



COMMUNITY LEARNING & DEVELOPMENT ANNUAL REPORT 2019-2020

Introduction

Welcome to the Community Learning & Development (CLD) Annual Report 2019-20. The primary purpose of this report is to give an overview of the work that has been undertaken by Inverclyde Council Community Learning & Development from September 2019 to August 2020.

CLD plays a central role in ensuring individuals, families and communities reach their full potential with improved life chances through learning, personal development and active citizenship. What we do as a service for young people, adults and communities supports them to become stronger, more resilient, supportive, influential and inclusive.

This annual report provides a flavour of the work CLD is involved in and some of the impact that CLD is making under its priorities of:

1. Raising attainment and achievement;
2. Continue the development of effective partnerships at a local and national level;
3. Empowering communities: continue the development of effective community engagement structures to enhance community participation;
4. Improving the health and wellbeing of our communities; and
5. Developing the CLD response to tackling poverty, deprivation and inequality in Inverclyde.

There have been changes and new developments for the CLD team over the past year, not least the challenges faced since Covid-19. Staff have risen to this challenge and proven yet again to be a highly skilled, adaptable and flexible workforce. They have shown great resilience in supporting our adults, young people and communities through this difficult time and my thanks go to them all, for their hard work and commitment.

There are some fantastic examples of excellent practice contained within the report and the difference we're making to people's lives in Inverclyde and I hope you find this year's annual report a useful and interesting document.

Councillor Jim Clocherty
Inverclyde Council Education and Communities Convener

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Adult Learning Statistics

728

Adult learners engaged in CLD programmes

- 200** 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.
- Work Clubs and ICT provision were delivered in our most disadvantaged communities across Inverclyde targeted at those most in need.
- 66% of participants lived in SIMD 1 and 2 areas within Inverclyde. 96% of learners were unemployed with 2% in part time work looking to change careers or increase their hours of work.
- 133** Learners participated in digital skills programmes and improved their ICT skills and money management.
- 314** Learners achieved SQA qualifications including ICT, Communication and Personal Achievement Awards.
- 66** Learners attended 'Eat Better Feel Better' programmes and improved their health, learned to cook on a budget and tackle poverty related food issues.
- 128** Learners participated in a range of health and wellbeing programmes which promoted healthy living and positive mental health.
- 4** New/innovative confidence building, self-sustaining groups developed in partnership with the community in 2019/20 which have increased capacity of participants, reduced social isolation and increased the confidence levels of participants.
- 28** Confidence and personal development classes were delivered specifically for very vulnerable adults who are most in need.
- 96% were unemployed, in receipt of ESA or a lone parent.
74% had a physical and/or mental health condition.
- All participants were supported to develop their confidence and health and wellbeing.
- 100** Learners participated in the I:DEAS Project gaining financial skills and social support.
- 25 individuals achieved SQA Level 2 in Financial Awareness.
- 101** Adults developed their Gaelic language skills.
- 25** Volunteers worked across CLD to support the delivery of services.

CLD Needs Assessment

The Adult Learning and Literacies team piloted a new way of engaging with and assessing needs of learners in Inverclyde.

Seven CLD information sessions were held across Inverclyde to find out what the interests, skills and needs of the community were. A range of taster sessions were also offered to allow learners the opportunity to try a range of new learning. 96 members of the community attended these events. From this discussion 7 new courses were offered ranging from Mindfulness to SQA qualifications such as the Leadership Award.



SQA Mental Health & Wellbeing/Leadership Award

Mental health is a growing issue and recent reports have highlighted increasing demand on local services so CLD developed the SQA Mental Health and Wellbeing Award at SCQF Levels 4 and 5. The recent workforce survey for Inverclyde showed that residents from Inverclyde were less likely to be in promoted posts so the SQA Leadership Award at SCQF Level 5 and 6 was developed to address this local need. Local statistics tell us that in-work poverty is a growing issue so these courses were offered to those both in work and out of work and at a range of times and venues to be as accessible as possible. We also developed a distance learning model of the SQA Mental Health and Wellbeing Award. To meet demand for the Mental Health and Wellbeing Award, West College Scotland joined with CLD in a delivery partnership to increase the provision across Inverclyde for 37 learners.

"I am using my leadership course materials in work and it has improved the atmosphere in my office already. I feel more confident going into work every morning and I am not worrying about it the night before".

"I work as an ASN in a local school and I have been challenged by this mental health course. It is helping me understand the behaviour of the children which is making me more patient".

Gaelic

CLD delivered 3 Gaelic classes at beginner and intermediate levels at Port Glasgow Library and Notre Dame High School; 2 Scottish History with Gaelic classes with the Inverclyde Gaelic Group and 2 Gaelic cultural evenings in partnership with local Gaelic organisations with 54 people attending. One topic included Gaelic Place Names delivered by speaker Paul Kavanagh.

We held our first meeting of the Inverclyde Gaelic Group. The group aims to improve communication and sharing of information across all groups involved in Gaelic. The group include CLD, Whinhill Primary School, Education Services and Inverclyde Gaelic Learners Group.

Employability Pathways

In January 2020 CLD piloted the new Skills for Work Service. The aim was to develop our services in a way which better supported adult learners' needs; increase the time spent getting to know them and build up a comprehensive picture of what learners wanted to achieve.

Adult Learning staff delivered a series of information and induction sessions to around 50 learners. An investment of time was given talking and listening to learners, assessing their needs and helping them achieve their next steps for learning. The process was highly successful with every learner involved continuing into learning programmes with CLD.

Each learner received support to develop their own personal learning plan and pathway, designed specifically to give them the learning and support in the areas they needed it the most. This approach proved highly successful and almost half of the learners are already maximising the number of learning hours they undertake each week by attending multiple programmes as well as progressing onto further learning.

This has made a significant difference to learners in Inverclyde. The Service has received feedback such as:

"I have gained two ICT qualifications through CLD learning and these are the first qualifications I have ever gained. These will help me make my CV show I am capable of doing any job".

"Coming to the class helped me become more confident in using a computer. The tutors have been very supportive and encouraging. I have recently started to attend another class to research my family history. The class has helped me think about other work or voluntary vacancies I could help with".

"Since joining the class I have come on leaps and bounds with my typing and spelling. The help I've had is first class and the tutors are very good at giving you tips. I have advanced a great deal and at the moment am writing a book about my years following my favourite football club".

Mental Health - Mindfulness

Mental health support is a growing area of need in Inverclyde. CLD responded to this by creating a range of programmes around mindfulness which is being promoted by the NHS as a positive activity to address this need whilst at the same time being accessible for those that are more vulnerable and need 'first steps' level support. We created a range of programmes including a Mindful Art and Photography group in the Greenock I-Zone in response to demand from our community needs assessment. This programme ran twice a week and focused on creating opportunities to be mindful in everyday life using the medium of art. It focused on the skills and tools people needed to help improve their mental health and wellbeing. This was summed up by one of our learners: "I enjoy the friendship of the other people on the course. I have made some new friends here and I am feeling better about myself. I would not have made the improvements without the tutors. This gives me a reason to leave the house every week and feel good about the progress I am making". 18 learners attended the course.

Adult Learning

Parent Led After School Club

What we did

CLD supported a group of parents in Port Glasgow who wanted to set up a weekly after school club in the local I-Zone. A customised course was delivered to support the parents to master basic cooking skills and provide them with a sound knowledge of food hygiene and safer legal food requirements.

The course included four days of food safety theory and practical cooking skills and assessment. On successful completion, all learners received a nationally recognised award from The Royal Environmental Health Institute of Scotland (REHIS) in Elementary Food Hygiene and Elementary Cooking Skills.

Impact

The course increased the practical and theory cooking skills of each parent for safe cooking at home and for their local community. On completion of the course they began providing a healthy homemade snack at the after school club for all those attending, taking into account any dietary requirements and completing any required paperwork for a safe food environment. Parents have started passing on their skills to the children attending by providing basic cooking sessions. This allowed the children to see how simple it is to produce healthy, nutritious food that they made and prepared themselves.

The group, with continued support from CLD Outreach and Community Work staff, became a constituted group and set about raising funds to provide a Christmas lunch and small gifts for the children.

On the last session before Christmas 2019 the group prepared a full Christmas dinner with all the trimmings for the children to enjoy and a visit from Santa too!



Adult Learning

I:DEAS Project

What we did

The I:DEAS project involved a range of partners offering their services to targeted individuals who would most benefit from financial and social support.

CLD staff worked with individuals to support them to manage their money better and become more socially included. Support included:

- Creating a budget of all outgoings v's income.
- Comparing prices to get the best value for money.
- How to manage money by planning priority spending and avoiding waste.
- How to save money by making cost effective meals.
- Creating a meal planner and shopping list to match.
- Awareness of community groups and supporting attendance.
- Accessing community food banks.

Each client was given the support they needed for their individual circumstances and also signposted to other community projects such as Belville Gardens and Inverclyde Men's Shed.



EUROPE & SCOTLAND
European Social Fund
Investing in a Smart, Sustainable and Inclusive Future

Impact

The project provided clients with a holistic solution to support them through all aspects of their finances.

Clients got their debt under control:

"I feel great after getting advice and I'm relieved that I don't need to worry about letters coming through the letterbox every day".

Clients were able to access hardship funds:

"I'm delighted I got hardship fund as I don't need to think about bankruptcy anymore, thank you".

Clients attended community learning events:

"I don't know what I would have done without you this half term, not all hero's wear cloaks as they say".

Client's lives were changed for the better giving them control and confidence:

"The I:DEAS project has given me a lot of support mentally, financially and also has given me the confidence and the ability to think for myself when I think about the future. It's made me realise that there is a lot of opportunities out there, if I do the hard work".

The IDEAS project is now complete but the learning and support is still in place for existing and future clients. The links between the different agencies and partners is stronger as we all know who we can refer clients to for support.

Adult Learning

Employability and Progression

What we did

David was referred to CLD via Greenock Jobcentre Plus after his recent benefit change from Employment Support Allowance to Universal Credit in September 2019. David had not worked for over 18 years and whilst he was able to use a tablet for games, he was not able to use a computer to find information on the internet or support things he needed to do in his everyday life.

After an initial assessment, CLD staff identified that whilst learning how to use the internet for job related tasks was his initial priority, his housing situation was an emergency need. David was living in a private let in poor conditions, with a hole in the floor and water coming in through the roof for over six months and this was impacting on his health.

CLD supported David to register for the local housing associations and sign up for the website to bid on local housing association stock. He was supported to complete the forms accurately and fully to ensure he received the priority points necessary. After learning sessions to support this process David received an offer of a property in Greenock.

Impact

David has recently moved in to his new flat, his health is no longer impacted by poor housing and he is now able to concentrate on his future recently gaining Level 3 ICT awards, using materials and skills learnt applying for a new home.

He is currently working towards gaining his SQA Level 4 in ICT and has gained both confidence in himself and his ability to affect positive change in his own life.

We have continued to support David to manage the transition to, and setting up, of his new home and new life.

"I was made to feel welcome by the tutors as soon as I attended the class. I was asked what I was interested in rather than being told what to do. They took the time to get to know what I wanted and listen to my housing problems, being able to suggest solutions straight away. Since I moved, my health is better which has allowed me to focus on getting my qualifications and try new courses such as the Mindful Art".

Adult Learning

Child Psychology

What we did

A course on Child Psychology was identified as a need by parents and foster parents who were experiencing issues with their children or for those who had caring responsibilities for other people's children. The course covered subjects such as child development theories by Piaget, Vygotsky and Dewey, nature/nurture, parenting styles and parenting strategies for when things don't go to plan.

Inverkip Hub provided the accommodation and publicised the course in partnership with CLD.

The course demonstrated that working with parents can give them the confidence to look at their parenting styles in a different way by encouraging them to look beyond the bad behaviour and ask the question Why? Why is my child behaving in that way? This encourages parents to think about their actions rather than being reactive. By practising some of the strategies, many parents found that their home life was calmer and this gave them more opportunities to look towards future training or work opportunities. CLD staff intend to further develop this course, particularly in relation to parenting styles and strategies.

Impact

"As a childcare practitioner I very much enjoyed the refresh on psychology and the different perspectives from others life and work experiences. The learning materials were great as I could take them home and revise what had been learned. The Rainbow Room is a fantastic quiet place to learn. Impact is huge both in family life and work, it has helped me to focus in on psychology/health and wellbeing and nurture to help with particular cases in work and in helping my own child bring out her confidence". **CG**

"I have really enjoyed this course it has been packed full of information and has sparked some really interesting conversations. We have been really involved in this course. The information provided was spot on and interesting. This has also helped me and my son's relationship". **KT**

"I like the varied handouts that let you continue looking at it in more detail at home. I like how examples of different things are personalised so it is easier to understand. It is good that you can ask whatever you like and all questions are important". **DB**

"I am a foster carer and I am going through a bit of trauma right now with the baby I have. This course has helped me a lot in understanding what she is going through and how to deal with it better. Staff explained things clear enough to understand and it was all very interesting". **NS**

Primary Attainment Statistics

534

Learners engaged in CLD programmes

534	Parents and children engaged in a range of programmes and reported improved outcomes as a result of their participation.
48	Learning programmes delivered to raise attainment for parents and families.
75%	Parents engaged lived in SIMD areas 1 and 2.
26%	Adults and families attended multiple programmes, moving along pathways of learning which were customised in response to their needs.
92	Parents and children gained SQA accreditation, most for the first time.
190	Families engaged in family learning opportunities which increased parental engagement in children's learning, improved child and parent relationships and developed literacy and numeracy skills, personal confidence and self-esteem.
252	Parents engaged in adult learning opportunities and improved a range of skills and knowledge, including employability and health and wellbeing.
98%	Parents engaged in target CLD programmes reported an improvement in their mental health and wellbeing.
100%	Parents have increased their awareness of their child's learning.
95%	Parents have increased levels of engagement and increased confidence in supporting their child's learning.
94%	Parents report an improvement in their relationship with their children.
98%	Parents engaged in CLD provision report an improvement in their relationship with the school.
93%	Parents have increased their skills and knowledge when working with their children at home.
100%	Parents have increased the time spent undertaking activities at home with their children.
92%	Parents have greater confidence in supporting their children at home with their learning.

Primary School Attainment Challenge

CLD receives funding from The Scottish Attainment Challenge Fund for four members of staff to deliver support to parents and families to improve literacy, numeracy and health and wellbeing.

Good progress has been made in the last year. There has been an increase in the number of parents engaged and in the range of new interventions focused on improving numeracy and health and wellbeing including:

Reading T Club, Families Connect, Sports Tea Club, IT Literacies Group, Steps to School, Adult Confidence and Creativity Building: (Family Learning), Reading for Pleasure, Play Along with Numbers, We Can Do Science, Cyber Safety, Home Learning Pack and Family Learning: Digital Literacies Support Group.

Progression pathways are being strengthened for parents. As part of this, the CLD/West College Scotland partnership now incorporates the College Skills Academy in the learning offer as a step to supporting further learning and progression.

There has been delivery expansion in some key areas including the delivery of Personal Achievement Awards to primary 7 school children. Over 80 pupils gained awards in the following areas: Enterprise, Fundraising, Looking After Your Home, Healthy Eating, Community Activity, Social Events, Personal Relationships, Financial Awareness, Eco Awareness, Promoting Health, Having Your Say and Looking After Animals.

Supporting Volunteering/Building Capacity of Parents

There was an increased number of parent-led activities as well as programmes to support volunteering and building capacity of parents including:

- 32 parents engaged in the Leadership Award information session.
- Families Connect training for parents.
- SQA Volunteering Award: recruitment and course development and planning carried out.
- Development and support of 6 parent-led groups.
- 3 parent drop-in sessions.
- Pathways developed into volunteering,

"I have been looking to volunteer in a school. The CLD worker spoke to me about this course and reassured me that it wouldn't be too hard for me. I am looking forward to learning about working with parents/families and volunteering. I am hoping to go to college and become a classroom assistant or nursery nurse". **CT**

"I am looking forward to learning at a higher level. I think this course will give me the opportunity to learn about taking on a role in which I am in charge and supporting others, it will help me develop my confidence so I can look at jobs in a higher position". **KD**

"This is a fantastic opportunity for parents to gain skills while supporting other parents to progress". **JJ**

Primary Attainment

Progression Pathways

What we did

Amanda is a mum of 5, one in primary school, who has difficulty with all elements of day to day life. Despite this, she was not engaging with support services unless she had to. The Head Teacher introduced her to the CLD worker in the Drop-in, who worked on encouraging and supporting her to attend on a weekly basis. This was done through chats, reminders, phone calls and provision of some home learning materials and games to gradually build up informal activities at home.

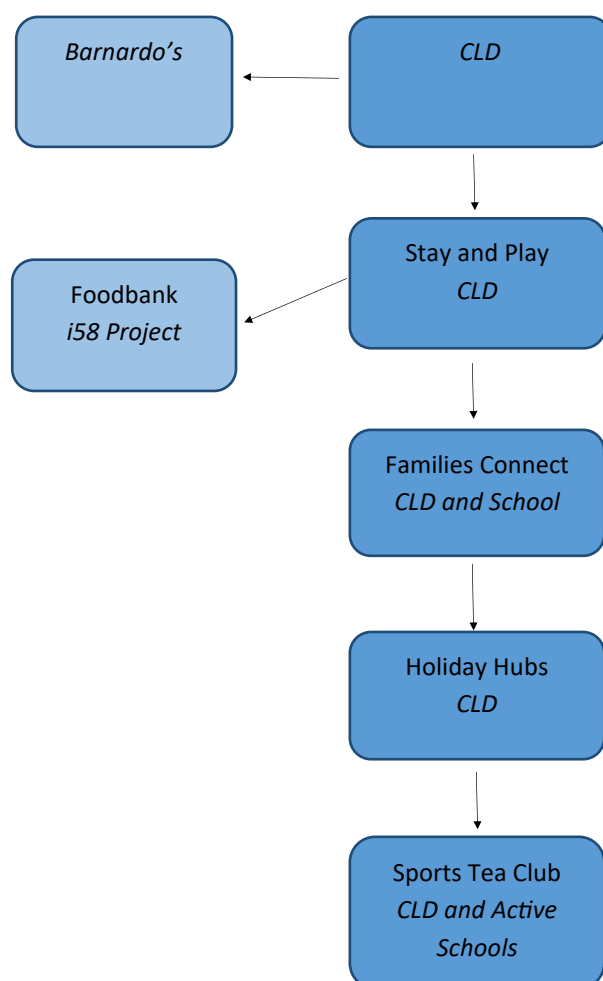
Once she was able to sustain attendance on a regular basis, barriers to participation in learning were coming down and her confidence had started to grow she was introduced to the Barnardo's worker for further support. Stay and Play, a soft introduction to Families Connect, was discussed to see if it would meet her needs and be an appropriate next step for her. It was important that the CLD worker remained a part of the ongoing delivery to ensure continuity of support as the new organisation came in.

Impact

Amanda successfully completed Stay and Play and went on to participate in Families Connect, growing in confidence and skills. She fully engaged with the programme, building a relationship with the school Nurture Teacher who supported her daughter within the school. Amanda's engagement with other support also increased. During the holidays Amanda started to bring her family along to the Summer Lunch Clubs and went on to

independently sign up to Sports Tea Club. During Sports Tea Club, she started to support other parents, developing new leadership skills and confidence and said that for once in her life she 'felt valued'.

Amanda has become less guarded and more trusting of others. She appears at ease with herself, has developed positive parenting skills, is encouraging to others, has a voice and sees the school as a safe place for herself and her kids.



Primary Attainment

Progression Pathways

What we did

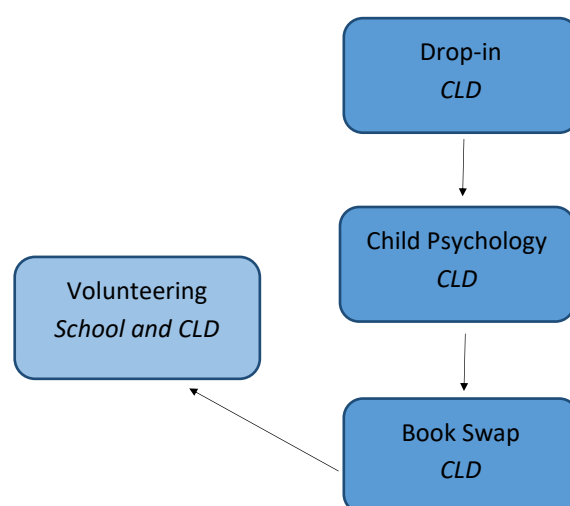
Sharon is a working lone-parent with a daughter in primary school. Parenting is shared however the home environments differ greatly, resulting in challenges and upsets when returning from dads. Sharon felt isolated from the school; she didn't engage in any community activities and wanted to be able to better support her daughter, connect with other parents and feel part of the school community.

She was encouraged to attend the drop-in at the school by the CLD Attainment Challenge Worker. She felt nervous at first but early on felt she was benefiting mentally from engaging with other adults (parents). It was also an opportunity for her to engage with staff at the school as the Head Teacher and Nurture Teacher would often pop in.

This integrated support from the school and CLD worked really well for Sharon and gradually broke down her barriers to participation. The CLD worker shared information about a Child Psychology course that was starting in the school which she went on to complete. Sharon then attended the Book Swap sessions within the school and became a volunteer to support the school for things like walking classes to Mass and helping with events.

Impact

Sharon feels that both her and her daughter's wellbeing has improved. She is able to understand and support her daughter better and feels she is part of a supported network of parents and part of her school community. Her skills and self-worth have improved to the extent she now feels able to volunteer and make a valuable contribution to the school.



Primary Attainment

Progression Pathways

What we did

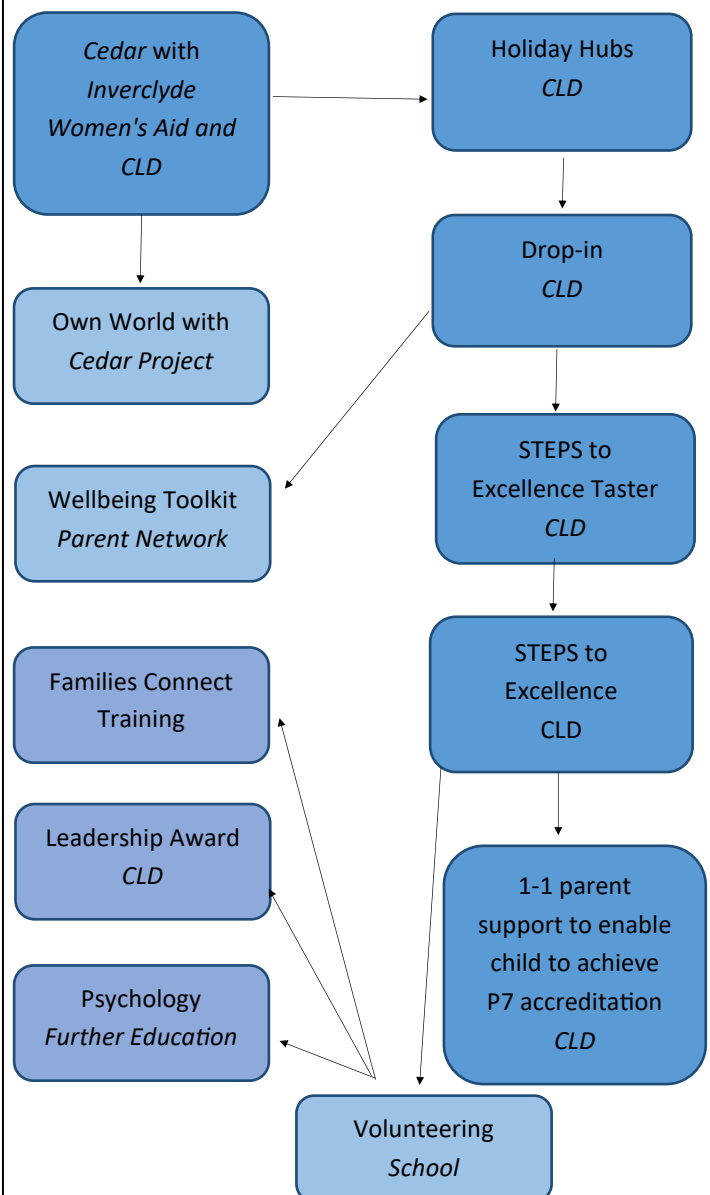
Karen is a mum to 3 primary school children. She presented as chatty and confident, however underneath she was feeling the strain of managing the challenges of leaving a relationship and supporting her children. Her self-esteem was very low, she wasn't involved in school and didn't have the confidence to participate in anything for herself or her children.

Karen was engaged with Women's Aid who encouraged her and her son to participate in a programme called Cedar. Within Inverclyde, Cedar has been running in partnership with CLD and this partnership meant the CLD worker was able to do further work with Karen to develop a support/learning plan which met her needs and guided her learning journey. This enabled her to put strategies in place and start to think about her future.

Karen attended the Holiday Hubs with her family and then attended drop-in sessions at her child's school. She was encouraged to attend STEPs to Excellence taster session, which she did and went on to complete the whole course. She then progressed to courses with other services, including Parent Network Scotland, and took on volunteering roles within the school.

Impact

Karen has developed confidence, new skills and knowledge as an individual and as a parent and now has aspirations for herself and family that she never had before. She is now clear about the direction she wants to go and the support she needs to get there.



Adult Literacies Statistics

421

Adult learners engaged in CLD literacy programmes

421

Adults who improved their literacies skills.

Provision was delivered in our most disadvantaged communities across Inverclyde targeting those most in need.

70.3% of learners were from a priority/vulnerable group.

70.3% were from SIMD 1 and 2.

89% were unemployed.

81.3% had physical or mental health conditions or were vulnerable.

68% of ESOL learners were from SIMD 1 or 2.

63

Learners for whom English is not their first language participated in community based ESOL programmes.

314

Learners who gained an SQA qualification for the first time within Adult Learning & Literacies.

190

Families supported with literacies across Attainment Challenge primary schools.

7

Number of customised programmes developed and co-delivered with partners to meet the needs of the most vulnerable learners.

(Enable, HMP Greenock, Jericho Society, Trust Employability, King's Oak Primary School, All Saints Primary School and Parklea Branching Out)

8

Literacies awareness raising sessions to Dyslexia Inverclyde Group and Volunteers at Inverkip Community Hub.

5

Volunteers have successfully completed SALL (Supporting Adult Literacies Learners) training programme at SCQF Level 6, placements within CLD literacies groups and undertaken observed practice assignments. They have continued to volunteer and support learners.

7

ESOL volunteers worked across a variety of learning sessions offering 1:1 support for learners most in need.

Literacies Learning Group

CLD delivered literacies sessions at Inverclyde Academy where learners worked on developing their ICT skills and confidence in using the computer independently. While learners were already familiar with the practice of searching for items while shopping online, there was the need to be able to use it as a medium of self-expression.

Interest was sparked by a conversation about memorable holidays and leisure time. After sharing the experiences and reflections in writing, learners were drawn to the idea of typing up their stories as it took away the concerns about the appearance of their handwriting and spelling, which they feel often holds them back. Learners got familiar with the layout of the keyboard using a series of stimulating online resources.

One learner identified accredited learning as his current focus. Having been given the details of the website, he consequently registered on 'Learn My Way' and had started independent learning at the time of the Covid-19 cessation of face to face sessions. Learners benefitted from doing tasks at home. A 'check-in' session helped boost confidence and provide an opportunity for supported troubleshooting if required.

Parklea Branching Out

CLD supported young male learners at Parklea Branching Out as they worked towards completion of an SQA Personal Development Award. All young adults are on supported work experience and/or supported employment arrangements with the charity.

CLD gave both individualised and group literacies support to a number of regular learners. The learners were able to work on improving their literacy skills whilst participating in the activities within Parklea. Learners improved their skills and confidence and are working towards group work accreditation - SQA Personal Achievement Awards and SQA Communications Speaking and Listening.

Learners, including those attending the weekly group as above, participated in the John Muir Award programme, with embedded literacies support built in. 12 of these participants went on to complete Personal Achievement Awards, focused around their experiences on the John Muir Award.

To support Parklea Branching Out and their learners, 3 Volunteer Tutor Assistants were recruited and undertook accredited training in Supporting Adult Literacies (SALL) to enable them to offer the individualised intensive support needed.

Jericho Recovery Group

This is a group specifically for learners from a residential addiction recovery service. Learners attend the literacy programme at the local community centre on a weekly basis.

Learners work on their own learning goals and plans at their own pace and level and get individual support to improve their literacy skills. Every learner is different; they can be working towards their own literacy/numeracy goals, accreditation or online learning on a range of subjects to suit the needs in their lives.

Learners have gained a lot from participating. One learner achieved SQA Communications Level 3 Award and one learner completed the West College Scotland/CLD online course - Introduction to Counselling, which is a real achievement.

Adult Literacies

ESOL - Sharing Stories Project

What we did

Syrian, Sudanese and Kurdish learners were brought together to share stories in their own language and these were collated in both their native languages and English and put into print.

The Sharing Stories project involved 12 learners and was a partnership approach between CLD ESOL staff and Inverclyde Community Development Trust.

The Trust staff regularly visited the CLD's beginner ESOL session at the Greenock I-Zone. CLD staff supported the ESOL learners to share their stories, write them down and narrate them in both their own language and in English. The Sharing Stories staff digitally recorded the learner's stories and these were collated into a book, illustrated and shared digitally via You Tube using the learner's voice recordings.

The following links are for one of the stories, read in both English and Arabic.

<https://youtu.be/OSsn1KzwP8I>

<https://youtu.be/7ZvJpBj1we0>



Impact

Learners spoke of their pleasure in sharing stories from their childhood and homeland.

They are relaxed and open to sharing and ongoing relationships with partners promote a sense of ease and openness to talking in English. All learners enjoyed the social aspect.

The Trust commented on the skilful teaching and engaged learning that took place during the ESOL classes: "our hope is that the process of story gathering and sharing, and the resulting story book, are valuable and enjoyable. We are very grateful for CLD's support".

One learner said: "I cannot believe that I have been able to sit down and write my journey. It has taken me a long time to get over what my teachers made me feel like in school. Coming to this session and working at my own pace has made me realise that I can do so much more than I thought I could. My confidence has grown as the CLD worker is so patient and encouraging when I don't know how to go about something".



Adult Literacies

Life Skills Literacies

What we did

The delivery of this short course was a partnership between CLD and the Salvation Army Drug and Alcohol Support. CLD had already delivered an 'Eat Better Feel Better' session at the Salvation Army during the summer of 2019 and were interested in finding out about other CLD provision on offer to increase the number of learning opportunities available for learners. Many of those accessing the Salvation Army were vulnerable with multiple issues including substance misuse and issues with housing, health and family estrangement and needed literacy support to help them improve their lives.

Salvation Army Drug & Alcohol Support Worker and Adult Literacies Development Worker co-facilitated the CLD Life Skills sessions.

Staff completed baseline assessments to identify literacies/IT needs and identified a project of interest to complete as part of the Life Skills group. A 'Winter Wellness' event took place in January 2020 which focused on supporting and improving mental health.

Impact

Staff embedded core skills paperwork for Communications Level 3 – 'To use reading, writing, speaking and listening skills in personal, workplace, social or educational situations in order produce a simple written document' in the activities of the course making it easier for learners to gain qualifications.

Four learners completed the full Core Skills Communications Level 3 course. Three of the learners attended the Wellness event on the day, hosting the stall and promoting the services provided by Salvation Army.

Case Study

David is 48 and unemployed with poor mental health. He was initially referred to the 'Life Skills' programme by his Salvation Army Drug & Alcohol Support Worker. His main goals were around improving his reading, writing and spelling in order to develop his skills to read his own mail independently and work towards his dream job of being a scriptwriter. He felt his literacies skills held him back from getting his ideas down on paper.

David fully participated in the programme after initially being apprehensive and unsure about confronting his long standing literacies issues. He grew in confidence and after completing his Core Skills Qualification, brought in a script he had written and read it out aloud to the group. This was a major achievement for him as it was the first time he had read his script to a group. His literacies skills have improved and he sees the difference the sessions have made to his confidence levels, aspirations for his future and belief in himself.

Adult Literacies

Enable - Support to Employment

What we did

CLD Literacies staff worked in partnership with Enable to identify adult literacies learners within their Support to Employment programme who would benefit from literacies support in a community based setting, in relation to employability skills and individualised literacies learning goals.

Staff worked with each learner to create an Individual Learning Plan to capture learning goals and progression in relation to these goals. Sessions were delivered weekly within a community setting. Learners were also supported by a volunteer tutor and were encouraged to join the local library to gain access to adult readers. The specific activity was that both the learner and the tutor read the same book (learner's choice), the learning and teaching activities were varied and covered paired reading, modelling language breakdown strategies, questioning and observation. The learner was also encouraged to take activities home to complete to support the learning.

Impact

One learner identified a rise in confidence in relation to her reading. She is fully engaged with the learning process and has taken ownership of her learning making great progress towards her goals. At the start of her learning journey the learner was levelled at SCQF 2 in reading skill and is now working at SCQF 3.

The learner has evidenced enough work to be submitted for a Level 3 SQA qualification in communication. Prior to engaging on the course the learner would not attempt to read or action any mail she received, instead she would use a local support service to read her mail and tell her what she should do. At the last review, the learner highlighted that she is now opening her mail, attempting to read and take action for certain aspects, before contacting the support service - this has led to her feeling much more independent and in control. The learner has also contacted the tutor several times to request additional activities and resources to continue working on at home stating "I feel really good, and glad that I can read my own mail, because it is personal".

Adult Literacies

Literacy Support

What we did

Jericho House operates both a male and female residential unit to support recovery programmes for addiction. Planning and evaluation between CLD and Jericho ensure that the learning is relevant, appropriate and will not impact on the recovery programme.

CLD staff identified literacies learning needs prior to supporting a group of female residents during weekly learning sessions that were delivered in a community based setting.

The group learning activities consisted of creating ground rules; engagement with learning; identifying learning styles and peer support opportunities. One learner identified that she was not confident in her reading and writing abilities and reported that owing to a long term addiction, she feels foggy and has trouble picking things up or remembering previous learning. The learner was also very aware that she would start learning, then quickly lose interest and not finish. She just wanted to finish something. The learner was encouraged to identify areas of interest, and from there source learning material/short courses from a number of free online learning providers. The learner identified a mental health/suicide prevention course and signed up for this. While undertaking the work, CLD staff encouraged the learner to take notes to support her understanding and record her own thoughts in relation to the teaching material. These notes would then be discussed at the next session to allow the learner to tell in her own words what she had learned and what she was planning to do with the information.

Impact

The learner successfully completed the course and passed all of the associated assessments. She increased her reading level from SCQF 3 to SCQF 4 and maintained her writing level at SCQF 3. The learner stated "I feel like I have really achieved something and I am proud of myself".

CLD staff observed a difference in her confidence levels, her attitude to learning and more positive language in respect of undertaking new learning opportunities. She has since become more confident in explaining what works for her and she feels that this is contributing to her continued engagement with learning. The learner has also reported a shift in family member's attitudes in they now believe that she can achieve (the learner had previously reported that her family did not think she could stick at anything, be it learning or recovery) and have told her so. The learner also commented that her mum has noticed a change in her confidence and how much more positive she seems about her future.

Community Work Statistics

473

Community members engaged with CLD in relation to community capacity building

29

Community groups were supported (of which 9 were new) to take local action and deliver services including men's mental health and dyslexia in Inverclyde, mothers and toddlers group and a family group within Port Glasgow.

72

Community members received training and support to enable them to engage with and advocate for their local communities. For example, 10 Community members undertook the REHIS (Royal Environmental Health Institute of Scotland) course in order to provide food within their family club.

7

Community hubs were supported.
(Auchmountain Halls, Clune Park, Paton Street, Gibshill, Branchton Community Centre, Larkfield Youth Connections and Grieve Road)

86

Community members who were engaged with prior to the Covid-19 pandemic expressed interest in locality planning. Staff engaged with the community and invited them to the relevant locality meeting.

315

Members of the community have joined the 3 Digital Communication and Engagement groups that CLD are leading on for the Inverclyde Alliance.

500

Leaflets were distributed to promote Locality planning across the six localities.

26

Awareness raising sessions carried out at community and partner events and with local organisations.

120

Women and young people in attendance at the International Women's Day. Participants were from a variety of backgrounds, including the New Scots Community, with a wide range of knowledge and expertise.

Community Work

Port Glasgow Family Club

What we did

CLD supported a group of community members seeking to run an after school club for isolated and single parents. The group members increased their confidence, became constituted and developed the skills need to apply for external funding.

The initial engagement process began in response to a post on Facebook in which a group of parents were looking for donations of outdoor equipment to run their own summer playscheme. This has now developed into a weekly community run programme that allows families to come together, share food and provide peer support.

Impact

The group has become a key part of weekly life for the parents and children, creating a platform to build and foster positive relationships within the community. Parents have highlighted that this is often the only engagement that they have with other families and it has helped address feelings of isolation, helping them to be part a community.

The work the group has undertaken has been recognised by local businesses who have made financial donations and provided food on a weekly basis in order for a meal to be made. The recent pandemic has strengthened the group as they have kept in regular contact via social media and interacting via digital platforms. This has been successful in tackling loneliness and

isolation, especially for single parent families.

The group has illustrated the difference that can be made when communities come together for a common goal and the feelings that come as being part of a community. The vision of this group is to have its own centre running activities for all of the community.

"What an amazing Christmas party and dinner. Santa did a brill job too. Both girls love the presents and goodies. Can't thank everyone enough". **NH**

"Looking forward to seeing all the amazing things you do and working together to make the community stronger". **SG**

"Well done, you all do a wonderful job for the children, keep up the good work". **MM**



Community Work

Locality Planning

What we did

CLD's Community Work team focused on engaging with communities across all 6 localities in order to ensure that communities have the opportunity to have their say in locality planning. CLD is leading on developing 3 of the 6 localities and supporting the third sector with the other 3 localities.

Staff are engaging with communities and working with a variety of partners and community organisations such as Your Voice, CVS, Branchton Community Centre and various community groups.

The main focus of this work is outreach and engagement, utilising existing contacts and maximising social media. The primary aim is to invite interested members of the community to attend their local communication and engagement meeting in order to start to capture their views on the priorities within the relevant locality plan.

Impact

The initial engagement process was successful encouraging community members to be involved in their local communication and engagement group. Prior to the Covid-19 pandemic 5 of the 6 localities held a communication and engagement meeting, allowing community members to have their say.

Since lockdown, a key focus has been encouraging membership of the 3 digital groups that have been set up by CLD on Facebook. Membership for the digital groups currently stands at:

Inverkip and Wemyss Bay:	224
Greenock West and Gourock:	55
Kilmacolm and Quarriers:	64



Progress so far across the localities



Progress so far across the localities



Youth Work Statistics

323

Participants engaged

7500

Annual footfall for the I Youth Zones. Our I Youth Zones in Port Glasgow and Greenock continue to offer local young people a range of learning and development opportunities. A programme of drop-in activities is offered Monday-Friday each week for young people aged 11-18 offering them a safe space with access to cooking, arts and crafts, IT/gaming and issue based activities. The venues are also used by the CLD Adult Learning and Literacies teams as well as the wider voluntary sector such as the A-Team and Who Cares Scotland.

234

Young people achieved a Duke of Edinburgh (DofE) Award.

Inverclyde Council's Duke of Edinburgh Awards programme continues to be noted as one of the most successful in Scotland. Numbers increased following the extension of delivery of DofE as part of the school curriculum in both St Columba's High School and Clydevew Academy.

A record number of Bronze participants from Craigmarloch School commenced their Award as well as an increase in participants towards the Silver Award.

148

Young people achieved Bronze DofE.

50

Young people achieved Silver DofE.

36

Young people achieved Gold DofE.

9

Participants completed DofE Gold Leadership Award SCQF Level 5.

80

Participants in the 2019 Summer programme which engaged local young people and offered them access to a range of learning and development opportunities through workshops such as cooking, arts and crafts, video games, karaoke party and escape room all held within Port Glasgow and Greenock I Youth Zones. The programme also included an excursion to Flip Out Trampoline Park in Glasgow.

As part of the programme, young people were encouraged to think about healthy eating and the environment. Lunches were provided that were balanced and issued in biodegradable bags. Cooking workshops were planned to discuss a balanced diet and encourage young people to eat more vegetables.

Other topics covered included gambling and the impact on individuals and communities. As part of this work, an artist was employed to support the young people to produce a large scale art piece that illustrated their views on the topic.

Youth Voice/Participation Statistics

284

Participants engaged

9

Active members. The Inverclyde Youth Council has a mandate to consult and represent the views of young people living within Inverclyde. They support the Youth Participation Strategy and work to effect change in not only the lives of young people at a local level but through the work of the members of the Scottish Youth Parliament their views are represented at a national level. The Youth Council currently has 9 members from across Inverclyde who attend our schools and college.

160

Participants in cinema and trampoline sessions. The Youth Council supported the planning and development of the Year of Young People (YOYP) legacy activities which ran throughout 2019 including Cinema and Elev8 visits which enabled young people to access free visits to trampoline park and cinema during the summer holiday period. These visits were targeted at young people who would struggle to access these opportunities due to financial barriers.

180

Attendees at YOYP Awards. The Youth Council supported the planning and delivery of the YOYP awards ceremony held in December 2019 in Greenock Town Hall. At this event 22 individuals and groups were recognised for their achievement. The nominations for the awards were made through survey monkey and were promoted through schools, all youth work providers and the local paper ran an advertisement promoting the nomination process.

2

Members of the Scottish Youth Parliament (MSYPs) sit on the Youth Council. The MSYPs were elected in March 2019. The MSYPs have attended sittings and the Scottish Youth Parliament (SYP) AGM in July 2019 in Edinburgh and the October 2019 sitting in Fife, participating in discussions and working groups and representing young people from Inverclyde. Due to Covid-19 the MSYPs participated in an online sitting. Inverclyde's MSYP's are now attending Inverclyde Alliance meetings to ensure there is a voice on behalf of local young people on community planning issues.

92

Attendees at Clyde Conversations, an event that brings together pupils from each of the secondary schools to discuss issues identified by their peers relating to school life and life living in Inverclyde.

20 young people from each secondary school ranging from S1 to S6 were selected to attend Clyde Conversations 2019 event in Port Glasgow Town Hall in September 2019.

21

Young people involved in the Clyde Conversation planning group and the Inverclyde Youth Council Year of the Young People's Group were finalists in the Inspirational Community Event section at the Inverclyde Inspirational Awards. Both groups were nominated by the local community for the work they have done to highlight the successes of young people.

Youth Work Senior Phase Statistics

23

Participants engaged

5

Participants achieved Bronze Youth Achievement Award.

Our senior phase offer in Clydeview Academy engaged 5 pupils who lacked confidence within the school setting. As part of a group they looked at self-esteem and confidence building, bullying and health and wellbeing which involved attending the gym and healthy eating.

5

Participants achieved Dynamic Youth Awards.

In St Columba's High School our senior phase offer engaged with S4 pupils who required an alternative curriculum offer.

5

Participants achieved Level 5 Community Achievement Award; John Muir Discovery Award and a Cookery Skills Award.

We engaged 5 young people in S5/6 in Port Glasgow High School as part of the senior phase offer. The group focused on a range of sessions including health and wellbeing, cooking and climate change and they all carried out an individual research project. In addition, participants volunteered at Parklea.

4

Participants achieved Level 5 Community Achievement Award.

Our senior phase girls group in Inverclyde Academy supported young people with low attendance and who needed literacy support. The group undertook issue based work on topics such as sexual health and relationships, risk taking behaviour, bullying and values and attitudes.

4

Participants achieved Level 5 Leadership Award.

In St Stephen's High School, participants in the S5/6 senior phase group planned and delivered a coffee morning in the school and raised over £100 for Lymphoma Action, a charity chosen by the young people.

2277

Engagements

607

Primary school engagements. The Youth team has continued to deliver drug awareness input to primary pupils across Inverclyde. Drug awareness sessions have been delivered to various P6 and P7 classes in Inverclyde.

"I liked watching the videos and the quiz". **P7 Pupil, Aileymill Primary School**

"It was strange to see before and after photos of people who had taken drugs". **P6 Pupil, All Saints Primary School**

1038

Secondary school engagements. Drug awareness sessions have been delivered in all secondary schools within Inverclyde from S1 to S3. In addition to the sessions delivered to young people, teachers from St Stephen's High School also benefited from drug awareness sessions. Bespoke sessions have also been delivered to targeted groups of young people in St Stephen's High School, Inverclyde Academy and Clydevue Academy.

"It was interesting to find out about drugs, street names and what they can be mixed with". **S3 Pupil, St Stephens High School**

"The best part was learning about drugs and what it can do to your brain". **S3 Pupil, Port Glasgow High School**

9

Active members. Our LGBT+ Group, Clyde Pride seeks to provide LGBTQI young people and their friends with a safe and inclusive environment. The group is keen to increase its membership and campaign on behalf of young people across Inverclyde on relevant themes and topics. This group is a critical stakeholder in terms of Inverclyde Council seeking to achieve the Silver Charter Award.

632

Primary school engagements. Cyber safety sessions have been delivered to various P6 and P7 classes across Inverclyde. Sessions delivered in primary schools focus on keeping safe on line and stranger danger awareness raising. Feedback from stakeholders on these sessions are very positive.

1119

Engagements

1020

Secondary school engagements. In addition to primary school inputs, cyber safety sessions have also been delivered to S1 and S3 pupils in Clydeview Academy, Port Glasgow High School and St Columba's High School. Sessions delivered in secondary schools focus on cyber bullying, social media, sexting and keeping safe online.

"I still remember the video we watched in P7 that showed us how anyone can look at our information on line, I have learned a lot to keep me safe". **L - S3, Clydeview Academy**

"I have found your input in these areas very useful and informative. The young people benefit from the engaging and important content as well as it being delivered by non-teaching staff. You are very prepared and approachable and your last input with MVP mentors went down brilliantly. Thanks for all your support and best wishes".
Teacher, Port Glasgow High School

49

Cyber safety engagements have been delivered to young people in Craigmarnock school.

20

Engagements. In addition to school settings, cyber safety sessions have been delivered to young people on Pre-apprenticeship and Get Ready for work programmes with young people aged 15-19, some of whom are school non-attenders.

4

Parent talks on cyber safety, engaging 30 parents were delivered to primary schools who requested assistance. Each session was for one hour and focused on keeping themselves and their children safe online, different social media platforms and associated risks. Sessions also informed parents on how to report concerns, national and local trends and finished off with a question and answer session.

S2 John Muir Group

The group of 2nd year pupils at Notre Dame High School decided it would like to work towards the John Muir award.

This initially entailed them watching a documentary and learning about who John Muir was and how he changed conservation within America. The pupils wrote about John Muir in their own words before researching how they could develop conservation within Inverclyde. They agreed to volunteer in litter picks at the bomb shelters in Greenock and Inverkip beach as these were areas where they frequented on a regular basis. These litter picks enabled them to work on improving their community whilst working on their self-esteem and accreditation.



S3 Life Skills Group

10 S3 pupils from St Stephens High School worked towards gaining their Personal Development Award Units. They participated in a wide range of activities designed to help them develop the skills they need to manage everyday life challenges effectively and to enter the world of work. They developed skills in communication, increasing confidence and self esteem and improving working as a team. A range of partners were involved including CLD's Adult Learning – Eat Better Feel Better, Barclays Life Skills, Parklea Branching Out and the Ambassador.

Pupils enjoyed taking part in budget cooking sessions such as making soup from the Eat Better Feel Better course. They also learned money management skills exploring credit, debt, taxes and budgeting. Developing their communication, leadership and working as part of a team, pupils participated in a range of team building activities designed to improve their confidence and self-esteem. Pupils also had a visit from David Gaffney, CEO of the Ambassador Group to give them an insight into the world of work and to share his journey to success.



"In the group we learned about stuff you don't get in school like mortgages and credit cards. I feel I have improved my communication skills as working in pairs/groups during the cooking workshops helped me to work on listening, talking and following instructions. I have also spoken out in class more during group discussions and increased my money management knowledge but I know I need to learn more about this topic". **SF - 14, SSHS**

"I feel more confident in the kitchen and have been helping more at home with what I have learned in the group". **KH - 14, SSHS**

Youth Work

Senior Phase - St Columba's High School

What we did

Senior Phase is for 4th year pupils who were identified as being more likely to benefit from alternative forms of education as they did not thrive in traditional settings and required an alternative route towards accreditation.

The group had previously worked on projects on women's issues such as domestic violence. Following on from this they decided together that they would like to spend more time focusing on men's issues. They researched toxic masculinity and men's mental health in detail, focusing on the stigma men often face when they experience anxiety and depression and how this contributes to a higher suicide rate among men. They planned an educational workshop that could be delivered to new 1st year pupils to combat the negative impacts of toxic masculinity and promote positive attitudes towards mental health.

The group also decided that it would like to make lip balm together as they considered this to be a traditionally gender specific activity that they felt could be a fun way to bridge the gender gap and promote positive masculinity and self-care. They discussed the possibility of making and selling lip balm to raise money for local men's mental health organisation such as 'Man on'.

The group researched and discussed interview techniques. They then created fake jobs and wrote job descriptions and interview questions before arranging mock interviews where they would interview their teachers for the positions they had invented. The group spent time working on their own CV's following discussions about what they hoped to achieve upon leaving school. They

looked into appropriate professional language and how to display their skills and experience in the best possible way.

Impact

Pupils gained a much better understanding of the issues researched and were able to apply their learning to their own lives and relationships. They became much more confident in speaking about a range of topics and in promoting themselves to potential employers and educational institutions.

One young person said "I pure love coming to this group, I feel so much smarter and important after I've been here".

The group also became more politically aware. During their research into various topics they would often get involved in lively debates with each other about topical issues and this led to them becoming more aware of how politics was relevant to their own lives, following the General Election very closely and requested on more than one occasion to postpone our planned activities so they could watch live political debates.

Overall the biggest difference in the group was an improvement in their levels of confidence in their own knowledge and abilities. During the time they spent together they became much more willing to express their views and to challenge language and behaviours they saw as problematic.

Youth Work

Senior Phase - St Stephen's High School

What we did

The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for the learners who take, or plan to take, a leading role in their activities. This award is available at SCQF level 5 and 6 and allows individuals to build self-confidence and self-esteem whilst encouraging learners to respect the cultures and beliefs of others working alongside them. The award is broken into two parts - Leadership: An Introduction and Leadership in Practice.

Senior Phase S5/S6 pupils undertook the award whilst being involved in activities which they had to take a leading role.

The young people took a leading role in carrying out activities for tasks, events, researching and arranging a variety of meetings, as well as evaluating their own potential for leadership and drawing conclusions about their effectiveness as a leader.

One of the meetings the young people arranged was with Service Manager, Hugh Scott. The young people had a chance to ask him questions about leadership skills and styles as well as get information from Hugh.

Impact

The Leadership Award encouraged the young people to respect the cultures and beliefs of others through working co-operatively with each other and valuing their contributions.

It also encouraged the young people to develop knowledge of leadership styles, skills and qualities and understand the impact a leader can have on others to achieve success of an activity.

"I am not sure if I would be good leader but looking at my skills and qualities I think I would be good at leading a small team".

JB, young person

Thank you to Hugh Scott for taking the time to be interviewed by the SSHS Leadership Award pupils this morning
[@CLDInverclyde](#) [#leadershipisnotatitle](#)
[#itsanactionandexample](#)



Youth Work

Clyde Pride (LGBT+ Group) Rebranding Project

What we did

The LGBT+ group is aimed at young people living in Inverclyde who need a safe environment for young LGBT+ people to meet and discuss the issues that affect them. The group of 9 young people worked on reviewing their aims and objectives and rebranding with a view to increasing membership.

They began by having reflective discussions about what the group had achieved previously and made decisions about what they wanted the group to look like moving forward. It was identified that the group members didn't have a strong sense of ownership of the group and that they felt there was a need for more focus on working on important issues as well as a maintaining a casual and fun environment for those who were more interested in the social aspects of the group.

The group began learning more about LGBT+ inclusive terminology and history with facilitated discussions and debates on a topical issues.

In order to start increasing the membership of the group they began to plan a rebranding strategy. This involved designing a new logo for the group to use as they felt the old one was dated. Each group member designed their own logo and the group came together and voted on which one they felt was best.

Impact

The biggest difference was in the sense of ownership the group felt regarding the group. One member said "at first I felt like I just attended the group to see what we would end up doing, now I feel like I help run the group and decide what we should do".

This also created an environment where LGBT+ young people could spend time with other like-minded individuals free from fear of stigma, and become empowered to address issues that impacted their community together.

The group members also became more knowledgeable about issues that affected them and their community and more aware of LGBT+ issues on a global scale. This led to a sense of pride in the young people regarding Scottish attitudes towards the LGBT+ community.

One young person said "I can't believe I never realised how good we are here. Like you never think of Scotland as being a pure accepting place but we've actually got some of the best laws and stuff in place for gay people, I'm actually pure proud".

The group is now looking into an online platform where they can engage with each other.



Youth Work

Year of the Young Person (YOYP) Legacy Activities

What we did

The YOYP Legacy in 2019 culminated in a celebration event. This event was promoted across Inverclyde youth partners, young people, schools and the local community and recognised young people or groups of young people who had made positive contribution to their community in the following categories:

- Community Hero Award
- Young Carer Award
- Creative Arts Award
- Outstanding Achievement Award
- Unsung Hero Award
- Active Citizenship Award
- Going Green Award
- Young Youth Worker of the Year

The event was organised by the Youth Work team in partnership with the Youth Council. Nominations came from schools, the community, young people, the young carers organisation, Children's Rights officer, social work, voluntary organisations and many more organisations who support young people.

The event promotion and nominations were released in August before the event to allow as many nominations as possible. There was a local panel including elected members and young people who then selected the winners and runners up. The event was held in Greenock Town Hall in December. As this was a celebration, the winners and runners up in each category were invited along to a 3 course meal where they were then told about all the nominations and the great work they had been involved in.

24 individuals or groups were selected to attend the event with 2 guests each. The event itself had speakers and each award was presented by an elected member.

Impact

The event showcased the positive impact young people are making in Inverclyde.

The night was deemed a great success:

"It is great to have my effort recognised".

Megan, 16

I am so proud to see my son on stage".

Parent

"It has been great for my daughter to experience such an event". **Parent**

"This event has been fantastic to show young people in a positive light and the difference they make to their community".

Stacie Gillen, Young Carers



Pupil Equity Fund Statistics

81

Participants engaged

St Stephen's High School recognised the value of Community Learning & Development by funding a post from its PEF to support young people in its school.

The CLD worker has facilitated a number of projects and initiatives within the school whilst collaborating with the wider school to enhance opportunities for young people.

Some of the work undertaken focused on supporting young people to achieve accreditation for their learning and participation.

Nurture support provided for a range of needs and in class support to help pupil re-engagement as well as P7 transition programmes for the 3 feeder primary schools, St John's, St Francis' and St Michael's. Senior pupils assisted with this and gained a Saltire Award for their volunteering and contribution.

48

Participants engaged on a weekly basis.

28

SQA Wider Achievement Units achieved.

1

SQA Mental Health and Wellbeing Award achieved.

4

Saltire Awards achieved.

5

Lunchtime drop-in sessions per week. Within the hub, a dedicated nurture space within the school, we offered lunch time drop-in sessions with approximately 25 pupils attending weekly, accessing information advice and guidance as well as activities such as games and competitions.

8

Girls attended an after school drop-in delivered once a week. This group was issued based and focused on topics such as confidence and self-esteem, risk taking behaviours and healthy relationships.

Secondary Attainment Statistics

104

Participants engaged

792

Sessions (36 per week).

The Scottish Attainment Challenge Secondary Programme in Inverclyde focusses on targeted support to young people in literacy, numeracy and health and wellbeing in order to help close the poverty related attainment gap. The work aims to ensure that children and young people in Inverclyde develop the attributes, knowledge and skills they will need to flourish in life, learning and work. All secondary schools in Inverclyde are involved in the Attainment Challenge, with the focus being on pupils in SIMD deciles 1 and 2 and looked after or previously looked after pupils. The Youth team employs 2 full time CLD workers to engage young people in each secondary school using various youth work approaches.

140

Hours of 1:1 support delivered by SAC staff to 6 young people in Port Glasgow High School focusing on literacy and numeracy.

A range of accreditation opportunities have been offered to young people participating in the Scottish Attainment Programme across Inverclyde Academy, St Columba's High School, Clydeview Academy, Notre Dame High School, St Stephen's High School and Port Glasgow High School.

65

Dynamic Youth Awards achieved.

21

Bronze Youth Achievement Awards achieved.

8

John Muir Awards achieved.

5

Personal Achievement Awards achieved.

3

Mental Health and Wellbeing Awards achieved.

10

Working with Other Awards achieved.

Secondary Attainment

Accreditation Opportunities

What we did

A range of accreditation opportunities have been offered to young people participating in the Scottish Attainment Programme. The breakdown of awards achieved is as follows:

Inverclyde Academy

S1 group: 8 participants have achieved a Dynamic Youth Award.

S2 group: 5 participants have achieved a Bronze Youth Achievement Award and a John Muir Discovery Award.

S3 Group: 8 participants have achieved a Bronze Youth Achievement Award.

St Columba's High School

S1 group: 8 participants have achieved a Dynamic Youth Award.

S2 group: 3 participants have achieved a Dynamic Youth Award.

S3 group: 5 participants have achieved a Dynamic Youth Award.

Clydeview Academy

S2 group: 2 participants have achieved a Dynamic Youth Award.

S3 group: 2 participants have achieved a Dynamic Youth Award and 8 participants have achieved a Bronze Youth Achievement Award.

Notre Dame High School

S1 group: participants achieved Personal Achievement Awards.

S2 group: 3 participants achieved a Dynamic Youth Award and a John Muir Discovery Award.

S3 group: 3 participants achieved a Dynamic Youth Award.

St Stephen's High School

S3 group: 4 participants achieved a Dynamic Youth Award.

S4 group: 3 participants achieved a Mental Health and Wellbeing award. This award was piloted through the Attainment programme as it engaged young people previously part of an S3 group.

Port Glasgow High School

S3 Skills group: 10 participants achieved SQA Level 3 Working with Others Award.

S3 (Group 1): 14 participants achieved a Dynamic Youth Award.

S3 (Group 2): 13 participants achieved a Dynamic Youth Award.

Impact

"The work that has been completed by SAC in this school has been brilliant. Not only have the young people been offered new opportunities and experiences but they have also gained qualifications they would not have received otherwise. Completing all of this is great for their confidence and their core skills. Staff have noticed significant changes in behaviour after pupils started attending the groups".

Teacher, Inverclyde Academy

"The second year group has really improved on their confidence in class, they are speaking out much more. The first year's literacy and numeracy skills have improved in other classes as well as they take more time to make sure they are getting things right".

Teacher, St Columba's High School

Secondary Attainment

Accreditation Opportunities (Cont'd)

Impact

"I enjoyed the group and I liked the literacy games we played as this gave me a chance to work on it whilst also having fun!".

R - S2, Clydview Academy

"In the group, I learned about the community I live in, I have matured a lot, improved my timekeeping skills and made a couple of new pals". **A - S4, St Columba's High School**

"The group let me try new things and working on different projects really improved my confidence and going to the gym really helped me build on staying healthy". **C - S3, Inverclyde Academy**

"Dynamic Youth classes have encouraged pupils to express themselves in a more confident manner. They are given opportunities to take more control of their own learning and the skills to pursue their personal choices. This increases their ability to become independent learners which feeds into other areas of the curriculum".

Teacher, Port Glasgow High School

"The experience helped me boost my confidence as I am not usually confident to speak or work with new people. It also made me realise that I can do a lot of things that I would never think I could have done. It has helped me a lot in life as I now can work with new people".

A - S3, St Stephen's High School

"I developed skills for making better decisions and choices and developed skills towards better problem solving skills. This happened from working with other and team building".

R - S3, St Stephen's High School

"During this programme I gained teamwork and communication skills, working with others, making choices and decisions".

D - S3, Port Glasgow High School

"As of the CLD groups, many of our pupils have grown in confidence and this has resulted in better attendance and a more positive approach to school in general. The group work has also allowed our young people to develop their relationships and communication skills with their peers and staff".

Teacher, St Stephen's High School

CLD Response to Covid-19

Support
given by
CLD:
March-
August
2020

3200	Lunches distributed to hubs for every pupil in receipt of a FSM in the first week of lockdown.
3200	Bags with a fortnight's food provision prepared and distributed for every pupil in receipt of a FSM.
3850	Food bags delivered to pupils in receipt of FSM and clothing grant. CLD staff packed and delivered bags on a fortnightly basis.
43	Free school meals distributed to vulnerable families across Inverclyde whilst they were required to self-isolate.
4	Staff qualified in Food Hygiene were deployed a variety of schools to support the canteen.
9000	Emergency food parcels were delivered to vulnerable families in receipt of free school meals
3500	Leaflets and packs on learning, health and wellbeing were distributed to all families in receipt of free school meals.
1500	Support to Inverclyde Community Helpline in collaboration with CVS Inverclyde answering calls, problem solving, signposting, organising food and prescription deliveries.
23	Daily school escort duties were undertaken for keyworkers and vulnerable young people from all over Inverclyde to holiday hubs, schools and childcare and nurseries. Planning and delivery of summer holiday hubs in Port Glasgow Shared Campus and Clydeview Academy with:
360	Hours of provision delivered over 6 weeks.
60	Sessions delivered.
78	Young people participated in the Summer Holiday Hubs Programme at Clydeview Academy.
870	Engagements at Clydeview Academy.
40	Young people participated in the Summer Holiday Hubs Programme at Port Glasgow Joint Campus.
373	Engagements at Port Glasgow Glasgow Shared Campus. Provision of educational hubs for secondary aged young people within Port Glasgow I Youth Zone with:
68	Hours of provision.
17	Sessions delivered.
53	Engagements.

CLD Response to Covid-19

Support
given by
CLD:
March-
August
2020

24	Members of the community and partners took part in community listening events to capture their experience since the Covid-19 pandemic.
1	Successful funding bid, building on the new summer hubs model, will target and provide support to those impacted by poverty. It will offer childcare and family learning opportunities to vulnerable families.
16	Adult learning programmes were redesigned to an online format to support delivery for learning during Covid-19, offering progression pathways and opportunities to learners.
62	Families received a Home Learning Pack 2 (developed by Save the Children) and follow up support from AC staff which developed wellbeing and learning for children aged 3-6 months. This focussed on summer activities and preparation for nursery/school. There was continued support for parents and families through social media and a parental support group/peer learning group was also set up and supported.
80+	Support for English for Speakers of Other Languages learners.
458	Information, outreach & engagement activities in communities and groups.
162	Education packs distributed to vulnerable learners across Inverclyde.
8	Support for established and new groups, eg Mother and Baby Bump Walking Group and Walking Photography. Assessment of need was carried out and gathered information from learners on IT, learning and health and wellbeing. Results will inform future planning.
1	Digital learning pilot 'Get Connected' delivered to combat digital exclusion.
1	On-line learning platform is being developed to provide a safe and secure space to learn, progress and engage with peers.
47	WiFi devices distributed. We have worked with Young Scot on the Data Wellbeing Programme and distributed WiFi devices to local young people participating in Youth Work and Active Schools Programmes, MCMC as well as those receiving Chromebooks through schools. This enables young people (and up to 5 other devices within the home) to access data until Aug 2021.
1	Laptop loan scheme is being developed to support adult learners unable to access digital learning. Regular social media updates with advice, activities and information on mental health, cyber safety, drugs and alcohol, staying active, LGBT issues, employability and anti-discrimination.

Youth Work

During lockdown management and elected members were working on a recovery plan and the Youth Council informed this process by gaining young people's views on how to best support pupils returning to school and what could be put in place to support anxious pupils.

The Inverclyde Youth Council and MSYP's for Inverclyde have been instrumental in the Covid-19 recovery within Education. The group meets regularly with Ruth Binks to give suggestions on the best way forward for schools returning. They also consulted young people on their feelings surrounding Covid-19.

During lockdown this was a very difficult time for young people especially the uncertainty of when they would return to school. While management and elected members were planning for the return, consulting teachers and keeping parents informed, the Youth Council then became the voice of young people. They were able to give a practical point of view of how things would work, they raised concerns regarding on line learning and the disengagement of them and their friends, they discussed their worries of missed learning. They met with Ruth Binks as a group and the MSYP's also attended to the wider councils Education recovery meetings. The young people also consulted with their peers in school and got words they felt described their feelings around Covid-19, these will be used to create a gift for young people with a word collage to remember 2020.

"I became a member of the Youth Council because I wanted to become more involved in my local community and have a voice for young people". **D, age 17**

"I have enjoyed being in the Youth Council and being a member of the Scottish Youth Parliament as I feel I can make a difference and I believe my voice and the voice of young people living in Inverclyde is heard". **M, age 17**

"I'm a member of the Youth Council because I want to make my area better, it also helped me become more confident in voicing my own opinions which before I struggled to do". **E, age 17**

Access to Childcare Fund

The success of the summer childcare hubs model influenced the application to the Access to Childcare Fund submitted by Inverclyde Council. The application for £250k was successful and as a result childcare hubs will be offered during every school holiday period from October 2020 until Easter 2022 (inclusive). The childcare hubs will be targeted at the following groups:

- Lone parent families.
- Families which include a disabled adult or child,
- Larger families.
- Minority ethnic families.
- Families with a child under one year old.
- Families where the mother is under 25 years of age.

Funding will be used to set up two holiday hubs providing childcare for children aged 5-7, 8+ and ASN. The Hubs will run Monday-Friday from 8am until 6pm and will be located in local high schools. Co-ordination of each Hub will be led by Inverclyde Council but involve a range of different partners and providers via a Holiday Hub Collaborative. This approach will enable us to maximise the use of local skills, knowledge and experience as well as increasing the reach to those families most in need. The hubs will provide activities which are relevant to age and stage of children in attendance. Outdoor play, health and wellbeing and creative arts will be significant features of the provision across the three strands of the model (5-7, 8+ and ASN).

English for Speakers of Other Languages

A social media presence allowed CLD staff to keep learners up to date with developments, sharing Government guidance re Covid, mental health and other key information to support ESOL learners. We were able to deliver learning by offering 1:1 and group support, sharing resources to support digital learning at home, give learning feedback on work completed and provide a platform to encourage group chats in English for speaking and listening practice and to reduce isolation.

A communications channel was also set up via group e-mails held by Refugee Integration Group to keep ESOL learners up to date on CLD provision. An IT needs assessment was carried out to facilitate blended learning programmes and distributed via Integration team. Responses will inform plans for future delivery.

It has been vital to continue the delivery of ESOL work so that learners don't lose the vital language skills previously gained.

"I recently gained employment in a local hotel, the help I got at the ESOL sessions helped me complete the forms. My family now have more money and I like being busy and not in the house all the time".

"I find it hard to remember some things that I know I have learned before. But I am finding that when I do things many times, I will remember it. I just need the time to think about things without feeling like I am being rushed. That is why I like coming to learn here, I am supported to learn at my own pace. I am now able to use my learning to communicate with others in the local area and I feel more confident to go out more".

Community Engagement

The Covid-19 pandemic placed multiple barriers to community engagement, however it has also opened up new doors. For example a local men's mental health group called "Man On" have found that their membership has multiplied and now have a prominent online presence. As a service we have been supporting community groups to conduct their work/support online by being a point of contact and supporting online engagement. Prior to lockdown, Inverclyde Alliance were making progress with regards to setting up locality planning groups. In response to pandemic digital groups have been setup on Facebook to support this process. We have also facilitated online listening events on behalf of the Scottish Social Renewal Board and Inverclyde Women's Forum. Our main focus has been establishing digital links and testing the impact of digital engagement.

Supporting community groups to explore digital meetings and engagement has been a steep learning curve for all stakeholders. Groups like Dyslexia Inverclyde are now constituted and have elected office bearers. This has allowed the group to build momentum with the core aims and objectives whilst also increasing their digital membership which is over 500 individuals from Inverclyde. They are now in the process of looking to establish Dyslexia champions across Inverclyde in partnership with the Education Department.

Engaging with communities predominantly via a digital platform has been challenging but also rewarding for all stakeholders. Not all community members feel comfortable engaging via a digital platform but key benefits have been the flexibility of engagement, for example via Facebook groups and the ability to share information more efficiently.

CLD Response to Covid-19

Get Connected

What we did

Evidence from telephone surveys carried out with learners and evidence from staff showed that many of them do not possess the skills, knowledge, confidence or equipment to learn online. This became an especially critical need post Covid-19 with learners requiring face to face contact when learning. CLD developed and delivered 'Get Connected', a programme which focussed on combatting digital exclusion, building digital skills for education, better management of everyday life during Covid-19 and to combat social isolation. Key elements included:

- Face to face, 1:1 delivery in socially distanced learning setting. This was delivered in partnership with Auchmountain Halls from 9.30am-2.30pm on a daily basis.
- Induction meetings held to assess skills and knowledge relating to learning online whilst developing an initial ILP.
- Assessment of the learner's access to ICT and eligible participants will be issued with a loan of equipment (laptop loan system).
- Design and delivery of an intensive programme 1:1 tutorials per week and setting of home learning tasks to build the skills of learners to engage in online learning.
- Assessment of need and mapping to appropriate CLD services, linking them to the learner's current and future needs and strengths. Literacies support was embedded throughout.
- Accreditation opportunities offered, relevant to the learning taking place.

- Guidance and progression opportunities for learners to the relevant CLD or partnership online learning provision once they achieved the required skills and knowledge to be able to access online learning.

Impact

It has been a huge success with learners developing the necessary digital skills to better manage their lives, reduce social isolation and participate in digital, remote and online learning.

J is working on IT skills and writing her CV. "Session was great, learned quite a bit when it was broken down and shown to me – not as much a daunting task (to write a CV). 3 weeks ago I would have put my confidence level at a 4, today I would say it is a 7" .

Kyle is working on alphabet order and blended letter sounds. "Done well today, great man – I feel if I keep going I will get there – don't want to put a date on it, because I don't want to rush things".

Scott is working on identifying and understanding a method for subtraction". Today went well I have done the best ever with the takeaway sums – been able to identify the numbers and figures and work out the sums using my method".

TS is working on his reading and writing. "I feel I am getting more help here than anywhere – no criticism, only positive feedback. Also being helped with understanding about how my mind works to learn".

CLD Response to Covid-19

Get Connected (Cont'd)

Learner Case Study

Francis was a previous employability/ICT learner with CLD however due the lockdown this ceased. During this time Francis's only means of staying in-touch with his family and the job centre was by using his mobile phone (not smartphone). Despite being unemployed for a number of years, Francis wants to get back into employment and understands that to do this he also needs to continue to learn and feel confident using the computer and Internet.

Francis feels that a basic level of computer skills, lack of relevant experience, low confidence and not having computer/internet access are all issues holding him back from achieving these goals.

Confidence Building

Francis had been identified as one of the learners that would benefit from the 'Get Connected' pilot project held at Auchmountain Community Resource Centre.

Francis does not have a computer device or Internet access at home and both Francis and CLD recognised the benefits that he could gain from 1:1 support, whilst working with a dedicated CLD worker. Francis wanted to continue his learning to increase his skills and confidence using ICT.

Francis said, "I know I need to learn how to use the computer/internet as this will really help me with my goal to find work."

Throughout the pilot, a CLD tutor worked with Francis to identify realistic steps to overcome his low confidence and help him increase his basic computer skills. These

steps included learning how to use the keyboard, navigate the internet, use his e-mail account to keep in touch with his Job Centre advisor as well as updating his Universal Credit account and applying for jobs online.

Staying Connected

This pilot has given him the opportunity to have access to a computer/internet and 1:1 support whilst applying for jobs. He has increased his confidence and gained new ICT skills that will help him work towards his goal of finding employment. Francis now has the basic IT skills that will enable him to use a device such as a laptop and to access the internet at home and go on to undertake on-line learning with the goal of being able to do this independently. He has been registered for support from the Digital/Laptop Loan Scheme and is all set to go from strength to strength.

"I enjoy coming along to the local centre and although I don't love computers I feel more confident now using one than I did at the start".

CLD Response to Covid-19

Summer Holiday Childcare Hubs

What we did

During the summer holidays, CLD took a lead role alongside Active Schools and Community Safety colleagues in the co-ordination and delivery of the childcare hubs for children aged 8-17 within Port Glasgow Joint Campus and Clydeview Academy.

The childcare hubs targeted the children of key workers and those deemed as being vulnerable. The hubs were offered as part of Inverclyde's response to Covid-19 based on requirements from Scottish Government.

Due to Covid-19 and associated guidance, it was necessary to offer childcare to key workers who needed support in order to attend work. The hubs were also offered to vulnerable children and young people, often through social work referral in cognisance of the strain lockdown placed on families and to mitigate the impact of social isolation and poverty

There were a number of stakeholders involved in the planning and delivery of childcare hubs during the summer holidays. In terms of planning and allocation of places, Education and Social Work were involved in terms of reaching those who would benefit most from the service. The programming and resourcing of the childcare hubs was led exclusively by CLD supported by Active Schools with delivery of activities and engaging children and young people supported by CLD, Active Schools, Libraries and Barnardo's. In addition to this, Morton in the Community, Inverclyde Athletics Club and The Beacon Arts Centre supported with the delivery of various workshops.

The hub was delivered on a workshop basis and offered participants with the opportunity to access activities such as sport and physical activity, arts and crafts, creative arts, games and health and well-being themed workshops. All activities were subject to strict risk assessment to ensure compliance with relevant Covid-19 guidance.

Impact

The childcare hubs were positively received by both participants and parents and carers. We also received positive feedback from staff and partners who had facilitated delivery of various workshops throughout the programme. The hubs offered a safe and inclusive environment for all the children and young people in attendance. The hubs offered young people the opportunity to feel good about themselves, try new things and meet new people.

94% of participants who completed an evaluation at the Clydeview Hub stated that they felt safe, felt included and had fun.

84% of participants who completed an evaluation at the Clydeview Hub stated that they felt good about themselves, learned a new skills and that they tried new things.

100% of participants who completed an evaluation at the Clydeview Hub stated that they met new people.

100% of participants who completed an evaluation at the Port Glasgow Hub stated that they felt safe and healthy.

CLD Response to Covid-19

Summer Holiday Childcare Hubs (Cont'd)

Impact

92% of participants who completed an evaluation at the Port Glasgow Hub stated that they felt good about themselves.

100% of participants who completed an evaluation at the Port Glasgow Hub stated they had fun and met new people.

"On behalf of our Young Leaders Project can I thank you and your team for giving us the opportunity to deliver athletic sessions at the Hubs. The young coaches were pretty fed up by June with not being involved and this certainly gave them something to get out of bed for!"

Inverclyde Athletics Club Rep

"The hub was amazing, this was my favourite summer". **L, age 10**

"I loved doing drama and dance".
M, age 11

"I'm so grateful to all the staff at the hub, C has a great time". **Parent**

"This allowed me to work my hours and extra if needed to help with Covid-19 increases in demand. My parents are shielding so I had no one else to watch my kids". **Parent**

"The hubs let me work in and be confident I had childcare for my job. They learned new things, made some new friends and wanted to come even when I wasn't working".
Parent



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