

Adult Literacy and Numeracy Partnership

Highland Adult Literacies Partnership End Year Report 1 April 2008 – 31 March 2009

OVERVIEW

The Partnership has continued to progress the Highland Adult Literacies Partnership Strategic Plan. This was overseen closely by the Literacies Co-ordinator and the Literacies Working Group. Active in the latter were Adult Basic Education, Highland Libraries, Highlands and Islands Enterprise, Porterfield Prison, Inverness College, North Highland College, Sabhal Mor Ostaig, Training and Guidance Unit (Mental Health), Workers Educational Association, Careers Scotland, Youth Highland and Lead Scotland. HALP is grateful to the commitment in practitioners' time that these organisations have offered to HALP.

The Working Group met 5 times during the year to consider how the Key Aims of the Action Plan were being achieved and to ensure that these were being progressed. They also deliberated on funding applications and proactively encouraged projects and partnerships from under-represented priority groups and in all geographical areas in order to ensure an equitable opportunity for literacies tuition throughout the Highland area. The Literacies Working group have particularly encouraged progression routes for learners throughout this reporting year, resulting in many one to one dedicated literacy learners eg. with ABE or the Prison Literacies Project, moving into other integrated provision such as ABE groups, literacy project groups or provision from other partner organisations eg. WEA, Inverness College and North Highland College.

The HAL Partnership has continued to expand both range of provision and numbers of those receiving it, although the latter has been entirely in the ESOL area. ALN numbers have remained fairly stable, in line with the funding allocated to HALP for the year.

Training for tutors and practitioners

ABE have run 8 ITALL courses over the year which has helped to boost numbers of their own volunteer tutors as well as upskilling staff in partner organisations. Training sessions for ALN tutors included looking at group work and encouraging learners into groups and a Tutors Day in February allowed tutors to take part in workshops on a variety of topics: numeracy, strategies for deaf learners, progression routes, sharing good ideas and working with offenders and those with chaotic lives.

Grants from Learning Connections allowed ABE in Inverness to develop On-line and blended learning. Funding was also allocated by them to initiate a new project – LOOP (Learning Opportunities for Offenders in Partnership) to support learners in the criminal justice system and as they move on. This is a three year project and led by the Prison Literacies Liaison Officer.

Sessions for practitioners from partner organisations also included one on applying for literacies funding and a Partners in Practice Event in February allowed partners to display and share good practice from the previous two years activity.

Funding from Learning Connections allowed tutors from Highland partner organisations to study for the Teaching Qualification in Adult Literacies (TQAL)

for a second pilot course. Further funding also enabled ESOL tutors to gain the CELTA qualification during a course run by Anniesland College in Inverness.

ESOL has seen regular training sessions for tutors under the aegis of the WEA and funded by ESF. 13 courses were run over the year, mostly in Inverness but also included places further afield such as Golspie and Skye.

An ESOL Tutors Day was held in September and an ESOL Information Day for learners and potential learners, in June.

We were also pleased that Fiona Hyslop, the Education Minister, was able to come and visit a North Highland College Outreach class at the Aviemore Learning Centre, where she chatted with learners and staff.

Funding

The following organisations received funding from the ALN and ESOL Challenge Funds for projects:

ALN

Adult Basic Education
Workers Educational Association (Workplace Literacy)
Apex Scotland
The Meeting Place
Deaf Communication Project (Deafblind English)
ABE/Army
ABE/Prison Literacies
Calman Trust
Rag Tag n Textile
Lairg Local Learning Centre
Inverness Homeless Day Centre
Youth Highland (Youth Literacies)

ESOL

St Mary's Church, Inverness
Kinlochbervie Primary School
Inverness Royal Academy
BASIL+
WEA (Local Accents)
Lairg Local Learning Centre
WEA (Common Threads)
Inverness Culloden Rotary Club
Isle of Skye Language Centre
Grantown Primary School
Highland Opportunity
Lochaber College
Highland Libraries
Crown primary School (WEA)
Rosebank Primary School, Nairn
Polish Association (WEA)

Adult Literacy and Numeracy EYR
2008 - 2009

1. Learner Numbers

ALN – The number of ALN learners in learning programmes has remained fairly static, reflecting perhaps the capacity of the partnership at this stage. However, there has been a significant increase in the number of new learners and this therefore indicates a higher drop off rate. Just less than half of the learners were tracked for progression routes (see 4.1) so while this gives an indication of learners moving to positive destinations as a result of learning, we do not have the full picture. The Big Plus has brought in a few learners who may well not have otherwise engaged.

ESOL – ESOL numbers have increased despite statistics indicating that fewer inward migrants are registering for employment. This statistic is reflected, however, in the fact that fewer new learners have joined ESOL programmes. The higher total indicates that more learners are persisting in attending English provision overall.

Adult Literacy and Numeracy (ALN) Learners

	Forecast 2008-09	Actual 2008-09	Forecast 2009-10
1. Total number of learners participating in all ALN programmes	1,010	1,006	1,010
2. Total number of NEW adult literacy/ numeracy learners joining in reporting year	650	729	750

Big Plus Calls

Waiting to be matched at 31 March 2008	8
Total Number of calls from 1 April 2008 to 31 March 2009	30
Taking up tuition	22
Waiting to be matched	2
May take up tuition at a later date	2
Decided not to proceed	5
Co-ordinator unable to contact	7

English for Speakers of Other Languages (ESOL) Learners

ESOL learners are those at Intermediate 1 or below.

	Forecast 2008-09	Actual 2008-09	Forecast 2009-10
Total number of learners participating in all ESOL programmes	1,320	1,539	1,370
Total number of NEW ESOL learners joining in reporting year	1,100	985	930

2 Pre-Engagement Activity - Promotion And Awareness Raising To Target Audience

Partners have stated that partnership has been by far and away the most effective way to engage with new learners as well as offering progression routes. After this (in descending order) partners have said that the following methods of engagement have worked well (for ALN);

- referrals from partners
- awareness raising among partners
- word of mouth
- learner centred provision
- early engagement (pre engagement activity)
- networking between partners

Other useful methods of engagement have been;

- quality tutors
- personal letters / leaflets / mailshots / texting
- ICT
- Open days
- liaising with employers (workplace literacy/numeracy)
- recognised venue
- accreditation
- taster sessions
- dedicated staff
- peer recruitment
- flexibility of provision

ESOL

For ESOL learners word of mouth has been by far the best way to engage with new learners followed fairly closely by leafleting and mailshots.

Other stated reasons for engagement have been;

- discussion with partners (e.g. schools, workplaces)
- quality tutors
- open days
- recognised venue
- learner centred provision
- dedicated staff
- flexibility
- employers

Barriers to engagement

ALN

Child care has been the most often stated by partners as being a barrier to engagement. Other major barriers are physical and mental health issues, rurality – specifically re transport and distance from venues.

Further barriers described are

- Substance misuse and addiction
- Homelessness
- Lack of awareness re provision
- Chaotic lifestyles
- Lack of paid time off work (workplace)
- Difficulty of making regular commitment (personal life issues)
- Fear of learning environment
- Low motivation
- Multiple deprivation
- Offending behaviour
- Lack of employer buy in (workplace)
- Lack of time due to other commitments

ESOL

The main barrier for ESOL learners is the varying shift patterns that many of them work in. Like ALN they also have difficulties with rurality – transport (both actual and also the cost of it) and distance to venues

Other stated barriers are

- Child care
- Employer buy-in (workplace)

Perceived gaps. Partners identified the following groups that they were aware of which might benefit from ALN or ESOL input but which are not easily engaged?

ALN

- Young people – especially those leaving care
- Families in deprived areas
- Substance misusers
- Unsupportive employers (lack of awareness of provision / employees' difficulties)
- Unemployed (number engaged do not reflected numbers in this category)
- Mental health groups
- Gypsy/Travellers
- Elderly
- Young men
- Sex offenders
- MCMC group

ESOL

The main group currently not engaged are those on shift patterns or on split shifts.

Others identified as not engaged are minority ethnic groups and those who have such limited English that they are reluctant to ask for help.

2.1 Motivation for attending provision in 2008-2009

This table shows the one main reason of each learner only

MOTIVATING FACTOR	ALN	ESOL
To achieve personal satisfaction	212	86
To achieve educational goals	247	588
To achieve goals associated with family life (helping children to read etc)	51	46
To achieve goals associated with working life	255	347
To achieve goals associated with community life	28	90
To gain basic computing skills	56	0
Disclosure of Criminal Convictions	4	0
To stay out of trouble	75	0
To manage independent living	11	0
To experience equality of opportunity to learn	57	0
To improve English	0	355
Citizenship test	0	2
No reason given	10	25
Total	1006	1539

The main motivations for almost half of **ALN learners** are connected with working life and educational goals.

For **ESOL learners** the main motivation is to achieve educational goals. Achieving goals connected with working life and generally to improving English are also important motivators.

3 Learner Achievement

3.1 Numbers of Learners with ILPs / GLPs

	ALN	ESOL
Number of Learners with ILPs	571	66
Number achieving 1 or more goals in ILP	449	53
Number of Learners with GLPs	110	641
Number achieving 1 or more goals in GLP	101	584
Number of Learners without ILPs or GLPs	228	98
Not reported on	97	734
Number achieving a formal accreditation	155	209

ILP = Individual Learning Plan

GLP = Group Learning Plan

There are still significant numbers of learners who do not have ILPs nor are they involved in GLPs. This is more marked in ESOL provision and is probably related to logistics of classes.

Of those that have had ILPs or GLPs quite a few have failed to achieve any goals over the year. This may be due to drop off before the end of programmes.

Adult Literacy and Numeracy EYR
2008 - 2009

Do you analyse ILPs/GLPs?	Yes	No	Not Applicable	No Response
Number of Organisations	10	2	2	10
<p>If so, what systems do you use to do this? Most of those who responded use and review the ILP/GLP with learners to change goals though did not have any particular system for analysing them. One partner stated that they collated various statistics from the ILPs to help inform practice.</p> <p>Partners also used them for the following –</p> <ul style="list-style-type: none"> • to look for trends • to use anonymously in ITALL training • to identify individual case studies • to help with identifying progression routes • for learner self assessment at start and finish of a learning programme • at regular intervals within a learning programme • as an accompaniment to discussion using the Wheel • to focus on problem areas initially 				

3.2 Numbers of learners achieving and attaining accreditation.

Title of accreditation gained	Level achieved	Number gaining this
Cambridge First Certificate in English	-	2
ESOL English Language Skills	Access 2	50
ESOL English Language Skills	Access 3	55
ESOL English Language Skills	Intermediate 1	63
ESOL Everyday Communication	Access 2	21
ESOL Everyday Communication	Access 3	18
Communication	Access 2	2
Communications	Access 3	7
Communications	Intermediate 1	69
English	Intermediate 1	2
Numeracy	Access 3	3
Numeracy	Intermediate 1	50
Core Maths	Access 3	2
Core Maths	Intermediate 1	5
John Muir Award	Intermediate	3
Learn Direct Learning Bytes	-	7
Driving Theory	-	4
Childcare	SVQ1	1

This year has seen a marked increase in the numbers of learners in Highland receiving accreditation for their learning.

Funding support from Learning Connections has allowed HALP to offer training to tutors in assessment and levelling and this has helped tutors become more confident to support learners to appropriate accreditation.

Please tell about any unexpected or unplanned learning outcomes.

Learning in groups has had a positive benefit on learners' social lives and led to marginalised people feeling less isolated.

Learners have felt more confident in using public transport and in accessing community activities.

Learners have spent more time reading with their children.

One learner received a national Achievement in Adult Learning award from Scotland's Learning Partnership.

1.3 Examples, from partners, of learners who have indicated a difference in their lives e.g. more confident, more active, more successful, more effective contributor etc

ALN

Quite the most prevalent outcome that learners have identified has been a growth in confidence. Also high has been a definite perception of improved work prospects.

Many learners have also appreciated being able to improve their computer skills.

A good number have moved into college courses.

Being able to use their new skills has enhanced family life for many learners.

Other aspects of learning reported were

- Enjoying their course of learning
- Moving into tutoring
- Being more independent
- Joining, and enjoying, the library
- Improved mental health
- Enjoyment of the social aspect of a class

ESOL learners strongly felt that their work prospects were improved as a result of their learning.

They also commented that their English had improved.

They too enjoyed the social aspect of learning.

ALN examples of the benefits of learning

ABE Inverness

ALN learner has progressed through ITALL into a dual learner/ tutor role and identity, embracing lifelong learning and progressing to full time study at Int 2 / higher levels with Inverness college in September. Is now an effective contributor, more successful, more confident.

ABE Lochaber

ALN learner can now take notes at training courses at work where, before, he would not write anything. Now feels more confident to try and will ask trainer if he needs further help.

ABE Skye & Lochalsh

"I want to move away and go to college and I'm beginning to realise that I can do more than I first thought." (*learner's comment*)

<p>ABE Lairg A young mother working in a bakery has a long-term ambition to be a paramedic. She studied maths with ABE and communications at Lairg Learning Centre. This gave her the confidence to join the Red Cross as a volunteer and hopes, through its training, to progress towards her goal.</p>
<p>ABE NB&S “I found it very difficult to learn at the beginning but, gradually, really enjoyed the classes. I have regained my confidence and hope to help the community in future, with my skills.” <i>(learner’s comment)</i></p>
<p>ABE Ross & Cromarty A learner came to ABE with low self-esteem, was computer-phobic and had never had a job. He is now reading, borrows books from the library and is using the ABE computers. He has gained employment in a local factory and aims to further his prospects by engaging in more learning, initially with ABE then perhaps by progressing to a college course.</p>
<p>ABE Caithness “I enjoyed being a student on this course as it was a relaxed atmosphere. The tutors were very helpful, friendly and patient. As I had no knowledge of computers, I was nervous at learning this skill, but with the tutor’s help, I feel I have gained a basic knowledge and this has helped my confidence and I would like to be able to continue on any further courses on this subject.” <i>(learner’s comment)</i></p>
<p>Prison Literacies “I’ve always wanted to do a hairdresser’s course but have been in and out of prison all my life. Now, with help, I’m determined to go for it and have applied to Inverness College. I can’t remember the last time I was out of jail for so long.” <i>(learner’s comment)</i></p>
<p>WEA Workplace “My job entails me to use a computer and this course gave me the skills.” <i>(learner’s comment)</i></p>
<p>Youth Highland Several learners have been developing driving theory skills to sit their test in future. They have said that the way they are learning has made the information stick in their heads. It has also given them the confidence to work on further literacy and numeracy.</p>
<p>Calman Trust Young mother receiving literacy support, proactively encouraging her daughter to bring her own story books for the story telling sessions – for the benefit of both.</p>
<p>Apex “I have really enjoyed working with Apex. I have learned so much in the year working with them. My confidence with numbers has been built up again and I feel like I can achieve a lot more in life.” <i>(learner’s comment)</i></p>
<p>The Meeting Place Many learners have gained independence of their support network from their living environment and some have learned to travel independently using public transport.</p>

<p>TAG Trainees returned as volunteers, particularly in arts and crafts, allowing CAVSS style integrated literacy in other learning.</p>
<p>Lairg Learning Centre Association NWTC - One basic skills learner is learning the NATO phonetic language to enable him to carry out his Coastguard duties and he has also undertaken grid referencing in map work. This training is maintained in conjunction with his general reading and writing studies along with a work diary.</p>
<p>S&WRC Two young people have gone on to complete a full NC Course in Digital Media including achieving Intermediate 1 English.</p>

ESOL examples of the benefits of learning

<p>ABE Ross & Cromarty An ESOL learner reported that he felt alone before as he couldn't speak English. Now he can speak to the people he works with, they may an effort to speak to him and he now wants to learn more English.</p>
<p>WEA The family literacy project at Crown Primary has been particularly successful this time. (Head teacher letter and tutor evaluation fall into next reporting period.)</p>
<p>Lairg Learning Centre Association North West Training Centre A man from the Slovakia, who still attends class, was helped in interview techniques and got a permanent full-time job with Highland Council. I sometimes meet him driving the snow plough, happy as Larry because this is what he did at home. NWTC A young mother from Morocco studying for FCE English has started an ECDL course and has passed one Module. She is also working on Driving Theory so is clearly becoming a proficient user of English. Brora - A young married woman from the Philippines, disabled through an accident, came for help in English. She was not literate in her own language. However she made huge progress and was involved in an Enterprise project during which she made a Powerpoint presentation comparing crofting in Sutherland and at home. She is to be entered for Communication SCQF level 2.</p>
<p>Inverness and Culloden Rotary Club One student now feels confident enough to apply for a course at Stirling University. One student has been promoted to a supervisors post at KFC</p>
<p>St Mary's One learner passed his Health and Safety exam for his work in construction. One learner progressed from working as a supermarket cleaner to being involved in the management of its coffee shop.</p>
<p>Isle of Skye Language Centre One learner is feeling more confident at work and his helping her 2 year old learn English words. Learners are reading in English to their children or grandchildren.</p>
<p>English on the Airwaves A learner from India stated that his pronunciation improved through using the CDs which gave him more confidence at work</p>

4 Learner Progression

4.1 Please supply the following data on the progress of Individual Learners.

Number of learners who indicated **progression** to:

Community based adult learning	83
College	62
Workplace learning	46
Voluntary work	21
Employment	105
More able to sustain independent living (progress recorded and monitored through individual support plan) Calman	30
Total	347

As this is the first time that HALP have collected progression statistics not every partner was able to complete and therefore the statistics above can only show an indication of progression.

One partner commented that “the figures alone can paint an unrealistically simplified picture of the territory and a narrative is needed too.”

For instance - some people are receiving literacy/numeracy support alongside their work / college course. For other learners the progression is the aim. And for still more the progression is a by product of the learning which has been started for various individual reasons.

5 Staffing Capacity

Capacity and Resources	Numbers
Number of Support & Development Staff	
Full Time (Headcount)	9
Part Time (Headcount)	32
FTE in total	17
Number of Paid Tutors	
Full Time (Headcount)	2
Part Time (Headcount)	81
FTE in total	12
Number of Volunteer Tutors	
Headcount	319
FTE in total	13
No. of locations (not including learner's or tutor's home)	
	133
No of locations in learner's or tutor's home	2

FTE = Full time equivalent

A summary of how partners perceive their staffing capacity and whether it is adequate for the service they are committed to providing.

ALN

Partners reported quite differing situations for their literacy service.

Some partners felt that their staffing capacity was just about right – others that they were at overcapacity and that levels were not adequate.

Many partners felt that they were stretched to keep up with demand (and that the amount of reporting and paperwork required did not help). Sometimes a compromise had to be made between access for new learners and tutor support and development.

Partners have trained literacy tutors but there is a need for younger tutors, particularly to support young learners.

Some organisations felt that they were too reliant on volunteers and others that some of the work depended on people putting in unpaid hours.

Numeracy teaching and the development of numeracy delivery was identified as an area that was understaffed across the partnership.

Some partners have managed to cope with demand by mainstreaming literacies provision within their organisation's activities.

ESOL –

Most partners have been able to identify ESOL tutors and where not the ESOL tutor databank, collated by the ESOL Coordinator has been available to draw upon. This facility is supported by good communication and effective working between staff within organisations and also with partner providers.

Some providers have reported (as in ALN) that the burden of reporting back to funders has been an additional load for tutors.

One community class felt that the numbers attending sometimes would have warranted extra help with tuition but that, given the unpredictability of numbers it was felt not appropriate to apply for additional support.

We have managed as a partnership to attract and maintain tutors with a good level of experience and continue to recruit new tutors to our tutor pool. The availability of high quality training has ensured a high quality of teaching and learning. There has been a great deal of innovation in the field and Highland has been at the forefront of this.

The ESOL Providers Group has also been instrumental in delivering a joined up and coherent service.

The tutor training, support and coordination was funded by European Social Funding as well as Highlands and Islands Enterprise and the Scottish Government.

The English on the Airwaves project on Skye explored new ways of reaching scattered learners which were found useful.

Partners' staff development opportunities regarding Adult Literacies training.

The main training for **ALN** tutors has been the ITALL course delivered by ABE to any partners requesting it as well as to their own tutors.

ABE have also conducted tutor awareness raising and literacies awareness training for various organisations and partners.

We are also indebted to Learning Connections for delivering or supporting the delivery of the following training.

- Numeracy
- Moodle
- CoPAL
- Teaching reading to adults
- TQAL

HALP were the lead partner in a project funded by the SCQF CLDMS forum to create materials for the training of tutors in assessing and levelling. These materials "Assessing and measuring in Adult Literacy Learning" were delivered nationally in Stirling in May 08. The materials are in the process of being "chunked" and will then be available to all on the Adult Literacies On Line website.

Other training connected with literacy/numeracy delivery

Tutor training in the delivery of SQA courses (WEA)

Job shadowing

SQA Assessor and Internal Verifier training

Training undertaken by tutors in connection with delivery of ALN

Paths to Health

Tutor awareness (Terence Higgins Trust & National Autistic society of Scotland)

Child protection

Protection of Vulnerable Adults

Employability coaching training

Using Move-maker

Using webcams

Using Comic Life

An ALN Tutor Day was run by HALP in January 2009 offering a wide variety of workshops for practitioners to attend.

ESOL

As well as running an ESOL Tutor day in September 2008 regular tutor training sessions open to ESOL tutors throughout the partnership have been run by the WEA. These were funded by the European Social Fund, Highlands and Islands Enterprise and the Scottish Government.

Some tutors were also fortunate to benefit from a CELTA course run in Inverness which was funded by Learning Connections and this has had a knock on effect of improving ESOL classes and the accreditation offered.

North Highland College have again run a PDA ESOL course.

Tutors from several organisations have been able to attend conferences and events regarding ESOL teaching.

Other

SQA Certificate for Work course.

6 Effective Literacy Or Numeracy Practice

Case study examples of good/effective literacy or numeracy practice in an organisation's sphere of practice.

ABE

Inverness - The CELTA qualification has had an impact upon individual and organisational practice. It has enabled the identification of an internal verifier for SQA accredited work and also paved the way for our internal quality and continuity assurance work within ESOL classes.

We currently operate a successful roll on roll off preparation class for the police entrance exam. This class has achieved significant outcomes at a minimal cost.

NB&S – DRU-learning pilot project . DRU (Digital Response Unit) which is a collaborative venture with Community Learning and Leisure to deliver literacies to the 16 to 25 age group in an engaging way.

Prison Literacies – A client who has never previously engaged with any support and who has been quite chaotic is now working towards a college course in hairdressing which involves some reading and writing.

One prisoner has been working on literacies in Porterfield and has now, through liaison with Careers Scotland, been accepted on a course at Lews Castle College.

A client has received a Celebration of Learning Award after making progression through learning to a work placement.

WEA

Workplace Literacies

Isobel Rhind Centre, Invergordon [Jan – March 2009]:
8 week 'Make *IT* Work' Course

Learners' comments:

The whole course was most enjoyable and most useful

I want to carry on learning

I would be very interested in doing more

The course was much better than I expected – more informal & enjoyable

I learned how to write reports for my work

Manager's comments:

More positive attitude, increased confidence. In some cases staff realised they knew a little more than they thought they did which was a morale boost.

Being based in the workplace was ideal as it enabled staff to participate that otherwise probably would not have been able travel after work to other locations. It also called for a commitment from staff to their own personal and professional development as half the training was in paid time the other half in their own time.

ESOL - The best example of ESOL case study has been the Financial Learning Case Study at Raigmore Hospital with ESOL learners which is now on the Learning Connections Website and available as a DVD.



Calman Trust – Co-working with the Youth Literacies Worker provided encouraging support to the Calman young Literacies Worker which enabled her to strengthen her skills while enabling young people who are comfortable with her to engage with dedicated literacies activities. The ability of the young Literacies Worker to travel to meet with client and to link literacy with the wider programme, provided support tailored to the young person's needs and choices and encouraged his engagement. When young people participating in literacy activities are familiar with the Calman service and comfortable with its aims, this makes engagement in literacy activities more achievable and effective.

Lairg Learning Centre Association

North West Training Centre – Additional ICT training met the up to date demands of clients eg downloading music.

Lairg – Including literacy and ESOL students with students from other backgrounds in Poetry Café, which is open to newcomers to poetry writing has been most effective. Their work is to be seen in 'Local Heroes' a booklet which celebrates local people who have made an impact on others' lives. This publication was made possible with funding from Learning Connections.

Assynt and Brora – Effective practice has included the introduction to a range of computing courses for older clients, including a course on Powerpoint. This has met individual needs.

TAG - Partnership working continues to take place in an informal way through good relations with a wide variety of organisations at a strategic and operational level. Referrals are the most obvious form of partnership but planning complementary action plans are crucial at the individual level. We have worked with organisations at referral, during training and when the client is ready to progress. These have included NHS Highland, Highland Council, Inverness and North Highland Colleges, Birchwood Highland, housing associations, New Start, Job Centre Plus, Careers Scotland, SCVO, Volunteering Highland, Employers Coalition, Careers Scotland (Skills Development Scotland) and Criminal Justice.

The Meeting Place – One learner transferred from our reading and drama group to the ICT and literacy group. Within 2 sessions, it became apparent that the large keyboard and enlarged font were enabling tools. There is noted progress in his reading and spelling ability and increased concentration and confidence. He is taking a pride in his learning achievements and setting himself realistic goals.

Lead Scotland - Care staff supporting others have recognised the value of integrating literacy into daily practice.

Staff at a local soap manufacturer have found that by looking at the work people do they can be supported with appropriate numeracy.

7 Evaluation of Partnership

Partners have given the following examples of effective partnership working where the partnership working has added value to the work.

ABE

Inverness – A good partnership was formed with the Inverness Museum and Art Gallery. A report on this partnership was written by Julie Simmons, Adult Learning Strategy Officer in October 2008.

Lochaber - Contacted by Hanover Housing a sheltered housing project. ABE provided a tutor for 6 sessions to cover very,very,very basic computing skills.

Caithness - Partnership with WEA, Unison and line managers of Home-carers to run computer courses.

Partnership with Working for Families to run drop in clinics in rural areas.

Working with the Women's refugee in Wick to help their clients.

Working with Health Visitors and Home-Start Caithness to deliver parenting courses.

Sutherland - Responsibility for provision has been shared with the Sutherland Learning Centres and with New Futures. One student is supported by his New Futures mentor, who received training from ABE.

An ABE tutor has supported a student doing an SVQ but the main responsibility has lain with the tutor/assessor from HiMATS.

Skye & Lochalsh - Working for Families/TAG/Learning Centre Network/ Kyleakin Day Centre – support clients on a 1:1 basis with literacy and numeracy needs.

ABE tutors support the staff and adult learners with the running of the *Learning Connections* Café open on a Wednesday.

Isle of Skye Language Centre – production of English on the Airwaves Workbooks

NB&S – A good working relationship has developed between ABE and BASIL+. We have a referral system in place which ensures that ESOL learners have access to both the relevant classes and, where appropriate, accreditation.

Meetings with Moray College have resulted in a strong working relationship.

ABE learners have been given access to the College's Outreach Centre and, in order to overcome travel problems, ABE has offered its premises to the College's ESOL progression class.

Prison Literacies – Loop Network – Literacies Opportunities for Offenders in Partnership is a project to build effective links between partner agencies working in offender literacies. This is a newly set up project funded by Learning Connections and will run for three years.

Links Centre at HMP Inverness

Lima – Apex literacies project offers a secure environment for working with schedule 1 offenders.

Homeless Day Centre reading/learning room.

Community Service – literacies as part of Community Service and Supervised Attendance Orders.

Working with new Offender Literacies Project in Moray.

Working with programmes which challenge literacies skills eg DTTO, SMART Recovery.

The Prison Literacy Liaison Officer has been delivering ITALL training for staff in relevant agencies to build capacity. This has not just been a one way process. Staff gain insight into how other agencies support clients which in turn informs good practice and partnership working.

WEA

Workplace Literacies

- ABE Caithness - See Wick HMle report 2008 & ABE partnership agreement
- STUC – including UNISON, USDAW
- Sector Skills Councils – People 1st & Asset skills
- Representation from several partners on Workplace Advisory Group

ESOL

The development of the ESOL Providers website has been the major initiative over the past year- in an attempt to bring all the available information together in one accessible place. Equally a good referral system between the different partners so the learner can access the appropriate kind and level of provision either in the workplace or their local community.

Youth Literacies

Calman Trust, Literacies Support Worker – this has been an area of work that has had added value to the continuing support of learners. After the learner has engaged and has developed their confidence they are ready to be moved on to other learning experiences. Several clients have been passed on to Calman for additional support.

Calman Trust – Shadowing the ABE Literacy Officer has been an extremely helpful capacity builder for the young person's literacy worker. The working relationship established within the Calman service, whereby the young person's literacy worker can offer literacy support as part of a single plan to young people who have a working relationship with and trust the organisation, encourages young people's engagement. This also ensures that young people have additional support seamlessly within a single plan if they need it to sustain their learning activity.

Lairg Learning Centre Association -

Students who have done courses in Communication with Lews Castle College have had support, where necessary, from the ICT tutor who has also been the liaison between the students and the college. The partnership working smoothes the path for the students.

Working with HC ABE service has worked well because that service supports basic ESOL learners and so a student of any level who is referred can be accommodated. If they are able to attend NHC classes they are directed there. Attending the ESOL Group run by Judie Holliday (HALP ESOL Adviser and WEA) is very helpful, especially with a strategy emerging for Highland.

TAG - Our partnerships have been developed on a location basis using local knowledge and word-of-mouth. At a higher level we are members of the Highland Employment network and we take an active part in Scottish Health at Work.

We are about to become Learndirect Centre as a satellite off the NHS well established centre based in the RHFM Building.

Active partnerships with Colleges, Job Centres and others involved in the project "Highland Lives" is working well.

The Meeting Place – We have been fortunate to link with Careers Scotland in providing placements and in accepting volunteers. Our partnership working includes regular contact and future planning. We aim to progress in partnership working and to build links with our local communities.

Apex – As well as HALP we have an excellent working relationship with our other funders who are Highland Council Criminal Justice Service, Jobcentre Plus, Progress2Work and North Highland Community Health Partnership.

To make these partnerships work involves continuous networking both locally through the Inverness Drug and Alcohol Forum and Prison network meetings and nationally through the Offender Practitioner Network Meetings, attending case conferences for the individual, marketing our service.

Out with our funders, we work very closely with local agencies that include Drug Employability Linking Training and Apex (DELTA), Beechwood House, Cale House, Osprey House, Homeless Day Shelter, Criminal Justice Social Work, Jobcentre Plus, Scottish Prison Service, Community Justice Authority, Community Psychiatric Nurse's, NHS Highland, Norma Christie (ABE Co-ordinator) and relevant Keyworkers. We have an open line of communication with regard to the individual's progress and any barriers they may have.

Lead Scotland - Other partners – ABE/WEA - have contributed to the Advisory Group. Expertise from other agencies and an objective view have ensured that many and other dimensions have added value to the project.

S&WRC - Good links continue with all key agencies which have resulted in a number of referrals. In addition, very strong links are now established with both high schools to identify school leavers, and agreements have been reached about sharing of information relating to their literacy needs.

BASIL+ - The three Basil+ Learning Centres worked together on Phase 3 of the HAIL project, having meetings, sharing good practice and evaluating the project. Aviemore and Area Learning Project (AALP) had the lead role and managed the project. The partnership continued with The Steps for Success project which was led and managed by BLRC.

Other partners have been ABE and NHC who have shared tutors and resources.

Attendance at Highland ESOL Providers meetings have proved very helpful for networking, sharing experiences and becoming aware of what is happening in other areas. An ESOL Strategy will be drawn up and a representative of Basil+ will take part as a member of the subgroup.

The working relationship with HALP continues to be very good. The Adult Literacies Co-ordinator offered advice and support throughout the year and attended AALP's AGM.

ISLC – Worked with Portree Primary School. We used a classroom free of charge one day a week and all the staff made us feel welcome. Also, the head teacher and deputy head often chatted with the students and their children. The students were also able to observe how schools operate in the UK.

North Highland College ESOL – We have worked closely with ABE Co-ordinating classes and signposting learners. Highland ESOL Providers meetings help local planning strategy.

English on the Airwaves – ISLC, Highland Opportunities and ABE worked together to produce English lessons for migrants workers who were unable to get to classes, which were broadcast on Cuillin FM. Workbooks and CDs were produced to support the broadcasts which were distributed by Springboard Distribution and Highland Libraries.

8 Quality Of Literacies Learning

The following quality improvements have been made by partners over the reporting year

ALN

- Learner consultation
- Updating of forms
- Peer support
- Action plans
- Training other agencies in ITALL
- Building on previous experience
- Building new programmes
- Developing new resources
- Modifying courses to suit need
- Tutor training in delivery of SQA accreditation
- Regular reviewing of student progress
- Discussion with learner of possible learning routes
- Staff taking TQAL
- Staff CPD programme
- Strategic writing group
- Client questionnaires
- Regular surveys for learners, partner agencies and staff re provision etc
- Using HGIOCLD 2
- Regular direct contact with Learning Connections
- Gained approval for wider range of qualifications
- Identified tutors to give guidance on opportunities and support
- Developing study areas and training tutors to support these.
- Links with other organisations as potential partners.
- Allowing other partners to use facilities where appropriate
- Revamping of student evaluation form
- Planning regular staff meetings of staff associated with literacies

ESOL

- Updating and adding to learning materials
- Regular support and supervision of workplace tutors
- Delivery monitored by North highland Quality Committee
- Students asked to evaluate most useful and least useful elements of classes to inform next phase
- SQA| accreditation now available
- Regular PEER REVIEWS
- Course team meetings
- Electronic share facilities
- Regular review of materials
- Developing new way of delivering ESOL classes in remote areas (through use of community radio)

Who has been involved in the evaluation of the quality of learning programmes?

ALN

- Learners
- Volunteers
- Peers
- Tutors
- HMle
- Coordinators
- External consultants
- Electronic surveys
- Partners
- Training and development staff
- Senior management
- Head of FE
- Quality Committee

ESOL

- Tutors
- Project managers
- SQA
- Learning Centre staff
- Coordinator
- Section leader
- Peer staff

How has the evaluation been conducted?

ALN

- Individual interviews
- focus groups
- HMle inspectors
- Meetings between staff
- Planned visits to other areas for peer reviews
- Verbal and written evaluations from stakeholders – learners , tutors, employers (workplace)
- Regular support and supervision
- Feedback for young people
- Self evaluation
- Informally by weekly contact between tutor and coordinator
- Questionnaires (entry, exit, follow up)
- All partners with vested interest asked to contribute
- All learners (and carers if possible) contribute to end of programme evaluation
- Presented to funders and shared with management committee
- Evaluation forms at end of training
- Paper forms
- Occasional phone call after end of course
- Learners fill up simplistic evaluation forms

ESOL

- Returning learners taken as an indication of positive learning environment
- SQA
- College
- HGIOCLD

What quality framework(s) has your organisation used?

ALN

- HGIOCLD 2,
- LEAP
- Literacies in the Community
- SCQF
- SQMS guidelines
- SDS Quality Assurance
- NHS internal
- OCR & SQA accreditation
- SUSE Blueprint
- Business Improvement Assessment (European Foundation for Quality Management)
- New U Coaching (with learners)
- Customer satisfaction survey (with learners)
- Investors in Volunteers
- PQASSO
- HMle Framework for colleges

ESOL

- SQA
- College Evaluation framework
- HGIOCLD

How are barriers for excluded communities/groups/individuals addressed?

ALN

- Flexible provision (time / location)
- Sensitive matching with tutor (good tutor bank)
- Drop-in clinics
- Awareness raising (for potential “spotters and referrers” and for potential learners)
- Good working relationships with key workplace contacts such as Union Learning Reps
- Ensuring literacies can form part of a holistic progression plan for a client
- Arranging transport lifts between students
- Working with other agencies as appropriate (e.g. WFF for childcare, Calman, Housing Agencies)
- Safe non-judgemental learning locations
- Empathetic staff
- Good access to learning locations
- Good disability access
- Assistance with transport
- Will, if occasion requires, visit clients rather than expect them to come to us.
- Holistic approach to learner’s needs
- Focus on literacies while assisting with problem areas in lives
- Facility is geared towards marginalised people
- Addressing barriers for excluded groups / individuals is our mission! (Lead Scotland)

ESOL

- Any learners that can't be accommodated are referred to HALP.
- Posters are circulated
- New class set up where need evident
- Proactively speak to employers and workers about new provision
- Parents reached through schools

9 Organisation Funding Table

Funding Source	Amount	Details
Highland Council Core Funding	409,268	Highland Adult Literacies Budget
Highland Council Core Funding	165,351	Adult Basic Education Budget
Scottish Government	77,500	ESOL Grant
Scottish Government	93,000	ESOL Grant Underspend for 2007-08
Scottish Government	8,000	SQA Accreditation Grant – Assessment for Learning
Scottish Government	3,000	International Literacy Day Grant
Scottish Government	1,450	ABE Development of online / blended learning in Scotland grant
ESF	63,110	Grant for ESOL Project
ESF	35,000	ESOL Grant to North Highland College
HIE	23,121	Match funding for ESF ESOL Project
LECs	4,500	Grant to North Highland College
Skills Development Scotland	2,413	ABE Adult Learner Brochure Grant
Strathclyde University	2,374	TQAL
WEA ESOL Workplace	3,000	Employers
WEA Workplace	1,164	Trades Unions
Charitable sources	4,452	Unspecified income for Calman Trust
Total	£896,703	

Comments

Partners are to be commended on the amount of funding that they have been able to attract into literacies and ESOL activity which boosts the whole considerably. The amounts given above do not show the amount of in-kind contribution that all partners offer, to a greater or lesser extent, often without formal acknowledgement.