

# North Ayrshire Strategic Community Learning and Development Plan (Refresh) September 2018–2021



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

# North Ayrshire Strategic Community Learning and Development Plan (Refresh)

## September 2018 - 2021

### Foreword

I am delighted to present the refresh of North Ayrshire's Strategic Community Learning and Development Plan.

This new approach places importance on involving people, sharing priorities and ensuring workforce planning and governance arrangements underpin our commitment to meeting the needs of learners, especially those who are furthest from learning and difficult to engage, to make the most effective use of scarce resources.

I particularly welcome the focus in the plan on the development of a Learners' Voice network to ensure that learners in North Ayrshire are at the heart of developing the plan and making it responsive to their needs.

CLD Strategic planning is becoming fully integrated within the Community Planning Partnership, the Local Outcomes Improvement Plan (LOIP), and we rely on the Community Empowerment team to help facilitate the partnership between learning providers and learners across the six localities.

The strength of the North Ayrshire CLD Strategic plan will lie in the quality of the learning "partnerships" that we create and how we make the most effective and creative use of a diverse range of local learning assets.

Our aim as a partnership is to develop a learning continuum 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 can grow and thrive.

Our communities are integral to that partnership and we will rely on their sense of fairness and equity, matched to our commitment to delivering the Fair for All strategy, to enable us to commit the necessary resources to assist those with the greatest learning need.



Craig Hatton Chief Executive NAC



Councillor Joe Cullinane Leader of the Council  
And Chair of the CPP Board



## Introduction

In June 2012 the Scottish Government issued Strategic Guidance for Community Planning Partnerships on the provision of CLD services. This guidance was followed by the CLD Regulations (Scotland) in 2013, which placed a legislative duty upon Local Authorities to put in place a 3-year Strategic CLD plan.

Following the approval of North Ayrshire Council at their meeting on 13<sup>th</sup> February 2014 Cabinet recommended the establishment of a Strategic North Ayrshire CLD Planning Group in June 2015.

To fulfil these requirements, the Strategic North Ayrshire CLD Planning Group put into place an initial high level plan outlining their strategy and approach, by 1<sup>st</sup> September 2015.

The Government introduced further legislation in 2015 in the form of the Community Empowerment (Scotland) Act, designed to give greater powers to local communities and by December 2016, new guidance was published as part of the Act which placed Community Planning Partnerships (CPPs) on a statutory footing and imposed a duty on them for the delivery of a local outcomes improvement plan (LOIP), with the involvement of community bodies at all stages of community planning.

Following a very positive review of the North Ayrshire Strategic CLD Plan by Education Scotland and an Inspection by them in May 2017 (published in July 2017), we undertook to make some changes to the current high level plan including a change to the monitoring and governance arrangements within the CPP.

Subsequently, an improved structure for engaging with Locality Planning Partnerships and Health and Social Care Partners within the plan, through a new Learners' Voice structure, was discussed with the Locality Planning Partnerships.

***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.***









## The CLD Strategic Plan

Community Learning and Development (CLD) supports primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, personal development and active citizenship with a focus on bringing about change in their lives and communities.

The term refers to a distinctive process of engagement and support, with a learning content that is negotiated with learners. In June 2012 the Scottish Government issued the Strategic Guidance for Community Planning Partnerships: Community Learning and Development, which sets out the core purpose of CLD as follows:

CLD activity has a strong focus on early intervention, prevention and tackling inequalities.

Community learning and Development is widely understood to include:

-  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);
-  Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
-  Volunteer development; and
-  Learning support and guidance in the community.

CLD's specific focus should be:

1. Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship; and
2. Stronger, more resilient, supportive, influential and inclusive communities.






While directed at Community Planning Partnerships (CPPs) and recognising the vital role played by a wide range of organisations and services, the guidance clearly identifies a lead role for local authorities **'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.’

Further **guidance** on the development and **refresh** of CLD Plans was provided by Education Scotland in November 2017 (Revised Guidance Note on Community Learning and Development Planning 2018-21).

The new guidance has **five** interrelated themes which the Local Education Authority is charged with leading on, which can be summarised as:

-  **Involvement** – co-producing the plan with learners, providers and communities;
-  **Shared CLD Priorities** – assessing need and setting priorities for community learning and development with as broad a range of partners as required;
-  **Planning** – integrating the CLD Plan within the current and evolving national policy context. Community planning should focus on improving outcomes and reducing inequalities on locally identified priorities where collective action by partners can be most useful;
-  **Governance** – reviewing, monitoring and reporting on progress and impact; and
-  **Workforce Development** – CLD Plans should include consideration of how CP partners will develop the CLD Workforce in their area. Partners also need to plan how to further build capacity across the partnership. This may include, skill development, networking, practice sharing and building leadership capacity.

The Education Scotland Guidance seeks to create synergy between learning providers and communities, particularly those who are furthest from learning and difficult to engage, to make the most effective use of scarce resources.

The Accounts Commission report “**Challenges and Performance 2018**” calls for real transformational change to deal with the impact on smaller services within local government which have borne the brunt of funding reductions. North Ayrshire Council’s submission to the Local Government and Communities Committee’s scrutiny of the 2018/19 budget noted;

***“At an individual council level, North Ayrshire Council reports that it has made savings of 25 per cent to its base budget over the last eight years.*”**

***This affected different services in different ways. The Council has delivered savings of 16 per cent in education, 20 per cent in social care services and 50 per cent in economy and communities over this period”.***



The Economy and Communities workforce includes the Connected Communities team who are critical to delivery of Locality Planning, community engagement and the CLD strategic plan.

## **The North Ayrshire Community Learning and Development Plan: Our Partnership Approach 2018-2021**

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 barriers for people who want to become involved in learning.

Learning can take many forms and our partners provide a continuum of learning opportunities from community led interest courses to stimulate participation, through to training and Further and Higher education courses, with a certificated outcome.

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 and also an asset within their community.

**Empowered learners** 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 match our North Ayrshire ambition for responsive, 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, consultation and empowerment which have the trust and respect of all stakeholders.

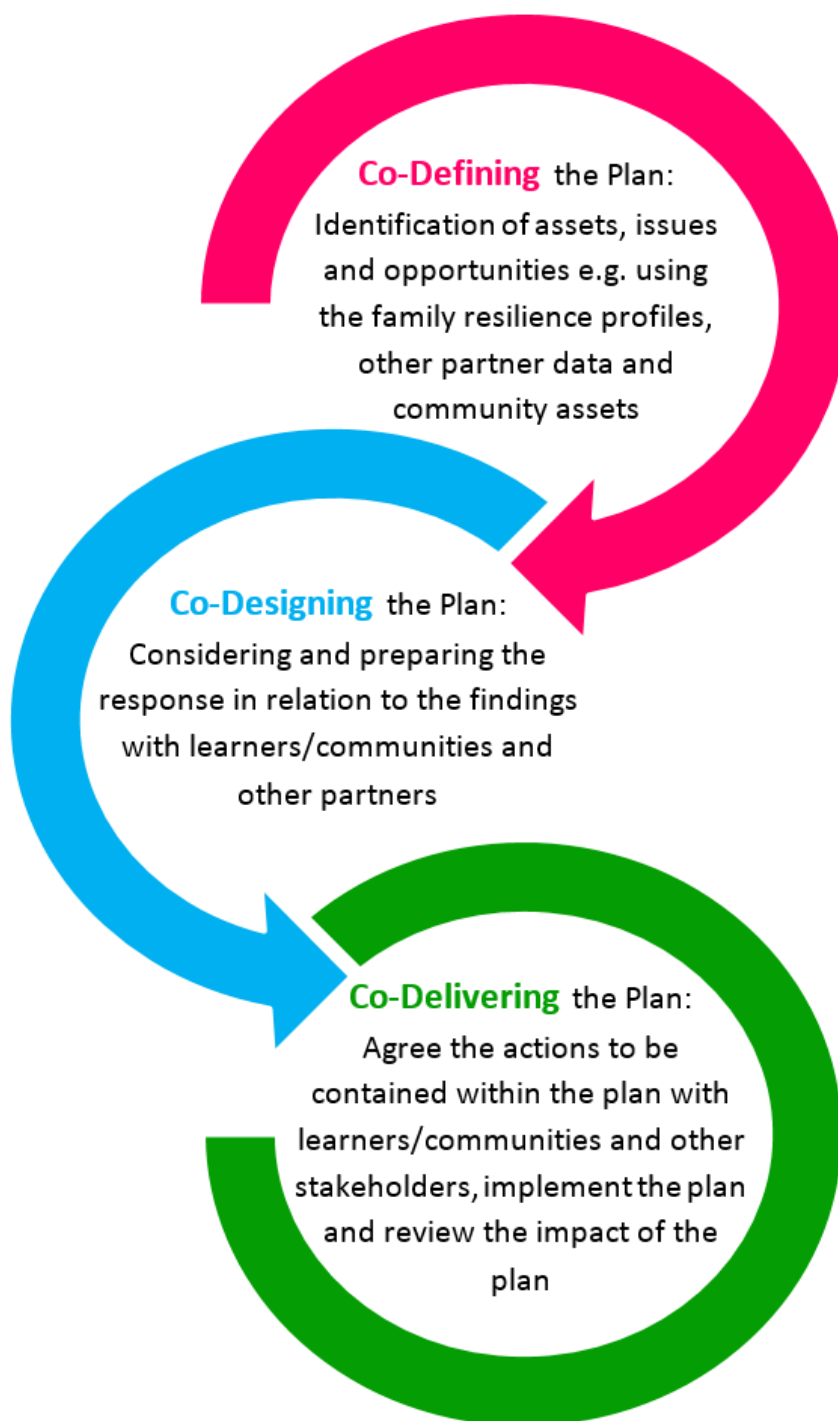
We will ensure that **learners are placed at the centre** of our planning arrangements, involving them in the identification of appropriate and relevant learning opportunities, the delivery and evaluation of their learning through a process of learner reflection and in the development of a range of support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

Our **aim as a partnership** is to develop a learning continuum 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 can **grow and thrive**.



## The North Ayrshire Planning Model

Our staff and partners are committed to the highest standards of consultation and community engagement as developed by the Consultation Institute and in accordance with the National Standards developed by the Scottish Government. We have **evolved** the following planning model, which meets our promise of a high level of community and partner engagement through:



## The Landscape of Change

This ‘refresh’ of the Community Learning and Development Plan 2015 – 18 is the next iteration that forms the CLD Strategic Plan (September) 2018 – 21 and the document sets the context for delivery of CLD services across North Ayrshire over the next three years.

Whilst it is the **responsibility of the North Ayrshire Education Authority** to ensure its delivery, it is a requirement of the strategic guidance that the plan is reflective of **all** those who consider themselves to be **deliverers** of Community Learning and Development, whether within the statutory, voluntary or community sector. It is also a critical element of the Plan that these partners **coalesce** and take joint **responsibility** for writing, planning and evaluating the work associated with the Plan in partnership with the community.

The Plan is co-produced through a continuous community engagement process that pays **particular attention** to those furthest from learning and seldom heard within the North Ayrshire community.

## An Asset Based Approach to Addressing Social, Economic and Educational Inequality

Learners have been at the heart of our planning and evaluation of CLD learner provision in North Ayrshire and continue to **drive our joint vision** for the ambitious, vibrant prosperous communities that we all want to see. Any approach which addresses the particular needs of non-traditional learners will be resource intensive and will require that the partnership finds sustainable methods of delivering Community Learning and Development, in those areas where there is not such a high level of social need or educational inequality but where learning is a **right** to a better life.

There is 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 is committed to addressing inequalities of educational outcomes, but we are doing so from an **asset based** community development approach where lives can be changed through learning.

Some of our communities have already recognised the value of their ‘**Social Capital**’ and make effective use of the tremendous range of knowledge, skill and qualifications that their members have which can be called upon for the benefit of all in the immediate community.

These towns and villages **understand** the privilege of being able to have access to their people as a resource and **it is that strength and sense of fairness** that will enable the Council and its CPP Partners to continue to invest in areas that do not have such strong bonds or networks of social capital and **need a little more help** to improve over time.

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. 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 our local plans, which have been 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**, 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.



*“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”.*

North Ayrshire partners 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.

The aim of the asset based community development 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, early years practitioners, 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.

They 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.

North Ayrshire Council’s Education and Youth Employment Directorate have received 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. The fund 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.

Head teachers have also received direct funding from the **Pupil Equity Fund** and are responsible for directing its use to reduce the impact of educational inequality.

**The Scottish Attainment Challenge, the National Improvement Framework, and the Community Empowerment (Scotland) Act 2015** have been critical to the development of the CLD Plan and it is important to note that this refreshed CLD Plan for 2018-2021 reflects the appropriate priorities, policy drivers and outcomes for each locality planning area. We



have also taken account of the Democracy Matters conversation that will help shape the future involvement of communities within the things that matter to them within public service reform.

This collaborative approach has been planned and delivered in partnership with key stakeholders, including statutory, third sector and community organisations and is also representative of individual learners and others, who have contributed to the design of the plan within the North Ayrshire learning community.





The refreshed Plan reflects the CLD related priorities within the CPP statutory “Local Outcomes Improvement Plan” (LOIP) and will be evaluated by the Locality Planning Partnerships responsible for addressing “local” priority learning needs, through the work of the “**Learners’ Voice**”.

The Learners’ Voice structure will seek to embody the tenets within the Statement of Ambition for Adult Learning in Scotland as:

- ✓ **Life long**
- ✓ **Life wide**
- ✓ **Learner centred**

## “Learners’ Voice”

The Learners’ Voice is a co-production approach, where particularly disadvantaged learning communities whether of geography or interest within our 6 Locality planning Partnerships, are given the support and opportunity to build the core skills and confidence needed to overcome the barriers to learning whether personal or structural.

-  Representatives are drawn from the 6 Localities to create a North Ayrshire Learners’ Voice structure.
-  Learners from our Locality Youth Forums and the Health and Social Care Partnership have a standing invitation to input to the Learners’ Voice structure.
-  The North Ayrshire Learners’ Voice feeds into a National Learners’ Voice structure giving them influence at a local and national level.
-  The North Ayrshire Learners’ Voice will feed into the Scottish Parliament cross party group on adult learning, enabling them to express their views more widely, creating linking and bridging of power structures.



The **strategic plan will cover learners of all ages** and will focus on an agenda of continuous improvement with each of the 6 localities of North Ayrshire contributing members to the **North Ayrshire Learners Voice** structure which will be responsible for:

- 🌱 Assessing local learning needs within localities.
- 🌱 Developing a joint partnership approach to meeting those needs.
- 🌱 Evaluating the impact of the learning programmes and capturing data to measure that impact.
- 🌱 Suggesting how the learning programmes might be improved and where gaps in provision are identified, how these may be addressed collectively with our partners through a process of co-production.

## Governance and Monitoring Arrangements for the CLD Strategic Plan

The Senior Management Team (SMT) within the Community planning partnership (CPP) will have responsibility to provide governance for the new plan, monitor its performance and progress within the LOIP and plan the pre-engagement and consultative stages of the plan throughout its life span.

Membership of the SMT includes representation from a broad section of services at an appropriately strategic level, to enable rigorous scrutiny and support for the delivery of the plan. Representation is drawn from North Ayrshire Council, Scottish Police, Scottish Fire and Rescue, NHSAA, KA Leisure, Health and Social Care Partnership and the Third Sector Interface. On occasions when the CLD plan is being scrutinised, additional CPP partners will be invited.

Lead Officers from within Connected Communities will be responsible for facilitating the delivery of the plan in conjunction with Locality Co-ordinators and the Learners' Voice and for guiding the work that incorporates the CLD Strategic Plan as an integral part of the LOIP.

## The North Ayrshire Community Planning Partnership Vision

Every person in North Ayrshire is valued and should have the best opportunities to live their life to their full potential, our partnership vision is **“North Ayrshire – A Better Life”**. To achieve this we need to make sure that life is “Fair for All” in North Ayrshire and our “Fair for All strategy” promotes equity as its primary objective.



North Ayrshire  
Community Planning Partnership

This strategy and the pledges we are delivering on are available at [www.northayrshire.community/about-us/fair-for-all/](http://www.northayrshire.community/about-us/fair-for-all/)



The key pledge within Fair for All is:

**“North Ayrshire CPP pledges to tackle the root causes of child poverty and mitigate its impact to create a better life for local people.”**

Since the agreement of our last joint partnership plan, the Single Outcome Agreement 2013-17, we have **increased our focus** on child poverty, in response to concerning local trends in child poverty levels.

**Underpinning** this we have **four** priority areas:

- A Working North Ayrshire
- A Healthier North Ayrshire
- A Safer North Ayrshire
- A Thriving North Ayrshire – Children and Young People

We also have **two** cross cutting themes which influence our approach to these priorities:

1. **Building stronger communities** – by this we mean enabling communities to increase control over their lives, being supported to do things for themselves and having their voices heard in the planning and delivery of services.
2. **Prevention** – by this we mean tackling issues early to stop things from happening in the first place or from getting worse.

**The CPP has committed to addressing:**

- How the CPP will co-ordinate its provision of CLD with other CLD providers within the area of the local authority;
- What action the local authority will take to provide CLD over the period of the plan;
- What action other partners intend to take to provide CLD within the area of the local authority over the period of the plan; and
- Any needs for CLD that will not be met within the period of the plan in the longer term.



## Development of the Priorities for the CLD Strategic Learning Plan in North Ayrshire 2018-2021

Partners use 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 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 e.g. Sport Scotland's "ASMO – Active Schools monitoring online".

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 with individuals and partner representatives from across the islands and mainland of North Ayrshire and included a review of the extensive work completed to produce the North Ayrshire Health and Social Care Partnership plan 2018 – 2021

([http://www.nahscp.org/wp-content/uploads/sites/101/2018/06/StrategicPlan2018\\_FULLL.pdf](http://www.nahscp.org/wp-content/uploads/sites/101/2018/06/StrategicPlan2018_FULLL.pdf))

This process of statistical assessment has given us a sound basis 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 years to work with learners and communities to help them articulate their specific CLD needs and requirements and put that into the context of formal 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 from the National Standards in Community Engagement 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, and senior practitioner training offered by the Institute.

Following a review of current guidance and literature and a range of consultation and engagement undertaken by CLD partners within the CPP, the following priorities have been 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. (Stage one and stage two developments – which begin to explore the allocation of 1% of the Council's budget).
- 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 6 Locality Partnerships which will help formulate the CLD Strategic 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><b>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.</b></p>	<p>The Community Empowerment team will lead CLD partners through the process of establishing a “Learners’ Voice” structure, representative of the 6 localities.</p> <p>Community Planning partners and CLD providers will contribute a range of resources to assist the 6 locality forums fit their strategic learning priorities within a learning plan for North Ayrshire.</p>	<p>Locality Partnerships will contribute to the creation of a “Learners’ Voice” structure,</p> <ul style="list-style-type: none"> <li>• Arran</li> <li>• Three Towns</li> <li>• North Coast, West Kilbride and Cumbrae</li> <li>• Garnock Valley</li> <li>• Kilwinning</li> <li>• Irvine</li> </ul> <p>The CPP – SMT will monitor progress of the plan to provide an effective and coordinated partnership, delivering high quality learning within the 6 localities.</p>	<p>A set of Locality specific outcomes will evolve within 6 Locality plans, relevant to the aspirational need of each of the localities (CLD - Learning Plan)</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>The NA Community Planning web site will have a link to a range of learning opportunities by Locality.</p> <p>Partners will provide evidence that they have taken account of socio-economic inequality, when making strategic decisions.</p>	<p>Our most marginalised and excluded communities will feel that:</p> <ul style="list-style-type: none"> <li>• They can easily access and participate in learning</li> <li>• A sense of achievement and attainment from their involvement in learning</li> <li>• They are supported to progress further with their learning</li> </ul> <p>Our most marginalised and excluded communities will feel:</p> <ul style="list-style-type: none"> <li>• Confident, skilled and active as local community members</li> <li>• Active and influential in local and wider decision making</li> <li>• They have developed local services, where appropriate, in response to priority needs</li> <li>• They can put in place effective planning, management and evaluation arrangements</li> <li>• That they are included and value social and cultural diversity</li> <li>• They have productive networks and relationships with other agencies and organisations.</li> </ul>



Building an Effective CLD Partnership	Input	Output	Outcome	Impact
<p><b>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</b></p>	<p>Community Empowerment staff to work with partners to ensure they understand the key provisions of the CLD Regulations and Guidance for CPPs and respond accordingly to meet community expectation. 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 (within a formal data sharing protocol), and used to inform future planning and continuous improvement.</p> <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>	<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 and a culture of learning</p> <p>We will prepare and submit an application for the CLD Standards Council “Standards Mark” to demonstrate the quality of our CLD Planning partnership CPD policy and opportunities within an established Community Learning Culture</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>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>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 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
<p><b>To 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</b></p>	<p>Community Empowerment 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"> <li>• (Chair of CERG)</li> <li>• Chair (Community Engagement Network)</li> </ul> <p>Economy and Communities staff will work with their partners to introduce the concept of the “Learners’ Voice” for North Ayrshire 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 Learning Plans to improve learner assessment and offer independent unbiased guidance to learners.</p>	<p>Locality specific plans will be developed in partnership with community groups and individuals across the 6 localities</p> <p>A North Ayrshire Learners’ Voice will be established as a conduit between the Local CLD Strategic Plan and Scotland’s Learning Partnership which acts as secretariat to the cross parliamentary group on adult learning.</p> <p>Learners in all 6 Localities will have access to independent and unbiased adult guidance</p>	<p>6 Locality 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>Free and open access for all learners to unbiased guidance prior to deciding on a course of learning</p>	<p>Evidence of very 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 the CLD Strategic Plan 2018-2021.</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> <p>Learners are well informed and confident that their learning choice is specific to their learning needs</p> <p>Learner progression and attainment improve</p>

An Accessible plan	Input	Output	Outcome	Impact
<p><b>To make the role and contribution of CLD providers more accessible and transparent to learners within the North Ayrshire CLD 3 year Learning Plan</b></p>	<p>Community Empowerment staff will work with the local Learners' Voice, to identify and record the current range of learning provision, by locality.</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 North Ayrshire and how best they might be delivered through partnership.</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 of formats to ensure that the learning offer is accessible to all.</p> <p>A community based guidance network to be established to help learner's source independent, unbiased advice, prior to determining which course of learning would be the best for an individual.</p>	<p>Communities will have access to a wide range of learning including informal learning, skills development and training, certificated 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>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>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 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>

## Measuring the Impact of the Strategic North Ayrshire Community Learning and Development Plan 2018 - 21

Successful delivery of CLD outcomes will be dependent on effective partnerships and robust integrated local planning arrangements. There is a need to ensure that CLD plans reflect the full range of relevant local priorities as agreed through joint planning arrangements and plans must reflect how **all CLD partners** are enabled to contribute toward meeting the identified needs of the 6 localities.

The CLD Plan should be reviewed at regular intervals throughout its lifespan.

In order to **maintain its effectiveness**, the CLD Plan, like any other plan including the LOIP, requires to be reviewed on an ongoing basis.

CLD partners will work together to design workforce development priorities that are informed by an assessment of:

- 👤 The **professional learning required to equip all CLD practitioners** across the statutory, voluntary and community sectors with the knowledge, skills and attitudes to meet the changing needs of learners of all ages and communities.
- 👤 The **knowledge, skills and attitudes required by CLD practitioners** to contribute fully to national policies such as the Scottish Attainment Challenge, the Community Empowerment (Scotland) Act and the Socio-economic duty for public bodies.
- 👤 The **needs of the whole CLD workforce** in the area – including public and third sector, paid and unpaid workers.





The North Ayrshire CLD Strategic Partnership will **demonstrate and enhance** their commitment to the development of a **culture of learning** where:

- 👤 Learning is celebrated, recognised and encouraged by learners and learning providers.
- 👤 Learning is reflected on, shared and improved.
- 👤 Challenge is relished, embraced and educational progression maintained.
- 👤 Critical reflection is embedded in practice through praxis.
- 👤 Individuals can explore learning related to their role throughout their careers and be offered CPD opportunities, to maintain and enhance their professional practice.

The development of a professional **learning culture** will be dependent upon encouraging the North Ayrshire CLD workforce to voluntarily **register with the CLD Standards Council** and to be bound by their values, competences and professional ethics.



We would also promote within the culture of learning:

-  **Self-development**, with practitioners being supported to take responsibility for their own learning and professional development.
-  **The promotion of a stronger professional identity for CLD**, encouraging registration with the CLD Standards Council.
-  **An enhancement of the quality of professional learning**, by making application for the Standards Council Standards Mark. (Planning, Delivery and Review)
-  **The CLD Competences**, underpinned by the CLD Code of Ethics, continue to provide a common framework for CLD practice, within the North Ayrshire CLD Practitioner Partnership.

## Unmet Need within the North Ayrshire Community

Where we are aware of a learning need as a Partnership that were not able to meet, as a result of addressing priorities within a finite resource for delivery, we always seek to engage our Community Partners to fill that gap.

The former range of informal leisure based courses and classes that were provided by the Council and are no longer deemed of sufficient priority, are now being delivered by local Community groups and organisations like Opportunities in Retirement or local Community Associations.

West Kilbride Community Association for example, deliver an extensive range of informal and non- formal learning opportunities from language acquisition to arts and cultural activity, leisure and sports.

We will continue to use our community engagement processes and the new Learners Voice structure to identify unmet need, record it and then consider whether it can be addressed, in some other way by residents or resident organisations.

A significant part of our provision is provided through the voluntary commitment of active citizens as individuals and within groups, to identify and resolve unmet learning need.

We will continue to note any unmet need, report it through the CLD Strategic plan governance structure and determine how best to fulfil that need within our Community partnerships and Learners Voice.



## Conclusion

People can and want to do more for their localities to improve the life chances for people of all ages and build stronger, more resilient, influential and inclusive communities.

By delivering the principle of “**subsidiarity**,” where local issues are resolved as close to where they present as possible, we can use learning, to help communities and individuals seek immediate, relevant and pertinent solutions for their community.

To achieve this within a continuing period of resource decline within the CPP, we need to deliver a strategic CLD plan that builds the skills, confidence and capacity of individuals and the social capital within communities, to enable them to do more for themselves.

**Learning changes lives for the better** and opens up opportunities for us all to achieve our full potential.



## Appendix

### Additional Government Guidance which has influenced the development of the CLD Strategic Plan Refresh

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

The emergent statute and guidance for 2018-2021 will include:

- The Education Regional Improvement Collaborative(s).
- The Education (Scotland) Bill 2018.
- The development of a new Socio-Economic Duty for public bodies – the duty aims to make sure that strategic decisions about the most important issues are carefully thought through so that they are as effective as they can be in tackling socio-economic disadvantage and reducing inequalities of outcome.
- The Local Governance Review – building on the work of the Community Empowerment Act to give communities more say on how decisions can be taken at a local level.
- The Planning Scotland Bill – Local Place Plans to be developed – with a new role for Community Councils in the production of local plans.

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.

### **National Youth work Strategy:**

We want Scotland to be the best place in the world for children and young people to grow up. We want a Scotland where the rights of children and young people are not just recognised, but rooted deep in our society and in our public and voluntary services. And we want a nation that treasures the whole wellbeing of children and young people.

### **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 community 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 Education 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 Act (Scotland ) 2015 and guidance issued 2017**

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 (**LOIP**) 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 Strategic Learning Plan 2018 -21 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 and participation requests all of which are within the focus of CLD providers.

## **North Ayrshire Council Local Scrutiny Plan and work of the Local Area Network (LAN)**

Regular overview of established performance targets, which are reported locally and nationally are the responsibility of the LAN. A close working relationship with the Education Scotland representative will be vital in respect of CLD and developing Scottish Government policy.

## **Values and Core Principles of the CLD Standards Council:**

We acknowledge the guidance from Education Scotland with regards to increasing the number of CLD providers who take up membership of the Standards Council and will promote professional registration and continued professional development for all CLD providers in North Ayrshire.

**September 2018**

