

**REPORT TO: POLICY & RESOURCES COMMITTEE – 8<sup>th</sup> SEPTEMBER 2014**

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

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

**REPORT NO: 325-2014**

## **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 the programme of evening learning opportunities for the adult community in and around Broughty Ferry and Stobswell.

## **2.0 RECOMMENDATIONS**

2.1 It is recommended that Committee approve the assessed applications, awarding a grant of £3,000 to BERA and £3,000 to SALA. This will allow the organisations to continue to provide a very valuable and wide ranging in evening learning provision in local community areas.

## **3.0 FINANCIAL IMPLICATIONS**

3.1 The grants can be met from the Department's 2014/15 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, which works in partnership with Dundee City Council to provide education, recreation and leisure opportunities for the residents of Broughty Ferry and Dundee. It is a well established voluntary organisation with 700 enrolments in 2013/2014. It offers a wide variety of subjects such as languages, fitness, IT and crafts. It is a well established organisation with classes running three evenings a week in two venues, Grove and Forthill.

4.2 The Stobswell Adult Learning Association is a newly funded voluntary organisation. 2013/2014 was their first year of funding from the Adult Learning Support Fund and it has seen the organisation flourish, with 218 participants over the financial year. During the course of the year the Committee has grown in strength and has evaluated their courses, resulting in an improved and expanded programme. The programme runs from Morgan Academy and encourages community use of the school. They plan to use part of the grant to extend their programme to include a special 10 week course to mark the Centenary of the First World War, "Dundee and the Great War", which will run in Arthurstone Library.

4.3 Both organisations are an excellent example 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.

## **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, Head of Democratic and Legal Services and Director of Corporate Services 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> 8 <sup>th</sup> September 2014	<b>Committee Report Number:</b> 325-2014
<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>	Marie Dailly	<b>Date:</b> 27/08/2014
<b>Signature of Director/Head of Service:</b>	Stewart Murdoch	<b>Date:</b> 27/08/2014
<b>Name of Director/Head of Service:</b>	Stewart Murdoch	
<b>Date of Next Policy Review:</b>	September 2014	