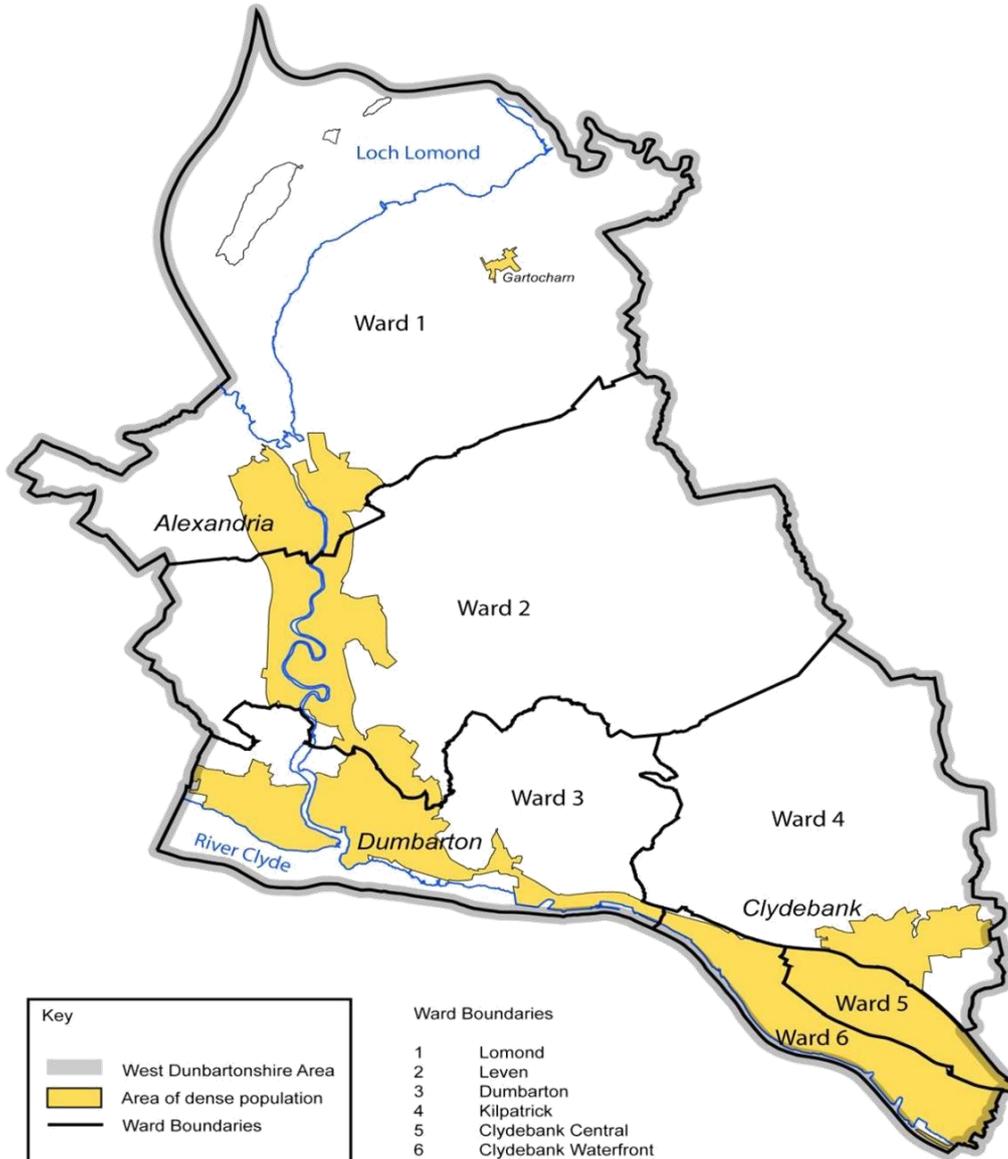


West Dunbartonshire

Community Learning and Development Plan  
2018 - 2021



# West Dunbartonshire Multi Member Ward Map



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## 1. Introduction

### What is Community Learning and Development?

The Strategic Guidance for Community Planning Partnerships: Community Learning and Development (2012) underpins national CLD policy in Scotland and the Guidance sets out a definition of CLD as:

*‘a coherent and distinctive set of practices, defined by clearly identified competences; delivered in diverse settings and sectors by practitioners with a wide variety of job titles, working with people of all ages.’ CLD is ‘a distinctive process of engagement and support, with a learning content that is negotiated with learners. Community learning and development (CLD) plays a central part in ensuring individuals, families and communities across Scotland reach their potential through lifelong learning, mutual self-help and community organisation - and that the available support and opportunities are community-led, built around people’s aspirations.*

*The target of CLD is to support ‘primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, with a focus on bringing about change in their lives and communities.’*

The Guidance also sets out the core contribution that CLD activities can make to national outcomes: with specific reference to:

1. Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship; and
2. Stronger, more resilient, supportive, influential and inclusive communities’

Furthermore, national policy sets clear guidelines stating that CLD should be aimed at tackling poverty and disadvantage. As such activities are aimed at:

*‘primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, with a focus on bringing about change in their lives and communities.’*

The key principles that underpin CLD activity are:

- empowerment - increasing the ability of individuals and groups to influence matters affecting them and their communities;
- participation - supporting people to take part in decision-making;
- inclusion, equality of opportunity and anti-discrimination - recognising some people need additional support to overcome the barriers they face;
- self-determination - supporting the right of people to make their own choices; and
- partnership - ensuring resources, varied skills and capabilities are used effectively.

The Scottish Government expects CLD to include all relevant partners contributing to a series of outcomes including:

- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- youth work, family learning and other early intervention work with children, young people and families;
- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- volunteer development;
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- learning support and guidance in the community.

## The West Dunbartonshire CLD Partners

The strategy aims to provide a framework for collaborative working amongst organisations directly and indirectly delivering CLD services in West Dunbartonshire or have a strong connected interest in successful provision. This includes organisations and agencies:

- with a specific core function for the provision of CLD services, this would include Ysortit, Tulloch 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.

The plan will be delivered in West Dunbartonshire through three key partnerships that, where appropriate, will draw on the expertise of these direct, indirect and connected stakeholders. The groups include: *the Adult Learning Partnership; the Youth Alliance; and Your Community Initiative.*

### The Adult Learning Partnership

The West Dunbartonshire Adult Learning Partnership (ALP) is a multi-agency partnership that was established in May 2012 and was reviewed as part of the 2018 – 2021 planning process.

The ALP is chaired by Working 4U. The partners consists of a representative from key agencies and service providers, including Working 4U, WDC Libraries and Cultural Services, West College Scotland, West Dunbartonshire Health and Social Care Partnership (HSCP), West Dunbartonshire Council for Voluntary Services, Clydebank Housing Association and West Dunbartonshire Community Planning Partnership. Other partners are co-opted on as the need arises and short term working groups will be formed to develop responses to emerging priorities throughout the plan delivery period.

### The Youth Alliance

The West Dunbartonshire Youth Alliance (YA) is a multi-agency partnership focused on addressing the challenges faced by our young people. The Youth Alliance is chaired by Working 4U, which also provides secretariat support. The partners are West Dunbartonshire Council (WDC) Working 4U, WDC Educational Services, WDC Champions Board, Tulloch, Skills Development Scotland (SDS), Y Sort-It, Skapade, Street League and Haldane Youth Services.

When appropriate the Youth Alliance will draw on expertise from a range of organisations and agencies including, for example. WDC Community Safety and Anti-Social Behaviour Team, West Dunbartonshire Health and Social Care Partnership, WDC Housing/Homelessness and Police Scotland. Short term working groups will be developed in order to develop partners' response to emerging priorities.

### Your Community Initiative

The Your Community Initiative has been designed to ensure partners work together to address the needs of local communities across West Dunbartonshire. The model relies on authentic community engagement and development to help identify priority areas for improvement. Working in partnership with communities allows a greater understanding of local need, and presents opportunities for communities to become more resilient and, with development, support and guidance, to take action to improve their neighbourhoods.

By working with communities the Your Community Initiative will identify opportunities for partnership working and for communities to do more for themselves. The Your Community Initiative is promoted by the Communities Team and involves a range of key partners across West Dunbartonshire and Community Planning West Dunbartonshire (CPWD).

## 2. Why Plan?

The Community Learning and Development (Scotland) Regulations 2013 place a statutory requirement on local authorities to publish a plan every three years. The plan should outline how the local authority will co-ordinate and secure 'adequate and efficient' Community Learning and Development (CLD) provision with other sector partners.

The CLD plan must specify:

- how the provision of community learning and development will be coordinated with other organisations and agencies that provide community learning and development within West Dunbartonshire;
- what action will be taken to deliver the community learning and development plan between September 2018 and September 2021;
- what action other organisations and agencies intend to take to provide community learning and development in West Dunbartonshire between September 2018 and August 2021; and
- any needs for community learning and development that will not be met within the period of the plan.

In addition to regulatory requirements and perhaps as, if not more, important is the local recognition that establishing a partnership based strategy will help to reduce complexity whilst improving the quality of service and outcomes to individuals, families and communities.

Furthermore it is recognised in West Dunbartonshire that joint local working provides the basis of a better understanding of need and demand. It will also reduce duplication, inefficiency and conflicting interventions when designing solutions.

### What the Plan Has to Do!

In addition to meeting regulatory requirements it is expected that the plan will demonstrate how CLD provision in West Dunbartonshire will:

- be informed by and contribute to the ambitions and aims in national CLD policies;
- support those living in poverty or experiencing inequality or disadvantage;
- contribute to public sector reform;
- contribute to the education reform agenda;
- support community development and community capacity building, particularly with communities facing high levels of disadvantage; and
- support learning opportunities that contribute to democratic renewal.

Each of these requirements will be addressed through the development and delivery of the plan and will form a core element of the plan evaluation.

### 3. How We Developed the CLD Plan

The plan has been developed over the summer months of 2018 on the basis of a number of components and stages, including:

#### **Desk Based Review**

The desk based review included a review of the policy and socio economic context, the achievements of the 2015 – 2018 plan and the lessons learned from the plan delivery in 2015 – 2018.

Through this process we identified policy priorities at a national and local level and began the process for defining the strengths, weaknesses, opportunities and threats that will inform our short, medium and longer term planning and how we deliver the plan.

#### **Stakeholder Consultations**

The partners conducted a series of stakeholder consultations, including semi-structured interviews with strategic stakeholders and staff at partner organisations. Particular emphasis was placed on individuals and organisations responsible for compiling and delivering the Community Planning West Dunbartonshire (CPWD) '*Plan for Place*' (Local Outcome Improvement Plan).

The consultation also included a set of structured focus groups with staff and learners and this was complemented with learner questionnaires. The aim was to secure information about living and learning in West Dunbartonshire from the learners' perspective.

Through this process we identified stakeholder priorities and we have used this to inform priority developments and actions that will be pursued across the plan horizon.

#### **Plan Validation**

The plan was drafted on the basis of a validation session with key stakeholders at the end of August 2018. This was designed to consider the implications of the planning process for practitioners and agencies delivering CLD services, consider and build on the SWOT analysis and its implications and agree the Vision, Mission, the anticipated results of the mission and to determine how we will recognise and articulate progress. The Draft plan was published on-line for final comment before being presented for final validation at the relevant Community Planning West Dunbartonshire Delivery Improvement Groups (DIGs) in September/October 2018.

#### **Plan Publication**

We have published our plan on line. This can be found at:

<http://intranet.west-dunbarton.gov.uk/regeneration/housing-employability/working-4-u/learning/>

<http://www.west-dunbarton.gov.uk/council/strategies-plans-and-policies/cld-plan-2018-2021/>

We have also included, alongside the plan:

- A Summary Version of the Plan;
- The Strategic Drivers Document that was compiled as part of the planning process;
- SWOT Analysis that was compiled as part of the process;
- Stakeholder Consultation Review Documents.

## 4. What We Know About West Dunbartonshire

### Living in West Dunbartonshire

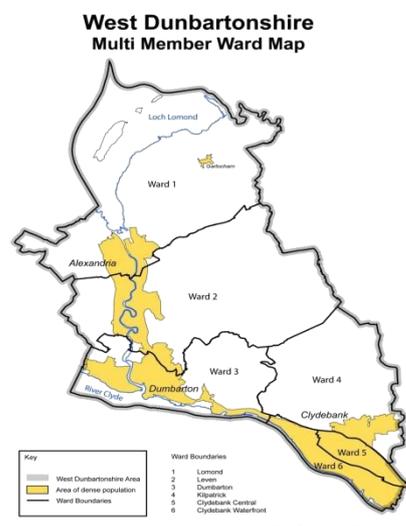
West Dunbartonshire, an area of 98 square miles, is located west of Glasgow and shares borders with Argyll and Bute, East Dunbartonshire and Stirlingshire, Renfrewshire and Glasgow.



With a population estimate of 91,000 residents, West Dunbartonshire consists of a lively business community in an area stretching from the banks of Loch Lomond to the shores of the Clyde. The area is one of great diversity and natural beauty, just half an hour from the heart of Glasgow, its airport and Paisley. West Dunbartonshire includes the towns of Clydebank, Dumbarton and Alexandria. It has a rich past, shaped by its world-famous shipyards, and boasts many attractions, ranging from the rugged beauty of Dumbarton Rock to historic whisky warehouses.

West Dunbartonshire consists of 121 of Scotland's 6,978 Scottish Index of Multiple Deprivation data zones and 17 Community Council areas. These are set within six 'multi-member' wards, including:

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



Between 1997 and 2017, the population of West Dunbartonshire has decreased by 5.9%. This is the 2nd lowest percentage change out of the 32 council areas in Scotland. Over the same period, Scotland's population rose by 6.7%.

In terms of overall size, the 45 to 64 age group was the largest in 2017, with a population of 26,417. In contrast, the 75 and over age group was the smallest, with a population of 7,066. In 2017, more females than males lived in West Dunbartonshire in four out of six age groups.

On average there has been a net outflow of 151 people from West Dunbartonshire in each of the last five years. In 2015, fewer people entered West Dunbartonshire (2,324 each year) than left (2,475 each year). The largest group of out-migrants was the 16 to 29 year age group.

The main reasons people give for leaving are: moving their children to a new school area; moving for employment reasons; they have recently graduated and are moving to take up a job, or they have recently retired. Glasgow and the rest of the UK beyond Scotland are the most popular destinations.

The Black and Ethnic Minority Population of West Dunbartonshire at the 2001 census was 0.7%, increasing to 1.5% at the 2011 Census. This compares to a figure of 4% for Scotland.

In 2017 there were 15,790 children aged 0-15 years resident in West Dunbartonshire; 17.6% of the population. This is higher than Scotland where 0-15 year olds make up 16.9% of the population.

In 2016 there were:

- 7,184 pupils in the 33 primary schools in West Dunbartonshire.
- 5,084 pupils in the five secondary schools in West Dunbartonshire.
- 180 pupils in the three special need schools in West Dunbartonshire.

#### *Vulnerable Children in West Dunbartonshire (July 2016)*

In July 2016 there were: 363 children looked after in West Dunbartonshire. This represents a rate of 1.94% of the 0-17 year olds compared to a figure of 1.4% for Scotland.

Of all our looked after children:

- 82 are at home with parents;
- 166 with friends/relatives;
- 78 with foster carers or other community placements; and
- 37 looked after in other residential care settings.

77 children had their names placed on the West Dunbartonshire Child Protection register during 2015/16, with 48 remaining on the register in July 2016.

#### **Work**

There are approximately 43,600 economically active people in West Dunbartonshire; this is 75.4% of the working age population. This is lower than the average for Scotland (77.6%).

There is a job density of 0.55 in West Dunbartonshire; the density figures represent the ratio of total jobs to population aged 16-64. In effect, there are two people of working age living in West Dunbartonshire for every available job. Underlining both (a) the importance of the proximity and access to the labour market in Glasgow, where there is on average a job for every person of working age, and (b) the ability of residents to compete for these opportunities.

Of those in work in West Dunbartonshire, there is a higher proportion than the Scottish average working in lower skilled and elementary occupations. There are comparatively fewer full-time workers; 63% as opposed to a Scottish average of 67%, and on average full-time workers in West Dunbartonshire) are paid less (£511 each week than the Scottish average (£547). The disparity for women full-time workers is greater; women in West Dunbartonshire earn on average £441 each week, contrasting unfavourably with women in Scotland (£498) and the general Scottish average (£547).

Meanwhile, work is underway to increase access to opportunities through a number of regeneration projects. This has included, for example, the Council's major £180m Capital Investment programme across West Dunbartonshire including the delivery of new Council offices in Dumbarton Town Centre, two new state-of-the-art care homes, new schools, 13 new workshop spaces, and a new Clydebank Leisure Centre.

In addition, the development of Queens Quay in Clydebank will result in the construction of 200 rented homes for rent and 1,000 private homes. The £250million regeneration of the area will include the construction of an energy centre that will generate heat for local businesses and homes.

A number of public buildings would also receive their heating supply via this method, including West College Scotland, Clydebank's new Leisure Centre, the new care home and health centre at the site. Council offices at Aurora House, the Titan Business Centre, the Town Hall and Clydebank Library will also benefit.

Combined with the council's commitment to create 1,000 new homes in West Dunbartonshire, the further development of the Jubilee Hospital and potential inward investment currently under discussion, the job ratio is set to improve. Continued regeneration will provide communities with the opportunity to influence priorities and result in employment for a greater number of people in West Dunbartonshire.

Many of West Dunbartonshire's residents, particularly those considered to be most distant from the labour market will benefit from activities delivered across the strategic employability pipeline. This includes access to services that will improve confidence, address skills deficits and improve understanding of available opportunities. Access to national training resources 'Foundation Apprenticeships', 'Employability Fund', 'Modern Apprenticeship's and the council's apprenticeship programme will offer opportunities for learner progression.

### **Learning in West Dunbartonshire**

#### *Primary and Secondary Education*

West Dunbartonshire Council has undertaken an ambitious new school building programme that has delivered four new secondary schools and three new primary schools and moved more than 5,000 pupils into state-of-the-art facilities.

There are 5 LC areas centred on West Dunbartonshire's secondary schools and associated primary schools. The LLCs are set around:

- Clydebank High School;
- Dumbarton Academy;
- Our Lady and St Patrick's High School;
- St Peter the Apostle High School; and
- Vale of Leven Academy.

The Local Learning Communities (LLC) consists of people who aim to improve outcomes for children, young people and residents in specific locations in West Dunbartonshire. The LLC's plan to enhance learning experiences by co-ordinating and delivering a range of functions that include:

- improvements in learning and teaching;
- sharing good practice;
- leadership;
- child protection services;
- planning budget allocation; and
- business development.

#### *Further Education*

West College Scotland is one of three 'super colleges' and was created on 1 August 2013 by the merger of Clydebank College, Reid Kerr College in Paisley and James Watt College in Greenock, the College has 30,000 students and 1,200 staff, making it one of the biggest educational institutions in the country.

The Clydebank Campus which is located on the banks of the River Clyde was opened in 2007. This modern facility is highly accessible; with the railway and bus services station less than a ten-minute walk away.

Every department has state-of-the-art facilities, allowing students to benefit from some of the most advanced technology available. The campus includes modern teaching areas, science labs and well-equipped engineering and construction workshops.

The Clydebank Campus also has advanced sporting facilities, a modern library and social areas with free Wi-Fi services. The college has a strong commitment to community based learning and offers good quality progression routes for all students.

### *Higher Education*

There are four universities in the West of Scotland, including the University of Glasgow, University of Strathclyde, Caledonian University and the University of the West of Scotland. All are located within daily travelling distance from any point in West Dunbartonshire.

These Universities offer residents access to a wide range of courses and degree options in a number of faculties including Law, Business, Social Sciences, Arts and Science. These Universities have achieved notable recognition, for example:

- The University of Strathclyde has the only business school in Scotland recognised by the world's three top accreditation bodies.
- Glasgow Caledonian University has been named the Securities and Investment Institute's first Centre of Excellence, specialising in financial services operations and risk.
- Glasgow University's Business School is one of an elite group - less than 10% of the world's business schools - that holds AACSB accreditation. Its MBA Programme is also fully accredited by AMBA and approved by the UK Cabinet Office for the civil service.

While there are benefits of living in West Dunbartonshire with access to employment, training and learning opportunities, there are also numerous challenges: 48 (40%) of West Dunbartonshire's 121 data zones are within the 20% most deprived in Scotland.

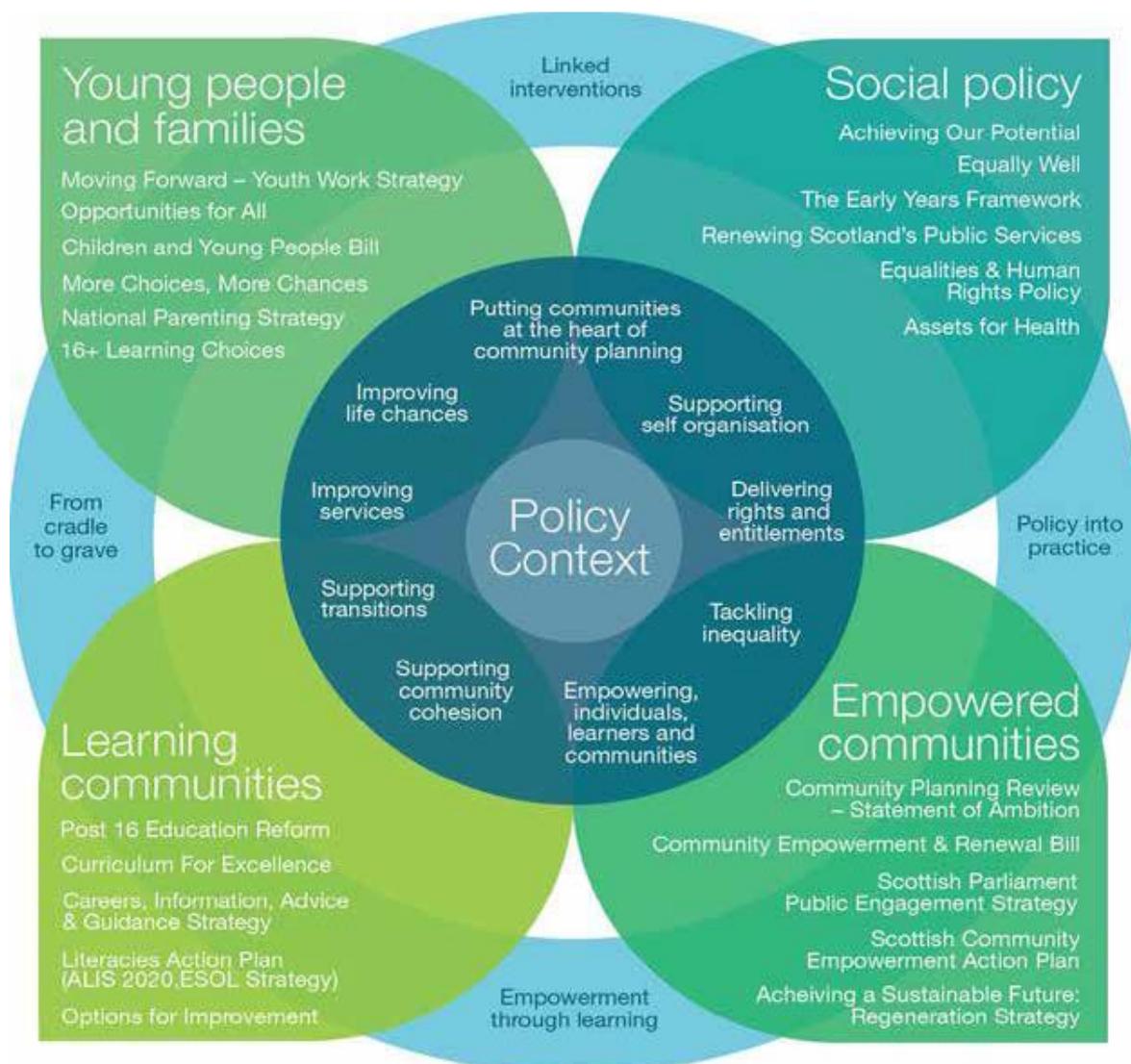
In effect, West Dunbartonshire has comparatively higher than average concentrations of comparative deprivation and approximately 35,000 of the resident population of approximately 91,000 have first-hand experience of, and live in, areas considered to have the highest levels of multiple deprivation in Scotland. As such the focus of the CLD plan activities will be placed on addressing the cause impact of disadvantage.

## 5. Considerations for Planning

### National Policy

There are a number of reporting duties on local authorities and partnerships linked to Community Learning and Development that providers delivering services should be aware of and consider how best to align and contribute to the relevant priorities.

The Scottish Government has published a number of documents that highlight where CLD can make a contribution. This is a complex operating environment, however the key elements are summarised in the Scottish Government's 'Policy Context' diagram.



There are a range of implications for CLD practitioners at a local level. These will be governed by priority actions determined by emerging legislation and through dialogue with community planning partners in West Dunbartonshire.

The main elements affecting CLD practitioners are listed below. This is not an exhaustive list and will be reviewed on a regular basis as part of our ongoing plan review.

### Fairer Scotland Action Plan

The Scottish Government is committed to building a fairer Scotland and tackling inequalities. The Fairer Scotland Action Plan (2016) outlines 50 actions to help tackle poverty, reduce inequality and build a fairer and more inclusive Scotland.

The Action Plan is built on five high-level ambitions:

- A fairer Scotland for all.
- Ending child poverty.
- Strong start for all young people.
- Fairer working lives.
- A thriving third age.

This sets the context and framework for Outcome Improvement Plans and the West Dunbartonshire Community Planning 'Plan for Place'. CLD has an important role to play in all aspects of a fairer Scotland/West Dunbartonshire. As such, CLD practitioners developing, delivering and reporting on the progress of the plan in West Dunbartonshire will ensure activity is consistent with the 'Plan for Place' objectives and each of the associated Outcome Improvement Plans.

### **Community Empowerment Act**

The Act requires Community Planning Partnerships to prepare and publish a Local Outcomes Improvement Plan, which sets out the local outcomes the Community Planning Partnership has prioritised for improvement. In preparing the plan, the Community Planning Partnership is obliged to make all reasonable efforts to secure the participation of community bodies in the planning process.

In carrying out their functions, the Community Planning Partnership is required to do so with a view to reducing inequalities of outcomes which result from socio-economic disadvantage. This work, through West Dunbartonshire 'Your Community' and the West Dunbartonshire Communities Team will be played out within the West Dunbartonshire 'Plan for Place' – '*Empowered Delivery Improvement Group*' and will both influence, and be influenced by, the development of the CLD plan and future activities developed to meet local demands for building community capacity.

### **Children and Young People's Act**

The Statutory Guidance supporting Part 3 of the Children and Young People (Scotland) Act 2014 states that relevant national outcomes and objectives should be reflected in Children's Services Plans. CLD activity in West Dunbartonshire will be developed in a way that will allow us to demonstrate the contribution to the Act. This will be achieved through dialogue and service development that is consistent with the West Dunbartonshire 'Plan for Place' 'Nurtured' objectives.

### **Education (Scotland) Act**

The Act requires that education authorities must have due regard to the need to carry out school education functions in a way designed to reduce inequalities of outcome for those pupils experiencing them as a result of socio-economic disadvantage.

Schools may not be in a position to deliver these ambitions for excellence and equity on their own or may seek partners to support the plans. CLD service providers in the public and third sectors have important contributions to make. This may include, for example:

- Supporting young peoples' attainment, wider achievement and transition into the world of work.
- Engaging families through adult and family learning.
- Connecting schools and wider learning in the community.

The Scottish Attainment Challenge clearly sets out the role of CLD to help to address the role that poverty and inequality plays in our education system and in our communities and the potential it has to help to close the poverty related attainment gap.

### **National Child Poverty Strategy**

West Dunbartonshire Council and Greater Glasgow and Clyde Health Board must, as soon as reasonably practicable after the end of each reporting year, jointly prepare and publish a report (a 'local child poverty action report').

The report must describe measures taken in the area of the local authority during the reporting year that will meet the child poverty targets. The report will also outline information on measures that they plan to take to contribute to the meeting of the Child Poverty Reduction Bill. The aim is to ensure the report provides a strategic forward look as well as an account of progress to date.

Improving incomes among expectant mothers, families with children and families where at least one member is affected by equalities issues, as well as reducing costs, is key to meeting the requirements of the Act. CLD practitioners can contribute through family learning with specific emphasis being placed on the provision of learning to support financial awareness and financial capability.

### **The Equality Act (2010)**

The Equality Act (2010) brought together existing equality legislation in Scotland and focused on people with the following protected characteristics: age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, sex, sexual orientation and religion and belief. Since then there has been ongoing work by Government across a range of issues to build equality and rights.

CLD practitioners and service providers will be expected to demonstrate how they contribute to the Act, by, for example, ensuring services are promoted and delivered in a way that is accessible for all groups.

### **Socio-economic duty**

West Dunbartonshire Council and Community Health and Social Care Planning partnership must, when making decisions of a strategic nature about how to exercise its functions, have due regard to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage. In effect, services and support developed and delivered by CLD practitioners should be focussed on addressing and supporting access to opportunity and learner progression.

This may include progression to a first and second positive destination on leaving school, access to apprenticeships is important in this respect. It will also include progression to further and higher education and employment with emphasis placed on supporting those who would not be able to gain access to opportunities without support.

The obligations of these policies are considered within the context of community planning and are reflected in the various outcome improvement plans that are developed and contribute to West Dunbartonshire's *Plan for Place*.

## Plan for Place - Local Policy Priorities

The local priorities are set within the planning processes implemented by West Dunbartonshire Council and Community Planning West Dunbartonshire.

### West Dunbartonshire Council

The Council's Economic Strategy, *West Dunbartonshire's Economic Development Strategy 2015-20; "Sustainable Economic Growth for All"*, sets out four key strategic priorities and linked themes which form the basis of the strategy. These priorities are centred on:

- Stimulating economic investment and growing the business base;
- Improving the skills of all our people and supporting them into work;
- Creating an inclusive and prosperous place where people choose to live, work and invest;
- Building stronger partnerships and innovative approaches to delivery.

Of particular importance to West Dunbartonshire CLD is improving skills for work, creating prosperous places and working in partnership. All with the aim to support inclusive growth in West Dunbartonshire:

#### ***'Creating an Inclusive and Prosperous Place Where People Choose to Live and Work'***

As CLD is set within the Working 4U service, CLD activities will, be reported through West Dunbartonshire's Housing and Employability Committee.

### Community Planning West Dunbartonshire (CPWD)

The Community Planning West Dunbartonshire structure is set around a mission to establish West Dunbartonshire as:

#### ***'A Great Place to Live, Work and Visit'***

The Community Planning West Dunbartonshire Management Group met on May 24th 2017 and adopted five key outcomes for the partnership. These are now the focus for partnership *'Plan for Place'* activity and investment over the period of the plan.

The *'Plan for Place'* outcomes are to ensure:

- Our local economy is thriving - **A Flourishing West Dunbartonshire**
- Our communities are safe - **A Safe West Dunbartonshire**
- Our children and young people are nurtured - **A Nurtured West Dunbartonshire**
- Our older residents are supported to remain independent.- **An Independent West Dunbartonshire**
- Our residents are empowered - **An Empowered West Dunbartonshire**

Each outcome is supported by a suite of priority actions and these will be the focus of activity in thematic Delivery and Improvement Groups (DIGs) that will be measured through a performance and improvement monitoring framework.

Each Delivery and Improvement Group (DIG) will be tasked with developing an annual action plan which will progress activity across these outcome areas. To ensure alignment and collaboration it is critical that this West Dunbartonshire *Plan for Place* sets the strategic direction for outcome delivery in West Dunbartonshire. It is anticipated that all partner strategies and plans are aligned with the WDCPP Plan for Place.

As such the *2018 - 2021 Community Learning and Development Plan* will be aligned to the vision and aspirations and priorities set out in the West Dunbartonshire *Plan for Place* (Local Outcome Improvement Plan).

## West Dunbartonshire – The Challenges

Despite its strengths, West Dunbartonshire is one of the areas in Scotland most affected by post-industrial decline. Its three town centres, Alexandria, Clydebank and Dumbarton have experienced steady decline in their comparative economic performance with some areas affected by wide ranging deep rooted poverty and deprivation.

Extensive socio economic analysis has been carried out for the purpose of Community Planning. This analysis, which places an emphasis on the Scottish Index of Multiple Deprivation is explored further from a CLD perspective with the *CLD Strategic Drivers* document that accompanies this plan. The key issues to emerge from that analysis are:

### Scottish Index of Multiple Deprivation

West Dunbartonshire consists of 121 datazones. 48 (40%) of West Dunbartonshire's 121 data zones are within the 20% most deprived. In effect, West Dunbartonshire has comparatively higher than average concentrations of comparative deprivation with each of the three main settlement areas: Clydebank, Dumbarton and the Vale of Leven having clusters within the 20% most deprived.

- There are 35,085 people living in the 40% most deprived areas;
- 22,510 are of working age;
- Dumbarton ward has the highest number of datazones in the worst 40%;
- Clydebank Waterfront has the highest number of people living in the 40% most deprived category.

### Employment and Unemployment

- West Dunbartonshire has comparatively high rates of unemployment at all ages;
- Long term youth unemployment is higher than the Scottish average;
- Clydebank is particularly affected by unemployment in percentage terms, in absolute terms, the Leven multi-member ward has the highest number of unemployed residents ;
- Three multi-member wards, Clydebank , Clydebank Central and Leven are above the Scottish average for unemployment;
- There is a higher than average number of people who are economically inactive because of long term illness (both mental ill health and physical).

### Income and Welfare Benefits

- 14,417 people living in 21 datazones in West Dunbartonshire are within the 10% most income deprived communities in Scotland;
- Clydebank Central and Clydebank Waterfront have substantially higher populations of people living in the worst affected areas;
- There are around 2,700 working families who would be described as experiencing in-work poverty;
- 2,300 lone parents earning low levels of pay; and
- 4,400 children living in a no or low income household.

### Education and Qualifications

- There are 10,533 people living in areas considered to be most deprived in relation to Education and Qualifications;
- While there are fewer datazones (16) in the worst 10% in Scotland (697), Clydebank Central and Clydebank Waterfront once more feature prominently;
- Kilpatrick has one datazone in most deprived 10%.

In West Dunbartonshire there are 4,013 young people in the 16 – 19 years age:

- 88.3% are participating in education, training or employment- the national figure is 91.1%:

- 5.5% are not participating, the national figure is 3.7%;
- 6.2% are unconfirmed, the national figure is 5.3%;
- West Dunbartonshire has a lower than Scottish/Great Britain average number of people with the equivalent of NVQ1 and above;
- 6,500 people do not have a qualification; this is almost 3%age points higher than Scotland's average and 4%age points higher than the average in Great Britain.

### **Criminal Justice**

- The latest Scottish Index of Multiple Deprivation (SIMD16) reveals that approximately 20% (23 out of 121) of West Dunbartonshire's datazones are in the 10% most deprived for Scotland under the Crime domain;
- Clydebank Waterfront has the highest number of datazones in the worst 10%, followed by Clydebank Central and Dumbarton;
- However, common with Scotland overall, recorded crime continues to decline and Kilpatrick has no datazones in the worst 10%;
- Sexual crimes and crimes of dishonesty, while remaining below the Scottish average have increased in the period between 2015/16 and 2106/17;
- Crimes of violence, vandalism and other crimes have decreased, but remain higher than the Scottish average;
- West Dunbartonshire has a higher crime rate than the national rate;
- The area has one of the highest rates of Domestic Abuse in Scotland;
- Dwelling fires where alcohol/drugs and/or smoking materials is suspected has steadily increased since 2014 (27) to 36 in 2017.

### **Health**

- West Dunbartonshire underperforms compared to the National average for the majority of health indicators; however there has been improvement in direction of travel of many of them;
- The prevalence of eating five or more portions of fruit and vegetables per day is very low in the 15% most deprived datazones compared to the West Dunbartonshire average;
- Smoking prevalence and smoking-attributable deaths and diseases rates are higher in West Dunbartonshire than the Scottish average. Quit rates, however, are better than the national average;
- Key areas for concern in relation to drugs are prevalence, perceptions and drug related hospital stays;
- Participation in different types of sport and exercise for West Dunbartonshire was lower than the Scotland;
- According to SCOTPHO's range of indicators relating to mental health, areas of concern are S2 girls' pro-social behaviour and conduct problems percentage with a borderline/abnormal score and male and female prevalence of problem drug use.

The review of the socio-economic challenges provides a range of information that will contribute to the development of the Community Learning and Development Plan (2018- 2021). In addition to supporting the process for setting objectives and priorities this information will also

- Provide up to date and locally-relevant information in one central resource for CLD service providers that will allow us to ensure we understand the prevalence of need and demand;
- Illustrate trends in key indicators and provide an opportunity to consider what these might mean for the changing service priorities; and
- Provide information at a local level to inform decision making to strengthen the co-ordination between the full range of partners in West Dunbartonshire.

## What Learners Have Told Us!

### Adult Learners

We maintain on-going dialogue with adult learners through our Learner Voice group and through this group we continually test the relevance and value of service provision. To create the new plan we conducted a questionnaire and will use this to complement and update our understanding of their views.

The questionnaire focussed on the learners' understanding of the Community Learning and Development plan and the associated activity that ought to be pursued.

For learners the most important aspects of the Community Learning and Development plan is the opportunity to gain appropriate qualifications and removing barriers to opportunity. This, for them places an importance on progression and the widely held view was that learning should be delivered in accessible venues.

Of those responding, 95% agreed that Adult Learning should help with improving the quality of community life, particular emphasis was placed on reducing isolation mainly through meeting people.

90% of our respondents agreed that Adult Learning should help with Work Life. This could be achieved mainly through services and learning that assists them to gain appropriate qualifications.

90% of respondents agreed that Adult Learning should help with supporting them in their personal lives by providing support to build confidence to tackle learning goals and contribute to their community life. This was closely followed by the requirement to support them through skills development.

In addition, 82% agreed that Adult Learning should help with family life. The majority felt that it was important for them to access support that would assist them to understand and contribute to their children's social and educational development.

### Young People

Canvassing the opinion of young people is a consistent thread throughout our service planning and delivery. We complemented this ongoing dialogue with a series of focus groups held throughout the summer. In these focus groups we explored a number of issues related to, nurtured, empowered and safe living environments in West Dunbartonshire.

#### *Nurtured*

Young people felt that there are good job opportunities in West Dunbartonshire; however they could be advertised more widely. They also thought that there are things for young people to do. However, there could be a wider range of activities and more for the older age group to participate in. Young people in West Dunbartonshire feel that they are well supported when they leave school.

#### *Empowered*

Young people feel they have a say in what goes on in school and are satisfied that they have a choice in lessons and subject choice. However, they also feel there could be more campaigns to get involved in.

Young people feel strongly that they do not get a say in the issues affecting their community or nationally; adults make all the decisions, there are no opportunities to influence this and they cannot vote.

#### *Safe*

Mental ill health emerged as an issue, with young people expressing the need to have places and people to talk to. In light of this they believed there should be more information and awareness raising.

Those participating were concerned about safety because they were aware of bullying, had witnessed, knew of people or thought that there were lots of people under the influence of drugs and alcohol. They were also aware of, and made mention of, murder and suggested there should be more police enforcing drug and alcohol control.

Those involved in the focus groups thought there were loads of places to go to keep fit and accessibility was not an issue.

### **CLD Practitioners**

We held focus groups for CLD practitioners to share their views on the previous plan, and to find out what they feel has worked well, highlight issues and to discuss areas for improvement.

From these focus groups, over half of the participants agreed that CLD Plan made a difference and met objectives to some extent and that partnerships are good forums to manage strategic issues.

In relation to what is working well, participants highlighted sharing of information among partnerships, positive impact at an operational level, support available for learner progression, early intervention, informal provision and support available for staff and volunteers.

Potential issues/areas for improvement that the participants highlighted included; access to venues, digital equipment, staffing and childcare for learners, learners voluntarily engaging in courses, being able to deliver the learning offer, communication within partnerships for example; referrals, reporting structures, membership, influencing local strategic decisions and cross partnership sharing. Furthermore participants need to improve; client/learner stress to improve ability to engage in activity, local recognition/status, Youth/learner voice, clear roles and responsibilities for partners and clearer more achievable objectives.

**Appendix 2** 'Development Plan' incorporates feedback from stakeholders as priorities for future development.

### **What the Strategic Stakeholders Said!**

A number of factors were consistently raised during discussions with key strategic stakeholders. At the forefront was the perceived need to address or support efforts to overcome the effects of poverty and disadvantage, particularly among those that will be most affected by welfare reform and the introduction of Universal Credit.

This assumes the need to ensure that local residents can understand the challenges around submitting and maintaining a benefits claim with associated requirement to have proficient ICT skills. The widespread assumption is that welfare reform will lead to the requirement of budgeting skills and support to reduce the cost of daily life.

Furthermore, the impact of these changes and the speed at which legislation is now changing it has been suggested will provide significant challenges to people in the local community; these challenges centre on establishing and maintaining the 'Plan for Place' priorities of a thriving local economy where residents feel safe; our children and young people are nurtured; our older residents are supported to remain independent; and our residents are empowered.

The emphasis on the Scottish Attainment Challenge cross cut with the objectives of Pupil Equity Funding and the need for positive destinations for young and adult learners alike featured heavily. Progression routes to apprenticeships, further education and employment were cited as important aspects of the provision of support. However, it was also noted that there is a requirement for maintaining services that go beyond the school gate and school day. This included the requirement

to continue to deliver good quality provision that allows young people to gain new experiences that they may not have had access to otherwise.

Focused support on the most disadvantaged experiencing barriers to opportunity was viewed as paramount. The CLD service and network of partners will be required to implement actions that are designed to address the emerging changes and support the most vulnerable people in our communities; ensuring they are included and feel part of this thriving, safe and empowered West Dunbartonshire.

In addition to achieving the most effective mix of advice services and delivery methods there are a number of significant reasons that go beyond the regulatory requirement for developing a CLD plan. Consultation with strategic stakeholders at a local level has identified a number of reasons for planning the delivery of CLD, examples include:

- Changes in the economy, and wider society mean that the challenges and decisions people face are constantly increasing in complexity, requiring ever-greater skills to evaluate options for improving the quality of lives for individual and their families and ability to make a positive contribution to the development of their communities.
- The comparatively high levels of unemployment and skills deficits in West Dunbartonshire means that the need for access to community based learning is likely to grow.
- Improved financial wellbeing reduces poverty and the impacts of poverty and has a beneficial effect on our communities. Investing in financial capability among individuals and their families will make a positive contribution to their quality of life in the longer term.
- The increased emphasis that, and assumption in favour of, interaction between people and agencies will be 'digital by default' requires emphasis on developing ICT skills in the community.
- The need for early interventions and a whole systems approach to addressing intractable issues such as long term unemployment, digital and financial skills deficits and the high incidence of domestic abuse emphasise the need for CLD practitioners to work more closely with the services developing outcome improvement plans.

## What We Have Done Well?

Over the course of the last three years and despite substantial changes in personnel in key organisations, West Dunbartonshire CLD service providers have, collectively and as individual organisations, achieved some notable successes.

### Youth Alliance

- Successfully secured monies from Cashback for Communities Fund to provide seasonal holiday programmes for young people.
- Developed a Youth Alliance Pupil Equity Fund pathways document to provide schools with opportunities to raise attainment.
- Hosted annual Youth Alliance Special Awards ceremonies to celebrate West Dunbartonshire's inspirational Young People.
- Working together on national campaigns/projects, for example, hosting West Dunbartonshire's first National Scottish Youth Parliament sitting.
- Developed a Youth Alliance Young Leaders Group; supporting young people to develop their skills and provide them with structured opportunities to support the delivery of youth provision in West Dunbartonshire.
- Established the link to apprenticeship opportunities and positive destinations for school leavers.

### Adult Learning Partnership

- Partnership approach to providing learning venues: courses moved to libraries; securing funding from Wheatley Group to create Click and Connect Centre in Balloch Library.
- Increased retention and attainment in community based vocational courses due to streamlined processes and more regular self-evaluation.
- Increased Learner Voice activity locally, which also links with national initiatives, with the Learner Voice Group contributing to the National Strategic Forum's Starter Pack on Learner Voice.
- Mapping digital learning across West Dunbartonshire to make us more effective in responding to need, particularly in anticipation of the full-service roll out of Universal Credit.
- Increased shared Continuing Professional Development.
- Staged a successful volunteer recognition event with recognition of long term volunteer input.
- Supported the delivery of 'Working Matters', assisting people with long term illness to move closer to the labour market.
- Supported the development and delivery of family opportunity hubs in school in response to issues of poverty and social exclusion.

### Communities Team

- Together with key partners established the 'Your Community' initiative, a partnership approach to improving local communities.
- Conducted extensive community based consultations using the Place Standard tool, including joint consultation on the Main Issues Report as part of a move towards alignment of community and spatial planning.
- Successfully delivered 3 phases of Community Budgeting across West Dunbartonshire supporting 150 community organisations to the value of £500,000 investment.
- Increased participation in local democracy with over 1,000 people attending to have their say in the distribution of Community Budgeting funding.
- Supporting 14 Community Councils to extend their knowledge of the Place Standard and community empowerment, and meeting other identified training needs; and

- Initiated a West Dunbartonshire wide conversation on the demand for Community Transport provision.

In 2016, Education Scotland changed its approaches to inspection of CLD to take account of the CLD Regulations and to include a focus both on strategic leadership of CLD in a local authority area as well as a place based inspection.

West Dunbartonshire's most recent inspection was published in March 2017 the inspectors rated:

Improvements in performance	-	Good;
Impact on the local community	-	Good;
Delivering the learning offer with learners	-	Very Good;
Leadership and Direction	-	Very Good.

Our aim will be to consolidate and build on these successes in the period from 2018 to 2021.

## 6. West Dunbartonshire Considerations for CLD

### What CLD Could Do

Through the planning process we have been gathering the views of key stakeholders and identifying implications for CLD practitioners emerging as a result of the analysis of the policy and socio/economic operating environment. These implications, when considered alongside the lessons from the previous plan will form the background for our priorities as we move forward.

#### Children's Services

Community Learning organisations should also be mindful of the priority actions emerging from the integrated children's service plan and incorporate these for consideration in their partnership/organisation delivery plans including areas such as:

- support the delivery of the new Scottish Attainment challenge across all schools and with wider partners support;
- support efforts at involving children and young people more in service planning; supporting them to influence CPWD priorities by using the tools and media they use to communicate;
- support the delivery of the priorities within the Corporate Parenting Strategy including the development of Champions Board;
- support efforts to meet the needs of Looked after at home children and young people;
- addressing the rising impact of 'sexting' and inappropriate use of social media by young people and the risks posed;
- provide better and more consistent feedback to those referring into and across services; supporting those who make referrals to understand outcomes for children and young people;
- supporting young people who are seeking housing support;
- supporting young people to be the 'experts' in their own situation/development for example LGBT groups in schools;
- contribute to partnership to address the increasing use of legal highs;
- supporting the commitment to Positive Destinations agenda;
- supporting the commitment to Sexual Health Strategy agenda.

In addition CLD practitioners should maintain a commitment to meeting the demand from new Scots and, where appropriate, members of settled ethnic minority communities to improve their English language skills.

#### Addressing Disadvantage

The level and scale of deprivations particularly within income deprived and employment domains suggest the requirement for close working relationships with employability and income maximisation and money advice services. Key to this will be the provision of support to address issues of poverty including support for families to increase their income and reduce their daily living costs. This will include, for example:

- Supporting Financial capability - a skill which contributes to personal resilience and health, reducing days lost to stress and depression and improving people's chances of moving out of poverty;
- Reinforcing Family Learning to challenge educational disadvantage, promote socio-economic resilience and foster positive attitudes towards life-long learning.
- Link learning to support services available locally for the most vulnerable families.
- Ensure learners are equipped with the knowledge, skills and training to improve their chances of moving out of poverty.

- Support community groups and organisations across West Dunbartonshire, with a particular focus on areas of exclusion or disadvantage, the following may be included; advice, guidance and signposting, access to tools and resources, training delivery, mentoring and practical support, and networking.
- Engaging residents and community groups representative of all parts of the community in the community budgeting process, to discuss spending priorities, making specific proposals and giving local people a role in the scrutiny and monitoring process.
- This will include:
  - Participation via a short-life working group in the development of a West Dunbartonshire wide Community Empowerment Strategy and Action Plan;
  - As a key contributor to the Your Community Initiative, respond to the needs highlighted by each community through the neighbourhood approach. Initial areas of focus (12 month period) will be Castlehill and surrounding neighbourhoods and Clydebank East.
  - Provide capacity building, awareness raising and learning around the Community Empowerment / local democracy agenda.
  - Promote active participation in local communities.

### **Unemployment**

Levels of unemployment and youth unemployment suggest the need for CLD support that can assist people to overcome the barriers that prevent them from considering employment as an option or competing for available opportunities, this may, for example include the provision of support:

- to address issues around ambitions; confidence and self esteem and;
- to equip residents with the vocational training and qualifications to address local skill gaps.

The level of concentration of youth unemployment may be addressed through concentrated area based activity. This approach will include the provision of access to employability skills support and apprenticeships (both Foundation Apprenticeships and Modern Apprenticeships) with a focus placed vulnerable groups and individuals.

Consideration should also be given to:

- Commitment to the Positive Destinations agenda and the creation of a positive destinations pathway for young people, linking all school provision to the local employability pathway.
- Working in partnership with Education to ensure the most vulnerable and disengaged young people are targeted and participate in CLD provision.

### **Welfare Reform**

The Impact of welfare reform, alongside the introduction of Universal Credit will place additional challenges on families already affected by issues of poverty. Community Learning and Development services could make a contribution to addressing these challenges by delivering focussed support to specific groups with an emphasis on:

- Developing digital literacy allowing residents to participate in digital civic society;
- Improving literacies skills and developing English Language skills; and
- Life skills.

Community Learning and Development services could support families to address the potential disruption that could potentially emerge as a result of the introduction of Universal Credit (UC). This could be achieved by supporting them to complete and maintain their claim providing:

- Support to understand UC and improve digital skills;
- Support for the development of budgeting skills;
- Assisting families to develop skills and awareness that will reduce the costs they face.

## **Community Justice**

The Community Justice Outcome Improvement Plan 2018-19 seeks to respond to public service reform. Community Learning and Development can assist by supporting creativity and working in partnership to prevent incidences of crime through awareness raising and collaborative work around diversionary activity.

Specific areas may include, for example, working with the community justice team to:

- Establish a route from prison pathway.
- Supporting access to learning for within Criminal Justice Social Work, for those working on Community Payback Orders, Supervision and Diversion.
- Working with Children/Families Youth Services to support the early and effective Intervention process (young people 16/17 years Diversion).

## **Health**

The West Dunbartonshire Health and Social Care Plan (2016- 2019) and West Dunbartonshire Health and Social Care Partnership Strategic Needs Assessment 2018 highlight the need to:

- Ensure all children have the best start in life;
- Local people become successful learners and confident individuals; and
- People at risk have improved life chances.

In addition it is suggested there is a need to ensure the transition from children's to adult services is person centred and managed efficiently and effectively and Preventative action around mental health with a focus on the wider determinants of health (employment, income, place, education).

In addition it is noted that the impacts of domestic abuse are far reaching across public services; as such the HSCP needs to continue to co-ordinate the domestic abuse task force across community planning partners and the implementation of the recommendations of the NHSGGC Director of Public Health report on gender based violence in West Dunbartonshire.

In light of this the HSCP needs to continue to work alongside organisations such as WD Leisure and WDC Working 4U and community learning partners to support lifestyle changes. Supporting healthy lifestyles, drug awareness and skills for life.

## Priority Groups and Individuals

Throughout the planning process and in discussion with stakeholders we have sought to identify individuals and groups of people we must support through various CLD interventions. In addition to those living in disadvantaged communities, stakeholders identified the need to focus efforts on:

- Children who are looked after and accommodated;
- Young people leaving care;
- Young carers Vulnerable pregnancies;
- People affected by equalities issues;
- People and families affected by issues such as domestic abuse, mental health and substance misuse.

Households and families of all ages living on low incomes were also identified alongside those with additional barriers to opportunity, including but not limited to those affected by:

- Mental health issues, Drug or alcohol addiction, Gambling addiction;
- Physical disabilities Sensory disabilities, long term debilitating illness;
- Learning disabilities, issues with literacies and for those whom English is not their first language;
- Severely indebted;
- Homelessness and domestic violence victims;
- Those leaving prison and / or affected by criminal justice issues.

In addition, we will provide support for those seeking to improve their circumstances in the labour market by improving their skill sets. This will include, for example taking on additional responsibility or shifting to alternative employment, particularly those seeking to enter new sectors of employment.

## What We Won't Do

In general our focus will be on supporting those individuals and groups that have barriers to opportunity and within their present circumstances and experiences are unlikely to break the cycle of poverty. While every case will be judged on its own merit we will place limited focus and investment on supporting those individuals, families and members of organisations who are likely to gain access to opportunity without the assistance of public service interventions.

This will include, for example:

- those who will secure employment without the need for additional skills, training and learning;
- those who are in employment (unless its to improve their position within the labour market and meet the challenges of maintaining a claim under Universal Credit) and;
- those with sufficient qualifications to secure further and higher education places.

In addition CLD staff will not provide one to one support, particularly for those at the later stage of employability pipeline. This group of people will be supported by employability service staff where an understanding of the opportunities in the labour market and employer engagement becomes critical.

The need to improve access to suitable venues and digital equipment is part of a process that is out with the control of this CLD Plan and the associated partnerships as is the development of premises to deliver additional services. However it will remain a focus throughout the life of the plan to ensure all opportunities to address this need are explored through access to additional external funding. Furthermore any new capital developments/opportunities will be explored through community development approaches and asset transfer opportunities.

The need for one to one support and guidance for some of the most vulnerable learners has been a long standing unmet need due to resources. Support of this nature will be considered on a case by case basis by all partners when delivering learning offers, particularly where barrier removal is highlighted as a key requirement. However, we will continue to develop volunteer opportunities for the delivery of mentoring and appropriate peer group support.

The needs of some key vulnerable groups identified will be met through other means that are out with the scope of this plan. This includes, for example, Older People whose learning needs and social isolation are addressed through the Health and Social Care Partnership agendas and service plans.

We will ensure that we have discussed all interventions with appropriate partners to ensure that the efforts of CLD providers and practitioners are not duplicating education, health and social care partners' activity. We will not provide services where there is a statutory requirement placed on other providers and we will be careful not to crowd out provision where the private sector, individuals and communities themselves can meet the perceived needs.

## 7. West Dunbartonshire CLD Plan Framework

### Vision

Our 'Vision' has been created to be consistent with the Community Planning West Dunbartonshire's Plan for Place vision, with the added dimension of learning.

The West Dunbartonshire CLD Vision is to support action to establish a:

***West Dunbartonshire is a good place to live, learn, work and explore.***

### Mission

Our 'Mission' sets out our mandate in broad terms and is consistent with that of West Dunbartonshire Council's mission, again adding learning as a key element to that mission.

The West Dunbartonshire CLD Mission is:

***To lead and deliver high quality community learning and development services which are responsive to the needs of local citizens, and realise the aspirations of our communities'.***

### Aims - The Result of Our Mission

As a result of pursuing our mission communities and local people in West Dunbartonshire:

- Will have reinforced the knowledge, skills, confidence and creativity needed to make positive life choices, support economic growth, enhance health and well-being, and take social action as such they are confident, resilient and optimistic for the future.
- Will be better placed to manage personal, social and formal relationships and have developed their networks and bonds through participation in collective activities, thus building social capital.
- Will have identified their capacities, learning and skills, enhanced them and applied them to their own circumstances, issues and needs and will have developed their communications skills and digital literacy in order to participate effectively in digital civic society.
- Can form and participate equally, inclusively and effectively in groups/activities.
- Will develop knowledge, skills, confidence and creativity to make positive life choices, participate in their local communities and take social action.
- Will have developed their ethical and critical thinking, express their voice and demonstrate commitment to social justice, civic participation and action to achieve it.
- Will have access to and take advantage of flexible learning and have broadened their perspectives through new experiences and thinking.

And through commitment to workforce development among practitioners and CLD service providers there will continue to be a competent workforce in West Dunbartonshire that is capable of delivering better outcomes for people and communities.

### Objectives - How We'll Know Success

Success in the delivery of our plan will be achieved when local residents, CLD colleagues and staff at partner organisations providing services for vulnerable/disadvantaged groups and individuals can say:

#### Engagement and Access

- I know how to find out about community based learning opportunities for personal and community life, family development, and employment that are available in West Dunbartonshire.

### **Maximise Service Use**

- I can easily gain access to the community based learning and CLD services needed to maintain and improve my life chances, independence, family life, health/wellbeing and resilience and I am confident that I will achieve my goals; and
- I know where I can go to find out who could help me and members of my community to make the changes we need or want to make in their community.

### **Involvement and Representation**

- I understand the factors and services affecting me and my community and feel more confident about contributing to the discussion about developing services and dealing with the issues.

### **Quality Services**

- I am confident that the information about community learning development and support I am provided with is relevant, consistent, accurate and up to date and I feel able to make informed decisions about the available options.

### **Continuous Improvement**

- Community Learning and Development in West Dunbartonshire is democratically accountable and has improved its: *'How Good is Your Community Learning and Development'* ratings.

A set of key results has been compiled to demonstrate progress towards our general aims. These will be reviewed by the partners as part of annual planning for the delivery of CLD in West Dunbartonshire.

### **How We Will Manage and Deliver the Plan**

The West Dunbartonshire 2018 – 2021 CLD Plan has been established to co-ordinate CLD activity in West Dunbartonshire to ensure we achieve more than the sum of the parts and support actions to lever in and maximise the use of external resources. The delivery of the plan will be set within a clear governance structure to ensure that progress is made and actions are accountable to, and influence, the West Dunbartonshire 'Plan for Place'.

Working 4U is the West Dunbartonshire Council service responsible for community learning, employability and income and debt management. Working 4U will take the lead role on behalf of the Local Authority/Community Planning Partnership in coordinating the management and delivery of the plan. The West Dunbartonshire Communities Team leads on the implementation of the Community Empowerment (Scotland) Act 2015 and community capacity building. Working 4U will liaise with the Communities Team staff to ensure the CLD Plan reporting reflects and fully integrates, youth work, adult learning and community development.

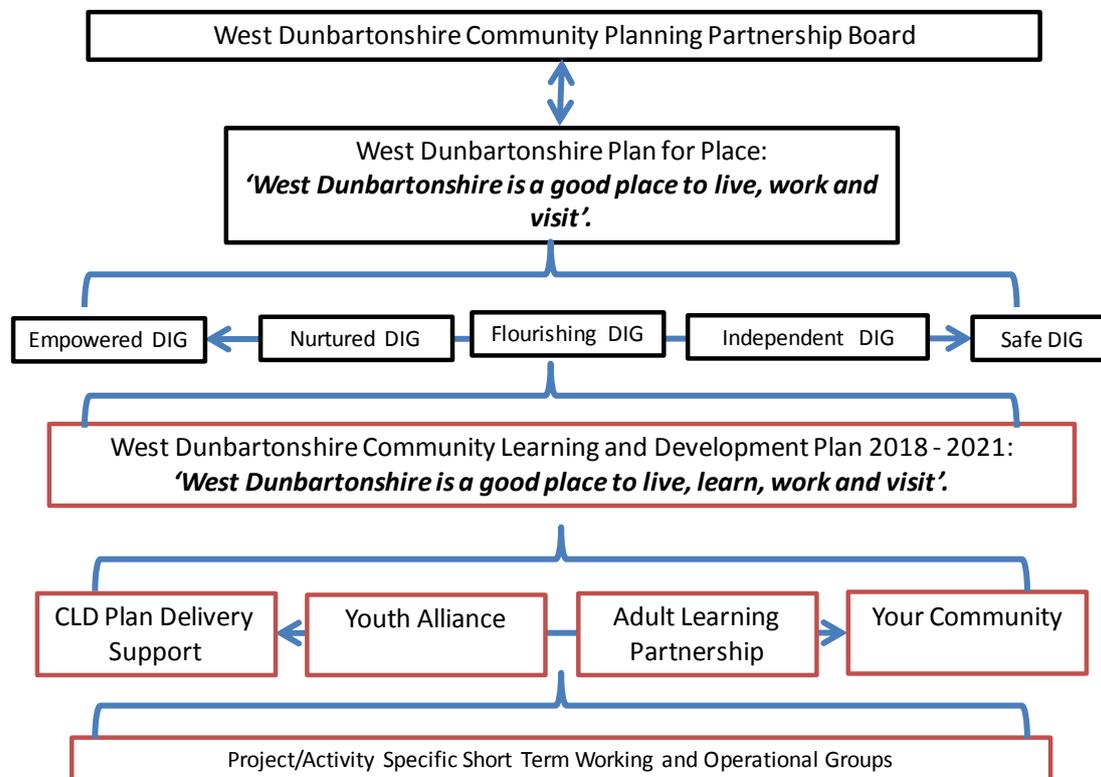
Progress against the West Dunbartonshire CLD Plan will be reported through the Community Planning West Dunbartonshire Partnership infrastructure. Alongside the provision of an annual action plan we will compile 'checkpoint' reports when required by the DIGs.

The CLD Plan will deliver actions in support of all five Delivery Improvement Groups objectives. The Youth Alliance, Adult Learning Partnership and Your Community Partnerships will be responsible for collating the appropriate reporting material. This process will be assisted by a CLD Plan Delivery Support Group managed by Working 4U.

The West Dunbartonshire 2018 – 2021 CLD Plan is designed to ensure full partnership working and will focus on added value achieved through partnership. Relevant progress on specific projects/initiatives will be reported through appropriate Partners' individual board mechanisms and

reporting frameworks. This may include the requirement to report to external funding agencies such as the Big Lottery, European Structural Funds and SDS (National Programmes).

**The West Dunbartonshire Community Learning and Development Plan delivery infrastructure.**



Each of the groups established to manage and deliver the CLD plan (Youth Alliance, Adult Learning Partnership and Your Community Initiative) will be led by Working 4U/West Dunbartonshire Council Communities Team and has established terms of reference. These are set around the task of adding value to CLD service provision by working in partnership to avoid duplication of effort, maximise the use of existing resources and lever in additional resources to West Dunbartonshire in order to add value to existing and developing services.

Each of these groups will have a clear agenda, annual operating plan, activity log and set of reports designed to pursue priority activities that will contribute to our indicators of success and record and report on progress. The indicators of success are those set against plan activities: engagement and access to services; service use; involvement and representation; quality service provision; and continuous improvement.

The Chairperson for each group will be responsible for ensuring reports are compiled on time and records updated. However, the CLD Plan Delivery Group will support the Youth Alliance, Adult Learning Partnership and, where appropriate, Your Community to stage meetings, update records and compile periodic and ad hoc reports. The Your Community initiative is currently under-going a review which could amend its current governance structure.

The CLD Plan Delivery Support Group will also convene periodic meetings of representatives from the Youth Alliance, Adult Learning Partnership and Your Community to consider individual progress and opportunities for joint working across the three areas.

The project/ activity specific short term working groups and Operational Groups will be established by the delivery groups as and when necessary. They will support the development and delivery of

existing and new actions designed to deliver the plan. This includes, for example, learner voice events, Scottish Youth Parliament events, school holiday programmes and general consultations.

### **Our Approach to Delivery (Quality and Values)**

While delivering our West Dunbartonshire 2018 – 2021 CLD plan we will continue to self-evaluate as partners utilising Education Scotland's quality assurance framework: *'How good is the learning and development in our Community?'*

There are a number of indicators that we will be mindful of when delivering our plan.

#### **What key outcomes have we achieved?**

We will focus on partners' overall performance against aims, outcomes and targets and the extent to which trends are improving over time. We will ensure that we gather, analyse and use data in order to identify priorities and inform how we plan provision, set targets and improve services.

#### **How well do we meet the needs of our stakeholders?**

We will focus on the extent to which we are having a positive and sustained effect on improving the life chances of individuals and families. This includes looking at the difference made through early intervention and prevention. We will also account of how well learners are achieving, progressing and contributing to their communities.

#### **Impact on staff (workforce development)**

We will ensure that practice development supports improvement and has a positive impact on outcomes for participants. We will be mindful of how well staff and volunteers are valued and involved in shaping CLD provision. We will encourage staff to actively engage in professional learning activities to improve their effectiveness.

#### **Impact on the community**

We will focus on measuring the extent to which communities are stronger, more resilient, supportive, influential and inclusive as a result of our input. This means understanding what difference we are making to improving local communities and communities of interest.

We will also ensure we are open to new ideas, learn from leading practice elsewhere, are adaptable and respond flexibly to change.

#### **How good is our delivery of key processes?**

We will ensure the learning offer is planned with individuals and groups. We will tailor learning to needs and ensure a degree of flexibility. Importantly, we will focus on the quality of the learner journey from initial engagement through to a meaningful outcome. We will also ensure systems are in place to encourage and respond to continual learner and stakeholder feedback. This includes specific emphasis on promoting fairness, equity, equality and diversity; particularly among groups and individuals with additional barriers to opportunity.

#### **How good is our operational management?**

We will commit to promoting, encouraging and undertaking effective partnership working. To achieve this Working 4U and the Communities Team will assume a central role in securing and sustaining cohesive partnerships to develop and take forward CLD plans and strategies.

We will also adopt an enterprising approach to seeking funding to deliver additional effective, efficient services to bring about positive impacts on individuals, groups and communities. Where this requires a lead applicant we will support the lead partner's capacity to effectively manage the allocation of funding to deliver positive impacts.

#### **How good is our strategic leadership?**

We will create and maintain a shared vision, sense of purpose and direction which are ambitious and challenging and build leadership at all levels to deliver the vision. We will build positive working relationships across all staff and volunteers to ensure successful outcomes. We will also commit to continuous improvement through self-evaluation; focussing on evaluating our services to improve them and how they are reported to stakeholders.

## 8. West Dunbartonshire Plan Monitoring and Reporting

A timeline illustrating the frequency and timing of the potential CLD reporting requirements aimed at contributing to national and local policy requirements is set out below. These represent the key lines of accountability. This will be complemented with a series of events and publications that will provide learners with details of the progress we are making.

CLD and linked plan reporting (from CLD Perspective)	2018			2019			2020			2021		
West Dunbartonshire Community Learning and Development Plan (CLD) (renew)			■									■
*CLD HMIE Inspection - How Good is Your CLD? (previous March 2017) (TBC)												
CLD Annual Operating Plan Review (Adult Learning, Youth Alliance, Your Community)				■			■					
Child Poverty Local Action Report (Annual Report on activities to address child poverty)					■			■			■	
Children's Services Plan (Currently Under Review – August 2018)		■										
Annual reporting on Children's Services Plans	■				■			■			■	
Children's Rights Reporting								■				
**WD Local Outcome Improvement Plan- <i>Plan for Place</i>												
CP West Dunbartonshire <i>Plan for Place</i> Annual Reporting			■			■			■			■
CLD Report to West Dunbartonshire DIG (Nurtured)		■			■			■			■	
CLD Report to West Dunbartonshire DIG (Thriving)		■			■			■			■	
CLD Report to West Dunbartonshire DIG (Safe)		■			■			■			■	
CLD Report to West Dunbartonshire DIG (Empowered)		■			■			■			■	
CLD Report to West Dunbartonshire DIG (Independent)		■			■			■			■	
WDC Housing and Employability Committee		■			■			■			■	

\*Determined by Education Scotland

\*\* A 10 year planning cycle

## Appendix 1: CLD Partner Action Plan - Key Results

The Action Plan and Development Plan identifies the partners' contribution to community learning and development and sets this activity against general aims and general measures of success. Each of the partnerships will develop more detailed operational plans and this will be complemented by priority areas for development.

<b>West Dunbartonshire Summary Action Plan</b>				
<b>Strategic Priority</b>	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
A Nurtured West Dunbartonshire				
A Nurtured West Dunbartonshire	Fusion (LGBT youth)	Confident, resilient, optimistic and informed choices Participate in Groups	Youth Alliance/Y Sort-it	Number of young people supported.
	Buddy Up Peer Mentoring (Care experienced)	Confident, resilient, optimistic and informed choices	Youth Alliance/Y Sort-it	Number of mentors/young carers supported.
	Family Opportunity Hub (full family support)	Understand skills and development/learning needs and apply	Adult Learning Partnership/W4U	Number of parents/carers engaging in learning.
	PEF Pathway – Tailored Family and Youth Work interventions	Confident, resilient, optimistic and informed choices	Youth Alliance/ W4U	Number of participants.
	Family Learning	Understand skills and development/learning needs and apply	Adult Learning Partnership/W4U	Number of family learning projects.
	In Tandem Mentoring (Care experienced)	Confident, resilient, optimistic and informed choices	Youth Alliance/Y Sort-it	Number of young people supported.
	Social Media and on-line	Consider risk and make	Youth Alliance/Y Sort-it	Number of page visits.

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<b>Strategic Priority</b>	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
A Nurtured West Dunbartonshire	support	informed decisions		
	Tullochan (Improved Lives)	Confident, resilient, optimistic and informed choices Participate in Groups	Youth Alliance/Tullochan	Number of young people supported
	Skapade (Creativity)	Confident, resilient, optimistic and informed choices Participate in Groups	Youth Alliance /Skapade	Number of young people supported.
	Out of Schools Hours Learning Provision	Confident, resilient, optimistic and informed choices	Youth Alliance/ W4U	Number of young people supported.
	Experiential Learning-community safety programme	Achieve Broadened perspectives through new experience and learning	Youth Alliance/ W4U	Number of young people attending.
	Midnight League	Achieve Broadened perspectives through new experience and learning	Youth Alliance/ W4U	Number of young people attending.
	Prison literacies (liberated prisoner guidance)	Confident, resilient, optimistic and informed choices	Adult Learning partnership/W4U	Number of guidance/information sessions.
	Recognised Accreditation Programmes (W4U)- Saltire, Dynamic Youth Award, Youth Achievement Award, High 5	Confident, resilient, optimistic and informed choices Participate in Groups	Youth Alliance/ W4U	Number of awards achieved.

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<b>Strategic Priority</b>	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
A Nurtured West Dunbartonshire				
	Additional Support Needs Kilpatrick School	Understand skills and development/learning needs and apply Participate in Groups	Youth Alliance/ W4U	Number of young people participating.
	Duke of Edinburgh (schools provision)	Confident, resilient, optimistic and informed choices	Youth Alliance/ Education	Number of awards achieved.

<b>West Dunbartonshire Summary Action Plan</b>				
<b>Strategic Priority</b>	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
An Empowered West Dunbartonshire				
An Empowered West Dunbartonshire	MSYP	Express opinion and contribute to (democratic) society	Youth Alliance/ W4U	Number of young people participating in elections.
	Learner Voice Group	Express opinion and contribute to (democratic) society Participate in Groups	Adult Learning Partnership/W4U	Number of opportunities to participate in decision making.
	Youth Voice	Express opinion and contribute to (democratic) society	Youth Alliance/ W4U	Number of opportunities to participate in decision making.
	Peer Education (Young Leaders)	Confident, resilient, optimistic and informed choices Participate in Groups	Youth Alliance/ W4U/Y Sort-it	Number of sessions delivered to peers.
	Champions Board (care experienced)	Express opinion and contribute to (democratic) society	Youth Alliance/Champions Board	Number of opportunities to participate in decision making.
	Y Sort-it Board (Youth Management Committee)	Express opinion and contribute to (democratic) society	Youth Alliance/Y Sort-it	Number of opportunities to participate in decision making.
	Haldane Board (Youth Management Committee)	Express opinion and contribute to (democratic) society	Youth Alliance/Haldane Youth Services	Number of opportunities to participate in decision making.

<b>West Dunbartonshire Summary Action Plan</b>				
<b>Strategic Priority</b> An Empowered West Dunbartonshire	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
	Youth Recognition Event (Youth Alliance Special Awards)	Express opinion and contribute to (democratic) society	Youth Alliance/Partnership	Number of young people in attendance.
	Year of the Young Person	Achieve Broadened perspectives through new experience and learning	Youth Alliance/Partnership	Number of opportunities to celebrate young people.
	Young Scot	Achieve Broadened perspectives through new experience and learning	Youth Alliance/ W4U	Number of hits on portal.
	Volunteering Development and Support	Understand skills and development/learning needs and apply	Adult Learning Partnership/W4U	Number of development sessions.
	Volunteer Recognition Event	Express opinion and contribute to (democratic) society	Adult Learning Partnership	Number of volunteers recognised.
	Adult Learner Recognition Event	Express opinion and contribute to (democratic) society	Adult Learning Partnership	Number of learners attending.
	Review and implement improvements to raise awareness of the 'Your Community' approach	Express opinion and contribute to (democratic) society  Consider risk and make informed decisions	Communities Team	Number of opportunities to participate in decision making.

<b>West Dunbartonshire Summary Action Plan</b>				
<b>Strategic Priority</b> An Empowered West Dunbartonshire	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
	Develop and deliver a 4th Phase of Participatory Budgeting	Express opinion and contribute to (democratic) society Consider risk and make informed decisions	Communities Team	Number of resident's participants. Number of applications. Level of funding granted.
	Continue to raise awareness of the Community Empowerment Act and Area Focused Capacity Building	Manage relationships and networks Consider risk and make informed decisions	Communities Team	Number of groups supported.
	Locality planning	Express opinion and contribute to (democratic) society	Communities Team	Number of plans produced
	Locality planning action development	Express opinion and contribute to (democratic) society	Communities Team	Number of projects.
	Continue to promote the use of the Place Standard in communities across WD.	Express opinion and contribute to (democratic) society	Communities Team	Residents expressing increased awareness

<b>West Dunbartonshire Summary Action Plan</b>				
<b>Strategic Priority</b>	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
A Flourishing West Dunbartonshire	ESOL	Understand skills and development/learning needs and apply	Adult Learning Partnership/W4U	Number of learners.
A Flourishing West Dunbartonshire	Adult Literacies	Confident, resilient, optimistic and informed choices	Adult Learning Partnership/W4U	Number of learners.
A Flourishing West Dunbartonshire	Syrian Refugee Support (ESOL)	Understand skills and development/learning needs and apply	Adult Learning Partnership/W4U	Number of learners.
A Flourishing West Dunbartonshire	Community based Vocational Courses (SQA accredited)	Confident, resilient, optimistic and informed choices	Adult Learning Partnership/W4U/WCS	Number of learners.
A Flourishing West Dunbartonshire	First Step Courses (engagement)	Confident, resilient, optimistic and informed choices	Adult Learning Partnership/W4U	Number of learners.
A Flourishing West Dunbartonshire	Working Matters (ESA support)	Understand skills and development/learning needs and apply	Adult Learning Partnership/W4U	Number of participants.
A Flourishing West Dunbartonshire	Digital Inclusion/ Digital Friends	Understand skills and development/learning needs and apply	Adult Learning Partnership/W4U	Number of learners.
A Flourishing West Dunbartonshire	Apprenticeship Pathway (FA to MA)	Understand skills and development/learning needs and apply	Youth Alliance/ W4U	Number of participants progressing.

<b>West Dunbartonshire Summary Action Plan</b>				
<b>Strategic Priority</b> A Flourishing West Dunbartonshire	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
	Targeted Driving Lessons	Understand skills and development/learning needs and apply	Youth Alliance/ W4U	Pass rate.
	Pre NEET	Understand skills and development/learning needs and apply	Youth Alliance/ W4U	Number of young people supported.
	Employability Fund	Understand skills and development/learning needs and apply	Youth Alliance/ W4U/Street League	Number of positive destinations.
	School Leaver Provision (summer/winter leaver programme)	Understand skills and development/learning needs and apply	Youth Alliance/ W4U/Education (Senior Phase)	Number of positive destinations.
	Employability Progression/ Personal Development	Understand skills and development/learning needs and apply	Youth Alliance/ W4U Adult Learning Partnership/W4U	Number of positive destinations.
	Universal Support (ICT)	Understand skills and development/learning needs and apply	Adult Learning Partnership/W4U	Number of learners.
	Tullochan Futures	Understand skills and development/learning needs and apply	Youth Alliance/Tullochan	Number of positive destinations.

<b>West Dunbartonshire Summary Action Plan</b>				
<b>Strategic Priority</b>	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
A Safe West Dunbartonshire				
A Safe West Dunbartonshire	CreActive Youth Club	Confident, resilient, optimistic and informed choices Participate in Groups	Youth Alliance/ Y Sort-it	Number of young people registered.
	Seasonal/Summer Programme	Achieve Broadened perspectives through new experience and learning	Youth Alliance//W4U	Number of young people registered.
	MICS and Youth Outreach	Manage relationships and networks.	Youth Alliance/Y Sort-it	Number of young people engaged.
	Haldane Ur Turn (Youth Group)	Confident, resilient, optimistic and informed choices Participate in Groups	Haldane Youth Services	Number of young people registered.
	Tenancy Sustainment (Housing)	Confident, resilient, optimistic and informed choices	WDC Housing	Number of young people engaged.

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<b>Strategic Priority</b>	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
An Independent West Dunbartonshire	Young Adult Carers	Confident, resilient, optimistic and informed choices	Youth Alliance/Y Sort-it	Number of young carers supported.
	Young Carers	Confident, resilient, optimistic and informed choices	Youth Alliance/Y Sort-it	Number of young carers supported.
WDC – Housing and Communities (Good Quality Services)	Working 4U Learning	Confident, resilient, optimistic and informed choices	W4U Work, Learn, Money	Number of people supported/reported through Pentana. (Management information system)
CLD Quality Standards	Area based Self-assessment	Practitioners are competent and service providers are committed to quality standards and workforce development.	W4U CLD Plan support	Number of reports created.
	Workforce development sessions (25 hours)	Practitioners are competent and service providers are committed to quality standards and workforce development.	W4U CLD Plan support	Number of training sessions delivered
	Collation of Learner feedback	Practitioners are competent and service providers are committed to quality standards and workforce development.	W4U CLD Plan support	Number of questionnaires/surveys complete.

<b>West Dunbartonshire Summary Action Plan</b>				
<b>Strategic Priority</b>	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
	Support Joint Funding Applications	Practitioners are competent and service providers are committed to quality standards and workforce development.	Led by Relevant Partner with W4U CLD Plan support	Number of applications submitted.
	Collation of data and info for periodical/ad hoc reports	Practitioners are competent and service providers are committed to quality standards and workforce development.	Led by Relevant Partner with W4U CLD Plan support	Number of reports produced
	Planning for Change	Practitioners are competent and service providers are committed to quality standards and workforce development.	W4U CLD Plan support	Number of opportunities for staff to participate.
	Plan Information and Document maintenance	Practitioners are competent and service providers are committed to quality standards and workforce development.	W4U CLD Plan support	Number of monitoring sessions to demonstrate improvement and data capture.

## Appendix 2 – Development Plan

<b>West Dunbartonshire Areas for Development Action Plan</b>				
<b>Strategic Priority</b>	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
A Nurtured West Dunbartonshire	Wider range of activities to broaden experiences for young people	Confident resilient optimistic and informed choices	Youth Alliance	Number of varied opportunities.
	Supporting access to broadened experiences and activities targeting older young people	Confident resilient optimistic and informed choices	Youth Alliance	Number of opportunities.
	Mental health awareness focusing on support available	Confident resilient optimistic and informed choices	Youth Alliance	Number of sessions delivered.
	Further development of joint objectives and outcomes for PEF and Scottish Attainment Activity	Confident resilient optimistic and informed choices	Youth Alliance Adult Learning Partnership Education Services	Number of Opportunities Developed and accessed

<b>West Dunbartonshire Areas for Development Action Plan</b>				
<b>Strategic Priority</b>	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
An Empowered West Dunbartonshire	Develop Youth Consultation and Representation structure.	Express opinion and contribute to (democratic) society	Youth Alliance	Number of opportunities to participate in decision making.
	Develop links between adult and youth learning to focus on specific communities' needs.	Manage Relationships and Networks	Communities Team	Number of joint event
	Develop a community empowerment strategy and action plan	Manage Relationships and Networks	Communities Team	Plan and strategy produced

<b>West Dunbartonshire Areas for Development Action Plan</b>				
<b>Strategic Priority</b>	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
A Flourishing West Dunbartonshire	Accessibility: explore ways to improve access to services in terms of child care, venues, timetable and IT resources	Consider risk and make informed decisions	Adult Learning Partnership	Number of learning opportunities accessed
	Guidance and progression: strengthen the Partnership's approach to providing Adult Learning guidance for West Dunbartonshire Learners	Consider risk and make informed decisions	Adult Learning Partnership	Number of participants supported.
	Enhanced marketing techniques for job opportunities/ further learning	Confident resilient optimistic and informed choices	Youth Alliance	Range of techniques used.

<b>West Dunbartonshire Areas for Development Action Plan</b>				
<b>Strategic Priority</b>	<b>Action</b>	<b>General Aim/Outcome Area</b>	<b>Partnership Group and Lead Organisation</b>	<b>Measures of Success</b>
A Safe West Dunbartonshire	Enhanced community safety initiatives –focusing on Alcohol and Drug misuse	Consider risk and make informed decisions	Youth Alliance	Number of sessions developed/ number of participants.
	Reinforce pathway from prison approaches.	Confident resilient optimistic and informed choices	Adult learning Partnership	Number of initiatives Number of participants
	Upskills staff to be aware of, and deal with, issues of domestic abuse.	Manage relationships and networks	Youth Alliance Adult Learning Partnership	Staff training initiatives Number of staff reporting greater awareness
	Reinforce skills and upskills staff to be aware of, and deal with, issues of mental ill health issues and substance misuse	Manage relationships and networks	Youth Alliance Adult Learning Partnership	Staff training initiatives Number of staff reporting greater awareness
	Develop relationships and partnership with social work services to support those affected or at risk from criminal justice issues	Manage relationships and networks	Youth Alliance Adult Learning Partnership	Number of initiatives developed Staff training initiatives Number of staff reporting greater awareness