

COMMUNITY LEARNING AND DEVELOPMENT **EVALUATION REPORT**

SUMMER 2021



LEARN HERE

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introduction

Despite the challenges of the Covid-19 pandemic, North Lanarkshire's Community Learning and Development service worked alongside learners to co-produce and deliver a comprehensive package of interventions and learning programmes as part of North Lanarkshire's recovery programme targeted at engaging our most vulnerable children, young people, families and communities.

- Over **1700** people attended CLD summer programmes in 2021, many attending more than one activity.
- There were **4127** attendances at the various events and activities provided by the teams across adult learning, family learning, parenting and youth work.
- **281** adult learning participant attendances (**68** unique individuals)
- **1033** Family learning participant attendances (**452** unique individuals)
- **416** Parenting participant attendances (**146** unique individuals)
- **2397** youth work participant attendances (**568** unique individuals)
- Awards and accreditations received – Over **100** youth accreditations achieved. These are still being finalised and logged at time of writing.
- **50** youth volunteers contributed **2000+** hours of volunteering
- **553** young people attending school transition programmes, organised by HSPOs
- **1210** attendances at high school transitions, with **16** secondary schools taking part.

youth work

Motherwell Youth Work Team

Evaluation of the Motherwell Youth work summer programme tells us that:

- 100% of young people tried something new
- 100% of young people developed new friendships
- 70% of young people moved on to other projects/ CLD provision
- 40% signed up to an accredited award
- Young Leaders earned a cumulative total of 500 hours towards their Saltire Awards



The team hosted a range of activities for young people in the local area during the Summer Holiday period in response to the needs of our current participants. In consultation with local schools, we also developed a programme of transition activities for young people moving from P7 to high school in addition to running sessions for young people who are likely to leave high school or move into their own tenancy within the next

year. As has been the case since Lockdown 2020, we have received referrals from lead professionals for young people who have been deemed as vulnerable or in need of assistance. These young people were able to participate in variety of activities according to their needs, aspirations and circumstances.



Throughout the Summer Programme we offered:

- 7 Drop-in evenings for new and existing participants
- 7 Street Football Sessions
- 5 DofE Expedition Planning Sessions
- 2 weeks of Transition activities for Primary pupils
- 2 weeks of activities for existing young people aged 12 and over
- 2 Detached Youth Work Sessions at the New Ravenscraig Park
- 1 Tailored week for 'Independent Living' with Windmills Cafe
- 1 Gold DofE Expedition
- 1 BBQ at Strathclyde Park
- 1 Trip to M&D's
- 1 'Big Camp Out' Experience
- 1 Pride Event

The majority of sessions were run by CLD youth work staff and focussed on activities such as crafts, STEM, cooking, outdoor learning and games. In addition to our own in-house activities, this year we enjoyed sessions from Reeltime Music which gave young people the opportunity to try out different instruments and learn about mixing software. This year we also worked with Windmills Café to provide an opportunity for young people aged 16+ who will be leaving education or moving into their own tenancy. This project gave participants the opportunity to learn basic cookery skills, budgeting and mindfulness as well as giving them insight into working in the hospitality sector with front of house and Barista training.

Our biggest event of the Summer was our 'Big Camp Out'. Following on from the success of the virtual NL Big Camp in May 2020, we created a campsite in the grounds of Ravenscraig, giving young people the opportunity to experience an outdoor event and spend an evening with their friends in a safe environment. Twenty-five young people attended the event and participated in camp fire activities until midnight. Each young person had access to their own tent, mat and sleeping bag from the NLC Outdoor Store and were encouraged to bring their own duvets, pillows, lights etc to make the experience as comfortable as possible. Most of the young people had never slept in a tent overnight before and due to restrictions throughout the past year this was the first time many of the young people had stayed away from home overnight since March 2020.



'We sat up early this morning watching the little rabbits running about. I've never seen wild rabbits before, they were so cute and quite near to our tents. We have had a great time.'

'A lot of my friends have never camped out before and we loved it. It was good to just chill and sit with our friends, play football and activities. I would love to do it again.'

'I've never had toasted marshmallows before. At the campout we had a little fire bowl and toasted marshmallows and listened to someone playing guitar and chatting with my friends. I had lots of fun.'

Overall, the programme was well received by youth work participants and by local schools who were quick to refer young people to take part. As a number of participants were referred to the programme by HSPO's and local primary schools, we had a higher than usual number of young people with additional support needs. As a result, the staff adapted their ways of working to support everyone's needs. This year we were lucky enough to have the additional support of ASW's from the Youth Guarantee Programme to assist when needed.

'Thank you so much for everything you've done for us over the summer. We had a great summer with all the activities we done, my favourite activity was the dye tee-shirts. We spent the day in Strathclyde park, having a bbq and playing games. Everyone had fun'.

As a result of our Summer Programme this year we will be focusing on Primary 7 transition groups within the area as the young people within this age group felt that socialising with young people from other schools has helped them prepare for secondary school. We will be offering this type of activity from September 2021. We had an extremely positive response to our Independent Living Project with Windmills Café and as a result of this we will be offering this type of activity for S3-S6 as part of our Future Friday offer.



Airdrie CLASS (Community Learning About Social Skills)

As part of the NL Recovery the Airdrie CL&D youth work team created a community-based summer programme focussing on key transition ages, we provided a weekly programme of activities for the most disadvantaged young people from Airdrie.

An early intervention approach with young people in S1 and P7 being the main target group, as they have had or may have disruption to their normal transition activities due to Covid-19.

The secondary schools that serve the Airdrie (St Margaret's, Airdrie Academy and Caldervale) and their associated feeder primaries from the cluster were partners in the project, working together with Cluster improvement Leads, Social work and Home school partnership officers who referred their pupils identified to be most at need and providing a key link for support.

An action-packed programme took place in the @home Youth Centre with the focus on the youth work outcomes

of Young people are confident, resilient and optimistic for the future and Young people broaden their perspectives through new experiences and thinking. Young people took part in activities such as health and wellbeing: healthy food workshops, interactive STEM workshops, team building, sports and expressive arts.

Our partnership work with Reeltime music allowed young people to learn about music and gain experience of creating their own music video. The peer education project LANDED delivered workshops around relationships.

Using a range of methods of evaluation to gauge the impact of the project, we carried out focus groups and one to one interviews, some have which can be viewed on our twitter #SummerStories this was used to reflect on the young person's experience of lockdown, their thoughts of starting high school and their thoughts on the CLASS group.



The overall feedback:

Lockdown

Lockdown had played a big role in feeling stressed and isolated, not seeing friends and family and schoolwork was difficult to engage with online.

School

There was a general fear and a lot of anxiety and stress about attending high school: it's too big, not knowing anyone.

CL&D Youth work: CLASS

Meeting new people, making friends, learning new skills, having fun, laugh, amazing, staff are nice, free food.

Case Study: Jack, 11

"Lockdown was a really tough time, my grandparents passed away, it was a really tough time, but we all got through it. So, I just sat around the house, I couldn't see my dad it was a tough time.

School it was kinda hard, its more challenging doing it online, because some people weren't great with technology, you had to go on calls... it kinda got tough"

"At the @home centre its really good, you get to meet new friends and learn millions of new skills, in here I learned how to play the guitar and piano, which was great, people are so nice, you get to join in games, go outdoors and free lunches and lots of fun."

"it's a fun place where you get to learn new experiences and feel comforted by the adults (youth workers)"

The CLASS project took a needs-led approach and acted as platform to engage with vulnerable young people at very difficult time in their life in preparing for high school. Partnership being key with CILS, home school partnership officers, schools and social work has proved to be a positive step in taking multi agency approach of support to the young person. This partnership will continue throughout about the impact that the young people's participation in this project is having on their formal education, behaviour attendance and attainment

The success of the programme has not only in been that all the young people gained youth accreditation, but in the relationships that have been formed.

For most of the young people this was their first introduction to youth work and our approach has resulted in most of the young people take up additional youth work opportunities to become more confident, resilient and optimistic for the future.

Bellshill Youth Work

The Bellshill youth work team ran a 6-week programme over the summer school holidays. The project enabled young people to come together and enjoy a series of activities including STEM, physical and emotional well-being, sports and games, cooking outdoors and included both Bronze and Gold Duke of Edinburgh's Award expeditions.

A very special mention must go to our amazing young volunteers who gave so much of their own time to help and work with other young people - they are a credit to Bellshill.



Duke of Edinburgh's Award - Bronze

Five young people from the Bellshill area managed to complete their Bronze expedition under Covid restrictions. The young people undertook two-day walks and cooked outdoors, but sadly didn't get a chance to camp out (maybe next time guys!).

Their day walks took them to Strathclyde Park and their theme was to work together as a team. The group had a great time and enjoyed the local countryside, just a stone's throw from their homes.

Duke of Edinburgh's Award Gold

Four young people from Bellshill took part in the NL Gold expedition, with practice days in the Kilsyth area, then a 4-day expedition in the spectacular Pentland Hills.

Great bonds and friendships were made with other young people from Motherwell and Cumbernauld as they all worked together in a very tough environment and some less than perfect weather, cooking and camping outdoors.

Viewpark Community Arts & Conservation Group

After speaking with parents and young people, the consensus was that the young people were really keen to get outside and involved in the community. We partnered with Viewpark Conservation Group, who have worked for almost 20 years to secure funding to purchase The Historic Douglas Support. The group are keen to get local people involved in running activities in The Glen and to maintain the land.

We also met artist Henrietta Eagle Wilsher and together developed a programme which focussed on getting young people out in the glen to participate in health and wellbeing activities. The group secured funding through the local Health & Social Care Consortium, enabling them to purchase the materials required and CLD staff supported the project.

The young people have been working with Henrietta and CLD staff as part of their John Muir Award. The group have been meeting weekly and learning about the special plants that grow in the glen and how to help conserve them as well as the animals and insects who also live there. They have learned how to use special paper to create photographs using only daylight, how to do rubbings without damaging the trees and all about the history of the area. We have made and decorated bird feeders and bee houses to place and blend in throughout the woods.

We are currently helping to create a fairy walk by designing and making fairy houses, signs and decorations. The young people have really enjoyed being outdoors and feel that their efforts are being recognised by the community. This is being enhanced by Grace (Chair of the Conservation Group), Tam and other group members coming along to talk to the young people and thank them for the work they are doing.

Our aim is to continue with the project, to raise awareness amongst colleagues and schools, have more young people and families involved in the work in their local woods. Hopefully by learning the history and discovering the beauty and wildlife on their doorstep more people will get involved.



Youth Participation update

North Lanarkshire Youth Council (NLYC) has continued to meet in various ways over the past 18 months. This summer, the group managed to meet, socially distanced, in person. NLYC currently have a focus on supporting young people's voice and have been working on developing a new youth voice structure.

During January - April 2020, young people across North Lanarkshire were consulted on a variety of topics and issues that affected them, as part of the development of the 'working with young people delivery plan'. Data received during this consultation informed the decision to redesign the youth participation structure. In addition, other progressive policies and transformational changes took place such as the launch of "The Promise" and the pending incorporation of UNCRC in to Scot Law. It is intended to further enhance youth voice within youth work by creating a refreshed youth voice infrastructure for North Lanarkshire that is fit for purpose, sector-leading and inclusive for all young people in North Lanarkshire.

The refresh of the youth participation structure in North Lanarkshire will consist of nine town-based youth voice groups to complement the nine community boards model. The groups will still be supported and facilitated by CLD youth work staff members from the localities.



This new participation structure review has been carried out with our six-current locality-based youth forums, North Lanarkshire Youth Council and our nine Members of the Scottish Youth Parliament.

The new structure was approved at the Community Empowerment Committee on Monday 23rd August and will now be implemented in the coming months.

Members of NLYC were also recently involved in several youth work activities through the community-based summer programmes. This varied from being participants to volunteering. Other members of NLYC have been involved with the new Climate Ambassadors group that was formed during lockdown. Members have also this summer continued to achieve by community various youth work awards including youth achievement and Duke of Edinburgh.



Duke of Edinburgh's Award Gold Expeditions

Nineteen young people from Motherwell, Bellshill and Cumbernauld successfully completed their Gold Duke of Edinburgh's Award (DofE) practice and qualifying expedition from 9th to 14th August. Due to the temporary DofE expedition rule change, young people were able to complete their practice and qualifying expedition in 6 consecutive days. They walked through heavy rain, muddy fields and grassy hills in the local area; they cooked under a shelter, sharpened their navigation skills and worked as a team to complete their practice expedition. For their qualifying expedition, the group navigated their ways in the Pentlands hills and camped at the Broomlee Outdoor Centre. All the young people have passed their qualifying expedition and on their way to complete their Gold DofE awards.



Coatbridge Youth Work Team

As a team, our primary aims were to facilitate a varied and engaging programme for our young people and to identify and engage with young people (YP) who would benefit from the programme. We engaged with our locality school HSPOs, teaching staff and other partners to signpost YP who had low confidence, low self-esteem, lack of opportunities or who had not been engaging at school or in their community. We also offered places to YP who were part of our existing groups and promoted the programme on our social media platforms to make the group inclusive and open to all, while keeping within capacity restrictions.

Over the course of the 6-week programme we engaged with over 35 YP, and 6 youth volunteers with an average of 15 attending each day.



Positive CLD activities

The diverse and varied programme sessions were designed to be open, inclusive and varied with weekly themes offering something for everyone. The participants were offered High 5 awards and outdoor discovery awards as part of the programme. Our summer programme was entirely facilitated by CLD staff and volunteers apart from the camping phase. The sessions included:

Week 1 STEM Activities – Lava Lamps, Volcanoes, Catapults, Team Building

Week 2 Bushcraft Skills – Shelter Building, I'm a YP get me out of Here!, Team Building

Week 3 "Masterchef" with a difference - navigate (orienteeing) to get the ingredients, plan, prep and cook a meal.

Week 4 Olympic Sports – T Shirt, Banner & Flag design, sports assault course, relay races

Week 5 Arts & Drama - Crafts, dance, drama, games and workshops

Week 6 Camping Experience – 24hr Camp out experiences offered to small groups, inc. orienteeing, workshops with Countryside Rangers, team building.

Challenges: Initially we experienced limited engagement from participants but the numbers grew as the programme went on. We had some difficulties getting commitment from outside agencies and partners to assist with the programme and provide access to facilities and resources due to the changing of Covid levels prior to and over the summer at the community centre base. Some of the facilities initially offered had been water damaged at Palacerigg Country Park where the camping took place and we had to change and adapt part of our camping week late on.



Feedback from Learners & Families

We asked the YP the following questions at the end of each week:

What did you enjoy most?

"Actually seeing people" "Working together with other people to complete tasks" "The team games were great"

"Meeting people from other areas" "Making new Friends" "The Quizzes were good"

What did you like Least?

"Dancing" "People talking" "Nothing I love coming here"

What would you like to do at next year's summer programme?

"Go outside more" "Have time for more team games" "more Quizzes" "could we camp again?"

Parents told us:

"Its great the kids are getting to experience the outdoors ur doing sterling work"

"They were tired but buzzing about what they had done"

"Its just great to see the kids get to go to groups and have activities to do"

"She loved the different activities and has learned new skills"

"I think that's the first time my boy has wanted to make something in the kitchen you have been a good influence"

"They had never been camping before they are more confident now"

Impact & Outcomes

The following National YW indicators were referred to and achieved during the course of the programme:

Outcome 1: Young people are confident, resilient and optimistic for the future

Outcome 2: Young People manage personal, social and formal relationships

Outcome 3: Young people create, describe and apply their learning and skills

Outcome 4: Young people participate safely and effectively in groups

In addition, the standard and commitment of the YP who have been supporting the team as volunteers was fantastic. No task was too big for them and they willingly threw themselves in and fully committed to each activity and led some small sessions on their own. Each volunteer was given information on how to register for the saltire award we estimate that they will have accumulated at least 50 – 100+ hrs over the course of the summer.

Long Term impact

We have seen significant changes in the young people and volunteers who attended, evident in increased confidence, engagement and self-esteem. Some individuals were identified through P7 transitions from secondary schools to S1 and they have benefited from the additional support offered by staff, volunteers and by engaging in the programme activities. The additional 1:1 support, encouragement and tailor-made engagement has enhanced the confidence, learning and willingness to participate and engage with groupwork for the YP.

All of the YP have been signposted to our existing projects in the locality and positive engagement and communication has been made between the staff and families.

Key Lessons

Getting information to schools, social media and partner orgs earlier.

Enquiring and booking external staff session facilitators much earlier in the year as they were booked very quickly.

Rehearsing some of our workshops to ensure the experiments worked well and we had enough resources for greater numbers.

More update meetings to check that communications were received, understood and action points were followed through.

Wishaw and Shotts Youth Work Team

The Wishaw and Shotts Youth Work Team adapted to the ever-changing world of youth work and strived to provide a unique offer across the locality, targeting children and young people who have been referred to us, or already known to us through our existing provision.

We offered a variety of activities during six weeks of theme provision including Stem, Outdoor Learning, Crafts, Bootcamp, Circus and Eco.

In addition, we offered all aspects of the Duke of Edinburgh's Award with a particular focus on expeditions with a difference, enabling young people to complete their awards and progress to the next level, while promoting health and wellbeing via outdoor education.

The themed weeks also included mindfulness sessions, yoga, art therapy and creative thinking, all promoting healthy minds and bodies.

The aim of the activities was to offer young people new experiences, provide an opportunity to build positive relationships with staff and peers, increase confidence and encourage participation and reduce isolation amidst a global pandemic recovery. We researched what was on offer from other agencies and services with a view of filling in the missing gaps.

The targeted groups included children and young people from rural communities, LGBT community, LAAC young people, ASN young people and young people who had been identified as being socially isolated.

The staff team was made up of CLD workers, SW, ASW, Youth Guarantee ASW and Young Leaders.

As part of our inclusive approach, the Youth Work team held their first Youth Pride in the Park Picnic session in July. Despite the weather not being on our side the day went well and Wishaw Sports Centre accommodated the activities indoors to save the day. Young people and families came together to celebrate all things Pride and with a nod to Ru Paul, we had drag queens, death drops and lip sync battles.

All our programme participants were asked for feedback on the activities provided. The most popular weeks were Bootcamp, Circus, STEM and Eco.



Some thoughts from young people:

Stem is the best! I liked learning circus skills

I liked doing the slip and slide as it was really sunny that day and we cooled down.

I love stem. I learned to spin plates and got good.

The workers are all mad, they sing and dance and are always happy



Some of the young people who took part in the Living Life to The Full Programme fed back that getting out and about has improved their physical and mental health through releasing endorphins. They also noted that being outdoors helps connect with nature and learn new things, which is linked to improved self confidence and self-esteem. Exploring and being with friends is vital and eliminates other issues such as loneliness. Finally, taking part in physical activities outdoors helps with a good night's sleep!

Overall, the feedback we received was positive from parents, carers and most importantly the young people. We have taken on board all the most popular activities and they will be included in our programmes next term and we will find innovative ways to make the not so popular activities more appealing for the young people.



North Locality youth work team

Young people took part in various activities within the Pivot Community Centre in Moodiesburn and Garrell Vale CEC, Kilsyth during their summer break.

Water, Fruit, Snacks were also provided as part of their Health & Wellbeing programme.

Activities included - Issue Based Workshops (Covid – 19 - Health & Safety- Government Guidelines, LGBT, BLM, Bullying, Mental Health, Youth Voice, Recycling & Climate Change.) Photography, Sports, Icebreakers, Teambuilding & Problem -Solving Games, Music, Arts & Crafts, Art, Fire & Rescue Service, Gardening, Saltire Awards, Evaluations & much more!

Through participating in these activities this has provided the opportunity to gain confidence, take part in positive learning opportunities and have their voices heard, build relationships, gain accreditation and recognition.

Saltire Awards – our young volunteers involved in having their voices heard when supporting the daily recording sheets with staff where appropriate, as part of a team.

Young people also received recognition for all their hard work and dedication throughout their participation in the Sensory Garden clean up within Glenmanor Primary school. Glenmanor Parent Council delivered Certificates & Goodies and have arranged input into the monthly Newsletter.

Young people taking the lead - involved in the planning and preparations of activities, expressing programme ideas – Sports Day, Board Games, Tournaments, Local History, growing up – Identity – Becoming an Adult, Relationships, LGBT, Mental Health – Dealing with intense emotions – Understanding what they are. Boundaries, Feminism, Current Affairs – Debates, Law, Suicide, Covid 19 – Economic situation

Issues – Conflict Resolution, Equality, Use of Language, Monitor Emotions of young people – frustrations, Anxiety, Anger. Restrictions - Covid – 19. Weather – affected motivation for some. Respect for others.

We have now planned workshops for new term to support the above.



The young people told us the following comments:

- Looking forward to getting involved in more youth groups and volunteering.
- Had a fun time trying new things.
- Loved coming to the group.
- Helped me build new relationships.
- Good to get out the house.
- Had a fun time.

Further discussion has taken place with young people providing a progression route to further support their Health and Well-being with a programme of activities relevant to their needs so they may flourish as young people and reach their full potential.

A great time was had by all!





Children's Houses

Wishaw Youth Work team offered a one-of-a-kind pilot service to children's houses which included focussed activity in one house, supporting four young people through the Living Life to The Full programme, or as they re-named it – "Living our Best Life Group"

The young people worked through the sessions looking at how they can make better choices to improve their own lives and how to overcome the obstacles and barriers that hold them back. They used a variety of mindfulness techniques, the most popular being Harry Potter Yoga and mini-pamper sessions.

One young person identified a crisis point as being tests at school. Through completing action plans and simplifying problems, this young person was able to make steps to help reduce the anxiety thus reducing the problem escalating in future. Residential staff and youth work staff worked together, and the young person completed the test and passed with the highest mark in the class. Success!

Another young person shared their experience of group living and of being in a previous foster care placement that hadn't worked out. Now that a new placement was identified, they did not want their behaviours and actions to negatively impact, so they used the tools gained from LLTTF to combat this.

"It was good that the youth worker was able to deliver the sessions in the house as it allowed the residential staff to support the young people when they were speaking about the things they found it difficult to speak about, a safe secure environment was promoted".

Residential Childcare Worker



Youth Climate Ambassadors – Summer of environmental action

Melting polar ice caps, sustainable development goals, fast fashion, fast food, Co2 emissions and bananas! These are just some of the topics that North Lanarkshire's youth climate ambassadors have been learning about this summer at their weekly online sessions. In addition, members have been working offline, taking climate action in different ways.

One group hosted Mairi McAllan MSP, Minister for Environment, Biodiversity and Land Reform, at Strathclyde Park for a Q&A session and the launch of a new, national programme of events that will put the voices of young people in Scotland at the heart of the climate conversation during COP26.

Group representatives also took part in the North Lanarkshire Partnership Act Now co-ordinating group meeting, to ensure that young voices are heard in strategic discussions. The Act Now Plan was released over the summer and can be viewed here> [Home | ACT Now North Lanarkshire \(actnownl.org.uk\)](https://www.actnownl.org.uk). To make the written document more accessible for young people, group members have been working in partnership with New College Lanarkshire to produce a short film summary of the plan. It was lights, camera, action at the Motherwell Campus to get this in the can!

Finally, five members of the group managed to get their hands, and boots (very) dirty by spending the afternoon at Baron's Haugh nature reserve in Motherwell. Working alongside the volunteer team and RSPB warden, they were tasked with clearing an area of Ragwort - a tough-rooted plant that can be poisonous to grazing cattle in the area. They learned about nature conservation and the fine balance required when maintaining the habitat for the species that live or feed there. It was a hard graft but very enjoyable!

Tamzin said, 'I enjoyed helping out, especially since it helped the environment! It was fun and I would do it again'. Mila agreed: 'I thought it was fun and I would like it if the group ends up going back to do more ragwort pulling or another conservation task'. Brandon said, 'I really enjoyed being out in the fresh air and working as a team. Although it was hard work, I would definitely like to do something like that again and I learned a lot from the warden.'



David, the RSPB Warden commented: "It was brilliant having the climate ambassadors down to RSPB Baron's Haugh! They got stuck right into the tasks we gave them, didn't complain about getting ever so slightly muddy and did so with a smile on their face. Their work will help us manage the wetlands this year, ensuring it remains a special place for wildlife and people"

The group continue to build their knowledge, welcome new members and plan for future action as they focus their efforts on climate change and the environment.



family learning

Coatbridge Family Learning Team

Coatbridge CLD Family Learning Team offered a range of engagement options and delivery methods to reach families over the summer period. The team worked together on a four-week Summer Programme that involved an art session, 'Iron Burgh Path' Family Treasure Hunt, Three Parks Challenge and a visit to Summerlee museum to experience digital learning. The programme was focused on Family Learning and each session saw a range of families participating and engaging in activities together.

The art session had the theme of "wellbeing and learning together" and this was delivered in partnership with Active and Creative Services. The Arts Worker had several activities that families could make together including comic strips, family shields, whoosh balls and flower making.

The 'Iron Burgh Path' Family Treasure Hunt was based around a heritage path close to Summerlee Heritage Park. The families worked together to complete fun workbooks which had a number of clues and questions based on various points of interest along the walk. Families reported how much fun they had and how it was a great activity to learn more about their town. One father said, "I enjoyed the event! He has learned about the history of the Monklands Canal and the Iron Burgh". We were very encouraged to see that 75% of parental participation at one of the sessions was fathers.

The Three Parks Challenge was an outdoor learning activity and an excellent way for families to enjoy exploring the area further and learning more about their local community, including the poet Janet Hamilton: the Langloan Poet, who has a fountain commemorating her in West End Park. These two sessions involved families following a pre-planned and risk assessed walk between Summerlee, West End Park and Drumpellier.

Week four of the summer programme saw families meet at Summerlee Heritage Museum. This session was again in partnership with Active and Creative Communities. Families were able to take part in a variety of different

activities within the Education Room and Photomedia Studio. This included photography, stop-motion filmmaking and mural making using photographs of the group projected onto a wall in the studio. Families were also able to get some fun props and costumes to put together for fun family photographs. These will be given to participating families as a souvenir of the day.



Overall, the summer programme was very well received by families and feedback gathered highlighted 4 specific outcomes:

- Families participated in new learning experiences
- Positive Family time
- Making new connections with other local families
- 100% response on the final evaluation showed that families valued the overall learning within the programme, it met the needs of the individual families and Family Learning is something they value and would continue to participate in.

In addition to the four-week family learning summer programme, CLD staff also engaged with families either on a 1:1 basis or very small groups of 2 – 3 families. These sessions were based on family learning, parenting support and the LIAM programme.

Throughout the planning and preparation of the summer work, CLD staff were constantly risk assessing and ensuring measures were in place to ensure safety of staff and participants due to COVID 19.

Some key areas that the team would like to focus and develop going forward.:

- A focus on fathers /male carers who engaged in the summer programme in family learning and parenting programme opportunities.
- Outdoor learning and digital learning opportunities
- Family Learning incorporating the Hi5 award.



Motherwell Family Learning Team

The CLD Family Learning Team in Motherwell ran a family learning programme over a four-week period as part of their summer programme offer. Families were identified who were already working with the CLD Schools and HomeLink staff and who the team felt would benefit from the activities. The Programme was aimed at vulnerable families who may otherwise not access family fun activities with their children over the summer period and who may be isolated.

The practitioners involved in the programme were the CLD Workers (schools) and the HomeLink worker. These workers, planned, prepared and delivered the programme. Reeltime Music was invited along to deliver activities in one of the sessions.

The team ran one 2-hour session each week over a 4-week period. There was a mixture of indoor and outdoor sessions with 3 indoor and 2 outdoor initially arranged. This was changed to 2 indoor and 2 outdoor sessions due to the availability of the community centre. The sessions included a variety of theme based fun activities for families to enjoy.

Due to covid guidelines all resources were prepped and organised the week before and each family received their own 'activity pack'

Pat Cullinan Community Centre Sessions ran on the 6th and 20th July 2021 with 38 participants attending both sessions. The activities included 'Gary Grass heads', making play dough, and designing and creating T-shirts and caps.

All the participants advised that they had enjoyed these sessions and comments from the families included '

- We had lots of fun with the kids
- if we didn't come here, they would have been on their tablets
- It has been great doing activities as family again

The Baron's Haugh sessions were scheduled for the 14th and 28th of July. The session on the 14th July, included Family Baron's Haugh Quiz, a Scavenger Hunt, and lots of Nature Based Activities. As well as enjoying the arts/crafts activities the families also got the opportunity to become familiar with a local area of beauty and history. The attendance for this session was 34 (11 adults and 23 children).



The second Baron's Haugh session was scheduled for 28th July. Due to an Amber Weather Warning, this session was moved to Our Lady's High School. All the activities in this session were Music related. These included decorating and playing xylophone and bells. In this session, Reeltime worked with individual families and then had a group 'jamming' session at the end. This session has 33 participants (13 adults and 20 children)

There were many challenges due to covid and restrictions on numbers. The staff met these challenges by adapting activities/reducing numbers attending, preparing well in advance, and ensuing contact with families prior to sessions.

The feedback received was very positive, with families advising that they had loved the sessions.

This feedback also highlighted that the sessions had a positive impact on the families and that the outcomes for families to be included in fun activities was achieved.

The key lessons learned and outcomes from this programme were:

- always have a back-up plan (as we did)
- families love outdoor, fun activities and making best use of available green spaces in their communities'
- parents are now more confident to attempt activities with their children,
- they have a wider knowledge of fun, free activities,
- they are more confident to explore local beauty/nature spots, and they have increased interest in local area.



Family Learning Team North Locality



A diverse range of activities were offered by the family learning team in the North Locality. Families were brought together for activities in engaging with nature, arts and crafts, multi-sports, trips, gardening, baby massage and play workshops. Individual family support was also provided, supporting with issues including financial, parenting and well-being.

The summer activities were offered to families already receiving support from the team. Additionally, they were offered to new families through a request for assistance from a school/nursery. Families were highlighted due to:

- parental mental health and well-being issues,
- child with an additional support need,
- and where the family would face isolation and challenges over the summer.



The activities aimed to address these needs by improving parental and child well-being and parent/child attachment. Many parents and children had increased anxiety due to the covid restrictions, so we supported families to engage in activities together.

Due to the restrictions the number of families was restricted but as the families face multiple issues it was important to offer them regular contact over the summer through multiple sessions per week.

The activities were provided by the CLD Workers (Schools), Lesley and Val, and the Homelink Worker, Carolyn working alongside:

- Assistant Support Workers, through the Youth Guarantee Programme, provided support at multiple sessions.
- Cumbernauld Living Landscape provided 9 outdoor engagement sessions for free.
- 4 sessions were delivered in partnership with NLC libraries.
- 3 workshops were delivered by staff at Summerlee museum.
- 7 multi-sports sessions were provided with two coaches being hired through NLC sports development team.
- 3 pottery workshops were provided by Pather Artworks
- CACE worked in partnership on the intergenerational pottery workshops and gardening



There are families who find the summer a challenge and need a lot of support. We learned that CLD Summer support works best when targeted to these families. There are community resources on offer to families in general, and families that access these supports do not need our targeted support.

We also noted that there needs to be more partnership working prior to the summer to ensure that families are offered the appropriate level of support and to highlight any gaps in provision. This should include CLD, school clusters, sports, club 365, community partners etc. More prior partnership working would have addressed issues around access to facilities and accommodation.

Next term we will be offering a number of groups to the parents based on the needs they highlighted through discussions during the sessions. Two groups will address the need for parents with a child a with an asn to meet with other parents, to share knowledge and to learn about support available to them. A similar group will be offered to kinship carers to address their isolation and stress and help them access community supports.

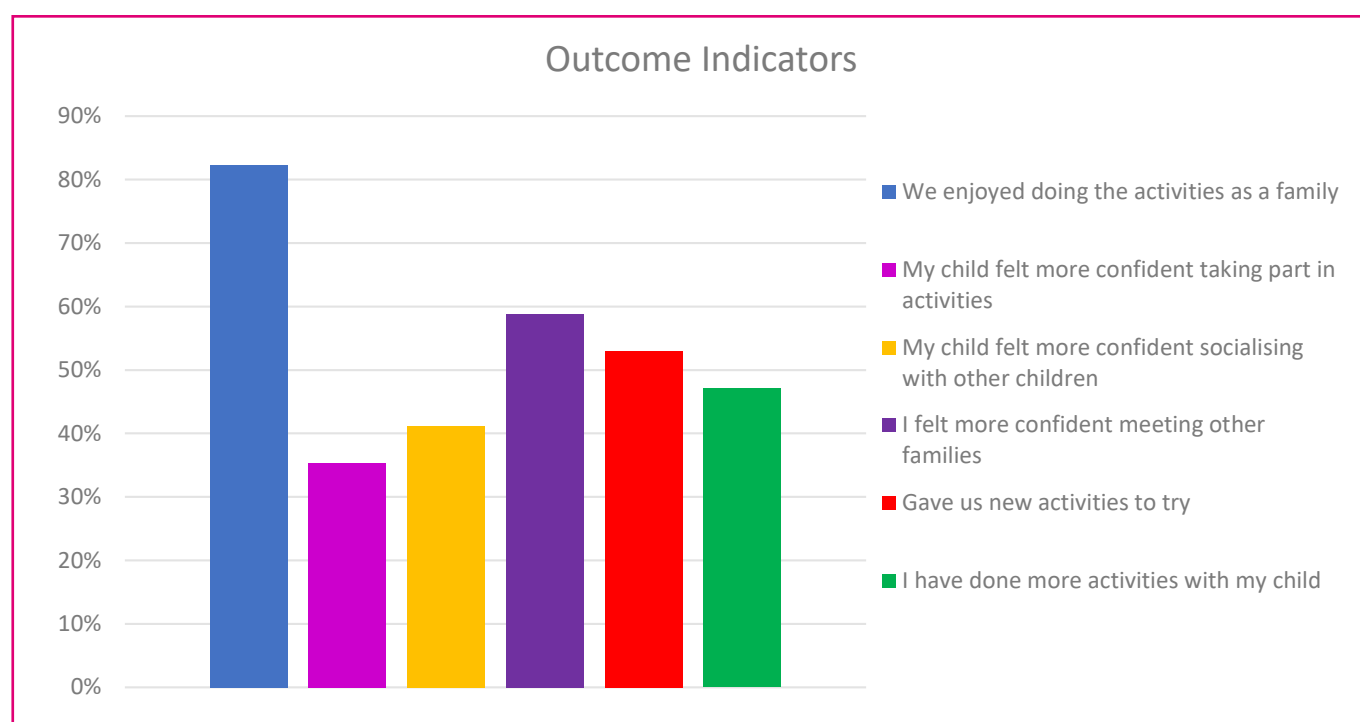
Other groups are being offered as part of recovery and will address parental mental health and wellbeing through confidence building.

Parents were sent a link to a Microsoft form for feedback on the summer activities. The feedback gathered shows that the activities achieved their outcomes.

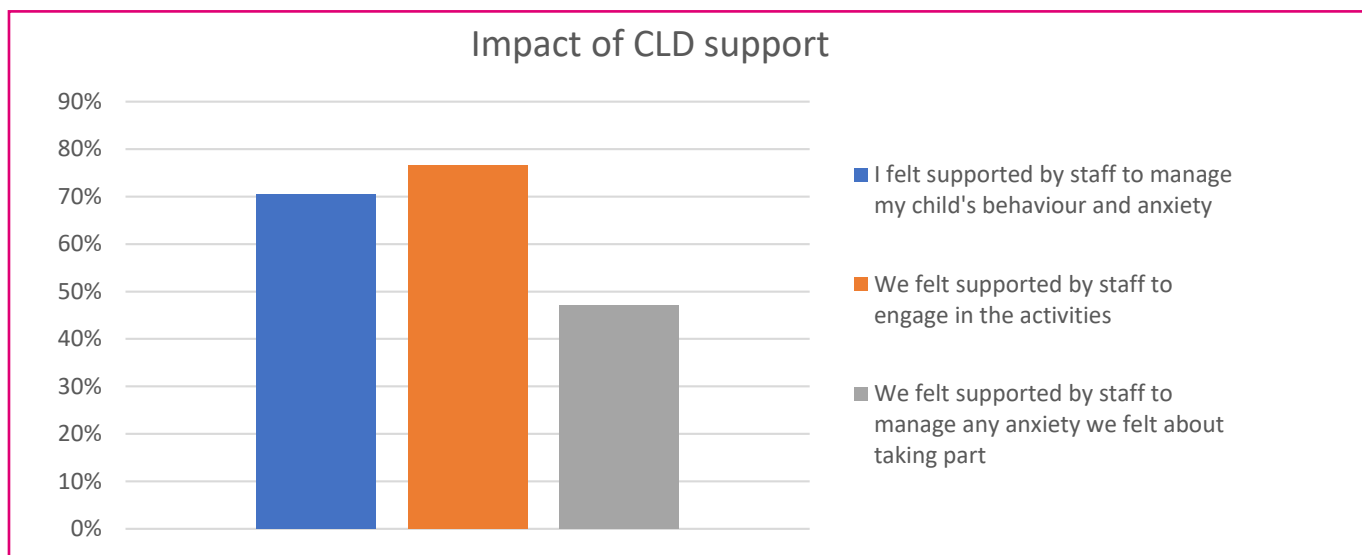
Every parent highlighted improvement in at least one of the indicators with a half of the parents highlighting 3 or more indicators and a third highlighting all 6.

88% of the parents noticed an increase in family bonding and 50% have increased the number of activities that they do as a family at home.

65% of parents noticed an increase in mental health and well-being in themselves and their child.



The importance of providing support to families was highlighted in the feedback from the parents. All parents felt supported by staff with half highlighting all 3 indicators.



The summer activities scored an overall rating of 4.82 out of 5

- *Me and my two children, really enjoyed the forest activities. It was really amazing getting out and enjoying the outdoors. We have learned so much about nature and what we can do to help in the future.*
- *I really appreciated doing these activities, it really helped myself and the kids. It was fun and educational. Great to meet new people and we were looked after and welcomed by Lesley and the other supporters of the group.*
- *My children have grown in confidence. We have been introduced to other families and we all have a lovely bond, almost like family.*
- *turned my little girl's life around and only been going a short time. Makes such a difference with staff who are trained to help and deal with kids with ASN. Super work by all. All other parents understand what it's like too and really welcoming.*
- *The group has been a lifeline for me and my family.*



Bellshill Family Learning

The Bellshill Family Learning team as part of their summer programme, hosted four weeks of summer sessions across two venues, St John Paul II primary school and Bellshill Academy. And the sun shone brightly each day!

The sessions were attended by over 50 adults and children who enjoyed activities including treasure hunts, family arts and crafts, multi sports, baby sensory and parachute games. Families were also given the opportunity to have a workout on the Smoothie Bike and made delicious smoothies to enjoy because of their pedal power, alongside food nutrition workshops. These workshops were informative and interactive as the families were able to explore each fruit, some more familiar than others, cut the fruit safely, find out the country of origin of each fruit and how they grow but most importantly eat the fruit. These activities were supported by our colleagues from Active and Creative Communities and LCFHP.

Ensuring the learning on offer was age appropriate and inclusive was recognised in feedback from families and with the majority of activities outdoors this helped keep risk levels lower resulting in more relaxed participation for all.

Health and Wellbeing walks continued in addition to individual parental engagement sessions which focused on Solihull principles and play@home resources. In partnership with our Adult Learning colleagues, an ESOL Family Outdoor Learning day at Drumpellier Park was also part of the summer offer.

Outcomes of the sessions included:

- Improved understanding of importance of physical activity on our wellbeing
- Improved understanding of play and the importance of play in children's development
- Improved understanding of nurture

Looking forward, the summer programme has given us insight into some specific needs around what provision the families we work with require during school holidays. Some important points would be:

- Provision designed to meet the needs of children with ASN.
- Continuing to offer provision as a team allows for more flexibility regarding activities eg. different aged siblings can take part in the same programme
- Working together to provide groups that support parents particularly around ASN needs their children may have.



Shotts/Wishaw Family Learning Team

At the start of the summer holidays the Wishaw/ Shotts CLD Family Learning team encouraged families to engage in a Collaborative, Creative Digital Literacy project. The aim of this project was to introduce their local communities to the fantastic “green space” and nature walks we have on our doorsteps and often these areas are not normally noticed in our busy day to day. As this is a family learning project it is hoped that the communication, collaboration and relationships within the family will develop as a family unit with the family learning digital skills together.

Four families initially took part in this project which incorporates a blended learning approach to creative digital literacy. The project was delivered by CLD staff using iPads and tripods (without this technology this project would not be able to take place due to the software that Apple produce and the ease of having these programmes readily available on iPads). One of the families received an iPad from the Connecting Scotland funding while the other 3 families used technology which they already had. Due to the geographical distance of each family engaging in the project CLD engaged with the families on a one-to-one basis, hence the requirement for a blended learning approach to this project.



Each family received 2 sessions during the summer, taking place outdoors, to introduce the project and what it hoped to achieve, as this is an on-going project more sessions are planned once the children return to school.

To do this the families had to work collaboratively with the CLD Family Learning Team to use email addresses, text/ attachments, shared web drives, WebEx/Google Meet, and video creation/editing software, use of QR Codes to showcase their learning.

There were a few challenges throughout this project – firstly staff had to use MiFi boxes that families had to be present at any work taking place or the family have shared pictures via the NLC Family Learning Google drive. In the future, we would hope to link with our CLD Adult learning colleagues to be able to access further Mifi equipment. Secondly, there was very little availability of centrally located community facilities for the editing of the films by the families (who require additional assistance with this process). Finally, we had to work at a level and pace that suited the confidence of families due to many of them being resistant to come out into a groupwork setting now that COVID restrictions were being lifted.

The short films which have been created promote a message that hopefully will encourage members of the local community to participate in the wonderful benefits that “green space” and nature have to offer to enhance our mental health and physical wellbeing.

The Creative Digital literacy learning promotes a platform to promote family learning where everyone in a family is a participant in learning new skills to become a creative digital citizen. Indeed, the families are taking on responsibility to work collaboratively as a family to use technology in a positive way to encourage collaborative family communication and to utilize and raise awareness of the astounding scenery and green spaces North Lanarkshire has to offer. The families created a couple of films which are now available on the CLD Family Learning Team YouTube channel.

Key lessons learned from this is to link with the CLD Adult Learning Team around appropriate technology to use within family learning and be able to access remote MIFIs. Families are gaining confidence in their own digital skills, becoming active members in their community receiving peer support and working collaboratively with other families to discover new digital ways of making their NLC communities a better place to live, work and stay.

Longer term's goal for this project is that this project will be a more collaborative project across NLC with families meeting up either fortnightly or monthly to create digital films and develop collaborative online working relationships with other families across NLC. It is hoped it will be possible to provide a central place for families to meet at least once or twice a month to develop the family learning project where families can work towards accreditation.



Airdrie Family Learning Team

The Airdrie Family Learning Team continued to respond to the needs of families throughout the 2021 summer.

All families encouraged to attend the Summer FL Programme had previous levels of engagement/ attainment/ achievement with Airdrie CL&D staff. Some families were referred to the team through the Request for Assistance referral process from partners, i.e. social work, NHS health visitors, family learning centres and primary schools. Four separate all day sessions were held at Airdrie Academy.

The Aims Of The Airdrie FL Summer Programme:

- Facilitate Family Learning in a safe nurturing environment
- Provide families the opportunity to engage in activities that they would not normally participate in
- Encourage families to learn as a family unit.
- Support families with additional support needs to be involved and engaged within the wider community.

Partnership Work

Partnership work was implemented from planning to delivery.

Partnership: school staff, 3rd sector, NL Leisure, Culture NL Art Workers, Drama Workers and Digital Arts Workers.

Activities: basketball, dodgeball, parachute games, 'woosh balls', clay modelling, painting, interpretive games, imaginative storytelling, Lego stop motion animation, photo e-fits, electronic drums.

Challenges

The Covid 19 pandemic resulted in rigorous risk assessments. The everchanging landscape of restrictions resulted in continued H&S planning for each session. In keeping with guidance, part of the programme was delivered outside with an alternative indoor plan dependant on weather.

Transition periods are recognised as a difficult time for families, CLD staff contacted parent/carers beforehand to offer containment. Transport was provided, essential to

those in outlying villages. CLD staff met families at drop off points providing support to overcome any transition anxieties around attending somewhere new and meeting new people.

Impact

As a result of utilising the Flexible Fund, specialist services were accessed, providing families the opportunity to engage in activities that would not normally be available to them. Families responded in a positive way by fully participating in the new experiences. This resulted in enhanced family cohesion, improved reciprocity through attuned play and improved parenting skills.

The families reported how much they enjoyed playing and learning as a family unit, improving their feeling of wellbeing. Families felt safe to participate in new activities and for family members to share and learn from these new experiences.

Outcomes were promoted by breaking down of potential barriers to participation and evidenced through regular attendance, engagement with our service, and reported improvements in family cohesiveness. Families experienced feeling empowered and encouraged other family members to attend. Parent/carers with children transitioning from nursery to primary school had an opportunity to meet link CLD worker.

Key Lessons

CLD staff acknowledged families with ongoing issues require additional support from CLD workers to respond reciprocally and be available to contain out with the planned sessions.

Parent/carers reported that the preliminary 'Covid -19 check' calls resulted in containment and settled some of their anxieties.

CLD staff understand the importance of building relationships and the learning and physical needs required to support children and families, therefore additional staff are required to enable inclusion, participation and ultimately enjoyment for the most vulnerable families.

Families reported how rewarding and beneficial it was to have an opportunity to participate and engage in family learning provision with activities aimed at their whole family.



The programme was able to support peer and sibling learning by providing a safe space for families to share resources, ideas, and a sense of togetherness. The variety and quality of activities promoted achievable goals for families.

Longer-term impact

CLD continue to support the families, through enhanced transition workshops, 1-1 parent support, parent learning, and new family learning opportunities.

CLD staff will develop further opportunities to work in partnership with the activity specialist staff for new FL projects.

Impact Statements

"Me and him (my son) wouldn't usually connect like this. He would usually be with a pal so it was nice for us to take part in something together and have fun, and me not always having a go at him. It's nice to take part with them, not just running after them to stop them doing something bad."

'Both my children listened to me and other staff today. Both behaved themselves today and did not fight or argue and Sam stayed in the area. I am proud of them! I had no anxiety today and felt calm.'

'I am meeting new people and doing new things with Alicia. Coming along (to the summer prog) has helped us to connect together. It has been great getting us moving and getting out the house, that feels good!'

'I get the chance to meet and work alongside other families. My children have enjoyed meeting other kids and we have got the chance to do try things we wouldn't normally get the chance to do together. IE Basketball, animation etc. Sam loved playing basketball; it was good watching them play together.'



adult learning

Syrian Family Fun Day



Over the last 5 years the Resettlement Team has supported the resettlement of Syrian refugees with the most recent family arriving in July 2021. There are now 44 families resettled throughout North Lanarkshire and throughout lockdown many families have felt isolated and alone. Some families had only arrived in Scotland a few months prior to the pandemic so are not familiar with their local area and do not have any family or peer support near them. CLD Resettlement and Adult Learning staff have maintained contact with all families and when CLD ESOL learning moved online all adults were invited to attend 3 levelled ESOL classes per week. Online learning allowed for English language skills to be improved and to also speak to other ESOL learners throughout North Lanarkshire. Online ESOL learning continued throughout the summer but as restrictions started to ease a Family Fun Day was organised at Drumpellier Country Park to allow families to meet safely outside and to reconnect with other families in the area. A total of 35 participants attended the day and staff from both Adult Learning and Family Learning helped to organise activities. This event was held when Scotland moved to beyond level 0 in terms of COVID 19 restrictions.

During the day members of the recently established Syrian Network took the opportunity to speak to other Syrian families to encourage them to join the group. The main remit of the Network is to ensure that refugee voices are heard in North Lanarkshire and to prepare an information book to offer advice should any further families be resettled in the area.

Feedback from the day included:

Thank you all. I was very happy and my husband and children. This is a good thing and a great opportunity to feel that we are among family and friends. We've never felt like this before.

H, Bellshill

We were happy to see the friends of Scotland and Syrians. We thank those who contributed to organising the trip and the joy of our children.

A, Cumbernauld

How happy was I today because I saw other Syrians and they were happy. We exchanged talking and opinions and I felt that I was with my family and friends. It is an indescribable feeling.

M, Coatbridge

I really enjoyed it and my parents feel at home again as they see people again and talk more.

G, Bellshill



ESOL Summer Learning 2021

The focus of CLD Adult Learning, ESOL Summer engagement has been to extend online provision back out into community venues. In planning the summer activities, the Adult Learning team considered the availability of suitable venues that were equally accessible to all learners. Learners were supported in travelling to venues including arranging transport where necessary. Although there has been a range of ESOL classes online many learners reported that they had lost confidence in their skills especially in writing and speaking and the summer sessions were an ideal opportunity to use these skills again in a friendly and relaxed context. Working in partnership, weekly learning sessions took place at venues across North Lanarkshire, such as Cumbernauld Library which had the two-fold effect of encouraging learners to access their library and Bookbug sessions while meeting with their tutor and fellow learners.

The team identified that although learners were all keen to access direct face to face learning opportunities there was some anxiety and apprehension in doing so. Regularly meeting in small groups helped to ease this and enabled learners and staff to begin to 'feel normal' again and be more confident in accessing activities in their local community.

A great success was the ESOL Youth programme which allowed the newly formed ESOL Youth group to continue with their Duke of Edinburgh endeavours. For the resettled Syrian Refugees there was the opportunity to 'Walk & Talk' at Drumpellier Park which many learners reported as really lifting their mood.

'How happy I was today. I saw everyone and we exchanged talks and opinions and I felt I was with my family and friends'

'This is a good thing and a great opportunity to feel that we are among family and friends'

'We were happy to see our Scottish and Syrian friends and we thank those who organised this trip and made us and our children happy'.

CLD ESOL provision also focused on providing an opportunity to celebrate the digital achievements of learners. During lockdown many learners received a device via the Connecting Scotland and assistance from a local Digital Champion to support the use of their

new equipment. Celebrating the accomplishment of successfully engaging with IT and digital online learning was an ideal way to boost learners' confidence and highlight their achievements during this challenging year.

Weekly face to face ESOL provision enabled learners to work on their writing skills in preparation for SQA assessments and discuss their level with their tutor. Writing skills were also used to record reflection on learning completed this year with several ESOL learners writing about their first experience of voting in a Scottish election.

Although all learners were offered face to face meetings CLD workers continued to support learners with ongoing online sessions ensuring that all learners remain in contact and focused on their progress regardless of being able to attend directly. Many learners still have apprehension regarding elderly or more vulnerable family members, and it will be a gradual process for their confidence in the safety of accessing face to face group to grow. To support learners, CLD Adult Learning Workers will offer a blended learning programme of face to face and online support going forward. Significant progress has been made towards all NL residents becoming more digitally literate during the pandemic and served to emphasise the relevance and importance of ensuring all NL residents are digitally literate for a stronger, successful, more inclusive future for all.

This has been a cautious but successful move towards fully opening up face to face learning sessions again and assisting learners to incorporate their new digital skills into their ESOL progress.

'I'm so happy to see my tutor again'

'I am happy we met, and I haven't forgotten all my English'.

CLD ESOL support in Bellshill

Throughout the Summer we have continued to offer online ESOL classes throughout Lanarkshire. During this time, it became apparent that a few learners were having difficulty with word recognition and pronunciation. To further assist them with their English language knowledge, we provided a remedial reading class once per week. The outcome of this class has been to increase their word recognition skills together with improved pronunciation. It has also greatly improved their motivation to engage in further ESOL learning. The individuals concerned expressed their gratitude and have asked for more lessons like this. The main challenges faced were the lack of suitable resources and manpower to offer a more in-depth approach. It would be beneficial to continue with this class throughout the term and when staffing levels improve, we will endeavour to offer similar targeted sessions.

In addition to the ESOL sessions, we have been actively engaging with partner agencies to develop our Menspace project. This project is focussing on men who have been particularly isolated due to the Covid pandemic and who have additional physical and mental health issues. The project is due to launch in September and will enable participants to access opportunities that are of specific interest to them. It is hoped that an additional benefit of this project will be to introduce participants to other learning platforms that we currently offer.

Comments from Learners:

My name is Shanty. Am from India now am living in Scotland in Bellshill. From March I attended English on-line classes 2 /3 times weekly. Now my english is better. Helena Mandell, she thought us a lot of lessons. The last two weeks we studied past simple tenses of regular and irregular verbs. I want study english to speak with people and find a job. THANK YOU TEACHER FOR YOUR DEDICATING YOUR TIME.

Shanty.

Thank you for the homework which you sent last week. I liked the lessons. I find it interesting because we practiced reading, grammar and conversation each time we met.

The way you explain matters is easy to understand and I didn't have problem to follow it. I'm grateful for the opportunity which I received from you and the Council.

Greetings,

Sr. Agnieszka

Teachr Hellina, I like the reading so good more please tanks.

Thalja

Adult Learning Summer Programme – Engagement

The impact of COVID 19 and lockdown had an effect on adult learners resulting in a reduction in numbers taking part in learning. Moving out of Level 0 and a return to face-to-face provision, the Adult Learning team put in place a programme of engagement with learners and partner organisations.

An example of this is the work carried out by the Adult learning Team in Coatbridge Locality. The aim of the programme was to:

- Improve Partner engagement with CLD Adult Learning.
- Improve the number of Partner referrals to CLD Adult Learning.
- Ensure all Partners had the up-to-date Adult Learning offer and were aware of the Referral Process.
- Engage with new Partners/Staff to raise awareness of Adult Learning.
- Engage with learners unable to access online learning and register them for face-to-face classes.
- Ensure learners had access to IT Equipment.

This was carried out by:

- Resending the Coatbridge Adult Learning offer and referral process to Partner Organisations highlighting that face-to-face delivery would resume in August/ September.
- Attending meetings with partners to raise awareness of Adult Learning.
- Engaging with new staff from Partner Organisations.
- Engaging with learners who were unable to access online learning.
- Accessing IT Equipment for learners through Connecting Scotland.
- Attending outdoor meetings with learners to provide information and reassurance around attending indoor classes.



Results

Regular update meetings are re-established with partner organisations.

51 new learners referred by partner organisations have engaged with Coatbridge Adult Learning Team and are registered to start face to face classes in August/ September.

23 existing learners (pre covid) have re-engaged for face-to-face classes.

11 learners received equipment from Connecting Scotland and will take part in digital support offered by Digital Champions.



Airdrie Adult Learners Forum (AALF) -Time for Us



The Time for Us programme aims to provide adult time over the summer where the parents and siblings of children with additional support needs have time for themselves. The group were fortunate to be given a grant last year to provide a trip for the families. However, the planning group realised that this was not going to be practical as at the time of organising social distancing on coaches was mandatory and the cost was not manageable. Plans were redrawn and put in place to provide separate programmes for the children and adults within Chapelside centre. Challenges for this were social distancing, constant change in regulations on what could and couldn't be done due to Covid and the numbers that were allowed in the venue and numbers the group were allowed to work with. Positives outnumbered negatives though as the funding grant was opened up as to how it could be spent, and the forum were given authorisation to spend the money in any way that would benefit the community. They quickly made the decision to limit the numbers to the maximum that could be worked with at the time of planning. The adults were provided with several workshops which included flower arranging and bag and banner making. Using the talents and skills of local community members, one of the ESOL learners, Magdalena, delivered a flower arranging workshop. All the adults really enjoyed the session and Magdalena was excited at being given the opportunity to deliver the workshop. Another favourite was run by support worker,

Sheila, who provided an interesting non-sewing workshop making bags and banners. All activities were safely provided, in a safe manner, adhering to Covid regulations.

"loved getting some adult time knowing the children were catered for"

"I felt a sense of achievement on completion of my flower arrangement it was something I always wanted to try"

"I needed that break"

The children's sessions were also exciting; they enjoyed an active session provided by drama workers from culture NL and entered into the activity with great enthusiasm. The highlight of the children's activities was The Fun Factory, a fantastic children's entertainer who kept all the children occupied for a fun packed session with dancing, games, inflatable darts, limbo dancing under the magic wand and outside for bubble making and catch a bubble on your balloon sword. Two of the Assistant Support workers, Youth Guarantee Programme supported the sessions which allowed the children to be properly supervised whilst their parents enjoyed much needed 'time for us', while providing the YGP workers with summer programme experience.

The children were asked their favourite activity and what they liked about the summer programme:

"I liked everything"

"getting to know people and the games" "the magic tricks" "the inflatable darts"

"I liked going outside for the bubbles"

"limbo dancing"

A packed lunch was provided for all participants which ensured the children were fed and gave their parents a treat too.

This has highlighted the important role Community Learning and Development plays in providing learning activities for all adults throughout the year especially the parents of children with additional support needs where it is hard for the parents to get time for themselves this group have already made plans for the support worker to return later in the year to make celebration banners.

Motherwell Adult Learning Team



CLD Adult Learning staff in Motherwell circulated a baseline questionnaire prior to the summer to assess learners' needs as many had reported that Covid -19, lockdown and ongoing restrictions had an impact on the health and wellbeing. The questionnaire asked for information about current walking habits, barriers to exercise and changes in feelings and behaviours.

Details can be viewed on the following link: <https://forms.office.com/r/5XQ0KDQKz9>

Feedback from learners identified increased levels of anxiety, poor eating habits, feelings of social isolation and a lack of physical exercise as key issues to be addressed over the summer period.

The Adult Learning Team provided a series of activities outdoors and online to help learners 'keep in touch, keep active and keep well'. The aim was to reduce learners' social isolation, increase learners' physical activity, improve learners' mental and physical wellbeing

A choice of health walks was provided to encourage improvement each week. The online Wellbeing Café was a place for chat, relaxation and learning. The local NHS Health Improvement Team and SAMH worked in partnership to provide inputs and discussion on tobacco, healthy eating and mental health awareness. Every session concluded with a short mindfulness activity and an online noticeboard was created to provide learners with a hub for summer programme information, useful links and photographs of activities. <https://padlet.com/CLDAdultLearning/uwf56gdzg0fr53r8>

The team initially targeted the most vulnerable existing learners and new referrals, from partner organisations, who could benefit from participation.

- those in receipt of benefits and living on limited budgets
- those living alone or with poor social networks
- those with poor mental wellbeing – low mood/ depression/ high levels of anxiety/ trauma such as bereavement
- those struggling to access digital provision/ resources/ contact
- those with physical disabilities/limitations or poor physical health which could restrict access to daily positive wellbeing activities
- those anxious about COVID recovery

The programme was delivered by the Adult Learning Team (programme development and organisation, leading health walks; pastoral support to learners; running online wellbeing sessions), CLD support staff (supporting health walks) and specific inputs from NHS and SAMH partners.

Motherwell Adult Learning team met various challenges in organising and delivering the summer programme.

Some learners were limited in their physical abilities so required short, level walks while others were more physically able.

To support learners struggling to travel to the programme, transport was provided. Additional staffing was also needed to lead walks.

When the weather was inclement, activities switched to an indoor venue and provided a different activity so that learners could still engage.

Some learners struggled with technical problems accessing the online wellbeing sessions therefore telephone support was provided in addition to peer support from other learners.

Others were not able to participate regularly due to ongoing poor health – the team used weekly calls to keep in touch with learners who could not attend in person.

A number experienced emotional crisis during the programme and were offered one-to-one support and signposted to appropriate agencies.



At the end of the summer programme, the initial questionnaire was revisited as evaluation and to assess impact on learners who took part in the programme. It can be viewed in full at <https://forms.office.com/r/4hJiuyCqRn>

The completed evaluation questionnaires showed that:

- Learners feel less socially isolated – they feel more connected; less lonely and more able to ask for support.
- Learners have increased their physical activity level – walking more often and for longer.
- Learners experience low mood less often and feel more able to cope with everyday things
- Learners eat more regularly and more healthily
- Learners are less likely to put off doing tasks
- The importance and value in offering a range of activities – learning and social contact being available in different ways to suit different needs.

Feedback from learners included:

"I really enjoyed getting together with friends"

"This is just what I needed at this time. I'm so glad I was referred to you"

"I didn't think I could ever walk this far. I've doubled my distance"

"The mental health talk was really informative and useful. I would like to learn more"

"I would like to do more relaxation"

The programme has been a catalyst for new developments and the new term provides an opportunity to pilot further activities with partners such as continuing the Wellbeing Café, expanding health walk provision and health and wellbeing courses.

Youth Guarantee Programme - Assistant Support Worker's Summer Evaluation

CLD has recently recruited 18 young people as Assistant Support workers as part of the Scottish Government's Youth Guarantee Programme.

The Assistant Support Workers have very ably assisted CLD across North Lanarkshire for the duration of the Summer Holiday CLD Programmes. Each of the staff helped assist teams in Youth Work, Family Learning and Adult Learning.

CLD teams across North Lanarkshire have indicated that the Summer Programmes would not have been the great success they were without the support from the ASW's.

Each Assistant Support Worker was given feedback as part of their CPD from the CLD staff they supported. This feedback demonstrated just how far the ASW staff have come since embarking on their employment with Community Learning and Development.

Below are some of the comments received:

"Emma displayed good 1-1 skills with families and young people, and she made herself available to support both staff and participants"

"Amy works great as a team player and shows great empathy to the families we support"

"Erin has been integral in inspiring and having great rapport with young people. Erin has a great understanding of the wide range of needs of the young people"

"Kai always has a smile on his face"

The ASW's have also completed their Level 5 SQA Work Placement Qualification using their experiences over the summer to complete this.

The Assistant Support Workers will use the experience and skills gained to support the implementation of the CLD recovery plan and in choosing their own projects over the new term.



Gaelic

Although the Gaelic classes took a break over the summer, several conversation circles were organised online so that learners could keep practising their skills, and more advanced learners could have a bit of a chat.

Support was also offered to the younger members of the Gaelic community who got the opportunity to bake along with Gaelic at home, and get creative, both artistically and musically at the Airdrie Feis.

Resource bags were provided to 50 families which included an online tutorial and recipe card for 3 Scottish inspired recipes, along with all the ingredients and equipment needed. In partnership with Fèis Lannraig a Tuath, Tutors provided lessons in traditional music including Accordion, Penny Whistle, Singing & Guitar tuition through the medium of Gaelic to children.



Reasabaidh 1

ARAN-COIRCE LE CÀISE

Tàthchuidhean

200g	non-choise
1 spainn mhòr	flur pìoban
100g	càise cheddar saile an a' phrèis
1 spainn mhòr	uig
100ml	uigse fàilte
Suidhe (a-riar ur 100)	

Seol

1. Cuir an àrthair an aig leas 200C / Gas 6.
2. Luing dh'fhicthe le pàipear-fàine.
3. Maiseach a' mhòr-choise agus flur ann am bòthla.

Recipe 1

CHEESE OATCAKES

Ingredients

200g	medium oatmeal
100g	plain flour
100g	strong cheddar cheese, grated
100g	oil
100ml	warm water
Salt to sprinkle (if desired)	

Method

1. Preheat the oven to 180C / Gas Mark 4.
2. Line two trays with baking paper.
3. Mix the oatmeal and flour in a bowl.

high school transition programmes

Coatbridge High & St Andrews High Summer Programme



During July a two-day summer transition programme was run for young people who had been identified as needing support transitioning to high school. The programme was designed to support these young people in feeling more confident in coming to high school while also addressing some of the issues they may have.

As such, there were wider outcomes that the programme looked to achieve around ensuring young people became more confident & resilient, that they could manage/ create new social and formal relationships and also so they could participate in groups while embracing new experiences. The programme involved a range of different range of activities to allow young people to firstly get to know each other and also become comfortable in the setting. This was further developed upon by running fun and engaging workshops around the school buildings that allowed the young people to interact with one another in a relaxed and enjoyable way. Various team challenges were also arranged to provide good team dynamics and to allow young people to gel with one another and begin to form the foundations of friendships.

All of the programme elements had a key focus in ensuring that the transition process to high school was as friction free as possible for these vulnerable young people. Both programmes were successful with all participants rating the programme Good to Very Good and able to express what new skills and abilities they had learned. Most young people also expressed a key statement on how this programme had helped them improve their transition into high school.

Coatbridge High Summer Evaluation

How would you rate the days?

Awful Not very good Good Really good Brilliant

What do you feel like you get out of coming to the summer programme?

More friends.

What can you do now that you couldn't before?

I Can... Ask for help

I Can... talk to more people

Has anything this week made you feel more prepared for school? Why?

asking for help because the week was really nice



Brannock High@Summer

The activities on offer throughout July were targeted specifically at pupils from LCSC, the Pupil and Family Support Centre and LACE pupils. After the experience of running the hub in the school during the pandemic, we realised that these are our most vulnerable pupils and that they thrived in the small hub environment so the **summer@brannock** programme would extend that support for them.

These pupils were invited personally to attend the programme which was on each Tuesday, Wednesday and Thursday in July from 10am – 3pm and those who normally rely on transport to school, were offered this in order to reduce any barriers to participation. Breakfast, lunch and snacks were also provided for the same reason.

The programme was constructed to offer a range of health and well-being activities including Yoga, Drama, Physical Activity, Healthy Cooking, Mental Health, Art, Arts and Crafts and Digital Illustration. The providers were all local people and local groups and voluntary organisation. This was to showcase to the young people the wide range of supports and activities available to them locally.

A range of staff from the school as well as the Community Police person attached to the school helped to staff the programme. In addition, 6 volunteer senior pupils also assisted with the day to day running of the programme.

Attendance averaged about 20 young people per day.

Feedback from Parents/Carers was positive. Here are some of the comments offered from parent/carers and pupils:

"I would just be in my room sleeping all day"

"I live far from the school so I've enjoyed socialising with friends I wouldn't normally see over the summer"

"Tried new things, got to know new people"

*"I enjoyed the **summer@brannock** because we learned about water safety and did yoga"*

"I can honestly say this has been my boy's best summer. He has bounced out of bed everyday summer club has been on. He has had friends over the 4 weeks that he has never had before. Thank you so much from us. Well done to you all, you have really made a difference for our boy"

"Ryan has really enjoyed himself and would love to do lots more things like this. He enjoyed waking up and getting to do things he hasn't done before"

"Thank you for giving Jamie such a good time at summer school. Great activities which he enjoyed and got him out the house and away from his computer for a few days"

In August (from 3rd – 5th) was the Summer Transition Programme for new S1 pupils and their buddies. This was targeted at the Enhanced Transition pupils and the LCSC pupils coming in to S1.

The purpose was to provide a range of activities which new S1 and their buddies could take part in together, to get to know each other and develop positive relationships. The theme of the activities was health and wellbeing, developing coping strategies and familiarisation with the school building.

Again, the activities were provided by senior pupils and local volunteers and local voluntary organisations.

11 new S1s and 11 buddies attended the 3 days from 10am – 3pm.

"I loved the computer art; it was amazing and cool"

"I loved the art and the cooking"

"I liked the relaxed kids' session"

"it is for everyone"

*NB a note of each days' activities and photographs are available on Brannock High school Twitter

Bellshill Academy and Cardinal Newman



Due to COVID19, normal transition arrangements could not be put in place for the new S1 intake. Pupils from the main associated primaries all had a chance for a half day visit during term time but many who were coming from non-associated primary schools or those who were self-isolating missed these visits. It was decided to run 2 transition days in both Bellshill Academy and Cardinal Newman to aid the smooth transition particularly for vulnerable pupils and those with ASN (additional Support Needs). The HSPO met with the PT (Principal Teacher) of Support for Learning in both schools and went through the list of the new intake. It was decided to target those who would require additional support to make a smooth transition. HSPO contacted the parents of these pupils at the end of the summer term and again the week of the programme.



Aims:

- To build relationships with vulnerable pupils
- Allow the pupils to get to know the new school building
- To allow pupils to make new friends
- To take part in activities
- To feel more confident about starting a new school

Programme:

2 Assistant support Workers supported the delivery of the programme as did two Senior pupils from Bellshill Academy on the first day and two seniors from Cardinal Newman on the second. Pupils took part in 'getting to know you games' and team building, a treasure hunt round the school while making an iMovie on an iPad as they went round. Lunch was provided and, in the afternoon, pupils took part in arts and crafts and sports.

Feedback from both parents and pupils was very good. They did not expect to get an extra day in their new secondary school when no other pupils were there. Most pupils felt nervous coming in but as soon as they arrived were put at ease.

"I have learned new skills, made new friends and can find my way about the school"

"I am confident and ready to start secondary school."

"I am so excited to start High School."

"My child really enjoyed the day and met new friends, thank you"

Long Term Impact/Lessons Learned:

Targeting vulnerable pupils has proved to be very successful, the pupils and their parents had worries and lots of questions which could be addressed before they start. The pupils identified for this programme will now form a S1 nurture group in each school which the HSPO will facilitate along with school staff. Getting vulnerable pupils off to a good start is key to their successful school



journey, this programme certainly delivered this. Having senior pupils involved was ideal as they could answer lots of question that the staff couldn't. The use of the Assistant Support Workers was ideal as they were both former pupils of the two secondary schools and worker very well the pupils.



Greenfaulds High

Following on from my weekly visits to each of the Primaries in the summer term, we put together a targeted group of young people from each of the schools who it was felt would benefit most from extra help with transition. These young people attended a week-long programme of activities in and around the school to help them get to know each other and the school better.

Throughout the week 29 young people attended and took part in;

- transition workshop with Live-N-Learn
- Science experiments
- Clay modelling workshop
- Sports day events
- Outdoor activities at Ravenswood Marsh
- Lego / Making hedgehogs from old books
- Climbing wall / watersports at Strathclyde Park

Some pupils quotes;

"I really enjoyed this morning because it told me to go for things even though you might think you're not going to do it. But it taught me to just go for it"

"I enjoyed the games and learning new things"

"I may try thinking with a growth mindset and start taking the hard way out more often"



Our Lady's High Cumbernauld

28 young people from across our associated primary schools as well as primary schools out with the catchment area took part in Our Lady's High School Summer School. The programme took place during the first week of the summer holidays over two days. During the first day 17 young people attended, and the second day 11 young people attended.

The aim of the Summer School was to ease the transition for primary to secondary school. The programme was targeted at young people that would struggle moving to high school. The HSPO and the DHT worked very closely with the primary schools to identify young people that would benefit from attending the programme. Parents were contacted and the details were all discussed with them prior to Summer School. The programme was structured so that the young people had the opportunity to spend time in school within a small and quieter group setting. The young people had the opportunity to meet peers, spend time together without the noise and bustle of everyday life in a high school.

The young people took part in lots of fun and informal activities including sports, IT, R.E, science, a treasure hunt and much more. The young people spent valuable time with staff members including the HSPO, HT, DHT, teaching staff, ASNA staff member, the Sports Co-Ordinator, PT Support for Learning and they also met the janitors and clerical staff. The young people enjoyed spending and exploring their new school.

The long-term impact is that the HSPO and the wider school community (PTPS, SFL, DHT) will continue to support the young people in school. They may be asked to join a group or work with the HSPO individually. They will also have the opportunity to complete their Hi5 Award.

Feedback from the young people and staff was positive. The young people said that they enjoyed meeting new friends and that they now feel more confident going to high school. They also said that they loved the archery and science.

Here are some more comments from the young people about what they liked:

- Meeting new friends
- Meeting teachers
- The treasure hunt
- Spending time in school without the other pupils
- The sports - archery and dodge ball

<https://twitter.com/olhscumbernauld/status/1410505495333457925?s=21>

St Ambrose and Buchanan High Schools



St Ambrose High School

On Tuesday 3rd and Wednesday 4th August, a targeted summer transition programme ran for 22 young people who would be starting S1 at St Ambrose in August 2021.

The young people were supported each day by CLD staff and ten S6 students, split across the two days to ensure the numbers stayed under the maximum of 30.

On the first day, the young people participated in a variety of team building games and activities including the Egg Drop and Champions. This provided them with the opportunity to get to know other young people and have fun.

On day two, they participated in a cooking workshop with a member of staff from Windmills Café in Motherwell and a treasure hunt to get them more familiar with the school building.

The summer programme was a success with positive feedback received through evaluations each day.

"I can't thank you all enough for putting on the summer transition day, I know it was extra work for you all but in our opinion it was well worth it. We would highly recommend you go ahead and with them in the future. Our son said that yes he did enjoy the transition day and the best part for him was having the chance to interact with his peers from the other schools. Given the circumstances which lead to the summer transition, it was definitely the best approach and gave our young people a well needed return to some level of normality. Whether it will work that way in the future remains to be seen but from our end it has been a success."

"We think you most definitely should run these days every year for new S1 pupils. Our daughter had been very nervous about starting up until we came down with her for the tour and that calmed her a lot, but after the summer transition day she said she wasn't nervous at all but actually excited now to get started and try out all the new subjects and meet new teachers etc. It really helped ease our minds as we were nervous and worried that our daughter was nervous and worried."

Buchanan High School

For the first time, Buchanan HS worked in partnership with the Home School Partnership Officer in running a summer transition day for 17 young people who would be starting S1.

The young people were supported by three CLD staff, a DHT and four ASN staff.

The young people participated in team building and arts and crafts activities as well as having the opportunity to take part in a treasure hunt and outdoor activities.

The day was a great success and the Head Teacher fed back that he felt it made a real difference to the young people starting S1. He said they would like to run this again for future year groups making their transition to high school.



Calderhead and Caldervale Summer Chill



Summer School Aims:

- To participate in a two-day programme at the High School
- Build up new friendships
- To try out new activities
- Learn new skills
- Have fun
- Gather more information for Pupil/ Learning Support Staff



The proposed outcome of the Summer Chill was to offer activities during the transition period for P7 pupils transitioning to S1. The programme was planned and organised in a creative manner to encourage sustained learning in a fun and imaginative way.

The programme was flexible enough to take into consideration the participants difficulties both educationally, socially and behaviourally.

The group became successful learners as they were directly engaged in the various activities/workshops, experiencing and practicing their new skills and becoming confident individuals.

By working in teams, the young people undertook various roles and responsibilities that involved supporting and helping each other while also improving their personal skills. By doing this the participants acted as responsible citizens working collectively in completing tasks while also respecting and including each other's opinions.

The varied programme of events enabled this to be achieved and the programme was a great success.

Five young people from each cluster primary were involved, and the programme was delivered by HSPO, school-based staff, volunteers and Assistant Support workers from the Young Person's guarantee programme.

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