
COMMUNITY LEARNING AND DEVELOPMENT: STRATEGIC PLAN FOR CLD IN SCOTTISH BORDERS 2015- 18

Report by Service Director, Children and Young People

COMMUNITY PLANNING STRATEGIC BOARD

261 November 2015

1 PURPOSE AND SUMMARY

- 1.1 This report updates the CP Strategic Board on the Community Learning and Development (CLD) Strategic Plan for 2015-18.**
- 1.2 The CLD Strategic Guidance for Community Planning Partnerships (2012) set out expectations on Community Planning Partnerships (CPP) to use CLD approaches to public service reform and to develop a clear framework for the planning and delivery of CLD by the Local Authority and partners.
- 1.3 The CLD Regulations of 2013 require a three year partnership plan for CLD to be developed by the Education Authority by 1 September 2015. This Plan will be subject to scrutiny through the Local Area Network.
- 1.4 Local CLD partnerships have been developed in each of the nine High School catchment areas. They have mapped current CLD activity, consulted with learners and community groups and developed action plans to address local priorities. There is clear synergy between the identified CLD priorities and those of the CPP's Reducing Inequalities profile. The local partnerships. These local plans have been rolled up to create a Borders wide Strategic Plan for CLD 2015-18 (Appendix).
- 1.5 The CLD Strategic Plan will be instrumental in achievement of key Borders priorities of developing Scotland's young workforce and empowering communities.

2 RECOMMENDATIONS

- 2.1 I recommend that the CP Strategic Board:-**
 - (a) Notes that the Council will be receiving a report to approve the Community Learning and Development (CLD) Strategic Plan for 2015-18, as detailed in the Appendix.**
 - (b) Notes the issues requiring further action during the lifetime of the Plan.**
 - (c) Supports the CLD Strategic Partnership to engage effectively with key CLD partners, facilitating contribution to the annual planning process with members taking an active role within the local area partnerships.**

3 BACKGROUND TO DEVELOPMENT OF THE PLAN

3.1 The CLD Strategic Guidance for Community Planning Partnerships (2012) set out expectations on CPPs to use CLD approaches to public service reform and to develop a clear framework for the planning and delivery of CLD by the Local Authority and partners.

3.2 The Strategic Guidance defines the purpose of CLD as:

- Improved life chances for people of all ages, through learning, personal development and active citizenship
- Stronger, more resilient, supportive, influential and inclusive communities.

3.3 CLD is defined as an approach that is used by a range of partners, and not limited to a Council service. CLD Learning providers should meet the outcomes above through:

- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- youth work, family learning and other early intervention work with children, young people and families;
- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- volunteer development;
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- learning support and guidance in the community.

3.4 The CLD Regulations of 2013 require a three year partnership plan for CLD to be developed by the Local Authority by 1 September 2015. This Plan will be subject to scrutiny through the Local Area Network.

3.5 The CLD local partnership model that has been developed in Scottish Borders supports the aspirations of the Christie Commission. It will achieve the new statutory duties placed on Community Planning Partners through Community Empowerment (Scotland):

- Community engagement & co-production
- Understanding of area needs, including the distinctive needs of communities
- Clear vision
- Focus on key priorities
- Focus on prevention
- Tackling inequalities
- Aligned resources
- Strong shared leadership
- Effective performance management
- Robust governance & accountability

It will also support implementation of Developing Scotland's Young Workforce in Borders.

4 HOW THE PLAN HAS BEEN DEVELOPED

4.1 The CLD Strategic Partnership has been established and reports to the Reducing Inequalities Theme Group of the CPP. The Reducing Inequalities strands form the framework for planning CLD.

- Employment and income
 - Health and wellbeing
 - Keeping people Safe
 - Skills and Attainment
 - Housing and neighbourhoods.
- 4.2 Local CLD partnerships have been developed in each of the nine High School catchment areas. The partnerships have been initially formed using existing local networks of partners that already had a working relationship. More work needs to be done in future to include a wider range of local community groups. A wide range of groups were involved in the consultation process and were happy with that level of involvement at this stage. The local partnerships are coordinated by an SBC CLD Worker. The local CLD Partnerships have used the Reducing Inequalities Community Profile in conjunction with local consultations to build their understanding of need for CLD in the local community.
- 4.3 Working with these profiles, and their own local knowledge of need and current activity, each partnership has identified key priorities for partnership action. These range from young people's employment, to emotional health and wellbeing issues, to improved networking between community organisations.
- 4.4 The partnerships have consulted with learners and community groups to establish what they consider to be the most important priorities for CLD in the area. Where they exist, partnerships are also referring to existing consultations e.g. Streetwork with young people to identify what they would like to see in the new Langlee Residents Association Community Flat.
- 4.5 The local partnerships have undertaken a mapping exercise to build a picture of the range of CLD activity already happening in the area. This information forms part of the Community Profile for the area.
- 4.6 Based on the community profile, the agreed priorities and the resources available to them, the local partnerships have identified gaps and agreed new or enhanced partnership actions to address some of these gaps. The main themes that will be addressed by new partnership CLD activity are:
- Increasing employability, particularly for young people and sustaining positive destinations after leaving school
 - Increasing volunteering opportunities, particularly to develop employability for young people
 - Promotion of and support for emotional health and wellbeing, particularly for young people
 - Supporting consultation around transport in rural areas
 - Improved information sharing to support partnership working
 - Strengthened/enhanced partnerships to support key Reducing Inequalities themes e.g. Opportunities for All Partnerships in each High School linked clearly to Senior Phase planning.
- 4.7 The CLD Regulations place a duty on the Local Authority to report on gaps that exist in the three year Strategic Plan. Local Partnerships have therefore highlighted where gaps exist between identified priorities and partnership actions. A rationale is included for each identified gap which is not being addressed by actions in the Plan.

- 4.8 The nine local Partnership Plans have been rolled up and summarised to create the three year Strategic Plan for the Borders (attached as an Appendix).

5 **MONITORING AND EVALUATION**

- 5.1 The framework for the CLD Strategic Plan uses the Reducing Inequalities strand (above): The key objectives are:
- Reduce inequalities and improve the well being of Borders communities through early intervention and prevention approaches
 - Build capacity in our 9 Learning Communities and the Third Sector
 - Improve Partnership Working.
- 5.2 High level generic outcomes (from the Single Outcome Agreement) and CLD short term outcomes have been identified by the Strategic Partnership. Key performance indicators have been created and a performance framework, aligned to Community Planning Partnership priorities has been developed. Progress will be reported to the Reducing Inequalities theme group twice per year.
- 5.3 The ultimate success of the CLD Strategic Plan will be the delivery of learning opportunities that make a real difference to learners' lives. Key success measures will be:
- Participation in learning (especially vulnerable/reluctant learners)
 - Achievement through learning (especially recognised awards)
 - Progression as a result of learning (especially to further learning, volunteering or employment).
- 5.4 A logic model approach has been used to plan actions and each Learning Community Partnership will undertake quarterly monitoring of their local actions.
- 5.5 The Quality improvement Framework "How Good is Our" (School, Community Learning and Development, Culture and Sport, Third Sector Organisation) will underpin the annual quality improvement process.
- 5.6 A multi-agency review team will undertake peer review in two Learning Communities each year. This approach has already been piloted in the Hawick Learning Community.

6 **BUILDING CAPACITY**

- 6.1 Funding from Education Scotland has supported Youth Borders, The Bridge and CLDS to develop training to build the capacity of partners, particularly in the Third Sector, to contribute to partnership planning for CLD. The training has focused on awareness raising of the CLD Guidance and Regulations and outcome focused planning and evaluation. Training sessions have been well attended and evaluated very positively.
- 6.2 Sixteen Third Sector partners have contributed to development of local partnership Plans.
- 6.3 Officers plan to build on this by working with the Council's Third Sector partners to develop and deliver additional training to support evaluation over the next two years. Education Scotland has recently developed a new Quality Improvement Framework, How Good Is Our Third Sector Organisation? (HGIOTSO) which will be piloted in HMIE inspections in

autumn of 2015. This Framework is based on the European Foundation for Quality Management (EFQM) model and aligns well with the Frameworks currently used within Schools, CLD and Culture and Sport.

7 FURTHER DEVELOPMENT

- 7.1 The CLD Strategic Partnership is driving a local partnership model where actions remain live and relevant and partnerships can respond to emerging needs.
- 7.2 Local partners will jointly evaluate annually to see what impact they are having and to identify what improvement actions are needed for the following year.
- 7.3 Further work will be done to develop the representation of a wider range of local community groups on their area partnership. Consultation will continue with learners and community groups throughout the lifetime of the Plan and develop to ensure that under-represented individuals and groups have a voice.
- 7.4 To support improvement, officers are beginning to gather data from CLD learning providers about the learning they are providing and the impact this is having. This is a complex process across a wide range of partners but the willingness to engage in this process has been very encouraging so far.
- 7.5 The planning process will be reviewed at the end of the first year to see where improvements can be made. Initial impressions are that work needs to be done to support contribution from some key partners.
- 7.6 The development of a Management Information System to support the CLD Strategic Partnership is being scoped. This is proving to be complex and will require collaboration between partners as well as resources.

8 IMPLICATIONS

8.1 Financial

There will be no additional costs incurred through implementation of this Plan. In some cases there has been realignment of existing resource. A key success measure of the Plan will be further development of resource pooling and realignment towards early intervention and prevention approaches that reduce inequalities.

8.2 Risk and Mitigations

- (a) There is a legislative requirement to develop and deliver this Plan (CLD Regulations 2013).
- (b) Staff time is required to coordinate the local Plans and build capacity to work in partnership more effectively. The CLD service has allocated time to support this activity, and has planned for this time to reduce over the lifetime of the Plans.
- (c) Success will be measured by actions making a real difference in learners' lives. A robust monitoring and evaluation framework has been developed to make achievement visible in local communities and communities and ensure accountability.

- (d) Contribution by all key CLD partners is required to ensure that local Plans are effective. Support will be needed from decision makers and line managers facilitate proportionate contributions to the ongoing planning process.

8.3 Equalities

An Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications.

8.4 Acting Sustainably

- (a) The Plan aims to improve the Borders economy through developing skills and capacity of people of all ages to be economically active.
- (b) The Plan aims to improve the wellbeing of Borders communities through reducing inequalities. Actions are included to reduce social isolation, particularly amongst older people. Actions are included which will build capacity within communities, supporting them to use their skills, knowledge and experience to achieve their goals.
- (c) No adverse environmental effects are anticipated.

8.5 Carbon Management

No adverse effects on carbon emissions are anticipated.

8.6 Rural Proofing

The Strategy has been developed to meet the needs of localities and will improve access to CLD services across Scottish Borders.

8.7 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to be made to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals contained in this report.

9 CONSULTATION

- 9.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Service Director Strategy and Policy, the Chief Officer Audit and Risk, the Chief Officer HR, and the Clerk to the Council are being consulted and their comments will be incorporated into the final report.

Approved by

**Name
Title**

Signature

Author(s)

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**Background Papers:
Previous Minute Reference:**

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Donna Manson can also give information on other language translations as well as providing additional copies.

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