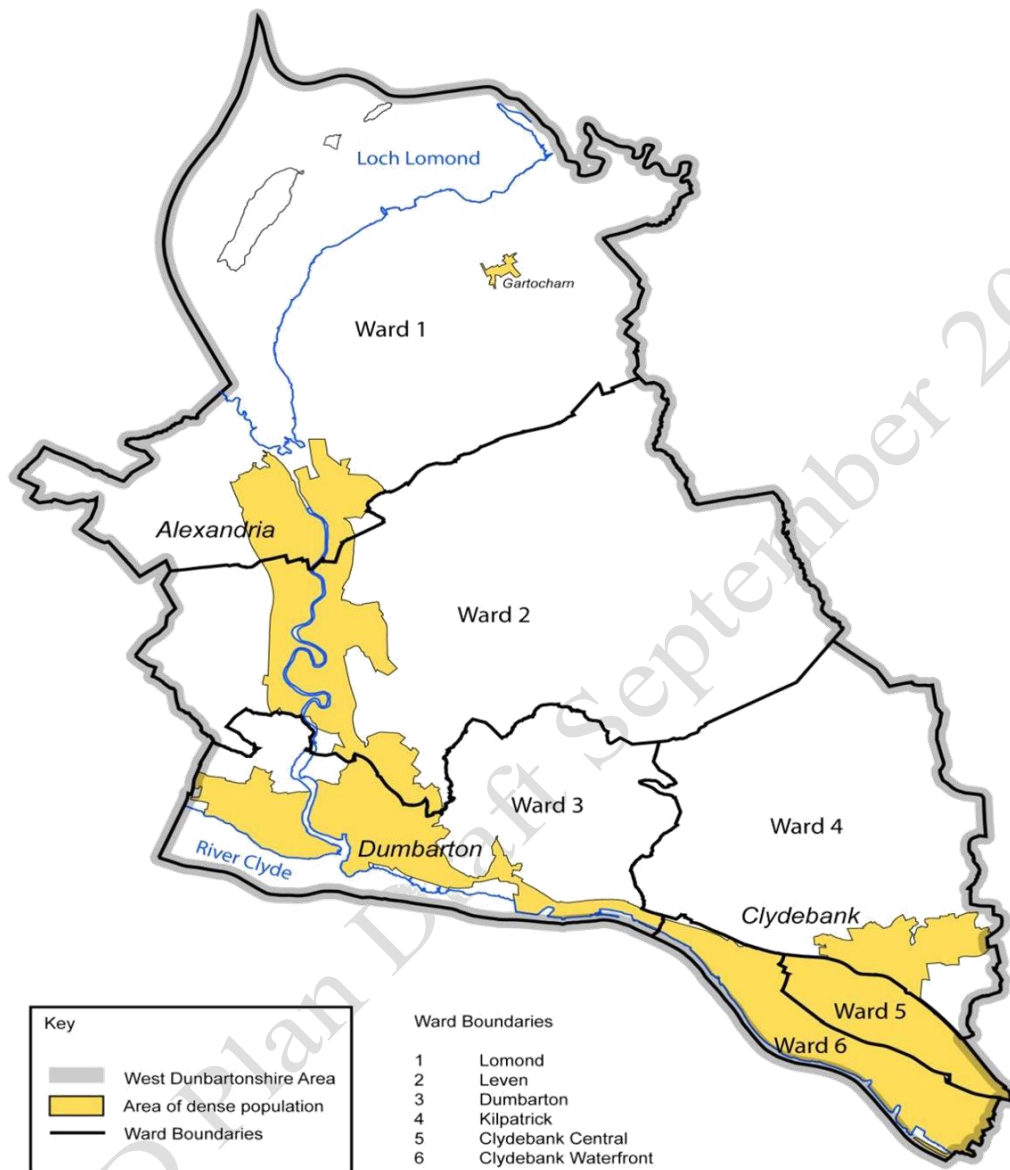


West Dunbartonshire

Community Learning and Development Plan
2021 - 2024

CLD Plan Draft September 2021

West Dunbartonshire Multi Member Ward Map



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1. Foreword

I am pleased to introduce the Community Learning and Development (CLD) Plan 2021-2024 for West Dunbartonshire. West Dunbartonshire is not only an area of great diversity and natural beauty it also has a lively business community that stretches along the banks of the Clyde to the shores of Loch Lomond. While, West Dunbartonshire has a rich past that is shaped by its world-famous shipyards and distilleries. It is also one of the areas in Scotland most affected by post-industrial decline. As such, while many people benefit from working and living in West Dunbartonshire others are experiencing disadvantage.

This plan places the people of West Dunbartonshire at the heart of community learning and development planning and focusses on those facing disadvantage. It sees people as assets and recognises the need to work with individuals, families and communities to support them to address barriers to opportunity and improve their circumstances.

Our plan sets out how we will address barriers, improve life chances and raise the aspirations of individuals, families and communities in West Dunbartonshire. The plan sets out our vision, challenges and priorities for CLD in West Dunbartonshire. It establishes how CLD will work with Community Planning and other partners to help address some of the challenges we face including how we will address poverty related inequalities.

During the delivery of the CLD 2018-21 Plan, we achieved and learned a great deal. We supported 1,300 people each year and 700 people secured a recognised qualification. CLD has helped people to improve language, literacy, numeracy and digital skills that are necessary for them to flourish in their personal, family and working lives.

Families facing poverty and disadvantage have benefitted from a range of learning opportunities in their communities. Young people have improved their confidence and abilities to support them into meaningful work. CLD has also helped to develop thriving communities, and build the capacity of groups and organisations. And this has been done in the while supporting efforts to address the impact of COVID-19.

Effective CLD is life changing for the people, families and communities we serve and it inspires ideas and ambition. This plan offers a commitment to work collaboratively both within CLD and with wider partners to overcome the most significant issues facing our communities. The Plan sets out a positive contribution to recovery from the effects of COVID-19 and aims to exceed the achievements of the previous plan. Most importantly it aims to ensure that we will deliver high quality CLD opportunities that reduce disadvantage, promote inclusion and raise aspirations.

Councillor Diane Docherty

2. Key Points

West Dunbartonshire Council's vision is to create: 'an Inclusive and Prosperous Place where people Choose to Live and Work'. However, a review of population data provided by the Health and Social Care partnership¹ and West Dunbartonshire Council's socio economic profile² illustrate that some of the people in West Dunbartonshire are experiencing significantly, difficult circumstances.

This is due in some part to limited access to opportunities and is driven by a number of factors including higher than average levels of disadvantage where comparatively higher numbers of people have low level or no qualifications.

The Socio Economic Profile states that economic prospects of those who possess qualifications, both in average earnings and employment, outstrip those with no qualifications. West Dunbartonshire has a smaller proportion of people with qualifications than Scotland or Great Britain. Addressing this, along with the aim of developing individual and community resilience, lies at the heart of Community Learning and Development (CLD).

CLD is a distinctive process of engagement and support, with learning content that's negotiated with learners. CLD plays an important part in ensuring that individuals, families and communities reach their potential through lifelong learning, mutual self-help and community organisation. The components of CLD are: Adult Learning and Literacies, Youth Learning, Literacies and Youth Engagement Work and Community Development.

The Community Learning and Development (Scotland) Regulations 2013 place a statutory requirement on local authorities to publish a CLD plan every three years. This is the plan for the period 2021 – 2024.

Community Learning and Development is set within West Dunbartonshire Council's Employability and Housing Service; which, along with Housing Services, consists of Working 4U and the Communities Team. Working 4 U takes the lead for community-based Adult and Youth Learning and the Communities Team take responsibility for community organisational development and resilience and community empowerment.

Community Learning and Development Teams in West Dunbartonshire will focus their efforts on people who, because of their circumstance, may not have access to learning opportunities. Our focus will also be placed on communities where residents wish to improve the quality of life within their community. In effect, directing learning resources on individuals and communities that are most in need.

Basing community learning within Employability and Housing reinforces the CLD Teams' integration and alignment with housing, employability and benefits and debt advice services. This encourages direct engagement with those who need access to learning services and facilitates access to additional progression routes to further learning and training support and employment opportunities.

Over the course of the previous three year plan (2018 – 2021), along with responding the challenges of COVID-19 by addressing the potential harms brought about by the pandemic, the CLD Teams have developed the community empowerment strategy and assisted people to bring about substantial positive changes to their lives. Notably over the three years of the previous 2018 – 2021 plan the teams have, on average: supported 1,200 learners through CLD activities and assisted 700 people to secure a qualification.

This Plan (2021 -2024) despite the challenges associated with COVID-19 sets our sights on recovery and consolidating the range of available CLD services. We aim to match or exceed

¹ <http://www.wdhscp.org.uk/about-us/public-reporting/west-dunbartonshire-by-numbers/>

² <https://www.west-dunbarton.gov.uk/council/about-west-dunbartonshire/social-economic-profile/>

the level of support provided over the previous three years. That is: engage and support on average years, between 1,250 and 1,400 learners and assist 700 people to secure a qualification.

We recognise we cannot do this alone. As such we have established a partnership approach, engaging with organisations that have similar values to our own. Those values include adopting a learner centred approach; focussing on those most in need; and helping learners to achieve positive changes.

Our partnerships are built around Community Planning West Dunbartonshire and include: the Adult Learning Partnership, the Youth Alliance and the Community Alliance. These partners include representatives from other council services (Education, Libraries, Leisure) and health and social care services. They also include representatives from relevant organisations from the private sector, third sector and West College Scotland. This allows us to focus on, and support, action on a broader range of policy priorities, including for example, addressing Child Poverty and the Scottish Attainment Challenge.

Our aim through partnership working is to improve access to learning opportunities (no wrong door) and work together to support staff with the relevant skills to meet the changing demands they face.

In partnership we will: design and develop services that take into account the perspectives of others, including learners; increase the number of learning opportunities in the community; co-ordinate our individual and collective efforts; and seek to secure additional external resources for CLD activities.

As a result of our governance and approach; our ambitions and partnership working; and our efforts and expertise we will:

‘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’.

3. Introduction

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 2021 and September 2024;
- what action other organisations and agencies intend to take to provide community learning and development in West Dunbartonshire between September 2021 and August 2024; and
- any needs for community learning and development that will not be met within the period of the plan.

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.

Plan Structure

The West Dunbartonshire CLD Plan 2021-2024 will incorporate the requirements included in the guidance for CLD planning by including information about:

- Governance;
- Partnership Working and Involvement;
- Impact on Learners; and
- Workforce Development.

The Plan will take each of these themes in turn to demonstrate what we are doing and where we can introduce actions for improvement.

In order to ensure that the Plan is focussed, accessible and clearly understood we have included a set of appendices and associated documentation that provide further information where this is necessary.

The remainder of the Plan will begin with a definition of CLD in West Dunbartonshire with examples of approaches and activity.

4. What is Community Learning and Development?

The accompanying note³ and the ‘Strategic Guidance for Community Planning Partnerships: Community Learning and Development (2012)’⁴ underpins national Community Learning and Development (CLD) policy in Scotland.

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 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.’

Approaches to Community Learning and Development

CLD staff in organisations delivering services in West Dunbartonshire work collectively to support learning activities that focus on: Adult Learning, Youth Work and Community Development. This work is carried out from a CLD perspective that engender clear values and methods. While working in partnership, West Dunbartonshire Council Working 4U Teams and the Communities Team have a clear role in the direct delivery of services.

Adult Learning and Literacies:

Community based adult learning in Community Learning and Development (CLD) covers a wide variety of learning opportunities which target learners who have multiple barriers to opportunity, focusing on disadvantaged individuals and communities.

Opportunities in West Dunbartonshire are consistent with the Adult Learning Statement of Ambition and discussions about the emerging Adult Learning Strategy for Scotland. They include: Community-based Certificated Adult Learning in partnership with West College Scotland; Adult Literacies: English for Speakers of Other Languages (ESOL); Family Learning; Digital Learning; and first steps, confidence building and goal setting courses.

Using a Social Practice Model, learning is built around the experience and needs of the learners and is underpinned by the three core principles of the ‘Adult Learning Statement of Ambition’, that Learning is Lifelong, life-wide and learner-centred.

Adult Learning in West Dunbartonshire supports learners to achieve positive outcomes in their ‘Work’, ‘Personal’, ‘Community’ and ‘Family’ lives. We do this by enabling them to develop the knowledge, skills, confidence and creativity needed to make positive life choices;

³ Education Scotland (2017): The National Policy Context for Community Learning and Development (CLD) Planning: <https://education.gov.scot/Documents/Accompanying-note-for-CLD-guidance-2017.pdf>

⁴ Scottish Government (2012): Strategic Guidance for Community Planning Partnerships: Community Learning and Development: <https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2012/06/strategic-guidance-community-planning-partnerships-community-learning-development/documents/00394611-pdf/00394611-pdf/govscot%3Adocument/00394611.pdf>

support economic growth; enhance health and well-being; participate in their local communities and take social action.

Youth Work

Youth work is an educational practice contributing to young people's learning and development. Youth work engages with young people within their communities in West Dunbartonshire and is consistent with the National Youth Work Strategy for Scotland⁵.

Our approach acknowledges the wider networks of peers, community and culture; it supports the young person to realise their potential and to address life's challenges critically and creatively; it takes account of all strands of diversity.

Youth work generally takes place in a variety of settings including community venues, schools, youth cafés and on the street, whilst using numerous approaches such as outdoor learning, health initiatives, peer education and needs led programmes to engage with young people.

In West Dunbartonshire our Working 4U Youth Team's direct delivery from a range of community locations and schools focus with a focus: Digital Youth Work; Empowerment and Representation; Education (supporting efforts to address the Scottish Attainment Challenge: and community based youth work.

Community Development

Community development is a process where people come together to take action on what's important to them. At its' heart, community development is rooted in the belief that all people should have access to health, wellbeing, justice and opportunity. Community Development in West Dunbartonshire is set within the context of community empowerment⁶ and seeks to Community Engagement is a way to build and sustain relationships between public services and community groups; helping them to understand and take action on the needs or issues that communities experience.

Our approach in West Dunbartonshire is consistent with national and local policy aims to focus on

'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.'

Our Empowerment Strategy and Action Plan (February 2020) can be obtained here:

<https://www.west-dunbarton.gov.uk/media/4320224/wd-empowerment-strategy-and-action-plan-sb.pdf>

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 have identified the need to focus efforts on:

- Children who are looked after and accommodated;
- Young people leaving care;
- Young carers Vulnerable pregnancies;

⁵ Education Scotland (2014): Our Ambitions for Improving the life chances of young people in Scotland: <https://education.gov.scot/Documents/youth-work-strategy-181214.pdf>

⁶ Audit Scotland (2019): Principles for Community Empowerment: https://www.audit-scotland.gov.uk/uploads/docs/report/2019/briefing_190725_community_empowerment.pdf

- People affected by equalities issues;
- Families with children most likely to be affected by poverty;
- 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 supporting learners who may be taking on additional responsibility in the workplace or shifting to alternative employment. It will include support for those seeking to enter new sectors of employment; particularly relevant in the changing structure of the labour market brought about by the impact of Covid-19.

What CLD Teams and Services Won't Do (Unmet Need)

In general our focus will be on supporting those individuals and groups that have barriers to opportunity. This includes those who, 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 or facing redundancy or end of furlough) and;
- those with sufficient qualifications to secure further and higher education places.

In addition CLD staff will not provide 'one to one' career and employability support, particularly for those at the later stage of employability pipeline. This will be provided by our partners in employability service provision 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. However throughout the life of the plan we will ensure all opportunities to address this need are explored. This may include supporting efforts to secure access to additional external funding. It will include exploration of new capital developments/opportunities through the lens of community development and community asset transfer.

COVID restrictions have impacted on our ability to offer volunteering opportunities to support learners on a one to one basis. We will look to reinstating these services when

appropriate and 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 means that are beyond the scope of this plan such as health and social care service providers. 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 discuss 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.

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5. Governance

Governance relates to corporate leadership and the way it functions and how this creates a shared vision, sense of purpose and direction. It promotes positive attitudes to economic, social and cultural diversity. Governance also incorporates our responsibility to meet legislation, regulations, plans and codes of practice.

Through our governance structure we will be clear about lines of accountability and ensure that our staff, volunteers and partners are focussed on securing impacts and outcomes. Furthermore, through our governance structures we have established methods for gathering demonstrable evidence and reporting on the progress we make towards our aims.

West Dunbartonshire Council Priorities

The Council's Strategic Plan 2017 - 2022, sets out a number of key strategic priorities and linked themes which form the basis of the strategy.

Those priorities where Community Learning and Development has a key role include:

- A strong economy and improved job opportunities.
 - increased skills for life and learning;
 - increased employment and gaining opportunities.
- Supported individuals, families and carers living independently with dignity.
 - Enhanced life chances;
 - Improved well being.
- Meaningful engagement with active, empowered and informed citizens who feel safe and engaged.
 - Strong and active communities;
 - fully consulted people who are able to make full use of the Community Empowerment Act
- Open, accountable and accessible local government with equity of access for all residents
 - residents are supported to build and utilise digital skills
 - increased participation from under-represented groups
 - improved parental engagement across all schools.
- Efficient and effective frontline services.
 - continuously improving delivering best value;
 - a committed and skilled workforce;
 - sustainable and attractive local communities.

All of which is carried out with the explicit aim to support inclusive growth in West Dunbartonshire with the vision of:

‘Creating an Inclusive and Prosperous Place Where People Choose to Live and Work’.

To do this

‘West Dunbartonshire Council will deliver high quality services, led by priorities identified by the communities of West Dunbartonshire, in an open and transparent way’.

CLD Governance in West Dunbartonshire

The responsibility for meeting the requirement in the CLD Regulations rests with the local authority. CLD may be located in a number of settings such as: education, culture, sport, leisure and/or library services.

In West Dunbartonshire CLD is set within Housing and Employability Services. The Housing and Employability strategic area includes:

- The statutory and strategic housing authority responsibility;
- Homelessness and Homelessness Prevention service including the delivery of housing options;
- The housing and community safety remit;
- Working4U which includes Community Learning (adult learning, youth services); Child Poverty Local Action Reporting, Employability, Modern Apprenticeships, Welfare Rights and Debt Advice
- Your Community, Community Development, support to Community Councils and leading the empowerment agenda.

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

Protecting the Learners

Equalities

Through this structure of governance we have aligned a number of key policy areas. This includes alignment to the duties in the Equality Act 2010 that places a responsibility on local authorities to pay due regard to tackling inequality.

These duties include Fairer Scotland and Socio Economic Duties. In light of this we will assess the equality impact of the CLD Plan and, where appropriate the component activities.

The CLD Team has adapted the Equalities to reflect their commitment to its aims. West Dunbartonshire CLD Equalities Statement is provided in **Appendix 1**.

Protecting Vulnerable Groups

Placing learners at the heart of our approach means that we have to be assured in our approaches to protecting vulnerable children and adults. As such we have set out a clear statement of intent to illustrate our commitment to the protection of vulnerable people.

This has been developed on the basis that: 'It is everyone's business to help protect adults who may be at risk. It is everyone's business to help protect children who may be at risk'.

Our statement of intent is reproduced in **Appendix 2**.

Learner Privacy

Our commitment to protecting service users extends to protecting their privacy by complying with Data Protection Guidance and West Dunbartonshire Council's 'statement of Intent' and 'Privacy Notice' which can be found on line at this address:

<https://www.west-dunbarton.gov.uk/privacy/privacy-notice/>

We have customised this to reflect on the role of CLD practitioners complying with the legislation and our CLD Privacy Notice is reproduced in **Appendix 3**.

Integration and Alignment

Our governance and structure also allows us to clearly demonstrate our direct commitment to local priorities in the West Dunbartonshire Council Strategic Plan. It also allows us to

connect directly with national policy objectives where CLD staff have a direct and indirect role to play in the design, delivery and management of services. This includes:

Community Empowerment: The Communities Team has responsibility for delivering the requirements of the Community Empowerment (Scotland) Act 2015 and this is reflected in the Team's planning and activities. This includes pro-active engagement using 'Place Standards' and participatory budgeting. More information about our Community Empowerment Strategy in West Dunbartonshire can be found at:

<https://www.west-dunbarton.gov.uk/council/strategies-plans-and-policies/cw-strategy-and-action-plan/>

Employment Skills – Community Learning is set within the service (Working 4 U) that is responsible for the development of the local employability partnership. The Working 4 U Employability Team has to ensure the effective delivery of the 'No One Left Behind' and new approach to employability services; providing employability support for people of all ages.

The Community Learning Teams at Working 4 U have a critical role in supporting learners to address barriers to opportunity by working with colleagues in the Employability Team. The Youth Learning Team will do this through the development and delivery of the Young Persons Guarantee and Modern and Foundation Apprenticeships.

All of which have the specific aim of helping people of all ages to develop the mix of attributes that will assist them to compete for and sustain employment. Further information about employability support in West Dunbartonshire and Young Persons Guarantee can be found at:

<https://www.west-dunbarton.gov.uk/jobs-and-training/working4u/work/strategic-skills-pipeline/>

Digital Engagement: Working 4 U has been to the fore of the delivery of the 'Connecting Scotland' programme. Through this programme we have supported a number of organisations to secure ICT equipment and Wi-Fi connectivity for people using their services.

The Community Learning Teams have not only supported people to obtain access to equipment, but are also acting as digital champions to enhance skills and access to additional support services. More information about Connecting Scotland can be found at:

<https://connecting.scot/>

Local Child Poverty Report Working 4 U has the lead role and responsibility for compiling West Dunbartonshire's Local Poverty Action Report. The report has to focus on actions to maximise income (from employment and benefits); reduce the cost of living; and the provision of support in other ways. This includes supporting families through trigger points that may have a negative impact on their lives.

CLD staff have an integral role to play by: providing learning support parents assisting them to secure employment; providing support to improve financial capability; supporting family resilience through family learning.

More information about the West Dunbartonshire Local Child Poverty Report can be found at:

<https://www.west-dunbarton.gov.uk/council/strategies-plans-and-policies/the-child-poverty-scotland-act-2017/>

CLD Activity Reporting

The CLD Teams report on an ongoing basis as appropriate through the West Dunbartonshire Council committee cycle; Elected Members Seminars; and Elected Members Briefs.

In addition, the Housing and Employability Strategic Lead and West Dunbartonshire Council Chief Executive carry out a monthly review of progress that focusses on a number of Employability and Housing key progress indicators and actions.

These monthly reviews carried out by senior level staff include a focus on CLD indicators that are outlined in **Table 1**.

Table 1: Housing and Employability Key CLD Progress Indicators and Actions

Housing and Employability Dashboard Progress Indicator (CLD Focussed)
Number of local people entering education or training
Number of local people gaining a full qualification
Number of local people receiving support through Working 4U Learning, Employability, Money
Housing Employability Dashboard Actions (CLD Focussed)
Develop a detailed Delivery Plan through consultation with Community Planning West Dunbartonshire and the local community to ensure the aims of the CE Strategy are deliverable.
Complete the Review of the Scheme for Establishment for Community Councils
Lead on the Council's approach to Participatory Budgeting Mainstreaming
Scale up Housing First
Develop new Young Persons housing options
Support quality frameworks and partnership working to enhance Working 4 U Learning, Employability and Money Services

Appendix 4 provides an excerpt of the monthly reports to that focusses on CLD activity, progress and forthcoming actions.

CLD Governance Priorities 2021 – 2024

The 'Governance' priorities in the short and medium term delivery of the CLD 2021 – 2024 Plan are to:

- Reinforce inclusion, equality and fairness by ensuring all activities are screened for equalities and, where necessary, a full 'Equalities Impact Assessment' is carried out and recorded.
- Develop more robust methods for recording the support we provide for 'equalities groups' and individuals facing disadvantage.
- Ensure that we have a robust set of key progress indicators with quarterly milestones and these are reviewed annually and incorporated into governance and accountability reports.
- Maintain ongoing review of analysis of need using Community Planning West Dunbartonshire statistics and analysis.
- Maintain focus and contribution of CLD to Fairer Scotland, Empowerment, (Child) poverty and Scottish Attainment Challenge.
- Review Child and Adult protection, Equalities and Privacy policy, statement and action on an annual basis.

6. West Dunbartonshire CLD Service Delivery

Service Structure

Community Learning and Development in West Dunbartonshire is set within the Housing and Employability Service which in turn consists of four teams that collectively employ 289 full-time equivalent staff (328 people).

Table 2: Housing and Employability Staff Resource

Section	Headcount	Full-time Equivalent
Housing Development and Homelessness	91	80.36
Housing Operations	123	117.89
Communities Team	16	15.34
Working 4U	98	84.57
Total	328	289.18

Of the 328 people employed by the Housing and Employability Services, approximately 56 (Full-time equivalents) of these members of staff are either directly delivering or managing and providing administrative support for CLD activities. This staff complement includes management and admin staff; development officers; project support; and community-based tutors.

Our CLD staff work in the Communities Team and Working 4U and deliver services direct to the community. This is complemented by grant support for Third Sector organisations delivering learning services. These grants are managed by Working 4 U and activity is developed and delivered within the context of our partnership structures.

Communities Team

The Communities Team is responsible for leading on the Council's community empowerment agenda. The Team structure has been defined by the Council's Community Empowerment Strategy and now has the following structure:

- Community Development Team;
- Participatory Budgeting (PB), Finance and Income Generation Team; and
- Communication and Standards Team.

The Community Development team is at the forefront of the empowerment vision and ensures a programme of community capacity building, guidance and development opportunities for aspiring, new and existing community groups. It actively seeks out early opportunities for individuals and groups to become active participants in community life.

The Council has successfully delivered five phases of Community Budgeting (a grant-giving model of Participatory Budgeting). The Communities Team is now focussed on embedding a culture of Participatory Budgeting mainstreaming across the organisation. The PB, Finance and Income Generation team lead this area of work.

This involved actively supporting other service areas to develop and implement participative processes to ensure local citizens have the opportunity to influence and direct a percentage of the Council's annual budget, in line with the Community Choices 1% Framework Agreement. The team are also responsible for developing alternative funding sources that includes a community lottery model.

The Communications and Standards team is responsible for the roll-out and overall delivery against the Community Empowerment Strategy. This team has the remit to provide ongoing support and development to Community Councils.

This involves working closely with the existing cohort of Community Councils and with communities not represented by a Community Council to build capacity and appetite for establishing one. It has responsibility for training and awareness raising and ensuring all aspects of the Community Empowerment legislation is adhered to.

This team also provides support to the Community Alliance, the strategic community engagement group responsible for representing communities at the Community Planning West Dunbartonshire Board. This organisation has faced significant challenges since its set up in 2017 and remains an area for improvement. The team will continue to work with the Alliance membership and wider community to establish an approach to improve or re-shape the organisation.

Working 4 U

Working4U is an integrated service that supports people in West Dunbartonshire to improve their quality of life by helping them to improve their skills, access learning and address financial challenges.

Working4U's main goals centre on:

1. the provision of information, guidance, education and support to help citizens make informed choices and enjoy improved life chances;
2. the provision of good quality advice and access to learning opportunities, assisting citizens to make positive and sustained contributions to their community;
3. improving the employability and resilience of residents and making a positive contribution towards increasing employment rates within our community in order to close the gap with Scotland.

The service has recently undergone a 'Fit for Future' Review carried out by our peers in Human Resources, Corporate Services, Service Design and ICT. The review produced a number of recommendations. We will continue to review the recommendations, meanwhile the specialist components of Working 4U's services continue to be:

Employability

Employability encompasses all the things that enable people to increase their chances of getting a job, staying in a job, and progressing further in work. Our approach is based on the provision of customised, case managed support to address barriers to opportunity.

Information and Advice (Benefits and Debt Advice)

Information and Advice centres on the provision of debt counselling, income maximisation support, money advice and welfare benefit advice services. Our services are client orientated, based on a private and confidential diagnosis of the issues and are designed to provide options that will empower the individual to take control of their circumstances.

Community Learning

Community Learning primarily supports disadvantaged or vulnerable groups and individuals of all ages to engage in learning, with a focus on bringing about positive change in their lives and communities. This covers a wide range of activity, that not only includes youth work, family and adult learning, it also includes adult literacy and English for Speakers of Other languages (ESOL) and developing employability skills.

Working 4U's Community Learning Teams are the keystone of our community-learning services and include: 'Adult Learning and Literacies Team'; the 'Youth Learning'; and 'Youth Employability and Literacies Team'.

Working 4 U Adult Learning and Literacies Team

The Adult Learning Team's approach is consistent with themes emerging from the draft Adult Learning Strategy while addressing local priorities. Working 4 U Adult Learning and Literacies Team offers a range of opportunities to help develop confidence, personal skills and gain qualifications. Taking a learner-centred approach, the Team supports learners to achieve learning goals in personal, family, community and work life.

Although currently mainly online, courses are normally delivered in communities across West Dunbartonshire, including certificated SQA units in partnership with West College Scotland (WCS).

The Team strives to maximise the impact its provision by focussing its activities on people and communities who are most disadvantaged. This is achieved by: working with Working 4 U colleagues; networking and raising awareness with organisations supporting the disadvantaged; and liaising with schools within areas that are experiencing higher than average levels of multiple deprivation (Scottish Index of Multiple Deprivation). The learning programmes on offer are also designed to support people who have had experienced barriers to learning and other opportunities.

The Team has conducted an ongoing self-evaluation of Adult Learning programmes that were outlined in the previous CLD plan. As well as this, we undertook a consultation with stakeholders to review the plan and agree key aspects for the new plan. Given the positive feedback from Learners and the national context prioritising community based adult learning including ESOL and Literacies, it was felt that there is no requirement to substantially alter the curriculum on offer. Therefore subject areas will continue to include:

- **Vocational community-based SQA certificated courses (with West College Scotland):** meeting local employability needs as well as those of the learners, they include subject areas such as Childcare, Care, Health and Wellbeing, Humanities, IT skills, Fabric Skills, DIY skills;
- **Adult literacies:** rolling programmes of support based on individual needs as well as an Additional Learning Support Needs (ALSN) group run in partnership with Unity Empower ;
- **ESOL:** rolling programme of community classes funded through the West Region ESOL Partnership led by WCS and bespoke classes for refugees, funded through the Resettlement Team
- **Digital Learning:** rolling programme of Digital Friends one to one support and Connecting Scotland Digital Champion support
- **Family Learning:** bespoke projects run in partnership with Primary Schools and working with WCS on the Learning beyond Lockdown programme
- **Learner Voice:** supporting West Dunbartonshire Learner Voice Group to advocate for Adult learning;
- **First Steps courses:** STEPS to Excellence, Inspire, Health and Wellbeing
- **Financial Capability (Illegal Money Lending Project):** supporting residents who are at risk of using illegal money lenders
- **Professional Learning and Development (PLD):** regular Adult Learning specific PLD sessions for staff, volunteers and partners; supporting student placement

Areas identified for development include:

- COVID recovery: reinstating face-to-face, one-to-one and group support, including identifying community venues and outreach and engagement;
- Looking at how to benefit from the increase in online learning to offer a blended learning approach;
- Reinstating face-to-face engagement with volunteers, depending on COVID restrictions;
- Reviewing Prison Literacies and how to take learning in terms of criminal justice forward;
- Communication/awareness raising of the benefits of adult learning and opportunities available;
- Refreshing community learning computers;
- Developing ESOL to support Afghan refugees;
- Reinstating regular PLD sessions, including Education Scotland funded STEM PLD.

Working 4 U Youth Learning and Literacies Team

The Working 4U Youth Learning and Literacies Team consist of two components: Youth Employability and Literacies; and Youth Learning. The Youth Teams, while focussing on engagement with young people and offering pathways toward development and progression also work closely with Education Services to support the delivery of 'Pupil Equity Funded' projects and the addressing the Scottish Attainment Challenge.

Youth Employability and Literacies

The Youth Employability and Literacies Team is responsible for the development/design and delivery of employability service provision. This includes the management and delivery of National Training Programmes such as:

- **Foundation Apprenticeships:** a work-based learning opportunity for senior-phase secondary school pupils. Young people spend time out of school at college or with a local employer, and are recognised as entry qualifications by all Scottish colleges and universities.
- **Employability Fund:** the Employability Fund lets us respond to the different needs of each individual, while also adapting to employer demands on a local basis. Evidence of individual achievement and progression is important for everyone involved. The Fund is used to support young people to develop the employability and vocational skills they need to make the transition into a Modern Apprenticeship or job.
- **Modern Apprentices** a Modern Apprenticeship is a job that lets people earn a wage and gain an industry-recognised qualification. For employers, modern apprenticeships help develop their workforce by training new staff, and upskilling existing employees. The Team supports.
- **Young Persons Guarantee (YPG)** is aligned to the principles of No-One Left Behind, by providing flexible, user-based employability support and training. Support available is tailored to individual needs. The YPG is intended to provide young people, with an opportunity, based on their own personal circumstances and ambitions.

In addition the Team is responsible for the development of our approach to the Young Persons Guarantee and is the 'Gateway' to Kickstart' opportunities in West Dunbartonshire. All of which are important progression routes for young learners in West Dunbartonshire.

Working 4 U Youth Learning Team

The Youth Learning Team has recently been reconfigured to support a new approach to our service delivery that is consistent with national priorities while taking into consideration local needs while addressing some of the challenges that COVID 19 has presented.

The Team has four main areas of focus; Digital, Empowerment, Education and Community.

Digital: The Team's focus is on supporting the development of all aspects of digital engagement and service delivery. This includes engagement with the community through 'Young Scot' and maintaining the West Dunbartonshire Virtual Community Hub. The team are represented on a variety of National Digital Youth Work Forums including, Youth Scotland, YouthLink Scotland and Digital Youth Work Done Right.

Youth Empowerment: The focus here is on ensuring that young people can fully participate and bring about positive change through the democratic process. The Team does this by supporting the Scottish Youth Parliament; West Dunbartonshire Youth Council and Community based Active Citizenship programmes for young people

Education: The Team provides access to out of school hours learning (OHSL), which, as a result of COVID-19 shifted to a digital platform. Having relaunched the service digitally, the platform allows volunteer and pupil learning pairs to be allocated time slots to join the Out of School Hours virtual learning centre. Restrictions easing now allows for a blended model.

In addition, the Team is responsible for connecting to the Scottish Attainment Challenge priorities and includes Youth Workers who operate from a number of schools in West Dunbartonshire. This includes the management of the S&FE (Student and Family Engagement) Hub, Youth Connections and Care Connections which provide opportunities for direct engagement with young people and delivery of youth support either 1:2:1 or in group sessions.

Community based Youth Work: The Team has worked in partnership with YouthLink Scotland to establish a detached youth work service. The Team is extending co-ordination of these activities through the Youth Alliance in order to maximise the scale of engagement.

The Team is responsible for organising and delivering West Dunbartonshire 'Holiday Programmes'; Get up and Go Youth groups, (Additional Support Needs provision); and the increasing financial awareness (Illicit money lending project).

CLD Service Structure Priorities 2021 – 2024

The 'service structure' priorities in the short, medium and long term delivery of the CLD 2021 – 2024 CLD Plan are to continue design and delivery of important services.

In addition we will:

- Ensure CLD Teams make a positive contribution to the Housing and Employability Service Plans and performance information informs these plans.
- Ensure recommendations emerging from service reviews (For example Fit for Future Review) are considered, assessed and appropriate action is taken.
- Further development of our approach to managing budgets and the continued development of an enterprising approach to seeking funding; with leaders contributing effectively to financial sourcing, planning and scrutiny.
- Review financial procedures and service requirements when engaging with funded strategic partners.
- Continue to manage risk associated with protecting vulnerable groups by reviewing our processes for protection and privacy on an annual basis.

- Review our service delivery accommodation to take account of the challenges associated with service return and COVID-19.
- Provide support to develop the Community Alliance.

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7. Impact on Learners

In West Dunbartonshire we have developed a range of interventions and learning opportunities that support access to as broad range of learning experiences. These opportunities and projects are listed, alongside a brief overview of the activity, in **Appendix 5**.

The community learning projects in West Dunbartonshire each have their own specific aims and objectives based around the needs of learners. We use a variety methods to obtain feedback, review progress and ascertain the impact on and outcomes for learners. These include Learning Plans; consulting with learners during ongoing guidance and support; outcome evaluation questionnaires; case studies; learner impact statements; and service consultations. The information from learners enables staff to write reports reflecting on their programmes of work. As such, we continually review the effectiveness and contribution the learning opportunities make to our objectives and will reinforce, modify or discontinue the projects as appropriate.

In addition to the general approach we apply to the delivery of Community Learning and Development our teams responded to the Covid-19 pandemic by contacting every learner to offer support and discuss the most appropriate way for them to continue with their learning.

This led to the ongoing provision of learning in the first instance by phone, email and post. Much of this was to maintain social contact with vulnerable people. In addition we established virtual community hubs to reinforce this support and replicate social interaction as best we could given the circumstances and required health controls. We have supported learners to develop their confidence in using online platforms and Connecting Scotland equipment has enabled us to include learners in danger of being isolated.

The progress indicators we have developed for 2021 – 2024 are based on our experience of delivering services; changes in the operating environment, changes in the demands placed on us by stakeholders and learners.

8. Key Progress Indicators (2018 - 2021)

Irrespective of the changing number and type of projects being delivered they will contribute to a set of key progress indicators. These indicators focus on, among other issues, the number of learners supported and numbers of learners achieving positive outcomes or progression.

Analysis of the progress in key areas of Community Learning (**Appendix 6**) demonstrates that in an average year the West Dunbartonshire Community Learning Teams support approximately 1,300 people:

- 615 Adult Learners;
- 500 Youth Learners; and
- 170 young 'employability' learners.

With additional input from the Employability Team, and taking into account the impact of COVID-19, West Dunbartonshire Council (Working 4U) supported an approximate annual average of 1,200 people to enter education or training over the course of 2018 – 2021 delivery. As a result of the combined efforts of the Youth and Adult Learning Teams, on average, 210 people secure an accredited qualification each year.

In addition, the Youth Team supports on average 800 young people through diversionary activities. Through this work they also increase consultation and youth representation. Progression routes for young and older people can be secured through access to employability programmes and the Learning Teams often act as the gateway to these progression routes. On average, for example, we support 160 Modern and Foundation apprenticeships each year.

Since its inception, the Communities Team, has supported approximately eight community projects through the community/improvement fund investment.

Each of the 'annual averages' achieved by the various teams takes into account the impact of Covid-19 and has therefore been adversely affected in 2020/21. In many areas of our work we have supported fewer people than an average year.

However, along with re-establishing services during Covid-19 to deliver on-line support the Teams also took positive action in supporting the Community Planning Partnership to address the 'Four Harms'.

COVID-19 Four Harms.

The COVID-19 pandemic and the impact of the lockdown of society and services represented an unprecedented challenge for the delivery of council services. The Community Planning Partnership in West Dunbartonshire set out a position statement that aimed to 'suppress the virus, while protecting people, our society, and our economy, by taking co-ordinated action to tackle the four harms of COVID-19'

- Harm 1: Suppress the virus, protecting against the tragic harm to health;
- Harm 2: Support broader health, protecting our health and social care services and health and wellbeing, including actions to address violence against women and child protection;
- Harm 3: Mitigate social harms, protecting against broader harms to residents' way of life- with a focus on food insecurity (schools and within the community), rent arrears, homelessness, unemployment and the provision of crisis grants for vulnerable households/families;
- Harm 4: Support the economy, protecting against the devastating impact for business

While making the transition to digital service provision the Community Learning and Development Teams played a key role in contributing to addressing the ‘Four Harms’ in West Dunbartonshire.

This included specific action to:

- provide staff for the delivery of the COVID-19 Crisis Support Team;
- active participation in the provision of food parcels for vulnerable families;
- management and delivery of Education Support Grants, with emphasis on supporting families with children most likely to be affected by poverty (as defined in the Scottish Child Poverty Legislation).

From April 2020 to September 2021, with support from the Learning Teams we have:

- assisted 2,278 people with an assessment of needs (1,308 were in the ‘shielded’ category);
- provided families with access to ‘Hardship Grants (438) and Remote Learning Grants (759);
- met the food insecurity needs of 1,345 families and supported the delivery of ‘Holiday Hunger’ efforts.

Furthermore, the Communities Team has provided practical support for 861 families. This practical support consisted of obtaining and delivering medicines and food as well as providing ongoing contact with vulnerable households.

The onset of Covid-19 has had a negative and adverse affect on many of our key indicators. However, as we re-set and recover we are planning to return to pre-covid averages over the planning period of the CLD Plan (2021/2024).

CLD Impact on Learners Priorities 2021 – 2024

The ‘priorities for Impact on Learners priorities in the short, medium and long term delivery of the CLD 2021 – 2024 CLD Plan are to:

- Explore effective ways to demonstrate how well we meet the needs of learners by gathering information about the positive changes being achieved (attainment and qualifications).
- Reinforce our methods for reflecting on the ‘lived experience’ of learners through our ‘Learner Voice’ groups.
- Develop performance information to demonstrate improved life chances (This will be developed as our key progress indicators 2021 – 2024 and are set out in **Table 3** to **Table 6** below).
- Support staff to develop a greater understanding of the impact they achieve by sharing good practice.

In the longer term we will explore methods to demonstrate how we have contributed to additional outcomes such as: reduction in crime, improving health and wellbeing, improving employment prospects and quality of life

9. CLD Key Progress Indicators 2021 - 2024

Our aim in the creation of our progress indicators is to demonstrate that we are highly successful in engaging priority groups and there is sustained or increasing levels of involvement and achievement.

The Community Learning and Development Teams in West Dunbartonshire will continue to deliver a range of services and develop our approach to reporting on progress through our various client information management systems (Westlink, Advice Pro) and planning platforms (Pentana).

This is to ensure that analysis of performance information is robust, used consistently, informs planning and provides evidence of improved outcomes for individuals, groups and communities.

We will use this quantitative data alongside qualitative examples that demonstrate the positive impact of the learning that we deliver.

Furthermore, it is our aim to contribute to national and regional developments that are focussed on a common, national reporting framework. As such we will map existing progress indicators to the progress indicators that have emerged as a result of discussions among Local Authority representatives on the national network of CLD Managers Scotland.

The proposed national, progress information areas of focus are:

- Adult Learning;
- Youth Work;
- Health and Wellbeing ;
- Community Development; and
- Wider Engagement.

We have set out these indicators and we will map them where possible against existing indicators where we already gather data. In addition we will create the appropriate indicators where we have recorded activity but there is no direct match to those suggested through the national network.

Adult Learning

Adult Learning progress indicators relate to adults involved in adult learning, family learning and capacity building activity through CLD. This may include employability programmes, Literacies, ESOL and personal development work. By awards and wider achievement, we mean those that have been completed their programme of learning and secured certification.

Table 3: Adult Learning Progress Indicators (2021 - 2024)

Adult Learning Progress Indicator	Current Indicator	Average Numbers Each Year
Number of Adults Engaged in CLD Activity	Number of local people receiving support through Working4U - Adult Learning & Literacies	600
Number of adults receiving completed nationally recognised awards through CLD activity (SCQF levelled and awards such as Adult Achievement Award including sectional certificates)	Number of local people gaining an accredited qualification from Working4U Adult Learning	90
Number of adults engaged in family learning through CLD activity	Going forward we will introduce this indicator to our suite of progress indicators.	60
Number of children/young people engaged in family learning through CLD activity	Going forward we will introduce this indicator to our suite of progress indicators.	120

Youth Learning

Youth Work relates to children (aged 5 to 9) and young people (aged 10 to 18 - except for those involved in the Duke of Edinburgh Award where the upper age limit is 25) and those involved in youth employability programmes such as Young Persons Guarantee where the age range will be 16 – 24 years. By awards and wider achievement, we mean those that have been completed.

Please note we are currently not delivering the community-based Duke of Edinburgh award, this is now being delivered by Education Services.

Table 4: Youth Learning Progress Indicators (2021 - 2024)

Youth Learning Progress Indicator	Current Indicator	Average Numbers Each Year
Number of Young People involved in CLD Activity	Number of local people receiving support through Working4U	870
Number of children engaged in CLD activity	Number of local people receiving support through Working4U - Youth Learning – sub set to reflect on the number of children.	20
Number of young people engaged in CLD activity	Number of local people receiving support through Working4U - Youth Learning – sub set to reflect on the number of young people.	850
Number of children and young people of school age receiving completed nationally recognised awards through CLD activity	Number of local people gaining an accredited qualification from Working4U Youth Learning, Working4U Youth Employability & Literacies – subset to reflect children and young people at school	120
Number of young people receiving completed nationally recognised awards through CLD activity	Number of local people gaining an accredited qualification from Working4U Youth Employability & Literacies – subset to reflect young people post school	180
Number of young people receiving sectional certificates towards above Awards (sectional certificates only to be included if full award not completed)	Number of local people gaining an accredited qualification through Duke of Edinburgh Award scheme (Education Services)	-
Number of young people gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity	Number of young people being supported through the W4U SDS Foundation Apprenticeship Programme Total number of local people being supported through apprenticeships	120

Health and Wellbeing

This will reflect on Activity leading to increased confidence / improved self-esteem and other aspects of improved mental health and wellbeing. The exercise is focussed at this stage on numbers – greater impact focus will be achieved through case studies.

Table 5: Health and Wellbeing Indicators (2021 - 2024)

Health and Wellbeing Progress Indicator	Current Indicator	Average Numbers Each Year
Number of adults with improved mental health and wellbeing outcomes through CLD activity	This is not an indicator we currently capture information about. We will research ways to develop these over the course of the planning period.	40
Number of children and young people with improved mental health and wellbeing outcomes through CLD activity	This is an indicator we currently capture using the SHANARRI wellbeing web evaluation resource information. We will continue to research further ways to develop over the course of the planning period.	80

Community Development

Community Development indicators reflect on resident groups / early years groups / community councils / groups taking forward community asset transfers and those involved in community health checks, community profiling etc. KPI12 includes those involved in representative structures and which reflect the community empowerment act.

Table 6: Community Development Indicators (2021- 2024)

Community Development Progress Indicator	Current Indicator	Average Numbers Each Year
Number of community groups receiving capacity building support through CLD activity	Number of community projects that are supported through your community/improvement fund investment	10
Number of adults and young people taking part in influence and engagement activity through CLD – (including community planning / participatory budgeting / local and national consultations / co-production and influencing service design).	Number of young people involved in youth consultation and representation structures	20

10. West Dunbartonshire CLD Partnerships

Partnership working refers to the role of CLD partners in promoting, encouraging and undertaking effective partnership working to contribute to more co-ordinated service provision. In West Dunbartonshire the key partnerships have been developed within the context of West Dunbartonshire Community Planning.

The Community Planning West Dunbartonshire structure is set around a mission to establish West Dunbartonshire as: **‘A Great Place to Live, Work and Explore’** and has five key outcomes in its ‘Plan for Place’.

The ‘Plan for Place’ aims 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 managed through five thematic Delivery and Improvement Groups (DIGs) and each Delivery and Improvement Group (DIG) is tasked with developing an annual action plan.

It is expected that all partner strategies and plans developed in West Dunbartonshire are aligned with the WDCPP ‘Plan for Place’. As such the CLD service providers and partnership will support the work of all five Delivery Improvement Groups.

Our approach to partnership working will be built around a set of guiding service design principles.

Engagement and Access

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

Maximise Service Use

- Learners can easily gain access to the community based learning services needed to maintain and improve their: life chances, independence, family life, health/wellbeing and resilience and are confident that the service support will assist them to achieve their goals; and
- Learners know where to find out who could help them and members of their family and community to make the changes they need or want to make in their community.

Involvement and Representation

- Learners understand the factors and services affecting them and their community and feel more confident about contributing to the discussion about developing services and dealing with the issues.

Quality Services

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

Continuous Improvement

- Community Learning and Development in West Dunbartonshire uses data to inform good decisions is democratically accountable and is planned, managed, and delivered in a way that is consistent with sector quality standards set out in: *‘How Good is Your Community Learning and Development’* .

These factors will be reviewed by the partners as part of partnership planning and CLD service development in West Dunbartonshire.

West Dunbartonshire Council, Housing and Employability Services, Working 4U Learning and the Communities Team have a central role in sustaining cohesive partnerships.

We have established three key partnerships to achieve this cohesion. These are:

- the Adult Learning Partnership;
- the Youth Alliance;
- Your Community Initiative/ Community Alliance.

We will work to develop a collaborative approach with organisations and agencies in West Dunbartonshire that:

- have a specific core function for the of provision of CLD services, this will include, for example youth service providers in West Dunbartonshire such as: Ysortit, Tulloch and Haldane Youth Group;
- have multiple functions, one of which is provision of community-based learning and have dedicated staff for this task this includes, for example the wider Working 4U (employability and welfare rights) and WDC Communities Teams;
- provide a broader specialist education focus or work very closely with CLD practitioners to complement their goals, including for example, Education Services, West College Scotland, WDC Libraries WD Leisure Trust and Work Connect;
- have multiple functions, and have staff with generic roles, for example, Police Scotland, WD Community Justice, local authority housing offices and homelessness teams, health and social care services and community/voluntary sector. This includes Third Sector organisations that provide support to a particular client group across a range of issues, including Skapade and Street League.

The partnership groups will consist of representatives from organisations with these roles and the Terms of Reference for each of the partnership groups is reproduced in **Appendix 7** and **Appendix 8**.

Adult Learning Partnership

The Adult Learning Partnership (ALP) evaluated the areas for development outlined in the 2018-21 plan and agreed on areas to take forward in the 2021-24 plan.

It was decided to base the themes around the Themes in the draft Adult Learning Strategy (ALS, May 2021 version), as they are consistent with areas identified by the ALP and will enable us translate national policy into the local context and activity.

Activities for the 2021 – 2024 period include the following:

Expanding and Extending Adult Learning

- Working4U Adult Learning and Literacies Team (ALLT) and West College Scotland (WCS) continue to analyse and review the partnership courses to ensure Learners' needs are identified and met.
- Review and reinforce progression routes identified through existing activities in the ALP.
- Working 4 U Adult Learning and Literacies Team continue to take part in the West Region ESOL Partnership.
- Review and identify most appropriate methods of service delivery post-COVID including continuation of online learning.
- Cyber security, privacy and data protection to become part of induction for online learning, i.e. accessing the internet and being safe online.

Connecting the Adult Learning Journey

- Adult Learning Partnership members continue to represent West Dunbartonshire on local and national strategic bodies and share information.
- Ensure representation from Learner Voice Group is included in Adult Learning Partnership.
- Continue the guidance element of the previous plan, including raising awareness of services available to Adult Learners from Skills Development Scotland and other skills development agencies.

Communication

- Share information on Adult Learning including raising awareness of positive outcomes.
- Share positive outcomes of Adult learning within local strategic partnerships.
- Share Adult Learning data and information within Adult Learning Partnership.

Access, Inclusion and Diversity

- Continue with accessibility aspect of the previous plan by identifying suitable venues and continuing to support online access for learners.

Workforce Development

- Reinstate the joint Professional Learning and Development halted during COVID, including Science, Technical, Engineering Mathematics (STEM) Personal Learning and Development.
- Awareness raising about services across the partnership.

- Adult Learning and Literacies Team and West College Scotland continue to work on the development of the new entry level Adult Learning Personal Development Award.
- Refresh support to Adult Learning Volunteers.

Youth Alliance

The Youth Alliance will centre the partnerships efforts on translating national policy and priorities to the local context to:

Ensure West Dunbartonshire is a great place to be young and grow up.

The Youth Alliance will co-ordinate improved service delivery for young people through an agreed agenda that focusses on:

- digital youth work;
- Outreach and detached Youth work;
- Youth Empowerment;
- Diversionary and holiday programme work (including addressing holiday hunger);
- Supporting Out of School Learning;
- Supporting care experienced.

Establish Local Priorities

Through dialogue and use of published and self-generated data, Youth Alliance will identify priority geographical areas and generic issues and to co-ordinate multi-agency initiatives to respond effectively to young people's needs and aspirations.

With specific emphasis on supporting children and young people affected by poverty and disadvantage the Youth Alliance will:

- improve opportunities for young people to gain access to appropriate learning, education, volunteering, training and employment.

Put Young People at the Heart of Policy

- develop a high quality youth participation and engagement structure that partners can utilise to inform future service delivery and which gives young people a voice. With specific emphasis on service development; facilitating the Youth Council, developing and supporting Members of the Scottish Youth Parliament.
- improve access to a range of joined-up services for young people that will keep them safe and improve their life chances, health and well-being.

Build Service and Workforce Capacity

- To have a shared approach to securing and allocating funding for youth work/youth services to ensure strategic use of resources across the partnership.
- Raising awareness and share good practice across West Dunbartonshire service providers.
- Participate in regional and national youth events and forum.

Ensure we measure our impact and recognise the value of youth work

- Utilise information and data to inform good decisions, identify priorities and support improvement of services.
- Provide West Dunbartonshire Community Planning Partners with information on emerging priorities, action and progress.

- To coordinate information sharing and action between West Dunbartonshire Community Planning Partnership, strategic partners, service providers and learners.

Your Community

The Your Community (YC) approach was developed in 2014 in response to the then Single Outcome Agreement and the commitment to develop a neighbourhood based approach to service design and delivery to support communities to become more resilient, thriving and aspirational. This approach was based on authentic partnership working with the needs of the community the driver. The ambition is still true and is reflected in the current Local Outcome Improvement Plan 2017-27.

Since then, the YC approach has evolved and the same partnership approach is now working successfully for public space CCTV, participatory budgeting and the Council's wider community empowerment agenda. These work streams all come under the Your Community approach and allow services and resources to be directed to those communities most in need.

The structure of the model has also been streamlined, from the original three tiers of working groups down to two, a Steering Group and Delivery Group. While the pandemic has put a hold on the frequency of meetings the operational work has recommenced. A further review of the Your Community approach and charter will be undertaken.

As set out in the Local Outcome Improvement Priorities, the Community Alliance (CA) is the key conduit for dialogue between the communities of West Dunbartonshire and the Community Planning West Dunbartonshire Board. The CA is currently undergoing a review of its remit / terms of reference.

The Communities Team is dedicated to supporting this review and the refreshed approach that the group takes. This review is very much focussed on feedback and dialogue with local communities to ensure an effective model can be established.

We have established priorities for community empowerment and will develop and improve local community empowerment by:

- Helping people to understand community empowerment and how it can improve their lives and communities.
- Letting people know about the opportunities for community empowerment that have been created by legislation and policy.
- Ensuring community engagement and empowerment activity complies with the National Standards for Community Empowerment, Audit Scotland's principles for community empowerment and other relevant standards.
- Explaining the roles of Councillors, staff, Community Planning partners and communities themselves in community empowerment.
- Building trust and respect among communities, Council and Community Planning partners.
- Helping local communities, the Council and Community Planning partners to have honest discussion about the challenges of balancing community aspirations and public resources.
- Supporting communities with the resources, facilities, information and knowledge they need to make community empowerment a success.
- Providing the Council, Community Planning partners with the training they need.

11. Workforce Development

To establish strong governance, maintain effective partnerships and achieve our service delivery aims and objectives 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 and we will continue to provide support, information and a range of continuous development opportunities. Our commitment to providing staff with the flexible use of 35 hours of worktime to pursue learning that is consistent with the CLD competences remains.

In addition, we will encourage staff to actively engage in professional learning activities to improve their effectiveness. This will include focus on:

- Service delivery on digital platforms;
- Supporting volunteers and assisting their digital development;
- Community development skills;
- Participatory budgeting;
- Understanding the latest version of the How Good is Our Community Learning Quality Frameworks and self evaluation;
- West Dunbartonshire Council – skills passport: mandatory and elective learning support, with emphasis on periodical review of:
 - Equality, Diversity and Human Rights;
 - Child and Adult Protection;
 - Equality Impact Assessment;
 - Data protection and GDPR;
 - Information Security;
 - Supporting Employee Wellbeing;
 - Health and Safety Risk Management.

We will promote registration with the CLD Standards Council to develop a shared ethos among our workforce.

In addition, we will:

- Commit to the provision of student placements;
- Encourage and enable staff to network and participate in various networks and practice sharing for example (CLD Managers Scotland, Education Scotland led networks, Scottish Government CLD networks, Youthlink);
- Contribute to regional partnerships to contribute towards and benefit from shared practice, this includes
 - Membership of the West CLD Alliance to increase access to training that responds to Workforce Development issues as they arise (for staff and wider partners)
 - Regional Improvement Collaborative West Partnership – improving collaborative working across the region (Youthlink support on partnership working)
 - West Region ESOL Partnership – access to peer support and practice sharing
- Reinstate the joint Professional Learning and Development halted during COVID-19 pandemic, including Science, Technical, Engineering Mathematics (STEM) Personal Learning and Development.
- Adult Learning and Literacies Team and West College Scotland continue to work on the development of the new entry level Adult Learning Personal Development Award.
- Refresh support to Adult Learning Volunteers.

12. 2021 – 2024 Summary of Key Actions

We will continue to work within the Employability and Housing service and maintain delivery of CLD services through our Adult Learning and Literacies, Youth Learning and Communities Teams. In addition we will work in partnership to design and deliver services that are responsive to individual and community needs.

In addition to maintaining continuity in performance and outcomes through our ongoing delivery and reviews we have identified a number of actions that where we will focus our attention in the short to medium term (12- 18 months). These actions will contribute to continuous improvement and will be reviewed/modified on an ongoing and include:

Governance

- Reinforce inclusion, equality and fairness by ensuring all activities are screened for equalities and, where necessary, a full 'Equalities Impact Assessment' is carried out and recorded.
- Develop more robust methods for recording the support we provide for 'equalities groups' and individuals.
- Ensure that we have a robust set of key progress indicators with quarterly milestones and these are reviewed annually and incorporated into governance and accountability reports.
- Maintain ongoing review of analysis of need using Community Planning West Dunbartonshire statistics and analysis.
- Review and reinforce focus and contribution of CLD to Fairer Scotland, Empowerment, (Child) poverty and Scottish Attainment Challenge.
- Review Child and Adult protection, Equalities and Privacy policy, statements and action on an annual basis.

Service

- Ensure CLD Teams make a positive contribution to the Housing and Employability Service Plans and ensure CLD progress information and action informs these plans.
- Ensure recommendations emerging from service reviews (For example Fit for Future Review) are considered, assessed and appropriate action is taken.
- Further development of our approach to managing budgets and the continued development of an enterprising approach to seeking funding; with leaders contributing effectively to financial sourcing, planning and scrutiny.
- Review financial procedures and service requirements for engaging with (WDC Grant funded) strategic partners.
- Continue to manage risk associated with protecting vulnerable groups by reviewing our processes for protection and privacy on an annual basis.
- Review our service delivery accommodation to take account of the challenges associated with service return and COVID-19.
- Continue to ensure we reach those groups and individuals that need the service support most.
- Conduct regular self evaluations on the basis of How Good is our Community Learning Quality Indicators.

Impact on Learners

- Explore effective ways to demonstrate how well we meet the needs of learners by gathering information about the positive changes being achieved (attainment and qualifications).

- Reinforce our methods for reflecting on the ‘lived experience’ of learners through our ‘Learner Voice’ groups.
- Support staff to develop a greater understanding of the impact they achieve by sharing good practice.

Achievement and Progress

- Develop/reinforce and record progress information to demonstrate improved life chances (These, along with equivalent indicators to gather Adult and Youth Team contributions, will be developed as our key progress indicators 2021 – 2024 and include:
 - Total Number of people supported through Community Learning and Development Activities
 - Number of adults receiving completed nationally recognised awards through CLD activity
 - Number of young people gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity
 - Number of people with improved mental health and wellbeing outcomes through CLD activity
 - Number of community groups receiving capacity building support through CLD activity
 - Number of adults and young people taking part in influence and engagement activity through CLD – (including community planning / participatory budgeting / local and national consultations / co-production and influencing service design).

Partnership

- Review terms of reference and membership.
- Establish annual priorities and actions based on emerging need identified through lessons learned and use of local and national data.
- Report on progress against the themes and actions adopted by the various partnership groups (Adult Learning Partnership, Youth Alliance, and Community Alliance).

Workforce Development

- Encourage staff to actively engage in professional learning activities to improve their effectiveness with emphasis placed on the competences outlined by the CLD standards council.
- We will promote registration with the CLD Standards Council to develop a shared ethos among our workforce
- Contribute to regional partnerships to contribute to, and benefit from, shared good and best practice.

13. Appendices

Appendix 1: West Dunbartonshire CLD Equalities Statement

West Dunbartonshire CLD is committed to fulfilling the three key elements of the general equality duty as defined in the Equality Act 2010:

- Eliminating discrimination, harassment and victimisation.
- Advancing equality of opportunity between people who share a protected characteristic and those who do not.
- Fostering good relations between people who share a protected characteristic and those who do not.

The protected characteristics are –

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race, this includes ethnicity, colour and national origin;
- religion or belief;
- sex;
- sexual orientation;
- marriage/civil partnership (for which only the first duty applies).

Everyone has ‘protected characteristics’, but it is the treatment individuals and groups receive, the level of autonomy they have, and the positive or negative outcomes for them, that are our focus. Therefore we will:

- remove or minimise disadvantages experienced by people due to their protected characteristics;
- meet the needs of people from protected groups where these are different from the needs of other people;
- encourage people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

As well as being legal requirements, these steps contribute to fairer, more efficient and more effective services. Therefore the Council will:

- take effective action on equality;
- make the right decisions, first time around;
- develop better policies and practices, based on evidence;
- be transparent, accessible and accountable;
- deliver improved outcomes for all.

As well as being legal requirements, these steps contribute to fairer, more efficient and more effective services.

Appendix 2: West Dunbartonshire Protecting Vulnerable Groups

A key foundation of all CLD practice is a duty of care to the people that CLD works with whether it is children, young people or vulnerable adults. Organisations, managers, practitioners and volunteers are expected to be able to understand and manage risk and to interpret and apply relevant legislation within their CLD context.

West Dunbartonshire Community Learning and Development Teams are committed to ensuring that all CLD practitioners are fully trained in Adult/Child protection to ensure they know how to identify and support learners at risk.

These risks may include:

- Physical ways, by being injured or neglected;
- Psychological ways, by being made afraid or distressed;
- Their property or money may be taken without their agreement, knowledge or understanding; and
- They may hurt themselves by what they do or by not taking care of themselves

When working with targeted children, young people or vulnerable adults, CLD practitioners aim to provide participants with the knowledge, skills and values associated with healthy choices and social relationships.

This includes helping them develop in their ability to keep themselves and others safe; and helping them learn how to get help and support if they need it.

- CLD practitioners will ensure that they review their own learning and awareness by participating in learning sessions designed to keep staff up to date on the issue;
- Comply with policy and guidance relating to the protection of vulnerable groups; and where appropriate,
- provide support in planning around learners needs at Joint Agency Taskforce meetings.

Local and national Guidance about protection issues can be obtained here:

<http://www.wdhscp.org.uk/public-protection/adult-support-and-protection/>

<https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021/pages/3/>

Appendix 3: Learner Privacy

General Data Protection Regulation

The General Data Protection Regulation (GDPR) / Data Protection Act 2018 came into effect in 2018. It represented a substantial change in how organisations deal with information about service users' personal details (known as Personal Data) and what rights they have in respect of the handling of that Personal Data.

We will use Personal Data to provide learners with the services which they (with consent) have asked us to provide as part of a contract or where we are under obligation to do so (public task or legal obligation). In addition to information required to deliver the service we will also use personal details for purposes of crime prevention and crime detection and/or when required by law and will share it with other public bodies for that purpose.

In addition, for the purposes of specific partnership projects, data may be shared with delivery partners. These partners include organisations and service providers that are members of the Learning Partnerships: Adult Learning and Literacies Partnership and Youth Alliance. This sharing will only take place where it is absolutely necessary and assists learner goals and will be done only with learner additional explicit consent.

We will ensure that all learners are aware of their rights and our obligations under the General Data Protection Regulations through explicit notification on registration with the Community Learning and Development services.

We will encourage a greater understanding of these rights and obligations; the legal basis for using your information and our policy on transferring and sharing your personal data and your rights by encouraging learners to visit:

<http://www.west-dunbarton.gov.uk/privacy/privacy-notice/>

We will support learners to understand these regulations and provide support to overcome any access issues that may be apparent or arise.

Appendix 4: Housing and Employability Action and Progress Report May 2021 (Excerpt focus on CLD)

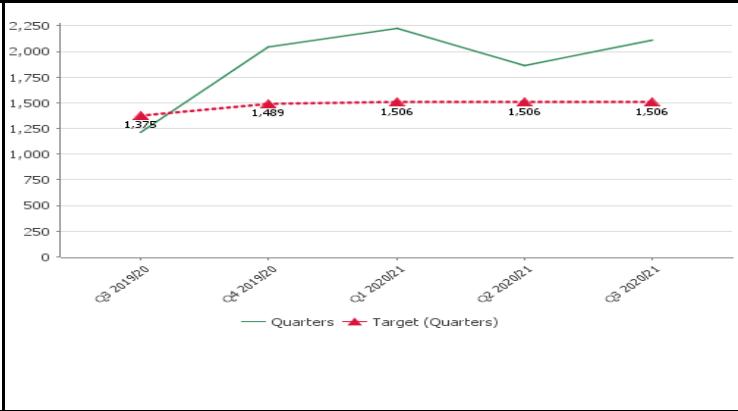
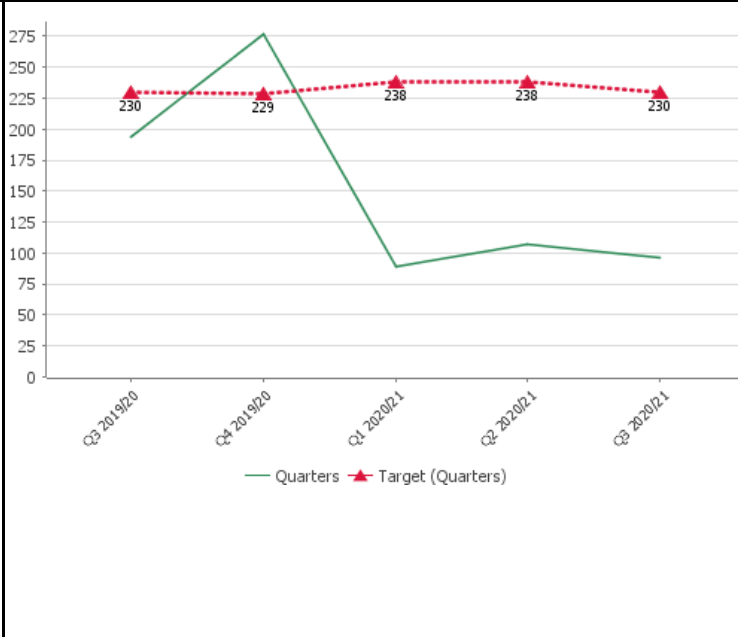
Housing and Employability Teams provide a monthly update on the progress against key indicators and actions. These indicator and action reports, where they relate to CLD activity are reproduced below.

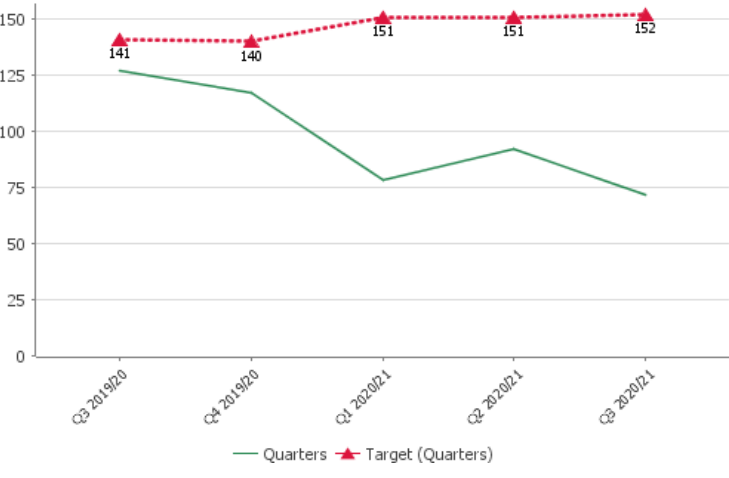
Communities Team

Table 7: Communities Team Actions (May 2021 Report)

Action Code & Title	Latest Note
H&E/2022/CT/02 Develop a detailed Delivery Plan through consultation with CPWD and the local community to ensure the aims of the CE Strategy are deliverable.	The first Community Empowerment Project Board was held in May bringing together senior officers to oversee the progress against the Community Empowerment Strategy. Following confirmation of relevant resources from service areas the Project Team will be convened. In parallel work is under-way to plan for the re-launch of the Strategy and engagement on the emerging Delivery Plan.
H&E/2022/CT/03 Complete the Review of the Scheme for Establishment for Community Councils	This work is currently in the first 16 weeks of engagement on the Scheme. This stage includes engagement on community council boundaries and the establishment of a Stronger Voices process that aims to gather a core group of community representatives to contribute over the course of the 10 month process.
H&E/2022/CT/04 Lead on the Council's approach to Participatory Budgeting Mainstreaming	Following a successful PB Steering Group meeting on 17 th May work will continue to define a PB pilot project based, most likely, on an amalgamation of the idea generation and the defined option models developed from methodology used in Stirling and Dundee. Once this has been refined a paper will be prepared to go to the Budget Working Group for discussion and agreement.

Table 8: Working 4U Progress Indicators (May 2021 Report)

Progress Indicator	Latest Note	Trend Chart																		
H/EDSTRATEGY/2 Number of local people receiving support through Working 4U	<p>While in lockdown we supported fewer people through our mainstream services (work, learn, money). Nevertheless we maintained these services and assess the crisis support service. As a result we have assisted more people than ‘normal’ years.</p> <p>In addition to Work, Learn, Money we have assisted an additional 3077 households. Of these 1,300 were from the shielded group.</p> <p>This includes 1,261 emergency food referrals; and 657 families supported through the winter hardship fund.</p>	 <table border="1"> <thead> <tr> <th>Quarter</th> <th>Quarters</th> <th>Target (Quarters)</th> </tr> </thead> <tbody> <tr> <td>Q3-2019/20</td> <td>1,375</td> <td>1,506</td> </tr> <tr> <td>Q4-2019/20</td> <td>2,000</td> <td>1,489</td> </tr> <tr> <td>Q1-2020/21</td> <td>2,250</td> <td>1,506</td> </tr> <tr> <td>Q2-2020/21</td> <td>1,800</td> <td>1,506</td> </tr> <tr> <td>Q3-2020/21</td> <td>2,100</td> <td>1,506</td> </tr> </tbody> </table>	Quarter	Quarters	Target (Quarters)	Q3-2019/20	1,375	1,506	Q4-2019/20	2,000	1,489	Q1-2020/21	2,250	1,506	Q2-2020/21	1,800	1,506	Q3-2020/21	2,100	1,506
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Q3-2020/21	2,100	1,506																		
H/EDSTRATEGY/7 Number of local people entering education or training	<p>This progress indicator is driven by the community learning team and the employability team; each has faced similar challenges throughout the year.</p> <ul style="list-style-type: none"> • need to maintain connection with unconnected; • devising methods for delivery of group work under substantial health related social restrictions; • overcoming digital divide. <p>The Community learning team has faced additional challenges with referral partners re-prioritising their work (and access to facilities) as a result of COVID-19.</p> <p>Nevertheless some notable developments have occurred:</p> <ul style="list-style-type: none"> • 157 people supported to develop sector skills in virtual academy; • provided families with IT equipment. Wi-Fi and digital champion support to enable family learning; 	 <table border="1"> <thead> <tr> <th>Quarter</th> <th>Quarters</th> <th>Target (Quarters)</th> </tr> </thead> <tbody> <tr> <td>Q3-2019/20</td> <td>200</td> <td>230</td> </tr> <tr> <td>Q4-2019/20</td> <td>275</td> <td>229</td> </tr> <tr> <td>Q1-2020/21</td> <td>90</td> <td>238</td> </tr> <tr> <td>Q2-2020/21</td> <td>110</td> <td>238</td> </tr> <tr> <td>Q3-2020/21</td> <td>100</td> <td>230</td> </tr> </tbody> </table>	Quarter	Quarters	Target (Quarters)	Q3-2019/20	200	230	Q4-2019/20	275	229	Q1-2020/21	90	238	Q2-2020/21	110	238	Q3-2020/21	100	230
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Progress Indicator	Latest Note	Trend Chart																		
	<ul style="list-style-type: none"> established new digital channels for engaging with potential learners (zoom, Facebook, appropriate social media); Development of ‘lockdown learning’ to support parents providing home learning. <p>These figures do not include additional numbers supported in the final quarter of 2020/2021 as these will not be available until June 2021. Going forward we will focus on expanding the academy model of skills development (focussing on key sectors of employment); and developing new courses for the forthcoming academic year.</p> <p>The community Renewal Fund and ESOL/Refugee support programme may provide opportunities for joint working with partners such as the West College Scotland. We will explore these opportunities further in the first quarter of 2021/2022.</p>																			
H/EDSTRATEGY/9 Number of local people gaining a full qualification	<p>Delivering support that assists people to secure qualifications is generally requires hands-on and activity based. As such we have faced a number of service delivery challenges that we have addressed by adopting, where possible, digital approaches.</p> <p>This has rested on utilising the virtual learning and employability hubs that we have established. As a result we have supported some service users to complete their qualifications.</p> <p>We have also developed a range of support and, for example delivered confidence building and some SQA certificated courses on Zoom.</p> <p>Going forward we are exploring the potential for resuming face</p>	 <table border="1"> <thead> <tr> <th>Quarter</th> <th>Quarters (Actual)</th> <th>Target (Quarters)</th> </tr> </thead> <tbody> <tr> <td>Q3 2019/2020</td> <td>141</td> <td>141</td> </tr> <tr> <td>Q4 2019/2020</td> <td>140</td> <td>140</td> </tr> <tr> <td>Q1 2020/21</td> <td>151</td> <td>151</td> </tr> <tr> <td>Q2 2020/21</td> <td>151</td> <td>151</td> </tr> <tr> <td>Q3 2020/21</td> <td>152</td> <td>152</td> </tr> </tbody> </table>	Quarter	Quarters (Actual)	Target (Quarters)	Q3 2019/2020	141	141	Q4 2019/2020	140	140	Q1 2020/21	151	151	Q2 2020/21	151	151	Q3 2020/21	152	152
Quarter	Quarters (Actual)	Target (Quarters)																		
Q3 2019/2020	141	141																		
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Q1 2020/21	151	151																		
Q2 2020/21	151	151																		
Q3 2020/21	152	152																		

Progress Indicator	Latest Note	Trend Chart
	to face sessions. These will be developed while complying with the national timetable for easing social restrictions and in partnership with services (libraries) and other partners (WCS) where facilities may be available.	

Working 4U Actions

Table 9: Working 4 U Actions (May 2021 Report)

Action (Code and Title)	Latest Note
H&E/2022/W4U/06 Support quality frameworks and partnership working to enhance work, learn, money service provision	We are currently working through accreditation for Advice services. In addition, we have established the Local Employability Partnership to manage the 'No One Left Behind, Young Persons Guarantee' programmes. Over the forthcoming period we will develop the process for compiling the Community Learning Plan and we anticipate that we will be subject to an Education Scotland, HMIE inspection in the forthcoming period. As such we are reviewing the CLD activities and plan while focussing on recovery actions that will support the local community to secure the skills required for life, work and community.
H&E/2022/W4U/100 Review Covid response crisis team progress and resources	<p>We established the Covid-19 crisis response team and to date (16/05/21) we have supported 3,077 people. Of these 1,300 were in the shielded category. In addition, we have carried out 4,530 follow up calls. Of those supported: 861 have been referred for practical support from the community's team; and 1,261 have received access to emergency food supplies. These food supplies have been provided through joint work in schools with the Youth Learning Team at the forefront of the delivery programme.</p> <p>Other support has included benefit maximisation assessment, support to manage debts and support to secure short term emergency welfare grants.</p> <p>We have also established the process to provide winter hardship grants to local residents facing significant disadvantage. This fund is now closed. However, during the period it was available we assisted approx. 600 families with this grant. In addition we have played a role in distributing the Education Support Grants to assist those families affected by COVID-19. We have also established a process for supporting/addressing fuel poverty among families using pre-paid meters (the highest tariffs). Details of the progress of this fuel poverty fund will be available in June 2021.</p>

Appendix 5: Community Learning Activity in West Dunbartonshire

The following Tables provide information about the activity delivered by the Community Learning and Development Teams in West Dunbartonshire. We have included a comment on impact on learners and how we will measure activity progress.

Table 10: Adult Learning and Literacies Summary of Actions

Adult Learning and Literacies			
Action	Summary of Action	Impact on Learners	Progress Measures
Family Opportunity Hub (full family support)	The team developed an Adult Learning programme in Clydebank High School to tie in with the Family Opportunity Hub. Courses included ESOL and WCS partnership certificated courses, such as IT, Psychology and DIY. Courses were suspended or moved online due to COVID-19.	Understand skills and development/ learning needs and apply	Number of parents/carers engaging in learning.
Prison literacies (liberated prisoner guidance)	A W4U Development Officer met with short term prisoners at HMP Low Moss within 5 – 6 weeks of their liberation date. Prisoners were given information about all services of Working4U Work, Learning and Money. Suspended in January 2020 due to vacancy and subsequently due to COVID-19.	Confident, resilient, optimistic and informed choices	Number of guidance/information sessions.
Volunteering Development and Support	Prior to COVID, annual Training Needs Analyses were completed and monthly Professional Learning and Development sessions delivered such as, Dyslexia Awareness, Mindfulness and Cyber Security. During COVID-19, 2 sessions have been delivered online. Volunteers are offered group support sessions on Zoom and contacted via phone by staff.	Understand skills and development/learning needs and apply	Number of development sessions.
Volunteer Recognition Event	The team usually gives out Volunteer Scotland certificates on class during Volunteers Week (1 st -7 th June). Because of the pandemic, we have posted stories and videos re volunteers' contribution to learning on our Facebook page. These have had a good response from learners, volunteers and staff.	Express opinion and contribute to (democratic) society	Number of volunteers recognised.
Adult Learner	In November 2018 & 19, we ran successful learners' events to coincide	Express opinion and	Number of learners

Adult Learning and Literacies			
Action	Summary of Action	Impact on Learners	Progress Measures
Recognition Event	with Book Week Scotland. The events were an opportunity to celebrate learners' achievements and for them to come together to find out what other learners do. In December 2020, we ran a Big Zoom-in Christmas Quiz and sing-along.	contribute to (democratic) society	attending.
Family Learning	The Team provided courses funded through PEF in Balloch, Kilbowie, Linnvale and St Mary's PS mainly around cooking. We obtained support from a STEM ambassador to deliver science activities and were asked to showcase the work at an Education Scotland Webinar in January 2021. Projects were suspended due to COVID-19, however, we accessed 30 Chromebooks for Family Learning via Connecting Scotland for our partnership work with WCS on 'Learning beyond Lockdown'.	Understand skills and development/learning needs and apply	Number of family learning projects.
Learner Voice Group	West Dunbartonshire Learners' Voice have been involved in: meeting with local MSPs; organising Learner Events; supporting students on placement, attending Adult Learning Partnership meetings and contributing to the Adult learning Strategy. They attended a Parliamentary Reception to receive a Scottish Learning Partnership (SLP) Award in March 2019. One member is in the SLP National Advisory Group and has met with Scottish Government ministers, including the First Minister.	Express opinion and contribute to (democratic) society Participate in Groups	Number of opportunities to participate in decision making.
Connecting Scotland	The team has obtained 95 devices across Phases 1, 2 and 3. These have been delivered to older and disabled learners, parents and carers, young adult learners, ESOL and literacies learners. The recipients are supported to get online by trained Digital Champions made up of Tutors and Development Staff.	Overcome digital exclusion and learn use of equipment	Number of people provided with ICT equipment and support from a digital champion.
English for Speakers of Other	As part of the West Region ESOL partnership, we worked with West College Scotland to access ESOL funding. We provided a rolling programme of classes at Centre 81, Clydebank High and Church Street. We	Understand skills and development/ learning	Number of learners.

Adult Learning and Literacies			
Action	Summary of Action	Impact on Learners	Progress Measures
Languages (ESOL)	also had Conversation Café at Centre 81 to reinforce learning. Classes moved online due to COVID-19	needs and apply	
Adult Literacies	We provided dedicated literacies groups, with two sessions each in Alexandria, Dumbarton and Clydebank and one class in Dalmuir run in partnership with Unity Empower for people with additional support needs. Due to COVID-19, learning groups moved to Zoom. Some learners received one to one support via phone and Zoom.	Confident, resilient, optimistic and informed choices	Number of learners
Syrian Refugee Support (ESOL)	The first and second cohort of refugee learners moved on to our mainstream provision. Two new families arrived in 2020, provision had to be adapted because of COVID-19. This included 4 lessons a week for the parents and 5 lessons a week for 2 young people, all on Zoom.	Understand skills and development/ learning needs and apply	Number of learners
Community based Vocational Courses (SQA accredited)	We delivered a range of SQA accredited units in partnership with WCS. Prior to COVID, we ran around 50 classes a year in communities across West Dunbartonshire . The range of courses has increased in response to learners' need and the employability context. Since COVID, most classes have moved online.	Confident, resilient, optimistic and informed choices	Number of learners Number of Qualifications
First Step Courses (engagement)	These courses are designed to engage with people who have barriers to learning to boost their confidence and encourage them to take part in other courses. They include Inspire; STEPS to Excellence; and Health and Wellbeing. COVID has prevented us from delivering them, however, STEPS has moved successfully to Zoom.	Confident, resilient, optimistic and informed choices	Number of learners Number of Qualifications
Working Matters (ESA support)	The City Deals Working Matters programme finished on 31st March 2019. Of the 146 residents who engaged with the programme, 128 undertook a range of activities, including: health interventions; work related training certificates; a range of SQA certificates; non-certificated courses such as	Understand skills and development/learning needs and apply	Number of Participants

Adult Learning and Literacies			
Action	Summary of Action	Impact on Learners	Progress Measures
	wellbeing, literacy and numeracy and Digital Friends.		
Digital Inclusion/ Digital Friends	4 rolling programme Digital Friends classes were delivered across WD, offering 1-1 support in a group setting .We provide Volunteer Tutor Training for these. We also delivered group classes on getting Started in IT and on Universal Credit. Learners and tutors have been supported remotely throughout COVID-19 restrictions.	Understand skills and development/learning needs and apply	Number of learners

Table 11: Youth Learning Summary of Actions

Youth Learning Summary of Actions			
Action	Summary of Action	Impact on Learners	Progress Measures
VOLA S&FE – Tailored Family and Youth Work interventions	Targeted interventions to provide wellbeing support to young people via 1-1s and groupwork. Providing families with support on all aspects of employability, money and learning.	Confident, resilient, optimistic and informed choices	Number of young people reporting increased participation in the wider school curriculum. Number of young people reporting an increase in SHANARRI indicators
Out of Schools Hours Learning Provision	1-1 tutoring sessions delivered via blended learning for identified young people to develop their literacy and numeracy skills to support their education attainment	Confident, resilient, optimistic and informed choices	Number of young people supported.
Experiential Learning-community safety programme	Programme of community safety based workshops to provide to each P7 across the local authority.	Achieve Broadened perspectives through new experience and learning	Number of young people attending.
Midnight League	Diversionary based Friday night activities inclusive of football, arts based sessions and educational inputs to young people at risk of being involved in anti social behaviour and substance use.	Achieve Broadened perspectives through new experience and learning	Number of young people attending.
Recognised Accreditation	Delivery of youth accreditation awards embedded into all youth work programmes and services on offer to young people. Programmes (W4U) - Saltire, Dynamic Youth Award, Youth Achievement Award, High 5, PDC.	Confident, resilient, optimistic and informed choices Participate in Groups	Number of awards achieved.
Additional	Bespoke programmes developed and delivered to support young people	Understand skills and	Number of young people

Youth Learning Summary of Actions			
Action	Summary of Action	Impact on Learners	Progress Measures
Support Needs Kilpatrick School and Get Up and Go	with ASN to reach their fullest potential	development/learning needs and apply Participate in Groups	participating.
MSYP	Support 2 MSYPs to participate in the national and local youth empowerment processes such as Scottish Youth Parliament and West Dunbartonshire Youth Council	Express opinion and contribute to (democratic) society	Number of young people participating in elections. Number of opportunities to participate in decision making.
Youth Voice	Youth empowerment structure includes West Dunbartonshire Youth Council and MSYPs alongside wider active citizenship projects to provide local young people a platform to have a say in decisions that affect their lives	Express opinion and contribute to (democratic) society	Number of opportunities to participate in decision making.
Youth Recognition Event (Youth Alliance Special Awards)	Annual event to recognise the achievement and contributions of young people across West Dunbartonshire.	Express opinion and contribute to (democratic) society	Number of young people in attendance.
Young Scot	National platform to raise the awareness of the National Entitlement Card and to develop the WDC online portal for all young people.	Achieve Broadened perspectives through new experience and learning	Number of hits on portal.
Illicit Money Lending	The Illegal Money Lending project aims to increase the financial resilience of residents in West Dunbartonshire in order to minimise the risk of residents resorting to illegal or high interest money lenders	Project raises general awareness of illegal money lenders with the public and	Number of residents supported. Number of IML sessions

Youth Learning Summary of Actions			
Action	Summary of Action	Impact on Learners	Progress Measures
		community groups	delivered.
Cashback for Communities Outreach	3 year funding secured via Cashback for Communities to develop and deliver a youth outreach service across West Dunbartonshire. Aim to target the most hard to reach and vulnerable with a view to engaging young people in co-designed groupwork programmes to enhance personal, social and educational skills	Confident, resilient, optimistic and informed choices Participate in Groups	Number of young people engaged on the streets Number of young people participating in group work programmes
Youth Connections	The programme targets young people in S3-S6, referred by Education services for whom engaging in mainstream education and traditional education systems has proved extremely difficult. Providing a tailored programme of intervention, in collaboration with community partners to redesign engagement opportunities.	Understand skills and development/learning needs and apply Confident, resilient, optimistic and informed choices Participate in Groups	Number of young people actively participating in an alternative pathway Number of young people entering a positive destination
Seasonal Programmes	Holiday activity programmes targeting most at need young people throughout the academic year. Holiday hunger interventions built into programmes to ensure no child goes hungry during school holidays	Achieve Broadened perspectives through new experience and learning	Number of young people participating
Digital Youth Work	A variety of digital projects and services will be established to enhance the wider youth work offer to all young people across West Dunbartonshire. This will be inclusive of internet safety workshops, social media campaigns, digital youth work group and support to develop wider blended learning opportunities.	Achieve Broadened perspectives through new experience and learning	Number of hits to social media platforms Number of educational inputs delivered
Care Connections	The programme Care Connections focuses on young people who are looked after at home in the Clydebank area. Care Connections offers	Achieve Broadened perspectives through new	Number of young people referred

Youth Learning Summary of Actions			
Action	Summary of Action	Impact on Learners	Progress Measures
	those young people an opportunity to access the programme at the stage appropriate to their needs. The programme will contribute to closing the poverty-related attainment gap.	experience and learning	Number of young people participating in community based provision

Table 12: Youth Literacies Summary of Actions

Youth Literacies Summary of Actions			
Action	Summary of Action	Impact on Learners	Progress Measures
Modern Apprenticeships	Modern Apprenticeships provide paid employment and the opportunity to train for jobs to anyone over 16. Modern Apprenticeships are an exciting way of gaining skills and qualifications. They help learners start a career without having to study full-time. Modern Apprenticeships can also be the basis for upskilling more established employees	Understand skills and development/learning needs and apply	Number of People engaging in learning. Number of People achieving a qualification
Foundation Apprenticeships	Foundation Apprenticeships at SCQF Level 6 provide work-based learning opportunities for learners in their senior phase of secondary education. Spending part of the school week with a learning provider and a local employer, learners work towards a Foundation Apprenticeship alongside their other qualifications such as National 5 and Highers.	Confident, resilient, optimistic and informed choices Understand skills and development/learning needs and apply	Number of people engaging in learning Number of people achieving a qualification
Young Persons	To support the delivery of the Young Person's Guarantee (YPG) aligned to the principles of No-One Left Behind, by providing flexible, user-based employability	Understand skills and development/learning	Number of People

Youth Literacies Summary of Actions			
Action	Summary of Action	Impact on Learners	Progress Measures
Guarantee	<p>support and training to young people aged 16-24 years. Activity includes:</p> <ul style="list-style-type: none"> Engagement through youth work Key worker support - referral/engagement; needs assessment; barrier removal; vocational activity; employer engagement and job matching; in work support and aftercare Disability case management 	needs and apply	<p>Supported</p> <p>Number of People Progressing to a Positive Outcome</p> <p>Number of development sessions.</p>
No One Left Behind	<p>The provision of support that will overcome barriers to opportunity that prevent people from securing employment or considering employment as an option. The support centres on customised action to address skills and learning deficits that prevent progression to positive outcomes.</p>	Understand skills and development/learning needs and apply	<p>Number of People supported</p> <p>Number of People achieving a qualification</p> <p>Number of People achieving a positive outcome.</p>
Support to Drive scheme	<p>The Support to Drive scheme offers funding for lessons and a practical driving test to people between 17 and 24 living in West Dunbartonshire</p> <p>The initiative primarily focuses on helping young apprentices and young people who are care experienced. Applicants who are unemployed with two or more barriers – including a disability, low skills, lack of qualifications, low confidence, and young carers – are also prioritised</p>	Understand skills and development/learning needs and apply	<p>Number of driving lessons accessed</p> <p>Number of People achieving a qualification</p>

Table 13: Communities Team Summary of Actions

Communities Team Summary of Actions			
Action	Summary of Action	Impact on Learners	Progress Measures
Review and implement improvements to raise awareness of the 'Your Community' approach	<p>Improvements were identified and made through Your Community (YC) Delivery Group meetings. This allowed collaboration with key partners and community representatives to fully understand the areas of local concern. Community walkabouts were arranged to allow local citizens to participate and help influence change. Emerging actions were then addressed by the relevant service area.</p> <p>This group also refined and improved the process of applying for Improvement Fund grants. This fund was designed to support local communities to make environmental improvements based on community consultation.</p>	<p>Express opinion and contribute to (democratic) society</p> <p>Consider risk and make informed decisions</p>	<p>Number of opportunities to participate in decision making.</p>
Develop and deliver a 4th Phase of Participatory Budgeting	<p>During 2018/19 the 4th phase of Community Budgeting was successfully completed. This saw over 700 people attend the Clydebank Town Hall on a single day to register their vote in person. This was complemented by the first trial of the CONSUL digital participation platform.</p> <p>The Communities Team worked with COSLA and were the first local authority in Scotland to trial the site. While it presented some challenges and learning opportunities the whole experience was successful as we reported on the greatest level of participation in Community Budgeting to-date.</p>	<p>Express opinion and contribute to (democratic) society</p> <p>Consider risk and make informed decisions</p>	<p>Number of resident's participants – over 700 people registered their vote on the day.</p> <p>Number of applications. 65 applications received.</p> <p>Level of funding granted. £150,000 awarded.</p>
Continue to raise awareness of the Community Empowerment Act	Through collaboration with key partners, the team continued to work in identified communities to promote community	Manage relationships and networks	Number of groups supported.

Communities Team Summary of Actions			
Action	Summary of Action	Impact on Learners	Progress Measures
and Area Focussed Capacity Building	<p>participation and action. This allowed relationships to be made and groups to be supported. Much of this early engagement work is now coming to fruition with a recent request for CCB support in Dumbarton West for a number of groups looking to set-up.</p> <p>Relationships and projects have also developed in the Drumry area where the team have recently supported the creation of a Community Orchard and a local community garden. Other small scale activity is still on-going.</p>	Consider risk and make informed decisions	
Locality planning	Work is continuing in two communities to develop neighbourhood plans, that together with WDC produced Locality Plans will for Locality Place Plans.	Express opinion and contribute to (democratic) society	Number of plans produced
Continue to promote the use of the Place Standard in communities across WD.	<p>The Place Standard has been used as an engagement tool a number of times but most notably in Clydebank, Old Kilpatrick and Alexandria.</p> <p>Following Your Community work in Dumbarton West we have received a recent request for support to use the Place Standard to help the community to develop their own neighbourhood plan.</p>	Express opinion and contribute to (democratic) society	Residents expressing increased awareness

Appendix 6: CLD Three Year Key Progress Indicator Overview

CLD Plan 2018-2021 overview

Report Type: Scorecard Report

Generated on: 17 September 2021

Name	2018/19		2019/20		2020/21		Latest Note
	Value	Target	Value	Target	Value	Target	
Number of community projects that are supported through your community/improvement fund investment			8	12	9	4	<p>Following a period of limited activity in 2020 due to COVID-19 the Improvement Fund received nine applications towards the end of the financial year. This far exceed the target set for the year.</p> <p>Due to the value of the projects the decision was taken to pause the fund to any new applications to allow evaluation of live applications and a review of current projects and spend.</p>
Number of local people receiving support through Working4U - Adult Learning & Literacies	621	1,600	605	660	628	660	<p>Over the last three years we have delivered a range of courses to support adult learners on their learning journey. They range from 'first steps' courses including: Literacies; English for Speakers of Other Languages (ESOL); Digital; Family Learning; and confidence.</p> <p>We have extended the range and levels of our partnership courses, meeting local employability needs to include courses in Childcare, Social Care, Health and Wellbeing. Our approach centres on the needs of the learners and we assisted approximately 630 learners each year.</p> <p>The COVID-19 pandemic has posed us some challenges. However, we have re-set the service and continued to deliver remote support.</p> <p>Going forward we will fully re-establish the service. Taking a blended approach we will combine face to face and remote support where this is most appropriate.</p>

Name	2018/19		2019/20		2020/21		Latest Note
	Value	Target	Value	Target	Value	Target	
							Nevertheless, and despite the forthcoming challenges in 2021-2024 we aim to achieve the pre-pandemic support levels: engaging and supporting an average of 630 learners each year
Number of local people receiving support through Working4U - Youth Employability & Literacies	172	120	173	127	159	127	<p>W4U deliver a number of employability programmes aimed at supporting young people at all stages of the Strategic Skills Pipeline to move towards employment. Pre-stage 1 and stage 1 employability programme includes the development of soft skills and confidence building activity as well as action planning for progression.</p> <p>The Foundation Apprenticeship programme – developing and enhancing the Apprenticeship Pathway for senior phase pupils based within the 5 secondary high schools in West Dunbartonshire - Positive outcomes include employment, further learning/education, HE, volunteering</p> <p>All programmes with the exception of the Foundation Apprenticeship programme has been negatively impacted by COVID, with less employer recruitment and slower progress with qualifications as a result of furlough, disruptions to training and digital exclusion. Despite this we aim to reach pre-covid levels in the short to medium term</p>
Number of local people receiving support through Working4U - Youth Learning	412	550	592	583	872	583	<p>W4U Youth Learning has continued to increase the number of young people receiving targeted support, inclusive of during COVID 19. W4U have strived to develop and deliver supports to young people most at need and support and our reach has increased each year of the 2018 -2021 plan.</p> <p>This continued throughout COVID 19 which saw support to Education's HUBS and identified families in crisis support team. Delivery of activity packs, food packages and digital youth work were all on offer to young people.</p>

Name	2018/19		2019/20		2020/21		Latest Note
	Value	Target	Value	Target	Value	Target	
Number of local people entering education or training	1,180	677	1,228	951	454	951	The number of people entering education or training comprises the efforts of the Youth and Adult Learning Teams and the Employability Teams. We had established an increasing trend in the number of people supported through the 2018 – 2021 period. However, COVID-19 has presented us with some challenges that we are addressing as we re-set our services and prepare for recovery. Our aim through our plans for recovery is to return to pre-covid levels in the first two years of the CLD Plan 2021 – 2024.
Number of local people entering education or training from Working4U Youth Employability & Literacies	172	45	173	48	147	48	W4U has established a Pathway Apprenticeship Programme that includes Foundation Apprenticeships and Modern Apprenticeships in a range of frameworks (sectors). The Team also delivers programmes through the Employability Fund and as a result we support approximately 170 people each year to progress through learning. We maintained this position through COVID-19 and intend to consolidate and build on this success. Much will depend on the continued investment in apprenticeships made by West Dunbartonshire Council Information about this will emerge in year 1 of the delivery of our CLD Plan.
Number of local people entering education or training from Youth Learning	15	30	22	32	10	32	Accreditation awards over the last 3 years have predominately been on offer to young people within schools. This offer is in addition to BGE to school pupils and not as an alternative. This has resulted in a lower than anticipated number of young people moving onto a further education or training offer. W4U Youth Learning over the coming year will target young people via Outreach services and we will engage specifically with those young people not in a positive destination. Our aim is to connect and support providing pathways to opportunities such as Young Person Guarantee.

Name	2018/19		2019/20		2020/21		Latest Note
	Value	Target	Value	Target	Value	Target	
Total number of local people being supported through apprenticeships	140	110	184	129	233	129	Over the course of three years we have supported approximately 500 young people to secure an apprenticeship. This has been achieved as a direct result in the Council's Apprenticeship scheme and the Teams ability to secure and deliver a range of Skills Development Scotland contracts. Our aim in the forthcoming planning period is to reinforce this progress and explore additional progression routes.
Number of young people being supported through the W4U SDS Foundation Apprenticeship Programme	N/A	0	12	12	62	12	This is an opportunity that we have introduced during the 2018 – 2021 Plan period. It is evidence of our desire to identify opportunities for young people, secure resources and deliver good quality services. From a difficult start where we supported 12 people we have grown substantially and expect to consolidate that growth in the forthcoming period.
Number of local people gaining an accredited qualification from Working4U Youth Employability & Literacies	83	100	108	106	71	106	<p>We set ourselves a target of increasing the number of young people securing recognised qualifications. These plans were based on a programme of workforce development; assisting staff to become workplace assessors. As a result W4U offer a broader range of qualifications supporting young people to improve their employability. Qualifications are built into a wider confidence building and barrier removal programme and include John Muir award, REHIS, PX2, and those undertaking their Driving test.</p> <p>However, our success and growth has been halted due to COVID-19. However we aim to re-introduce the methods and approaches that secured success in 2019 and are looking forward to achieving that level as we recover from COVID-19.</p>
Number of local people gaining an accredited	117	65	138	69	77	69	W4U Youth Learning have continued to have a positive relationship with Education and schools to deliver accreditation such as Youth Achievement,

Name	2018/19		2019/20		2020/21		Latest Note
	Value	Target	Value	Target	Value	Target	
qualification from Working4U Youth Learning							Dynamic Youth and High 5. We continue to identify and support young people attending community based groups to work towards achieving accreditation based on the programme on offer. This includes GUAG, WDYC, Outreach Groups and WDYC who completed their Participatory Democracy Certificate (PDC) in 2019. Our aim in the COVID recovery period is to return to 2019 levels of success.
Number of unique individuals participating in courses targeted at improving literacy and numeracy through Youth Employability & Literacies	43	50	73	50	50	50	Our EF programme, MA and Oot Scoot & Aboot Personal development programme focuses on improving literacy and numeracy for individuals on these programmes. Participants undertake activities that increase literacy skills as well as optional qualifications such as John Muir Award, Youth Achievement Award, SQA Core skills and SQA Personal Development Award. 2020/21 brought challenges in terms of delivery. However, our aim in the COVID recovery period is to return to the levels of achievement we experienced in 2019/2020.
Number of unique individuals participating in courses targeted at improving literacy and numeracy through Youth Learning	64	20	60	50	76	50	Out of School Hours Learning has continued to provide support for learning for young people to most at need and referred by schools or parents. The service was adapted to deliver a digital offer to young people during COVID 19 and as a result moving forward post COVID 19 a blended learning model will be introduced. Our aim is to continue to support 60 – 70 young people each year.
Number of Employability Fund opportunities provided	43	43	55	46	29	46	Our Employability Fund programme offers individuals aged 16+ at Stage2, 3 & 4 of the strategic skills pipeline an employability programme that focuses on enhancing their employability and personal development skills. On average we

Name	2018/19		2019/20		2020/21		Latest Note
	Value	Target	Value	Target	Value	Target	
							<p>support around 45 young people each year; with the exception in 2020/21 when we experienced challenges because of COVID-19. Each participant has an individual training plan that identifies barriers and areas that will be focused on through their participation on the programme.</p> <p>Participants undertake training, optional qualification and work experience placement with the aim to support these individuals to progress onto a positive outcome i.e. job, modern apprenticeship, further training, FE or volunteering.</p> <p>The fund is due to be incorporated into the No One Left Behind approach in 2022. As such future reporting may take a different format.</p>
Number of people involved in consultation and representation structures	19	50	43	61	48	67	We have supported a growing number of people to participate in our consultation and representation. We will continue to focus on encouraging participation and make this part of our focus in the first year of our CLD 2021 – 2024 plan
Number of young people involved in youth consultation and representation structures	10	10	33	21	33	21	W4U have developed a Youth Empowerment structure that allows young people the opportunity to be involved in consultation and representation. West Dunbartonshire Youth Council was created in Sept 2019 and we delivered a Scottish Youth Parliament Election to elect 2 MSYPs for West Dunbartonshire.
Number of Partnership Events hosted by Working4U Adult Learning & Literacies	1	1	1	1	1	1	Pre-pandemic, we held successful learners' events to coincide with Book Week Scotland in November 2018 and 2019. Organised along with the Learner Voice Group, we obtained funding from the Scottish Book Trust and the Big Lottery in the past. Learners came to together to celebrate their learning, find out about opportunities available and be consulted on aspects of our service. Partners in the Adult Learning Partnership provided information and activities. Due to COVID Restrictions, in December 2020, we held a Big Zoom-in Christmas Quiz and sing-

Name	2018/19		2019/20		2020/21		Latest Note
	Value	Target	Value	Target	Value	Target	
							along. The Learner Voice Group will be planning our next event this winter, hopefully we will be able to have a get-together in person once the pandemic allows it.
Number of Partnership Events hosted by Working4U Youth Employability & Literacies	5	0	5	0	5	0	Staff have attended and organised a range of stakeholder events including large events like the Apprenticeship event in Jan 2019 were over 300 attended. W4U promote and engage with relevant stakeholders to promote the wide range of employability programmes on offer. COVID has restricted the number of face to face events with Information sessions have been held through the Virtual Employability Hub to support young people to learn about opportunities available. Staff continue to promote opportunities through a range of social media as well as networking events with partners.
Number of Partnership Events hosted by Working4U Youth Learning	5		9	0	7	0	W4U Youth Learning support young people to host a variety of events. Examples of which include our annual Youth Alliance Special Awards, Youthlink Scotland Awards Ceremonies, Young Leaders peer education events, Choices and Experiential Learning. However, during COVID 19 we have been unable to deliver face to face events of this nature due to restrictions.
Number of instances of young people participating in diversionary activity	685	500	1,009	500	710	500	Over the last 3 years the W4U Youth Learning Team have led on the Youth Alliance Summer Sessions and diversionary based seasonal school programmes. This figure also includes the Cashback for Communities Outreach provision which W4U Youth Learning have been able to deliver during COVID19 lockdowns as per Scot Govt/Youthlink Scotland Guidance.

Appendix 7: Adult Learning and Literacies Partnership Terms of Reference.

PURPOSE

The Adult Learning Partnership is a forum to create and support a shared vision of Community Based Adult Learning in West Dunbartonshire through effective partnership working.

Our partnership working will operate in the context of West Dunbartonshire's Local Outcome Improvement Plan: Plan for Place 2017 – 27; the Strategic Guidance for Community Planning Partnerships for Community Learning and Development; Adult Learning in Scotland Statement of Ambition and West Dunbartonshire Community Learning and Development Plan 2021-24.

In particular we will contribute towards national and local outcomes that include:

- **National outcomes:**
 - We are better educated, more skilled and more successful, renowned for our research and innovation.
- **Local outcomes:**
 - Increased and better quality learning and employment opportunities;
 - Families are supported in accessing education, learning and attainment opportunities.

MEMBERSHIP

The Partnership will consist of representation from organisations working in West Dunbartonshire that:

- have a specific core function for the provision of CLD services,
- have multiple functions, one of which is provision of CLD and that have dedicated staff for this task;
- provide a broader specialist education focus or work very closely with CLD practitioners to complement their goals;
- have multiple functions and staff with generic roles, but recognise the potential that CLD has for contributing to their aims. This includes, for example, Police Scotland, WD Community Justice, local authority local housing offices or homelessness teams, health and social care services or community/voluntary sector.

The responsibility for the management of the West Dunbartonshire Adult Literacies and Learning Partnership and its facilitation lies with Working 4 U.

The Working 4 U Adult Learning and Literacies Team Leader (Jane Logue) provides that support.

The current membership consists of representatives from a range of organisations including:

Table 14: Adult Learning Partnership Group Members

Organisation	Representative	Job Title
West Dunbartonshire HSCP	Ryan McWilliams	Senior Employability Officer
Work Connect	Ingram Wilson,	Rehab/Employability Co-ordinator (Mental Health)
West Dunbartonshire Council:	David Russell	Senior Access and Training

Organisation	Representative	Job Title
Libraries		Officer
West College Scotland	Fiona McKenzie	Head of Learning Communities
West College Scotland	Gina Purdue	Community Outreach Coordinator
West Dunbartonshire Council: Communities Team,	Suzanne Mason	Community Empowerment Officer
Skills Development Scotland (SDS)	Craig Bendoris	Team Leader
Skills Development Scotland (SDS)	Jacqui McGuire	Post-school Career Coach
West Dunbartonshire Council for Voluntary Services (WDCVS)	Rhona Watson	
Working 4 U Adult Employability		Working4U Team Leader

ACTIVITIES

The overall purpose of the West Dunbartonshire Adult Literacies and Learning Partnership is to contribute to the review and development of Community Learning and Development Plans.

To do this, the Partnership will:

- drive forward the Community Learning and Development agenda and actions and the response to Covid -19 to ensure the right support is available in the right way at the right time.
- co-ordinate improved service delivery to learners in West Dunbartonshire and seek to improve accessibility by exploring ways to overcome barriers to learning such as access to child care, venues, timetable and ICT resources
- strengthen the Partnership's approach to providing adult learning, guidance and progression and improve learner opportunities to additional, appropriate learning, education, volunteering, training and employment.
- utilise information and data to inform good decisions, identify priorities and support improvement of services.
- identify priority issues and co-ordinate partnership activity that will allow us to respond effectively.
- identify common themes, challenges and changes to the learning landscape and respond appropriately.
- maximise opportunities for joint working and securing additional resources where appropriate.
- provide West Dunbartonshire Community Planning Partners with information on emerging priorities, action and progress.
- To coordinate information sharing and action between West Dunbartonshire Community Planning Partnership, strategic partners, service providers and learners.

WAYS OF WORKING

- The partnership will meet on a 6 weekly basis, subject to operational requirements.

- Sub-groups may be formed to undertake specific pieces of work.
- Individuals may be co-opted to provide specific advice and expertise as required.
- Meetings will be chaired by the Working4U Team Leader for Adult Learning and Literacies.
- Minutes of the meeting will be taken and circulated by Working4U Learning.
- Apologies should be submitted in advance of the meetings to the Chair
- Meetings should last no more than two hours.
- There should be a quorum of three people
- If any member of the group misses three consecutive meetings without submitting apologies, the group may consider withdrawing their membership.

TERMS OF REFERENCE REVIEW

The Terms of Reference will be reviewed annually in January.

CLD Plan Draft September 2021

Appendix 8: Youth Alliance Terms of Reference

Introduction

The West Dunbartonshire Youth Alliance has been established as a community planning vehicle focussed on addressing the challenges faced by our young people and through a Community Learning and Development approach will contribute to achieving commitments in the West Dunbartonshire Plan for Place (Local Outcome Improvement Plan) and Community Learning and Development Three Year Plan (2021-2024).

The lead service is Working 4 U, and as part of that role provides secretariat support to the Youth Alliance. The operation of the Youth Alliance is a shared responsibility between West Dunbartonshire Council, voluntary sector partners and other stakeholders.

The Youth Alliance is not a formally constituted body. It functions as a strong network committed to working with all relevant key partner organisations. Where appropriate, partners will strive to share resources and information to improve co-ordinated delivery of services for young people.

Membership

The Partnership will consist of representation from organisations working in West Dunbartonshire that:

- have a specific core function for the provision of CLD services,
- have multiple functions, one of which is provision of CLD and that have dedicated staff for this task;
- provide a broader specialist education focus or work very closely with CLD practitioners to complement their goals;
- have multiple functions and staff with generic roles, but recognise the potential that CLD has for contributing to their aims. This includes, for example, Police Scotland, WD Community Justice, local authority local housing offices or homelessness teams, health and social care services or community/voluntary sector.

The responsibility for the management of the West Dunbartonshire Adult Literacies and Learning Partnership and its facilitation lies with Working 4 U.

The Working 4 U Youth Learning and Literacies Team Leaders (Jane Logue) share the Youth Alliance support role.

Purpose

The overall purpose of the West Dunbartonshire Youth Alliance is to contribute to the review and development of Community Learning and Development Plans.

To do this, the Youth Alliance will:

- co-ordinate improved service delivery for young people through an agreed agenda.
- identify priority geographical areas and generic issues and to co-ordinate multi-agency initiatives to respond effectively to young people's needs and aspirations.
- develop a high quality youth participation and engagement structure that partners can utilise to inform future service delivery and which gives young people a voice.
- Utilise information and data to inform good decisions, identify priorities and support improvement of services

- improve access to a range of joined-up services for young people that will keep them safe and improve their life chances, health and well-being.
- improve opportunities for young people to gain access to appropriate learning, education, volunteering, training and employment.
- To have a shared approach to funding for youth work/youth services to ensure strategic use of funding across the partnership.
- provide West Dunbartonshire Community Planning Partners with information on emerging priorities, action and progress.
- To coordinate information sharing and action between West Dunbartonshire Community Planning Partnership, strategic partners, service providers and learners.

Core Membership

- The Youth Alliance has established a strategic partnership approach, which is responsible for ensuring an action plan is developed with appropriate input from relevant partners and for ensuring that actions and working groups/sub-groups are progressed and monitored on a regular basis
- Membership of the core group comprises a range of key partners from the statutory and voluntary sector.
- Membership will be reviewed on an annual basis to ensure that the partnership purpose remains valid.

We will ensure:

- That information is shared by individual partners about proposed funding applications to all funding bodies to help to reduce competition between agencies that are striving to achieve positive and shared outcomes for young people.
- That strategic priorities of the partnership are being met.
- That Synergy/collaborative gain is being maximised and there is no duplication.
- That Peer support is encouraged and funding applications are being considered and supported by the partnership.

Partnership Working:

- The Youth Alliance (and any sub-groups/working groups) will operate on the basis of consensus and in the spirit of sound partnership. This will take place within the context of statutory accountability and within the priorities of each organisation, reflecting LOIP and CLD plan priorities and within the agreed structure and governance of each organisation.
- This does not mean that each partner is signed up to deliver all of the services and infrastructure necessary to achieve outcomes in the Local Improvement plan and CLD plan. Rather, it is about making a commitment, within the constraints of partners' duties and responsibilities, to take every opportunity to promote and support the achievement of agreed outcomes in plans.
- An annual calendar of meetings will be agreed and circulated. Within this calendar of meetings, partners make every effort to attend and, where possible, send an appropriate substitute when they are unable to attend. Partners can also provide written updates to the Youth Alliance as and when necessary.

- All paperwork for meetings of the Youth Alliance will be circulated five days before each meeting.
- Formal reporting on the progress of the Youth Alliance will be in line with requirements of the Delivery and Improvement Groups.
- Members will inform the Chairperson of any changes in contact details or relevant staff changes, as appropriate.

Youth Alliance Membership

Table 15: Youth Alliance Membership

Empowered/Safe Thematic Group	
Suzanne Mason	WDC Communities Team
Hazel Hutchinson	Through care/aftercare
Ashleigh McLennan	Action for Children
Sharon McMillan	Haldane Youth Services
Jane Barrett-Bunnage	Skills Development Scotland
Stephen Kirkwood	Skapade
Sean Lynch	Working 4 U (Youth Employability/Apprenticeships)
Clare Hart	Skapade
Sophie Rogers	Working 4 U (Youth Empowerment)
Anisha Tagore	Champions Board
Gillian Kirkwood	YSortit
Vacant	HSCP
Sharon McMillan	Haldane Youth Services
Stephen Kirkwood	Skapade
Clare Hart	Skapade
Tracy Monaghan	Working 4 U (Foundation Apprenticeships)
Craig Campbell	Champions Board
Hazel Hutchinson	Through care/aftercare
Susie Byrne	Education
Gillian Kirkwood	YSortit
Lauren McLaughlin	HSCP