

# Report

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>19 January 2021</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Youth, Family and Community Learning Service Delivery Update</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on delivery of Youth, Family and Community Learning Service provision for vulnerable children and families since August 2020.

## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the activities, ability to adapt and the impact of services delivered to meet the needs of vulnerable children and families, be noted.

## 3. Background

- 3.1. The Youth, Family and Community Learning Service presented an update to the Education Resources Committee on 18 August 2020 providing an overview of the emergency childcare provision for key workers during the summer period, in addition to wider service delivery across the Youth, Family and Community Learning Service.
- 3.2. This paper presents an overview and update on the range of engagement, impact and service delivered to communities across South Lanarkshire. This paper outlines the acknowledgement that the Youth, Family and Community Learning Service has received in recognition of the impact of service delivery during COVID-19 lockdown, the work undertaken to progress national strategic developments and standards expected in delivery of CLD services and the 50<sup>th</sup> anniversary of Universal Connections at the Key, East Kilbride facility.

## 4. Youth voice and engagement

4.1. In recent months, members of the South Lanarkshire Youth Council and the Scottish Youth Parliament (SYP) have been active in representing their peers at local and national level.

The range of activity has included:

- review and re-write of the Key Priorities under the South Lanarkshire Youth Strategy – Health and Wellbeing, Youth Friendly Services, Learning and Working, Youth Rights and Decision Making – drawing on the issues raised through surveys such as the Youth Partnership (Corporate Connections Board) Youth Survey, SYP member motion engagement and engagement with peers

- Discussions to progress a Youth Housing Forum within the East Kilbride area, drawing on the nationally recognised practice developed within the Larkhall area with Housing and Technical Resources and the Tenants' Information Service
- Youth Ambassador representation on the West Partnership's Youth Partnership Forum, exploring and sharing information in relation to progressing the PSE curriculum.
- Consultation on the Scottish Youth Parliament Manifesto 'FromScotland'sYoungPeople' to help shape SYP policy for the next 5 years.
- Participation in the Black History Month planning team within the Scottish Youth Parliament, facilitating weekly sessions about the issues facing black young people and systemic racism. In addition to this, two members presented a joint motion about reforming the education system to be representative of the BAME influence in Scottish society and culture, as well as Scotland's role in the slave trade and colonization as an integral part of the Scottish education system.
- Attending the UNCRC session with the Scottish Parliament Equalities and Human Rights Committee to share their views and experiences concerning the integration of the United Nations Convention on the Rights of the Child (UNCRC) into Scottish law.

4.2. Engagement during the COVID-19 pandemic has stimulated consideration and research into improvements to enhance and further enable the voice of all young people across South Lanarkshire. During the initial pandemic lockdown, the Youth, Family and Community Learning Service increased engagement using digital technologies with the aim of maintaining contact with young people and ensuring continuity of dialogue and service provision. It became clear that the immediacy and flexibility of digital technology (TikTok, Instagram, Facebook etc.) could be used more effectively to inform and elicit responses in real time.

4.3. Having conducted a range of focus groups to consult with young people on youth democracy, we propose to expand the delivery model of the youth participation network to the digital sphere. By expanding in this way, a bigger and more diverse range of participants can be consulted and have an influence on the decisions which impact upon them and their communities, in line with Youth, Family and Community Learning Service's vision of 'supporting a more engaged and equal society', giving communities 'choices and voices' and assisting the Council in preparations toward duties expected under the UN Convention in the Rights of the Child (Incorporation) (Scotland) Bill such as Child Rights and Wellbeing Impact Risk Assessments

## **5. Youth Work Education Recovery Fund**

5.1. The Youth Work Education Recovery Fund was established to enable the sector to support young people in some of the country's most vulnerable communities to engage and re-engage with vital learning opportunities. Awards made from this fund will support programmes until August 2021.

5.2. The fund administered by YouthLink Scotland, has made 64 awards to organisations across Scotland working with young people impacted by the COVID-19 pandemic. Over 13,000 young people in Scotland stand to benefit directly from the Fund.

5.3. The Youth, Family and Community Learning Service were successful in securing funding for three developments to support recovery and continuity of learning. These developments are as follows:

1. **KEAR** have been funded to provide additionality to the 'recovery curriculum' model and timetable, enhancing learning opportunities for young people on evenings and

weekends in addition to daytime provision. The programme has 3 interrelated and connected themes:

- Outdoor learning –
  - supporting transition from Primary Bases to KEAR Campus facility using methods such as Forest School to reduce anxiety, improve confidence and support the most at risk young people
  - Bespoke outdoor learning timetable to support young people across the secondary provision to access weekly outdoor learning sessions
- Fitness –
  - K-Active sports based leadership programme is aimed at the senior phase learners to support their development of skills for life. The programme and structure provides each young person the opportunity to progress through a number of stages that improves their learning experience and gain Sport Leadership qualifications.
  - Goals project uses football as a tool engagement and learning that takes the learning environment on to the football pitch. Targeting S1 to S3 pupils, the process develops relationships between learners and staff, builds confidence, expands experiences and raises aspirations, whilst introducing learners in to Sports Leadership qualifications and progression.
- Mental Health and Wellbeing –
  - Recognising the impact that COVID-19 lockdown has had on confidence and anxiety in relation to returning to the school learning environment and to support young people improve their school attendance, a mental health and wellbeing programme delivered through a youth work approach will seek to increase resilience and secure increased attendance.
  - Mental health and wellbeing senior phase programme will support young people secure their attendance and develop their aspirations for life beyond school. Learners will undertake accredited awards that fit with their aspirations and ambitions through a comprehensive volunteer development programme to nurture transferable personal skills and confidence to life after school.

2. **‘Active All Ages’** (Hamilton Universal Connections) is an exciting, flexible and innovative series of programmes and opportunities that will target the most vulnerable children and young people.

The intervention is delivered across two phases in partnership with local schools and is tailored to meet the needs of the young people. A number of positive outcomes will be achieved through participation including improving mental health and physical well-being, improved confidence and self-esteem, and the opportunity for accredited qualifications. It will also tackle issues in relation to addiction that have been exacerbated by the pandemic.

- Phase 1 (transition to secondary school):  
The Play Maker Award – an introduction into leadership for young people aged ten and over. The award is designed for use in a variety of education settings and focuses on developing learner’s leadership skills.
- Phase 2 (young people 12 – 18):  
Personal Skills Programme. - the Personal Skills Programme (PSP) is a learning programme that allows learners to develop the skills and behaviours needed to be better prepared for their next step in education or employment. From August 2020 the Personal Skills Programme has added additional support to enable both face to face and socially distanced delivery in 2020/2021, thus ensuring a flexible delivery model.

The programme is delivered through three key themes enabling learners to achieve five linked awards:

Theme	Award	Learning hours
Transition	Pioneer Award	10
Active Citizenship	Ambassador Award	10
Active Citizenship	Community Influencer Award	10
Progression	Skills Pathfinder Award	10
Progression	Skills Reflection Award	10

- Learning, Education and Development (LEAD) Programme - this supplements the PSP programme and is an option for young people who have a particular interest in sport and dance and those who would benefit from achieving a Sports Leader Award (SCQF Level 4). A key aspect of the programme is developing and upskilling young leaders. The young leaders will be tasked with developing programmes and building capacity through delivery of a range of health and wellbeing activities with the support of youth work staff in local communities and primary schools.
- 'You Wanna B£T' - recent research indicates that gambling among teenagers is a real but hidden problem in Scotland, and indicative research since the pandemic has shown that this problem has become exacerbated due to the impact of lockdown. 'You Wanna B£T' is a flexible gambling education and prevention programme created in partnership with Fast Forward, demonstrating the dangers of teenage gambling and how it can lead to negative events in life. This interactive course can be rolled out in various settings from youth clubs to classrooms.

**3. Youth, Family and Community Learning STEM Programme** provides a structured programme, drawing together STEM activities, which enable participants to work on a broad range of skills and enhance their learning through the medium of youth work. This is achieved through a mix of direct learning sessions as part of their supported curriculum offer through youth work programmes such as Links-2-Life, delivered within community settings or blended curriculum choices where youth work practice is delivering learning within schools. This work will be linked to Coding Clubs set up in each of the locality areas, encouraging the separate groups to work together in collaborative learning experiences, and continue learning beyond the confines of the school day.

To strengthen this learning offer further, Arts is included within the programme (therefore now a 'STEAM' programme) as this promotes a more flexible educational approach and recognises the creativity and expression skills inherent in the arts. The programme offered is designed to be flexible to allow participation regardless of skill or knowledge.

The coding tuition will be delivered by Paisley YMCA who have built up a reputation over the past 5 years for teaching coding and other digital skills through a youth work approach. As the groups progress, the Code Clubs in each area will then participate

in a 'Hackathon' celebration event where, in addition to formal recognition of achievements and awards presented, the stop motion, art and robotics they have created through learning to code will be displayed in addition to the gallery presentations that will take place to the public.

## **6. Awards and Accreditation**

- 6.1. Across the Youth, Family and Community Learning Service, work has been undertaken on the long-term sustainability of awards. This has included training and supporting new leaders and assessors to help them develop groups and work on COVID-19 safe plans, particularly for Duke of Edinburgh Award expeditions. Outdoor learning has remained a key feature in engaging learners to assist them with their mental health and well-being. Using this approach 144 awards have been achieved which include the Duke of Edinburgh Award, John Muir Discovery Award, Food Hygiene, Lowland Leader Award and Hill & Moorland Leader Award.
- 6.2. During the summer emergency childcare provision, learners from 101 primary and secondary school establishments achieved 388 Hi5 Awards and 4 Dynamic Youth Awards, recording 23,969 hours of participation. Since August 2020, 147 young people have achieved a Hi5 Award or Dynamic Youth Award. These Awards are owned and operated by Youth Scotland and have been credit rated and levelled by the Scottish Qualifications Authority (SQA) on the Scottish Credit and Qualifications Framework (SCQF). They provide a means of recording and evidencing the achievements of individual children and young people through their participation in youth work activities and follow a 'Plan, Do and Review' cycle. The self-reflection element of the award is the basis for the evaluation process as it presents accessible questions that seek to determine the impact of the programme and activity on the participant.
- 6.3. Adult learners have also completed 17 ASDAN Short Courses. These courses have helped learners to develop skills and knowledge in cooking and food preparation and expressive arts as well as increasing confidence in relationship and health education.

## **7. Pathfinder Programme Activity**

- 7.1. In addition to providing ongoing support to families on the 'edges of care' in the three Cambuslang/Rutherglen High Schools, the Pathfinders team successfully attracted £10,000 funding to deliver a Food Insecurity pilot programme. One of only six successful bids, the South Lanarkshire project aimed to deliver a dignified response to food insecurity and tackle holiday period learning loss. Given the potential risk of young people and families disengaging from learning during the pandemic, young people and families were targeted on the basis that they were previous low attenders or were in danger of complete disengagement from school.
- 7.2. Pathfinders involved 29 families over the summer in a programme involving healthy eating/cooking, physical activity and horticulture. The bulk of money was spent on delivering food and equipment to families.

Participants commented that:

*'...yeah, it helps a lot because it's helped me build my confidence as well, because I don't like - for example I'm not..... have anxiety, so i don't like talking to new people sometimes. So it's actually helping me that I'm talking to you right now.'*

*'It's actually hard to believe, but my dad lives in England, so somehow all of this has brought me and my dad closer as well, we talk a lot now. Because it put my confidence*

*up, now I'm speaking to people that I never thought that I would. It's bringing me closer to my family now, so it's actually helped me a lot more than everyone thought it would'*

Quote from a parent:

*'It's reinforced her relationship that she has with the staff, and I would say that's a huge one for us. I think the activities that were done are a massive benefit, but I think that relationship and just keeping contact going was absolutely huge. I think she knew she had somebody who was there for her all the way through, and she knew that person would be there for her when she went back to school. I think that was huge for her.'*

- 7.3. The full report, including all projects that were delivered across Scotland, can be accessed through the following link:

<https://www.youthlinkscotland.org/news/november-2020/food-insecurity-pilot-demonstrates-youth-work-benefits-in-tackling-learning-loss/>

## **8. Junior Pathfinders**

- 8.1. Supported by Inclusion as Prevention funding, two full-time Pathfinder posts have been developed to support a 'test of change' in the Cambuslang and Rutherglen locality. Burgh and Cathkin Primary schools have been identified for this additional resource to support children and their wider families.
- 8.2. The posts, funded until end of August 2021, will utilise Community Learning and Development methodology to engage children and families throughout the school term and during holiday periods. Using an early intervention approach, and using some of the learning from the 18 month period of secondary school Pathfinder Programme activity, we will be offering a flexible approach to improve long-term outcomes for some of our most vulnerable families.

## **9. Pupil Equity Funding (PEF)**

- 9.1. Schools were invited to secure Youth, Family and Community Learning Officers utilising Pupil Equity Fund budgets as part of the delivery model to target closing the poverty related attainment gap. Offers received resulted in PEF support for the following establishments:
- High Blantyre PS
  - Glenlee PS
  - St Paul's PS
  - Woodside PS
  - Rigside PS
  - Holy Cross
- 9.2. The addition of Youth, Family and Community Learning staff provides a range of supports and programmes for learners and families, delivered by CLD professionals, in areas such as health and wellbeing, achievement, securing attendance, improving relationships and removing barriers to learning.

## **10. Re-opening of Facilities**

- 10.1. Up until August 2020, Youth, Family and Community Learning teams including ESOL (English for Speakers of Other Languages), ALN (Adult Literacy and Numeracy), KEAR Campus, Universal Connections and After School Clubs created approximately 6000 activity packs to support children, families and young people of all ages, including children and young people with additional support needs, to improve the mental health

of learners and keep them active by providing them with activities that they could carry out on their own and/or with their families. The packs were bespoke, learner centred and were prioritised for learners and families who have limited access to technology or printing facilities. Underpinning this was the process whereby learners and families received the face-to-face element of visits to deliver activity bags and weekly phone calls to support a stable environment, conducive to securing continuity of learning.

- 10.2. National guidance in August 2020 allowed for a return to staggered group work in centres and detached work to take place in addition to good practice that had developed during lockdown, such as online delivery and activity packs. This was managed through a staged process of development of safe systems of work and risk assessments, to ensure the maximum learning engagement could take place with the safety of all at the centre of the process.

## **11. Adult Learning**

- 11.1. A range of targeted interventions has been put in place to support vulnerable adult learners throughout the pandemic. Using a range of social media platforms, Youth, Family and Community Learning Teams have uploaded information on parenting, mental health and wellbeing, relevant training courses or webinars and links to key national awareness events such as mental health week and international men's health week. Tailored distance learning packs and socially distanced outdoor learning sessions were arranged, including adult healthy walking groups involving safe local walks to reduce social isolation and improve physical and mental wellbeing.
- 11.2. The delivery of provision has also taken place in partnership with other agencies. An example of this is the support given to the Whitehill Activity Group to work within the community to provide fun activities for Whitehill children, young people, families and adults to support learning and development and create a more coherent, inclusive community.
- 11.3. Over 370 themed activity packs have been distributed within this community to support local residents. Weekly online sessions are delivered to support health and wellbeing and reduce social isolation including quizzes, positive affirmations, tips to get outside, healthy recipes, information sharing and art activities. In addition, there has been weekly employability support for adults with job search online, posting available jobs and opportunities in the area, CV creation and support with online applications.
- 11.4. Celebrating the success of adult learners and ESOL (English for Speakers of Other Languages), the 15<sup>th</sup> edition of 'BOOST!' was published highlighting the successful range of activities and learning that took place including:
- Continuation of classes by moving them online
  - Supporting learners to access services
  - Summer programme – summer reading challenge, Friday food challenge, Top summer songs and learning packs
  - Learner's achievements and qualifications
  - Creative writing publications

## **12. Connecting Scotland Programme**

- 12.1. Connecting Scotland is a Scottish Government programme set up in response to the COVID-19 pandemic and is delivered in partnership with local councils and the Scottish Council for Voluntary Organisations (SCVO). During phase 1, Youth, Family and Community Learning Service successfully received 13 devices through the Community Participation and Engagement Team.

- 12.2. Phase 2 of the Connecting Scotland programme supports low income households without proper internet access to get online and develop key digital skills with the assistance of Scottish Government funding.
- 12.3. It targets disadvantaged families with children and young people leaving care up to the age of 26. These families will receive an iPad or Chromebook device, 12 months of unlimited internet data, and technical support to get online safely and securely.
- 12.4. The Youth, Family and Community Learning Service made a direct application to the programme and have been allocated 165 iPads/chrome books and 120 MiFi devices with 24 months of connectivity.
- 12.5. We will take delivery of these devices in January 2021 and will roll out a programme of delivery and support to existing learners who have been identified as lacking resource and/or skills to be digitally included. This will be maintained by 10 Service 'Digital Champions' who will support learners with set up and provide ongoing support that will enable them to maximise the use of their devices. This will be in line with learner needs and identified goals.
- 12.6. Support will be provided on a one-to-one and group work basis and will also include telephone support when required.
- 12.7. In addition to the Connecting Scotland programme devices, a successful application was made to YouthLink Scotland to access a further 15 devices and 8 MiFi devices for digitally excluded young people.

### **13. Impact and Acknowledgement**

- 13.1. Members of the Youth, Family and Community Learning management team continue to promote the work of South Lanarkshire Council and influence the policy agenda at a regional and national level. Taking account of post COVID-19 recovery planning, this work seeks to strengthen CLD practice and policy, whilst supporting improved professional learning and strengthening collaboration to create a clearer platform for benchmarking and secure improvement for CLD. During 2020, the work of the West Partnership Families and Communities work-stream and CLD Managers group have been working to strengthen links with community planning partnerships and wider education to support joint self-evaluation and improvement planning around family engagement, recovery and CLD planning.
- 13.2. Youth, Family and Community Learning staff have also provided an input to final year Initial Teacher Education (ITE) students from University of Glasgow on the theory of Youth Work and Adult Learning in Curriculum for Excellence and closing the poverty related attainment gap.
- 13.3. Youth, Family and Community Learning were invited to lead a presentation at the National Youth Work Conference on Responding Fast – COVID-19 Pandemic which highlighted how our teams adopted new and creative ways of engaging with young people, families and communities including the use of new technologies, and delivery models that blends high quality online learning and face-to-face work across a range of settings.
- 13.4. A member of the Youth, Family and Community Learning management team was invited to an international conference in London to give a presentation on the 'YouWannaBET' programme, a very successful youth work programme developed by



Youth, Family and Community Learning Service and other partners that focuses on the dangers of teenage gambling, and helps participants develop strategies to address this.

- 13.5. Since the conference, national broadcasters have been in contact to explore the possibility of staff and participants being involved in a documentary in relation to this.
- 13.6. Through an active role in the work of CLD Managers Scotland and CLD Standards Council for Scotland, Youth, Family and Community Learning Service professional knowledge and experience has resulted in:
- The development of Key Performance Indicators for CLD and producing guidance on CLD Plans 2021-2024;
  - Input to development of Scottish Government's Life-long Learning Strategy; ESOL lead link with Education Scotland;
  - Submitting evidence on the impact of youth work as part of the process of consultation on UN Convention on the Rights of the Child (Incorporation) (Scotland) Bill 2020;
  - Representation on Scottish Government's Curriculum and Assessment Board;
  - Input to the OECD Review of Curriculum for Excellence with representation of the Scottish Practitioners Forum;
  - Development of Standards for Approval of initial qualifying degree programmes from CLD, CLD Placement Standards and Fitness to Practice Certificates; and
  - Development of CLD Career Pathway Review and Professional Learning Strategy
- 13.7. The impact of the programmes delivered by the Youth, Family and Community Learning Service, has continued to attract national attention relating to our response to the COVID-19 pandemic. As a result, several case studies highlighting interesting examples of practice have been published in a range of publications, social media posts and websites including the National Improvement Hub. These have included:
- Learning through lockdown: The impact of youth work during Summer 2020
    - <https://www.youthlinkscotland.org/media/5251/learning-through-lockdown.pdf>
  - Youth Work and the Scottish Attainment Challenge, Learner Engagement
    - <https://www.youthlinkscotland.org/media/5319/national-evaluation-publication.pdf>
    - <https://www.youthlinkscotland.org/media/5342/04-kear-campus.pdf>
  - The Link Magazine Autumn 2020 – Youth, Family and Community Learning Activity Packs
    - <https://www.youthlinkscotland.org/media/5452/the-link-autumn-2020.pdf>
  - Education Scotland Twitter Post:
    - <https://twitter.com/edscotclld/status/1291682391199821825>
- “We want to highlight how CLD responded to Covid-19. The first is from South Lanarkshire Council Youth Family & Community Family Learning Packs See Link: <https://bit.ly/2EU3Rg8> #BecauseOfCLD @LauraMc50938627 @johngalt1877 @hynd\_robert @wp\_education”
- 13.8. The examples above illustrated the extent to which Youth, Family and Community Learning (YFCL) teams provided a comprehensive range of bespoke, often remote, learning opportunities targeted to those most in need of support. As part of the

published reports on Youth Work and the Scottish Attainment Challenge, the reports state that teachers value the diverse range of learning opportunities youth workers can offer – creating alternative pathways for young people.

*‘The YFCL approach is a really good fit... The range of programmes and supports on offer has already enhanced the school... and experiences for the kids are becoming richer and more diverse as this service develops.’ “They [the youth work team] have delivered a resilience programme which has been effective in supporting schools to deliver an alternative curriculum for a targeted group of children. The team built up strong positive relationships with children and families which was pivotal in raising self-esteem and self-worth. This then impacted positively on their engagement in class which led to raised attainment.’*

- 13.9. The Youth, Family and Community Learning team within KEAR Campus were also highlighted as providing effective support to 142 young people with social, emotional, and behavioural needs to eliminate barriers to learning and achievement. Tailored access to youth work as an integrated part of the school timetable ranging from 1:1 nurture sessions and group work focussed on raising confidence, developing skills and aspirations.

Emma, 16:

*‘I’ve been at school loads cause of my programmes. ....YFCL gave me loads more programmes and now I have qualifications and that and I’m going to college next year and I’m a sports leader now.’*

Parent:

*‘He’s a lucky boy - thanks to everyone at YFCL and KEAR staff, who have never given up on him and are always there to support him when, at times, it would have probably been easier not to. #alwaysgrateful.’*

#### **14. Workforce Development**

- 14.1. Throughout lockdown and post lockdown, staff within the Youth, Family and Community Learning Service have undertaken continuous professional learning to support the achievement of excellent service delivery. These learning opportunities have been available to paid and voluntary staff and also to partner organisations through the Youth, Family and Community Learning Service Learning and Development Plan and in line with the Community Learning and Development Standard Council’s Professional Learning Strategy.
- 14.2. A key area of development has been in the use of digital engagement tools. Staff have undertaken training with national bodies such as Youth Scotland and YouthLink Scotland, in order to facilitate the delivery of service in line with the changing circumstances of COVID 19. Staff have also undergone training in the online use of toolkits to enable them to deliver and encourage young people to engage with Hi5, Dynamic Youth and Youth Achievement Awards at home.
- 14.3. Staff undertaking SVQ 3 Youth work, Personal Development Award – Support Adult Literacies Learning (SALL) and assessor/ verifier awards have continued using new on-line systems and support meetings to great effect. SVQ Assessor/Verifier training has continued through the use of email and online platforms, with standardisation of SQA qualifications delivered to learners and staff also taking place through these delivery methods.

- 14.4. A new area of development has resulted in STEM training undertaken across the service, again through national bodies. This has included STEM Leaders Award training for tutor assessors allowing participants to become tutor assessors for both the formal (aligned to Curriculum for Excellence Second, Third and Fourth Level) and non-formal (aligned to SCQF Levels 4-6) Young STEM Leader Programme.
- 14.5. Staff have engaged in 2 webinars on the attachment strategy and have refreshed MAPA training.
- 14.6. Nationally, the Youth, Family and Community Learning Service is engaged with a range of Continuing Professional Development (CPD) developments.

These include working with:

- the CLD Standards Council regarding staff CPD needs across the country and advising on the delivery and assessment of SQA qualifications
- the CLD Standards Council on the refresh of the Youth Work SVQ levels 5 and 6.
- the National CPD Network to establish training needs, delivery methods and sharing of practice for CLD practitioners across Scotland.
- chairing of the CLD West Alliance Forum that feeds into the National CPD Network
- Education Scotland to aid the presentation of online 'blethers' on different aspects of remote CLD delivery.

Youth, Family and Community Learning Service staff also attended, the virtual National YouthLink conference and the CLD Standards Council conference.

## **15. 50<sup>th</sup> Anniversary Celebrations**

- 15.1. In October 2020, Universal Connections at the Key Youth Centre, celebrated its 50<sup>th</sup> anniversary as the first, purpose-built youth facility in Scotland. To mark the occasion and celebrate the history of the centre a year of activities were kicked off by a week themed across the 5 decades. Each day from Monday to Friday, the social media content was developed to reflect a different decade from the 1970's – 2010's, with a mix on information and promotion of what the centre offers as well as activities that could be carried out at home and online.
- 15.2. The programmes and history of the centre were brought together through the eyes of Mathieson P.I., the hotshot, maverick detective, who tries to solve the mystery of the missing 50 Years celebratory plaque. His adventures start during the welcome video to the year of celebrations and are played out over 4 further episodes of "The Past & The Curious" as he wades through the history of the centre, and attempts to solve the crime in this tense, 'whodunnit?!' His adventures can be followed here:

(50<sup>th</sup> Year Celebration Launch) <https://m.facebook.com/watch/384471549258471/>

(Mathieson P.I. – The Past & The Curious)  
<https://m.facebook.com/watch/3067430786682456/>

- 15.3 To complement online activity, 100 activity packs were developed which were distributed to the most vulnerable families and young people. These included activities such as cake making and t-shirt designing linked with the celebrations and something that could be kept as a memory of the 50<sup>th</sup> Anniversary celebrations.

15.4 A 50<sup>th</sup> Celebration booklet was also created utilising content sourced from past users and members of staff. It is hoped to follow this later in 2021 with a second publication looking at now and the future.

**16. Employee Implications**

16.1. None

**17. Financial Implications**

17.1. None

**18. Climate Change, Sustainability and Environmental Implications**

18.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

**19. Other Implications**

19.1. There are no risk implications arising from the information contained in this report.

**20. Equality Impact Assessment and Consultation Arrangements**

20.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

20.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

**Tony McDaid**

**Executive Director (Education Resources Resources)**

22 December 2020

**Link(s) to Council Values/Ambitions/Objectives**

- ◆ Protect vulnerable children, young people and adults
- ◆ Increase achievement, raise educational attainment and support lifelong learning

**Previous References**

- ◆ Provision of Emergency Childcare Provision for Keyworkers and Services for Vulnerable Children during the Summer Holiday Period 2020 – Education Resources Committee – 18 August 2020

**List of Background Papers**

- ◆ None

**Contact for Further Information:**

If you would like to inspect the background papers or want further information, please contact:-

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

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