

## People in Place – Annual Update 2017: Castlehill, West Dunbartonshire

### Introduction

This brief update highlights the work being undertaken by Corra Foundation (previously called Lloyds TSB Foundation for Scotland) in Castlehill, West Dunbartonshire, including the learning gathered so far through the People in Place programme.

#### ➤ Initial community selection process

We first met with Peter Barry Director - Lead Housing and Employability and Amanda Coulthard Communities Manager – Communities Team and the West Dunbartonshire local authority team on 12<sup>th</sup> July 2016, and followed up with the pledge as to how we would set out to work alongside the communities of West Dunbartonshire.<sup>1</sup>

This initial meeting was followed up with:

- ✿ Local area team meetings.
- ✿ Meeting with the Third Sector Interface.
- ✿ A community walkabout.
- ✿ Local community meetings.

As a result of the combined research and community walkabout it was agreed that Castlehill had all the 'ingredients' for the People in Place work. These included:

- ✿ A willing appetite from the local team to support our work.
- ✿ A central venue for the worker.
- ✿ The population size met our criteria.
- ✿ The area is a self-defined community.
- ✿ The area had different community spaces.

Janice O'Connor was recruited and began working in Castlehill in November 2016. This brief report contains a snapshot of the work she has been undertaking.



Pledge.pdf

➤ Snapshot of work during the past year

Phase	Activity
<p><b>Mapping and Research</b></p>	<ul style="list-style-type: none"> <li>➤ Induction meetings.</li> <li>➤ Development of a community profile.</li> <li>➤ Range of desk based research.</li> <li>➤ Community walkabouts.</li> </ul>
<p><b>Engagement</b></p>  <p><b>MAGNET bringing people together</b></p>	<ul style="list-style-type: none"> <li>➤ Informal meetings with Key Statutory and voluntary sector Partners.</li> <li>➤ Informal conversations with community members, groups and community Leaders.</li> <li>➤ Attendance at community events.</li> <li>➤ Creating a social media page.</li> <li>➤ Organising two community events.</li> <li>➤ Supporting local organisation with a community consultation.</li> <li>➤ Support local organisation with development of community centre.</li> <li>➤ Support a parent to become a walk leader with Paths for All.</li> </ul>
<p><b>Development of ideas into action</b></p>  <p><b>TO FIND SOLUTIONS that are appropriate and work</b></p>	<ul style="list-style-type: none"> <li>➤ Four community projects within the Local primary school.</li> <li>➤ Family Film night.</li> <li>➤ Family Walking group.</li> <li>➤ Health walk.</li> <li>➤ Spring Family night.</li> <li>➤ School litter pick in the community.</li> </ul>
<p><b>Brokering role</b></p>  <p><b>PROVIDE THE GLUE to stick everything together<sup>2</sup></b></p>	<ul style="list-style-type: none"> <li>➤ Connecting Local school to local organisations such as the Leamy Foundation, John Muir Awards and Greenspace.</li> <li>➤ Promoted funding opportunities to local groups and through social media resulting in organisations receiving funding from the Henry Duncan Grant.</li> <li>➤ Support local services like drug and alcohol services, youth provision and adult learning by promotion through social media.</li> <li>➤ Support individual community members to access services.</li> <li>➤ Bring services together to support an event.             <ul style="list-style-type: none"> <li>• For example, for the Halloween night event people in recovery organised the café, the local youth services peer education group volunteered on the night to interact with the young people and we also had the local community cinema group film the event.</li> </ul> </li> </ul>



All designed to: **SUPPORT** the community to achieve their ambitions.

<sup>2</sup> A snapshot of some of the connections being made can be found in the 'Connections Mapping' section of this report

## Area in Numbers

### ➤ Engagement numbers

As part of our learning and evaluation framework we have developed systematic ways in which to keep track of how we are working in the community using both qualitative and quantitative data. Below is a snapshot of engagement the Castlehill community co-ordinator has done from January 2017 to the end of February 2018.



## Showcase

### ➤ Brief case study

#### **Dalreoch Primary School Twelve Week Project**

The Dalreoch Primary School partnership project worked with the whole school to engage with the pupils to understand what Castlehill meant to them and to inspire change in their community. To do this a four-step engagement plan was developed covering a consultation, a walkabout, using photos to identify issues and developing an action plan, based on the fact that the young people said *“we should have a superhero to clean everything up”*, and this is exactly what they did! The children worked on four separate projects including producing a superhero film, writing a song about litter, carrying out several litter picks and drawing a range of posters to highlight all the environmental issues they identified.

The project has made a real impact. Staff at the school have commented on how motivated the young people were in wanting to change their community, one eight-year-old observed that there was a derelict building that could be changed to house those in the community who are homeless or struggling with drug and alcohol use. One of the teachers identified that their class were displaying new skills which they may have not identified if they had not taken part.

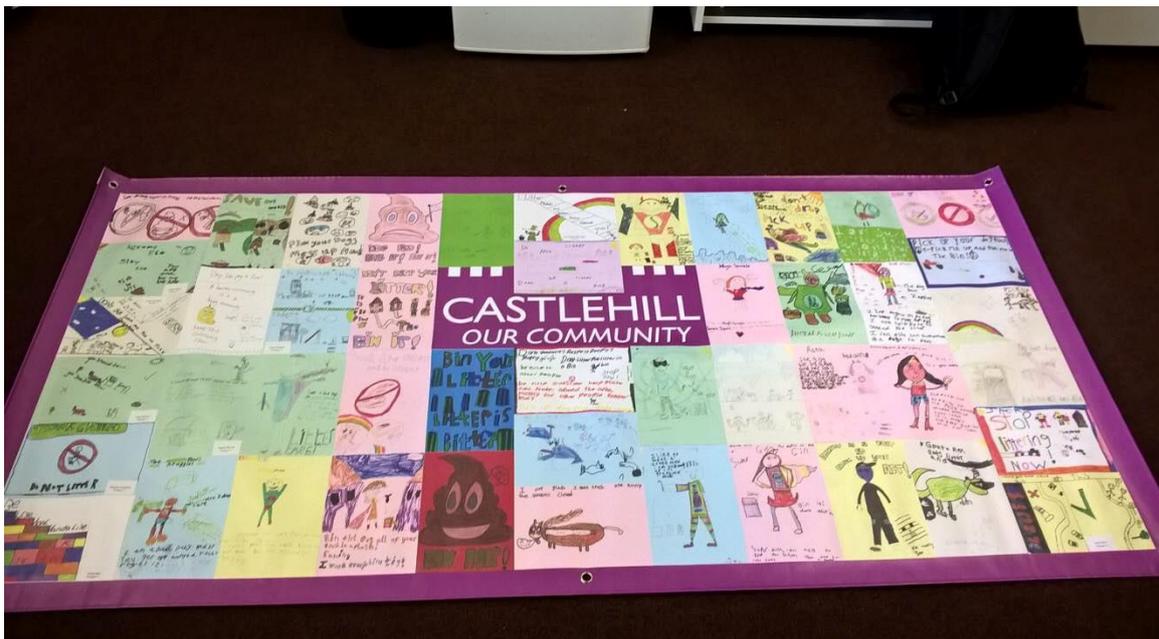
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For example, a young boy who had been quiet in class discovered he had a real talent for drawing animals, this really brought him out of his shell and he designed a poster which was showcased. Two other young people found they had a real talent for music and showed a tremendous sense of achievement when the whole class were singing their song.

All the posters have been turned into a large banner which is currently 'on tour' within the community and further work is now planned, as the engagement with the children resulted in engagement with the parents.



***“Hey Mrs, have you picked up any litter today? Cos, we have” Boy aged 9 (Castlehill)***



## Look Ahead

### ➤ Over the next few months Corra Foundation's People in Place team will:

- ❁ Support the Rock community trust with the development of the Phoenix centre.
- ❁ Support local primary with the development of a community garden.
- ❁ Continuing support of the two walking groups.
- ❁ Plan and develop a picnic in the park event.
- ❁ Work with partners to develop local parks.
- ❁ Bring local people to volunteer in the community.
- ❁ Develop ideas with the community to reach the wider community.

## Co-ordinator Contact Details

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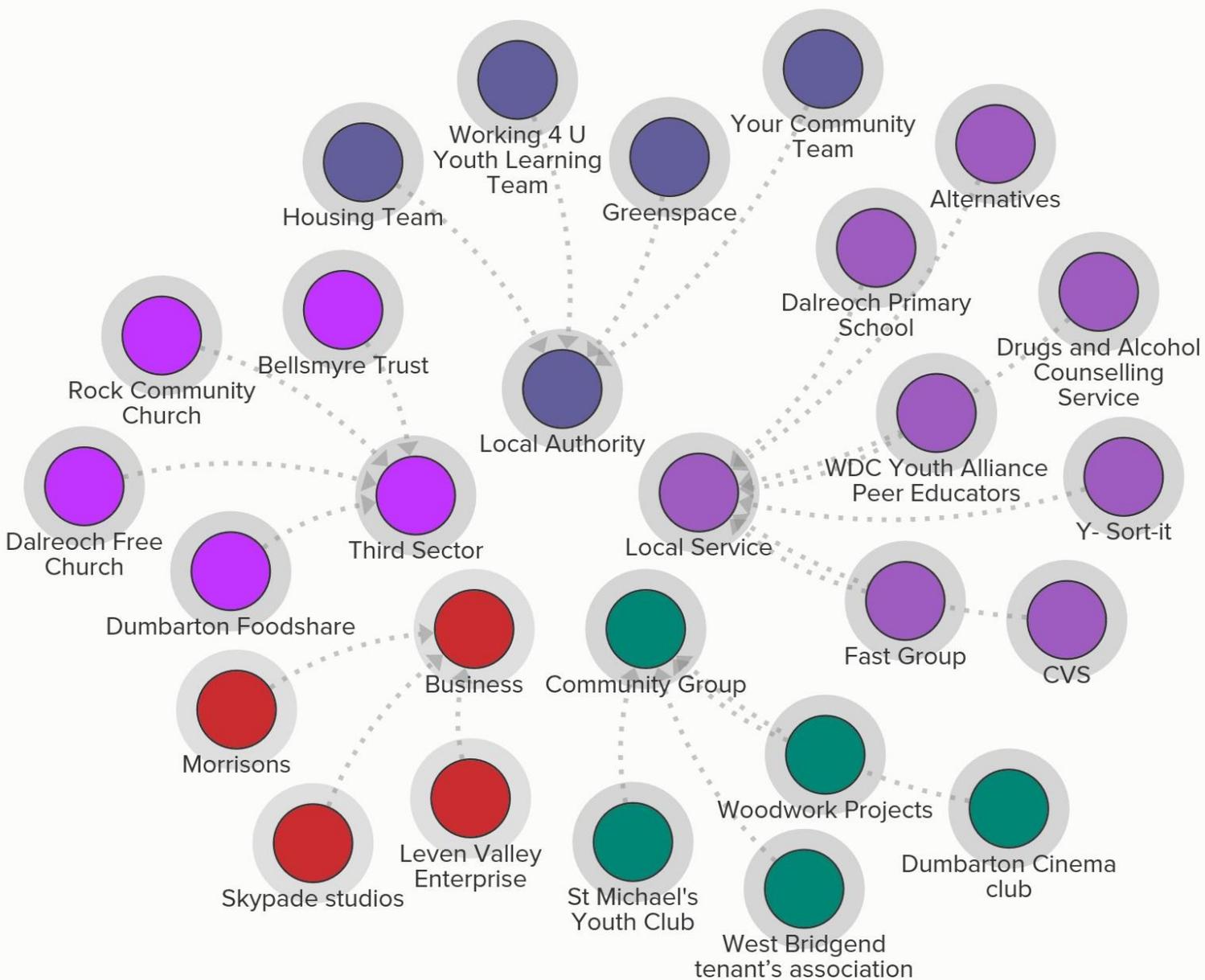
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# Connections Mapping

➤ Visual snapshot of the connections being made



## Legend

- Connection
- Third Sector
- Community Group
- Local Authority
- Business
- Local Service

## Summary of the People in Place Programme

Corra Foundation (previously Lloyds TSB Foundation for Scotland) launched the place-based programme “People in Place” in 2014 after a strategic review which highlighted that traditional grantmaking was not reaching many of Scotland’s communities, and yet these communities are among those facing the greatest daily challenges. Corra Foundation believes that by supporting communities and increasing participation, individuals and therefore communities will become more confident, more able to challenge the structural barriers that impact on everyday life and in this way the programme will achieve systems change.

People in Place has an overarching theory of change for this work. The key indicators of this are:

- ❁ To reach places in Scotland where Corra Foundation and other grant-makers struggle to reach.
- ❁ To work in partnership with the community to identify assets and encourage participation, engagement and action.
- ❁ To create a network of connections that help to increase resilience and facilitate access to sustainable resourcing for the long term.
- ❁ To increase awareness of the importance of place and how this affects life chances and opportunities, through learning and sharing.

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### Culminating in creating long term social change.

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In 2014 we set out to establish a programme, working alongside communities in nine local authority areas that were in receipt of proportionately less independent grant funding. We are now working alongside eight communities in seven of the original nine local authority areas with the remaining two due to begin in 2018.

## Sharing Lessons and Learning at Programme Level

### ➤ Emerging programme level learning

- ❁ Early insight shows us that by focussing on engaging and listening in small communities we are reaching people who are often seldom heard, working to provide a platform for them to be heard.
- ❁ There is an increased understanding as to why communities do not access independent grant funding. Reasons include:
  - The formal process of having to be a registered charity or fully constituted group.
  - The skills and capacity needed to complete the process.
  - The fear and time it takes to complete applications.
  - The fact that groups need to alter their idea to fit criteria.
  - Worry about what will happen if the funding runs out and the impact this could have.
  - For many groups, the idea is short lived or a one off so the formal process of accessing funding is too daunting.

- There is still a big reliance on the council doing things and a belief it is their job. This, coupled with the lack of belief within the communities where the programme is working, means that the great ideas people have never come to fruition as there is a perception that there are too many barriers and they are unsurmountable.
- ❁ Early indicators are that to really foster resilience in place, different financing models need to be developed to fit with the communities' ambitions; this will be a focus for the coming year as the programme grows.
- ❁ Effective engagement takes time, developing trusting relationships to allow participation to increase organically.
- ❁ Community, agenda-free space is vital to foster relationships.

### ➤ Support groups

- ❁ The People in Place programme continues to benefit from strong commitment from the co-investors who provide ongoing support as well as investment, members of the Place-based Advisory Group (P-bAG), who meet three times a year to challenge and support on the operational aspects of the delivery, and the Observers group, who meet twice a year to focus on the macro impact emerging from working across multiple areas.

### ➤ Development of the learning framework

- ❁ People in Place has developed a framework through which to capture learning both as individuals and as a team.
- ❁ This framework involves weekly capture of reflections on what is happening in each community using qualitative and quantitative data, and bi-monthly meetings to discuss the learning coming out of these weekly reflections.
- ❁ The evolving evidence base is capturing what works and what doesn't for engaging with people in different communities, and particularly with the people who are identified as being seldom heard in those communities.

### ➤ Looking forward

- ❁ In the longer term, it is envisaged that this framework will help us to better understand what enables positive change.
- ❁ Support will continue to be given to develop community co-ordinators in their ability to gather evidence and listen to the stories, experiences and aspirations of the people they are working alongside.
- ❁ Our work has led to the Scottish Government funding Corra Foundation to undertake a short-term project to convene a cross-sector group to explore what makes place-based approaches effective and make recommendations for change.