

Quality and Standards Report



Lifelong Learning
Dumfries & Galloway

1st April 2022 -
31st March 2023

Lifelong
Learning
Service





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Foreword

It gives me great pleasure to present the Dumfries and Galloway Council Lifelong Learning Service 2022/23 Quality and Standards Report. The report will provide a comprehensive insight into some of the key pieces of work that the Service has undertaken during this reporting period and will explore the significant impacts that Lifelong Learning has made on the lives of adults, families and communities across Dumfries & Galloway over the last year.

Our Council's Lifelong Learning Service main focus is on supporting our most vulnerable adults and families and ensuring that those who need support can receive it locally, and at the time they need it most. Authentic and purposeful partnerships and relationships have never been as important, as they are key to providing a high-quality service. Lifelong Learning will continue to develop and nurture these collaborations to best support our adults and families throughout the region. The national educational landscape is to see significant reform in coming years, and it is essential that we take new and innovative approaches to support our adults and families.

Lifelong Learning focus their service on groups and one to one support with adults and families

in our communities. The service works with adults and families who live with numerous challenging issues including poverty, mental health, low self-esteem, poor health, issues with interrupted learning, reluctance to engage in the learning process, and literacy and numeracy issues. It is a hugely important service helping combat loneliness and social isolation. It also provides access to opportunities in learning which helps with pre-employability skills and volunteering. It allows for adults (especially those who have had a difficult educational experience) to regain confidence in learning and enables them to become resilient and empowered adults that can deal with the challenges of life and work. It is essential that this low key, high impact work is acknowledged and recognised as a critical intervention for our adults and families across the region. As highlighted by one adult learner, the whole aspect of learning is "...not just the subjects being taught, it's the positive effect the process of learning has on my mental health."

It has been a challenging, yet busy and exciting year for the Lifelong Learning Service, as our provision continues to adapt to the needs of adults and families across all Ward areas of Dumfries and Galloway. We have continued to

build on our partnerships and develop opportunities alongside local services whilst listening and responding to the needs of local communities across the region.

We are very thankful to all our partners who work in collaboration with our Service to enhance the experiences and opportunities we deliver for adults and families in Dumfries and Galloway. I hope as you read through this report you will see the fundamental role that Lifelong Learning plays in our communities, and that you continue to show your ongoing support as we move into another year.



Our Vision and Values

The Lifelong Learning Service is part of Dumfries and Galloway Council's Communities Directorate. Lifelong Learning is a universal service targeted at those who need it most and which promotes independence, self-confidence and essential skills for life and work.

The Service works with a wide range of third sector and public sector partners to deliver accredited and non-accredited learning opportunities which includes Adult Learning, English for Speakers of other Languages (ESOL), Family Learning, Digital Learning and Coach Education for Sports Coaches.

Priorities

- *Supporting those experiencing poverty; those with no or few qualifications; those with low confidence levels; those involved with the justice system; parents and families; ESOL learners.*
- *Lifelong Learning supports individuals to improve life chances by enabling them to achieve personal development goals or gain a qualification, and progress to positive destinations such as employment, volunteering, or further learning. The service also supports children, young people, parents, caregivers, and families to improve outcomes.*

Underpinning the work that the Lifelong Learning Service delivers on are a number of key Strategies and Plans:

- D&G Council Plan
- CLD Partners Strategic Plan
- Gaelic Language Plan
- Local Outcomes Improvement Plan
- Council's Digital Strategy
- National Adult Learning Strategy
- National Youth Work Strategy
- Volunteer Strategy
- D&G Council Priorities to support Resettlement Schemes
- Poverty & Inequalities Strategy
- National Improvement Framework 2021
- COSLA National priorities
- New Scots Strategy & Home Office Indicators of Integration Framework 2019

Our Inspection Framework is – How good is our community learning and development? (education.gov.scot)

The Key Council Plan themes the service covers is:

Economy (1); Travel, Connectivity & Infrastructure (2); Education & Learning (3); Health & Wellbeing (4)



Key Lifelong Learning Work Areas

LIFELONG LEARNING SERVICE

IN DUMFRIES & GALLOWAY



CORE PRINCIPLES



KEY WORK ACTIVITIES



APPROACHES



BUILDING PARTNERSHIPS



Make **POSITIVE LIFE** choices, increase employability and enhance health & well-being



PURPOSE

Increasing opportunities for families to learn together

Supporting the **JOURNEY** from **DEPENDENCE** to **INDEPENDENCE**

Skills to help participate in a **DIGITAL SOCIETY**

Improving COMMUNICATION

to help develop social networks and actively participate positively in society



WHO WE WORK WITH

- + New Scots/ESOL learners
- + Parents & Families (early years)
- + Adults involved in justice system
- + Adults with no or few qualifications
- + Adults with low confidence/mental health issues
- + Adults experiencing poverty
- + Individuals and clubs requiring sports qualifications



Key Performance Indicators

Number of children, young people and adults supported to improve life changes through participation in Lifelong Learning activities throughout the reporting period of 1st April 2022 – 31st March 2023:

Adult	
No. of adults engaged in CLD activity	8,367
No. of adults completing a nationally accredited award	34
No. of adults engaged in Family Learning through CLD activity	2,690
No. of children/young people engaged in family learning through CLD activity	3,128

Number of children, young people and adults who report an improvement in their confidence, skills, individual, family, community or working life following participation in lifelong learning activities:

Health & Wellbeing	
No. of adults with improved mental health and wellbeing outcomes through CLD activity	1,799
No. of children and young people with improved mental health and wellbeing outcomes through CLD activity	2,432

Strategic Priority 1 – Adult Learning

Community-Based Adult Learning

Community-based adult learning is delivered with and for adults in their communities. It is not usually determined through a curriculum. Instead, The Social Practice model is widely used to respond to learners' goals and aspirations. This model acknowledges that adult learners bring skills, experiences, and assets to be built on. Community-based adult learning opportunities include, but aren't limited to:

- *Adult Literacies*
- *ESOL (English for Speakers of Other Languages)*
- *Family Learning*
- *Employability*
- *Citizenship*
- *Gaelic*

Community-based adult learning is part of Community Learning and Development (CLD) practice and is delivered by local authorities, colleges and third sector organisations. The focus of CLD is:

- improved life chances for people of all ages through learning, personal development and active citizenship.
- stronger, more resilient, supportive, influential and inclusive communities.

Community-based adult learning is often the first step back into education for many adult learners and offers pathways to Scotland's further and higher education system. Community-based learning also offers pathways to employment and volunteering opportunities. Consultation on this strategic priority highlighted the importance of building stronger links between community-based adult learning provision and employability services so that no one is left behind. These links will help Scotland build a strong sustainable economy as we recover from the pandemic.

Partnership working is key to ensuring that adults have inclusive learner pathways and access to learning facilities that meet their educational needs. The requirements for Community Learning and Development (Scotland) Regulations 2013 stipulate that each local authority has to develop a three-year plan that outlines how CLD will be delivered. Local authorities have to consult with learners and partners to develop these plans and evidence the assessment of need.

Adults come to learning with a variety of skills and qualifications gained from previous experiences throughout their lives. Recognition, accreditation and the validation of skills, experiences and qualifications is essential for a seamless learning journey and pathway into employment. For adult learners who have migrated to Scotland, including asylum seekers and refugees, the lack of a co-ordinated system for recognition of prior learning can limit inclusion, career development and social and economic integration; however our service provides a comprehensive process to break down these barriers and help people successfully learn, volunteer and work in our region.

Strategic Priority 1 – Adult Learning

Community-Based Adult Learning – Project Example 1

Prepare to Drive

Prepare to drive courses takes place across the authority. It is a seven week course incorporating driving theory, hazard perception practice and basic car maintenance. These courses are open to anyone aged 17+ and if they attend all seven courses they will receive a free theory test and one free driving lesson. Part of the course also involves presentations from Police Scotland, a First Aid trainer, a local garage and a driving instructor.

Outcomes

- ✓ Learners will pass their driving theory test.
- ✓ Once they have passed their test, learners will have gained sufficient knowledge to help them become a safe and responsible driver.

Learner Quotes

- ✓ I can't believe I have now passed my theory, I tried 3 times and couldn't afford to apply again.
- ✓ Doing the course gave me the confidence to start driving again after many years.
- ✓ I liked meeting the other folk on the course and chatting to them. I have problems with reading so this course really helped me.
- ✓ I'm so delighted to have done this course - it has boosted my confidence and will also help me get employment.



Strategic Priority 1 – Adult Learning

Community-Based Adult Learning – Project Example 2

SQA Preparing To Volunteer

SQA Preparing to Volunteer is offered in various locations throughout the region. It is a six week accredited course incorporating the three specific outcomes of volunteering which demonstrate an understanding of volunteering, the benefits of volunteering and preparing for a volunteering opportunity. Employers look favourably on anyone who has participated in volunteering, so it is a very worthwhile course for anyone looking to get into volunteering or employment.

Outcomes

- ✓ Learners will gain an SQA accredited course certificate.
- ✓ Learners will gain knowledge of volunteering and what it entails.
- ✓ Learners will have the opportunity to visit establishments that use volunteers on a regular basis.

Learner Quotes

- ✓ I really enjoyed the course. Hopefully this will give me the confidence to volunteer and start working again.
- ✓ I enjoyed going to visit the Community Re-use shop and I am now volunteering there.
- ✓ I am proud to have my certificate, it is the first one I have ever got.



Strategic Priority 1 – Adult Learning

Community-Based Adult Learning – Project Example 3

Reuse & Recycle

This group was developed at the learners request and delivered a community group where learners could gather to learn new skills, make social connections, reduce isolation, and learn more about what can be done to help with climate change. This group concentrates on fashion sustainability which is a way of creating clothing and accessories while minimizing the negative impact on the environment and society. This group takes discarded clothes and fabrics, and transforms them into soft furnishings, clothes and accessories.

Lifelong Learning were keen to embed key core skills such as numeracy within this sewing and craft skills learning programme. Our outcomes were to:

- encourage the personal growth of our learners through building their confidence in their numeracy skills, allowing them to successfully consider progression to other learning or employment.
- actively encourage people to make small steps to help climate change.

Learner Quotes

- ✓ I thought I was just going to a reuse craft class, but it has turned out to be so much more. I am learning about fashion sustainability and the difference we can make personally, problem solving, costings, following instructions and lots of maths learning.
- ✓ I find it unreal how positive I now feel. I can't believe it. I wouldn't have missed it for the world.
- ✓ Throw yourself at it. Don't be afraid as everyone is in the same boat.



Adult Learning Case Study 1

Z is a single mum to five children, living in one of the most rural communities in Dumfries and Galloway. She struggles to make ends meet financially. Z initially engaged with our Lifelong Learning service during some life skill workshops in her local town hall. Through this workshop her confidence increased with her IT Skills, and she started volunteering at the local IT Centre. Her children would also attend this workshop after school and through support, they started volunteering and engaging in intergenerational support. For example, K, aged 5, engaged with one of our learners who was non-verbal and together they established a peer learning relationship. This was a fantastic confidence boost for everyone involved and was noted by his teachers at the local school. Through Z's confidence increasing and her volunteering she then became a member of the Tackling Poverty and Inequalities Working Group and took part in numerous community engagements to help and support people with lived experience of poverty.

During COVID19, Z was keen to continue her learning online and completed an SQA Volunteer Skills Level 3 with the Lifelong Learning Service team. She also progressed to DAGCOL "Mental Health in the Communities Award". This allowed Z to apply for local caring positions and was delighted when she secured a sixteen-hour contract. Not only has this been a huge achievement personally for Z, it has also helped finances for the family. She also continued to volunteer at her local shop, increasing her numeracy skills with stock taking and basic accounts. This connection with the shop led on to a cleaning job in a property above the shop.

Our engagement with Z as a Lifelong Learning team has allowed her to approach us with literacy help regarding her online studies, form filling re. benefits, school transport, budgeting workshops and CV writing.

At Lifelong Learning, we are very proud of Z for taking the first steps as a nervous young mum into the local town hall to now being a confident, employed mum who is proud of her voice within the community and her willingness to help others. She is an advocate for our service and is now encouraging her daughter/granddaughter to attend our family learning groups.

Adult learning Case Study 2

John started attending the Adult Learning Literacy and Numeracy group in September 2022. He lives alone and has a key worker 2 days a week. Before Covid John was out and about in the community however his literacy and numeracy skills were basic and made everything very challenging for him.

Because he was mostly alone for the duration of Covid, and with no one to help him keep up his reading and working out his money these skills went into decline.

He was reluctant to come back into the community and his key worker asked if he could join our existing Adult Literacy and Numeracy group. John was welcomed into the group and has settled in well. He likes to work on his own and at his own pace, so he works on reading, spelling or maths worksheets depending on which he chooses. Then he joins in the group activity. John is now out and about again in his community, his confidence has increased greatly and feels able to do his daily shopping without feeling embarrassed. He can now work out his money so he can budget every week and buy what he needs from the shops.

John is progressing well with his reading, writing and maths. John's confidence has grown since attending the group and he wanted to volunteer for our FoodShare project. He was warmly accepted and is now a volunteer on a Wednesday. He carries the heavy trays from the van to the distribution stations. He is reinforcing his learning as he has to read labels and count the items while stacking them on shelves. John has become a valued volunteer member of our FoodShare family. He is eager to help and follows our instructions well. He is pleasant and has plenty of stories to share on our tea breaks. Attending Lifelong Learning has really helped John with not only his literacy and numeracy skills but also his confidence and self esteem. He talks of how much more connected he feels within his community and now feels useful. He loves getting out and about and talking and connecting with others. Volunteering has really helped his mental wellbeing.

Strategic Priority 2 – Family Learning

Family learning has an impact on the whole family. It encourages families to learn together and activities can be designed to help adults learn how to support their children's learning. Adults supporting their children's learning can help impact on raising attainment and closing the poverty-related attainment gap. Family learning is an approach that supports and improves attainment which leads to positive outcomes for both adults and children. Dumfries and Galloway Lifelong Learning Service provides family learning as an early intervention, working with families pre-birth up to children in Primary 3. We provide a pathway of evidence-based programmes which are fun and interactive.

Our family learning delivery in Lifelong Learning in Dumfries and Galloway underpins the purpose of the Family Learning National Standards Occupational.

Features of Lifelong Learning highly-effective practice are:

- Creative approaches are used to engage families.
- Almost all those engaged in family learning courses are highly-motivated and actively involved in their own learning and development.
- Almost all the children and their parents are included; participating, achieving and progressing very well in their learning.
- There is clear evidence that the life chances of those families experiencing particular challenges are being improved as a result of their engagement in family learning.
- Almost all learners report improvement in their health and/or wellbeing.
- Family learning is responsive to identified needs.
- Staff have an appropriate shared understanding of Getting it Right for Every Child (GIRFEC) and use these approaches to meet the needs of families.

- Family learning promotes equality, fairness and diversity.
- There is evidence that family learning is supporting families to minimise the impact of poverty on learning and achievement.
- Participation in family learning courses are monitored robustly to highlight trends and support effective early intervention strategies.
- Families are matched into the right programme which is negotiated and addresses identified needs.
- Families know that whatever their needs they will be able to access the right support that will enable them to reach their full potential as individuals and as a family.
- Family learning is leading to stronger home-school links which are improving outcomes for learners.

We provide several evidence-based programmes within 11 targeted primary schools across Dumfries & Galloway agreed in partnership with the Quality Improvement Manager in the Education and Learning Directorate. Education base this decision on SIMD areas and attainment levels. Delivery is universal within each link school and is open to all parents to ensure that parents do not feel targeted and encourage peer learning between families.

Family learning is also community-based and concentrates on pre-nursery age, so our community programmes range for parents pre birth until nursery. This is based on a family learning in relation to Parents Early Education Programme (PEEP) which is a nationally recognised evidence-based programme for parents and families through the People organisation.

Strategic Priority 2 – Family Learning

Project Example 1

STEM Workshops

Lifelong Learning provides opportunities for families to explore and experience other cultures and customs through STEM based activities. This helps develop the awareness of the fragility of our planet and what we can do together to preserve it for future generations. The six workshops provide a safe space for families to work together and take part in active learning focussed on two countries every week (total of 10 countries and 1 continent). Each week will consist of learning about two countries and completing a STEM based activity together based on each of the countries.

Intended Outcomes:

- To develop an awareness and tolerance of diversity and culture.
- To increase knowledge of different traditions throughout the world.
- To develop skills in Science, Technology, Engineering, Art and Mathematics (STEM).
- To foster discussions on climate change and the individual impact we have on the planet.
- To encourage and develop the importance of the home learning environment.

Quotes

- ✓ E loves me coming into school and learning with him. It also gives me a chance to become more confident being in school as I didn't have a great school experience so it can make me nervous dealing with school staff, but these workshops really help.
- ✓ Climate change is something I worry about for my child's future so it is just great you are helping us learn together about it and the little things we can do at home to help.
- ✓ J gets so excited each Thursday - he wakes up asking if it is STEM group today. I was nervous about coming in first but it is such a fun relaxed group.



Strategic Priority 2 – Family Learning

Project Example 2

Families Connect

Families Connect is an evidence-based programme developed by Save the Children UK to support parents engaging in their children's learning. Building on parents' existing skills and knowledge, Families Connect provides them with the confidence to support their children's learning in the home. Families Connect builds relationships between parents and settings (schools, nurseries and children's centres) and provides opportunities for parents to share their parenting experiences with others. Families Connect is delivered through a series of two-hour workshops in settings over eight weeks to groups of families.

Over eight weeks, parents discuss aspects of their children's learning during informal workshops. They are introduced to a series of adaptable activities, techniques, and games that they can do with their children at home to support their children's learning in three key areas:

- Social and Emotional development
- Literacy and language development
- Numeracy

The impact

The evaluation found that Families Connect increases parental engagement in children's learning, improves parental skills, and improves aspects of children's social and emotional development. Some of our key findings include:

Parent self-efficacy, their confidence and skills in supporting their children's learning, are critical to supporting a positive home learning environment.

Social disadvantage was found to negatively impact on children's numeracy skills and families' home learning environments.

Families Connect was more impactful on the home learning environment (measured immediately after the programme) for families on lower incomes and those eligible for free school meals.

Quotes from parents and school staff

- ✓ R has speech problems, so when we talked about books and things like that it really helped him along with his speech. It made me realise just how important my input is as a parent and R is now interacting with other things; counting, reading books, or playing with other toys he's hardly looked at before.
- ✓ A loves the games you take home, she can't wait for her dad to get home so she can show him and ask him to play along.
- ✓ I have noticed since the Families Connect programme that parents are coming into school more and getting involved more in school activities, this has really helped with parent and staff relationships – teacher.



Strategic Priority 2 – Family Learning

Project Example 3

Roots of Empathy

Roots of Empathy is an international, evidence and empathy-based classroom programme designed for children in Primary school. Lifelong Learning works in partnership with Action for Children Scotland to prioritise delivery to Primary 3 age children. Roots of Empathy is an early intervention programme that helps develop emotional literacy in children aged 5-12. Through the participation of a local mother and baby, a trained instructor guides the children to identify and label the baby's feelings, reflect on and understand their own feelings and then understand the feelings of others. The award-winning programme helps promote emotional competence and the development of empathy in primary school children. It also decreases aggression, including bullying, and has been found to increase pro-social behaviours such as caring, sharing and inclusion. Key findings from Action for Children reported that in the 10 year evaluation, 96% of teachers felt pupils were talking more about their feelings, while 75% stated pupils were more empathetic to one another and 80% of pupils reported a better understanding of how others feel and 86% were more pro social towards their classmates.

Quotes from children, parents and school staff –

- ✓ Roots of Empathy can teach the world how you can understand others – Primary 3 pupil
- ✓ It can teach the world to include other people – Primary 3 pupil
- ✓ Emotional literacy plays a vital role in a child's development, setting the foundation for lifelong learning and growth,
- ✓ Roots of Empathy is the best programme for developing this – Primary 3 teacher
- ✓ Thank you so much for letting our family take part in Roots of Empathy. It was such a special experience, and we leave with lots of wonderful memories, we will miss coming in to visit the class – parent volunteer.



Family Learning Case Study 1

Dumfries and Galloway Peep parent to Early Years Classroom Assistant and beyond...

"My name is Stacey and I attended my local Peep group when my youngest child started nursery. I started going along so that I could help my child with her learning. As we went along every week, I started to really enjoy the sessions and when I was asked if I'd like to do the Peep Progression Pathway accreditation, I decided to do Early Literacy. I enjoyed this so much that I decided to complete the Early Maths accreditation at level 5.

Going to Peep really helped my confidence to grow. I was learning so many new things about child development that I realised that I would love to work with children in a school setting. Before I could apply to work in a school I had to go to college to complete Core 3 in Maths. I was able to do this in 8 weeks. Then I applied for a job as a learning assistant, and I am now working in the nursery class in my local primary school. I absolutely love my job and wish that I had made the move sooner but without going to the Peep group I would never have been confident enough to do it! After the summer holidays I am hoping to continue my learning by completing an HNC in Early Learning and Childcare."

Family Learning Case Study 2

Lana was one of the parents at a Families Connect programme at Park School, Stranraer She was a very quiet parent but really concentrated on working with her child during the sessions. I approached the Nursery Manager and enquired if there were any parents that she thought might be interested in becoming a Consultant/Tutor with Lifelong Learning.

"Since joining our service Lana has taken part in numerous training sessions including Climate Change, delivered Community Peep, taken part in family fun days, STEM Spring workshops, Adult Literacy and Numeracy drop-ins, delivered Baby Massage and Antenatal Peep. She never says "NO" and is always willing to do whatever is asked of her. We are absolutely delighted that she has now progressed to gaining full time employment within Park School Nursery. Although we are not ready to let Lana go yet, she has agreed to cover any holidays programmes."

Lana: "Since joining Lifelong Learning I have gained so much knowledge on loads of different subjects which will further help me in my new position. Alongside this knowledge I have gained numerous skills which I probably wouldn't have if it wasn't for Lifelong Learning. I feel like I have achieved much more knowledge, not only on how important early education is for mums and babies/children but even how to help the older people in the community. I have a new sense of confidence in myself which was gained through Lifelong Learning. Lifelong Learning staff are always so supportive and go above and beyond to make sure everything is running smoothly and that we are all comfortable doing the work. The opportunities through Lifelong Learning were amazing. I really hope to still be able to help out during holidays. I will definitely miss the job but will take everything they have taught me and definitely will come in handy in my new position. Thank you so much."

Strategic Priority 3 – Digital Learning

We provide a range of courses from absolute beginner level to Essential Digital Skills Qualifications. The offer provides learners with the digital skills they need for their everyday lives and for employment and volunteering.

Research shows that basic digital skills are needed for almost every job, from farming (using software to maintain livestock records) through to car mechanics (using applications to diagnose vehicle defects). However, the level of skills and understanding required is increasing fast. Ensuring we have a strong, digitally skilled workforce will be a key driver to inclusive economic growth. This will only be realised if we raise the digital competency of everyone in Scotland. Research indicates that in Scotland 75% of all advertisements for jobs classified as 'low-skilled' now require baseline digital skills such as the ability to use spreadsheets and word processing applications. But only 77% of people in Scotland aged over fifteen can complete all seven tech skills considered to be "foundation" level, compared to the UK average of 84%.

Geography, background or ability should not be barriers to getting online and benefiting from digital technology. An ethical, digital Scotland should be inclusive, fair and transparent. People must be able to access technology, understand its benefits and limitations, develop skills to be safe and creative online, and control how their personal information is used. Within lifelong learning we offer a pathway of digital learning from very first steps in computing to ICDL (International Certification of Digital Literacy). ICDL offers basic, standard and advance courses and certification in computing.

As a Lifelong Learning service we will:

- Bring the most vulnerable with us, and make sure that they have the skills, secure connectivity and devices required to fully participate in our digital nation, ensuring no one is left behind by the changes taking place.
- Recognise that digital and data infrastructure is critical national infrastructure and that this includes far more than physical connections.
- Enhance the democratic process so our communities are empowered to have their say about the services that matter to them.
- Ensure that everyone has the skills they need to thrive in this new digital world, at every stage of life.
- Embed digital learning in every part of our education and training system.
- Increase the number of adults in Dumfries and Galloway to become digitally skilled to increase life chances.

Strategic Priority 3 – Digital Learning

Project Example 1

Digital Drop-in

We are currently offering digital help to the community in Dalbeattie. These sessions run on a drop-in basis with learners coming along for help on specific problems that they have with their device or just to get help getting started.

Outcomes

- ✓ Improved digital skills.
- ✓ Learner is more confident using their own device.
- ✓ Learners can get help with specific issues at no cost to them.
- ✓ Encourages use of digital services.

Quotes from Learners

- ✓ Learning digital skills has really helped me with modern life. I can now order my prescriptions online and communicate with my grandkids.
- ✓ Learning spreadsheets has meant I am so much more able to cope with digital changes in my work.
- ✓ Receiving my IDCL has allowed me to apply for a much broader range of jobs as I now have the computer skills needed.

Quotes

- ✓ I can get help with anything I'm not too sure about.
- ✓ This session has really helped me with my iPad.
- ✓ I could have a go at using a tablet without having to buy one.



Strategic Priority 3 – Digital Learning

Project Example 2

First Steps in Computing

First Steps is our beginner level group. We offer it at a variety of location across the region. It is a 12 week course incorporating basic mouse and keyboard skills, learning to browse online, use email and access a variety of online tools.

Outcomes

- ✓ Learners will gain mouse and keyboard skills.
- ✓ Learners will be able to access the internet.
- ✓ Learners will be able to send and receive emails.
- ✓ Learners will improve their confidence.

Quotes

- ✓ I really enjoyed the course; it has given me the opportunity to use email.
- ✓ Going online was scary, now I feel more confident using the internet and sending emails.
- ✓ I am now able to complete my Universal Credit journal myself, instead of relying on family members.

Digital Case Study 1

“Hi, my name is Jodie, I would like to tell you a bit about my experiences of returning to learning:

While at school I was in low grades classes and teachers didn't expect much from me. I was left to my own devices resulting in me attaining low grades. I left school at the age of 17 and gained a modern apprenticeship in Business & Administration with the NHS. This was enjoyable; gaining experience within different departments and working with people at all levels within the organisation. On completion of my apprenticeship I gained full time employment within the NHS and was not interested in undertaking any further education at that time.

It was becoming apparent there was an IT knowledge gap within the team I worked with so I made the decision to further my skills in the Microsoft Office packages. These skills would allow me to move forward in my job. I chose to do the ICDL using the blended learning approach (self-study) as I was returning to learning after a break and was more flexible to work around a full-time job and home life.

I would say that there are more advantages than disadvantages to blended learning. You can work at your own pace with no deadlines and lots of flexibility. Support is given by approachable staff. The only disadvantage I would say, was if you cannot quite get something, you may have to wait until you are able to speak to staff for further guidance.

Doing ICDL has enabled me to gain a promotion at work, experience further education, and allowed me to enhance my computer skills. Having done ICDL, I have been given the opportunity to go to university and study for a degree in Business Management. It has given me confidence that I have the dedication and enthusiasm to further my learning.”

Digital Case Study 2

Hazel was referred to the Lifelong Learning Team by colleagues in Employability and Skills to improve her digital skills. She had been a long-term carer for elderly relations over the previous 5 years, however was looking to get back into the jobs market. Her initial claim for Universal Credit was done over the phone. During the time we were working with Hazel, DWP moved her claim online which necessitated her being able to access her Universal Credit Journal via the website.

We were able to help Hazel with creating a CV online, using email, browsing the internet, internet safety, using social media for job hunting and accessing her Universal Credit journal. The virtual sessions we did with Hazel improved her confidence using her laptop and accessing the internet. Hazel said, *"I now feel happy accessing the internet and send emails as I know more about it"*.

Hazel has now secured employment as a paid carer and hopes to continue using her new digital skills in the coming month.



Strategic Priority 4 – ESOL Learning

The Dumfries and Galloway Resettlement Project Board was established in November 2015 in response to the Syrian Crisis. The Community Planning Partnership agreed to participate in the UK Government's Syrian Vulnerable Persons' Relocation Scheme (SVPR) administered by the Home Office and paid for by the UK Government. During 2020/21 the Community Planning Partnership Board has extended the project to include: EU returnees following UK Exit from the EU; Hong Kong returnees; and the Afghan Assistance and Relocation Policy and Afghan Citizens Resettlement Scheme. In 2022 Dumfries and Galloways commitment has been expanded to the Ukrainian crisis and we will work with COSLA Migration Partnership to ensure our region's commitment.

Lifelong Learning leads on the Education and Employability work stream within the Resettlement Board. This is to support resettled individuals and families and to overcome barriers accessing Education and Employment Opportunities throughout Dumfries and Galloway.

As a service, Lifelong Learning provides community-based learning opportunities online and in person classes to support learning English.

Adult Learning is committed to supporting all ESOL learners to integrate into British society and reach their academic and personal potential. We offer a broad range of learning opportunities to all learners; this is from Pre-Entry Level to Level 2. We have developed a pathway of learning between our service and Dumfries & Galloway College which provides learning opportunities up to Level 5. We encourage our learners to take up progression opportunities whether within our service or with other educational establishments. We do this by providing robust and personalised Information, advice and guidance.

Adult Learning aims to support each learner to be able to progress at their own pace. We provide additional opportunities to improve fundamental language skills to support achievement. We have listened to feedback from

the Resettlement Team and our learners and added additional courses that assist ESOL learners to understand societal norms and integrate fully, and effectively, into British communities. Our ESOL accredited, or qualification, provision is offered through the awarding body Ascentis. We are able to offer qualifications from Pre-Entry Level (for total beginners) to Level 2 (GCSE Grade 4 equivalent). This suite of qualifications offers maximum flexibility as learners study for awards in:

- **Speaking and Listening**
- **Reading**
- **Writing**

When learners have successfully passed the three awards they receive a full certificate. This is nationally recognised and valued by potential employers.

Strategic Priority 4 – ESOL Learning

- Support New Scots to understand their rights to access English for Speakers of Other Languages (ESOL) courses.
- New Scots have information to access available accredited ESOL classes. Mitigating where possible barriers refugees and asylum seekers may encounter to attending classes, including access to childcare and transport to get to classes.
- New Scots have access to digital support to enable them to use information communication technology.
- New Scots are accessing ESOL opportunities either at college or within the community from pre-beginner level 2 in the community and from level 3-5 in college.
- New Scots have access to appropriate digital devices, childcare etc. to ensure they have equity in terms of accessing ESOL provision.
- New Scots are familiar and confident in using information communication technology to help facilitate ESOL learning, employability, social connections and to access rights and services.
- Ensure that recognition of prior qualifications is considered to enable people to make use of their skills or progress into the next stage of their education or employment. New Scot qualifications are recognised and transferred accordingly to enable them to access appropriate higher education.
- Create opportunities to help accelerate learning. Ensuring the awareness and importance of informal language learning beyond the classroom, such as conversational practise, or through work experience, volunteering, and community groups.
- Language learning tailored to support employment or personal goals. For example, learning to drive, health & wellbeing programmes etc.
- Refugees can share their language and culture with their local communities.
- Accredited and non-accredited adult learning opportunities available to New Scots adults to ensure integration in local communities.
- Develop and deliver a range of family learning opportunities which connect EAL and community provision to raise attainment, close the attainment gap, mitigate the impact of COVID-19, and address other emerging priorities.
- Parents engage with Family Learning Programmes and provide effective support for their children's play and early learning development.
- Parents have increased confidence in their ability to support their child's learning.



Project Example 1

ENIC (the UK National Information Centre for the recognition and evaluation of international qualifications and skills) have supported 35 professional New Scots through the ENIC process to gain their Statements of Comparability. By supporting learners with the ENIC process they have been able to evidence their qualifications, register with professional bodies and some have gained employment in their qualified professions.

“UK ENIC services was developed to ensure that the skills, competencies and qualifications of those coming to the UK to work, study, practice or settle are recognised at the appropriate level. UK ENIC also supports every university in the UK, all colleges that admit international students, employers, professional bodies and UK Government departments. Immigration advisers understand more about educational, vocational and professional systems outside the UK.”

Project Example 2

Conversation Groups

Conversation Cafés were designed to help our ESOL learners practice their English in a relaxed environment where they could put their formal English learning into context both nationally and locally.

Conversation Cafés assure:

Inclusivity: Create an inviting climate in which everyone is inspired to speak and listen, and where diverse perspectives may emerge.

Open access: Anyone may participate - we encourage local people to come along to help with integration.

- increases cognitive diversity
- helps reduce group polarization
- creates an environment of psychological safety where people are not afraid to speak up and speak their minds



Project Example 3

Family Learning ESOL (English for Speakers of Other Languages) programmes are promoted as an important means of bringing about social inclusion. Language skills and cultural diversity can be a barrier and restrict access and influence in educational institutions. ESOL family learning programmes seek to remove these barriers.

Informal sessions for ESOL parents/carers of infants and children under the age of two years of age. The aim is to provide informal and relaxed opportunities for parents/carers with English as a secondary or other language to improve their speaking and listening skills within the context of caring for an infant, accessing health visitors, child health services and postnatal support services.

Intended Outcomes:

- Parents/carers report increased confidence in using English with their children.
- Parents/carers report increased knowledge of early years services and support services.
- Parent/carers report increased confidence in accessing peer support and other local services.
- Parents/carers report increased knowledge of further ESOL opportunities, and the support to access them.

Overview:

The workshops provide a safe space for parents and carers to get to know each other and take part in active learning around a relevant theme linked to their child's health and development and their own health and wellbeing. The sessions are informal and parents/carers can attend all or some of the sessions and help with peer learning in terms of language and community integration.

Quotes from learners and tutors

- ✓ I can now have conversations in English. I understand quite a lot of what is being said (though I struggle with accents).
- ✓ I have improved my vocabulary. I can read a book in English and make orders. I have found a job.
- ✓ The Family Learning sessions have helped me understand how childcare works in Scotland and the expectations when my child goes to nursery.

ESOL Case Study 1 and 2

Hello, my name is Mohammad Dahmash, I live with my wife in Dumfries under the Ukrainian scheme. I would like to share my experience with Lifelong Learning. The story began two weeks after my arrival to Dumfries. I was invited by Lifelong Learning to take an English language assessment at the Bridge Education Centre, and there I met with the wonderful Lifelong Learning staff. I shared with them my dream, which is to work in Scotland as a dentist. They were very happy to hear this and promised me that they would help me achieve this dream, and indeed, the words turned into reality.

The Lifelong Learning service offered me to do Shadowing Shifts at Dumfries Dental Clinic. I did not hesitate to accept the offer. In addition to that, the service helped me obtain an "ENIC", which is the cornerstone of enrolment to GDC Registration.

Not only that, but with Lifelong Learning help, I started attending the preparatory course for IELTS exam. In this course, I am learning the skills necessary to pass the IELTS exam in a higher band. More than a month after the start of the course and I feel that there has been great progress in my level of understanding and speaking English and I have become able to deal with the requirements and tricks of the IELTS exam more easily. Thanks also to the conversation group and speaking clubs I attend with the service. These conversations groups, including a native speaker volunteer, have the credit of building my confidence to speak English more fluently. In conclusion, I would like to say that upon my first meeting with the LifeLong Learning staff, I felt that my own dream had become a shared dream with Lifelong Learning staff, and by continuing the support, I became sure that I might achieve it very soon.

I had to leave my homeland because of the war. My family and I ended up here in Scotland. When I arrived in Dumfries, I contacted the 'Lifelong learning' service. After a certain period, I was invited to a test to determine my level of English. As a result of the test, I was referred to Dumfries & Galloway College to study at Level 3. At college, classes were online, once a week for 2.5 hours. It was quite effective thanks to a well-organized program that included reading, listening, writing, speaking and grammar. All college staff and Lifelong Learning staff are professional and find individual approaches to suit our learning needs and styles. But the most important thing is the effort the student puts in, whether there is a goal.

My experience has been positive. I stuck to my learning plan and successfully passed my tests at the end of the course. Now I can move to Level 4 ahead of schedule. It is important to set goals and achieve them. Lifelong Learning has helped me do this and helped me settle into life in Dumfries and Galloway.



ESOL Case Study 3

Sonika signed up as an ESOL learner with Lifelong Learning in January 2022. Sonika was motivated to improve her English to help support her son with his studies and to gain employment. Sonika attended an ESOL class prior to moving to Dumfries and Galloway.

Sonika was allocated an ESOL class, two days per week, two hours for each class. Sonika describes her tutor as a fantastic teacher. Sonika enjoys the classes and feels her spoken and written English has improved over the last six months. Sonika has made friends with other learners in her class and values the social interaction this gives her.

Sonika attended the Prepare to Drive Theory Course, which was delivered over a six-week period, one morning each week. Sonika really enjoyed this course particularly the partner agency input from Police Scotland, First Aid delivered by Lifelong Learning Corporate, and Vehicle Maintenance delivered by Dumfries and Galloway Council Fleet Maintenance Team. Sonika experienced a first sitting in the driver's seat of a car and using the controls. Sonika described this as scary but great fun!

Sonika is now a regular attender of the ESOL Conversation Group where she has met other learners. She enjoys the informal, relaxed delivery of the conversation group where she doesn't feel frightened to make a mistake and can talk in English without hesitation. The learners discuss different topics and Sonika says she has gained local knowledge and has learnt about places in her community she can visit and enjoy with her son.

The outcome for Sonika is she has improved her English, been able to socialise with other learners and she has helped other learners see it is possible to learn English. In Sonika's own words – *"I feel my spoken and written English has improved, I have made friends, learnt about my community, and improved my confidence. When I attended classes in England I had to pay a tuition fee, so this restricted the number of classes I could attend and my learning. Lifelong Learning is a wonderful service, and it is great it is free. I would like to attend more ESOL classes and would encourage others to come to classes."*



Priority 5 – Coach Education & Development

Lifelong Learning – Coach Education and Development works in partnership with sport's national governing bodies and Sports Scotland and is keen to support local coaches and volunteers with relevant information and courses. Courses and workshops will be organised to meet local need and demand. We provide courses to assist sports clubs in becoming qualified coaches and volunteers in a range of sports and activities. This also includes associated courses such as first-aid and child protection.

Project Example 1

The Lifelong Learning service is responsible for the Course Centre Manager for Dumfries and Galloway Council for the Leaderships Skills Foundation (previously Sports Leaders UK). Sports Leaders courses ran over the whole academic year 2022/23 with 4 secondary schools from Dumfries and Galloway running courses. Through completing these courses, the students will have developed their communication skills, self-belief skills, team work skills, self-management skills, problem solving skills and helping to keep people safe and will receive a recognised qualification. Courses are delivered by PE staff who act as course tutor and course verifier.

- Dalbeattie High – 1 candidate completed and certified: SLQ SCQF Level 5 Qualification in Community Sports Leadership Credit Points – 7
- Dalbeattie High – 6 candidates completed and certified: SLQ SCQF Level 6 Qualification in Sports Leadership Credit Points – 14
- Annan Academy – 15 candidates completed and certified: SLQ SCQF Level 6 Qualification in Sports Leadership Credit Points – 14
- Annan Academy – 1 candidate completed and certified: SLQ SCQF Level 5 Qualification in Community Sports Leadership Credit Points – 7
- Sanquhar Academy – 9 candidates completed and certified: SLQ SCQF Level 5 Qualification in Community Sports Leadership Credit Points – 7
- Stranraer Academy – 1 candidate completed and certified: I Can Lead.

Sports Leaders Level 6 carries UCAS points as well as SCQF points and allows students the opportunity to apply for any Dumfries and Galloway Council Coaching positions.



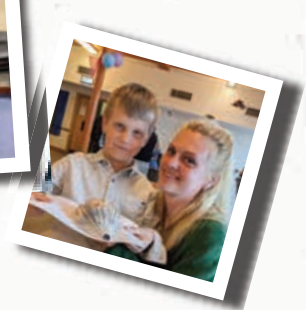






Key events and successes throughout the year

- ✓ Supported 338 Ukraine adults with ESOL language learning.
- ✓ Supported 138 Ukrainian families within D&G education.
- ✓ 51% Ukrainian adults have been supported to successfully gained employment in D&G.
- ✓ Regional BSL classes have been successfully attended with over 250 enquiries for this service.
- ✓ We have over 200 people attend a successful Party in the Park integration event.
- ✓ We supported over 40 prisoners in HMP Dumfries in a Peer Mentoring Programme with literacy needs.
- ✓ Supported over 80 roadshow holiday sessions throughout D&G with over 2000 children and over 700 adults participating.
- ✓ 3 learners who published their own books.
- ✓ 60 learners completed SQA Volunteering and have gone on to volunteer in their community or gain employment.
- ✓ We have facilitated 40 sport coaching sessions helping people run community groups.
- ✓ Our Learners Together groups have gained £30k funding to help facilitate learning in their local communities.
- ✓ We have supported the ME2U Volunteer programme helping 26 adults gain volunteering experience and college modules.
- ✓ Facilitated local craft and art groups contributing to mental wellness and reducing social isolation.
- ✓ Ran a successful summer adult learning programme engaging over 600 adults with 52 classes over 6 weeks.



- ✓ Gave away 400 free books to support early literacy.
- ✓ We have run 8 Roots of Empathy programmes with 8 baby volunteers.
- ✓ 12 Ukrainian learners completed RHEIS training in partnership with the college and are now working in hospitality.
- ✓ Contributed to Adult Learners Week and the new Adult Learners Strategy
- ✓ Supported 11 young learners from Summerhill to help them gain their SQA in Volunteering Award.
- ✓ Distributed 50 digital devices to help facilitate learning.
- ✓ Facilitated Maths Week Scotland.
- ✓ Trained 15 PEEP practitioners.
- ✓ Partnered with over 30 third sector agencies.
- ✓ 11 parents participated in a classroom assistant learning course in partnership with Employability Parental Fund and D&G College.
- ✓ Facilitated 12 cooking courses helping with budgeting and cost of living.
- ✓ TPRG supported to publish their own book called 'Our Journey A Mountain to Climb'.
- ✓ Supported a community garden in CD supplying the local Food Bank with fresh vegetables
- ✓ One parent graduated in HNC Childcare following participation in PEEP groups.
- ✓ CLD Collective has supported over 50 professional practitioners.
- ✓ Supported 6 Employability Open Door events throughout the region with learners.



