



Citizenship

Community

Peer Tutoring

Volunteering

A Year of

Environment

Service

Enterprise

Primary Schools

Learning

Secondary Schools

Special Schools

Colleges

Universities

A Year of Expansion

A Year of Service Learning

*“Upon the education of
the people of this
country, the future of this
country depends”*

Benjamin Disraeli, 1874

*CSV Education
Annual Report
1994 - 1995*

CSV Education Staff: Headquarters Core Team

John Potter, **Manager**
Bob Bridges, **Communications Manager**
Jim Mulligan, **CSV Education writer**
Clare Brine, **Communications Officer**

Susan Buckingham Hatfield, **Manager**

*CSV Community
Enterprise in Higher
Education*

CSV Learning Together

Elaine Slater Simmons, **Acting Co-ordinator**
Amanda Daniel, **Administration Manager**
Catherine Dinsdale, **NatWest Financial
Literacy Manager** (August 93 -
March 95)

CSV Citizen 2000

Peter Hayes, **Manager, Barclays New
Futures**
Chris Thorpe, **National Development
Manager, Citizen 2000**
Marion Jordan, **Administration Manager,
Barclays New Futures**
Nick Humphrey, *Changemakers* (Seconded:
June 94-Apr 95)

CSV Education
237 Pentonville Road, London, N1 9NJ

Tel: 0171 278 6601
Fax: 0171 278 1020

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Text: John Potter

*Design & production:
Bob Bridges*

Print: Dodds the Printers

Part 4

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|---------------------------|----|

CSV Learning Together

CSV Regional Teams

John Byrne (Royal Mail), **Greater Manchester**,
01706 713587

Pearl Darko, **North London**, 0171 955 7379,
Until July 1995, (for further information contact
Amanda Daniel 0171 278 6601)

Dorothy Field, **Avon**, 01179 552968

Mike Gadsby (Birmingham EBP), **Birmingham**,
0121 622 1777

Steve Hudson (Royal Mail), **South London**,
0181 861 6651

Geraldine Kelly (Royal Mail), **Northern Ireland**,
01232 892183

Ray Melling, **Yorkshire**, 01132 347779, (Halifax
Building Society), *Until June 1995*

Sheila Parsons, **South West**, 01793 892440

Sue Reed, **Merseyside**, 0151 231 3159

Ruth Watson, **North London**, 0171 607 2789

David Black, **Wales**, 01248 724929

Jane Buckley, **South East / South London**,
01732 450448

Arthur Cumming, **Scotland**, 0141 339 6709

Janice Felce, **East Midlands**, 01604 37712/36369

Peter Shackleton, **North, North West**,
01706 47981

Marion Silverlock, **South West**, 01398 323916

Jenny Turner, **North East**, 01609 881711

Ann Weaver, **South East / North London**,
0181 764 7247

Christina Yates, **West Midlands**, 0121 622 1777

**CSV Citizen 2000:
Barclays New Futures
Advisers**

Introduction

We promote learning through service in schools, colleges and universities. We work through three programmes.

CSV Community Enterprise in Higher Education

A university programme to enable students to develop their professional knowledge, skills and personal commitment through assessed community projects that meet real needs

CSV Learning Together

A university, college and school-based programme which enables university and college students to develop their knowledge skills and commitment through student tutoring projects in schools under the direction of teachers. College and school students and pupils develop their learning, aspirations and confidence through the supervised support of university and college students.

CSV Citizen 2000

A school-based initiative to enable school pupils and students to develop their knowledge, skills and motivation through community service learning and to benefit from the support of adult tutors and mentors from the local community.

Each programme is working to a set of goals within a three year rolling programme. Our key objectives in all three programmes are to enable:

- Every student and pupil to undertake a minimum of 10 hours service learning a year
- Every institution to include service learning in its development plan and activity
- Educators to have easy access to materials, training and support for work that promotes service learning.

CSV Education's work over the past year has developed strongly on all fronts.

Community Enterprise in Higher Education is growing through a new nationwide network; student tutoring continues to grow and to become increasingly embedded as part of mainstream activity; our service learning initiative in schools has enjoyed a major, long-term grant from Barclays Bank, and a further nationwide project has been set up in partnership with other agencies to enable young people to run their own projects.

We are convinced that learning through community service offers a unique combination of activities which raise standards, develop skills and foster the values and commitment that are at the heart of good education and effective citizenship.

Service Learning

'Service learning is a method by which young people learn and develop through active participation in thoughtfully-organised service experiences.' (Asler, 1993)

Learning through community service is central to all that we do. Service learning is a phrase that is only recently coming into common currency in Britain. It is already widely recognised in the United States.

Service learning in the UK has grown from origins in volunteering, whereby young people in education settings give service to their local communities. In the 1980s and early 1990s the development of service learning in schools has been associated with the issues of active citizenship and educational standards.

The report of the Speaker's Commission on Citizenship indicated the need for schools to educate students in citizenship, respect, responsibility, and the capacity to take on a full and active role in public life. Citizenship was accepted as an interdisciplinary theme.

In the USA, service learning as a concept builds on the pioneering ideas of John Dewey in the 1930s. Since 1989 it has become associated with a movement towards school reform.

In order that young people may be proactive in determining their own educational experiences, and so develop attitudes which are conducive

Windsor Special School, Clacton

The school is determined to integrate its students into the community as part of their education for life.

Two volunteering projects have taken students, who have severe learning difficulties, into a day care centre for senior citizens and into the classes of younger students in the school.

Wallasey School, The Wirral

Students are given opportunities to respond to the needs of the community and to apply for funding as appropriate. All year groups take part in projects which open doors to the wider community across the taught and whole curriculum.

Y7-Y11 students have produced a talking newspaper for blind people which drew on volunteers from throughout the school. Among other initiatives, students who have difficulty following an academic curriculum have helped elderly and infirm people with their gardens as part of a horticulture project.

to lifelong learning, there needs to be an accompanying change in the structure and organisation of the taught and whole curriculum. This has clear implications both for universities, colleges and schools and for society's attitudes to learning and how and where it takes place. The OFSTED/HMI framework, for example, incorporates aspects of service learning under pupils' social, moral, spiritual and cultural development, and within 'community links'.

Service learning activities are likely to include some or a mixture of the following:

Volunteering: e.g. young people give up some of their time to provide a service or do good work for others;

Community service: e.g. young volunteers work in the community with older people or on an environmental project;

Community-based learning: e.g. students learn from an activity which takes place in the community, such as investigating pollution in a local stream.

None of these *on its own* constitutes service learning which always blends an element of *service* with one of *learning*. The blend lies in the planning. It doesn't just happen. Also, the learning element is not solely measured in terms of outcomes and end-products, but should crucially involve processes. Service learning is best explained through simple examples of good practice.

"The voluntary acceptance of responsibility for the well being of others is the hallmark of democracy"

**Lady Margaret
Simey**

"The strongest communities exist where voluntary collective action is most apparent... At local level involvement in schools, play groups and environmental societies is natural and practical"

**Michael Howard,
Home Secretary**

A Question of Values

"Almost every individual, whoever or whatever he may be, possesses a latent capacity to act the citizen's part; a capacity which it is the main purpose of education to evoke."

**David Selbourne,
The Principle of Duty
(Sinclair Stevenson, London, 1994)**

Service learning directly addresses knowledge, skills and attitudes. Of the three, attitudes are the most critical. Service learning is committed to the principle that every young person has the capacity and the desire to mature through benefiting others.

Peter Downes, President of the Secondary Heads Association says, "It is essential for young people today to realise that society is not perfect and can be changed. The last 15 years of emphasis on individual entrepreneurship needs to be counterbalanced by a sense of social responsibility and community activity."

Three Key Initiatives...

*1 Community
Enterprise in
Higher Education*

2 Learning Together

3 Citizen 2000:

Barclays New Futures

Changemakers

PeerAID

Community Volunteers in Schools

Universities

*Belfast - Science Shop
(Consortium of Queens and
Ulster)*

*Brunel College (West London
Institute)*

Chester College

*Coventry University
Derby University*

Edinburgh University

*University of Glamorgan
Lancaster University*

*Liverpool - Science Shop
(Consortium of all city's
universities)*

*Manchester Community
Exchange (Consortium of all
city's universities)*

Napier University

*Nottingham Trent
University; Research
Exchange*

*Portsmouth University;
Research Exchange*

*College of Ripon and York St
John*

Sussex University

Thames Valley University

*University of
Westminster*

Community Enterprise in Higher Education

Learning Partnership for the Year 2000

In the short space of time since CSV first published *Higher Education: Meeting Community Needs* (1989) a number of innovative programmes have been developed which, while based on the original model at Coventry University, respond to different contexts and environments. Between them these programmes have created a body of inspiration and good practice which can be of invaluable help to universities and colleges setting up Community Enterprise schemes. During 1994 and 1995 over 30 universities are involved in community enterprise and a group of these have worked in collaboration with CSV to set up the *Student Community Education Network* (SCENE) to promote community enterprise initiatives as a mainstream university commitment throughout the UK.

Period of Change

These developments have taken place during an intense period of change in higher education: substantially rising numbers of students, an increasing proportion of whom are mature and

studying part-time; an increasing emphasis on “enterprise”, independent learning and transferable skills. The structure of educational provision, affecting the way in which teaching and learning take place and are recorded, is also changing: modular courses, APEL (Accreditation of Prior Experiential Learning), CATS (Credit Accumulation Transfer) and records of achievement all illustrate this.

Relevance of Community Enterprise

Despite such change, Community Enterprise remains highly relevant. Through applying their academic knowledge to real needs in the local community and voluntary sector, students not only reinforce and make relevant this knowledge but they develop a whole panoply of transferable skills such as liaison, communication and project development. Students’ eyes have been opened by, for example, working on some of the worst housing estates in the country. Such experiences illuminate a lecture on urban deprivation far more effectively than videos, slides or even field work. *Only by working alongside a community group on a problem can such awareness be achieved.* A student working with a self-help group of disabled people gained an understanding of their lives which contributed much to her personal development and to decisions she made about her future.

Qualitative Evidence

Qualitative evidence shows that these insights and personal developments combined with

“Involvement with Community Enterprise in Higher Education enables young people to work towards the development and acquisition of (transferable) skills and to demonstrate that they have the potential to manage not only their own lives but also those of others.

The CBI commends this initiative and the opportunity it provides for young people to demonstrate enterprise in a community setting.”

**A J Webb, Director,
Education and
Training, CBI**

Case Studies

A set of three case studies are fully reported in *A Learning Partnership for the 1990s*.

The publication, written by Susan Buckingham-Hatfield, focuses on work in three universities: Lancaster University, the University of Glamorgan and the University of Westminster.

The studies have been chosen to show that community enterprise in higher education can and does work in a range of environments. One example is in an urban area with a highly visible community need, one is in a less built up area but marred with economic neglect and the last is in a campus location in a mainly rural area.

enhanced communication and organisation skills give students who have experienced Community Enterprise the edge in competitive job and post-graduate course markets. It is also noticeable that the enthusiasm and commitment generated by these projects have a positive impact on the students' academic work.

The Aims of SCENE

Student Community Education Network (SCENE) is a new partnership between 20 universities which promotes community enterprise. The Enterprise in Higher Education (EHE) has done much to support community enterprise, but it is now reaching the end of its final phase. The work of SCENE has, therefore, an added urgency. SCENE plans to: (1) promote community enterprise through lobbying senior staff in universities and in government; (2) run a conference programme; and (3) publish a *Good Practice Handbook* to enable others to develop mainstream community enterprise initiatives based on the pioneering work described in CSV's earlier publications: *Community Enterprise in Higher Education* (1989) and *A Learning Partnership for the 1990s* (1993).

Development Plan: 1995-98

The initiative has set out a Business Plan for the coming three years. The goals serve both the objective of the initiative and the broader aim of CSV Education. The goals for the next three years are to:

“The experience itself has been very rewarding and certainly much more rewarding than remaining in lectures and simply being fed with information.

We gained hands on experience and were able to find out for ourselves what problems researchers encounter and this can surely only put us in good stead for any further research we may carry out.”

**First Year Student,
University of
Glamorgan**

Develop the Network Sustain and develop a *network* through SCENE of universities to promote community enterprise.

Promote Research Identify and support appropriate research and innovation as the basis for good practice:

Research into effective forms of assessment

Research the impact of community enterprise on students' personal and career development

Disseminate Good Practice:

Newsletters linked where appropriate with
CSV Learning Together

Publications: *Good Practice Handbook*

Consultancy

Conference/ workshops

Manager

Sue Buckingham Hatfield

Learning Together

Students from universities and colleges volunteer to work alongside teachers for one morning or afternoon a week over a period of at least 10 weeks, helping pupils with their studies, raising their aspirations and encouraging them to go on to further and higher education.

Student Tutoring Nationwide

Throughout the UK over the past two years around 10,000 students have been involved in working with teachers in schools to support pupils' learning. Of these around 6,000 have been directly co-ordinated by *CSV Learning Together* staff.

CSV Learning Together manages nine Regional Co-ordinators in key metropolitan areas. There is also the *CSV/NatWest Financial Literacy Manager*, working nationwide from headquarters on secondment from NatWest Bank. Of the current co-ordinators three are seconded from Royal Mail (South London, Manchester and Northern Ireland.) The remaining co-ordinators are in Avon, Birmingham, Merseyside, North London, the South West and Yorkshire (until June 1995). Increasingly the co-ordinators are

Acting National Co-ordinator

Elaine Slater-Simmons

NatWest Financial Literacy Project Manager

Catherine Dinsdale
(Secondment ended
March 1995)

Administration Manager

Amanda Daniel

Regional Co-ordinators

Avon, Dorothy Field
01179 552968

Birmingham, Mike
Gadsby (BT & BEBP),
0121 622 1777

Liverpool, Susan Reed
(BT) 0151 2313136

London South, Steve
Hudson (Royal Mail)
0181 861 6651

London North
Pearl Darko (BP,
Reeves, Sir John Cass's,
Cripplegate
Foundations)
until July 1995

Manchester, John Byrne
(Royal Mail),
01706 713587

Northern Ireland,
Geraldine Kelly (Royal
Mail) 01232 892183

South West, Sheila
Parsons (National
Power), 01793 892440

Yorkshire, Ray Melling
(Halifax Building
Society)
until June 1995

taking on a regional role. CSV regionalised the work in Yorkshire from September 1994; while in July 1994 the CSV Bradford Co-ordinator was taken on by the university to continue the work on their behalf. BP co-ordinates work in Scotland, Wales and East London. CSV and BP work together to ensure the effective dissemination of information about tutoring schemes nationwide.

The Schools

Tutors work in all kinds of schools including secondary, primary and special schools. There is increasing interest in tutors going into and coming from Further Education Colleges. CSV Co-ordinators are involved in 844 schools. There are probably around twice that number involved nationwide.

In schools it is vital that the link-teacher offers an effective administrative link with the institutions and the classroom teacher makes the best use of the tutors when working with the pupils.

Student tutoring stands or falls on the quality of work that goes on in the class-room. With this in mind, CSV has produced a draft Inservice Training Pack for teachers based on materials created by a team of teachers in Leeds. This is now in its pilot stage before it goes for formal publication.

The Universities and Colleges

Throughout the UK there are over 180 institutions involved in student tutoring. CSV

Principal Partners

BP: BP's support for student tutoring, part of the £3m *Aiming for a College Education* programme, has provided start-up grants to most student tutoring schemes in the UK.

BT: BT is funding regional schemes in Birmingham, Bradford, Liverpool and the North West and is supporting a Research and Evaluation Programme for CSV Learning Together

National Power: National Power seconded two experienced staff to act as regional co-ordinators in Bath, Bristol, Reading and Swindon and funded a co-ordinator in Leeds

National Westminster

Bank: National Westminster Bank funded the *NatWest Financial Literacy Project* and seconded its Project Managers

Royal Mail: Royal Mail seconded three new co-ordinators starting in April 1994 to succeed the five secondees who completed their two-year development secondments in March 1994.

regional co-ordinators are working with 51 universities and colleges. The central challenge in the past year has been to embed the initiative within host universities and colleges; no easy task at a time of rapid organisational change and restructuring and with rapidly diminishing funding.

Stakeholders: TECs, EBPs and Other Partners

The success of student tutoring depends on the commitment of the key players: the institutions, the schools and their supporters. Increasingly universities and colleges are accepting responsibility at their end of the partnership. The most effective projects are those where the institution is responsible for recruiting, inducting and - usually - placing students. The initial hands-on help from *CSV Learning Together* Co-ordinators is gradually being transferred to broader support for the regions. Finally, it is essential that local schemes enjoy local support in cash and kind.

Training and Enterprise Councils, Education Business Partnerships and local firms are showing an active interest in supporting student tutoring. The work in Birmingham, for example, demonstrates the ways in which tutoring directly supports the local attainment of National Training and Education Targets. CSV has produced a flyer for TECs and EBPs setting out the relevant benefits of tutoring.

"Student tutoring makes a great range of teaching strategies possible."

"It has been a very positive experience for the schools."

Teachers

"A brilliant way of gaining new skills - a valuable part of my time at university."

"I saw I was making a difference."

Student Tutors

"They are very helpful. I think they are brilliant."

"There should be one for every lesson."

Pupils

"I help children do what they feel they cannot do."

Student Tutor

Flexibility and Variety

Student tutoring has in the past year shown increasing variety and flexibility. The students come from the sciences, engineering and the humanities. Many of them have a direct professional interest in acquiring experience of working with children and young people. Medical students and speech therapists in London have expressed an interest in learning how to relate well with children in formal and informal situations. Architecture students in Birmingham have been working with pupils on projects to improve the school environment.

In the past many engineering and science students have been criticised for their failure to communicate their enthusiasm and understanding of their subject in professional situations. Tutoring offers the opportunity to do just this. Furthermore, tutoring offers students the opportunity to acquire general skills in communication, self-awareness and relating to others that will stand them in good stead both professionally and personally for the rest of their lives.

A number of institutions are beginning to offer student tutoring as an assessed option within their professional studies. Others prefer to treat tutoring as an extra curricular voluntary activity. In this respect the initiative of student unions is particularly valuable.

National Initiative: Financial Literacy

Growing numbers of young people - in the face of reduced student grants and unemployment -

are experiencing serious difficulty in managing their money. Never has the need for financial literacy been greater. The *NatWest/CSV Financial Literacy Project* has shown, through a range of successful pilot initiatives nationwide, how student tutors can help young people in schools cope more effectively with practical financial matters. In October 94 NatWest/CSV launched in Birmingham a resource book, *It All Adds Up*, that is now available free to educators nationwide. Since the launch two further supplements have been published to give further details of how such projects can be run. The NatWest secondee, Catherine Dinsdale, returned to the bank in March 1995 after her successful 18 month placement with us.

Research and Evaluation

Interim reports based on the four major research programmes were presented at the BP International Student Tutoring Conference in London in April 1995. On November 30th, 1995, the final reports will be presented in the form of a book on student tutoring in the UK along with a set of published research papers. The focus is on the benefits to students tutors and tutees. The aim is to publish and launch the formal findings at a CSV/BT event at BT in the late autumn of 1995. (Twice yearly events have been held for the participants and other researchers.)

Early indications of the research are encouraging, and the work has usefully posed questions that we now need to address to make the most effective use of student tutors.

"You don't have to be good to do good. Nor do you have to be clever. You just have to know a bit more than the person you are helping."

**Dr Alec Dickson,
Founder and
President of CSV**

Conferences

Following the highly successful Sheffield conference (reported last year), CSV ran an equally successful Teachers' Symposium at Bath University on 13 March 1995. Further conferences / workshops are to take place in Merseyside, Manchester and Northern Ireland later in 1995. The BP International Conference on Student Tutoring and Mentoring (April 1995) was extremely valuable and CSV contributed a number of workshops both on good practice and research.

Partnership

The continuing support of our Principal Partners and Sir Brian Jenkins is especially valued. BP, in addition to supporting work in London, Wales and Scotland, has established an International Resource Centre on Student Tutoring and Mentoring and ran an international conference in April 1995. BT continues to sponsor Learning Together Co-ordinators and the research and evaluation programme.

National Power supports work in the South West; NatWest Bank provides the Financial Literacy Project; and Royal Mail has followed upon its five original secondees (who finished at the end of March 1994) with a further three staff who have been working with us from the spring of 1994 and will remain in post until March 1996.

Objectives and Goals 1995-8

CSV will through its nationwide network of regional co-ordinators continue to:

Stimulate student tutoring and encourage new schemes

Disseminate good practice between institutions

Promote quality practice in schools, particularly through INSET

Encourage a tutoring cascade from campus to classroom

Create a regional funding base with local partners

Ensure that by the end of March 1996 all universities and colleges will be directly responsible for their own schemes.

CSV Citizen 2000

Introduction

CSV Citizen 2000 is a nationwide initiative with primary, secondary and special schools to enable young people to develop their skills, knowledge and commitment through community service learning projects that respond to real needs.

CSV regards the opportunity for learning through community service as an entitlement for *all* students, and not simply an option for the less able or tractable students and pupils.

Where appropriate *CSV Citizen 2000* involves adult volunteers, students, employees, local and retired people in supporting both learning and community service in schools.

These adults not only help pupils learn but in themselves demonstrate ways in which people can give positive community service.

The Benefits

Student participation and active learning are essential to citizenship education and give coherence to the learning process.

In addition to academic learning, curriculum-based (community) service learning directly

Project Staff

**National Development
Manager** Chris Thorpe

**Barclays New Futures
Manager**
Peter Hayes

**Barclays New Futures
Administration
Manager** Marion Jordan

Changemakers
Chris Thorpe

Consultants
Dr Carolyn Skilling,
Evaluation

Dave Turner,
Training, Changemakers

Dr Jane Knightsbridge,
Community Enterprise

Leslie Silverlock,
Citizenship, South West

National Partners

Amanda Brodala,
Director, *Ibis Trust*,
PeerAID Project
Manager

Changemakers: Schools
Partnership Worldwide,
the Directory of Social
Change. *Executive
Chairman, Michael
Norton*

Regional Partners

Steve Trivett
Birmingham City Council
(*Citizen 2000*)

Wendy Evans,
Administrator
(*Birmingham, Citizen
2000*)

Brenda Parsons, *Bexley
EBP*

*Schools Partnership
Worldwide; Banking
Information Services;
Institute for Citizenship
Studies; Directory of
Social Change; Centre for
Citizenship Studies in
Education; ASDAN*

addresses the current concerns over standards,
skills and behaviour, and fosters:

Individual growth

Self-esteem and respect for others

Personal, social and enterprise skills

Community service learning:

Reduces truancy, delinquency and crime

Promotes self-reliance, flexibility and
breadth in training and education

Develops core skills: literacy, numeracy and
information technology.

Four Key Initiatives

CSV has set up four related initiatives to
promote service learning in schools. Each can
be developed on its own, but in combination
they offer a whole school service learning
strategy.

Barclays New Futures: A major new initiative
to promote service learning through a five year
programme of work nationwide

Peer Education: This builds on our previous
work through our *PeerAID* project and draws
in the peer tutoring cascade that is fostered by
CSV Learning Together

Changemakers: A new community enterprise
initiative that puts young people in the driving

Barclays New Futures

seat and is promoted by a consortium of agencies with the support of the Secondary Heads Association

No Limit - Community Volunteers in Schools: A nationwide scheme to promote adult volunteering in schools

Provides resources to enable young people to learn through positive action in the school and local community

Barclays New Futures was launched at Barclays Bank (London) in February 1995 to promote service learning in England, Scotland and Wales over the coming five years.

Young people are at the heart of change and the driving force behind the *Barclays New Futures* programme. Students' skill, knowledge and commitment can turn problems into solutions.

Through taking part in practical projects young people acquire new knowledge, develop fresh skills and discover the motivation for responsible community action. *Barclays New Futures* offers:

- Awards in cash materials and help to over 700 schools
- CSV regional consultants to support and monitor projects

Manager
Peter Hayes

**Administration
Manager**
Marion Jordan,

- Nationwide network of information, conferences and events
- Dissemination of best practice nationwide
- Key publications for teachers and pupils

The first round of awards were made by an independent panel of judges under Sir Ron Dearing in May 1995. The new projects start in September 1995 and will be supported for two years. The next round of bids will be advertised in autumn 1995. Schools are invited to identify their own projects in response to a clear social need within the school or wider community.

Barclays New Futures provides evaluation and research to enable schools to assess the value added by the service learning projects. The evaluation is based on a specially commissioned programme linked to the European Quality Assurance Framework. This will prove of widespread benefit to all involved in service learning initiatives in the UK.

In school activities might involve: Improving the school environment, Healthy living, Peer education, Tutoring and personal support, Cross-phase education, Group leadership, Supporting new students, Language development, and Parent education.

In the community projects may include: improving the local environment, Nurseries and child care, community newspapers, Sport for all, Theatre in the community, Community

“An education which only aims at money-making or at the cultivation of physical strength, or at some kind of cleverness without regard to justice or reason, is vulgar and illiberal, and is not worthy to be called education at all.”

Plato Laws (1,644)

carers and hospital friends, Cross-cultural initiatives, Tools for living - action with those with disabilities, projects with senior citizens and Action with Homeless people. These are but a few of the service learning projects that will be undertaken by *Barclays New Futures* schools.

Barclays New Futures is CSV's flagship project for promoting service learning in schools. It will link closely where appropriate with CSV's other initiatives including *Changemakers*, *PeerAID* and *Community Volunteers in Schools*.

Changemakers

Young people lead in promoting positive change

Changemakers is a multi-agency initiative that challenges all young people in school and in youth groups to define their community and identify its needs; to join with others in leading action to bring about change; and to find the resources to support their projects. The emphasis throughout is on young people's leadership skills.

Changemakers proceeds from the standpoint that new ways must be found of channelling helpful instincts into useful group projects from which the local community may benefit and the young people themselves learn.

Students are given opportunity and support to:

Michael Norton,
Executive Chair

Jim Cogan, Schools
Partnership Worldwide
(Founder)

Chris Thorpe,
CSV Link Manager

***Changemakers* is supported by the Secondary Heads Association (SHA) and was formally launched at the SHA Conference on 10th April, 1995.**

Since then interest in *Changemakers* has grown considerably and further information and a *Changemakers Pack* is available from Chris Thorpe at CSV Education.

Define their community

Identify challenges that they can address

Resource the projects they select

Work as a team on their projects

Develop leadership and enterprise skills

Manage their efforts

Gauge their success

Teachers create links between *Changemakers* and the taught and whole curriculum.

Employees - from the public, private or voluntary sectors - work as facilitators with the students.

There are six pilot projects in secondary schools nationwide. Present projects include the creation of an adventure playground in a country park, a job market for sixth formers, creating a Year 11 Book for older students, gymnastic awards for juniors, shopping for the housebound, creating a sensory garden, baby sitting for single parents, developing twinning links with Malawi and South Africa, and a fashion show for people with handicaps.

PeerAID

"I think the main reason why this group is so strong is because AIDS is not something we can ignore. It is something that will affect our generation greatly, and we are determined to use an *original* and different approach to get the message across. As long as AIDS lives, so will the group."

Student

Project Manager

Amanda Brodala
Ibis Trust

Peer Education Nationwide

PeerAID began in 1991 as a nationwide initiative to enable young people in secondary schools to work together to tackle health and social issues through peer education projects. The initial focus was on the prevention of the spread of HIV/AIDS. The scope of the project has since broadened to include other issues.

The most effective learning comes when young people have to share with others what they themselves have learnt. Peer education enables young people to develop their knowledge, skills and values in a way that can be demonstrated and replicated. The approach works well with young people of all abilities.

The *PeerAID* programme has now extended to 20 schools in all, and is continuing to expand into new areas both geographically and in terms of the focus of the projects. Developments include:

- Other year groups volunteering to become peer educators
- New sources of potential peer educators being developed
- Additional "hard to reach" groups are involved
- New challenges: drug and substance abuse, bulimia and bullying
- GNVQ curriculum links are developing

The Institute of Education is working with PeerAID to develop a series of initiatives in four inner London schools where beginning teachers (BTs) are on placement.

The BTs, as part of their research and development assignment will be trained as facilitators to encourage and support peer education activities among the school students. The work will be evaluated.

- University students are now taking part in PeerAID
- 'Beginning teachers' are becoming involved

Henrietta Barnet school is now developing a 'two tier' peer education project, building on the expansion of the work over three years. Year 10 recipients of peer education programmes run by the sixth formers are now being trained (partly by the sixth formers themselves) to offer sessions to Year 8 students.

Maria Fidelis school has chosen a peer education approach to issues around bullying and peer pressure among Year 7 students, involving many of the sixth formers who have been running the sexual health programme to date.

Birmingham University students, as part of the *CSV Learning Together* programme, are working to assist *PeerAID* projects in a number of inner city schools with a high concentration of Muslim pupils.

Community Volunteers

"I have worked with volunteers since we started using them here. It's brilliant... I can't imagine working in a school without volunteers now."

**Primary School
Teacher**

**National Development
Manager**

Chris Thorpe

Adults help students and pupils learn

Adults work with children and young people in school to help them with their studies and their personal development. Our programme, organised by an Honorary Coordinator, enables schools to involve over 50 volunteers a week on a regular basis. The volunteers are local people, employees in nearby business, university and college students, parents and retired people. The initiative is seen as central to the development of learning in the school.

Most children and young people benefit greatly from the informed and reliable support of adults in addition to the support they may enjoy at home. Many families, however, are unable to offer their children learning support of any kind. In such cases community volunteers can make a critical difference to their education.

The pioneering project at Winton Primary School in inner-city King's Cross has demonstrated that volunteer support on this scale works, and is welcomed by teachers and pupils alike. The experience has been fully written up in CSV's publication: *No Limit: A Blueprint for Involving Volunteers in Primary Schools* (1994).

The scheme will shortly be adopted by the Southwark Education Authority and there is fast growing interest elsewhere.

Jane Fulford, Head Teacher of Winton Primary school developed the scheme with support from

CSV. She said: "When I first came here I said to the children, 'If I were a fairy godmother, I'd make you all confident'. That's one of the problems for children in a deprived area. They don't have high expectations of themselves and their parents don't either. Now, people say when they come round, 'What confident children.' and with this self-confidence you get calmness and self-control. In an area like this you might expect racist attitudes and bullying but in our school we seem to have lost most of that."

The Islington Inspectors Report of 1993 supports the use of volunteers.

Teachers proved equally enthusiastic. "I have worked with volunteers since we started using them here. It's brilliant... I can't imagine working in a school without volunteers now," said Clare, a Winton teacher.

CSV is following up the *No Limit* publication with further materials for the Volunteers, *Helping Hands*, and a manual for the Volunteer Co-ordinators. We are also exploring ways in which appropriately experienced and supported volunteers can become mentors to children and young people.

"It takes a whole village to raise a child."

**Steven Hales, Head
of Beaupre School**

Recognising Achievement

Service learning requires that students' and pupils' achievements are recognised both formally and informally. In higher education achievement is already recognised through assessed course work in Community Enterprise. Student tutoring is increasingly becoming accredited and so a part of mainstream university education. In schools much service learning is directly linked with core and foundation subjects, cross-curricular themes and PSE.

Passport for Life

There are, however, gaps. Until pupils embark on the National Record of Achievement at 14, there is at present no nationally recognised opportunity for them to have their service learning recorded and valued. For this reason CSV is providing a *Passport for Life* for pupils aged eight to 14 sponsored by Barclays Bank.

This is being piloted in schools and will be published and generally available from September 1995. CSV also encourages schools to adopt a Youth Award Scheme framework for the formal accreditation of student achievement. CSV has also been working with others on the Education for Life Forum to link Citizenship and service learning with GNVQ accreditation.



Evaluating Success

We are conscious of the importance of research and evaluation. Service learning will stand or fall in the light of the benefits that come from it.

The research and evaluation of student tutoring will be published in the autumn (Nov 1995), but more evaluation is needed on the benefits of service learning. There is growing interest from employers in the ways that service learning promotes the values of commitment, reliability and mutual respect. We are keen to see further research on this in universities, schools and colleges.

The *Barclays New Futures* initiative has provided the opportunity for us to set up a long-term evaluation programme for work in schools. It is based on the European Quality Framework and will enable schools to identify the value of their projects to all who are involved in them, including students, staff and those who benefit from their work. This framework will provide a rich vein of data for further research and the opportunity for objective inquiry into the benefits that stem from service learning in the UK.

Building Partnerships

Educators, practitioners and sponsors are all agreed that agencies such as CSV should work when appropriate, in partnership with other organisations where concerns are shared. We are particularly proud of the fact that all our initiatives involve significant partnerships: the *Student Community Education Network* for

“Men are men before they are lawyers, or physicians, merchants or manufacturers; and if you make them capable and sensible men, they will make themselves capable and sensible lawyers or physicians”

**John Stuart Mill,
1867**

Community Enterprise in Higher Education; the CSV *Learning Together* partnerships on student tutoring; the work with the Ibis Trust on peer education, and with a whole consortium of agencies on *Changemakers*. *Barclays New Futures* offers new ways in which our various initiatives can lend strength to each other as well as opening up the possibility of fresh partnerships with other agencies, including those concerned with environmental education. Together we shall achieve more than we can on our own.

Partnerships are also growing at a local and regional level. Birmingham City Council's involvement in *Citizen 2000* has developed over the past year through pilot projects linking local schools with the work of City Council departments. Other authorities are coming on board, and a partnership has already been established with Bexley. Others are in progress.

Links with the Independent sector are also developing and CSV is working with the Headmasters' Conference (HMC) Community Action teams both nationally and regionally.

In the past six months our partnerships have become increasingly international. We are particularly grateful to our colleagues in the service learning movement in the United States and Canada for the active support that they are offering us. We were also glad of the opportunity to work in May 1994 in Tiraspol in Moldova, and for the support of the Charity Effectiveness Review Trust and the Charity Know How Fund. We are also beginning to

Providing Training

develop more links with the European Union, but this will require time.

Training is vital in all our work. *Barclays New Futures* provides the ideal opportunity to offer service learning conferences and support to schools nationwide. *Changemakers* and *PeerAID* are based on training and induction programmes, and *Community Volunteers* is developing to a point where training will be widely available.

Influencing the Climate of Opinion

Service learning is widely regarded as a valuable but not an essential part of effective education. More quality evaluation and research into the benefits of service learning is needed in the UK. Our task is to influence those who will be making the key decisions in education over the next three years.

We are grateful for the opportunity we enjoyed to meet with Gillian Shepherd, the Secretary of State for Education, in January and for the positive interest that she is showing in our work.

We are grateful for the partnership with the Secondary Heads Association and the support for *Changemakers* from its President, Peter Downes.

We appreciate that OFSTED and HMI encourage schools to produce evidence of service learning to inspection teams, and believe OFSTED should take a more proactive

role in inspecting service learning in schools. We look to the Funding Councils further to understand the critical importance of service learning and its need for support.

Some TECs and EBPs are aware of the fact that service learning directly addresses the National Education and Training Targets and meets the requirements of Single Regeneration Budget funding and are seeking ways of providing practical support through working partnerships.

International companies have long been aware of the importance of service learning; but now other companies and those who represent them, such as Industry in Education, are beginning to value the kind of contribution that service learning can make to their need for an educated and effective workforce.

Gradually more curriculum planners in university, college and school recognise the importance of service learning as a necessary ingredient in educating the whole person in the values as well as the skills and knowledge required by citizens in an effective democracy.

Advisory Council

We have brought together a small Advisory Council under the chairmanship of William Plowden to help us address the wider task of creating a climate of opinion in which service learning is treated as a crucial part of every young person's education.

Work with Schools

CSV Education through its publications and other activities is in contact with over 3,000 schools.

Over the past year CSV has provided 1000 schools with teachers' materials and has worked directly and indirectly with over 900 schools on tutoring, peer education, participation projects, training and community involvement initiatives.

Communications

Manager

Bob Bridges

Communications Officer

Clare Brine

Author

Jim Mulligan

Publications

Publications and newsletters remain a critical factor in our ability to foster and disseminate good practice. In February, 1995, we produced a new full-colour, illustrated brochure which succinctly describes the work of the department. Copies are available free from Bob Bridges at CSV Education.

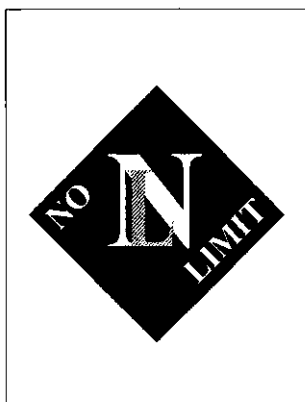
CSV Learning Together

The CSV Learning Together Annual Report (1994) describes the development of student tutoring nationwide over the past year. A further set of publications, *It All Adds Up*, by Catherine Dinsdale (CSV/NatWest 1994) show how problems of financial literacy can be effectively and imaginatively addressed through student tutoring. Two very detailed case-studies (March 1995) have been published as supplements to provide teachers and university staff with practical details on how the projects were run.

CSV Citizen 2000

Over the past year CSV has published two key books:

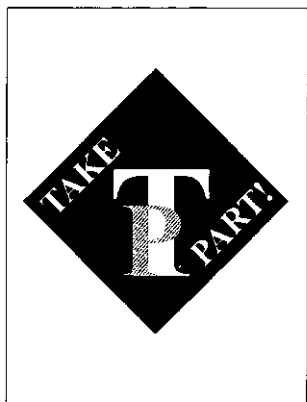
No Limit: A Blueprint for Involving Volunteers in Primary Schools by Jim Mulligan (1994)



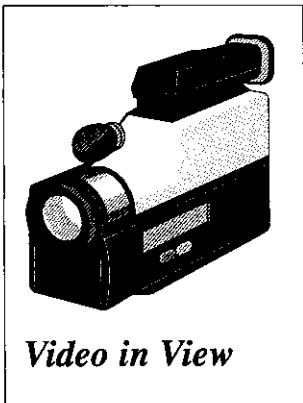
This was published and launched by CSV at Winton School on 26th April, 1994. Sir Ron Dearing has generously written the foreword and the publication is sponsored by Esso. The book shows how two very different primary schools, one in inner city King's Cross and the other in Fenland, have involved the local community in enriching pupils' education. "*It takes a whole village to raise a child*", said the Head of the Fenland School.

The book includes checklists and examples of well developed practice to enable other teachers significantly to increase the involvement of volunteers in their schools. The secret of the success of the King's Cross project has been the use of an Honorary Volunteer Co-ordinator who has worked with the head teacher to involve 50 volunteers a week in Winton school. Many of the volunteers are from local firms, including CSV.

Take Part!: Service Learning in Schools
(CSV 1995)



This was published in February 1995 in association with the launch of *Barclays New Futures*, and shows through nine case studies ways in which secondary, primary and special schools have taken on board a strong and imaginative commitment to learning through community service. Attention is given to the framework - year groups, house groups, the timetable, cross-curricular elements - on which effective community service learning can be hung. The book includes a tabulated guide to the year group and curriculum placement of the various projects.



Video in View

During the past year CSV has published a number of other guides to service learning in a variety of contexts:

Video in View: A Guide to Using Video in School and Community (CSV 1994)

This handbook was written by Jim Mulligan and is based on the pioneering work of John Westwood, a teacher at Mayfield School in Dagenham. It was launched at a *CSV Video Workshop* at IBM in October 1994.

Community Enterprise in Camden: Effective Action in Schools (CSV 1994) is a set of case studies written by Jane Knightsbridge based on her work with a group of five inner city schools. The studies show how this approach can be adopted by other secondary and primary schools in order to give students and pupils the opportunity to take a lead in making positive changes.

Partnership in Housing: Trowbridge Estate, Hackney was written by Eleanor Will and Nick Humphrey for the CEI and Hackney Education Business Partnership, who believe that school pupils can have a role in improving the quality of life on housing estates.

In the Shoes of the Facilitator: A Guide to Learning and Careership through Community Enterprise was written by Dave Turner and edited by Brenda Gleave (Banking Information Services / CSV 1994). The focus of the book is on ways in which the post-16 curriculum - particularly GNVQs - can be enriched through community enterprise that puts young people in



Partnership in Housing

Future Publications

charge of real projects that meet community needs as defined by themselves.

Learning Together: Student Tutoring in the UK

An INSET pack for teachers who wish to get the most from student tutoring is currently being piloted through a group of schools nationwide.

Research and Evaluation on student tutoring will be published in November 1995 with the support of BT in the form of a book, provisional titled, *Learning Together: Student Tutoring in the UK* and a separate set of research papers. The work was commissioned by CSV with the support of British Telecom

BP will be publishing conference papers on student tutoring Worldwide following its highly successful International Conference on Student Tutoring and Mentoring in April 1995. The book will include articles by CSV staff.

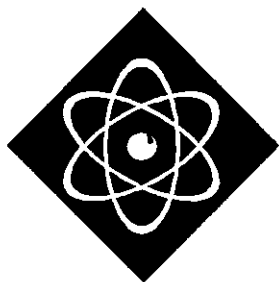
Citizen 2000: Service Learning in Schools

Peer Education in schools: A teachers' and health workers' manual on PeerAID is in preparation for 1996.

Environment projects: Later in 1995 there will be a new CSV publication on service learning through environment projects. It is based on work by schools in Birmingham and will be entitled *Your School in the Environment*.



Your School in the environment



*Chemistry of
Change*

Enterprise projects: In July CSV Education publishes *Chemistry of Change* which details the community enterprise work carried out by pupils in primary schools in Cleveland.

City-wide projects: A report on the partnership projects set up between schools and City Council departments in Birmingham will be published in late summer 1995.

Barclays New Futures: This initiative has embarked on building a comprehensive work of reference on service learning in schools. The plan is to publish a *Schools' Manual* that will be systematically added to in the light of the growing experience of Barclays New Futures projects over the next five years.

NOTES



Citizenship

Community

Peer Tutoring

Volunteering

Environment

Enterprise

Primary Schools

Secondary Schools

Special schools

Colleges

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Universities

**237 Pentonville Road
London N1 9NJ**