
Report To:	Education & Communities Committee	Date:	21 January 2025
Report By:	Ruth Binks, Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/12/2025/TM
Contact Officer:	Tony McEwan Head of Culture, Communities and Educational Resources	Contact No:	01475 712828
Subject:	Corporate Workstream: Review of Community Learning and Development Services		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to advise the Education and Communities Committee of the recommendations of the review of Community Learning and Development Services (CLD) which was undertaken as part of the Council's corporate workstreams.
- 1.3 The review highlighted a number of key strengths of CLD in Inverclyde but also identified several key areas for development and opportunities as a result of the changing context in which it now operates. A copy of the review report forms Appendix 1 to this report.
- 1.4 The review recommends revising the model of CLD delivery in Inverclyde which has been termed 'Inclusive Communities' which will allow the service to better to align its CLD services to community needs and the priorities of the Council Plan.
- 1.5 It is proposed to re-align services under the following key areas of activity:
- Prevention and education;
 - Lifelong learning;
 - Community empowerment; and
 - Poverty and wellbeing
- 1.6 The realignment of services will allow the service to reduce the overall full time equivalent of 4.3 posts through the deletion of current vacancies and voluntary severance, resulting in the service achieving the previously agreed workstream savings target of £180k in 2025/26.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee:

- Notes the review of CLD; and
- Agrees the realignment of CLD services to 'Inclusive Communities; and
- Agrees the service's approach to the achievement of the previously agreed savings target of £180k as part of the Council's Corporate Workstreams.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Community Learning and Development (CLD) Services exists to assist in the implementation of the CLD regulations. They are delivered by a partnership of services that includes the Council; Department of Work and Pensions; the college sector; and the voluntary sector.
- 3.2 In Inverclyde, it is also the umbrella term for a range of community services provided by the Education, Communities and Organisational Development Directorate of the Council to deliver:
- adult and family learning;
 - adult literacies;
 - youth and sport services including Active Schools and Duke of Edinburgh;
 - youth engagement;
 - community engagement and empowerment;
 - community safety and resilience;
 - anti-poverty initiatives;
 - the alleviation of period poverty
 - drugs and alcohol education;
 - client service to Inverclyde Leisure;
 - home link services;
 - community and sport facilities; and
 - the coordination of asset transfer activity across the Council
- 3.3 These services are delivered by a range of staff within CLD. At the time of writing this report, there were 71 core FTE posts and the proposal is to reduce this amount by 4.3 fte as a result of the review. Homelink workers are subject to a separate review.
- 3.4 Budget pressures over the past several years have resulted in a reduction in posts and resources across CLD. However, some of these reductions have been mitigated with the service's continued efforts to attract external funding and investment which has in turn led to increased demands upon the service. Together these changes have led to an imbalance in certain parts of the service and the need for review. Nevertheless In 2023, data from the CLD standards Council in 2023 showed that the CLD service in Inverclyde is resourced well compared to similar sized authorities.
- 3.5 As part of the 2024/2026 budget process CLD was identified as a corporate workstream with the aim of realigning services to meet the requirement of previous savings and the delivery of a future savings target of £180,000 by 2026. This provided further impetus for a review of the service.

4.0 APPROACH TO REVIEW

- 4.1 This review challenged current service delivery to address the changing needs of the Council and its communities while mitigating the impact of the budget savings and delivering on the corporate workstream. CLD staff and union representation were involved from the outset and were key to the development of the recommendations detailed later in this report.
- 4.2 The review was also undertaken to ensure that any future service complements the CLD regulations and fits into the future 3-year plan for CLD across the CLD strategic partnership.
- 4.3 The review looked at all areas of service delivery across CLD, taking into account the demand and the impact of services that were being provided. It also undertook self-evaluation activity using Education Scotland's 'How Good is our Community Learning and Development?' and the findings of the recent inspection of the CLD partnership.

5.0 SUMMARY OF REVIEW

- 5.1 CLD services in Inverclyde undertake a range of activities aimed at enhancing community safety; early intervention and prevention; supporting youth voice; and work with young people to play active and responsible roles in their communities. The review concluded that services in these areas, including our successes in Duke of Edinburgh accreditation, should be maintained given the challenges which exist in many communities across Inverclyde.
- 5.2 Over several years CLD services has increasingly been pivotal in supporting initiatives to support community empowerment, such as locality planning; supporting community councils; increasing the governance of external organisations and supporting the Council's approach to asset transfer. In addition, community grant funding and Warm Hand of Friendship grant governance. It follows that resource should be enhanced in this area aligned to support these activities.
- 5.3 There have been significant successes in relation to the work the service has undertaken in relation to improving the accreditation levels of adult learners across Inverclyde. Recent developments around the introduction of improving adult levels of literacy and numeracy and the significant work undertaken with people new to Scotland whose first language is not English, provides evidence that work in this area should continue.
- 5.4 The Council has now, for a number of years invested in initiatives to reduce the levels of poverty and mitigate the impact of poverty on our communities. The CLD service has been responsible for the co-ordination of many of these activities, such as addressing food insecurity; addressing period poverty; and providing free access to playschemes and swimming for young people. Nationally, there are a number of anti-poverty initiatives being delivered locally such as Early Adopter affordable childcare and Fairer Futures Funding which depend on the management and co-ordination by CLD staff.
- 5.5 CLD services also play a vital role in the development of the CLD workforce across our partnerships. This is also a key requirement of the CLD regulations and the service's work in this area, and improving the data on the impact of services will continue under the new 'Inclusive Communities Service' cutting across all areas of activity.
- 5.6 Given that any review of the CLD service was also to achieve savings of £180,000 which was previously agreed by the Council, the service looked at where reductions in service delivery could be made. Working with staff, it was agreed that some adult services outwith accreditation and lifelong learning could be rationalised with a resultant reduction in some adult learning activity which has less of an impact than other areas of the service.

6.0 PROPOSALS

- 6.1 It is proposed to re-align CLD services under the name of 'Inclusive Communities Service' which will consist of the following key areas of activity:
 - Prevention and education;
 - Lifelong learning;
 - Community empowerment; and
 - Poverty and wellbeing
- 6.2 The realignment of services will allow the service to reduce the overall full time equivalent of 4.3 posts through the deletion of current vacancies and voluntary severance, resulting in the service achieving the previously agreed workstream savings target of £180k in 2025/26. The appendix gives a comprehensive overview of what functions will be reduced and the rationale for this.

Appendix 1 of this report provides a full overview of the review. Homelink workers currently allocated to the CLD service are subject to a separate review.

7.0 IMPLICATIONS

7.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial	x	
Legal/Risk		x
Human Resources	x	
Strategic (Partnership Plan/Council Plan)	x	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	x	
Environmental & Sustainability		x
Data Protection		x

7.2 Finance

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		2025	180k		Met through the deletion of vacancies and VER totalling 4.3 FTE.

7.3 Legal/Risk

There are no legal implications for the recommendations set out in this report.

7.4 Human Resources

There will be a reduction in 4.3FTE posts as a result of the implementation of this report. These posts will be reduced through a process of vacancy management and VER.

7.5 Strategic

The inclusive communities approach set out in this report better meets the priorities of the Council Plan; The Partnership Plan; and the CLD 3 year strategic plan.

7.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

X	YES – Assessed as relevant and an EqIA is required, a copy of which will be made available on the Council’s website: Equality Impact Assessments - Inverclyde Council
	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, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(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?

X	YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

7.7 Environmental/Sustainability

Summarise any environmental / climate change impacts which relate to this report.

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

7.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

8.0 CONSULTATION

8.1 Consultation will take place with the affected groups.

9.0 BACKGROUND PAPERS

9.1 There are no background papers.

Inverclyde Council

Corporate Workstream Review of Community Learning and Development Services

November 2024



1.0 Introduction and background

1.1 Community Learning and Development (CLD) Services exist to assist in the implementation of the CLD regulations. They are delivered by a partnership of services that includes the Council; Department of Work and Pensions; the college sector; and the voluntary sector.

1.2 In Inverclyde, it is also the umbrella term for a range of community services provided by the Education, Communities and Organisational Development Directorate of the Council to deliver:

- adult and family learning;
- adult literacies;
- SOLO and Data;
- youth and sport services including Active Schools and Duke of Edinburgh;
- youth engagement and participation;
- community engagement and empowerment;
- community safety and resilience;
- child poverty and anti-poverty initiatives;
- the alleviation of period poverty;
- substance use and risky behaviour education;
- client service to Inverclyde Leisure;
- home school link services;
- school crossing patrollers;
- Young Scot / Free Travel Cards;
- community and sport facilities letting; and
- the coordination of asset transfer activity across the Council

1.3 Budget pressures over the past several years have resulted in a reduction in posts and resources across CLD. However, some of these reductions have been mitigated with the service's continued efforts to attract external funding and investment which has in turn led to increased demands upon the service. Together these changes have led to an imbalance in certain parts of the service and the need for review. Nevertheless in 2023, data from the CLD standards Council in 2023 showed that the CLD service in Inverclyde is resourced well compared to similar sized authorities.

1.4 As part of the 2024/2026 budget process CLD was identified as a corporate workstream with the aim of realigning services to meet the requirement of previous savings and the delivery of a future savings target of £180,000 by 2026. This provided further impetus for a review of the service. However, there were other reasons for initiating a service review and these include:

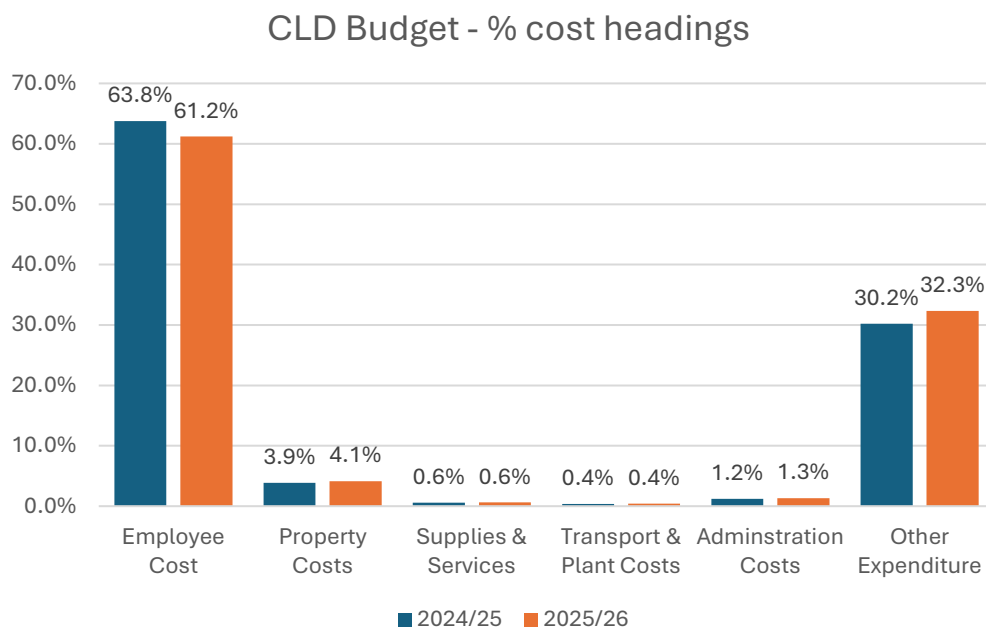
- To explore opportunities to improve the service;
- To improve efficiency and effectiveness;
- To optimise resource usage; and
- To ensure services are of continuing value, relevance and benefit to communities; and
- To review organisational structures, practices and processes to ensure efficiency and the best use of existing resources.

2.0 Approach to review

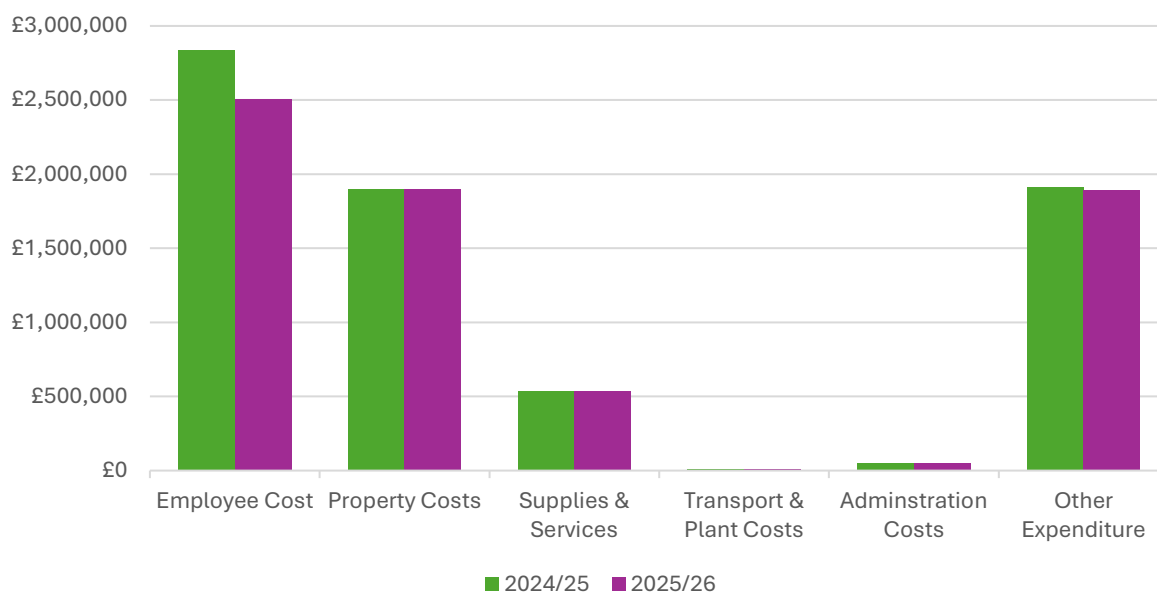
- 2.1 This review challenged current service delivery to address the changing needs of the Council and its communities while mitigating the impact of the budget savings and delivering on the corporate workstream efficiency target.
- 2.2 The review took into account the national context in which it now operates and that any future service delivery complements the CLD regulations and fits into the future 3-year plan for CLD across the CLD strategic partnership.
- 2.3 The review also looked at all areas of service delivery across CLD, taking into account the demand and the impact of services that were being provided. It also undertook self-evaluation activity using Education Scotland's 'How Good is our Community Learning and Development?' and the findings of the recent inspection of the CLD partnership.
- 2.4 Key to the review was also an extensive analysis of the wide range of services provided by CLD in Inverclyde, the levels of staffing required, the uptake of classes and opportunities and an assessment of impact. In addition, consideration was also given to whether other partners are providing a similar service.
- 2.5 The involvement of staff and union representation was also a key part of this review. While it can be challenging for staff to engage in discussions about where efficiencies can be made, CLD staff were keen to participate in the review and offer guidance on the future model of delivery for the service.

3.0 Current provision

3.1 In 2024 the budget for CLD services in Inverclyde is distributed between the following categories:



Overall Communities Budget



3.2 There are currently 38.5 FTE staff involved in the delivery of the range of CLD services in Inverclyde. Appendix 1a to this report provides an organigram of the current structure within CLD services and appendix 1b provides an organigram of the revised structure.

3.3 The review has taken into consideration all areas of the work that CLD undertakes as well as areas for development and further work. This section looks at the current level of service within each of the key activity areas and

provides recommendations on whether service levels can be reduced, enhanced or maintained following this review.

3.4 The review ultimately recommends the reduction of full time equivalent of 4.3 FTE posts from the current establishment of 38.5 FTE. This reduction will be achieved through the combination of the deletion of current vacancies and voluntary severance, resulting in the service achieving the previously agreed workstream savings target of £180k in 2025/26. Appendix 1c provides an overview of the priorities for CLD going forward. More detail is provided in the paragraphs below.

3.5 **CLD Youth Work Services and Duke of Edinburgh:**

- Provides young people with high quality, needs led learning and development opportunities within a community-based youth work context;
- Provides targeted work in schools to support young people to achieve their potential and improve their health and wellbeing;
- Supports young people's participation at all levels;
Establish strong links with local and national partners to collaborate, build capacity and maximise opportunities for young people; and
- Provides opportunities for young people to participate in the Duke of Edinburgh Award Scheme.

CLD Youth Work and Duke of Edinburgh support is a key area of focus for CLD team. The Duke of Edinburgh programme currently has a 0.2 FTE outreach officer allocation which provides additional support for the school-based activity nights. This can be covered within the remaining staffing and it is not anticipated that it will have any overall impact in the numbers of young participating in the scheme. The review is therefore recommending that this 1 post totalling 0.2 FTE can be removed.

3.6 **Active Schools and Sports Development:**

Active schools is jointly supported by SportsScotland funding and an annual report on activity is produced. In recent years this service has gone from strength to strength and shows an improving picture with increased participation and the targeting of groups that are underrepresented in sport. The purpose of the team is to:

- increase the number and diversity of children and young people participating in Active Schools activities;
- provide more and higher quality opportunities to participate in sport in schools (before school, during lunchtime and after school);
- engage with children and young people who may experience barriers to participation to support their inclusion in activity;
- support and develop effective pathways between schools and clubs to improve the transition of children and young people from schools to clubs;
- support the development of Community Sports Hubs across Inverclyde, building capacity and increasing participation in sport and physical activity; and

- develop football in collaboration with the Scottish Football Association, building capacity and increasing participation in football across all age groups.

Active Schools is currently funded in partnership with SportScotland until March 2027. This partnership agreement involves matching a percentage of overall staff costs, with the council funding the remaining balance. SportScotland additionally funds one full-time equivalent (FTE) position. It is important to note that any reduction in council funding will necessitate a corresponding reduction in external funding. Given the increasing participation of young people in Active Schools activities, it is recommended that the current level of provision be maintained.

3.7 Community Development Team

The Community Development Team provides the following services:

- Co-ordination of locality planning and community conversations;
- Develop the Council's approach to participatory budgeting and co-ordination of participatory budgeting exercises;
- Development of the Council's approach to community asset transfer through the development of policies and guidance. The service also provides support to all community groups interested in asset transfer and carries out a co-ordination role of all live transfers
- Community Council Review – establishing Community Council Association to engage and build relations in areas where they currently do not exist;
- Tenants and Residents Associations re-established after Covid;
- Partnership building with local community groups, supporting grass root organisations. Acting as a connector across the locality;
- Community Development Opportunities including Community Meliora and Warm Hands of Friendship/Warm Boxes, ICT for Schools; and
- Council Community Engagement – online and in person including Poverty and LOIP.

The Community Empowerment Act puts a legislative duty for local authorities to undertake community engagement and this team supports a great deal of the community engagement activity that happens across the council. The review therefore does not recommend any reduction in service delivery at this time.

3.8 Health and Wellbeing Services

Health and Wellbeing services support the following initiatives:

- The development and implementation of a Community Food Growing Strategy for Inverclyde; and
- The development and implementation of the Period Poverty Service to ensure the Council is compliant with legislation.

This is an area where there is increased demand for support and therefore no changes are proposed to this area.

3.9 Community Safety and Resilience

Community safety and resilience team provides the following:

- Supports educational establishments in the development and delivery of road safety educational activities and the Bikeability cycle training programme;
- Coordinates and manages the delivery of a school crossing patrol service;
- Supports the development, coordination, and delivery of the Inverclyde Community Safety Partnership strategy and corresponding actions and activities;
- Supports the development, coordination, and delivery of Inverclyde Violence Against Women and Girls Multi-agency Partnership strategy and corresponding actions and activities;
- Supports the coordination and development of the Inverclyde Multi-Agency Risk Assessment Conference (MARAC) process, increasing the safety of individuals at high risk of serious harm as a result of domestic abuse through coordinated multi-agency safety planning; and
- Undertakes the Sex Offender Liaison Officer (SOLO) role by providing the initial point of contact for housing enquiries for individuals subject to the Sex Offender Notification Requirements and being the link between the Responsible Authorities and social housing providers under a Duty to Cooperate.

The team is already a very small team of 4FTE excluding School Cross Patrollers and any reduction would have a significant impact upon the current provision. The review therefore does not recommend changes are to this area of work at this time.

3.10 Home School Link Workers

- Transitions and early transitions – primary school support for young people from primary 6 through to S1;
- Mental wellbeing - supporting young people identified with anxiety, emotional and communication needs. Support is both group work and one to one session;
- Parental and partnership collaborations – sharing of relevant information to identify methods to support young people across the secondary school; and
- Attendance support and parent debt support.

Although the Home School Link workers are currently managed by the CLD service, this service is subject to another savings proposal and review and the proposal is that the service will transition to the ASN service for education. It is therefore outwith the scope of the review of CLD.

3.11 Child Poverty and Anti-Poverty Initiatives

The Child Poverty work is supported by external funding and remains a key aspect of the work undertaken by CLD. Current tasks include:

- reporting against progress on the three drivers of the Child Poverty Act on annual basis;
- co-ordination and implementation of the local Child Poverty Action Group;
- representing Inverclyde Council on various national Child Poverty Partnerships/Cost of Living and Financial Inclusion;
- review, amend and improve local workstreams to mitigate child poverty highlighting good practice;
- the service design and Implementation of Early Adopter Community for Affordable Child Care;
- the co-ordination, development, monitoring and reporting on the local Anti-Poverty Initiatives funded by Inverclyde Council. This includes development of work for Food Insecurity, Fuel Insecurity, IRISE Project, SIMD Business Support and Inverclyde Homestart Project; and
- supporting and co-ordinating the planning around anti-poverty initiatives.

Because of the significant prominence of work to mitigate against child-poverty in the council the proposal is for this service to be maintained with the scope for expansion depending on any increase in funding from future government initiatives.

3.12 Adult Learning and Literacies

Adult learning can be divided into two main categories. Literacies includes the development of both literacy and numeracy and other types of learning includes such as skills development and confidence building. The delivery of the 'Multiply' initiative as part of Shared Prosperity Funding has enhanced this offer albeit until March 2025 and CLD also supports English for Speakers of Other Languages (ESOL) and people new to Scotland. The aims of this service are to:

- support the most vulnerable learners in Inverclyde to maintain and improve their skills and accreditation in adult literacy and numeracy services;
- support community food poverty initiatives by training over 80 staff and volunteers in REHIS food hygiene;
- support communities to mitigate cost of living crisis through ICT support and community cooking provision, arts-based initiatives around recycle and reuse;
- ESOL for English for Speakers of Other Languages. It's aimed at non-native English speakers, looking to take up a new language or validate their skills across Inverclyde.
- support for key target groups including over 50s and those with long term health conditions to maintain their Universal Credit claim whilst improving their ICT and employability skills, forging a pathway to improving their skills, health and wellbeing whilst moving towards employment.
- co-ordinate the Inverclyde Practitioners Forum which works to ensure communication across wider CLD practitioners of new initiatives and promoting partnership working; and
- Support for learners who are digitally excluded to access and complete Community surveys, consultations to ensure learners' voice is heard.


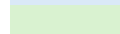
Working with staff, it was agreed that some adult services outwith adult literacies could be reduced. For example, a reduction in the number and frequency of ICT beginner classes, work clubs, volunteer-led art clubs; and food hygiene accreditation. As a result of these reductions, the review recommends that 4.1 FTE posts could be removed, including an element of supervisory capacity through voluntary early release and the deletion of vacant posts.

3.13 Overall FTE Change

As well as the reduction in posts because of the review, there are some short term posts using temporary funding that may not be continued next year. The table below highlights the change in Full-Time Equivalent (FTE) between the current and proposed service models for core funding. The table also includes the anticipated changes in personnel linked to temporary funded posts to give an overall picture of the different staffing model going forward. Of course, new temporary funding may be forthcoming and therefore this table may be subject to change.

Table 1. Overall FTE change from proposed service review

Team	Current Service Model (FTE)			Proposed Service Model			Change FTE		
	Core	Short-term funded temp	Total	Core	Short-term funded temp	Total	Change Core	Change short-term funded	Change total
Community Safety & Resilience	13.3	0.0	13.3	13.3	1.0	14.3	0.0	1.0	1.0
Adult Learning & Literacies	11.0	3.0	14.0	6.9	0.0	6.9	-4.1	-3.0	-7.1
Poverty & Wellbeing	2.8	5.1	7.9	2.8	7.0	9.8	0.0	1.9	1.9
Community Empowerment	4.4	1.0	5.4	4.4	0.0	4.4	0.0	-1.0	-1.0
Youth Work & Sport	21.0	6.0	27.0	21.0	3.0	24.0	0.0	-3.0	-3.0
Service admin	6.5	0.0	6.5	6.5	0.0	6.5	0.0	0.0	0.0
Duke of Edinburgh	3.4	2.0	5.4	3.2	1.0	4.2	-0.2	-1.0	-1.2
Home school link team	4.5	0.0	4.5	0.0	0.0	0.0	-4.5	0.0	-4.5
Community Halls Staff (managed by IL)	4.2	0.0	4.2	4.2	0.0	4.2	0.0	0.0	0.0
Total FTE	71.0	17.1	88.1	62.2	12.0	74.2	-8.8	-5.1	-13.9

 End March 2026
 End March 2027

4.0 Other key Findings from the Review Activity

4.1 The service review, along with recent inspection activity has enabled both the strengths of the service to be identified, as well as areas which require further improvement. The strengths are detailed below and will underpin the development work taken forward through the CLD strategy.

- a) **Partnership working** – there is evidence of strong partnership working in certain areas as the teams forge partnerships and collaborate with various stakeholders across the Community Planning Partnership. Examples of effective partnership working that the service has been central to include community food growing, Active Inverclyde implementation group, the Community Safety Partnership, the VAWG multi-agency partnership, the Child Poverty Action Group, the Financial Inclusion Partnership and the Alcohol and Drugs Partnership. CLD plays a vital role in partnership promotion via the Inverclyde Practitioners forum, while workforce development provide support around key aspects of CLD practice and competences.
- b) **Community engagement** – the service has been successful in engaging local communities through consultation exercises and has achieved high response rates. The service uses a range of consultation methods and has successfully engaged hard to reach groups such as young people, families and people facing financial challenges. For example, young people were consulted about the Partnership Plan, the Council’s budget and the national conversation on education reform.
 - The ‘Public space, activity, and women’s safety survey’ demonstrate a clear link between community consultation and progressive actions taken in response, such as development of a Women’s Safety Charter and successful bid for funding from the UK levelling up fund to install energy-efficient lighting in a local public park. Continued learning from the work undertaken as part of the Community Council Service Review will widen community participation, building new relationships and developing local democratic decision making.
 - The service can also demonstrate high levels of engagement with the various services it provides. For example, Primary school engagement by the Active Schools Team is 78% of the school roll.
 - The service can demonstrate success in targeting provision for those most in need and identifying support in relation to access and inclusion. This has enabled participation in a range of adult learning and literacy programmes.
- c) **Designing services based on data and the needs of communities** – the Period Poverty service is an example of where the service has listened and responded to the needs of communities. The service has been designed based entirely on feedback from communities and was recognised at the Pride of Inverclyde Awards 2023, winning the Excellence and Innovation category. Other examples include:
 - Youth Work Services carry out target work with specific group in order to meet their needs. For example, the EAL group is carrying out work to meet

the needs of young people whom English is not their first language. The work of the group led to it being nominated for a National Education award. The Affordable Out of School Child Care Service continues to codesign the service based on engagement and participation of local service users and the wider community to ensure a person-centred approach;

- Adult Learning and literacies have successfully developed a range of online programmes to support those who cannot access traditional provision such as REHIS, SQA Mental Health and Wellbeing and Financial Inclusion programmes. The service also provides support for poverty initiatives by training staff and volunteers in REHIS Food Hygiene. Innovative volunteer led solutions for adult learners who need longer term support; and
- Evaluations and analysis of data, including staff recommendations and learner feedback results in changes to adult learning and literacies provision. Changes to service delivery and processes has been undertaken in consultation with the learners and volunteers to reduce barriers to participation and maximise learning opportunities for all.

- d) **Being proactive** – the service is often proactive and focused on prevention rather than reacting to incidents after they occur. By implementing strategies such as community outreach, education, and early intervention programs, they work to address potential issues before they escalate.
- e) **Local knowledge** – the teams are typically deeply rooted in the community they serve. They possess valuable local knowledge, including an understanding of the community's specific needs, dynamics, and challenges. This familiarity allows them to tailor their initiatives and interventions to suit the unique circumstances of the community, increasing their overall effectiveness.
- f) **Flexibility and Adaptability:** the teams navigate a dynamic environment with ever-evolving community needs and challenges. They are required to be flexible and adaptable to changing circumstances. They can quickly adjust their strategies, initiatives, and resource allocations to address emerging threats or shifts in community needs, ensuring they remain responsive and effective.
- g) **Joint working across the service** – there are numerous examples of teams within the service working together to improve overall service delivery. For example, Youth Work Services and Active Schools are closely aligned, while the Communities Team and Health and Well-Being work in partnership on community empowerment. Adult Learning and Literacies provide support to community food provision.

4.2 While the review noted significant strengths of the service, there are nevertheless opportunities to continue to develop and improve:

- **Quality Assurance Framework** - the implementation of a quality assurance framework is required to ensure that we have robust processes in place in relation to service planning, collecting data and monitoring and reporting on progress.
- **Performance management Framework** – a number of improvements are required to improve the performance management of the service. For example:

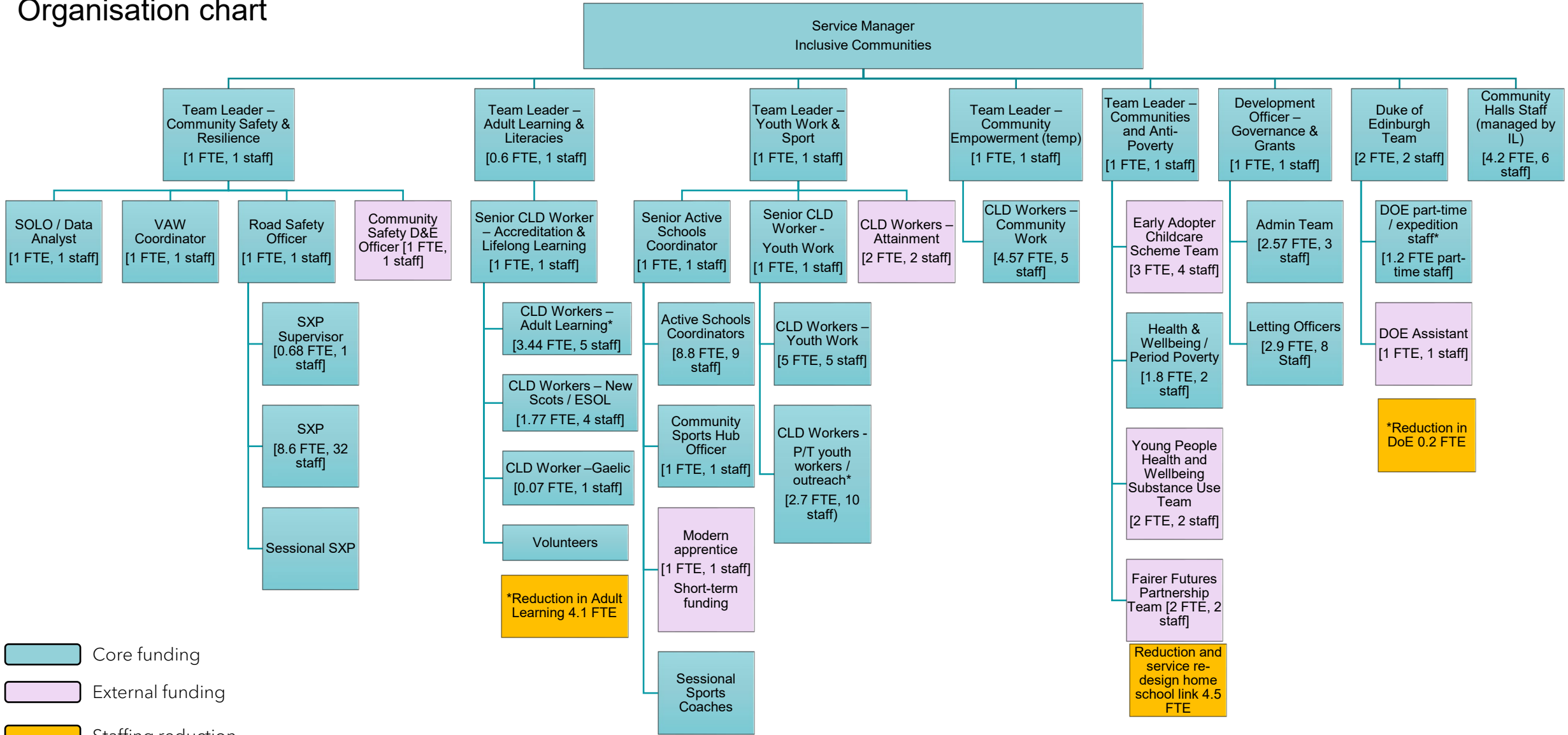
- ❖ An audit to identify what data is currently collected, if there is any data needed for reporting that is not currently being captured and how we go about collecting it.
 - ❖ All improvement actions will be put on Pentana, the council's electronic performance management system and progress reported in a quarterly basis.
 - ❖ An exercise will be carried out to ensure that the CLD national indicators are aligned to the work of the service and that the data required is being captured.
 - ❖ The introduction of a monthly team leader's meeting dedicated to performance management.
- **Celebrate success and achievement** – there are numerous examples of innovative projects and service delivery taking place across the service and it is important that these achievements are highlighted and celebrated.
 - **Maximising external funding** – one of the biggest challenges facing the service is reduced budgets and short-term funding. The continued identification of external funding to enhance service provision would help to address this challenge.
 - **Engaging communities** – currently each team within the service carries out its own community engagement. It is proposed that the service develops a more co-ordinated approach to engagement that utilises the existing engagement structures within the services. This includes youth work, adult learning and community capacity building.
 - **Partnership working** – there are opportunities to improve joint working with partner organisations across key areas of service delivery. To enable the service to do more with less resources, it is vital that we work in partnership with other organisations.
 - **Improving the digital offer** - the service review highlighted that the promotion of the service, especially to young people, is an area that could be improved. To address this issue, young people need to be at the centre of future digital developments. Furthermore, we need to look at how best to promote the service, using social media, and identify an officer to co-ordinate this activity. Barriers that exist to carrying out engagement, such as being able to access certain platforms, is another area that needs to be addressed if we are to successfully engage with young people.
 - **Service efficiency** – the review highlighted that there are some areas of work which crossover teams that require further review. There requires to be an increased effort to collaborate and improve communication within and between teams to minimise duplication of effort and maximise productivity. This may also streamline some processes and potentially eliminate unnecessary tasks.

5.0 Conclusion

- 5.1 The service review will allow the service to reduce the overall full time equivalent of 4.3 posts through the deletion of current vacancies and voluntary severance, resulting in the service achieving the previously agreed workstream savings target of £180k in 2025/26.
- 5.2 The review also highlighted the interconnected nature of many of the aspects of work CLD undertakes and those involved in the review felt it would be useful to revise the model of CLD delivery in Inverclyde to reflect the changing nature of need and service delivery. It is proposed to realign CLD services to an Inclusive Communities Model and restructure teams structured under 4 key areas of activity:
- Prevention and education.
 - Accreditation and lifelong learning.
 - Community empowerment; and
 - Poverty and wellbeing.
- 5.3 This realignment of services will allow the service: to better align its resources with community needs, achieve its efficiency targets through a reduction in service delivery, while still working towards achieving the priorities of the Council Plan and the Partnership Plan.
- 5.4 If the recommendations of this review are agreed and implemented, the service will begin working with staff and unions to move towards this new model of working in the coming years.

Proposed Service Structure - Inclusive Communities

Organisation chart



- Core funding
- External funding
- Staffing reduction

Inclusive Communities

Supporting Communities, Creating Change

Prevention & Education



Accreditation & Lifelong Learning



Ensuring a healthy standard of living for all



CLD Partnership

Empowering individuals and growing a culture of participation



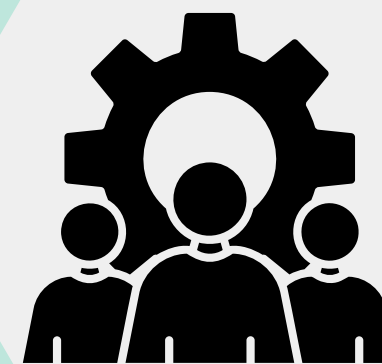
Building stronger, more resilient communities



Community Empowerment



Workforce Development



Poverty & Wellbeing

