolled on the degree course.
- 3.48 CLD now has a clear training pathway for all volunteers/youth workers: Initi-8 (SCQF level 5) then Professional Development Awards (PDA) in Youth Work (SCQF level 6) and the work place degree course.

Communities Overview

Community Capacity Building

- 3.49 Building social capital, supporting active citizenship and developing effective and inclusive partnerships to support the planning and delivery of local services is a key priority for CLD. Local teams have provided briefings on the national Strategic Guidance for Community Learning and Development; undertaken a comprehensive equalities strategy, in partnership with Edinburgh and Lothian Race Equalities Council (ELREC); provided training events and support for local voluntary organisations and management committees, and worked with Neighbourhood Partnerships to improve local service delivery.
- 3.50 Capacity Building is one of the three strands of CLD in Scotland. CLD are well placed to provide advice and guidance to other council departments and organisations wishing to adopt a capacity building approach within their work. As part of their Capacity Building plan CLD will offer this training opportunity.

Community Engagement

- 3.51 CLD are represented on the Edinburgh Partnership's (EP) Community Engagement Working Group which is responsible for taking forward EP's community engagement strategy to ensure that people and communities are

genuinely engaged in the decisions made on public services which affect them and for organisations to work together to provide better services.

Community Centres

- 3.52 There are 42 Community Centres in the city operated through a partnership between CLD and management committees comprising 420 local volunteers. Community groups using centres range from parent and toddler groups, arts, sports and activity clubs and older peoples groups. CLD Community Centres across the city are run in partnership with local Management Committees.
- 3.53 The CLD service Stakeholders Group is a forum for consulting on matters of CLD policy and service development, budget or changes in procedures. CLD stakeholders include young people, community centre management committee representatives and adult learners. As part of the CLD redesign a new Partnership Portfolio for Community Centres has been produced updating the lease, constitution, induction for new members and work practices for the running of community centres. The stakeholders group next work stream will look at a common approach to letting and the income arising from letting.

Partnerships

- 3.54 Partnership work is a strong feature of CLD work. Adult Education Matters is a framework for community based adult learning providers in Edinburgh. Edinburgh Literacies Partnership is a comprehensive programme of literacies learning across the city. The Youth Consortium is the strategic partnership for youth work in the city. Edinburgh Community Learning and Development Partnership (ECLDP) is the strategic partnership for CLD work across the city and involves health, the colleges WEA, EVOC and other partners.
- 3.55 CLD works in partnership at the local level with for example community organisations, voluntary organisations, colleges, health, housing associations, libraries, Neighbourhood Partnerships and others.

Performance

- 3.56 Learning Opportunities Management Information System (LOMIS) is CLD's new management information system. It has been refreshed along with the services and planning and self evaluation guidelines. LOMIS and the associated **Join in Edinburgh** website will be rolled out to partners in the autumn term.

4 Financial Implications

- 4.1 All costs are contained within the 2012/2013 revenue budget for Community Learning and Development.

5 Equalities Impact

- 5.1 Community Learning and Development promotes and advances equality of opportunity by offering universal and targeted provision; project, classes and groups which are free or with concessionary fees; providing additional support and resources to enable people to take part; adopting a learner centred approach to learning and teaching. Programme planning takes account of identified community needs and participant feedback. Regard is given to all

areas of inequality and in particular CLD contributes to advancing equalities with adults and young people in our most disadvantaged communities, bilingual and disabled learners and low income families.

- 5.2 CLD fosters good relations through ensuring staff training in equalities and inclusion; providing good practice guidelines; ensuring provision is inclusive; welcoming and encouraging diversity in both staff and student groups.
- 5.3 Unlawful discrimination is not tolerated and issues raised by staff, customers or users of CLD services, are dealt with appropriately. A proactive approach to inclusion assumes diversity of needs and interests to be the norm.
- 5.4 Participation in CLD provision is monitored and reported on by ethnicity, disability and gender.
- 5.5 A full Equalities Impact Assessment of the advertised Adult Education Programme was carried out in 2008.
- 5.6 Equalities relevance score is 3.

6 Environmental Impact

- 6.1 There are no adverse environmental impacts arising from this report.

7 Conclusions

- 7.1 The Council continues to offer a wide range of universal and targeted community/ adult learning opportunities through Community Learning and Development, the Community High Schools and through support to the Voluntary Sector, which contributes to the Lifelong Learning agenda.
- 7.2 Recent HMle inspections have rated this provision as good or very good. Evaluation from those taking part highlights the positive impact on people's lives and evidences the contribution made to national and local outcomes of developing more skilled, healthier, more equal and better educated communities.
- 7.3 Through the Community Learning and Development Redesign, the Education, Children and Families Committee reaffirmed its commitment to CLD, and acknowledged the wider benefits to people of taking part.

8 Recommendations

- 8.1 It is recommended that the Committee:
 - a) Notes the overview and progress of CLD provision and consolidation of Community Learning and Development Redesign.
 - b) Notes the arrangements made for the advertised programme for 2012/2013 in respect of fees, enrolment procedures and term arrangements as set out in Appendices 2 and 3.
 - c) Notes progress in developing an online enrolment system.

Appendices	Appendix 1: The difference taking part in Adult Education Programme classes has made to people's lives
	Appendix 2: Fee Structure for Adult Education Programme 2012/2013
	Appendix 3: Adult Education Programme Enrolment Arrangements and Term Structure 2012/2013
Contact/Tel/Email	David Bruce 469 3795 David.Bruce2@edinburgh.gov.uk
Wards affected	All
Single Outcome Agreement	Supports National Outcomes: <ol style="list-style-type: none">3. We are better educated, more skilled and more successful renowned for our research and innovation4. Our people are successful learners, confident individuals, effective and responsible citizens5. Our children have the best start in life and are ready to succeed6. We live longer and healthier lives7. We have tackled the significant inequalities in Scottish society8. We have improved the life chances for children, young people and families at risk.11. We have strong resilient and supportive communities where people take responsibility for their own actions15. Our public services are high quality, continually improving, efficient and responsive to local people's needs.
Background Papers	None

Appendix 1

The difference taking part in Adult Education Programme classes has made to people's lives - some comments from students

- 1. Learning a new skill/Developing an existing skill**

"Learning new skills, making friends. Producing work that is admired and useful."
"Allowing me to learn a new language I was never offered at school."
"Providing the opportunity to learn something new at a later stage in life."
- 2. Developing confidence**

"Making me study regularly; providing a social context for my learning; giving me confidence"
"Feel more fulfilled."
"Helping me release pain/hurt/upset, improve my life."
- 3. Meeting with other people**

"Getting out of the house and meeting more interesting people from all walks of life."
"Making new friends and enjoying new skills with like minded people."
"Classes also afford me with the opportunity to meet with new people – very important in the early years of retirement."
- 4. Improving job prospects**

"Improving my conversational Spanish and therefore opening doors to other opportunities."
"Allowing me to meet and greet new people and customers in China."
"Making me more attractive to employers (I am currently unemployed
"One step closer to life long goal."
"Giving me an affordable opportunity to further my career possibilities."
"By opening up new avenues and opportunities in life."
- 5. Keeping mentally/physically fit**

"Keeping my mind a bit more active! Challenging me!"
"Getting me out and exercising."
"Lots of fun and fitness!"
"Providing intellectual stimulation in retirement and encouraging social interaction."
"Classes give me a mental stimulus and lead me into further study."
"Brilliant opportunity to further my education while I work part time. Broadens the mind, teaches critical thinking, helps me lead a fuller life."
- 6. Making good use of free time**

"Giving me something different to do in the evenings."
"Being productive, entertaining, sociable, instructive, stimulating and relaxing."
"Increasing my enjoyment of my leisure time. Increases my friendship group."
"Giving me an outlet which is different to the rest of my life."
- 7. Inspiring tutor helped learning**

"An inspirational and superb teacher."
"The stimulus and encouragement of tutor."
"This is the most satisfying class I have ever been to. The standard of teaching is excellent."
"Providing a quality learning opportunity."
- 8. Enjoyment**

"Making me go out and photograph various subject matters and has helped my depression."
"Allowing me two hours to myself to relax."
"Reminding me of how much I love to learn."

Appendix 2

Arrangements for Fees in Session 2012/2013

- Fees in 2011/2012 were set at the same rate as the previous 3 years. This has resulted in a steady increase in enrolments – around 800 since 2008. Previous substantial increases in fees had resulted in a significant decrease in enrolments.
- It was agreed in the Council budget to keep the fees at the same level for 2012/2013.
- The fees for the CLD Adult Education Programme will therefore be as follows, for a 10 week, 2 hour class:
 - a) The fee for full paying students will be £60.
 - b) The fee for people who are retired and over 60 will be £24.00.
 - c) The fee for 16 and 17 year olds, students in full time education and people in receipt of Disability Living Allowance will be £30.00
 - d) The fee for people in receipt of certain income benefits will be £13.00.
 - e) An enhanced fee will be charged for courses which require higher resources, additional staffing or where facilities require a lower number of students. For these classes a flat rate addition of £6 (£12 for 14/18 week classes) will be payable by all students, regardless of fee status.
 - f) All students entitled to a concession will pay half fee for weekend and 5 week early summer classes.
 - g) Fees for courses at different lengths will be pro rata.
 - h) All fees include a non refundable administration element of £10.00.
- Arrangements for fees for courses leading to a qualification will be agreed with the Colleges of Further Education.
- Classes will normally be expected to have a minimum of 12 students.

Appendix 3

Enrolment Arrangements – Session 2012/2013 – Adult Education Programme

- These will be as follows, in the order in which they will take place, in August and September.
 - 3 weeks of postal enrolments.
 - 2 days of drop in, personal enrolments with advice and information, in South Bridge Resource Centre.
 - 2 sessions of telephone enrolments.
 - Enrolment at the first session of classes in local centres.
- Priority is given to postal and personal enrolments so that people without credit or debit cards are not disadvantaged.
- A similar programme of enrolments will operate in December and January for the second term.

Term Arrangements

- Classes will be offered in term 1 for 5, 10 or 18 weeks and in term 2 for 5, 8 or 14 weeks. Weekend classes are offered as 1 or 2 full days.
- Some five week classes will take place after Easter and will be advertised in December and January with a postal enrolment.