Community Education Handbook

For Community Educators and their Partners

NORFOLK COUNTY COUNCIL **Education**
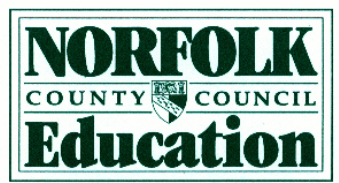
Director of Education
Dr. Bryan Slater

1. Introduction

The aim of this booklet is to provide a guide for community educators and their partnership bodies and to highlight some key indicators/milestones to assist in the development of the work.

Although direct experience of community education work is in its infancy in Norfolk, community work has some tradition in Norwich and King's Lynn. There are some key factors, which in our experience contribute to the success of community education projects.

Where there is:

- Sound and involved partnership support and direction;
- Thorough research into community issues and needs;
- A structure of work, based upon community contact and research and clearly prioritised issues/needs, to be addressed;
- An active and skilled community education worker involved with the community; then the delivery of community education work is soundly based

There are at the time of publication over 20 community education pilots in Norfolk and amongst these are examples of extraordinary successful projects and others where despite setbacks valuable learning has taken place. All have contributed to the pattern of learning and experience which has formed the foundation for the production of this handbook.

In order to put in context what the LEA is trying to achieve with the local partnerships the following may help.

Norfolk LEA believes that huge benefits will accrue if every school is, and is seen to be, at the heart of the community they serve.

There is clear evidence that where schools become a focus for community based learning activities, accessible to all individuals and groups in a community, many gains can be made including

- community regeneration
- school improvement
- pupil attainment
- a decrease in basic skills need
- school-parent-family-pupil links

In order to make these gains a reality for many more schools the LEA, through its community based adult community learning and youth services, is seeking to support schools to effect real local change. This will result in the creation of a school environment which offers a wide range of local learning and development opportunities and is open, informal, friendly and creative. This will cater for the needs of all learners with a focus on attracting into learning throughout life those currently not participating.

2. Partnerships

A. Membership

Norfolk experience suggests that the primary partners engaged in the community education partnerships are:-

Schools (High Schools and/or Primary Schools)
Adult Education
Youth and Community Service

However, there are examples of partnerships with additional members. Other agencies that may be involved are:

- Colleges
- Careers Service
- Library and Information Service
- Community Groups

An enlarged body could offer a wider range of organisations potential:-

i. To reach and involve more people in learning
ii. Greater scope for the development of alternative groups
iii. Utilisation of a greater range of skills and approaches
iv. Avoidance of duplication of effort

Partnership enlargement may involve some difficulties, including more scope for disagreements and delays in decision-making. Given the importance of the partnership agreeing on the focus of the project, enlargement issues should be considered carefully before substantially increasing membership of the partnership group.

B. Commitment to Community Education and their institutions

The role of the partners is critical to the success of the project.

To be effective, community education, as a philosophical framework and spur to action needs to be a jointly held mission of the partners in the project. This is particularly important in the case of schools. This will signal clear support for the work and its continued development.

Most of the projects are likely to be located in the school or on school premises. It is therefore incumbent upon any school employing a community education worker to ensure that community education is developed as one of the core articles of school philosophy.

In a practical sense this entails incorporating community education work into the School Plan and involving the Community Education Worker practically in the life of the School. It has been shown to be far less successful where the school sees

the activity as merely peripheral to its main aims and not an integral part of a school improvement and development strategy.

This same reasoning applies to both the Adult Education and Youth Services; each service must embrace the Community Education philosophy for the project to be fully successful. Therefore, incorporation of the project into local Service Plans is essential.

C. Roles of Partners

The partnership group should act as a support, sounding board and direction provider to the Community Education Worker. The partnership group must discuss and agree upon the priorities for the worker. Although differences of emphasis and approach may derive from the specific professional approaches of the partnership agencies, it is important that the partners see beyond their own agendas to the larger community education agenda. Helping the worker to determine priorities and therefore direction, is very important. In order to maintain direction and support for the partnership and the worker regular/frequent meetings of the partnership are important.

D. Fundraising

A key issue for the partners and certainly for community education is the responsibility for identification of and application for funding. If the development of community education is a key element in each partner's philosophy, then locating funding should be a key role which the partners need to address.

Locating and applying for funding can be a time consuming activity and therefore it is suggested that responsibility is shared between the partners. (See section on Sources of Funding)

E. LEA Support to Partnerships

Martyn Livermore   - Lifelong Learning Development Officer

Terry Simons   - Community Education Support Worker

Tina Carr   - Lifelong Learning Administrator

3. Basis of Support

The current arrangements (as at 1/5/2002) for financing community education initiatives are:

1	Up to £10,000 for first year from the Local Education Authority and subsequently tapered to an average 50% for second year and 25% thereafter.	For a worker to research and develop community education work
2	Office accommodation and administrative support and other costs.	Partnership responsibility to ensure satisfactory arrangements.
3	Small budget for initiatives, etc.	Partnership responsibility to make arrangements.

It is expected that partners undertaking community education projects make clear preparation to cover points 2 and 3 above.

Any school interested in developing this approach needs to recognise the need to commit to the project for more than the first year.

Schools will need to identify a member of the school senior management team to be actively involved as a key partner.

Experience suggests that most successful pilots have been developed where schools have a clear desire to be at the heart of the community and recognise the need to adapt things such as some working practices in order to be more accessible to the community.

4. Community Education – What is it?

Whilst no one particular model of community education development is proposed or recommended, there are some key elements to be considered in approaching the work.

A. Universal applicability

The principles of community education involve a concentrated attempt to bring education policy and practice into a more meaningful relationship with the community. Meaningful in this context means both closer and more equal.

The essence of the consensus model, focussed primarily upon secondary schools, is to provide a universal approach aimed at all members of the local community without restriction. Potentially, any in the community can enjoy the fruits of the work.

B. Equal Opportunities

Community education should be available to all irrespective of race, gender, sexual orientation, disability or religion. Nevertheless, there may be specific local, regional or national factors which prevent certain groups in the community from fully benefiting from the opportunities available, eg

Males:	Are notoriously slow at availing themselves of the advantages/opportunities for learning which are to hand.
People who live in poor communities:	Tend not to grasp learning opportunities because of social, economic and cultural barriers.
Minority groups, including people with disabilities, travellers	May suffer discrimination, either direct or indirect, prevents them accessing learning.

It is therefore, appropriate to redress the balance and act positively to target groups of people in the community with specific projects.

C. Learning

Education or learning can be seen in its broadest terms; so that skills, knowledge or reflective powers acquired for social, economic, educational, leisure or community purposes are all equally valid areas encompassed by community education.

Despite the immediate implications of the term "community education" and the practical location of a community education's base within a school, learning can take place in all types of locations. It is not restricted to the school classroom or college lecture theatre. Therefore learning may take place at home, in a village hall, on the streets etc.

Community Education
Development Map

Process	Method	What/Who
1. Determine your local Community profile	Social research	Age structure Household type Ethnicity Socio-economic etc
2. Research local community needs	Organisation/agency meetings. Discussions with individuals Questionnaire Surveys	Organisations/Agencies Community Members
3. Identify current provision	Audit of provision	Check out what agencies and local organisations are providing
4. Identify gaps or provision	Comparison	Compare findings of research and audit with local need
5. Prioritise needs	Partnership discussion and analysis	Age ranges catered for Non-participant learners reached
6. Consider how to utilise personal skills	Analysis of skills. Effective use of skills within the Community Education programme	Am I utilising my skills? How can I apply them to projects?
7. Establish Project Plan and parameters	Analysis of project scope	Where? Who will deliver? How long?
8. Establish learning outcomes, and success criteria for projects to be evaluated	Analysis project outcomes	Numbers attending Non-traditional learners reached Sessions delivered Skills leaned Knowledge acquired
9. Initiate project	Delivery of a project by worker or others	Specific targeted group General Community Groups
10. Evaluate Project	Measurement/Comparison Reflection	Measure learning outcomes set up against those achieved. Measure success criteria established against that achieved.

5. A Model for Starting Work

As previously stated, there is no one model recommended for community education in Norfolk, but there are certain processes which if followed will allow you, as a worker, to respond to the issues and needs expressed by your local community.

A. Knowing your Community

It is essential that the worker is familiar with the socio-economic structure of their area and that community needs are ascertained through active engagement with the organisations and individuals who operate within their community. Do the research, but don't forget this entails actively engaging with people in the community and identifying their issues. Also look out for potential partners already working in the community.

B. Confirming Need

As well as checking out current levels of provision and activity confirm where needs are not being met and identify possible barriers to learning.

C. Prioritising Work

It will help to discuss these with your partnership group so that an agreed set of priorities can be determined related to the needs of the area and the particular groups in the community.

D. Develop project objectives etc.

It is important to determine the level of your involvement in each project or piece of work developed. Remember i) you can't do everything and ii) that in the longer term the most effective community development work is to encourage and develop skills in the community. The aim is to reach a stage where initiatives are launched "from within" rather than "from outside" the community.

Also set targets. These may be to reach non-traditional learners; to assist in promoting health knowledge, to deliver so many hours of input. It may be necessary to specify success criteria for the project e.g.

- Numbers of non learners reached
- Numbers of certificates gained
- Numbers acquiring work

See Section 4 for a community education development map.

6. Role of the Community Education Worker

Again no specific model is prescribed, but the role of the worker should be clear.

The worker will broadly be expected to:

- Research into local need utilising a variety of techniques and methods
- Co-ordinate and/or deliver specific projects
- Facilitate the development of community learning and growth through local initiatives.
- Attend and contribute to partnership meetings.

The issue of fund-raising may be critical in this equation. The Education Department contributes the cost of the community education worker in their first year, the partners are expected to contribute office, equipment, support and a small activities budget. Depending upon the project, this may not be enough; so additional fund-raising may be necessary.

The preferred arrangement would be to allow the Community Education Worker to develop his/her job as described above and for the partnership to take on the role of fund research and investigation and application. This may be the ideal, but will require real input from the partners, as fund identification and fund application tends to be time consuming. Allocation of the funding role therefore does need careful consideration. It is worth stressing that the LEA is providing pilot funding for a Community Education Worker not a fundraiser.

<div align="center">

NORFOLK COUNTY COUNCIL
EDUCATION DEPARTMENT

JOB DESCRIPTION

</div>

Job Title: Community Education Worker

Department/School: Local information

Location: Local information

Reports to: Community Education Partnership at ……….. School. Reporting to:

Grade: JNC for Youth and Community Workers and Community Centre Workers
Level II pts 1-9 or APTC Scale 6/SO1

1. Main Purpose of Post

Working with and alongside the local Community Education Partnership to engage non-participating learners in a programme of Community Education activities assisting the school to become a focal point for Lifelong Learning/Community Learning in the local community.

2. Key Tasks

2.1 Assist the local Community Education Partnership in delivering a programme of activities during the period of the pilot phase.

2.2 Work face-to-face with the community in ways which will attract non-participants into learning activities at pre-foundation and foundation levels.

2.3 Develop a range of self-financing activities, based on local need, which will build the self-esteem, self confidence and leadership skills of members of the local community (all ages).

2.4 Secure the development of a programme of informal/formal training opportunities which will enhance employability, enable parents to support their children's learning, and build local capacity for community action.

2.5 Ensure the programme contributes directly to the delivery of the social inclusion strategy of the County Council.

2.6 Attend staff development/information sharing events provided by the LEA/others including Adult Information, Advice and Guidance Training (IAG).

2.7 Contribute to the development of local community based activities which raise the profile of the school as a lifelong learning provider.

2.8 Develop a range of programmes which help develop a local pool of skilled people who can be involved in Child Care/Early Years, Youth and Community Work and community leadership.

2.9 To carry out any other duties which may be reasonably required within the grading level of the post.

PERSON SPECIFICATION

COMMUNITY EDUCATION DEVELOPMENT WORKER

	Essential	**Desirable**
Qualification	Evidence of a commitment to the principle of lifelong learning through previous further education and training e.g. teacher, youth worker, community worker etc.	Formal post school qualifications and a willingness to undertake further study.
Experience	1. Experience of operating a team. 2. Local knowledge 3. Some experience of working within schools, adult education or youth and community	1. Project management 2. Time management 3. Evaluation/recording
Skills	1. Ability to plan, deliver and evaluate. 2. Group work skills 3. Motivator 4. Ability to communicate with, and relate to both adults and young people 5. Team leader 6. Administration skills	1. Supervisory/management skills 2. Assessment skills 3. Forward planner 4. Report writer

7. Models of Community Work Practice

Introduction

Historically the UK has possessed a rich tradition of community development and involvement. These range from supportive interventions to assist the urban poor in Victorian England with food and shelter, to integrated school/community initiatives such as the community schools developed in Cambridgeshire, to the new towns movement, the Workers Education Association in assisting the working class education, to the employment of community work specialists and engagement indirect action protests to protect the environment.

All the above can claim legitimacy in their theoretical and practical approaches to society and community.

Community Education can encompass any or all of the above; nevertheless it is generally grounded in a more consensus approach. Key ideas are:-

- Co-ordination of services
- Development of new provision
- Learning – skills – knowledge – developed by the community alongside learning agencies.

The style or approach to be adopted can be pragmatic and suit the values of the employing agency(ies) or the worker. The three recommended types include:

- Community organisation (described below)
- Community development (described below)
- Service delivery. Classically involving three stages
  - auditing existing provision
  - identifying gaps
  - introducing new services/provision

Lastly, it is also possible to endorse a more activist role, the agencies and worker may strongly identify with their community and the difficulties facing it and may wish to pursue a more prominent role in resolving issues and empowering the people in the locality.

The descriptive outline below and the summary sheet covers the above in more detail and describes other approaches.

A. Community Care

The focus of any work is likely to be in people who may be limited in their ability to help themselves. i.e. people with disabilities, children under 5, etc.

This type of work is likely to involve identifying community support structures and networks and developing local voluntary projects.

Examples of types of work are pensioner lunch clubs, playgroups or toddler groups, and disability workshops.

The community education role is likely to involve acting as organiser and/or volunteer.

B. Community Organisation

Co-ordination between agencies is a key task of this mode of operation; ironing out duplication and increasing local effectiveness. In essence this approach entails only indirect contact with the community and is more concerned with organisational efficiency than delivery.

Examples of this type of work are Learning Communities, Inter-agency bodies.

C. Community Development

In many senses, this is the classic community work approach. The community is engaged directly by the community worker in an attempt to encourage them to develop the skills and abilities to act for themselves. The role of the worker is to act as an enabler and/or facilitator for the community.

Examples of this type of work are community and tenant groups, community newspapers.

D. Social Planning

This type of work occurs where areas are the subject of re-development plans and the community are represented by professionals putting forward the communities plans and wishes. This approach entails specialist knowledge and skills to be exercised in order to translate community need into plans, drawings, etc.

E. Community Education

Education institution-based work, which attempts to enhance the skills and knowledge of the local community through various learning initiatives.

Types of work: IT projects, skill enhancing projects, e.g. motor vehicle repairs.

F. Community Action

Action-based approach usually involving the most deprived groups in the community. Often the community worker acts as leader or activator for action or protests. This approach may only be appropriate in areas of extreme deprivation where leadership is absent and alternative approaches have been exhausted.

Examples of this type of work are claimants groups, squatting action.

G. Feminist Community Work

The focus of work is women's welfare and projects challenging inequalities suffered by women. The role of the worker is activist, facilitator or enabler.

Examples are women's refuges, women's health groups.

H. Black and Anti-racist work

Work is aimed at supporting black people through challenging the inequalities suffered by black people. The role of the worker is as activist or facilitator.

Examples are: Racial equality councils, black peoples advice projects.

Models of Community Work Practice *1

	Strategy	Main role/ Title of Worker	Examples of work/agencies
Community Care	Cultivating social networks and voluntary services Developing self-help concepts	Organiser Volunteer	Work with older people, persons with disabilities, children under 5 years
Community organisation	Improving co-ordination between different welfare agencies	Organiser Catalyst Manager	Councils for Voluntary Service Racial Equality Councils Settlements
Community development	Assisting groups to acquire the skills and confidence to improve quality of life Active participation	Enabler Neighbourhood worker Facilitator	Community groups Tenants groups Settlements
Social/community planning	Analysis of social conditions, writing of goals and priorities, implementing and evaluating services and programmes	Enabler Facilitator	Localities undergoing redevelopment
Community education	Attempts to bring education and community into closer and more equal relationship	Educator Facilitator	Community schools/colleges "Compensatory education" Working-class feminist adult education
Community action	Usually class-based, conflict-focused direct action at local level	Activist	Squatting movement Welfare rights movement Resistance against planning and redevelopment Tenants' action
Feminist community work	Improvement of women's welfare Working collectively to challenge and eradicate inequalities suffered by women	Activist Enabler Facilitator	Women's refuges Women's health groups Women's therapy centres
Black and anti-racist community work	Setting up and running groups that support the needs of black people. Challenging racism	Activist Volunteer	Racial Equality Councils and Commission for Racial Equality funded projects

*1 *This whole table has been taken from Community Education. Mark E Smith*

9. Insurance

Many activities are organised in education premises, or may involve travel. The following listed below are the basic insurance policies held by Norfolk County Council.

Only a short summary of the different types of Insurance's are provided.

Public Liability

This policy provides financial protection for any claim made against NCC for personal injury or property damage to a third party resulting from an act of negligence by the County Council. It does not provide cover to organisations/personnel who are not legally identifiable as part of NCC.

Employer's Liability

This policy provides financial protection for any claim made against NCC for personal injury or disease suffered by an employee resulting from an act of negligence by the County Council. The policy indemnifies NCC & all employees under contract of service or apprenticeship whilst in the course of employment, including whilst temporarily working abroad.

Hirer's Liability

This policy provides financial protection for hirers of education premises against claims made by NCC for damage by a hirer to County Council premises. It does not cover claims made against the hirer by third parties.

General Motor

The policy provides cover for financial loss arising from accidental damage to a fleet vehicle owned by or in the custody or control of NCC & for damage/injury to a third party as a result of a road traffic accident. It does not cover private use of the vehicle. It is important to note that NCC does not provide insurance for vehicles not owned by NCC. Private vehicles need to be adequately insured by individuals.

Fire & Perils

The policy provides cover for damage or loss to property owned, leased, rented or for which the Authority has permanent responsibility arising from 1 or more insured perils. The insured perils are fire, lightning, explosion, aircraft damage, storm, malicious damage & flood.

School Contents

This policy is purchased by individual schools & provides cover for financial loss arising from loss or damage to any content owned, leased, rented or which the

school has permanent responsibility. It does not cover property owned by employees or pupils.

School Journey

This policy can be purchased by all schools, Youth & Community Service, Social Services & other NCC departments who are taking young people on authorised County Council trips.

For more information contact::

Mandy Knowlton-Rayner
Risk & Insurance Section
County Hall

Tel: 01603 223822

8. Sources of Funding

Introduction

There is no easy route to obtaining funding. It requires research and reading, preparation, form-filling and importantly, painstaking work. It involves time and energy. In view of this, it is important to discuss with your partnership group, the sharing of this responsibility.

Please note this sources of funding list is not exhaustive.

Europe

The European Social Fund supports human resource development. There are two objectives relevant to the East of England, 2 and 3.

Objective 2

Is for areas facing structural difficulties and includes:

Great Yarmouth: Breckland   North Norfolk
                   (District Council area)   (Coastal strip)

The criteria is to support productive investment and to create and safeguard sustainable jobs.

Objective 3

Covers the entire East of England. There are four policy areas:-

Active Labour Markets	Sustainable employment opportunities encouraging motivation, employability
Equal Opportunities	Building capacity for local and community delivery including building durable and strong community partnerships and involvement in local learning
Lifelong Learning	Promoting basic skills for disaffected 14-17 year olds. Innovative ways in helping adults and young people develop key skills in self managed learning. Promoting education using business links. Supporting partnerships between colleges, universities and small businesses on training related to the above.

For all the above support is given up to a maximum of 45%. The remainder must be matched, but can be in kind. 10% of the total cost has to be funded by a public sector organisation.

Contact: Stephen Taylor Learning & Skills Council   Tel: 01603 218848

Government Schemes and Initiatives and Single Regeneration Budget (SRB)

Involves a consortium of different groups and organisations. There have been six separate rounds of bidding, but future bidding is being re-organised.

Currently, there are SRB projects operating in

- Great Yarmouth
- King's Lynn
- Norwich
- Thetford

Only partnerships can apply and schemes involve projects enhancing employment and addressing social exclusion.

Currently, the organisation is being revamped. Any proposals need to be discussed with the Regional Development Authority EEDA informally before application.

New Opportunities Fund (NOF)

The New Opportunities Fund has a range of different funding streams in the general areas of health, education and the environment. These range from childcare to green spaces and sustainable communities. These funding streams have different criteria and arrangements. This fund is worth keeping updated Currently the childcare strand is still operational and can be used to develop out of school childcare including breakfast clubs.
There are local contacts for childcare information in Norfolk's Early Years Development and Childcare Partnership: phone number for initial contacts 01603 622292.

To get up to date information the NOF website is accessible at www.nof.org.uk

The general enquiries phone number is 0845 0000 121

Children's Fund

The Children's Fund is a national Government initiative for 5-13 year olds at risk of social exclusion, which sits between Sure Start and Connexions. Statutory, Voluntary and Community groups work in partnership to provide services for Norfolk's children around issues such as school transition, disability, cultural barriers, rural access, and Family Support. Services are targeted at the most needy areas of the County, or are joined up with other services to provide countywide coverage. New service proposals would need to be developed in partnership to fit the Children's Fund criteria.

For further information contact Norfolk Children's Fund on 01603 495121.

Norfolk Children's Fund website will be available shortly, in the meantime more information can be found through the Department of Education and Skills - Children and Young People's Unit at www.cypu.gov.uk

Heritage Fund

Aimed at projects that improve, enhance or serve public understanding of heritage issues.

Open to organisations, individuals or companies concerned with conservation or preservation. Large grants available, no less than £5,000; up to 90% grant is possible (average support 50%).

Education Action Zones

Aimed at areas of high social deprivation and low scholastic achievement. The target is to improve exam results and the basis of the zone is secondary school(s) and its (their) feeder primary schools. Currently, there are two Norfolk EAZs:-

Great Yarmouth   -   33 schools covered
Thetford   -   11 schools covered

Sure Start

A programme of support for families and younger children aged 0-3.

The focus is upon disadvantaged areas and resources will be targeted at partnerships operating within an area. Links and co-ordination with learning partnerships needs to be demonstrated.

Rural Funding

Rural Funding Development Programme

54% of Norfolk covered – rural areas only.

"Economically" based programmes are funded. No statutory work can be funded. Up to 50% of capital or revenue costs are available for up to three years on a reducing contribution basis. Match funding is essential for support.

Contact: Jason Middleton
           Rural Development Officer
           Norfolk County Council

Market Towns Initiative

Currently six market towns involved. Aylsham, Downham Market, Dereham, Diss, Harleston, Loddon.

Programme of work involves a process to identify local need and develop relevant responses.

Contact: District Councils, Economic Development or
           Town Council Clerks

Vital Village Fund

There are three funds available.

Community plans: To assist parish councils to identify local need

Parish Transport Fund: To fund local solutions to transport issues

Community Services Fund: To support local community initiatives

For more information   Contact: Countryside Agency Regional Office
Tel: 01223 354462

Regional and County Bodies
Learning and Skills Council

Are responsible for planning and funding of all learning in England for 16+ (not including Higher Education).

Learning and Skills Council main aims and objectives:

- Encouraging young people to stay in learning
- Increasing the demand for learning by adults
- Maximising the contribution of learning to the economy
- Raising standards of learning
- Tackling disadvantage and promoting equal opportunities

Local Initiatives Fund

The LSC has a source of funds intended to support the above objectives. Eligibility for funding must:-

- Meet one or more of the 5 above objectives
- Contribute to the achievement of National Learning Targets
- Be based on clear learning and skills market demand
- Be based on a partnership approach to deliver
- Demonstrate sustainability
- Ensure equal opportunities and social inclusion
- Provide value for money

The current bidding round has concluded, further rounds will be available depending on funds.

Contact: Samantha Derbyshire 01603 218844

Rural Community Council

Have small pots of funds available for rural projects only.

❑ **Support for over 60's Fund (SOS)**

Targeted towards developing new services or improving existing ones.
Up to £1,000 available match funding required 20% - cash.

❑ **Rural Activities Fund**

Targeted at community initiatives involving the local community. Up to £500 available – 50% match funding required.

Contact: Norfolk Rural Community Council 01953 851408

East of England Development Agency

Responsible for administering funds for both urban and rural areas including:

❑ **Single Regeneration Budget**

Designed to address issues of employment regeneration and growth, social exclusion and community safety.

Currently there are SRB projects operating in Norwich, King's Lynn, Thetford and Great Yarmouth areas.

❑ **Land and Properties Programme**

Providing funding for land reclamation projects including a fund for voluntary groups. Designed to provide capital funding up to £100,000.

❑ **Rural Programmes**

a) Aims to tackle socio-economic disadvantage in rural areas, including encouraging industry, tourism etc.
b) Aims to bring derelict buildings back into use.
c) Aims to support rural diversification.

Local Authorities

Norfolk County Council sponsors the Community Education initiatives through its Education Department.

The seven District Councils in Norfolk have access to small pockets of funding to resources small scale community initiatives. Contact the relevant District Council for more information.

At a more local level Parish Councils may occasionally provide small amounts of financial support for community/youth groups or projects.

Trusts

Trusts - National

Each Trust possesses its own specific criteria for allocation of funds; these are often quite precise. Applications should be specific and address the criteria. Often personal contact with trustees can be an advantage. Trust funds may be substantial and can include large scale capital projects as well as limited term support for revenue items.

Trusts - Local

Sometimes local trusts are tied up with Parish Councils. Those can be useful support for small-scale local initiatives. Often, one-off support allocation only, are made.

More information can be obtained from:

The Directory of Grant Making Trusts
A Guide to Local Trusts in the South of England

Directory of Social Change

9. Insurance

Many activities are organised in education premises, or may involve travel. The following listed below are the basic insurance policies held by Norfolk County Council.

Only a short summary of the different types of Insurance's are provided.

Public Liability

This policy provides financial protection for any claim made against NCC for personal injury or property damage to a third party resulting from an act of negligence by the County Council. It does not provide cover to organisations/personnel who are not legally identifiable as part of NCC.

Employer's Liability

This policy provides financial protection for any claim made against NCC for personal injury or disease suffered by an employee resulting from an act of negligence by the County Council. The policy indemnifies NCC & all employees under contract of service or apprenticeship whilst in the course of employment, including whilst temporarily working abroad.

Hirer's Liability

This policy provides financial protection for hirers of education premises against claims made by NCC for damage by a hirer to County Council premises. It does not cover claims made against the hirer by third parties.

General Motor

The policy provides cover for financial loss arising from accidental damage to a fleet vehicle owned by or in the custody or control of NCC & for damage/injury to a third party as a result of a road traffic accident. It does not cover private use of the vehicle. It is important to note that NCC does not provide insurance for vehicles not owned by NCC. Private vehicles need to be adequately insured by individuals.

Fire & Perils

The policy provides cover for damage or loss to property owned, leased, rented or for which the Authority has permanent responsibility arising from 1 or more insured perils. The insured perils are fire, lightning, explosion, aircraft damage, storm, malicious damage & flood.

School Contents

This policy is purchased by individual schools & provides cover for financial loss arising from loss or damage to any content owned, leased, rented or which the

school has permanent responsibility. It does not cover property owned by employees or pupils.

School Journey

This policy can be purchased by all schools, Youth & Community Service, Social Services & other NCC departments who are taking young people on authorised County Council trips.

For more information contact::

Mandy Knowlton-Rayner
Risk & Insurance Section
County Hall

Tel: 01603 223822

10. Current Practice

The following are a selection of examples of current community education work undertaken over the past year 2000/2001.

- ➢ Thorpe: Viva Vavo

- ➢ Sheringham Learning Fair

- ➢ Aylsham Rural Learners

- ➢ Projects in Earlham

- ➢ King's Lynn: The Day I met Zac the Dog

- ➢ North Walsham: Widening Horizons

- ➢ Harleston: The Story so Far

- ➢ Fakenham After School Custard Well Race

- ➢ Stoke Ferry: Music Therapy Really Works

Community Education work undertaken over the past year 2000/2001

VIVA VAVO!

So who or what is VAVO?

VAVO (and I still don't know how to pronounce it!) is an internet site specifically designed to be a living, community site, constantly changing and growing. Users can talk to other "surfers", let off steam or have a laugh and friendly conversation with others. But its outstanding benefit is that it is a "safe" site with no chance of the user coming across unwanted material. So what does all this mean to the Community Education pilot? It's good news—VAVO has acquired a supply of used PC's which they are keen to put into venues in the community so that people can use their website. The idea is that local groups will get sponsorship to enable them to purchase a PC and get a 'phone line installed. VAVO will then come along and install the PC so it is ready to use. I first heard about the scheme because it is being piloted and organised in East Anglia by Tony Carpenter who is the father-in-law of one of our Adult Education Area Managers. At the Thorpe partnership, we have been fortunate to be given a PC free of charge by VAVO as we are the first organisation to apply for the scheme. It will be housed in our daytime Adult Education Centre so people will be able to book a time slot and come and go at will.

I've arranged some free Adult Education Internet courses for all our local over 60's groups which will start in January, so we have signed up 36 non-participants to come along and find out what it's all about.

Tony tells me that he is setting up a launch with "TV, radio and newspapers" so I may decide to make myself scarce on that day! Anyway, I'll keep you posted about how it goes.

If you think this is something your community might be interested in, contact Tony Carpenter on 01379 677578, e-mail chipps@chipps.screaming.net

Judy Youngs

Thorpe Partnership

Sheringham Learning Fair

As the launch to its Community Education project Sheringham High School hosted a Learning Fair on Saturday 4 November 2000. The aim of the fair was to celebrate all ages and stages of learning that take place within the local community including both formal and informal styles.

Exhibitors came from a good cross-section of the community and included both the scouts and guides, the Morley Chess Club , the North Norfolk Camera Club, the Philatelic Society, a local church, a model engineers club as well as the recognised education and training providers, the Library Service and Norfolk Youth and Community Service. There were many activities to try including laptop computers, surfing the net and face painting for the younger ones.

The fair was opened by the Chairman of Norfolk County Council John Shepherd, who together with his wife spent some time touring the exhibition and talking to the public.

Much positive feedback has been received and it is hoped to offer this event again in the future.

Jan Feeney

Sheringham

Rural Learners

People living in very rural communities ARE interested in learning. If we all know this to be true then why is it so difficult for them to access learning opportunities?

Sometimes it is simply that no one has the time to co-ordinate needs and opportunities. I am thrilled that the pilot has given me the opportunity to look at what might be possible and who might offer help.

During the last few weeks more than 40 new learners have been identified locally in two rural villages . Many of these are young and active but have no access to transport. Some are older and willing although they lack confidence. Adult Education have allowed them access to a bank of laptops which they will be able to use in their own communities. The arrival of Individual Learning Accounts has lifted the barrier of cost.

My decision to develop Aylsham into a 'Learning Community' stems from knowing that help is very often out there if communities have a voice.

One of my earliest concerns connected with the pilot was accessing support for non participant learners, especially those who had experienced negativity at school and were never going to willingly re enter the school environment. Broadland Training Services provided my inspiration here. Based on Hellesdon Industrial Estate in Norwich, they provide outstanding support and advice in an environment which is conducive to appeal to all but the most unreachable learners.

I am delighted that there are so many people who have shown such tremendous support. I have really enjoyed learning about the wide range of activities other pilots have been involved in.

Vanessa Scargill
Aylsham High School

....

Projects in Earlham

The Earlham Community Education project encompasses a partnership between Earlham High School, New Deal for Communities and The Youth and Community Service. One element of its remit is to develop a building adjacent to the school as a focus for Community Education. The Spinney, previously run by The Youth and Community Service has been taken over by the school and extensively refurbished to provide a facility for both school and community activities.

The number of groups and organisations expressing an interest in using this facility, and their diversity is very encouraging. Breakfast, lunchtime and after school activities are planned by the school; an innovative youth group begins after Christmas as well as Adult Education classes and childcare provision. One of the first organisations to express an interest in the building was Larkman Technology Centre, and consequently an ICT suite funded by the DfEE is to be installed in January 2001. This facility is for the use of the school and wider community and should support and compliment other learning initiatives in the area. Partnerships with Adult Education, Basic Skills Agency and Family Learning are already being developed and hopefully more will follow.

It is hoped that the project will provide a vehicle for attracting users not only to the Spinney but also to other facilities on site, (City College have already expressed an interest in using

the food technology facilities), and that the School will become a recognised provider of Lifelong Learning opportunities making a positive contribution for community regeneration in the area.

Julie Brazell
Earlham High School

....

The Day I met Zac the Clown and Ed the Dog

I am working as a Community Education Worker at The Park High School in Gaywood South, King's Lynn. It is an area where there is a great deal of disadvantage and disaffection. Over 50% of the children at the local infant school are on free school meals and 20% of the children sitting their SAT's last year had a statement of Special Education Needs. The national average is 3%. The majority of the children starting school are well below the expected level on entry.

Often local parents have had poor experiences of school themselves and/or have poor literacy and numeracy skills, so find it difficult to help their children with learning. So the cycle goes on.

I was therefore delighted to hear that Surestart funding was coming to the area. Surestart funding is given to areas of great deprivation, to improve services for children under four and their parents. The aim of Surestart is to enable all children to thrive when they start school. My research in the area has shown how great the need is here, so I was very pleased to be asked to join the Surestart committee.

I immediately became involved with the parent consultation process. We asked parents, grandparents and carers to share their concerns and tell us what is lacking in terms of service. We wanted Surestart funding to provide services people wanted, not what agencies thought they wanted. A questionnaire was prepared, interviewers trained and a public meeting arranged. I was asked, along with three others, to organise a Surestart Christmas party. The purpose of the party was to advertise Surestart, thank people for filling in questionnaires and to give people who hadn't an opportunity to do so, but most of all it was to have fun! We had two weeks to find a hall, book entertainers, organise the food, advertise the event, buy and wrap the Father Christmas presents and recruit helpers.

We found a hall, booked Zac the Clown, Ed the Dog, a storyteller, a children's music entertainer and organised craft activities. The food was to be made by local caterers and packed into party boxes donated by McDonalds.

A group of pupils from The Park High School volunteered to help me and books for Father Christmas presents were bought and wrapped. The only person missing was Father Christmas himself. I had tracked down an outfit, but after numerous phone calls was still unable to fund some to fill it. Eventually, through Colin Fawcett, a person was found who was delighted to help.

On the day of the party we decorated the hall with Surestart balloons and Christmas decorations. The entertainers arrived, the food was delivered, Father Christmas appeared with his wellies and my Park High students bounced in full of enthusiasm.

They were brilliant. They joined in all the activities with the children encouraging the shy ones to take part, made tea and coffee and generally had a great time. I was so proud of them all.

We didn't have as many people turn up as we would have liked, but those that did had a wonderful time. We were able to talk to parents while the little ones joined in all the activities with their new friends from the Park High and we were able to learn a great deal about the needs of the community.

The entertainers were great, Father Christmas was wonderful and will be taken up on the offer of his services for next Christmas. I made friends with Zac the Clown and Ed the Dog, so a great time was had by all!

Trish Grant
The Park High School

....

Widening Horizons or University - Is it for me?

The aim of this project is to raise the aspirations and to broaden the experiences of high-ability students in Years 9 and 10. Involvement of parents and families is crucial to its success and so, when we planned two visits to universities, parents were invited to join us. The response was very encouraging.

We visited Downing College, Cambridge and UEA in Norwich, which provided opportunities to compare and contrast two different universities. Programmes were devised in consultation with the Schools Liaison Officers and the visits led by them.

Students were challenged to think about why they might wish to go to university and what advantages it could provide for them.

Undergraduates were available to take small groups around Cambridge in order to complete the 'Cambridge University Trail', which included a brief inspection of student accommodation. This after a gentle warning of "Touch anything and you're dead!" At URA there was an enjoyable 'Campus Challenge'. Winners received chocolate and now know the name of the Porter's cat as well as the opening hours of the library.

Parents had separate programmes on both days, dealing with all the boring aspects like finance and student welfare.

It was good to undertake joint trips with students, parents and teachers together and feedback from both parents and students was very positive. Parents felt they had been well informed about the real costs and implications. Students had valued the insight into what university life was all about and almost certainly did not choose to tell their parents everything they had learnt about the social life!

Jane Maguire
North Walsham Partnership

Harleston & District
The story so far...

In January 2001 I took up the job of Community Education Worker for Harleston District.
Harleston is a Market Town, on the border with Suffolk boasting a population of around 4,000 people; trebled, if the surrounding villages are included.

My immediate tasks were to:
- Set about expanding the partnership to include additional schools, adult education centres, the library, WEA, the museum and grapevine-a-community magazine
- Find out about the social and economic make-up of the area
- Explore local learning opportunities
- Identify people in the community who would form the focus of our efforts

One way of finding out about local need was to participate in Adult Learners Week floated under the banner of 'Harleston Have a Go'. A second was to design a questionnaire to ask people about their interests and anything they thought might block them from learning. 1,500 questionnaires were distributed around the area to community groups, parents and toddlers and old peoples groups and schools.

What happened? Over 60 people actively participated in the weeks events. 50 people responded to the survey identifying a range of interests such as art, computer and internet skills, gardening, cookery, stress management, yoga and languages. At least ten courses will be arranged in the Autumn as a result.

I am also exploring the possibility of using the questionnaire to contact people direct and plan to set up a stall in the local supermarket Budgens to approach people directly.
Watch this space ………

Tim Holt-Wilson
Harleston & District Education Initiative

....

After School Club Custard Welly Race

What opportunities are there for rural young people after school?

That's where Youth Achievement Awards came in and a year nine assembly to recruit rural young people. The group has gone from strength to strength and has had the backing of local MP David Prior. The custard welly race was a group idea to raise money for a trip, as the project is self-funding. The event was well attended by the rest of the School, the Mayor, the press and David Prior. Rachel Turner won the race while everybody including myself squelched down the field. Safeway donated the custard and the money raised is still coming in, at the last count it was £74. The fun side of the group is only a part of it, this club is chance to meet and socialise with other young people after school. They have had the challenge of reporting on their village facilities and working with the local disabled day services.

Sam Doughty
Fakenham

Music Therapy Really Works

I moved to Stoke Ferry fifteen years ago.   I was an outsider to the community "a bit of a hippy". They obviously didn't know me because I'm more of a punk. Now I've made good friends and banged away doing 'my bit' for community bonding by helping out at the school and lending my music skills for social functions. So the job offer felt like a reward for stuff I was doing anyway.

 I began my post in September 2000 at the school in Stoke Ferry. The job offers flexible hours which complements my musical aspirations, as well as the opportunity to contribute meaningfully to the community.

In the last few years a group of us have assembled a huge Village Celidh band called Sugarbeat and organised a big annual Party/Fete/Bash called the Stoke Ferry Harvest Fayre. September 8th this year. Our belief is if you can get people together for a good 'crack' you break down social barriers and people can learn to relax away from Sky TV.

The results were clear, last years Fayre was the best attended community gathering I have witnessed in fourteen years in the village. Now I have time to give more to these existing projects as well as developing new initiatives, i.e. Youth Club, Parent Toddlers Group, Adult Learning.

Looking for funds is one route which I am sure you will know and struggle with. It does seem to be a way to creating more possibilities, but it really does eat up time and consumes vast swathes of recycled forest. I am fortunate to be offered funding to begin a unique project in the school. I was approached by a charity 'Music and Special Needs Norfolk' who were looking to pilot some Music Therapy work. Our hope is that if this proves successful we could take on a few more needy children if the goodwill and funding is available This is very specialist work which I can do with my community hat on and I have a Music Therapy Diploma.

Synchronicity has put me in an environment where this can flourish. The Head and the staff are very positive about this kind of work. Which is dealing with some desperately tragic stories in ones so young. The funding is a problem, we have enough for one child for one year and that child will need more than a year. MSNN continue to search for funds so that Norfolk Music Therapists can make meaningful contribution to the upcoming generation.

I think it is a wonderful that my post has enabled me to pave the way for setting up this project, which I believe does connect to some of the darkest aspects of our society.

John Preston
Stoke Ferry Partnership

11. Useful Telephone Numbers

National Contacts

DfES
Department for Education and Skills
Sanctuary Buildings
Great Smith Street
LONDON
SW1P EBT
Tel: 0870 000 2288
Fax: 01928 794248
Email: info@dfes.gov.uk
Website: http://ww.dfes.co.uk

Learning City Network
111 Grantham Road
Bingham
NOTTINGHAM
NG13 8DF
Tel: 01949 831 171
Fax: 01949 831 171
Email: lcnsec@btinternet.com
Website:
http://www.lifelonglearning.dfes.gov.uk/
learningcities

NIACE (National Institute of Adult and Continuing Education)
21 DeMontfort Street
LEICESTER
LE1 7GE
Tel: 0116 204 4200
Fax: 0116 223 0050
Website: http://www.niace.org.uk

Campaign for Learning
Campaign for Learning
19 Buckingham Street
LONDON
WC2N 6EF
Tel: 0171 930 1111
Fax: 0171 930 1551
Email: tgreany@cflearning.org.uk
Website:
http://www.campaign-for-learning.org.uk

OFSTED
Alexandra House
33 Kingsway
LONDON
WC2B 6SE
Tel: 020 7421 6800
Email: geninfo@ofsted.gov.uk
Website: http://www.ofsted.gov.uk

Lottery Commission
National Lottery Commission
2 Monck Street
LONDON
SW1P 2BQ
Tel: 0171 227 2000 or
Lottery Line (local-charge number 0645 100 000)
Email:
national.lottery-camelot@btinternet.com
Website:
http://www.nationallottery.commission.gov.uk

Charity Commission of England and Wales
Harmsworth House
13-15 Bouverie Street
LONDON
EC4Y 8DP
Tel: 0870 333 0123
Fax: 020 7674 2300
Email: feedback@charity-commission.gov.uk
Website:
http://www.charity-commission.gov.uk

Local Contacts

EEDA (East of England Development Agency
Compass House
Chivers Way
Histon
CAMBRIDGE
CB4 9ZR
Tel: 01223 713900
Fax: 01223 713490
Email: knowledge@eeda.org.uk
Website: http://www.eeda.org.uk

Learning and Skills Council Norfolk
St. Andrew's House
St. Andrew's Street
NORWICH
NR2 4TP
Tel: 0845 019 4173
Website: http://www.lsc.gov.uk

Norfolk County Council
(LEA, Adult Education, Social Services,
Youth and Community Service, Early Years
Partnership etc)
County Hall
Martineau Lane
NORWICH
NR1 2DH
Tel: 01603 222222
Email: information@norfolk.gov.uk
Website: http://norfolk.gov.uk/council/default.htm

Employment Service
Kiln House
Pottergate
NORWICH
NR2 1BZ
Tel: 01603 248700
Fax: 01603 248800
http://www.employmentservice.gov.uk

Norfolk Careers Service (Head Office)
North Walsham
1a St. Nicholas Court
NORTH WALSHAM
NR28 9BY
Tel: 01692 408200
Fax: 01692 408229
Email: nwcc@norfolk-careers.co.uk
Website: http://www.norfolk-careers.co.uk

Countryside Agency
110 Hills Road
CAMBRIDGE
CB2 7LQ
Tel: 01223 354462

Rural Community Council
20 Market Place
HINGHAM
Norfolk
NR9 4AF
Tel: 01953 851408

Fundraising Websites

www.fundersonline.org   Funders Online
www.ccinet.org   Corporate giving (A Charities Aid Foundation site)
www.ifrg.org.uk   International fundraising group
www.fundraising.co.uk   Business to business fundraising in UK
www.rtipub.demon.co.uk   Funding Digest
www.fundinginformation.org.uk   Funding information for non profit organisations