

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

Responsible Citizenship – Volunteering in Schools

Item number	8.4
Report number	
Wards	ALL

Links

Coalition pledges	P1 , P12 , P15 , P28 , P29
Council outcomes	CO2 , CO8 , CO10 , CO11 , CO23 , CO26 , CO27
Single Outcome Agreement	SO1 , SO2 , SO3 , SO4

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Terms of Referral

Responsible Citizenship – Volunteering in Schools

Terms of referral

The Communities and Neighbourhoods Policy Development and Review Sub-Committee on 26 November 2013 considered a report which detailed work currently being undertaken by Children and Families contributing to the wider volunteering strategy. The report proposed an action plan on the basis of the continuing work being undertaken in schools to roll out Curriculum for Excellence.

For decision

The Communities and Neighbourhoods Policy Development and Review Sub-Committee has referred the attached report to the Education, Children and Families Committee for information.

Measures of success

In the Edinburgh Compact Volunteering Strategy Report to the Communities and Neighbourhoods Committee on 27 November 2013, the following measures of success were stated:-

- Base-line and increased incidences of volunteering in schools as part of the development of wider achievement initiatives in line with Curriculum for Excellence.
- Continue to identify the benefits of volunteering (e.g. % increase in competencies, % entering positive destinations, £ economic equivalent impacts).
- Continue to identify new initiatives to advance volunteering in schools (e.g. % increase in the use and application of time-banks, % use of ad-hoc volunteering opportunities).

Financial Impact

There are no additional budgetary requests being applied for the implementation of the strategy.

Equalities Impact

The development and implementation of the strategy will assist the Council to deliver key equality and rights outcomes, and meet the public sector equality duties to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations. NHS Lothian is undertaking the Equalities Impact Assessment for the strategy on behalf of Compact partners.

Sustainability Impact

The developments within the Curriculum will continue to contribute to the wider council volunteering strategy. The wider council volunteering strategy contributes to the city's sustainable development objectives, in particular the advancement of vibrant flourishing communities, social and economic well-being and an efficient and effectively managed city.

Consultation and Engagement

CfE meetings are held throughout the year with both Primary and Secondary Head Teachers in order to continue to progress Curriculum for Excellence.

Background reading / external references

- The full strategy and draft action plan is available from the Compact Website using the following link(s);
www.edinburghcompact.org.uk/inspiring-edinburghs-volunteers/
- “Sustainable Procurement Action Plan” – Policy and Strategy Committee, 27 March 2012 / “Inspiring Volunteering” - The Edinburgh Volunteering Strategy, 31 October 2006 / “Volunteering in Edinburgh” - 15 February 2005 / “The Edinburgh Compact Strategy”, 15 June 2004
- Curriculum for Excellence:
www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/
- Wider Achievement Awards: www.sqa.org.uk/sqa/47606.html
- Youth Scotland Amazing things: www.youthscotland.org.uk/projects/volunteer-action-plan/amazing-things.htm

Links

Coalition pledges	P1 , P12 , P15 , P28 , P29
Council outcomes	CO2 , CO8 , CO10 , CO11 , CO23 , CO26 , CO27
Single Outcome Agreement	SO1 , SO2 , SO3 , SO4
Appendices	Report by the Director of Children and Families

Communities and Neighbourhoods Committee

10am, Tuesday 26 November 2013

Responsible Citizenship: Volunteering in Schools.

The Edinburgh Compact Volunteering Strategy

2012/17 - Inspiring Edinburgh's Volunteers – Building on Success

Item number

Report number

Wards

All

Links

Coalition pledges [P1, P12, P15, P28, P29](#)

Council outcomes [CO2, CO8, CO10, CO11, CO23, CO26, CO27](#)

Single Outcome Agreement [SO1 - 4](#)

Gillian Tee

Director of Children and Families

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Executive summary

Responsible Citizenship: Volunteering in Schools.

The Edinburgh Compact Volunteering Strategy

2012/17 - Inspiring Edinburgh's Volunteers – Building on

Success

Summary

- The Action Plan completed by Children and Families filed in appendix 1 is in response to a request from the Communities and Neighbourhoods Committee following their meeting dated 7 May 2013 which stated in agenda item 7.3 (2) To note that Castleview Primary School held a highly successful Citizenship Day on 30 April 2013, and to call for a report from the Director of Education, Children and Families on that initiative, and other good practice in schools, in taking forward the Responsible Citizen capacity in Curriculum for Excellence.
- Appendix 1 outlines the work currently being taken in Children and Families which will contribute to the wider volunteering strategy.

In the Edinburgh Compact Volunteering Strategy Report to the Communities and Neighbourhoods Committee on 27 November 2013, the following summary points were stated:

- The Compact Partnership first established a Volunteering Strategy in 2006/07. This provided for a range of partner action around profiling, good governance and reward and recognition.
- This second Volunteering Strategy provides for ambitious developments to enable (i) greater understanding of volunteering contributions; (ii) identification of economic equivalent and other impacts, and (iii) ways to strengthen support and maximise opportunities for growing the volunteering community.
- The Council as a partner on the Compact Partnership is required to consider the content, challenges and any related contribution to the strategy. The Council's package of proposed action (Appendix 2) provides a sound basis for demonstrating the Capital Coalition's intention to build a more co-operative and prosperous Edinburgh with a strong social and economic prospect.

Recommendations

- To note the Children and Families response to the Volunteering Strategy attached in Appendix 1.
- To refer this report to the Education, Children and Families Committee.

Measures of success

In the Edinburgh Compact Volunteering Strategy Report to the Communities and Neighbourhoods Committee on 27 November 2013, the following measures of success were stated:

- Base-line and increased incidences of volunteering in schools as part of the development of wider achievement initiatives in line with Curriculum for Excellence.
- Continue to identify the benefits of volunteering (e.g. % increase in competencies, % entering positive destinations, £ economic equivalent impacts).
- Continue to identify new initiatives to advance volunteering in schools (e.g. % increase in the use and application of time-banks, % use of ad-hoc volunteering opportunities).

Financial impact

- There are no additional budgetary requests being applied for the implementation of the strategy.

Equalities impact

- The development and implementation of the strategy will assist the Council to deliver key equality and rights outcomes, and meet the public sector equality duties to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations. NHS Lothian is undertaking the Equalities Impact Assessment for the strategy on behalf of Compact partners.

Sustainability impact

- The developments within the Curriculum will continue to contribute to the wider council volunteering strategy. The wider council volunteering strategy contributes to the city's sustainable development objectives, in particular the advancement of vibrant flourishing communities, social and economic well-being and an efficient and effectively managed city.

Consultation and engagement

- CfE meetings are held throughout the year with both Primary and Secondary Head Teachers in order to continue to progress Curriculum for Excellence.

Background reading / external references

- The full strategy and draft action plan is available from the Compact Website using the following link(s); <http://www.edinburghcompact.org.uk/inspiring-edinburghs-volunteers/>
- “Sustainable Procurement Action Plan” – Policy and Strategy Committee, 27 March 2012 / “Inspiring Volunteering” - The Edinburgh Volunteering Strategy, 31 October 2006 / “Volunteering in Edinburgh” - 15 February 2005 / “The Edinburgh Compact Strategy”, 15 June 2004
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- Youth Scotland Amazing things:
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Responsible Citizenship: Volunteering in Schools.

The Edinburgh Compact Volunteering Strategy 2012/17 - Inspiring Edinburgh's Volunteers – Building on Success

1. Background

- 1.1 The purpose of Curriculum for Excellence is presented in the form of four capacities: to enable young people to be successful learners, confident individuals, responsible citizens and effective contributors.

The curriculum aims to ensure that all young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

Across our schools, volunteering contributions are strong and are a significant part of the wider achievement developments which have been implemented as a result of Curriculum for Excellence.

- 1.2 The Action Plan completed by Children and Families filed in appendix 1 is in response to a request from the Communities and Neighbourhoods Committee following their meeting dated 7 May 2013 which stated in agenda item 7.3 (2) To note that Castleview Primary School held a highly successful Citizenship Day on 30 April 2013, and to call for a report from the Director of Education, Children and Families on that initiative, and other good practice in schools, in taking forward the Responsible Citizen capacity in Curriculum for Excellence.
- 1.3 Appendix 1 outlines the work currently being taken in Children and Families which will contribute to the wider volunteering strategy.

2. Main report

2.1 Across the city, volunteering contributions remain strong in the school sector and it is important that we recognise the importance of voluntary contributions which help the City of Edinburgh to continue to grow and flourish.

2.2 The Action Plan is proposed on the basis of the continuing work being taken in schools to roll out Curriculum for Excellence and has been presented in Appendix 1 in line with the Edinburgh Volunteering Strategy.

The proposed response and commitments to each action theme as it relates to the Council are summarised in the shaded column below:-

Item	ACTION	Identified delivery partner and related action – action by City of Edinburgh Council
1a	<p>All (Council) high schools across Edinburgh actively support volunteering as a component of the CfE by:-</p> <ol style="list-style-type: none"> 1. establish number of pupils regularly volunteering 2. identify incidences of volunteering 3. integrate volunteering as an option into the learning programme for 16+ Students 4. <ul style="list-style-type: none"> • Informing, encouraging and supporting young people to take up internal and external volunteering opportunities (12+) 	<p>Children & Families to undertake as part of Curriculum for Excellence and Learning & Development provisions and to participate in establishment and delivery of such schemes</p>

The evidence discussed in this report is gathered from a sample of 16 high schools across Edinburgh. Further information about volunteering out with school was provided by CLD Youth Work.

2.3 Action 1a(1): To establish the number of pupils regularly volunteering

- In 88% of the schools sample, a significant majority of students have the opportunity to take part in a range of volunteering opportunities as part of their senior phase of learning in S4-6.
- In S1-3 57% of the sample schools have developed volunteering opportunities as part of the school's enhanced learning opportunities which all students take part in. A further 44% of the sample indicated that some students take part in other individual volunteering opportunities too.
- Youth Work indicate that approximately 2650 school students take part in volunteering opportunities out with school. This figure includes approximately 100 young carers.

2.4 Action 1a (2): To identify incidences of volunteering

- Within the senior phase in the majority (88%) of the sample schools there are school organised volunteering opportunities for students in school and across the cluster which a significant majority of students were engaged in. For example: befriending younger pupils, assisting in lessons, running clubs such as lunch and breakfast clubs or youth clubs.

- In the same majority of the sample (88%) there is a wide variety of Wider Achievement and Award bearing opportunities offered to pupils. These include: the Youth and Philanthropy Initiative (YPI), Duke of Edinburgh's Award, Saltire Award and the John Muir Award. These attract a large number of students.
- In 69% of the sample schools pupils also opt to take part in charity work with national charities such as: Waverley Care, CARITAS and international charities such as: Habitats for Humanity, Kenyan Fair Trade.
- Out of school volunteering covers a wide range from volunteering in youth work centres to taking part in the Young Peoples' Participation Team.

2.5 Action 1a(3): To integrate volunteering as an option into the leaning programme for 16+ students

- Within the 16+ curriculum there are opportunities for taking part in volunteering opportunities as part of normal course choice and this forms part of the students' timetabled week. For example the NHS/CEC Health and Social Care Academy allows participation in non clinical placements in the NHS or CEC Residential Homes whilst studying for a linked qualification at Edinburgh College. (This academy is currently being piloted in 5 schools across Edinburgh)
- In S5/6 in some schools the senior phase is organised in such a way as to allow students, depending upon their own learner journey, to opt into volunteering opportunities as part of their curriculum choice. Volunteering opportunities are likely to continue to increase and develop in all schools through the Senior Phase Database which is currently being developed which will enable us to more easily share activities and opportunities across schools.
- Across Edinburgh City, 14 secondary schools participated in YPI during the 2012/13 academic year : Balerno, Broughton, Castlebrae, Craigmount, Currie, Drummond, Firrhill, Forrester, Holy Rood, James Gillespie's, Royal High, St Augustine's, St Thomas's, and Tynecastle.

2.6 Action 1a (4) : Informing, encouraging and supporting young people to take up internal and external volunteering opportunities (12+)

- The evidence provided by the sample schools indicates that there is a large uptake and therefore understanding of opportunities to volunteer within schools. These opportunities are generally discussed and advertised through Personal and Social Education lessons or through course choice information and guidance. Schools also regularly invite guest speakers and have calendared events to highlight the importance of specific issues. These strategies allow students the opportunity to find out about more about volunteering and how they can take part. The Senior Phase Database will enable students to make more informed choices about their senior phase of learning; volunteering, taking part in Awards and charity opportunities will form part of this.
- Volunteering opportunities out with school are advertising through CLD Centres and Youth Clubs/Groups.

2.7 Action 1a (5): Identify beneficiaries of pupil volunteering effort

- In all sample schools the direct beneficiary of in-house volunteering activities is the whole school community. The opportunity for older students to work with and support younger students is invaluable; it aids the younger students in their

development, gives the senior students involved good leadership experiences and helps create a positive ethos within the school.

- Charities benefit directly from the students' input in the short term by the monies they raise, however in the longer term it raises the charities' profile amongst young people and helps young people understand the importance of the work charities provide.
- However, overall the main beneficiaries are the students themselves. Opportunities to take part in volunteering in school and in the wider community, in Wider Achievement Awards and charity work helps young people to become responsible citizens and encourages the development of skills for learning, life and work and this helps our learners to prepare well for their next stage in life and makes them a positive force in their community.

3. Recommendations

- 3.1 To note the Children and Families response to the Volunteering Strategy attached in Appendix 1.
- 3.2 To refer this report to the Education, Children and Families Committee.

Gillian Tee

Director of Children and Families

4. Links

Coalition pledges	P1 - Increase support for vulnerable children, including help for families so that fewer go into care P12 - Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes P15 - Work with public organisations, the private sector and social enterprise to promote Edinburgh to investors P28 - Further strengthen our links with the business community by developing and implementing strategies to promote and protect the economic well being of the city P29 - Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work
Council outcomes	CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO8 - Edinburgh's economy creates and sustains job opportunities

CO10 - Improved health and reduced inequalities
CO11 - Preventative and personalised support in place
CO23 - Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community
CO26 – The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives.
CO27 - The Council supports, invests in and develops our people

Single Outcome Agreement

SO1 - Edinburgh's Economy Delivers increased investment, jobs and opportunities for all
SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
SO4 - Edinburgh's communities are safer and have improved physical and social fabric

Key Theme			
Volunteering is supported as a vital resource that contributes positively to the personal development of young people			
Action	Output target	Identified delivery partner(s) /Supporting Partners	Key performance indicator
<p>All (Council) high schools across Edinburgh actively support volunteering as a component of the CfE by:-</p> <ul style="list-style-type: none"> Establish number of pupils regularly volunteering Identify incidences of volunteering 	<p>To be identified by March 2013</p> <p>To be identified by March 2013</p>	<p>CEC</p> <p>VCE</p>	<p>In 88% of the schools sample, a significant majority of students have the opportunity to take part in a range of volunteering opportunities as part of their senior phase of learning in S4-6.</p> <p>In S1-3 57% of the sample schools have developed volunteering opportunities as part of the school's enhanced learning opportunities which all students take part in. A further 44% of the sample indicated that some students take part in other individual volunteering opportunities too.</p> <p>Youth Work indicate that approximately 2650 school students take part in volunteering opportunities out with school. This figure includes approximately 100 young carers.</p> <p>Within the senior phase in the majority (88%) of the sample schools there are school organised volunteering opportunities for students in school and across the cluster which a significant majority of students were engaged in. For example: befriending younger pupils, assisting in lessons, running clubs such as lunch and breakfast clubs or youth clubs.</p>

<ul style="list-style-type: none"> • integrate volunteering as an option into the learning programme for 16+ Students 	<p>To be operational by 2017</p>		<p>In the same majority of the sample (88%) there is a wide variety of Wider Achievement and Award bearing opportunities which students can opt take part in. These include: the Youth and Philanthropy Initiative (YPI), Duke of Edinburgh's Award, Saltire Award and the John Muir Award. These attract a large number of students.</p> <p>In 69% of the sample schools students also opt to take part in charity work with national charities such as: Waverley Care, CARITAS and international charities such as: Habitats for Humanity, Kenyan Fair Trade.</p> <p>Out of school volunteering covers a wide range from volunteering in youth work centres to taking part in the Young Peoples' Participation Team.</p> <p>Within the 16+ curriculum there are opportunities for taking part in volunteering as part of normal course choice and forms part of the students' timetabled week. For example the NHS/CEC Health and Social Care Academy allows participation in non clinical placements in the NHS or CEC Residential Homes whilst studying for a linked qualification at Edinburgh College. (This academy is currently being piloted in 5 schools across Edinburgh)</p> <p>In S5/6 in some schools the senior phase is organised in such a way as to allow students, depending upon their own learner journey, to opt into volunteering opportunities as part of their curriculum choice. Volunteering opportunities are likely to continue to increase and develop in all schools through the Senior Phase Database which is currently being developed which will enable us to more easily share activities and opportunities across schools.</p> <p>Across Edinburgh City, 14 secondary schools participated in YPI during the 2012/13 academic year: Balerno, Broughton, Castlebrae, Craigmount,</p>
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<ul style="list-style-type: none"> • Informing, encouraging and supporting young people to take up internal and external volunteering opportunities (12+) 	<p>To be identified 2014</p>		<p>Currie, Drummond, Firrhill, Forrester, Holy Rood, James Gillespie's, The Royal High, St Augustine's, St Thomas's, and Tynecastle.</p> <p>The evidence provided by the sample schools indicates that there is a large uptake and therefore understanding of opportunities to volunteer within schools. These opportunities are generally discussed and advertised through Personal and Social Education lessons or through course choice information and guidance. Schools also regularly invite guest speakers and have calendared events to highlight the importance of specific issues. These strategies allow students the opportunity to find out about more about volunteering and how they can take part. The Senior Phase Database will enable students to make more informed choices about their senior phase of learning; volunteering, taking part in Awards and charity opportunities will form part of this. Volunteering opportunities out with school are advertising through CLD Centres and Youth Clubs/Groups</p>
<ul style="list-style-type: none"> • Identify beneficiaries of pupil volunteering effort 	<p>To be identified by March 2013</p>		<p>In all sample schools the direct beneficiary of in-house volunteering activities is the whole school community. The opportunity for older students to work with and support younger students is invaluable; it aids the younger students in their development, gives the senior students involved good leadership experiences and helps create a positive ethos within the school. Charities benefit directly from the students' input in the short term by the monies they raise, however in the longer term it raises the charities' profile amongst young people and helps young people understand</p>

			<p>the importance of the work charities provide. However, overall the main beneficiaries are the students themselves. Opportunities to take part in volunteering in school and in the wider community, in Wider Achievement Awards and charity work helps young people to become responsible citizens and encourages the development of skills for learning , life and work and this helps our learners to prepare well for their next stage in life and makes them a positive force in their community.</p>
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