



To: **Forum for Empowering Communities**

On: **27 January, 2016**

Report by:

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Community Learning and Development Regulations & Strategic Plan

1. Summary

- 1.1. The Scottish Government launched the Requirements for Community Learning and Development (Scotland) Regulations 2013 which place a legal requirement on local authorities.
- 1.2. The Community Learning and Development (CLD) Regulations support the achievement of four policy goals and have a specific focus within the strategic objectives for the reform of public services.
- 1.3. A specific requirement of the Regulations is the creation and implementation of a strategic plan (Appendix 1), which details how CLD activities will be delivered; who will deliver them and what specific target groups will benefit from them.

2. Recommendations

- 2.1 It is recommended that the Forum for Empowering Communities:-
 - i) Notes the implementation of the Regulations for Community Learning and Development including the strategic plan; and
 - ii) Agrees to the senior officer reporting key successes and milestones through the Forum for Empowering Communities.

3. Background

- 3.1 In June 2012 the Scottish Government issued the Strategic Guidance for Community Planning Partnerships: Community Learning and Development (CLD Strategic Guidance). The document is directed at Community Planning Partnerships (CPPs) and recognises the vital role played by a wide range of organisations and services.

- 3.2 The CLD Strategic Guidance clearly identifies a lead role for local authorities “to provide clear leadership and direction, and to drive the action needed to ensure they maximise the contribution of CLD partners in the reform of public services”.
- 3.3 This expectation has now been formalised by the Requirements for Community Learning and Development (Scotland) Regulations 2013 which places a legal requirement on local authorities to fulfil this role.
- 3.4 The CLD Regulations support the achievement of four policy goals:
- To ensure communities across Scotland (particularly disadvantaged communities) have access to the CLD support they need;
 - To strengthen co-ordination between the full range of CLD providers, ensuring that CPPs, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance;
 - To reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision; and
 - To make the role and contribution of CLD more visible.
- 3.5 Community Learning and Development has a specific focus within the Scottish Government’s strategic objectives for public services;
- Improved life chances for people of all ages through learning, personal development and active citizenship; and
 - Stronger, more resilient, supportive, influential and inclusive communities.
- 3.6 CLD practice should empower people, individually and collectively, to make positive changes in their lives and their communities through learning. The principles that underpin practice are: Empowerment, Participation, Inclusion, Self determination and Partnership.
- 3.7 The CLD Strategic Guidance is part of the wider programme of public reform, which includes the developing role of community planning and the reform of post-16 education. The Guidance is intended to compliment these and other strategy/policy developments.

4. Responsibilities

- 4.1 The responsibility for meeting the requirements of the CLD Regulations rests with the local authority. In line with the Education (Scotland) Act 1980, the CLD Regulations refer to the ‘education authority’ but staff that have a role in securing the provision of CLD may be located in a number of different services such as education, culture, sport, leisure and library services. To comply with the regulations a chief officer within the education authority will be responsible for ensuring that all relevant services and community planning partnership partners are made aware of the regulations.

- 4.2 Where local authority CLD services are provided by arms length external organisations (ALEO) in whole or part, for example Engage and the Renfrewshire Leisure Trust, the duty to meet these Regulations remains with the local authority. It is the local authority's responsibility to ensure that any ALEO provides services in a way which will enable the local authority to meet its statutory obligations.
- 4.3 To initiate, track and maintain progress, a lead person with an appropriate level of seniority must be identified and it is expected that staff with an appropriate skill set relevant to CLD will be in place at all levels of delivery, management and strategic planning.
- 4.4 The local authority also needs to ensure that a range of partners are active in the planning, delivery and evaluation of CLD provision. Effective self-evaluation by groups, services and partnerships remains critical to improving performance and delivering better outcomes for learners and communities. Renfrewshire has a good platform for developing this further through the learning community partnership model.
- 4.5 HM Inspectors will continue to carry out learning community inspections to evaluate the outcomes and impacts of CLD activities in local areas. The inspections will aim to answer to key questions:
- How well are partners improving learning, increasing life chances, promoting and securing well being?
 - How well are partners working together and improving the quality of services and provision?
- 4.6 HM Inspectors will expect to see learning communities being aware of the CLD Regulations and that partners place a strong emphasis on joint self-evaluation through the use of a quality framework such as 'How Good is our Community Learning and Development 2 and the revised quality indicators updated in 2012.

5. Regulation 4 – Three Year Plan

- 5.1 To comply with the regulations the local authority is required to publish a three year plan.
- 5.2 The plan must specify:
- How the local authority will coordinate its provision of community learning and development with other persons that provide community learning and development within the area of the education authority;
 - What action the authority will take to provide community learning and development over the 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.

5.3 Before publishing the plan, the education authority must consult with;

- Persons appearing to the education authority to be representative of the target individuals and groups for community learning and development;
- Persons appearing to the education authority to be representative of persons providing community learning and development within the area of the education authority; and
- Such other persons as the education authority thinks fit.

5.4 To achieve this objective partners have drafted a strategy for Community Learning and Development and initiated a number of consultation events over the last two months. The comments and results gained from these events will be used to inform the strategic action plan and future direction of community learning and development activities. Following approval key milestones and successes will be reported to the Forum for Empowering Communities Board.

5.5 Furthermore, a learning partnership group will be established to ensure that the action plan is implemented and monitored and the learning impact evaluated in line with 'How Good is our Community Learning and Development?'.

**Renfrewshire Community Learning and
Development Strategy
2015-2018**

1. FOREWORD

Community Learning and Development is a key driver for raising ambition, widening opportunities and improving communities in Renfrewshire.

Learning is our best resource to help us become more resilient as people, to take advantage of the opportunities of a rapidly changing world and to find a place in society where we can thrive ourselves and respect others.

Community learning and development is a sustainable resource. Much of it can be passed on from person to person within communities, so its impact keeps going beyond the original learner, benefiting more and more people. When economic resources are becoming tighter, we need to become smarter ourselves, so community learning and development is a sound investment with real outcomes, not an incidental activity. Learning new skills, sharing them and working together can have life-changing impacts on individuals and communities.

Renfrewshire's Community Learning and Development Strategy has an integral role in delivering the positive step-change in outcomes set out in the Renfrewshire Community Plan 2013-23. The Strategy sets out how we will organise our community learning and development to maximise positive impact on local and national policy priorities.

2. Introduction

What is Community Learning and Development?

Renfrewshire is committed to the values of learning communities, community empowerment, active citizenship and lifelong learning and offers a comprehensive range of community learning and development (CLD) opportunities through a wide range of deliverers and service providers.

Community learning and development is a way of working and aims to build capacity in individuals, families, groups and communities. Community learning and development practitioners use a distinct set of skills and competencies to help improve the lives of the people they work with and work to three national priorities:

- **Achievement through learning for adults** – Raising standards of achievement in learning for adults through community based lifelong learning opportunities incorporating the core skills of literacy, numeracy, communications, working with others, problem solving and information and communications technology (ICT).
- **Achievement through learning for young people** – Engaging with young people to facilitate their personal, social and educational needs and enable them to gain a voice, influence and a place in society.
- **Achievement through building capacity** – Building community capacity and influence by enabling people to develop the confidence, understanding and skills required to influence decision making and services.

(Working and Learning Together to Build Stronger Communities 2004)

“The purpose of Community Learning and Development is to empower people, individually and collectively, to make positive changes in their lives and in their communities, through learning.” (Scottish Government)

The Renfrewshire Community Learning and Development Strategy will ensure that practitioners deliver effective learning opportunities focused on need and respond to national and local policies.

The principles that underpin CLD practice are:

- **Empowerment** – increasing the ability of individuals and groups to influence decisions affecting them and their communities;
- **Participation**- supporting people to take part in learning or decision making;
- **Inclusion, equality of opportunity and anti-discrimination**-recognising that some people need additional support to overcome the barriers they face;
- **Self-determination**- supporting the right of people to make their own choices; and
- **Partnership**- ensuring resources and skills are used effectively.

The Requirements for a Community Learning and Development Plan

The Requirements for Community Learning and Development (Scotland) Regulations 2013 place a statutory duty on local authorities to produce a 3 year plan detailing how Community Learning and Development will be delivered within the Council area. Each local authority should produce a clearly defined framework for planning and delivering CLD, through consultation with learners and in partnership with providers.

The CLD Regulations support the achievement of four policy goals:

- To ensure communities across Scotland (particularly disadvantaged communities) have access to the CLD support they need;
- To strengthen co-ordination between the full range of CLD providers, ensuring that CPPs, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance;
- To reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision; and
- To make the role and contribution of CLD more visible.

Community Learning and Development has a specific focus within the Scottish Government's strategic objectives for public services:

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

Diagram 1



3. Renfrewshire Profile and Assessment of Need

Renfrewshire Overview

Renfrewshire is situated in the West of Scotland, and includes the towns of Paisley, Renfrew and Johnstone, smaller towns such as Erskine and Linwood, and villages such as Bishopton, Bridge of Weir, Elderslie, Houston, Inchinnan, Kilbarchan, Langbank, and Lochwinnoch.

Almost 175,000 people live in the area, in nearly 81,000 households. The total working-age population of Renfrewshire is 110,000 people aged 16 to 64, equating to 65.59% of the population. When extending this to the age of 74, over 130,000 people in the area fall between the ages 16 to 74; this equates to three-quarters of the Renfrewshire population.

The number of adults aged 65+ in Renfrewshire is predicted to rise to 22% of the total population by 2025 which will further shape Community Learning and Development provision in the future.

Qualifications and Attainment

The general pattern of qualification levels attained by working age adults in Renfrewshire is similar to the whole of Scotland but with a lower percentage of those attaining degrees and higher percentages of HNC/HND, Higher and National Qualifications. 28% of the Renfrewshire population aged 16 and over have no educational qualifications, almost half of which are aged 50 and over, which is 1.3% more than the Scottish average. Those with no qualifications make up the largest share of those earning up to £15,000.

Literacy levels for Renfrewshire are difficult to ascertain however the Scottish Survey of Adult Literacies undertaken in 2009 can provide some national insight. This survey found that:

- Three-quarters of the Scottish population have a level of skills that has been recognised internationally as appropriate for a contemporary society
- Around one quarter of the Scottish population may face occasional challenges and constrained opportunities due to their skills but will generally cope with their day-to-day lives
- Within this quarter of the population, 3.6% (one person in 28) faces serious challenges in their literacies practices

The research showed that people with the lowest levels of literacy are much more likely to live in an area in the 15% most deprived in Scotland (32% vs. 18% average). This group are more likely to have an income below £15,000 per year (82% vs. 58% average).

Less than 1% (1,586 people) have any Gaelic skills, with less than 500 people in the local authority having the ability to speak, read, and write in Gaelic.

Poverty and Deprivation

There are a number of areas in Renfrewshire with deep-seated poverty and deprivation, and where people suffer significantly worse outcomes in terms of their health and wellbeing, employment prospects, security and quality of life, compared to more affluent areas. In general, children from poorer families in Renfrewshire do less well at school than their better-off peers.

The gap starts early in life, widens at every stage of school and can have life-long consequences. Young people from poorer families are less likely to go into further and higher education, more likely to be unemployed, work part-time, earn less and be in low-paid jobs. The attainment gap is an issue for every school in Renfrewshire to tackle, and is not limited to specific schools or areas

The Scottish Index of Multiple Deprivation ranks the 6,505 data zones that cover Scotland from the most deprived (ranked 1) to least deprived (ranked 6,505). There are a total of 214 datazones in Renfrewshire,

covering the entire population. The focus of the SIMD is on the most deprived 5%, 10% and 15% of datazones in Scotland, i.e. those ranked between 1 and 976.

The Scottish Index of Multiple Deprivation 2012 (SIMD) shows that serious deprivation has increased in Renfrewshire since 2004 and that deprivation is more widespread. Renfrewshire's overall share of the number of datazones showing the worst deprivation in Scotland has increased and the single overall most deprived datazone in Scotland is located in Paisley.

Renfrewshire's national share in the education, skills and training domain of the 15% most deprived datazones in Scotland in SIMD 2012 was 19 (1.9%) of the 976 datazones compared to 27 (2.8%) in 2009, 23 (2.4%) in 2006 and 24 (2.5%) in 2004.

The most education, skills and training deprived datazone in Renfrewshire in SIMD 2012 is S01005247, which is found in the Intermediate Zone of Paisley Ferguslie. It has a rank of 7, meaning that it is amongst the 5% most education, training and skills deprived areas in Scotland.

Health Inequalities

Renfrewshire has an increasing number of areas within the 15% most health deprived datazones in Scotland. The depth of health deprivation has appeared to have increased particularly in Renfrew and Gallowhill, Paisley North and Johnstone and Villages Local Area Committee areas.

Overall Renfrewshire has the lowest male and female average life expectancy of any of its local authority peer group, as well as the highest male under 75s death rate and 3rd highest female under 75 death rate. Men in Bishopton live on average 16.4 years longer than men in Paisley Ferguslie.

Smoking prevalence in Renfrewshire is 2% higher than national rate, and a higher than average rate of deaths due to lung cancer. The drug related death rate is higher than the Scottish average and any of its local authority peer group.

The number of people being prescribed drugs for anxiety or depression is rising, with 17.5% of the population being prescribed these drugs in 2012.

Male suicide rates are higher than those of females, in line with Scotland as a whole, however Renfrewshire has seen a significant increase in the male suicide rate, rising from 13.8 to 28.1 per 100,000 since 1983.

There is a greater rate of psychiatric hospitalisations within Renfrewshire than across Scotland. The Ferguslie area of Paisley having three times the national average.

Third Sector Assets

Renfrewshire has a diverse and thriving third sector that provides opportunities for youth, adult and community learning, whether through service provision or getting people actively involved through volunteering. Engage Renfrewshire, the local third sector interface, has a membership of over 350 organisations working across the range of community planning themes. Organisations of all sizes and interests are represented within this membership, from local community organisations to social enterprises who trade services.

Consultation and Engagement

During 2015, The CLD Partnership used a variety of methods to collate information from learners and providers. This included an online survey and learner evaluations. However, it is recognised that further work will be required to ensure that individuals, families and communities have an opportunity to get involved in the planning and evaluation of CLD activity; have an opportunity to shape that delivery and that the plan continues to meet the needs of Renfrewshire.

Action 2015-2018

During 2015-18 the CLD Partnership will take the following action to develop our assessment of need:

- Consult communities using existing community engagement methods e.g. community planning conference events.
- Arrange a series of focus groups with participants from existing CLD groups and providers.
- Undertake a CLD staff engagement session.
- Identify and work to utilise fully all Renfrewshire community learning and development assets including libraries, community halls, sports grounds and voluntary and community groups.
- Analyse and use the data from the Scottish Index of Multiple Deprivation 2016 to develop our understanding of need for CLD services.
- Identify and respond to emerging and new priorities where community learning and development has a contribution.

The results from this consultation and engagement will help shape the future CLD provision in Renfrewshire.

4. Renfrewshire Community Learning and Development Strategic Priorities 2015-2018

Community Learning and Development partners in Renfrewshire will focus on delivering improved life chances for people of all ages and communities that are stronger, more resilient, supportive, influential and inclusive.

This will be achieved by working to develop the personal skill sets that a learner has and working to build the collective skill sets that communities have.

Developing personal skill sets

Partners in Renfrewshire will work with people to build and develop the life skills that will help them most (diagram 2) depending on the issues they face in their life (diagram 3)

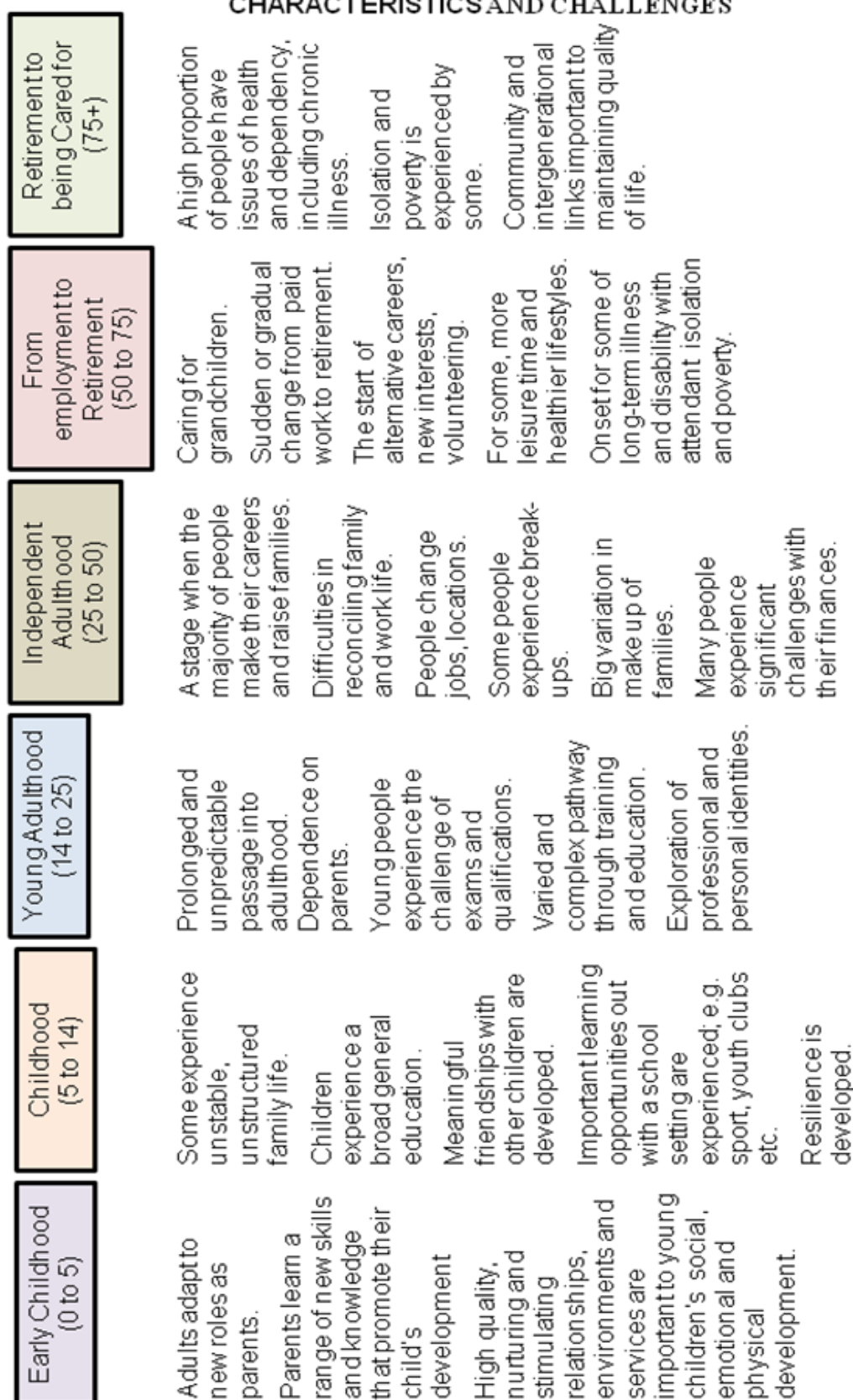
Diagram 2



Diagram 3

Diagram 1: Transitional Life Stages

This diagram is a representation of the stages that people go through in life. Each stage has individual characteristics and challenges. Most people today experience more frequent and less predictable life transitions. Each stage means a different emphasis and focus for community learning and development partners in terms of the way services are designed and deployed.



Renfrewshire's work on helping people develop their own skills is organised around Youth Work and Adult Learning, to reflect the different requirements of these life stages. Through engagement work with learners and providers, we have identified the following strategic objectives for youth work and adult learning for 2015-18.

Renfrewshire Youth Work Objectives 2015-18

1. Promote wider achievement through accredited and non-accredited learning.
2. Empower young people to have a voice, take part in decision making and make a positive contribution to the community.
3. Develop skills for learning, life and work and helping young people enter employment, training and or further or higher education after school.
4. Promote health and wellbeing among young people.
5. Ensure that young people benefit from good quality youth information, that helps them participate in opportunities and make informed choices.

Link to Youth Services Learning Offer

The Adult Learning in Scotland, Statement of Ambition states that:

‘Adult learning is essential to enable and encourage adults in Scotland to acquire the knowledge, skills and confidence necessary to play an active and productive role, both personally and societally.’

Adult learning in Renfrewshire is informed by three core principles:

Learning should be **lifelong**, beginning in the Early Years, supported by Curriculum for Excellence through Broad General Education and Senior Phase and covering the whole age span of post-compulsory education. It should take into account the specific difficulties that some adults have in accessing learning opportunities because of their age, abilities, cultural or social backgrounds.

- Adult learning should be **life-wide**. It should cover the personal, work, family and community aspects of living which gives the scope for building a wide and open curriculum and creates a learning continuum which is not restricted by vocational imperatives.
- Adult learning should be **learner-centred**. The educational process must build around the interests and motives of the learner and seek to fulfil the purposes and goals he or she sees as relevant and important.

Every adult in Renfrewshire will have the right to access learning to meet their educational needs and their aspirations. Barriers to participation, learning and achievement will be removed and inclusion and equality promoted. In planning, developing and evaluating provision, adult learners will be at the centre of the process and will be empowered and supported to participate fully in decision-making about their future learning.

Renfrewshire Adult Learning Objectives 2015 - 18

1. Build personal growth and resilience in adults through confidence building and motivational adult learning programmes.
2. Widen participation to adult learning to vulnerable adults and disadvantaged groups in Renfrewshire Communities.
3. Use early intervention family learning and parenting programmes to raise expectations and aspirations of both children and adults to promote a culture that values family learning and achievement.
4. Empower adults to make positive choices and take control of the decision making processes affecting their lives, using the social practices approach to adult learning.
5. Reduce inequalities so adults in Renfrewshire improve their, life chances and communication skills, and increase their participation as family members, workers, citizens and lifelong learners.

[Link to Adult Learning and Literacies Services](#)

Developing community skill sets

In addition to personal life skills, there will also be a focus during 2015-18 on building collective skill sets within the different communities of place and interest in Renfrewshire. The purpose of this is to empower communities to have a strong voice and influence in decisions that affect them and to enable communities to take action themselves on any local opportunities and challenges they may face. Community Learning and Development partners in Renfrewshire will work with communities to develop skills (diagram 3) to address some of the national and local issues they may face (see section 5).

Diagram 3



Working with communities to develop their collective skills will be organised through the Community Learning strand of the Renfrewshire partnership's work. Our strategic community learning objectives will be developed in consultation with our learners, providers and communities by April 2016.

5. NATIONAL AND LOCAL POLICY CONTEXT

During the period 2015-18 there are a number of national and local opportunities and challenges that community learning and development will make a significant contribution to addressing. As a result of these local and national developments:

- Renfrewshire will have significant employment and cultural opportunities emerging from the Glasgow Region City Deal programme and the bid in 2017 for Paisley to become UK City of Culture 2021.
- People will need new or updated skills to have the resilience to keep themselves and their communities healthy, safe and employable and keep people from experiencing poverty.
- Communities will have greater opportunity to be active and involved in local decisions and the running of services, including the management of land and building assets.

Each of these opportunities and challenges require people of all ages and communities collectively to build their knowledge and skills so they can benefit as much as possible. Community learning and development will be a key resource to enable people in Renfrewshire to achieve this.

Key Employment and Cultural Opportunities 2015-18

Renfrewshire has a number of opportunities over the period of the CLD plan that can help individuals and communities to flourish. To take advantage of these opportunities people will need access to community learning to develop the skills and knowledge they require.

Renfrewshire is a key part of the **Glasgow Region City Deal** programme of infrastructure works that will provide a significant number of job opportunities for Renfrewshire residents. These opportunities range from jobs in the construction of projects to those that are unlocked by their completion. Communities will also benefit from improved environments that open up new possibilities in local areas.

The construction phase of the City Deal programme will begin in 2018. Community learning and development has a significant role to play in ensuring that communities have the skills and knowledge to participate fully in the decisions that will affect them arising from the City Deal. It will also provide people with the skills to access the job opportunities that result from City Deal.

A bid for Paisley to become the **UK City of Culture in 2021** is due to be submitted in summer 2017. For this bid to be successful individuals and communities will need to be fully involved in its development and in the events and activities that take place during the year of culture. The process of developing the bid will stimulate interest in arts and culture throughout Renfrewshire. Community learning and development will be a key driver in ensuring that all communities across Renfrewshire and individuals of all backgrounds and abilities play a full role in the bid and the delivery of the City of Culture.

In addition to future opportunities, the interest in sport and culture stimulated by the **2014 Commonwealth Games in Glasgow** is also a continuing opportunity to encourage people to participate in sport and other physical activity. The Commonwealth Games highlighted the importance and potential of volunteering to make a positive difference to both communities and the delivery of major public events. Community learning has a key role to play in capturing and nurturing the interest that was generated by the Commonwealth Games and sustaining this for the future.

Building Safer, Healthier and Resilient Communities

Tackling Poverty In Renfrewshire, the Report of Renfrewshire's Tackling Poverty Commission is one of the key local policy drivers. This work aims to ensure that people have the knowledge, skills and support to prevent them experiencing poverty or to lift them out of poverty. Community learning will have a key role to play in equipping people and communities with the skills they need to address poverty across the three outcomes of Pockets, Prospects and Places, but particularly in terms of the Education, Attainment and Skills aspect of the Prospects outcome.

Reshaping Care for Older People in Renfrewshire is one of the major areas of service change over the coming years. Communities have an integral part to play in ensuring that older people are more resilient and better cared for as a result of reshaping care. Older people and their families will need resilience skills to ensure that they are as physically and mentally healthy for as long as possible. This requires individual learning within communities and also the active participation of people of all ages in voluntary activities that support older people. Providing opportunities for older people to remain active in community life will also be a priority.

Improving through community learning the knowledge and the tools that people have to take greater ownership of their own physical and mental health will have a significant impact in improving overall levels of health in Renfrewshire.

Getting it Right for Every Child (GIRFEC) – sets out a consistent way for people to work with all children and young people. This helps practitioners to focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Getting it Right for Every Child is threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families. Whilst government is not legislating universally for 18 plus, it is our ambition that good practice established for pre-18s would be extended into young adult service provision.

Early Years Collaborative Working with young people includes working with children and young parents. The objective of the Early Years Collaborative (EYC) is to accelerate the conversion of the high-level principles set out in GIRFEC and the Early Years Framework into practical action. Thus narrowing the gap between what we know works and what we do. The Early Years Framework¹⁸ aims to break negative cycles of inequality through early and effective intervention. Together with the Scottish Government's other social policy frameworks, such as Equally Well, which focuses on addressing health inequalities, and Achieving Our Potential, which aims to tackle poverty. Those working with young people are well placed to make early interventions to break these cycles of inequality.

Curriculum for Excellence Community Learning and Development and the youth work sector have a significant role to play in Curriculum for Excellence (CfE). They are important delivery partners, offering young people valuable opportunities for learning and personal development, both in and out of school.

Strengthening partnerships between school staff and youth work practitioners remains a priority for the Curriculum for Excellence programme, particularly within the planning and delivery of the senior phase. The onset of the senior phase, the launch of the senior phase benchmarking tool, together with the outdoor learning agenda and 16 plus Activity Agreements, present new opportunities and challenges for schools and colleges in their interfaces with youth work. The senior phase of CfE can only be delivered through effective partnership working. It is becoming more common for young people to learn through a range of providers. As a result, it is particularly important that partners work well together to plan and deliver the curriculum.

Access to the internet is now regarded as being equally as necessary as other utilities such as gas, electricity and water. Community Learning can support the Digital Participation Strategy by ensuring that people build their skills and capacity to use the internet safely in a way that improves their circumstances and benefits their lives. **Renfrewshire's Digital Strategy**, which will follow the published **Digital Participation Plan** will make sure that everybody has the opportunity to reach their digital potential. Partners in Renfrewshire are determined that everyone has the means of access, awareness, skills and confidence to participate online responsibly and in a way that matters to them.

Learning new skills can also help people make their whole community more resilient to emergencies for example weather events such as flooding and disruptive events like power outages or major incidents.

This will involve increasing the capacity of individuals to be effective first responders and communities to organise in response to incidents.

Community Justice services in Scotland are now undergoing a period of transition. Communities require to build an understanding of new community justice arrangements. They also require an understanding of how unpaid work can help build community infrastructure and community learning can both help offenders reintegrate into the local area and build cohesion.

Engagement In Public Services

There is greater demand and greater need than previously for communities to be actively involved in the planning and running of local services. This comes from local people wanting greater involvement, public services recognising this as good practice and budget reductions impacting on service levels. People and communities require to have the skill sets that enable them to be more active and engaged in service delivery, which can be delivered through community learning. The key drivers in Renfrewshire for demand to engage in public services are:

The Community Empowerment (Scotland) Act 2015 opens up significant opportunities for communities to organise themselves to be more involved in planning and delivering services, either on their own or in partnership with public services. The Act also intends to simplify the process for communities to take ownership of or lease assets currently in the public sector.

In addition to the demand for community engagement that the Community Empowerment (Scotland) Act is responding to, there is also pressure on public resources, which means that public services can no longer afford to sustain services at pre-2008 recession levels. The Christie Commission on public services recognised that financial resources are tight in public services and will continue to reduce, so community provision will also be required if some local services are to be sustained when budgets are being reduced.

The Equality Act 2010 places duties on public services to ensure that the needs of all identifiable minority communities are addressed. Learning needs will be a key part of this and the Community Learning and Development Strategy 2015-18 will have a key role in implementing action to ensure that Renfrewshire is a fair place for all.

Renfrewshire Community Plan 2023 includes Empowering Communities as one of its six themes. Renfrewshire has a large and growing community and voluntary sector asset base that has demonstrated interest in becoming more involved in developing local policy and providing local activity for the public benefit.

These national and local policy drivers will shape the demand for knowledge and skills within communities, which will be addressed through Renfrewshire Community Learning and Development Partnership's service delivery.

Action 2015-18

During 2015-18 we will take the following action to ensure that community learning and development is recognised as key to delivering local and national policy outcomes:

- Integrate community learning and development principles into local implementation of community planning outcomes.
- Communicate to key audiences (decision-makers, learners and communities) the value that community learning and development brings in achieving national and local objectives.
- Align services to the policy goals within *Tackling Poverty In Renfrewshire, the Report of Renfrewshire's Tackling Poverty Commission* and Renfrewshire's Digital Participation Plan.
- Target service delivery in order to reduce inequalities and build the capacity of our most disadvantaged communities, which will provide the greatest return for resources invested.

6. SERVICE DELIVERY MODEL

A quality framework involves partners working together to:

- Develop the CLD workforce.
- Self-evaluate and plan for improvement.
- Share good practice.
- Develop and utilise management information systems that track learners and measure performance.

Partnership arrangements and structures will enable partners to work collaboratively to achieve these aims.

Workforce development is important to establishing a learning culture across the CLD sector. Partners will seek to develop joint continuing professional development programmes that increase the competence and capability of staff and volunteers.

A common approach to self evaluation and planning for improvement is essential to improving the quality of services and provision. This will be undertaken in a structured and systematic way, through a commitment to:

- Evaluating projects and programmes routinely.
- Joint self evaluation of impact.
- Joint self evaluation of performance.
- Joint self evaluating how we improve the quality of services and provision.
- A scrutiny process that substantiates the conclusions reached through self evaluation.

Partners will seek to share and learn from good practice in Renfrewshire and across Scotland. Partners will seek to develop management information systems and procedures that allow:

- Planning and self evaluation to be done in a consistent and systematic way.
- A learner's participation, progression and achievements through learning to be tracked.
- Performance to be measured.

These developments will involve a commitment to entering into data sharing agreements with partners.

Renfrewshire Community Learning and Development Partnership

Partners will aim to plan and deliver in a coherent and integrated way. Delivering the intended impact will be achieved using different approaches:

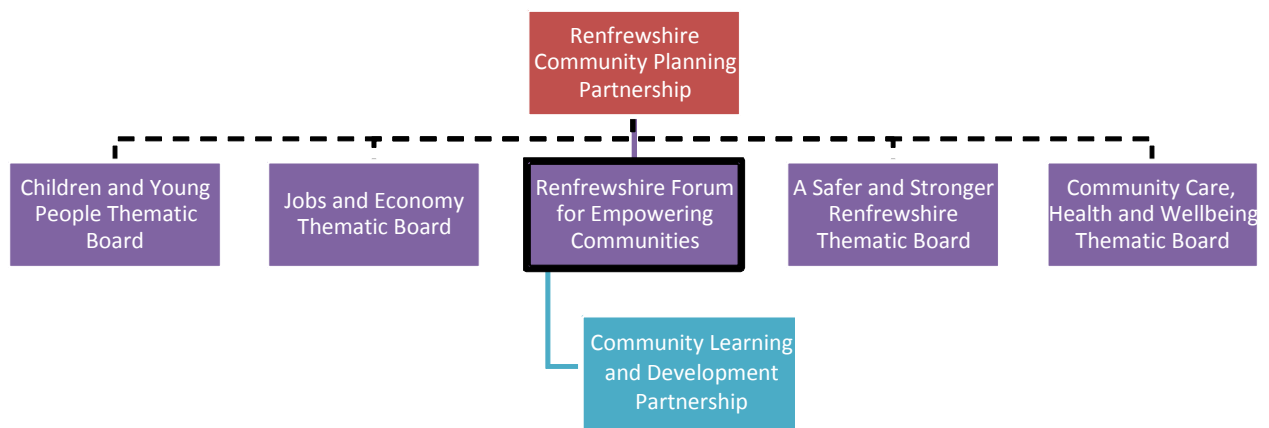
- Community development (building on the capacity of communities to meet their own needs, engaging with and influencing decision makers).
- Youth work, family learning and other early intervention work with children, young people and families.
- Community based adult learning, including adult literacies and English for speakers of other languages.
- Volunteer development.
- Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, carers and offenders.
- Community arts, sport and libraries provision

Partnership arrangements will reflect the strategy's 'Focus on Impact', ensuring that the life chances of individuals are improved through learning.

CLD Partners will ensure that systematic assessments of community needs and strengths provide the basis for their provision. To this end partners will seek to share data and intelligence on individuals and communities. CLD partners will develop systems and agreements that enable this to happen.

The engagement and involvement of learners and communities is central to this assessment and to the aim of empowering individuals and communities. CLD partners will ensure that learners and communities are represented and involved in a meaningful way in partnership structures.

To facilitate partnership working in planning and delivery and to improve the quality of services the following partnership structure will be embedded within the existing community planning arrangements as detailed in *Diagram 4* below:



The role of the CLD Partnership will be to provide:

- Strategic direction;
- Advice and guidance to the Renfrewshire Forum for Empowering Communities; and,
- Leadership in improving the quality of services and provision.

The membership of the CLD Partnership will reflect the key partners responsible for delivering CLD services together with people, drawn from community forums and networks, which are representative of the individuals and communities CLD will seek to target. The membership of the Partnership is listed in Appendix 2.

Area based and/or thematic Learning Partnership Groups will be established in the coming months to sit below the CLD Partnership. Each Learning Partnership will have a responsibility to consider the needs of individuals and communities in its area and produce an action plan that sets out how those needs will be met. Each Learning Partnership will also be responsible for self-evaluation, planning for improvement and reporting progress. This structure provides a means by which the education authority can meet new regulatory requirements (The Requirements for Community Learning and Development (Scotland) Regulations 2013).

More specifically it will enable the education authority to:

- Ascertain the needs of individuals and communities
- Engage with partner organisations
- Take action to respond to the needs of individuals and communities
- Ensure that a plan is produced every three years that sets how partners will coordinate its CLD provision.

The implementation of the strategy will help bring about improved outcomes for individuals of all ages. It will also result in increased community participation in decision making and create strengthened, more inclusive communities.

Action 2015-18

During 2015-18 Renfrewshire Community Learning and Development Partnership will undertake the following actions to develop service delivery:

- Develop Renfrewshire Community Learning and Development partnership and contribution of all partners.
- Create opportunities to listen to learners and evaluate provision.
- Develop targets with users and providers.
- Support learners to raise their ambition for themselves and set achievable goals.
- Build digital skills of the whole community but particularly the most vulnerable people.
- Log all voluntary activity undertaken by individuals to develop a 'Community CV'.
- Build capacity with local communities to manage local assets including buildings and land.
- Build capacity and skills to participate in public decision making.
- Encourage participation in cultural activities and support Paisley's UK City of Culture 2021 bid
- Use existing partnerships workforce to develop governance skills within the community.
- Ensure a process of transfer of learning and skills within the community.
- Ensure that people whose first language is not English have the skills to communicate.
- Build capacity within the community of people who can communicate in sign language.
- Work together to develop the workforce of community learning and development providers.

Community Learning and Development Partnership

Membership

1. Renfrewshire Leisure
 - Arts and Museums
 - Libraries
 - Sports Services
2. Engage Renfrewshire
3. Renfrewshire Council, Children's Services
 - GIRFEC Team
 - Adult Learning and Literacies
 - Youth Services
4. Renfrewshire Health and Social Care Partnership
5. University of the West of Scotland
6. West College Scotland