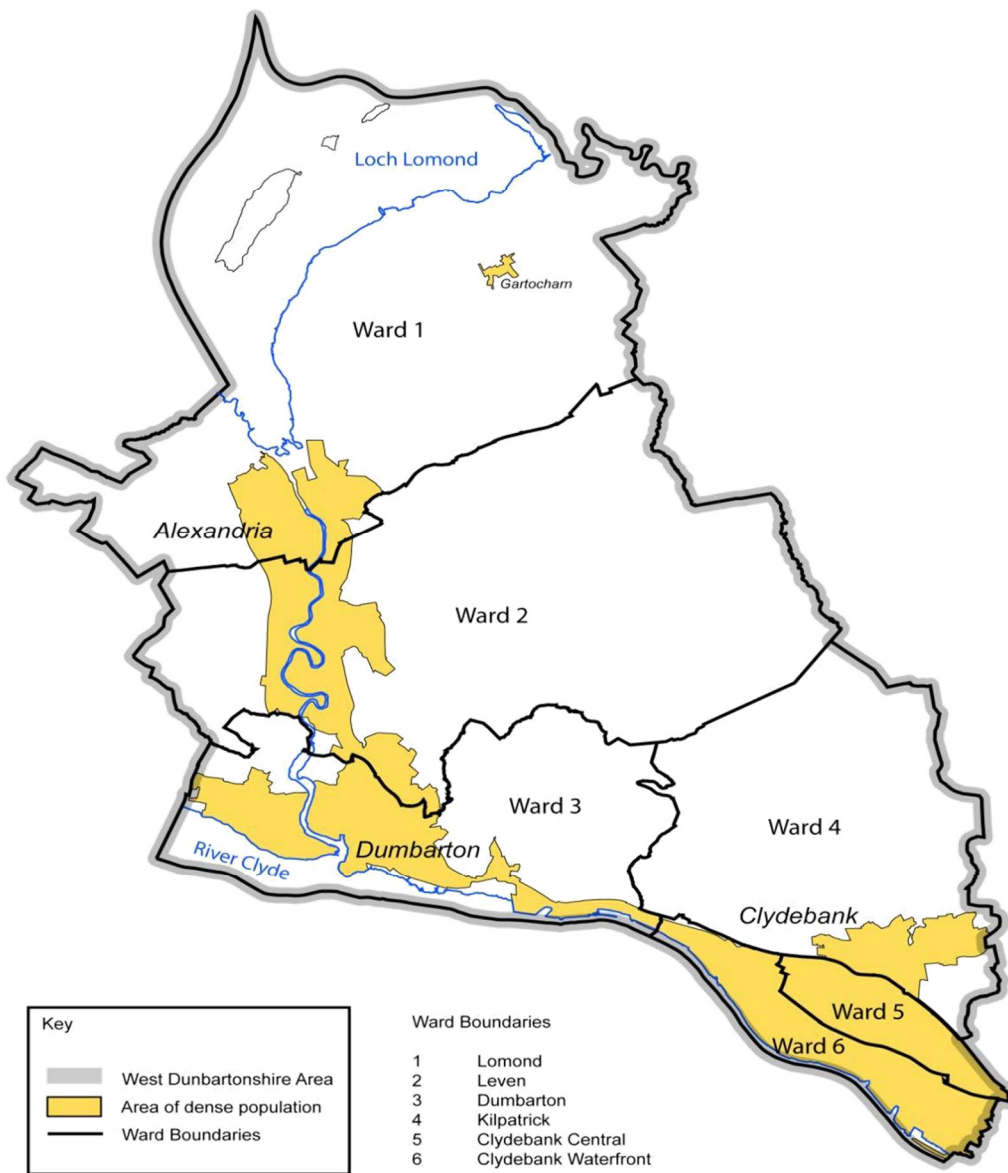




WORKING4U ADULT LEARNING
AND LITERACIES
ANNUAL REPORT
AUGUST 2022 - AUGUST 2023

West Dunbartonshire 3 Year Community Learning and
Development Plan 2021-24

West Dunbartonshire Multi Member Ward Map



Contents

1. Introduction	1
2. West Dunbartonshire Adult Learning and Literacies	3
3. Adult Learning Key Achievements.....	5
4. Progress.....	15
5. Self-evaluation	17
Learners' Questionnaire (What's changed for you?)	17
ESOL Learner Questionnaire.....	19
Group Discussions with Learners, Volunteers, Tutors, Development Officers, and Partners	21
Learners' Focus Group Feedback.....	21
Volunteers, Tutors, and Development Officers Self-evaluation Discussion Groups	21
Tutor and Development Officer Feedback	22
Development Officers Feedback.....	24
Adult Learning Partnership Feedback.....	25
6. Forward Plans	28
Adult Learning and Literacies Team Provision.....	28
Adult Learning Partnership.....	29
7. Summary.....	31
Appendix 1: Adult Learning and Literacies Team Activities.....	33

Table of Figures

Table 1: Summary of Adult Learning Activity.....	3
Table 2: West Dunbartonshire Adult Learning Partnership Members	4
Table 3: Adult Literacies and Learning Progress Indicators – financial year	15
Table 4: Adult Learning Progress Indicators 2023/24	28
Table 5: Adult Learning Partnership Action Plan.....	30

1. Introduction

West Dunbartonshire Council's vision is to create: 'an Inclusive and Prosperous Place where people Choose to Live and Work.' Community Learning and Development (CLD) plays a central part in ensuring individuals of all ages, families and communities reach their potential through lifelong learning, mutual self-help, and community organisation. Importantly, CLD centres on developing and providing support and access to opportunities that are community-led; built around people's aspirations; and help to bring about positive change in learners' communities and lives.

A review of population data provided by the Health and Social Care partnership and West Dunbartonshire Council's socio-economic profile illustrate that some of the people in West Dunbartonshire are living in and experiencing significantly difficult circumstances. This is due in some part to limited access to opportunities and is driven by several factors. These include higher than average levels of poverty and disadvantage where comparatively higher numbers of people have low level or no qualifications.

The Socio-Economic Profile states that the economic prospects of those who possess qualifications, both in average earnings and employment, outstrip those with no qualifications. West Dunbartonshire has, in this respect, a higher proportion of its population with no or few qualifications than Scotland or Great Britain and therefore faces some significant challenges. Addressing this situation, along with the aim of developing individual and community resilience, lies at the heart of Community Learning and Development (CLD).

Our CLD services aim through partnership working to improve access to learning opportunities and to do this we will design and develop services which place the learner at the centre; maintain access to learning opportunities in the community; co-ordinate our individual and collective efforts through partnership working; and seek to secure additional external resources for CLD activities.

As a result of our ambitions and partnership working; our efforts and expertise; and our approach we will:

'Lead and deliver high quality community learning and development services which are responsive to the needs of local citizens and realise the aspirations of our communities.'

CLD staff in West Dunbartonshire work collectively to support learning activities that focus on: Adult Learning, Youth Work and Community Development. This is the 2022-23 Annual Report for the Adult Learning aspect of West Dunbartonshire's Community Learning and Development Plan. We hope you find the report informative.

Adult Learning and Literacies Support in West Dunbartonshire

Adult Learning provision in West Dunbartonshire is primarily delivered by Working4U's Adult Learning and Literacies Team which includes Development Officers, Tutors, and Volunteers. The Team also draws on support from several partner organisations within and beyond the Council to provide access to learning opportunities that are designed to bring about positive change in people's lives.

Key to the Team's success, along with their own direct delivery, is the strategic overview and co-ordination of activities achieved through the Teams management of the Adult Learning Partnership (ALP). The ALP has representation from key organisations with an interest in promoting adult learning and aims to create and support a shared vision of Community Based Adult Learning in West Dunbartonshire.

The Adult Learning and Literacies Team has faced several significant challenges in the past years. This included the need to respond to the COVID pandemic through the development of 'lockdown learning' services and subsequent need to re-design and deliver face to face services within the context of a major cost-of-living crisis and subsequent increased demand for access to learning services.

Most notably, the Team has had to respond to these issues while experiencing a substantial reduction in its budget. Consequently, the Team has lost several experienced staff and expertise and had to make some difficult choices about the Adult Learning curriculum offered.

As such 2022/23 has been a very challenging year. Nevertheless, the Team has striven to offer learners a varied and enjoyable range of courses that will assist them to achieve positive outcomes and improve the quality of their lives.

The remainder of the report will illustrate how we have gone about this and is set out as follows:

Section 2 will provide an overview of Working4U Adult Learning and Literacies Team actions and partnership work.

Section 3 will set out our key achievements by providing information about some of our in-year highlights.

Section 4 will provide information about our progress towards key performance indicators.

Section 5 will provide details of our self-evaluation by drawing on the views of Learners, Volunteers, Tutors, Development Officers, and ALP members.

Section 7 will summarise our future priorities in the light of the challenges we face, and the lessons learned.

Section 8 will summarise the key points, lessons learned and emerging actions for continuous improvement.

2. West Dunbartonshire Adult Learning and Literacies

The Working4U Adult Learning and Literacies Team (ALLT) offers a range of Community Based Adult Learning (CBAL) opportunities to help learners develop confidence, personal skills, and gain qualifications.

Based on the three Principles of Scotland's Adult Learning Strategy that Learning is *Life-wide*, *Lifelong*, and *Learner-centred*, the Team supports learners to achieve learning goals in personal, family, community, and work life.

CLD programmes and activities are developed in dialogue with communities and participants, working particularly with those excluded from participation in the decisions and processes that shape their lives. As CLD practitioners, the Team strives to maximise the impact of our provision by focussing our activities on people and communities who are most marginalised, those furthest from learning and experiencing disadvantage.

The Adult Learning Strategy contributes to the Scottish Government's national mission to tackle child poverty by ensuring that parents – both in and out of work – are able to access the skills they need to progress in their career. Its actions to increase accredited learning and connect community-based adult learners with employability services will help to increase incomes from work and earnings. The strategy focuses on ensuring that adult learners most impacted by the pandemic and existing inequalities can access good quality learning provision.

The learning programmes on offer are delivered through strong partnership working with West College Scotland (WCS) and with colleagues in other Council Services and community organisations. These include, for example, Libraries, Primary Schools, and the Voluntary Sector.

During this academic year, the programmes on offer were:

Table 1: Summary of Adult Learning Activity

Activity	Description
Adult Literacies	Rolling programmes of support based on individual needs as well as an Additional Learning Support Needs (ALSN) group run in partnership with Unity Empower
Community Based Vocational Courses in partnership with WCS	SQA accredited units, SCQF levels 4 - 6 in a range of subject areas including Humanities, Childcare, IT, Practical skills such as Fashion and Textiles, Horticulture and Cookery as well as British Sign Language
Digital Learning	Rolling programmes of Digital Friends which offers complete beginners one-to-one support
English for Speakers of Other Languages (ESOL)	Rolling programme of community classes as well as classes to support refugees
Family Learning	Rolling programme of short Family Learning activities, for the most part in partnership with Primary schools
First Steps Courses	A rolling programme of engagement courses concentrating on confidence building, goal setting, guidance and progression to further learning and other opportunities
West Dunbartonshire Learner Voice Group	A group of learners and volunteers who meet to discuss learners' issues and raise the profile of adult learning.

Activity	Description
Professional Learning and Development (PLD)	Regular Adult Learning specific PLD sessions for staff, volunteers and partners based on consultation with volunteers and staff

Appendix 1 provides more details of the Adult Learning and Literacies activity during 2022/23

West Dunbartonshire Adult Learning Partnership

The Adult Learning Partnership (ALP) is a forum that aims to create and support a shared vision of Community Based Adult Learning in West Dunbartonshire through effective partnership working.

The Partnership meets on a 6-weekly basis. The group is chaired by the Adult Learning and Literacies Team Leader and membership includes representatives from key organisations.

Table 2: West Dunbartonshire Adult Learning Partnership Members

Members:	
Working4U Adult Learning and Literacies Team	Work Connect, HSCP
West Dunbartonshire CVS	Learners' Voice Group
West Dunbartonshire Council Communities Team	Skills Development Scotland (SDS)
West College Scotland (WCS)	West Dunbartonshire Working4U Employability Team
West Dunbartonshire Libraries	

For academic year 2022-23 the ALP continued to base its activities on the Adult Learning Strategy's themes as follows:

- **Theme 1:** Expanding and Extending Adult Learning: ensuring the experiences of adult learners are at the heart of our work.
- **Theme 2:** Connecting the Adult Learning Journey: promote Skills Development Scotland's careers services; connect with the Strategic Employability Partnership.
- **Theme 3:** Access, Diversity, and Inclusion: share information on Adult Learning outcomes; share Adult Learning data and information within ALP.
- **Theme 4:** Workforce Development: joint Professional Learning and Development.

3. Adult Learning Key Achievements

The Adult Learning and Literacies Team collates reports and supporting evidence on each of our programmes. As well as including a description of the programme and its content, the reports also describe progress, with notable outcomes and any challenges. These reports have been used as a basis for illustrating our key achievements.

The key achievements are consistent with the Adult Learning Strategy aims of:

- Expanding and Extending Adult Learning
- Connecting the Adult Learning Journey
- Enhancing Access, Diversity, and Inclusion
- Encouraging Workforce Development

Adult Literacies

This year, we continued with our rolling programme of literacies groups with content and topics identified through participants' input and Individual Learning Plans (ILPs). Our Adults with Additional Learning Support Needs (ALSN) continued their learning in partnership with Unity Empower, undertaking a range of group activities.

We have reviewed and updated the ILP, and learners have been able to use their newly designed ILP's to review their learning, establish how they feel they are progressing and help identify areas that they would like to focus on as they progress. In addition, we also delivered our first Volunteer Tutor Training course since the pandemic.

We have continued to deliver Adult Literacies support in Alexandria, Dumbarton and Clydebank with learners participating in a range of learning activities.

- **Alexandria Literacies** comprises a morning group and an evening group, meeting in Alexandria Library. Learners have been improving their skills with positive outcomes in SQA Level 3 Core Skills Numeracy and SQA 4 Communications.
- **Dumbarton Literacies** consists of an in-person group and an online Group. The groups worked together on topics such as numeracy, map reading and literacies, using topics such as the 'Cost of Living.' Some of the group also worked on their SQA Core Skills Numeracy levels 3 and 4.
- **Clydebank Literacies** consisted of two groups with 15 learners in Dalmuir Community Centre: one met on Tuesday afternoons with the other Wednesday evening. Activities were planned with learners and tutors at the start of each term and provided opportunities to build confidence, skills, and knowledge in all areas of literacies particularly in reading and numeracy skills.

The ALSN Group meets on a Monday at 10am in the Dalmuir Community Centre. This is a busy group that worked on several topics including: money and change (subtraction); the Solar System; Countries and Currencies; Maths games; plant identification; sewing and growing. They also learnt some British Sign Language and have made a small video showing their sign language skills, which we posted on our Facebook page.

'Coming to Adult Literacies group has made an immense difference to my life. I am now reading books and reading letters that come into the house. I feel much more confident and just wish I had done this sooner. My family has also commented on how quickly I have improved. I really enjoy coming along to the group and I am proud of the progress I am making.'

Adult Literacies Learner

Community Based Vocational Courses in Partnership with West College Scotland



This year we delivered 42 classes. In response to learners' requests the vast majority were run in-person. This approach had a positive impact on attendance in general.

We had a large cohort of learners, referred from our ESOL course, who had settled here from other countries such as Ukraine, Syria, Iraq, Somalia, and Afghanistan.

Many of these learners were able to pass College certificated unit in Children's Behaviour. This was a great outcome for the women involved and their feedback has been very positive.

Courses were delivered from venues in Clydebank, Dumbarton and Alexandria and a range of SCQF certificated subjects and topics were covered. This included SCQF levels 3-5 in the following subject areas: British Sign Language (BSL); Computing; Childcare; Cookery and Bakery; Criminology; Fashion & Textiles Technology; Vehicle Maintenance; Psychology; Scottish History; Creative Writing; and Gardening.

The Creative Writing Group created a 42-page Creative Writing booklet: *Sons, Daughters & Jeelyeaters Celebrate Creativity*, which contained class members' stories and was dedicated to the memory of a past learner. The Development Officer successfully applied for Scottish Book Trust funding for a Live Literature Event, which was organised for the last day of the course. This saw local published author, Julie Rea, delivering a creative writing workshop, which was incorporated within the booklet launch.

There's no amount of words for me to express how much this has changed my life. I first started this course with the anxieties of meeting new people; however, this was quickly settled with the fact that I knew a good few of the students on the course.

It has helped me shape the way I parent and help me understand the difference within different family types including showing myself how much stronger of a parent I am than I thought, being a single parent household.

I have managed to access the counselling service through the college which has been invaluable. I have been on waiting lists for counselling for a long time and being able to have someone help me through the trauma that myself and young daughter have been through has been such massive help. I just hope that I can continue to use the services through the next and future courses if needed.

Learner feedback

Digital Learning

We have a rolling programme of Digital Friends in Clydebank, Dumbarton, and Alexandria. In previous years, learning content for individuals was identified through participants' Individual Learning Maps, these have been updated this year to Individual Learning Plans.

This year, we continued with our partnership with NHS Greater Glasgow and Clyde to offer specific Digital Skills support for residents who have been diagnosed with Type 2 Diabetes and require help to access their online support: My Diabetes My Way.

English for Speakers of Other Languages (ESOL)

We continued with our two strands of ESOL this year: community-based classes for the public and ESOL for refugees; with qualified ESOL Tutors supporting learners with their reading, writing, speaking, and listening skills as well as giving learners the opportunity to share their cultures, languages, and lives with each other.

Community ESOL:

Clydebank Beginners' ESOL meet in the newly refurbished Clydebank Library. This has led to more learners attending. At the end of term, the class decided that they would set up a WhatsApp group meaning they could continue to talk to each other over the summer holidays and practise their English.

The Centre 81 and Dumbarton groups also had a Cost-of-Living input from the Illegal Money Lending Officer who gave advice on energy and ways to save money. There has been good progression in all these groups during the year with several students progressing to college and employment. Two students have secured British Citizenship.

I am happy to ask for something in shops, better for working, I am happy to meet new friends.

ESOL Learner

Refugee ESOL:

The ESOL for Refugees course at a Literacy/Beginners' level were delivered four mornings a week in Dalmuir Community Centre. This class was initially delivered on

a hybrid basis, however, at the request of the students we shifted to in-person classes, and attendance increased as a result.

The class worked on a range of activities. This included learners giving each other directions to various community amenities in the area. Learners have subsequently moved onto college and employment, while others have progressed to an advanced ESOL class within the community.



ESOL Summer Programme: The family ESOL Summer Programme this year was based on Scotland's nature, linking with the ranger service at the Loch Lomond National Park. 16 families learned about animals, nature and the environment. The programme culminated in a trip to Balmaha, where a National Park Ranger took the group by boat to Inchcailloch Island. The group explored the Island and took part in numerous activities such as an invertebrate hunt and nature palette ending with a picnic on the beach! The learners enjoyed their day out to the countryside and finding out more about their environment. Learners valued the opportunity to use their language skills outside the classroom.

Family Learning

Our Family Learning provision grew substantially this academic session, with the re-establishment of schools' parental engagement after the pandemic. We developed strong working partnerships with a wider range of primary schools in Clydebank, Dumbarton, and Alexandria. The schools were keen to have our input and we repeated programmes throughout the session for different cohorts of learners.

Activities focussed on Family Cooking, which allowed us to embed literacy, numeracy, health and wellbeing and science; and gave the families the opportunity to cook together, which was not always possible at home. The profile of Family Learning increased with schools and families seeing clear benefits, in total, 19 programmes ran in 10 separate locations.

Family Learning in Focus:

The Team staged a series of Family Learning projects throughout West Dunbartonshire. These projects were delivered in community facilities in Dumbarton and Clydebank as well as numerous Primary Schools.

The aim was to engage families in learning through cooking together and as a result build skills, knowledge, and confidence. The focus was on preparing easy, cost-effective family meals; building friendships with other families; and discovering other adult learning opportunities.

Participants at Carleith Primary put together a powerful video to demonstrate the impact of the cooking projects among families. In the video two of the mums explain how they made long lasting and supportive friendships because of the project. Through participation they discovered that they each had children with additional needs and following the project they arranged to help each other out by offering respite and support.

Families also took part in a Maths Olympics event for National Numeracy Week where staff and young people worked with families on many fun numeracy games and challenges. They were involved in learning how to plant seeds and the science involved. This activity was repeated at several Primary Schools including Our Holy Redeemer Primary where it was incorporated into their Stay, Play, and Eat project.

Meanwhile, we delivered Family Cooking Story Time and Ready, Steady, Cook projects in Linnvale Primary. Ready, Steady, Cook engaged with Syrian families and Clydebank families to share food and recipes to work and learn together.

The Story time project was supported by library staff with the intention of building families' confidence in reading with their children. This ended with families visiting the Clydebank library where they were provided with information about activities available at the library. All parent/carers and children were able to join the library and take books, games, and DVDs home with them.

First Steps Courses

First Steps courses are aimed at people who feel less confident about returning to learning and have multiple barriers to opportunity. They introduce learners to Adult Learning and building their confidence to progress to other courses. The courses are delivered by the Team and include:

- **Inspire**, a 6-week programme that gives participants the opportunity to engage in different taster sessions and aims to inspire adults to be more confident, resilient, and ready to engage in new adventures.
- **STEPS to Excellence**, a 12-step programme that aims to help individuals be more 'Confident, resilient, optimistic and make informed choices'; and
- **Time Out Thursday**, a health and wellbeing group that aims to provide a safe space to develop a support network and speak to others about mental health or engage in dialogue with people.
- **Seasons for growth** following staff training, we introduced an Adult Companion programme which deals with bereavement and loss.

By supporting participants to bring about change, these courses are having a positive impact on their lives.

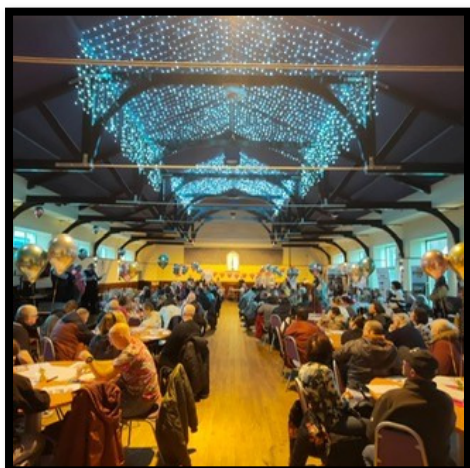
Having an excellent facilitator, to really bring you out of your shell in a small group of people, talking with others about our feelings within one subject and giving my opinions about certain questions.

The DVD content was an eye opener. It pushed me to feel better about myself in conversations and improved my confidence talking to others helps me feel comfortable about opening up and I don't need to suppress my emotions which I may do at home or elsewhere.

It hit home to watch the DVD as it helped bring me down to earth that I am not alone. I achieved going to interviews and I actually got a job in an area that I am excited to start to work towards earning a higher salary. Building my self-esteem and confidence with self-talk and working on being physically and mentally healthy.

STEPS to Excellence Learner

West Dunbartonshire Learner Voice Group



The Learner Voice Group (WDLV) had a busy year providing a voice for learners and raising awareness of the benefits of adult education. They were successful in obtaining a National Lottery Community Fund Award of £3,515 to fund the first in-person learner event since the pandemic struck.

150 learners from our classes across West Dunbartonshire attended the *Festival of Learning* in October in St Patrick's Church Hall, Dumbarton. The event comprised of information stalls from a host of local learning partners and entertainment from the talented young people of Dumbarton Academy Choir.

The event provided an opportunity to consult learners about adult learning and how the 'cost of living crisis' affected them. This gave the team valuable information on the barriers that learners face, the courses they would like to see running, the effect of the cost-of-living crisis and how they would like to be consulted about policy.

It was so great to get all the information, advice, and support in one space with a lovely lunch and fantastic choir too. Massive thank you and well done!

Thank you all for a brilliant day, it was really wonderful to see everyone coming together to have some fun, all the different stalls and activities, you all went above and beyond Learners Voice! What a day to remember!

Feedback from two attendees of the Festival of Learning

In January 2023 WDLV were concerned about West Dunbartonshire Council's proposed budget cuts to adult learning services. Throughout the year they were active in raising awareness by attending community meetings and contacting the local press with learner's statements that aimed to raise awareness of the impact the cuts could have on the local community.

As well as having membership of the ALP, the group also has representation on Scotland's Learning Partnership National Learners Forum. Through this, the group has contributed to the national conversation about adult learning across Scotland. They used this experience as a platform for meetings with Scottish Government Ministers focusing on the need for specific funding for adult learning in Scotland.



The Learner Voice group has shown resilience and dedication to the adult learning community during challenging times; campaigned on critical issues and grown in strength as a group. As such, the Group was nominated for a Scotland's Learning Partnership 'Adult Learners' Award, that recognised adult learners who help influence others to get involved in adult and lifelong learning.

The Group's nomination was assessed and considered a good example of influential learners. As a result, the Group was presented with an award at Adult Learner's Week ceremony which was held in Glasgow City Chambers.

The event was attended by the Learner Voice Group, support staff and accompanied by West Dunbartonshire Councillors, Gupreet Singh Johal, and Hazel Sorrell. The award is a well-deserved recognition of their continued work to support adult education.



Joining WDLV has had a transformative impact on its members, instilling a greater sense of community ownership and purpose. Their journey underscores the pivotal role of a united learners' voice and they remain committed to advocating for adult learning in West Dunbartonshire and fighting for greater access to learning opportunities in the community.

Extract from winners' profiles in award ceremony programme

Professional Learning and Development (PLD)

This is a programme of professional learning for staff and volunteers, which aims to promote a culture of lifelong learning within the team and support them to deliver a quality service.

The topics are identified and developed through consultation with staff and volunteers. Team members are encouraged to take part in relevant staff development opportunities as they arise and contribute to Education Scotland national providers' networks.

Our PLD programme this year included the following:

- **Cost of Living:** the training centred on addressing challenges associated with the cost-of-living and was delivered by the Illegal Money Lending Project Development Officer. Participants included CLD Tutors and volunteers and Working4U Assistants from the Employability Team.
- **Pause B4 U Post:** this focussed on identity and sectarianism and was delivered by 'Nil by Mouth' an organisation dedicated to reducing sectarianism

in the West of Scotland. Participants felt that they gained an understanding on issues of discrimination, hate speech and posting online.

- **STEM Activities:** the STEM training sessions provided the opportunity for participants to try out several fun STEM activities which could be delivered in Youth and Family Learning settings. These workshops were the West Dunbartonshire contribution to the West CLD Alliance's Winter Festival of staff development. Respondents reported that the session increased their knowledge of STEM and activities they could use with learners, including how to inspire them to engage with STEM.

During the year we also received Phase 2 STEM Professional Learning funding from Education Scotland. This was aimed at staff and volunteer development on the *Science behind the Climate Crisis*.

- **Climate Emergency Training:** Climate Emergency webinars were delivered online by Keep Scotland Beautiful. The webinars looked at trends in the release of carbon due to human activity, changes to climate and the effect of these changes. Participants were provided with information on mitigation, data, and online tools, to share with their learners.
- **Climate and Nature:** The Team was offered an outdoor learning session by Loch Lomond and Trossachs National Park. The session addressed climate change, its effect on the park and the mitigations in place. The event in the National Park Visitor Centre helped to illustrate what climate change is doing to the local environment. The session provided ideas about activities and resources that could be shared with learners.

Volunteer Tutor Training:

During the year we reviewed our existing Literacies Training course and amalgamated it with Digital Friends training and delivered a Volunteer Tutor Preparation Course.

The 6-week course raised awareness of adult learning and how to support adult learners in the community. Several people provided positive feedback and suggestions for improvement. We also delivered a shortened version of the course to staff in The Dumbarton Centre, five members of staff attended and found the course to be useful.



Recognising Volunteers: as part of Volunteers Week in June, we held a celebratory event in Levensgrove Training Facility.

As well as providing an opportunity to thank the volunteers for their contribution to learning in the community, we also consulted with them as part of our self-evaluation and discussed with them what further training support they would like.

In addition to our own PLD requirements we have continued to work with partners on the development of an entry level SQA Professional Development Award at SCQF 6. The SQA PDA: *Working in Adult learning: an Introduction* consists of two units: Unit 1 is *Adult Learning in Scotland: Context* and is 1 Higher National Unit credit; Unit 2 is *Adult Learning Methodology and Practice* and is 1.5 Higher National Unit credit.

4. Progress

Performance Indicators

The Adult Learning and Literacies Team establishes targets for several key progress indicators each year. The targets are based on the resources available, previous experience of delivery and anticipated demand expressed through consultation.

The indicators provide an illustration of the contribution that the Team makes to West Dunbartonshire council's aims for improving the quality of life for residents. The data is collected quarterly by the Team and forms part of their record of activities. The data is based on the WDC financial year, rather than the academic year.

Table 3: Adult Literacies and Learning Progress Indicators – financial year

Adult Learning Key Progress Indicators	2022/3 Target	2022/3 Actual
Number of local people receiving support through Working4U - Adult Learning & Literacies	500	950
Number of Local People receiving support from Working4U Adult Learning & Literacies with a disability or health issues	105	322
Number of adults engaged in family learning through CLD activity.	48	95
Number of children/young people engaged in family learning through CLD activity	64	133
Number of local people entering education or training from Working4U Adult Learning & Literacies	579	874
Number of local people gaining an accredited qualification from Working4U Adult Learning & Literacies	160	200
Number of unique individuals participating in courses targeted at improving literacy and numeracy through Adult Learning & Literacies	140	201
Number of people (unique) involved in volunteering activity to deliver Working4U Adult Learning & Literacies services	22	26
Number of people involved in consultation and representation structures with the Adult Learning and Literacies team – Learning Voice Group	6	8
Number of people involved in consultation and representation as respondents	204	272
Number of ESOL assessment completed with Learners.	50	81
Number of Learners accessing ESOL classes	75	102

The progress indicators provide a clear illustration of a productive year for the Team.

The Team has met and surpassed anticipated outcomes in all areas of their work.



The Team surpassed their target for engaging with people and providing access to adult learning and literacies support.



Most notable were the numbers of parents and children participating in family learning.



There is a high incidence of consultation and input from learners.



Enrolment and progression was very high among those learners seeking to improve their literacy and numeracy

5. Self-evaluation

Our self-evaluation drew on the experience and views of the learners, volunteers, staff, and partners to obtain information about what worked well and what could be improved.

The consultation had several components consisting of:

- A general questionnaire completed by 109 learners.
- An adapted questionnaire completed by 28 ESOL learners.
- Group discussions with Learners, Volunteers, Tutors, and Development Officers.
- Consultation with ALP members

This information was used as the foundation for staff planning sessions.

Learners' Questionnaire (What's changed for you?)

109 Learners responded to the questionnaire. Respondents were Adult Learners supported in various classes by either West College Scotland tutors or West Dunbartonshire Council (W4U) staff.

The focus was placed on what had changed for the learner and the questions asked were...

1. What course were you on?
2. Did you have a college tutor or a Working 4U tutor?
3. How did the course help you improve your skills?
4. What other skills have you gained?
5. What personal goals have you achieved?
6. Do you intend to progress onto something else?
7. Are you currently working towards any accreditation, award, or qualification with us?
8. Have you achieved any accreditation, award, or qualification with us?
9. What difference has the course made?
10. Do you feel that taking part in the course has improved your confidence?
11. Do you feel more confident to move onto other opportunities?
12. Is there anything else you would like to tell us about your course or Working4U?
13. Were you satisfied or dissatisfied with the service you received from us?
14. How likely is it that you would recommend Working4U to a friend or a colleague?

Summary of Response to Learner Questionnaire

Questions 1 – 2 sought information about participation. Learners had received tutoring support in about equal measures from West College Scotland and the Working4U Learning Team.

The learners participated in a range of courses and learning events. These included Adult Literacies and Wellbeing, British Sign Language, Childcare Development; Cookery and Baking; Creative Writing, Criminology, Fashion and Textiles, History, and various elements of IT Skills.

Questions 3 to 5 centred on the learners' perceptions of skill development.

All but seven of the respondents cited areas where the courses had improved their skills. Those most often cited were:

- Working with Others or Working as a Team or a Group - 71%.
- Speaking, Listening, Communicating, Doing Presentations - 60%.
- Reading, Writing, Spelling, Completing Forms - 40%.

The majority stated that they had gained other skills that centred on budgeting, living a healthier lifestyle, and raised cultural awareness. One respondent said they were more 'tech savvy' while others said they were now more confident about talking in groups.

Questions 5 to 8 focussed on goals, achievements, and progression.

All learners, apart from five who chose not to answer, cited a range of personal achievements.

- 69% cited goals in their personal life.
- 50% cited Social Life / Relationships (for example friendships, social networking).
- 50% cited achievement of Mental Health and Wellbeing goals.

A substantial number intended to progress to other learning (50%), other W4U learning opportunities (39%) and volunteering (24%) with 'getting a job' or promotion featuring as an aspiration.

While 36% stated they had achieved a qualification, when asked, 40% were not working towards a qualification.

Questions 9 to 11 centred on the differences learners experienced because of participation and the level of satisfaction with the support provided.

- 86% of learners reported they had improved confidence; and
- 74% reported they were more confident about moving on to other opportunities.

79% of the learners were 'very satisfied' with the service and further 14% were 'satisfied' with the service. Importantly, 85% of the learners were 'very likely' to recommend the service to a friend providing a clear indication of the value placed on the service by learners.

This value was reinforced by the learners' comments...

'This course has improved my knowledge of gardening within my own personal life, also as part of the community. It has made [me] more conscious of my environment and environmental factors that may affect my community. It has brought together like-minded people that may not have met otherwise.'

'I suffer from anxiety and social exclusion due to ill-health and caring responsibilities. I started the beginner sewing class as a reason to get out the house once a week and ended up finding something I love.'

Responses to the Learner Consultation

ESOL Learner Questionnaire

The ESOL questionnaire explored similar issues and the 28 respondents were asked the following questions:

1. Where did you attend ESOL?
2. What skills did you gain?
3. What other skills have you gained?
4. Personal goals?
5. Do you feel confident to go on to do other things?
6. What difference has the course made?
7. Do you feel that taking part in the course has improved your confidence?
8. Is there anything else you would like to tell us about your course or Working4U?
9. How satisfied were you with the learning?
10. How likely is it that you would recommend Working4U to a friend or a relative?

Learners had attended ESOL classes in Dalmuir Community Centre, Dumbarton and Clydebank Libraries and Centre 81 in Whitecrock.

Questions two to five explored the learning achievements and ambitions with:

- 96% reporting an improvement in speaking and reading.
- 89% reporting an improvement in listening.
- 64% reporting an improvement in writing and spelling.

A high proportion of learners also reported an improvement in their confidence in using English out of class, dealing with shopping and money, and learning about life in West Dunbartonshire.

Progress in other everyday situations featured strongly:

- 64% were confident when talking about health to their doctor, the same proportion as those more confident about completing forms.
- 32% were more confident about talking to schools and looking for a job.

In effect, all but one person reported progress in their skills and confidence in using English, with 85% stating they had achieved goals in their personal lives.

The majority stated they would be confident about progressing to other things with:

- 82% interested in more learning in the community with Working4U.
- 64% being in a community group.
- 57% interested in volunteering.

A sizeable minority (42%) stated the objective of getting a better job.

Questions six to eight explored the difference participation in the courses had made.

'Make new friends, get more information, learn the language better by talking with the teacher and friends.'

'I go to the doctor, I go to store, I ask about everything, I feel good with group and speak.'

'I can talk to the Doctor. I can talk to my child's teacher.'

Selection of responses to 'What difference has this course made?'

93% of learners reported improved confidence and offered several responses when asked if they had anything to add.

'I like how the teacher explains the English grammar. It's a very good atmosphere in the class always. I prefer offline lessons than online.'

'I like face to face class better. More interaction between the people. I would like a conversation class.'

'I am very happy with teachers and Eric.'

'I want to tell my teacher she is very productive.'

Selection of responses to 'other comments'

The level of satisfaction was high with 96% of the learners stating they were 'very happy' or 'happy' and 93% 'very likely' or 'likely' to recommend Working4U to a friend or relative.

In summary, learners are gaining in confidence and skills and their impact statements illustrate just how much the learning means to them, particularly the social and community aspect of the classes.

While satisfaction levels with the service are very high there a few areas to look at in terms of improvement. This may include more emphasis on writing and spelling and increased opportunities for ESOL learners to use their speaking and listening skills.

Group Discussions with Learners, Volunteers, Tutors, Development Officers, and Partners

In addition to the questionnaire, we conducted several focus groups with Learners, Volunteers, Tutors, Development Officers, and members of the Adult Learning Partnership.

Learners' Focus Group Feedback

There were 16 groups of learners who were involved in discussions covering the following three questions (in bold) with collated feedback as detailed below.

1. What did you think worked well and what could be made better?

Feedback was very positive, with several groups saying that nothing could be made better. The learners loved meeting people and learning at their own pace. They were very positive about the tutors and the support they received, and they were made to feel comfortable and relaxed.

Learners felt the social aspect was important, with learning having a therapeutic role in improving mental health and wellbeing and giving them a sense of community. In fact, a couple of groups said the adult learning course was a life-saver.

Learners also appreciated the guidance and opportunities for progression. In terms of what could be made better, the Dalmeir Group felt that the room could be improved. There were comments about making sure Individual Learning Plans are kept up-to-date and that literacies groups should be advertised more widely. There was also concern about the announcement of cuts and the uncertainty about the service that this created.

2. CLD Plan: based on your experiences, how do you think we did?

Groups felt that the provision offered a great opportunity for people, with a good range of courses offering progression. They felt promotion was good, especially through Facebook and the WDC webpage.

3. What do you think are the most important areas to concentrate on in the coming year?

Learners expressed concern at the cuts, with groups saying that they didn't think anything should be cut. They tended to favour the courses they were undertaking in terms of prioritising for the future.

Volunteers, Tutors, and Development Officers Self-evaluation Discussion Groups

Review meetings were held to discuss progress in 2022-23 with Volunteers, Tutors and Development Officers involved.

As well as reflecting on work this year, we took the opportunity to ask various challenge questions from How Good is our Community Learning and Development quality framework. Volunteers and Staff were asked the questions set to the learners with additional exploration based on:

- How well is our CLD offer enhancing the physical, social and/or emotional wellbeing of participants?

- How well are learners able to access learning pathways which support them to meet their learning goals?
- This year's training sessions included: Cost of Living; Pause B4 U Post; Climate Emergency Training; and STEM Activities. What topics would you like to see covered in the coming 2023-24 Academic Year?

Volunteers' Feedback – questions in bold with collated feedback following.

1. What did you think worked well and what could be made better?

Volunteers enjoyed being part of a group. The Learner Voice group felt they were able to take positive action. The change in Digital Friends Tutors, due to a member of staff retiring, was 'seamless.' In terms of improvements, it was felt that there should be more learners in Alexandria.

2. CLD Plan: based on your experiences, how do you think we did?

The volunteers felt we did well but there's always room for improvement. They spoke about training opportunities, that these were useful and that it would be good to have more.

3. What do you think are the most important areas to concentrate on in the coming year?

Volunteers were concerned about cuts to services and the impact on learners. They also spoke about better promotion of groups.

We asked a challenge question from How Good is Our Community Learning and Development around management and support:

4. Do you feel there is a shared sense of purpose across management, staff, and volunteers?

All the groups felt that there was a shared sense of purpose and that they were well supported. One mentioned management visiting groups.

5. How well do we support you so that you are confident to be innovative, creative, take managed risks and share your expertise? How can we improve?

Volunteers felt that they received encouragement and feedback, although two of the groups said this could be more regular/ongoing.

6. Personal Learning and Opportunities

When asked about the training session this year, volunteers felt that they were useful and helpful. When asked about topics they would like to see covered for the coming year, they talked about supporting learners with additional support needs including neurodiversity, mental health issues, how age impacts on learning. They said it would be good to get together for catch ups. It was suggested that we look at the timing of training.

Tutor and Development Officer Feedback

At an end-of-term planning session, we asked our staff additional challenge questions:

- Do you feel there is a shared sense of purpose across management, staff, and volunteers? Please comment.

- How well do we support you so that you are confident to be innovative, creative, take managed risks and share your expertise? How can we improve?

Staff planning sessions centred on:

- Key Achievements.
- Areas for Improvement.
- Priorities Going Forward.
- The delivery of the CLD Plan.
- Their views on the most important areas of learning to focus on.

1. What did you think worked well and what could be made better?

In terms of the groups, Tutors felt that things went well, they have good relationships with learners, who are progressing in their learning and value our service. ESOL Tutors felt that some wellness classes would be good for learners.

2. CLD Plan: based on your experiences, how do you think we did?

With the CLD Plan, Tutors thought that everything on offer is important and that it all interconnects. Some comment was made around Individual Learning Plans and having an ESOL Learner Voice Group.

3. What do you think are the most important areas to concentrate on in the coming year?

When asked about prioritising going forward, only the Literacies Tutors commented, and this was around practical aspects of delivering literacies learning. However, both groups did mention that Family Learning was well-received and sought after, so they were sad to see we no longer have the capacity to run it.

How Good is Our CLD QI 2.3 Improving life chances.

1. How well is our CLD offer enhancing the physical, social and/or emotional wellbeing of participants?

From the responses it is evident that our Adult Learning enhances the social, emotional, and physical well-being of almost all learners. We have supported people to feel included and more connected. Staff can see this in the change in learners' body language.

Those who experience poor health or experience disadvantage can participate and achieve their aims as well as other learners. We have a large cohort of learners with Mental Health issues and social isolation and sometimes these courses are a lifeline.

The delivery of learning programmes is almost always matched to learners needs. This has really helped with Ukrainians who have reported that they feel involved and safer.

We have worked effectively to identify and meet emerging needs and reduce the risk of social isolation and as a result social and emotional wellbeing are enhanced. We have examples where quiet learners start joining in conversations. For example, a learner who seemed unsettled, but kept on attending the class, has now started to join in more. One class has set up a class 'WhatsApp' group. This was instigated by a learner in the class and established to maintain contact and provide peer support.

2. How well are learners able to access learning pathways which support them to meet their learning goals?

Almost all participants in our programmes gain new knowledge and skills that meet their aspirations and needs with volunteers advocating for further learning. Volunteers are supported by Tutors and Development Officers. However, volunteers have reported that some learners say they would like to be informed sooner about opportunities. We are proactive in working in partnership to reduce barriers to participation with learners being told about other courses that are happening in the community. Learners know they can ask if they need support.

3. Professional Learning and Development Opportunities.

Due to commitments, some Tutors couldn't make the PLD sessions on offer this year but those that did, gave positive feedback.

Going forward, we will have to vary training times to accommodate Tutors better. Topics which Tutors said they would like covered include:

- STEM subjects.
- Mental Health conditions and practical tips with communication
- Autism and Neuro diverse abilities
- Numeracy energiser
- Assessors training
- Working with volunteers – managing expectations of what volunteers can/should do.
- Mindfulness

Development Officers Feedback

The self-evaluation and planning session with Development Officers was structured differently. Here we explored key achievements, areas for improvement and plans going forward.

Key achievements:

Staff felt that there are good examples of the service connecting people and supporting progression. Learners have received appropriate support to enable them to make changes in their lives. We have done this by re-vamping the Volunteer Tutor Training course and been flexible in the provision of ESOL.

All those with specific needs are gaining the knowledge, skills, and confidence they require. Our ALSN is a fantastic example, with the group exploring lots of different subjects from BSL to gardening and where food comes from.

Our adult learning enhances learners' social, emotional, and physical well-being and numbers in Clydebanks and Dumbarton literacies groups are high and the 'Time-Out Thursday' group is well attended.

The learner achievements are recognised and celebrated. Our Festival of Learning was a fantastic event with lots of positive feedback from learners. It was well attended and provided an excellent opportunity to showcase and give information to the local learning community. Our volunteer celebration generated good feedback with volunteers saying they felt valued.

We have encouraged learners of all ages, in particular our family learning programme has enabled parents, carers, children, and young people to enjoy learning together and demand for family learning is high.

The areas for Improvement identified by staff included the need to improve the Dalmuir literacies room and establish Wellbeing courses for ESOL.

Staff Continued to take part in national and regional Communities of Practice and in various networks: CLDMS Exec and Adult Learning Sub; West Partnership delegating for Manager; ALS meetings; Education Scotland's Literacies and ESOL Leads networks. Development Officers attended Education Scotland's Numeracy, Family Learning and Specific Learning Difficulties (SpLD) Networks, as well as WCS's Regional ESOL Meetings and occasional NATECLA¹ meetings.

We have developed potential work arising out of external factors such as: the implementation of the Adult Learning Strategy; the roll-out of Multiply funding; responding to Ukrainian Refugee ESOL needs; and the impact of the 'cost-of-living' crisis on learners.

Adult Learning Partnership Feedback

The ALP held a self-evaluation meeting to review progress against the CLD Plan and to hold discussions based on a challenge question from 'How Good is our Community Learning and Development.'

- QI 3 How well are services managed?
- QI 3.2 Partnership working.

When reviewing the CLD plan, members felt that the Partnership worked well with updates and information being distributed effectively so they could keep abreast of what's happening right across the Partnership both through the regular meetings and email communication.

The smaller sub partnerships within the overall group were felt to be a positive dynamic that helps the partnership achieve their aims. The Learner Voice Group in the partnership was seen as a positive element as they could contribute to planning.

Partners spoke about the uncertainty due to budget cuts and service restructures which was happening in most of the partners' organisations. Partners were unsure about what they would be able to deliver going forward. This level of uncertainty would have a negative impact and partners felt that it might compromise their ability to maintain continuous improvement. However, they hoped that after the summer there would be a better understanding of structures.

Challenge Question 8: *How clear are we about what added value each partnership brings and what difference it makes to learners and communities?*

The partnership has robust processes for planning and staff partners, learners and other stakeholders consistently play an active role.

Staff and volunteers are supported effectively and there is clear awareness of what everyone's role in the partnership is and there is a name and face to the

¹ National Association for Teaching English and other Community Languages to Adults

organisation. This has led to a high level of awareness of the different agencies and the method for referrals and who to signpost to.

We have a positive ethos and value collaborative working. We have worked together to identify, negotiate, plan, deliver and evaluate our work. This was evidenced with the 'Learners' Voice' inclusion when writing the CLD plan and subsequent inclusion in the partnership.

Some challenges remained, for example, it was felt that it was difficult to recruit volunteers in a smaller local authority.

Areas for improvement centred on data sharing and promoting the work of the partnership. The partnership group considered publishing meeting notes on the West Dunbartonshire Council web site.

It was also felt that wider participation may improve the work of the partnership. This may be achieved by securing representation from libraries and the Third Sector.

What does the self-evaluation tell us?

We receive excellent feedback from learners, with classes alleviating social isolation and giving participants a sense of community. As well as gaining skills, learners also gain in confidence and make new friends.

Staff and volunteers feel this sense of community and that we develop positive social relationships. There are some areas for improvement such as a Wellbeing class for ESOL learners, varying the times of Personal Learning and Development sessions, some continuing issues over venues and some classes not being as busy as others.

The Adult Learning and Literacies team don't have an office base, which causes problems, such as storing materials, working with each other and accessing our Admin Support Unit. The main issue, however, has been the reduction in the budgets and associated cut to the staff numbers.

The reduced capacity has meant we have had to concentrate our efforts on how we are going to deliver adult learning going forward, rather than looking to build on the provision we already have.

The Adult Learning Partnership members appreciate the opportunity to meet to share information. Given all the changes we have experienced, it may be appropriate to raise awareness of the Adult Learning Partnership's work and refresh membership.

We are in a state of flux at the moment but will continue to meet and hopefully we will have a clearer view of what we're able to contribute going forward.

Partnership members identified the following priorities:

- Share information, rather than data.
- Identify where we can work together as a whole partnership, or a small partnership within the main group.
- *Expanding Adult Learning* will be difficult to achieve given budget cuts, but we still have partnership courses, ESOL and work with SDS and communities.
- Remove activities from the plan around venues, Digital inclusion and awareness raising.

- Progression for learners from classes that might be finishing up, if not proceeding to work/college, could be established as self-management groups with support from Communities Team.

6. Forward Plans

Adult Learning and Literacies Team Provision

The Team had a difficult discussion around the provision of adult learning services in West Dunbartonshire in 2023/24. Given the cut to the team, and losing three Development Officers and one Tutor, we have decided to amalgamate Literacy and Digital programmes, so that Development Officer support is more manageable. Funding has also ended for the Type 2 Diabetes Digital Support project.

The team are also planning new numeracy learning programmes using Multiply funding, a UK Government funded Adult Numeracy programme, to support learners increase their confidence using numbers and gain numeracy qualifications.

Partnership courses with West College Scotland will be reduced by 50%. We also took the difficult decision to cut the First Steps programme because we no longer have capacity to run these courses – 2 Wellbeing courses will be offered.

Our programmes going forward therefore will be reduced from nine to seven. These will be as follows:

1. Vocational Community-based SQA certificated courses with WCS: 22 classes.
2. Adult Literacies and Digital Literacies: amalgamate Digital Friends and Literacies in some areas; deliver Core Skills rather than a rolling programme in others; and move classes so that they are more manageable.
3. ESOL: no change.
4. Wellbeing: two classes to replace First Steps programme.
5. Numbers (Multiply programme), which will include some Family Learning activity; building confidence in numbers; and Core Skills qualifications.
6. Learner Voice: continue supporting West Dunbartonshire Learner Voice, however, we may not have the capacity to hold a large Learners' Event.
7. PLD: will continue.

In terms of areas of improvement identified in the self-evaluation, we will be concentrating on delivering our new curriculum to learners.

With these programmes in place, drawing on our experience of delivery, the available resources and stakeholder input we anticipate we will achieve the following:

Table 4: Adult Learning Progress Indicators 2023/24

Adult Learning Key Progress Indicators	Achieved 2022/23	Target 2023/24
Number of local people receiving support through Working4U - Adult Learning & Literacies	950	300
Number of Local People receiving support from Working4U Adult Learning & Literacies with a disability or health issues	322	96
Number of adults engaged in family learning through CLD activity	95	42
Number of children/young people engaged in family learning through CLD activity	133	42
Number of local people entering education or training from Working4U Adult Learning & Literacies	874	300
Number of local people gaining an accredited qualification from Working4U Adult Learning & Literacies	200	125

Adult Learning Key Progress Indicators	Achieved 2022/23	Target 2023/24
Number of unique individuals participating in courses targeted at improving literacy and numeracy through Adult Learning & Literacies	201	75
Number of people (unique) involved in volunteering activity to deliver Working4U Adult Learning & Literacies services	26	22
Number of people involved in consultation and representation as respondents	272	100
Number of people involved in consultation and representation structures with the Adult Learning and Literacies team – Learning Voice Group	8	6
Number of ESOL assessments completed with Learners	81	80
Number of learners accessing ESOL classes	102	102

Adult Learning Partnership

The Partnership has updated the action plan for the coming year. The delivery of these priorities is dependent on reviews and re-structures which are being undertaken in several partners' organisations.

The Partnership Action Plan is set out below in Table 5.

Table 5: Adult Learning Partnership Action Plan

Activity	Adult Learning Strategy
1. Continue with rep attending from WDLV to ensure that the experiences of adult learners are at the heart of our work	Theme 1: Expanding and Extending Adult Learning
2. Working4U ALLT and WCS continue to analyse and review the partnership courses to ensure Learners' needs are identified and met. 3. Re-visit joint self-evaluation and Framework of Responsibilities under SLA	Theme 1: Expanding and Extending Adult Learning
4. Working4U ALLT continue to take part in the West Region ESOL Partnership with WCS, Renfrewshire and Inverclyde Councils	Theme 1: Expanding and Extending Adult Learning
5. Promote democratic involvement and community empowerment through ALLT and Communities Team collaborating on supporting community groups	Theme 1: Expanding and Extending Adult Learning
6. Promote the development of the Multiply programme	Theme 1: Expanding and Extending Adult Learning
7. Share information on partners' work to provide positive pathways for learners	Theme 2: Connecting the Adult Learning Journey
8. ALP members continue to sit on local and national strategic bodies and share information.	Theme 2: Connecting the Adult Learning Journey
9. Continue to promote SDS services though input at groups	Theme 2: Connecting the Adult Learning Journey
10. Connect with Strategic Employability Partnership (SEG), SDS representing ALP at SEG	Theme 2: Connecting the Adult Learning Journey
11. Share information on Adult Learning including raising awareness of positive outcomes.	Theme 3: Access, Diversity, and Inclusion
12. Joint Professional Learning and Development: continue to share Adult Learning Staff and Volunteer Training opportunities	Theme 4: Workforce Development
13. ALLT and WCS continue to work on the development and roll out of the new entry level Adult Learning PDA	Theme 4: Workforce Development

7. Summary

Budget reduction has diminished the capacity within the Adult Learning and Literacies team to deliver the range of learning opportunities within West Dunbartonshire. At the same time, increasing levels of poverty and disadvantage are placing ever greater demands on council services like Community-based Learning and Adult Learning Services in particular. These combined forces are posing substantial challenges to Local Authorities and Community Learning provision throughout Scotland.

This Annual Report is peppered with references to the challenges these factors have posed the Team in West Dunbartonshire. However, and to their credit, the report also contains reference to numerous examples that demonstrate the Team's resilience and their ability to maintain good quality services in the face of these challenges.

The Team's key achievements provide evidence of this resilience and the life changing impact that this support is having on individual learners in West Dunbartonshire. For example:

'My dad had throat cancer last year and as a result, he is currently unable to speak. The course made such a huge difference to both of us. We learned BSL together, it helped our confidence, and we were able to communicate using BSL which means dad feels less isolated.' (BSL Learner).

The report also provides information about the Team's wider achievements.

- 950 learners supported.
- 200 Learners achieving a qualification.
- 210 Learners enrolled for Literacy and Numeracy support.
- 95 adults engaged in family learning.

These are notable achievements, and the Team has used this performance and, along with a review of resources and stakeholder consultation, has established a set of stretch targets for the forthcoming year.

- 300 learners supported.
- 125 Learners achieving a qualification.
- 75 Learners enrolled for Literacy and Numeracy support.
- 42 adults engaged in family learning.

The Team has identified that it will incorporate UK Shared Prosperity Fund (Multiply) aims into its work.

However, UKSPF is not the only policy area where the Team could introduce CLD approaches and competences and add value to the delivery and outcomes. Other opportunities include supporting Scottish Government employability policy through the delivery of the 'No One Left Behind' and 'Parental Employability Support Fund' programmes.

Exploring these opportunities will assist the Team and Partnership to address the areas for improvement and ambitions that were identified in the report.

2022- 2023 was both a successful year and a challenging year. The challenges stemmed from circumstances beyond the Team's control. Success, however, was

achieved through the delivery of good quality services that supported people to change their lives. The Team has established good processes, developed learning material, nurtured partnerships, and networks, and is well placed to continue delivering that success.

Appendix 1: Adult Learning and Literacies Team Activities

Table 6 provides an update of the available Adult Learning Services and how they have changed between 2022/23 and 2023/24.

Description of service:	2022/23	2023/24	Location of classes	Variance
Community Based Adult Learning learner support and access, through the service level agreement with West College Scotland, to a wide range of SQA accredited courses from SCQF Level 3 to 6.	42 classes for 16 weeks+ for each class delivered in 22/23	10 classes Aug-Dec 23 12 classes Jan-June 24 Total 22 classes	Community Based Learning Programme 2023 Aug-Dec including: <ul style="list-style-type: none"> • Developing Further in IT • Scottish History • Play in Early Education & Child Care Level 4 • Creative Writing 6 + Problem Solving • Textiles Item Development Introductory • Craft Baking • World Cookery • History & Development of Criminology • Allotment Gardening • Textiles Fashion Choices Introductory 	Reduced by 20 classes
Family Learning with primary schools and community organisations offers parents courses aimed at developing skills and building confidence	19 courses offered throughout the year	Limited capacity for Family Learning- Multiply	<ul style="list-style-type: none"> • 5 courses planned at present through Multiply 	Reduced by 14 classes
First Steps and Wellbeing Courses aimed at people who have multiple barriers to opportunity.	7 courses per week	2 courses per week	<ul style="list-style-type: none"> • Time Out Tuesday (Wellbeing) • Wednesday Wellbeing Course 	Reduced by 5 classes
English for Speakers of Other Languages (ESOL) - assessment and access teaching from beginners to pre-intermediate level. A Summer Programme focuses on sharing language and culture.	10 classes per week Summer programme for ESOL Families	10 classes per week Summer programme for ESOL Families	<ul style="list-style-type: none"> • 2 Beginners - Clydebank • 1 Beginners - Dumbarton • 2 Elementary - Clydebank • 1 Elementary/Pre-Intermediate Dumbarton 	No change

Description of service:	2022/23	2023/24	Location of classes	Variance
			Resettlement Team Funded Beginners ESOL (Mon – Thurs, 10-12pm) in Dalmuir Community Centre	
Literacies and Digital Literacies support adults with their reading, writing, numbers, and digital learning. Learners can generate evidence for core skills qualifications at SCQF level 2-4.	5 Digital Classes per week 9 Literacy and Numeracy Classes per week	7 Digital and Literacies Classes per week – some classes amalgamated	<ul style="list-style-type: none"> • ALSN • Clydebank Literacies • Alexandria Literacies • Dumbarton Literacies • Clydebank Core skills ICT • Alexandria Literacies and Digital • Dumbarton Digital Friends 	Reduced by 7 classes
Learner Voice – Staff support a group of learners to have their say at a local and national level about Adult Learning provision.	1 Learner Voice Group	1 Learner Voice Group	Learner Voice group will continue to be supported.	No change
Professional Learning and Development for volunteers, Tutors, Development Officers, and partner	13 development sessions	Approx. 13 development sessions	Volunteer Tutor training – 7 sessions Maths of Toast – 1 session Numeracy training – 2 sessions Sharing Practice – 1 session Additional training - TBC	No change