

North Ayrshire Strategic Community Learning and Development Plan

September 2015–2018



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

North Ayrshire Strategic Community Learning and Development Plan

September 2015 – 2018

Foreword

The Community Planning Partnership agreed at their meeting on the 12 December 2013 to establish a task and finish group to develop a strategic community learning plan for North Ayrshire. This was approved by North Ayrshire Council at their meeting on 13th February 2014 and following an updated report, Cabinet recommended the establishment of a Strategic North Ayrshire CLD Planning Group in June 2015, to prepare and publish a Strategic North Ayrshire Community Learning and Development Plan 2015 – 18 and remitted officers to continue to work with the approved six Locality CLD Planning Forums, in the formulation and production of six operational thematic Community Learning and Development Plans, specific to the needs and requirements of the residents within each geographic location.

It should be noted that the Locality Partnership approach has just concluded its pre-engagement consultation across North Ayrshire and will finalise the structure, governance and implementation arrangements between September 2015 and March 2016.

Cabinet further requested that Officers consult with key stakeholders in the development and review of the operational CLD plan over the period 2015-18 as required within the CLD Regulations.

To fulfil these requirements, the Strategic North Ayrshire CLD Planning group, must have an initial high level plan approved outlining their strategy and approach by 1st September 2015, however as Neighbourhood Planning is at an early stage in North Ayrshire, the operational plans will evolve over the period 2015 -16.

The Requirements for Community Learning and Development (Scotland) Regulations 2013 are subordinate legislation made under section 2 of the Education (Scotland) Act 1980 and place a statutory obligation upon the Local Education Authority, to provide clear leadership and direction, and to drive the action needed, to ensure we maximise the contribution of CLD partners in the reform of public services.

North Ayrshire Council, the Community Planning Partnership, the public sector, the third sector and the private sector have a role to play in assessing need, planning, delivering and evaluating CLD provision and should do so in partnership with local learners and communities, within a formal community engagement process.

Those involved in settings such as community health, housing, social enterprise, anti-poverty work, equalities or sustainable development are all concerned with shaping CLD services and have a role to play with partners in local communities in the development of this plan.

We are pleased to publish the Community Learning and Development Plan for North Ayrshire 2015 – 18 as it sets out the context, priorities and challenges to be met, to deliver high quality learning to the residents and workers of North Ayrshire, to boost

economic benefit and increase social cohesion across all of our Island and mainland communities.

We look forward to working in collaboration with the many CLD contributors who are seeking to make North Ayrshire the place to be, where Focus, Inspiration and enthusiasm create in people a Passion to engage in learning.



Elma Murray
Chief Executive



Councillor Willie Gibson
Leader of North
Ayrshire Council

The North Ayrshire Community Learning and Development Plan Our Partnership Approach 2015-18

We all experience periods of transition in our lives with changes in personal, family, work or community life and this can be a strong stimulus to new learning. Change can occur at any age and if we are to respond to the continuing challenge of change, a range of learning opportunities must be available and be accessible locally, with good quality advice, guidance and support in place, to remove any barriers for people who want to become involved in learning.

North Ayrshire's future will be built not only on economic success but on the creation of an open, creative and inclusive learning society, where a culture of learning brings to fruition the acquisition of skills and qualifications which help our residents to become competitive and valued in the workplace.

Empowered adults are the keystone to a strong economic and civic society and we want to create a curriculum of opportunity that is within easy reach of where people live, work and play, to help build a "learning society" where individuals, families, workplaces and communities, can build a model of excellence in life-long learning, that matches our North Ayrshire ambition for more empowered, connected and successful communities.

North Ayrshire Council, their partners and communities have high expectations for themselves, their families, work colleagues and fellow residents and want to build the foundations of learning, through thorough methods of community engagement and empowerment which have the trust and respect of all stakeholders.

We will ensure that learners are placed at the centre of our planning arrangements, involving them in the identification of appropriate and relevant learning opportunities, the delivery and evaluation of their learning through a process of learner reflection and in the development of a range of support for new learners, to encourage and sustain their learning and progression over time.

Our aim is to develop a learning continuum with our partners which will provide informal, non-formal and structured certificated courses of learning, that lead to more skilled, qualified and confident communities where people and families grow and thrive.

The North Ayrshire Planning Model

Our staff and partners are committed to the highest standards of consultation and community engagement as set out by the Consultation Institute and have evolved the following planning model, which meets our promise of a high level of community and partner engagement through:

- **Co-Defining** the Plan: Identification of assets, issues and opportunities e.g. using the family resilience profiles, other partner data and community assets
- **Co-Designing** the Plan: Considering and preparing the response in relation to the findings with learners/communities and other partners
- **Co-Delivering** the Plan – agree the actions to be contained within the plan with learners/communities and other stakeholders, implement the plan and review the impact of the plan.

This planning model is being used to develop the North Ayrshire Locality Planning arrangements across North Ayrshire.

The Joint Strategic Vision

The Community Planning Partnership shared vision of 'North Ayrshire – A Better Life', is about championing and developing the positive aspects of life in North Ayrshire, whilst also tackling poverty and disadvantage in all of its forms. North Ayrshire offers many advantages over other areas – such as the attractive and unique local environment, many areas of affordable housing, good development potential, and some good transport links, the area therefore offers people the opportunity of 'a better life'.

However there are also individuals and communities in North Ayrshire who face many disadvantages in their lives, for example in accessing better employment and training, local learning opportunities appropriate to their needs, better health and wellbeing and in receiving better care and support services.

As Community Planning partners, we all have a role to play in helping people achieve 'a better life' and the CLD strategic Learning Plan for North Ayrshire and the local thematic plans, which will subsequently be developed within our Locality Planning structure, will provide a powerful mechanism for change and improvement, where every resident has the opportunity to achieve their full potential.

North Ayrshire partners are working hard to engage the participation of individuals and communities within a common effort, to regenerate and grow our skills base qualifications and experience, to enable us to develop the local economy, improve the quality of life for our residents and encourage a culture of learning which is central to that aim.

The North Ayrshire strategic Community Learning and Development Partnership recognise the importance of the quality and nature of the learning experience and give particular emphasis to the negotiation of learner outcomes which help individuals become successful learners, confident individuals, responsible citizens and effective contributors. Learners are at the heart of our planning and evaluation of CLD learner provision and will drive our joint vision for the ambitious, vibrant prosperous communities that we all want to see across North Ayrshire.

What is the Community Learning and Development approach in North Ayrshire?

Community learning and development is a way of listening and of working with people. We define this as informal learning and social development work with individuals and groups in their communities.

The aim of this approach is to strengthen communities by improving people's knowledge, skills, confidence, organisational ability and resources, through community learning and development that makes an important contribution towards promoting lifelong learning, social inclusion and active citizenship.

Partners including Ayrshire College, university staff and researchers, teachers, librarians, economic development and early years workers, all contribute to the CLD approach.

Health workers, Police, Fire and Rescue, youth workers, community work and community-based adult-learning services whether in the not for profit, voluntary or statutory sectors, have been involved in this work for many years and are at the centre of the dedicated expertise of Community Learning and Development in North Ayrshire to the benefit of local residents, workers and employers.

With the inception of the CLD (Scotland) Standards Council, established by the Scottish Government to offer a professional registration scheme for all Community Learning and Development practitioners, the North Ayrshire Community Planning Partnership will expect its members to aspire to embrace the values and principles of the Standards Council and the need to build a strong professional approach to Community Learning and Development.

To assist in developing a high quality partnership approach, the Community Planning Partners will deliver a range of continuing professional development experiences, to improve standards and quality for CLD staff across the sectors, We will also promote the voluntary professional registration scheme for the Standards Council, which requires its members to evidence continuous professional development on an annual basis.

Having highly qualified and professional CLD practitioners in North Ayrshire will ensure that their work supports social change, social justice and is based on values which are collaborative, anti-discriminatory and equalities-focused, with individuals communities of place or interest all securing added value from learning which challenges inequality of opportunity.

North Ayrshire Council's Education and Youth Employment have recently been awarded additional Scottish Government resources from the four-year Attainment Scotland Fund, to be targeted initially at schools in the local authorities with the biggest concentrations of households in deprived areas. It will focus on improving literacy, numeracy, health and wellbeing in primary schools in these areas, with the clear objective being to give all primary-school age pupils – regardless of background - the best start in life.

Mainstreaming equality as set out in the non- statutory guidance for public authorities in Scotland will mean integrating equality into the day-to-day working of the Community Planning Partnership in North Ayrshire, taking equality into account in the way the CPP exercises its functions and making it a component of everything they do within the spirit of the equalities legislation.

Mainstreaming the equality duty has a number of benefits including:

- Equality becomes part of the structures, behaviours and culture of all partners;
- Partners can demonstrate how they promote equality in implementation of locality plans; and
- Mainstreaming equality contributes to continuous improvement and better performance

In practice for the purpose of the CLD Regulation guidance, this will mean that where we have identified a need for the partners to address some particular educational disadvantage within a local community, we would be obliged to meet that need as a priority.

Purpose of the Community Learning and Development (Scotland) Regulations 2013

The “ Requirements for Community Learning and Development (Scotland) Regulations 2013” in the context of North Ayrshire seek to achieve the following purpose:

- *Ensure that those learners from more disadvantaged or marginalised communities, who are furthest from learning and seldom heard, have access to the CLD support they need;*
- *Strengthen co-ordination between the full range of CLD providers across the sectors, ensuring that community planning partners, the local authority and other providers of public services, respond appropriately to the expectations set by the CLD Strategic Guidance;*
- *Reinforce the role of communities and learners as central to the assessment, planning and evaluation processes, that enable us to shape and deliver CLD provision through partnership; and*
- *Make the role and contribution of CLD providers more accessible and transparent within the North Ayrshire CLD 3 year Learning plan*

In addition and as a precursor to the Scottish Statutory Instrument CLD Regulations, the Scottish Government published the Community Learning and Development Strategic Guidance for Community Planning Partnerships in June 2012 which sets out the strategic priorities for North Ayrshire’s CPP.

In the guidance the Scottish Government indicated they had three clear objectives in mind:

1. *To align the system more purposefully with our ambitions for jobs and growth;*
2. *To improve people’s life chances; and*
3. *To ensure the sustainability of our system in a time of inescapable pressures on public spending.*

The Scottish Government expects local authorities, and local members in particular, to provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of CLD partners within the CPP in the reform of public services.

Scottish Government states that the statutory purpose of CLD is to empower people, individually and collectively, to make positive changes in their lives and in their communities through learning and require the specific focus of CLD to be on:

- 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.*

A Summary of Key Scottish Government Guidance that has influenced the design and direction of the North Ayrshire CLD Plan 2015 – 18

The Public Sector Equality Duty as part of the “Equality Act 2012”

The CLD Regulations have an emphasis throughout on the fulfilment of the provisions contained within the Equality Act 2012 and particular reference is made to the public sector equality duty.

Although Part 1 of the Equality Act remains on the statute book, the UK Government stated that they would not bring it into force, however the Smith Commission proposed that the socio-economic duty in Part 1 of the Equality Act be devolved to the Scottish Parliament, in so far as it relates to devolved areas. The UK Command Paper states “Clause 24 will devolve to the Scottish Parliament the consideration of socio-economic inequality when making strategic decisions.” (HM Government, 2015 para 6.2.1).

Education (Scotland) Bill 2015, Part 2 Reducing “inequalities of educational outcome”.

A Bill for an Act of the Scottish Parliament to impose duties in relation to reducing pupils’ inequalities of outcome to modify the Education (Additional Support for Learning) (Scotland) Act 2004 was introduced by Angela Constance MSP (Cabinet Secretary) on 23rd March 2015.

The Scottish Government is currently undertaking a number of policy initiatives related to improving attainment and weakening the link between attainment and socio-economic disadvantage. As part of this, the Bill would require local authorities and Scottish Ministers to ‘have due regard’ to the importance of this issue and to publish reports on actions taken.

Curriculum for Excellence Implementation Plan 2013-14: Community Learning and development (CLD) addendum (24th Oct 2013).

In October 2013 Education Scotland issued an addendum to the Curriculum for Excellence (CfE) Implementation Plan for 2013/14, which clarifies the expectation that schools, CLD and partners, will collaborate in planning learning and sharing assessment information to provide a coherent and progressive learning experience for all young people. Inspections of schools and learning communities are now predicated on this expectation. This guidance is regularly reviewed.

We will take into account that staff providing CLD across the learning communities, secondary schools, colleges and other CLD settings, are working together to develop further, flexible achievement pathways from the broad general education phase to the senior phase.

It is important that learning that is planned and delivered using the Experiences and Outcomes, can contribute directly to qualifications and promote positive outcomes and learner progression in partnership with schools, within a whole school approach. The work North Ayrshire schools are undertaking to deliver on the Wood Commission recommendations, with local business, adds to the whole school approach and helps focus the work of CLD partners.

In North Ayrshire we have produced some outstanding results in achieving positive outcomes and destinations for our young people and we will plan to continue to build upon that excellent work.

Children and Young People (Scotland)Act 2014

Children's Services Plans, that should set out how public bodies will safeguard, support and promote the wellbeing of children and young people in a particular CPP area, require to be put in place and the CLD Learning plan must take account of how it will contribute to that process. In relation to Family Learning in particular to vulnerable families, we will require to explore with our colleagues in the Health & Social Care Partnership and the Third Sector, how best we can meet these obligations.

Any approach which addresses the particular needs of non – traditional learners will be resource heavy and will mean finding sustainable methods of delivering Community Learning and Development through partnership, in those areas of North Ayrshire where need is not of a similar priority.

There is a clear expectation throughout the CLD Regulations and guidance that Education Authorities and their partners will target resources to meet the educational requirements of our most vulnerable and marginalised communities and North Ayrshire Council are already committed to addressing the inequalities of educational outcomes as stated within the Council Plan.

Delivering The Outcomes of the North Ayrshire Strategic CLD Plan

The Scottish Government expect that all partners involved in the delivery of CLD services in North Ayrshire should aim to deliver CLD outcomes 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**, (building social capital through skills development to encourage active citizenship, subsidiarity and more sustainable communities);
- **Learning for vulnerable and disadvantaged groups** (in the community, for example, people with disabilities, care leavers , offenders, the elderly or gypsy/travellers);
- **Learning support and guidance** in the community (fair, honest and unbiased professional support to help learners make the learning choices that are right for them).

The plan must also specify:

- How the Education Authority will co-ordinate its provision of community learning and development with other persons that provide community learning and development within North Ayrshire;
- What action the Education Authority will take to provide community learning and development over the 3 year period of the plan;
- What action other persons intend to take to provide community learning and development within the area of the education authority over the period of the plan; and
- Any needs for community learning and development that will not be met within the period of the plan.

Developing the priorities for the CLD Strategic Learning Plan in North Ayrshire 2015-18

A short term working group was established, to help structure the initial CLD Strategic plan and included representatives from a range of CLD service providers within the North Ayrshire Community Planning partnership and members of local communities.

Partners used a range of community engagement processes including one to one interviews, small focus groups, paper questionnaires, online questionnaires and surveys designed to capture the range and scope of current learner provision (we have included the results from these engagement processes in the appendix).

We have also made extensive use of a range of layered data, harvested from our own performance information and evaluation system and from performance information submitted by other partners.

The North Ayrshire “Areas of Family Resilience” profiles produced by the Community Planning Partnership Analyst, are also being used to help stakeholders structure the plan and give a very deep insight into the areas across North Ayrshire identified within the Scottish Index of Multiple Deprivation.

This statistical information was shared in a pre-engagement exercise with individuals and representatives of anchor organisations from across the islands and mainland of North Ayrshire and when taken into account with the extensive work completed to produce the North Ayrshire Health and Social Care Partnership plan, gives the Strategic North Ayrshire CLD Planning Group a sound base from which to analyse educational need within the context of the Requirements for CLD legislation and the strategic guidance issued to Community Planning Partners.

We are in a very strong position over the coming months to work with learners and communities to help them articulate their specific CLD needs and requirements and put that into the context of formal thematic plans which will fit within the strategic vision for North Ayrshire.

Our approach in North Ayrshire has been influenced by our partnership with the Consultation Institute which seeks to embed best practice in community engagement and consultation and we are making strident efforts to train staff across the wider Community Planning Partnership by offering a recognised certificated programme of continuing professional development, offered by the Institute.

Following upon a range of consultation and engagement undertaken by CLD partners within the CPP the following priorities have been initially identified and will help focus our work and resources:

Within the context of **Adult Learning** our key priorities will be:

- Adult Literacy, Numeracy and ESOL
- Health and Wellbeing
- Employability
- Work with Parents around Nurture, Achievement and Attainment, including Family Learning

Within the context of **Youth Work** our key priorities will be:

- Attainment and Wider Achievement
- Positive Destinations for 16-19 year olds
- Supporting young people through Transitions
- Youth Participation and Empowerment including civic engagement
- Health and Wellbeing.

Within the context of **Capacity Building** our key priorities will be:

- Local community asset development- the economic dimension of community empowerment that builds **social** capital
- Development of **Participatory Budgeting** – giving communities a decision on **spending** and resource allocation through a **representative** model of locality planning
- Empowering Disadvantaged Communities – **Closing the gap** through early and effective intervention
- Support for Community Organisations and Groups seeking to exercise local **management** of community assets whether through ownership or in partnership.

These high level strategic priorities will guide the work of the six thematic locality forums, which will formulate a CLD plan designed to meet the specific requirements of local residents, whether Island based or in an urban or rural area.

CLD Plan - Outcomes, Outputs and Impact.

Developing the Plan				
	Input	Output	Outcome	Impact
<p>To ensure that those learners from more disadvantaged or marginalised communities, who are furthest from learning and seldom heard, have access to the CLD support they need.</p>	<p>The Economy and Communities staff of North Ayrshire Council will lead CLD partners through the process of establishing 6 Locality Forums and a Strategic CLD Partnership for North Ayrshire.</p> <p>Community Planning partners and CLD providers will contribute a range of resources to create 6 Thematic CLD locality forums that fit with the strategic priorities across North Ayrshire</p>	<p>Six Locality Forums will be established.</p> <ul style="list-style-type: none"> • Arran • Three Towns • North Coast, West Kilbride and Cumbrae • Garnock Valley • Kilwinning • Irvine <p>A Strategic Partnership Board with representation from each of the 6 areas will be developed</p> <p>An effective and coordinated partnership, delivering high quality learning within those areas will developed</p>	<p>A set of Locality specific outcomes will evolve within 6 Locality plans, relevant to the aspirational need of each of the localities.</p> <p>An emphasis will be placed on those areas seldom heard, which are most marginalised in socio economic terms.</p> <p>A continuum of learning will be developed to encourage learner progression and improve the economic competitiveness of North Ayrshire residents</p> <p>Partners will provide evidence that they have taken account of socio-economic inequality, when making</p>	<p>Our most marginalised and excluded communities will feel ;</p> <ul style="list-style-type: none"> • They can easily access and participate within learning • A sense of achievement and attainment from their involvement in learning • They are supported to progress further with their learning <p>Our most marginalised and excluded communities will feel:</p> <ul style="list-style-type: none"> • Confident, skilled and active as local community members • Active and influential in local and wider decision making • They have developed local services, where appropriate, in response to priority needs • They can put in place effective planning, management and • evaluation arrangements

			strategic decisions.	<ul style="list-style-type: none"> • That they are included and value social and cultural diversity • They have productive networks and relationships with other agencies and organisations.
Building an Effective CLD Partnership	Input	Output	Outcome	Impact
To strengthen co-ordination between the full range of CLD providers across the sectors, ensuring that community planning partners, the local authority and other providers of public services, respond appropriately to the expectations set by the CLD Strategic Guidance	<p>Economy and Communities staff to work with partners to ensure they understand the key provisions of the CLD Regulations and respond accordingly to meet community expectation.</p> <p>Service providers and partners to agree to select data sets and measures, which are the most appropriate for local priorities and plans. Data to be routinely collected, analysed, shared as appropriate, and used to inform future planning and continuous improvement.</p>	<p>6 Locality Plans will be developed which address the priority needs as identified by the Strategic CLD Planning group and local Forums</p> <p>6 Areas of Family Resilience profiles to be regularly reviewed, updated and published as a key statistical data set for all partners.</p> <p>A wider range of continuing professional development training courses to be offered to CLD partners to encourage an inter- agency approach</p>	<p>Locality plans will be efficient and effective with overlap in provision at a minimum.</p> <p>Participants and local community groups will be actively engaged in assessing the progress of the plans and regularly contribute to identifying priorities and planning for improvement.</p> <p>Any identified gaps in provision can be dealt with by partners reinvesting any resources which are freed as a result of improved coordination</p>	<p>Partners will use a wide variety of effective methods to gather information and feedback from stakeholders, they will have a strong understanding of the needs of the community including the need to support community groups to build their capacity.</p> <p>Partners will evaluate information effectively together, to prioritise and plan support and delivery and secure improvements that result in notably better outcomes for individuals, groups and communities.</p> <p>Partners will work effectively in a range of multi-agency and multi-disciplinary teams to evaluate the outcomes and impact of services on learners and the community.</p> <p>Joint projects will result in significantly</p>

	Service providers and partners to negotiate potential to share Staff development programmes where appropriate, to help develop a joint approach and a multi – agency team ethic.		<p>The secure efficient and effective use of data, in relation to perceived or felt community need, will help deliver improved educational outcomes for those communities considered to be most marginalised and excluded.</p> <p>CPD to be offered increasingly to community partners to encourage an holistic approach</p>	<p>improved outcomes in communities.</p> <p>Consistent use of community group needs analysis, will result in effective programmes of support being delivered to groups which result in people being more skilled, active and influential in their local community</p> <p>Regular and effective workforce training and development improves staff capacity to implement the CLD strategic guidance to Community Planning Partnerships; develop innovative practice; and contribute effectively to the delivery of Curriculum for Excellence and other national and local policy drivers.</p> <p>Partners will benefit from joint professional learning and training opportunities to develop shared planning, monitoring and improvement practice.</p>
A Learner Centred Approach to Participation and Empowerment	Input	Output	Outcome	Impact
To reinforce	Economy and	Locality	6 Locality	Evidence of very

<p>the role of communities and learners as central to the assessment, planning and evaluation processes, that enable us to shape and deliver CLD provision through partnership</p>	<p>Communities staff in partnership with the Third Sector Interface will work with other CLD partners to encourage best practice in Community Engagement</p> <ul style="list-style-type: none"> • CEO TACT (Chair of CERG) • CEO Arran CVS (Community Engagement Network) <p>Economic and Communities staff will work with their partners to introduce the concept of the “Learners Voice” network in collaboration with Scotland’s Learning Partnership, which puts learners at the heart of the learning process Nationally.</p> <p>CLD providers will work together within the partnership and in particular with communities, to share best practice in the development of Individual</p>	<p>specific plans will be developed in partnership with community groups and individuals across the 6 localities</p> <p>A North Ayrshire Learners Voice network will be established as a conduit between the Local CLD Strategic Plan and Scotland’s learning partnership</p>	<p>Plans will evolve to meet the real and felt needs of residents and engage those least seldom heard</p> <p>Improved National network of Learner Engagement that influences National policy on Adult Learning</p>	<p>good engagement with local communities in the identification of real and felt need</p> <p>Individuals and community groups have access to statistical information and analysis that they can use to develop appropriate interventions</p> <p>Strong evidence that Individuals and community groups are involved in the production, review and evaluation of local CLD plans</p> <p>The progress and achievement of individuals and community groups is well documented assisting learners to make informed decisions about their future learning</p> <p>Lower drop- out rates amongst learners from courses</p>
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	Learning plans to improve learner assessment and offer independent unbiased guidance to learners.	Learners in all 6 Localities will have access to independent and unbiased adult guidance	Free and open access for all learners to unbiased guidance prior to deciding on a course of learning	Learners are well informed and confident that their learning choice is specific to their learning needs Learner progression and attainment improve
An Accessible plan	Input	Output	Outcome	Impact
To make the role and contribution of CLD providers more accessible and transparent within the North Ayrshire CLD 3 year Learning plan	<p>Economy and Communities staff will work with the local Learning Forums, to identify and record the current range of learning provision, area by area.</p> <p>Staff will also work with appropriate partners to complete a Community Engagement exercise to determine the range of additional learning opportunities required across the 6 Forums and how best they might be</p>	<p>A community Engagement Calendar and strategic guidance on the process for engagement will be produced, to help stakeholders coordinate consultation and engagement.</p> <p>An online resource will be created to assist individual learners to find learning opportunities which are appropriate to their needs. Information to be in a range</p>	<p>Communities will have access to a wide range of learning including informal learning, skills development and training, certificate courses, core skills provision and higher learning at FE and HE .</p> <p>A continuum of learning opportunities will be able to be designed, which has a more holistic fit with community need and aspiration.</p>	<p>Almost all community groups and agencies work well together. They learn from each other, improve community cohesion and increase social capital.</p> <p>Community groups are able to engage as equal partners with public agencies in relevant consultation and planning arrangements for learning.</p> <p>Communities will be highly skilled and use an evidence based approach to identify and research local priorities and develop their capacity to jointly prioritise and deliver outcomes.</p> <p>Partners will be very aware of the work of</p>

	delivered through partnership.	<p>of formats to ensure that the learning offer is accessible to all.</p> <p>A Community based guidance network to be established to help learners source independent, unbiased advice, prior to determining which course of learning would be the best for an individual.</p>	<p>Communities will have a formal role as front line learner providers, offering a range of courses and training within the continuum as part of the Learning partnership</p>	<p>other groups and agencies at community level and ensure that they do not duplicate one another.</p> <p>They will ensure that individuals are quickly referred to the most appropriate groups or agencies to meet their needs.</p> <p>Communities will contribute to highly effective partnership working and help build sustainability and resilience at a locality level.</p>
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Measuring the Impact of the Strategic North Ayrshire Community Learning and Development Plan 2015 – 18

Education Scotland will play a key role in the North Ayrshire Local Area Network represented by an Area Lead Officer, who will draw on a range of intelligence as well as inspection evidence when contributing. Completed elements of the plan will be shared with the Local Area Network and contribute to the shared risk assessment (SRA) co-ordinated by Audit Scotland.

The LAN will then decide on any necessary scrutiny activity depending on any areas of risk identified. The CLD Regulations seek to strengthen the ability of partners within each local authority area to identify CLD needs and strengths and to deliver effective, high quality CLD learning opportunities that improve life chances and strengthen communities, developed and agreed by all relevant partners and with communities. It is right that scrutiny is undertaken at the local level and the focus should primarily be on accountability to local communities, learners and partnerships.

Use of the Education Scotland “How Good is Our “ self - evaluation frameworks, which engage Learners within quality assessment and continuous improvement, will require that the Partnership develop training for learner engagement within the self-evaluation processes.

North Ayrshire is a diverse place with urban, rural and truly rural, island communities and what is “adequate and efficient” provision in one area is very different to another. There is no single definition that Education Scotland would apply to all areas, and they have not provided one. The subordinate legislation has been designed to support partners, at local level, to discuss the question of “adequate and efficient” provision of CLD activities and

determine using an assessment of the relevant data, what is fair and proportionate locality by locality.

Our six thematic CLD locality plans will address real and felt learning need within the context of what is fair, reasonable and proportionate.

Using the P D S A Framework (successfully trialled by the Scottish Early Years Collaborative) to measure the impact of CLD provision.

The National Performance Framework and the Single Outcome Agreement has provided community planning partners with a shared set of outcomes and clear guidance on what should be measured.

The National Indicators developed by Her Majesty’s Inspectorate of Education (HMIE), now part of Education Scotland, in ‘How Good is Our Community Learning and Development 2’ and the subsequent models including HGIO Third Sector and HGIO Culture and Sport, have provided a framework to self-evaluate the impact our actions have to ensure that adults, children and young people and communities are given the best opportunity to become more confident, successful, effective and responsible learners.

The Strategic CLD Planning Group and its six CLD Locality Forums will use the quality improvement framework(s) to improve the capacity for self-evaluation, for evidencing the outcomes and impact, and for planning for improvement.

The Plan, Do, Study, Act (PSDA) improvement framework, trialled successfully by the Early Years Collaborative, is a method of developing, testing and implementing changes leading to improvement. The framework encourages the testing of changes on a small scale based on the study of available data. This approach helps organisations or individuals avoid taking any action that is unplanned and untested.

The PSDA model of improvement can be summarised as:



The PDSA framework will form part of the process for measuring the impact of the CLD Learning Plan 2015-18 at local and Strategic levels and by studying the data collected the Community Planning Partnership can be confident of achieving, a rigorous and robust process of continuous improvement.

Conclusion

The Scottish Government guidance to Community Planning Partners and in particular the Education Authority, has indicated that the priorities to be addressed are about aligning what we do purposefully, with achieving jobs and growth, improving peoples life chances through learning and about building the capacity of communities to become more resilient and self- sustaining at a time of financial pressure for local government and other government funded agencies.

People can and want to do more for their localities, delivering the principle of subsidiarity, where local issues are resolved as close to where they present themselves, to make the resolution immediate, relevant and pertinent to each specific community. To achieve more, however, we need to deliver a strategic CLD plan and thematic plans which build the skills, confidence and capacity of individuals and communities.

The North Ayrshire CLD Strategic plan and local thematic plans will provide a learner centred approach to the provision of a continuum of life wide and life- long learning. Learners will be engaged at the heart of planning and in the evaluation and revision of the curriculum of quality learning opportunities, thereby building an intrinsic personal value of learning, for every North Ayrshire resident irrespective of age.

Appendix: additional Government Guidance which has influenced the development of the CLD Strategic Plan:

The Christie Commission has informed and shaped our thinking, in relation to the development of the Learning plan:

- Reforms must aim to empower individuals and communities receiving public services by involving them in the design and delivery of the services they use.
- Public service providers must be required to work much more closely in partnership, to integrate service provision and thus improve the outcomes they achieve.
- We must prioritise expenditure on public services which prevent negative outcomes from arising.
- And our whole system of public services – public, third and private sectors – must become more efficient by reducing duplication and sharing services wherever possible.

National Performance Framework CLD - Specific Focus Adult Learning and Capacity Building:

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

Adult learning is key to improving employability – the combination of factors and processes which enable people to progress towards, move into, or stay in employment and to progress within the workplace.

Adult learning provides the foundation for initiatives to improve health and social care and establish a more open and inclusive society. Learning builds social capital and the capacity of individuals and groups to meet the challenges necessary for the development of a socially just and responsible Scotland.

Adult learning in Scotland , Statement of Ambition :

Adult learning within the family provides modelling for children and young people. Inter-generational learning has the power to create a more cohesive society through challenging stereotypes and valuing the experience of both young and older people.

Scotland's people are now living longer, healthier lives and adult learning has a key role to play within this changing demographic. Building on the assets and potential of the individual, the family, the workplace and the community is fundamental to our ambition, as communities realise their own strengths or assets, they develop resilience and the capacity to contribute significantly to their own economic and social development.

Wood Commission - Developing Scotland's Young Workforce 2014

This is about ensuring a work relevant educational experience for young people. It is about all of us valuing and understanding what a rich blend of learning, including vocational education, can offer. It is about employers playing an active role, both shaping and benefiting from Scotland's education system by helping to create the talent pool they need and recruiting young employees. Ultimately, it is about the future workforce, our young people, making informed and ambitious choices about jobs and careers, ready to take their place in the world as effective contributors and we need to focus on young people's needs.

North Ayrshire learning partners have developed a range of responsive approaches to Developing the Young Workforce and have been focused on delivering the recommendations of the Wood Commission through a collaborative approach.

Learning for Sustainability 2012

The report envisages a Scotland where learners are educated through their landscape and understand their environment, culture and heritage; where they develop a sense of place and belonging to their local, national and global community, and have a deep connection to the natural world. It is hoped that in learning for sustainability, schools through a whole communities approach will understand the significance of their choices, now and in the future.

Education Scotland, in its inspection role, will be uniquely placed to gather evidence regarding the experiences of learners and in supporting schools in assessing their own progress towards establishing a whole school approach to learning for sustainability. This will ensure significant progress is made on a broad front including children's rights, political literacy and democracy, health and wellbeing, Getting it Right for Every Child and

community learning and development. These deliberations should include discussions to ensure long-term leadership and direction is in place to develop strategic partnerships with local authorities and other stakeholders to help build capacity.

The work of the Third Sector Interface, Children Services team, Ranger Service, Arran Outdoor Centre and Field Studies Centre on Cumbrae all contribute to this strategic aim and projects such as the Eglinton Growers, Garnock Valley Allotments Association and the Three Towns Growers is clear evidence of a community response to learning for sustainability.

The Community Empowerment Bill (Scotland) 2015

Section 4A (Socio-economic inequalities) sets out the following:

“In carrying out functions conferred by this Part, a community planning partnership must act with a view to reducing inequalities of outcome which result from socio-economic disadvantage unless the partnership considers that it would be inappropriate to do so.”
A local outcomes improvement plan prepared by the CPP will detail how socio – economic disadvantage will be addressed and our plan must reference and contribute to the CLD improvement plan.

The CLD Learning Plan 2015 -18 must take into account how we can reduce inequalities of outcome and the work of the CPP statistician will help partners to assess and evaluate where resources might be targeted.

The Bill also makes key reference to Capacity Building, Community Asset Transfer, Allotments and a Community Right to Buy, all of which are within the focus of CLD providers.

North Ayrshire Council Local Scrutiny Plan 2015/16

This plan sets out the planned scrutiny activity in North Ayrshire Council during 2015/16. The plan is based on a shared risk assessment undertaken by a local area network (LAN), comprising representatives of all the scrutiny bodies who engage with the council. The shared risk assessment process draws on a range of evidence with the aim of determining any scrutiny activity required and focusing this in the most proportionate way. Education Scotland contribute to the LAN and will help monitor progress with the CLD Learning Plan.

CLD Standards Council

Community Learning and Development professionals subscribe to a set of **Values and Core principles** detailed by the CLD Standards Council and can be summarised as;

- Self-determination – They have respect for the individual and value the right of people to make their own choice.
- Inclusion – They value equality of opportunity and outcomes, and challenge discriminatory practice.
- Empowerment - They help increase the ability of individuals and groups to influence issues that affect them and their communities through individual and collective action.

- Working collaboratively – They maximise relationships between agencies, participants, learners and communities to increase community well – being
- Promotion of learning – They promote the intrinsic value of learning, which is Life - Long, Life Wide and Learner Centred, ensuring that individuals are aware of and can access, a range of relevant learning opportunities at any stage of their life.