

**REPORT TO:** POLICY & RESOURCES COMMITTEE - 14 SEPTEMBER 2015

**REPORT ON:** ADULT LEARNING FUND (GRANTS TO ADULT EDUCATION ASSOCIATIONS)

**REPORT BY:** DIRECTOR, LEISURE AND COMMUNITIES

**REPORT NO:** 300-2015

## **1.0 PURPOSE OF REPORT**

- 1.1 This report details applications received from Broughty Ferry Education and Recreation Association (BERA) and Stobswell Adult Learning Association (SALA), to assist in the administration and running costs of their programme of evening learning opportunities for the adult community in and around Broughty Ferry and Stobswell community areas.

## **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that Committee approve the assessed applications, awarding a grant of £3,000 to BERA and £2,750 to SALA. This contribution towards the running costs of the organisations will enable them to continue to provide a wide ranging evening learning provision in local community areas, which is very well attended.
- 2.2 The Committee are asked to note that Adult Learning staff are to work with the Local Community Planning Partnership and community organisations during 2015/16 with a view to establishing an Adult Education Association for the community served by the new Harris Academy.

## **3.0 FINANCIAL IMPLICATIONS**

- 3.1 The grants can be met from the Department's 2015/16 Revenue Grants Budget (Adult Learning Support Fund).

## **4.0 MAIN TEXT**

- 4.1 Broughty Ferry Education and Recreation Association is a voluntary Adult Education Association. The volunteers work in partnership with Dundee City Council to provide evening education, recreation and leisure opportunities for the residents of Broughty Ferry and the wider environs. 2014/2015 has seen a reduction in enrolments, with 457 participants which is 35% down on the previous year. However, there have been significant changes in the Committee with a number of people retiring and support has been given to the organisation to bring on new volunteers. Therefore, it is envisaged that in the coming year, with support, the organisation will continue to grow in strength.

The group are running three evening sessions across two venues, Grove and Forthill Schools, not only does this organisation provide learning opportunities it also promotes community access to Schools.

- 4.2 The Stobswell Adult Learning Association is now its second year of operation. The Committee is now well established and the Association is a properly constituted Adult Learning organisation run by volunteers with support from Dundee City Council. It provided a range of leisure and learning opportunities from October 2014 through to March 2015, with 118 participants ranging from age 25 to one learner at 80+. The organisation encourages community use of the School and provides evening learning opportunities in the area.
- 4.3 Both organisations are excellent examples of community run organisations, who receive support from CLD Adult Learning staff. They are both not for profit organisations, who provide concessions and encourage participation from people who are unemployed, vulnerable or elderly. Both organisations have produced audited accounts and have had positive grant assessments.

- 4.4 A Steering Group is being established led by Dundee City Council Adult Learning and Community Regeneration Teams to identify the interest in the local community in the West End Ward in establishing an Adult Education Association for Harris post August 2016. This will invite representation from Harris, Leisure and Culture Dundee to work alongside the community to identify the opportunities that are available for community usage of the School and its facilities. It is envisaged that an outline proposal for the development will be taken to the Board in November 2015.

## **5.0 POLICY IMPLICATIONS**

- 5.1 This report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management.

An Equality Impact Assessment is attached to this report.

## **6.0 CONSULTATIONS**

- 6.1 The Chief Executive, Executive Director of Corporate Services and Head of Democratic and Legal Services and have been consulted on this report.

## **7.0 BACKGROUND PAPERS**

- 7.1 None.

**STEWART MURDOCH**  
**DIRECTOR, LEISURE AND COMMUNITIES**

## EQUALITY IMPACT ASSESSMENT TOOL

### Part 1: Description/Consultation

<b>Is this a Rapid Equality Impact Assessment (RIAT)?</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
<b>Is this a Full Equality Impact Assessment (EQIA)?</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Date of Assessment:</b> 30th July 2015	<b>Committee Report Number:</b> 300-2015
<b>Title of document being assessed:</b>	Committee Report Adult Learning Fund (Grants to Adult Education Associations)
<b>1. This is a new policy, procedure, strategy or practice being assessed</b> (If yes please check box) <input type="checkbox"/>	<b>This is an existing policy, procedure, strategy or practice being assessed?</b> (If yes please check box) <input checked="" type="checkbox"/>
<b>2. Please give a brief description of the policy, procedure, strategy or practice being assessed.</b>	Delivery of evening learning opportunities provided by voluntary Adult Education Associations.
<b>3. What is the intended outcome of this policy, procedure, strategy or practice?</b>	Delivery of Adult Learning opportunities and greater community leadership and community use of schools in the evening.
<b>4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.</b>	Constitution of Adult Education Association. Grant Assessment forms.
<b>5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.</b>	N/A
<b>6. Please give details of council officer involvement in this assessment.</b>  (e.g. names of officers consulted, dates of meetings etc)	Colin Christie 15/07/14 Liz Allardice 24/07/14 Marie Dailly 30/07/14
<b>7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?</b>  (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	The groups have database of participants which gives them a profile of attendees.

## Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

**NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.**

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
<b>Ethnic Minority Communities including Gypsies and Travellers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Gender</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Gender Reassignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Religion or Belief</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>People with a disability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Age</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lesbian, Gay and Bisexual</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Socio-economic</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pregnancy &amp; Maternity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other (please state)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part 3: Impacts/Monitoring

<p><b>1. Have any positive impacts been identified?</b></p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>Widening participation in learning, 2,900 adults taking part annually.</p> <p>Development of evening learning provision in a community regeneration area.</p> <p>Concession fees for people on benefits and older persons.</p>
<p><b>2. Have any negative impacts been identified?</b></p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>None.</p>
<p><b>3. What action is proposed to overcome any negative impacts?</b></p> <p>(e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)</p>	<p>N/A</p>
<p><b>4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</b></p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>N/A</p>
<p><b>5. Has a 'Full' Equality Impact Assessment been recommended?</b></p> <p>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)</p>	<p>No</p>
<p><b>6. How will the policy be monitored?</b></p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	<p>Annual monitoring, regular liaison.</p>

**Part 4: Contact Information**

<b>Name of Department or Partnership</b>	Chief Executive, Communities & Policy Division
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<b>Type of Document</b>	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>

<b>Manager Responsible</b>	<b>Author Responsible</b>
<b>Name:</b> Neil Gunn	<b>Name:</b> Marie Dailly
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<b>Signature of author of the policy:</b>	<i>Marie Dailly</i>	<b>Date:</b> 30th July 2015
<b>Signature of Director/Head of Service:</b>	<i>Neil Gunn</i>	<b>Date:</b> 30 <sup>th</sup> July 2015
<b>Name of Director/Head of Service:</b>	Neil Gunn	
<b>Date of Next Policy Review:</b>	September 2016	