

DUNDEE CITY COUNCIL

REPORT TO: POLICY & RESOURCES COMMITTEE – 8 SEPTEMBER 2014

REPORT ON: COMMUNITY LEARNING & DEVELOPMENT ANNUAL REPORT 2013-14

REPORT BY: DIRECTOR, LEISURE AND COMMUNITIES

REPORT NO: 311-2014

1.0 PURPOSE OF REPORT

1.1 This report brings the Committee's attention to the key achievements of the Community Learning and Development Service (CLD) for the period 2013/14 and recognises the important role CLD has to play in the future delivery of public services.

2.0 RECOMMENDATIONS

It is recommended that Committee

- 2.1 Notes the key achievements of the CLD Service for the period 2013-14.
- 2.2 Recognises the important role CLD has to play in early intervention and prevention and the contribution CLD has to make in improving the quality of life for the citizens of Dundee.
- 2.3 Acknowledges the ability of the Council's CLD Service to:
- Improve the life chances for people of all ages, through learning, personal development and active citizenship
 - Build stronger more resilient, supportive, influential and inclusive communities
- 2.4 Instructs the Head of Communities to produce a new CLD Strategy for Dundee for the period 2015/18 in consultation with partner agencies and target individuals and groups and in line with Scottish Government Regulations.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications arising from this report.

4.0 BACKGROUND

- 4.1 2013-14 has been a successful year for the Council's CLD Service (CLD) which is delivered by the Communities Division in the Chief Executive's Department on the back of a very successful Learning Community inspection by HMIE in the catchment area of Grove Academy.
- 4.2 The CLD Regulations (Scotland) 2013 places a duty on local authorities to provide an adequate and efficient CLD service and requires local authorities to produce a local CLD Strategy by no later than September 2013.
- 4.3 CLD promotes social inclusion by targeting work with learners from the most disadvantaged areas of Dundee. This work has supported the building of confidence and new skills which has improved attainment and achievement and supported learner's progression into volunteering, further education, training and employment. In so doing, CLD has provided life changing opportunities for individuals and community groups.

5.0 KEY ACHIEVEMENTS

5.1 Adult Learning

The key achievements for the Adult Learning Section for the period 2013/14 include:

- 56% of adult learners resident in community regeneration priority areas.
- 1876 learners received support with literacy and numeracy, an 8.5% increase from the previous year.
- 967 learners received adult guidance support, a 4% increase from the previous year.
- 609 learners increased their English language skills, a 15% increase from the previous year.
- 1753 learners took part in community based adult learning, a 3% increase from the previous year.
- In line with the previous year 175 learners have secured employment with the support of adult guidance staff and 162 SQA qualifications were achieved by learners.

The Adult Learning Annual Report can be found at <http://www.dundee.gov.uk/departments/publications/communities>

5.2 Youth Work

The key achievements for Youth Work Section for the period 2013/14 include:

- 287 Young People were involved in employability programmes of which 194 (68%) were supported into work.
- 5318 young people involved in youth diversionary activities, a 70% increase from the previous year.
- The number of young people achieving nationally accredited awards rose from 1285 to 1585, an increase of 23%.
- In line with the previous year 26,042 young people accessed information/support at the Corner through a variety of media.
- 505 young people were involved in decision-making, an increase of 21%.
- 2026 young people developed individual learning portfolios, an increase of 12%.
- The number of young people taking up peer mentoring or volunteering increased from 1029 to 1515, an increase of 46%.
- Calum McKay from Dundee won the National Young Scot and Youthlink Volunteer of the Year awards.

The Youth Work Annual Report can be accessed at <http://www.dundee.gov.uk/departments/publications/communities>

5.3 Community Regeneration and Health

In line with the previous year, the key achievements from the Community Regeneration and Health Section for 2013-14 include;

- 115 community groups were supported to access grant aid.
- 801 community members accessed personal support, training and development opportunities an increase of 37% from the previous year.
- 184 local people were involved in the work of the Community Regeneration Forums.
- 200 community groups received a combination of short and long term community development support.
- There were 12,593 attendances at community events supported by Community Regeneration staff.
- 376 people attended weight management sessions, 1372 people attended physical activity groups, and 280 people attended smoking reduction programmes.
- 1634 individuals attended one off health events and/or received health checks.

The Community Regeneration and Health Team Annual report can be accessed at <http://www.dundee.gov.uk/department-publications/communities>

5.4 Centres and Projects

The key achievements for centres and projects for the period 2013-14 include;

- There were 155,278 attendances at sports related or physical health improvement groups, an increase of 10% from the previous year.
- The number of sessions delivered with a focus on mental health more than doubled to 1882 from the previous year.
- The number of volunteers supporting the delivery of community centre programmes increased by 20% to 160 from the previous years.
- The number of individual visits to Community Centres increased to 438,000 during the last year.
- The number of individuals accessing individual ICT support at Community Centres increased threefold from 1640 to 4669.
- The Centres and Projects Annual Report can be accessed at <http://www.dundee.gov.uk/department-publications/communities>

5.5 Community Safety

In line with the previous year, the key achievements for the Community Safety Team for the period 2013-14;

- The Community Safety Wardens dealt with 7264 incidents.
- The Community Safety Wardens assisted in 81 searches for missing person, all of which were successful.
- Over 3000 referrals made to other Departments including 1251 incidents of fly tipping.
- 64 personal safety talks were delivered to 4646 people.

- 40 leaflet drops have been delivered on a wide range of community safety campaigns.
- The Community Safety Manager was elected Chair of the Scottish Community Safety Network.
- The Community Safety Annual report can be accessed at <http://www.dundee.gov.uk/department-publications/communities>

5.6 Outdoor Learning

The key achievements for Outdoor Learning for the period 2013-14 include:

- The number of attendances at holiday programme events rose by 7% to 513 from the previous year.
- The number of public courses delivered increased to 182 from the previous year.
- The number of training courses delivered increased by 40% to 26 from the previous year.
- The number of first aid courses delivered increased by 17% to 52 compared to the previous year.
- The number of private functions increased to 43.
- 346 people had either bike or skis serviced at Ancrum during the last year.

The Outdoor Learning Annual Report can be accessed at <http://www.dundee.gov.uk/department-publications/communities>

6.0 **QUALITY Evaluation – LEARNING COMMUNITY INSPECTIONS**

- 6.1 The Learning Community inspection of CLD in the Grove Academy catchment area, the report for which was published in April 2013, confirmed Dundee's position as a sector leading authority in the delivery of CLD. The last 3 Learning Community inspection results are summarised as follows;

Indicator	2010 Grade	2011 Grade	2013 Grade
1.1 Improvements in Performance	Good	Very Good	Very Good
2.1 Impact on Young People	Good	Very Good	Very Good
2.1 Impact on Adults	Very Good	Excellent	Very Good
4.1 Impact on Communities	Very Good	Very Good	Excellent
5.10 Improving Services	Good	Very Good	Very Good

- 6.2 The Education Scotland Inspection Report on the Learning Community around Grove Academy identified the following key strengths;

- Early intervention and prevention programmes to address and meet the needs of local people.
- Strong focus on securing and promoting health and well being including very effective peer learning programmes.
- A local community planning structure which is supporting and responding to local needs and aspirations.
- Skilled and influential community members and organisations strengthening and empowering the community.
- Partnership working which is supporting integration of services and improving outcomes for local people; and
- A strong learning culture and commitments to improving services

7.0 POLICY IMPLICATIONS

- 7.1 This report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management.
- 7.2 An Equality Impact Assessment is attached to this Report.

8.0 CONSULTATION

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

9.0 BACKGROUND PAPERS

- 9.1 None.

STEWART MURDOCH
DIRECTOR, LEISURE AND COMMUNITIES

EQUALITY IMPACT ASSESSMENT TOOL

Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Is this a Full Equality Impact Assessment (EQIA)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Date of Assessment: 8 th September 2014	Committee Report Number: 311-2014
Title of document being assessed:	Community Learning and Development Annual Report
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please check box) <input checked="" type="checkbox"/>
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.	N/A
3. What is the intended outcome of this policy, procedure, strategy or practice?	N/A
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Education Scotland Learning Community Inspection Reports
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	No
6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc.)	N/A

<p>7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?</p> <p>(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?)</p>	No
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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
Ethnic Minority Communities including Gypsies and Travellers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Impacts/Monitoring

<p>1. Have any positive impacts been identified?</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>	Yes
<p>2. Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	No
<p>3. What action is proposed to overcome any negative impacts?</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>	N/A
<p>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?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	N/A
<p>5. Has a 'Full' Equality Impact Assessment been recommended?</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>	No
<p>6. How will the policy be monitored?</p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	N/A

Part 4: Contact Information

Name of Department or Partnership	Chief Executive's Department
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Type of Document	
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"/>

Manager Responsible		Author Responsible	
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Signature of author of the policy:	Neil Gunn	Date:	27/08/2014
Signature of Director/Head of Service:	Stewart Murdoch	Date:	27/08/2014
Name of Director/Head of Service:	Stewart Murdoch		
Date of Next Policy Review:	September 2015		