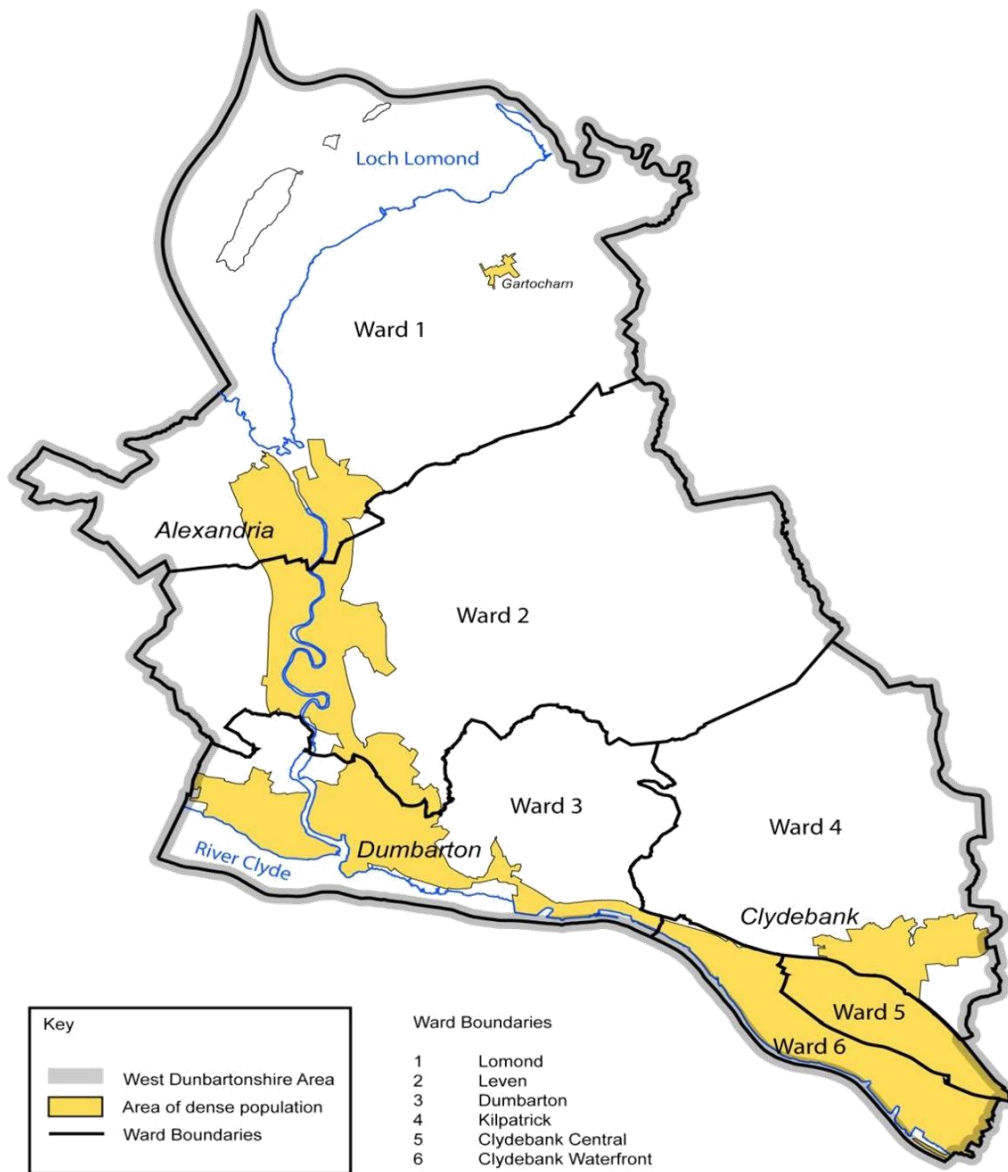# West Dunbartonshire Council
Community Learning and Development Plan
2018 – 2021
Stakeholder Review (Strategic Stakeholders)

West Dunbartonshire
Multi Member Ward Map

Loch Lomond

Gartocharn

Ward 1

Alexandria

Ward 2

Ward 3

Ward 4

River Clyde

Dumbarton

Clydebank

Ward 5

Ward 6

Key	
	West Dunbartonshire Area
	Area of dense population
	Ward Boundaries

Ward Boundaries

1	Lomond
2	Leven
3	Dumbarton
4	Kilpatrick
5	Clydebank Central
6	Clydebank Waterfront

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West Dunbartonshire CLD Review and Plan

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West Dunbartonshire CLD Review and Plan

Introduction

This document has been produced as part of the planning process for the development of the West Dunbartonshire 2018 – 2021 Community Learning and Development Plan. It provides feedback on the strategic stakeholder consultation which took place over the summer months in 2018.

The consultation gathered the views of 18 people and they were asked to reflect on previous experience of the plan and their views on keys issues for consideration within the new plan. The consultees included the Chair from the West Dunbartonshire Delivery Improvement Groups; heads of service (Education, Housing and Employability), senior staff at West Dunbartonshire Community Planning, Housing and Employability, Education Services; Health Improvement and Criminal Justice. It includes the views of third sector partner SDS.

Managerial Staff at Working 4U and community learning and development related services were incorporated in order to gain a comprehensive view of emerging policy priorities, thoughts on CLD planning and how the activities could contribute to their agendas,

Summary

Through the course of the consultation with strategic stakeholders we spoke to 20 people about the various aspects of the existing 2018 0- 2018 Community Learning and Development Plan. We also asked them to consider priorities, issues, opportunities and changes that they would like to emerge as a result of the development of the new 2018 – 2021 West Dunbartonshire Community Learning and Development Plan.

Here are a few of the emerging observations, comments and recommendations.

Ten Observations by the Strategic Stakeholders

1. The previous plan was developed and delivered during a period of substantial change in personnel, resource availability and priorities, despite this progress was made against its objectives;

2. The various partnership groups have a key role to play in supporting integration and alignment of services;

3. The new CLD plan has to focus on priorities that will improve the quality of life for those residents that are most disadvantaged and be linked to strategic and policy priorities – there is a full consensus around this aim;

4. Quantitative measures will be important to illustrate progress on particular activities and towards the various partners' goals, however this should not be onerous or add to existing reporting frameworks – the added value from partnership working should be the focus of the CLD Plan;

5. Greater use of the connections to young people currently engaged through their role on the boards of third sector organisations (and champions board) for ongoing consultation;

6. There should be some way or resource to identify what's available in the area at any given time: the aim is to ensure access to these activities can be gained by all service providers/service users and those not engaged;

7. Welfare reform and its potential negative impact; the introduction of community empowerment legislation; changes and reform within Educations Services and associated legislation; the introduction of child poverty legislation; and the perceived need for a 'whole systems' approach are key changes in policy that have to be addressed by Community

Learning and Development practitioners. The contribution that can be made has to be clear and reportable to the West Dunbartonshire Community Learning Partnership;

8. Good progress has been made in empowerment through community budgeting;

9. Good progress has been made in identifying joint approached to staff development, this progress should be consolidated;

10. The work done to contribute to pupil equity and attainment challenge has been beneficial for joint working;

Ten Issues for Consideration Identified by the Strategic Stakeholders

1. Youth Services and Adult services should be more closely aligned with emphasis placed on supporting families to overcome challenges that negatively affect the quality of their lives.

2. Ongoing adult and youth learning support complemented with a neighbourhood approach in conjunction with Your Community would allow for focussed campaigns that could increase engagement with those not currently engaging with services;

3. Child poverty legislation compels local authorities to consider and report on action that will maximise incomes and reduce costs for target families. Adult and Youth service providers should consider how best to contribute to this agenda by providing access to learning opportunities and skills development with some emphasis placed on IT skills and financial capability;

4. ESOL, literacies, employability, family learning remain key priorities for the Adult Learning Partnership More emphasis should be placed on progression and career advice/guidance and this could be achieved with closer links to W4U employability; SDS career services and the West Dunbartonshire Strategic Employability Group;

5. Youth services could have a key role to play in delivering community justice objectives, particularly through diversionary activity;

6. Learner voice activity could be extended to include feedback through the your place consultation tool;

7. Consideration should be given to finding ways to include emergency services in the CLD plan and associated activities;

8. Consideration should be given to ongoing update of key issues and the potential for reporting on progress at 'learning community' level;

9. The partnerships should consider how best to organise joint learning and development sessions for staff and deliver in away that is consistent with the development of CLD competences;

10. The plan and associated documentation should be used, where appropriate, to develop or provide justification for future external funding efforts.

Ten Strategic Stakeholder Recommendations

1. Youth Alliance and Adult Learning Partnership should review their terms of reference and establish annual operating plans to focus their work on agreed priorities that reflect both what is being delivered and what could be developed;

2. The membership of each of the partnerships has to be considered to ensure appropriate representation at strategic and operational level and the partnership priorities should reflect issues identified by stakeholders and learners through the plan consultation;

3. There has to be a more aggressive/assertive/creative approach to engagement in order to reach those who do not ordinarily engage with community learning and development services – this could be done through an engagement plan;

4. Better connections to the West Dunbartonshire Community Planning infrastructure have to be established in order to consolidate and address wider priorities and to report on progress to these aims;

5. Links to Education Services between Community Learning and Development staff have resulted in positive outcomes; these links should be reinforced – supporting aims identified through Pupil Equity, Closing the Attainment Gap and providing access and support to services that will enhance positive destinations;

6. Links between Adult Learning Partners and libraries have been developed and work well, more could be done to reinforce the use of these assets and the response to Universal Credit provides an opportunity to explore this further;

7. The CLD related partnerships should consider how best to include SDS in their process, planning and activities;

8. More has to be done to maximise external investment in community learning and development, key sources that could be maximised include the DWP Dynamic Purchasing System, Big Lottery (both funds dedicated community assets development and improving the quality of lives in communities);

9. Staff at service providers should be invited to plan update sessions in order to ensure that they are aware of the plan and know what their role is in its delivery;

10. The plan should feature in WDCLP DIG agendas where appropriate with annual progress reports featuring in the relevant DIGs.

West Dunbartonshire CLD Review and 2018 – 2021 Plan

Background

CLD Legislation

West Dunbartonshire Council is required to publish a three year CLD plan every third year after the 1st September 2015. The Plan is required to maintain and facilitate a process by which community learning and development secured within the area is secured in a way that:

- identifies target individuals and groups;

- has regard to the needs of those target individuals and groups for that community learning and development;

- assesses the degree to which those needs are already being met; and

- identifies barriers to the adequate and efficient provision of that community learning and development.

Stakeholder Consultation

Before publishing a plan, the West Dunbartonshire Council must consult—

- people that are representative of the target individuals and groups for community learning and development;

- people and organisations providing community learning and development within the area of the education authority; and

- other key stakeholders (for example strategic stakeholders and delivery staff).

This document provides information emerging as a result of the strategic stakeholder consultation. The strategic stakeholders include representatives from organisations and agencies:

- with a specific core function for the of provision of CLD services, this would include Ysortit, Tullochan and Haldane Youth Group;

- that have multiple functions, one of which is provision of CLD and that have dedicated staff for this task, including Working 4U and WDC Communities Team;

- that provide a broader specialist education focus or work very closely with CLD practitioners to complement their goals, including Education Services, West College Scotland, WDC Libraries WD Leisure Trust and Work Connect;

- that have multiple functions, and that have staff with generic roles, for example, Police Scotland, WD Community Justice, local authority local housing offices or homelessness teams, health and social care services or community/voluntary sector, third sector services that provide support to a particular client group across a range of issues, including Skapade and Street League.

In addition, the plan will be delivered in West Dunbartonshire through three key partnerships including: *the Adult Learning Partnership*; *the Youth Alliance*; and *Your Community Initiative.*

We consulted through the use of a semi-structured questionnaire. The questionnaire, while broadly consistent was modified to reflect the broad area of interest (adult, Youth, Community) for the consultee. A copy of the questionnaire is reproduced in **Appendix 2**.

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Consultation Responses

Reflections on Previous Plan (2015- 2018)

Are you aware of the council's requirement to produce a three year plan?

All of the consultees were aware to different degrees of the Council's need to produce a three year plan. This was because they had either contributed to the first plan (2015 – 2018) or provided support during the Education Scotland Inspection that took place in Dec 2017/ January 2017.

There was a range of opinions with the need for planning seen as a positive activity. However, one respondent commented that they had not received or had sight of any updates. For this respondent this was seen as a weakness.

Were you previously involved in the development of the plan?

There were a number of respondents who had not participated in the development of the 2015 – 2018 CLD Plan. This was a reflection of the personnel changes that had occurred during the 2015 – 2018 delivery period. For some this has meant a loss of continuity in the plan objectives.

Those that were involved in the development of the 2015 – 2018 plan felt that the process was drawn out, but nonetheless had the potential for action. For example, one respondent cited the positive impact of consultation for the development and use of a shared web based platform to gather information on early interventions.

The majority of those who had participated felt there were far too many meetings around the process of developing the plan. Despite this, it was also suggested by one respondent that the objectives had been pre-set and couldn't be changed. One respondent stated that they became aware of the plan after it had been developed.

It was stated that the process began with the best of intentions but escalated into something it didn't have to be. The view that there wasn't any substance to some of the objectives and there appeared to be significant and perhaps unreasonable expectations around third sector organisations taking responsibility for some of the objectives; particularly in relation to managing sub groups and updating plans.

It was felt by a significant minority hat the consultation among young people was poor. In light of this it was suggested during the process for the new plan we should take the opportunity to engage with young people. More importantly we should make an effort to engage with those that don't really engage with us.

It was also suggested that we now have a great resource for youth consultation, including for example, young leaders, the champions board, Ysort-it board, Haldane youth board. We should take the opportunity to ask them to conduct research with a focus on four or five key themes.

Are you aware of the West Dunbartonshire 2015 – 2018 CLD Plan objectives?

With a substantial minority not really aware of the objectives, the response reflected the changes in personnel that occurred during the plan delivery period.

Three respondents stated the plan was not key document and wasn't used for securing additional resources for project, programmes and/or activities in West Dunbartonshire. However, there was additional work being carried out, for example, work around 'reducing the impact of drugs and alcohol on local communities'. This was related to the CLD plan, but the links weren't strong.

For some the CLD plan objectives were not informing what they do in their daily business. It was suggested that there had to be stronger links to wider objectives within the Local Outcome Improvement Plan.

On the other hand, it was also suggested that there is some very good work being carried out in the Adult Learning Partnership and this is having an impact at the national level, for example work related to the 'Learner Voice' was cited as an example.

In your opinion, to what extent have these objectives been achieved?

There was divided opinion on the extent to which the objectives had been met. For example, it was suggested that some of the Adult Learning Partnership objectives had been met, with the objectives around 'personal life' notable for progress alongside the Inspire courses delivered in partnership with the Adult Employability Team's Poverty and Social Inclusion project.

Furthermore, ALP partners are involved in delivering learning programmes in partnership for example, libraries provide venues and Adult Learning and Literacies team provides access to learning opportunities; through the Service Level Agreement between Adult Learning and Literacies and West College Scotland learners can access a broad range of learning opportunities and qualifications in a wide range of community venues.

It was noted by one of the strategic partners that their involvement was mainly with youth and their interest was in looking forward towards the new objectives. It was also suggested that the Youth Alliance had done a lot to progress their objectives.

However, it was felt that the Youth Alliance membership ought to be refreshed on a more regular basis. This would enable input from individuals and organisations that could contribute to the achievement of CLD Plan objectives.

It was also suggested that some of the objectives had been achieved but there had been no systematic gathering of information towards meeting the objectives across partners. As such it is difficult to gain a full insight into the plan's progress. Although there was general scepticism about applying quantitative indicators to actions as a matter of course, particularly when the activity was carried out by a single organisation on the basis of funding from external sources.

There was a general consensus around developing key results that reflect the added value from partnership working.

Where should the progress against plan objectives be reported?

There was broad agreement that the plan progress should be reported through the West Dunbartonshire Community Planning Partnership governance structure. However, it was recognised that there is not a specific Delivery Improvement Group that could encompass all work done by Community Learning and Development staff and partners. For example the Youth Alliance sits comfortably with the aims of the Nurtured DIG, while community Development sits with the Empowerment DIG. However, there is no direct and specific match for the wok of the Adult learning Partnership.

As such there was a consensus around the view that general progress could be reported to all DIGS, while progress on some activities may be relevant to specific DIGS. For example, apprenticeships and 'Working Matters' (City Deal) would be of interest to the 'Flourishing' DIG, while activity around Pupil Equity Funding is more relevant to the Nurtured DIG. The important issue to emerge was the need to further develop reporting channels to strategic level and establish a method for feedback.

It was also felt that much of the work could be recorded and reported through 'Pentana'. This is West Dunbartonshire Council's single information management system. However, this was countered, particularly by community and third sector organisations who felt (strongly) that this may be too onerous. They drew on their experience of the early stages of the 2015 – 2018 plan when they were expected to provide or update the Council's reporting system. This proved to be a negative experience that they did not want to repeat.

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Despite this all stakeholders were strongly in favour of reporting to the West Dunbartonshire Community Planning Partnership and eager to make a contribution to the local 'Plan for Place', and have that contribution recognised.

Other suggestions for ensuring partners were informed of the progress of the plan included a regularly produced bulletin update that could be shared with stakeholder such as libraries staff and the creation of a shared web based resource that could be updated and accessed by service providers. It was also suggested that there ought to be a shared resource to identify all activities taking place. This would it was suggested, contribute to joint working.

Young People (Personal, Family, Community, Work)

What do you consider to be the challenges facing young people in the community?

General issues centre on lack of confidence, personal circumstances, lack of opportunity and lack of access to positive experiences and activities that go beyond the school gate/school timetable. The need for family support appears as a strong theme, as does the need to provide support on the use of social media. Particular geographical hotspots were identified as was the need to provide wifi access as part of diversionary activity.

A broad consensus centred on the need to address issues associated with poverty and disadvantage, with specific emphasis placed on:

Poverty of aspiration self-belief /confidence;

- Resilience within young people is lacking;

- Young People are unsure of what they want to do, they are unaware of all the options for their future;

Mental Health problems and Unemployment;

- feelings of inadequacy leading to anxiety and depression

- broad sense deprivation that requires linking opportunities to training, learning and work;

- Changes in people's lives bring additional stresses along with a whole range of barriers to opportunities that centre around specific times in people's lives e.g. ACES, leaving school too early, finding work.

- Key issues are Ill health including mental health, poverty (poverty premium), lack of opportunities, low skills.

Attainment and Unemployment

- For those aged 16+, the challenges are educational attainment, employability and inclusion;

- The broad theme of youth unemployment - although figures have improved;

- challenged families and those with high adverse childhood experiences (ACEs score);

- Young People communication skills are poor the ability to converse is being lost;

- Peer pressure around negative behaviour and mis-use of social media;

Anti-social behaviour and diversionary activity

- Risk taking behaviour and substance use;

- Alcohol, Social Emotional Challenges including confidence, motivation and resilience;

- Lack of provision, especially at night…serious lack of provision for diversionary activity, providing young people with space to go;

- St James Retail Park is a 'Hub for Crime'. Balloch trains being stopped because of anti-social behaviour; ASDA and McDonalds facing difficulties with young people hanging around (looking for Wi-Fi)

Family related issues

- a need to address family orientated issues.

- Engaging with parents – we need better integration with family support.

- Social Media (Negative culture & pressures) Family issues including young carers, poverty,

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- Lack of social interaction is a challenge;

- Primary school children are more challenging and there are some horrendous issues that we are being made aware of.

Finally, it was felt that there is also a severe lack of alternative streams of funding and limited joint working to gain access to alternative sources.

Are there particular groups of young people that are more vulnerable to these challenges?

There was a broad recognition that we may not be able to provide a universal service. This was reinforced with the view that while there is a lot of people may not need our support; those that do need a lot!

There was also broad recognition that we have to help those who don't usually present for support. This could be for any number of reasons perhaps lack confidence or fear, fear of, for example, social work or housing intervention leading to children taken into care or eviction).

As such it was felt that we should adopt a more aggressive approach to outreach in order to attract and support those who would not ordinarily engage with services.

In addition to this a number of stakeholders expressed a desire to reinforce and be part of the process for a genuine customer consultation and to be involved in youth consultation and representation.

There was a broad range of communities and communities of interest identified as most vulnerable. Specific mention was made of:

- Care experienced young people and Young carers – carers.

- Particular geographical communities – Whitecrook, Vale, Drumy, Linnvale Renton, Dumbarton West.

- Young people who are deprived (food, education, parental care), living in poverty, care experienced, those with a high ACES score, the disengaged, pre NEET,NEET.

- Young people who have not achieved / low level attainment, their inability to articulate and demonstrate what beyond qualifications they have achieved or what their strengths are.

- ESOL; BME.

- Young people with barriers such as mental health issues.

- Children affected by substance use in the family.

- Young people who are not attending school.

- non-connectors; Those that wouldn't ordinarily engage.

- Addressing child poverty.

- Those affected by ACES.

- Unemployed.

- Homeless.

- Young people at 'trigger points' where they need support – leaving school, entering work, ill health, homeless, criminal justice.

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What are the priorities for youth work in West Dunbartonshire in the next three years?

The priorities emerging through the consultation can be grouped into number of categories, including: effective governance; adopting a family approach; engaging with the hardest to reach

The priorities for youth work over the next three years emphasised the need for a **Neighbourhood based approach:**

- Young people need a place to go in the community- create a network – Haldane, Tullochan, Ysortit, Bellsmyre;

- Aspire to have something in every community – ask ourselves – how do we create a family community; and

- Parklives and pop-up play are massive – they are adding value and improving health.

In addition, it was felt that CLD and Libraries should take a more collaborative approach with more active involvement. This was further reinforced with the view that there should be a wider approach joint community and school focus; including the need to create an overlap between youth work and support for adults.

Family Approach

Social bonds within families are often the problem; agencies sit back and take the view that it is someone else's problem. The Family opportunity Hub was cited as a good example of how to look at the family and involve a range of agencies; taking a wider look at the problem would add value to the work of the youth alliance. It was suggested that perhaps we would be better placed to have a family alliance and some consideration should be given as to how this could be achieved.

Engagement

It was suggested that it is **particularly** important to support young people most at risk of or who have disengaged. Outreach is desperately required in conjunction with the Education senior phase team and pupil and family support teams. Progressive pathways for young people which link youth work, education and employability. Youth work is the key to engagement. Engagement with the most disadvantaged was seen as a key element and suggestions that CLD team at West Dunbartonshire Council could be more involved in outreach, door knocking and engagement.

It was felt that opportunities to engage with young people can often be influenced by particular priorities or funding availability. This can lead to a focus on particular groups such as those who are care experienced, those who are not achieving in school or those who are achieving in schools. Youth work should provide a level playing field whereby all young people have the opportunity to participate. Greater emphasis is required for those who do not fit into the categories mentioned.

This linked back to the view that wider family circumstances should be taken into account when deciding which young people to support as an initial assessment of need that is based on limited eligibility criteria could lead to some young people in real need not receiving support

Links to Education Services

Links to education to reinforce pathway to positive outcomes was seen as vital to the forthcoming priorities. It was felt that the Youth Alliance and service providers ought to look at what is out there, getting the pathways right, doing the best for our young people.

This was reinforced with the view that partners need to be linked and aware of all the opportunities and routes available for young people. As detailed in the Scottish Governments 15-24 Learner Journey review.

Key to this was the perceived need to broaden access to Foundation Apprenticeships, contributing to the attainment challenge and extending the range of available Youth Achievements Awards.

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Effective Governance

The need to ensure the Youth Alliance is working effectively was seen as a key priority among the majority of respondents. It was felt that the youth Alliance is there to support working together. However, it has to be clear about its purpose and role to ensure that participating organisations can say or feel comfortable that there is a recognisable role for all groups.

However, it was also noted that the indicators and targets that each service is working towards may not be the same but there are common areas of work that can be taken forward collaboratively that would support each service to achieve their targets. The opportunity to step back from some activities where a service is already provided was also note was felt important in this context.

Staff Development

It was felt there could be benefit accrued by providing staff access to bespoke training for particular issues that young people might face, including for example dyslexia. This would allow staff to put strategies in place to enable maximised participation.

To reinforce this view it was suggested we need to ensure the workforce is equipped through planned development to deal with a range of existing and emerging priorities. We need. For example, a list of training, mental health, poverty, child protection. Particular emphasis was placed on child protection.

However, it was suggested that care had to be taken to ensure that this didn't become meaningless with too many meetings with no real purpose that takes staff away from the 'day job'. As such we have to be realistic about our expectations and the value we can gain from working together.

Creative interventions

It was felt that while the CLD plan should be based on creative interventions it should also focus on reinforcing what's good and ensuring broader access to all activities. This included suggestion to map *existing activity in order to be clear about what's available and to avoid a chase for resources to deliver what's already there.*

Addressing issues associated unemployment, school leaver destinations and NEET appeared to have traction as did addressing poverty and added dimensions of poverty, including for example the cost of school day, the cost of participation in available activities and hunger. We should b, it was felt, ensure young people have access to all opportunities that everybody expects and takes for granted.

It was suggested that additional activity could centre on:

- Parents in poverty; parents need more education than children;
- Cooking (educing cost);
- IT social media awareness;
- Reducing all costs associated with poverty;
- Increasing parental skills responsibility (among those that don't come forward – usually);
- Holiday hunger

In addition it was felt there was a need for more integrative work between youth and adult (family work). While beneficial working in schools has limitations, that is supporting schools to meet education needs. However many stakeholders felt the needs go well beyond this because, in some cases, when children go home some of the work can be undone because issues do not continue to be addressed.

Are you aware of the work of the youth alliance?

The majority of respondents were aware of the work of the Youth Alliance and, for the most part, felt it was an important group with the potential to add value to the work being done in West Dunbartonshire.

The Youth Alliance provides a strategic line of sight for all areas through the DIG/CPP reporting route. It was felt that this strength was missing in the Adult Learning Partnership. It was suggested that the Adult Learning Partnership misses that strategic alignment and the ability to all work operationally together. It was also suggested that employability has to be one of the key drivers for the Adult Learning Partnership in the same way that it should be for the Youth Alliance. The question of how both the Youth Alliance and the Adult Learning Partnership link to the strategic employability group was raised.

It was felt by some that the Youth Alliance has to evolve and the new plan is our chance to truly link partners and work towards agreed measureable objectives that meaningfully link to local and national policy.

Furthermore, it was felt that as the schools and libraries will be focussing on engaging with young people that there might be a role for the service improvement librarian at the Youth Alliance. The question of who ought to attend and what role for the Youth Alliance was raised by a number of consultees. The general thrust being that the Youth Alliance should perhaps have a more strategic role to play. Rather than perceived view that it is dominated by operational matters – such as the summer programme.

It was felt that the new plan could focus on partnership working with key objectives around this topic. However, this does not mean there is no role for practical issues. It was suggested we also need a platform for discussing activity. For example we are delivering this programme, can anyone help, do you want access, what can we do together – or we delivered this activity and think it could have been enhanced with partnership input – how cold we do that in the future. Therefore perhaps a need to review structure for delivery of CLD plan.

It was noted that there had been some strong positive outcomes from the work of the Youth Alliance, including:

- The development of the work around the summer programme;
- Re-establishing working relationships with strategic groups;
- Identifying funding opportunities (but perhaps would benefit form a funding strategy);
- Organisation around pupil equity fund has been very good

The key element is to ask where we want to be in three years' time and incorporate the 'youth voice' as an integral part of our work.

Adult Learning (personal, family, community, work)

What do you consider the challenges around learning for adults in the community?

There appears to be a crossover here with young people, again in a broad sense deprivation and access to opportunities training, learning and work are the key challenges. Furthermore many of the respondents reinforced the view that we ought to focus on providing support those who are furthest removed from the labour market, community and social life.

In this context mental ill health was cited as a major barrier to progression to opportunity for adults, with particular emphasis placed on residents in the 50+ years' age range. It was noted by some of the stakeholders that given the economic upturn we still don't see this age group moving on and they ask, what else can be done? It was suggested by their own response further training opportunities are required.

Welfare reform, benefit changes were also identified as a challenge. It was suggested that we need to be prepared for practical issues such as IT access, advice and staff training/ understanding of the changes and the challenges faced by people especially over the next six months as we move towards the introduction of Universal Credit.

A number of issues were continuously raised, these include:

- Access to IT equipment and learning support
- Literacies
- Easy access to premises
- Adults knowing what is available them
- Targeting the right people, the most vulnerable
- Giving people the confidence to take up learning

Despite the fact that we do well in West Dunbartonshire, for example 583 learners have accessed 1,450 hours of learning this year, retaining learners is a key challenge. Nonetheless the partnership working between Working 4U and West College Scotland is unique and should be developed.

A number of priority themes emerged form the consultation, including:

Universal Credit

There are a number of challenges with Universal Credit and Welfare Reform and its effects. These include high numbers of people with low or no qualifications or low skills, literacy and numeracy issues including digital literacy. Other key issues are Ill health including mental health, poverty (poverty premium) and lack of opportunities.

Changes in people's lives bring additional stresses along with a whole range of barriers to opportunities that centre around specific times in people's lives e.g. divorce, finding work, leaving work or experiencing grief.

- Providing access to IT equipment and learning support;
- Providing access to staff that can support people to manage a claim.
- Welfare Reform – particularly in relation to supporting people to avoid benefit sanctions

Parental Support

- Literacies - libraries have been delivering against several initiative aimed at pre-school literacies. This has identified that a number of parents have literacies issues themselves. Dedicated parental literacies support is an emerging need.
- Lone parent families.

- Parenting – practicality of engaging with adult learning when there is no access to childcare.

Unemployed Women

- support with employment aspirations;
- support with navigating the benefit system to maximise employment opportunities.

Child Poverty

- requirement to improve quality of life for children through parental engagement.

- The requirement for a Universal Pathway for Health Visiting was identified – The early years can be a very challenging time for parents. Parents who are not in work also come under significant pressure from DWP to find work. The combination of both of these can lead to stress.

Attainment

Learners are not always familiar with progression routes and the SCQF framework is not always able to map older style qualifications to current frameworks. The Adult Learning and Literacies team address the issues that arise in relation to this through group mentoring. The inclusion of one to one mentoring would perhaps complement this practice and improve learners' access to choices and progression

Are there particular groups of young people that are more vulnerable to these challenges?

Each of the stakeholders responded from the perspective of their service aims; however a number of themes emerged. For example, there was a perceived need for closer integration between youth and adult services with more focus on families. This was characterised by the view that the classification of an adult for different agencies is a factor to consider, for example, where do the Youth Alliance and Adult Learning Partnership cut off and/or crossover? The challenge was around establishing a definition and answering the question: how do we best support young people/adults as a partnership?

Interventions with families where there may be a crossover between the work of the Youth and Adult Teams include:

- Challenged families – no further definition was provided for identifying this group;
- Immigrants/refugees facing barriers to integration;
- Care experienced young people/young carers/ young parents;
- Those who have a high ACEs (adverse childhood experience) score.
- Homeless families;
- Families with behavioural issues, other traditional barriers such as debt; and
- Lone Parent families.

In addition significant focus was placed on the many policy priority groups including people with equalities characteristics. In addition, it was general felt that poverty and disadvantage are also indicators for prioritising support for people with specific emphasis on 'non-connectors' that are in dire need of support and are usually seen as being the hardest to help.

Al stakeholders had a view of who ought to be the target groups, these included:

50+ years age group, particularly those who have not achieved / low level attainment, their inability to articulate and demonstrate what beyond qualifications they have achieved or what their strengths are.

There was some support for the view that those in 55+ years' age group with health conditions and who still want to keep active and involved should be the target for support. This included as examples:

- People with mental ill health issues
- People who lack capacity to help themselves.
- Those with mental health and additional support needs
- Those affected by dementia

It was noted that some further work is needed to define the role and responsibility of Work Connect for those with physical disability, learning disability, mental health issues and addiction issues which would enable the Adult Learning and Literacies team to identify and address gaps in provision. Nonetheless, it was suggested that there should be some focus on supporting Adults with learning needs and those in the 16+years age group with Autistic Spectrum Disorder (ASD).

In general it was noted that focus should be placed on supporting Adults from areas of multiple deprivation particularly those affected by Long term unemployed and facing additional barriers to opportunity such as those with addictions and those with literacies support needs.

Finally, there was a widely held view that the Adult Learning Team could provide support for those negatively affected by welfare reform with a lot of emphasis placed on the challenges associated with the introduction of Universal Credit. It was suggested the Library can be utilised as a community hub where people can access services including welfare rights, learning, employability etc.

What are the priorities for Adult Learning in West Dunbartonshire in the next three years?

The priorities identified by the stakeholders can be grouped into a number of themes. The first being a perceived need to provide specialist support to complement the teams at Working 4U and the wider council. This included, for example:

- Identify where the Adult Learning and Literacies team can support Working4U's involvement in the delivery of the Child Poverty Strategy for West Dunbartonshire.
- The provision of Digital Inclusion in relation to UC. Libraries offer an excellent service in relation to Digital Inclusion.
- Greater focus on cross referral to the specialist services available internally through Working4U.
- Family support, literacy, numeracy and digital literacy. Poverty related issues in respect of reducing cost that families face and financial capability and awareness;
- A focus on the Community Justice Outcome Improvement Plan to identify and address gaps in provision for learners with criminal justice issues.
- reviewing the HSCP's Strategic Needs Assessment to identify sectors that require a trained workforce.

The impact of welfare reform and the introduction of Universal Credit Full Service were identified as a challenge that could be addressed in some way through adult learning, emphasis was placed on:

- Supporting claimants who are creating and maintaining a benefits claim in a service that is digital by default
- Meeting the changing needs of existing workforce, for example, those who are currently in receipt of Working Tax Credits who will become Universal Credit claimants; and
- Upskilling UC claimants in line with the Universal Credit Action Plan.

Addressing issues related to employability skills emerged as a key theme. Stakeholders suggested

- The need to focus on learning/upskilling;
- Using current Labour market intelligence and appropriate funding to help drive the right training and learning at the stage of the pipeline which provides and support the right outcomes for learners;
- Addressing the changing nature of work and roles and the need to upskill to access a greater range of employment opportunities in the future for those who are in employment as well as those who are not in work at point of engagement; and
- Supporting early intervention to support people who are not yet ready to study at the level of the West Collect Scotland SLA Courses.

Consideration was given to the partnership work between Working 4U Learning and the West of Scotland College, with an emphasis on the need to Reskill people where the appropriate need is, linking to economic priorities, labour market information. However, it was noted that positive work that could be reinforced included the provision of support to gain

- Childcare qualifications.
- Social Care qualifications.
- IT proficiency within all training provision.

It was suggested that there could be further development of learner voice activity to ensure there is a wide range of learners contributing to decisions about what services should be provided, where they could be provided and when. For example it was suggested that the Learner Voice could better inform what West College Scotland are asked to provide through the Service Agreement with West Dunbartonshire Council (Working 4U).

It was suggested that there was a need to explore service demands. Focussing on what communities and individuals need. The question raised centred on: how much do you inform without directing? It was SDS and employability colleagues can advise on a process that helps the person explore their needs for themselves.

There was a consensus around the provision of support for people in specific circumstances, including, for example:

- People affected by dementia;
- Carers;
- Those requiring literacies support, literacy/numeracy, IT , financial;
- Employability – supporting the development of employability skills;
- People affected by substance abuse;
- Those with health issues; and
- Support for those in the adult learning four priority areas of life.

Finally the provision of access to lifelong learning opportunities and the need to gain access to additional sources of funding and securing more cost effective ways to fund learning or this was seen as a key priority.

Are you aware of the work of the Adult Learning Partnership?

All stakeholders were aware of the Adult Learning Partnership and a range of views were expressed about the role it plays. It was noted that the Adult Learning Partnership as a multi-agency partnership with representation from key agencies has a key role to play...

Furthermore the Adult Learning Partnership has facilitated good working practices between CLD and Libraries. For example, libraries have provided venues and IT equipment in Balloch and Clydebank and the CLD team has provided learning opportunities for local people.

Going forward, it was suggested a greater utilisation of the libraries as venues for training delivery would be beneficial. This could complement the work being done in Reading Groups to support Literacies and Digital Inclusion activity.

It was suggested that Adult Learning Partnership meetings would benefit from a focussed approach, initially mapping out what activity is common to each of the partners represented at the group to identify areas of work that can be taken forward together. Shorter meetings, it was thought, would support this focussed approach.

While SDS is not a delivery agent, it was suggested that the links being made by delivery partners, fro example West College Scotland and W4U were beneficial. SDS representatives felt there was a need on their part to complement learning by providing access to careers advice and guidance.

It was also noted that the Adult Learning Partnership appears to be focused on: delivering elements of ESOL; working with West College Scotland to deliver learning in the community; and their family learning work. This was seen as a good thing; however it was felt there has to be a closer integration with employability and welfare reform. In addition it was also felt there's a need to establish closer links between youth and adult learning particularly around family opportunities and poverty premium.

Your Community (improved coordination and responsiveness and community empowerment)

To what extent has coordination and responsiveness to community's demands changed in the last three years?

One of the key features identified by stakeholders is the launch of the 'Your Community' initiative. This approach sets a framework for responding to needs and will inform the way we go about our business. This has generated good examples of community led decision making, including for example, community budgeting which goes beyond funding it's about empowerment.

This was seen by stakeholders as a positive start that has allowed residents to participate fully in the process for the first time. However, it was felt that this ought to be evaluated to identify what success looks like.

This was reinforced by the view that community budgeting approach has really tried to engage local people from a variety of community engagement groups including but not exclusive to Community Councils. The Community Budgeting approach has enabled local people to drive forward how funding should be allocated and there is evidence that this is leading to informed decisions.

This progress and associated achievement was valued by all stakeholders. However it was also felt there is still a need to expand this to enable communities to have a greater influence on wider, issues including, for example transport needs.

Furthermore, while on the one hand the Heath and Social Care Partnership had contributed to the place standard there was a requirement for additional approaches to be considered. For example further consideration of how youth and adult learning can contribute to the concept of place; what role could they play and how would their support be delivered.

While beneficial the 'Your Community Strategic Steering Group' appeared to focus on council issues, and for one stakeholder this made it less relevant. Furthermore, the 'Your Community' sub groups were seen as a positive forum for sector engagement. However, the groups, it was suggested, had not met for a while.

Despite this there as a consensus around the view that the Community Empowerment Act and participatory budgeting has been a good way to start. It has been good to see expansion of communities being able to influence how the budgets are allocated on smaller pieces of work.

What are the challenges preventing positive change?

Stakeholders were asked about the barriers to positive change and a one theme emerged above all. This centred on the pace of change and centred on two broad areas. First there was a perceived need to change the culture we work in, where the pace of change doesn't match ambitions. This reflects the pace of change within agencies charged with delivering empowered communities. Second, the pace of change within communities, where the capacity of individuals and groups has to be developed in order to take advantage of opportunities.

Organisational Culture

It was felt that the pace of change was slow and a number of reasons were offered. These included the culture that we work in, with staff within organisations continuing to deliver services without regard to required change. This was reinforced with the view that some of the partners (the key agents of change) were not buying in to the process.

The example cited to demonstrate the slow pace of change centred on the time taken to between the identification and the response to that identified need.

I was also suggested that Your Community needs a clear vision with clear parameters of what can be achieved. An example cited was where residents in Alexandria raised concerns about the future of

the Vale of Leven Hospital. Given that this is a matter for the Health Board rather than Your Community.

Furthermore it was felt there has been lot of partnerships where people meet but little partnership working is done. Joined up working is perceived to be an area for improvement. Furthermore, it was felt that meetings should enable mapping of activity and planning together on what activity is needed and which organisation can provide it most effectively.

It was felt that there had been limited engagement with already existing groups and it might be worth considering engaging with them to identify needs as well as hosting bespoke community meetings as a means of gathering the views of the community. That way, it was felt, those who are already engaged in their communities would have the opportunity to contribute to Your Community and Community Budgeting without having to give a further commitment to additional meetings. However the balance has to be struck between re-engaging with existing groups and widening access to a broader range of organisations.

In addition, the view was expressed that Your Community ought to go where people are rather than asking people to come to them and there was a perceived need to raise the profile of the staff in communities. This would ease communication if residents knew who to contact.

Some consideration was given to how staff could communicate with communities and it was suggested:

- There is a need to increase both the use of online consultation and paper versions to reach the widest group possible; and
- Perhaps look at the best way to 'sell' what is available. This could be done, for example by putting voting booths in libraries utilising a similar model to the one employed by supermarkets where shoppers can put their tokens in a vote token collection point.

Pace of change within communities

Participatory budgeting through Your Community was perceived to be a very good approach and because residents were able to vote on their preferences through Facebook there were surprising outcomes. In fact, it was noted there were successful projects that perhaps would not previously have met the necessary criteria for funding.

However, it was felt more groundwork, engaging directly with physical communities is needed to reach the real people of the community. This would ensure that projects that are approved for funding are the ones that local people in the community really need.

This would require more capacity building within communities. However, there was some ambiguity about who should/could do this work. For example, it was suggested that CLD used to support local groups. However, since the introduction of Your Community, this appears to be no longer available. It was suggested there is a view or expectation that WDCVS will provide this support to local groups. This was countered with the view that t WDCVS does not have capacity to do this effectively given that there are approximately. 942 groups in West Dunbartonshire. Furthermore, the level of support would not reach the level for groups that were previously 'hand-held' by WDC CLD staff.

In light of this – the need for culture change within organisations and appropriate capacity building progress towards empowering communities to make decisions about larger budgets and wider issues can begin.

To what extent have the local communities been empowered?

There was a difference of opinion in relation to the extent of empowerment, however on balance it was felt there had been progress.

From the less confident perspective it was suggested that the scale of legislative change, set alongside organisational change including: restructure; office locations has meant that it can be

difficult for staff to maintain service delivery in a shifting landscape. Although this was perceived to be a temporary situation, it has, it was suggested, slowed the pace of change.

It was also felt that local communities have been engaged to some extent rather than empowered. Community groups have little or no awareness about Your Community other than community budgeting and as such work remains to be done.

However, and from a more positive perspective it was felt that really good work has been done and significate efforts made to ensure communities engage in events. Community budgets look particularly successful.

The process has not only increased accountability and transparency: 'People see the council as a service provider and want to know what the money has been sent on and the process helps this to be achieved', it has also led to positive outcomes:

- Local communities feel that they have a voice and are using social media to express their views.
- Local communities have been empowered to make decisions about how Community Budgets are spent.
- Local communities have been empowered through Your Community to influence the prioritising of areas of work should be addressed.
- Local communities have been empowered as they see actions being taken forward to address issues that they have raised.
- Communities have raised issues around social behaviour issues and youth disorder and there has been a response to these issues.

In addition the Place Standard has established a Baseline in neighbourhoods and this can be used as a proxy measurement of change.

As such, while recognising the challenges the balance of opinion fell in favour of the view that there is a process that will initiate real change, but some work has yet to be done.

What are the priorities going forward?

A number of priorities for consideration were identified, these can be grouped into three categories 'Engagement and Integration', 'Effective Use of Assets', and 'General Issues':

Engagement and Integration

It was felt that when the Your Community Vision has been fully developed it needs to be publicised. This should include a focus on answering some key questions, including,

- Why should you get involved?
- What's in it for me?
- What's in it for my area?
- How do you want to play or get involved?

Engaging with the public was seen as critical. This, it was suggested should be carried out with the clear understanding that people could engage in a limited way. For example from communication by virtue of being on the mailing list while others can take a more active role such as participating in meetings. No matter what this engagement and the information generated should be used to inform decisions.

Make Effective Use of Existing Assets and Techniques

It was felt that we could utilise libraries more effectively and in a way that enables people to provide their views in writing an online. This could be achieved, it was thought, by setting up Working4U surgeries in Libraries and adopting the, you said - we did, approach. It was suggested that it was

extremely important to publicise the work that has been done and let people know that their voice has been heard.

It was also felt that there should be dialogue around data set compatibility across Your Community 17 areas, the Community Council areas, HSCP Intermediate Zones, and SIMD data zones. The Your Community 17 areas are aligned with the Community Council areas. The HSCP uses Intermediate Zones. Local profiles were produced for the 17 Your Community areas but to correlate to the HSCP Intermediate Zones the 17 Your Community areas had to be broken down by SIMD data zones and then aligned to the HSCP Intermediate Zones. This means there is lots of data, but perhaps needs a framework to focus on aligned geography and issues.

Issues

It was suggested that Your Community could be the way to tackle substance use issues in the community. Community members would raise issues and then Your Community could act as the conduit to services that can address the issue.

To achieve this, and action on other issues such as access to opportunity, it was felt there had to be work closer with W4U Learning , Adult Learning Partnership and the Youth Alliance in order to maximise the benefits of the Community Empowerment Act. This was particularly the case in relation to asset transfer and developing new groups. Asset transfer was seen to be a substantial issue requiring considerable attention and resource.

Are you aware of the work of Your Community?

There was general awareness of the work of Your Community and aspirations are to have this group make a real commitment to Community Learning and Development and the delivery of the plan.

Through the team and Your Community, it appeared there was desire to putting people at the centre of the allocation of resources. There was an expression of interest in knowing more about the membership of both the strategic and tactical groups. This was to determine the appropriateness of participating and which members of staff would be most suited to attending.

General Comments

Consultees were asked to consider any other elements that had not been discussed through the semi-structured interview.

SDS and Partnership Working

While SDS expressed and interest to be involved with Your Community team and their work they expressed some reservations; their representatives were not clear on what is going on and whether they should be involved. They require a stronger understanding to make a decision. SDS was involved with the cluster based community groups but has not been participating since the establishment of the Learning Communities and ask if this is an alternative and appropriate method for participating and contributing to empowering communities.

In addition, it was felt that they were not making the most of how SDS and W4U could work together. Good work is happening around apprentices and the upcoming partner event but we need to work together around general employability, learning and further support. Although it was felt the need understand (and respect) each others role was critical to partnership. The question about learner progress was raised: what can we do to ensure that the learners benefitting from support through the Adult Learning Partnership can progress once their period of learning is complete?

It was suggested that, in order to ensure resources are allocated to key priorities, we have to ensure the right decision makers are on the right groups and the appropriate level of management is represented.

There was a clear requirement to make more use of libraries:

- Think about accessing the libraries when closed (shorter hrs now) for training for YP and adults, for example. Clydebank library has 16 pcs.
- At the Adult Learning Partnership identify where the CLD plan matches the Libraries plan and identify projects where specific areas of work can be taken forward together.
- Greater use of Libraries should be included into the CLD plan.

Integration and Alignment

It was suggested that it would be really helpful to consider the CLD plan alongside other plans to ensure alignment - ADP Delivery Plan; Substance Use Prevention Strategy; HSCP Strategic Plan; LOIP; Refreshed Alcohol Framework.

It was noted that real partnerships should work cooperatively together to achieve common goals. As such the contribution of partners, involvement needs proper recognition and to be accurately represented and reported in the appropriate forum(s).

Ensure the plan remains relevant

In terms of the development of the last plan it appears over worked and it gave everybody a lot of work. This resulted in having a plan that wasn't particularly well used. The plan is consistent with legislation however but it's not clear to what extent it connects with improving the lives of local people. As such the new plan needs to be a more streamlined process and ensure the Youth Alliance, Adult Learning Partnership and Your Community and focus on the delivery of services that will address key issues in West Dunbartonshire.

Issues

Consultees were asked to consider what would help to address key priorities, their suggestions focussed on:

- Lack of provision for young people at night;
- Limited access to free Wi-Fi
- The need for better integration between youth and adult services with emphasis placed on family support
- The need to identify and secure alternative streams of funding
- The need for assertive outreach to engage with those that would not ordinarily seek help;
- Consider restructure of partnership to full integrate youth and adult (family)

Appendix 1: The Questionnaires

West Dunbartonshire CLD Review and Plan

Strategic Group Stakeholder Consultation (semi structured interview)

consultee	
Interviewed by	
Date and method (telephone/face to face)	

Questions Previous Plan

Are you aware of the council's requirement to produce a three year plan?
Were you previously involved in the development of the plan?
Are you aware of the West Dunbartonshire 2015 – 2018 CLD Plan objectives?
In your opinion, to what extent have these objectives been achieved?
Where should the progress against plan objectives be reported?

Young People (personal, family, community, work)

What do you consider to be the challenges facing young people in the community?
Are there particular groups of young people that are more vulnerable to these challenges?
What are the priorities for youth work in West Dunbartonshire in the next three years?
Are you aware of the work of the youth alliance?

Adult Learning (personal, family, community, work)

What do you consider the challenges around learning for adults in the community?
Are there particular groups of young people that are more vulnerable to these challenges?
What are the priorities for Adult Learning in West Dunbartonshire in the next three years?
Are you aware of the work of the Adult Learning Partnership?

Your Community (improved coordination and responsiveness and community empowerment)

To what extent has coordination and responsiveness to community's demands changed in the last three years?
What are the challenges preventing positive change?
To what extent have the local communities been empowered?
Why do you think this is the case?
What are the priorities going forward?
Are you aware of the work of the Community Alliance?

General comments

Thank you for your help