

ADULT LEARNING



**ANNUAL REPORT
2025-26**



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INTRODUCTION

It's been another busy year for Adult Learning in West Dunbartonshire. Working4U Adult Learning and Literacies and the Adult Learning Partnership continued to support adults across West Dunbartonshire through community-based learning opportunities that promote confidence, wellbeing, skills development and participation. This report highlights key achievements, learner outcomes and partnership activity during the 2025-26 academic year. We hope you enjoy reading about our work.

WORKING4U ADULT LEARNING

Working4U Adult Learning and Literacies continued to deliver activity across 6 programmes: Community Based Adult Learning in partnership with West College Scotland; Digital and Adult Literacies; English for Speakers of Other Languages (ESOL); Wellbeing; Learner Voice; and Professional Learning and Development (PLD).



*A good crowd at this
year's Learner Event*

KEY ACHIEVEMENTS

Partnership Courses

These courses are organised in partnership with West College Scotland and give community learners the opportunity to gain certificated Qualifications Scotland (QS, formerly SQA) units. This year, 15 courses were delivered across 2 blocks (August to December and January to May/June). Subjects are planned with the learners and in consultation with College staff. This year, these included:

- Computing
- Child Development
- Horticulture
- Modern Studies
- Forensic Psychology
- Pre-Employability
- 3 Cookery classes ran across the 2 blocks and included Desserts and Meats, Cookery Processes, and Craft Baking.

*Overall, **134** partnership learners gained
224 QS units*

Overall, 134 partnership learners gained 224 QS units. The Pre-Employability course level 3 was a new offer created in response to the needs of the learners attending a previous Working in Early Learning and Childcare course. It was identified that learners needed extra support to access job opportunities, job search sites, and employability support. The class moved venue from Linnvale P.S. to WCS Clydebank campus, which improved learners access to laptops, Wi-Fi and to college resources such as Skills Development Scotland, and the recycling programme with WCS and Aldi.

***"Taking the course has given me the drive to look into a whole new career.
It's given me the confidence
to ask and seek help where needed. It's improved my family life by taking
what I have learned and
understanding things with my kids I may have not realised before."***

The Gardening class also moved venue, with Soft Landscaping taking place in the Training Suite at Levensgrove Park. This resulted in an increase in participants; the venue is ideally suited, as learners have access to purpose-built allotment garden plots, raised beds, a poly tunnel, and enclosed garden. Greenspace staff continued to support the class, providing gardening gloves, seeds, and potatoes for the group. Feedback was very positive from all, and it's hoped that we can continue to use the venue going forward.



Cultivating plants in the polytunnel

Braehead Primary was another new venue; we ran Child Development here, which was very popular with 19 people attending, a large number for a community-based class. The 3 cooking courses have a very high retention rate, with the College offering them new QS units.

Changes within the College partnership created some challenges around communication, organisation and data collection during the year. However, new arrangements are now in place and partners are optimistic about continuing to strengthen collaborative delivery.

We had planned to run a Wellbeing course through the partnership but were unable to due to staff sickness. However, we engaged the Richmond Fellowship to run a non-certificated 7 week course in Levensgrove. This was another popular course, with 19 people enrolling, and we extended it into May.

*Child Development... was very popular, with **19** people attending*

Digital and Adult Literacies

This year, 76 learners were registered on our Digital and Adult Literacies programme, which included eight Literacies Groups and two Digital Friends Groups. As a rolling programme, learners can join throughout the academic year, with learning planned around individual needs and goals. Volunteer tutors continued to play an important role in assisting our group tutors to support learners, with four new volunteers joining following the completion of the Volunteer Tutor Training programme.

In addition to literacy and digital learning, learners took part in group activities including reading, discussions, quizzes and puzzles. Groups also benefited from inputs from external organisations, including the Scottish Fire and Rescue Service, who delivered sessions on CPR and defibrillator awareness, the Libraries and Heritage Team Leader, who spoke about the history of the Vale, and the Leisure Trust, which shared information on local activities and opportunities available to learners.

***76** learners were registered on our Digital and Adult Literacies programme*



Alexandria Group busy learning together

We continued to deliver our established groups across West Dunbartonshire, including Clydebank, Dumbarton, Alexandria and our partnership group with Unity Empower. Following the retirement of one tutor, a new tutor joined the team and we also piloted several new groups, including Learning Lives, a Dumbarton evening group and an online group. Due to connectivity issues, the online offer was later moved to Clydebank Library, which better reflected local demand and referral patterns.

Overall, 8 Literacies learners achieved Qualification Scotland Certificates with 8 still in the process of attainment. During our review last year, tutors had suggested we give learners a certificate of attendance, in recognition of their commitment. We were also asked to have more learner gatherings. In response to this we held a Literacies Get-together at the end of the final term. This was supported by the Learner Voice Group and brought together learners from across West Dunbartonshire to have a small celebration and receive their certificates. Feedback has been positive about the certificates, with staff reporting that learners have been delighted with the recognition that the certificates bring.



Our Unity Group showing off their certificates

In terms of our Digital classes, we changed the Clydebank Getting Started in IT to a Digital Friends as learners were at different stages, so it made sense to adopt the Digital Friends model. This means that both our Digital Literacies classes are Digital Friends and, as we have volunteers helping the Group Tutor, we can be more flexible in responding to individual needs. Across both groups, 7 learners achieved a QS Core Skills ICT Level 3 qualification, and we recruited and trained 3 new volunteers.

Feedback has been positive about the certificates, with staff reporting that learners have been delighted with the recognition that the certificates bring.

ESOL

This year, we continued with our two strands of ESOL: Community ESOL funded by the Scottish Funding Council (SFC) through West College Scotland as part of the West Region ESOL Forum, which also includes Renfrewshire and Inverclyde Councils; and New Scots ESOL for refugees funded through West Dunbartonshire Resettlement Team. Our 'community' ESOL included Clydebank Beginners' ESOL, Dumbarton Beginners' ESOL, Clydebank Elementary ESOL, and Dumbarton Pre-Intermediate ESOL. New Scots ESOL included ESOL Literacies, Beginner, Elementary and 'Cup o' Chat', our ESOL conversation group.

We undertake an initial assessment with potential learners and place them in the most appropriate class for their level of English. This year, we completed 92 initial assessments, with the majority being placed in our classes, 3 were at higher level and were signposted to West College Scotland. Throughout the year, 13 learners attended an employability course at West College Scotland and 10 learners left due to gaining employment. There has been a big increase in learners gaining qualifications through our QS Centre, with 28 learners achieving Core Skills Communication at levels 2 or 3. We also welcomed 4 new volunteers to help out in Cup o' Chat.

***28 ESOL learners achieved Core Skills
Communications Units***

As well as focusing on Reading, Writing, Speaking and Listening, we organised activities to increase learners' awareness of life in Scotland and local services. Learners benefited from a range of guest speakers and workshops. Police Scotland delivered sessions on anti-social behaviour, scams and online safety; Home Energy Scotland provided advice on saving energy; and a representative from the Scottish Fire and Rescue Service covered fire safety, CPR and how to use a defibrillator. These sessions generated discussion and provided learners with practical information relevant to everyday life.

***"I find it easier to communicate with the local
population; I've learned more about the place
and the
people where I live. I've made friends."***

Greg McHugh, who is developing a play about asylum seekers, visited the Phoenix group to discuss moving to Scotland and learners' experiences of living here. Learners also explored local heritage through sessions delivered by the Libraries and Heritage Team and a subsequent visit to Clydebank Museum, where they learned more about the history and development of the area.



*Learners chatting with Clydebank
Historical Society members*

Again, in response to last year's evaluation, we increased our learner get-togethers. After reading the Centre 81 group's article in the Clydesider, the New Scots Elementary group asked if the 2 groups could meet. After some ice breakers, the New Scots group talked about their experiences, which created discussion between the two groups. As part of the Clydesider Magazine Our Stories Heritage Month, the New Scots Elementary class, Centre 81 class and Clydebank Historical Society met in Clydebank Museum. We shared photos and stories about where we grew up. The conversations moved from talking about the history of where we grew up to things like games and food. Interestingly the games that were played in Scotland were also played in Ukraine. The learners have also written small pieces about the day, and we are hoping to pull them together for another article in the Clydesider.

*in response to last year's evaluation, we increased
our learner get-togethers*

The Clydebank learners had two get-togethers, where all the learners were invited to come along to do different activities designed to get the learners mixing and talking with each other. The second of these was facilitated by the Learner Voice Group, who also attended the ESOL class in Phoenix. These sessions were aimed at giving the learners more information about the Group with a view to recruiting new learners and 3 learners put their names forward.

3 of our New Scots learners also attended an ESOL conference in Stirling which discussed findings from research into the current state of ESOL in Scotland and sought feedback from stakeholders including learners. This was a good opportunity for West Dunbartonshire learners to gain an insight into what is happening across Scotland. Feedback from the event will be shared with the national Community Learning and Development (CLD) Strategy group which is implementing recommendations from the Still review into CLD published in 2024.



Our end-of term gathering was well attended!

Wellbeing

The Wellbeing programme included: 2 dedicated Wellbeing Groups, Time Out Tuesday in Dumbarton and Wellbeing Wednesday (for ESOL learners) in Clydebank; Family Cookery in Primary Schools; Safe as Houses Budget cookery; Beginners Sewing, and a Wellbeing and Mindfulness class.

Ten learners regularly attended **Time Out Tuesday**. The programme was shaped through discussion with learners and included chair yoga, park walks, creative activities and inputs from local organisations. Guests included the Scottish Fire and Rescue Service, the Leisure Trust, and the Libraries and Heritage Team. Local storyteller Mary Irvine also visited the group to share the story of Margaret Harrison, the Dumbarton peace campaigner who helped found the Faslane Peace Camp.



Christmas wreath making at Time out Tuesday

Learners also took part in a range of arts and crafts activities, including cyanotype printing, ceramics and seasonal craft projects. A craft sale raised funds for the local SSPCA, providing an opportunity for the group to contribute to their community.

In recognition of the support they provide to one another and their wider community involvement, the group was nominated for an Adult Learners Week Award. We were delighted that they received the award at a ceremony in the Scottish Parliament in January.

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Feedback from learners highlighted improvements in confidence and wellbeing, increased social connections, greater structure in daily life and increased awareness of opportunities and services available within local communities.



Well-deserved award winners!

Wellbeing Wednesday similarly took part in a range of activities including arts and crafts, a sound bath, and talks on home energy, fire safety, online security, activities available through the Leisure Trust and Volunteering opportunities with CVS. We received positive feedback from the learners, who said they felt comfortable in the group, increased their confidence and improved English skills.

Cookery: we continued with our rolling programme of 6-week Family Cookery classes and delivered 2 Budget Cookery courses in WD Alternatives' Safe as Houses Rehab unit. Due to capacity, we deliver in schools where we have an established partnership. Schools are very keen to work with us as they see the classes as a great way to engage with parents. Similarly, Safe as Houses have said they value the class and see it as being very beneficial for their clients.

The main challenge for the Cookery classes is not having a Development Officer to organise them. We have a tutor who can support the Community Chef in class, but we're limited to working with partners we already work with as we don't have capacity to develop Cookery with other partners. It also means we don't evaluate in the same way and the progression for learners from these groups is difficult as we don't have a Development Officer to undertake guidance.

Safe as Houses ... really value the class and can't stress enough how beneficial it is for their clients.

Feedback for Cookery mainly comes from partners. Our partners in the Primary Schools see the Cookery as an effective way to engage with parents and our contact at Safe as Houses has also said that they really value the class and can't stress enough how beneficial it is for their clients. The Community Chef felt things went well this year, especially as the Family Cookery is now a standard 6 weeks, as it "gives [the Families] a chance to see how much they've learned, putting their skills into practice on something more challenging."



Sewing Group – using their maths skills!

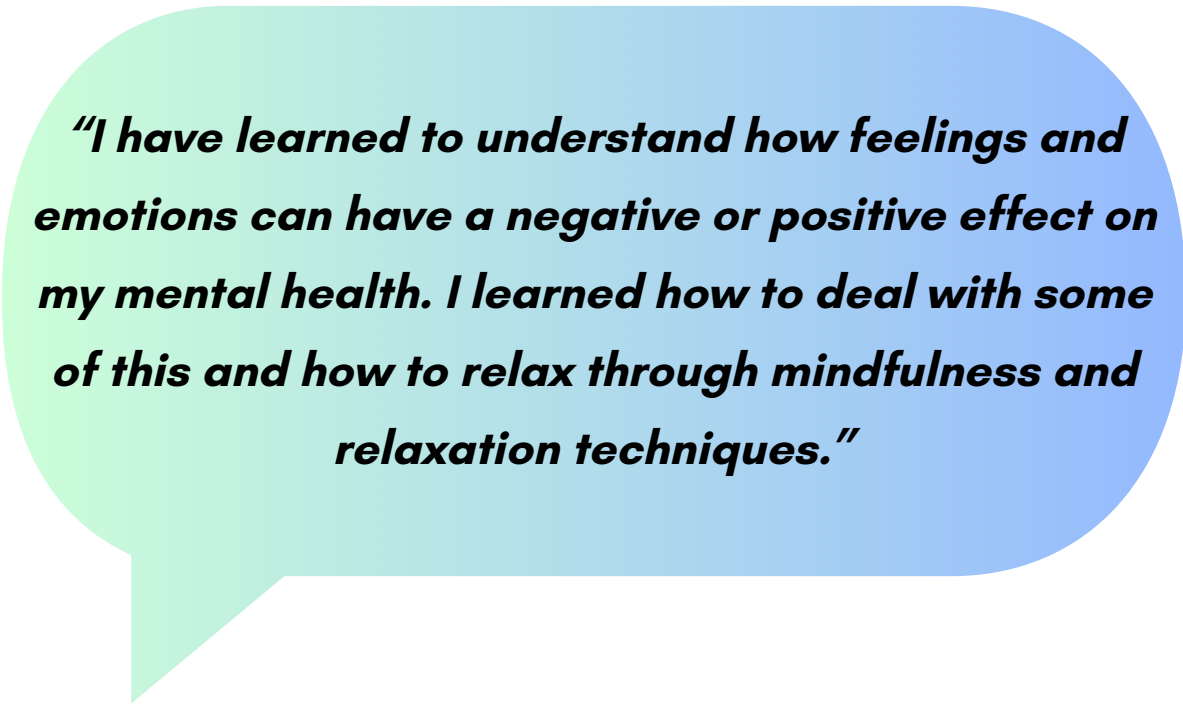
Sewing: 12 learners regularly attended our beginners sewing class. They learned the basics of using a sewing machine and then progressed on to making small cushions, tote bags, sew hems and alter clothing. They have also learned how to read and use a pattern to make a lounge wear suit. The learners are very keen to continue their learning journey; some more advanced learners will be moving on and have the option of attending the sewing group that previous learners have created. This means they can continue to meet and sew together, as this is seen as a valuable time by all the learners.

“[The] course has been informative and helped me gain basic sewing skills and use of my machine. Very beneficial for meeting others and gaining support from peers. An enjoyable group and something to look forward to weekly.”

Wellbeing and Mindfulness: we commissioned Richmond Fellowship to deliver a Wellbeing and Mindfulness class. This class was a popular addition to our learning programme, with over 19 people registered, and it was extended to complete on 27th May.

A programme of wellbeing and personal development activities was delivered to support participants' mental health, resilience and confidence. Sessions explored mindfulness and meditation techniques, strategies for managing unhelpful thoughts and behaviours, relaxation and stress management approaches, problem-solving skills, goal setting, self-awareness and self-esteem. Practical activities, including guided meditation, mindful walking and relaxation exercises, provided opportunities for participants to develop and practise techniques to support their ongoing wellbeing.

Learners really felt the benefit of having a quiet space to learn how to meditate and have a safe space to explore concepts surrounding wellbeing and mindfulness. One quote from a learner 'I have learned to understand how feelings and emotions can have a negative or positive effect on my mental health. I learned how to deal with some of this and how to relax through mindfulness and relaxation techniques'. Another learner said 'This course has made a positive difference in my life, it helped me feel more confident and comfortable with myself. I also met new people which was really important for me.'



"I have learned to understand how feelings and emotions can have a negative or positive effect on my mental health. I learned how to deal with some of this and how to relax through mindfulness and relaxation techniques."



Time out Tuesday chatting with Councillors on the Learning Bus

Learning Bus: this year, we had access to Scotland's Learning Partnership's (SLP) Learning Bus for 3 days at the end of March. The programme started with the Time out Tuesday Wellbeing Group talking to Councillors who were invited by SLP to board the bus to find out about the group's learning journey and what Adult Learning means to them. Given the target audience (16-25-year-olds) and aims of the programme, we linked with the Youth Learning Team to provide engagement exercises focused on healthy eating. They learnt how to prepare fruit and veg and tried out different healthy smoothies. We engaged with 23 Young People and 3 families. We also had an outreach session at Clydebank Shopping Centre, engaging with 19 people to raise awareness of services available to them.



Smoothie making on the Learning Bus

West Dunbartonshire Learner Voice

The West Dunbartonshire Learner Voice (WDLV) Group was successful in obtaining a National Lottery grant to fund our annual learners' event again. They worked from August to November to plan the 2025 event, which they named 'Your Learning - Your Voice'. This aimed to bring adult learners together to celebrate adult learning, build awareness of other learning opportunities and of the national picture of adult learning in Scotland, as well as to gather feedback from learners. The event was a great success with 140 learners attending. It had a mix of everything! There were 13 local learning providers at stalls for the 'Market Place' event, WDLV gave an update on their achievements over the year, and the national picture of adult learning was outlined by Dr Marion Allison, Director of the CLD Standards Council. Entertainment was provided in the form of Sounds Good Choir which everyone thoroughly enjoyed.

*The event was a great success with **140** learners attending*

Food was catered by local providers: Meadowbank Snacks; and local charity Alternatives' Sweet Success, which supports people with lived experience of substance misuse. It was important for WDLV, to give as much support as possible to the local community. At the event learners were consulted on how Adult Learning services can be improved; the impact of community-based learning on individuals; what barriers they faced in continuing their learning journey, and how they overcame them; and how Learner Voice could better represent their issues and views to support their learning experience. WDLV compiled the results from the day into a report, and the feedback was shared with local partners in the Adult Learning Partnership (ALP) and current learners. This feedback will help to inform the ALP and WDLV goals moving forward.



Plenty of discussion at the Learner Event



*The Sounds Good choir
sounded great!*

In March WDLV were invited to the Scotland's Learning Partnership event in Edinburgh, 'Sandwiches and Solutions', which aimed to highlight the importance of adult learning in the health of communities and gave learners the chance to meet MSPs to discuss this. They also helped design an adult learning flip chart which aims to keep MSPs aware of adult learning and its importance to the communities they serve.

During the final term, WDLV supported two learner get-togethers, one for Clydebank ESOL learners and one for Literacies learners from groups across West Dunbartonshire. The group kindly paid for refreshments and used the opportunity to consult with learners about the importance of Learner Voice and to recruit more members. They also delivered an awareness raising session at our ESOL class in the Phoenix Centre.



WDLV and ESOL learners

Following feedback, they also increased their presence and followers on Facebook by regularly posting about local adult learning courses, activities, services and training.

Professional Learning and Development

Every year, we aim to offer professional learning for staff, volunteers and partners to support them to deliver a quality service for learners. Informed by consulting with staff and volunteers, we organise sessions locally and Team members are also encouraged to take part in relevant staff development opportunities as they arise, including CLD Standards Council provision and in national providers' networks run by Education Scotland. We are active members of the West Alliance CLD professional development network, which is made up of CLD teams in Glasgow City Region's 8 Local Authorities, which receives funding each year to deliver a 'Festival of Learning'.

At our staff consultation, we were asked for Qualifications Scotland Assessor Award Training, and information on what the Service provides as a whole, which could support learners. Volunteers asked for Counselling and, although we have an educational role rather than a counselling one, we felt that there may be some aspects of counselling which would be useful, therefore Skills Development Scotland offered to provide an Active Listening Skills workshop. At a further consultation for the West Alliance Learning Festival, respondents asked for Mental Health and Wellbeing, which could be used with participants but also to promote self-care.

As well as training for existing staff and volunteers, we run a Volunteer Tutor Training course every year, recruiting and training volunteers to support our staff and learners in Literacies and Digital Friends. We also provide a practice placement for undergraduates taking part in CLD degree courses.



"It genuinely gave me insights into listening more sensitively and why that's important."



"Great to hear about all the opportunities available from WD Council. There's definitely great projects that I can direct my learners to."

Adult Learning Team and Partnership organised sessions included the following:

- Assessor Award Training: 3 tutors achieved the QS Assessors' Award, and 1 Development Officer achieved the Verifiers Award, increasing our ability to provide certification for our learners.
- Supporting our Learners: 7 people attended who heard from Working4U Employability and Money about the range of supports available for learners. A member of the Adult Learning Team gave feedback on the process for Dyslexia Assessment which is a new support we have available. We also heard from the Communities Team about the Community Transport Scheme, as well as other supports available through that team. Feedback was very good: participants appreciated hearing about all the supports available and meeting others from the Working4U service; they said they would be able to use the information for signposting learners.
- Active Listening Skills: 8 practitioners attended the workshop and we received positive feedback, with participants saying it gave them insights into how to listen more sensitively to learners and how to respond. We now plan to run another session, and make it longer, following feedback.

*Mental Health and Wellbeing...was well attended,
with **19** people attending*

West Alliance Festival of Learning:

- Mental Health and Wellbeing: the session was well attended, with 19 people attending. It included Mental Health Awareness and Support, as well as mindfulness and guided meditation for self-care which practitioners could use with learners. As this was part of the West Alliance Learning Festival, we had colleagues attending from South Lanarkshire, Glasgow, East Renfrewshire, as well as partners across West Dunbartonshire. Feedback on the day was very positive
- 8 colleagues from West Dunbartonshire also attended the West Alliance Learning Conference in East Renfrewshire, which brought colleagues together from across the City Region and covered a range of subject areas

"[The Volunteer Tutor Training Course] was very group based and it felt like it involved everyone. Was very clear and informative. I enjoyed meeting everyone."

5 people completed the Volunteer Tutor Training course, and they were all placed in different groups across Literacies and Digital Friends.

We supported a 3rd Year BA Community Development student from Glasgow University. She worked with ESOL groups and successfully completed her placement. We received good feedback from the student who felt she was well supported.

Two of our volunteers were able to undertake the online PDA Working in Communities delivered by Dumfries and Galloway College and have subsequently been accepted for the BA Community Development at Glasgow University

Two of our volunteers were able to undertake the online PDA Working in Communities delivered by Dumfries and Galloway College and have subsequently been accepted for the BA Community Development at Glasgow University, which is a great outcome. They will be on placement with us. We had already been asked to support a 3rd year BA Community Education student from University of West Scotland on placement, so we will have 3 students on placement this year.

EVALUATION

For our final evaluation, we asked learners to complete What's Changed4U forms. These provide us with feedback on what learners have gained from attending classes. 121 learners completed the Adult Learning questionnaire and 48 learners completed the ESOL questionnaire.

As well as the questionnaires, we also held group discussions on what learners liked about their groups, what they didn't like and what 3 things we should prioritise for the 26-27 update of the 3-year plan.

Learner Outcomes and Impact

A total of 169 learners completed Working4U's What's Changed 4U evaluation questionnaires. The findings show positive outcomes in confidence, wellbeing, skills development and progression across Adult Learning and ESOL provision.

Building Confidence

During 2025-26, 94% of Adult Learning learners and 96% of ESOL learners reported increased confidence. Learners described feeling more able to communicate with others, participate in groups, try new activities and progress towards further learning, volunteering and employment opportunities.

"Confidence - dramatic difference. Proud of myself."

"My confidence has improved and I have now applied for College which I would not have done before."

"The course helped me gain more confidence when speaking English. I am sure that this knowledge will be very important for my future."

94% of Adult Learning learners and 96% of ESOL learners reported increased confidence

Improving Wellbeing and Reducing Isolation

93% of learners reported improved mental health and wellbeing. Learners highlighted the value of having structure, routine, friendship, support and opportunities to connect with others.

"It has been great for my wellbeing. It gets me out and make friends thereby reducing social isolation."

"It is a lifeline to my mental wellbeing."

"Following the death of my husband, this course gave me a regular meaningful and social outlet."

Developing Skills for Life, Learning and Work

Learners reported improvements in literacy, communication, digital skills, teamwork, problem solving and practical life skills. ESOL learners highlighted increased confidence using English in everyday life.

"When I came here I did not know how to switch on and off [a computer], but now I am feeling very confident."

"I feel better because I go to the doctor and do not need a translator."

"I can now read the route on buses. I now ask for receipts when I shop and check how much I have spent."

Supporting Progression and Aspirations

Over 70% of Adult Learning learners and 77% of ESOL learners reported feeling more confident to move on to other opportunities.



"I feel more confident and it helps me to study in West College Scotland."

"After attending for almost a year I found the courage to apply for part-time work."

"The course has opened a door to learning after years of employment. I am very grateful for the opportunity."

Learner Satisfaction

Learner satisfaction remained exceptionally high, with 96% of Adult Learning learners reporting they were satisfied or very satisfied and 98% of ESOL learners reporting they were happy or very happy with their learning experience.



"I think this is a wonderful service for people in the area and hope it can continue in the future."



"The classes also helped me understand life in the UK better and made it easier for me to access services, education and employment opportunities."

Group Discussions

Feedback was gathered from 16 learner groups across Adult and Digital Literacies, ESOL, Wellbeing and the Learner Voice Group. Overall feedback was very positive and demonstrates significant impact on confidence, skills, wellbeing and social connectedness.

Key Strengths

- Friendly, welcoming and inclusive learning environments.
- Highly valued tutors and volunteers.
- Increased confidence, communication skills and self-esteem.
- Improved literacy, ESOL, numeracy and digital skills.
- Reduced social isolation and increased social connections.
- Support for community participation and independence.

Key Messages from Learners

Learners consistently highlighted the supportive atmosphere, quality of teaching and opportunities to develop skills at their own pace. Many participants reported improved confidence in speaking, communicating, using technology and engaging with their communities.

Learners consistently highlighted the supportive atmosphere, quality of teaching and opportunities to develop skills at their own pace

Priorities for 2026-27

Learners were asked about priorities for next year. These tended to be around increasing learning opportunities:

- More classes and progression opportunities.
- More speaking and conversation activities.
- Additional reading, writing, spelling and grammar support.
- Expanded digital learning opportunities.
- Increased volunteer and one-to-one support.
- More learner-led, interactive and practical activities.
- Continued focus on wellbeing, life skills and Scottish heritage topics.

Staff and Volunteer Feedback

Volunteers

During Volunteers Week, as part of our annual celebration of volunteering, volunteers took part in small group discussions to reflect on their experiences and identify priorities for the year ahead. Volunteers spoke positively about their involvement in Adult Learning, highlighting the satisfaction of supporting learners, seeing people grow in confidence and being part of a welcoming and supportive community. Many volunteers described volunteering as rewarding for their own wellbeing and confidence, as well as an opportunity to meet new people and continue learning.



*Staff and Volunteers at our
Volunteers Week event*

Volunteers identified a number of areas for future development, including volunteer recruitment, improved learning spaces, increased access to training and opportunities to share practice with other volunteers. Participants also highlighted the importance of receiving information and resources in advance and continuing to be included in planning and communication about learning activities. Overall, the feedback reflected a positive volunteering experience, with volunteers feeling valued, well supported and committed to helping learners achieve their goals.

"I like it [volunteering] to get me out of my introvert bubble! Great to see people develop, it's rewarding. "

Staff Review Findings

A staff review session was undertaken in June 2026 to reflect on achievements, challenges and priorities for future development. Feedback highlighted a positive year for Adult Learning and Literacies, with staff reporting strong learner engagement, achievement of qualifications, increased learner confidence and positive outcomes across a range of learning programmes. Staff also identified the value of learner gatherings, achievement events, partnership contributions and the team's ability to respond flexibly to emerging community needs. Inclusive approaches that enabled participation for learners with a diverse range of needs were recognised as a significant strength.

Feedback highlighted a positive year for Adult Learning and Literacies

Staff identified several ongoing challenges, including supporting learners with varying support needs within the same learning groups, and the need for more volunteers, pressures relating to accommodation and venue suitability, attendance issues, and recurring information technology and connectivity difficulties.

"All of my learners achieved success in one or more areas, with or without taking qualifications. For some, achieving their qualifications increased self-esteem and began to undo some of the negatives from their compulsory education time. "

Looking ahead, staff identified opportunities to build on existing strengths by increasing progression opportunities through qualifications and accredited learning, strengthening the use of learner feedback to inform planning and delivery, improving the organisation and sharing of learning resources, supporting greater use of digital learning approaches and creating additional opportunities for learners to connect and learn from one another. Staff also highlighted the importance of reflective practice in identifying and responding to emerging learner needs and opportunities.

ADULT LEARNING PARTNERSHIP

The Adult Learning Partnership continued to provide a forum for information sharing, collaboration and joint planning during 2025-26. Through regular engagement, partners shared updates, identified learner needs, promoted opportunities and supported a coordinated approach to adult learning across West Dunbartonshire.

KEY ACHIEVEMENTS

- Maintained partnership links between stakeholders to support adult learners across West Dunbartonshire.
- Promoted learning, employability and support opportunities through regular information sharing between partners.
- Supported delivery of the Your Learning, Your Voice event, enabling learners to celebrate achievements, engage with partner organisations and contribute their views
- Continued to promote learner voice, inclusion and participation through consultation activities and links with West Dunbartonshire Learner Voice.
- Shared funding, policy and professional learning information to support partnership working and workforce development.
- Partners delivered professional learning sessions on supports available for learners and on active listening

Through regular engagement, partners shared updates, identified learner needs, promoted opportunities and supported a coordinated approach to adult learning across West Dunbartonshire

EVALUATION

Review Session

In July 2026, members of the West Dunbartonshire Adult Learning Partnership participated in a review session to reflect on progress and future priorities. Partners highlighted the value of regular information sharing, increased awareness of local services and collaborative activity such as learner events and ESOL provision. Challenges included attendance at meetings, funding pressures and the need to make better use of data to inform planning.

Partners highlighted the value of regular information sharing, increased awareness of local services and collaborative activity such as learner events and ESOL provision.

Looking Ahead

During 2026-27, the partnership will continue to strengthen collaboration between providers, improve the use of data to inform planning and support learner progression across services. Partners will explore opportunities for joint activity, maintain a focus on learner voice and inclusion, and continue to identify ways of responding to emerging learning needs across West Dunbartonshire

Specific actions:

- Identify gaps in ESOL Employability provision
- Strengthen ALLT representation within Health Improving Libraries
- Create opportunities throughout the year for smaller learner get-togethers
- Strengthen links with library events
- Maximise available funding
- Develop Family Learning through Fairer Futures Partnership funding
- Continue improving the WCS ALLT partnership
- Reinstate SDS group visits
- Explore joint work on women in democracy

THE ACADEMIC YEAR IN NUMBERS

328 people registered for classes*

76 learners supported in Digital and Adult Literacies

93 ESOL learners

92 ESOL initial assessments

29 families engaged in family learning

128 learners with a disability or health issue

283 learners gained a qualification

20 volunteers supported activities

157 with improved mental health and wellbeing

312 learners took part in consultations

**Participation figures are not directly comparable with previous years due to incomplete partner data returns and the conclusion of Multiply-funded activity previously included within overall totals.*

CONCLUSION

This report demonstrates the positive impact Adult Learning continues to have across West Dunbartonshire. Learners have told us how learning has improved their confidence, wellbeing, skills and opportunities, helping them to participate more fully in their communities and achieve goals that matter to them.

We would like to thank all learners, volunteers, staff and partners who have contributed to this work and look forward to building on these achievements in 2026-27.



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