

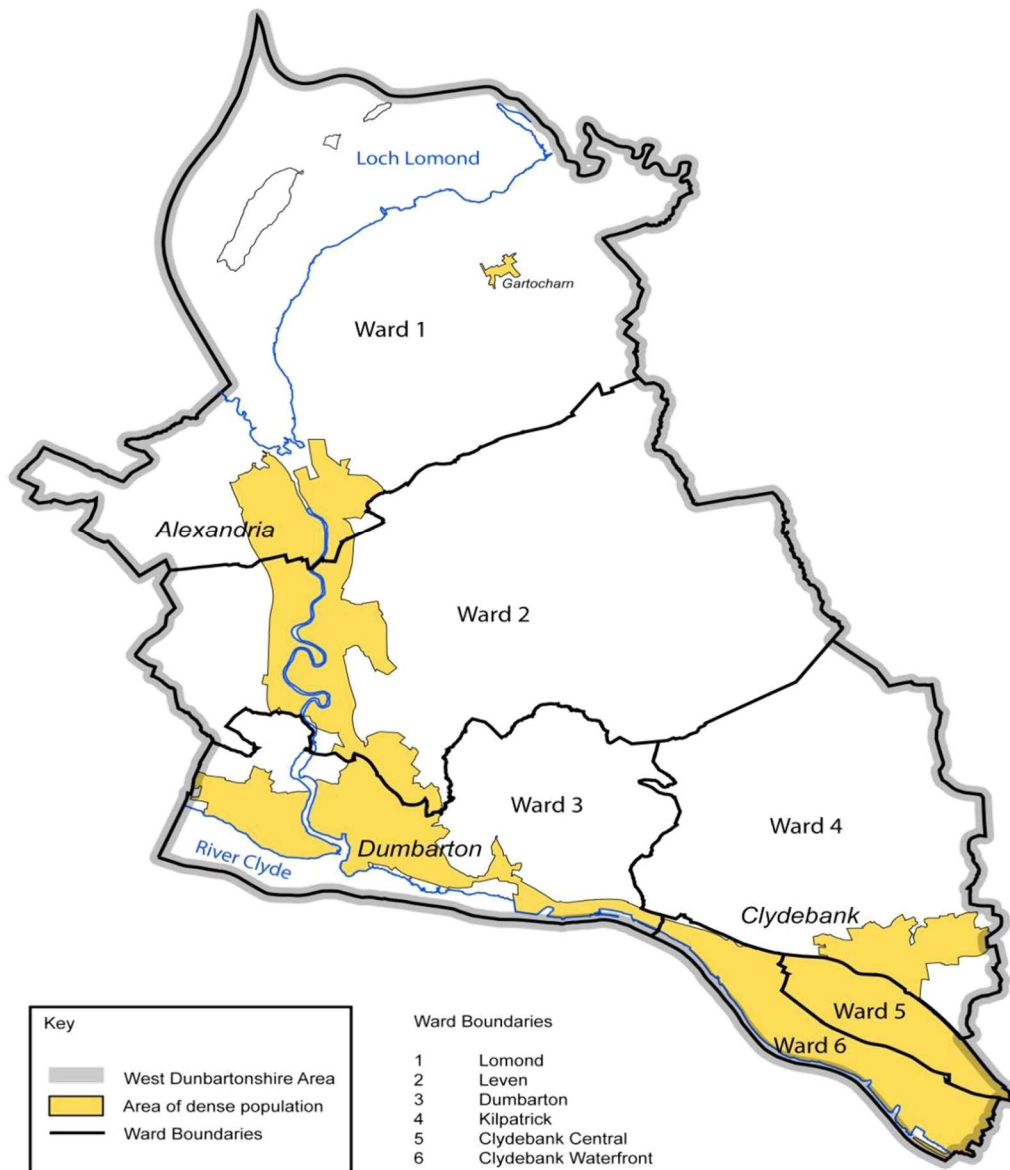


West Dunbartonshire

Community Learning and Development Plan
2024 - 2027

West Dunbartonshire

Multi Member Ward Map



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1. Background

Community Learning and Development (CLD) Regulations place a statutory duty on local authorities to collaborate with partners to co-produce CLD in their area. To do this the Local Authority must publish a three-year CLD Plan.

This is the West Dunbartonshire Community Learning and Development Plan for the period from September 2024 to August 2027.

2. CLD Plan Requirements

Guidelines state that the plan must specify how the CLD partnership will co-ordinate the provision of CLD while considering key national strategies such as the Adult Learning, Youth Work and Community Empowerment strategies. The plan must also take the wider policy context into account. This includes establishing the link between CLD priorities and activity set within key policy drivers such as: 'Curriculum for Excellence', the 'Scottish Attainment Challenge' and 'No One Left Behind'.

The CLD National guidance requires CLD activity to connect with Community Planning Objectives. Specific emphasis is placed on aligning CLD with Scotland's goals for jobs, growth and public service reform, emphasising improved life chances and adopting an evidence-based approach.

To achieve these requirements, and produce the plan, the partnership must consult with local learners and communities, those organisations providing CLD and those with an interest in the plan outcomes.

Purpose and Structure of the Plan

With the regulatory guidelines and conditions in mind, the main purpose of this three-year CLD plan is to establish a resource to co-ordinate CLD provision in West Dunbartonshire. We must do this in a way that ensures CLD activity makes a recognisable contribution to both, Community Planning West Dunbartonshire (CPWD) outcomes and national objectives.

The national objectives for the delivery of CLD are to bring about:

- Improved life chances for people of all ages, through learning, personal development and active citizenship.
- Stronger, more resilient, supportive, influential, inclusive communities.

We begin this task by outlining the strengths and socio/economic situation in West Dunbartonshire and set these alongside the threats and opportunities facing the area. This establishes the challenges facing learners, CLD organisations and practitioners, makes the case for change and shapes the focus of our work.

The document provides background information about Community Planning in West Dunbartonshire, illustrating the overarching community planning structure, vision and aims and establishes the link and common objectives that are clearly visible between community planning and community learning and development.

This sets the context for the challenges, approaches and methods that CLD practitioners will adopt when developing actions that meet the needs of the local community.

Key to this is the further development of a local partnership approach. The CLD Partnership draws on the expertise of CLD practitioners working in organisations with an interest in

community learning and development. This includes the Local Authority, West College Scotland, Third Sector, registered charities and community-based organisations.

Along with input from learners and communities these stakeholders have participated in the planning process to establish an effective approach for managing and delivering provision across key partnerships.

The CLD strategic partnership mission is to promote Community Learning and Development with a specific focus on supporting disadvantaged and vulnerable groups and individuals to engage in learning, personal development, active citizenship and bring about positive changes in their lives and communities.

Recognising Success

There are many ways of evaluating and evidencing progress and success. We place learners at the centre of the process, and we will know if our planned approach has been successful when learners and those people who are active in their communities can tell us they:

- Feel more confident and empowered to make decisions about their community and learning pathway.
- Have access to resources and opportunities that match their learning goals and ambitions.
- Feel valued and supported by the learning community and learning practitioners.
- Can see clear improvements in their skills and knowledge and understand how these apply to their personal, family and community life.

3. What is Community Learning and Development?

CLD consists of a wide range of activities with input from a range of organisations and individuals. The Community Learning and Development Standards Council provides a definition that centres on the benefits for learners and contributes to an understanding of CLD.

‘Community Learning and Development in Scotland refers to a distinct educational based approach to lifelong learning that aims to empower individuals and communities to participate actively in, and shape their own, learning and development. It is a collaborative and inclusive process that involves various stakeholders including learners, young people, community members, community volunteers, local authorities, voluntary and charity sector organisations, educational institutions, and other organisations across the public and third sectors.

Using this as a starting point there are several principles identified by the CLD Standards Council that add to CLD practice.

CLD practitioners engage with individuals and groups to design and deliver a wide range of learning activities and projects. These activities include adult learning programs (like ESOL, literacies and family learning), community development and capacity building initiatives, and youth work programmes (in community and school settings). The overall goal is to enhance community cohesion, address local needs, and support individuals to reach their full potential while actively contributing to the development of their communities.

4. Living and Learning in West Dunbartonshire: The Need for CLD

To ensure our approach and service provision remains appropriate and relevant it is important to understand the uniqueness of the area we operate in and the associated strengths, challenges, and opportunities that communities and individuals face.

The Strengths, Weaknesses, Opportunities and Threats have emerged through consultation with key stakeholders prior to and during the planning process for the development of this plan.

Strengths

- West Dunbartonshire is known for its unique blend of urban and rural landscapes and encompasses a diverse range of communities along the banks of the River Clyde and the shores of Loch Lomond.
- There is a well-connected road network and good public transportation services. Residents and businesses have access to convenient travel networks within and beyond the region.
- The areas economic strengths are based not only in its proximity to Glasgow's labour market but also in local manufacturing, retail and tourism industries. With examples of national and international scale businesses located in the area.
- There is a range of cultural assets and recreational facilities that include museums and historic sites and landmarks.
- West Dunbartonshire is served by accessible healthcare and education services. This includes access to a range of pre-school facilities, specialist educational establishments and residential education provision, 32 primary schools and five secondary schools.
- Post-school further education is served by West College Scotland's Clydebank Campus, with access to higher education in Paisley (University of West Scotland) and Glasgow (University of Glasgow, University of Strathclyde, Caledonian University and Glasgow School of Art).
- There is a wide range of CLD adult learning, youth work and community development services being delivered by a variety of organisations.
- There is a range of experienced community and voluntary organisations affiliated to West Dunbartonshire Community and Voluntary Services (WDCVS); community trusts; and local and regional youth services.

Weaknesses

Residents face several challenges:

- 4,696 children in West Dunbartonshire are living in poverty.
- All multi-member wards in West Dunbartonshire have areas with comparatively high incidences of multiple deprivation.
- Approximately 35,000 (37%) of the resident population have first-hand experience of multiple deprivation.
- At 17.2%, West Dunbartonshire has a higher proportion of workless households than Great Britain (13.9%).
- At 25.9% the level of economic inactivity is higher than the figures for Scotland (22.5%) and Great Britain (21.2%).

- At 4%, the proportion of working aged people in receipt of 'out of work' benefits are higher than Scotland (3.1%) and Great Britain (3.9%).

When compared to the figure for Scotland a higher proportion of people in West Dunbartonshire (8.5%) have no qualifications. There is a comparatively lower proportion of the population in West Dunbartonshire with qualifications at all levels.

While evidence of disadvantage is apparent throughout West Dunbartonshire, there are several groups of individuals who are more likely to have a negative experience. This includes those family groupings associated with child poverty and those within equalities groups.

Threats

- The current and most immediate threats include wider, external economic issues that have led to reduced government expenditure. This reduced expenditure not only drives welfare reform and reduced welfare spending it also has an inevitable impact on the resources available to deliver local authority and health and social care services including community learning services.
- The cost-of-living crisis is intensifying disadvantage among those with limited incomes and comparatively fewer resources.

While these factors are not unique to West Dunbartonshire, they are reinforcing the existing weaknesses and intensifying the challenges that communities and residents already face. These intensified threats include:

- **Educational disparities** that can hinder socio-economic mobility and opportunities for personal and professional growth. Gaps in educational attainment, resources, and support systems may perpetuate cycles of disadvantage and limit individuals' potential for success.
- **Income inequality** is a significant threat to socio-economic well-being in West Dunbartonshire. Further disparities in income levels could further restrict access to resources and hinder opportunities for economic advancement.
- **Comparatively Higher levels of unemployment and underemployment** has led to financial instability and economic hardship for individuals and families in West Dunbartonshire. Increasing lack of stable employment opportunities due to external threats may intensify already high levels of poverty, social exclusion, and reduced quality of life.
- **Poverty** is a pressing issue that affects socio-economic well-being in West Dunbartonshire. Individuals and families living in poverty may struggle to meet basic needs, access essential services, and participate fully in economic and social activities, leading to widening inequalities and social challenges.
- **Health inequalities** pose a threat to socio-economic well-being in West Dunbartonshire. Disparities in health outcomes, access to healthcare services, and health determinants can impact overall well-being, productivity, and quality of life for residents.
- **Social isolation and loneliness** can impact socio-economic well-being by affecting mental health, social connections, and overall quality of life. Lack of social support networks, community engagement, and meaningful relationships can intensify isolation and vulnerability.

- **Increased crime and anti-social behaviour** Growing numbers of disaffected young people, feeling disconnected and unsupported may have several knock-on effects including increasing anti-social behaviour and crime, increased substance abuse and higher levels of mental health issues.

Addressing these issues requires a multi-faceted approach, including community engagement and community learning support provided by CLD practitioners working alongside partner agencies.

Opportunities

While West Dunbartonshire faces significant challenges and threats there are also opportunities for addressing these issues and fostering positive change. An illustration of key areas with shared CLD priorities, where there may be opportunities for mutual benefits through co-operation, partnership working, and co-production of services include:

- Community Empowerment (Scotland) Act 2015. Strengthening the voice of communities in the development of services that affect them.
- Tackling Child Poverty Delivery Plan 2022-26: Best Start: Bright Futures. Scotland's offer to families to tackle child poverty.
- Levelling Up: UK Shared Prosperity replacing EU funding and committing priorities including 'Communities and Place', 'Support for Local Business', 'People and Skills' and 'Multiply' enhancing life chances.
- GIRFEC: Getting it right for every child: Integrated Children's Service plan.
- Scottish Attainment Challenge: Pupil Attainment: Closing the Gap.
- The Promise: Scotland's children and young people will grow up loved safe and respected.
- No One Left Behind: A new approach to employability services (Scottish Government)

This is not an exhaustive list and will be developed as policies emerge and develop through the CLD Planning timeframe. Concrete examples of where opportunities may develop through co-operation within key policy areas with shared CLD priorities include:

Social Inclusion and Diversity: Embracing social inclusion, diversity, and cultural exchange to foster a sense of belonging, reduce social isolation, and promote unity among residents in West Dunbartonshire. Celebrating multiculturalism, supporting marginalised groups, and promoting equitable opportunities through ESOL, family learning and community-based learning can strengthen social cohesion and inclusion.

Education and Youth Development: Investing in education resources, youth development programs, detached and diversionary support services and school holiday activity for young people can address disaffection, holiday hunger and activity costs, reduce educational disparities, enhance academic achievement, and empower young people. Providing mentorship, extracurricular opportunities, youth empowerment (West Dunbartonshire Youth Council MSYP) and career guidance can foster academic success and prospects.

Community Engagement and Empowerment: Encouraging community participation and empowerment can create opportunities for residents to collaborate, advocate for their needs, and drive local initiatives addressing socio-economic challenges. Building strong community networks and partnerships, such as 'Pride in Place, Food Pantry Network and participatory budgeting can enhance social cohesion, resilience, and collective action. While our community empowerment strategy sets out our intentions in these areas, additional

funding from sources such as UK Shared Prosperity Funding focussing on 'Communities and Place' may provide a platform for further partnership working aimed at CLD driven capacity building.

Employability Skills Development/Parental Employability Skills (Child poverty): Investing in skills development, vocational training, and educational programs can empower individuals in West Dunbartonshire to enhance their employability, access new job opportunities, and pursue sustainable careers. Equipping residents with relevant skills and knowledge can help bridge educational gaps and reduce unemployment rates. Joint working within the context of the Local Employability Partnership may unlock resources from No One Left Behind (Scottish Government approach to employability) and UK Shared Prosperity. This would centre on supporting people who are furthest from the labour market to address basic skills, life skills, personal development, develop digital skills and communicate the benefits of getting (safely) on-line.

Health and Well-being Programs: supporting health promotion initiatives, mental health services, and well-being programs can address health inequalities, promote preventive care, and enhance overall quality of life for residents in West Dunbartonshire. Opportunities may be available for collaborating with the Leisure Trust (Active Schools), social and healthcare providers, community organisations, and public health agencies to improve health outcomes and social well-being.

5. Community Planning West Dunbartonshire (CPWD)

Community planning is about how public bodies work together, and with local communities, to design and deliver better services that make a real difference to people's lives. It drives public service reform by bringing together local public services with the communities they serve and provides a focus for partnership working that target specific local circumstances.

CPWD has established a set of priorities that are set around achieving a flourishing, nurtured, independent, safe and empowered community. Local outcomes are consistent with the priorities set out in the Scottish Government national performance framework.

To ensure that the aspirations of the partnership are met in relation to the five strategic priorities, CPWD has identified several outcomes for each priority.

Table 1: Community Planning West Dunbartonshire Priorities and Outcomes

CPWD Strategic Priorities	CPWD Outcomes
Flourishing West Dunbartonshire	<ul style="list-style-type: none">- Our economy is diverse and dynamic creating opportunities for everyone- Our local communities are sustainable and attractive- Increased and better-quality learning and employment opportunities- Enhanced quality and availability of affordable housing options
Independent West Dunbartonshire	<ul style="list-style-type: none">- Adults and older people can live independently in the community- Quality of life is improved for our older residents- Housing options are responsive to changing needs over time
Nurtured West Dunbartonshire	<ul style="list-style-type: none">- All West Dunbartonshire children have the best start in life and are ready to succeed- Families are supported in accessing education, learning and attainment opportunities- Improved life chances for all children, young people and families
Empowered West Dunbartonshire	<ul style="list-style-type: none">- We live in engaged and cohesive communities- Citizens are confident, resilient and responsible- Carers are supported to address their needs
Safe West Dunbartonshire	<ul style="list-style-type: none">- Improved community justice outcomes ensure West Dunbartonshire is a safe and inclusive place to live- All partners deliver early, and effective interventions targeted at reducing the impact of domestic abuse- Residents live in positive, health promoting local environments where the impact of alcohol and drugs is addressed- Our residents are supported to improve their emotional and mental health and wellbeing

Through the structure, partner input, priorities and principles CPWD partners have collectively agreed their vision. This is focussed on establishing:

‘West Dunbartonshire as a Great Place to Live, Work and Visit’.

6. CLD Contribution to Community Planning Vision, Priorities and Outcomes

Community Learning and Development (CLD) activities play a crucial role delivering the priority outcomes in the Local Outcome Improvement Plan in West Dunbartonshire by delivering services that support skills for learning, life, and work.

By doing so, CLD services will connect with CPWD outcomes and guiding principles by:

- **Addressing Barriers to Opportunity:**
 - CLD staff will work to **overcome barriers** faced by individuals, families, and communities. They will facilitate access to learning opportunities, employment, and community resources for young people and adults.
 - By providing **tailored support**, CLD staff will empower residents to overcome challenges related to education, employment, poverty, and social inclusion.
- **Improving Life Chances:**
 - CLD interventions will focus on **raising aspirations** and improving life outcomes. They will equip individuals with essential skills, knowledge, and confidence.
 - Through **lifelong learning**, CLD staff will enhance personal development, employability, and overall well-being.
- **Promoting Active Citizenship:**
 - CLD staff will foster a sense of **community engagement** and active participation.
 - CLD staff will encourage residents (young people and adults) to be involved and contribute to local decision-making processes.
- **Delivering Community-Led Approaches:**
 - CLD initiatives are **community driven**. Staff will collaborate with residents, identifying their needs and aspirations.
 - By empowering learners and communities, CLD practitioners will create sustainable solutions aligned with people's goals.
- **Supporting Local Regeneration and Environmental Sustainability:**
 - CLD will contribute to **community regeneration and environmental sustainability** by revitalising neighbourhoods, promoting social cohesion, and enhancing quality of life.
 - Practitioners will support residents to engage in projects that improve physical spaces, social connections, and economic opportunities.
- **Safeguarding the Learner**
 - CLD contributes to **protecting learners' rights** to live in safety, free from abuse and neglect while respecting their right to privacy through our approach to safeguarding.
 - CLD practitioners will promote compliance with Human Rights requirements; rigorously apply safeguarding policies; and ensure data gathered is consistent with data processing requirements.

- **Developing the Workforce**

- CLD has a coherent set of practices defined by **identifiable competences** and deliver learning and support in a variety of settings.
- By supporting workforce development and empowering practitioners, we will support them to manage resources and develop collaborative working in communities to provide excellent quality learning and development opportunities in a range of contexts.

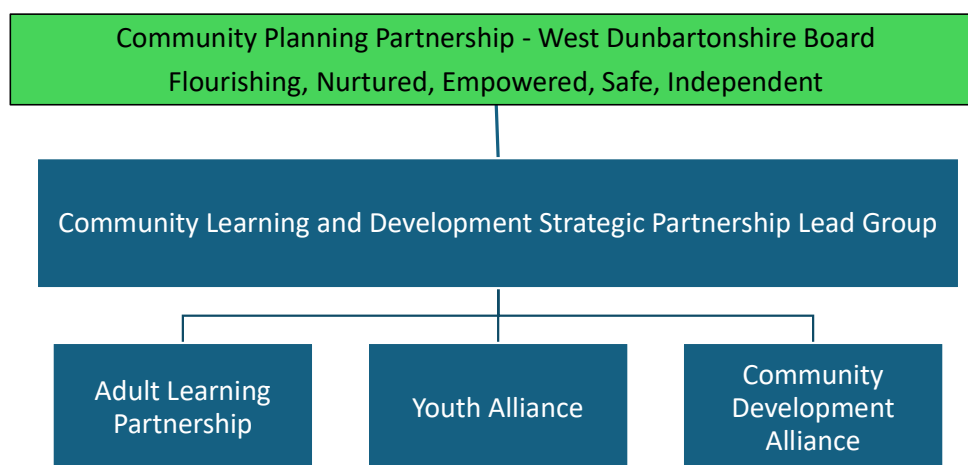
7. CLD in West Dunbartonshire Governance and Mission

The CLD Strategic Partnership Lead Group will make the link between local priorities and action and national objectives:

- Improved life chances for people of all ages, through learning, personal development and active citizenship.
- Stronger, more resilient, supportive, influential, inclusive communities

The CLD Strategic Partnership consists of the Strategic Partnership Lead Group, supported by three thematic groups: the Adult Learning Partnership, the Youth Alliance and the Community Empowerment Delivery Improvement Group.

Figure 1: West Dunbartonshire CLD Partnership Structure



The CLD Strategic Partnership through its lead and thematic groups brings together organisations that have:

- Responsibility for strategies, plans, policies with interests that relate to the aims of community learning and development, for example, Third Sector Interface/Community Voluntary Services, College, Education Services, Careers and Employability Services, Child Poverty.
- A specific core function for the provision of community-based learning services, for example Adult Learning, Community Trusts, Youth work service providers, employability services.
- Have multiple functions, one of which is the provision of CLD services and have dedicated staff and/or resources for this task, for example Library Services, Leisure Trust.
- Multiple functions, staff with generic roles but have an interest in securing/delivering CLD services. For example, voluntary sector services that provide support to a particular client group across a range of issues and have a close interest in the provision of access to learning for their service users.

Through its membership, the West Dunbartonshire CLD Strategic Partnership will ensure that CLD activity engages with connected policy areas for their mutual benefit, and members are aware of the developing opportunities for joint initiatives to address needs.

West Dunbartonshire CLD Strategic Partnership Lead Group

The CLD Strategic Partnership Lead Group priorities will be set around four themes:

- **Visibility and Awareness:** improving the understanding and visibility of Community Learning and Development among potential learners, decision-makers, and budget-holders.
- **Pathways and Progression:** ensuring better measurement and mapping of learner progress and outcomes to support continuous learning and development. Creating a culture of self-evaluation and improvement, and improved use of data with the voice and experiences of learners and communities at the centre of what we do.
- **Accessibility and Availability:** improving engagement with people and communities ensuring CLD services are more accessible and available, addressing barriers like cost, digital connectivity, and awareness of opportunities.
- **Support and Learning:** Ensuring CLD staff and volunteers are well-trained and supported to deliver high-quality outcomes for learners and communities and ensure learners, communities and staff are safe (safeguarded and privacy respected).

Adult Learning Partnership

The Adult Learning Partnership (ALP) is a thematic group established to co-ordinate adult learning services. The ALP will identify priority issues and co-ordinate partnership activity that will help us to respond effectively to service demands, needs and opportunities and improve the life chances of adults.

The Youth Alliance

The Youth Alliance is focussed on addressing the challenges faced by our young people. This will be achieved by establishing youth work/learning priorities and co-ordinating services that respond to young people's needs and aspirations.

Community Empowerment Delivery Improvement Group

Community development is a process where people come together to act on issues that are important to them. Community Development in West Dunbartonshire is set within the context of community empowerment¹ and the Community Empowerment Delivery Improvement Group will build and sustain relationships between public services and community groups.

¹ Audit Scotland (2019): Principles for Community Empowerment: https://www.audit-scotland.gov.uk/uploads/docs/report/2019/briefing_190725_community_empowerment.pdf

8. CLD Priorities in West Dunbartonshire

Each of the thematic groups will have specific priorities that have been developed through experience of delivery, research, consultation with key stakeholders, learning providers and learners.

Adult Learning Partnership

Priorities for adult learning services will focus on four themes. These themes, while modified to suit local circumstances, are consistent with the national Adult Learning Strategy.

Adult Learning Strategy for Scotland 2022-2027 (www.gov.scot)

The priority themes centre on promoting and expanding adult learning, supporting the adult learning journey, promoting inclusion and diversity and ensuring the workforce and volunteers have the skills to deliver good quality services.

1. Expanding Adult Learning

We will engage with individuals and local communities through outreach to identify learning needs and promote available opportunities. We will do this in partnership by encouraging collaboration between organisations such as West Dunbartonshire Council, West College Scotland and organisations affiliated to West Dunbartonshire Community and Voluntary Service.

Our aim is to consolidate existing learning provision and, where possible, take advantage of emerging opportunities to create and expand learning programs that meet the needs of learners. We will focus our efforts on those most in need of support.

We will include the views and perspectives of learners through engagement and ongoing consultation within learning sessions, at community-based events, and by liaising with the West Dunbartonshire Learner Voice group.

2. Support the Adult Learning Journey

We will support the adult learning journey by facilitating access to personalised advice, guidance and support for learners at different stages of their learning journey. We will ensure that the support includes accessible learning materials and resources that are tailored to adult learners' needs.

Priorities for adult learning services will focus on promoting personal development, health and well-being, enhancing access to vocational training and developing employability skills. The services that will form the core for adult learning for individuals and families will include:

- **Literacy and Numeracy Skills:** Improving skills in reading, writing, and numeracy which are essential for personal and professional development.
- **Digital Literacy:** Offering courses on computer basics, internet navigation, digital communication, and online safety to ensure adults are equipped for the digital age.
- **Wellbeing:** Courses to build confidence, support health and wellbeing, develop communication skills to support personal growth.
- **Community based Adult Learning:** Providing access to accredited learning and pathways to further and higher education for adults who may not previously have had the opportunity to pursue further education.

- **Vocational Training:** Offering vocational courses in trades such as construction, beauty, healthcare, or hospitality, which can lead to certification and employment opportunities.
- **Employability Skills:** Providing training and workshops on resume writing, job search strategies, interview preparation to enhance job prospects.
- **Learner Voice:** Discussing learners' issues, raising the profile of and campaigning for adult learning. The group is involved in representing adult learners in West Dunbartonshire at a local and national level through meetings and consultations.

3. Promoting Inclusion: Access, Diversity and Inclusion

Our focus will be placed on those experiencing disadvantage and exclusion and we will work with learners to identify and address barriers to participation.

The specific services that will be delivered for individuals and families to promote inclusion include, for example:

- **Language Learning Support:** Offering language classes, particularly English for speakers of other languages (ESOL), but also other languages that might benefit community cohesion or personal development.
- **Creative and Cultural Education:** Encouraging participation in the arts, music, history, culture and community events to foster creative expression and appreciation of diversity.
- **Health and Well-being:** Classes on mental wellbeing, nutrition, physical activity, and stress management to promote a healthy lifestyle.

4. Staff and Volunteer Development

Staff and volunteer development focusses on enhancing the skills and capabilities of staff, volunteers and new entrants to the sector. It includes tailored training and learning programmes and upskilling opportunities aimed at continuous professional development.

Specific activity the Adult Learning Partnership will undertake, includes, for example:

- Supporting the development of, and access to, specific sector-based qualifications for staff and volunteers.
- Participating in, and delivering training, to improve skills and knowledge.
- Mentoring new staff and volunteers to build a skilled workforce.
- Providing practice placements for CLD students.
- Participating in regional and national CLD Forums.
- Supporting the CLD workforce to engage with the CLD Standards Council.

Youth Alliance Priorities

Youthwork in West Dunbartonshire aims to create a supportive, inclusive, and empowering environment for young people, enabling them to thrive and contribute positively to their communities.

These priorities reflect evolving needs within the lives of young people and the broader socio-economic context, with specific emphasis placed on those young people facing disadvantage.

While specific priorities will vary based on emerging trends, demands and government policies, the priority outcomes for the CLD Plan period 2024-2027 include the following:

1. Our young people are resilient: Health and Well-being

Mental Health Support:

- Increase access to mental health services and resources.
- Promote mental health awareness and destigmatise seeking help.

Physical Health and Active Lifestyles:

- Encourage participation in sports and physical activities.
- Provide education on healthy eating and lifestyle choices.

Emotional Resilience:

- Develop approaches to build emotional resilience and coping strategies.
- Support services for dealing with stress, anxiety, and other emotional challenges.

2. Our young people's voices are listened to: Participation and Empowerment

Youth Voice and Leadership:

- Create platforms for young people to express their opinions and influence decisions.
- Promote youth leadership programs and initiatives.

Civic Engagement:

- Encourage participation in community service and civic activities.
- Foster a sense of responsibility and active citizenship.

Rights and Representation:

- Advocate for the rights of young people.
- Ensure young people are represented in policy-making processes.

3. Our young people are successful learners: Education and Lifelong Learning:

Accessible Education:

- Ensure all young people have access to quality education and training opportunities.
- Support alternative education pathways for those who do not thrive in traditional settings.

Skill Development:

- Focus on developing essential skills for the future, including digital literacy/safety and critical thinking.
- Provide pathways to vocational training and apprenticeships.

Lifelong Learning:

- Promote the value of continuous learning and personal development.
- Offer programs that cater to different stages of life and career transitions.

4. Our young people have equal access to opportunities: Employment and Economic Inclusion:

Youth Employability:

- Enhance employability skills and provide career guidance.

- Create job opportunities and support entrepreneurial ventures.

Economic Equality:

- Address economic barriers that hinder youth participation in the workforce.
- Promote fair wages and safe working conditions.

Support Vulnerable young people:

- Target initiatives to engage and support vulnerable young people.
- Provide tailored programs to re-integrate them into education or employment.

5. Our young people are valued members of the community: Social Inclusion and Equality:

Inclusion and Diversity:

- Promote inclusivity and celebrate diversity in all youth programs.
- Address issues of discrimination and ensure equal opportunities for all.

Support for Marginalised Groups:

- Provide targeted support for marginalised and vulnerable young people, including those with disabilities, from minority backgrounds, or facing socio-economic challenges.

Community Integration:

- Foster a sense of belonging and community cohesion.
- Encourage intergenerational activities and mutual support.

6. Our young people are safe in physical and virtual environments: Safe and Supportive Environments:

Safe Spaces:

- Create and maintain safe physical and virtual environments for young people.
- Address issues of bullying, violence, and online safety.

Support Networks:

- Strengthen support networks for young people, including family, peer, and professional support.
- Provide accessible information and resources.

Crisis Intervention:

- Develop methods for timely and effective crisis intervention.
- Provide support for young people in emergencies or critical situations.

7. Our young people are engaged in sustainable action: Environmental Awareness and Action:

Sustainability Education:

- Raise awareness of environmental issues and sustainability practices.
- Promote eco-friendly initiatives and behaviours.

Youth-Led Environmental Action:

- Support the development of youth-led projects aimed at environmental conservation and climate action.
- Encourage participation in local, regional and global environmental movements.

Community Development

Community Development will be delivered within the context of the Community Empowerment Strategy and Action Plan. The strategy has been developed through discussion and consultation with residents and community groups across West Dunbartonshire.

The vision for community empowerment centres on collaborative working leading to improved neighbourhoods where:

- Communities shape and influence services.
- The Council and communities support and trust each other.
- Community ownership and pride is encouraged and supported.
- People are active in their communities and citizens of all ages, abilities and backgrounds contribute and work together.
- Individual communities are resilient, involved and live healthy and fulfilling lives.
- Young people are engaged and become the community leaders of the future.
- Individuals and communities have fair access to work, wealth, and healthy and fulfilling lives.

The priorities for partnership action and anticipated outcomes from that action are to:

1. Raise awareness, knowledge and understanding of community empowerment.

Outcomes

- Individuals, communities, Council and community planning partner staff understand what community empowerment means and how it can help individuals and communities.
- Council, Community Planning partners and communities are aware of the opportunities for community empowerment and the legal duties on public bodies.

2. Increase confidence for community empowerment.

Outcomes

- Local people believe in the value of community empowerment, especially those who face the greatest barriers.
- People who face the greatest barriers have increased confidence from participating in community activity.
- Emerging priorities strike a balance between community aspirations and financial constraints.

3. Set standards for how we work and behave in the context of community empowerment.

Outcomes

- National Standards for Community Engagement are adopted for community engagement and service delivery.
- The Council, Community Planning partners and community organisations have agreed ways of working together to deliver the Strategy and Action Plan.

4. Ensure clarity of roles for effective collaboration among Councillors, Council officers, community planning partners, volunteers and communities.

Outcomes

- Everyone has a clear and agreed role.
- There is better joint working across organisations.

5. Develop skills for community empowerment.

Outcomes

- Clear Understanding of the skills the Council, Community Planning partners and communities need to make community empowerment a success.
- Training opportunities are available locally to support community empowerment.

6. Ensuring that there are sufficient resources, facilities and support to encourage community empowerment.

Outcomes

- Access to information, support and advice on community empowerment for local communities.
- Good quality, affordable and accessible spaces for community activities.

9. Unmet Need in West Dunbartonshire

CLD activity will place a strong focus on early intervention, prevention and tackling inequalities. The socio/economic weaknesses apparent in West Dunbartonshire and prevalence of disadvantage suggest a high level of need for support services to address these weaknesses. Meanwhile, emerging threats such as reduced funding resources, that are not wholly unique to West Dunbartonshire, are intensifying the challenges that services, communities and residents already face.

Our role will be to address existing and emerging inequality by focussing on disadvantaged and vulnerable groups and individuals of all ages. We will support them to engage in learning and bringing about change in their lives and communities that may not have occurred otherwise.

CLD provision will, therefore, be targeted on communities and individuals most in need. As such, there will be areas and individuals that are not considered to be a priority where we will not target our support, leading to unmet need.

Nevertheless, we will be mindful of emerging opportunities, and we will seek to ensure that, whenever appropriate, we capitalise on these opportunities to reinforce CLD service provision for all learners in West Dunbartonshire.

10. CLD Partnership Action in West Dunbartonshire

We have developed a set of action plans that reflect the actions and outcomes that will be achieved by our lead and thematic groups. These actions will be reviewed on an annual basis to ensure they remain relevant to the developing strengths, emerging threats in West Dunbartonshire and evolving opportunities in the community learning sector.

The CLD priorities that have been set by each of the thematic partnerships are consistent with activity associated with need, CLD competences within their sector of work, and the experience and expertise of practitioners. Each of our thematic groups has established a set of actions that are consistent with these priorities. The action plans for each of the areas of community learning development are in **Appendix 1**.

The actions will be mapped against the most appropriate community planning outcome where CLD activity can make a positive contribution. Each activity will also be linked to a national CLD learning outcome. By doing so we will connect CLD activity to West Dunbartonshire Community Planning outcomes and demonstrate how this relates to national CLD outcomes. We have provided a list of the CLD national outcomes in **Appendix 2**.

A lead partner from the thematic groups will be allocated to each action and a timescale set for delivery. We will establish an appropriate measure of success to each action. Progress will be recorded and reported through our monitoring framework.

The monitoring framework will consist of both qualitative and quantitative data. We will adopt the Community Learning and Development Managers Scotland (CLDMS) Group's performance indicators as the basis of quantitative reporting and use these where appropriate. The CLDMS performance indicators are reproduced as **Appendix 3**.

Qualitative data will consist of interviews and focus groups; observations and case studies; learner diaries and learner consultations. Our aim is to demonstrate the scale and extent of our work while demonstrating the impact this work is having on learners and communities.

Through our monitoring framework we aim to ensure and demonstrate that learners:

- Feel more confident and empowered to make decisions about their community and learning pathway.
- Have access to resources and opportunities that match their learning goals and ambitions.
- Feel valued and supported by the learning community and learning practitioners.
- Can see clear improvements in their skills and knowledge and understand how these apply to their personal, family and community life.

11. Appendices

Appendix 1: CLD Action Plans

CLD Strategic Partnership Lead Group Action Plan

The lead group priorities are:

- **Visibility and Awareness:** improving the understanding and visibility of Community Learning and Development (CLD).
- **Pathways and Progression:** ensuring better measurement and mapping of learner progress and outcomes to support continuous learning and development.
- **Accessibility and Availability:** improving engagement with people and communities ensuring CLD services are more accessible and available.
- **Support and Learning:** Ensuring CLD staff and volunteers are well-trained and supported to deliver high-quality outcomes for learners and ensure learners and staff are safe (safeguarded and privacy respected).

Table 2: CLD Partnership Lead Group Priority 1: Visibility and Awareness

Action	*WD Community planning outcomes	Lead	timescale	National Priority	Method/ Measure of success
Establish and reinforce CLD Partnership Lead Group	Ensure effective engagement in the planning and delivery of local services.	W4U	Year 1	Building stronger, more resilient, supportive, influential, and inclusive communities	Partnership lead group terms of reference, minutes, meeting actions relevant information will be shared on CLD Partnership webpage
Provide periodical progress reports for Community Planning	Ensure effective engagement in the planning and delivery of local services.	CLD lead Group	Year 1	Building stronger, more resilient, supportive, influential, and inclusive communities	Feedback on reports
Stage two CLD focussed events	Delivering Community-Led Approaches	Working4U WDC Communities Team WDCVS	Year 1	Building stronger, more resilient, supportive, influential, and inclusive communities	Feedback/ learner participant consultation

Action	*WD Community planning outcomes	Lead	timescale	National Priority	Method/ Measure of success
Compile annual progress reports	Ensure effective engagement in the planning and delivery of local services.	CLD lead Group	Year 1	Building stronger, more resilient, supportive, influential, and inclusive communities	Published reports. Feedback on reports
Complete national common benchmark framework return	Ensure effective engagement in the planning and delivery of local services.	W4U	Year 1	Building stronger, more resilient, supportive, influential, and inclusive communities	Documentation submitted to Improvement Service.
Participate in, and report on, national and regional CLD networking groups	Ensure effective engagement in the planning and delivery of local services.	Lead Group members	Year 1	Building stronger, more resilient, supportive, influential, and inclusive communities	Feedback on input from stakeholders. Initiatives supported
Promote CLD Plan through elected members bulletin and seminar	Ensure effective engagement in the planning and delivery of local services.	W4U/Lead Group	Year 1	Building stronger, more resilient, supportive, influential, and inclusive communities	Feedback from stakeholders
Establish methods for capturing, recording and reporting progress in key areas of CLD service provision collectively across providers	Ensure effective community engagement in the planning and delivery of local services.	Adult Learning Partnership Youth Alliance Empowered DIG	Year 1	Building stronger, more resilient, supportive, influential, and inclusive communities	Qualitative and quantitative reports published annually on webpage and shared with stakeholders.

Table 3: CLD Partnership Lead Group Priority 2: Pathways and Progression

Action	*WD Community planning outcomes	Lead	timescale	National Priority	Method/ Measure of success
Review thematic partnership activity and progress including data	Engagement in the planning and delivery of local services	Lead Group Chair of each thematic partnership: Adult Learning Partnership Youth Alliance Community Empowerment Delivery Improvement Group	Year 1	Building stronger, more resilient, supportive, influential, and inclusive communities	Periodical highlight reports
Investigate potential funding available across CLD partnership to protect and enhance CLD services.	Ensure effective engagement in the planning and delivery of local services.	CLD Partnership	Year 1	Building stronger, more resilient, supportive, influential, and inclusive communities	Submissions to funding, successful applications to funding, sharing of funding opportunities to partners, minutes of meetings
Review data to establish basis for decision making YA actions	Ensure effective engagement in the planning and delivery of local services.	Education / Senior Phase Leads / SDS	May - Oct annually / ongoing	Building stronger, more resilient, supportive, influential, and inclusive communities	Consultation with schools and partners using data to determine offer and positive destinations.

Table 4: CLD Partnership Lead Group Priority 3: Accessibility and Availability

Action	*WD Community planning outcomes	Lead	timescale	National Priority	Method/ Measure of success
Complete Equality Impact Assessment of CLD Plan	Promote equality and tackle inequality	W4U	Year 1	Stronger, more resilient, supportive, influential, inclusive communities	Equality Impact Assessment Documentation

Action	*WD Community planning outcomes	Lead	timescale	National Priority	Method/ Measure of success
Annual review of accessibility and availability of CLD services in WD with learners, communities, partners and wider strategic stakeholders to review targeted provision and identify unmet need.	Ensure effective community engagement in the planning and delivery of local services.	Lead Group and thematic groups	Year 1	Stronger, more resilient, supportive, influential, inclusive communities	Community groups, Current and potential Learner lived experience report produced

Table 5: CLD Partnership Lead Group Priority 4: Support and Learning

Action	*WD Community planning outcomes	Lead	timescale	National Priority	Method/ Measure of success
Review and co-ordinate self-evaluation action on safeguarding and privacy.	Ensure effective engagement in the planning and delivery of local services. Safeguarding the Learner	CLD Partnership	Year 1: (ongoing)	Improving life chances for people of all ages through learning, personal development, and active citizenship.	Self-evaluation focussed on the impact and effectiveness of practice safeguarding and GDPR policies and practices.
Review and encourage membership of CLD Standards Council.	Developing the Workforce	WDCVS	Year 1: (ongoing)	Improving life chances for people of all ages through learning, personal development, and active citizenship.	Report on progress and increased membership.

Adult Learning Partnership Action Plan

The Adult Learning Partnership priorities are:

- Adult Learning Priority 1: Expanding Adult Learning.
- Adult Learning Priority 2: Supporting the Learner Journey.
- Adult Learning Priority 3: Promoting Inclusion: Access Diversity and Inclusion.
- Adult Learning Priority 4: Staff and Volunteer Development.

Table 6:Adult Learning Priority 1: Expanding Adult Learning

Action	*WD Community planning outcomes	Lead	timescale	National Adult Learning Outcome	Method/ Measure of success
Utilise Multiply Funding in 2024 to widen numeracy learning in WD	Addressing Barriers to Opportunity Improving Life Chances	ALLT/Adult Employability	Sept 24-March25	Adult learners apply their skills, knowledge and understanding across the four areas of life	No of Multiply funded courses/learning opportunities offered. No of learners accessing courses No of Learners reporting an increase in confidence in their numeracy skills
ESOL partnership -work with Resettlement team and WCS to respond to the demand for English learning in the community and social integration within communities	Addressing Barriers to Opportunity Improving Life Chances	ALLT and ESOL network	Year 1	Adult learners are equipped to meet the key challenges and transitions in their lives	No of ESOL courses/learning opportunities offered. No of ESOL learners participating in learning No of learners reporting an increase in confidence in their English skills
Align ALP outcomes within the Libraries Strategy with a focus on digital literacies by increasing skills, confidence and access	Addressing Barriers to Opportunity Improving Life Chances	Libraries	Year 1	Adult learners apply their skills, knowledge and understanding across the four areas of life	Learners report an increased inclusion in digital life. Learners have increased digital skills

Action	*WD Community planning outcomes	Lead	timescale	National Adult Learning Outcome	Method/ Measure of success
Investigate models for supporting learners to engage with other learners in the communities/across groups.	Addressing Barriers to Opportunity Improving Life Chances	ALLT	Year 1	Adults develop positive networks and social connections	Learners feel less socially isolated. Learners have increased awareness of adult learning opportunities available locally.
Investigate funding avenues to protect Adult Learning in West Dunbartonshire	Improving Life Chances	ALP	ongoing	Adult learners apply their skills, knowledge and understanding across the four areas of life	Funding submissions and successful bids

Table 7: Adult Learning Priority 2: Supporting the Learner Journey

Action	*WD Community planning outcomes	Lead	timescale	National Adult Learning Outcome	Method/ Measure of success
ALP members analyse and review the partnership courses to ensure Learners' needs are identified and met.	Improving Life Chances	WCS and ALLT	Sept 24- Aug 27	Adult learners apply their skills, knowledge and understanding across the four areas of life	Evaluations with learners and partners evidence positive outcomes
Strengthen links to Adult Employability and other skills agencies for access to training and support for Adult Learners	Addressing Barriers to Opportunity Improving Life Chances	ALLT, SDS and Adult Employability	Sept 24-March25	Adult learners are equipped to meet the key challenges and transitions in their lives	Learners report an increased confidence in their employability skills. No of learners accessing other skills and development opportunities locally.
Share information on Adult Learning including raising	Addressing Barriers to Opportunity	ALP	ongoing	Adult learners express their voices, co-design their learning and	Awareness of Adult Learning opportunities and outcomes among stakeholders is increased. No of social media posts

Action	*WD Community planning outcomes	Lead	timescale	National Adult Learning Outcome	Method/ Measure of success
awareness of positive outcomes locally and nationally.				influence local and national policy	
Share Adult Learning data and information within Adult Learning Partnership to ensure vulnerable learners are accessing provision.	Addressing Barriers to Opportunity	ALP	Annual review in line with the academic year	Adult learners participate equally, inclusively and effectively	Improved awareness of targeted provision Gaps in service/reach identified
Deliver an annual Learner Celebration event	Addressing Barriers to Opportunity Improving Life Chances	ALLT	Nov 24	Adults develop positive networks and social connections	Learner Celebration event delivered. No of learners attending events Learning pathways are improved

Table 8: Adult Learning Priority 3: Promoting Inclusion: Access Diversity and Inclusion

Action	*WD Community planning outcomes	Lead	timescale	National Adult Learning Outcome	Method/ Measure of success
ALP will listen to and support individuals and groups to influence positive change	Improving Life Chances	ALLT	ongoing	Adult learners express their voices, co-design their learning and influence local and national policy	Learners report an improved ability to influence change. Learners report increased ability to have a say in things that matter to them. No of learner consultation events held. No of What's Changed for you evaluations completed. Learner Voice activities
Adult Learning Partnership members continue to represent West Dunbartonshire on local	Improving Life Chances	ALP	ongoing	Adult learners express their voices, co-design their learning and	ALP members represent WDC at local, regional and national partnerships including

Action	*WD Community planning outcomes	Lead	timescale	National Adult Learning Outcome	Method/ Measure of success
and national strategic bodies and share information.				influence local and national policy	representation from Learner Voice on the national Learners Forum
Ensure representation from Learner Voice Group is included in Adult Learning Partnership. Investigate including an ESOL learner(s) in ALP to widen representation	Addressing Barriers to Opportunity	ALLT	ongoing	Adult learners participate equally, inclusively and effectively	Learner Voice representative attends ALP ESOL learners are consulted with about joining ALP

Table 9: Adult Learning Priority 4: Staff and Volunteer Development

Action	*WD Community planning outcomes	Lead	timescale	National Adult Learning Outcome	Method/ Measure of success
Professional learning and Development for CLD volunteers and staff	Developing the Workforce	ALLT	Sept 24-Aug 27	Adults are confident resilient and optimistic for the future	Practitioners achieve CLD Standards Council values and competencies. No of practitioners actively engaging with professional learning and qualifications No of practitioners engaged in peer support networks/regional meetings. No of CPD sessions offered across ALP members. No of volunteers recruited, trained and supporting adult learning in communities.

The Youth Alliance Action Plan

The Youth Alliance priorities are:

- WD Youth Work Priority 1: Our young people are resilient: Health and Well-being.
- WD Youth work Priority 2: Our young people's voices are listened to: Participation and Empowerment.
- WD Youth work Priority 3: Our young people are successful learners: Education and Lifelong Learning.
- WD Youth work Priority 4: Our young people have equal access to opportunities: Employment and Economic Inclusion.
- WD Youth work Priority 5: Our young people are valued members of the community: Social Inclusion and Equality.
- WD Youth work Priority 6: Our young people are safe in physical and virtual environments: Safe and Supportive Environment.
- WD Youth work Priority 7: Our young people are engaged in sustainable action: Environmental Awareness and Action.

Table 10: Youth Alliance Priority 1: Young People are Resilient

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
Holiday Breakfast/ Lunch club (Easter, Summer & October)	Improving Life Chances	Haldane Youth Services	April, July, August and October annually	Outcome 1: Young people build their health and wellbeing.	Observation/ Consultation/ case studies with participants and families
Education Senior Phase 1-2-1 Transition support	Improving Life Chances	Senior Phase / DYW	Aug – July annually / ongoing	Outcome 1: Young people build their health and wellbeing. Outcome 2: Young People develop and manage relationships effectively	Positive engagement and outcomes. SLDR outcomes.
Widening opportunities for participation in sport and	Improving Life Chances	Active Schools & Sports	Ongoing	Outcome 1: Young people build their health and wellbeing	Gather participation data

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
physical activities in schools and the community.		Development (WDLT)			
Contribute to Implementation of Distress Brief Intervention Service (DBI) as a frontline provider	Addressing Barriers to opportunity Improving Life chances Safeguarding the learner	HSCP Community Supports working group (Subgroup of Nurtured DIG)	March 2025	Outcome 1: Young people build their health and wellbeing. Outcome 2: Young people develop and manage relationships effectively. Outcome 3: Young people create and apply their learning and describe their skills and achievements. Outcome 4: Young people participate safely and effectively in groups and teams	Number of Referrals to DBI service Change in Distress Level pre and post intervention. Confidence to Manage distress and future distress
Communities Team – Summer Sessions Holiday Programme	Improving Life Chances	WDC Communities	July-Aug annually	Outcome 1: Young people build their health and wellbeing	Pre and post evaluations

Table 11: Youth Alliance Priority 2: Young People's Voices are Listened to

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
UR-TURN youth project	Promoting Active Citizenship	Haldane Youth Services	52 weeks per year	Outcome 6: Young people grow as active citizens, expressing their voice and enabling change	Observation/ Consultation/ case studies /stats
School Sports council's/Committee's	Promoting Active Citizenship:	Active Schools (WDLT) & Education	August – June Annually	Outcome 6: Young people grow as active citizens, expressing their voice and enabling change.	Case studies/evaluation with participants.
Fit for Girls Programme	Promoting Active Citizenship:	Active Schools (WDLT) & Education	August – June Annually	Outcome 6: Young people grow as active citizens, expressing their voice and enabling change	Case studies/evaluation with participants.
Young Ambassador's Programme	Promoting Active Citizenship:	Active Schools (WDLT) & Education	August – June Annually	Outcome 6: Young people grow as active citizens, expressing their voice and enabling change	Case studies/evaluation with participants.
West Dunbartonshire Youth Council	Promoting Active Citizenship	WDC Communities Team	August – June annually	Outcome 6: Young people grow as active citizens, expressing their voice and enabling change	Consultations/case studies/pre and post evaluation
Members of Scottish Youth Parliament	Promoting Active Citizenship	WDC Communities Team	2 yearly term 2023-25	Outcome 6: Young people grow as active citizens, expressing their voice and enabling change	Consultations/case studies/pre and post evaluation

Table 12: Youth Alliance Priority 3: Young People are Successful Learners

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
Young Volunteer Scheme	Improving Life Chances Promoting Active Citizenship	Haldane Youth Services	Ongoing	Outcome 3: Young people create and apply their learning and describe their skills and achievements	Observation/ Consultation/ case studies /stats
Senior Phase Partnership Programme	Improving Life Chances	Education / Senior Phase / FE + HE providers	Aug – June	Outcome7: Young people broaden their perspectives through new experiences and thinking	Evaluation. Successful completion of course. Increased attainment.
Engaging Learning Pathway	Improving Life Chances	Education / DYW School Coordinators	Aug – July	Outcome7: Young people broaden their perspectives through new experiences and thinking	Evaluation / Feedback / Positive Progression / Re-engagement in learning
Modern Apprenticeship Programme (development)	Improving Life Chances:	Active Schools (WDLT) & W4U	January 2025 – June 2026	Outcome 3: Young people create and apply their learning and describe their skills and achievements	Case studies/evaluation.
West College Scotland/University Placements	Improving Life Chances:	Active Schools (WDLT) & WCS	August – June Annually	Outcome 3: Young people create and apply their learning and describe their skills and achievements	Case studies/evaluation

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
Sports Leaders and Coaching Academy programmes.	Improving Life Chances:	Active Schools (WDLT) and Education	August – June Annually	Outcome 3: Young people create and apply their learning and describe their skills and achievements	Case studies/evaluation
WDC Communities Team – VOLA Safe Hub	Addressing Barriers to Opportunities	WDC Communities Team – Partners Education	Academic Year – Aug to June	Outcome 3: Young people create and apply their learning and describe their skills and achievements	Case Studies/evaluations/nationally recognised awards gained
WDC Communities Team – Out of School Hours Learning	Addressing Barriers to Opportunities	WDC Communities Team – Partners Education	Academic Year – Aug to June	Outcome 3: Young people create and apply their learning and describe their skills and achievements	Case Studies/evaluations/nationally recognised awards gained
W4U Apprenticeship Programmes – Foundation and Modern	Addressing Barriers to Opportunity Improving Life Chances	W4U Partners - Education SDS/ Training providers	9 months – 4 years	Outcome 3: Young people create and apply their learning and describe their skills and achievements	Case studies on completion/ evaluation
Volunteer Skills Programme	Addressing barriers to opportunity Improving Life Chances	W4U Partners - employers	9 weeks (3 groups per year)	Outcome 3: Young people create and apply their learning and describe their skills and achievements	Case studies/ evaluation

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
W4U training team accredited vocational courses	Addressing barriers to opportunity Improving Life Chances	W4U	Courses delivered across the course of the year	Outcome 3: Young people create and apply their learning and describe their skills and achievements	Course success rate Case studies Evaluation
W4U/Education Winter Leaver Programme	Addressing barriers to opportunity Improving Life Chances	W4U/ Education/ Morrison Construction	Sept – Dec 24	Outcome 3: Young people create and apply their learning and describe their skills and achievements	Course completion rate Case studies Evaluation

Table 13: Youth Alliance Priority 4: Young People have Equal Access to Opportunities

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
Hop, Skip & Jump project	Improving Life Chances	Haldane Youth Services	48 weeks per year	Outcome 7: Young people broaden their perspectives through new experiences and thinking	Observation/ Consultation/ case studies /stats

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
Work Experience Placements	Addressing Barriers to Opportunity Improving Life Chances	Education / DYW School Coordinators / Employer Partners	Aug – Jun Academic year	Outcome 3: Young people create and apply their learning and describe their skills and achievements	Evaluation / Case Studies / Participant feedback + consultation
INSPIRE Programme	Addressing Barriers to Opportunity Improving Life Chances	Education / DYW School Coordinators / SDS / FE Providers	Aug – July	Outcome 7: Young people broaden their perspectives through new experiences and thinking	Evaluation / Feedback / Positive Progression
Extra-curricular School programme – all free at point of access.	Addressing Barriers to Opportunity Improving Life Chances	Active Schools (WDLT)	August – June Annually	Outcome 1: Young people build their health and wellbeing	Gather participation data
Young Carers Access to Leisure project.	Addressing Barriers to Opportunity	WDLT & Y-Sort It	Ongoing	Outcome 1: Young people build their health and wellbeing.	Gather participation data
EDI focus to identify and reduce barriers to participation.	Addressing Barriers to Opportunity	Active Schools (WDLT)	Ongoing	Outcome 1: Young people build their health and wellbeing	Case studies evaluation. Gather participation data

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
Thrive - personal development programme	Addressing barriers to opportunity Improving Life Chances	W4U/Partners – SDS/Education/A westruck Academy/	12 weeks (3 groups per year)	Outcome4: Young people participate safely and effectively in groups and teams	Case studies / evaluation
Ready2Thrive – personal development programme	Addressing barriers to opportunity Improving Life Chances	W4U /Partners – social work, SDS, Education	12 weeks (3 groups per year)	Outcome 4: Young people participate safely and effectively in groups and teams	Case studies / evaluation

Table 14: Youth Alliance Priority 5: Young People are Valued Members of the Community

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
Haldane Youth Services community litter pick	Promoting Active Citizenship	Haldane Youth Services	2 x per year	Outcome 6: Young people grow as active citizens, expressing their voice and enabling change	Case Studies/pre and post evaluations

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
Get Up and Go Youth Club – ASN Provision	Addressing Barriers to Opportunities	WDC Communities	Aug - June	Outcome 7: Young people broaden their perspectives through new experiences and thinking	Case Studies/pre and post evaluations
Saltire Ambassadors Panel	Promoting Active Citizenship	WDCVS	June 2024 - Ongoing	Outcome 4: Young people participate safely and effectively in groups and teams. Outcome 6: Young people grow as active citizens, expressing their voice and enabling change	Panel consultations and case studies. Saltire and CoVA accreditations.
Youth Volunteer Scheme (YVS) Dumbarton	Promoting Active Citizenship	Scottish Fire & Rescue Service (Local Prevention & Protection Team) and volunteer leaders.	On going. YVS meet on a weekly basis throughout the year.	Outcome 4: Young people participate safely and effectively in groups and teams. Outcome 6: Young people grow as active citizens, expressing their voice and enabling change	Continual review of participants' progress against development pathways.
WD Sports Youth Group	Promoting Active Citizenship	Sports Development (WDLT)	Ongoing	Outcome 6: Young people grow as active citizens, expressing their voice and enabling change.	Case studies / evaluation.
Continued Youth Engagement Officer sessions	Promoting Active Citizenship	Police Scotland	August to June	Outcome 5: Young people consider risk, make reasoned decisions and take control	Numbers of youths engaging and covering various topics

Table 15: Youth Alliance Priority 6: Young People are Safe

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
Mini Hopper Projects	Improving Life Chances	Haldane Youth Services	48 weeks per year	Outcome 2: Young people develop and manage relationships effectively	Observation/ Consultation/ case studies /stats
Lived experience talks to secondary pupils	Safeguarding the Learner	Police Scotland	August to June	Outcome 5: Young people consider risk, make reasoned decisions and take control	Numbers exposed to the inputs, feedback from pupils and staff.
Fire Safety Support & Education (FSSE)	Promoting Active Citizenship Safeguarding the Learner	Scottish Fire & Rescue Service (Local Prevention & Protection Team)	Ongoing	Outcome 5: Young people consider risk, make reasoned decisions and take control	SFRS personnel will monitor reaction to FSSE through communication with schools, parent/guardian and report to SFRS Liaison Officers.
Experiential Learning – Community Safety Programme	Improving Life Chances	WDC Communities Team – Partners such as Police Scotland, Fire and Rescue	April annually	Outcome 5: Young people consider risk, make reasoned decisions and take control	Evaluations

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
SFRS Fire Skills Course	Promoting Active Citizenship Safeguarding the Learner	Scottish Fire & Rescue Service	Ongoing	Outcome 4: Young people participate safely and effectively in groups and teams. Outcome 5: Young people consider risk, make reasoned decisions and take control	Evaluations
Game On Diversionary project	Improving Life Chances Delivering Community Led Approaches	Sports Development (WDLT) & W4U Communities Team	August – June	Outcome 1: Young people build their health and wellbeing. Outcome 2: Young people develop and manage relationships effectively. Outcome 4: Young people participate safely and effectively in groups and teams.	Gather participation data and evaluation.
Continue delivery of Planet Youth in Scotland Programme	Addressing Barriers to opportunity Improving Life Chances Promoting Active Citizenship Delivering Community	Planet Youth Coalition, Community supports Working group (subgroup of Nurtured DIG) ADP and HSCP Programme Lead	2024/25	Outcome 1: Young people build their health and wellbeing. Outcome 2: Young people develop and manage relationships effectively. Outcome 3: Young people create and apply their learning and describe their skills and achievements. Outcome 4: Young people participate safely and effectively in groups and teams. Outcome 5: Young people consider risk, make reasoned decisions and take control.	TBA

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
	Led Approaches Safeguarding the Learner Developing the Workforce			Outcome 6: Young people grow as active citizens, expressing their voice and enabling change. Outcome 7: Young people broaden their perspectives through new experiences and thinking.	

Table 16: Youth Alliance Priority 7: Young People are Engaged in Environmental Action

Action	*WD Community planning outcomes	Lead	timescale	National Youth work Outcome	Method/ Measure of success
Haldane Youth Services Eco Group	Supporting Local regeneration and Environmental Sustainability	Haldane Youth Services	26 weeks per year	Outcome 4: Young people participate safely and effectively in groups and teams. Outcome 6: Young people grow as active citizens, expressing their voice and enabling change	Observation/ Consultation/ case studies /stats
My Climate Path	Supporting Local regeneration and Environmental Sustainability	DYW West / Senior Phase	Academic year / Ongoing	Outcome 6: Young people grow as active citizens, expressing their voice and enabling change	Case studies on completion/ evaluation

Community Empowerment Delivery Improvement Group Action Plan

The Community Empowerment Delivery Improvement Group Priorities are:

- Priority 1: Raise awareness, knowledge and understanding of community empowerment.
- Priority 2: Increase confidence for community empowerment.
- Priority 3: Set standards for how we work and behave in the context of community empowerment.
- Priority 4: Ensure clarity of roles for effective collaboration among Councillors, Council officers, community planning partners, volunteers and communities.
- Priority 5: Develop skills for community empowerment.
- Priority 6: Ensuring that there are sufficient resources, facilities and support to encourage community empowerment.

Table 17: Community Priority 1: Increase Understanding of Community Empowerment

Action	*WD Community planning outcomes	Lead	timescale	National Outcome Community Development	Method/ Measure of success
Refresh Community Empowerment Communications Plan and implement findings of Communications Plan Consultation	Promoting Active Citizenship Delivering Community Led approaches	WD Communities Team	YR1	Communities are confident resilient and optimistic for the future. Communities manage links within communities and to other communities and networks.	Information sessions / consultation and findings report.
Hold Community Empowerment Drop ins and Surgeries in Communities	Promoting Active Citizenship Delivering Community Led approaches	WD Communities Team	YR 1	Communities are confident resilient and optimistic for the future. Communities manage links within communities and to other communities and networks.	Tracking of enquiries/ conversations. Community case studies.
Review and implement improvements to raise awareness of the	Promoting Active Citizenship	WD Communities Team	YR 1	Communities are confident resilient and optimistic for the future.	Events hosted by CPWD and engaging local groups in active participation.

Action	*WD Community planning outcomes	Lead	timescale	National Community Development Outcome	Method/ Measure of success
community empowerment strategy/agenda	Delivering Community Led approaches			Communities manage links within communities and to other communities and networks.	Accessible information finalised and uploaded to website.
Continue to promote the use of the Place Standard in communities across WD	Delivering Community Led approaches	WDC Planning WD Communities Team	YR 1	Communities are confident resilient and optimistic for the future. Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs	Qualitative data on approaches being taken across WD. (e.g. 20-minute neighbourhood, Shaping Places for Wellbeing)

Table 18: Community Priority 2: Increase Confidence for Community Empowerment

Action	*WD Community planning outcomes	Lead	timescale	National Community Development Outcome	Method/ Measure of success
Continue to support communities with Locality Planning.	Promoting Active Citizenship Delivering Community Led approaches.	WD Communities WD Community Council Forum	YR 1	Communities are confident resilient and optimistic for the future. Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs.	Number of opportunities created for communities to engage with community and locality planning.
Develop and deliver future phases of Participatory Budgeting and Mainstreaming.	Promoting Active Citizenship Delivering Community Led approaches	WD Communities	YR 1	Community members perspectives are broadened through new and diverse experiences and connections.	PB phases and value delivered, evaluation of phase. Scottish Government Report on Contribution to 1% Community Choices target.

Table 19: Community Priority 3: Set Standards for how we Work and Behave

Action	*WD Community planning outcomes	Lead	timescale	National Community Development Outcome	Method/ Measure of success
Awareness and training on the National Standards for Community Engagement for the Council, Community Planning partners and communities.	Promoting Active Citizenship	WD Communities WDCVS	YR 1	Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs.	Increase in number of registrations to CLD Standards Council. National Standards for Community Engagement are adopted for Community engagement and service delivery

Table 20: Community Priority 4: Ensure Clarity of Roles for Effective Collaboration

Action	*WD Community planning outcomes	Lead	timescale	National Community Development Outcome	Method/ Measure of success
Ensure clarity of roles and effective collaboration amongst Councillors, Council Officers, CPP partners, volunteers and Communities.	Promoting Active Citizenship	WD Communities	YR 1	Communities manage links within communities and to other communities and networks.	Clear online information about everyone's roles. Accessible information finalised and uploaded to website.

Table 21: Community Priority 5: Develop Skills for Community Empowerment

Action	*WD Community planning outcomes	Lead	timescale	National Development Outcome	Community Outcome	Method/ Measure of success
Offer capacity building and development support to emerging and established community groups/ organisations.	Promoting Active Citizenship Delivering Community Led approaches	WD Communities	Yr1	Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs.		No of development opportunities offered. No of people/ groups engaged in Community activity.

Table 22: Community Priority 6: Ensure Sufficient Resources, Facilities and Support

Action	*WD Community planning outcomes	Lead	timescale	National Development Outcome	Community Outcome	Method/ Measure of success
Access to information, support and advice on Community empowerment for local communities.	Promoting Active Citizenship Supporting Local Regeneration and Environmental Sustainability	WD Assets WD Communities	YR1	Communities manage links within communities and to other communities and networks.		Published clear policy and guidance on <ul style="list-style-type: none"> • Asset Transfer • Participation Requests • Asset Register • Common Good Register and other aspects of community empowerment legislation.
Ensuring good quality, affordable and accessible spaces for community activities.	Promoting Active Citizenship Delivering Community Led approaches. Supporting Local Regeneration and	WD Communities WD Greenspace WD Leisure Trust	YR1	Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs.		Continuation of investment in Participatory Budgeting, co-producing improvements with local communities. No of community spaces supported through PB process.

Action	*WD Community planning outcomes	Lead	timescale	National Community Development Outcome	Method/ Measure of success
	Environmental Sustainability			Communities manage links within communities and to other communities and networks.	

Monitoring and Reporting Progress

The progress on the priorities in the Community Learning and Development Plan for West Dunbartonshire will be measured and reported through several methods.

We will use both qualitative and quantitative approaches to data gathering to generate comprehensive insights into the effectiveness of service delivery and its impact.

Qualitative Methods

Qualitative methods for reporting progress against a community learning and development plan will involve capturing and analysing data that focuses on the quality and nature of the progress made. This will include, for example:

1. Interviews and Focus Groups: Conducting interviews with learners and community members, as well as organising focus groups to gather in-depth insights into their experiences and perceptions of the impact of learning and development support.
2. Case Studies: developing specific examples of learner experience to understand and demonstrate the effectiveness of the learning and development plan in real-life situations.
3. Surveys with Open-Ended Questions: conduct surveys with qualitative open-ended questions to gather detailed feedback and opinions on the impact of learning and development support.
4. Participant Diaries or Journals: Encouraging participants to maintain diaries or journals to record their thoughts, reflections, and progress throughout the implementation of the plan.
5. Visual Media: Utilising photographs, videos, and other visual media to document and communicate the progress visually.
6. Stakeholder Feedback and Consultations: Seeking feedback from learners through consultations and feedback sessions to understand their perspectives on the progress.

Quantitative Methods

1. Surveys with Closed-Ended Questions: Administering surveys with structured closed-ended questions to collect quantitative data on key metrics, such as satisfaction levels, knowledge gain, skill development.
2. Community Learning and Development Managers Scotland Performance Indicators: using specific performance indicators to measure progress and outcomes against predefined targets and benchmarks.
3. Quantitative Data Collection: using service user information management systems (for example Advice Pro) to collect standardised learner data for analysis and comparison. Including participant attendance and engagement tracking. Monitoring and analysing participant attendance rates, engagement levels, and participation trends to evaluate the reach and impact of the plan.
4. Financial Analysis: Conducting financial analysis to assess the budget allocation, expenditure and cost-effectiveness of the activities implemented under the learning and development plan.
5. Data Dashboarding: Developing data dashboards and visualisations to present quantitative progress indicators in a clear and accessible format for stakeholders and decision-makers.

The blend of qualitative and quantitative data will be determined by partners and will be gathered in a proportionate way that reflects the activity being delivered and the capacity for gathering and storing information and reporting outcomes.

The data gathered will be used to inform planning, decision making about resource allocation and reporting to stakeholders.

- **Annual Action Plans:** Each thematic group will develop an annual action plan to progress activities across their priorities.
- **Quarterly Reporting:** the thematic groups will report progress on their priorities quarterly to the Community Learning and Development Strategic partnership lead group.
- **Periodical Reporting:** The thematic groups will provide updated reports for the relevant CPWD Delivery Improvement Groups where this is required as part of the DIG reporting process.
- **Annual Reporting:** the Community Learning and Development Strategic Partnership Lead Group will produce an annual summary report on the plan progress for the CPWD Board, learners and stakeholders. The lead group will also be responsible for compiling the annual response for the local government benchmark common framework.
- **Quality Standards:** the Community Learning and Development Strategic Partnership Lead Group will co-ordinate data and evidence of progress for presentation at HMIE Inspection visits.

By combining qualitative and quantitative methods for reporting progress on the community learning and development plan, we will generate comprehensive insights that reflect on the extent (answering how many learners and their achievements) and the impact (demonstrating, what's changed in their lives) of CLD activity in West Dunbartonshire.

Appendix 2: The CLD National Outcomes

CLD has identified two overarching national outcomes. These are:

- Improved life chances for people of all ages, through learning, personal development and active citizenship.
- Stronger, more resilient, supportive, influential, inclusive communities

Each of the specialist areas of CLD has their own specific outcomes that relate to their activity.

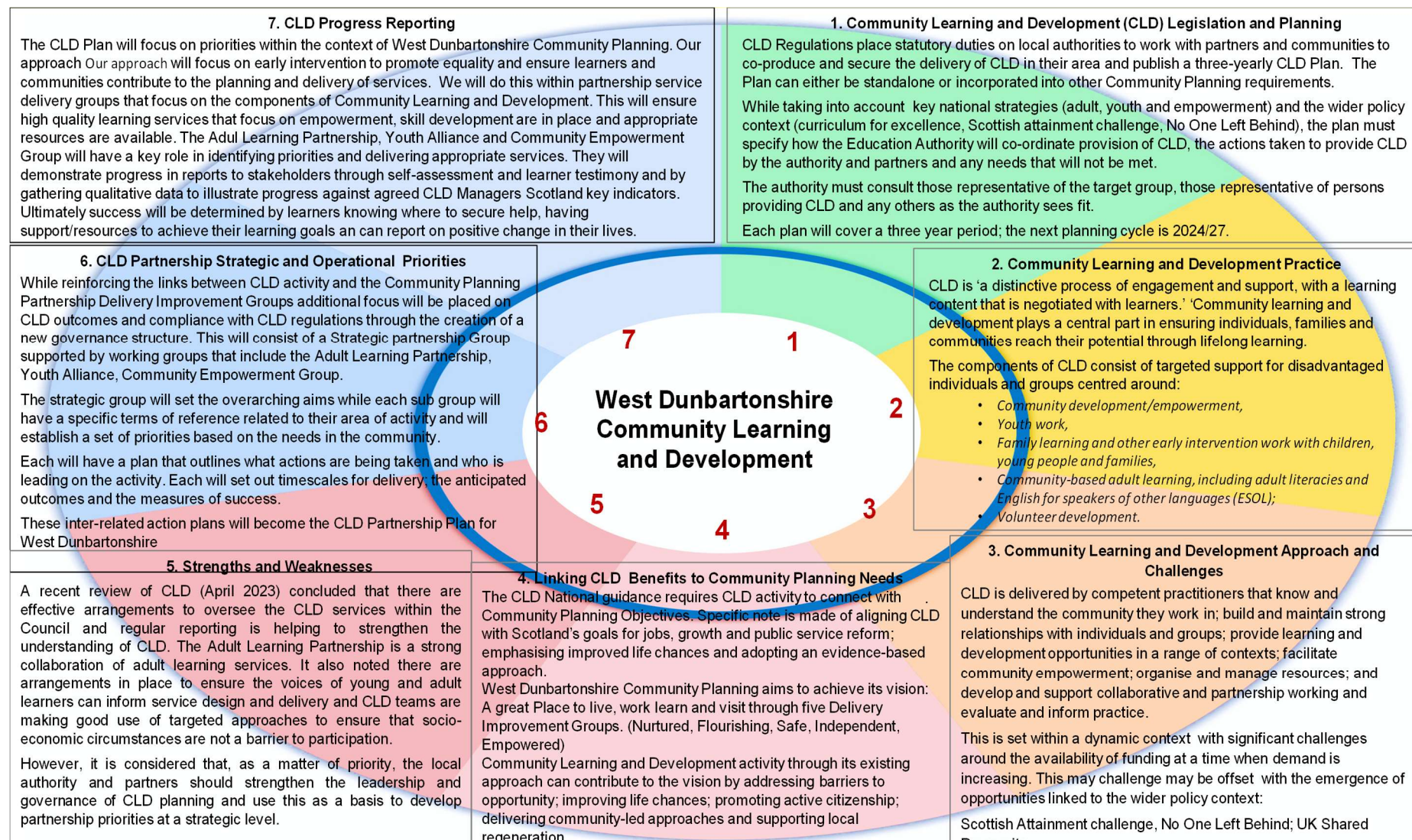
Table 23: CLD national outcomes

Youth Work	Adult Learning	Community Development
Outcome 1: Young people build their health and wellbeing	Adults are confident resilient and optimistic for the future	Communities are confident resilient and optimistic for the future
Outcome 2: Young people develop and manage relationships effectively	Adults develop positive networks and social connections	Communities manage links within communities and to other communities and networks
Outcome 3: Young people create and apply their learning and describe their skills and achievements	Adult learners apply their skills, knowledge and understanding across the four areas of life	community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs
Outcome 4: Young people participate safely and effectively in groups and teams	Adult learners participate equally, inclusively and effectively	Community members form and participate equally, inclusively and effectively in accountable groups
Outcome 5: Young people consider risk, make reasoned decisions and take control	Adult learners are equipped to meet the key challenges and transitions in their lives	Communities consider risks, make reasoned decisions and take control of agendas
Outcome 6: Young people grow as active citizens, expressing their voice and enabling change	Adult learners express their voices, co-design their learning and influence local and national policy	Communities express their voice and demonstrate commitment to social justice and action to achieve it
Outcome 7: Young people broaden their perspectives through new experiences and thinking	Adult learners critically reflect on their experiences and make positive changes for themselves and their families	Community members' perspectives are broadened through new and diverse experiences and connections.

Appendix 3: CLD Managers Scotland Performance Indicators

1	Number of adults engaged in CLD activity
2	Number of adults receiving completed nationally recognised awards through CLD activity (SCQF levelled and awards such as Adult Achievement Award including sectional certificates)
3	Number of adults gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity (e.g., Health Issues in the Community & Keystone Award)
4	Number of adults engaged in family learning through CLD activity
5	Number of children/young people engaged in family learning through CLD activity
6a	Number of children engaged in CLD activity (aged 5-9)
6b	Number of young people engaged in CLD activity (aged 10-18)
7a	Number of children receiving completed nationally recognised awards through CLD activity
7b	Number of young people receiving completed nationally recognised awards through CLD activity
7c	Number of young people receiving sectional certificates towards above Awards (sectional certificates only to be included if full award not completed)
8	Number of young people gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity
9	Number of adults with improved mental health and wellbeing outcomes through CLD activity
10	Number of children and young people with improved mental health and wellbeing outcomes through CLD activity
11	Number of community groups receiving capacity building support through CLD activity
12	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).
13	Number of adults and young people reached and engaged with through one-off promotional events / drop-ins / community events / engagements / etc.

Appendix 4: 7-minute briefing Figure 2: CLD Briefing 7-minute read



Appendix 5: West Dunbartonshire Summary Plan (1 page Plan)

Figure 3: West Dunbartonshire CLD 1 Page Plan

West Dunbartonshire Community Planning Partnership (WDCPP) Vision: A Great Place to Live, Work and Visit. Flourishing, Independent, Nurtured, Empowered and Safe		
West Dunbartonshire Community Learning and Development Partnership will ensure CLD Services in West Dunbartonshire contribute to the WDCPP vision by improving life chances for people of all ages, through learning, personal development and active citizenship. The partnership will also support stronger, more resilient, influential and inclusive communities.		
Our approach will focus on early intervention to promote equality and ensure learners and communities contribute to the planning and delivery of services. We will do this within partnership service delivery groups that focus on the components of Community Learning and Development to ensure high quality learning services that focus on empowerment, skill development and appropriate resources are available...		
Adult Learning Partnership Co-ordinating the priorities and delivery of a community-based adult learning that contributes to skills, for life, learning and work. Focus on: <ul style="list-style-type: none"> • Expanding learning. • Supporting the adult learning journey. • Access, Diversity and Inclusion • Staff and volunteer development. 	Youth Alliance Co-ordinating the priorities and delivery of community-based youth learning that contributes to skills, for life, learning and work. Focus on: <ul style="list-style-type: none"> • Health and wellbeing. Participation and empowerment. Successful learning • Youth Inclusions and Representation. • Youth Safety and Employability. 	Community Empowerment Co-ordinating the priorities and delivery of community engagement that contributes to skills, for life and learning. Focus on <ul style="list-style-type: none"> • community empowerment and development • Community engagement and representation • Setting standards and Volunteer development
We will know we are successful with our approach when learners and community members can say they: I feel more confident and empowered to make decisions about my community and learning pathway. I have access to resources and opportunities that match my learning goals and ambitions. I feel valued and supported by the learning community and learning staff. I can see clear improvements in my skills and knowledge and I understand how these apply to my personal, family and community life.		
We will demonstrate progress and success by...		
Gathering and Compiling Learner Testimony. <ul style="list-style-type: none"> • Self-assessment • Consultation • Case Studies 	Gathering and Recording Key Progress data. CLD Managers Scotland Indicators, for example... <ul style="list-style-type: none"> • Number participating in Learning Activities • Number from specific target groups • Number securing recognised qualifications 	Producing Periodical Reports: <ul style="list-style-type: none"> • Quarterly Reporting • Annual Reporting