

# Adult Learning Annual Report



2014-2015




Community Learning and Development  
 Adult Learning Section  
 Communities Division  
 Chief Executive Department

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# INTRODUCTION

*Rarely does Adult Learning occur “in splendid isolation from the world in which the learner lives, but ... it is [as] intimately related to that world as affected by it”.*

*Peter Jarvis, Adult Learning in the Social Context*

These words by Peter Jarvis form the basis of the commitment to a Social Practice model of Adult Learning, which is at the core of our delivery in Dundee.

We recognise the social and cultural contexts which affect people and understand the many life events and life triggers which can be a catalyst for learning. These events may have an impact on different areas of our lives, such as personal, family, working and community. Our starting point with each learner takes this into consideration and shapes their learning experience.

In a time when our resources have reduced, we have looked at the key issues affecting adults and communities and reconfigured our support to ensure that the majority of our face to face delivery is targeted at the areas of greatest need.

Welfare reforms present a significant challenge for many and have been one of the key drivers in shaping our work with learners over the past year. Developing digital skills, strengthening the network of Community Job Shops, learning for employability and providing literacy support to understand and challenge claimant commitments have all grown in response to change and demand.

Our involvement in the Early Years Collaborative and the Integrated

Children’s Services partnership has seen our focus on family learning increase, with our emphasis on building the parents’/carers’ capacity as the primary educator.

Our support to English for Speakers of Other Languages has enhanced the real world context for learners through the development of a buddy system. The volunteer buddies work on a one-to-one basis with learners to help reinforce their group based learning in everyday settings.

We have also continued to support the development of volunteering, particularly through partnership work with the Adult Education Associations; this has seen them have a very successful year and continue to develop local learning opportunities.

Our partnership working has been strengthened at a strategic level by the development of a CLD Strategic Partnership. Key priorities have been identified through community consultation.

This report provides an overview and flavour of the work of the Adult Learning section in the past year as shaped by the lives of learners and their experiences.

*Marie Dailly  
CLD Manager*

# ADULT LEARNING PRIORITIES AND KEY ACHIEVEMENTS

# WHAT OUR ADULT LEARNERS SAY ABOUT US

## PRIORITIES

The focus of work in the Adult Learning Section during 2014 – 2015 has been on the four thematic areas:

- Employability and First Steps to Learning
- Literacies
- English for Speakers of Other Languages
- Family Learning

### In addition, we have supported:

- Adult Education Associations
- Community engagement
- Digital literacies and inclusion.

## KEY ACHIEVEMENTS

This report provides examples of achievements in Adult Learning over the past year. The following key achievements are highlighted in the examples in this report:

- Tackling exclusion
- Providing help and support to people affected by welfare reform
- Helping people gain new skills
- Outreach work to disadvantaged and vulnerable groups
- Promoting equalities
- Addressing digital exclusion and digital poverty
- Helping people realise their strengths and develop their confidence
- Progression to employment, volunteering and participating in other community learning opportunities
- Raising parent/carer awareness and skills as their child's early educator
- Reducing isolation
- Development of volunteering opportunities.

*“Loved doing psychology, never thought I would do it at my age.”*

*“I am so pleased I did this course, it's helped me come out of my shell.”*

*“Coming along to this course has helped me get my place at College, I'm sure of it.”*

*“It's great fun and you learn a lot.”*

*“I didn't realise I knew so much already.”*

*“Mia runs and dances all around the house now singing the hello song. She never stops.”*

*“Been good coming to the group as my child had never done anything before.”*

*“So fun.”*

*“I really like the way we use stuff that we have at home already to do things with the kids.”*



# ADULT LEARNING BY NUMBERS

**3,708** people have taken part in Adult Learning this year.

**152** SQA qualifications achieved.

**11** learners got through to the semi finals of the National Adult Learner Week Awards and attended the Roll Call Ceremony in Edinburgh.

**166** learners have gained employment.

**1,153** one to one guidance sessions.

**332** people attending IT 4 Work classes.

**181** is the number of families who took part in family learning activities.

**10** different vegetables were grown by the ESOL learners at Every1s Garden at Maxwelltown Information Centre.

**16** people trained as volunteer ESOL Buddies.

**5,518** people were contacted through Community engagement.

**67** certificates were awarded for REHIS Food and Health and Elementary Cooking Skills courses (delivered in partnership with Dundee Healthy Living Initiative).

ESOL learners from **32** different countries are improving their English language skills.



# FAMILY LEARNING

When we talk about families we are referring to a diverse range of people and relationships. Family members are the key people in a child's life and can be parents, step parents, carers (foster and kinship), grandparents, siblings and other extended family members.

Family learning within an Adult Learning context in Dundee describes work, primarily, with families with children aged 0-8yrs. This reflects the age range for early years work as set out in the Early Years Framework and the Early Years Collaborative. This family learning work has clear outcomes that reflect local and national priorities for CLD especially those relating to early intervention and prevention.

## AIMS: WHAT WE WANT TO ACHIEVE

### Confident Individuals

Families are more confident and build on their existing skills and knowledge in their role as parents and carers (prime educator)

### Effective Contributors

Families' capacity to take part in activities which build the foundations of literacies and learning is increased.

### Responsible Citizens

Parents/carers have an increased understanding of their role as their child's prime educator.

### Successful Learners

Parents/carers are engaging and supporting their child's learning and their own learning.



## STAY AND PLAY MEMORY BOOKS AT ARDLER NURSERY

The Stay and Play sessions took place at Ardler Nursery with Parents and Family Carers whose children attend the new 2 year old provision. Eleven families attended and took part in 4 weeks of singing, rhymes, stories, play and activities which included a bear hunt outdoors and making paper plate fish.

The activities encourage parents to interact with their child and to spend time learning together.

Each week families were given a camera, and encouraged to take photos throughout each session for inclusion in their memory books. The cameras and other IT materials were funded by Ardler Village Trust. An 'All About Me' booklet was also completed by families. This encouraged good conversations between parents/family carers and their children on topics such as favourite foods, favourite toys and what makes their child special.

The last three weeks were for parents/family carers without their children, to make their memory

books using the computers in the ICT suite. The ICT sessions were run in partnership with the School and Family Development Worker. Families chose a selection of photos and added words alongside. There was good peer learning between parents/family/carers helping each other and sharing skills.

After finishing the sessions, 8 families went on to attend Toddler Talk in Ardler Complex. This is a partnership between CLD and a NHS Speech and Language Therapist.

## FRESH AIR CLUB

Families from Menzieshill, Charleston and Lochee have been enjoying trips to various outdoor locations in Dundee and further afield.

While doing this they have had the opportunity to meet other local parents and increase their family's health and wellbeing through participating in outdoor activities.

Families are encouraged to join in the short walk and then take part in fun learning activities. Trips have been to Clatto Country Park, Broughty Ferry Beach, Templeton Woods, Trottick Ponds and to the House of Dunn in Montrose.



## FAMILY FUN

Family Fun sessions take place for families throughout the city. Family Fun sessions involve families learning together by singing, playing and enjoying stories.

The sessions take place in local communities. The play activities use everyday materials that can be found at home or purchased cheaply. All the activities involve learning and developing skills, especially early literacy and numeracy skills. Parents and carers learn more about the importance of their role as their child's first teacher.



## ACCREDITED PEEP GROUP IN ST MARYS

Parents' Early Education Partnership was established in 1995 and its main purpose is to raise educational attainment, especially in literacy, through making the most of early learning opportunities in everyday life.

Basically this means that as parents or carers we are our children's first and most important early educators and that being a parent or carer is one of the most important and valued roles in life.

By talking, listening, playing, reading, singing and being together we are teaching our children their very first steps to language and early literacy development.

This programme consisted of 14 two hour sessions run by the Family Literacy Team and aimed at teaching parents that they are their child's first educator and that learning and development occurs through everyday play and activities.

This programme had restricted attendance to the area of St Mary's for parents/family carers with pre-school aged children.

Each two hours session was structured as follows:-

**Talk Time and diary sheet:-** discussion around the featured topic of the week and related diary sheet

**Parent/child activity:-** joint learning activity/opportunity

**Book, songs and rhymes:-** singing and reading session



**Play activity:-** play activity designed to develop parent's confidence in helping their child's development and early literacy. The activities included resource sheets to take home so the activity could be repeated.



**Portfolio construction:-** parents worked on putting together an individual evidence based portfolio in order to complete an Open College Network (OCN) accreditation in association with PEEP.

Sessions were constructed around the 9 subjects covered by OCN accreditation ie:-early mark making,

a sense of order, moving patterns, play patterns, playing and learning, playing with names, recognising everyday sounds, sharing books and toddler numbers.

Two parents completed the OCN accreditation one at level 1 and the other at level 2.

### AIMS OF PROGRAMME

Parents will learn that they are their child's first and most important teacher and how they can help their child learn.

Parents will learn to recognise the skills they have as teachers.

Parents will begin to understand that learning happens through everyday play and activities and that children learn from their environment all the time (both positive and negative).

Parents will learn the principles of ORIM (Opportunities for learning through ordinary everyday events, Recognition and valuing of the learning, Interactions with children and the consequences of these, Modelling of behaviour and activities as learning tools)

Parents will learn how to continue teaching/learning at home

Parents will carry out O.C.N. accreditation

Parents will create a portfolio of evidence

### Quotes from parents

*"I really enjoyed doing my portfolio and the course was great"*

*"I didn't realise I knew so much already..."*

*"It's great to get a certificate for something I am already doing and I want to do more"*

Sharing books



Movement patterns



First mark making



2014-2015

Adult Lea

## COLDSIDE FAMILY FUN

The Adult Learning Team alongside Coldsides Communities Officer, Equally Well Worker and local School Family Support Workers organised two sessions of family fun and information that were free for all local families to attend and take part in activities together.

The activities took place in Coldsides Parish Church and enabled the offer of free family lunch tokens to those present to be used in the new community café. Many families took advantage of this opportunity to sit and have a healthy lunch together.

Each of the sessions was very well attended with 72 people attending week 1 and 64 the following week taking part in science, sports, arts & crafts, storytelling and physical challenge activities. There was also the opportunity for parents/carers to speak with workers from a variety of projects working in the Coldsides area to gain information and learn about the services and support on offer.

### Feedback received was positive with a variety of statements:

*Close to where I live.*

*Its free.*

*Making Easter baskets.*

*Everyone welcoming and very patient.*

*Loads of people and lots of activities.*



## SPEAKEASY COURSE

Speakeasy is a short learning programme for parents and carers and was delivered by Jane Clark in Douglas Community Centre.



Speakeasy helps parents to be more confident when speaking to their children about growing up, relationships, their sexual health and the "awkward questions" that come from children as they grow up.

The course covers topics such as puberty, attitudes towards sex and sexuality, what schools teach, contraception and sexually transmitted infections.

In all 13 parents did the course and were awarded certificates on completion in recognition of the work they did and the knowledge they gained.

### Parents' comments during and at the end of the course:

*I'm able to talk to my daughter without getting embarrassed.*

*It's great fun and you learn a lot.*

*It's good to think about what to tell them and when.*

*I now understand better about things and can talk to my son about everything.*

*I know more about the different types of contraception.*

*I try to keep my daughter safe online.*

# STEPS TO LEARNING (EMPLOYABILITY & GUIDANCE)

Steps to Learning within an adult learning context describes engaging and working with adults, post-school, who want to make positive changes through returning to learning or progressing towards employment.

We do this through providing support and guidance targeting the most disadvantaged and excluded communities (local communities and communities of interest). This promotes involvement in learning, increases skills and confidence and helps adults make positive changes which improve quality of life for individuals, families and communities, personally and socially.

“Community learning and development (CLD) has a powerful impact on the lives of learners and communities, supporting them to identify and work towards change”.

*Scottish Government CLD  
Requirements, 2013*

## AIMS: WHAT WE WANT TO ACHIEVE

### Confident Individuals

Adults are more confident and build on their existing skills and knowledge. They are able to explain their goals and have a say over their choices and make personal progress.

### Effective Contributors

Individuals are able to build capacity to participate, value their own contribution and realisation of their prior skills and knowledge.

### Responsible Citizens

Individuals participate /integrate with the wider community and have a sense of responsibility and optimism to bring about change.

### Successful Learners

Individuals are self motivated to learn and respond positively to different situations.

## CSI – CS WHY COURSE

This course, in partnership with Dundee Science Centre, was delivered in Menzieshill Community Centre attracting 12 students.



The course started with a mock-up of a very realistic crime scene of a party in which a young man was murdered. Each week the learners are given witness statements, evidence, DNA, fingerprinting techniques and they had to decide who the murderer was, the motive and how they did it.

One week of the course is a visit to the Forensic Science department at Abertay University, another is a chance to meet the expert- namely Professor Sue Black.

This all culminates in March with a visit to the Science Centre where a room is prepared as a courtroom. The learners are the jury, Science centre staff are the witnesses and guilty person and Professor Sue Black is the judge.

All is then revealed!

Another course is now running with 15 students as it has been so popular with groups happening all over Dundee.

## REHIS ELEMENTARY COOKING SKILLS REHIS ELEMENTARY FOOD AND HEALTH



Adult Learning teams are working in partnership with Dundee Healthy Living Initiative to deliver free accredited REHIS Elementary Cooking Skills and REHIS Elementary Food and Health courses in The Crescent, Whitfield and Coldside areas.

54 people undertook these certificated courses in The Crescent and have all found it to be very informative and also very enjoyable and 47 received accreditation.

**4 clients have already used the accreditation gained to find employment and also 11 have gone on to do volunteering work.**

We are also incorporating the healthy nutrition messages using the Cookit resource packs. The group choose foods from this list for their menu and they have to cook a starter a main, a dessert and a side.

The food and health course runs for four weeks at two hours per session with a short multiple choice exam on week four; participants are fully supported in all aspects of their learning and we aim to make the learning fun and participative.

### The syllabus covers

- Introduction to food and health
- The function of food
- Energy measures and influences in food intake
- Eating for health- food and wellbeing

- Putting it all together - Action planning
- Revision and exam

The practical cooking skills runs for five weeks for two hours per session and assessment is via continual observation.

### The course is split into six modules

- Using safe and hygienic practices
- Understanding and following a recipe
- Food preparation techniques
- Cooking methods and food presentation
- Putting it all together
- Assessment

### Quotes:

*Really enjoyed the course and the company*

*Very friendly and helpful instructors*

*Gained valuable knowledge in food and health*

*Hoping that my learning and certificate will help me to gain a volunteer position*

*Learned how to use healthy substitutes when preparing meals*

*Brilliant course, learned a lot of practical skills*



## OPTIONS & CHOICES COURSE

Two courses ran at Mitchell Street Centre between 2014 – 2015.



Options & Choices (6 weeks) is designed to encourage people to identify their personal qualities & skills, find out career and long term aims and explore different routes/options. At the end of this course there was an optional 3 week follow-on Job Skill workshops for those wanting to improve their job seeking skills.

### Learners' Weekly Feedback

*Less terrifying than I feared.*

*CV stuff...Woo! I like this bit because my life actually seems interesting.*

*Great day. Now, I'm more sure about myself*

*Enjoying the class getting more confidence with time*



### Final Week Comments

What have you enjoyed about the course?

*To focus on goals*

*To see our fears and how to overcome them*

*The practical workshop activities*

*Building confidence*

*More motivated*

*Increased confidence*

### In total 14 people attended and went on to:

- Employment x 6
- Further Education x 4
- Voluntary Work x 1
- Community Learning Courses x 3

## INTERVIEW SKILLS COURSE

As a result of demand from guidance and job shop clients it was agreed to offer a pilot Interview Skills course in one of the local areas in the city. Claverhouse Training, part of the Dundee Employability Pipeline, were keen to provide some of their employability services within local communities and agreed to deliver the sessions in partnership with Adult Learning in Mitchell Street Centre.

With dates and times agreed, contact was made with suitable learners currently using guidance and job shop services resulting in seven learners being signed-up to attend the course.

The planning and delivery of the course was organised by Claverhouse and all seven learners were introduced to Mark who was delivering the course. The attendance for the four learning sessions was very good and the feedback positive which then led to the offer of an additional session to discuss and practise an "interview".

Five learners agreed to attend for the Mock Interview sessions and were very pleased with the content of the session and the opportunity to put their new knowledge into practice.

### Course Content

- Participants were encouraged to share previous experiences of interviews and discuss positive and negative aspects of their experiences
- Opportunity for learners to discuss and be more aware of their own strengths and weaknesses and how they can maintain their strengths while

looking at ways of limiting the impact of their weaknesses

- How to prepare for the interview e.g. location awareness, dress code, industry knowledge, type of interview
- Group discussion on type of questions asked at interview while also considering and preparing questions to be asked in return

### Impact

- None of the participants had attended an employability course previously and feedback suggested that all participants felt more prepared and confident to attend an interview at the end of the course
- One of the participants has had an interview and gained employment since attending the course
- Another has spoken with business development project to discuss plans for self-employment

# PHOTO GALLERY



Fresh Air Club



Picnics in the Park

REHIS Elementary Cooking Skills



Coldside Family Activities



Everyday First Aid



Online Learning Group  
Trip to Falkland Palace



## VALUES AND PRINCIPLES FOR CARE COURSE

This course is a 14 week, SQA Intermediate 1 level course exploring the Values and Principles required by those working in the Care sector. The course covers subjects such as – Understanding how the needs of people can change throughout their lives, the effects of discrimination on people in Care and also the principles of the National Care Standards.

15 people enrolled on the course, funded by Individual Learning Accounts. Most of the learners came along to the course because they were interested in working in the Care Sector or because they were keen to take part in community based learning with the aim of applying for full time college courses in the future.

Delivered in partnership with Dundee & Angus College, the course has a more informal setting and atmosphere than attending a College campus. The aim of providing this type of learning in the community is to encourage learning at a pace that suits people who may be returning to studying after a long break, perhaps this is the first time since leaving school.

Brooksbank Centre is the venue, with free crèche provided and all stationery and refreshments also free of charge.

**Five learners were accepted onto full time College places starting in August 2015 and 2 learners have secured employment in the Care sector. Other learners have expressed an interest in continuing with community based courses until their confidence levels and/or family situations allow them to progress to college or employment.**

Elizabeth is a young, single mum of 2 who came along for entry guidance to the Values & Principles of Care course after seeing it advertised in the Adult Learning newsletter.

Feeling isolated at home, with little social life, she wanted to come along to the course for more than one reason – to help her realise her goal of going to College, to make new friends and to have something for herself that didn't revolve around her role as a mum.

Elizabeth came along to the course feeling a bit nervous and shy but quickly settled into the group and was very involved with discussions and groupwork. On the last day of the course, she was able to proudly tell us that she had been for an interview for a full time place at college to study Care and had been given an unconditional offer!

The interview had included a written assessment on the topic of the qualities required to be a good care worker and, as this was covered on the Values & Principles course, Elizabeth had been able to write about this easily. She also found herself answering the interview questions with confidence and felt this was down to the learning experience she had on her community based course.

**Here are some of the comments from Elizabeth:**

*Coming along to this course has helped me get my place at College, I'm sure of it*

*This time last year, I would never have been able to do the written questions in the interview but I found them quite easy after what I've learned here*

*I am Soooo excited!! I'm going to College!!!!*

*I'm so happy, I've been phoning everyone I know to tell them. I've even been stopping people in the street that I hardly know and telling them about it!*

## JOB SHOPS

Jobshops run in local community areas on a weekly basis and Community Learning and Development Workers are on hand to provide guidance and jobsearch support for people.



Many of the Jobshops have additional support from other organisations, such as IT4Work, IT Volunteers organised through Opportunities Project and CONNECT, who provide support with IT, welfare and benefits advice.

## INTRODUCTION TO PSYCHOLOGY PARTNERSHIP COURSE

A 15 week Introduction to Psychology Module was delivered at Kirkton Community Centre. The course was delivered in partnership with Dundee & Angus College.



This was attended by 16 learners, 12 of whom completed the course and received an Intermediate 1 module in Psychology. The learners paid for the course using ILA's and crèche was provided to assist those with childcare needs.

The learners who continued with the course were highly motivated and gave positive feedback.

Throughout the course, additional support was offered to anyone who needed it outwith class times, this offer was taken up by three learners.

For the 12 completing and gaining accreditation at Intermediate 1 level, there were various barriers to cross. Two did not have English as a first language, five had health problems, one had literacy needs and one learner had her husband hand her work in on the last day as she was in Ninewells giving birth! The whole group clapped and cheered when he told us she had a little girl.

### Progression

Two went onto full time courses at Dundee and Angus College  
Two went into employment  
One into volunteering  
Two into further CBAL  
One onto University

### Learner Quotes

*I am going to miss this so much, you have become like friends to me*

*I am so pleased I did this course, its helped me come out of my shell*

*What do I do now on a Thursday morning*

*Loved doing psychology, never thought I would do it at my age*

## IT4WORK PROJECT

IT4 Work Project has continued to be developed by Adult Learning as part of Dundee City Council's response to Welfare Reform.

The Project has continued to be funded by DWP Flexible Support Fund and in addition by Local Support Service Framework.

IT 4 Work continues to help unemployed learners in community venues across community regeneration areas, to develop IT skills to help them undertake jobseeking activities, such as setting up universal jobmatch accounts, e-mail and using the internet. These take place within the community Jobshops as well as IT4 Work stand alone classes.

Learner progress is assessed using a competence checklist and participants receive a certificate with completed competence checklist when they finish the programme.

The LSSF (Engage IT Project) is a pilot Project set up by the Westminster Government through Department for Work and Pensions to support people with particular National Insurance numbers who could be on Universal credit if it was in place. The pilot aims to establish whether this additional support is beneficial to participants. Participation in this pilot is voluntary.

### Learners Feedback:

*It has made me much more comfortable around learning new things. I have taken a while but now feel able to go to library and access universal jobsearch and email on the computer on my own.*

*I can go to the jobshop to go on computer without so much help*

*It has made me more confident on the computer. I can send an email easily now from my laptop at home.*



## ADULT EDUCATION ASSOCIATIONS

Broughty Ferry Adult Education and Recreation Association (BERA) and Stobswell Adult Learning Association (SALA) continue to run programmes in Grove Academy, Forthill Primary School and Morgan Academy.

BERA run programmes over 3 terms and have included Languages, yoga, meditation, ballroom dancing to name but a few.

BERA's website has recently been updated. Through twitter, Facebook, the website and local press BERA keep the public up to date with activities on offer.

SALA run their programme over 2 Terms (October-December and January to March). These programmes have included cooking/ baking, arts & crafts, drawing & painting, beginners guitar, Intermediate Italian & culture, introduction to digital photography. The programmes have attracted 119 participants.

SALA promote their activities through facebook, local press, publicity fliers distributed locally and Dundee City Council's website through "what's on."

Both groups are run & co-ordinated by voluntary committees. New volunteers are always welcome to assist with the various tasks to make the programmes a success.

### Participant Feedback :

*Class delivered to a high standard.*

*Class very relaxed and informative.*

*Tutor is friendly, helpful and approachable.*

*Great class, great tutor, patient & knowledgeable.*

*I really enjoyed the course & pitched at the right level.*

## LITERACIES

Adult Literacies work within CLD in Dundee is about providing learning opportunities for adults to increase their skills, knowledge and understanding across the dynamic and diverse range of ways in which they encounter and use words and numbers.

Our literacies learning is based on the social practice approach. This means that to be effective we know that we must take into account the social, cultural, economic and political contexts of our adults' literacies learning. The emphasis is on the use of literacy and numeracy made by our learners in their everyday lives. Our learning programmes are built around these different uses and under the direction of our learners.

### AIMS: WHAT WE WANT TO ACHIEVE

#### Confident Individuals

Literacies learners become more confident by building on their skills, knowledge and understanding in areas that are important to them.

#### Effective Contributors

With skills, knowledge and understanding, developing and confidence growing, literacies learners' self belief and sense of self worth increases enabling stronger contributions to personal, social, family, community and work situations.

#### Responsible Citizens

Through increasing opportunities to explore their capacity for learning and self development, literacies learners become better placed to be active participants in the world about them.

#### Successful Learners

By working individually or in small groups to plan, do and review their learning, literacies learners learn how to learn and develop an understanding of what approaches and methods work best for them.

Language and literacy are of huge personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity.

*Literacy across Learning  
Scottish Government 2009*



## Come Undone

Waking up in to agony living breathing such insanity.  
Ill be fine, I just need a fix then what follows next is poisoned  
clarity.

A fellow addict says, all he wants is to escape this curse,  
but then, ten minutes later he's out stealing someone's purse!

He doesn't know what to do, maybe someone should give him a clue.

but living this life makes you cruel, I couldn't care less so lets make  
that a rule.

A life of pain, neglect, and despair lies ahead, I need to stop this  
for one day I shall be dead

but the reaper can wait for I am busy, I'm in limbo just now round  
and round so much it makes me dizzy. My souls being strangled by  
my own neglect, but eventually, the only thing left will be regret.

Adult Learner (Literacies)  
Mitchell Street Centre



## Literacies and Welfare Reform

Welfare Reform has brought challenges for both the literacies learner and the literacies tutor. This case study demonstrates that the tutor's toolkit needs to include the application of excellent guidance skills and good partnership work if literacies learners are to address the barriers that they face.

M has been attending the Citywide Literacies Team's provision at Mitchell Street Centre for a year and receives support for literacy, numeracy and ICT.

Due to childhood illness (brain injury) he has learning difficulties that impact on his ability to process information. He can read straight forward text but he needs time to organise his thoughts, express himself through writing and think about his spelling.

He has learnt to open up his Universal Gateway account but finds it stressful. He is not always sure how to navigate around the website and is always worried he might be using it wrongly and making mistakes. He is not sure about aspects of applying for work online for example, how to attach his CV or cover letter. Due to his processing difficulties, he becomes easily overwhelmed by the volume of e-mails from other job sites and he can miss important information. He doesn't question who he is sharing his details with and even though he can appear to do a basic search the concern is that he does not comprehend safety online or question who he is sharing personal information with and how to be aware of security risks.

Processing difficulties impact on his ability to organise his thinking, how to sum up his understanding of events and express himself effectively. This can lead to feelings of being overwhelmed and frustrated.

M was sanctioned because he hadn't applied for a particular job. M hadn't applied for the job because it required the applicant to have a driving licence which M doesn't have. Through support from his literacies tutor and a welfare rights officer, an appeal was put together, evidence organised to support his appeal and an application for a hardship fund was made. The sanction caused M to feel totally disempowered and anxious. It was important to support M to handle his stress and anger towards DWP staff and how to prepare for appointments and the appeal hearing.

He won his appeal.

## Literacies Learners Join in the Scottish Independence Debate

In 2014 literacy learners set off in the minibus from Dundee and headed to the Mitchell Library in Glasgow to take part in the Adult Learners' Forum Debate on the Scottish Independence Referendum.

We went through to Glasgow for the Adult Learner's debate on how the Independence referendum could effect adult learning depending on the outcome. This was held at the Mitchell Library in Glasgow.

A panel consisted of two MSP's from SNP and Labour plus a member of the Conservative Party.

It was very well attended from throughout Scotland. It was interesting to meet people who had similar learning problems like dyslexia. There was concern following a NO vote that adult learning could be cut with the ongoing austerity cuts. The MSP's talked about adult learning in relation to employment, but one lady in the audience reminded them that learning was not just about employment and older people want to continue learning, which could include creative writing.

I was concerned that adult learning funding did not seem to be the same throughout Scotland.

I suggested that it should be included in a future Scottish Constitution.

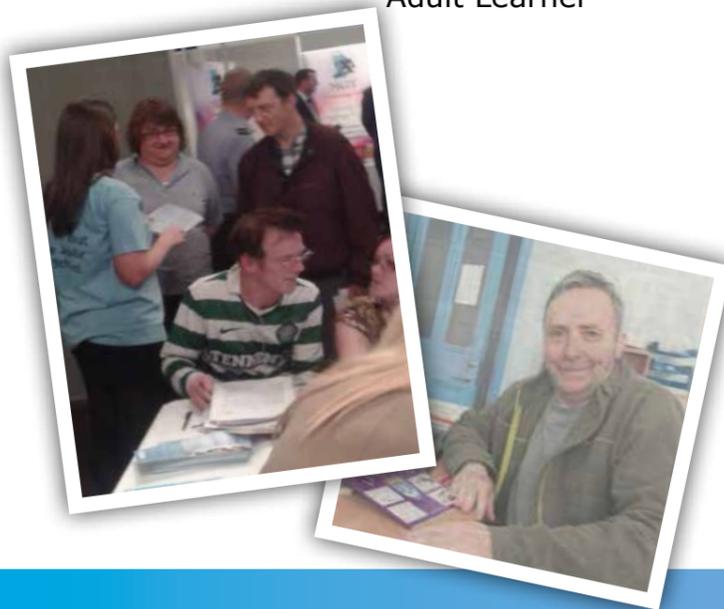
During this event I learned that the Scottish Parliament has a committee to discuss adult

learning policy and that there was an International Adult Learner's charter.

Before the main event started we split into work groups to discuss the issues and decide which questions we would like to ask. These were then submitted and during the main event a question was asked from each table in the room, there was also time for general questions from the floor at the end relating to adult learning issues.

I would like to thank the Dundee City-wide Literacies Team for giving us the opportunity to participate in this event and it would be interesting to have similar trips or events in the future.

**Robert Law**  
Adult Learner



## ESOL

Dundee City Council English for Speakers of Other Languages (ESOL) provision within an Adult Learning context describes work with adults living long-term in Dundee who don't have English as their first language. Our learning support is targeted towards those who need to develop basic language skills for their everyday lives in order to improve integration, employability and equality of access.

### AIMS: WHAT WE WANT TO ACHIEVE

#### **Confident Individuals**

ESOL learners are more able to express and discuss their needs and aims and therefore, feel confident to do everyday activities independently.

#### **Effective Contributors**

ESOL learners are more able to communicate in a range of settings which are important for their personal, family, work and community lives.

#### **Responsible Citizens**

ESOL learners are more able to make their views and opinions heard and valued, while gaining more understanding of people who have different experiences, abilities, backgrounds and beliefs.

#### **Successful Learners**

ESOL learners are willing to engage with different learning styles and opportunities, have more belief in their ability to learn and can apply their learning in different areas of their lives.



## ESOL BUDDY VOLUNTEER NETWORK



The ESOL Buddy Volunteer Network was developed by the Coldside, Maryfield & ESOL team based on identified needs of our learners:

- Opportunity to practise speaking English outside of class.
- Requirement for some additional, often temporary, support due to a change in circumstances such as becoming pregnant or homeless.

Through 2014/15, eleven volunteers were recruited for the pilot and underwent comprehensive induction training, which focussed on enabling them to

- Have an understanding of the context in which the ESOL Buddying project operates.
- Be familiar with their role, responsibilities and support network as an ESOL Buddy.
- Know how to work with ESOL Learners in their role as an ESOL Buddy.

From this initial training, seven learners were matched with a volunteer and became ESOL Buddies. Volunteers were matched with a learner who had been referred by their ESOL tutor. The matching process focusses on aspects such as shared interests, experiences and similar personalities, not just on learner/volunteer availability.

The Buddies, along with support from their designated Adult Learning Team member, then planned relevant learning activities where they could practise in a relaxed, friendly and real life environment. Examples of activities include:

- foraging for blackberries and making jam,
- navigating around the historical points in Dundee
- visiting museums and galleries
- chatting about common interests over coffee

**Feedback has not only highlighted the continued need for the Network, but also its benefits and successes:**

*[It was] my first chance to have a conversation in English with someone. (Richie; Learner)*

*[I am] able to speak at shops, order food and make payments. (Sarah; Learner)*

*[She is] much more confident and now seems better every week. (Clare; ESOL Buddy)*

*[My ESOL Learner is] prepared to take the lead. (Jim; ESOL Buddy)*

*It has given me more confidence and a lot of pleasure. (Margaret; ESOL Buddy)*

*[She] initiates conversations now, even at coffee break. (Tutor)*

*[His] whole posture has changed, straight back, maintains eye contact and is far more confident. (Tutor)*

The project was nominated for a Dundee City Council Outstanding Commitment and Achievement Award and was one of the three finalists for the Innovation & Improvement category. The winner will be announced in June 2015.

Future plans for the project include recruitment of more volunteers to increase the number of learners benefitting from an ESOL Buddy, as well as expanding the range of activities Buddies can support learners to participate in.

### Case Study: Nadiya



Nadiya Filipson arrived in Dundee from her native Ukraine 3 years ago, with her husband and baby twin boys without knowing a word of English. She joined the ESOL classes offered by Mitchell Street Centre (Outreach) and quickly progressed from beginner to higher levels, through her determination and motivation to learn English. She was in the group for about 2 years and was a regular attendee and very conscientious.

Initially she was very quiet but after a period of time, her confidence grew and within a year she was joining in the classroom discussions. She mastered the basics (introductions, alphabet, numbers etc) very quickly, in spoken and written form, which is attributed to her hard work and dedication. At the end of her time with us she was using more complex language and was very good at discussions and getting her ideas and opinions across to others.

Nadiya had aspirations to work in an office, demonstrating that

## SHOOT FOR THE STARS

On Monday 16 March 2015 we had a creative conversation at University of Edinburgh called 'Shoot for the Stars'. Mitchell Street Learning Centre received an invitation to this meeting and three people, tutor Farzana, Piotr and I went to the capital.

We began our delegation to Edinburgh from Dundee railway station at 8.25am. During the travel we had an opportunity to sightsee and view the beautiful Scottish landscape, because the train was slow and stopped at every stop.

At 10am we were at Edinburgh railway station, we took a taxi and at 10.30am reached Edinburgh University and went to Godfrey Thomson Hall. There we met a lot of people from different adult learning groups and some from other ESOL classes in Scotland. At 12.00 pm we had a lovely lunch and mingled with other learners and had a blether.

After lunch we conversed about adult and family learning problems in Scotland. Many of the Learning Centres have the same problems. In our small groups we had to choose four main problems that

affected our provision. This is what we said:-

1. More child care facilities
2. More disabled access
3. Social skills learning
4. More funding for Community Based Learning

Our conversation was heard by a few politicians from Scottish Parliament. Mr Collin Beattie MSP, from Education Department, Mr Ian Gray, Labour Party, Mrs Julia Holmes from Big Lottery Foundation.

They promised to help the ESOL classes. We would like to believe our politicians and came back to Dundee happy.

**Marija Babenskiene**  
ESOL Learner

she had the courage to change her career, as she previously studied and worked as a tailoress in her native Ukraine. As part of our group learning plan we did a series of lessons based on the topic of employment, using relevant vocabulary on applying for jobs and interview skills.

As her language skills and confidence grew, she was able to successfully apply for and secure part-time employment at the Old Course hotel in St Andrews.

Recently she has also been successful in obtaining a place on a full time course at Dundee College and we wish her all the best for the future.

### Roshida: In her own words



My name is Rashida Bibi and I am 20 years old. I come from Pakistan, a small town called Faisalabad, six hours from the capital, Islamabad. I came with my family: father, mother, two brothers and one sister.

We all came together in 2010 because life was very difficult, not safe, not good in Pakistan.

When I came to the UK I used to stay at home most of the time for about six months because I was scared and didn't know where to go and what to do.

I came to my English classes first at Clepington Primary School and then at Mitchell Street Centre and at Dundee International Women's Centre and to computer classes at the Central Library. My classes helped me to understand the language better and meet other people. After that I started doing my own things and I walk to places on my own now. In the beginning my brother had to help me but he didn't like it because he was too busy.

My life now is different. I did a course at the Beauty Academy and received a certificate. I have a job as a beautician and work at the Overgate. I have also applied for a hairdresser course at Dundee and Angus College and hopefully I will start studying in September this year.

My plans for the future are to have my own business as a beautician and hairdresser, visit other places and travel around. I don't want to think about getting married now as I want to have my career first.

# ACCREDITATION

## Number of Qualifications Achieved

- 6 Communication
- 14 ESOL: An Introduction to Beginner English, Literacies 1
- 5 ESOL for Everyday Life
- 12 ESOL Transactional Contexts
- 6 ESOL: Work and Study Related Contexts
- 3 Information and Communication Technology
- 6 Local Investigations
- 6 Numeracy
- 2 Skills for Customer Care

## Number of Learners Registered and Undertaking Qualifications

- 2 Communication
- 6 ESOL In Context
- 26 ESOL Transactional Contexts
- 1 Information & Communication Technology
- 1 Skills for Customer Care

# CELEBRATION OF SUCCESS

## LORD PROVOST EVENT

The Lord Provost held a reception for Adult Learners in September to celebrate their achievements throughout the year. The presentation of certificates of achievement allows us to recognise the effort and commitment made by not only those attending on the night, but by all learners across the City.



The Provost highlighted the launch of the Adult Learning in Scotland Statement of Ambition and our commitment to its principles and ambitions:

- **3 core principles:**
  - Adult Learning is Lifelong, Life-wide and Learner-Centred.
- **3 ambitions:**
  - Scotland becomes recognised globally as the most creative and engaged learning society
  - Every adult in Scotland will have the right to access

learning to meet their educational needs and their aspirations

- Adult learning in Scotland and the outcomes that learners achieve will be world-leading.

Representatives from Scotland's National Adult Learners' Forum joined us at the event to share information about the work they undertake and to encourage learners from Dundee to get involved in the Forum.

# TRENDS OVER TIME

Year	2014-15	2013-14	2012-13	2011-12
<b>Gender</b>	Female 51% Male 49%	Female 54% Male 46%	Female 58% Male 42%	Female 60% Male 40%
Learners from Regeneration areas	55%	56%	56%	56%
Numbers receiving support with literacy and numeracy	2093 <sub>1</sub>	1876	1730	1896
Number of people receiving Adult Guidance	1153 <sub>2</sub>	967	931	822
Numbers increasing their English language skills	536 <sub>3</sub>	609	527	550
Numbers taking part in community based Adult Learning	1638 <sub>4</sub>	1753	1697	1745

1. Increase due to short term referrals from JobCentre Plus and additional resources for digital literacy.

2. Increase in referrals from Engage IT DWP and increase demand due to Welfare Reforms.

3/4. Reduced staffing levels.

# FUTURE DEVELOPMENTS AND KEY CHALLENGES

A new staff structure has been put in place over the past financial year 2014/15, which has seen a reduction in the range of services. A reconfiguration of priorities has taken place to ensure alignment with the Prevention Framework for Dundee Partnership, the outcomes set in the Single Outcome Agreement and the priorities identified in CLD Strategic Guidance.

We have moved towards greater geographic targeting within the following wards: Lochee, Strathmartine, Coldside, Maryfield, East End and North East. These are the community areas identified within the Scottish Index of Multiple Deprivation (SMID) as 15% most deprived and have been targeted for outreach, engagement and as a delivery base for Adult Learning in a community setting.

In addition to a targeted place based approach, there is recognition that issues such as literacies and welfare reforms are affecting people across the city. Our challenge is to ensure that we are targeting and supporting people in greatest need and identifying other services and referral routes for learners.

Another challenge is to ensure that we are linked into the range of developments taking place within the city and aware of what resources are available for learners, particularly looking at progression routes. Welfare reform has provided a huge challenge for learners and further changes are due to

be implemented. We will have to ensure that we are supporting people to develop the skills to cope with and mitigate the negative effects of these reforms.

2015/16 will see the transfer of CLD and Adult Learning from the Chief Executive Department into a new service area; Neighbourhood Services. This will take place during the year and will bring with it change which always presents challenges.

### The key development and challenges for 2015/16 are:

- Maintain the current level of provision
- Secure future funding to continue to deliver digital literacies
- Increase our focus on adults looking to returning to learning or develop employability skills.
- Continue to develop a targeted approach
- Strengthening partnership working and referral routes

- Maintain and develop outreach strategies which target excluded and vulnerable groups; particularly people who are experiencing hardship as a result of welfare reform
- Ensure guidance is embedded within all our learning opportunities
- Acknowledge and address barriers to learning
- Further develop appropriate volunteering opportunities in adult learning
- Strengthen collaborative working
- Develop and expand the skills of the CLD workforce to face new challenges
- Increase CLD Standards Council registration of CLD practitioners and the use of i-Develop as a learning resource
- Strengthen collaborative working
- Develop and expand the skills of the CLD workforce to face new challenges.



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