
Report To:	Education & Communities Committee	Date:	21 January 2020
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/04/20/HS
Contact Officer:	Hugh Scott, Service Manager Community Learning Development, Community Safety & Resilience and Sport	Contact No:	01475 715450
Subject:	Community Learning and Development Service : Annual Report 2018-19:		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide an annual update to the Education and Communities Committee on progress of the Community Learning and Development (CLD) service's three-year strategic plan.

2.0 SUMMARY

- 2.1 The report provides a summary of Community Learning and Development (CLD) service activities, developments and achievements over the last year up to and including August 2019. A copy of the annual report is provided as an appendix to this report.
- 2.2 The report gives information on the successes in the main areas of the CLD service's activity: adult learning; adult literacies; family learning and work with parents; English for speakers of other languages; youth work (including school-based/community-based programmes) and youth participation; and community engagement.
- 2.3 A report on 2019/20 CLD performance will be brought before the Education and Communities Committee early 2021.

3.0 RECOMMENDATIONS

- 3.1 That the Education and Communities Committee notes the content of the CLD Annual Report 2018/19.

Ruth Binks

Corporate Director: Education, Communities and Organisational Development

4.0 BACKGROUND

4.1 The CLD three year strategic plan 'Co-ordinating Community Learning and Development' was agreed by the Education and Communities Committee on 4 September 2018. The CLD service leads on the 3 year strategic plan with the support of key partner agencies across the local authority area.

4.2 Community Learning and Development (CLD) in Inverclyde is informed by the National CLD Strategic Guidance (2013), which sets out that CLD should aim to provide:

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

4.3 CLD plays a key role in delivering the outcomes of several national frameworks including the Statement of Ambition for Adult Learning, Adult Literacies in Scotland (2020) the National Youth Work Strategy and the Community Empowerment Act.

4.4 This report provides the Education and Communities Committee with a summary of the annual report of CLD activities, developments and achievements over the last year to September 2019, in relation to the following areas:

- Adult learning;
- Adult literacies;
- Family learning and work with parents;
- English for speakers of other languages (ESOL);
- Youth work including school-based/community-based programmes and youth participation and Community engagement.

4.5 The annual report also gives the service an opportunity to reflect on and celebrate the achievements of the service while informing elected members, stakeholders and participants on impact of CLD's work. Highlights from the report are provided in section 5 below. A full copy of the annual report is available as an appendix to this report.

4.6 This year, the CLD plan was brought into line with the wider partnership CLD strategic plan which resulted in a change to the reporting years. As a result we are unable, for this year only, to provide trends for our performance information.

4.7 Highlights from the report are provided in the sections below.

4.8 Adult learning

Successes include:

- 193 learners, including those on Universal Credit, participated in community based work clubs and developed core employability skills including ICT, literacies, and job seeking skills to support the maintenance of their UC claim and help them find work. This represents an increase of 28.6% from 2017/18;
- 80 learners participated in digital skills programmes and improved their ICT skills and money management;
- 93 learners achieved 113 SQA qualifications in ICT, Communication and Personal Achievement Awards;
- 129 learners attended Eat Better Feel Better programmes to improve their general health. Here, they learned to cook on a budget and how to tackle poverty-related food issues;
- 125 learners participated in a range of health and wellbeing programmes which promoted healthy living and positive mental health;
- The 3 innovative confidence-building groups developed in partnership with communities in 2017/18 have gone from strength to strength. These self-sustaining groups have reduced social isolation and increased the confidence levels of participants; and
- 23 confidence and personal development classes were delivered specifically for very

vulnerable adults who are most in need. 81% of participants were unemployed, in receipt of ESA or a lone parent. 80% had a physical and/or mental health condition. All participants were supported to develop their confidence and health and wellbeing.

4.9 Adult literacies

The Adult Literacies Team developed new community-based learning sessions for our Adult Literacies and ESOL learners including:

- introduction of National 2 qualification in Speaking and Listening in Everyday Contexts for ESOL learners;
- employability programmes to support adults to develop appropriate literacies skills, e.g. work with Enable to support young adults develop the literacies they need to get and sustain a job; and
- Talk Money event with partners round literacies, poverty and homelessness.

Overall:

- 321 adults engaged in programmes to improve their literacy skills;
- 82 learners for whom English was not their first language participated in community based ESOL programmes;
- Targeting those most in need meant that 71.3% of learners were from a priority/vulnerable group. 61.5% were from SIMD 1 and 2;
- 79 learners gained an SQA qualification for the first time;
- 73 families supported with literacies across 4 attainment challenge primary schools.
- customised programmes were developed and co-delivered with Enable, HMP Greenock Jericho Society, Trust Employability and King's Oak PS, All Saints PS and Parklea to meet the needs of the most vulnerable learners.

4.10 Outreach and volunteering for adult learning and literacies

Volunteers are now a vital element in supporting the delivery of programmes. Volunteers have been trained to become tutors in literacy, numeracy and IT however they also support work across the whole service. Successes include:

- 32 volunteers working across CLD to support the delivery of services; and
- 159 awareness raising events being carried out at community and partner events and with local organisations.

4.11 SQA Star Awards

The CLD service is a sector-leading Scottish Qualifications Authority Centre in Inverclyde with good practice highlighted at all recent evaluation visits. We continued to build on our successes with SQA centre awards:

- 2014- Highly Commended - Lifelong Learning Centre of the Year
- 2015- Star Award - Lifelong Learning Centre of the Year
- 2016 - Champion Star Award - a member of the CLD Accreditation Team
- 2017 - Star Award - Partnership of the Year
- 2018 - Star Award - Young Person of the Year for the Youth Team
- 2019 - Champion Star Award - a member of the CLD Accreditation Team

4.12 Scottish attainment challenge in primary schools

The CLD primary attainment team worked in partnership with schools, families and the wider Attainment Challenge team to develop and deliver a range of customised learning opportunities for families. These included:

- Numeracy and literacy workshops for parents - workshops and short courses were delivered within community venues, schools and early years establishments, e.g. Play Along with

Numbers;

- The Digital Literacies Support Group provided ICT and homework/family learning; and
- Families Connect, a family learning programme to develop families' confidence, learning together and relationships.
- 48 learning programmes were delivered to support raising attainment for parents and families;
- Targeted provision at those most in need with over 75% of parents engaged from SIMD areas 1 and 2;
- The engagement of 190 families in family learning opportunities which increased parental engagement in children's learning, improved child and parent relationships and the development literacy and numeracy skills, personal confidence and self-esteem in participants;
- 68 parents engaged in adult learning opportunities and to improve the range of skills and knowledge of participants particularly relating to employability and health and wellbeing;
- 24% of adult participants attended multiple programmes; and
- 76 parents gained SQA accreditation.

4.13 Strong, successful communities – supporting and building community capacity

Support to community members is crucial and training throughout the year included minute taking, speaking in public and specific training around sustainability and funding applications. Participants were also supported with literacy and numeracy skills and IT use. Other successes in community work included:

- 34 community groups supported of which 14 were new to take local action and deliver services including Literacy/Numeracy, IT and a range of adult learning options;
- 256 community members received training and support to enable them to engage with and advocate for their local communities;
- Support for 7 community hubs and surrounding geographical areas: Auchmountain Halls, Clune Park, Paton Street, Gibshill, Branchton Community Centre, Larkfield Youth Connections and Grieve Road;
- 85 women and young people attended International Women's Day; and
- Support to CLD partners and communities in the Council's participatory budgeting process.

4.14 Youth work

Successes include:

- 1 Youth Zones continuing to be utilised by young people and the community with an annual footfall of over 18,000
- Programmes which continue to deliver strong impacts for young people include: drug education programmes for primary and secondary, and Youth Work in schools, including Attainment Challenge schools;
- Following on from Year of the Young People (YOYP) a range of legacy events have taken place to celebrate the achievements and contribution young people take to society;
- 230 young people achieved a Duke of Edinburgh Award: 148 Bronze, 50 Silver and 32 Gold Awards;
- Cyber Safety carried out to all primary 5 to S4 pupils;
- Drug Awareness Sessions provided to all primary 6 and 7 pupils and S1-4 secondary school pupils with more targeted support being delivered to better meet the needs of young people;
- Parent Talks offered to all primary and secondary schools;
- 32 young people achieved a Community Achievement Award at level 4/5;
- 5 young people achieved a Gold Personal Achievement Award; and
- 8 Young People achieved a Leadership Award
- 10 young people from Clydevue Academy won the Greenock Telegraph's Youth Community Champion Award 2019 by raising awareness of the White Ribbon Campaign and work for Compassionate Inverclyde;

4.15 Pupil Equity Fund

PEF (Pupil Equity Fund) has been used to fund CLD staff in Inverclyde Academy and St. Stephen's

High School which is in its second year: Successes to date include:

- Inverclyde Academy: achievements for young people have included 331 SQA wider Achievement Qualifications, 32 Dynamic Youth Awards, 16 John Muir Awards, 31 Bronze DofE Awards, 25 Community Achievement Awards and 74 Saltire Awards; and
- St Stephen's High School: achievements for young people have included 12 SQA wider achievement qualifications, 4 Community Achievement Awards and 16 Saltire Awards. CLD took the lead to develop pupil voice and support to carry out consultations and action planning. Nurture support was also provided for a range of needs and in-class support to help pupil re-engagement as well as P7 transition programmes, lunch time and after school drop-ins.

4.16 Clyde Conversations 4 - took place in September 2019 with over 100 young people coming from each of the local secondary schools discussing issues such as:

- Hate crime;
- Mental health;
- Bullying and abuse; and
- Drugs.

The Youth Council continued to support the planning for the YOYP activities which took place throughout 2019.

4.17 Secondary school attainment and achievement

Inverclyde Council's Duke of Edinburgh Awards programme continues to be noted as one of the most successful in Scotland, particularly the levels of uptake from our most deprived areas. Numbers increased following the extension of delivery of DofE as part of the school curriculum in both St Columba's and St Stephen's High School.

Other successes included:

- 97 pupils were engaged in youth work programmes relating to attainment, health and wellbeing;
- 30 sessions delivered each week, 1,008 over the year;
- 128 dedicated inputs on literacy and numeracy delivered at Port Glasgow High School;
- Over 81 awards achieved including Dynamic Youth Award & SQA Units; and
- 12 young people successfully completed the Ocean Youth Trust Voyage.

5.0 PROPOSALS

5.1 Next steps and main priorities for 2020 include:

- Raising attainment and achievement;
- A continued focus on a social practice approach to adult learning to meet the needs of our most vulnerable learners;
- Engagement and support for those most in need and furthest from the labour market with a focus on ICT, Literacies and health and wellbeing;
- Address social isolation and poor mental health through intensive engagement and support activities, and the building of individual and community capacity and networks and health and wellbeing programmes;
- Mitigate the impact of poverty through engagement activities, and customised programmes of support like literacies, employability, IDEAS etc; and
- Improved engagement structures to enhance community participation.

6.0 IMPLICATIONS

6.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

6.2 **Legal**

N/A

6.3 **Human Resources**

N/A

6.4 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

<input type="checkbox"/>	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
<input checked="" type="checkbox"/>	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

<input type="checkbox"/>	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
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X	NO
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6.5 Repopulation

N/A

7.0 CONSULTATIONS

7.1 The report has been jointly prepared by the Head of Culture, Communities and Educational Resources

8.0 BACKGROUND PAPERS

8.1 N/A



COMMUNITY LEARNING & DEVELOPMENT

ANNUAL REPORT

2018-2019

CLD ADULT LEARNING STATISTICS AND KEY FACTS

193 learners, including those on Universal Credit, participated in community based work clubs and developed core employability skills including ICT, literacies and job seeking skills to support the maintenance of their UC claim and help them find work.

125 learners participated in a range of health and wellbeing programmes which promoted healthy living and positive mental health.

80 learners participated in digital skills programmes and improved their ICT skills. Learners gained skills in a range of areas such as using the internet and email and developed their knowledge on Microsoft Word, PowerPoint and Excel.

93 learners achieved a total of 113 SQA qualifications in ICT, Communication and Personal Achievement Awards.

129 learners attended Eat Better Feel Better programmes and improved their health, learned to cook on a budget and tackled poverty related food issues. Cooking on a budget is an integral part of these courses.

Families were targeted as part of Health & Wellbeing Week and 188 children took part in short courses aimed at promoting healthy eating and lifestyles.

99 parents and 197 children took part in community based arts, music and health short courses in Summer 2019 and 65 parents participated in community based positive parenting programmes.

23 confidence and personal development classes were developed and delivered specifically for very vulnerable adults who are most in need. 81% were unemployed, in receipt of ESA or a lone parent. 80% had a physical and/or mental health condition. All participants were supported to develop their confidence and health and wellbeing.

The 3 innovative confidence building groups developed in partnership with communities in 2017/18 have gone from strength to strength. These self-sustaining groups have reduced social isolation and increased the confidence levels of participants.

“Adult learning is essential to enable and encourage adults in Scotland to acquire the knowledge, skills and confidence necessary to play an active and productive role, both personally and societally”.

Adult Learning Statement for Ambition 2014

Adult Learning Impact Statements

Eat Wise Drop a Size

“Coming to class each week has motivated me. I have been out walking and eating healthier. I feel better and can feel the difference in my clothes. I have learned lots about the body, sugars etc and have enjoyed this class so much. This time round I have lost 12lbs”

Work Clubs

“You have helped me find work and I am pleased. I hope it continues after Christmas and I will keep coming when I can as I need to learn more to improve my chances of keeping this job or finding another if it ends”
(Learner gained a job in a local packaging firm)

REHIS Food Hygiene & Elementary Cooking Skills

“I really enjoyed the practical side of this course. It was good to actually put into practice what we had just learned with the people who taught it there to guide us and answer questions that came up. The social side of cooking then eating and chatting together was nice. I will use this qualification to volunteer in my community”

Mindfulness

“I really look forward to the class. The meditation is so relaxing, I haven't felt so relaxed in a long time. I have felt pain free for the first time in ages, I'm amazed. I find it very therapeutic”

Food Hygiene and Cooking Skills Pilot

REHIS approved Centre Inverclyde Council has introduced an innovative learning opportunity designed to provide candidates with basic cooking skills and a sound knowledge of food hygiene combining Elementary Food Hygiene and Elementary Cooking Skills courses simultaneously. Having identified the need for this type of training within the local community, a small number of community based learners were identified and the courses piloted in Greenock over a four week period.

The learning outcomes of the course are to increase the basic food preparation, cooking and presentation skills of the candidates whilst ensuring they gain a sound knowledge of food safety and practical awareness of using safe and hygienic practices. The learners commented:

- ◇ “combining the theory with the practical really helped me take in the information better”
- ◇ “it made me look at my own domestic food handling practices”
- ◇ “the certificates should help me gain employment in the future!”

Raymond Hubbocks, REHIS Training Advisor visited one of the food hygiene sessions and was impressed by the enthusiasm displayed by both the presenters and candidates. The plan is to continue this initiative, targeting those who may have been out of the job market for some time or looking to become volunteers in community based enterprises where knowledge of cookery and food hygiene would be important.

Since the achievement of their certificates, all participants continue to be active in their communities, being willing volunteers in schools and other community based ventures. As a result of achieving their awards, each of them has been able to move forward in their personal development. Francesca now attends the local college undertaking a Childhood Practice course, Nicola is fostering children, Alison is a resident cook at various community clubs and Pauline now supports her Development Worker colleagues with practical tasks at events within the community.

Owing to the success of this pilot, CLD will continue to deliver the course within the community and are looking to introduce some other courses in the future, all designed to improve the confidence, skill base and potential employability prospects of people in Inverclyde.



Employability Support and Courses

- Work Clubs were delivered in our most disadvantaged communities across Inverclyde targeted at those most in need. 61% of participants in lived in SIMD 1 and 2 areas within Inverclyde. 92% of learners were unemployed with 5% in part time work looking to change careers or increase their hours of work.
- CLD delivered work clubs in a number of community venues across Inverclyde to ensure local people had weekly access to sessions in their area including Branchton Community Centre, Auchmountain Halls, Larkfield Youth Connections and Central Library.
- Participants developed a range of core employability skills including literacy and numeracy, ICT, job seeking skills.

Support for those on Universal Credit

The Adult Learning Team is part of the partnership responding to the needs of adults on Universal Credit including:

- Intensive and tailored support for those who need to build their computing skills so they can meet their benefit claim commitments and maintain their Universal Credit Journal, a vital element to keep in touch with the DWP, show work related activity and job applications.
- Participation in the Universal Credit Working Group and the DWP Customer Representative Group to ensure we are kept up to date on policy changes and issues affecting those we support.
- Introduction of new intensive support and more flexible model to better meet learners needs.

Development of New Classes and Courses

- 4 staff have undertaken the PEEP Learning Together programme and we have successfully piloted the programme with families to support parents and children to learn together to improve the home learning environment and build positive relationships.
- We have successfully piloted a new intergenerational programme with Barnardo's and Crown Care. This programme used the vehicle of music and personal development activities to bring generations together for a series of workshops and a Christmas celebration.
- We have piloted a new Mindfulness programme which focuses on improving vulnerable learners mental health and wellbeing. CLD is continuing to look at innovative ways to support learners to improve their physical and mental health removing barriers to participation and providing first steps into learning.

CLD ADULT LITERACIES STATISTICS AND KEY FACTS

321 adults improved their literacies through a range of community based programmes. Targeting those most in need was very successful with 65% of learners from SIMD 1 and 2 areas. 83% of literacies learners were registered unemployed. 71% had a disability.

79 learners achieved 110 SQA qualifications in areas such as Core Skills, Personal Achievement Award and ICT.

82 learners for whom English is not their first language participated in community based ESOL programmes, which included New Scots learners.

73 families supported with literacies across four Attainment Challenge primary schools.

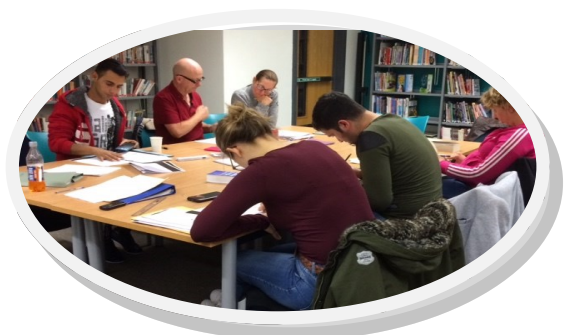
28 prisoners at Gateside Prison received literacies support to build their CV and employability skills.

36 learners completed a range of e-learning programmes in partnership with West College Scotland. Additional literacies support was provided to enable learners to complete these courses.

CLD continued to deliver literacies programmes for learners in Action for Children, HMP Greenock, Jericho Society, Trust Employability and Barnardo's to meet the needs of the most vulnerable learners.

“We want every citizen in Scotland to have the literacies capabilities necessary to bridge the poverty gap, to understand and shape the world they live in, and to enjoy the rich knowledge and benefits that being able to read, write and use numbers can bring”.

Strategic Guidance for Adult Literacies in Scotland 2020



Adult Literacies Impact Statements

"I have been working on my writing, I completed my Level 3 qualification in Communication and started working towards my Level 4 qualification by completing a 300 word story about my past. I also participated in the numeracy challenge to work on my maths skills. I have improved my confidence and want to go to College now to gain more qualifications so I can find work"

"I did this course because I found it a struggle to 'sell' myself at interviews and thought this may give me some pointers. I completed the course, got a qualification, and on the back of this I applied for a job. I believe that I got the job because of how confident I was at my interview – this course really did help me to get a job"

"Coming here has increased my confidence in way that it is encouraging me to do more things on my own before asking for help. I have now started a job and it is making me more determined to succeed in life. It has also given me the confidence to retrain and help people who have not got much confidence in themselves"

"When I first started with CLD I wanted to improve my reading and writing to find work. I have built my skills and achieved a Level 4 Core Skills qualification. Since I started here I have found work. This qualification has helped me build my confidence and skills to gain a job and a career that I enjoy"



Developing Literacies Opportunities

The CLD Adult Literacies Team has forged a partnership with Parklea Branching Out to support their vulnerable adults to build their basic literacy and numeracy skills through working towards a John Muir Award whilst undertaking their community gardening activities. Laura Finlay from CLD worked with the staff and participants at Parklea to develop a unique programme of embedded literacy and numeracy tasks which allowed them to develop their skills within the context of their everyday tasks.

The group participated in a range of varied and fun learning activities such as multi-sensory walks which allowed participants to record what they saw, heard, smelled and felt as they explored the wilderness. They also planned a pollinator garden which involved participants reading about pollination and pollinator-friendly plants, measuring proposed sites and selecting suitable plants for sale.

Parklea Branching Out Manager, Sharon Gemmell says: “I see many positive changes in the service users attitudes, they are engaging positively in the group workshops and they are gaining confidence in their learning which enables them to contribute their ideas to future activities”.

The group are working towards creating a legacy of their learning as pebble poetry they have written is being permanently displayed in glass panels at Parklea.



ESOL & Employability

Since 2015, CLD ESOL staff have been working in close partnership with the Refugee Integration Team in supporting the English language needs of refugee families resettled in Inverclyde. A key aspect of the 'New Scots' strategy is facilitating integration into local communities and assisting the families to gain both volunteering opportunities and paid employment.

7 Syrian & Sudanese ESOL learners recently gained access to employment in the hospitality industry, working in local hotels, restaurants and cafés. Increased language skills and confidence in using their English combined with gaining Level 2 qualifications in ESOL, helped them to both apply for and gain employment. Their continued attendance at ESOL learning sessions is supporting them further in improving the language skills needed to assist them in their new employment as well as offering them the opportunity to gain further qualifications to support their career aspirations.

Partnership Working - Homeless Cafe

The Adult Learning and Literacies team has been working in partnership with the Inverclyde Homeless Forum since 2017. This local charity has been established for a number of years, operating a drop-in service (Homeless Café) providing hot meals on Monday and Friday mornings with around 60 people accessing the café each week. Many of those accessing the cafe are vulnerable with multiple issues which sometimes include substance misuse and/or issues with housing, health and family estrangement.

An Adult Learning and Literacies Development Worker provides a weekly literacies session at the Café. This session offers literacies and digital support to anyone in attendance – for example, to access and update their online journal for their Universal Credit claim. Many of those who attended had indicated that managing their finances was an issue for them.

To coincide with #Talk Money Week 2018, CLD Development facilitated an event at the Homeless Café on Monday 12th November, tapping into external resources and social media related to the national #Talk Money Campaign in order to raise awareness of the financial support available locally. Those attending the Homeless Café could access financial support and advice in a safe environment. Of the 30 learners who attended on the day, 30% accessed the agencies for support with 50% of these learners arranging follow-up appointments.

New Learning Opportunities

Speaking confidently is a 6 week short course delivered by CLD. The course is designed to develop confidence in participants communication skills in a variety of settings and breakdown barriers to participation. Over the last year, 17 learners have participated in the courses delivered in partnership with the Senior Family Community Learning & Development Workers in King's Oak and All Saints Primary Schools.

The following was achieved by the learners:

- All learners reported that they had the confidence to engage with and undertake things that they would not have done at the beginning of the short course, ie phoning the energy company to query a bill; tackling rent arrears with different agencies.
- 16 out of the 17 learners achieved a Level 3 Core Skills qualification in Communication - several of the learners reported that this was the first qualification that they had ever achieved.
- 2 learners secured employment as Outreach Workers within King's Oak Primary, after attending competitive interviews.

CLD COMMUNITY WORK STATISTICS AND KEY FACTS

256 community members received training and support to enable them to engage with, and advocate for their local communities.

Supported community groups to engage in the Participatory Budgeting (PB) Pilot.

85 women and young people attended International Women's Day 2019.



34 community groups supported, of which 14 were new, to take local action and deliver services.

Support for 7 community hubs and surrounding geographical areas.

32 volunteers working across CLD to support the delivery of services.

159 adult learning and literacies awareness raising events carried out at community and partner events and with local organisations.

"We want to help communities to do more for themselves and have more say in decisions that affect them".

The Community Empowerment (Scotland) Act 2015

Community Work Highlights

85 women and young people took part in our International Women's Day 2019 event.
#BalanceForChange
#JamesWatt2019
#STEAM

In preparation for Localities Planning, the team were re-assigned to the three priority areas and work is now underway to extend across all six localities.

Our Focus:
Listening, identifying, supporting, encouraging, training, nurturing and growing a new generation of community activists.

Working with Aspiring Communities Project in wider Greenock South West area.

Empowering Communities

Community Voices

We are focussed on engaging with local people and working with them to achieve real change.

CLD was tasked with delivering this Pilot across Inverclyde.

Each Council Ward was allocated a total sum of £50,000 and groups were then encouraged to compete for a share of this funding with a maximum bid of £25,000 available to each group.

The team worked hard to raise awareness of the process at 'Drop In' Information Sessions in each Ward and these were followed with a number of individual support meetings with representatives of groups to guide them through the application process.

Relationships were built with 14 community groups we hadn't been involved with previously, supporting them to apply and compete for votes alongside 8 of our existing groups. For the Community Work team, the process was successful in terms of getting new groups actively involved in the PB process, building trust and awareness for future rounds of funding.

At the end of the process, 25 local groups received more than £250,000 and over 800 residents cast their vote at events in each Ward.

Work is already well underway in planning for the next round and the learning points from the pilot process will inform future PB work.



Family Activities in Port Glasgow

- Inverclyde's A Team continues to go from strength to strength.
- 2 Youth Clubs running - Junior and Senior with social activities and fun days.
- Parents/carers and volunteers actively planning and organising weekly sessions.
- Volunteer base growing in Port Glasgow - participants becoming volunteers and mentors and helping to sustain developments.
- Parents/carers from upper Port Glasgow have set up a Family Club and Pre-5 group in the I Zone.
- Plans for Community Café in coming year and a range of family activities.
- Group now constituted and seeking funding.
- Strong committee - parent/carer led, already looking to expand and seeking premises under Asset Transfer and with real potential to develop over 2020 and beyond.

Inverclyde Men's Shed

- Pilot established by CLD in summer 2016.
- Working with Your Voice, CVS and other partners.
- 2017 group formed with temporary accommodation.
- Funding applied for and premises secured in Greenock.
- Successful funding bids - new equipment, activities and supplies.
- Opened three days a week, interest in opening more sessions.
- AGM saw new committee elected, going from strength to strength.
- Numbers now steadily building and Shed open to the whole community.
- Potential longer term premises options being sought through Asset Transfer process.
- New members actively encouraged, skill sharing and volunteer development opportunities.

Grieve Road Community Hall

- Community Work team working intensively in the Greenock South West area over much of 2018.
- Surveying the area and identifying interest, need and focus for future work in the area.
- Need to rebuild community activism in an area where very few representative groups were active.
- Identified a group of people interested in taking forward developments within the Grieve Road Hall which was largely unused and in danger of being lost to the community.
- Worked with interested people to form a Constituted Committee November 2018 to March 2019
- Committee successfully lobbied local Councillors and Officers for investment in the Centre.
- Supported committee through the refurbishment process.
- Encouraged links with wider community and Council.
- Now working with committee to promote the centre as a learning Hub post renovations.
- Outreach Worker assigned to develop learning within Hub.
- Community Worker to support community and wider community.
- Family fun days and support and promotion of lunch clubs.
- Support to encourage community lets, build usage.
- A real community asset in development.

CLD PRIMARY ATTAINMENT STATISTICS AND KEY FACTS

48 learning programmes delivered. 23 different models of provision developed to better meet the needs of parents and families.

24% of adult participants attended multiple programmes. 76 parents gained SQA accreditation.

Over 75% of parents engaged from SIMD 1 or 2 areas.



Over 133 families attended CLD family fun holiday hubs.

190 families engaged in family learning opportunities.

68 parents engaged in adult learning opportunities.

“Community Learning & Development also offers a range of courses, including those focused on personal development, that have supported a number of parents to successfully move onto college, university and employment’.

Inverclyde Leads the Way in Closing the Attainment Gap

October 2018

Primary Attainment Impact statements

Family Fun Holiday Clubs

"The holidays are difficult, everything is so expensive. These clubs are a life saver. The staff are so friendly, nothing is a bother to them and there is always so much to do I can keep the kids happy and we play things we wouldn't do at home"

Sports T Club

"John came home so proud! He had made muffins, we didn't know he could cook! He has started to cook at home which is a first! He told me that he had sat with them while they read a book each which I didn't believe. John isn't good at reading and has always avoided reading with the kids, I caught him sitting with them and they were telling him about the book"

Steps to School

"I feel it has given me a head start for my child starting school. I now know some of the teaching methods and ways of learning so I will be able to support and encourage my child using some of these techniques. It has given me more information about things happening within the school and people I can contact for more help or information"

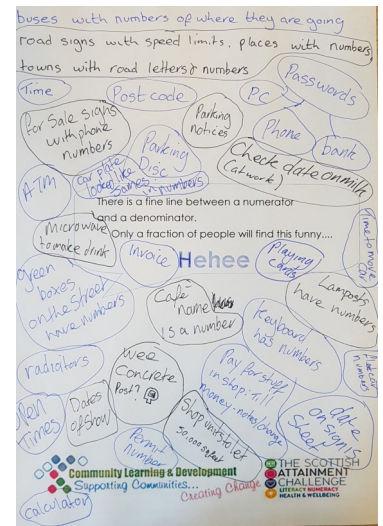
Families Connect

"It was good to be able to listen to other parents, I am not alone! Being shown how to use the activities and then trying it out with other parents before playing them with Jenny gave me confidence to do it with her and play in different ways...I hadn't thought games were part of learning"

Supporting Community

'I have grown more in confidence, and have started to attend Parent Council meetings, offering suggestions and help. I went on to complete the Families Connect Train the Parent Training and can't wait to deliver next year!'

KB came to her first session through a school Parent Drop-In, having moved to the area with her family the month prior. She had felt isolated and unsure of how to get involved and make friends in her community; however she quickly became friends with a number of the group and got involved in several groups and classes. After a few months of participating, KB was keen to take a leading role within the sessions and began to run a group for parents. Additionally, along with the friends she had made in the Parent Drop-In, she became involved in the school's Parent Council. She is a leading member and office bearer within the group now and is looking to take on teacher training next year.



Raising Attainment

Changes Lives

Tanya is a young mum who was socially isolated and had low social self-esteem since having her son and losing her parents. She started to attend a confidence building course with her support worker as she was so lacking in confidence she couldn't attend on her own. Over the weeks her support worker attended less and less and Tanya started to share her experiences and knowledge with the group.

She was surprised at how others respected her and valued her input. Throughout the course, Tanya realised that she had more to offer and that her contribution was valued by others resulting in improved aspirations for herself. She no longer needed the additional support she was receiving from other services, resulting in her moving on to a new chapter of independence. Tanya has gone on to

undertake further learning and training and is now more positive about the future for her and her family and what they can achieve.

Learning for Adults and Families

The Attainment Challenge team offers courses for parents/carers. This allows adults the chance to develop their own knowledge and skills during time dedicated to them alone. Courses such as Steps to Excellence, Eat Better Feel Better and Steps to School give parents the opportunity to increase their own learning, with accreditation and progression opportunities built-in. This has enabled participants to help themselves to better support their families.

In the past year, family learning courses have been developed and delivered by the team across Attainment Challenge Schools. Families are given the chance to develop new skills, spend quality time together and given advice on how to replicate the activities in the home. Courses such as Families Connect, Family Cookery and We Can Do Science, alongside others, have proven to be hugely successful in bringing families together both within the sessions and in the home.

CLD has continued to organise and deliver Holiday Hubs across the authority. Free activities and lunches have been provided to hundreds of families over the past year through Attainment Team led Holiday Hubs, delivered over the Summer, October and Easter breaks.

Partnerships

The Attainment Challenge team continues to develop and expand a number of partnerships with our colleagues. In addition to working closely with our Primary schools and Early Years services, the team have close links with Barnardo's, Active Schools, Libraries Service and West College Scotland. This has created a wider learning offer for our families across Inverclyde. Some examples include:

Sports T Club: Health and Wellbeing course delivered between primary schools, Active Schools, CLD and in some schools, Barnardo's giving families the chance to participate in sporting and healthy eating activities.

Families Connect: Course developed by Save The Children, delivered to families jointly by CLD and primary school staff.

New Learning Opportunities

Parents and carers are often looking for new and bespoke learning opportunities for their own personal development. The Attainment Challenge team has created courses and worked with partners to ensure we adapt and expand our learning offer for our learners. The team recently worked alongside West College Scotland in running a Psychology course for parents, with the opportunity for them to move onto further education afterwards.

CLD YOUTH WORK STATISTICS AND KEY FACTS

1 Youth Zones continue to be utilised by young people and the community with an annual footfall of over 18,000.

Programmes which continue to deliver strong impacts for young people include drug education programmes for primary and secondary and youth work in schools including Attainment Challenge and cyber-safety.

Following on from the success of the Year of the Young People (YOYP), legacy events took place throughout the year to celebrate the achievements and contribution young people make to society.

32 young people achieved a Community Achievement Award at Level 4 and 5.
5 young people achieved a Gold Personal Achievement Award.
8 young people achieved a Leadership Award.

10 young people from Clydeview Academy Senior Phase Group won the Greenock Telegraph's Youth Community Champion Award 2019 by raising awareness of the White Ribbon Campaign and work for Compassionate Inverclyde.

Inverclyde is the 3rd top performing local authority in Scotland for participation in the Duke of Edinburgh's Awards with young people achieving 32 Gold, 50 Silver and 148 Bronze Awards.





I Youth Zone's

Footfall has increased in 2018/2019 with more community groups now accessing both buildings.

Greenock: carried out a consultation which will see a re-brand to be more of a café drop-in space for young people.

Port Glasgow: Membership of over 500 young people.

Senior Phase Accreditation

St Stephens High; Inverclyde Academy; St Columba's High; Clydeview Academy

32 young people gained a Community Achievement Award Level 4/5.

5 young people gained a Gold Personal Achievement Award.

8 young people gained a Leadership Award.

Duke of Edinburgh

3rd top performing local authority in Scotland for participation in the DofE Awards.

32 young people completed their Gold Award.

50 young people completed their Silver Award.

148 young people completed their Bronze Award.

Duke of Edinburgh

The Wilma Bain Award was presented to David Stevens for his resilience and dedication. David completed his Gold Award whilst also supporting his family following the loss of his father.





The Year of the Young People in Inverclyde was planned and organised by the CLD youth Work Team and Inverclyde Youth Council with support from partners in the Youth Work Sub Group. Following the success of this year, a range of legacy events were delivered.

Youth Work Awards Ceremony: Community Learning and Development created this award scheme to recognise individuals and groups of young people who live in Inverclyde who are contributing positively to their communities and this was supported by Inverclyde Youth Council.

The award categories were: Community Hero; Creative Arts; Outstanding Achievement; Unsung Hero; Active Citizenship; Going Green and Young Youth Worker of the Year. Two overall winners were also announced - Outstanding Young Person of the Year and the Outstanding Group of the Year. We had a fantastic response to nominations with a panel of elected members, senior council staff and a young person making the hard decisions to select the winners.



Youth Beatz: Dumfries and Galloway Council held the youth festival over a weekend in June. This Youth Festival had top named acts playing on 2 stages as well as inflatables, fairground rides and much more for young people to take part in. 2 bus loads of young people from Inverclyde got the chance to attend.

Word Up Celebration: to end the Year of the Young People we hosted a disco and band night in Word Up. This event was very well attended with over 150 young people coming from across Inverclyde to join in the celebrations with dancing, face painting and a photo booth as part of the activities.

Cinema/Elev8 Visits: Over 160 young people got the opportunity to attend a free visit to the local trampoline park and the cinema. This opportunity was over the school summer holidays, targeted at young people who may not be able to afford to attend.

SYP & Youth Council

Youth Council: Supported the roll out of all Year of the Young People events 2018 and have continued to support the roll out of the Year of the Young Person's Legacy events.

MSYP: We have 2 new elected MSYP's, Cameron Noble and Megan Alford. Both young people were elected in March and are already carrying out consultations on the SYP's 2019 campaign on environmental protection 'Pack it up and Pack it in'.



Clyde Conversations 4

Clyde Conversations 4: This event was held in Greenock Town Hall and was attended by over 100 young people. The theme was mental health with workshops covering hate crime; bullying and abuse and mental health and awareness.

A highlight of the event was the motivational talk by Paula McGuire who shared her inspirational story of battling to overcome her anxiety on a daily basis whilst promoting a story of hope.



www.paulamusttryharder.co.uk

School Inputs

Drugs Education and Prevention Workshops: 16 primary schools have had drugs inputs to P6 & P7 highlighting the risk of drug usage. 5 secondary schools have had drug inputs from S1-S4. Inverclyde Academy attainment groups and CLD girls groups all had additional sessions.

Cyber-safety: 13 primary schools have had inputs to P5 (selected schools)/P6/P7 highlighting how to stay safe online, covering sexting and online gaming. 5 secondary schools have had cyber-safety and sexting inputs to S1-S3. Craigmarloch and Lomond View had input from S1-S6. 11 Attainment groups and 4 Senior Phase groups had inputs on cyber-safety and the White Ribbon Campaign. Input also given to Action for Children boys group.

CLD SECONDARY ATTAINMENT STATISTICS AND KEY FACTS

St Stephens High School:

S1 - 5 x Dynamic Youth Award; S3 – 5 x Bronze Youth Achievement Award

Notre Dame High School:

S1 – 5 x Personal Achievement Award; S2 - 8 x Bronze Youth Achievement Award;
S3 – 9 x Bronze Youth Achievement Award

Port Glasgow High School:

S3 – 13 x SCQF Level 4 Employability Award

St Columba's High School:

S1 Boys Group - 5 young people achieved the Dynamic Youth Award; S2 Mixed Group - 8 young people achieved the Dynamic Youth Award; S3 Mixed Group - 6 young people achieved the Dynamic Youth Award.

Inverclyde Academy:

S3 Girls Group - achieved a Cookery Skills Award alongside the Community Achievement Award due to their hard work and dedication.

Clydeview Academy:

S1 Group - achieved 5 Dynamic Youth Awards whilst working on community issues and also having a strong focus on the White Ribbon Campaign.

Clydeview Academy:

S2 Group - achieved 9 Dynamic Youth Awards whilst working on sectarian projects as a main topic and also attended Finlaystone Country Estate to learn outdoor skills.

Clydeview Academy:

Senior Phase Group - achieved 3 Dynamic Youth Awards focusing on rap and violence in today's culture.



PEF FUNDED PARTNERSHIP WITH SECONDARY SCHOOLS

PEF (Pupil Equity Fund) has been used to fund Community Learning & Development staff in two secondary schools in Inverclyde.

Inverclyde Academy decided to look at a more academic and accreditation led support while St Stephen's High School decided to take a much more overarching health and well-being approach.

The figures below show the difference and additionality that the PEF funded posts brought to the schools in a partnership approach with CLD Youth Services. The Inverclyde Academy post was funded for 2 years (2017-2019) and the figures listed are for both years. The St Stephen's model is now in its second year but still can be used to show the outcomes of the different approach.

Inverclyde Academy

Achievement of 331 wider SQA wider Achievement Qualifications

Achievement of 32 Dynamic Youth Awards

Achievement of 16 John Muir Awards

Achievement of 31 Bronze Duke of Edinburgh Awards

Achievement of 25 Community Achievement Awards

Achievement of 74 Saltire Awards

St Stephen's High School

Achievement of 12 SQA wider Achievement Qualifications

Achievement of 4 Community Achievement Awards

Achievement of 16 Saltire Awards

Lead role on pupil voice within the school, providing support to the pupil voice ambassadors to carry out consultations and action planning for whole school/campus improvement.

One to one nurture support with pupils on co-regulation, emotional literacy, substance misuse and risk-taking behaviours.

Provide in class support with identified pupils where necessary to re-engage them in classroom learning.

Deliver youth work sessions for P7 Transition programme for three cluster primary schools.

Provide lunch time drop-in sessions for pupils and an after school girls drop-in.

CLD PRIORITIES

Next steps and main priorities for 2019/20 include:

Raising attainment and achievement.

A continued focus on a social practice approach to adult learning to meet the needs of our most vulnerable learners.

Engagement and support for those most in need and furthest from the labour market with a focus on ICT, Literacies and Health and Wellbeing.

Address social isolation and poor mental health through intensive engagement and support activities, and the building of individual and community capacity and networks and health and wellbeing programmes.

Mitigate the impact of poverty through engagement activities, and customised programmes of support like literacies, employability, IDEAs etc.

Improved engagement structures to enhance community participation.

For further information on any aspect within this report, please contact:

Hugh Scott, Service Manager: hugh.scott@inverclyde.gov.uk
Claire Alexander, Team Leader: claire.alexander@inverclyde.gov.uk
Heather McPherson, Team Leader: heather.mcpherson@inverclyde.gov.uk
Jackie Fallon, Development Officer: jackie.fallon@inverclyde.gov.uk

Community Learning & Development
James Watt Building
105 Dalrymple Street
GREENOCK
PA15 1HU
Telephone: 01475 715450
Email: CLD.Admin@inverclyde.gov.uk