

## Quarter 2 Monitoring Report 2019-20 for CYPFEIF and ALEC Fund

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**Reporting Period:** Jul – Sept 2019

**From the work you have delivered so far since the start of this funding, are you on track to meet your outcomes?**

Yes

Please provide a brief summary of the progress you have made towards each of your outcomes

### Infrastructure Funding

Outcome	Activities	Progress against indicators	Progress against outcome	No. of beneficiaries2	Monitoring & evaluation carried out
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Outcome	Activities	Progress against indicators	Progress against outcome	No. of beneficiaries <sup>2</sup>	Monitoring & evaluation carried out
1	<p>Improve the skills profile of 5,250 adult enrolments over 3 years, engaging people with low or no qualifications in learning to enable progression towards, or achievement of, SCQF level 4 accreditation or above.</p> <p>In Aberdeenshire ESOL provision for Syrian New Scots is working towards SQA National 2 Preparation for Literacy while higher level learners are working towards National 2 Literacy</p> <p>In Glasgow, the AMIF Programme has conducted Initial English Language Assessments to enable learners to access the most appropriate level of provision and/or be correctly placed on the Glasgow ESOL Register</p> <p>Through the SDS Employability Fund in Kilmarnock learners have achieved accredited qualifications in Emergency First Aid at Work, Health and Safety and Food Hygiene</p> <p>In Highland ESOL learners have been working</p>	<p>32 learners across both levels</p> <p>52 Initial English Language Assessments Completed and provision delivered to 55 learners to get them correctly placed on the register</p> <p>19 learners completed the</p>	<p>19 of the 32 learners progressed from the lower level course last term to the higher level of provision this term</p> <p>A number of learners have already progressed from the "Survival English" delivered by the WEA to higher levels of learning at college</p>	<p>As discussed at the beginning of this year, the 2019-20 target will be a pro rata target of the 5250 agreed for the previous three years. This means the target number of enrolments will be 1750</p> <p>Against this target the year to date total is 1256</p>	<p>As per previous reports this section outlines the main evaluation methods that are used across most WEA programmes. Not every programme is evaluated with every method but generally most programmes will use more than one mode of evaluation. As these modes of evaluation have been comprehensively outlined in prior submissions to CORRA over the past three years and in the first quarter of this year, this section is much less detailed than these previous reports.</p> <p>Modes of evaluation carried out on WEA learning programmes include a mix of the following:-</p> <p>Data analysed from candidate enrolments</p> <p>Course set up data: hours, locations learner numbers etc.</p> <p>Learner performance including attendance retention attainment</p> <p>Personal learning plans and progress against them</p> <p>Learner evaluations</p> <p>Tutor evaluations and course records</p> <p>Continuous assessment records and feedback from both tutor and learners</p>

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	towards and/or achieving SQA Level 4 ESOL in Context while on Employability Programmes, one learner has achieved a Level 4 Communication Award	qualifications in First Aid, Health and Safety and Food Hygiene			End of course feedback via a variety of methods: surveys, questionnaires, individual and group feedback, audio feedback, video/film feedback, story telling and art, interviews Feedback from partners and funders Discussions between tutors and between tutors and managers Increasing use of social media by some learner groups
	In the Falkirk Job Clubs some learners have been achieving awards in SQA Level 3 Writing Skills, Speaking Skills, while 2 learners are on Open University course an one is working towards their Adult Achievement Award	4 learners have achieved their Level 4 ESOL qualification to date			In addition to these methods specific projects may also adopt additional evaluation methodology that has been agreed with the learner group
	Learners in the Sunny Govan Creative Writing Group are completing their SCQF Level 5 Radio and Communication Course	3 learners have achieved			
	Through the DWP the WEA in Glasgow is delivering a Level 2 Basic Work related English Course Also in Glasgow the WEA	their SVQ Level 3 in Writing Skills and 1 is working towards this			

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	<p>is delivering Level 4 Literacies provision in partnership with New Gorbals Housing Association and Task Childcare Service. Finally the SCQF Level 4 course: "An Introduction to Science in Everyday Life" was delivered to a group of refugees and asylum seekers</p>	<p>qualification. 1 learner has achieved their Level 3 Speaking Skills</p>			<p>The evaluation methods selected are typically negotiated between the tutor and each individual group of learners</p>
	<p>In Ayrshire learners have been working towards Employability for ESOL at</p>	<p>10 learners completed this programme</p>			
		<p>22 learners are currently engaged on this programme which will finish in November</p>			

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	levels 2 and 3 and ESOL for College also at levels 2 and 3	10 students completed this programme with 7 achieving their qualification. This group won a UK WEA Award			
		11 learners have progressed from these programmes to either Ayrshire College or			

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		West College Scotland			
2 Reduce the number of people living in poverty, by engaging 5,250 adults in learning to tackle poverty and inequality over 3 years.	Five ESOL classes in Aberdeen and a further five Creative ESOL Cafes provide language learning opportunities for migrant workers	100 plus learners are engaged in this activity	These classes provide the first steps towards the effective integration for new migrants, reducing their inequality of opportunity and enabling them to become active citizens	As noted above, in this 2019-20 year the target of 5250 is a pro rata target of 1750 learner enrolments	As noted above, evaluation activity will only be included in this section if it is specific and in addition to the general evaluation methodology applied across most provision
	A health and social care employability programme in Kilmarnock is equipping the long term unemployed with the knowledge skills and confidence to secure employment in the care industry	10 learners have successfully completed this programme	100% of the learners report that their confidence has improved, 90% are more optimistic about the future and 70% have gained a qualification. Learners reported that the course helped them with problem solving, working with others and that their reading writing and communications skills had improved. "The WEA takes considerable detail and effort to ensure you feel more positive about finding employment in the future"	Against this target the year to date total is 1127	
			Of the 30 referrals in the past four months the learners report on a very positive experience but there have also been notable output		

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	<p>At the Invergordon Job Centre an intensive programme of 1:1 support is delivering positive results for long term unemployed clients disengaged from other types of intervention</p>	<p>22 of the most challenging and hard to reach learners are actively engaged</p>	<p>successes including learners progressing to employment, signing up to college, completing qualifications and progressing to further study</p>		
	<p>At the Falkirk Job Club the latest cohort of 36 learners are engaged on a Skills for Employability Programme. A further 5 learners are learning with the WEA and the Falkirk Council Employment Training Unit and 2 are working on the Future Pathways Programme.</p>	<p>with and/or have progressed from this programme</p>	<p>Of the 36 learners in the job club 23 have progressed to a positive destination into employment, volunteering, enrolling at college or progressing to further learning. Learners report an increase in skills, confidence and reduced anxiety: " It doesn't seem that long ago I was unemployed using food banks and feeling very depressed. I'm now at college and loving it"</p>		
		<p>Of these 43 learners some have already</p>	<p>In both the RSBI and Scottish Drugs Forum Programme, the WEA is delivering knowledge and employability skills that will either lead to a job or to a higher level job The WEA is also reducing</p>		
	<p>In Glasgow, employees of the RSBI have a dedicated</p>	<p>progressed to a positive</p>			

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	<p>literacy and numeracy group that meet once a week during office hours to develop their literacy numeracy and communication skills. The WEA are also working with RSBI on a Literacy/Numeracy Preparation for Adult Apprenticeship Skills Test.</p> <p>Also in Glasgow, the WEA is delivering weekly ICT, literacy, numeracy and tailored 1:1 support for</p>	<p>destination while others have made substantial progress towards a</p>	<p>inequality, as many of the learners have additional needs that require extra support</p>		



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	learners on the Scottish Drugs Forum Addiction Worker Training Project	positive destination in the future			
3 Improve the health and wellbeing of 5,250 adult over 3 years, by building on assets, to plan and co-design learning to support improved wellbeing.	<p>Reminiscence classes for sheltered housing residents are now delivered in seven locations across Aberdeen with learners planning and co designing each individual course</p> <p>ESOL provision to SAHELIYA learners in Glasgow is delivered to those suffering from gender abuse. These learners are frequently isolated and engage very little outside their immediate community</p>	<p>121 learners are actively engaged in these programmes</p> <p>11 learners are on this latest cohort</p>	<p>The families of the learners and the learners themselves all comment on the positive impact the learning has on the learners well being with learners reporting increased social interaction, reduced loneliness and improved mental stimulation. " I enjoy having company every week otherwise I'd be at home alone". "I enjoy learning from others life experiences"</p> <p>This class has helped some learners to " build up my confidence, make friends, improve my speaking and listening to communicate better" Another learner commented on the " lovely teacher, enjoying activities, this class has encouraged me to speak . I like the trip we had to the Peoples Palace"</p> <p>Personal assistants attending these events report that they are more confident and knowledgeable about their role and better able to support</p>	<p>As noted in the sections above, in this 2019-20 year the target of 5250 is a pro rata one year target of 1750 learner enrolments</p> <p>Against this target the year to date total is 1037</p>	<p>As noted above evaluation activity will only be covered in this section if it is specific and in addition to the general evaluation methodology applied across most provision</p> <p>In addition to WEA's mainstream evaluation activity the personal</p>

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	The PA project provides support to many personal assistants who work alone giving the PA's a voice and a safe environment in which to be heard. A growing programme of network events is currently underway across Scotland	115 personal assistants are benefitting from the vents and support the project offers	and deliver a better service to the clients they look after.  In terms of contextualised achievement there has been some incredible successes with a number of learners getting a job or engaging in further learning		assistants network has a much greater profile and engagement with social media. Comments on provision continues to grow on Facebook and
	In WEA Highland long term unemployed clients with poor physical and mental health and associated levels of motivation and confidence are benefitting from a programme of 1:1 mentoring support.	22 learners with acute difficulties and needs are being supported via this programme	Participants in the Choir have reported a greater level of confidence, improved sense of well being and improved levels of social connection and interaction through the choir		
	Also in Highland the Women in the Highland Project is combatting social isolation and increasing confidence levels through learners		The tutor meets with learners to identify both at an individual and group level what the learners want to achieve. This includes helping		

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	<p>participating in and performing as part of the Women in the Highlands Choir. Based on learner demand across the region writing comedy and well being workshops are also being delivered</p>	<p>24 learners are actively involved with the choir and enrolments for this are growing</p>	<p>them engage with the wider community and facilitating discussions on their mental health and overall well being</p>		<p>Twitter with posts regularly reaching 200-300 people and some between 800 and 1000</p>
	<p>The Sharing Lives Sharing Languages Project has engaged with newly resettled Syrian Families by combining the delivery of English with social and cultural activities that the learners have said are important to them. This has included a "World Ceilidh" and shared story telling event of Scottish and Syrian culture</p>	<p>34 learners and their families are benefitting from the support and range of activities on offer</p>	<p>Some of the learner activities such as gardening, walking, camping and other outdoor activities are specifically aimed at improving both physical and mental well being and an individuals personal growth and development. As one learner reports, " just getting away, out of Aberdeen, out of the flat has been great. I have met new folk and taken on a couple of extra activities this term</p>		
	<p>The Reach Out Project in Aberdeen offers a vast range of activities to meet learners referred from more than 40 partner agencies with an individual learner programme agreed</p>		<p>Beyond the development of their skills and knowledge, many job club learners report improved mental health and reduced isolation. Some are now reflectively writing about their experiences and in donig so are also reporting increased confidence and a sense of achievement.</p>		

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	for each individual		Fife CLD commented on this partnership with the WEA saying that they "were really impressed with the volunteers knowledge and commitment to their projects, ....that leads to groups and projects		
	The Falkirk Job Clubs aim to support the most challenged of learners back to work through a number of interventions often over quite a lengthy period	202 learners are enrolled on the programme against the full range of activities			
	In Fife a number of vulnerable learners suffering from hearing loss are now engaged on a lip reading course				
	Also in Fife, several history workshops, history				

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	cafes and literature courses are aimed at	While the provision in Fife is ongoing some of it is relatively recent and at this point the enrolment	really making a difference to them [the learners] and the wider community"		

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	attracting 50+ age group learners at risk of isolation and lacking in confidence.	information has yet to be processed			
4 Improve educational attainment of 3,500 adults with childcare responsibilities, and living within the most deprived areas of Scotland, to develop positive role modelling, positive choices and progression over 3 years.	<p>New funding secured to provide a crèche for Syrian New Scot mums to attend ESOL classes</p> <p>Initial language assessments and survival English delivered to refugees in Glasgow recently granted leave to remain</p> <p>Most of the current</p>	<p>This new funding has enabled four women who would otherwise have been denied this opportunity to attend these classes</p> <p>To date 52 initial language assessments have been completed and</p>	<p>Education of Syrian New Scots will more quickly enable their effective integration, create role models and sources of peer support, enable progression by the individual learners and enhance this communities capacities and capabilities</p> <p>In partnership with the AMINA Muslim Resource Centre the WEA combine ESOL provision with employability skills to support women into work or who want to start their own business. We also work with SAHELIYA ESOL to deliver provision and support to ethnic minority women who are surviving gender based abuse</p> <p>Provision in political literacies, "empowering ourselves and our communities" and a mentoring programme are all geared towards</p>	<p>As noted in the sections above, in this 2019-20 year the target of 3500 is a pro rata one year target of 875 learner enrolments</p> <p>Against this target the year to date total is 400</p>	<p>As noted above evaluation activity will only be covered in this section if it is specific and in addition to the general evaluation methodology applied across most provision</p> <p>For the Syrian New Scots programme local volunteers plan to visit classes to assess the impact of provision and to gather learner stories</p> <p>Beyond the evaluation activity conducted by the WEA, there is significant joint evaluation activity done by both the WEA and Scottish Refugee Council and further evaluations and audits by AMIF</p>

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	provision in Fife concentrates on high SIMD areas including Methil and High Valleyfield which are among the ten most deprived data zones in Fife	provision delivered to 55 learners	growing local community capacity so that subsequent cohorts of learners are developed locally by local people  This provision aims to engage with women from the most deprived communities in the region with this lack of opportunity frequently compounded by rurality and isolation		
	In Highland three new courses for womens groups have/will shortly start including womens well being, writing with a purpose and a general education programme		In the communities within which the WEA works in North Ayrshire, 80% of the learner s are the parents of school age children. This family learning should create the basis for the children attending main stream		
	In North Ayrshire the WEA delivers learning to Syrian and Afghan families in the family home as delivery in				

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	any other setting is an insurmountable challenge: at least initially	47 learners and their families are benefitting from this intensive mode of	education in the future and the importance of education within the family unit		



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		delivery that best meets their needs			
5 WEA Scotland will have increased sustainability through greater engagement with a range of funders and funding streams.	<p>New Leader Project funding secured in partnership with Aberdeen Council and the Elphinstone Institute at Aberdeen University</p> <p>Growing levels of ESOL funding in partnership with Scotland's colleges and ongoing management of the ESOL Register</p> <p>Additional income from Lloyds banking Group to provide volunteering opportunities for their staff on AMIF courses</p> <p>Growth of income from current partners due to ongoing over delivery against agreed outputs and higher bid success rates on tenders submitted for clients such as DWP and STUC</p>	N/A	<p>This focus on funding is part of a progressive year on year plan to improve the organisations finances. After several years of deficits WEA Scotland delivered a surplus in 2017-18 of £25,000. For 2018-19 WEA Scotland has delivered a £148,000 surplus</p> <p>More income is being achieved from existing and new funders through higher bid success rates and over target delivery resulting in the generation of over £400,000 of additional income since January 2018</p>	N/A	<p>Every Area Manager has a business development and income growth plan and this is WEA Scotlands highest strategic priority</p> <p>These plans are monitored at every one to one meeting Managers meeting with the Director of WEA Scotland, at every Management Team meeting, at the UK SMT and at the WEA Scotland Baord</p>

**Since April 2019 Please tell us how many people in each of the following groups have benefited from this work**

<b>Group</b>	<b>Since April 2019</b>
<b>Children and young people</b>	
<b>Families</b>	
<b>Adults</b>	1,008

**Please tell us about any unexpected challenges you have had in delivering your work**

Pressure on budgets and staffing continues to make partnership and development work challenging. Fewer referrals to some DWP and employability programmes than initially anticipated. Low initial learner numbers on AMIF Project but this now largely addressed. Recruiting volunteers to support language provision in the Highlands. Ongoing lack of engagement from two large local authorities on the Personal Assistant Project which continue to deprive Personal Assistants in these areas of a valuable support resource

**Please tell us about any successes you have had in delivering your work**

Continuation funding from Glasgow to support the ESOL Register. Additional funding from Highland to provide a new post to support the resettlement of Syrian families. The successful delivery Scotland wide of community based ESOL classes in partnership with Scotland's colleges. Excellent multi agency partnership work across Glasgow in the delivery of the AMIF Project and the creation of both a new learning environment for our learners and a very effective delivery team. Geographical reach of the PA Project significantly extended, a large growth in the participating number of PA's and a huge increase in associated social media activity/participation.

**Please let us know what differences any non-financial support you have received from the Corra Foundation or your Policy Officer in relation to this funding has made to your work**

Support from CORRA continues to be very good but most beneficially, proactive. The Foundation has recommended mentoring opportunities, brokered possible partnership introductions and provided good networking opportunities. Their feedback on our work continues to strike the right balance between challenge and support

**If there is any other specific support you feel you need from either the Foundation's CYPFEIF and ALEC Fund team or your Policy Officer at this stage, please tell us what this is.**

Content with the support we receive and have no recommendations for improvement

**Please give a breakdown of your expenditure for the year to date since 1st April including the three months for which you are claiming. Please enter only whole numbers, and please do not include any VAT you can recover from HM Revenue and Customs. Your total claim should be no more than a quarter of your total annual funding through the CYPFEIF and ALEC Fund.**

## Infrastructure

YTD Spend:

£286,776.00

Quarterly Claim:

£72,500.00

**Please explain any differences of more than 10% between the amounts you have spent and the amount you are claiming.**

WEA infrastructure costs exceed the amount of grant received hence the variation between YTD spend and the quarterly claim

**Please let us know of any partnerships this funding has supported you to create, sustain or develop.**

New funding partnership created with Elphinstone Institute at University of Aberdeen.

Continued multi agency partnership working city wide in Glasgow on the delivery of ESOL provision.

New partnership with Dundee Carers Centre to produce an Employers Quality Standard Chartermark for personal assistants in the city.

New partnership for the Personal Assistants Network also in development with the Scottish Personal Assistants Employers Network and the Living Wage Foundation.

This aims to accredit all personal assistant employers who pay the living wage.

A new Supporting Refugee Families Partnership Group created in Highland to provide a support network for Syrian families new to the area. Associated enhanced partnership working with other agencies such as New Start Highland, In This Together and Highland Migrant and Refugee Advocacy

New partnership with North East Sensory Services and the Reach Out Project to deliver a John Muir Award cookery class to clients with sight or hearing problems.

Reach Out is also in the early stages of establishing a GP referral scheme for patients/clients who may benefit from the provision Reach Out can offer

Continued and growing partnership activity between the WEA's Falkirk Job Clubs, Falkirk Council and Future Learning Pathways.

Much more effective engagement with DWP across Scotland including a particularly innovative programme in Glasgow where ESOL learners and the JCP staff who support them were trained together so the staff could better understand the needs of their ESOL learners.

**Please let us know about any community benefits that have resulted from the work you have delivered.**

Effective integration of Syrian New Scots, refugees and migrants in the North East, Highland, Glasgow and North Ayrshire  
Improved social interaction and well being of service users in sheltered housing who have been attending reminiscence programmes  
PA Network is now establishing self sustaining local community groups that can provide ongoing peer support beyond the direct interventions provided by the project  
The Falkirk Job Clubs have assisted in the reduction of local poverty by helping their learners access food and clothing via the local food and clothing banks  
Gardening projects and other community enhancement/improvement work is undertaken by a number of WEA learners and volunteers across Scotland  
Political literacies learners in Fife have launched an anti poverty community support hub to help local people cope with issues such as changes to benefits and welfare reform

**Do you have any case studies or quotes relating to this work that you would be willing to share with us?**

Yes

**Do you have any forthcoming events or opportunities for a Ministerial visit?**

No

**Please put a cross in the box to confirm that:**

- The information in this report is accurate and true and has been approved by the governing body of your organisation
- The money from CYPFEIF and ALEC Fund has been used exclusively for the work described in your original application and your agreed outcomes and indicators, together with any changes you've agreed with us since then
- There haven't been any significant changes to your grant or the governance of your organisation apart from any you've told us about and we've agreed to in writing
- You've told us about all other sources of funding for your grant and you haven't received any duplicate funding for the activities, services or facilities the CYPFEIF and ALEC Fund is paying for
- Your organisation keeps full and proper accounts and records, which show how the money from the CYPFEIF and ALEC Fund has been used
- Your organisation is following all current statutory requirements and other laws and regulations relating to the grant and its work including: adherence to employers' liability insurance; the national minimum wage; the working time directive; health and safety; safeguarding of children, young people and vulnerable adults; equal opportunities; data protection and intellectual property rights legislation

Thank you for completing this monitoring report. We will use this information to:

- Authorise the payment of your funding.
- Work with you to address any issues you have in delivering your agreed outcomes and indicators.
- Report to the Scottish Government on the use of and impact made with CYPFEIF and ALEC Funding.
- Provide information to the Scottish Government's evaluation of the funding model being used for the CYPFEIF and ALEC Fund.
- We will only use the data provided in this form as part of our grant review process. If you want to find out more about what we do with your data, you can access our:  
- Privacy Notice. (<https://www.corra.scot/privacy-notice/>)

**Tick to agree**



