



Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

27 January 2021

A meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within the **Webex Virtual Meeting Room** on **Tuesday 2 February 2021 at 2:00pm**.

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence.
2. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest
3. Order of Business, including notice of urgent business and declarations of interest in any urgent business.
4. Confirm Draft Minute of Meeting of the Panel held on 17 December 2020 (herewith).
5. Review of Community Learning and Development Youth Services - report by Head of Education (Learning, Policy and Resources) (herewith).
6. Workplan (herewith).

NOTE **For further information please contact Lorraine McGrorty on 01506 281609 or email lorraine.mcgrorty@westlothian.gov.uk**



Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
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27 January 2021

The following additional item(s) of business will be dealt with at the meeting of the **Education Policy Development and Scrutiny Panel** to be held within **Webex Virtual Meeting Room** on **2 February 2021** at **2:00pm**.

for Chief Executive

BUSINESS

7. Supplementary Item - Parental and Learner Feedback on the Implementation of Remote Learning (January 2021)- report by Heads of Education (herewith).

NOTE **For further information please contact Lorraine McGrorty on 01506 281609 or email lorraine.mcgrorty@westlothian.gov.uk**

CODE OF CONDUCT AND DECLARATIONS OF INTEREST

This form is to help members. It is not a substitute for declaring interests at the meeting.

Members should look at every item and consider if they have an interest. If members have an interest they must consider if they have to declare it. If members declare an interest they must consider if they have to withdraw.

NAME	MEETING	DATE

AGENDA ITEM NO.	FINANCIAL (F) OR NON- FINANCIAL INTEREST (NF)	DETAIL ON THE REASON FOR YOUR DECLARATION (e.g. I am Chairperson of the Association)	REMAIN OR WITHDRAW

The objective test is whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a councillor.

Other key terminology appears on the reverse.

If you require assistance, please ask as early as possible. Contact Julie Whitelaw, Monitoring Officer, 01506 281626, julie.whitelaw@westlothian.gov.uk, James Millar, Governance Manager, 01506 281695, james.millar@westlothian.gov.uk, Carol Johnston, Chief Solicitor, 01506 281626, carol.johnston@westlothian.gov.uk, Committee Services Team, 01506 281604, 01506 281621, committee.services@westlothian.gov.uk

SUMMARY OF KEY TERMINOLOGY FROM REVISED CODE

The objective test

“...whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a councillor”

The General Exclusions

- As a council tax payer or rate payer or in relation to the council's public services which are offered to the public generally, as a recipient or non-recipient of those services
- In relation to setting the council tax.
- In relation to matters affecting councillors' remuneration, allowances, expenses, support services and pension.
- As a council house tenant, unless the matter is solely or mainly about your own tenancy, or you are in arrears of rent.

Particular Dispensations

- As a member of an outside body, either appointed by the council or later approved by the council
- Specific dispensation granted by Standards Commission
- Applies to positions on certain other public bodies (IJB, SEStran, City Region Deal)
- Allows participation, usually requires declaration but not always
- Does not apply to quasi-judicial or regulatory business

The Specific Exclusions

- As a member of an outside body, either appointed by the council or later approved by the council
- The position must be registered by you
- Not all outside bodies are covered and you should take advice if you are in any doubt.
- Allows participation, always requires declaration
- Does not apply to quasi-judicial or regulatory business

Categories of “other persons” for financial and non-financial interests of other people

- Spouse, a civil partner or a cohabitee
- Close relative, close friend or close associate
- Employer or a partner in a firm
- A body (or subsidiary or parent of a body) in which you are a remunerated member or director
- Someone from whom you have received a registrable gift or registrable hospitality
- Someone from whom you have received registrable election expenses

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL held within WEBEX VIRTUAL MEETING ROOM, on 17 DECEMBER 2020.

Present – Councillors David Dodds (Chair), Lawrence Fitzpatrick, Stuart Borrowman, Peter Heggie, Tom Kerr and John McGinty

Apologies – Councillor Andrew Miller; Appointed Members Elsie Aitken, Myra MacPherson and Margaret Russell; Jackie Galbraith, West Lothian College

In attendance – Elaine Cook (Lead Officer), James Cameron (Head of Education – Learning, Policy and Resources) and Karen Stevenson (Accountant)

1 DECLARATIONS OF INTEREST

There were no declarations of interest made.

2 MINUTES

The panel approved the minute of its meeting held on 11 February 2020 as a correct record. The minute was thereafter signed by the Chair.

3 2019/20 FINANCIAL PERFORMANCE - MONTH 12 MONITORING REPORT

The panel considered a report (copies of which had been circulated) by the Head of Finance and Property Services providing an update on the financial performance of the Education portfolio.

It was recommended that the panel:

1. Note the financial performance of the Education portfolio in 2019/20; and
2. Note that the Education portfolio position was part of the overall council budget position for 2019/20 reported to Council Executive on 23 June 2020.

Decision

To note the terms of the report.

4 2020/21 FINANCIAL PERFORMANCE - MONTH 6 MONITORING REPORT

The panel considered a report (copies of which had been circulated) by the Head of Finance and Property Services providing an update on the financial performance of the Education portfolio.

It was recommended that the panel:

1. Note the financial performance of the Education portfolio as at month 6;
2. Note that the Education portfolio position at month 6 had been part of the overall council budget position which had been reported to Council Executive on 17 November 2020; and
3. Notes any actions required to be taken by Heads of Service and budget holders to manage spend within available resources.

Decision

To note the terms of the report.

5 EDUCATION SERVICES MANAGEMENT PLAN

The panel considered a report (copies of which had been circulated) by the Heads of Education presenting the Education Services Management Plan for 2020/21.

It was recommended that the panel note the Education Services Management Plan for 2020/21.

Decision

To note the terms of the report.

6 WORKPLAN

A workplan had been circulated for information.

Decision

To note the workplan.

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

REVIEW OF COMMUNITY LEARNING AND DEVELOPMENT YOUTH SERVICES

REPORT BY HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)

A. PURPOSE OF REPORT

This report advises the panel of the outcomes of the Community Learning and Development (CLD) Youth Services Review on the impact of youth services provision in addressing these five key themes:

- tackling inequalities;
- developing skills to improve employability;
- increasing participation;
- raising attainment and achievement;
- and promoting health and wellbeing of young people.

With the objective of developing a new youth services model and concentrating efforts to maximise benefit to those in most need through effective deployment of resources and partnership working to ensure positive outcomes for young people and communities.

B. RECOMMENDATION

The Education PDSP is asked to note;

1. The key findings of the review and evidence-based case studies which demonstrate impact;
2. That the new service delivery model acknowledges the importance of more focused work with young people to address the needs highlighted in this service review report, and also in the youth work education recovery plan in response to the impact of COVID-19; and
3. The benefits of the new service delivery model, in particular partnership working, and the establishment of a dedicated youth facility in The Centre Livingston.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; and working in partnership.
II Policy and Legal (including Strategic Environmental Assessment, Equality	National Performance Framework CLD Regulations 2013 West Lothian CLD Partnership Plan

Issues, Health or Risk Assessment)	National Youth Work Strategy & Outcomes Developing the Young Workforce No One Left Behind Young Persons Guarantee
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	<p>The annual percentage of young people who agree that their health and well being has strongly increased or increased as a result of participating in a youth work programme.</p> <p>The unit cost per young person attendance at youth clubs.</p> <p>The annual unit cost of a More Choices More Chances young person supported into a positive destination on leaving school.</p> <p>The number of youth work opportunities offered through youth club provision.</p> <p>The percentage of young people participating in structured learning programmes that achieve accreditation.</p> <p>The annual number of young people participating in Democracy Challenge and made aware of democratic processes including registering to vote.</p>
V Relevance to Local Outcome Improvement Plan	<p>We are better educated and have access to increased and better quality learning and employment opportunities.</p> <p>We live in resilient, cohesive and safe communities.</p> <p>We live longer, healthier lives and have reduced health inequalities</p>
VI Resources - (Financial, Staffing and Property)	Delivered within existing service revenue budgets with additional funding provided by the European Social Fund, Scottish Government, and Community Education Association/ Community Centre Management Committees.
VII Consideration at PDSP	02 February 2021
VIII Other consultations	Young people, partners, and staff.

D. TERMS OF REPORT

D.1 BACKGROUND

In line with Transforming Your Council proposals, officers were instructed to remove the proposed saving of £1.270 million from the proposed budget saving measures and undertake a review of CLD Youth Services.

The review was carried out over the period 21 January – 31 March 2020. The review focused on the wide range of learning opportunities offered through the service including both universal and targeted services, projects and programmes. The review focused on the impact of youth services provision in:

- tackling inequalities;
- developing skills to improve employability;
- increasing participation;
- raising attainment and achievement;
- and promoting health and wellbeing of young people.

With the objective of developing a new youth services model and concentrating efforts to maximise benefit to those in most need through effective deployment of resources and partnership working to ensure positive outcomes for young people and communities.

- D.2** The report attached as appendix 1 details the outcomes of the CLD Youth Services Review and the impact of COVID-19 in forming the new service delivery model.

E. CONCLUSION

Having gathered and considered the views of stakeholders throughout this review it is evident that the service continues to have a significant and positive impact on the lives of young people in West Lothian.

The service delivers a comprehensive learning offer that helps young people develop skills for life, learning and work through a range of community based and targeted interventions.

A dynamic approach is taken to develop creative strategies to engage with young people in response to their needs and interests, in particular those facing inequalities and who are hardest to reach.

The service success is based in strong partnership working, continuing professional development for staff and volunteers, initiatives which tackle inequalities, project work which ensures young people are developing skills to improve employability, strategies to increase youth participation in decision making, creating opportunities for raising attainment and recognising achievement and a strong focus on promoting and targeting health and wellbeing.

Moving forward, the service will continue to adapt to ensure that further impact can be achieved in these areas of focus with the deployment of resources to focus work within SIMD areas and with our most vulnerable young people. In addition, by further strengthening of partnerships, and building capacity and resilience within the

workforce, we are better placed to meet the anticipated challenges of COVID 19, and any future developments.

F. BACKGROUND REFERENCES

CLD Youth Services Survey 2020 <https://www.westlothian.gov.uk/youth-services-survey>

National Youth Work Strategy Consultation Event 2019

CLD Youth Services Performance Indicators

Young Minds mental health statistics <https://youngminds.org.uk/about-us/media-centre/mental-health-stats/>

BBC news World Health Organisation November 2019
<https://www.bbc.co.uk/news/health-50466061>

National Youth Work Outcomes <https://www.youthlinkscotland.org/policy/youth-work-outcomes/about-the-youth-work-outcomes/>

Appendices/Attachments: One.

Appendix 1 – CLD Youth Services Review Report

Contact Person: Beverley Akinlami, CLD Youth Services Manager
Tel: 01506 281093 / Email: beverley.akinlami@westlothian.gov.uk

James Cameron
Head of Education (Learning, Policy and Resources)

Date of meeting: 02 February 2021



Education PDSP 2 February 2021 Community Learning and Development Youth Services Appendix 1: Review Report



Duke of Edinburgh's Award Gold Group

Beverley Akinlami
Community Learning and
Development Youth Services
Manager

2 February 2021

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1. Background

In line with Transforming Your Council proposals, officers were instructed to remove the proposed saving of £1.270 million from the proposed budget saving measures and undertake a review of Community Learning and Development (CLD) Youth Services.

The review was carried out over the period 21 January – 31 March 2020. The review focused on the wide range of learning opportunities offered through the service including both universal and targeted services, projects and programmes. The review focused on the impact of youth services provision in:

- tackling inequalities;
- developing skills to improve employability;
- increasing participation;
- raising attainment and achievement;
- and promoting health and wellbeing of young people.

With the objective of developing a new youth services model and concentrating efforts to maximise benefit to those in most need through effective deployment of resources and partnership working to ensure positive outcomes for young people and communities.

1.1 CLD Youth Services

Access to high quality learning, skills development, attainment and activities to promote health and wellbeing are important factors in determining life chances and can be a key to reducing inequality. Working together and with our partners CLD Youth Services aims to ensure that disadvantaged communities have access to community learning and development support they need to help our most disadvantaged citizens develop the skills and support to participate fully in society.

CLD Youth Services provides a diverse range of learning opportunities for young people aged 11 – 25 focused on:

- building self-esteem and self-confidence to create confident individuals
- developing the ability to manage personal and social relationships, supporting and promoting health and wellbeing of young people
- creating learning, developing new skills and becoming successful learners
- supporting young people in transition into positive and sustainable destinations
- building the capacity of young people to consider risk, make reasoned decisions and become effective contributors
- developing a world view which widens horizons and supports responsible citizenship; and
- volunteer development.

Delivery within schools	Delivery within the community
<ul style="list-style-type: none">• Duke of Edinburgh's Award groups• Healthy Respect drop-in• Youth work in schools programme• Democracy challenge programme	<ul style="list-style-type: none">• Holiday programmes and holiday lunch clubs for primary aged children• International youth exchange• Children's clubs and youth clubs including

<ul style="list-style-type: none"> • Schools vocational programme • Work experience programme • Intensive one-to-one support • Opportunities for You courses • Career Long Professional Learning (CLPL) opportunities for school staff 	<p>additional support needs (ASN) and lesbian, gay, bisexual, transgender (LGBT) groups</p> <ul style="list-style-type: none"> • Duke of Edinburgh's Award • Issue-based youth work • Drop-in sessions • Intensive one-to-one support • Volunteering opportunities • Employability - Skills Training Programme (STP) and Helping Young People Engage (HYPE) • Youth participation and democracy • Collaboration with the Third Sector • Accredited learning • CLPL opportunities for staff and volunteers working in the CLD sector
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Numbers of Young People Participating 1 April 2019 – 31 March 2020

<ul style="list-style-type: none"> • 221 young people were referred to and engaged in group work programmes (e.g. employability skills, confidence building/resilience, addressing risk-taking behaviours) as part of the Youth Work in Schools Programme • 2847 young people participated in single inputs (e.g. managing stress and The Democracy Challenge) as part of the Youth Work in Schools Programme. • 158 young people engaged in vocational learning opportunities through the Schools Vocational Programme • 255 young people were referred to the MCMC Key Worker Service for individual employability support through 	<ul style="list-style-type: none"> • 998 young people registered in community-based children's clubs and youth clubs • 1042 young people registered in community-based holiday clubs for children/young people • 470 children/young people registered and attended more than one youth club • 406 (26%) of the total registered members are resident in the 20% most disadvantaged areas in West Lothian • 56 young people participated in the Helping Young People Engage (stage 1 employability) programme • 30 young people participated in the Skills Training Programme (stage 2 & 3 employability programme)
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1.2 Policy Context

CLD Youth Services provision is informed by national as well as local policies. The Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering Community Learning and Development (CLD). CLD's specific focus should be:

1. improved life chances for people of all ages, through learning, personal development and active citizenship; and

2. stronger, more resilient, supportive, influential and inclusive communities.

CLD Youth Services provision is informed by the CLD Regulations 2013, National Youth Work Strategy, National Youth Work Outcomes, Curriculum for Excellence, and the Getting it Right for Every Child - Wellbeing Indicators. CLD Youth Services has a strong focus on early intervention, prevention and tackling inequalities. The service empowers people individually and collectively to make positive changes in their lives and in their communities; in line with the West Lothian Local Outcome Improvement Plan (2013-23) outcomes:

- We are better educated and have access to increased and better-quality learning and employment opportunities (National Outcomes 2, 3 & 4) and
- We live longer, healthier lives and have reduced health inequalities. (National Outcome 6)

Our work is aligned to the West Lothian CLD Partnership Plan 2018 -2021 improvement priorities:

- Improve supports to empower individuals to reach their personal learning goals, building their capacity and resilience to sustain positive transitions. (Priority 1)
- Strengthen the CLD infrastructure through improved partnership working. (Priority 2)
- Build on community engagement activities with disadvantaged communities and groups, and involve learners and communities in decision making; including shaping, delivering and evaluating CLD provision. (Priority 3)

We contribute to five out of the eight council priorities for the delivery of services:

- Improving attainment and positive destinations (Priority 1)
- Minimising poverty, the cycle of deprivation and promoting equality (Priority 3)
- Improving the employment position in West Lothian (Priority 5)
- Delivering positive outcomes on health (Priority 6)
- Reducing crime and improving community safety (Priority 7)

The Statement on the Nature and Purpose of Youth Work defines Youth work as “an educational practice contributing to young people’s learning and development.

Youth work engages with young people within their communities; it acknowledges the wider networks of peers, community and culture; it supports the young person to realise their potential and to address life’s challenges critically and creatively; it takes account of all strands of diversity.

Youth work takes place in a variety of settings including community venues, uniformed groups, schools, youth cafés and on the street, whilst using numerous approaches such as outdoor pursuits, drama workshops, health initiatives, peer education and single issue and single gender work to engage with young people.”

Youth work has three essential and definitive features:

1. Young people choose to participate
2. The work must build from where young people are
3. Youth work recognises the young person and youth worker as partners in a learning process

Youth work’s focus is on young people aged 11 – 25, with particular emphasis on the 11 – 18 age range. Youth work acknowledges the need for early intervention work and the need to support transitions for children under 11 years of age.

1.3 Purpose of the Review

CLD Youth Services is reconfigured and continues to deliver services in accordance with the CLD Regulations and the National Performance Framework which are aligned to the agreed priorities of the council in the Corporate Plan, and the Community Planning Partnership in the Local Outcomes Improvement Plan.

CLD Youth Services resources are effectively deployed. There is increased flexibility and responsiveness to meet needs in identified communities and with targeted groups. Work is focused on:

- Tackling inequalities
- Increasing youth participation
- Improving employability
- Raising attainment and achievement
- Promoting health and wellbeing

1.4 Review Methodology

The service consulted with stakeholders using a mixed model of surveys and focus groups. Stakeholders included:

- children and young people
- community
- internal and external partners
- CLD Youth Services staff and volunteers

Additionally, practitioners did desk research and undertook best practice visits to other local authority areas to explore other youth service models. National partners consulted included NHS Healthy Respect and the Electoral Registration Office. The list of stakeholders consulted and local authorities visited is attached in appendix 1. We also drew on advice from critical friends; Youthlink Scotland the national youth work agency and Youth Work Managers Scotland.

2. Review Findings and Case Studies

2.1 Tackling Inequalities

Tackling inequalities by promoting inclusion, addressing poverty and disadvantage is at the core of what we do. CLD Youth Services support young people to tackle inequalities in a variety of ways through developing programmes within youth club provision, school issue-based work, youth participation, LGBT groups, work with girls and young women, More Choices More Chances (MCMC) and ASN groups.

Inclusion and accessibility were highlighted as a key theme by young people and staff working in the youth work sector, when consulted on the priorities for the National Youth Work Strategy 2020-2025. This includes access to information about the service in a timely and appropriate format; consideration of the costs to participate for example, transportation, membership fees and equipment. In addition to suitably qualified and experienced staff to work with young people with diverse needs and backgrounds.

Findings from the West Lothian Anti-Poverty Consultation with young people show that 150 out of 164 respondents (91%) highlight the lack of money as being a key barrier to participating in out of school activities. Staff are aware of the needs of young people in our communities and work with families to ensure that young people are included, by adapting

provision, and removing barriers to support participation. The Education Scotland inspection of CLD in West Lothian in 2018, reported “*well targeted programmes leading to positive outcomes*” as a key strength. In collaboration with young people, community groups and third sector organisations we aim to deliver provision that is flexible and responsive to needs. This can lead to the development of new projects, changes to clubs and services, as well as training for staff and volunteers.

Youth Club Girls Group – Jenni’s Story

My friend told me about a Girls Group she went to. It sounded like good fun. I had never been to a youth club or Girls Group before but went along to try it. I liked the way the youth workers asked for our opinions on what activities we wanted to take part in and how we had to find out all about costs. They had funding to pay for an outdoor activity residential It sounded like really good fun. I’d only ever done activities like this through school and I liked the idea of going away with just the girls. I wasn’t really sure what to expect before I went but the staff and some other people who’d been before told me how good it was. We don’t have much money in my family so it was good that it didn’t cost too much. It was really good fun organising and running the bake sale in the Community centre to raise extra funds for the trip.

The Outdoor Activity residential – it was amazing fun. I did every activity and did stuff I never thought I would. Since the residential I’ve been at the Girls Group every week and we’ve done loads of different activities and trips. I did a Period Poverty Activity at Girls Group which was interesting, to see if budget or more branded sanitary items were better. We were then asked to run a workshop at a youth work recruitment event, it was nerve wracking but I’m so glad I did it!!

I’ve visited the Scottish Parliament, met the First Minister and had two meetings with my Member of the Scottish Youth Parliament. I’m going to be part of the new local youth forum that’s been set up so young people in the village have more of a say in the development.



I’m volunteering at the Junior Youth Club and take part in planning and running the nights. For four weeks me and another youth volunteer got to work with a sports coach who taught us lots of ideas for games and activities. He doesn’t come along anymore but me and the other volunteer still run the games sessions. I am registered as a Youth Volunteer with West Lothian Council Youth services. I also help out with the Children’s holiday club over Easter and Summer and was asked to go and do slime making with them at their Thursday night club as I was so good at it.

There’s an S6 girl at the Girls Group who’s volunteering for her Duke of Edinburgh’s Award that she’s doing through school. I’m hoping that I can do the same when I start my Duke of Edinburgh. I’ve completed a 100 hour Saltire Award and am working towards reaching my 200 hour Award. I’ve completed a Hi5 and a Dynamic Youth Award too.

What has taking part meant to you?

It's meant I get to work with younger children and get experience for my future if I'm applying for work or college and I've got some qualifications and certificates too.

I've had the chance to take part in activities that I hadn't done before and meet new people both adults and children. It's meant I've got more involved in what's going on in the Community Centre. We're helping re-design the youth room and also talking about going to visit older people in a nursing home to hopefully get to know them and hear all their stories! My Experience - It's been fun, different, I get to spend time with nice youth workers who listen to my ideas and help make the group fun. You make loads of new friends and hear others opinions as we have loads of chats about interesting things and any issues that anyone has!

A recognised achievement in tackling inequalities in 2018 was CLD Youth Services becoming the first Local Authority service in Scotland to achieve the Gold Chartermark award from LGBT Youth Scotland. The service continues to actively promoting diversity, equality, inclusion and LGBT rights into all aspects of working with young people.



LGBT Gold Chartermark Presentation

West Lothian Pride

West Lothian Pride was established in 2014 by CLD Youth Services and partners in response to our LGBT youth group's interest in holding a local Pride event to celebrate and support lesbian, gay, bisexual and transgender people within our local community. West Lothian Pride (WLP) has an established committee, which includes members of our Glitter Canons Youth Project. WLP is an annual celebration event, including a parade and the Pride Village, which houses a large variety of stalls, activities, food and family friendly entertainment. It provides an opportunity to make connections, build positive relationships, create community cohesion, reduce isolation and raise awareness.

The WLP committee is a partnership of voluntary organisations, council representatives, LGBT organisations, young people and individual members. CLD Youth Services are an integral member of this and lead in recruiting, training and supporting all volunteers that are needed for the day as well as providing a first aid area with trained first aid volunteers.

For the last two years there has been a dedicated youth space at West Lothian Pride which is also supported through the service. This is a safe space for young people to socialise and take part in a range of activities. It offers them the opportunity to promote self-affirmation and dignity, increase their LGBT visibility as a social group, celebrate and educate the wider community on the ideologies of diversity and gender variance and subsequently promote a more tolerant and cohesive community.

The wider benefits of West Lothian Pride are that LGBT people of West Lothian feel more included in their communities and reduce prejudice-based attitudes and reactions to LGBT people

National Youth Work Outcomes

Outcome 1: Young people are confident, resilient and optimistic for the future

Outcome 2: Young people manage personal, social and formal relationships

Outcome 4: Young people participate safely and effectively in groups

Outcome 6: Young people express their voice and demonstrate social commitment

Health and Wellbeing Indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included

West Lothian Council Priorities

Priority 3: Minimising poverty, the cycle of deprivation and promoting equality

Priority 6: Delivering positive outcomes on health

Bridgend Family Summer Sessions

The summer sessions were developed through the Holiday Activity Lunch programme which aims to provide a lunch for each young person who attends. It is targeted to the most disadvantaged communities and the village of Bridgend has significant need. The income deprivation rate is 24% double that of West Lothian (12%) and it ranks overall in the lowest 20% (17%) in the Scottish Index of Multiple Deprivation (SIMD).

Bridgend Family Summer sessions were designed in Partnership with the Adult Learning Team, Bridgend regeneration group, the Primary School and Scotland's Learning Partnership to bring unique and inspiring learning lessons to families in Bridgend to help parents understand the importance of learning and provide tools for them to continue exploring learning with their children at home. The summer sessions were set over three weeks. The family completed the morning session together and then after lunch the session was separate. The family learning activities were aimed to help parents to learn how to support their children's learning whilst having fun. A range of tutors were recruited to provide some of the specialist sessions and to introduce and highlight different learning experiences. Participants included adult family members and their children or relatives aged five and above.

The sessions brought a vibrant family learning programme to the community focusing on health and wellbeing, delivering:

- Drama
- Relaxation sessions
- Food and growing sessions
- Fitness and a positive mental health programme
- Healthy, cost-reducing cooking and good diet
- Resource bags of home activities
- Magic memory boxes

Evaluation and feedback have resulted in all future holiday sessions including at least two family learning sessions and a community family fun day being held each summer in the village. The service aims to explore the

potential to enhance children's club provision West Lothian wide, with family learning activities and projects during the holiday periods.

National Youth Work Outcomes

Outcome 1: Young people are confident, resilient and optimistic for the future

Outcome 2: Young people manage personal, social and formal relationships

Outcome 3: Young people create, describe and apply their learning and skills

Outcome 4: Young people participate safely and effectively in groups

Health and Wellbeing Indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included

West Lothian Council Priorities:

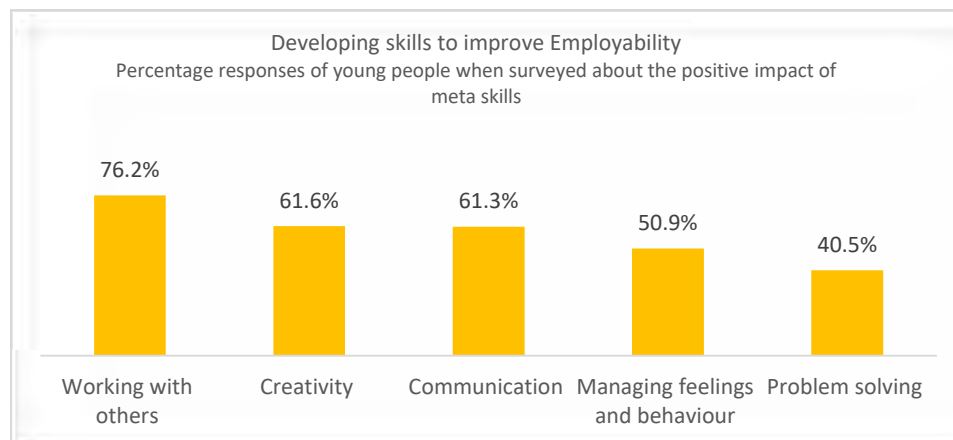
Priority 3: Minimising poverty, the cycle of deprivation and promoting equality

Priority 6: Delivering positive outcomes on health

Priority 7: Reducing crime and improving community safety

2.2 Developing Skills to Improve Employability

CLD Youth Services has a strong focus on working with young people to develop skills for life learning and work. Young people surveyed in 2020, highlighted the range of employability/meta skills that they thought attending youth provision had helped them develop.



Source: CLD Youth Services Youth Work Survey 2020

These meta skills sit within three distinct areas of self-management, social intelligence and innovation, and are underpinned by the concepts of emotional intelligence, entrepreneurialism and confidence. 86.2% of young people participating in our employability focused work agreed that their employability had increased; CLD Youth Services performance indicator EDCYS051.

Though all youth work activity provides opportunities for young people to develop 'meta skills', supporting future employability, most of our employability services and programmes are specifically targeted towards supporting the most vulnerable young people to make successful transitions into employment, education and work-based training. We deliver in school and post school interventions.

School Work Experience Programme

The School Work Experience programme is coordinated centrally by CLD Youth Services. This includes WorkIT, the Career Ready Programme, Work Placements and support to Work Experience Co-ordinators in schools. This is a universal offer to all young people in the senior phase, which supports their employability skills development. Work experience co-ordinators were asked to rate the support provided by the service on school work experience. A rating of 100% good/excellent was reported by the schools that responded. Potential areas for improvement focused on streamlining of administrative processes and making systems more user friendly.



Career Ready Launch with Mentors

Schools Vocational Programme

The Schools Vocational Programme (SVP) provides a range of practical and vocational learning courses for young people aged 15 -18, who would benefit from additional experience and skills prior to leaving school. The courses are offered to these students during their final 12 months of school. These courses are planned and delivered by CLD Youth Services with inputs from other West Lothian Council services; we also commission training providers, for example, West Lothian College, The Larder Cook School and Scotland's Rural College. The courses vary in their timing and duration with some running for 10 weeks and others for the full academic year.



Hard Landscaping

Our More Choices More Chances (MCMC) Keyworker service enables young people to successfully transition onto sustainable positive destinations by providing individual support and access to appropriate group learning opportunities.

School Keyworkers are available in all 11 mainstream secondary schools throughout West Lothian. They provide intensive one to one support for up to 250 young people per year who would benefit from additional support to progress to a positive destination. This is up to 12% of the annual school leavers who are registered on the School Leaver Destination Returns (SLDR). The young people have access to a range of courses entitled 'Opportunities for You'. These courses are managed centrally and offer development in areas such as Healthy Lifestyle, Team Building skills, Confidence, Personal Care, and Lifeskills.

MCMC Keyworker Service Case Study – Grant's Story

Grant is from a family of school non-attenders and has barely attended school since S2. He is shy but knows his own mind. Grant started to get into trouble within the community and decided that he didn't want to go down a bad road so he distanced himself from friends and decided to stop going out. He is from a supportive family who have a good work ethic.

The first time I met Grant, I went to his house and he didn't say much but agreed to get involved with MCMC and his mum said she would support him. He mentioned he was bored and that his preferred career choice was to go into the Army. We chatted about the Schools Vocational Programme (SVP) and Opportunity for You (OFY). He seemed interested in the SVP mechanics and Hard Landscaping and OFY Fit for Life and Confidence. Although he enjoyed the Hard Landscaping course he only managed to go once. I supported Grant to attend an Outreach teaching group on a Tuesday. His attendance at this was poor but I would call him the day before to remind him this group was on and he would cycle over. He did attend most weeks and did gain some qualifications; however, Grant was not keen on education and much preferred being active and doing practical activities.

Grant was keen on finding work or joining the Army (which he decided he would shelf until he was a bit older) and it was clear that he was not interested in Further Education or Training. To improve his confidence, I supported him to self-reflect on his skills and identify how he would manage different situations. Over the coming weeks, Grant and I met on a regular basis to apply for work and I supported him with job applications and creating a CV. We practiced addressing envelopes and what to say and do when you were handing them into potential employers. We looked at how to adapt his CV for different jobs, how to write covering letters, practiced telephone interviews and looked at websites and places where he could find job opportunities. Sample job application forms were used to give him practice at completing them.

After weeks of applying for jobs I introduced Grant to another service, Access to Employment. We discussed what they could offer him and they gave us details of a couple of opportunities. Grant wanted to apply for a labourer position with West Lothian Council and I supported him to apply. He was invited for interview and we did some prep and I supported him to attend. He said the interview went well and was delighted to be offered the post as Trainee Labourer.

Quote:

"I'm ready for work"

National Youth Work Outcomes

Outcome 1: Young people are confident, resilient and optimistic for the future

Outcome 2: Young people manage personal, social and formal relationships

Health and Wellbeing Indicators: Healthy, Achieving, Nurtured, Active

West Lothian Council Priorities:

Priority 1: Improving attainment and positive destinations

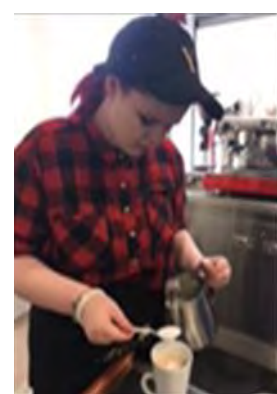
Keyworkers also support those young people who are participating in the School Vocational Programmes as well as the post school Skills Training Programme (STP) and Helping Young People Engage (HYPE) project. These programmes are delivered in the community and bring small groups of young people from different schools, and areas together to participate in learning activities that are engaging and provide a focus on transferable skills and employability. Activities include work-based training and courses in Sports and Fitness, Construction, Animal Care, Administration, Childcare, Multi-Media, Photograph, Beauty and Hospitality. As well as helping to deliver skills, confidence and experience which are invaluable for a young person, these activities also provide them with additional qualifications. These range from Scottish Qualifications Authority (SQA) qualifications; industry recognised qualifications, personal development awards, e.g. Dynamic Youth Awards and in-house certificates.



Green Gym



Design Studio



Hospitality

The majority of young people participating in these employability interventions are aged 15 -19 years. A consequence of No One Left Behind Scottish Government funding is the expansion of HYPE to work with young people up to 26 years of age, in consideration of young people with additional support needs and those who are care experienced.

Skills Training Programme

The Skills Training Programme consists of up to 26 weeks work experience four days a week in a work placement usually within council services, care/child care, catering, customer services/clerical and in operational services, plus a day of self-development and employability training. This gives young people the opportunity to gain the vocational and personal skills required to secure and sustain work. Young people learn new skills and gain the confidence necessary to progress on to further education, training or into work. The vocational qualifications offered include the West Lothian Employability Award level 4, Emergency First Aid at Work and the British safety Council Entry Level Health and safety in the Workplace. CLD staff also facilitate inputs on equalities and inclusion.

Helping Young People Engage

HYPE offers young people on the programme in West Lothian a wide range of activity-based courses where young people can grow in self – confidence, begin to address the barriers to them moving on to their ‘next step’ and develop a range of life skills. The HYPE Team engage with young people through a youth work approach. Young people can access help to improve their numeracy and literacy skills with an Adult Learning Worker and also have a Keyworker.

At the end of each course all young people are awarded a HYPE certificate of achievement giving details of the practical skills that they’ve learned during the course. Their certificate will also include details of the ‘soft’ skills they’ve developed from attending the programme and working as part of a group. All HYPE participants are encouraged to work towards formal accreditation. HYPE courses are closely linked to the labour market supporting young people to learn about careers and gain practical skills with courses such as Café Culture, Introduction to Animal Care, Gardening and Landscaping and Introduction to Beauty and Customer Service. In 2020, HYPE won the National Youth Work award for Arts & Creativity, sponsored by Creative Scotland.

HYPE Case Study - Josh's Story

Josh was referred to the HYPE programme as he had not been attending school on a regular basis because of issues at home. He was initially reluctant to attend HYPE courses due to various barriers; his erratic home life, chaotic relationships and occasional homeless status. It was evident from the outset that Josh had a great deal of potential, given the appropriate environment and learning opportunities, we just had to get him there!

To address the barriers to Josh engaging with leaning the HYPE team agreed with his key worker a strategy of initially working with Josh on a 1:1 basis to develop a relationship of trust and mutual respect. This included phone calls with Josh when his mood was low or he was unmotivated and lacking self-confidence around being in a group setting.

To support his attendance, he was regularly collected from home by a member of the HYPE team. This not only motivated Josh to get out of bed, but the car journey offered the opportunity for a chat, to continue to build relationships and address any potential issues or worries before joining the group setting.

All HYPE courses strive to provide young people with a safe, nurturing, learning environment. Josh began by attending one HYPE course. Whilst, at first sceptical, he responded positively to the new group setting, he quickly made friends but proved to be a young person who was easily distracted from coursework. To address this HYPE staff worked closely with Josh to keep his attention directed on set tasks; this was managed through a process of positive reinforcement and praise. The HYPE course format, which is activity based, suited Josh's style of learning. As he continued to build positive relationships with staff and young people he grew in confidence with his learning and he went on to join several more HYPE courses.

There were some ongoing issues around Josh's inappropriate behaviour and use of discriminatory language. HYPE staff worked to address this through group discussions on diversity and equality, hate crime, alternative terminology and the possible repercussions of abusive language on a person's self-esteem and sense of self-worth. Through this intervention there was a marked improvement in Josh's attitude, his social skills around others improved and there was a visible improvement in his self-esteem. Josh was motivated to successfully complete the course and improve his life chances.

The HYPE programme is designed to enable young people to develop skills for life and work to ultimately reach a positive destination. With this target in mind, Josh worked hard to achieve accredited qualifications through his HYPE courses, including a Saltire Award, Dynamic Youth Award, Hi5 and more specific awards such as the Green Gym Safe Use of Hand Tools and RUTS Urban Box qualification, further improving his chances of moving on to further training or employment.

This level of achievement was a milestone in Josh's life, as it was his first experience of academic success and achievement. He was advised of the various options open to him for his next step on his employability journey and chose to make an application to the West Lothian Council Skills Training Programme. He was successful gaining a place on this six-month Training Programme and continued to grow and develop his employability skills.

National Youth Work Outcomes

Outcome 1: Young people are confident, resilient and optimistic for the future

Outcome 2: Young people manage personal, social and formal relationships

Outcome 4: Young people participate safely and effectively in groups

Outcome 7: Young people broaden their perspectives through new experiences and thinking

Health and Wellbeing Indicators: Safe, Healthy, Achieving, Nurtured, Active, Included

West Lothian Council Priorities:

Priority 1: Improving attainment and positive destinations

Priority 3: Minimising poverty, the cycle of deprivation and promoting equality

Priority 5: Improving the employment position in West Lothian

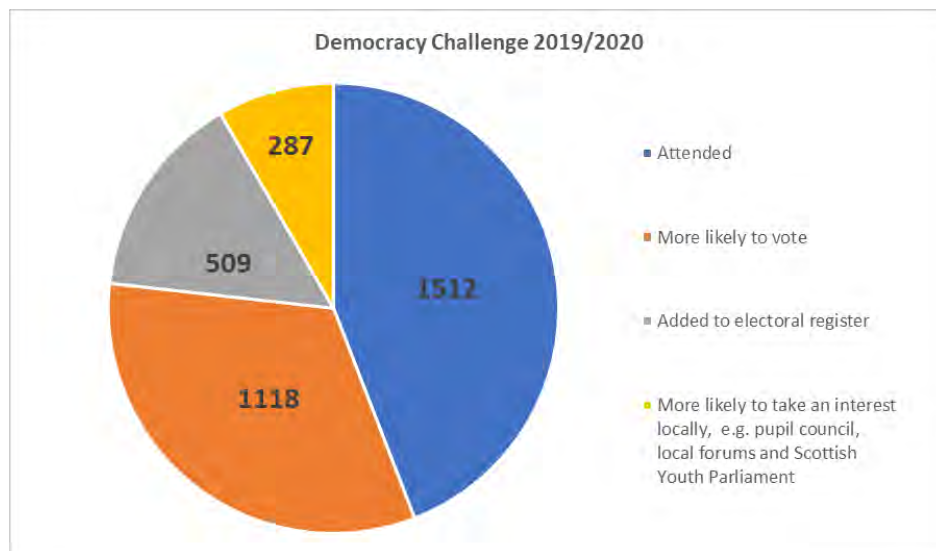
2.3 Increasing Participation

The service supports young people to have their voices heard in a number ways. Staff work in partnership with young people to develop and support forums in local areas which enable members to come together to form their views around issues which affect young people. They are encouraged and supported to participate on their local community centre management committees. Young people participating in youth clubs and projects are involved in the co-design and delivery of programmes; taking up leadership roles, for example facilitating workshops. Through our Youth Work in Schools Programme, we deliver the Democracy Challenge to all S4 pupils as well as representative training to members of pupil/house councils which enables them to work together effectively.

Staff work in partnership with young people to support forums which have formed around specific issues and draw membership from all over West Lothian. In 2019, we appointed a Community Education Worker with a remit focused on increasing participation. This member of staff has responsibility for; supporting our young people who are elected to the Scottish Youth Parliament and more broadly for developing a participation structure which is meaningful and effective in enabling young people to have their voices heard. In October of 2019 we brought together harder to reach young people in West Lothian to ensure that they were able to contribute to the current refresh of the Scottish Government's National Youth Work Strategy. The service has also been working in partnership with the Anti-poverty Service to ensure that young people have their voices heard in the development of provision in West Lothian. In addition, there are plans to develop youth engagement and participation on the Community Planning Partnership.

Democracy Challenge

The Democracy Challenge was developed and is delivered annually in partnership with staff from the Electoral Registration Office. Sessions are offered in mainstream secondary schools in West Lothian for S4 pupils and a small number of S3 pupils who will be eligible to register. The sessions are divided into 4 sections; why should you get involved in democratic decision-making processes, how you can register to vote, how you cast your vote and finally how you can get involved from a local to national level. In February of 2020, the Democracy Challenge was presented in all of the 11 mainstream secondary schools, with a combined roll of 2067 S4 pupils. In total, 1512 young people attended the sessions and 509 were added to the register. Having completed a ballot paper at the end of the session, 1118 young people indicated that as a result of attending, they would be more likely to vote in the next election and 287 indicated that they would be more likely to take an interest locally, e.g. pupil council, community council, local forums and Scottish Youth Parliament.



Source: Democracy Challenge collated stats 2019/20

National Youth Work Outcome: 6 Young people express their voice and demonstrate social commitment

Health and Wellbeing Indicators: Respected, Responsible and Included

West Lothian Council Priority 1: Improving attainment and positive destinations for school children

National Youth Work Strategy Consultation Event

The consultation event was run exclusively for young people, in order that a variety of young people from a diverse range of backgrounds would have an opportunity to have their voices heard and be involved in informing the new National Youth Work Strategy (NYWS). For several weeks prior to the event, a lot of preparatory work was undertaken, meeting with groups of young people with identified barriers to participation and meeting with staff from organisations who may have young people who would be suitable to attend the event. Many young people expressed concern and anxiety about attending such an event as this would be a new experience for them and also due to ongoing anxiety difficulties. Their concerns were listened to and a proactive approach was taken to remove potential barriers which would prevent them from coming along and participating in the event.

On the night, 40 young people, all of whom experience barriers to participation, took part in the consultation and had an opportunity to have their voices heard. In addition to questions relating to the NYW Strategy refresh, young people were also consulted on local issues including poverty and how it impacts on young people in West Lothian. Feedback from the consultation event identified that one of the most important issues for young people who attended was young people's mental health and wellbeing, in terms of access to services, stigma and related challenges. As a next step, a young people's working group has been brought together to look at what they can do to address these issues in West Lothian. They are now meeting with staff online to progress their work.

National Youth Work Outcome: 6. Young people express their voice and demonstrate social commitment

Health and Wellbeing Indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included

West Lothian Council Priorities: 6. Delivering positive outcomes on health

Anti-poverty Consultation

Following an approach from the Anti-poverty Service regarding creating opportunities for young people to influence services in West Lothian, the service worked with young people from one of our area forums to develop a consultation strategy. This consultation formed part of a poverty awareness session which was subsequently delivered to 164 young people in youth clubs around West Lothian. The findings of the consultation have been collated and will inform the anti-poverty strategy. In addition to this; preparations have been made for staff and young people to present their findings to staff at, the currently postponed, West Lothian Pupil Equity Fund Conference, originally scheduled for March 2020. Going forward, the findings will be presented to the young people involved in the consultation at an event planned for October. At this event, they will be given the opportunity to become anti-poverty champions. Young people who choose to get involved will receive training on this role and will be a point of contact in their group in order that other young people can go to them for advice or support on money related worries.

National Youth Work Outcome: 6. Young people express their voice and demonstrate social commitment

Health and Wellbeing Indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included

West Lothian Council Priorities: 3. Minimising poverty, the cycle of deprivation and promoting equality

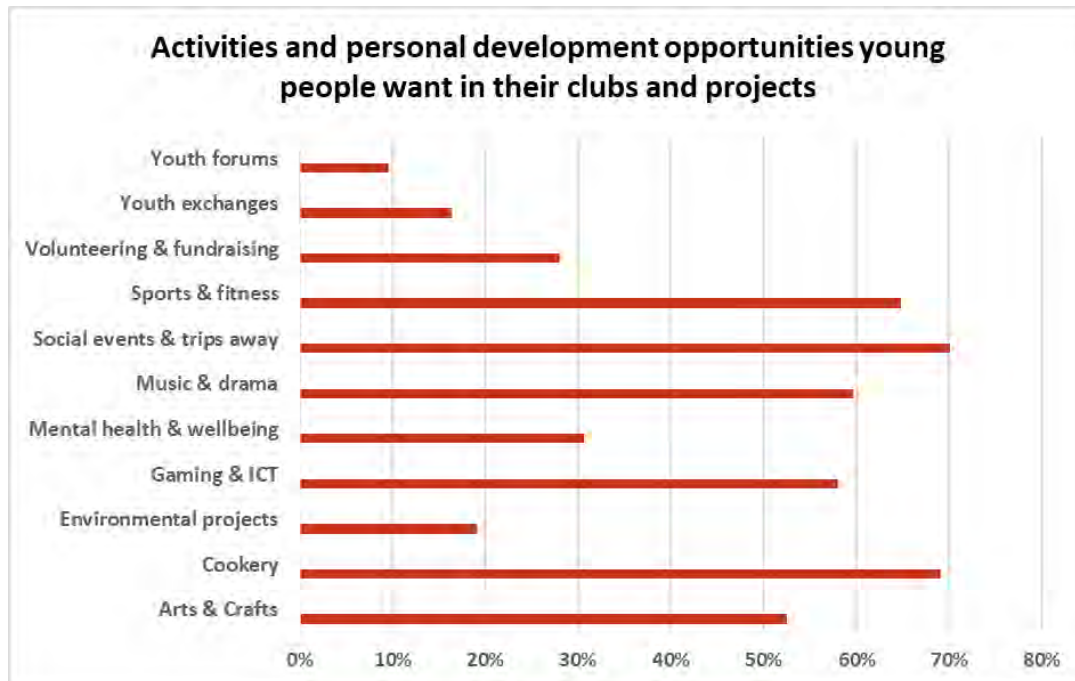
CLD Youth Services Survey 2020

Key aspects of the review were to capture impact and collect young people's views on the activities and opportunities offered by the service across West Lothian. Our aim was to check out with young people what they wanted and valued. Survey A focused on young people who regularly participated in CLD Youth Services provision. Survey B focused on young people who had previously taken part, then stopped attending, as well as those who had never participated.



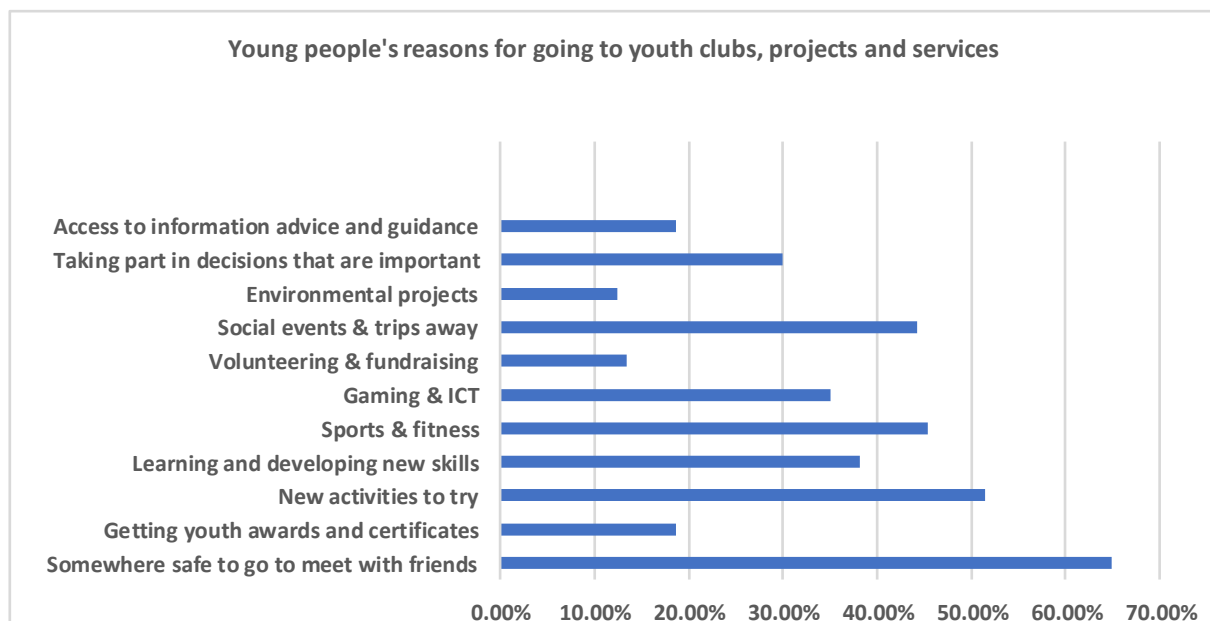
Source: CLD Youth Services Survey 2020

The survey included the diverse range of provision delivered, for example; children's clubs, youth clubs, work experience, one to one keyworker support, youth work in schools programme, Duke of Edinburgh's Award, and employability programmes. Respondents were from 5 – 25 years of age. The majority of responses came from young people aged between 10 and 15 years (P6 – S4). The top five activities and personal development opportunities young people wanted in their clubs and projects: social events/trips away 70.1%, cookery 69.1%, sports/fitness 64.8%, music/drama 59.6% and gaming/ICT 58%.



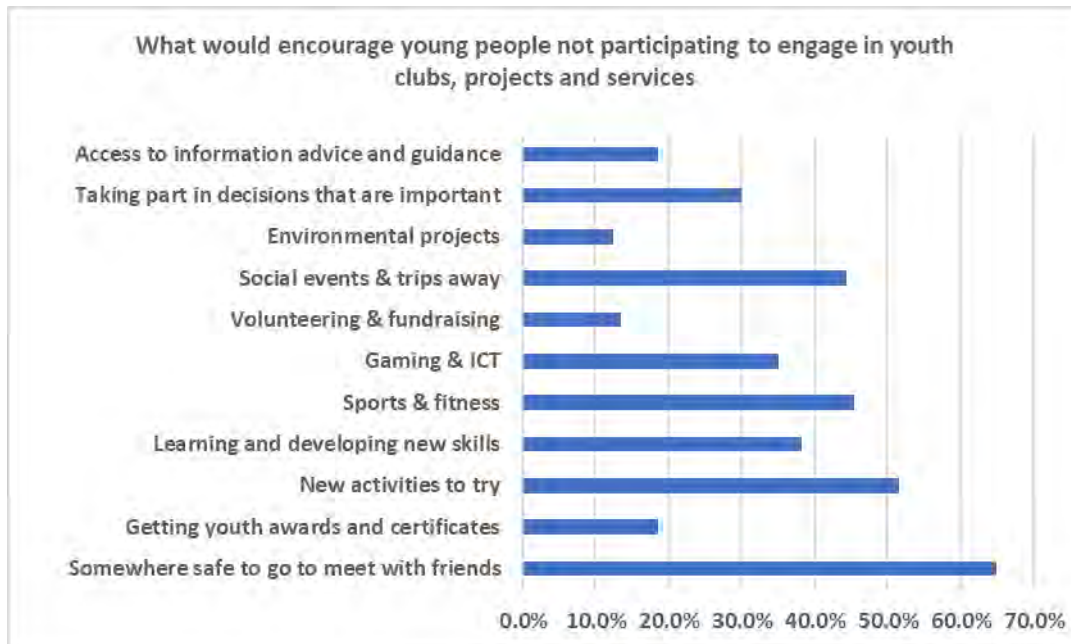
Source: CLD Youth Services Survey 2020

Young people regularly attending our youth provision highlighted their top five reasons for engaging. The most popular responses were: Taking part in activities 85.5%, having fun 84.5%, somewhere that my friends go 76.4%, making new friends 67% and somewhere safe to go 57%.



Source: CLD Youth Services Survey 2020

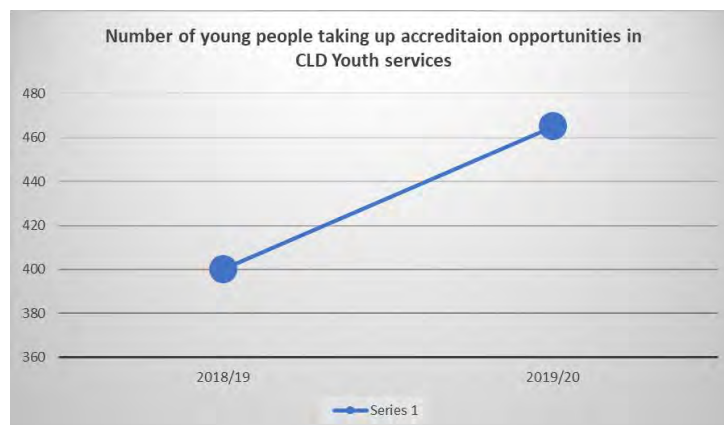
The main reasons young people identified for not participating in our youth offer were: they didn't need the service anymore; they felt that they were too old, friends stopped going, and they got bored. This group was then asked what would encourage them to engage in youth provision. The top five reasons were: somewhere safe to go to meet with friends 64.9%, new activities to try 51.5%, social events and trips away 44.3%, learning and developing new skills 38.1% and gaming and ICT 35.1%.



Source: CLD Youth Services Survey 2020

2.4 Raising Attainment and Achievement

Young people have access to a good variety of learning opportunities through participating in CLD Youth Services activities to develop their skills, knowledge and experience. As well as taking part in activities, young people can also work towards and gain nationally recognised awards. Performance across the service shows an increase in the number of accredited learning opportunities taken up by young people. This has moved from 400 in 2018/19 to 465 in 2019/20.



Source: CLD Youth Services Performance Indicator EDCYS055

However, when surveyed in 2020, though 85.5% of young people cited taking part in activities as being in their top five reasons for engaging in our youth services projects and clubs; only 11.5% highlighted gaining certificates and accreditation as a reason. Feedback from youth workers confirmed this low response level of interest in

accreditation, particularly in relation to community-based youth clubs. Youth workers noted the challenges of introducing accreditation in youth clubs, when the majority of young people showed little interest, and others raised concerns about their youth clubs becoming too much like school. In contrast accredited learning delivered through specific projects, and in the main facilitated by Community Education Workers has proved more successful.

Youth Work in Schools Programme - Dignity Boxes Project

Following a request from one of our schools to deliver group work support focusing on self-esteem, confidence and working together; staff met with the girls involved and the Family Support Worker who would be supporting the work. It was agreed from the outset that the group would have a project focus which would be identified by the participants. In addition to this, staff would design specific exercises, discussions and tasks which would help participants develop the skills required to complete the project.

Having identified a project; supporting the Dignity Box situated in a local community facility, something the CLD Worker had shared with them, the group set about planning how they would do this. The first thing they did was to speak to the Head Teacher about their idea and to get permission to visit classes to publicise their idea and to ask pupils and staff for donations of toiletries. Initially when visiting classes, the girls were uncomfortable with standing in front of their peers presenting their project and relied heavily on staff speaking for them. As the project developed and their confidence grew, they became less dependent and more comfortable with presenting it themselves. In addition to visiting classes, the girls also made up a power point slide for the pupil advertiser and for sharing with the community on social media. Some people chose to donate money rather than toiletries which meant that the girls had to go to the supermarket and purchase toiletries to augment what was already donated. The toiletries which had been donated and bought were sorted and packed up ready for taking up to the community facility to be presented by the girls.

The girls were subsequently asked to attend the first meeting of the West Lothian Anti-poverty Strategy Group to present their project, which they did and were very well received. In addition to this, they all completed Dynamic Youth Awards alongside the project won a Stellar Award.



National Youth Work Outcomes

Outcome 1: Young people are confident, resilient and optimistic for the future

Outcome 2: Young people manage personal, social and formal relationships

Outcome 4: Young people participate safely and effectively in groups

Health and Wellbeing Indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included

West Lothian Council Priorities:

Priority 1: Improving attainment and positive destinations

Priority 3: Minimising poverty, the cycle of deprivation and promoting equality

Priority 6: Delivering positive outcomes on health

Duke of Edinburgh's Award – Kenny's Story

When asked what skills I think I have developed during my Duke of Edinburgh awards I can think of many which are consistent all the way through the Bronze, Silver and Gold awards. The skill I would say I have developed the most is teamwork. I have massively improved my ability to work as part of a team and this has mostly been through the expedition section where teamwork is vital in ensuring you arrive at your aimed destination safe and well, it also helps keep the team morale up. I use teamwork in my everyday life from my part-time job in the Coop to my role as School Captain and I am also certain I will go on to use it in my future career as a doctor.

I feel having done the Duke of Edinburgh award I have also developed my communication and leadership skills through the volunteering section at all levels of the award however particularly as you move onto Silver and Gold where you are taking more ownership and responsibility in your volunteer role. I have also found that the award scheme promotes independence. Despite having a group coordinator my experience is very much is that "it is on you!" This need to be self-sufficient and upload evidence, complete the work required and ask for support when you need it without someone pushing you, allow you to really develop a sense of self-discipline and allows you to think for yourself.

The residential section within the Gold award has boosted my confidence by massive amounts and I was already a very confident individual, so this shows the huge impact it has. The residential requires you to work closely with a team of people you have never met before to work towards a goal. I did mine abroad in Ghana volunteering in an orphanage with other volunteers. This enhanced my confidence as I had to get to know loads of people quickly and work with kids I had never met before. This section also developed many skills from communication, teamwork and again independence.



I feel very lucky to have been able to take part in such a programme. I know that having my Bronze award contributed massively to me successfully getting a part-time job in the Coop when I was 16 despite there being other candidates who would have been easier to employ, my DofE award showed the manager the skills and qualities I possessed and the hard work and drive that I own. It has also taught me important life skills such as first aid and camp craft. Having my Silver award and working towards my Gold would have definitely contributed to my success in my application to university and receiving an unconditional offer to study Gateway to Medicine at the University of Dundee despite having a weaker than usual academia, the DofE award showed my strong character and that I had the determination needed to succeed in a challenging course.

I would like to thank the team that I have worked with over the many years and I have grown to have an amazing bond with many. These include Gary, Ritchie, Jim, Darren and Callum.

I hope that many other young people my age are able to continue to participate in the award as I feel it has benefited my in a range of ways and I have enjoyed almost every second of it!

National Youth Work Outcomes

Outcome 1: Young people are confident, resilient and optimistic for the future

Outcome 2: Young people manage personal, social and formal relationships

Outcome 3: Young people create, describe and apply their learning and skills

Outcome 4: Young people participate safely and effectively in groups

Outcome 7: Young people broaden their perspectives through new experiences and thinking

Health and Wellbeing Indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included

West Lothian Council Priorities:

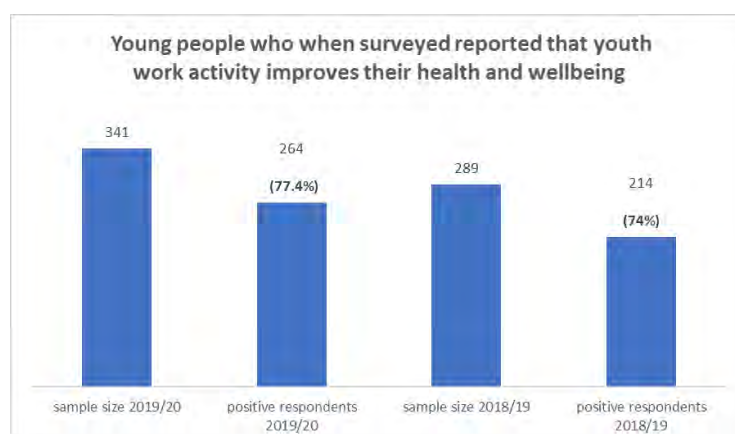
Priority 1: Improving attainment and positive destinations

Priority 3: Minimising poverty, the cycle of deprivation and promoting equality

2.5 Promoting Health and Wellbeing

In the current climate the health and well-being of our young people is of paramount importance. Young people are more likely than ever before to suffer from anxiety, depression and eating disorders, lack exercise and be overweight. As a service CLD Youth services responds to the challenges presented now and is well equipped to meet the challenges of the future.

CLD Youth Services works in communities to promote wellbeing amongst our young people. In each of our 58 community-based youth clubs we offer a physical activity and other opportunities with a health and wellbeing focus; for example; healthy eating, sexual health and relationships, mindfulness and building confidence. In satisfaction surveys 77.4% of young people using our service responded that their youth work experiences had a positive effect on their health and wellbeing.



Source: CLD Youth Services Youth Work Survey 2020

Young people participating in the CLD Youth Service Survey 2020 gave the following reasons among others for attending our youth provision; taking part in activities 85.5%, making new friends 67% and somewhere safe to go 57%, all of which contribute to their health and well-being both physically and mentally. Similarly, when asked what

they wanted to see more of in our provision, the replies included the following: Sport and fitness 64.8% and 30% would like to see more emphasis on mental health and well-being. This is reflective in national trends whereby there has been an increase in mental health issues affecting young people with 1 in 8 young people having a diagnosable mental health disorder and half of all mental illnesses manifest themselves by the age of 14. Indeed in 2017 suicide was the most common cause of death in young people aged 5 to 19; see 'Young Minds and mental health statistics.'

In relation to physical health we encourage sport and games in every one of our community-based youth clubs, this is good for the health of the young people and is a pragmatic way of gaining physical exercise which according to the World Health Organisation four out of five teens do not get enough of; they state that one hour per day is the recommended level of exercise. We have within our service a generalist approach to sport with occasional emphasis on particular sports like the Twilight Basketball club in Blackburn with Community Action Blackburn and Scotland Sports Futures and sessions on sports, games and yoga in our girls' groups.



As a service we have embarked in upskilling over the past few years and have now reached a stage where first aid training is compulsory for all staff and that practitioners have trained many young people in basic first aid. Many members of our team are trained on suicide awareness and nine have been trained in mental health first aid to tutor level. This will allow us to disseminate skills to sessional staff and provide effective mental health support for young people whilst raising their awareness.

Mental Health

Youth workers support young people with issues relating to housing, relationships and alcohol misuse. Young people are signposted and encouraged to access specialist support; for example, from the advice shop, and appropriate referrals are made to counselling and sexual health services.

Young people on the skills training programme are supported (at the time of need) with referral to a counsellor. The trainees also have 12 mornings dedicated to their programme whereby they are supported by a life coach.

Colleagues supporting young people suffering from mental health issues refer young people to local counselling services for support. During the COVID-19 lockdown members of our team have provided one to one as well as group support and activities for young people. Feedback highlights that this work has been greatly appreciated and beneficial in helping young people with their wellbeing and isolation issues.

In response to youth workers continually reporting concerns about young people's mental wellbeing in the locality, the Community Education Worker secured in-house funding to pilot a targeted closed group focussed on nurture and supporting young people's mental health and wellbeing. The group called 'Me -Time' started meeting on Tuesdays after school for two hours. The weekly sessions include wellbeing related discussions, arts and craft

activities and cookery. Young people can be referred to this group by services working with them and they can self-refer. Two young people were referred by their school; others have been signposted from community-based youth provision in the area. The two young people who were referred by their school have subsequently started engaging in additional community-based youth work delivered by CLD Youth Services. Early feedback from young people is that they find the group very useful, as it gives them an opportunity to explore coping strategies, their feelings and provides them with an out of school social activity which has developed further friendships.



Photography Group

Food and Nutrition

In our Skills Training Programme we support young people in healthy eating advice and assist them in developing cooking, budgeting and other life skills. There is also ongoing work in our community-based youth provision to support healthy eating options and deliver basic cooking and preparation sessions with children and young people in most of our clubs.



Trying different fruits



Cookery skills



Cookery Skills

In our holiday programmes we support the distribution and serving of hot meals to children which ensures that they get a hot meal each session they attend. This is targeted to the most disadvantaged communities.

The Larder Cook School statement

The Larder West Lothian has worked with the CLD Youth services team in Armadale Community Centre for 18 months. Through this partnership we have delivered cookery classes for youth club members and provided hot meals, as part of the extension to the Free School Meals School Holiday Programme, during the Easter, summer

and October breaks. This food is prepared in our hospitality training hub in the Armadale Community Centre which provides training opportunities for the most disadvantaged young people to develop their confidence and skills for the hospitality sector. The partnership contributes to curriculum for excellence by supporting young people to gain qualifications; helping them to be more confident and informed, more able to problem solve and communicate with their peers and others in a community setting. The project has vitalised a previously unused community asset and makes a valuable contribution to the reduction of poverty and hunger during the school holiday periods.

Angela Moohan Founder and Manager, The Larder Cook School

LGBT work

Our work on the West Lothian Pride event and Glitter Cannons Youth Project provides a safe space for LGBT young people to express their identity and share experience and feelings. We know that LGBT young people suffer greater mental health pressures than young people generally. Therefore, our work is crucial in supporting them and providing access to services and advice as well as promoting a celebration of culture and diversity in the annual Pride event.

Youth Club - Zara's Story

Zara initially began attending youth club provision in summer 2018. Aged 15, she was suffering from low self-esteem and was being bullied at the school. Zara felt that she was being victimised due to a physical disability, which inhibited her mobility.

Considering the principles and legislation, as stated in the Equality Act 2010, CLD Youth Services in collaboration with the school, initiated the support plan for Zara. A strategy was developed to address the bullying experienced by Zara during school time. Within the youth club, staff began by engaging in individual discussions with Zara, allowing her to speak freely regarding her situation, including her lack of self-esteem, social isolation and her fears for the future.

Youth work staff identified other vulnerable young people within the youth provision and created a small nurture group which took place during the youth club sessions. Youth workers then developed a programme of group activities based around bullying, positive body image and diversity projects. Although initially fearful and apprehensive, Zara attended each group with the support of staff. As the weeks progressed, there was an improvement in Zara's demeanour and sense of self. This was in part due to the relationships that Zara developed with the other group members.

Zara now has an increased social circle and her self-esteem has greatly improved. Zara's school has now addressed the bullying issues and there is a dedicated staff member who regularly checks in with Zara and is on hand to intervene if any further bullying incidents should recur.

National Youth Work Outcomes

Outcome 1: Young people are confident, resilient and optimistic for the future

Outcome 2: Young People manage personal, social and formal relationships

Outcome 4: Young people participate safely and effectively in groups

Health and Wellbeing Indicators: Safe, Healthy, Nurtured, Active, Respected, Responsible, Included

West Lothian Council Priority 6: Delivering positive outcomes on health

Sexual Health

We currently have two school based Healthy Respect drop ins in partnership with NHS staff and a further one that we support in the community with a voluntary sector partner which offers mental health and wellbeing support as well as sexual health information and advice. Examples include supporting young LGBT people experiencing significant challenges, and offering them local groups to attend, youth workers to talk to and signposting. Sessions on sexual health and relationships are also delivered on Street Hero (addressing risk-taking behaviour) courses and on demand for youth groups.

3. Capacity Building and Partnership Working

Capacity building is an approach which is central to all of the work we do. We strive to empower individuals to reach their personal learning and development goals by working in partnership with them to build their capacity and resilience. We work with a broad range of partners to strengthen the CLD offer throughout West Lothian, for example; Schools, West Lothian College, Skills Development Scotland, Knightsridge Adventure Project, West Lothian Youth Action Project, Linlithgow Young People's Project, West Lothian Pride, The Larder Cook School, Career Ready, the Electoral Registration Office, Healthy Respect and NHS Lothian, West Lothian Drug and Alcohol Service, Police Scotland and the Scottish Fire and Rescue Service. The reach of our service is hugely expanded by supporting and working in partnership with volunteers, for example; our Duke of Edinburgh's Award provision is delivered throughout West Lothian in schools and the community by staff and volunteers. Our youth and children's clubs are supported by volunteers who are often young people who have progressed from attending as members to volunteering as leaders. Regular opportunities are made available for them to join our part time paid youth work staff. In a number of cases these volunteers have gone on to undertake a CLD degree and become full-time CLD Workers. We provide training for our youth work staff to ensure safe and developing professional practice, for example; child protection, food safety, first aid, coping with challenging behaviour, autism awareness, stress management and team games. CLD staff contribute to training and development for partner agencies and services by opening up appropriate training opportunities, for example; Scottish Mental Health First Aid training and by direct delivery, for example; Recognising Participation and Wider Achievement sessions for the Forth Valley and West Lothian Regional Improvement Collaborative.

Healthy Respect statement

Healthy Respect strongly values our partnership with West Lothian CLD youth services. For many years CLD youth services have been a core part of our delivery model for early intervention and prevention sexual health services in West Lothian. They, alongside the school nursing service, deliver school and community-based drop-in services for young people including the free condom service, pregnancy testing, and postal testing kits for young people. These drop-in services also provide an essential point of contact for young people who have concerns and need someone to talk to and/or signposting to other services. Healthy Respect believes these school and community-based services are essential to supporting and promoting good sexual health in our young people, including supporting the continued national decline in Scotland's teenage pregnancy rates. Continued efforts are essential to tackle the current rises in STI rates across Scotland.

CLD youth services are also a key partner in supporting a network of professionals across West Lothian who have a shared interest in young people's sexual health. This support includes facilitating meetings and events, information sharing across professional networks, and supporting multi-agency training events.

Steff Kaye –Services Coordinator, Healthy Respect, NHS Lothian

Electoral Registration Office statement

As a partner in the delivery of the Democracy Challenge, Lothian Valuation Joint Board values the relationship that has been built up over the years with the CLD Youth Services.

Young voters are under-represented on the Electoral Register and are therefore a key target demographic for our engagement activities. Working together on the Democracy Challenge project assists us in increasing the registration rates of school aged voters – West Lothian consistently showing the highest registration rate across the 4 council areas for which we are responsible.

Planning and delivery of the Democracy Challenge runs effectively, in a smooth manner. CLD Youth Services consistently consult with us in the planning stages and work flexibly to implement any changes requested for more effective delivery of the project if appropriate.

Overall, we appreciate the effort that is put into setting up such events. The holistic approach to educating young voters on the benefits of voting helps us to achieve our overarching goal of registering as many school aged voters as possible, as well as the goals of the CLD Youth Services. Personally, I have enjoyed working with Nan and her team and hope that we can continue to work together going forward.

Chris Beaton ER Engagement Officer, Electoral Registration Office

4. Changing stakeholder expectations

As a service, in order to remain relevant and fit for purpose, it is essential that we constantly adapt to the changing needs of society. The current global pandemic, COVID 19, has been the biggest and most impacting change we have experienced. Since the country was put into lock down in March 2020, we have rapidly changed the way we work to support our young people. We have continued to provide services focusing on the most vulnerable groups; HYPE, MCMC, LGBT, ASN, Girls Groups, and members of the MHWB Youth Forum. A variety of methods have been used to maintain engagement with young people, including one to one walk and talks, phone calls, text messaging, video calls and social media. Young people have benefited from one to one support, accredited learning, group activities and have completed projects produced by the service and delivered to them physically or by digital means.

The service contributed to the planning and delivery of learning and support in community hubs to children and young people of key workers and those who were identified as vulnerable. Staff have delivered learning programmes and accreditation opportunities including Hi 5 awards and Dynamic Youth Awards. These activities increased engagement and helped to address learning loss, whilst also supporting health and wellbeing and raising attainment. 173 accredited learning certificates and awards were achieved by children and young people in P1 to S3.

A blend of digital and remote approaches to deliver a 'Summerfest' programme involved themed activity packs which were distributed weekly in July in nine Scottish Index of Multiple Deprivation (SIMD) areas across West Lothian. They included arts and crafts, STEM activities, cooking and physical challenges as well as resources and competitions. Opportunities also included Hi 5 Awards and Dynamic Youth awards online and ongoing engagement via social media platforms.

Adapting to new ways of working is challenging but has enabled innovation and creativity. Staff are utilising their knowledge and skills of working with young people to offer learning opportunities in a different way and are delivery positive outcomes. Young people are able to come out and meet the team and continue to engage digitally, helping them become less isolated and helping them stay connected to the service. A total of 1,868 activity packs were delivered by the service to new as well as existing youth service users. 76% of participants who took part in a survey

said that participation improved their mental/emotional wellbeing. 84% also said they had learnt something new, listing things like art, climate change and surviving a camping trip.

Specific learning at home packs have been created for the 16+ age group engaging in our employability focused programmes. HYPE delivered 150 themed learning packs to young people's doorsteps, including 44 targeted outdoor/construction themed packs and 15 individualised craft packs. The generic themed activity packs included tasks and information relating to mental health and wellbeing, personal care, cooking, creativity, physical fitness and preparation for a return to leaving the house. The outdoor and construction tasks involved a range of activities from planting a COVID-19 Blossom memorial tree, building and painting a wooden wheelbarrow planter, building a birdhouse and bug hotel and the 'Lockdown Lambo' Airfix Lamborghini kit moving on to more technical Meccano builds. Young people commented:

"I think HYPE helped by giving me something to look forward to each week such as the Zoom calls and the learning packs. It made all the craziness from the lockdown feel a bit more normal." A

"I think my favourite was the designing a t-shirt. It was fun to do and motivated me to decorate some of my own clothes." J

The service has established a Facebook page to maintain engagement with young people and to promote the learning offer. Staff have developed digital content and are using a range of different platforms to communicate with and support young people including: Zoom, WhatsApp and Instagram. Virtual youth groups were set up for our most vulnerable young people and have been well attended, in the absence of face to face youth work. For some young people; those who have struggled to participate in groups in person due to mental health issues; meeting virtually has been especially beneficial.

This has changed the parameters of how we work and continues to present challenges for staff as well as young people. For example, staff have been working remotely using digital technologies to best effect, but the standard of equipment available and the skills levels are variable. Equally, not all young people are equipped to engage with digital technology. We are currently exploring how we might further develop our use of technology to broaden our reach and adapt to the "new normal".

Nationally, the CLD sector has expressed concerns about the impact of COVID 19 on young people's mental health and wellbeing, employment, learning as well as access to leisure and recreational opportunities. There is a concern that the impact of poverty will be greater, and that vulnerable young people could be further disadvantaged.

Feedback from surveys and consultations in West Lothian undertaken by the service has highlighted areas for consideration and further development in order to more effectively deploy our resources to achieve greater impact:

- A focus on activities to tackle inequalities and improving outcomes for individuals and communities aligned to a shifting of resources to facilitate a more relevant, flexible and responsive service.
- Earlier intervention and support delivering focused work with individual young people, as well as targeted work with groups and in communities, where there is the greatest need.
- Increasing engagement and opportunities through community-based youth work for the 14+ age group.
- Further development of digital youth work to improve promotion as well as accessibility of projects and services.
- Improving administrative functions across programmes through the development of appropriate online systems; e.g. FORT and Cognisoft for recording, monitoring and reporting on the impact of youth work.

5. New service delivery model

The new service delivery model acknowledges the importance of more focused work with young people to address the needs highlighted in this service review report, and also in the youth work education recovery plan in response to the impact of COVID-19.

Existing Delivery Model	New Delivery Model
<p>Youth Clubs – community-based youth provision</p> <p>Partnership Agreements</p> <ul style="list-style-type: none"> Linlithgow Young People’s Project (Linlithgow) Youth Action Project (Craigshill Girls Group) FABB (3 youth clubs in Bathgate) <p>Youth Clubs (includes Drop-Ins and children’s clubs)</p> <ul style="list-style-type: none"> 54 youth clubs 52 part time youth work staff delivering youth club provision Managed by 9 Senior/Community Education Workers 	<p>Youth Clubs – community-based youth provision</p> <p>Partnership Agreements</p> <ul style="list-style-type: none"> Linlithgow Young People’s Project (Linlithgow) Youth Action Project (Craigshill Girls Group) FABB (3 youth clubs in Bathgate) <p>Youth Clubs (includes Drop-Ins and children’s clubs)</p> <ul style="list-style-type: none"> Realignment of resources into communities where there is the most need Consolidate the number of youth clubs based on SIMD data, youth population and existing/planned alternative provision Improved co-ordination of youth clubs Managed by 2 – 3 Senior/Community Education Workers and 3 Part Time Senior Youth Development Workers <p>Unit 101 youth provision in The Centre Livingston</p> <ul style="list-style-type: none"> A dedicated youth project co-designed with young people, where they can safely access a range of learning opportunities and services that are centrally located, more easily accessible and relevant to their needs and interests. Key partners include west Lothian College, Skills Development Scotland, NHS Healthy Respect, Firefly Arts, The Centre Livingston and CLD Youth Services Earlier intervention and increased personal development opportunities, in particular helping young people to take care of their mental health/emotional wellbeing through group work One-to-one support/mentoring, information, advice and guidance. Where appropriate, young people will be sign-posted to another service that can provide specialist support; e.g. counselling services. Programme – Mental Health and Wellbeing, Issued-based Youth Work, Healthy Respect Drop In, Employability Increased engagement and development of focused work with young people aged 14+ Programme co-ordination and management of unit Senior/Community Education Workers

	<ul style="list-style-type: none"> Funding of Unit 101 is taken from core funds aligned to youth inclusion work as well as external funding from Scottish Government.
<p>Detached/Outreach Youth Work (community-based youth provision)</p> <p>Partnership Agreement</p> <ul style="list-style-type: none"> The Vennie (Outreach & Detached Work and Youth Forum development in Livingston North) 	<p>Detached/Outreach Youth Work (community-based youth provision)</p> <p>Partnership Agreement</p> <ul style="list-style-type: none"> The Vennie (Outreach & Detached Work and Youth Forum development in Livingston North) <p>Detached/outreach work in areas as and when required – managed by Senior/Community Education Workers responsible for Youth Clubs</p> <ul style="list-style-type: none"> Focused on engagement with ‘harder to reach’ young people Signposting to positive activities Providing information advice and guidance Distributing home learning packs
<p>Mental Health and Wellbeing (community-based youth provision) managed and delivered by Senior/Community Education Workers</p> <ul style="list-style-type: none"> One to one support is offered to young people who are going through a difficult time in their lives or need help with a specific issue Young people are signposted and supported to access specialist services 2 youth projects set up in 2020 with a specific focus on mental health and wellbeing (Mental Health & Wellbeing Youth Forum, Me-Time) 	<p>Mental Health and Wellbeing (community-based youth provision) managed and delivered by Senior/Community Education Workers</p> <ul style="list-style-type: none"> One to one support is offered to young people who are going through a difficult time in their lives or need help with a specific issue Young people are signposted and supported to access specialist services Mental Health & Wellbeing Youth Forum Extend Me-Time project Pilot new projects funded by the Social Isolation and Loneliness Fund
	<p>Digital Youth Work (community-based youth provision) organised and delivered by Senior/Community Education Workers/Youth Workers</p> <ul style="list-style-type: none"> Facilitation of virtual youth groups, preparation of online content either pre-recorded or live Support to vulnerable young people not yet ready to engage in person
	<p>Outdoor learning (community-based youth provision) organised and delivered by Senior/Community Education Workers/Youth Workers</p> <ul style="list-style-type: none"> An increased focus on Outdoor Learning Learning activities delivered in a range of settings including parks, community gardens and open spaces next to community centres Holiday activity programmes
<p>Accredited Learning – Senior Community Education Worker</p> <ul style="list-style-type: none"> Management of the Duke of Edinburgh’s Award Programme and co-ordination of accredited learning First Aid training for staff, partners and young people 	<p>Accredited Learning – Senior Community Education Worker</p> <ul style="list-style-type: none"> Management of the Duke of Edinburgh’s Award Programme and co-ordination of accredited learning First Aid training for staff, partners and young people

<ul style="list-style-type: none"> Other awards include e.g. Hi 5, Dynamic Youth Award, Youth Achievement Awards, SQA, British Safety Health & Safety in the Workplace 	<ul style="list-style-type: none"> Other awards include e.g. Hi 5, Dynamic Youth Award, Youth Achievement Awards, SQA, British Safety Health & Safety in the Workplace
<p>International Youth Work – Senior/Community Education Worker</p> <ul style="list-style-type: none"> Leading on youth exchange programme with Hochsauerlandkreis in Germany Support to FABB youth exchange programme 	<p>International Youth Work – Senior/Community Education Worker</p> <ul style="list-style-type: none"> Leading on youth exchange programme with Hochsauerlandkreis in Germany Support to FABB youth exchange programme
<p>Employability Helping Young People Engage (HYPE) programme co-ordination and delivery - Senior Community Education Worker</p> <ul style="list-style-type: none"> Personal development and employability skills group learning within a youth work approach Young people 16 – 26 years of age Pre/ stage 1 of the employability pipeline Young people are also supported by a MCMC Key Worker Young people have access to specialist counselling services through HYPE 	<p>Employability Helping Young People Engage (HYPE) programme co-ordination and delivery - Senior Community Education Worker</p> <ul style="list-style-type: none"> Personal development and employability skills group learning within a youth work approach Management of Senior Youth Development Workers Young people 16 – 26 years of age Pre/ stage 1 of the employability pipeline Young people are also supported by a MCMC Key Worker Young people have access to specialist counselling services through HYPE
<p>Youth Work in Schools – Senior Community Education Worker</p> <ul style="list-style-type: none"> Co-ordination and delivery of programmes/inputs Co-ordination of Schools Practitioner Group (CEWs/Senior Youth Development Worker) Addressing risk taking behaviours Health and wellbeing Employability skills Democracy Challenge Street Hero 	<p>Youth Work in Schools – Senior Community Education Worker</p> <ul style="list-style-type: none"> Co-ordination and delivery of programmes/inputs Co-ordination of Schools Practitioner Group (CEWs/Senior Youth Development Worker) Addressing risk taking behaviours Health and wellbeing Employability skills Primary to Secondary school transition Street Hero
<p>Community Safety – Senior Community Education Worker</p> <ul style="list-style-type: none"> Engagement in collaborative networks to share and disseminate information as necessary Street Hero course delivered in schools 	<p>Community Safety – Senior Community Education Worker</p> <ul style="list-style-type: none"> Engagement in collaborative networks to share and disseminate information as necessary Community safety work is delivered in schools through Street Hero and Addressing Risk Taking Behaviours courses Community safety work is delivered in the community as part of issued based youth work; e.g. Unit 101 Youth Project
<p>Developing Mainstream Youth Provision – Policy & Practice – Senior Community Education Worker</p>	<p>Professional learning and development for full and part time staff – Senior Community Education Worker</p> <ul style="list-style-type: none"> Part Time Youth Worker Induction Part Time Youth Worker Training Calendar Training & Co-ordination Group
<p>Part Time Youth Worker Training – Senior Community Education Worker</p> <ul style="list-style-type: none"> Part Time Youth Worker Induction 	<p>As above</p>

<ul style="list-style-type: none"> • Part Time Youth Worker Training Calendar • Training & Co-ordination Group 	
<p>Healthy Respect – Community Education Worker</p> <ul style="list-style-type: none"> • Co-ordination of part time youth work /service input to Healthy Respect Drop Ins (in schools) and C-card in the community • Facilitation of West Lothian Healthy Respect Network 	<p>Healthy Respect – Community Education Worker</p> <ul style="list-style-type: none"> • Co-ordination of part time youth work /service input to Healthy Respect Drop Ins (in schools) and C-card in the community • Facilitation of West Lothian Healthy Respect Network
<p>LGBT – Community Education Worker</p> <ul style="list-style-type: none"> • Co-ordination of LGBT Youth Work • Support to West Lothian Pride Event 	<p>LGBT – Community Education Worker</p> <ul style="list-style-type: none"> • Co-ordination of LGBT Youth Work • Support to West Lothian Pride Event
<p>Youth Voice/Participation – Community Education Worker</p> <ul style="list-style-type: none"> • Support to Members of the Scottish Youth Parliament • Co-ordination and development of West Lothian Youth Participation Structure (young people's involvement in decision-making) 	<p>Youth Voice/Participation – Community Education Worker</p> <ul style="list-style-type: none"> • Support to Members of the Scottish Youth Parliament • Co-ordination and development of West Lothian Youth Participation Structure (young people's involvement in decision-making) • Democracy Challenge • Co-ordination and management of Part Time Youth Participation Workers
<p>Key Worker Service – managed by CLD Youth Services Team Leader</p> <ul style="list-style-type: none"> • Liaison with secondary schools • Management and co-ordination of Key Worker service to secondary schools and post school programmes, including HYPE and STP • Key Workers provide intensive one to one employability support to young people • Co-ordination of Opportunities for You, short vocational taster courses for school key worked young people 	<p>Key Worker Service – managed by CLD Youth Services Team Leader</p> <ul style="list-style-type: none"> • Secondary school liaison • Management and co-ordination of Key Worker service to secondary schools and post school programmes, including HYPE and STP • Key Workers provide intensive one to one employability support to young people • Co-ordination of Opportunities for You, short vocational taster courses for school key worked young people
<p>Skills Training Programme – STP Manager</p> <ul style="list-style-type: none"> • Co-ordination of STP • Employability skills development • Work-based placements • STP Key Worker/Senior Youth Development Worker • Young people have access to specialist counselling services through STP 	<p>Skills Training Programme – STP Manager</p> <ul style="list-style-type: none"> • Co-ordination of STP • Employability skills development • Work-based placements • STP Key Worker/Senior Youth Development Worker • Enterprise project • Young people have access to specialist counselling services through STP
<p>Schools Vocational Programme/Developing the Young Workforce– Education Development Officer</p> <ul style="list-style-type: none"> • Co-ordination of the Schools Vocational Learning programme – courses for young people, in particular those furthest from the Labour Market • Lead for Developing the Young Workforce • Advice and support to schools on DYW 	<p>Schools vocational Programme/Developing the Young Workforce – Education Development Officer</p> <ul style="list-style-type: none"> • Co-ordination of the Schools Vocational Learning programme – courses for young people, in particular those furthest from the Labour Market • Lead for Developing the Young Workforce • Advice and support to schools on DYW
<p>Work Experience Programme – Education for Work Officer</p>	<p>Work Experience Programme – Education for Work Officer</p>

<ul style="list-style-type: none"> • Co-ordination of the Schools Work Experience programme • Co-ordination of the Career Ready Programme • Advice and support to schools on the Work Placement Standard 	<ul style="list-style-type: none"> • Co-ordination of the Schools Work Experience programme • Co-ordination of the Career Ready Programme • Advice and support to schools on the Work Placement Standard
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6. Benefits of the new service delivery model

Theme	Benefits
Resources are targeted to individuals and communities that need support the most	<p>Realignment of resources to individuals and into communities where there are the greatest needs to help address inequality and improve community-based youth work opportunities and outcomes for children, young people and families in our most disadvantaged communities.</p> <p>All targeted work is needs-led, outcomes driven and linked to the national Youth Work Outcomes and local plans.</p> <p>Improved administrative functions, needs analysis and planning, recording, monitoring and reporting on the impact of youth work across all themes.</p>
<p>Improved co-ordination of community-based youth work, in particular increased engagement and development of work with young people aged 14+</p> <p>More effective use of Senior/Community Education Worker skills and experience</p>	<p>A clear focus for children's work based on the wellbeing outcomes: safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>A dedicated youth project co-designed with young people, where they can safely access a range of learning opportunities and services that are centrally located, more easily accessible and relevant to their needs and interests. Key partners include West Lothian College, Skills Development Scotland, NHS Healthy Respect, Firefly Arts, The Centre Livingston and CLD Youth Services. This project is funded through core funds as well as external income generation; e.g. Scottish Government initiatives, Youth Work Education Recovery Fund, Social Isolation and Loneliness Fund, and No One Left Behind.</p> <p>More effective use of community facilities to host local area events; for example, interclub sports, fundraising events, youth exchange activities as well as West Lothian-wide events.</p>
Flexible and responsive community-based youth work provision relevant to identified needs	<p>In addition to centre-based youth work, young people will have access to project-based learning opportunities through a blended learning offer.</p> <p>This will include different youth work approaches.</p> <ol style="list-style-type: none"> 1. Detached Youth Work – issued-based youth work and engagement activity that takes place in the streets, parks, open and shared public spaces. 2. Outdoor Learning – outdoor learning activities and or events delivered in a range of settings including parks, community gardens and open spaces next to community centres. 3. Outreach Youth Work – preparation and delivery of home learning packs, and signposting to other opportunities/services. This also includes events/information stalls to promote youth work and inclusion.

	4. Digital Youth Work – facilitation of virtual youth groups, preparation and delivery of online content either pre-recorded or live.
A stronger voice for young people at national as well as local level, ensuring that young people have a say in shaping and co-producing services	<p>Young people are the lead partner in the development of a new youth participation structure for West Lothian and this incorporates the voices of 'seldom heard young people from the outset.</p> <p>The views of young people are represented at local and national level.</p> <p>Young people are equal partners in the design and delivery of services.</p>
A focus on earlier intervention and increased personal development opportunities for young people.	<p>Development of new group work programmes with a focus on helping young people to take care of their mental health and emotional wellbeing through group work programmes and one to one mentoring support.</p> <p>Young people are engaged in positive activities and there is reduced social isolation and loneliness.</p> <p>Young people have access to support from an appropriate adult at a much earlier stage when problems start, and this helps to reduce the numbers of young people reaching crisis point.</p>
More effective use of staff resources to support local capacity building/community development activity	<p>Workforce development is directly linked to service improvement and gives staff the skills to deliver activities and projects relevant to the needs and interests of children, young people and families in our most disadvantaged communities.</p> <p>Staff use their skills, knowledge and expertise to build the capacity of volunteers and community organisations to enhance community learning and development provision. For example; how to set up and run a children's club, or Duke of Edinburgh's Award group. Child protection training, emergency first aid qualifications and mental health awareness training.</p> <p>Improved promotion of training that is accessible to community groups and volunteers, leading to increased take up of training courses facilitated by the service.</p>

7. Conclusion

Having gathered and considered the views of stakeholders throughout this review it is evident that the service continues to have a significant and positive impact on the lives of young people in West Lothian.

As a service we are proud to deliver a comprehensive learning offer that helps young people develop skills for life, learning and work through a range of community based and targeted interventions.

We take a dynamic approach to be able to develop creative strategies to engage with young people in response to their needs and interests, in particular those facing inequalities and who are hardest to reach.

Our successes lie in strong partnership working, continuing professional development for staff and volunteers, initiatives which tackle inequalities, project work which ensures young people are developing skills to improve employability, strategies to increase youth participation in decision making, creating opportunities for raising attainment and recognising achievement and a strong focus on promoting and targeting health and wellbeing.

Moving forward we will continue to adapt to ensure that further impact can be achieved in these areas of focus with the deployment of resources to focus work within SIMD areas and with our most vulnerable young people. In addition, by further strengthening of partnerships, and building capacity and resilience within the workforce, we are better placed to meet the anticipated challenges of COVID 19, and any future developments.

8. Background References

CLD Youth Services Survey 2020 <https://www.westlothian.gov.uk/youth-services-survey>

Anti-Poverty Consultation 2019

National Youth Work Strategy Consultation Event 2019

CLD Youth Services Performance Indicators

Young Minds mental health statistics <https://youngminds.org.uk/about-us/media-centre/mental-health-stats/>

BBC news World Health Organisation November 2019 <https://www.bbc.co.uk/news/health-50466061>

National Youth Work Outcomes <https://www.youthlinkscotland.org/policy/youth-work-outcomes/about-the-youth-work-outcomes/>

9. Appendix

Appendix 1 List of Stakeholders Consulted and Local Authorities Visited

1. Young people – users of CLD Youth Services provision
2. Young people 3- non-users of CLD Youth Services provision
3. Schools – Secondary School Headteachers
4. Secondary Schools – Work Experience Co-ordinators
5. Secondary Schools – Transition to Work Co-ordinators
6. CLD Youth Services Staff
7. Community/ Partnership Centre Management Committees
8. Trusted Professionals Network – HYPE & HYPE Learning Agreements
9. Electoral Registration Office
10. Healthy Respect
11. Fife Council Youth Services
12. Dundee City Council Youth Services

EDUCATION PDSP WORKPLAN 2020/21

Title	Purpose	Lead Officer	PDSP	Referral to Education Executive
CLD Youth Services Review Report	To advise the panel of the outcomes of the Community Learning and Development (CLD) Youth Services Review on the impact of youth services provision.	Beverley Akinlami	02.02.2021	

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

PARENTAL AND LEARNER FEEDBACK ON THE IMPLEMENTATION OF REMOTE LEARNING (JANUARY 2021)

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

To inform members of Education Policy Development and Scrutiny Panel of the feedback received from parents/carers and learners of the effectiveness of the remote learning provision from January 2021 in the primary and secondary sectors.

B. RECOMMENDATION

It is recommended that the panel

- i) Notes the key findings from the authority's survey of parents/carers and learners
- ii) Notes the key areas of strength and areas for further improvement identified from stakeholder feedback.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; making best use of our resources; working in partnership
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Standards in Scotland's Schools Etc. Act 2000 Parental Involvement Act 2006 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	Stakeholder feedback forms part of the overall performance scorecard and measures for schools
V	Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed, Reducing Health Inequalities.
VI	Resources - (Financial, Staffing and Property)	The council has a Parental Involvement Officer involved in leading the approach to parental involvement and engagement at local level.

VII Consideration at PDSP Underway

VIII Other consultations N/A

D. TERMS OF REPORT

D1 Introduction

As a result of the national move to remote learning commencing on 11 January 2021, West Lothian Council has produced remote learning guidance, shared with Education Executive on 19 January, to ensure a shared understanding and expectation across all schools. This guidance sets a firm commitment to ensuring high quality teaching provision to motivate and engage all learners to progress in their learning.

To ensure staff and learners have skill and confidence to deliver continuity in learning across all schools, the digital focus since returning to school in August 2020 has been to ensure:

- Every teacher and learner in P1-P3, has a level of confidence in using SeeSaw
- Every teacher and learner in P4-S6, has a level of confidence in using Microsoft 265 within Glow and a particular focus on Teams.

West Lothian schools have developed their remote learning plans according to their unique context. Robust tracking is in place at school and local authority level to monitor the remote learning provision and engagement with learning experiences. Where engagement in learning is not taking place, each school has robust intervention approaches to support pupils and families to increase engagement.

Learner and parent/carer surveys are issued at regular intervals to evaluate the learning provision and inform individual school plans. Feedback from surveys allows schools and central officers to use a variety of existing, adapted and new approaches to engage and support parent/carers in their child's learning.

D2 Home Learning Survey – May 2020

In May 2020, most P4-S6 learners engaged in their home learning through Glow. There was a variation in approaches used to engage P1-P3 pupils in home learning, with the use of Glow blogs and paper packs being the most common approaches at that time.

In May 2020, 25% of P4-7 learners in West Lothian completed a survey about their home learning experiences following the period of school closures from March 2020. Most described their learning as the right level of challenge and felt that they were given the right amount of work.

Over 4000 primary parents/carers completed a West Lothian parent/carer survey in May 2020. The majority of parents told us that they had the information and advice they needed to support their child's wellbeing and learning.

In secondary, an average of 85% of parents reported that their child was fully or partially engaged with their learning at home. 68% felt that their child was adapting to the next phase of learning. 65% felt support was appropriate and 61% said their child was enjoying the learning activities.

D3 Remote Learning (January 2021) – Approach for Gathering Feedback

To capture the initial experience of remote learning to date, West Lothian Council has issued a survey to all learners and parents/carers attending primary and secondary schools.

The learner survey was designed to capture information regarding access and confidence using digital platforms, the level of challenge and amount of learning activities provided, regularity of contact and feedback from teachers, and access to support for learning and/or wellbeing.

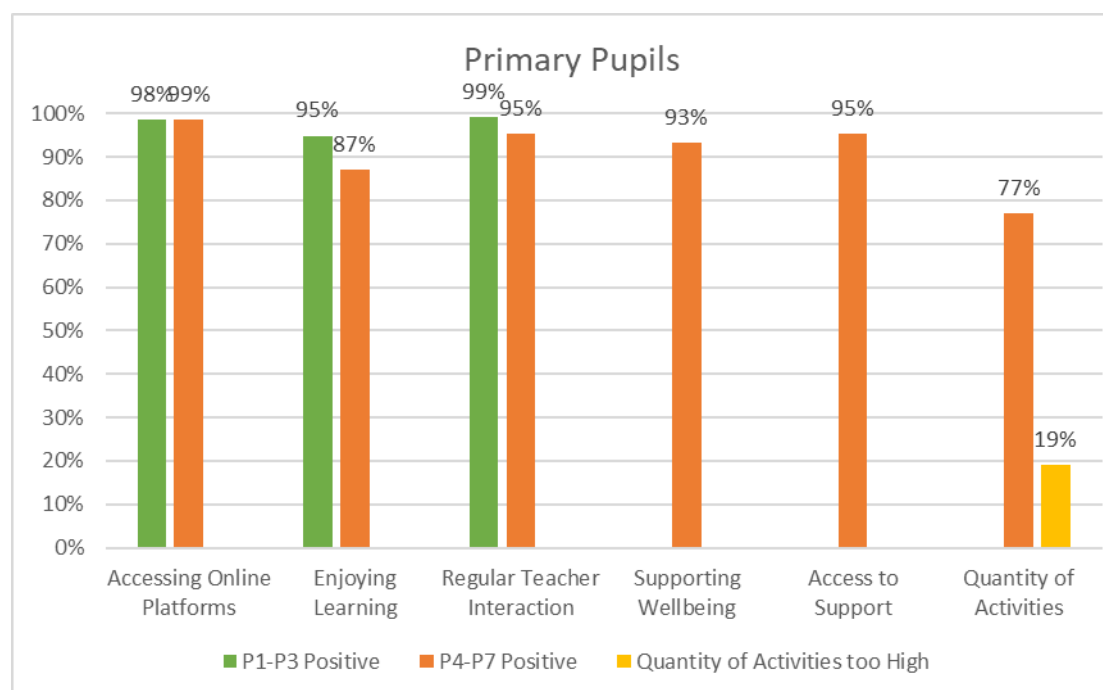
To reflect the distinct nature of secondary schools and capture views across the broad general education and senior phase, secondary schools have also included additional questions to surveys reflecting their individual contexts.

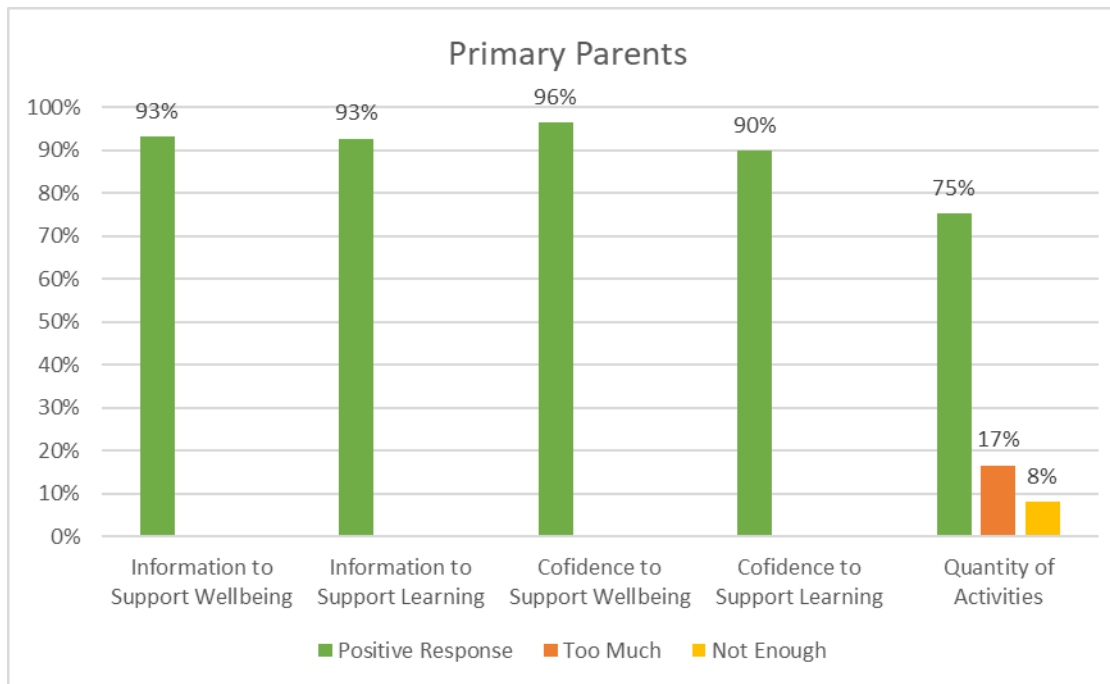
The parent/carer survey was designed to capture information regarding access to information and confidence levels in supporting their child's emotional wellbeing. The survey also gathered information regarding learning experiences, including information received, confidence in supporting aspects of learning and the quantity of learning experiences provided.

D4 Remote Learning (January 2021) – Findings and Next Steps

The performance information below provides initial high-level authority data on the views of learners and parents/carers of their experiences of remote learning in January 2021. This information includes the data captured up to 27 January and the survey remains open.

The primary survey has had 5960 pupil responses and 4033 parent/carer responses when data was extracted on 27 January.





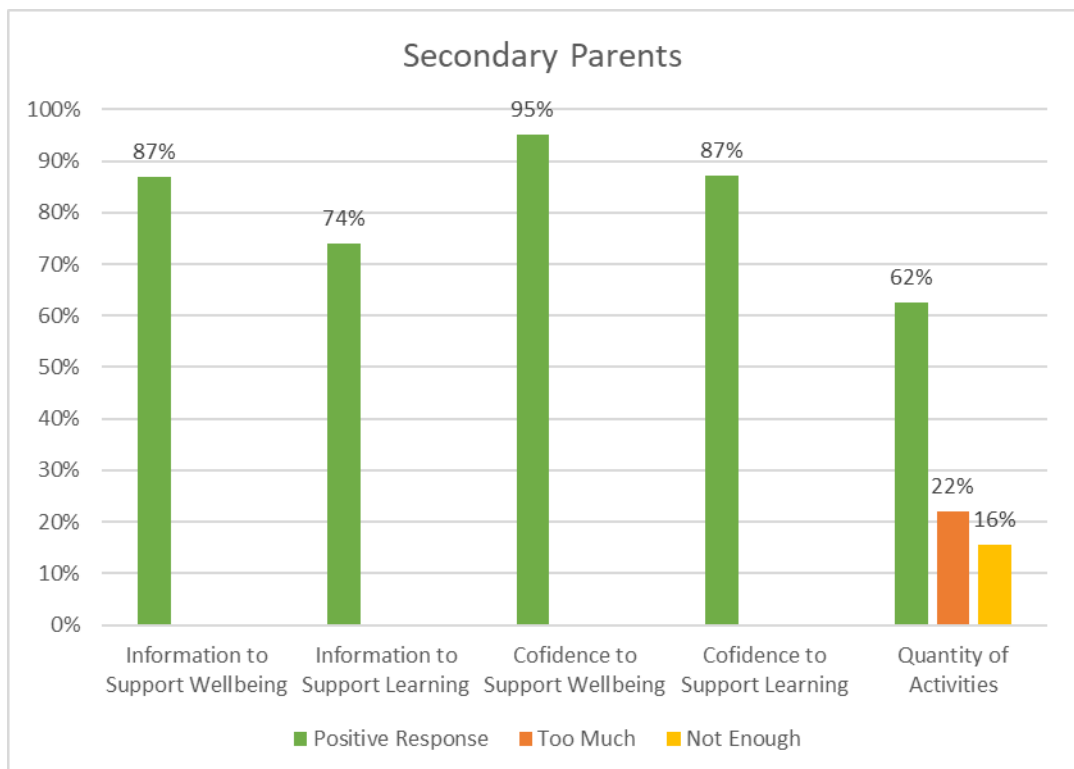
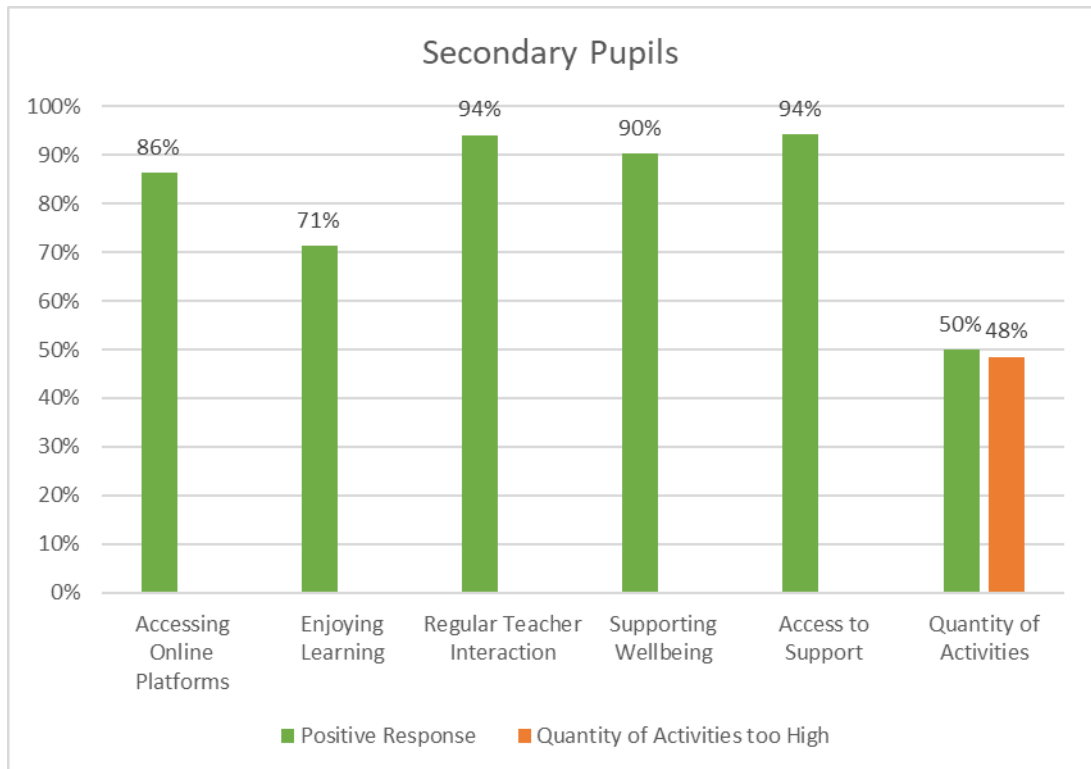
Key strengths identified within the primary sector include –

- Access to and confidence levels in using the online digital platforms is ensuring daily engagement with school staff
- High levels of learner engagement in the learning experiences and activities at all stages, following the introduction of SeeSaw for P1-P3 learners
- Regular access to support and feedback from teachers in order to progress learning
- Learning experiences are appropriately challenging for almost all learners
- Almost all learners know how to access support for their learning and/or wellbeing if required
- Parents/carers feel informed and confident in supporting their child's learning and emotional wellbeing

Area identified for further consideration –

- Almost 20% of both learners and parents/carers have responded that they feel the quantity of learning experiences/activities is too much.

The secondary survey has had 1488 pupil responses and 681 parent/carer responses when data was extracted on 27 January.



Key strengths identified within the secondary sector include –

- Learners and parents/carers feel that remote learning is communicated clearly, resulting in increased confidence accessing and undertaking remote learning
- Learners and parents/carers feel that schools are offering a learning experience that is varied, enjoyable and at the right level of challenge
- Parents/carers feel that their child's school is responsive to concerns from home and putting in place effective interventions to break down barriers including targeted individual support.
- Online events that schools have put in place to support parents/carers have received positive feedback

Areas identified for further consideration –

- The workload demands on learners, particularly in the Senior Phase
- Explore further interventions that can be put in place to support learners' wellbeing as remote learning continues
- Continue to evolve the professional learning offer for staff to continue to deliver remote learning, teaching and assessment that is innovative, creative and meets the needs of all learners

E. CONCLUSION

The feedback provided by learners and parents/carers is extremely positive in terms of the delivery of remote learning in January 2021. Significant strengths have been identified due to the authority's strategic approach and consistent guidance issued to schools; the strong leadership being provided at all levels within schools; the commitment, creativity and innovation shown by staff; the engagement and purposeful learning undertaken by learners; and the strong partnership working with parents/carers and wider school communities.

F. BACKGROUND REFERENCES

West Lothian Parental Involvement and Engagement Framework
[https://www.westlothian.gov.uk/media/34933/Parental-Involvement-and-Engagement-Framework/pdf/Parental Involvement and Engagement Strategy.pdf?m=637081307214200000](https://www.westlothian.gov.uk/media/34933/Parental-Involvement-and-Engagement-Framework/pdf/Parental%20Involvement%20and%20Engagement%20Strategy.pdf?m=637081307214200000)

Appendices/Attachments: None

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