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Democratising the Future

Gerry Hassan on the power of story, the relevance of hope, and re-assessing our thinking about knowledge and education.

Plus: think-pieces from Rona Woodward, Carol Craig and Isobel MacNaughtan

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Welcome

Welcome to the first edition of Linked, Learning Link Scotland's new, smart annual publication highlighting the work that takes place in adult learning in the voluntary sector. In an upbeat and accessible way, Linked explores the story of adult learning in Scotland today. We will be growing the publication to become a valuable resource for and about the sector in subsequent years, capturing the outcomes and impacts our sector achieves.

Central to Linked is the Membership Directory, demonstrating the broad range of their work. We also feature key case studies highlighting the impact of a selection of our Members' learning programmes within their communities.

We are also delighted in this first edition to feature articles from four key thinkers: Gerry Hassan, Rona Woodward, Carol Craig, and Isabel MacNaughtan. They delivered keynote presentations at a series of seminars for practitioners that we ran from last Autumn to Spring this year. Their pieces are designed to make us think about the wider picture; the issues that affect our society and how it impacts on our ability to deliver adult education in the community.

Learning Link Scotland is the national intermediary for voluntary adult learning providers. We currently have a Membership of just under 100 adult education groups and organisations who are based across Scotland in 24 local authority areas. Together Member organisations provide a wide range of learning opportunities to over 119,000 adults per annum. They work in an inclusive way with a wide cross section of adult learners in their communities; a cross section of learners from a broad range of ethnic minority backgrounds. Our Members also provide experiential learning opportunities to over 10,000 volunteers per annum, and employ over 4,000 full and part time staff.

We work in partnerships across the sectors and currently represent our adult learning community on over 15 national groupings covering the diverse range of lifelong learning and sector development; including Adult Literacy and Numeracy, Community Learning and Development, ESOL, Skills Strategy, and implementation of SCQF.

Linked is for people who have a vested interest in developing adult learning in Scotland. It's to be used as a resource: to learn more about adult learning in the sector, to help collaborate and create partnerships, and to disseminate achievements. It will reach out to a readership of:

- Scottish Government; Ministers, MSPs and civil servants
- Local Authorities; key contacts
- Voluntary and 3rd Sector
- Further Education
- Higher education
- Key national agencies (such as Learning and Teaching Scotland, Lifelong Learning UK, Skills Development Scotland, SCQF Partnership)

If you want to feature or advertise in our second edition which we aim to produce in Spring next year, get in touch.

We were able to produce this first edition of Linked through the investment of Big Lottery. Together with Scottish Government, Education and Lifelong Learning Department, they are key partners of Learning Link Scotland and we thank them both for their continuing support. Our aim is to increase the number of key partners who will support the production and future development of Linked.





Democratising the Future: Lessons for Lifelong Learning

Gerry Hassan

Demos Associate and Honorary Research Fellow,
Glasgow Caledonian University

This “think-piece” comes from our first seminar held in September last year as part of our national event: Think, Explore, Influence. Participants listened to keynote speaker, political commentator, Gerry Hassan, who asked us to consider how we can “democratise” the future in Scotland. Gerry encouraged us to think about an aspirational future for extending democracy, and challenged us to consider where these ideas can find synergy in lifelong learning. A transcript of his speech follows.

Introduction

I am going to address today some of the ways we think about the future – both conventionally and in more creative ways – and the implications and worldviews constructed by these. I also want to acknowledge at the outset that I am going to talk about and frame several ideas and concepts, and necessarily summarise and simplify ideas which have several layers of complexity. I hope you will allow me this in the short time we have, and follow the flow of my argument, and see it as a starting point.

The Scottish Context

Before that I would like to briefly contextualise what I am going to say by referring to the current Scottish environment: the Scottish Parliament, ten years of devolution, the prospect of an independence referendum if not next year then some time in the near-future. In 1953 the Scots writer, radical and campaigner Naomi Mitchison commented on the debate on Scotland’s constitutional status (which still has relevance for today’s debate) and how we widen a debate often narrowly

focused on political change and institutions into a wider debate and idea of cultural change:

“It seems to me that you are bound to assume that a self-governing Scotland is going to be immediately morally better, and I don’t see it unless there has also been a revolution. I can’t see how the people who are likely to govern Scotland under any democratic system are going to be any different from the undoubted Scots who are in positions of local power.”

Why Thinking of the Future Matters

Thinking about the future, matters. It is part of what goes into being human and something that we have done for as long as we have developed our intelligence and memory and been able to learn and distinguish between an act and its consequences. Throughout human history, different forms of the future have appeared and in the last one hundred and fifty years or so, there have been certain constants informing them; based upon the use and potential of technology, the relationship of the individual to the state and authority, and the emergence and then crisis of modernism. This is apparent in films as far apart as Fritz Lang’s

Metropolis from the 1920s and Tom Cruise’s Minority Report from a few years ago.

It is interesting to note at the moment that there has in the last few months been an explosion of writing and imagining different futures in Scotland. Stuart Kelly’s “Headshook” gathered writing from some of our greatest writers such as A.L. Kennedy, William McIlvanney and Liz Lochhead. Then there is Alan Clements’ limp and pedestrian “Rogue Nation” – about the prospect of an independent Scotland. And the singer-songwriter Momus – who has produced “The Book of Scotlands”. Some of this is very good, the Momus book is close to genius in its leftfield imagination, and some of it poor. The Momus book includes one hundred and fifty fictionalised Scotlands, some as short as a one and a half line sentence, some intricate short stories. Here’s a flavour of the shorter imaginings:

“The Scotland in which we were the ones to invent ‘the thing that comes after post-modernism’.”

“The Scotland in which ginger-haired people are discovered to be a distinct species: ‘Jocko Homo’.”

Crucially, this tells us something powerful and important about the state and mindset of Scotland now; how we see and understand ourselves and where we see our nation and ourselves going.

There is a discipline and school of thinking called futurology. There are even a few University courses in the UK and US which offer courses in future studies and scenario planning.

These are usually along the lines of offering advice to help “managers make sense of the increasingly puzzling world”, to quote the marketing materials of one such course.

What is known as futurology has a fairly recent history and emerged in the course of the Second World War in the heart of the US military-industrial complex. Wanting to work out the success rate of their fire bombing of German and Japanese cities, the American boffins invented a whole series of ways of analyzing the statistics of bombing and destroying enemy cities – which gave birth to the conventional ways we have thought of the future since then. This group invented such concepts as “Scenario Planning”, and talking of “the three P’s and a W”; thinking of the future in terms of the possible, probable and preferable – and the wildcard scenario – events of low probability but high impact.

It gave us the RAND Corporation, which after the war institutionalized this thinking and addressed in the Cold War how a limited nuclear war could be won against the Soviets. And at the same time this colossal focus of money, resources and talent (first brought together to defeat the Axis powers, and then see off the Soviet threat) gave us many of the terms which define much of our thinking. It spawned the idea of “the think tank”, the notion of “the war room”, and a language of institutional change which is still influential to this day, invoking engineering and the power of science.



This form of thinking of the future has been the dominant one for the last sixty years or so. It is the main way used by governments, corporates and the public sector. The name futurology itself, gives some of the game away; the mindset of being an “ology”. This is a top-down view of the world, of experts conducting research and informing the worldview of their clients; those who run and have power in the world. In recent decades future thinking and scenario planning has been further developed by companies such as Shell (who began taking this very seriously from the 1970s) as they began to think about a post-oil world and the challenge of environmental problems.

Another institution which heavily used scenarios was the South African Government in the last decade of apartheid, as they looked to scope out ways of developing constructive dialogue with the ANC. They used the scenarios to test whether a common ground could be achieved between the apartheid regime and the ANC.

Different Ways of Thinking About the Future

The future of the future is going to be very different from this. Increasingly futurology has come to be seen as part of the problem. Part of this is simply the rise of the internet. The mass availability of so much information has ended the allure of the well-read generalist – which is what the futurologist actually was.

What is emerging and gathering force is a very different way of imagining the future. One which uses a much more open-ended set of processes and is much less elitist, top-down and more democratic. The future will in short belong to storytellers. I suppose in a way it always did, but it has become more pronounced. While thinking of the future is inherent to what being a human is, so then is the idea of story. When you put the two together – you have a potent, powerful force. Story in a sense has become the new orthodoxy – so much so that I think it could be dangerous! Even The Economist magazine, that pillar of the neo-liberal orthodoxies of the last 30 years, noted in its World Review of last year that “futurology was dead” and that “the future belonged to storytellers”.

Christopher Booker wrote a masterpiece of a book on why story matters called “The Seven Basic Plots: Why Stories Matter”, a book it took him 34 years to write from start to finish. In it he makes the case that why story matters to humans so much is because the different types of story that exist (he has seven) relate to the different human archetypes found in the id (the uncoordinated instinctual self). His seven plots have lots of sub-plots, but he believes all stories relate to one common theme. That is; the human search for light and the power of darkness and how we avoid it, struggle with it and are sometimes drawn to it.

The Power of Story and Creative Futures

There are numerous ways in which people now use creative processes and methodologies to challenge or depart from the mainstream. It can be seen in:

- The rise of “psychogeography” – in which people map and relate to their local communities and places they live in, in a way that is different from the orthodox mainstream place, which is usually defined by marketing and branding
- The interest in cultural planning – to define and work out ways of engaging in self-determination utilising culture as the connecting subject to bring together diverse issues
- Then there is the Transition Towns movement – which draws together localism, sustainability and futures thinking and looks at how communities can live, breathe and be different from the conventional economic model.

In Scotland the power of story and a very different way of imagining the future can be seen in the work of the Scotland 2020 and Glasgow 2020 projects which I led. These were mass imagination exercises which embraced and advanced the idea of democratising the future. Scotland 2020 and Glasgow 2020 embraced the power of story and developed different futures which explored the potency of values and philosophy.

It illustrated that the sort of discussions which are absent from many of our public conversations and our politics in particular, create a powerful response in people of all ages and backgrounds.

Following on from the experience of these, a new project has begun, “A Scottish Wave of Change”, a four year programme in partnership with Volunteer Development Scotland and Scottish Arts Council Cultural Olympiad. Using the catalyst of the Olympic and Paralympic vision and values, the programme will aim to build on the lessons of Scotland 2020 and Glasgow 2020 and help people create stories which address the future – which are not just individual, but collective, which go from talking to action, and which create activism, connections and change.

What Does This Tell Us?

Firstly, it says something about the power of the “local”. People feel huge attachment to their local communities and this is important to emphasise in the context of a UK which is enormously over-centralised despite the experience of devolution.

Second, it points to a very different kind of local – not just about local government or branding your city. Instead, it is about an organic, soft, connected and non-institutional sense of the ‘local’.

Third, how can I put this? Gender matters! Men and women seem to inhabit very different futures, and women – more so – seem to be more able to inhabit and negotiate the challenges of the future, and embrace an idea of ‘soft power’ and micro-change which is relevant.

Fourth, the importance of leadership is crucial here and developing local leaderships who champion areas and communities. The nature of local government in Scotland and the UK is such that most cities, towns and regions do not have identifiable leaders and champions.

Then there is the issue of voice and power. These activities show that people have no problem finding “voice”, but this then leaves the issue of power and how people express the latent power in their voice. This leads us to the question of how they find agencies and vessels they can call their own.

The Limits of “the Official Future”

This is tied into the limits of “the official future” in short – the way governments, corporates and public institutions think of the future. In the last thirty years this version of the future has become more and more dogmatic, doctrinaire and narrowly based. It has become centred on a notion of globalisation, focused on economic growth, and emphasising competition and marketisation. The experience of projects such as Scotland 2020 and Glasgow 2020 reveals an important paradox. The paradox is that “the official future”, which on the one hand seems omnipotent and all-powerful and pervasive, is in fact fundamentally weak and without many true-believers. Yet ‘the official future’ has become seemingly all-powerful as an exercise of group think and institutional capture.

What are the lessons for adult educators?

How we imagine the future has significant implications for adult educators and their work. First, there is the power of story. Story as I have said goes to the essence of the human experience. In a sense, ‘the official future’ is one story. It has a logic and rationale and while it is not very attractive, human or one based on the interests of most people on this planet – it does not have a coherent counter-narrative challenging it. Tom Leonard has recently published some of his writings entitled, “Outside the Narrative”, but I am not sure it is possible for most of us to live outside the narrative. Instead, we need to develop counter-stories and narratives with learners and their communities.

Second, the relevance of hope. We know that fatalism and negativity are powerful and corrosive forces which can damage and limit people’s lives. The opposite is also true: that hope, optimism and believing in change can in itself bring about change.

Third, what we think of as knowledge and education needs to be re-thought. The last few decades have seen an incredibly narrow focus in society on what “success”, “intelligence” and “talent” are. Michael Young touched on a lot of this in his prophetic “The Rise of the Meritocracy” – published in 1958 – looking at how intelligence tests would create a more bitterly divided society where those who are the “winners” see themselves as having done so through their own endeavours and those who “fail” are seen to have brought it upon themselves. Young invented the term “meritocracy” and saw it as a grotesque society to be avoided; politicians subsequently from Heath through to Thatcher and Blair have used it as a positive and an aspiration.

Finally, there is the issue of leadership. Five hundred years before the birth of Christ, the Chinese philosopher Lao Tzu commented on leaders and leadership:

“As for the best leaders, the people hardly notice their existence. The next best they hate and the next best they fear. But when the best leader’s work is done, the people will say ‘we did it ourselves’.”

Something profound is going on in Scotland at the moment. It isn’t an accident that there is this explosion of interest in story and the future. Part of this is the decade of devolution. Part of it is the independence referendum. And part of it is the search for meaning and identity in a world where our politics are heavily stage-managed to avoid debating some of the big questions we have touched upon here.

In the different contexts and settings of adult education, there is a fantastic opportunity – within this work and for our society and nation – to explore and contribute to an alternative “national conversation”; one open, creative and filled with fun, humour and imagination.



Gerry Hassan
www.gerryhassan.com



Member Case Study:

Voluntary Action Orkney

Project outline – identifying needs

The need to address the issue of young adults with severe barriers to employment has been recognised for some time and following completion of short term projects, a gap in provision was identified by the More Choices, More Chances (MCMC) Development Group. The Group is a partnership comprised of Orkney Islands Council Education and Recreation Service, Careers Scotland, Job Centre Plus, Orkney College, Schools, Employability Orkney, and ourselves, Voluntary Action Orkney (VAO). The Orkney Young People's Employability Study (Durie and Coutts, 2008), had identified between 50 and 80 young people in Orkney in the MCMC category.

The MCMC Group identified the gap, agreed a solution and worked collaboratively with us (VAO), who took on the development and management of this project. The Connect programme provides young adults (16 to 19), with up to a year's training and education. The programme, offers flexibility during the first three months for participants to build up to full time attendance. During this initial phase, particular emphasis is placed on the development of "soft skills". All the Partners in this project work together to ensure that participants receive a "stepping stone" to other opportunities, with the ultimate aim of improving employability.

Outcomes and impact

Fairer Scotland and Orkney Leader Funding awarded grants in the early part of 2009, allowing us to recruit staff and launch the project to deadline, aiming to provide opportunities to 20 young learners.

All of those recruited and engaged so far have Individual Learning Plans (ILPs). Headline figures to date include:

- 90% have engaged fulltime
- 45% have improved their life skills (measured using a skills scale)
- 25% have completed Learning Byte courses and subsequently have taken part in Manual Handling and Food Hygiene courses
- All now have CVs and 36% are in placements,
- 90% have completed mock application forms and all have volunteered
- 2 trainees have already left for employment

Among a wide range of activities, they have engaged with local MSP, Liam McArthur, both by presenting at the VAO AGM and through Liam's "Make A Difference Day" volunteering with the project; resulting in each receiving personal letters from the MSP commending their skills and commitment.

The project focuses on one to one, tailored personal and skills development within a dedicated environment to ensure these young people gain the confidence, skills and commitment to enable them to move on to the more formal programmes/opportunities offered by partner agencies.

Ensuring quality

VAO has a long standing proven track record of effective project management. We have grown and developed a number of organisations under the VAO umbrella and floated them off as independent, self sustaining organisations/businesses. We have effective internal controls in place regarding finance and management systems and a fit for purpose organisational structure. A small sub group drawn from the Partnership agencies has been formed and incorporated into the management structure.

Progress towards project outcomes is monitored through quantitative and qualitative data. We monitor participant's progression through their ILPs and a Rickter Scale baseline evaluation is used together with observation, partner feedback and weekly review sessions with each learner. The pace of the programme and duration depends on the individual participant and their individual targets. We have planned for transitions; staff will provide up to three months' support in this transition stage to reduce the "revolving door" scenario and improve outcomes for the learners, training providers and employers.



Edwina Cook
www.orkneycommunities.co.uk/vao

“

I have enjoyed getting involved with the team activities...these are fun ways of learning skills such as working with others, communication, motivation and confidence

Deaf Action

Using the language our learners understand.

Project outline – identifying needs

Deaf Action's Learning Centre for Deaf People provides accessible, "deaf friendly" community-based adult learning opportunities for people with a hearing loss in Edinburgh, Lothian and beyond. We provide courses for both people who use British Sign Language (BSL) and people with an acquired hearing loss who tend to use speech and lip-reading to communicate. We are an SQA approved centre, and provide both accredited and unaccredited courses in English and IT, and a range of other courses including BSL for hard of hearing people, photo editing, patchwork and art.

Deaf people often struggle to access mainstream community-based adult learning for a number of reasons:

- Centres can be inaccessible with, for example, reception staff unable to communicate with deaf people, voice operated entry systems, lack of induction loops, radio microphones etc
- Centres may not have the time, budget or knowledge needed to organise communication support such as BSL / English interpreters or note-takers
- The lack of qualified interpreters and note-takers in Scotland means that it can be difficult to get communication support, even if other barriers are overcome
- The experience of being the only deaf student in a class, unable to communicate with peers during breaks, for example, can be daunting and isolating.

For many people who have BSL as a first language, English is, at best, a second language. At the same time, BSL users may need to rely on written English more than hearing people, simply to carry out day-to-day transactions without the use of voice telephones, and to communicate face-to-face with many services. Our English courses are delivered in BSL (which has its own grammar very distinct from English) and have proved popular with those adult learners who want to improve their functional literacy for work, day-to-day and family life.

Outcomes and impact

Our learners tell us that they appreciate the chance to learn directly in their own language, alongside others who are deaf and share the same language or methods of communication. Our IT and English classes have enabled deaf people to make practical improvements to their lives, including:

- Using social networking sites such as Bebo and Facebook to stay in contact with friends
- Using email to contact friends, family and services
- Producing publicity materials for community activities such as Edinburgh Deaf Sports and Social Club.

Hard of hearing people can lack social confidence. As well as delivering useful skills, our courses enable hard of hearing people to communicate freely using technology such as radio microphones, in an environment where appropriate communication tactics are used and the day-to-day struggle to understand what others are saying is overcome.

Ensuring quality

We ensure that we are delivering the courses that deaf people want, and carry out regular consultation and feedback. Our Learning Centre Course Organiser is herself a Deaf BSL user, and all staff at our Learning Centre base are able to communicate with learners.

We deliver courses directly to deaf people in their first language or method of communication, so our courses for BSL users are delivered by deaf BSL users directly in Sign Language, without the need for interpretation.

We use personal learning plans, which are regularly reviewed to ensure that learners set their own learning goals and make progress to achieve these. We carry out course evaluations in groups and individually to ensure that we are meeting the stated needs of our learners.



Lead Scotland

Taking a lead on learner centre approaches.

Project outline – identifying needs

Lead Scotland exists to:

- Empower disabled people and carers of disabled people to make well informed choices and engage confidently in learning;
- Provide person centred, individualised support for learning;
- Combat exclusion from learning;
- Inform and influence the development of policy and learning provision.

We work across Scotland delivering services to meet local needs and aspirations. This year we supported a group of learners to research, design and produce a booklet for disabled students who are intending to move into Further and Higher Education. The booklet was written from the students' perspective giving practical information about obtaining the support that can be requested and included case studies which showed how barriers can be removed and aspirations and dreams achieved. We have been working with a group of Young Carers, developing their Peer Mentoring skills so that they can support others who face the same challenges as themselves. Building on our relationship with NHS professional we offer a 1-1 service where adults with acquired disabilities can re-learn their literacy skills. Learning Co-ordinators work with trained volunteers to ensure that learners have the opportunity to achieve their aims and potential at a time and pace that suits their individual needs.

Outcomes and impact

Lead's aim is not to be the sole provider and supporter of learning but to support individuals to progress to and with other learning providers. We offer a transition service which means we can assist with the process of moving on, but also retain contact with the learners and their progress. Each learner has their own aims so each measure of impact is individual. We support learners who are developing literacy and learners who are working for Higher degrees - each achievement is important and the impact for the individual is a measure of their success. For Lead, the measure of success is when a learner no longer needs our support but has become an 'independent learner'.

Ensuring quality

Each project is closely monitored by managers and staff, with input from learners and volunteers. The learner centred Action Plan provides the basis for activity and this is reviewed at regular intervals, according to individual need, to ensure that action and support needs are being met as agreed. If changes should be necessary they are put in place straightaway if possible. Learners are encouraged to reflect on their progress and activity, and staff reflect on their input and effectiveness through regular support meetings. Because each learner has an individually designed programme, each project is a sum of the whole - and overall quality standards are measured within various frameworks, such as HGI/OCLD2 and PQASSO. We have bi-annual Stakeholder meetings when we gather large groups of people together in various locations to consider Lead's service and impact, and changes and improvements which can help to maintain a high standard of delivery.



Rosemount Lifelong Learning

Making a difference; the contribution of community based learning.

Project outline – identifying needs

Rosemount Lifelong Learning is an established voluntary sector learning provider in North Glasgow offering a unique balance of childcare, education and guidance for adult learners. This is the story of the Making a Difference (MAD) programme, which has been developed and piloted by Rosemount and now being delivered at Rosemount's base in Royston.

With the support of the Glasgow Housing Association (GHA) and the Big Lottery, we are also delivering the MAD programme in the Gallowgate area and we are about to deliver it in two other areas in Glasgow. The MAD programme aims to improve the life skills of young parents (aged 16-25) who are social housing tenants and who are at risk of being unable to sustain their tenancies. Young parents attend for three days per week, with on-site childcare for their children, a majority of whom are under three years old. The programme includes a mix of confidence building, health promotion, financial management, parenting skills, and core skills. It's delivered in an active and attractive way, by Rosemount tutors and by partner agencies such as local colleges and drama groups. Parents receive a weekly attendance allowance and a donation towards a Credit Union savings account. Rosemount staff provide guidance which helps parents to identify and overcome barriers, discuss and review aspirations and progress.

Outcomes and impact

The young parents have increased their confidence and self esteem since the course started. This was demonstrated recently at a Big Lottery event where the learners each spoke about their experiences since they started the MAD course. This was done through song and poetry; this growth in the ability to speak in public is a major achievement developed in only a few months. All of the young parents now have a personal development plan. As a result of this learner centred approach, five learners are now going to college, four are exploring volunteering opportunities, three are seeking part-time employment, and one has secured part-time work.

Ensuring quality

We work very closely with a wide range of local partner agencies to ensure we are not duplicating each other's work, we regularly have one-to-one support and guidance, and we complete evaluations after every six week block. As the service is very much holistic and learner centred, we ensure all of the elements/components are up to a high standard by our on-going support and guidance and frequent evaluative work.



Joan McManus
www.rosemount.ac.uk

Sikh Sanjog

Using social enterprise to help the transition from learning to employment.

Project outline – identifying needs

Sikh Sanjog is a voluntary organisation that works with women from the Sikh community. Our range of provision focuses on personal development, and articulating pathways including undertaking training to move on to employment. The women that use our service have missed out on formal education and have culturally defined roles that have prevented them from participating in community and society outwith the family.

In response to this, Sikh Sanjog is establishing a social enterprise community café that provides traditional Punjabi cooking. The café has run a pilot project in a community hall re-opening in new purpose built premises in Spring 2010. The café is staffed by Sikh women both paid and voluntary.

Outcomes and impact

Some of the women are using the experience they have gained to enhance their CVs, find employment and access further training. A small group of women have undertaken an SQA accredited module, a first for our organisation, provided by Sikh Sanjog in partnership with the WEA (Workers' Educational Association). Through this, they have developed the skills to take on paid employment in the new café. They have become role models, with other women now requesting this opportunity for themselves.

Sikh Sanjog staff have regular individual contact with learners which allows us to identify barriers to participation. We then meet regularly as a team to plan, monitor and evaluate our work to meet these needs. Our success lies in us being able to provide local training in a format that is tailored to be accessible to our women and their personal needs.

The women participating in this learning experience are gaining confidence and self esteem to allow them to participate in the wider community. The café is also providing an arena for the general public to meet a community who would otherwise be hidden. Customer feedback forms and front of house contact has monitored this.

Ensuring quality

To ensure there are opportunities to meet the individual learning needs of each volunteer, we provide a tailored induction training that provides the women with the skills needed to be a volunteer with the café but also addresses their individual development. Our learners complete Individuals Learning Plans (ILP) and sessions are run to encourage the women to think about options and choices otherwise not considered. The ILPs are reviewed at the end of the training. Ongoing training is also being developed to upskill the community café team but also to allow for personal development.

The programme is evaluated by the participants at regular intervals and opportunities for individual feedback are provided which are then reviewed by the staff team to enable us to respond to ongoing and developing needs of the women.

Sikh Sanjog also offers a range of other opportunities to build skills, experience and employability including communication and computing classes offering accredited qualifications. Additional support is available through the offer of mentoring in a chosen area of work; this is run in partnership with other agencies. Partnerships with other organisations and the local college are vital for the responsive breadth and quality of our provision.



Pamela Couper
www.sikh-sanjog.com

Membership Directory A-Z

Aberdeen Cyrenians

We are a voluntary organisation that works with people who are homeless or threatened with homelessness. We provide a range of services and seek to address issues in a holistic manner.

www.aberdeen-cyrenians.org

62 Summer Street,
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ACE Cornton

ACE Cornton is a community-based project in Cornton, Stirling; providing educational access, encouragement and support to adults seeking a return to learning. The project is primarily concerned with reducing barriers to educational opportunity and promoting the concept of lifelong learning. We provide a wide range of learning opportunities in a friendly, informal and supportive environment targeted at people living in Cornton and the other regeneration areas of Stirling as well as people in other disadvantaged groups including people on low or no income, with disabilities, experiencing ill health.

<http://www.acecornton.org/>

Cornton Community Centre,
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ACVO

Council of voluntary organisations for Aberdeen city.

www.acvo.org.uk

Greyfriars House, East Wing, Ground Floor,
Gallowgate, Aberdeen, AB10 1LU
Tel: 01224 686050

Adult Learning Project Association

Adult education project which relates directly to life in the area by building education programmes which relate to local needs. Programmes include: Women's Studies, Politics, Writing, Multi-cultural Studies, Scottish History, Scots Music, Song and Dance, Cultural Studies, Literacy and Refugee & Minority Ethnic Integration.

www.alpedinburgh.com

Tollcross Community Centre, 117
Fountainbridge, Edinburgh, EH3 9QG
Tel: 0131 229 8448

ALVO

ALVO is the Council for Voluntary Service covering the 500 square mile area of rural South Lanarkshire.

As a CVS we provide support services to the Voluntary Sector. We work with communities to form, develop and strengthen voluntary organisations and their ability to research and tackle local problems.

We have a community learning and development unit and provide bespoke training to community groups. We also provide basic IT courses to the general public as well as members of groups within our IT suite which can host up to ten learners.

We work in partnership with Forth Resource Centre which provides learning opportunities from its base in Forth, and outreach courses in community venues across rural South Lanarkshire.

www.alvo.org.uk

2 Hope Street, Lanark, MI11 7LZ
Tel: 01555 811002

AMINA - The Muslim Women's Resource Centre

MWRC's overall purpose is to promote the welfare of Muslim women and to overcome barriers to access services thus enabling Muslim women to participate in all aspects of society without having to compromise their basic beliefs and values.

www.mwrc.org.uk

Network House, 311 Calder Street,
Glasgow, G42 7NQ
Tel: 0141 585 8026

Annandale & Eskdale CVS

Council for Voluntary Service, enabling, assisting and supporting voluntary sector development.

www.aecvs.org.uk

16 High Street,
Lochmaben, DG11 1NH
Tel: 01387810974

APEX Scotland

National voluntary organisation working with ex offenders and young people at risk to improve upon their employability skills

www.apexscotland.org.uk

9 Great Stuart Street,
Edinburgh, EH3 7TP
Tel: 0131 220 0130

APEX Scotland Borders Unit

National voluntary organisation working with ex offenders and young people at risk to improve upon their employability skills

www.apexscotland.org.uk

17 Market Street, Galashiels, TD1 3AD
Tel: 01896755711

Arran Council for Voluntary Service

Umbrella body for voluntary and community groups on Arran.

We aim to:

- Support the voluntary sector
- Encourage organisations to work together
- Help people to influence decisions which affect them Present common policies and concerns to the outside world
- Develop new ways of meeting need along with statutory bodies
- Seek social and economic regeneration

www.arrancvs.org.uk

Park Terrace, Lamlash,
Isle of Arran, KA27 8NB
Tel: 01770 600 611

Badaguish Learning Centre

LearnDirect Learning Centre for voluntary care sector organisations in the Highlands and Islands and for people with disabilities.

www.badaguish.org

Badaguish, Aviemore,
Inverness-shire, PH22 1QU
Tel: 01479 861 285

BITES Buchan IT and E-Learning Service

IT training centre situated in the heart of rural Aberdeenshire, set up to meet the needs of people affected by the digital divide. Working towards sustainability via social enterprise ethos. Delivery of training from basic IT to ECDL and hobby activities.

www.bitesonline.org

Unit 2, Community Service Centre,
Market Street, Peterhead, AB42 4NH
Tel: 01771 619 181

BRAG Enterprises Ltd

Voluntary organisation concerned with Learning and Training. Offers pre-vocational and vocational training for the local community to help people into employment or onto further training. This can be on a full-time, part-time, open leaning or distance learning basis. Full-time courses come with a training allowance. We can also offer some help with travel and childcare/ dependant care. Local Economic Development - aims to develop new and existing community businesses; develops communities' economic initiatives; supports communities and individuals in accessing LED funds.

Also hosts Scotland's first school for social entrepreneurs offering individuals an opportunity to create change within their own communities by enterprising solutions.

<http://www.brag.co.uk/>

Crosshill Business Centre, Main Street,
Crosshill, Fife, KY5 8BJ
Tel: 01592 860 296

Building Healthy Communities in Dumfries and Galloway

The Healthy Living Centre programme takes a community development approach to partnership working and capacity building. We demonstrate the advantages of offering: first step 'one to one support', personal development planning, volunteering, tailored learning opportunities and where possible the removal of barriers such as childcare and transport issues. Individuals who decide to become community health volunteers are offered training and learning experiences that will eventually enable them to be more active in their own communities and work on projects that will improve not only their own health and quality of life, but that of others within the community.

<http://bhcdandg.org.uk/>

Ryan South, Crichton Hall,
Bankend Road, Dumfries, DG1 4TL
Tel: 01387 272 776

Central Scotland Racial Equality Council Ltd.

We are a voluntary organisation that provides advice and support to victims of racial harassment and discrimination.

www.centralscotlandrec.org.uk

Community Education Centre,
Park Street, Falkirk, FK1 1RE
Tel: 01324 610950

Citizens Advice Scotland

CAS (Scottish Association of Citizens Advice Bureaux) is a membership organisation to which all Citizens Advice Bureaux (CABs) belong.

We provide support for bureaux, such as:

- continually updated information
- training for bureaux tutors
- training packs for each of the advice-giving subject areas
- social policy work
- legal services
- quality management through bureau evaluations
- direct support for managers and management committees of CABs

We also have a Scottish Vocational Qualification (SVQ) project supporting CABs setting up and running SVQ programmes, primarily with the view of delivering SVQs in Advice. We are an SQA-approved centre for the delivery of SVQs.

www.cas.org.uk

1st Floor, Spectrum House,
2 Powderhall Road, Edinburgh, EH7 4GB
Tel: 0131 550 1000

Membership Directory A-Z

Cothrom Ltd

Cothrom, meaning opportunity in Gaelic, is a Community and Development organisation in South Uist in the Outer Hebrides. Training is the main focus of our work but the organisation also includes a full time Gaelic Nursery and a furniture restoration and recycling business. The organisation currently offers Scottish Vocational Qualifications (SVQ's) in Children's Care Learning and Development, Information Technology and Business Administration, Management, Multi-Skilled Hospitality and Customer Service and a range of courses and experiences through the Skill seekers, Get Ready For Work and Training For Work programmes. A special feature of Cothrom's work is the Adult Basic Skills programme, which provides a stepping-stone for adults who wish to return to education or find employment. Although most of this work is delivered in the centres, a network of peripatetic tutors has been established to assist people in their homes.

www.cothrom.net

Ormiclate, South Uist, HS8 5SB
Tel: 01878 700910

Council for Voluntary Organisations East Ayrshire

Represents the Voluntary Sector to assist organisations within East Ayrshire to come together for common purposes and to develop policies for social and economic benefit.

12 The Square, Cumnock, KA18 1BG
Tel: 01290 420262

Craigmillar Books for Babies

Provides support, resources and programmes for early family literacy.

www.craigmillarbooksforbabies.org.uk

Castlebrae Community High School, 2a Greendykes Road, Edinburgh, EH16 4DP
Tel: 0131 621 2621

Craigowl Communities

Registered charity providing community based adult education and personal and employability skills development across Dundee and surrounding area.

www.craigowl.com

No 2 India Buildings, 87 Bell Street, Dundee, DD1 1HN T
Tel: 01382 201 111

CVS Stirling

CVS Stirling is a Council for Voluntary Service operating in the Stirling Council area. Provides support, information, advice, training and access to resources for local voluntary/ community sector.

www.cvs-stirling.org.uk

Norman MacEwan Centre, Cameronian Street, Stirling, FK8 2DX
Tel: 01786 469916

Deaf Action

For over 175 years Deaf Action has provided help to deaf people. The term deaf includes those who are British Sign Language users, deafened, deafblind or hard-of-hearing. Our vision is to raise awareness of the needs and rights of deaf people, challenge discrimination and provide services to promote independence and quality of life. We provide a range of services including: adult learning, advice and information, communication support (including British Sign Language/ English interpreters, lip speakers, note takers, deafblind communicators, speech to text reporters), Multimedia translation, specialist equipment, social work, supported accommodation, health promotion, youth activities, BSL, deaf awareness and other specialist training.

www.deafaction.org

49 Albany Street, Edinburgh, EH1 3QY
Tel: 0131 652 3219

Dundee International Women's Centre

DIWC provides a range of social, recreational and educational activities for all women, with a particular emphasis on women from minority ethnic communities. It aims to promote and create opportunities for women's social, political and economic inclusion and for the advancement of education.

www.diwc.co.uk

Unit 9 Manhattan Business Park, Dundonald Street, Dundee, DD3 7PY
Tel: 01382 462 058

Dundee Voluntary Action

Council for Voluntary service - providing support to voluntary organisations in Dundee.

www.d-v-a.org.uk

Number Ten, 10 Constitution Road, Dundee, DD1 1LL
Tel: 01382 305 731

Dyslexia Scotland

National organisation representing the interests of the dyslexic population of Scotland. Members and local branches nationwide.

www.dyslexiascotland.org.uk

Stirling Business Centre, Wellgreen, Stirling, FK8 2DZ
Tel: 01786 44 66 50

Edinburgh University Settlement

Provides student-centred training in the latest business packages using state of the art computers. Teaches current technology in networking and telecommunications to help students fulfil their employment and/ or further education aspirations. Offers through vocational guidance and counselling services provided by the participating colleges and universities, options and choices over a wide range of career, training and educational opportunities. Promotes social integration into the local community and provides social integration between those with restricted mobility within the locality. Assists any individual willing to pursue a career in self-employment

www.eus.org.uk

Building 3, New Parliament House, 5/7 Regent Road, Edinburgh, EH7 5BL
Tel: 0131 550 6807

Enable

Supports adults and children with learning disabilities.

www.enable.org.uk

2nd Floor, 14 Argyle Street, Glasgow, G2 8BL
Tel: 0141 226 4541

Faith in Community (Scotland)

Supporting Faith communities as they seek to reduce the cause and effects of poverty and to increase social capital and social cohesion in Scotland's economically poorest communities.

www.faithincommunityscotland.org/

759a Argyle Street, Glasgow, G3 8DS
Tel: 0141 2214576

Fife Employment Access Trust (FEAT)

Aims to challenge the perception of people with mental health problems as unemployable and to provide the appropriate support structures which will enable people to secure and sustain real employment. Seeks to do this in 3 different ways: through awareness training; assisting individuals to find and keep employment in existing workplaces; and providing motivational training to empower individuals.

www.f-e-a-t.co.uk

Collydean Cottage, Pitmedden Loan, Glenrothes, KY7 6UG
Tel: 01592 749 880

FWTC - Fife Women's Technology Centre

Training organisation for unemployed men and women. Delivering: CISCO Networking, IT essentials, Strata, ECDL and admin and women into technology.

www.fwtc.net

Lochgelly Miners' Institute, 129 Main Street, Lochgelly, Fife
Tel: 01592 784847

Glasgow Council for the Voluntary Sector

Glasgow Council for the Voluntary Sector is the main development agency and advocate for voluntary and community organisations in Glasgow.

www.gcvss.org.uk

11 Queens Crescent, Glasgow, G4 9AS
Tel: 0141 332 2444

Glasgow ESOL Forum

Membership organisation of ESOL tutors in Glasgow aiming to improve the provision of ESOL to support tutors and volunteer tutors and raise the standards of ESOL teaching.

www.glasgowesol.org

Applejak Studio, 113 St George's Road, Glasgow, G3 6JA
Tel: 0141 333 1196

Glasgow Rent Deposit & Support Scheme

Provides access to the private rented sector for homeless, or about to be homeless, people and supports them in their tenancy.

www.grdss.org

Crowngate Business Centre, 117 Brook Street, Glasgow, G40 3AP
Tel: 0141 550 7141/7140

Glasgow Simon Community

The BUDS Project works with people with a homeless background. The Project aims to support people to access employment and further training opportunities through provision of courses & individual support. Courses available include: Improving your Literacies, Personal Development, and Photography & Art.

www.glasgowsimon.com

472 Ballater Street, Glasgow, G5 0QW
Tel: 0141 418 6980

Glasgow Women's Library

Key information resource providing a range of materials and services to women.

www.womenslibrary.org.uk

2nd Floor, 81 Parnie Street, Glasgow, G1 5RH
Tel: 0141 552 8345

Glasgow YWCA

Family centre providing pre-vocational training, mentoring & befriending services and childcare.

3 Newton Terrace, Glasgow, G3 7PJ

Tel: 0141 248 5338

Membership Directory A-Z

Gorgie City Farm

Core service is to provide informal volunteer opportunities, particularly with Thriving Garden Project (Gardening, retail work on the produce stall). Animal work also available but with a long waiting list.

Open classes - largely run by partner agencies also operate a few times a week. Children's tours and workshops are also available.

www.gorgiecityfarm.org.uk

Gorgie City Farm, 51 Gorgie Road, Edinburgh, EH11 2LA
Tel: 0131 623 7031

The G.R.E.A.T Big Trust

Teaches correct breathing to individuals, groups, communities with a universal spread of information and good practice.

5/7 Station Road, Peebles, EH45 8QN
Tel: 01721 730 289

Greenhill Community Resource Centre

The centre offers leisure and learning opportunities to local community residents.

<http://greenhillproject.ning.com>

1/3 Banton Place, Greenhill, Bonnybridge, FK4 2DT
Tel: 01324 814834

HELM Training Ltd

Helm works with young adults in the "More Choices, More Chances" grouping.

www.helmtraining.co.uk

Sea Captain's House, 48 St Andrews Lane, Dundee, DD1 2EY
Tel: 01382 224 464

Home Start Aberdeen

Voluntary organisation which recruits and trains volunteers to work with young families under stress.

Also offers group providing adult education opportunities for parents, peer support and stimulating play for children under fives.

www.homestartaberdeen.org.uk

25 Greenfern Road, Mastrick, Aberdeen, AB16 6TS
Tel: 01224 693545

Independent Advocacy Perth & Kinross

Independent advocacy support for vulnerable adults in Perth and Kinross.

www.iapk.org.uk

90 Tay Street, Perth, PH2 8NP
Tel: 01738 587887

International Development Education Association of Scotland

IDEAS is an umbrella organisation of over 40 groups in Scotland involved in education for global citizenship. We promote a global approach through community learning. Members are committed to supporting diverse community groups, organisations and networks across all sectors to integrate global awareness into their existing work and activities through non-formal education. Training for adults and youth leaders through courses, workshops and conferences; Promoting Development Education resources and methodologies for adults, youth and community workers to actively integrate into their work.

Contributing to key publications and taking part in consultations which, influence and shape lifelong learning policy in Scotland.

www.ideas-forum.org.uk

Princes House, 5 Shandwick Place, Edinburgh, EH2 4RG, Tel: 0131 6560453

Lead Scotland

Enables disabled adults and carers in Scotland to access learning opportunities.

Organisers work throughout Scotland, with a network of trained volunteers, to guide and support learners; assisting learners with the development of action plan to enable progression. Lead offers consultancy and training to learning providers to increase inclusive learning opportunities.

www.lead.org.uk

Princes House, 5 Shandwick Place, Edinburgh, EH2 4RG
Tel: 0131 228 9441

LEAP (The Lightburn Elderly Association Project)

A health and education project for the 50+ in Cambuslang. Objectives are to: reduce the health inequalities among the retired / elderly / disabled population in the area served, develop the optimum health and fitness levels, encourage participation in health and health related physical fitness activities and the promotion of same through local campaigns and inter-agency work. These objectives are achieved through setting up an educational programme of health & fitness activities. Classes and workshops provided including:- Computing- Family History - Self-Protection. LEAP aims to encourage conditions which allow older people to continue to make a real and worthwhile contribution to the community in which they live through educational and volunteering programmes.

5 Craigallan Avenue, Cambuslang, Glasgow, G72 8RN
Tel: 0141 641 5169

Linked Work & Training Trust

Linked Work and Training Trust offers an innovative programme - unique in the United Kingdom - of education and work-based learning with a community development focus. This offers people the opportunity to work in a local community, and at the same time, to train to degree level in community education and community development. The Bachelor of Community Education and Community Development degree carries endorsement as a qualification in community education and is awarded by the University of Glasgow.

www.lwtt.org.uk

Suite 14, Willow House, Newhouse Business Park, Newhouse Road, Grangemouth, FK3 8LL
Tel: 01324 489 666

LINKnet Mentoring Ltd

LINKnet Mentoring offers mentoring services to black/minority ethnic people in academic, career and personal development.

www.linknetmentoring.com

31 Guthrie Street, Edinburgh, EH1 1JG
Tel: 0131 225 6284

Local Area Coordination Service East Renfrewshire (Enable)

We support people to think about, plan for and take steps towards a quality life in their community; we work with community groups and people to promote an inclusive and diverse community.

Thornliebank Resource Centre, Robslee Drive, Thornliebank, Glasgow, G46 7BA
Tel: 0141 620 0287

Mearns & Costal Healthy Living Network

We aim to develop a set of preventative approaches which will enable older adults to lead a healthy and fulfilling lifestyle.

44 High Street, Laurencekirk, AB30 1AB
Tel: 01561 378 130

Midlothian Sure Start

Six Family Support Centres across Midlothian offering support to families with very young children.

Green Hall Centre, Gowkshill, Gorebridge, EH23 4PE
Tel: 01875 825826

Momentum

Momentum works in partnership to enable and empower disabled and excluded people throughout Scotland to achieve their goals. Momentum supports people to remain active citizens within their own communities through the provision of mainstream employment and personal support services.

www.momentumscotland.org

Pavilion 7 Watermark Park, 325 Govan Road, Glasgow, G51 2SE
Tel: 0141 419 5299

Motherwell & Wishaw Citizens Advice Bureau

Provides free, confidential, impartial advice and information to individuals about their rights, responsibilities and of the services available to them. Around 95% of bureau work is carried out by trained volunteers - helping people to find solutions to problems with social security benefits, employment, debt, shopping rights, personal and family problems. The Bureau is an approved SQA centre and has approval to deliver SVQ Level II & III Advice and Guidance, SVQ Level II & III Business Administration and A1 Assessor Awards. This gives all members of staff to gain a qualification and personally develop within the Bureau. In May 2001 the Bureau was awarded the Scottish University for Industry Learndirect status.

www.motherwellwishawcab.org.uk

32 Civic Square, Motherwell, ML1 1TP
Tel: 01698 265 349

Ness Learning Centre

A community learning centre providing training to the local community to fit in with 'Learning for Life' & other government issues.

www.ness.shetland.co.uk/nlc

17 Dalsetter Wynd, Dunrossness, Shetland, ZE2 9JJ
Tel: 01905 460 606

Nithsdale CVS

Voluntary sector umbrella organisation for Nithsdale area of Dumfries and Galloway Region. Core objectives: to inform, assist and support community action and development as well as represent the interests of the community and voluntary sector in Nithsdale. NCVS is also a Development Trust and develops and delivers services and projects that address identified community needs.

www.ncvc.org.uk

The Hub, 24-16 Friars Vennel, Dumfries, DG1 2RL
Tel: 01387 269161

North West Carers Centre

North West Carers Centre is a Carer-led organisation whose principal aim is to offer services to benefit Carers of all ages in North West Edinburgh. We provide information, advice and support to Carers. We run two Young Carers groups, facilitate e-learning, and organise support groups for older Carers and those caring for someone with dementia.

34a Muirhouse Crescent, Edinburgh, EH4 4QL
Tel: 0131 315 3130

Membership Directory A-Z

One World Centre

The One World Centre is a Development Education Centre, which aims to raise awareness of global issues and the links between our own lives and those of people overseas. It is part of a network of agencies working for global and environmental justice.

www.oneworldcentredundee.org.uk
189 Princes Street, Dundee, DD4 6DQ
Tel: 01382 454 603

Parent Network Scotland

Parent support and education.

www.parentnetworkscotland.org.uk
35 Avenuepark Street,
Glasgow, G20 8TS
Tel: 0141 948 0022

Parkhead Citizens Advice Bureau Resource Centre

The objectives of the Resource Centre are to provide capacity building, training and a range of resources for Community Groups and Voluntary Organisations throughout the East End of Glasgow at little or no cost. Services/facilities provided include: training and support for management committees, training and support for key workers and volunteers, capacity building for groups and organisations (in areas such as developing fundraising, project development and IT), free use of training/meeting room and facilities, IT support, DTP and Internet access, information on funding and Funderfinder database, library which includes training materials, statistics and strategy and policy papers, free bi-monthly newsletter with community events and other information, briefing sheets and funding newsletter.

www.cas.org.uk
1361 Gallowgate, Glasgow, G31 4DN
Tel: 0141 554 3834

Pathways

Pathways is a CRF funded organisation in Aberdeen which aims to encourage participation in lifelong learning and to remove barriers to employment.

www.pathway-online.org
26B Manor Avenue, Middlefield,
Aberdeen, AB16 7TJ
Tel: 01224 276060

Pilmey Development Project

Pilmey Development Project supports local residents and groups and encourages appropriate self-help initiatives towards the identification and resolution of their problems. We aim to improve the range and provision of services: for children and young people which enables them to meet their social, educational and recreational needs, and to develop their capabilities; for older people to maintain and improve the quality of their lives and enables them to remain independent and active for as long as possible in the Community; and for adults which enables them to meet their social, educational and recreational needs and improves the quality of their lives.

www.pilmeydevelopmentproject.co.uk/
19-21 Buchanan Street, Leith,
Edinburgh, EH6 8SQ
Tel: 0131 553 2559

Quarriers Adult Education Programme

Quarriers was founded by William Quarrier over 130 years ago to re-home orphaned and destitute children in Scotland. Today it's a different story.

We provide the most diverse range of services in Scotland through more than 100 projects. Our highly trained, professional staff have the expertise and experience to support and care for: adults and children with a disability, children and families, young people, young people with housing support needs, people with epilepsy and carers. We challenge inequality of opportunity and choice, to bring about positive change in people's lives.

www.quarriers.org.uk
200 Pollockshaw Road,
Glasgow, G41 1QB
Tel: 01414204088

Rathbone

We are a national charity that provides training and support to help individuals develop and progress and engage in society.

www.rathboneuk.org
Unit D, Newark House, Newark Road
South, Eastfield Business Park, Glenrothes,
Fife, KY7 4NS
Tel: 01592 623950

Relationships Scotland

The company's objects are to relieve the needs and promote the welfare of families, individuals and children affected by relationship difficulties by promoting, developing and co-ordinating support services, principally family mediation, child contact centres and confidential counselling services.

www.relationships-scotland.org.uk
18 York Place, Edinburgh, EH1 3EP
Tel: 08451196088

Right Track Ltd

Registered charity delivering pre-vocational & vocational training to 18-64 year olds.

www.right-track-scotland.org
60 Brook Street Studios, Brook Street,
Glasgow, G40 2AB
Tel: 0141 556 1991

Rosemount Lifelong Learning

Childcare and learning organisation working with unemployed women returners and ethnic minorities in North Glasgow. Its main aim is to support families to move out of poverty. Its current programmes include young single parents, women returners but also women from ethnic minorities and other groups facing particular disadvantage within the labour market. Childcare is provided for all activities

www.rosemount.ac.uk
Community Learning and Childcare Centre,
221 Millburn Street, Glasgow, G21 2HL
Tel: 0141 552 3090

Scottish Domestic Abuse Helpline

We provide information and support via telephone to those affected by domestic abuse.

44 Springvale Street, Saltcoats, Ayrshire,
Tel: 01294 602079

Scottish Pre-Retirement Council

Promotes preparation for retirement by identifying needs of men and women approaching retirement. Provides information and advice by way of pre-retirement courses. Client group 50+.

www.sprc.org.uk
Renfield St Stephen's Centre,
260 Bath Street, Glasgow, G2 4JP
Tel: 0141 332 9427

Scottish Refugee Council

Non-Governmental Organisation which provides advice, information, support and assistance to asylum seekers and refugees in Scotland.

www.scottishrefugeecouncil.org.uk/
5 Cadogan Square, Glasgow, G2 7PH
Tel: 0141 248 9799

Scottish Trades Union Congress (STUC)

Co-ordinates Trade Union lifelong learning activities, including literacy, numeracy ESOL and support for members with dyslexia.

www.scottishunionlearning.com
333 Woodlands Road, Glasgow, G3 6NG
Tel: 0141 337 8121

Scottish United Reformed & Congregational College

Adult education and training associated with the life of the United Reformed Church and its churches and local communities.

www.urcscotland.org.uk
340 Cathedral Street, Glasgow, G1 2BX
Tel: 0141 332 7667

Scottish Wider Access Programme (East)

SWAP-East is a partnership of the colleges and higher education institutions in the East of Scotland. SWAP promotes wider access to higher education among adults. We raise awareness of access opportunities through activities in the community and offer free, impartial information and advice to prospective students. The SWAP programme is a one-year course of study, delivered in further education colleges, tailor-made for adult learners and providing guaranteed access to HN and degree courses.

www.scottishwideraccess.org
25 Buccleuch Place, Edinburgh, EH8 9LN
Tel: 0131 650 6861

Scottish Wider Access Programme (West)

SWAPWest is the Scottish Wider Access Programme in the West of Scotland financed by the Further Education Colleges and higher education institutions together with the West Forum. We provide opportunities for adults without formal qualifications who wish to enter Higher Education. There are two broad based Access Programmes, both of which have multi-exit routes. Access to Humanities programme provides routes for those interested in Literature, Business Studies, Behavioural Sciences, History, Languages and Education. Access to Science programmes provide routes for students interested in Engineering, Science, Technology, Nursing, Medical and Health Studies.

www.scottishwideraccess.org
Charles Oakley Building, 300 Cathedral
Street, Glasgow, G1 2TA
Tel: 0141 553 2471

SCVO

SCVO supports voluntary sector organisations through: promoting equality, developing active communities, growing the social economy, highlighting the rural dimension and building sustainability - both financial and environmental.

www.scvo.org.uk
Mansfield Traquair Centre, 15 Mansfield
Place, Edinburgh, EH3 6BB
Tel: 0131 474 8017

Sikh Sanjog

Sikh Sanjog provides a range of quality opportunities for Sikh women and their families in response to educational, recreational, cultural and social needs, recognising the potential for life long learning and social and economic inclusion.

www.sikhсанjog.com
22 Laurie Street, Edinburgh, EH6 7AB
Tel: 0131 553 4737

Skillnet Edinburgh

Promotes the social and economic equality of minority ethnic communities through education, training and sustainable employment for an inclusive and enriched Scotland. We: identify gaps in service provision and barriers to appropriate training and sustainable employment opportunities by networking with mainstream service providers; provide adult guidance and information services; signposting for visible minorities to information on careers, education and training opportunities provided by mainstream agencies; develop and deliver targeted, responsive services in a welcoming and supportive environment to combat multiple disadvantages. Along with advice and guidance, we offer a range of training programmes including Black Community Skills Project and Mind2Work programme. We also work with a range of employers and policy makers highlighting the labour market situation for minority ethnic communities in Scotland.

www.skillnetedinburgh.org.uk
Norton Park, 57 Albion Road,
Edinburgh, EH7 5QY
Tel: 0131 475 2451

Membership Directory A-Z

South Lanarkshire Volunteering Enterprise (SOLVE)

SOLVE develops and supports volunteering throughout South Lanarkshire.

www.solve.org.uk
14 Townhead Street, Hamilton, ML3 7BE
Tel: 01698 286 902

Springboard Scotland Trust

Springboard Scotland Trust is a registered charity, and a limited company wholly owned by Community Service Volunteers (CSV). It is a provider of training opportunities in Lanarkshire and Glasgow to prepare people for entry to employment, vocational training or further education.

www.csv.org.uk
12-14 Draffen Street, Motherwell, ML1 1NJ
Tel: 01698 258 157

Stirling School of English

The Stirling School of English is a voluntary organisation which aims to provide free English language tuition to all whose first language is not English, regardless of ability, ethnic origin or political or religious beliefs. The Stirling School of English tries to be as flexible as possible to meet students' needs while maintaining a high standard of learning.

www.stirling-school-of-English.com
The Rock Centre,
61- 63 Murray Place,
Stirling FK8 1AP
Tel: 01786 461165

Tayside Council On Alcohol

Counselling Service Alcohol and other drugs

Tayside Council on Alcohol,
13 King Street, Dundee, DD1 2JD
Tel: 01382 223965

The Bridge

The Bridge is the Council for Voluntary Service covering Central Borders, Roxburgh and Tweeddale.

The Bridge supports Community and Voluntary Organisations by providing community development support and practical help on a range of issues; represents the interests of Community and Voluntary Organisations through community planning, and within local networks; informs Community and Voluntary Organisations by communicating with partners in both the statutory and voluntary sector.

1 Veitch's Close, Jedburgh, TD8 6AY
Tel: 01835 863554

Voluntary Action Orkney

Interface incorporating, developing organisations, promoting volunteering and social enterprise.

www.orkneycommunities.co.uk/vao
Anchor Buildings, 6 Bridge Street, Kirkwall, KW15 1HR
Tel: 01856 872 897

Volunteer Action Dumfries & Galloway

Volunteer Action is a Volunteer Centre that works to promote, support and develop quality experiences of volunteering for all individuals and communities throughout Dumfries and Galloway

www.volunteeraction.co.uk/about.html
71 High Street, Dalbeattie, DG5 4PH
Tel: 1556612578

Volunteer Centre Borders

Aims are to promote, support and develop volunteering throughout Scottish Borders by working with volunteering involving organisations in both public and voluntary sectors. We want to involve more people effectively in volunteering. VCB also delivers the MV programme for 16 - 25 year old volunteers.

www.vcborders.org.uk
Riverside House, Ladhope Vale,
Galashiels, TD1 1BT
Tel: 0845 602 3921

Volunteer Centre North Lanarkshire

Volunteer Centre North Lanarkshire are the authority-wide volunteer centre providing a unique strategic role to support and encourage volunteering, volunteers, and volunteer-engaging organisations.

www.volunteernorthlanarkshire.org.uk
84 Main Street, Wishaw,
North Lanarkshire, ML2 7LX
Tel: 01698 358866

Volunteer Development Scotland

VDS advances the boundaries of volunteering, increasing accessibility, scope, understanding and value of all involved.

VDS plays a key role by informing and connecting people. With extensive networks and an evidence based approach, we influence policy and strategy, advocate quality standards and best practice in all aspects of volunteering, including the provision of disclosure service and expertise.

www.vds.org.uk
Jubilee House, Forthside Way,
Stirling, FK8 1QZ
Tel: 01786 479593

Waverley Care

Providing an information and support service for people living with HIV. Future Plus Service - to enable people living with HIV to plan a future for themselves and find the means to achieve and maintain it.

www.waverleycare.org
3 Mansfield Place, Edinburgh, EH3 6NB
Tel: 0131 558 1425

WEA Scotland

WEA provides and promotes adult education with particular emphasis on extending opportunities for learning to excluded groups. WEA has community and work-based programmes which cover areas such as social studies, return to study training for community groups, community arts and literary studies. Programmes are organised from 7 resources bases throughout Scotland. The WEA also has a team of 11 workplace literacy tutor organisers funded through Local Authority based Literacy Partnerships, and a wide range of community based projects throughout Scotland.

www.weascotland.org.uk
Riddle's Court, 322 Lawnmarket,
Edinburgh, EH1 2PG
Tel: 0131 226 3456

West Fife Enterprise

Non-vocational, pre-vocational and vocational training provider. Intermediate labour market project.

www.westfifeenterprise.org.uk
Forthview Industrial Estate, Newmills,
Fife, KY12 8LT
Tel: 01383 881 364

Whale Arts Agency

WHALE Arts Agency provides arts based learning and participation opportunities for the people of South West Edinburgh, utilising the arts for personal and community development.

www.whalearts.co.uk
30 Westburn Grove, Edinburgh, EH14 2SA
Tel: 0131 458 3267

Women Onto Work

Assist women who have been unemployed for 6 months or more to help them move onto work, training or education. Women onto Work achieve this aim by running 10-12 week courses which combine personal development, job-seeking skills and a 9 day work experience placement. Trainees are given a training allowance and free childcare during the course, neither of which affects benefits. Courses are run for women living in SIP areas of Edinburgh, East Lothian and for women from the Black Minority Ethnic Community. Long-term follow-up support is offered after the course.

www.womenontowork.org

Norton Park, 57 Albion Road,
Edinburgh, EH7 5QY
Tel: 0131 475 2622

Women Supporting Women

Women Supporting Women offer a range of services that include: a therapeutic "one to one" support service based on a psychological approach, a group work programme responsive to needs, a befriending service for women who live in the Greater Pilton Area. PCHP uses a community development approach to enable us to help local people improve their health and tackle health inequalities.

www.pchp.org.uk/wsw.htm
Pilton Community Health Project, 73
Boswall Parkway, Edinburgh, EH5 2PW
Tel: 0131 551 1671

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Empowered by Financial Independence

Rona Woodward

Lecturer in Social Work, Department of Applied Social Science, University of Stirling



The Voluntary Sector: Constraints and Possibilities

Our second seminar in the series focused on the tensions between receiving public funding and yet maintaining independence in the sector to be a critical voice. We asked Rona Woodward from outside our sector to help us think critically about this. Her “think-piece” allowed us to explore what it means for the voluntary adult learning sector to hold fast to our “mission” while being driven to explore new funding models.

I have worked as a social work practitioner, educator and researcher for almost 20 years. It is inevitable that I will draw more directly on my own experiences of social work and that, in doing so, I will expose my rather limited knowledge of the adult education sector. Many social workers are based in voluntary agencies, however, and the issues that they are grappling with currently – in terms of funding, independence, privatisation and inequality, for example – seem to be shared across the voluntary sector. The parallels can be drawn between social work/social care, as it is provided by the voluntary sector, and the many other services that voluntary organisations strive to provide.

Relatively recent times have seen a marked change to the way in which services across the public and voluntary sectors are funded, organised and delivered. It would be all too easy to deal solely with the many difficulties faced by social, educational and care services. For example, I could say much about the destructive effects of neoliberal policies, or the damage inflicted

upon social, educational and care services by New Labour’s “Third Way” strategy to further modernise the provision of welfare. Certainly, there needs to be some consideration of the challenges facing the voluntary sector. For example, the 2007 Concordat between national and local government in Scotland, and the Single Outcome Agreements (SOAs) that followed, do not necessarily support an innovative, user-centred voluntary sector, a situation often made worse by competitive tendering and the contract culture.

It is by no means all about doom and gloom. If we take social work as an example, there are many indications that workers have had enough of the financial and political “squeeze” and are beginning to find ways to reclaim their professional values. In the voluntary sector too, there are many examples of small (and some large) organisations that continue to provide imaginative, sensitive and just services that strive to meet the needs of individuals and wider communities while taking important campaigning messages to politicians, policy-makers and the public.

Expansion

During the 1990s, increasing numbers of social workers began to look to the voluntary sector for employment. The voluntary sector had expanded enormously as a provider of public services under both the Conservative and New Labour governments, making many more jobs available. This expansion, however, was accompanied by a growing sense amongst increasingly undermined and disillusioned state social workers that the voluntary sector was where they could still practice in keeping with their values and principles. Despite its rather conservative origins, rooted in Victorian philanthropic societies, on the whole, the voluntary sector was seen as the place where ‘real’ social work took place, work that genuinely involved service users and which provided opportunities for social workers to take part in campaigning and advocacy work.

The 2007 Concordat and Single Outcome Agreements

The Concordat initially attracted support from national and local politicians. Though it was introduced in a climate of limited public spending, it appeared to give local authorities some freedom to spend its allocated funds in accordance with local needs and without overly-intrusive, centralised bureaucratic demands (Scottish Government/COSLA, 2007). With the Concordat came an end to aspects of ring-fenced funding from central government and the beginning of SOAs, where each local authority outlines its own priorities for its own communities as long as they conform to national policy priorities (National Outcomes). In keeping with

the spirit of the 2003 Local Government in Scotland Act, all of Scotland’s 32 local authorities have established Community Planning Partnerships. The aim is to bring together communities, private and voluntary agencies and local authority representatives to ensure public services meet community needs and begin to tackle entrenched social problems. All of this is, arguably, tied in with New Labour’s political vision for the third sector; as a “vehicle for strengthening civil society through encouraging active citizenship and overcoming social exclusion”. In my experience, many voluntary agencies are perfectly comfortable with a remit to “build community participation, opportunity and inclusion from below” – and have worked to these goals for some time, long before New Labour’s ambitions for an increasingly active voluntary sector. However, being increasingly tied to the policy agenda has an inevitable impact on the vital independence of the voluntary sector.

An additional and important factor linked to the Concordat, to SOAs and to the governmental desire for a vibrant alternative to state provision of welfare is that voluntary agencies are not the only contributors to the overall mix. Driven by a strong political belief in market hegemony, the private sector has been growing for some time in both ‘sophistication and scale’. Social enterprise is a popular take now on increasing privatisation; for example, the UK Government considers it a key way in which to transform health care (DoH, 2008). Social Enterprise clearly has its place but it is promoted on the basis of two main assumptions. Firstly, that other models of service provision tend to lack accountability, transparency and financial propriety and, secondly, that only business models offer efficiency, effectiveness and best value.

The fact remains also that we now have large numbers of private (for profit) companies providing nursing and residential services (mainly for older people but also, especially in terms of residential care, for children and young people) and home care services. Certainly, the voluntary sector also now has an expanded role in welfare provision. However, while creative possibilities may well increase as the sector grows, further constraints also loom.

Competitive Tendering and the Contract Culture

The voluntary sector may be seen as the provider of “real” social work but it has not escaped the forces of marketisation and managerialism that have so altered the state sector over the last 30 years or so. Morris (2006) highlights the extent to which funding arrangements within the voluntary sector have changed since 1990. In particular, she emphasises the decreased reliance on traditional grants from central or local government and the increased use of funding contracts in which voluntary agencies “agree to provide (specific) services in exchange for payment from public bodies”. Morris (2006) argues also that, though there has indeed been enormous growth in the voluntary sector, and there are many small organisations with charitable and voluntary status, the income to the voluntary sector remains, largely, in the hands of a few big charities that use mainly paid members of staff to provide services. This information is given not to suggest that small voluntary organisations do not agree funding contracts with national or local funders, nor to imply that large voluntary organisations do not rely on volunteers. Rather, it is presented to reinforce the extent to which smaller voluntary organisations may struggle to compete with the bigger players. Broadly, the constraints facing the voluntary sector generally, and the smaller organisations particularly, are:

Loss of independence and negotiating power

To what extent can even the bigger organisations insist upon providing services in keeping with their values and principles when funders perhaps require them to do something different? How can voluntary agencies tied into contracts with public funding bodies then raise concerns about wider social, political or economic issues?

Loss of focus on service provision

To what extent do agencies concentrating on chasing funding contracts, or on managing relationships with external funders, find the time and money to provide core services? How can they balance embracing the business agenda with working directly with service users?

Fewer opportunities for innovation and service development

To what extent is the voluntary sector still able to do something that is different to state or private agencies? How are they constrained by short term funding and contracts?

Loss of job security

To what extent can voluntary sector workers feel safe about their future in when faced with this short term funding?

Loss of job satisfaction

To what extent can voluntary sector workers cope with heightened bureaucracy, reduced staffing levels, longer hours and salaries that are fairly consistently lower than those paid in the public sector?

The 'race to the bottom'

As the voluntary sector has to demonstrate its competitiveness to what extent do agencies begin to cut corners in terms of staff support, training, development and, where relevant, pay?

Holding on to the Good Stuff

In 2008, my Stirling University colleague, Iain Ferguson, and I conducted focus group research with social workers based in both the state and voluntary sectors, and with some users of social work services. Although the numbers were small and qualified social workers were over-represented, we found that, overwhelmingly, participants still saw enormous strengths within the voluntary sector. The perception was that the voluntary sector offers:

- enhanced possibilities for relationship-building
- flexible approaches to practice and less inclination to operate from a deficit model.
- comparatively more manageable workloads
- an emphasis on service user participation and partnership
- the scope to take a more political and campaigning approach
- genuine links between many voluntary agencies and local communities
- a continuing belief (in places) in voluntary sector values.

Empowering the voluntary sector

The Social Work Experience

“Empowered by Financial Independence” suggests that financial independence within the voluntary sector is at least one way in which organisations can regain control over their own affairs. I will focus on the possible ways in which workers and organisations might begin to empower themselves.

Again, I will return to social work for my examples. Earlier this year, Iain Ferguson and I wrote (2009: 103):

...the traditional image of the voluntary sector, as a refuge from the bureaucracy and managerialism of local authority social work, a place where 'real' social work can be practised, is increasingly hard to sustain.

Given the enormous changes affecting the voluntary sector in recent years, and the extent of the challenges now being faced, I continue to be persuaded that the sector is in some danger of further:

- losing its independence;
- subverting its values and principles;
- concentrating its 'voluntary approach' in the hands of a few big agencies which, as a result, operate more as businesses than as voluntary organisations;
- disempowering its workers and, potentially, alienating its service users;
- adopting increasingly reactive, rather than proactive, stances.

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...the traditional image of the voluntary sector, as a refuge from the bureaucracy and managerialism of local authority social work, a place where 'real' social work can be practised, is increasingly hard to sustain.



I said earlier that I would not simply dwell on the constraints facing the voluntary sector in recent years. Indeed, there is a danger in implying that, somehow, the voluntary sector has come off worst when the public sector too faces genuine problems. What seems clear, however, is that we do not have the option in either sector of doing nothing. Many social workers are looking – individually and collectively, locally and nationally – to tackle the current state of play. We are seeing evidence that workers are creating spaces for themselves where they can begin to reconnect with the values that brought them into the profession in the first place and where they can remind themselves that social work is about the 'social' as well as the individual.

Currently, in social work, we can identify four aspects of practice that have a radical edge :

- Practice that is 'good' – where workers reclaim good practice as that which remains true to core knowledge, skills and values
- Practice that incorporates small-scale resistance or 'guerrilla warfare' – where overly bureaucratic processes are quietly subverted in the best interests of workers and service users.
- Practice that forges alliances with service users and carers, where workers show a willingness to break down professional barriers and to learn from and with service users
- Practice that involves collective activity and political campaigning – social work has long had a connection with wider social movements which emphasise the profession's stated commitment to anti-oppressive practice and social justice.

Moving beyond direct practice, social work can also offer individual workers or teams of workers support in other ways; for example, social work remains an overwhelmingly unionised profession. Social work now has its own campaigning organisation, the Social Work Action Network (SWAN – www.socialworkfuture.org). SWAN is a coalition of social work and social care workers, academics, students and service users who are united in their opposition to the direction in which social work has gone and in their desire to campaign locally and nationally for a different, more radical future.

Taking the Voluntary Sector Forward

Individuals are often attracted to the voluntary sector precisely because it strives to do something different in terms of making a difference to people's lives. The problem, though, is that the spaces for such practice appear increasingly limited within the voluntary sector, just as they are within the state sector. Many of the 'radical' approaches that we see returning in places to social work are already apparent in the voluntary sector, however, and, with a workforce populated, on the whole, with committed, motivated, dynamic and user-centred individuals, I remain confident that creative and critical practice remains possible across the voluntary sector. In addition, though, it seems to me that there are particular areas worth focusing on in terms of a national voluntary sector campaign:

- Advertising the good work that is already done (often within serious constraints) to capitalise on government's stated commitment to 'growing' the voluntary sector.
- Improving the funding of the voluntary sector to provide better support and training for volunteers and higher wages for frontline paid staff.

- Introducing minimum five year contracts for service providers to support staff security and career development and improve consistency for service users.
- Resisting any 'race to the bottom' where voluntary agencies are pressured into cutting jobs, salaries and services to compete with private companies or much larger voluntary organisations.
- Reclaiming and promoting broad voluntary sector values.
- Highlighting increasing poverty, inequality and social polarisation, and the extent to which they threaten to additionally undermine the very individuals and communities that so many voluntary agencies seek to support.

In terms of the bigger picture, the voluntary sector also has umbrella organisations that attempt to offer a unifying voice to a wide variety of agencies: SCVO and OSCAR at generic level, Learning Link Scotland at specialist level. In social work, through SWAN, we are finding that enormous opportunities lie in creating new forums at national level (conferences, for example) and local level where all those interested in the future of the profession can come together to share experiences, both of good practice and of effective resistance. As a life-long trade unionist, though, I have often noted the lack of organised trade union activity in the voluntary sector and it concerns me that workers do not have this form of support in the current climate.

This seminar piece has offered a social worker's take on the current constraints and possibilities facing the voluntary sector. I see a number of opportunities for voluntary agencies to take advantage of stated aims to expand the sector. The challenges associated with growth are many, however; it seems that the future holds increased competitiveness and increased external control. The social work example, however, demonstrates that pressure to reduce the complexities of working relationships between staff and service users to a series of imposed targets and outcomes can be resisted. So too can the pressure to blame service users for the personal and social difficulties they may face with no attempt to take account of structural inequality and discrimination. The beginnings of this resistance in social work may be small but they are a real attempt to reclaim social work as a force for positive change. The voluntary sector already has a well-established commitment to making constructive differences to people's lives and to political and economic independence which, remains a cornerstone of practice within voluntary organisations. As such, increased autonomy is indeed an ideal worth campaigning for.



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Mindset and Resilience

Dr. Carol Craig

Director, Centre for Confidence and Well-being



Our third and fourth seminars focused on positive psychology and explored some of the concepts and techniques that would allow practitioners in the sector to build their own resilience and confidence and transfer these ideas into their work with learners. Carol Craig offered us her perspective on why these concepts were so important for growth and change.

When we talk about resilience, most of us use the word fairly loosely. Often it's intended to mean the same as words like hardy, tough, irrepressible, stamina, "stick-ability" and so on. Psychologists use the word however with much more precision. For example, the psychologists Luthar, Cicchetti, & Becker give the following definition: "Resilience is predicated on exposure to significant threat or adversity, and on the attainment of good outcomes despite this exposure."

The study of resilience started only 40 or 50 years ago. Back in the 1960s and 1970s, psychologists studying children growing up in high risk environments realised that a proportion of the youngsters developed well despite the adversity they faced in life. Those who appeared to be thriving psychologically, despite the impact of poverty, poor parenting, hunger or war, were quickly seen as being "resilient", "stress-resistant", "survivors", or even "invulnerable".

Whatever the label, some children were clearly able to adapt to, and cope with, their adverse circumstances. The search was then on to find the ingredients that make up resilience. To develop as human beings, we need to be able to cope with what life throws at us, adapt to the situation and continue to develop.

As a result, the study of resilience has quickly become an important area of social and psychological research in its own right. Rather than take a defensive stance against risk, resilience theory takes the view that life, with all of its ups and downs, is there to embrace – and that coping with risk and bouncing back from adversity are positively good for us.

Research reveals that those who have most resilience often share certain characteristics such as having:

- A support network in the shape of family, friends, colleagues, teachers etc
- Confidence that they can face up to new and challenging situations
- Enjoyed previous successes on which they can fall back on to remind them that they have overcome adversity in the past.

Dr Karen Reivich is co-author of The Resilience Factor. In 2005 she gave a lecture for the Centre for Confidence and Well-Being in which she talked about her work on resilience. She recounted that when she first started to study the topic she assumed that people are either born resilient or not.

However, as she and her co-researchers become more involved in the topic they realised that "resilient people have the ability to stay resilient". From their research they identified a number of abilities in which resilient people are strong. Reivich et al, focused on seven abilities which she says are "changeable, learnable skills". While all of them are important, Reivich argues that optimism is the most important. She sees it is "a motivator" – it's what keeps people going.

Dr Karen Reivich: The Seven 'Learnable' Skills of Resilience

1. Emotion awareness or regulation

This is primarily the ability to identify what you are feeling and, when necessary, the ability to control your feelings.

2. Impulse control

Highly resilient people are able to tolerate ambiguity so they don't rush to make decisions. They sit back and look at things in a thoughtful way before acting.

3. Optimism

This means having an optimistic 'explanatory style' (see previous chapter). However, it is 'realistic optimism' which is important, not pie-in-the-sky optimism. People who are blindly optimistic and stick their heads in the sand, for example, do not have a brand of optimism which facilitates problem solving: in fact it interferes with it. So for optimism to help resilience, it needs to be 'wed to reality'.

4. Causal analysis

This means the ability to think comprehensively about the problems you confront. Folks who score high in resilience are able to look at problems from many perspectives and consider many factors.

5. Empathy

People who score high on emotional awareness and understand their own emotions tend also to score high on empathy - the ability to read and understand the emotions of others. This is important for resilience for two reasons: first, it helps build relationships with others and then this gives social support

6. Self-efficacy

This is confidence in your ability to solve problems. This is partly about knowing what your strengths and weaknesses are and relying on your strengths to cope. Reivich stresses that this is different from self esteem. In other words, it is not just about feeling good about yourself, it is what she calls "a skills based mastery based notion of coping".

7. Reaching out

By this Reivich means being prepared to take appropriate risk. People who score high on resilience are willing to try things and think failure is a part of life.

Reivich stresses that this is not an exhaustive list and that you don't need to score high on each of those seven in order to be given the "stamp of resilience". Indeed she argues that to increase resiliency people simply need to consider which of the factors on this list they are strong on, and to play to these strengths as much as they can. She also argues that the importance of empathy in this list is at odds with what people often think about resilient individuals. Reivich argues:

"Contrary to some of the myths around resilience, resilient people don't go it alone, when bad stuff happens they reach out to the people who care about them and they ask for help." Empathy is vital as it "Is the glue that keeps social relationships together".

It is important to reiterate that Reivich argues that while some individuals are naturally inclined to such behaviour and attitudes, everything on this list can be increased by individuals if they put their minds to it and are prepared to learn.

Mindsets: How We View Success and Failure

In my research, I have been amazed over and over again at how quickly students of all ages pick up on messages about themselves – at how sensitive they are to suggestions about their personal qualities or about the meaning of their actions and experiences. The kinds of praise (and criticism) students receive from their teachers and parents tell them how to think about what they do – and what they are.

Carol Dweck

Carol Dweck is a professor of psychology at Stanford University and has been conducting research on motivation and personality for over twenty years. Her work has enormous practical implications for teachers and parents as well as those working in sports or business settings. Based on her empirical research, primarily with young children, Dweck argues that people throughout the world can be divided into two basic "mindsets".

The fixed mindset

The first she calls "the fixed mindset". This mindset upholds the idea that people's ability is fairly fixed and not open to change. According to such a view, people are either intelligent, sporty, arty, good at maths etc or they aren't. This mindset also labels people according to personal characteristics. So people are either good or bad, caring or selfish and so on. In Dweck's original work she referred to this as an "entity theory" in that it treats human capabilities and characteristics as if they were "carved in stone" and individuals as if they are "finished products". In other words, it views human abilities and behaviours as innate, unchangeable things like inanimate objects such as tables and chairs.

The growth mindset

The growth mindset has a different starting point. It sees people as essentially malleable. In other words, they aren't fixed but have huge potential for growth and development. This mindset accepts that a small minority of people are born with unusual levels of talent or ability (the geniuses). At the other end of the spectrum are people who have severe learning difficulties and who have some barriers to learning though they still have huge potential to develop skills. Nonetheless this view asserts that around 95 per cent of the population fall between these two extremes and that with enough motivation, effort and concentration they can become better at almost anything. In her original work, Dweck calls this the

"incremental theory" to suggest the idea that people are capable of making incremental changes in ability and other personal characteristics.

It is important to note that Dweck is not disputing the fact that some people find some types of activities or learning easier than others, but she argues that these activities and learning can be undertaken by others.

This is so important, because many, many people with the fixed mindset think that someone's early performance tells you all you need to know about their talent and their future.

This very simple theory of different views of people has enormous implications for learning and for educators.

How the Mindsets Interact with Success and Failure

For people who have a fixed mindset, success is exceptionally important as it is a way to validate yourself and show how clever and talented you are. It is also a way to prove you are better than others who lack these fixed qualities. Conversely, failure is toxic for those with fixed mindsets as it proves that you aren't talented or clever. This means that failure, and mistakes, have to be avoided at all costs. Indeed Dweck argues that for people with fixed mindsets, "the loss of oneself to failure can be a permanent and haunting trauma." By extension, it also means that fixed mindset people feel they must be careful with anything that might be challenging and risky as it may increase the risk of failure and thus show their lack of ability. It is best, according to this view, to harbour thoughts about 'what you could have been' rather than risk failure.

This viewpoint also leads people to be very touchy about any critical feedback as it suggests an innate lack of ability. It also leads to tests being seen as a valuation, not of a specific set of skills, but of how clever or capable you are.

From an educational point of view, what is particularly worrying about the fixed mindset is how it sees effort as reprehensible in some way. According to this perspective, people who are naturally clever and gifted don't have to practise and try too hard. So people who need to put effort into something are showing their deficiencies.

People with a growth mindset have a completely different view of success and failure. Of course, they are motivated by success and want to achieve it, but for them success shows that you have mastered something, been stretched and learned new skills: it isn't seen as a demonstration of intelligence or talent. This then frees up growth mindset people to see failure not as a negative, undermining judgement on them as people, but as something they need to learn from so they can succeed in the future. A natural extension of this mindset is to relish and seek out challenges, rather than avoid them as it is through being challenged that people grow and develop. Failure can often be a painful challenge to growth mindset people but it is still seen as something to learn from rather than something which defines you as an individual.

In the eyes of those with a growth mindset, tests are not measuring your basic intelligence or potential (no test can do that); tests can only give a snapshot of how capable you are at



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For people who have a fixed mindset, success is exceptionally important as it is a way to validate yourself and show how clever and talented you are.

something now. What's more, criticism, particularly from someone you respect and you can learn from, is a gift – a way to accelerate learning – and not something to be feared. Dweck reports that the great Russian ballet dancer and teacher, Marina Semyonova, devised an unusual way of selecting students. During a trial period she watched how they responded to critical feedback. The more responsive they were to "correction" the more she deemed them worthy of her tutoring. In other words, she was selecting for a growth mindset.

Finally, for people with a growth mindset, learning and development is all about one thing – effort. The more you put in the more you will accelerate your learning. What's more, growth mindset people value learning for its own sake, irrespective of the outcome.

These differences between people have been demonstrated by Dweck's research. She describes, for example, how students with the two different mindsets responded to the offer of feedback after completing a challenging task. The fixed mindset students were more likely to refuse the offer of information on how they could improve their performance and chose instead information on how they compared with their peers. The growth mindset students were much more interested in knowing how they could have done better than in finding out how they ranked.

In Mindset, Dweck comes up with a number of powerful examples of people who have succeeded in life through effort, determination, good teaching and effective learning strategies. The basketball player, Michael Jordan is a good case in point. He is often seen as a "natural" but, according to his coach, Jordan did not show a great deal of promise initially but persevered, trained harder than anyone else and particularly worked on his weaknesses. Dweck argues that one of the great ironies about mindsets is that fixed mindset people are often desperate for success to prove how clever and talented they are. However, since they often lack good learning strategies, and are easily stressed by failure, they often don't get to the top. In contrast, growth mindset people are often less fixated on achievement but are more likely to get there. She writes:

"The top is where the fixed mindset people hunger to be, but it's where many growth-minded people arrive as a by-product of their enthusiasms for what they do."

In short, growth mindset people are enthralled by the learning process, not the destination. If they get to the top it is an added bonus not the point of their engagement.

One of the most compelling aspects of Dweck's work is that it is essentially arguing that we need to stop judging. The fixed mindset leads to a fixation with labels and judgements – he's clever, she's good at sports, she can't count, and so forth.

Dweck argues that mindsets are "an important part" of a person's personality and she puts forward the idea that much of our mindset is formed from our early interactions with parents and teachers. However, it is also important to realise that Dweck believes that mindsets "can be changed".

Impacting on learners

Giving good feedback - Some of the specific recommendations which Dweck suggests for encouraging a growth mindset relates to how we give feedback-both negative and positive.

Information on the brain - Another of Dweck's major suggestions is that we need to present people with information on the brain and its huge potential. This lesson would necessarily include information on how learning allows the brain to form new connections and how these connections become stronger.

Prime the environment for growth - Be careful not to give out messages that talent is fixed – ie avoid thinking in terms such as "talent management schemes", labelling people "gifted and talented" and so on.



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Thinking About Mindset

Isobel R. MacNaughtan

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At the final seminar in the Learning Link series, we looked at Optimism and Mindset. In particular, we built on the ideas that Carol Craig had raised in the previous session and considered, in more practical ways, how having a fixed mindset would affect learners. To recap here briefly: those with growth mindset understand that as they apply themselves to learning and focus on tasks and activities which take their learning forward, their brain capacity develops.

There is a profound learning optimism here – a sense that the achievement of the learning goal lies ahead, and that there will be a route to achieve it. The focus is on improvement, moving forward, building intelligence and understanding. For those with fixed mindset, there is a deeply held belief that intelligence/talent is innate. Thus every success demonstrates that you are clever or talented or have a nice personality; every failure demonstrates that you just don't have it in you. How often does one hear that phrase from parents, teachers, and managers – he/she just doesn't have it in them. Nowadays, we do have the knowledge that the brain develops as we learn, but 'fixed' thinking remains deep in the psyche.

At this last seminar, participants poured themselves into it, talked from their own experiences, were confident in acknowledging areas of difficulty and also were willing to have a good laugh – always a bonus. For me, this was a situation where I continued my own learning and understanding in the light of the insights of the participants. It interests me therefore that towards the end of the seminar we started to discuss the exact opposite in terms of learner behaviour. In the final activity of the workshop, one of the participants had role-played a learner who just wasn't

going to try; someone who just said – "I can't do it, I don't want to do it, I'm never going to be able to do it, I'm not interested". Since the seminar, a number of people have come back to discuss this with me further. It struck a chord with many who work with marginalised people who not only have a fixed mindset but who have been fed the idea that they "don't have it up there" for many years – another charming, and deeply fixed phrase. In mindset theory, this behaviour is called self-worth protection: rather than risk demonstrating your lack of intellect, don't even make the attempt.

We discussed as a group that point where the trainer or mentor starts showering their belief and support on an individual, hoping that this person will believe in themselves just a wee bit, just enough to take that one step forward. That optimism is a great gift. Nevertheless, I find it unsurprising that a number of participants talked of burn out both in themselves and in their staff.

Let me re-iterate a couple of the strategies which were discussed at the seminar. Firstly, part of our task is to make sure that learners understand the learning process and the brain's capacity

to develop. Certainly in Carol Dweck's studies, many learners experienced immense relief once they realised that they were not stuck with a brain that worked like a fixed machine. Secondly, we need to be very conscious of how we give feedback and how we use praise. The enthusiasm and good will of facilitators, educators or mentors will often lead them to praise fragile learners extravagantly for small learning gains. While that will probably confer a "feel good" moment (and that is always pleasant – most of us enjoy it!) it can infantilise. People spot if they are being praised for something that most people find relatively easy and it can send the reverse signal – if you are being praised to the skies for something you know is a total dawdle, what does that say about your intelligence? The advice Dweck gives is to focus on praising effort and technique. Sometimes it is not even about praising at all – it is about engaging the learner in a conversation which allows them to discuss their effort or the strategies they used to learn something. It is about supporting them to feel in charge of their learning journey and to recognise for themselves that the goal is improvement and that learning is a lifetime activity.

The gift that practitioners can give to learners is the adoption of a growth mindset and for Dweck this means "Don't judge. Teach." In some of the most powerful passages of her book, Dweck argues that good teachers don't have to love the children they teach but they have to respect them and see them as capable of getting better if they put in effort and employ better strategies. For Dweck the really great teachers are those who don't just pay "lip service to the idea that all children can learn" but have a "deep desire to reach in and ignite the mind of every child". This principle applies not just to teachers but also to managers and all whose work in life is to support people in their

development. In the seminar, we role-played coaching a partner to pat their head and rub their abdomen. This is the second time I have used this exercise and both times it threw up an interesting issue – some of the coaches noticed that even although it was a role play, they started to feel like total failures. If their "coachee" couldn't do something that simple, then what did it say about the capability of the coaches! Of course, another example of fixed mindset – and one which many of us will relate to. It is an interesting angle to ponder. It will not by any means be the whole story around burn out and it would be trite to suggest that it is, but in our age of accountability it is trap which we need to be aware of for the sake of those whom we seek to help learn and develop.



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Contributor Biographies



Gerry Hassan

Gerry Hassan is a writer, commentator and policy analyst. He is the author and editor of over a dozen books on Scottish and British politics and ideas in the last decade, the latest of which is 'The Modern SNP: From Protest to Power' (Edinburgh University Press October 2009).

Gerry is a senior Demos Research Associate, an Honorary Research Fellow at Glasgow Caledonian University, and currently working with the Institute for Public Policy Research on the politics of Scottish independence and its consequences at a Scottish, UK and international level. He led the recent Scotland 2020 and Glasgow 2020 projects with Demos which received much attention and interest across the world – from Brazil to China and Australia. These led to the publications, 'Scotland 2020: Hopeful Stories for a Northern Nation' and 'The Dreaming City: Glasgow 2020 and the Power of Mass Imagination'.

He is currently leading a four year programme – A Scottish Wave of Change – which is part of People Making Waves – using the Olympic and Paralympic values to explore the future, Scotland and different ideas of change. Gerry also runs a large number of events and conversations including the Changin' Scotland series of weekends looking at politics, culture and ideas at The Ceilidh Place, Ullapool – every November and March.

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Rona Woodward

Rona Woodward is a Lecturer in Social Work, Department of Applied Social Science, University of Stirling. She qualified as a social worker in 1990. She then spent 12 years in direct social work practice, working mainly with children, young people and their families, before moving into academic research and teaching. Her academic background is in sociology, criminology and social work and she is now a lecturer in social work at Stirling University. She has a long-established interest in structural discrimination and social exclusion, particularly as it affects children and young people, and describes her current research as offering a critical take on social work policy, practice and education.

 www.class.stir.ac.uk/staff/



Dr Carol Craig

Dr Carol Craig is Chief Executive of the Centre for Confidence and Well-Being which was launched in December 2004 at the highly successful Scotland's Tipping Point conference. Prior to taking up this post Carol ran her own training and development business specialising in personal and team development. Carol is also author of The Scots' Crisis of Confidence and Creating Confidence: a handbook for professionals working with young people. In the first few years the Centre's work was particularly centred on Positive Psychology and Carol was quickly seen as a major player in the dissemination of Positive Psychology. Now the Centre, under Carol's leadership, is broadening its agenda and forging new ways to think about confidence and well-being. Carol has a B.A. in politics from the University of Strathclyde and a Ph.D. in politics from the University of Edinburgh. In July 2006 she was awarded an honorary doctorate by the University of Abertay.

Isabel MacNaughtan is a facilitator and trainer who works across the public, private and third sectors. As a facilitator she supports groups and organisations in their development and through times of transition and challenge. As a trainer she works with managers and leaders, and with those who themselves teach or train others. She is expert in co-operative learning, a way of working with simultaneous small groups and employs this method in all her training. She is regularly invited to train teachers in developing co-operative practice. In all her work her intention is that participants and group members develop confidence in their learning and understanding and recognise the gifts that they bring to any situation.

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Isobel R. MacNaughtan

Isobel's background is in secondary education where she served as teacher and manager for many years. She has associated with the Centre since its inception and represented it in designing and developing the Confident Futures initiative for Napier University. She works on their behalf across the UK leading workshops on aspects of confidence.

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