



Argyll and Bute Community Learning and Development Partnership

Annual Report 2024 -2025



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Welcome from the Chair

Welcome to the Argyll and Bute Community Learning and Development (CLD) Partnership's first annual report, covering 2024–2025.

As Chair of the Partnership, I am pleased to present this report, which outlines our progress over the past year and sets out our priorities for the future. Alongside delivering our planned actions, we have responded to recommendations from the 2024 HMI Inspection Progress Visit, addressed findings from an Internal Audit, and contributed to *Learning for All for Life*, the Independent Review of CLD.

CLD is an inclusive approach that supports learning, personal growth, and active citizenship for people of all ages, with a focus on disadvantaged and vulnerable communities. This report highlights our key achievements, the impact of our work, and how collaboration across partners has empowered individuals and communities through learning and development.

Inside, you will find our vision, values, and case studies that showcase real examples of positive change. The report reflects our ongoing commitment to lifelong learning and community empowerment across Argyll and Bute, building a strong foundation for continued success.

Paul Ashworth

Chair CLD Strategic Partnership



Our Vision and Values

Vision: “Working together to improve lives across Argyll and Bute by empowering individuals and communities to lead sustainable, fulfilling and happy lives through continuous learning, cooperative problem solving and removing barriers to engagement, health and wellbeing.”

Values: The CLD Partnership has adopted the principles, values, ethics and competencies set out by the CLD Standards Council for Scotland. The principles that underpin CLD practice are:

Empowerment - increasing the ability of individuals and groups to influence matters affecting them and their communities;

Participation - supporting people to take part in decision making;

Inclusion, equality of opportunity and anti-discrimination - recognising some people need additional support to overcome the barriers they face;

Self – determination - supporting the right of people to make their own choices

Partnership - ensuring resources and the range of skills and capabilities available are used effectively

1. Digital skills

2. Core skills for learning, life and work

3. Health and wellbeing

4. Your voice

5. The learner offer

6. Improve how we work as a partnership

Roles and Responsibilities of the Partnership

Key Roles (Summary)

- Plan Oversight: Develop, implement, monitor, and report on the CLD Plan with risk management.
- Strategic Alignment: Ensure priorities match local and national plans; avoid duplication.
- Data-Driven Decisions: Share, analyse, and use data to identify gaps and guide planning.
- Collaboration & Resources: Promote partnership working and resource sharing.
- Operational Delivery: Set up workstream groups for effective local and operational implementation.
- Evaluation & Improvement: Regularly review the plan, responding to learner needs; foster self-evaluation.
- Communication & Profile: Highlight partnership work, celebrate successes, and engage stakeholders.
- Good Practice: Identify and share examples of effective practice.
- Quality Assurance: Support inspections and other CLD quality measures.



HMIE CLD Progress Update — Argyll and Bute

Following our HMI Inspection Progress Visit in January 2024, Community Learning and Development (CLD) in Argyll and Bute were recognised for significant strengths. Alongside these, the inspection identified key areas for development:

- The need to make improvement outcomes more clearly measurable within CLD planning.
- The need to ensure CLD planning is coherent and fully aligned with the Argyll and Bute Outcomes Improvement Plan (ABOIP).

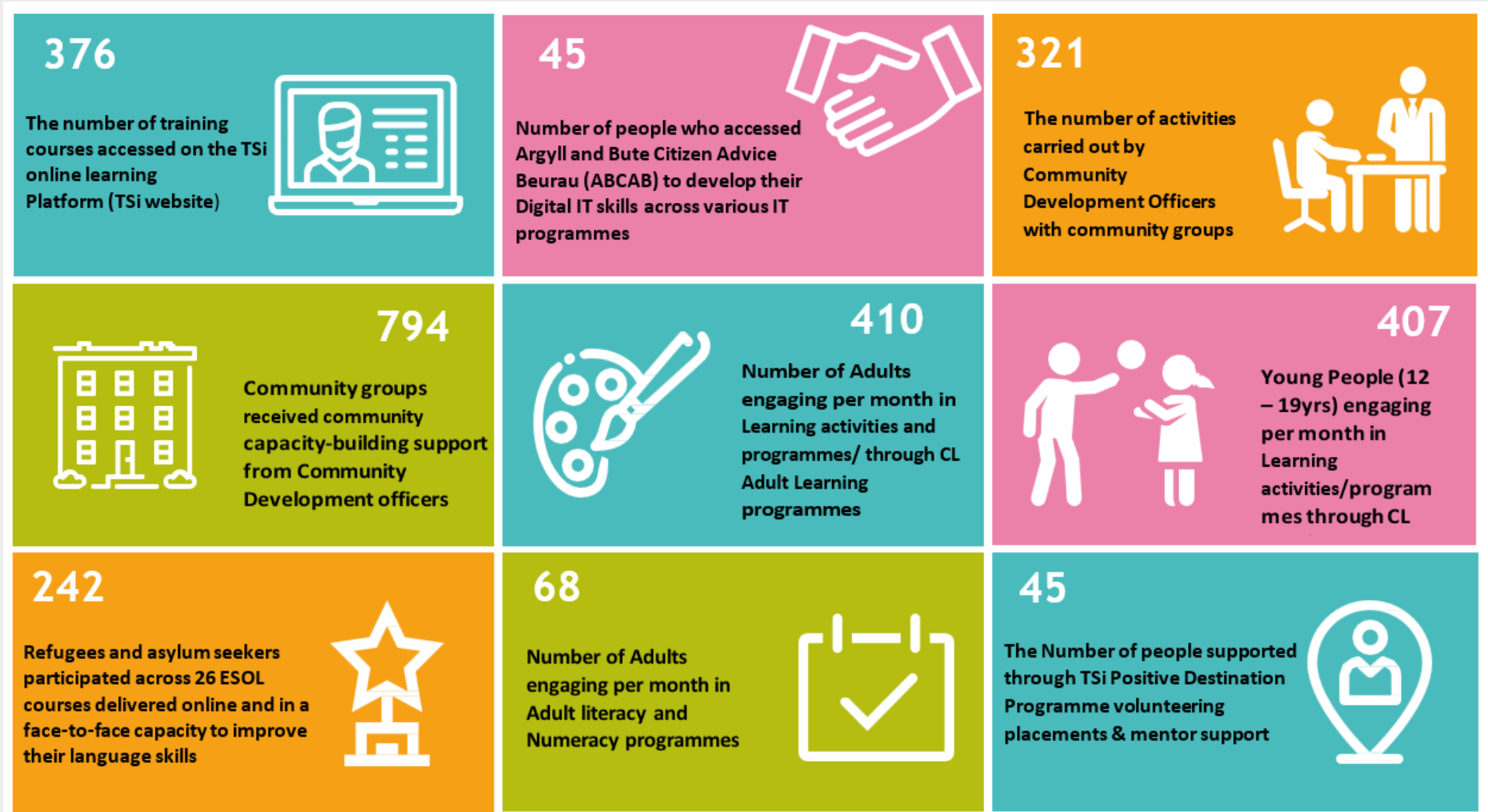
Since then, we have made strong progress in strengthening how we plan, measure, and demonstrate impact. Our CLD Strategic Partnership Plan now includes clear, measurable outcomes that reflect both local priorities and national goals. To support this, all CLD partners and staff participated in interactive professional learning sessions during 2024, which helped build confidence in improvement planning, data use, and defining clear success measures.

Our refreshed **CLD Performance Tracker 2024–27** now incorporates updated outcomes and success criteria. A new **Performance Monitoring Framework** tracks progress using baseline data, timelines, and a simple **Red Amber Green** (RAG) system, enabling effective risk management, recognition of achievements, and continued positive impact across Argyll and Bute communities.

In February 2025, CLD Argyll and Bute submitted a detailed progress report to HMIE. Inspectors confirmed that all areas for development had been effectively addressed, noted that strong foundations for ongoing improvement are in place, and concluded that no further engagement from HMIE was required.

As well as the HMIE inspection the partnership plan was subject to an internal audit which concluded that there was high level of confidence.

Performance A Year in Numbers 2024 -2025



Performance continued

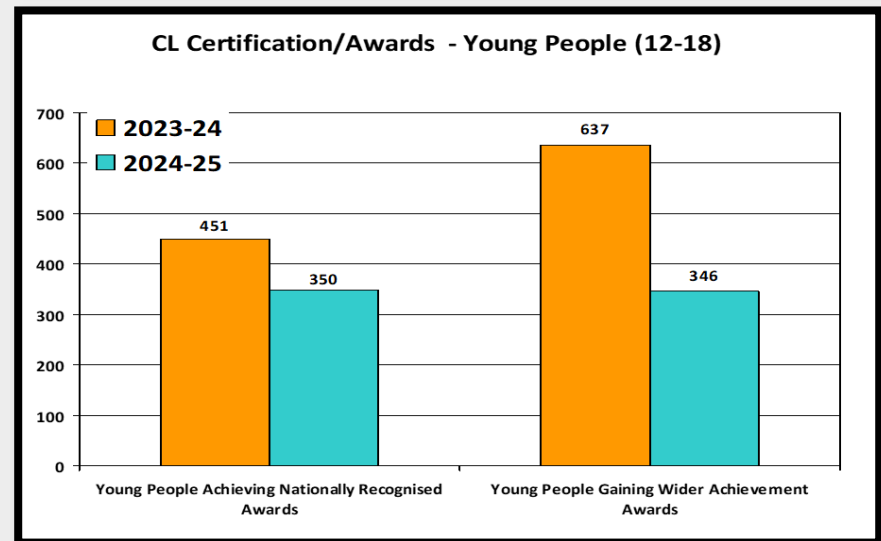
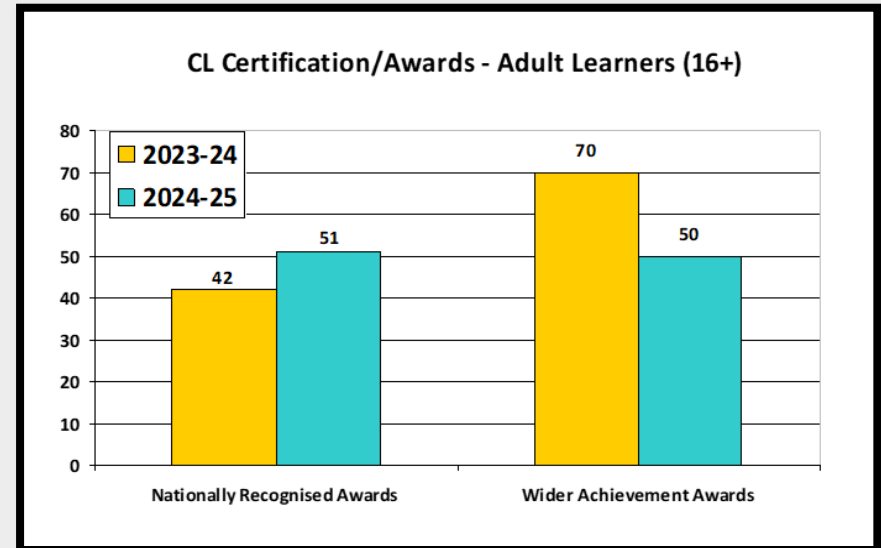
Adult Learners Gain Confidence and Aim Higher

The chart shows the number of Adult Learners (aged 16 and over, not in school education) who have achieved nationally recognised qualifications (e.g., SQA awards) It also highlights engagement in wider achievement awards, local awards, and non-nationally recognised awards.

In 2024/25, more adult learners gained accredited qualifications, while fewer took part in wider achievement programmes compared with 2023/24. This reflects growing confidence among learners, many of whom are now choosing accredited courses to enhance employment prospects or progress into further or higher education. Many begin their learning journey through informal opportunities that help them build confidence, skills, and motivation before moving on to certificated courses.

Supporting Young People to Achieve Across Multiple Award Programmes

The chart highlights how young people achieve nationally recognised and wider awards through Community Learning, showing not just individual achievements but also opportunities to gain multiple linked awards (e.g., SQA Awards alongside Dynamic Youth and Saltire Awards). Figures are lower than 2023/24 due to the conclusion of targeted Youth Link funding, but Community Learning continues to support young people in maximising their skills, confidence, and recognition.



Case Studies

1. Community Learning Services - *Case study: The Conversation Café Helensburgh*

Need for the project / activity

The Helensburgh and Lomond Conversation Café provide a welcoming and supportive space for adults in our community who may be struggling with their mental or physical wellbeing, experiencing loneliness or isolation, or who are in recovery or affected by drug and alcohol misuse. The Café offers a safe and friendly environment where people can connect with others, enjoy social interaction, and take part in a range of wellbeing activities designed to promote recovery, inclusion, and positive mental health.

Description

The Conversation Café runs every Thursday morning, providing an opportunity for attendees to discuss and debate current national and personal topics of interest. We offer tea, coffee, and biscuits in a warm and welcoming environment, encouraging open group interaction and ongoing conversation.

As part of the Café's continued development, we plan to invite partner agencies to attend future sessions. The Fire Service and Welfare Rights teams have been identified as potential partners who can offer support and guidance on prominent issues such as fire safety in the home and benefits advice.

Impact

People feel welcome and comfortable coming to the Conversation Café.

People look forward to coming to the session every week.

People find the sessions fun and informative.

Evidence

We have been using the new feedback form developed for the Learning Café, and the responses have been incredibly positive. Learners have enjoyed meeting new people and have found the sessions both interesting and informative, particularly in learning more about the local area.

Lessons learned?

We need to continue promoting the Conversation Café on social media and through our partner organisations to help raise awareness of the group and increase attendance at the Café.

Learner quotes

“Lovely to meet people and have a chat and a laugh with them.”

“Really enjoy meeting new people and having interesting discussions with them.”

***“It is really nice and interesting meeting people and learning.
about the area and different things”***

2. Community Learning Services - Case study: Celebration of Adult Learning across Argyll and Bute

Need for the project / activity

In May 2024, over sixty adult learners from across Argyll and Bute came together in Inveraray to celebrate their learning achievements. More importantly, the event provided an opportunity for learners to travel beyond their local areas, connect with others, and share their experiences.

The day featured a variety of creative learning activities designed to encourage participation, social interaction, and communication among all attendees. These activities helped learners to see the bigger picture of their personal learning journeys, inspiring them to think about their goals and promoting greater “learner voice” participation. Throughout the day, several learners took part in activities that involved public speaking and sharing personal reflections. Although many felt nervous, they demonstrated remarkable courage and determination—taking an important and empowering step in their personal growth.

Description

Hear My Story - Some learners shared firsthand experiences of their learning journeys, including the barriers and challenges they have faced over the years. Through Community-Based Adult Learning, they have been able to move forward and address ongoing challenges. Learning is not always solely about acquiring knowledge; factors such as health and wellbeing, poverty, unemployment, social isolation, and lack of confidence can all have a significant impact.

Hearing these heartwarming stories was empowering both for the learners sharing their experiences and for those listening. (These stories have been recorded and can be shared through other channels.)

Music Project Oban - One of the adult learning projects in Oban focuses on music, offering learners the opportunity to gain experience an instrument, sing solo or in a group, or simply listen and participate. The project aims to reduce social isolation, support health and wellbeing, and develop new skills.

During the event, some learners took to the stage, sharing their learning through band performances, solo pieces, and a group sing-along. They even created song sheets for everyone to join in, showcasing their creativity and confidence while providing an enjoyable and interactive experience for all attendees.

Impact

Learners had the opportunity to meet others, share about themselves, and provide feedback on their experiences and the support and provision they received. This feedback was collated throughout the day and transformed into a “Wordle,” with each learner receiving a framed copy as a keepsake. Other take-home activities included designing and creating their own bags, which they then used to carry home the memorabilia and moments from the day.

Evidence

The celebration event was a resounding success, with learners providing positive evaluations. They reported feeling valued and believed that their participation contributed to making the event more inclusive. Through reflection on transferable skills and the value of participation, learners noted increased self-esteem, confidence, and the formation of new friendships. The event highlighted the importance of creating safe, inclusive spaces where learners can collaborate, share, and be creative.

Lessons learned?

Adult Learning continues to grow and develop as latest ideas and opportunities emerge. Learner involvement is a fundamental principle of Community Learning and Development (CLD) practice, and this is highlighted in the Quality Indicator: “Developing the Learning Offer with Learners.” To support this, we are promoting Adult Learning Forums across Argyll and Bute, providing learners with the opportunity to express their views on adult learning provision. The aim is to increase opportunities for adults to influence the service and to develop the Learner Voice in a more structured and formal way.

3. Community Development - New Groups for the Learning Disability Community MAKI

Need for the project / activity

The COVID-19 pandemic (2020–22) had a particularly devastating impact on the learning disability (LD) community, leading to tragic early deaths for some and deep loneliness and isolation for others. As the last group required to continue masking, many individuals—who may already face challenges with communication—experienced further social isolation and a loss of confidence and social skills.

As workplaces and community groups began to reopen, it became clear that two groups were no longer viable, including one supported by our team. We felt a duty of care to the remaining members to explore alternative opportunities to meet their social and community needs.

The Council’s two Resource Centres in MAKI were approached to explore potential joint working opportunities, and fortunately, they were also considering setting up local groups. This need was highlighted when some attendees came to MAKI CPG to share their concerns, including a desire for support in establishing a group for centre users.

Description

The Community Development Officer (CDO) worked closely with both resource centres to build the group’s capacity. In collaboration with staff and centre attendees, the group held regular meetings, opened bank accounts, and selected Office Bearers. By Summer 2025, the group successfully held its first AGM, including the presentation of a financial statement. The groups are now funding-ready, familiar with the requirements of running meetings—including

agendas and minutes—and participate actively with the support of their familiar staff. A funding strategy has been developed, incorporating ideas and priorities expressed by the attendees, and has been designed to simplify future funding applications.

Impact

The funding strategy and financial work have already resulted in two positive outcomes:

- The first funding bid has been submitted.
- A volunteer parent has prepared a funding bid.

The Staff Support and Recognition – Staff value the group as it helps achieve the outcomes for the people they work with and have appreciated the support provided in getting the group established.

Sustainability and Governance – The group demonstrates sustainability, with members who have the capacity to manage finances. Systems are in place to ensure continuity of management, allowing the group to exercise control while also receiving ongoing support for effective operation.

Evidence

- The funding strategy
- The draft funding bid
- Minutes of meetings

Lessons learned?

People with severe learning disabilities require time to adjust to new experiences and can tire easily. We have learned to keep meetings short and engaging, providing agendas in large font for all participants. While individuals with diminished capacity may not have the interest or skills to take on roles in finance or administration, with appropriate support, they become engaged and take an interest in their group. At times, there is even friendly competition for roles such as Chair! A next step will be to broaden participation, exploring ways to include more people and ensure the wider community benefits. This could include individuals who receive outreach services but do not regularly attend the centres, finding ways for them to participate meaningfully in the group.

4. Community Development- Friends of Hermitage Park / Park User's Group

Need for the project / activity

Following its redevelopment, the Friends of Hermitage Park felt that the group had a reduced role in the ongoing management of the space. While the project had previously involved full participation from many of the charity's trustees, there was a sense that it was time to pass the baton to a new group of trustees.

Development work with the group has focused on helping them set goals, build membership, and define their own purpose. The group now holds regular meetings with the Council's Amenities team to review park management, with the new trustees taking a primarily consultative role. In CLD terms, this arrangement provides limited voice and agency, although it still meets some of the project's wider funding criteria.

Description

To find a renewed sense of purpose and engage with people outside their own membership, the group have organised Park User Group's meeting as a means to identify areas for action and also give weight to their discussions with the council on park maintenance and improvements.

The group through engaging with Community Development, have also accessed a small pot of funds £2500 to deliver their own community learning programme with subsidised places for members of local mental health, those experiencing financial hardship, and wider health and wellbeing groups in the town. They have recently engaged with the resettlement team to help with volunteering opportunities for some New Scots.

This had given the group a renewed focus of offering events and added value to the space, while still formally entering into discussions with the council about more prosaic issues of park maintenance.

Impact

The new trustees now have a renewed focus and have many similarities to a PTA in having a constructive relationship with the council, with a healthy tension in pushing for improvements.

The group have delivered community learning, hosted user groups, and pushed for and helped deliver, the first Easter event in the redeveloped park attracting 600+ people.

At present, they are considering how to increase public access to council facilities in the park and have had some tentative discussions on the long-term lease of the community garden spaces and potting shed.

The FoHP are also actively involved in deciding with the council the nature of new play equipment to be installed.

Evidence

- Minutes of meeting with the Amenities Team
- Park User group notes / meetings

Lessons learned?

The group initially had a limited role, with the new trustees being more “consulted to” rather than actively involved in the ongoing development of the park. It was necessary to work closely with the group to explore these dynamics and develop a clearer sense of purpose among its members. This process has given the group renewed vigour and a clearer vision for the new members of the Friends of Hermitage Park (FoHP).

5. Community Learning Services - Kintyre and Bute Youth Action Group Visit

Need for the project / activity

Having explored UNCRC Article 12 and the importance of a youth-led voice structure—which empowers young people to have a say and influence over issues that affect them locally—Kintyre and Bute Youth Action Groups created and developed their own youth voice model. This model was informed by positive examples from other areas and tailored to what they felt would work best in their local communities. To further develop these models, the Action Groups decided to visit the award-winning Aberdeen Youth Movement. The visit provided an opportunity to gain experience from their experiences and gain advice and insights to help progress and refine their own youth voice structures moving forward.

Description

Eight young people from each area (Kintyre and Bute), who had led the development of their own youth voice models, travelled to Aberdeen for a two-night stay during the Easter holidays 2025. During their visit, the young people participated in fun leisure activities with members of the Aberdeen Youth Movement, helping them to get to know one another, build networks, and support their social, mental health, and wellbeing.

The groups also spent a full day in workshops delivered by the Aberdeen Youth Movement, learning about the movement’s structure, how it operates, the obstacles and challenges it faces, and the strategies used to bring about positive change. They also explored how the movement promotes its work, uses social media, and other key elements that have contributed to its success. During their stay in self-catering accommodation, the young people had personal and social time together, giving them the opportunity to experience independent living, take responsibility for themselves and each other, and develop relationships with group members with which they were less familiar.

Impact

Young people from both groups learned that the work they are conducting is not confined to their local areas but is part of a broader social and democratic movement aimed at developing genuinely youth-led structures for positive change in support of UNCRC Article 12. They also recognised that their model is unique, having been developed independently at a youthful age, with differences in age and experience compared to their Aberdeen counterparts. This understanding has served as a motivator, instilling pride in what they have achieved at an early stage.

The young people gained valuable insights into the opportunities and challenges they are likely to encounter moving forward and learned strategies for developing their plans and overcoming obstacles. This includes effectively using their own social media channels to enhance their skills, build confidence, and

raise the profile of their work, engaging more local young people in democratic processes. As a result, each group has now identified youth social media leads, who will undergo training to manage their social media channels and extend the reach of their initiatives.

Participants also reported improvements in their general confidence, mental health and wellbeing, core and transferable skills, social and teamwork abilities, self-esteem, and understanding of youth voice. Many, expressed increased motivation to take part in similar projects in the future, further developing their groups' work and impact.

Evidence

The above has been evidenced through evaluation forms completed by the groups after the trip, through verbal and anecdotal feedback provided by the young people to their workers and within their groups, through photos, videos, and how they have continued to develop their youth voice model work.

Lessons learned?

Trips such as this can support youth voice through the development of better connections and networks across regions and local authorities. It is also invaluable in developing the confidence of young people, to increase their knowledge and understanding, and motivate them to achieve greater things in the future. However, the feedback from some members of the group related to travel time, so it may be necessary to do similar future work closer to Argyll and Bute and/or find other ways to make travelling shorter/more enjoyable (e.g. breaking up journeys, other travel options, meeting somewhere in between).

Learner quotes

“I loved meeting new people from other groups.”

“I loved going to the fun fair.”

“It was really good learning about how we can use social media to reach and influence other young people.”

“I learned how important it is for young people to be heard and get their points across collectively.”

“I learned about how they created their model and have new ideas to make our youth voice movement better.”

“It was great to see how young people can help so much when they come together and make their voices heard.”

6. Community Learning Services - *Let's Grow group Mid- Argyll*

Need for the project / activity

The need for the Let's Grow Group was identified through face-to-face community consultations, partner engagement, and data gathered from our Community Learning survey. Learners currently attending range in age from 18 to 65 and are keen to improve their health and wellbeing while developing their learning and life skills through participation in outdoor and nature-based activities.

Description

The group meet weekly taking part in activities that are person centred and identified by the group in line with their needs and aspirations, as they progress throughout the year. Examples of activities this year have included guided walks, gardening, mindfulness, volunteer activities, visits to places of interest and arts projects.

Recent key projects have included:

- volunteering at Ardfenaig Elderly Care Home to design a vibrant wall mural with the residents and then paint it for their garden space alongside help to rejuvenate and tidy the area.
- volunteering at Blarbuie Woodlands to maintain a memorial space- 'Jess's Place.' The group originally created this woodland Labyrinth space with a local artist a few years prior.
- and over autumn and winter the group took part in a programme involving guided educational walks with an outdoor ranger, a visit to Kilmartin museum including an artefact handling session, and art in nature project in relation their experiences.

Impact

Teamwork and collaboration are fundamental to the group, and as the learners have worked hard, as a team, on various projects they have developed relationships, trust and a stronger sense of community alongside building their skills and improving their health and wellbeing. Key impacts include:

- Feeling valued as community members through volunteering and engaging in the local area
- Learning and development in relation to local nature, environment and history
- Positive development of wellbeing, and skills for life
- Positive development of outdoor and creative skills
- Improved confidence of individuals and in relation to working cohesively.

- Meaningful intergenerational engagement, helping to improve wellbeing and reduce social isolation for both the residents and learners.

Evidence

Evidence of impacts has been recorded through learner evaluation and feedback, observation, and photographic evidence.

Lessons learned?

In the current climate, it is important to encourage resilience in learners and foster the ability to adapt and be flexible in the face of change. Various barriers, such as lack of funding, have resulted in the loss of essential learning spaces, both outdoors and indoors. Many, of these spaces were valued by learners as safe and supportive environments. Given these changes, it has been essential to provide encouragement and motivation to support learners in establishing new locations and projects, helping them continue their learning journeys despite these challenges.

learner quotes

“The Let’s Grow Group helps me to de-stress and be mindful. Even though it has been more challenging with all the changes we have worked together to get round them and to keep ourselves positive” (MD)

“I don’t like it when I miss the group. I like to be here, helping, giving back and feeling less isolated. It’s good to learn about gardening and nature together” (RM)

“It is good for me to come to this group; it helps my mental health and communication. Learning to use a pressure washer was fun” (JB)

“I have learned to engage with people outside my workplace. Let’s Grow group is the first community group I joined and fully engaged with the activities and other group members. I particularly enjoyed the walking group when we visited Kilmartin museum and learned about interesting and fascinating Scottish history and the landscape in my home area” (WMcE)

“Helps me with my wellbeing, especially my mental health and socialising and confidence” (CG)

“By being part of the Let’s Grow group I have met a range of different people who I probably would not have done so. These include people of different generations, sexual orientation and ethnic backgrounds. I find it really interesting to meet different people and share different experiences” (SW)

7. Community Learning Services - National Device bank

Need for the project / activity

For several years, it has been evident that learners need access to suitable digital devices to support and enhance their learning. This situation is commonly referred to as digital poverty, where individuals lack the financial means—or other resources—to obtain their own device. Despite receiving multiple requests for devices, we had no equipment available for distribution, prompting us to explore ways to address and improve this situation.

Description

In partnership with Good Things Foundation (GTF), we have successfully secured two rounds of devices to support learners experiencing digital poverty. The National Devicebank is a nationwide initiative in collaboration with large organisations, where redundant equipment—including laptops, Chromebooks, smartphones, and tablets—is donated to GTF. The foundation then reconfigures the devices for distribution to individuals in need.

As a member of the GTF National Inclusion Network, we were able to apply for devices from the National Devicebank. Through two successful applications, we have now distributed or “gifted” 50 devices in total. This initiative has been coordinated by the Community Learning Worker (CLW) in Helensburgh, with support from key partners including Helensburgh Library, Jean’s Bothy (mental health and wellbeing), Helensburgh Community Hub, Argyll and Bute Community Justice team, Argyll and Bute Community Development team, and Welcome In (recovery support). All recipients have been offered digital support to help them use their devices effectively. This support has been accessed in multiple ways, including attending The Learning Café or receiving individual remote assistance for those unable to attend in person regularly.

Impact

This project has been extraordinarily successful, with all devices distributed well within the six-month time limit stipulated by the GTF bid rules. For the individuals involved, the devices have made a significant positive difference in their lives. Some learners have been able to engage successfully with online learning programmes, such as Learn My Way and Global Community Foundation (GCFGlobal), as well as online ESOL and literacy/numeracy courses, including

Citizen Literacy. For others, the devices have enabled them to maintain online work journals for JC+ and conduct effective job searches. Many, have also found the devices to be an invaluable lifeline, allowing them to stay connected with family and friends, improving both social connection and wellbeing.

Evidence

For one individual, this initiative has brought about an incredible transformation in her life. This young woman arrived in Scotland from a Middle Eastern country seeking asylum. In her country of birth, women were not allowed to access education and attempts to do so were met with threats of violence from both the regime and her own family. Upon arriving in Scotland, she had no possessions and no means of earning an income, as asylum seekers are prohibited from working. We were introduced to her through a Positive Action in Housing (PAH) worker, who was supporting her asylum application and efforts to secure a place at a Scottish university.

Through the initiative, we provided her with a laptop, mobile data (from the National Databank), and remote digital support. Over the past six months, we have held regular meetings with her to support her digital learning journey, alongside continued support from PAH. She has now been granted indefinite leave to remain in Scotland and has been accepted onto a degree course at a Glasgow university. Without access to her laptop and mobile data, achieving these goals would have been extremely difficult.

In her own words:

"The laptop has been amazing for me. I could not have progressed without it. I was living in an asylum seeker hotel in an area where I knew no one. I can now contact my support workers, send emails, and do the work I need for my course. I did ESOL online, which I could not have done without the laptop. Thank you for all the help and support."

Note - We have avoided giving any identifying details here as she is still in danger if recognised, she has changed her name since coming to Scotland.*

Lessons learned?

This project has been phenomenally successful, and we now plan to make regular applications for devices from the National Devicebank. We hope that this initiative can be replicated across the wider area, extending its impact beyond Helensburgh and reaching more learners in need.

Learner quotes

“The laptop meant I could learn more about word processing, it has been great.”

“My tablet has meant I can contact my brother in Australia really easily.”

“I have learned so many new skills using my laptop, and I am now learning Spanish!”

“I couldn’t apply for jobs properly before, and everyone wanted me to have an email address. Now it is easy, and I’ve got a new job.”

Need for the project / activity

The Learning Hub in Helensburgh had previously experienced sporadic attendance, so a decision was made to revamp the offering and slightly refocus its activities. The aim was to encourage more learners to join on a weekly basis, providing increased opportunities to access learning and support.

Description

The Learning Café runs every Wednesday afternoon, offering a wide range of learning opportunities, including employability, wellbeing, and digital skills. Tea, coffee, soup, rolls, and biscuits are provided in a welcoming environment, encouraging group interaction and informal conversation. We involve partner organisations on a rotational basis, including Welfare Rights, Carr Gomm, Parental Engagement, and Community Development, and benefit from the invaluable support of two volunteers, Margaret and Kirsten. Learners can access support with job searching, interview techniques, and online learning platforms, such as Learn My Way and Global Community Foundation (GCFGlobal). They also have access to devices and data gifted through our participation in the National Databank and National Devicebank, as well as our Device Lending Service, which allows learners to borrow laptops or tablets to support online learning and job searching, with ongoing staff support.

Impact

Since the relaunch of the Learning Café, we have seen remarkable success, with several learners moving into employment and others completing multiple online learning modules. One learner has successfully set up her own e-platform to sell her artwork on Redbubble, while another has applied for a grant to support the production of a short film about his experiences in the Criminal Justice system. Additionally, several learners are now engaging with the Citizen Literacy website, supported by our Adult Learning and Numeracy (ALN) worker, to improve their literacy skills.

Evidence

We created a new feedback form for our learners attending the Café and the response has been overwhelmingly positive with learners reporting that they have learned new skills, felt supported and are now able to move on to the next stage in their learning journey.

Lessons learned?

We have now seen that this approach works very effectively for learners in the Helensburgh area and will continue to offer more sessions in this same style.

Learner quotes

“It feels like I can go home and learn more by myself.”

“Brilliant helpful staff”

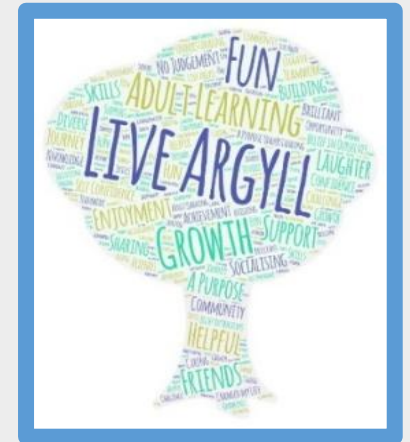
“Excellent advice”

“Very worthwhile class, learning a lot.”

“Friendly atmosphere, patient flexible facilitators, thank you!”

“Staff were very helpful and friendly, offered different options and approaches.”

A Year in Pictures



Looking Ahead: Continuous Improvement in CLD

The CLD Partnership is committed to ongoing monitoring, evaluation, and improvement. The CLD Plan will be reviewed quarterly to check progress, adjust priorities if needed and learn lessons for future planning. Regular reports will be shared with Argyll and Bute Council, the Community Planning Partnership, and stakeholders to ensure transparency and collaboration.

Going forward we will continue to use the ***How Good Is Our Community Learning and Development (HGIOCLD) framework*** to guide self-evaluation and maintain high standards. Alongside this, structured professional learning sessions will run throughout 2025, supporting partners and staff to build skills, share best practice, and drive continuous improvement in CLD services across Argyll and Bute.

Key Challenges and Next Steps

- The CLD Partnership is developing clear Key Performance Indicators (KPIs) to measure progress and demonstrate impact more effectively.
- Using the HGIOCLD framework, outcomes will be tracked and reported through the Council's performance systems.
- A focus on strengthening community participation in decision-making.
- Increased engagement through consultations and surveys with the aim of increasing the involvement of local community groups, adult learners, and young people to ensure their voice helps shape the future of CLD in Argyll and Bute.

Key Partners

