
Report To:	Education & Communities Committee	Date:	7 May 2019
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/47/19/HS
Contact Officer:	Hugh Scott CLD Service Manager	Contact No:	01475 715450
Subject:	Community Learning and Development Literacies Report		

1.0 PURPOSE

- 1.1 The purpose of this report is to keep the Committee apprised of progress within the Service against Adult Literacies In Scotland 2020: Strategic Guidance (ALIS 2020), all delivery linking to the 3 year plan 'Co-ordinating Community Learning and Development in Inverclyde'.

2.0 SUMMARY

- 2.1 The progress made against ALIS is very good. All recommendations in ALIS 2020 have been delivered to a high standard and this was recently endorsed in the recent CLD Inspection.
- 2.2 The CLD Service delivers literacies support to meet the needs of learners across Inverclyde who are 16+.
- 2.3 The CLD Service is the sole deliverer of community based literacies provision in the area. Literacies staff are trained to the highest level, have degrees and additional literacies training from SCQF level 6-11. All staff undertake ongoing professional development to ensure the best quality of provision is developed and delivered.
- 2.4 The range of programmes offered includes beginner, engagement / bite-size courses, dedicated literacies learning, embedded literacies within other programmes and online learning. They are community based in local areas and venues to provide easy access for learners.
- 2.5 Delivery focuses on literacies for employability and work, financial capability, families and health and wellbeing and all learners have access to accredited learning opportunities from SCQF level 2-5.
- 2.6 Services have been targeted at those most in need and this has been extremely effective with 69.6% of learners from a priority / vulnerable group, 49% with a disability, 91% were unemployed and 60% in SIMD area 1 and 2.
- 2.7 Partners are key spotters and referrers. 75 organisations received training to enable them to signpost literacies learners into the CLD Service. This has reduced the stigma associated with this area of work and removed barriers to participation, ensuring the most vulnerable learners are supported.
- 2.8 Additional support has been provided for learners at key transition stages to encourage learners to progress to further learning, training or employment.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the positive progress made against ALIS 2020.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 Specifically for adults, the Scottish Government's vision is:

By 2020 Scotland's society and economy will be stronger because more of its adults are able to read, write and use numbers effectively in order to handle information, communicate with others, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens and lifelong learners.

4.2 Understanding literacies in Inverclyde

We have updated and enhanced our knowledge of the literacies levels of our working age population. The findings in the *Scottish Survey of Adult Literacies 2009* (SSAL 2009) state that:

- ***around one quarter of the Scottish population (26.7%) may face occasional challenges and constrained opportunities due to their literacies difficulties, which equates to 13,248 adults aged 16-64 in Inverclyde.***

We have found that these constraints can be a significant barrier to finding employment, financial and money management and helping family members particularly children and young people.

- ***within this quarter of the population, 3.6% (one person in 28) face serious challenges in their literacies practices, which equates to 477 people in Inverclyde.***

This means long term, intensive literacies support across all areas of life.

13,248 adults aged 16-64 in Inverclyde may face occasional challenges and constrained opportunities due to their literacies difficulties. We have found that these constraints can be a significant barrier to finding employment, financial and money management and helping family members particularly children and young people. This means short to medium term support in specific areas of life.

477 adults aged 16-64 in Inverclyde face serious challenges in their literacies practices. This means long term, intensive literacies support in all areas of life.

5.0 CURRENT PROVISION

5.1 Programme delivery

Adult literacies learners are not a homogenous group. They have a range of existing literacies capabilities and often complex needs. They are likely to have different personal circumstances and be motivated by different aspirations and pressures.

Diversity in learning programmes (including starter or bite-size courses, dedicated literacies learning or embedding the literacies within other types of learning) helps to meet the needs our learners. Many learners have not engaged in any form of learning for a number of years and we need to remove barriers and stigma attached to literacies learning. Learning opportunities are designed to be flexible and accessible. We target the most marginalised learners, identifying those places/services which are visited/used by those who may need literacies support and wherever possible, provide the support there.

The model of delivery recommended and used in Inverclyde is a learner-centred approach and the curriculum is developed round an individual's needs. Every learner in community based programmes has an individual learning plan. The focus is on how each learner will use the skills, knowledge and understanding of reading, writing and numbers in their everyday lives: with their families, at work, gaining qualifications to progress towards a job and in their communities.

5.2 Learner numbers

Number of learners- core and external funding				
2017-18		2018-19		Comments
Number of learners: CLD community based literacies Core budget	287	Number of learners: Community based literacies	305	Intensive 1:1 support
Number of learners: Employability ICDT funded	258	Number of learners: Employability ICDT funded	46*	short /medium term support. ICDT now fund less places*
Number of learners: ESOL Gov. funded	71	Number of learners: ESOL Gov. funded	97	
Number of learners: IDEAS ESF/Lottery Funded		Number of learners: IDEAS ESF/Lottery Funded	74	
Total number of learners	616	Total number of learners	522	

5.3 Learning Outcomes

A number of learning outcomes were achieved by learners, including:

- improved literacy and numeracy skills in personal, family, educational and working life.
- improved financial capabilities and ability to handle everyday numeracy, e.g. bills and budgeting.
- improved employability skills, e.g. CVs IT, interview skills, maintaining UC claim.
- improved communication skills in a variety of settings.
- improved parenting skills, ability to support the family/children and engage more fully in school life.
- improved literacies skills, knowledge and understanding enabling learners to fully engage with the communities in which they live.
- Increased number of learners gaining qualifications.

6.0 IMPLICATIONS

6.1 Finance

One off Costs

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (if Applicable)	Other Comments
N/A					

Annually Recurring Costs/(Savings)

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

6.2 Legal

None.

6.3 Human Resources

None.

6.4 **Equalities**

Has an Equality Impact Assessment been carried out?

YES (See attached Appendix)

NO - This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

6.5 **Repopulation**

None.

7.0 **CONSULTATIONS**

7.1 None.

8.0 **BACKGROUND PAPERS**

8.1 None.

Appendix 1

Current Timetable of Literacies Provision: 2018 to date			
Day	Literacies Programme	Time	Venue
Monday	H.M.P	9.00am – 12.00noon	H.M.P Gateside
	St Mary's Homeless Café Literacies Programme	9.30am – 12.00noon	St Mary's Church Hall
	Basic ESOL	10.00am – 12.00noon	I Youth Zone, Greenock
	Intermediate ESOL	1.00pm – 3.00pm	South west library
	Literacies Session	1.00pm – 3.30pm	I Youth Zone, Greenock
	SDS / Literacies	3.00pm – 4.00pm	SDS
	ESOL – Driving Theory	1.00pm – 3.00pm	Auchmountain Resource Centre
Tuesday	ESOL Accreditation	9.30am – 11.30pm	Auchmountain Halls
	Employability: Trust	10.00am – 12.00pm	Westburn Centre
	Literacies Session	12.30pm – 2.30pm	Broomhill Hub
	Jericho M	2.30pm – 4.30pm	Auchmountain Halls
	Jericho F	2.00pm – 4.00pm	Auchmountain Halls
Wednesday	ESOL conversational	1.00pm – 3.00pm	I Youth Zone, Greenock
	Employability: Trust	1.30pm – 3.30pm	Westburn Centre
	Speaking Confidently for parents	1.00pm – 3.00pm	King's Oak Primary
Thursday	Enable – literacies	10.00am – 12.00noon	Victoria House
	Parklea Branching out Embedded Literacies	10.00am – 12.00noon	Parklea
	Literacies Session	1.30pm – 3.30pm	John Wood Street
	Employability: Trust	1.30pm -3.30pm	Westburn Centre
	Literacies support for work placement	2.00pm – 3.30pm	Trust Devol
	Literacies Session	6.00pm – 8.00pm	John Wood Street
	Literacies/ESOL Session	6.00pm – 8.00pm	Inverclyde Academy
	Speaking Confidently	12.45pm – 2.45pm	All Saint's Primary
Friday	HMP Prison	9.00am – 12.00noon	H.M.P Gateside
	ESOL	9.30am – 11.30am	St Margaret's Church
	Trust	10.00am – 12.00noon	John Wood Street