

Making an Impact: CLD Case Studies



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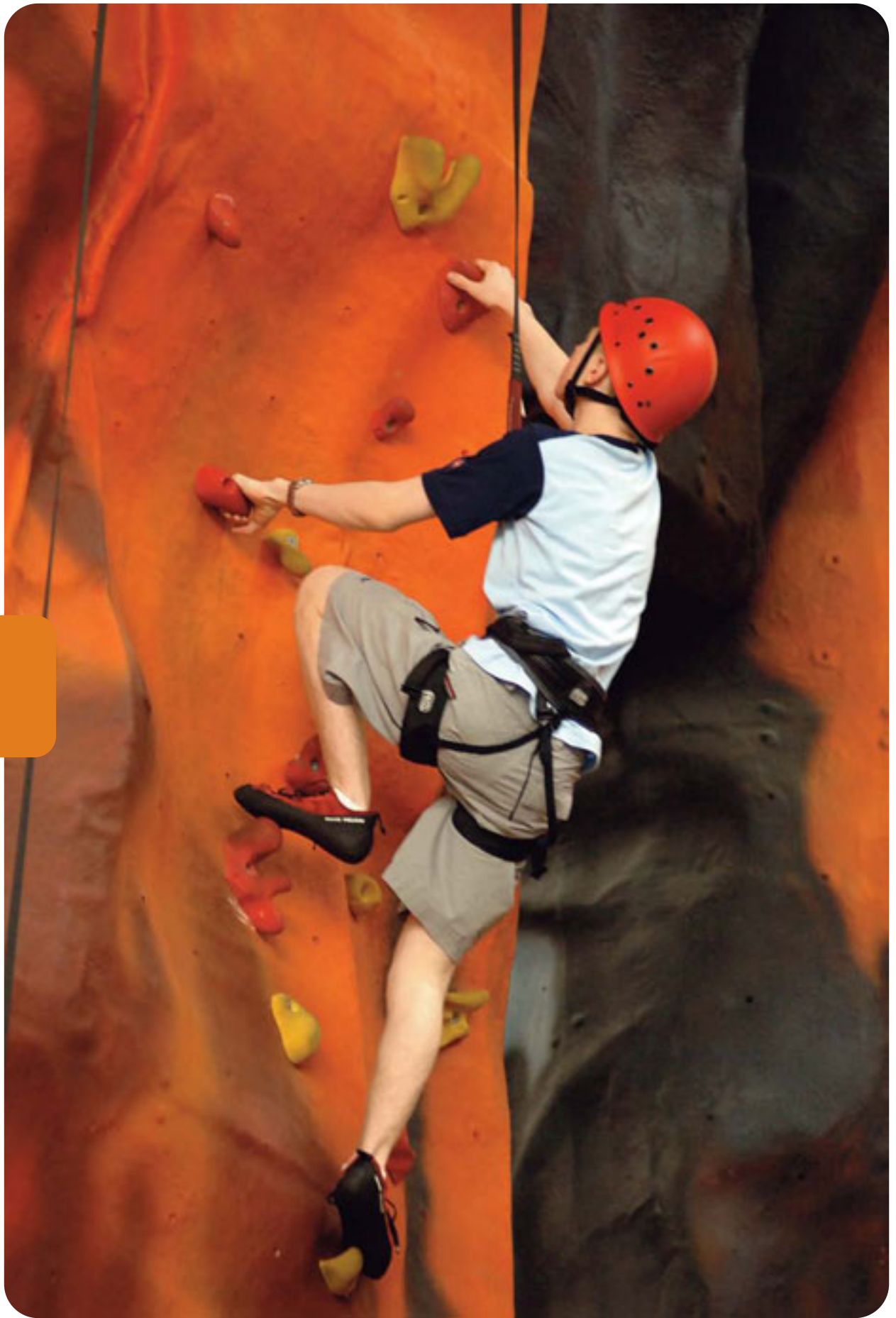
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Introduction

In November 2008, the Scottish Government and COSLA launched “Building on Working and Learning Together to Build Stronger Communities”. This joint statement on community learning and development (CLD) including adult literacy and numeracy (ALN) highlights the vital role of CLD in achieving many of the outcomes set out in our National Performance Framework.

The Scottish Government made a commitment to produce a range of illustrative case studies to support local partners in rising to the challenges set out in the joint statement. The case studies that follow provide evidence of the impact of CLD. They illustrate why we want local authorities and their community planning partners to reflect on how they can maximise the contribution that CLD can make to achieving agreed national and local outcomes.

These case studies demonstrate the effectiveness of CLD, delivered by a range of partners and in varying settings, with particular reference to the following national outcomes:

- We are better educated, more skilled and more successful, renowned for our research and innovation;
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens;
- Our children have the best start in life and are ready to succeed;
- We have improved the life chances for children, young people and families at risk;
- We have strong resilient and supportive communities where people take responsibility for their own actions and how they affect others; and
- Our public services are high quality, continually improving, efficient and responsive to local people’s needs.

The case studies also show the importance of CLD for making progress in relation to “reducing the number of working age people with severe literacy and numeracy problems”, one of the national indicators.

This selection of case studies cannot reflect the full extent of CLD’s contribution to national and local outcomes but the examples presented show the impact of community learning and development on people’s lives. The case studies are grouped around the three national priorities for CLD (achievement through learning for adults; achievement through learning for young people; and achievement through building community capacity) but as will be apparent, the focus and outcomes of CLD practice often crosses over two or all three of these. These projects also demonstrate different types of CLD working such as: adult literacy; English for speakers of other languages (ESOL); youth work; working with community groups to influence services and assisting groups to build the capacity to reach their goals. They are taken from across Scotland and include projects from rural and urban settings.

We would like to thank all of the individuals and groups from across Scotland who shared their experiences with us and those who participated in the advisory group.



Section 1:

Achievement through learning for adults

Workers Educational Association (WEA) Scotland – Numeracy and Environment Course at Glasgow Science Centre



What was behind the course?

The course was established in 2003 in response to two areas of need identified by **WEA Scotland**:

Government research and experience shared through the Glasgow Adult Literacy and Numeracy Partnership identified a significant group of learners whom formal literacy and numeracy courses were repeatedly failing to engage. Often socially isolated or disadvantaged, they had historically rejected school, college and other forms of adult or further learning. The WEA took on the challenge to find an adult learning model that would successfully engage them.

WEA recognised that although the Glasgow Science Centre was a local resource, it was not accessible to some locals who were excluded in part by entrance charges, but also by lack of confidence, feeling that the Science Centre was “*not for people like us*”.

The ‘Numeracy and Environment course’ provides an approach to simultaneously tackle both areas of need. WEA believe that free access to the Science Centre provides the much needed carrot or hook, to engage learners in developing their numeracy skills.

What does the project aim to achieve and how does the course fit with local and national outcomes?

The WEA course contributes to building a Smarter Scotland by supporting learners to gain the numeracy skills and confidence that allow them to grasp the opportunities around them.

The course supports the ‘achievement through learning for adults’ priority for CLD set out in WALT by raising the standards of adult learning incorporating skills such as numeracy, literacy, communications, working with others and problem solving. The course contributes to the following national outcome and indicator:

- **Outcome** – We are better educated, more skilled and more successful, renowned for our research and innovation.
- **Indicator** – Reduce the number of working age people with severe literacy and numeracy problems.

The course contributes to the following local outcomes for Glasgow identified in the Single Outcome Agreement:

- improve literacy and numeracy of population;
- improve skills for employment;
- improve residents’ aspirations, confidence, decision-making capacity and involvement in community life; and in Glasgow’s CLD strategy 2008-2010: *‘people are engaged in accessible learning services that develop their reading, writing and number skills and improve the quality of their personal, family, community and working lives.’*

What does the course involve?

The course consists of weekly two-and-a-half-hour-long sessions over a 6-8 week period. The specific day and time is negotiated by WEA workers and learners at the outset of each course.

All sessions take place in the Science Centre. Time is split between exploring exhibits and participating in activities in a dedicated workspace. The course creatively uses the interactive exhibits and exciting resources at the Science Centre to provide a dynamic and informal environment for learners to share knowledge and experience and to explore new topics related to science and the environment.

Numeracy skill-building exercises are interwoven naturally and instinctively into whichever topic the learners are exploring at the time. Topics have included: climate change; geographical locations and maps; geology; the weather; global origins of different foods and modes of transport.

The course allows learners to identify why certain numeracy skills are useful and important to them as they can identify the potential day-to-day applications. This demonstrates a CLD approach to learning; encouraging people to learn about what is important to them personally.

A session may, for example, focus on the origin of coffee and its global consumption. This will include discussions on the countries where coffee is grown as well as exploring the costs involved in producing, transporting, buying and selling coffee and concepts such as profit and loss.

At the end of the course, the WEA tutors signpost learners to other learning opportunities, such as: other WEA courses; community-based adult learning opportunities; and Glasgow colleges (Annie'sland, Langside, Cardonald, John Wheatley). Through this course, learners realise their numeracy ability and gain new confidence to build on these skills and to actively seek out further adult learning opportunities.

In response to learner demand, the WEA has also developed a follow-on course to expand skills, the 'Numeracy Progression Group', run in partnership with Glasgow Nautical College.

What difference has the course made?

Over half the learners completing the WEA course had never before engaged in adult learning activities. The Numeracy and Environment course has succeeded in attracting learners to improve their numeracy skills where many more traditional courses have failed.

Learners now feel more able and confident to cope with everyday life and daily tasks such as shopping, paying for things, working out how much things will cost; weighing food; counting change and money. One learner said *"It has given me the confidence to use modern weights and measures"*.

Additionally the course offers some structure or routine within often chaotic lives and the opportunity to meet up, socialise and have fun, providing as one learner said *"A reason to get out the house"*. Similarly, the course has helped reduce learners' feelings of social isolation and made them feel more involved and confident in their local community and in using local resources.

Learners have chosen a variety of paths following the course. Some have gone on to do voluntary work as a result of increased self-esteem and feeling more numerically and socially confident. Other learners now have the confidence to move towards new employment opportunities. One learner stated that following the course, *"I went from being never out to never in."* For other learners, it has given them the skills and confidence to sit down and help their grandchildren with their homework, whereas previously they lacked the confidence to do so – a simple but hugely important personal transformation.

How does it work?

Planning and Delivery

The content and focus of the course is planned by the WEA course coordinator and tutors following consultation with the group of learners. The course is delivered by WEA staff including one course co-ordinator (with part-time responsibilities for the course) and two sessional tutors.

Tutors communicate with the Science Centre to plan and deliver every course as what they can offer and when depends on the exhibits and resources available at any given time. The Science Centre is an effective facilitator, ensuring that the learners and tutors have access to a dedicated workspace and to all of the exhibits and resources.

Partnership working

The partnership with the Glasgow Science Centre allows WEA to tap into an existing resource which many learners consider to be outwith their price range. They work closely with local social inclusion and equalities organisations to ensure wide participation.

Funding

The course is funded by Glasgow Community Learning Strategy ALN Partnership until 2010. Depending on the capabilities and size of each group of learners, each course costs roughly £300 – £400 to run.

Recruitment

The course attracts roughly 70 participants per year and primarily targets hard-to-reach or disadvantaged learners, those who tend to face the greatest barriers in terms of engaging with adult learning and local resources.

WEA recruits each class of learners from an existing group based within local community groups and organisations. These have included: Galgael; YWCA; Tory Glen Resource Centre; Cosgrove Care; Quarriers Stopover; and Glasgow Disability Alliance. Project tutors visit each group before they start the course to discuss what individuals want to achieve and what they are most interested in.

Learning activities

WEA tutors plan each 6-8 week course around the needs of a particular group of learners so the activities and materials vary for each learner group. The topics covered all relate to science and the environment and are influenced by the exhibits and resources available at the Science Centre. WEA staff have designed course materials around the exhibits and resources such as a 'numeracy trail' which runs throughout the centre.

Learners have direct input into the design of the course – making it more likely to capture their imaginations and allow them to realise personal aims and objectives. This approach gives learners a highly motivating sense of ownership. One learner said *"We felt part of things; we felt our opinions were valued."*

Training and Development

WEA offers regular tutor training events based on needs identified through tutor and learner evaluation of the course. Staff training has included use of the Learner Outcome Tracking Information System (LOTIS); SQA Core Skills assessment workshops; and Teaching Numeracy.

Monitoring and Evaluation

Both learners and tutors are involved in self-evaluating the course using activities based on the ALN Curriculum Wheel – including an evaluation form and an open evaluative discussion at the end of every course. They use LOTIS to monitor and report to Glasgow ALN Partnership. WEA has held a learner evaluation event to which all learners were invited to come and give feedback. They plan to hold the event annually.

What lessons have been learned that can help other initiatives?

WEA have found that people who do not engage in learning tend to associate learning with things such as heavy text books, formality, inflexible curriculums, and the teaching of literacy and numeracy which has no obvious application to ‘real life’ for them.

WEA recognise that in order to engage participants as learners, courses have to be stimulating, creative, and non-threatening and that closely involving learners in the design and planning of the course can be greatly beneficial.

The course illustrates the value that can be added from effective partnerships by working closely with other organisations in order to tap into existing local resources and to actively seek and approach target learner groups who would be less likely to engage otherwise.

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Turkey Red Project, West Dunbartonshire

What was behind the project?

Manage Your Pain Group sought support from West Dunbartonshire Council Community Learning and Development team in early 2007 to help them develop a more constructive activities programme as members felt that the group was becoming too much of a 'talking shop' about pain rather than providing pain distraction.

The Turkey Red project was the first activity of the newly formed group as part of a diverse programme of arts and learning activity to distract members from, and help them manage a range of chronic pain conditions.



What did the project aim to achieve and how does it fit with local and national outcomes?

The project aim was to refer to local artefacts and resources to learn about, document and illustrate the history and production of Turkey Red dye, cloth and patterns in West Dunbartonshire pre-1900.

Through this, the project aimed to: alleviate the pain and discomfort of group members; increase the cohesion of the group; increase their confidence and capacity to participate more fully in community life; and promote the use of arts and cultural resources as valuable personal, social and community learning and development tools.

Turkey Red project supports the following two priorities for CLD set out in WALT:

- 'achievement through learning for adults' – by raising the standards of achievement in learning for adults through community-based lifelong learning opportunities incorporating skills in literacy, numeracy, communications, working with others, problem-solving and information communications technology (ICT); and
- 'achievement through building community capacity' – by building community capacity and influence by enabling group members to develop the confidence, understanding and skills required to influence decision making and service delivery.

The Turkey Red project contributes directly and successfully to a number of national outcomes, most notably:

- we are better educated, more skilled and more successful, renowned for our research and innovation;
- we live longer, healthier lives;
- we have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others; and
- we take pride in a strong, fair and inclusive national identity.

The project also contributes to West Dunbartonshire local outcomes related to:

- improved achievement and attainment through life long learning;
- active citizenship;
- increased participation in local cultural activities;
- increased community volunteering and involvement;
- increased proportion of people (65+) needing care or support who are able to sustain independent quality of life as part of the community; and
- inclusion and equality.

What did the project involve?

Supported by a CLD worker, the group enlisted the support of the council's Culture Section Museum Team in 2007 and started a six-week programme of 'Art and Local Investigation into the production and use of Turkey-Red'.

The group went on to complete Phase 2 of the Turkey Red project in 2008, documenting local, social and economic changes within West Dunbartonshire through creating pictures and paintings over the course of 12 weeks. The group's art work remains on display at the Clydebank Museum as part of the Museum Team's 'Rags to Riches' exhibition.

What difference has the project made?

The Turkey Red project used local art and cultural resources as a therapeutic medium for alleviating and distracting members from pain. The input from CLD helped the group focus on achieving the outcomes they wanted from the project, while at the same time building their capacity to work together and to function as a cohesive and supportive group.

Learners reported increased confidence from learning art and media skills they never thought they would be able to master – *"It's given us more confidence in ourselves"*. This has prompted a number of learners to apply and develop their skills and learning in the wider community through the following:

- one learner enrolled in a part-time HNC Digital Media Studies Course at Clydebank College;
- two learners have become Digital Friend Volunteers in the community;
- one learner enrolled on a part-time computing course at Clydebank College;
- one learner now volunteers in schools recounting tales of the Blitz; and
- another learner has enrolled in community art classes at the local library.

With support from the CLD worker, the project made the group work together to achieve the project outcomes, building a strong, confident and supportive network.

"It turned us from a group of individuals to a really strong, supportive group"

Individually and collectively, the project has helped the group gain the confidence and self-esteem to question and influence policy and service delivery:

- individual members now have the confidence to be more critical of the health services they receive and to question health professionals more. *"No longer am I allowing people to pussyfoot around me – it's my body, I want them to tell me what's going on"*;
- the group contributed to a West Dunbartonshire Council disabilities and equalities report to influence policy and service delivery; and
- members of the group are now involved in the Disability Access Forum.

Learner quotes which evidence the impact of the project on individuals and developing the capacity of the group as whole include:

“The Turkey Red project was so enlightening – it opened up the whole of Dumbarton and the local area to me”

“It got the whole group involved in different ways”

“I’m now off my heavier pain killers”

“I’d never been to Clydebank Museum before – now I go quite a lot”

“With chronic pain we put a mask on – there’s a shared understanding of that here you can’t get elsewhere – this group alters your mood and attitude”

The project also had an impact on the wider community, producing a detailed and well-researched visual arts account of local Turkey Red production which will be of interest and enjoyed by the wider community for years to come.

How did it work?

Planning and Delivery

The activity of the group is planned and delivered in main by group members themselves (each has an allocated role) with close strategic and practical support from a CLD worker to ensure members get the most benefit from their activities.

The Turkey Red project was planned and delivered by West Dunbartonshire Council CLD and Culture sections. In Phase 2, the group also enlisted the support of a local artist.

Partnership working

Manage Your Pain Group worked with the following partners to deliver the Turkey Red project:

- West Dunbartonshire Council (CLD and Culture teams);
- Clydebank Museum; and
- local artists.

Funding

Staffing, materials and transport costs for the project came from the Community Learning and Development team budget. Costs associated with accommodation and some materials came out of the Culture Section (Museums Team) budget. Group members covered costs of additional art materials such as the display frames.

Recruitment of learners

A number of members have been in the group since its inception in 2004. Other members have been recruited via word of mouth and links to Pain Association Scotland. Support from the CLD community development team raises the profile of the group and has enabled the group to develop and distribute promotional materials.

Despite member absences due to poor health, the group is always well-attended. Initially twelve members took part in the Turkey Red project. The project’s success attracted more people to join the group and in total 20 individuals benefited through direct involvement in the project.

The age range of members is from late 30s upwards. All members suffer from some form of health condition resulting in chronic pain and mobility issues.

Learning activities and materials used

The first phase of the Turkey Red project was research and exploratory-based – using local cultural and historical resources to explore the history of Turkey-Red production, looking at social and industrial history; the types of cloth produced; and at patterns and labels. This involved a visit to a local textile mill.

In Phase 2 of the project, the group worked with a local artist to deliver a substantial community led piece of art work to be gifted to the wider community. Inspired by the images connected with Turkey Red and informed by their research, the group explored different media and techniques over the 12 weeks to each produce a final individual piece for the exhibition.

Training and Development

The CLD worker works closely with group members to build their capacity to plan and administer the group's activities. This involves:

- developing their organisational skills;
- introducing members to administrative processes such as minute keeping and record management;
- supporting members to monitor and evaluate their activity; and
- allocating specific roles and responsibilities to members.

Monitoring and Evaluation

The Turkey Red project was self-evaluated by group members at the end of the process and also externally evaluated by the artist who worked with the group. An external evaluation report was produced documenting the group's achievements and learning.

Group members record their learning activity in Learner Passports – they are supported to complete these by the CLD worker. The CLD worker has also encouraged the group to use LEAP and How Good is Our Community learning and Development (HGIOCLD2) evaluation tools. Group members were presented with certificates to reward their involvement in learning at West Dunbartonshire Council's CLD Adult Learning Presentation evening in August 2009.

What lessons have been learned that can help other projects?

Manage Your Pain Group – Turkey Red project demonstrates that even community groups which are highly cohesive, motivated and independent benefit greatly from the skills, expertise and strategic direction of professional CLD support.

For example, the CLD officer found that encouraging the use of group Learning and Development Action Plans allowed the group to be more organised, focused in their planning and accountable to actions. Professional CLD support enables groups to achieve their full potential by helping them set, monitor and achieve their desired outcomes.

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The Museum Documentation Project – West Dunbartonshire

What was behind the project?

West Dunbartonshire Council (WDC) has a large and varied museum collection, comprising over 10,000 items relating to local social and industrial heritage. As part of the migration of the Clydebank Museum Collection to a new central store in 2007 a comprehensive documentation project was initiated to update the Collection database.

The Council's Culture section decided to use the documentation exercise to increase public involvement and access to the wealth of local art, culture and heritage resources available. In doing so, they sought to:

- increase public participation and involvement;
- build capacity within the community by developing and harnessing local skills and knowledge; and
- achieve positive health outcomes for individuals by providing learning and development opportunities for those excluded from employment due to health issues.

What does the project aim to achieve and how does it fit with local and national outcomes?

The project aims to build community capacity and encourage community engagement by using the knowledge and skills of volunteers to create a lasting record of local socio-cultural history. The project supports volunteers to work at their own pace on areas of interest to them and encourages them to negotiate their own learning and development objectives. The project therefore supports the following two priorities for CLD set out in WALT:

- 'achievement through learning for adults' – by raising the standards of achievement in learning for adults through developing volunteer's core skills in literacy, numeracy, communications, working with others, problem-solving and information communications technology (ICT); and
- 'achievement through building community capacity' – by building community capacity and influence by enabling volunteers to develop the confidence, understanding and skills required to influence how local socio-cultural history is recorded.

The project contributes directly and successfully to a number of national outcomes:

- we are better educated, more skilled and more successful, renowned for our research and innovation;
- we have tackled the significant inequalities in Scottish society;
- we have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others; and
- we take pride in a strong, fair and inclusive national identity.

The project also contributes to the following local outcomes for West Dunbartonshire:

- improved achievement and attainment through lifelong learning;
- increased employment and training opportunities for people with a learning disability, mental health problems, criminal record or addiction;

- increased community volunteering and involvement; and
- increased participation in local cultural activities.

What does the project involve?

Volunteers work 'behind the scenes' with Council Culture staff from the Museums team to research, document, package and store the museum's collection of new and existing local artefacts. The project enables volunteers to develop valuable transferable research, documentation and organisational skills. At the same time, it uses their skills and local historical and cultural knowledge to build a record of local history through the careful and detailed documentation of artefacts. Volunteers choose which skills they wish to develop and which types of artefact they wish to research and document.

How does it work?

Planning and Delivery

The project is planned and delivered by West Dunbartonshire Council Culture Section's Museum Team. Day to day organisation and delivery of the project is the responsibility of the Museum Documentation Officer, who recruits and coordinates the volunteers. All activity takes place in the documentation store.

The Museum Documentation Officer consults with each learner at the beginning of their placement to agree a volunteering schedule; to discuss the types of activity and learning they are interested in pursuing; and to design a development plan to help them achieve personal objectives. Placements are assigned and developed based on the needs of individual volunteers. Some placements have been short-term due to temporary unemployment, breaks in education, or due to ill-health. Other volunteers have been with the project since inception.

Partnership working

The museums team works in partnership with the following partners to recruit volunteers:

- Project Scotland;
- the Volunteer Centre; and
- local colleges and universities.

Funding

In its pilot year the project was jointly funded by West Dunbartonshire Council and Museums, Galleries Scotland. The project is now incorporated into the IndustryUS project which is jointly funded by Local Authority monies and a Heritage Lottery Fund grant.

Recruitment of learners

The Museum Documentation Officer works with a number of partner agencies (named above) to recruit volunteers. The project is advertised locally through Clydebank Museum and other establishments.

Since the project began in 2007, it has supported 24 volunteers, many of whom are still volunteering. The project currently has 15 volunteers. Numbers are restricted slightly by space issues – only three volunteers plus the Museum Documentation Officer can work together at any given time.

Volunteers come from a range of backgrounds and age groups. Some are seeking work experience during breaks from school/college/ university. Some are temporarily or long-term unemployed and looking for skills development and improved job prospects. Some are retired and looking for increased participation in community life and others are unable to undertake paid employment due to ill health and are looking for a distraction from pain and to develop their skills in an environment which can adapt to their health needs. Currently the project supports a number of volunteers with mental and physical health conditions including: autism; mental illness; severe brain injury; severe arthritis and a recent stroke victim.



Learning activities and materials used

All activity takes place in the Museums Documentation Store and revolves around the processing of the 10,000 local and historical artefacts and resources donated to and inherited by West Dunbartonshire Council Culture Section.

Learners work with the Museum Documentation Officer to plan the activities they wish to participate in and the skills they wish to develop. Activities available include:

- identifying and researching artefacts (using internet and library resources);
- naming and coding artefacts;
- photographing artefacts;
- packaging, preserving and storing artefacts; and
- maintaining the artefact database (AdLib).

Training and Development

In terms of workforce development, the Culture section is working in partnership with the council's CLD section to share practice and establish shared standards of volunteering, evaluation and referral.

The project is committed to the training and development of all volunteers. Volunteers receive an induction on the processes involved in documenting artefacts when they first begin volunteering and complete a form outlining why they want to volunteer; what outcomes they would like from their volunteering experience; and what their development needs are.

Volunteers receive training on using the AdLib collection management system, and using the internet, digital camera and other computer software. The Museum team are looking to secure a grant to put volunteers through the European Computer Driving Licence.

Monitoring and Evaluation

In March 2009 the project was evaluated as part of a Volunteering in Museums Research initiative coordinated by Museums, Galleries Scotland which involved conducting a Volunteer Impact Assessment. This enabled project learners to contribute to an evaluation of the service. Only eight Museums were selected to participate in this initiative.

The project was involved in the culture section's supported self-assessment in 2008, using the Public Sector improvement framework (PSIF). This informed the development of a three year service improvement plan. Progress and results are reported to Audit Scotland.

The project conducts self-evaluation with volunteers using an end-of-placement evaluation form and informal feedback throughout the placement. The service also facilitates two evaluation and consultation days per annum for its volunteers.

What difference has the project made?

The project has resulted in a range of positive outcomes for individual volunteers and for the museum service, demonstrating effective practice in key areas including employability, transforming lives and improving health and wellbeing.

Recent evaluation with the volunteers evidenced an increase in confidence and self-esteem, with a couple of volunteers feeling they now had the skills to return to work after periods of long-term unemployment. Other volunteers have gone on to other volunteering, employment or education, including one volunteer who moved to Glasgow Museum service.

One volunteer with severe arthritis, who previously found it difficult to undertake paid employment, has developed the confidence and specific skills to gain paid employment in database maintenance. For a volunteer with autism, the project has provided him with a tailored routine of methodical and repetitive activity, allowing him the opportunity to contribute and develop skills in a way which best suits his needs.

Learner quotes which evidence the impact of the project include:

"I'm here for work experience – it helps me develop my skills and will hopefully help me get a job after college – it's pretty interesting work and you're always coming across weird bits of local history."

"It's amazing what people keep! You build up a picture of how life used to be here."

"I can't work because of my health and being at home all day drives you nuts – this allows me to get out the house and do something interesting – it gives me some routine."

The Project's CLD approach enables volunteers who are unable to maintain paid employment due to ill-health to contribute and develop their skills and knowledge in the documentation of local history. The project builds their capacity to participate in community life, when circumstances may have previously isolated them.

Museum Team staff reported that the project has had a significant impact on improving service performance and the standard and accessibility of the service the museum provides to the local community. The number of items documented so far, exceeds targets and the local historical knowledge of volunteers has been invaluable in developing a detailed historical record for posterity.

What lessons have been learned that can help other projects?

The project demonstrates the benefits of combining access to local museum collections with a CLD approach to learning in increasing levels of public access and participation, promoting equal opportunities and achieving a range of positive outcomes for individuals.

The project demonstrates that volunteers have a crucial role to play in the delivery of museum services and in attracting increased public access and involvement by preserving and developing a historical and cultural legacy for future generations. However, volunteers require support to achieve positive individual outcomes and should not just be thought of as a 'free' resource.

The focus of the programme on developing skills within the community and involving them in service delivery are key strengths of the project and are aims which have been built into West Dunbartonshire Council's Corporate Plan.

Contact Details:

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Loose Ends, Moray

What was behind this work?

CLD work in Moray is aimed at marginalised community members who traditionally do not access or engage with learning or community engagement processes. The Loose Ends community-based adult learning groups developed from a drop-in centre. CLD staff in Moray worked hard to encourage people from disadvantaged areas to attend by going door-to-door, holding community events, offering to support people to get to the groups, and having Social Work and Health Visitors promote the activity.

CLD staff built trust within the learning groups which created an open arena to discuss and share concerns and aspirations about their community. The CLD team then actively promoted and facilitated opportunities for community planning partners and elected members to come along to these arenas.

What is the work trying to achieve?

The CLD work in Moray provides isolated, disadvantaged and disengaged members of the community with access to learning, provided in a supportive environment. Beyond this, the groups are encouraged to discuss community issues. The success of this initiative has enabled them to become more involved in issues, and more engaged with the CPP process.

How does this work fit with local and national outcomes?

The Loose Ends groups contribute directly and successfully to the following national outcomes:

- we realise our full economic potential with more and better employment opportunities for our people (2);
- we are better educated, more skilled and more successful, renowned for our research and innovation (3);
- we have tackled significant inequalities in Scottish society (7);
- we have improved the life chances for children, young people and families at risk (8);
- we have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others (11); and
- our public services are high quality, continually improving, efficient and responsive to local people's needs (15).

In terms of local outcomes, CLD work in Moray contributes to several local outcomes in the Moray CPP SOA, including:

- the community will develop and improve their learning and qualifications;
- an increased number of people in Moray will be active in improving their own health;
- inequalities in Moray will be addressed;
- life chances for children, young people and families at risk in Moray will improve;
- members of the community will engage positively with the work of the Community Planning Partnership;
- the Community Planning Partnership will deliver positive outcomes and be accountable to the community; and
- agencies will work together and individually to improve services.

What does the work involve?

The Loose Ends groups are aimed at individuals from a wide range of backgrounds but sharing commonality in that they:

- are ready to learn;
- feel isolated; and
- lack the knowledge, skills and confidence to engage with existing learning provisions.

Participants undergo a five-week programme aimed at building learners' confidence and abilities, and identifying what further learning they would like to take up. The CLD team work with the group to develop the second five-week learning programme based on their specific learning needs.

Within the groups the CLD team have gradually built in elements of 'what it's like to live in this community'. People begin to express their views in an environment where they feel comfortable. The groups develop into community area forums.

This has the double benefit of community members becoming more involved in the community planning process, but also allowing CPP partners to engage with a broader range of individuals in the community.



What difference has the work made?

Community planning partners have expressed the benefits of reaching out to these community members with whom they are now able to develop a meaningful dialogue. This has brought about real change, widening participation in the CPP process and giving disengaged individuals more influence in their communities.

“If Loose Ends didn’t exist it is hard to imagine where the individuals taking up the service would have gone. In my experience no other local service is able to provide the first stepping stone for developing isolated, hard to reach individuals into community members. As the work is shaped and tailored to meet individuals’ varying needs in developing confidence, a sense of self-worth and positive outlook, Loose Ends has inevitably enjoyed great success in making an impact on individuals and thereby our community.” (Joint Chair, Elgin North Forum)

How does it work?

Planning and Delivery

The Moray CLD team has worked closely with community planning partners who have been enthusiastic about becoming involved.

Various Loose Ends participants articulated that current provision within their community did not meet their needs and this posed barriers to their participation. To overcome this, the group decided to form their own constituted group to ensure that this supported type of community based adult learning continues to exist for other individuals within the community.

Partnership working

The local authority is very supportive, and local councillors have been encouraging and keen to engage. They have seen how these methods enable community planning to work at the local level, allowing access to the community.

Community planning partners have been keen to work with the CLD team to engage with the community and attend events. Social Work and Health Visitors have promoted the groups.

Funding

The work is primarily funded through Moray Council’s CLD community capacity budget.

Recruitment

CLD projects are open to all, but more isolated and vulnerable residents are encouraged to attend using a wide variety of creative methods. For example, participants attend using a buddy system, so they have someone to ask for advice or help who is already involved with the group. Most participants have no formal qualifications and some have learning difficulties. Participants may be referred by other agencies, and CLD staff target others using their local knowledge.

Activities

One-on-one support is provided in the learning groups, and an individual learning plan is developed for each participant. The type of learning activity varies depending on interest but examples include ICT courses, cooking courses, first aid and parenting skills.

If people show an interest in the community side of things they are supported to articulate their views, and enabled to participate in the community forum.

Training and Development

Learners are supported to develop and progress as far as possible. Accreditation is given at every opportunity and achievement is celebrated. CPP partners have attended the annual celebration of learners when all the groups gather and awards are distributed.

The CLD team actively encourage and support individuals to access further training and careers advice. They help individuals get the most appropriate support to ensure as seamless a transition as possible to further advice, support, learning opportunities or employment.

Monitoring and Evaluation

Group, partner and individual evaluations are used to gather evidence of impact.

Information collected also provides evidence of how many people have attended groups, and how many move on to further education or employment.

What lessons have been learned that can help other projects?

It is important to build trust and to work with CPP partners to build understanding of ways to engage with disadvantaged and disengaged groups.

Targeting particular groups can create a negative response. A more open-to-all approach is better. This does not prevent people attending but it removes the stigma attached to a 'targeted' group of people.

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Rag Tag 'n' Textile, Highland

What was behind the project?

Rag Tag 'n' Textile is a not-for-profit social enterprise which developed from an NHS Highland project called Training and Guidance (TAG) Highland.

TAG provided access to training for people with mental health problems which aimed to raise the confidence and self-esteem of participants.

TAG started a group based on shared interest in arts and crafts. The group used recycled materials to keep costs low and gradually developed to selling some of the things that they made in local learning centres. The group discussed the sort of products that they wanted to make and agreed to focus on high quality innovative goods.

Many TAG participants were ready to return to work, but the opportunities for finding work were very limited. The possibility of creating a social enterprise, offering an alternative route into employment, was discussed and Rag Tag 'n' Textile was constituted using a small amount of funding to employ a tutor one day a week.

What is the project trying to achieve?

The objectives of the project are:

- creating permanent quality jobs, training, work experience and voluntary placements for people who are vulnerable in our community, particularly those recovering from mental health issues;
- using environmentally sound methods and resources to deliver training, producing high quality textile items, which are sold to help generate income;
- raising awareness of waste in our locality and further afield by re-using or recycling all “waste” textiles, including clothing, linen and furnishing fabrics; and
- raising awareness of mental health issues within the community, and challenging stigma whenever we can.

How does the project fit with local and national outcomes?

Rag Tag 'n' Textile contributes directly and successfully to the following national outcomes:

- we realise our full economic potential with more and better employment opportunities for our people (2);
- we are better educated, more skilled and more successful, renowned for our research and innovation (3);
- we have tackled significant inequalities in Scottish society (7);
- we have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others (11);
- we value and enjoy our built environment and protect it and enhance it for future generations (12); and
- we reduce the local and global environmental impact of our consumption and production (14).

In addition, the project also contributes to the following local outcomes from the Highland Council Community Planning Partnership's Single Outcome Agreement:

- our communities take a greater role in shaping their future (Links to National Outcomes, 4, 11 & 13);
- more people are supported into employment (Links to National Outcomes 2,3,4,6 & 7);
- attitudes and behaviours towards alcohol and other drugs are changed and those in need are supported by better prevention and treatment services (Links to National Outcomes 4,5 & 9); and
- the impact of poverty and disadvantage is reduced (Links to National Outcomes, 2, 4 & 7) – the client group is drawn from those who are most disadvantaged in our society.



What does the project involve?

The project currently has ten trainees, all of whom experience mental health problems. There is a core staff of three people, as well as a group of volunteers (some of whom used to be trainees). Trainees learn a wide range of traditional textile skills including the design, manufacturing and marketing of recycled, unique and innovative products created from recycled fabrics.

The core staff are funded through Comic Relief and Scottish Community Foundation. There are two other paid members of staff and a number of individuals who earn income from selling their own designs. They are paid through income generated from sales.

The project has touring displays and exhibitions to showcase their work, at events such as the SECC Craft Fair and the Tartan Heart festival, as well as at Highland Libraries. They also provide a range of other services, such as workshops at schools and publicly accessible, online learner 'bytes' in partnership with North Highland College.

What difference has the project made?

The project has enabled a group of people who have experienced a range of challenging issues to get back into a workplace environment, receive training and accreditation, and improve their own sense of self-worth and confidence.

Seven people (including four long-term unemployed) have been directly employed by the organisation as staff, and five more people have gone on to employment elsewhere because of intervention from Rag Tag 'n' Textile.

They have had fourteen apprentices, of whom, five moved onto employment elsewhere and four have moved on to supported volunteering with Rag Tag 'n' Textile. They have also had sixteen volunteers, four of which have moved into employment and two to further education. The remainder are still with the organisation.

Three former trainees are now self-employed selling their work, using the skills they learnt through Rag Tag 'n' Textile or because of support delivered by the organisation.

There are a number of people who have benefited indirectly from the organisation including carers (who receive respite support), one-off workshop users and other voluntary groups. The organisation is currently working on measuring the impact their work has had on others.

Links with the local community mean that the project also helps to reduce the stigma attached to mental health issues and disability.

At the same time, the project encourages environmental sustainability by using recycled materials, and it encourages the continued practice of traditional craft skills.

"We took on people who were long-term unemployed, low skilled, low in confidence, and suffering from mental health issues. With training they are now making the majority of our manufactured products, and are paid above minimum wage. One of them has now started to design their own products." (Project Worker)

"The first day (at Rag Tag 'n' Textile) was really scary, but I got so much reassurance and encouragement that my confidence just grew. I'd always been interested in arts and crafts, so I started work with textiles as well as taking a basic computer course. I have had so much encouragement every step of the way. There's no pressure and no put downs. After not having a job for so long, it's like having a job again." (Rag Tag 'n' Textile Trainee)

How does it work?

Planning and Delivery

Planning and development of the original group came from the Project Manager, acting on the need expressed by members of the TAG Highland group.

There is a committee that meets every two months, with input from staff and trainees. The trainees have a representative member on the committee.

The Business Development Manager has responsibility for developing the business and has established a more strategic business plan, with suitable marketing, branding and website.

Partnership working

Partners include:

TAG (Training and Guidance) Highland;
Workstep;
Highlands and Islands Enterprise;
NHS Highland;
Skye and Lochalsh Mental Health Development Group;
HUG (Highland Users Group);
North Highland College;
Skye and Wester Ross College;
Jobcentre Plus;
Careers Scotland;
The Highland Council;
Highland Adult Literacy Project;
Workers' Educational Association (WEA);
ABE;
Linking Education and Disability (LEAD) Scotland;
Skye & Lochalsh Council for Voluntary Organisations (SLCVO);
Highland Council and local councillors have been very supportive.

In the local community the project has good relationships with businesses, schools, playgroups, the Woodlands Group and the National Trust.

Funding

Initial funding came from NHS Highland's mental health budget, and Highland Council. When the project began TAG Highland High Hopes Scheme employed a worker for 10 hours a week to look for funding. Communities Scotland funded the project for four years. The Scottish Community Foundation funded for two years), which allowed them to employ a full-time business development manager. They have also received Comic Relief funding.

Money is generated from sales of products and generous donations from the local community (such as materials to recycle).

They are looking to further funding through The Enterprise Fund, Henry Smith Foundation, Lloyds TSB, the Robertson Trust and Esmee Fairburn.

Recruitment

Trainees are referred to the project from a range of services including doctors, social work and community services. Referrals are made in partnership with the person being referred – they are invited to come and see the project and talk over their possible involvement, and any issues that might effect their participation.

Participants have ranged in age from 17 to 70. The project is open to men and women, however most participants are female.

Learning activities

The group learn skills involved in the design and production of a range of goods, such as bags, clothes, cushions, hats, rugs, gift sets, jewellery and gift cards. These skills include measuring fabric, choosing patterns and materials, following instructions for designs and using sewing machines.

Through these activities, Rag Tag 'n' Textile deliver literacy and numeracy as and when needed, using a social practice approach.

Training and Development

Rag Tag 'n' Textile now offers access to SQA accredited courses via their partnerships with TAG Highland, West Highland College and WEA.

They are also looking at delivering an Intermediate 1 level textile course to 5th/6th year students, in partnership with Skye and Wester Ross College.

Monitoring and Evaluation

The project has conducted some monitoring and evaluation, linked to individual learning and development programmes, with feedback from participants and staff.

They are currently developing a more comprehensive plan for monitoring and evaluating impact.

What lessons have been learned that can help other projects?

There are always problems with funding and people saying a project will not work. You must have confidence in the idea, and persevere. You need to be pro-active in terms of networking. Raising awareness of the project can help to share the load.

It is vital to deliver good training, so that people are properly equipped to perform jobs. In terms of resources and staff time available, you need to stagger new inductions and training of new people.

It is important to develop a business model, and establish procedures and policies, so that the project does not rely totally on one person. It needs to be able to keep running if the project manager moves on. It is important that potential project participants understand the organisation's confidentiality policy and support available.

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Section 2:

Achievement through learning for young people

Transform TV @ Fablevision, Glasgow



What was behind the project?

In 2007 Fablevision launched Transform TV to tackle the stigmatisation and alienation of young people in Glasgow's most deprived areas. The project encourages community engagement and provides young people with diversionary and skills development activities to enhance their future prospects.

With few outlets for constructive or creative activity in their communities and low aspirations for the future, young people spent much of their time hanging around the streets, sometimes committing anti-social acts and always under suspicion of doing so. Fablevision witnessed local young people being treated with fear, mistrust and prejudice by other community members.

Transform TV was set up to offer an innovative and creative solution to a situation which was potentially divisive and harmful to community cohesion and a barrier to local young people's development into responsible citizens.

What does the project aim to achieve and how does the project fit with local and national outcomes?

Transform TV aims to build the skills and capacity of disadvantaged young people to engage more actively in their local community and develop skills for employment through the use of film and the creative industries.

The project contributes directly and successfully to the following national outcomes:

- we realise our full economic potential with more and better employment opportunities for our people;
- we are better educated, more skilled and more successful, renowned for our research and innovation;
- our young people are successful learners, confident individuals, effective contributors and responsible citizens; and
- we have improved the life chances for children, young people and families at risk.

In terms of Glasgow's local outcomes, the project contributes to the following:

- reduce the impact and incidence of anti-social behaviour (4);
- reduce the involvement of young people in crime and as victims of crime and accidents (5);
- increase the proportion of Glasgow residents in work (9);
- improve literacy and numeracy of the population (20);
- improve educational attainment and achievement of all children and young people (21); and
- improve skills for employment (22).

What does the project involve?

Transform TV is a website operating as a community TV channel with features created, produced and researched by local young people. The aim is to become a 'Scottish community YouTube', where young people can post their own videos about events and issues in their local area.

The Transform TV youth programme has two elements: an outreach video scheme and an intensive six-month course.

What difference has the project made?

The project has an ability to tap into young people's imaginations and aspirations in a way that appeals to them and makes them want to engage.

"TV is engaging and exciting...its a powerful medium because it reaches everyone. The style of the videos is funny, quirky and provocative." (Director of Fablevision)

The project develops valuable transferable employability and social skills which prepares young people for future employment, education and training. The project also encourages young people to think differently about the future, building their capacity to plan and encouraging high aspirations.

"For many of them their work experience and idea of work has been in McDonald's or the local supermarket – they have only seen jobs, not careers. Now they know there are jobs available that are exciting and varied which they can do." (Transform TV Project Manager)

The project is committed to supporting participants to find opportunities for the future and the outcomes have been positive. The accreditation received by North Glasgow College has encouraged a number of them to pursue further education opportunities. North Glasgow College has accepted a number of the participants onto their full time media courses, even without the prerequisite qualifications.

One recent course participant has gone on to do a CLD youth work qualification, having gained increased confidence through the project, particularly through going out into the community to conduct interviews and research with people. Another course participant gained a media job working for SKY TV and other participants have gained paid employment with Transform TV itself.

Participants had the following to say about the project:

"This has been the best time of my life."

"My life is turned around – I am now off the medication."

"I've learned about team work and communication skills and thanks to my experience interviewing people I'm no longer as shy."

The project also has a positive impact on the wider community, receiving encouraging feedback from community members involved in the film projects, all impressed by the attitudes and abilities of the young people. Transform TV gives young people the opportunity to engage with and comment on their local community, giving them the capacity to demand and lobby for changes.

The project is very well-respected by the local police – during the broadcasting and filming sessions of Transform TV and other partner projects such as local BOLT FM radio station, the police regularly report significant reductions in the incidence of anti-social behaviour.

The project therefore achieves positive outcomes in terms of community cohesion and inter-generational tolerance and understanding, breaking down barriers and helping to change prevailing attitudes towards young people.

How does it work?

Planning and Delivery

Planning and delivery of both the outreach scheme and the creative industries training scheme are the responsibilities of Fablevision's Director who oversees all activities.

The outreach team who make videos with local groups of young people consists of at least two paid staff or volunteers. The young people then use the resources, support and technical expertise provided at the Govan office (by five staff members) to edit and produce the film.

The training scheme is co-ordinated by a project manager who works closely with the young people and the Director to plan and deliver the programme of activities. The training scheme is primarily based at the Govan office, except when 'on location' or using the facilities and services of other local creative industries organisations.

Partnership working

Transform TV work in partnership with Project Scotland who refer young people to the training scheme and cover the costs of their course and other local creative industry organisations through the Creative Industries Network – members include Plantation Productions and Greater Pollok Creative Media Centre (SWAMP).

This Network allows the sharing of facilities and staff skills and provides opportunities to recruit hard-to-reach learners.

Funding

As a third sector organisation, the project is constantly seeking funding opportunities. The Transform TV pilot was funded through European funding, Project Scotland and the Esmee Fairburn Trust. The project is currently developing a service level agreement with Glasgow Works.

There is some income generated through Fablevision's Transform TV trading arm which offers media and film expertise to local businesses and community organisations. Transform TV costs approximately £130,000 per year to run.

Recruitment of learners

Both the outreach and training strands of Transform TV's youth programme target young people with chaotic lives in the most deprived areas of Glasgow, particularly those in need of More Choices, More Chances. Outreach areas have included Govan, Possil, Blackhill and Provanhill.

The outreach team works with local police and other community organisations to identify youth anti-social behaviour 'hotspots' – street corners, alleyways, parks. They approach young people at these locations, encouraging them to get involved.

Some young people involved in the outreach scheme go on to enrol in the Transform TV training course. Other participants on the course are recruited through local youth referral agencies and Project Scotland.

Learning activities and materials used

Outreach scheme

The outreach scheme aims to give young people an insight into the world of television and the media. The young people plan, research, film and produce a film exploring aspects of life in their community.

The young people then work with professionals at Fablevision's studio in Govan to edit and refine the video before it is loaded onto Transform TV's website. They gain skills in all aspects of the filming process including: lighting, sound, camera use, editing and interview techniques. The initiative also helps participants improve their literacy, numeracy, teamwork and research skills.

The cameras are donated to the group at the end of the video project to encourage them to continue producing films by themselves.

Training scheme

The training scheme covers similar skills and techniques but follows a more intensive and comprehensive programme of activities. Additionally, there is a greater emphasis on researching ideas and processes, and they develop IT and web skills through maintenance of Transform TV's website and TV channel.

The twelve young people on the training scheme work together on joint projects such as the end-of-course horror film, and separately on an individual project throughout the six months. Individual projects have included documentaries, fictional films and music videos.

Training and Development

Transform TV are highly committed to the development of the young people they work with. Young people from the outreach projects are signposted to the Transform TV course, to other creative industry opportunities, to local youth schemes and to other employment, education or training opportunities. They are also encouraged to keep in contact with Fablevision and continue contributing to Transform TV's website channel.

Young people who enrol on the training scheme work towards SCQF level 1, 2 and 3 SQA Media modules at North Glasgow College. Fablevision are seeking to become an SQA approved centre in their own right so they can deliver their own courses as well as courses offered by other creative industry organisations.

A number of participants have gained paid employment opportunities through Fablevision's Transform TV trading arm.

Transform TV staff are experienced at working with young people and seek opportunities to further develop their skills. They are currently arranging staff training around mentoring young people.

Monitoring and Evaluation

Transform TV's training scheme has not yet been independently evaluated, however they keep detailed learner progress files and have conducted self-evaluation with the training course participants.

In 2009, as part of a larger programme of community creative training (*Sparr*), the outreach video projects were analysed, for their Social Return on Investment by an independent consultant. This was commissioned by Fablevision and the Scottish Government. The in-depth analysis revealed that the impact of the outreach film projects contributed to a social return for stakeholders of almost £14 for every £1 that was invested in the scheme.

What lessons have been learned that can help other projects?

It can be difficult to engage young people in diversionary and skill development activities – the methods need to be innovative and appealing to them. Outreach work can be a particularly effective method as young people may lack the confidence to engage unprompted.

Partnership working with similar organisations, the community and the police has helped Transform TV successfully find and engage hard to reach young people in areas of great deprivation. This has resulted in positive impacts for the young people and the wider community.

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Kemnay Peer Education Project, Aberdeenshire

What was behind the project?

This project grew out of a 16+ support group that is part of a Youth Café in Kemnay, Inverurie, Aberdeenshire. The Youth Café is there to support young people who are having difficulties at home, or who might not be achieving at school or getting recognition of their capabilities. The young people in the support group felt that they had lacked suitable information about a range of issues that had affected them when they were growing up. They aimed to ensure that other young people were better informed and this became the Peer Education Project.

They intended to give information to younger people on relevant issues through workshops, and to help them make better choices. They considered that younger people could relate more easily to them than to adults and so take more notice.

The youth work staff engaged the young people in decision making processes to plan and devise a series of workshops. Youth work staff helped them to access resources and materials that they could use to gain knowledge and factual information to develop and deliver the workshops.

What is the project trying to achieve?

The Kemnay Peer Education Project supports children and young people, particularly those from disadvantaged backgrounds, to become more confident and self-reliant individuals, successful learners, and responsible citizens.



In doing so it supports two of the priorities for CLD set out in WALT:

- ‘achievement through learning for young people’ – the peer education project encourages the personal, social and educational development of young people and enables them to gain a voice, influence and a place in their community; and
- ‘achievement through building community capacity’ – the peer education project helps to build community capacity and influence by enabling young people to develop the confidence and skills required to participate in and contribute to their community.

How does the project fit with local and national outcomes?

The project contributes to a number of national outcomes, including:

- our young people are successful learners, confident individuals, effective contributors and responsible citizens;
- our children have the best start in life and are ready to succeed;
- we have improved the life chances for children, young people and families at risk; and
- we have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.

In terms of Aberdeenshire Council’s SOA, the project contributes to the following key outcomes:

- **Local Outcome 2.3:** Be nationally recognised for the self-sufficient and inclusive communities in the area;
- **Local Outcome 2.4:** People with appropriate skills to meet the future needs of the economy;
- **Local outcome 2.5:** Strengthen the local economy and local communities through contributions of volunteers;
- **Local Outcome 3.1:** Improved attainment and achievement for all;
- **Local Outcome 3.2:** People in Aberdeenshire are better educated and skilled;
- **Local Outcome 4.1:** Aberdeenshire’s young people are successful learners, confident individuals, effective contributors and responsible citizens;
- **Local Outcome 5.1:** Aberdeenshire’s children have the best start in life and are safer;
- **Local Outcome 5.2:** Aberdeenshire’s children have the best start in life, are nurtured and are healthier;
- **Local Outcome 5.5:** Aberdeenshire’s children have the best start in life;
- **Local Outcome 6.1:** People in Aberdeenshire, especially those in disadvantaged communities, have improved health and wellbeing, and are empowered to sustain their health;
- **Local Outcome 6.3:** Harm caused by the misuse of alcohol and other drugs is reduced;
- **Local Outcome 7.2:** Improved quality of life in the most deprived communities of Aberdeenshire; and
- **Local Outcome 7.4:** Improved educational attainment of pupils living in the most deprived areas of Aberdeenshire.

What does the project involve?

The young people in the group agreed the issues that they wanted to tackle. They gained confidence in voicing their own ideas and opinions and took ownership of the project. The peer group identified bullying, alcohol, tobacco, drug misuse and transition to secondary school as workshop topics.

They delivered the workshops to children and young people at local primary schools and youth groups.

The peer group also contributed to an event looking at substance misuse involving both children and adults. In conjunction with Young Scot, they were involved in a youth consultation on the United Nations Charter for the Rights of the Child; these findings are being presented to the Scottish Government.

What difference has the project made?

The teenagers involved in the project have gained confidence, become more communicative and learned how to engage with young people, adults and the local community. They have also developed negotiating skills, attended meetings, given presentations, helped with training and become used to sharing ideas with each other. They have been empowered to take decisions and realise an idea they had, which has benefited the community they live in.

“The group has seen a side of themselves that they never knew was there” (Youth Support Worker)

Various comments from members of the peer support group included:

“I’ve gained a lot of confidence from the project. I’m not as shy anymore, I can talk in front of big groups of people, and it’s boosted my self confidence and self-esteem. I get a lot of satisfaction and enjoyment from it. It has actually given me more of an idea about what I want to do when I am older – I think I want to go in to social work if possible.”

“Some of our old teachers, who thought we were a waste of space because we were in trouble a lot when we were younger, they have seen us in a new light because we have done this. They give us more respect and praise now.”

“I like being able to teach things the way I wish they had been taught to me. It’s definitely encouraged me to think about what I can do. I didn’t think I could go to college, but now I feel like I could do anything.”

In addition to the benefits to the members of the peer education group, there have been additional benefits for the children who have participated in the workshops, including:

- raised awareness and discussion of issues;
- knowledge to make informed choices;
- building of relationships that can help with transition points, such as moving schools; and
- interaction with older children who can communicate with them in a different way to adults.

How does it work?

Planning and Delivery

Youth workers supported the young people and encouraged them to learn and build on their experiences to benefit others. They guided the young people through the planning process and delivery of the workshops.

The opportunity to join the Peer Education Project is open to any of the older teenagers who come to the Youth Café. The Peer Education Project targeted schools and youth clubs to identify potential audiences for their workshops. After some initial hesitation from the local school, they gave a presentation to teachers who are now behind the project, as are many youth clubs.

Once the group became established, there were requests for the workshops at a range of schools and it attracted interest from local youth groups. The group has given presentations on how their project could be replicated by other people, and they have given demonstrations of their workshops to Childline.

Partnership working

The peer education project has had support from a variety of partners; local schools and youth groups, Caledonia Youth, local police and social work, Aberdeenshire Council and Young Scot.

Funding

Funding for the Youth Café comes from Aberdeenshire Council. The Peer Education Project received funding from the Health Improvement fund and from the Garioch Area Committee for 2008/09.

Recruitment

Those who are already in the Peer Education Project try to encourage other teenagers in the Youth Café to become interested in the project, so that they will join and current members can pass on the skills they have learnt before they moved on. It is hoped this will keep the group running into the future.

Activities

The workshops use a range of materials and activities to present information to the participants. They use collages, photos, books, games, stories, art and exhibits to engage with the audience.

Training and Development

The Peer Education Project was offered support with their plans and were encouraged to take part in the Youth Achievement Awards and Millennium Volunteer Award.

Several members have taken their interest in volunteering further, by becoming involved in the Aberdeenshire Youth Council and Scottish Youth Parliament.

Monitoring and Evaluation

Staff at the project have conducted evaluations of all the workshops, both with pupils and teachers, and the feedback has been very positive. Similarly feedback from local youth group members and leaders has been very positive.

They have held evaluations at various points throughout the project and the young people are involved in writing a strategic development plan.

What lessons have been learned that can help other projects?

It is important that the dynamic of the group is supportive and encourages people to give their opinions, and discuss issues in a sensible way. It is also vital that the young people have 'ownership' of the project – they should be in charge of decision making as much as possible.

The relationship between children of different ages (from primary school age to late teens) can be a very useful one in getting across information. The group has found that younger children respond well to their workshops through interaction and feedback.

Youth workers can support peer education projects by discussing proposals with teachers, especially where members of the group have a previous reputation in the school. Teachers need to be encouraged to be open minded about the change in behaviour that young people are capable of, when in a different learning environment from school.

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Stramash, Oban, Argyll & Bute

What was behind the initiative?

Stramash is a social enterprise, based in Oban, which developed from a Big Lottery project run through Argyll and Bute Council. It uses the outdoor environment as a vehicle for personal, social and economic development, with a particular focus on young people, and as a means for community development.

The outdoor learning and activity programme started in 2004 following a successful bid by Argyll and Bute Council to the Big Lottery. This initial funding was time limited to three years. Due to the success of the project, in 2007, Argyll and Bute Council agreed to continue funding if a sustainable plan could be produced. The result was to form a social enterprise.

What is the initiative trying to achieve?

Stramash contributes directly to the 'achievement through learning for young people' priority for CLD set out in WALT by facilitating the personal, social and educational development of young people and enabling them to gain a voice, influence and a place in society.

The organisation has CLD aims and values at its core and uses these to plan its work, with a remit to:

- use the outdoors for personal and social development;
- develop outdoor sports;
- encourage active, healthy lifestyles;
- contribute to economic improvement for communities; and
- develop environmental awareness and stewardship.

How does the initiative fit with local and national outcomes?

The initiative contributes directly and successfully to the following national outcomes:

- we realise our full economic potential with more and better employment opportunities for our people;
- we are better educated, more skilled and more successful, renowned for our research and innovation;
- our young people are successful learners, confident individuals, effective contributors and responsible citizens;
- our children have the best start in life and are ready to succeed;
- we live longer, healthier lives;
- we have improved the life chances for children, young people and families at risk; and
- we value and enjoy our built and natural environment and protect it and enhance it for future generations.

In terms of Argyll and Bute Council's SOA, the project contributes to the following key outcomes:

- proactive communities where local people and organisations look for and create opportunities;
- partnership working across all sectors to coordinate developments, market Argyll and Bute and remove constraints;
- communities that encourage lifelong learning;

- high quality environment that is valued, recognised and protected;
- the environment is respected as a valued asset that can provide sustainable opportunities for business;
- a high quality image and identity that is recognised and appreciated globally;
- safe supportive communities with positive culture and sense of pride in the area;
- well balanced demographically with young people choosing to stay or move to the area;
- vibrant local economy that is based on core attributes of the area, flexible and open to new opportunities;
- well connected economically and socially;
- a sense of history with a view to the future; and
- high quality public services and leisure/community facilities that attract people to settle in Argyll and Bute.

What does the project involve?

Stramash provides a range of day and residential courses covering a wide range of outdoor activities and outdoor learning.

Residential courses are available to young people and adults. An extensive schools programme linked to Curriculum for Excellence is offered as well as their own summer school. Multi-activity holidays are also available for groups, individuals and families. An outreach service is available to communities throughout the region, providing courses and training; encouraging local people to learn skills to sustain activities.

Stramash residential courses provide young people with the opportunity to spend time away from home and have experiences they would never get otherwise. They learn new activities; have the opportunity to mix with young people from different areas, develop independence and social skills, and have the chance to find out about volunteering and employment opportunities in outdoor education. Stramash also provides opportunities locally to the communities of the region so that people can make use of the resources on their doorsteps.

Young people can become more involved with the project through volunteering. There are training and development opportunities that may lead to apprenticeships and employment. These include personal skills awards and coaching awards in outdoor sports, the Millennium Volunteering Award for young people, the John Muir Award, Duke of Edinburgh Award and Stramash's own internal awards such as their Youth Leadership Award.



What difference has the project made?

Stramash, as a partner in a successful targeted More Choices, More Chances programme, saw 80% of participants move on to a positive destination.

Since the project began it has worked with over 5000 people, averaging 35 users per week all year round. Stramash engage 46 volunteers at time of interview. They assisted local communities to establish three outdoor sports clubs and worked with an existing outdoor sports club to develop its activities, membership and coaching activity, resulting in a 10-fold increase in participation. They created an outdoor apprenticeship scheme for local people and have trained 142 local people in outdoor sports coaching.

They provide orienteering maps of local areas to every school in the region and a community orienteering pack. Stramash established, and run school area orienteering championships.

When speaking to young people involved in the project, their parents, and local social workers, it was clear that it had had a very positive effect on the lives of young people, in some cases transforming their outlook on the future.

"I first went when I was younger to do a canoeing course, and I enjoyed it, so I kept going back. I did some Duke of Edinburgh stuff with them, as well as different courses, and then started to help out volunteering. Since then I've taken assistant instructor courses in canoeing and mountain biking, so I can start to instruct groups, and next year I should become an apprentice with them. It's been really good, I've had opportunities to do training and get accreditation, being involved in the youth board has given me good experience for my CV, and hopefully the apprenticeship will help me get a job in outdoor education. Stramash has really made a difference for me, I'm not sure what I would have done without it."
(Youth Board member starting apprenticeship next year, age 17).

"It's been a really good experience for him. He has had the chance to try things he would never have got otherwise, and he's become really interested in sailing. He gets a chance to get away from the family and mix with kids from other places and develop independence and confidence. It's a really great programme." (Parent of summer school participant).

"Stramash has given young people who have experienced disruption and trauma the opportunity to get away from everything into a completely different environment, where they can relax and have fun." (Social Worker).

How does it work?

Planning and Delivery

Planning for the transition from local authority funding to becoming a Social Enterprise, and management of the project has been done in the main by the Development Manager and the Operations Manager.

The Board of Directors is still relatively new, but increasingly they are developing and taking more ownership of the project. There is a Youth Board, which reports to the Board of Directors.

Day-to-day project management and planning is conducted by the Development Manager and the Programme Manager, and activities are delivered by a range of freelance instructors.

Partnership working

Key partners include:

- Argyll and Bute Council;
- Skills Development Scotland (Careers Scotland);
- Youthlink Scotland;
- Community Links Scotland;
- West Highland Housing Association;
- Highlands and Islands Enterprise; and
- various outdoor sports clubs.

Stramash has good links with the local authority and this has been maintained during the transition to a social enterprise. They work in partnership with CLD workers to deliver the Cashback for Communities programme. CLD staff help identify people in local communities who would benefit from their services.

There are close links with schools in the region as well as local community groups and sports clubs.

They are currently in talks with NHS Highland about a GP referral scheme to Stramash, and they have had a small amount of funding from NHS Highland for a 'Paths for All' project.

They are also working with a local housing association to develop an apprenticeship scheme to target local young people.

Funding

Funding for the project has come from the following sources:

- Big Lottery (2004 to 2007) – £450,000
- Argyll and Bute Council (2007 to 2009) – £50,000
- LEADER funding (2008 to 2009) – £19,000

Stramash is now an independent social enterprise and receives no funding to run the organisation, but has a number of sources of funding to deliver specific activity, including:

- service level agreement with Argyll and Bute Council;
- partnership agreement with Bord na Gaidhlig and Argyll and Bute Council;
- Cashback for Communities grant; and
- income from various courses and activity delivered.

Turnover in 2009/10 is expected to be £230,000.

Recruitment

The summer programmes are open to all young people in the Argyll and Bute area. The programmes are designed to ensure that those who cannot afford to pay for a course have access to a subsidised place. The places are subsidised either directly by Stramash or by a partner organisation/agency.

Between 2004 and 2008, 100% of courses were subsidised to various degrees (from 20% to 100% subsidy level). In 2009, they targeted the subsidy at those who needed it most. 21% of all participants in the summer 2009 programme were subsidised (from 30% to 100% subsidy). Their aim is to increase the number and amount of subsidy for young people in particular as more income is generated from other sources.

Activities

Activities include:

- working with Argyll and Bute Council to establish outdoor sport and physical activity as a core part of their Sport and Physical Activity Strategy;
- establishing a pilot Stramash Adventure Club to allow weekly access to outdoor adventure, play and activity that is accessible and affordable to all;
- establishing the Aspire programme in partnership with Careers Scotland (Skills Development Scotland) to develop leadership potential in young people (aged 15 to 17). 120 young people took part in this programme;
- providing outdoor learning residential experiences for school children as part of the curriculum;
- providing delivery of outdoor learning opportunities through the medium of Gaelic; and
- working with partners such as Community Learning and Development and Social Work, to provide alternative targeted programmes using outdoor learning as a vehicle.

Stramash uses the outdoor environment to deliver its programmes and aims. The organisation specialises in offering adventure journeys and expeditions, outdoor activity skills courses, personal, social and educational development programmes for young people and adults, youth development awards, youth leadership training and multi-activity holidays.

A broad range of outdoor activities are built into programmes designed with specific outcomes, such as leadership development, confidence building, raising self-esteem and working with others.

Courses are offered for different age groups and are run by experienced instructors with skills not only in the activities, but also in personal and social development.



Training and Development

Stramash is committed to providing staff and volunteer development, and are currently developing the structure for providing this.

Young people who are members of the Youth Board are provided with training in the roles they undertake and are supported in developing their skills further.

In addition to this they have been able to offer some volunteers apprenticeships and hope to expand this in future.

Monitoring and Evaluation

Targets are set by the Board and management based on aims, outcomes and key performance indicators. Importantly, some targets are set in relation to specific outcomes required by funders for individual projects.

Quantitative measures examine how many people, communities, groups and volunteers have benefited from services and activities. Qualitative evidence is also gathered, including feedback from participants, staff and volunteers, to measure performance against outcomes and assess whether outcomes are being met.

Information from partners on the long-term destinations of participants is being gathered. Follow-up with former participants to determine the impact Stramash had on them is being undertaken and feedback is also sought from teachers, social work, parents and CLD workers.

Stramash hold regular staff reviews of programmes, projects and evidence, where ideas are generated for improvement. Changes are implemented by management and staff. There is a regular review of evidence by the Board of Directors.

What lessons have been learned that can help other projects?

The organisation demonstrates that it is possible to use short-term funding and, with support from the local authority, create a community-based organisation that delivers a CLD focused service across the region.

The project is mobile and can provide a local service to communities throughout the region.

Moving from being a local authority funded project to becoming an independent social enterprise has been a real challenge. Development of a plan for this transition *in partnership* with the Council was important.

It has been important to create a new identity for the project, with a new separate brand identity.

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Pupil Intervention Project (PIP), Hawick, Scottish Borders

What was behind the project?

Within Scottish Borders Council, the Teviotdale Youth Services Subgroup is tasked with identifying and bridging gaps in services for young people in the Teviotdale area. This group identified the need to work with more young people of school age who are excluded from school, on reduced timetables, not in education or those who are regularly truanting. The group developed an idea to run a term-time programme to work with young people not in education.

The participants in this pilot project were first and second year pupils at Hawick High School. Temporary school exclusion, often for aggressive behaviour, was a common feature. Discussions began between the school staff and youth workers about appropriate ways of meeting the needs of these young people. Ideally, those involved wished to divert the young people into more constructive ways forward at an early stage in their secondary schooling.

What is the project trying to achieve and how does it fit with local and national outcomes?

Key local outcomes to which the project contributes are as follows:

- Life circumstances are improved by maximising participation in education – the young people participating within the programme explore a series of issues that affect their lives, allowing them to develop a greater understanding of these issues and where they can go for support.
- Young people enjoy living in the Scottish Borders and make positive contributions to their community – within the programme, the young people take part in a mapping exercise highlighting to them what is happening in their community and what they can get involved in. For example, a number of the young people who took part in the programme are now members of the local youth provision.
- Young people are successful learners demonstrating achievement and attainment – within the programme, the majority of the young people had 100% attendance.

This project and the methodology make contributions to three of the 15 key national outcomes set in the National Performance Framework by the Scottish Government. These are:

- our young people are successful learners, confident individuals effective contributors and responsible citizens (4);
- we have tackled significant inequalities in Scottish society (7); and
- we have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others (11).

What does the project involve?

The pilot project was based in a Youth Centre in Hawick in the Scottish Borders. It is a multi-agency youth work project focusing on challenging behaviour. It comprises nine, weekly, half-day sessions and one full day. The school runs a range of specialist support for individual pupils in the school setting. However, this pilot took place outwith the school premises, during the school day. Project delivery involved three youth workers: two from the Scottish Borders Community Learning and Development team and one from a local voluntary agency, Escape Youth Café. A number of inputs were organised from specialist staff from other agencies.

What difference has the project made?

“For some of the young people attending, PIP was the only positive thing going on in their schooling at that time.” (Deputy Head, Hawick High School).

The project has been able to record improvements in the self-esteem of the participants. Re-integration into mainstream schooling has been achieved for all but one of the young people involved. Young people continue to have one-to-one opportunities to discuss issues with the staff. In some cases this results in more mature and thoughtful problem solving than previously. In several cases parents have reported increased harmony at home.

The project has been evaluated and is now being rolled for a second phase in Hawick, and for consideration in other parts of the Scottish Borders.

How does it work?

Planning and Delivery

The programme took place over of several months with time spent on planning preliminaries, delivery, assessment and review.

The delivery of the 10-week programme was by three youth workers. There was additional input to the programme by other local agencies, depending upon the issues being tackled by the group. Beyond the immediate delivery team there was considerable involvement by Hawick High School staff. They helped to plan the project, selected appropriate participants and are now working on refining and improving the pilot project with the youth work staff. A strong partnership approach between staff from school, CLD local authority and the voluntary sector was an essential feature of its success.

Partnership working

The multi-agency group comprised voluntary sector partners, Community Learning and Development with the local authority, Education, Careers Scotland, Health, The Police, Fire Brigade and Social Services.

Funding

After agreement from Hawick High School, a successful bid was made to Scottish Borders Children and Young People’s Planning Partnership (CYPPP) for £9,940 in order to run a pilot project.

Recruitment

Contact was made with the Senior Management Team at the school at an early stage to ensure they were in agreement with the developing pilot course and involved in the setting of aims and outcomes. The programme link teacher was a Depute with responsibility for Pupil Support.

The target group was up to 10 young people struggling to sustain acceptable behaviour in and attendance at mainstream schooling. Formal referral to the project was from Hawick High School.

During the process of selection, detailed thought was given to the group dynamics. It was agreed to target 13/14 year olds in anticipation of supporting them early enough in their secondary schooling to make a positive difference later.

Eight young people (six boys and two girls) in first and second year at Hawick High School were invited to join the programme.

Participation was voluntary and by invitation, although once signed up with the agreement of the young person and their family, attendance was obligatory.

Activities

The youth workers drew up a preliminary range of possible activities to allow participants to negotiate and agree a more detailed programme based on five main topic areas: peer relationships; family relationships; health and wellbeing; community safety; citizenship. The first two sessions were pre-determined by staff; the following sessions were based on negotiation and self-identification of needs.

Pupils evaluated each session at the end to set personal goals for the following week in school. These were dependent on individual circumstances and issues.

After each session PIP staff wrote up relevant notes and key points, and planned for the next session. Pupils also took some responsibility for typing up notes and allocating other key duties between programme sessions.

Training and Development

The project is to run again in Hawick during 2010 and the idea of moving the project out of a youth centre and into school premises is being discussed as this may be best in terms of pupils' reintegration into the school system.

Hawick High School currently has full-time Guidance staff. This is to be adopted more widely across secondary schools in the council. This is helpful in organising referral processes within the school to a range of specialist provision, including the PIP project.

Dynamic Youth Awards, targeted at children up to 14 years old, will be built into the programme to allow formal recognition of pupil achievement on the PIP programme. It will also help to ensure parity of esteem for the PIP work alongside other Youth Achievement Awards supported by the school.

In addition to the course programme and parental drop-in, a Certificate in Counselling Skills (COSCA) module in Working with Adolescents was offered and taken up by multi-agency staff.

Monitoring and Evaluation

The Centre for Confidence and Well-being evaluated progress with staff by using a questionnaire in addition to individual assessment. It indicated that the optimism rating of the young people measured before the project started had increased by a significant 5% at the end of the project. Similarly scores for self efficacy went up by 4.5%.

Referral forms from schools formed the basis of the school's baseline experience of each young person.

Parents/carers identification of priority needs for their child were discussed during face-to-face meetings.

Throughout the programme, pupils evaluated each session using a basic evaluation form. This also enabled staff to monitor their learning and development and to keep an eye on complex individual needs. It allowed for early recognition of potential problems.

PIP staff undertook their own evaluation of each session at the end. These notes helped to inform programme development and evaluate pupils' progress. These evaluations were shared with the school Senior Management Team.

What lessons have been learned that can help other projects?

This kind of project requires a lot of staff time but is not particularly expensive, especially where premises can be made freely available.

Some of the project budget was allocated to a COSCA training course that was available to relevant multi-agency staff. This course was helpful in terms of building mutual support and understanding across different professions.

Risk assessments were meticulously carried out by the immediate delivery agencies. It would be useful to also involve the referring agency in that process.

Stable staffing and mutual trust and respect for the professionalism and differing but complementary skill sets was helpful.

Of paramount importance was the fact that these young people were everybody's concern. Supporting their improved ability to participate effectively in the wider local community and the school was the primary focus of everyone involved.

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Xplore, Dundee

What was behind the project?

The Dundee City Community Learning and Development team had concerns that many young people were 'slipping through the net' and ending up in very difficult circumstances. The coming together of three youth work projects; Fusion, Route 15 and The Shore, created the launch pad for Xplore. This was timely due to changes in funding sources and structures. First referrals came in January 2000. Xplore targets young people who are not engaging successfully, if at all, with mainstream schooling or youth services. The project runs alongside generic, locality based, universal access youth work delivered across the city.

The approach developed involves intensive, prolonged, one-to-one work with very challenging and challenged young people. It has been highly successful over the past nine years. There is now sufficient objective evidence to encourage others to copy this approach.

What is the project trying to achieve and how does it fit with local and national outcomes?

The Xplore project has been designed to be an integral part of the city's work in meeting local and national outcomes which are a fundamental part of the focus of the project.

Dundee's Single Outcome Agreement states:

- our children will achieve their full potential at school, in their family and in the community; and
- our children will be safe, nurtured, healthy, achieving, active, respected, responsible and included.

The everyday work of the project is to meet these outcomes. The project has a Service Level Agreement with the overarching Dundee Partnership where Xplore is formally contracted to deliver:

- youth diversion activities;
- targeted prevention and reduction initiatives;
- increase levels of physical activity; and
- increase attainment of qualifications and skills.

What does the project involve?

Xplore works citywide and offers highly specialised youth work targeted at those aged 10 to 18. The aim is to support young people to explore their future. Engagement is voluntary but when a young person agrees to participate they are required to work towards carefully mutually negotiated and agreed goals. Progress towards the goals is monitored on a regular basis by the key youth worker in discussion with the young people and, as appropriate with relevant adults for example parents, carers, school, social workers.

A computerised data entry system from which detailed, readily anonymised statistical information can be drawn was built-in from the outset. This provides information on which to base planning and development decisions.

What difference has the project made?

For the many who do benefit, there is evidence of positive impact in the following areas: improved behaviour; re-engagement with school; attendance at a range of activities; national and local accreditation of achievements; onward movement to training, further education and employment.

The project operates on a goal-setting/target-reaching model. The main themes of these goals tend to be improved attitude/behaviour/attendance at school and in the community. The project also addresses confidence and motivation issues.

Almost 5,000 challenging individual goals have been set with young people. Over 60% of these have been fully met, over 10% partly met and a further 10% are on going, therefore less than 20% of goals have not been met.

How does it work?

Planning and Delivery

Dundee City provides strategic leadership through the Dundee Partnership. Through a series of linked committees/partnerships, resources are allocated and an overview of progress is obtained. This helps to ensure that delivery is on target and tackles priority areas for the city as a whole. The Xplore Partnership is chaired by the Head of CLD, and negotiates its funding through a Service Level Agreement with the overarching Dundee Partnership.

At project operation level, three senior workers, reporting within the CLD senior management structure, each support three dedicated, one-to-one workers. Therefore nine professionally trained CLD workers deliver the face-to-face intensive work. The three seniors support them whilst running other CLD functions within the authority.

Other CLD staff contribute, as part of their workload, by running the specialist small group work. These groups are devised as onward stepping-stones for Xplore clients.

Recruitment

Access to the project is mainly through referral from partner agencies although increasingly, self-referral is playing a part. In 2007-8, 53% of all referrals were from the Education Department and self-referrals had become the second largest source at 28%. Referrals from Social Work colleagues, once high, have been steadily dropping. This is thought to be indicative of the priority the social work department has had to give to children younger than Xplore's target age group.

To date the project has received 2,605 referrals. There is a 2:1 ratio male to female. Twenty-three percent were unable to benefit from the support of the project, and some were not eligible as they lived outside the Dundee area. Demand is increasing steadily year on year.

Learning activities

The approach taken at Xplore was developed some ten years ago from a similar French project, with input from Paul Spicker, then of Dundee University, now Professor of Public Policy at Robert Gordon University.

The key is that the young people identify areas in their life with which they would like support. Issues covered include tackling MCMC issues, re-engagement in school and other learning, personal safety, mental well-being, personal and social skills, care and protection, anger management and other behaviour strategies. Young people work towards relevant goals that are tightly monitored.

This is intensive youth work, very much led by the needs of the individual. It can take place day or night several times a week as necessary for up to a year. Supportive relationships are developed with the young people, and trust is built up gradually.

Integral to Xplore are intensive issue-based small groups that tackle particular areas emerging from the one to one work. Workshops have been devised such as:

- Self-awareness
- Confidence building
- Positive citizenship
- Personal safety
- Outdoor education
- Social skills
- Alcohol/drugs
- Personal presentation
- Conflict management
- Social enterprise



The groups create contexts in which the young people can develop and consolidate new skills, demonstrate achievement, experience success and receive positive feedback.

Peer-group mentoring is a recent new arm of the project. Former Xplore clients, use their experience, with careful professional support, to mentor other young people who are at an earlier stage in working through their challenges. Mentoring Achievement Awards are earned through this work.

Youth Achievement Awards are also used systematically to great effect. Many of the young people with Xplore are steadily working their way through the bronze, silver, gold, and recently platinum levels. This work has received national recognition as well as thanks and appreciation from delighted parents who have been much quoted in local press coverage.

Partnership working

Xplore contributes to the city's Single Outcome Agreement in a number of key ways. For example through Dundee Partnership's Integrated Children's Services and also through its contribution to the Employability Theme group in relation to young people. Xplore continues to be involved in the development of CLD's future contribution to the Single Outcome Agreement.

Xplore has extensive experience of developing and successfully delivering outcome focused provision, from SIPs through to the current Fairer Scotland Fund programme. The project staff have extensive partnership working experience and are heavily involved in multi-agency developments in the city.

Funding

Xplore focuses on supporting young people beyond the reach of other services and costs £750,000 a year to run. Its current funding source, The Fairer Scotland Fund (FSF), ends in March 2010. The body of evidence about the positive impact made on the lives of the participants and their communities would permit the making of a strong case for mainstream funding.

Training and Development

The Xplore project employs only professionally qualified experienced CLD staff for the demanding and intensive one-to-one work. It is recognised that the intensity of this work does not suit everyone and those involved are carefully recruited and supported. The group work and workshop sessions may involve professionally trained CLD staff or other specialists.

The senior CLD workers are welcomed into secondary school Joint Action Teams and contribute to interagency groups. There is a considerable degree of confidence, mutual respect and shared learning amongst the different professionals involved with the welfare of young people.

Monitoring and Evaluation

Monitoring and evaluation have been an integral part of the project throughout. The value of developing a strong evidence base is well understood.

This has involved the use of nationally recognised standards: HGIOCLD2; Approved Standard Providers Award for Peer Mentors; SQMS Standards.

Monitoring by funders includes: quarterly monitoring for the Fairer Scotland fund; Regeneration Outcome Agreements outputs and outcomes; quarterly online monitoring via Dundee City council's data base system; through the external evaluator, Dr I McPherson, self-evaluations by the young people involved, R.A.G assessments, baseline/exit thematic scores, goals/and target setting achievement monitoring and stakeholder surveys.

A full Stakeholder evaluation of the service with young people has recently been carried out.

What lessons have been learned that can help other projects?

If the best possible service is to be provided then it is very important to build understanding of the professional skills of different directorates and departments and in this way foster mutual respect.

This type of work requires committed staff with high expectations and equally high aspirations for the young people they support. Such intensive work could result in burn out and close supportive management is invaluable. Low staff turnover and detailed knowledge of the community contributes to success and is seen as more likely if staff feel highly valued.

The one-to-one element of the work is essential allowing young people to build positive individual relationships.

The continuing commitment of senior management to the project has been fostered by good evidence of success, good publicity and national recognition. Xplore staff realise that these are not optional extras or time-consuming diversions; they are essential to the continuing success of the work.

External independent evaluation of the project has been used to excellent effect.

Xplore premises are attractive, central, accessible and used for a wide range of events and activities by a wide section of the community. This helps to avoid any sense of stigmatisation.

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Section 3:

Achievement through building community capacity

Welcome Point, Shetland

What was behind the project?

Welcome Point is a support network for new migrants to Shetland. It was launched in early 2008 by Shetland Islands Council (SIC) Adult Learning Service in response to needs identified by research into Barriers to Participation for Black and Minority Ethnic (BME) Communities.

The research, undertaken in 2007 by SIC policy unit, Adult Learning Service, NHS Shetland and Shetland Council of Social Services, identified the following:

- the greatest barrier to BME individuals in Shetland is the language. This has affected integration and created difficulty in accessing services;
- migrants are often socially isolated and have low participation and social activity rates;
- local tensions can be caused by lack of cultural understanding; and
- BME individuals in Shetland require support to expand their social networks and access information and services in order to increase participation and integration.

This research was conducted against a backdrop of increasing migrant numbers in Shetland due to skills shortages and demand for workers, particularly in fisheries, hospitality and construction; and increasing demand for English Language classes, with numbers enrolling in English classes in 2007/08 more than doubling compared to 2006/07.

What was the project trying to achieve and how does the project fit with local and national outcomes?

Welcome Point aims to empower migrants to make decisions and access services for themselves, develop their English language skills, build their capacity to participate and integrate fully into life in Shetland. At the same time, it aims to promote social cohesion and cultural understanding among locals and migrants by providing opportunities to share in each others' diverse cultures and heritage.

Welcome Point contributes to building a Smarter Scotland by supporting hard-to-engage learners to gain confidence that allows them to grasp the opportunities around them. The project also supports the following priorities for CLD set out in WALT:

- 'achievement through building community capacity' – building community capacity and influence by enabling migrants to develop the confidence, understanding and skills required to participate in their community and influence decision making and service delivery; and
- 'achievement through learning for adults' – raising the standards of adult learning incorporating skills such as numeracy, literacy, communications, working with others and problem solving.

Welcome Point contributes successfully and directly to the following national outcomes:

- we are better educated, more skilled and more successful, renowned for our research and innovation;
- our young people are successful learners, confident individuals, effective contributors and responsible citizens;
- we have tackled the significant inequalities in Scottish society;
- we have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others; and
- we take pride in a strong, fair and inclusive national identity.

Welcome Point is free, supports language learning and signposts migrants to other services for support, including benefits advice. It has a positive impact on the wellbeing of many participants who feel less anxious about bureaucratic activities and less socially isolated after engaging with the project. Welcome Point therefore contributes to the following local outcomes for Shetland:

- maintain and enhance participation in community based learning;
- increase the number of community ventures that have a positive impact on health; and
- make sure everyone who is entitled to discretionary services, especially children and the elderly, based on income or disadvantage is receiving them.

Additionally Welcome Point contributes to the Scottish Adult ESOL Strategy, 2007 by enabling Scottish residents with English as their second language to access high quality ESOL provision and acquire the language skills to enable them to participate fully in Scottish life.



What does the project involve?

Welcome Point is a social drop-in point for new migrants to Shetland, offered in a relaxed, open and inclusive environment. It provides a place where they can come together, get advice and information on local issues and services, practise their English, access the internet to Skype or email friends and family, and meet new people.

Welcome Point offers support to migrants in completing forms, including job applications and visa forms; signposts them to advice and information about the practicalities of living in Shetland. Welcome Point supports migrants to access services related to housing, transport, employment, health, and education.

The project supports over 60-70 migrants a year, but numbers attending the drop in session are usually small enough that personalised support and advice can be given. The project also builds migrants' capacity to share information and advice to support each other. In addition to a weekly drop in service, Welcome Point coordinates a busy programme of cultural activities and events based on migrants and Shetlanders sharing their skills and knowledge.

What difference has the project made?

Welcome Point achieves the following positive outcomes for migrants:

- empowers them to make decisions and seek out employment and social opportunities for themselves;
- gives them the skills, confidence and access to the right resources to deal with issues such as finding appropriate housing; challenging exploitation at work and accessing benefits and healthcare;
- develops their English language, literacy and numeracy skills;
- introduces them to cultural life in Scotland and builds their capacity to participate and engage more actively in community life; and
- helps them build social networks within and outside Welcome Point.

For example, Welcome Point is currently supporting a young migrant from Hungary to access education and social opportunities. When his family moved to Shetland he felt isolated, missed his friends and found it difficult to integrate. He wasn't able to enrol in college because his English level was too low so had no activity to fill his days. Through Welcome Point's signposting to other adult learning and youth activity opportunities, he is now developing an active social life, taking part in football, rock climbing and camping groups. He receives tuition from the ESOL service to get his English to a high enough standard to apply to college. Staff have seen significant improvements in his confidence, mood and English skills since he first engaged with the project.

How does it work?

Planning and Delivery

Welcome Point is planned and delivered by Shetland Islands Council Adult Learning Service. Day-to-day service provision is the responsibility of the Project Coordinator who plans, organises and promotes the project. The project is managed by an Adult Learning Development Officer with an ESOL remit and supported by volunteers and ESOL tutors.

The project is also supported by a team of volunteers, including locals from Shetland and migrants who have been settled in Shetland longer-term. All staff and volunteers are disclosure checked. Other resources include a small budget for marketing, translations, activities and events.

The Welcome Point drop-in session is held weekly in the evening and is based at the adult learning centre. In addition, Welcome Point staff and volunteers deliver an extensive cultural activity and events programme which is driven by participant skills, desire and demand.

Partnership working

Assisted by the small and close knit nature of Shetland's communities, Welcome Point makes the most of opportunities available for effective partnership working, helping them promote and improve the service they offer to migrants.

The project has developed strong relationships with:

- Shetland Library – by helping to develop and promote the 'Welcome Project' which introduces migrants to the services available at the library and holding joint events;
- local schools and colleges – they promoted 'Culture Club', set up by Shetland College for Welcome Point participants; and
- local media – Welcome Point release press statements to advertise events and appeared on the BBC2 'EORPA' programme which explored how Welcome Point helps migrants cope with life in Shetland.

Welcome Point staff work closely with other adult learning and ESOL staff, sharing resources and experiences to ensure the service best provides for the needs of migrants. The Adult Learning Service have developed a number of other innovative activities for migrants. One example is an employability course specifically for migrants which builds capacity in interviewing and applying for jobs and gives migrants the confidence to apply for the jobs they want to do, rather than the ones they feel they can get.

Funding

Funding is through the mainstream Adult Learning Local Authority budget. The total cost for the year is approximately £2,500, which covers staff time – plus additional funds for events to cover food, materials and equipment hire.

Recruitment

Welcome Point targets ESOL learners and new migrant workers residing in Shetland. It primarily caters for adults, but is open to families and children. Posters and leaflets advertising Welcome Point are produced in a range of the common migrant languages and displayed around Lerwick in libraries, shops, colleges, the adult learning centre, hostels, hotels and fish factories.

ESOL and Adult Learning staff signpost migrants to the project, as do local colleges and Shetland Library. Word of mouth is also effective and the project produces press releases and appears on local radio to advertise the service.

The project is aware that there are still migrants in Shetland who do not know the service exists or who do and are not engaging. The geographical nature of the Shetland Isles makes access very difficult for some people.

Activities

The drop-in sessions are informal and flexible, allowing people to meet up, socialise, play games, use the internet and seek advice on aspects of life in Shetland and how to access services.

The activity and events programme incorporates a range of multicultural activity. It is driven by the skills and desires of participants and volunteers who use the sessions to share their culture with others.

Welcome Point has helped plan and deliver activities and events to the wider Shetland population through participation in International Shetland Adult Learning Week and Shetland's Cultural Diversity Week.

Training and Development

The Adult Learning Development Officer takes part in the ESOL network to establish links and learn from other services. She has completed research into Family Learning for speakers of other languages in partnership with SIC Schools Service to inform the provision of Welcome Point. Staff also share practice through a programme of 'Quality Teas' where youth work, adult learning and community work staff share practice relating to the three priority areas for CLD.

Monitoring and Evaluation

Welcome Point reports quarterly on their activity and achievements to Shetland Islands Council as part of the Adult Learning Service using an 'Illuminating Practice' template based on the HGIOCLD2 framework. They conduct self-evaluation in the form of a client satisfaction survey – they use the feedback from this to inform the direction of the project. In a recent survey, over 80% of service users were very satisfied with the service.

What lessons have been learned that can help other projects?

Welcome Point has found that because of the flexible and diverse nature of the drop in sessions and activity programme, it is important to get volunteers involved in the planning as well as delivery of the service to give them a sense of ownership and a clear and focused role – at first some of the volunteers felt like '*spare parts*' because their role was changeable and not defined.

The project's over-riding aim and outcomes for participants is to build their capacity to deal effectively with the social, cultural and administrative facets of life in Shetland.

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Culterhove Opportunities Partnership – Greenspace Strategy, Stirling

What was behind the initiative?

Culterhove in Stirling is one of Scotland's most deprived communities. In 2004, the Scottish Executive allocated Stirling Council £15m to be spent on restructuring the Cornton and Culterhove estates to provide new houses in these areas.

Culterhove Opportunities Partnership (COP), the local community planning organisation, whilst recognising that the Scottish Executive allocation was specifically targeted at housing, were concerned that the housing master planning process did not take a broad view of environmental issues and the needs of the community.

Stirling's Community Planning Partnership supported COP's view that any future regeneration in the area should take a more holistic view of the community and funded a 5-year open and green space vision and development plan for the whole area.

Stirling Council's Communities Team provided Capacity Building support to COP to help them develop new skills and confidence, firstly with project management, funding and tendering, and secondly to understand how local concerns could be linked to master planning and other strategies and how to engage with and influence these strategies.



What is the initiative trying to achieve?

COP aims to engage a traditionally disengaged community in the community planning process, so that service planning involves the whole community, resulting in closer links between the community and CPP partners, greater community participation and better service provision,

How does the initiative fit with local and national outcomes?

The Culterhove Opportunities Partnership Greenspace Strategy contributes directly and successfully to the following National Outcomes:

- we have tackled significant inequalities in Scottish society;
- we live in well designed, sustainable places where we are able to access the amenities and services we need;
- we have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others;
- we value and enjoy our built environment and protect it and enhance it for future generations; and
- our public services are high quality, continually improving, efficient and responsive to local people's needs.

In terms of local outcomes, the COP Greenspace Strategy contributes to several aspects of the Stirling SOA, including:

- Making Stirling a place with safe, strong and resilient communities:
 - Citizens are supported and encouraged to take responsibility for their actions and how they affect others
 - Stirling's communities are safer, stronger and more resilient.
- Making Stirling a place with a high quality environment:
 - Healthy lifestyles and a sense of wellbeing
 - Sustainable living and working
 - Conservation of landscape, ecosystems, habitat and biodiversity.
- Making Stirling a place where improved wellbeing adds life to years, not just years to life:
 - All residents, particularly those experiencing the greatest health inequalities, will be able to be mentally well, eat well and physically active throughout their life.
- Encouraging participation and responsibility:
 - Our people will be enabled to work together to engage in and influence the shape of our communities
 - Our people take responsibility for their own actions and how they affect others.
- Equalities and diversity:
 - Reduced inequalities across the area
 - Diverse communities that welcome the economic and cultural activities of all sections of the community.
- Making Stirling more sustainable:
 - A commitment to sustainable development in our communities and across all the partners activities
 - A reduced eco footprint
 - A sustained reduction in local carbon emissions.
- Making Stirling a place with jobs and opportunities for all:
 - By progressing the physical and social regeneration of Culterhove
 - Reduced inequalities
 - Viable and sustainable communities
 - Maximised income and minimised poverty.
- Making services better:
 - Improved customer focus
 - Effective, efficient and modernised service delivery.

What does the initiative involve?

The COP has successfully engaged the local community in developing the strategy. Through this process COP has become a recognised community partner in Stirling CPP (SCPP) and the SCPP has signed up to COP's vision for the Greenspace Strategy, leading to improved service planning that involves the community.

Using Participatory Appraisal methodology COP and Land Use Consultants involved over 20% of the population in voicing their views about open and green spaces in Culterhove. This represented a significant achievement, given the traditionally disengaged nature of the residents.

COP were invited to present their strategy to the CPP and used this opportunity to ask for a commitment that CPP partners would work in an inclusive, participative and open way, allowing the community to have a key influence on how resources are managed and used to make the greatest difference in Culterhove.

The CPP agreed to this approach, and has supported COP to organise meetings, opening up dialogue between the CPP Partners and the community. This has led COP to work more closely with Partners in the delivery of services in Culterhove, for instance the Stirling *Keep Well* project and a *Timebank* pilot.

The outcome of this is that Culterhove has secured additional resources through Fairer Scotland Funding, with the planned master plan review and regeneration becoming a Community Planning action involving all partners. The community are viewed as key partners.

What difference has the initiative made?

The work of the COP has enabled local people to become more engaged in the life of their community. Their voices are being heard by the CPP, and their views are being taken into account in the planning and regeneration process. For an area that is one of Scotland's most deprived communities (3% SIMD 2006) with historic lack of community engagement, this represents a significant achievement.

The Participatory Appraisal methods used by COP managed to overcome local people's deep distrust of officials from local services, who many people blamed for the problems in the area. The personal approach used by the COP volunteers, speaking to local people on their terms, avoided methods such as public meetings (which people can find intimidating) and leaflets/literature (which people with literacy issues find difficult to understand). Being local themselves, the COP volunteers were able to build up trust in the community.

"A lot of people think that officials are to blame for the situation up here...so they don't trust them, and don't want to talk to them, they are very suspicious. We managed to take this negative out, and got people involved. Since then things have come on leaps and bounds, and the social side has really taken off." (COP volunteer)

As a consequence of the improved engagement in the community COP was able to engage people in the Greenspace Strategy, and get their opinion on the future regeneration of the Culterhove area. One-hundred-and-twenty-four local people expressed their perceptions about the area's Greenspace Strategy, and COP was able to establish a dialogue with SCPP as a result, acting as a go-between for CPP partners and the community, helping to improve accountability.

"Officials are not in ivory towers any more – we have broken down the barriers between the community and officials, the barriers that stood in the way of communication" (COP volunteer)

The various individuals involved in the COP have gained a range of skills, and have become empowered to help their communities.

COP has also seen evidence of people becoming more involved in other community activities such as nurseries, mums' groups, youth clubs and family activity days, as community engagement improved.

How does it work?

Planning and Delivery

COP was initially set up with the intention of campaigning for better housing in the area, in terms of both design and provision. The initial role of the group was to work as community members to help to engage the rest of the community and represent them.

Gradually the role of the group developed, as they became more successful in engaging with the local community and this led to the development of the Greenspace Strategy.

The group has been led by various members of the local community, all volunteers, who have developed their roles as they have become more involved in COP. The work of COP goes beyond the Greenspace Strategy alone, and includes: Community Enterprise – training, skills, employment; Support to people – living skills, health issues and learning; Community spirit – COP 4 families; and Community involvement and participation.

Partnership working

COP partners include:

Stirling Council

Stirling Community Planning Partnership

NHS Forth Valley

Castle Rock

Edinvar Housing Association

Volunteer Centre

other voluntary/community organisations

SCPP has been supportive of COP since it began. There is extensive partnership working between COP and SCPP Partners, with the community seen as a key partner in the planning process.

The Communities team from the Council supported the development of COP, in particular, helping COP to link local concerns to strategic policy makers by providing access to key people in the CPP. This enabled strong relationships to be established. COP has always taken the approach of campaigning for change rather than complaining, and they feel this has helped the development of relationships with CPP partners.

COP helped to develop a local community plan, and contributed to the CPP pathfinder. The local community plan was acted on, with support from the CPP, and fed through to the SOA.

There is a network of 'Cultenhove Officers' – such as health visitors, adult education workers, police and hosted services – who access the local community through COP events and communication. This has allowed the local community to hold local representatives and services to account, and has allowed local services to interact with the community, in a way that would have been unlikely without the engagement work conducted by COP.

Funding

COP has received core funding from the Community Regeneration Fund and funding from Fairer Scotland Funding (as part of a Big Lottery project). The core funding has enabled COP to develop the capacity and skills to engage with the community and Community Planning Partners.

The Greenspace Strategy was funded by Stirling Community Planning Partnership.

Recruitment

Recruitment of volunteers for COP has been done mainly through word of mouth, and some local advertising.

COP held various events and activities, such as bus trips and family events, to engage with the community. They also spoke to people where they were comfortable, to hear their opinions outside intimidating settings, such as a community meeting.

“It’s very practical things – you need to get people beyond their front door. You need to do something for people before they will start to help you back. Building up a relationship and trust is crucial.” (COP volunteer)

This helped to build up trust, and gradually people became more willing to get involved, they started to volunteer to do various things, and other people heard about COP events and activities.

Learning activities and materials used

COP used a simple participative questionnaire which aimed to gather information on:

- likes and dislikes about the current open space network;
- ‘Wishes’ for the future development of the open space network;
- ideas about other facilities or services that local people would like to see developed; and
- demographic information.

To overcome the usual poor questionnaire return problem, literacy issues and distrust, COP volunteers undertook 20.5 hours of survey work. They arranged visits to various local groups (school, nursery, youth club) and spoke to people outside the local post office. They proactively gathered information rather than waiting for returns.

Training and Development

Volunteers with COP have the opportunity to become as involved with the running of COP as they wish.

Volunteers learn new skills such as book keeping, organising events, running children’s groups, chairing meetings and presentation skills. All of these improve their employability and confidence.

One member of COP was invited to attend a meeting four years ago, he began to help with COP events and went on to become the COP Treasurer. He is now Chair of the Hillview Community Centre Association, a committee member of COP, and is the COP representative on Stirling Councils Housing Advisory Group.

In 2005 COP were involved in Get Talking in Cultenhove, part of the Network Support Fund Health project in Cultenhove. Members of the community were trained in participatory appraisal methods and received an accredited qualification from Staffordshire University.

Monitoring and Evaluation

COP receives funding from various sources for specific areas of work and these are all monitored and evaluated using the methods ascribed by the funder. Projects and areas of work are monitored by the COP against its vision and strategic aims, firstly in the agreement of work streams and in evaluating the impact of the work.

COP also has commitment from the Community Planning Partnership to support its work as community partners. As such, COP regularly makes progress reports to the partnership on its activities. They have recently developed an evaluation data collection plan for use in future, with intended outcomes, outcome indicators, milestones and proposed methods for collecting data, including baseline data where appropriate.

What lessons have been learned that can help other projects?

Every community has individual characteristics, and you need to tailor the approach you use to engage people in each community. While Participatory Appraisal worked in Cultenhove, this might not be the best approach elsewhere. You need to listen to local people to see what will work.

You need to make people comfortable by talking to them, by approaching them in situations where they are comfortable, and building up trust.

CLD team support has enabled relationships to be established between officials and the community. This means the community feels they have contacts that will listen to them and can actually help them achieve what they want, and CPP partners can access the community more easily.

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West Glasgow Grandparent Carer Support Group

What was behind the development of the Group?

Community development staff worked in partnership with service users and staff from the Dumbarton Road Corridor Addiction Forum, West Glasgow Community Health and Care Partnership (CHCP), and the Social Work Department to set up the group in 2005. Members of the group were caring for their grandchildren. In the majority of cases this was due to the drug or alcohol addiction of the parents.

What is the group trying to achieve and how does it fit with local and national outcomes?

This group contributes to the achievement of the following National Outcomes:

- our children have the best start in life and are ready to succeed;
- we have tackled significant inequalities in Scottish society;
- we have improved life chances for children, young people and families at risk; and
- our public services are high quality, continually improving and responsive to local people's needs.

The grandparents' group and its grassroots development contribute to the achievement of the following key local outcomes for community capacity building contained in Glasgow's CLD Strategy for the three year period 2008 to 2010:

- people in Glasgow are confident, skilled and active members of their communities;
- community organisations and groups are supported to build their capacity and influence; and
- public services engage effectively with communities and support community capacity building.

The Group's has a specific contribution to the following Local Outcomes:

- 'reduce the proportion of children in poverty' and 'increase the proportion of parents who are capable, responsible and supported.'

The following Local Outcomes are also a focus for the work of the group:

- reduce the harm caused by drugs addiction; and
- improve educational attainment & achievement of all children and young people.

What does the group involve?

The West Glasgow Grandparent Carer Support Group aims to ensure that children brought up in kinship care do not miss out on the fun of normal childhood due to poverty and lack of opportunity.

The group plan and deliver their own activities. They hold regular meetings attended by 15-20 people. These allow the discussion of fundraising bids and campaigning tactics. The meetings are also used to plan social and educational events for children and carers, which typically include subsidised trips to Blackpool/Alton Towers, meals out and fundraising socials with prizes donated by local businesses. Outside speakers from relevant agencies are invited to give talks, and the group is also raising funds for their local child psychology service.

Over four years some 50 young people and 30 kinship carers have benefited directly. Many more have received one-off advice or signposting to other services.

The group is volunteer-run. Recently it became formally constituted with a chairperson, secretary and treasurer. There is professional input from the Community Development team of Glasgow Social Work Department.

What difference has the Group made?

The term 'Kinship Carers' was relatively unknown until recently. This group, and others like it, have had an impact on public awareness of the issues they face. They have also been successful in attracting political support.

"You think you are on your own but then you discover the group and you know you'll be able to manage somehow."

The Scottish Government has given money to Local Authority Social Work Services to make payments to Kinship Carers. Social Work in Glasgow have made maximising the benefits take-up of Kinship Carers a priority.

COSLA and the Scottish Government recommended that local authorities should move towards kinship carers allowances having parity with fostering allowances, minus child benefit where paid, by 2011. More than half of Scottish Councils have already moved some way in that direction, including Glasgow Council.

Now there is an increasing and sympathetic awareness of the issues. The Minister for Children and Early Years has met with the carers in person to discuss the challenges they face. Several local councillors have also expressed support.

The kinship carers, in particular the committee members, have gained confidence and new skills.

"You find out you will do anything for the sake of the children. I used to be feart to speak up but now I go along and put our views to officials in the Council." said one member.

"The group gives you the confidence to use your voice." said another.

"I have learned to look people straight in the face and tell them what I think..... I don't feel belittled any more."

Carers argue that the children in kinship care are more supported and have more opportunities for normal childhoods than would otherwise have been the case.

Group holidays for 10 grandparents and 18 children have been provided directly by the group through funding provided by Glasgow City Council Social Work. Grandparents believe the children have benefited from being with other children growing up in the same situation as themselves. They also feel they have gained better access to key services and support, including psychological services.

How does it work?

Planning and Delivery

In 2005, a few local kinship carers were encouraged by the local Community Development service to consider setting up a self-help group. Now formally constituted, it focuses on raising awareness of the circumstances of kinship carers. To this end, the group has begun to work with other similar groups and a national forum is being established.

The group and their activities are run by the carers themselves with support from a Community Development and Engagement Officer (CDEO) from the Community Health and Care Partnership. The CDEO supported the group to come together in the first place, advised on how to organise the group and their meetings. The officer also identified funding sources and training and negotiated with Glasgow West Regeneration Agency (GWRA), who funded places for the group at learning events.

The group worked together with the CDEO to:

- analyse various reports and policy papers in terms of what they might mean for the kinship carers;
- decided what points they wanted to make and how to get them across;
- helped people identify and build relationships with managers and others who could help them for example the press and politicians; and
- helped people prepare for meetings.

Partnership working

This project is a partnership between the local community and the Social Work Department. Other partners involved include: the local church who provide premises; local businesses who give sponsorship/fundraising prizes; and Anniesland College who have provided committee skills courses.

There are strong supportive links with the local child psychology centre and adult counselling service.

Funding

This group runs fundraising events to support its programme of social and educational activities. For 2009/10 Glasgow City Council's Social Work Department has awarded a grant of £10,000 from monies provided by Scottish Government to support Kinship Carers. Charitable trusts and the National Lottery have been supportive, as have local businesses: £7,775 from Big Lottery Fund; £2,000 from Scottish Community Foundation and £1,750 from a fundraising dance.

Recruitment

Members come from across the west of Glasgow. The group is open to all regardless of background, income, religious affiliation and nature of kinship relationship e.g. not just grandparents, occasionally aunts, siblings and so on. Recruitment is by word of mouth, newspaper coverage, Social Work referral and from Glasgow-wide and national kinship carer groups.

Activities

The activities are developed in accordance with the wishes and needs of the carers and children. Recently the group have set up access to a trained counsellor. Free sessions are offered to individual kinship carers who need time and expert input to work through problems. Child psychology services are offered to some of the young people.

Training and Development

The committee members developed the group through building on their experience and being open to new skills. The Committee Skills and Finance management course delivered by their local college has helped them to develop even further. The group are very clear about the kind of training and development that would make a difference. For example, they were offered an SVQ in childcare course which they did not take up. They felt it was a deficit model that assumed that they needed to be better at parenting. The focus of the group is on achieving their goals, and the focus of the CLD input is on the learning that will help them achieve those goals, i.e. about being an effective group. The Community Development support has primarily embedded the learning into the group's activities, working with them to identify priorities, plan, implement, and evaluate and reflect at every stage of the process.

Staff from across the city come together to share experiences and learning. The Senior Officer Community Development at Social Work HQ, who had the lead role for staff/practice development, facilitated some of these meetings.

Monitoring and Evaluation

The input of Community Development staff is planned, monitored and evaluated using a framework based on LEAP. (Learning Evaluation and Planning in CLD) This includes both outcomes and indicators for both quality of Life (i.e. what the group is trying to change) and community empowerment outcomes consistent with Delivering Change that CLD staff are trying to achieve.

There has been no formal evaluation of the project itself. However, as a result of the group, and therefore as an indication of progress in raising awareness and building support, members were directly involved in the TASC Agency study for West Glasgow Community Health and Care Partnership (NHS Greater Glasgow and Clyde and the City of Glasgow Council) 'Making their way in the World', published January 2009. The report considers the health and social care needs of children and young people who are 'looked after' in foster homes or in kinship care.

What lessons have been learned that can help other projects?

The way that council staff support such a community-based group, beyond the set up stage, requires sensitive handling. Success means the group becomes increasingly empowered, politicised and campaigning. Sometimes this may mean urging change in the policies of local or national government. This highlights skills and balance needed by local authority CLD workers. They are required to provide effective community development support while allowing groups the space to criticise or campaign for changes in services.

The negotiation of appropriate training can cause unintended offence unless treated carefully. Indeed expenditure on anything other than direct help to raise the children can be problematic. Certainly helping such a group to look to the future is important. There is a danger that they will become negative, if their aspirations are not fully realised.

The age range of children supported by the kinship carers of this group is from birth to 16. However, perhaps due to the stage in the development of the group, most are currently of pre or primary school age.

"Remember this stuff has been going on for some of the kids since birth" (Chair of Group)

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YWCA Roundabout Centre – Intercultural and Anti-Racist Summer School, Edinburgh

What was behind the summer school?

YWCA Roundabout Edinburgh identified that for some children and young women living locally, particularly those from disadvantaged Black and Minority Ethnic (BME) families with English as a second language, summer was often long, boring and socially isolating. Absence from school or college often resulted in a lack of opportunity to practice English language skills, socialise or get involved in community life. The holidays also put pressure on carers and parents who had to occupy their children while often working long hours on low incomes.

The Intercultural Summer School was set up in 1968 to address these areas of need by providing disadvantaged BME children and young women with the opportunity to:

- develop their English skills over the summer;
- to maintain and develop new relationships with English speakers and other children and young women in their local community, including white Scottish individuals; and
- to take part in activities and trips which would otherwise have been financially prohibitive.

Simultaneously the summer school enables parents (targeting young women under 30 on low incomes) to work, study, gain respite, or volunteer, knowing their children are being well-cared for and entertained at a price they can afford.

What does the project aim to achieve and how does the project fit with local and national outcomes?

The summer school contributes directly and successfully to a number of national outcomes, most notably:

- our young people are successful learners, confident individuals, effective contributors and responsible citizens;
- our children have the best start in life and are ready to succeed;
- we have tackled the significant inequalities in Scottish society;
- we have improved the life chances for children, young people and families at risk; and
- we have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others;

and also contributes to the following local outcomes for Edinburgh:

- children and young people are successful learners;
- young people are confident individuals, effective communicators and responsible citizens;
- the quality of educational learning experiences and the meeting of individual pupils' needs are improved;
- improved attainment for BME pupils; and
- communities feel able to influence decisions that affect their neighbourhood.

YWCA Roundabout Summer School supports children and young people, particularly those from disadvantaged backgrounds, to broaden understanding of the socio-cultural backgrounds of others and a greater awareness of cultural life in Scotland. The project also plays a significant role in the development of English skills for speakers of other languages (ESOL).

The summer school aims to reduce social and economic deprivation; help eliminate racial discrimination and enable participants to:

- build positive relationships with their peers;
- share experiences and gain understanding of other cultures; and
- to develop their communication and employability skills.

The summer school also empowers young women under 30 *'to develop their full potential and participate at all levels of society worldwide'* through their training and volunteering programme and opportunities to join the advisory board.

The summer school supports two of the priorities for CLD set out in WALT:

- 'achievement through learning for young people' – facilitating the personal, social and educational development of young women between 12 and 25, enabling them to gain a voice, influence and a place in society; and
- 'achievement through building community capacity' – building community capacity and influence by enabling children and young women to develop the confidence, understanding and skills required to influence decision making and service delivery.

What does the project involve?

The summer school provides an intercultural and anti-discriminatory activity programme for children and young women (boys from 5-12 and girls and young women from the ages of 5-16) from around Edinburgh. Summer school volunteering and employment opportunities are available to young women of 16-30. The service operates Monday to Friday 10.00 am to 3.00 pm for three weeks during the summer holidays.

The summer school provides children and young women with a fun, activity-filled programme in a multi-cultural and inclusive environment which they would otherwise have been financially and socially excluded from.

What difference has the project made?

Speaking to volunteers, parents and learners, it is clear that the summer school has a positive and transformational effect on the lives of those it engages.

Parents and staff reported that children develop greater confidence, self-esteem and self-reliance during the summer school. Children and young women who have experienced racism at school develop coping mechanisms and greater confidence – others come away with the skills to recognise and challenge discriminatory behaviour. All learners develop greater confidence in interacting with people of all cultures and with a better understanding of the community they live in.

One parent said *"it is a fantastic project"*; *"it allowed me to give my children a summer holiday I couldn't have afforded otherwise."* After the first time her children attended, *"not going was not an option!"* – the children have returned every year since.

One learner-turned volunteer said:

“It provides an opportunity for people from different parts of the world to meet in an environment which respects all of them and in which they respect everyone” – “it teaches kids that if they are experiencing racial abuse, they don’t have to suffer in silence and teaches others to recognise and challenge racist behaviour”; “it gets the conversation out in the open for discussion.”

A key achievement of the project reflected in comments by learners, parents and volunteers was its success in bringing people together from all backgrounds in an inclusive way rather than targeting and segmenting specific ethnic groups as many BME targeted services do:

“It’s an excellent approach to promoting social cohesion from an early age which lasts a lifetime – its very positive getting everyone together in such an inter-cultural and inclusive environment.”

“It’s too easy for people to stick in their own ethnic groups, in isolated units without something like Roundabout to bring us all together.”

“You can pour money into projects which target specific groups and try to create social cohesion – but it’s projects like this one which really work.”

Parents and volunteers stated that they had never experienced a service for BME groups where the cultural diversity of the organisation was so ‘top down’ in approach; where both staff, volunteers and learners come from such multi-cultural origins:

“The project is unique – volunteers, staff and children all come from all over the world.”

Other quotes from learners, parents and volunteers which are testament to the project’s positive and life-changing impact include:

“Lasting inter-cultural friendships and strong networks are created.”

“It provides a great opportunity to make new friends, learn new skills and spend no money – it breaks the isolation of a long summer, stuck in your house because you can’t afford to do anything and don’t know anyone.”

“My child has benefited from the professionalism of staff...he has made friends and there is a strong sense of inclusion.”

How does it work?

Planning and Delivery

The summer school is managed by the YWCA Roundabout Centre Edinburgh manager. It is planned and delivered by a team of five paid staff and a team of around ten full-time and five part-time volunteers. Staff numbers vary year to year depending on funding and demand.

Staff and volunteers are recruited subject to enhanced disclosure checks and must provide two referees and a medical history questionnaire. They are required to participate in an intensive five-day induction training programme before the summer school commences to ensure they have the skills and capability required.

The ‘Parents Steering Group’ meets two to three times a year, enabling parents to discuss and make suggestions for the summer school programme prior to it starting. In the past learners attended free of charge; however, in recent years YWCA have introduced a nominal fee. YWCA encourages referral agencies to pay the fees for those they refer.

Partnership working

YWCA work in partnership with Drummond Community High School to deliver the summer school and with the following organisations to recruit learners:

- Multicultural Family Base;
- Edinburgh and Lothian Racial Equality Council;
- Shakti Women's Aid;
- Leith Social Work Department;
- Edinburgh Refugee Centre; and
- the Greenbelt Trust.

Funding

As a third sector organisation, the project is constantly seeking funding opportunities. In recent years the Summer School's largest single source of funding has come from BBC Children in Need who have awarded annual contributions of between £3000 and £18,000. Additionally the summer school self-generate income of up to £3000 – £4000 from fees.

YWCA Roundabout Centre has been funded by a three year service level agreement with the City of Edinburgh Council (CEC) which is currently up for review. Over the years, other funding has come from:

- BruceTrust;
- Verdi Trust;
- Pleasance Trust;
- Leith Industrial Schools Trust;
- Nancie Massey Trust;
- Lankelly Chase Foundation;
- Working For Families;
- Leith Benevolent Association;
- Courant Fund for Children;
- Edinburgh Children's Holiday Fund;
- Summer in the City; and
- Go4It (CEC).

Recruitment

The summer school offers places to roughly 100 children and young women a year and in its 40 year history has provided places to over 3000 learners. Many of the children and young women return year after year while eligible and once over 16 years of age, a number of young women often return as volunteers, sometimes moving into paid positions.

The project seeks to attract learners, volunteers and staff from all backgrounds and advertises through Sikh Gurdwara, Hindu Mandir, Mosques, Churches, and Synagogues in addition to LGBT Youth Scotland and a wide range of local community groups. The summer school usually engages a minimum of 85% of learners from BME backgrounds, including a large percentage of mixed heritage learners.

Learning activities

Activities focus on transferable skills and building tolerant and respectful relationships by promoting respect for difference; challenging stereotypes and racist misconceptions; and developing children's knowledge and awareness of other cultures in an open, participative and non-threatening environment.

Learning activities include Bollywood dancing, Chinese mask-making, henna hand painting, multi-cultural games, group projects, international food festival, Bangra dancing, calligraphy, story telling and songs from around the world. Trips are also organised when funding can be secured for transportation costs.

Learners are empowered to play a key role in planning, designing and in some cases, leading activities – learners and volunteers/staff negotiate an activities programme at the start of the summer school and meet regularly to amend it. Participants are each given the opportunity to lead their group for the day in an activity and receive a leadership certificate.

Each morning session is delivered in small groups, arranged by age and is collaboratively planned by learners. In the afternoon, learners are split between three workshops – either craft or activity based, or related to exploring and tackling racism and discrimination.

Young women (12+) work together to produce the workshops which focus on promoting good inter-cultural relations and exploring and challenging themes of race and discrimination. They deliver these to the younger learners.



Training and Development

YWCA is highly committed to the training and development of staff and volunteers. The five-day training course is compulsory and includes training on child protection; risk assessments; promoting positive behaviour; roles and responsibilities; budget training and team building. Other organisations have approached YWCA to facilitate this training with their organisation as the training has gained such a strong reputation.

Monitoring and Evaluation

The summer school has a strong outcome-focused approach to service delivery with rigorous internal performance management systems in place to evidence their outcomes. They conduct self-evaluation with service users and parents/carers using an evaluation questionnaire and focus groups. They are experienced at adapting their self-evaluation tools for children and young people, using picture and post-it boards to elicit views.

They use the Care Commission self-assessment to evaluate their activity and were recently commended for their work in the **Care Commission Report 2008**, receiving a quality statement grading of 'very good.' They plan to use 'How Good Is Our Community Learning and Development' (HGIOCLD2) in future.

What lessons have been learned that can help other projects?

The training offered to staff and volunteers ensures high quality and competent service provision. Volunteers found the training valuable in developing transferable employability skills and welcomed accreditation gained through the Millennium Volunteering Awards which other projects may consider offering.

Other organisations' interest in receiving the training from YWCA has helped them develop mutually beneficial relationships and also creates the potential for further income generation.

Parents, volunteers and learners consider that YWCA Summer School is unique in its provision of a BME service which is truly multi-cultural from the top down, with staff, volunteers and participants all coming from diverse backgrounds and cultures. They felt this was more effective at achieving cultural understanding, integration and social cohesion in communities than services which only target specific minority ethnic groups.

YWCA have rigorous self-evaluation and performance measurement systems allowing them to retain a consistently high quality of service delivery while adapting effectively to the changing needs of their participants and volunteers over their forty year history. Self-evaluation and quality assurance is crucial to the delivery of high quality CLD provision.

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CLD in Dundee – making a strategic impact

What is behind the approach taken?

In Dundee, the Single Outcome Agreement approach is not seen as an external imposition. It is being used to change lives and improve services. It has become an integral part of the day-by-day work of publicly funded services in the city.

The CLD management team in Dundee work to ensure that CLD's impact and essential contribution is recognised and built into strategic planning as a fundamental part of service delivery. This approach was adopted to ensure that CLD in Dundee is recognised for the role it has in the delivery of the city's Single Outcome Agreement (SOA).

Whilst CLD does not hold the legally required status of statutory provision such as schooling and social work, CLD makes an impact in key areas such as achievement and attainment; progression; and healthier, active and included individuals and communities. CLD's contribution to the Single Outcome Agreement is now such that without it, success would be seriously compromised.



How does the approach fit with local and national outcomes?

The aims of Dundee's approach are set against both the local and national outcomes required. To this end, Dundee City Council has decided that through the local CLD Partnership and with the Scottish Government they are committed to four Strategic Priorities. These are:

- Jobs and Employability
- Children and Young People
- Inequalities
- Physical and Mental Wellbeing

The SOA document makes it clear that all strategic outcomes and the all of Dundee CLD Partnership's activity will be measured by the contribution they make to these four priorities.

Within these priority areas, 11 Strategic Outcomes have been set:

1. Dundee will be a regional centre with better job opportunities and increased employ ability for our people
2. Our people will be better educated and skilled within a knowledge economy renowned for research, innovation and culture
3. Our children will be safe, nurtured, healthy, achieving, active, respected, responsible and included
4. Our people will experience fewer health inequalities
5. Our people will have improved physical and mental wellbeing
6. Our people will receive effective care when they need it
7. Our communities will be safe and feel safe
8. Our people will experience fewer social inequalities
9. Our people will live in stable, attractive and popular neighbourhoods
10. Our people will have high quality and accessible local services and facilities
11. Dundee will have sustainable environments

To maximise the achievement of these Strategic Outcomes in an integrated way, the Management Group has agreed that they will be co-ordinated and reported through the Theme Groups.

A tight and highly integrated system of monitoring against simple clear Strategic Outcomes has been devised and the CLD contribution and responsibilities are woven tightly through the whole process.

New reporting systems have been developed based on a Performance Improvement and Management Framework. This offers self-assessment opportunities and is built on a computerised system used partnership wide to gather data and support monitoring arrangements.

Great emphasis is also given in this partnership to the importance of external evaluation. The CLD team welcome those who wish to study aspects of their work. This has resulted in a substantial body of objective evidence that can be used to help build future plans and new approaches. Staff are enthusiastic about engaging in professional debate and contributing to the development of new approaches and ideas.

What does the approach involve?

At an early stage, arrangements were made to ensure that all three aspects of CLD outlined in “Working and learning together to build stronger communities” (WALT) were in a strong position to contribute to the delivery of the Single Outcome Agreement. Over many years CLD in Dundee has systematically and continually highlighted the contribution made.

Adult Learning links to the Single Outcome Agreement by contributing to the intermediate outcomes of the Employability and Learning and Culture Theme Groups of the Dundee Partnership. The systematically gathered evidence base permits an outcome based approach. This strand of CLD provision therefore contributes in a highly visible and clearly demonstrable fashion.

CLD’s Adult Learning staff are based in Community Regeneration areas targeting excluded groups and responding directly to learning needs. Regular external evaluation provides evidence of transformation in people’s lives: through securing employment, breaking cycles of unemployment, progressing into learning, increasing confidence and developing the motivation to continue with further study.

A strong Literacies Partnership delivers on the SOA target of reducing the number of adults with literacy/numeracy difficulties and provision of English for Speakers of Other Languages (ESOL) contributes towards an inclusive community.

Capacity building is apparent through the Community Regeneration strand which has established a clear link between CLD, Local Community Planning and the SOA of the overarching Dundee Partnership. This has been achieved through contributing to the intermediate outcomes of the Building Stronger Communities and the Health and Care Theme Groups of the Dundee Partnership.

As with other strands of CLD, Community Regeneration provides evidence of outcome based work, in this case it does so in support of Local Community Planning, making a direct contribution to the successful delivery of the Single Outcome Agreement.

A framework for measuring the impact of Local Community Plans has been developed. CLD’s Community Regeneration staff are based in Community Regeneration areas and respond to needs and priorities identified in the Local Community Plans. Capacity Building support is given to each of the five Community Regeneration Forums, the four Neighbourhood Representative Structures and Community Organisations. The Dundee Community Regeneration Forums were cited as an example of good practice in the recent Scottish Government Community Empowerment Action Plan.

The Dundee Partnership has recognised the key role for the Community Regeneration Team in promoting effective community engagement and developing community involvement in the planning, delivery and evaluation of public services.

Youth Work in Dundee takes a similarly integrated approach. The Xplore Case Study in this series illustrates the process of delivering outcomes within the requirements of the SOA Framework. The contribution of targeted youth work on the ground can readily be traced to the, majority of the SOA's required Strategic Outcomes.

The Dundee Youthwork Partnership has produced an Action Plan which defines CLD's unique contribution to the SOA's strategic outcome "*our children will be safe, nurtured, healthy, achieving, active, respectful, responsible and included*". This contribution has been acknowledged within the Integrated Children's Services Plan which sits within the SOA Delivery Plan.

What difference has the approach made?

The Dundee Partnership has embraced the concept of SOAs enthusiastically and the CLD work force are active in helping to devise carefully targeted plans to make Dundee a better city to live in. Systems are in place to gather evidence of improvement and impact and work out what works best at each step. The CLD contribution is fully embedded in the plans and the CLD workforce are confident about the importance of their contribution.

How does it work?

Planning and Delivery

CLD makes a visible contribution at a strategic level in Dundee at least in part due to the simple planning and committee structure devised for the delivery of the SOA. This operates under the overarching senior group the Dundee Partnership Management Group. Chaired by the Chief Executive of the City Council, the Director with responsibility for CLD in his remit sits on this group, as do senior officials from the major public institutions in the city.

Below that is the Dundee Partnership Co-ordinating Group which monitors the outcome delivery plans in accordance with the priorities that have been established. The Head of the CLD Service sits on this Co-ordinating Group.

The eight Theme Groups for the Partnership are as follows:

- Work and Enterprise
- Learning and Culture
- Building Stronger Communities
- Integrated Children's Services
- Healthy Dundee
- Dundee Community Safety Partnership
- Dundee Partnership for the Environment
- Cross Cutting themes

Outcome Delivery Plans, the responsibility of each of the Theme Groups, form the vital connection linking the strategic and intermediate outcomes to the frontline day-to-day activity of the partners collectively and individually.

Managers responsible for the three stands of CLD actively contribute to several of these Theme Groups.

Five sub-groups of relevant providers have been developed. These are:

- Literacies Partnership (ALN)
- Discover Learning Partnership
- Adult Learning;
- Community Engagement; and
- Youth Work providers.

These sub-groups report to several Theme Groups: Learning and Culture; Building Stronger Communities and Integrated Children's Services.

The CLD workforce knows where it stands with the three sub groups which mirror strands of CLD with their familiar titles and clear territory. The links to the Theme Groups are more complex and by design have to be cross-cutting, cross-sectoral and collaborative. These linkages almost automatically mean that people must come to know and understand each other, their work and priorities. This may lack the neatness of single lines of accountability, however, it ensures greater knowledge and understanding in the Partnership. This is important to success, as is the fact that CLD is represented at every level in the planning system.

Partnership working

The Single Outcome Agreement produced by the Dundee Partnership has a straightforward, though aspirational, three-strand Vision. Accompanying the Vision is a clear statement signed by all partners that:

[The SOA] "... can only be delivered in partnership. It demands that each of us plays our part to the full, but crucially, that we share the commitment to work together to achieve the change we need in Dundee."

This statement plays a crucial role in pulling together all parties in a collective endeavour. All are charged with superseding departmental or professional rivalries and individual budget pressures to the greater good of the people of Dundee.

The statutory signatories are Dundee City Council and the Scottish Government and they also include NHS Tayside, Tayside Police, Tayside Fire and Rescue, Skills Development Scotland, Scottish Enterprise and TACTRAN (Tayside and Central Scotland Transport Partnership).

The supporting partner signatories are:

- Dundee Voluntary Action;
- Chamber of Commerce;
- Dundee College;
- University of Dundee; and
- University of Abertay.

Funding

Built into the Dundee Partnership's approach is the belief that once strategic directions have been set and systems are put in place for monitoring impact accurately, autonomy over budget allocation decisions can be devolved to lower levels. This has advantages both to the empowerment of staff and in the likelihood of service provision being more closely attuned to what the citizens of Dundee actually want and need.

What lessons have been learned that can help other areas?

Professionally qualified staff are important. A high proportion are CLD qualified, or if not then 'equivalence plus relevant experience' is sought. In addition, staff are supported to achieve professional qualifications. It is felt that this policy has made a positive difference and helps staff at all grades to cope with the fluidity that can be required of them. In addition the CLD team in Dundee is actively committed to supporting national developments such as the new CLD Standards Council, and staff time is being given to serving on the committees.

The extensive emphasis given to external evaluation of the CLD work has been fundamental in illustrating and proving the impact of CLD. It has also supported staff in a culture of reassessment and supported progress in new directions.

A culture of celebration of CLD achievements and positive media coverage has been helpful. There is a high level of public awareness of the work in Dundee and beyond, fed systematically by staff proud of the achievements of learners and communities.

The Dundee Partnership multi-agency database has provided an invaluable tool both in co-operative partnership work and in drawing out evidence. It allows irrefutable evidence of the impact of CLD targeted work to be produced, for example in the statistics of goal achievement in the Xplore case study.

CLD workers have made a point of utilising nationally recognised externally approved and validated achievement awards extensively. Youth Achievement Awards for example provide robust evidence of sustained endeavour by young people. Building such opportunities into programmes of work with CLD learners is given high priority.

The Dundee Partnership planning system, lines of accountability and committee structure has a simplicity that means it is demystified for staff and citizens of Dundee alike. The CLD team can see exactly where their work contributes to overall success. There are robust and transparent systems in place to help the making of decisions about what fits and will be funded and what does not. The twin perils of over-planning and disaffection seem to have been avoided.

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