

---

<b>Report To:</b>	Education & Lifelong Learning Committee	<b>Date:</b>	1 November 2011
<b>Report By:</b>	Corporate Director: Education and Communities	<b>Report No:</b>	EDUC/47/11/MP
<b>Contact Officer:</b>	Maggie Paterson	<b>Contact No:</b>	01475 715450
<b>Subject:</b>	<b>Refreshed Strategy for Community Learning and Development Community Learning and Development Annual Report 2010-2011</b>		

---

## 1.0 PURPOSE

The purpose of this report is to:

- 1.1 seek Committee approval for the adoption of the refreshed Strategy for Community Learning and Development in Inverclyde 2011-2014.
- 1.2 advise Committee of the production of the Annual Report on Community Learning and Development in Inverclyde 2010-2011.

## 2.0 SUMMARY

- 2.1 In September 2009 Committee approved the first Community Learning and Development Strategy for Inverclyde covering the period 2008-2011. This was developed in line with guidance contained within 'Working and Learning Together to Build Stronger Communities' Scottish Executive 2004. This guidance assigns overarching responsibility for CLD to community planning partnerships and the refreshed Strategy will also go to Inverclyde Alliance for approval.

Following consultation with CLD Partners and with the approval of the CLD Strategy Group, it was proposed that the Strategy be refreshed rather than develop a new one. See Annexe 1.

- 2.2 Each year the CLD Strategy Group produces an annual report describing the range of programmes and their impact on young people, adults and communities. A Summary of Key Points is provided with this report and the document will be placed in the Members Library. See Annexe 2.

## 3.0 RECOMMENDATIONS

It is recommended that Committee:

- 3.1 • endorse the refreshed Strategy for Community Learning and Development in Inverclyde 2011-14.
- 3.2 • note the production of the Annual Report on Community Learning and Development in Inverclyde 2010-2011.

**Albert Henderson**  
Corporate Director: Education & Communities

## **4.0 BACKGROUND**

- 4.1 The CLD Strategy 2008-2011 was developed within the strategic context of the Community Plan 'Inspiring Inverclyde' and the emerging Single Outcome Agreement. These strategic documents remain the key drivers for CLD and for this reason it has been decided to refresh the existing Strategy rather than develop a new one.
- 4.2 The Strategy sets out the vision for Community Learning and Development in Inverclyde and makes a commitment to continue to address the 3 national priorities outlined in Working and Learning Together to Build Strong Communities (2004). The Strategy identifies 3 high level outcomes which focus on health and well-being, employability and the quality of community life. Intermediate outcomes and outcome measures are also identified. See Annexe 1.
- 4.3 Each year the CLD Strategy Group produces an annual report describing the range of programmes and their impact on young people, adults and communities. A Summary of Key Points is provided with this report and the document will be placed in the Members Library. See Annexe 2.

## **5.0 PROPOSALS**

- 5.1 It is proposed that an action planning format be developed which will not only drive the implementation of the CLD Strategy but be aligned to the action plans of the relevant SOA Delivery Groups and mirrored in other action planning documents.

## **6.0 IMPLICATIONS**

Finance: None.

Legal: None.

Personnel: None.

Equalities: None.

## **7.0 CONSULTATION**

All stakeholders in the CLD Strategy were consulted in the refreshing of the Strategy.

## **8.0 BACKGROUND PAPERS**

None.

# **A REFRESHED STRATEGY FOR COMMUNITY LEARNING AND DEVELOPMENT (CLD) IN INVERCLYDE 2011-2014**

## **1 INTRODUCTION**

Inverclyde Alliance acknowledges the contribution made by CLD Partners to its aims and priorities and looks forward to CLD having a continued and enhanced role in bringing to fruition their vision for the future as outlined in the Single Outcome Agreement 'Tackling Poverty, Sustaining Growth'. This role involves not only delivering such services as adult learning, adult literacies, community development and youth work but working with Partners across the Alliance to use CLD as an approach which enables them to work with communities and provide access to their involvement in learning, action and decision-making.

## **2 STRATEGIC CONTEXT**

The CLD Strategy 2008-2011 was developed within the strategic context of the Community Plan 'Inspiring Inverclyde' and the emerging Single Outcome Agreement. These strategic documents remain the key drivers for CLD and for this reason it has been decided to refresh the existing Strategy rather than develop a new one.

Since 2008 the development and implementation of the Curriculum for Excellence (CfE) has become a more significant factor for the CLD Partners and the majority of programmes have now been aligned to CfE outcomes and experiences. This will continue to be a major focus of the implementation of the refreshed Strategy.

The CLD Annual Report 2009-2010 recommended that 'the potential of CLD in reducing demands on the public purse is maximised through its role in prevention and early intervention initiatives'. This approach has recently been confirmed in the report by the Christie 'Commission on the Future Delivery of Public Services'. The refreshed CLD Strategy will endeavour to take forward the priorities identified in this report, in particular:

- Working closely with individuals and communities to understand their needs, maximise talents and resources, support self reliance and build resilience.
- Prioritising preventative measures to reduce demand and lessen inequalities.

## **3 OUR VISION FOR COMMUNITY LEARNING AND DEVELOPMENT IN INVERCLYDE**

Community Learning and Development will play a key role in helping Inverclyde Alliance fulfil its shared vision:

'Working together in partnership, we will help to develop a confident, inclusive Inverclyde, with safe, sustainable, healthy, caring communities and a thriving prosperous economy, where everyone is encouraged to achieve their potential and can make a positive contribution to the area.'

Our vision is that:

- through involvement in CLD personal development programmes, adults and young people become confident individuals, effective contributors and successful learners.
- through involvement in CLD capacity building programmes adults and young people become confident, skilled and active community members
- community capacity building will facilitate improvement in the quality of life of residents within disadvantaged neighbourhoods as a result of community action and activity

- community capacity building will develop and strengthen the ability of communities to define and achieve their objectives and engage in consultation and planning, manage community projects and take part in partnerships and community enterprises.

## **4 PRIORITIES AND OUTCOMES FOR CLD**

### **a) Priorities**

The CLD Strategy will continue to address the 3 National Priorities outlined in Working and Learning Together to build stronger communities – Scottish Executive Guidance for Community Learning and Development (2004). These are

- achievement through learning for adults
- achievement through learning for young people
- achievement through capacity building

#### Local provision

The ability to provide CLD services and support from locally based facilities is fundamental to the success of CLD. Participants in adult learning and literacy and youth work programmes, as well as members of community and voluntary organisations, frequently report that they would not have taken their first steps into learning or participating in their community if they had not been able to do so locally in schools, community hubs and community halls. Working with partners across all sectors to make best use of locally based facilities will remain a priority for the CLD Partnership.

### **b) outcomes**

As stated above the CLD Strategy will contribute to the achievement of the priorities and outcomes associated with the community plan and the single outcome agreement. The following high level/wider outcomes have been identified as applying to all 3 strands of CLD.

- Improvements in health and well-being
- Improvements in employability
- Improvements in the quality of community life

High level/wider outcomes are seen as longer term outcomes which will result from a range of partnership activities including CLD. It is anticipated that CLD partners will monitor the achievement of these outcomes using the performance indicators identified by the Alliance and partner agencies.

Intermediate outcomes are seen as more closely linked and attributable to CLD itself and their achievement anticipated within a shorter timeframe. Intermediate outcomes lay the foundation for the achievement of the high level/wider outcomes. Outcome indicators will be used to monitor evidence the achievement of these outcomes. A recent reduction in funding and future uncertainty (See paragraph 7 below) makes it very difficult to set targets for these indicators, however, it will be possible to establish trends in impact relative to investment in CLD.

<b>Intermediate Outcomes for Adult Learning and Literacy</b>		<b>Outcome Indicators</b>	
1.	Adults become confident individuals who engage with and sustain learning.	1.1	Number of learners engaged for the first time
		1.2	Number of learners reporting an increase in confidence
		1.3	Number of learners who progress to further learning, training or employment
		1.4	Number of learners progressing from non accredited to accredited learning
2.	Adults become more successful learners who have increased skills and knowledge which impact on individual, family, work or community life	2.1	Number of learners with increased skills and knowledge
		2.2	Number of learners with increased literacy and numeracy skills
		2.3	Number of learners gaining qualifications for the first time?
<b>Intermediate Outcomes for Community Capacity Building</b>		<b>Outcome Indicators</b>	
1.	Community organisations have the skills, confidence and knowledge to identify and respond to community need.	1.1	Number of community organisations, from disadvantaged communities or excluded groups who identify themselves as having increased capacity.
		1.2	Number of community group members who identify themselves as being confident, skilled and active members of their community.
		1.3	Number of community based voluntary organisations, supported by CCB agencies, that are providing services.
2.	Community organisations progress the needs and aspirations of their communities.	2.1	Number of groups who systematically find out the needs of their communities
		2.2	Number of groups who feed back at least once per year on progress made.
3.	Community organisations are involved in and influence decision making processes.	3.1	Number of community groups supported by CCB agencies to engage with local agencies and partnerships.
		3.2	Increased evidence of impact/influence by communities on strategic service plans.
<b>Intermediate Outcomes for Youth Work</b>		<b>Outcome Indicators</b>	
1.	Young people become confident individuals who expect to achieve more.	1.1	Number of young people reporting an increase in self-esteem/self-confidence.
		1.2	Number of young people reporting positive health behaviour change.
2.	Young people become responsible and active citizens.	2.1	Number of young people-led initiatives for young people to have their voice.
		2.2	Number of young people reporting that they are more equipped to take action on issues that affect them and to make their views are heard.
3.	Young people to become successful learners and effective contributors.	3.1	Number of young people with recorded improvement in their learning including literacy/numeracy
		3.2	Number of young people gaining accredited achievements through participation in youth work programmes

In addition to the above, the number of participants will be disaggregated to identify the number of participants:

- engaged for the first time
- by age and gender
- from disadvantaged areas and disadvantaged groups eg with a disability
- with additional support needs
- in health and well-being programmes
- in employability programmes
- in programmes targeting older people (55+)
- in intergenerational programmes
- in community capacity building programmes
- diversionary activities for young people
- in programmes to support young people to have a voice and be heard
- who become volunteers.

While it will not be possible to attribute the contribution of CLD Partners to positive outcomes in SOA baseline indicators, this will be tracked through the Action Planning process wherever possible.

## **5 THE CLD STRATEGY GROUP AND ITS OPERATION**

The Strategy Group comprises elected members, senior officers from public sector organisations and representatives of the community and voluntary sector. In June 2010, the remit of the Strategy Group was revised as follows:

- (a) To review the quality and effectiveness of CLD activity in line with the HMIE self-evaluation framework 'How Good is Our Community Learning and Development?2'.
- (b) To oversee the strategic direction for CLD provided by Inverclyde Alliance, through the SOA Delivery Groups and related partnerships.
- (c) To ensure that leadership for CLD is effectively provided by Inverclyde Council's Directorate of Education and Communities
- (d) To monitor progress in the implementation of CLD components of relevant action/delivery plans.

The Group meets approximately 3 times a year. See Annexe 1 for membership

The Strategy Group is supported by 3 Sub-groups

- Adult Learning and Literacies Sub-group
- Community Development Sub-group
- Youth Work Sub-group

These Sub-groups align their membership, role and remit to reflect the CLD Strategy and its Action Plans. Each Sub-group submits a progress report to the CLDSG.

## **6 ACTION PLANS TO IMPLEMENT THE CLD STRATEGY**

An action planning format is being developed which will not only drive the implementation of the CLD Strategy but be aligned to action plans of the relevant SOA Delivery Groups and mirrored in other action planning documents.

## **7 INVESTMENT AND RESOURCES TO IMPLEMENT THE STRATEGY**

In the current financial climate of restraint in public sector spending, investment and resources for CLD will be a challenge for the CLD Partners. Inverclyde Council has maintained its investment in frontline services for CLD to March 2013, however, a £420,000 reduction in funding available to CLD Partners through the Regeneration Programme will have a major impact on the implementation of the Strategy. The CLD Partners have a strong track record of attracting external funding and will continue to pursue this. As consideration is given to the recommendations of the Christie Commission there may be future opportunities for CLD Partners to demonstrate that investment in CLD on preventative measures can reduce demand for more intensive and costly interventions.

## **8 MONITORING PROGRESS AND EVALUATING QUALITY**

The CLD Strategy Group aligns its procedures for monitoring progress, evaluating achievement and quality improvement with those of the Inverclyde Alliance, Inverclyde Council and Her Majesty's Inspector of Education (HMIe).

Thus in terms of monitoring the achievement of its outcomes, the CLDSG will continue to use performance management processes associated with the community plan and the Single Outcome Agreement. Self-evaluation will be undertaken using the HMIe framework 'How Good is Our Community Learning and Development?2', complemented by other relevant evaluation tools.

## **9 CONCLUSION**

The Community Learning and Development Strategy Group continues to be committed to working together to achieve the priorities and outcomes of this refreshed Community Learning and Development Strategy and will be held accountable for their delivery by Inverclyde Alliance.





**COMMUNITY LEARNING AND DEVELOPMENT IN INVERCLYDE: ANNUAL REPORT 2010-2011**

**SUMMARY OF KEY POINTS**

**1 Adult Learning and Literacy**

**1.1 Adult Learning and Literacy in Numbers**

3,404	Adults participated in learning programmes delivered by CLD Partners
1000+	Learners supported by Outreach and Engagement Team to engage and sustain adult learning activities across CLD Partner programmes.
20+	Different programme areas were on offer to adults in Inverclyde
235	Adults achieved SQA qualifications with the CLD Service, for the majority these were their first qualifications
324	Adults from disadvantaged areas improved their employability and progressed to other services, education, training and employment

**1.2 Highlights for Adult Learning and Literacy**

- The Literacy and the Learner initiative brought together partners from across all sectors of education to improve literacy levels in Inverclyde.
- SQA Outreach and Engagement Course qualification designed and piloted.
- The Job Skills Clubs/Work Clubs accepted as part of the ‘Get Britain Working’.

**1.3 Issues and challenges for Adult Learning and Literacy**

Sustaining provision in an uncertain funding climate continues to be a challenge. The loss of the First Steps Forward Project and the reduction and constraints on funding to community hubs will limit future provision of community based adult learning.

**1.4 Future priorities for Adult Learning and Literacy**

- Further implementation of the Literacy and the Learner initiative
- Continue to improve the employability of Inverclyde residents
- CHCP priority to tackle obesity through programmes such as Waist Winners
- Building up the number of volunteers to help sustain participation in adult learning, adult literacies and the Wider Opportunities for Older People Project.

**2 COMMUNITY CAPACITY BUILDING**

**2.1 Community capacity building in numbers**

150+	Organisations supported to build their capacity
100+	Organisations reported their capacity had improved
100+	Organisations supported to access funding for their organisation

**2.2 Highlights for Community Capacity Building**

Improvements in capacity building were affirmed through the HMIE inspection of the Learning Community around Inverclyde Academy which was evaluated as very good.

In support of Your Square Mile Pilot Project, Your Voice supported people from Greenock to attend a workshop to discuss the needs, passions, beacons, assets, problems in Greenock and prioritise 5 local challenges to take forward to affect positive change.

**2.3 Issues and challenges for community capacity building**

Sustaining provision in an uncertain funding climate continues to be a challenge. Community capacity building providers have experienced a drop of £99,783 (40%) from Fairer Scotland to Regeneration Programme funding.

## 2.4 Future priorities for community capacity building

The new BIG Lottery funded initiative OUR PLACE will bring opportunities and challenges for the Sub-Group. The opportunity will be to encourage a co-production approach and the challenge will be to achieve this within the very tight timescales and defined outcomes which are in place for this programme.

## 3 YOUTH WORK

### 3.1 Youth Work in numbers

1543	Young people participated in youth work programmes
59	Young people gained accreditation through youth work programmes
11,814	Inverclyde pupils participated in health and well-being sessions provided by CLD Partners
774	Inverclyde pupils participated in the Safe Kids events
331	Young people participated in summer programme activities
502	Young people have become safer on the internet as a result of participation in the Cyberbullying initiative

### 3.2 Highlights for youth work

- Increased uptake of 'alternative awards'
- Expansion of training in youth work to include a broad range of staff, volunteers, get ready for work programmes and voluntary youth organisations.
- Local and national recognition for work tackling cyber bullying and contribution to Sharp Solutions Toolkit tackling culture of knife carrying
- Participation in Duke of Edinburgh Award in Inverclyde now highest in Scotland per head of population (14-24 years old)
- Progress in mapping youth work programmes to CfE experiences and outcomes.
- Consequences Programme redesigned and teacher training delivered to facilitate this and Positive Mental Attitudes being rolled out across secondary schools
- Sexual Health & Relationships Education (SHRE) Training delivered to Primary and Secondary teachers to facilitate roll-out of curricular programme in non-denominational schools.
- For the first time in the history of the Scottish Youth Parliament, Inverclyde held the national SYP sitting in Inverclyde Academy in March 2011.

### 3.3 Issues and challenges for youth work

Funding for sustaining provision continues to be a challenge. Community based youth work provision experienced a drop of £70,000 (28%) from Fairer Scotland to Regeneration Programme funding.

### 3.4 Future priorities

- Ongoing support for the implementation of the Curriculum for Excellence
- Expand range of provision offering accreditation, including production of Girl Power Pack incorporating Youth Achievement Award
- Launch 'Tradewinds' Tobacco Curriculum Resource Pack
- Maintenance of ACES/Active Choices programmes (Child Healthy Weight) to achieve HEAT 3 target.
- Work with Parents around SHRE to encourage/support parent/child communication
- Further develop youth work training for local volunteers
- Take forward the 'Literacy and the Learner' initiative for young people.

## 4 HIGHLIGHTS FOR THE CLD PARTNERSHIP

An inspection of the learning community surrounding Inverclyde Academy took place in January 2011. HM Inspectorate of Educations identified the following results:

Improvements in performance	Good
Impact on young people	Very good
Impact on adults	Very good
Impact of capacity building on communities	Very good
Improving services	good

**Particular strengths of the learning community** were identified as:

- Very good engagement of vulnerable learners
- Very good range of well-targeted adult, youth and capacity building provision
- Strong and effective networking in youth and adult learning enables access to good quality services
- High quality programmes clearly reflect strategic aims and priorities

## 5 PRIORITIES FOR 2011-2012

An overarching priority for CLD Partners in the year ahead will be to respond to the findings and recommendations of the Christie Commission on the Future Delivery of Public Services.

**Priorities which span all 3 strands of CLD include:**

- Sustaining funding for community-based services
- Sustaining provision through training and supporting volunteers
- Taking forward the Literacy and the Learner initiative
- Supporting the implementation of the Curriculum for Excellence

**Additional priorities specific to adult learning and literacy include:**

- Supporting adults without qualifications to gain accreditation for the first time

**Additional priorities for capacity building include:**

- Supporting the successful implementation of the 'Our Place' Big Lottery initiative
- Support the newly formed Community Councils to become robust organisations able to be a strong voice for their communities
- Strengthening joint working with the Community Engagement Network
- Actions to support the implementation of the Community Empowerment and Renewal Bill if enacted
- Developing co-production opportunities for agencies and communities

**Additional priorities for youth work include:**

- Further develop programmes to reduce violence and cyberbullying
- Increasing opportunities for accreditation youth work programmes

The Partnership will also take forward the areas for improvement identified in the Learning Community Inspections: analysis of performance information, project sustainability, collaborative improvement planning, progression routes.

**Note:** The numbers of participants and groups referred to above represent different individuals and groups with the exception of the number of pupils participating in health and well-being sessions, where the same pupil may have participated in more than one session topic.