

**Stronger  
Together:  
Our vision  
Our plan**



Community Learning and Development Partners'

# **Strategic Plan**

for Dumfries and Galloway 2015-18

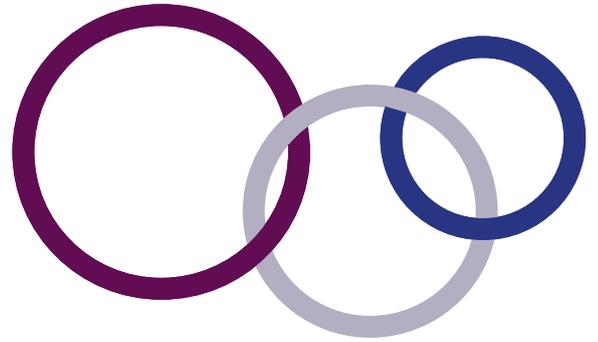
**Dumfries &**

**Galloway**

**Together is  
Better**

## **Contents**

<b>Foreword</b>	<b>3</b>
<b>1. Introduction</b>	<b>6</b>
<b>2. CLD Partners' Joint Vision</b>	<b>10</b>
<b>3. What is CLD?</b>	<b>11</b>
<b>4. What do we know about needs in our region?</b>	<b>13</b>
<b>5. What do we need to maintain or do differently?</b>	<b>16</b>
<b>6. What can't currently be done?</b>	<b>20</b>
<b>7. How will we know it is working?</b>	<b>21</b>
<b>8. Who are we asking?</b>	<b>22</b>
<b>9. What will we deliver? - Action Plan</b>	<b>23</b>



## Foreword

***Ronnie Nicholson - Chair of Dumfries and Galloway Strategic Community Planning Partnership and Leader of Dumfries and Galloway Council***

Welcome to Dumfries and Galloway's strategic plan for Community Learning and Development (CLD) 2015-18.

CLD is principally about people. I have seen the positive impact of good CLD on individuals and communities. People's lives have changed for the better as a result of the support they have received, which has built their confidence and helped them to develop new skills. As a result they go on to achieve goals and take on challenges that they never dreamed they would find themselves doing.

This is paralleled in communities where groups of people have come together to provide a service, improve a facility, or take forward a project that makes a real difference. Time and again community groups reap the rewards of their learning and hard work to see their hopes and aspirations become reality and their communities benefiting.

This strategic plan is focused on what CLD partners intend to do to secure and improve CLD in Dumfries and Galloway over the next three years. It provides the strategic context to ensure CLD is strengthened at local level so that individuals and groups have improved support to achieve their ambitions. It sets out the arrangements for:

- Our shared vision for CLD partners
- Identifying target groups and individuals who would benefit from CLD provision, in particular those experiencing disadvantage and poverty
- Agreements for improved partnership working arrangements including self-evaluation and improvement planning
- Agreement to support locality arrangements for area CLD partners planning and delivery
- Joined up work to deliver better outcomes for children and young people through youth work, *Curriculum for Excellence*, *Opportunities for All* and joint approaches to employability
- Strengthening opportunities for all to progress along lifelong learning pathways.
- Joined up work with communities to build their capacity and resilience
- Engagement with local and national third sector organisations to deliver shared outcomes

This plan is the result of engagement and dialogue among the many partners within Dumfries and Galloway. These partners have a diverse range of names and job titles and deliver CLD outcomes to, with and alongside our communities.

The plan is closely aligned to the priorities of the Dumfries and Galloway Community Planning Partnership. It will contribute to our ten year vision for Dumfries and Galloway, detailed in the Single Outcome Agreement, in particular these four priorities:

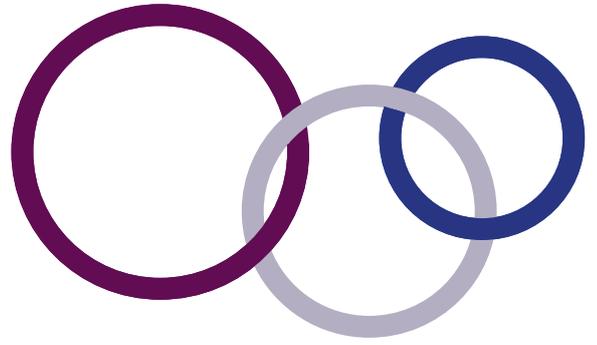
- We will provide a good start in life for all our children
- We will prepare our young people for adulthood and employment
- We will care for our older and vulnerable people
- We will support and stimulate our economy

The plan responds to the Strategic Guidance for Community Planning Partnerships: Community Learning & Development (2012) and the CLD Regulations (2013). Each local authority is required to produce a partnership plan for the delivery of CLD for the next three years. This plan sets out shared priorities and outlines our focus for Dumfries and Galloway. CLD partners from all sectors working together to provide better outcomes for our local communities is the way forward.

I am convinced that the focus and the ethos of this plan will help us in building strong, resilient communities and will enable individuals within those communities to achieve their potential.

I commend this plan to you and wish CLD partners every success as they take it forward.





## CLD Partners

This plan was developed by CLD partners across Dumfries and Galloway:

- Dumfries and Galloway College
- Dumfries and Galloway Health and Wellbeing
- Third Sector Dumfries and Galloway
- Members of the Scottish Youth Parliament (MSYPs)

Dumfries and Galloway Council including:

- CLD Service
- Chief Executive Service
- Education
- Employability & Skills Services
- LEADER
- Leisure & Sport
- Libraries, Arts & Museums & Customer Services
- Social Work Services
- Strategic Housing, Revenues and Benefits



## 1. Introduction

The CLD Partners' Strategic Plan sets out the joint vision and outcomes which have been identified as key to ensuring the adequate and efficient provision of CLD in Dumfries and Galloway over the next three years.

**“Community learning and development (CLD) is learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants...(CLD’s) main aim is to help individuals and communities tackle real issues in their lives through community action and community-based learning.”**

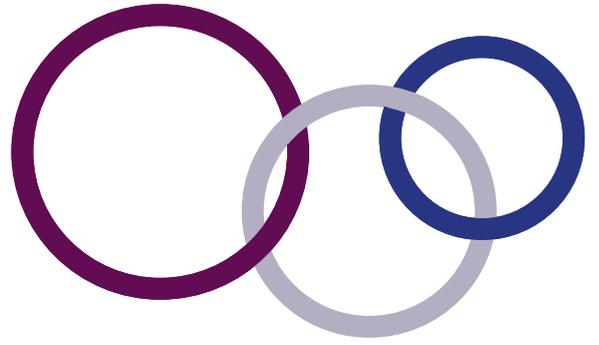
*Working and Learning Together to Build Stronger Communities, Scottish Government Guidance for Community Learning and Development.*

CLD partners are already working with individuals and groups across the region to support them to realise their aspirations. Through the Strategic Plan, CLD Partners have laid out a framework to better meet local needs through improved partnership working. In improving arrangements for the joint planning, delivery, monitoring and evaluation of work, CLD Partners will maximise the use of our regional resources for the benefit of our communities.

In considering what is meant by adequate and efficient CLD provision, CLD partners addressed the following questions:

- What are our strengths?
- Where does support need to be targeted and why?
- Where are the areas of inequality and deprivation in our region?
- What is currently being offered? Is it sufficient?
- Are our joint resources being used effectively?
- What do partners understand by the phrase “adequate and efficient”?
- How do we better align our resources to address the identified needs?

CLD partners recognise that we are in the early stages of improving our partnership working. There is much work to be done to foster a common understanding of community learning and development and raise its profile. Much of our initial work will be focussed on engaging with communities and target groups to better understand needs and how we effectively work together using our joint resources to address them. The changing public sector context, integration of services and realignment of resources present important challenges. People and communities will be at the centre as our coordinated activity develops and involved in its monitoring and evaluation. Our intention is to develop best CLD practice so that needs are met, quality of life is improved and communities are stronger.



## National Policy Context

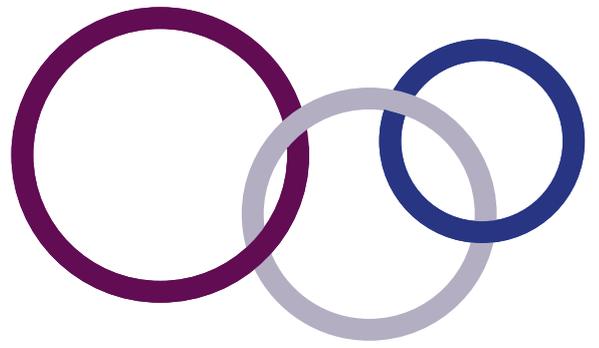
At a national level, the CLD Strategic Plan is informed by a range of policies including:

- Strategic Guidance for Community Planning Partnerships: Community Learning & Development (2012)
- The Requirements for Community Learning & Development (Scotland) Regulations 2013
- National Youth Work Strategy
- GIRFEC – Getting it Right for Every Child
- Early Years Collaborative
- Curriculum for Excellence
- Adult Learning in Scotland - Statement of Ambition
- The Community Empowerment (Scotland) Bill
- Mental Health Strategy 2012-15 Scottish Government, Edinburgh
- Public Bodies (Joint Working) (Scotland) Act 2014
- A Fairer Healthier Scotland. NHS Health Scotland Strategy 2012-17. Health Scotland, Edinburgh
- Commission on Future Delivery of Public Services (Christie)
- Opportunities for All
- The Keys to Life



The Scottish Government has identified the key policy areas which CLD contributes to:





## Local Policy Context

The Community Planning context within which this strategic plan is set is provided by the Dumfries and Galloway Single Outcome Agreement 2013-16. This provides details of the Community Planning Partnership's priorities and ambitions. This strategic plan is informed by this and the following Dumfries and Galloway policies and strategies:

Anti-poverty Strategy

Childrens' Services Plan

Cultural Strategy

Dumfries and Galloway Health and Wellbeing Action Plan

Dumfries and Galloway College Outcome Agreement

Employability Partnership Action Plan

Financial Inclusion Strategy

Health and Social Care Integration draft plans

Leisure and Sport Strategy

Regional Economic Strategy

Youth Work Strategy



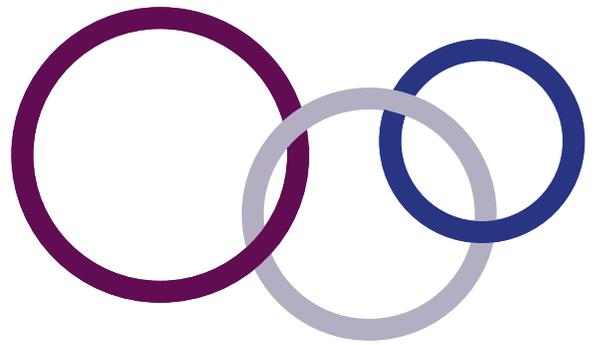
## 2. CLD Partners' Joint Vision

**'Our vision for Dumfries and Galloway is of a strong region where people work together to improve their quality of life, work and wellbeing. Together we will develop best practice in CLD to effectively work with people to realise their aspirations.'**

We will achieve this through:

- Engaging and listening to people
- Understanding the needs of individuals and communities
- Releasing people's assets and skills
- Joining up partner's resources to support individuals and communities
- Sharing and rolling out good CLD practice
- Undertaking joint self-evaluation regularly
- Offering joined up opportunities for children, young people and adults which enable them to become:
  - o Successful learners
  - o Confident individuals
  - o Responsible citizens
  - o Effective contributors





### 3. What is CLD?

CLD empowers people, individually and collectively, to make positive changes in their lives and their communities, through learning.

Education Scotland describes CLD as:

- a distinct sector of education alongside schooling and further and higher education
- a discipline using a distinct set of competences that can be utilised by staff in a range of settings across the public and third sectors
- an area of activity, undertaken in a wide range of settings, that promotes the national outcomes for CLD

*“Good community development work is done in ways which challenge disadvantage and tackle inequalities. It involves changing the relationships between ordinary people and people in positions of power. It is not simply about listening to the loudest voices, or doing things the way they have always been done. It is an approach to achieving social change. It is based on the idea that disadvantage and social injustice cannot be tackled by top-down solutions alone”*

*Community Development Alliance (Scotland)*

The principles that underpin practice are:

- **empowerment** - increasing the ability of individuals and groups to influence matters affecting them and their communities;
- **participation** - supporting people to take part in decision-making;
- **inclusion, equality of opportunity and anti-discrimination** - recognising 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, varied skills and capabilities are used effectively.

CLD Partners work within the following principles of good practice, defined by the CLD Standards Council:

- We collectively know and understand our communities by using all the information we have about them and their needs.
- We work together with people and communities to identify what outcomes are needed to improve their life chances and build more resilient communities

- We agree the most effective and efficient approaches to deliver the outcomes we have collectively agreed.

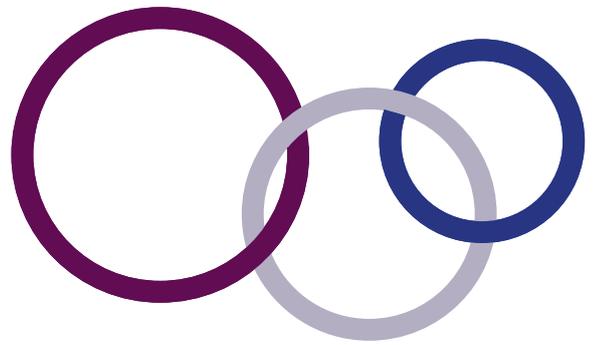
### The focus of CLD

The Strategic Guidance for CLD sets out the focus for CLD as:

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

One of the key strengths of CLD is that its methods are relevant to meeting the needs of young people and adults within diverse communities of interest, need or geography. Participants experience consistency of practice based on the principles outlined above, whether they are involved in youth work, adult learning or community development.





## 4. What do we know about needs in our region?

In determining the focus of the Action Plan, partners considered regional and local information on issues such as poverty, deprivation, employability, education and health.

With regards to poverty and deprivation, both the definition and impact varies. A widely accepted definition of poverty, from the European Commission's joint report on Social Inclusion, is the presence of the following in an individual's life:

- Lack of basic necessities
- Isolation
- Too much bureaucracy and lack of information
- Lack of respect and hope
- Lack of decent work
- Fear for their children

Within Scotland we measure the factors of income, access to services, education, housing, crime, employment and health at a local level through the Scottish Index of Multiple Deprivation (SIMD). *"SIMD divides Scotland into 6,505 small areas, called data zones, each containing around 350 households. The Index provides a relative ranking for each data zone in Scotland, from 1 (most deprived) to 6,505 (least deprived)"* (Crichton Institute, 2015).

There are 193 data zones within Dumfries and Galloway. Nithsdale has 11 data zones which fall into the top 20% most deprived areas in Scotland, making it the area of Dumfries and Galloway with the greatest concentration of overall deprivation. Conversely, unlike Annandale and Eskdale and Wigtownshire, Stewartry has no data zones in the top 20% most deprived areas and only one in the top 40% most deprived areas in Scotland.

The Crichton Institute's research into "Understanding the dimensions of poverty and deprivation in Dumfries and Galloway" looked at 15 distinct indicators of social deprivation. It highlighted that:

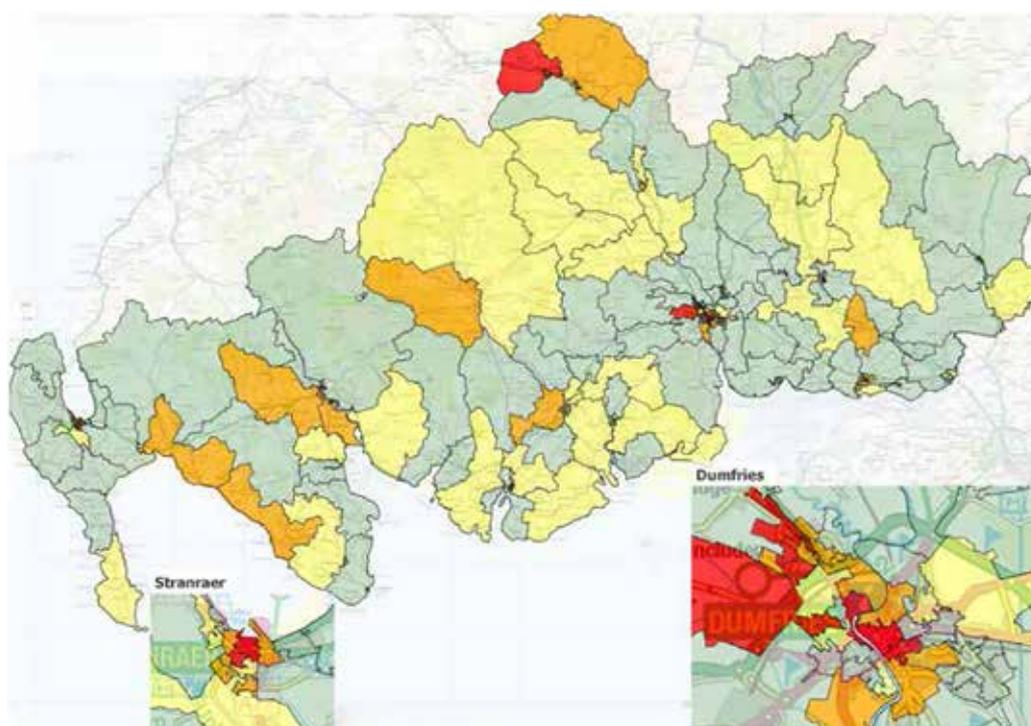
For Annandale and Eskdale 24 of the 49 data zones are amongst the worst 10% for at least one indicator. Two areas stand out as being amongst the top 10% for at least 8 indicators and both of these are in Annan.

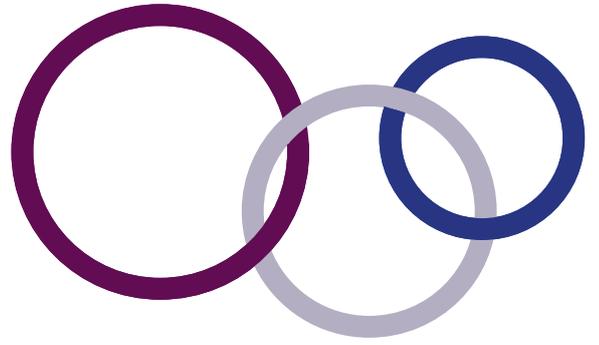
- For Nithsdale 38 of 75 data zones are amongst the worst 10% for at least one indicator. Five data zones have amongst the highest number for at least 8 indicators (4 in Dumfries, 1 in Upper Nithsdale)

- For Stewartry 20 of the Stewartry's 31 data zones are in the top 10% for at least one indicator. This illustrates how broadly different types of deprivation are dispersed across the region. There is one data zone within the Stewartry's top 10% for 8 or more indicators and this is in Dalbeattie
- For Wigtownshire 16 of the areas 38 data zones are among the worst 10% for at least one indicator. Two areas have amongst the highest numbers for at least 8 indicators. These are both within central Stranraer and are both amongst Scotland's 20% most deprived areas.

However, as the SIMD guidance states, *"not everyone living in a deprived area is deprived, and not all deprived people live in deprived areas"* (Crichton Institute, 2015).

In rural locations where populations are dispersed over large areas the degree of deprivation amongst people living in one data zone can vary greatly. This hidden poverty is augmented by factors specific to rural areas such as social isolation and lack of access to services. Also, some people will experience one dimension of deprivation, whilst others will experience multiple factors at the same time. There are relatively low levels (5.9%) of people experiencing three or more dimensions of deprivation within the region (Crichton, 2015).





The highest levels of employment deprivation in the region are found in Wigtownshire at 12.6% of the population. Moreover, the highest levels of people aged 16 and over who have no qualifications are also to be found in Wigtownshire (37.2%) followed by Annandale and Eskdale (34.7%). Both areas have a higher proportion than the regional average of 32.9%. In Dumfries and Galloway, the proportion of people under the age of 44 years is lower than the Scottish average. The outward migration of young people, coupled with our low wage economy, creates challenges within our workforce. Conversely, the proportion of people over 44 years is higher than the Scottish average. This aging population increases demand on our health services. Indeed, with regards to health, more than one in five people in the region have a life-limiting, long-term health condition or disability. The spread is fairly even across all areas with only a slight over-representation in Wigtownshire and under-representation in Nithsdale. Indeed, 91% live outside the region's 16 most deprived data zones. Furthermore, 10% of the population are providers of unpaid care and half of those provide over 50 hours of unpaid care per week (Crichton, 2015).

Among the challenges for CLD partners in Dumfries and Galloway is that poverty and deprivation in rural areas is dispersed. Therefore, it is important that CLD resources are not only focused on areas of high population but strategically deployed within the region where those who would benefit most can access them. CLD partners recognise that this must be done with and not to communities as it is essential that local communities are instrumental in defining the solutions that best suit them.



## **5. What do we need to maintain or do differently?**

The action plan at section 9 describes in more detail how partners will ensure the adequate and efficient provision of CLD. In undertaking the three-year action plan, CLD partners recognise that they have further work to do to:

- Better understand and audit CLD provision
- Assess how efficient and adequate the existing provision is and how well it meets the needs of target individuals and groups

Partners have already looked at a range of information to better understand current provision including:

- Self-evaluation provided by Dumfries and Galloway Council's CLD Service and partners
- Self-evaluation carried out by partners within the learning communities around each secondary school
- Learning community improvement plans
- Information from other external evaluations including the recent inspection of children's services.
- Evaluations of health and social care tests of change
- Examples of existing good practice
- Mapping of CLD in the learning communities
- Education Scotland inspection results and recommendations for improvement from learning community inspections.

### **Inspections during the last 5 years**

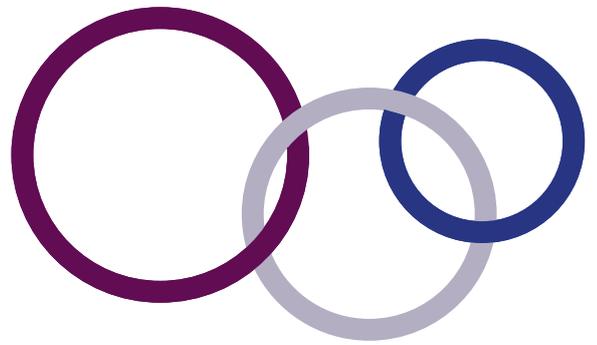
Common themes for improvement within the inspections include:

- A need to review and strengthen partnership working, especially in relation to improvement planning and Curriculum for Excellence
- Consistent use of needs assessments to direct and inform work.

Common strengths identified by inspectors were:

- Motivated and skilled staff who are dedicated to their work
- Programmes which lead to positive outcomes for participants
- Effective community organisations who take responsibility for delivering services

### **CLD partners' self-evaluation and improvement planning**



CLD partners carried out a joint self-evaluation of CLD provision in Dumfries and Galloway and identified the following:

- There is a range of very good partners across Dumfries and Galloway
- Some learning communities perform very well but this is uneven across the region
- There is a need to look at which agencies comprise learning communities
- Self- evaluation is carried out systematically in some areas but not all
- Joint improvement planning by local CLD partners is happening regularly in some areas but not all
- A range of CLD partners have very good information which, in some instances, is shared and used to inform joint practice. However, the sharing of information is inconsistent.

CLD strategic partners wish to support local CLD partnerships and ensure that resources are aligned where the need is greatest. As target groups for community learning and development are dispersed across a highly rural region, this is a complex process. In order to effectively realign resources, partners seek to better understand the stories behind the statistics. This will involve conversations with communities and target groups. CLD partners recognise that volunteers at the heart of community groups and organisations are pivotal in taking forward improvement planning and guiding partners' activity. As public sector resources reduce we need to work together to make best use of the assets held by all partners including the Third Sector. In particular, partners recognise that they need to further develop joint approaches in the following areas:

- Supporting communities to better manage their health and live well in their homes for longer
- Working with schools to deliver Curriculum for Excellence, including wider achievement and alternative curriculum, and coordinate the activities of all partners within the learning communities surrounding each secondary school to realise this.
- Contributing effectively to the relevant stages of peoples journey to employment.
- Supporting communities and individuals to mitigate the impact of welfare reform.
- Supporting individuals in their lifelong learning journey
- Working jointly to ensure support to young people and adult learners.

### **Profiling**

- We have access to some good profiling data and recognise the need to keep it up to date. Partners will continue to use the data that we have available to inform and deepen our understanding of our region.
- In conjunction with communities, we will identify their needs and work with them to overcome the challenges they face.

## **Quality Assurance and Improvement**

- We will improve the coordination of CLD activity through enhancing existing arrangements for self-evaluation using quality assurance tools such as 'How Good is our Community Learning and Development 2?', 'How Good is our Culture and Sport?' and 'How Good is our Third Sector Organisation?' Essential to this is the effective sharing of information. This will inform commitments from partners to better align resources with identified need.

## **Curriculum for Excellence**

- Partners will develop a joint offer to the sixteen schools which will define our contribution to extending the curriculum and providing alternatives to exclusion.
- As partners, we will work better with schools and communities to understand local needs of young people and align our work to help meet these.
- We will engage in conversations with schools to share information and good practice about the wider achievement of young people gained through volunteering and engagement with our activities.
- In conjunction with schools, we will explore models of good practice to support parents and young people using the skills and knowledge of professionals from a variety of disciplines.

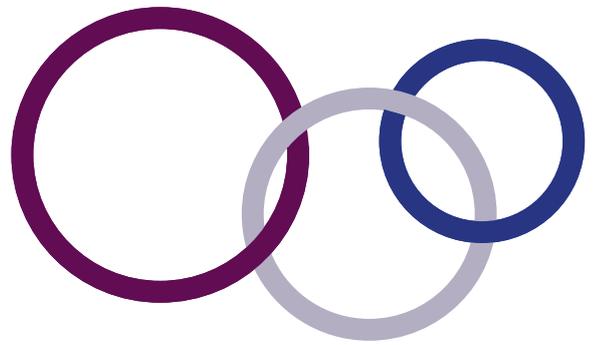
## **Equalities**

We will seek to address inequalities by improving our:

- Work with partners to maximise digital inclusion for people dealing with the effects of welfare reform.
- Joined up approach to supporting people accessing universal credit and universal job-match.
- Raising our awareness of the barriers and additional needs faced by people with protected characteristics.

## **Partnership Work**

- We will achieve a shared understanding of each partner's roles, responsibilities and limitations in order to support effective partnership working.
- We will better co-ordinate the total resource we have available for workforce development and create meaningful platforms through which dialogue can happen.
- We will establish, commit to and ensure buy-in to a framework for partnership development at local level.
- We will put in place a review process to ensure that we do what we have agreed and establish mechanisms for how partners hold each other to account.



### **Work with Communities**

- We will develop a good joint understanding of the lived experience and aspirations of individuals and communities.
- We will better understand and help to mobilise the huge wealth of wisdom, knowledge and skills that exists within our communities across Dumfries and Galloway.
- We recognise that many of the solutions lie within communities and, as partners, we will work with them to support the release of their creative potential and realise their aspirations.

### **Early Intervention & Prevention**

We will work with partners to plan and deliver early intervention and prevention measures to support the implementation of the following strategies:

- Achieving Our Potential
- Commission for Developing Scotland's Young Workforce
- Community Empowerment (Scotland) Bill
- Early Years Framework
- The Equality Act 2010
- Equally Well
- Getting it Right for Every Child (GIRFEC)
- Giving Children and Young People a Sporting Chance
- Mental Health Strategy
- Opportunities for All
- Time to Shine – Scotland's Youth Arts Strategy

CLD partners consider it important to train and develop staff as they work together to meet these challenges. Arrangements for joint workforce development will be put in place. Regular opportunities for partners at all levels to jointly plan and self-evaluate their work will also be established.

## 6. What can't currently be done?

### Barriers to Adequate and Efficient Delivery of CLD

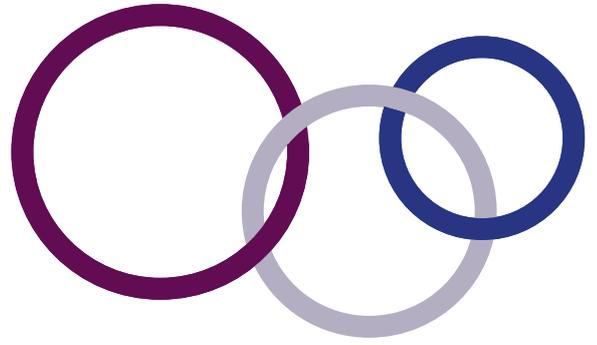
Dumfries and Galloway covers a large geography, with significant rural isolation and dispersed deprivation. Meeting diverse needs with limited resources poses challenges for partners and communities. We acknowledge that we are currently unable to offer CLD provision within every community. This will have an impact in terms of fully meeting the Adult Learning in Scotland – Statement of Ambition.

The information about our region highlights the needs of people beyond the recognised SIMD areas who are suffering poverty and deprivation. Currently CLD provision is concentrated in the most populated areas. Partners recognise the need to look at joint approaches to align our resources to target rural deprivation but this is not expected to be fully accomplished within the period of this strategic plan.

Where a substantial proportion of a community are themselves lacking in social capital the level of engagement with partners is lower. There is a challenge in terms of realignment of resource to engage with these communities and effect positive change.

*Reshaping of the Council* will impact on the future form and focus of the CLD service. The Council resource to lead, implement and develop the future strategic plan will require consideration. Locality partnership arrangements will also need to be considered within this context.





## 7. How will we know it is working?

### Measuring impact and reporting our performance

Partners are accountable for the implementation of the Action Plan, detailed in section 9, and recognise the need to regularly monitor and review our joint planning and delivery.

The following approaches will be used:

A framework will be developed to facilitate a consistent approach to joint planning, delivery, self-evaluation and future improvement planning.

Individual partners will embed CLD joint planning and delivery into their business plans and the business plans of wider services of which they are a part. Responsibility for overall scrutiny will sit with the Community Planning Partnership through annual reporting to the Dumfries and Galloway Strategic Partnership.

How Good is our Community Learning and Development 2? and other tools within the 'How Good is Our' suite will be used by CLD Partners to measure impact.

A mechanism for evaluating the impact of the Action Plan shall include an impact assessment.

Ref Anti Poverty strategy e.g. social capital index



## 8. Who are we asking?

CLD partners recognise that we need to involve people who will benefit from CLD, along with wider partners, to realise our vision. Indeed, people across Dumfries and Galloway were consulted in the development of this plan through focus group discussions and an online survey.

As the plan is implemented, partners will engage openly in discussion about progress and, adopting the National Standards for Community Engagement, continue to use a range of consultation approaches to inform the work that is undertaken.

Input shall be sought from public, private and third sector organisations including:

Adult learners

Community groups and organisations

Elected members and Board members

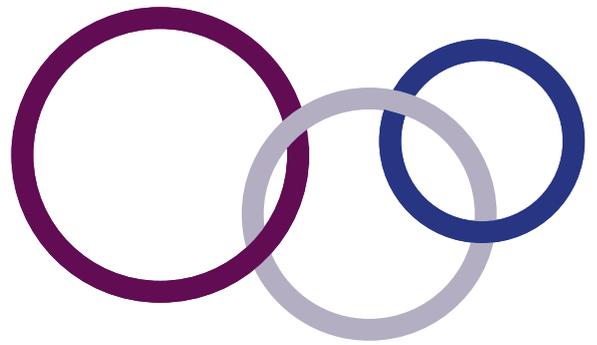
Protected characteristics groups

Schools

Young People

This will safeguard against a top-down approach and ensure that actions meet the needs of communities and there are clear pathways for people to have their say..





## 9. What will we deliver? - Action Plan

### Outcome 1:

### Partners share a joint vision for community learning and development (CLD) in Dumfries & Galloway

#### Year 1

- Develop the vision through engagement with local partners and communities.
- Raise the profile of CLD and ensure it has a central place in community planning.
- Foster a common understanding of CLD through workforce development.
- Ensure young people and communities are represented on partnerships.
- Establish written agreements for partnership working.

#### Year 2

- Review and secure structures for partnership working.
- Establish the position of CLD within community planning.
- Ongoing engagement with local partners and communities to review and develop joint vision.

#### Year 3

- Sustain CLD's central place in community planning.
- Review and develop partners' joint vision to inform the next CLD strategic plan.
- Ongoing engagement with local partners and communities to review and develop joint vision.



## **Outcome 2:**

### **Improved partnership working is enhancing the CLD sector across Dumfries and Galloway**

#### **Year 1**

Establish a framework for effective partnership working which will promote:

- equal partnership
- sharing of skills
- partners holding each other to account
- good communication
- clear roles and responsibilities
- strong links with community planning
- inclusive locality partnership arrangements
- joint self-evaluation and quality assurance

Partners take account of the strategic plan as they develop their business plans and strategies

#### **Year 2**

Review progress made in year one and agree an improvement strategy which includes the effective measurement of CLD outcomes.

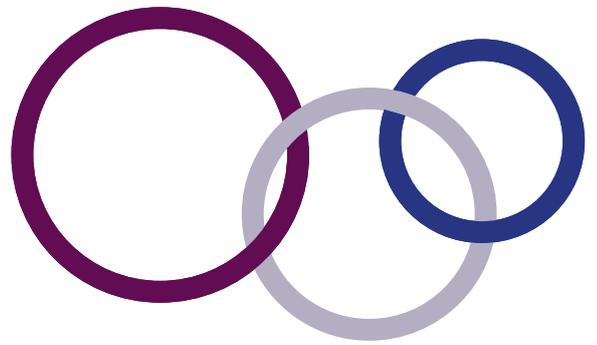
Review and strengthen CLD partnership working arrangements through:

- Establishing a comprehensive network of local partnerships across the region.
- Extending self-evaluation and quality assurance arrangements.
- Joint training and development.

#### **Year 3**

Re-align CLD resources across the region and reflect this in business plans and strategies

Develop the next CLD Strategic Plan in consultation with key stakeholders



### **Outcome 3:**

## **Communities and target groups who benefit from community learning and development have more understanding and involvement in influencing how provision meets identified needs**

### **Year 1**

Make use of partners' needs assessments to better understand the needs of our communities and to match our provision to meet those needs through:

- conversations with communities and target groups to better understand the stories behind the statistics and how to better focus CLD resources.
- agreeing the lead agencies to conduct this engagement and ensure that there are accessible and inclusive pathways in place for people to have their say.
- regularly engaging with local communities and target groups using the Voice tool for the National Standards of Community Engagement.

Raise the profile of CLD through providing a central resource to make available examples of good practice and share information about work going on across the region

Provide information on how people can influence what happens in their communities including promoting understanding of the Community Empowerment (Scotland) Bill and its implications

### **Year 2**

Continue to engage with local communities to understand need, particularly within areas of isolation and rural disadvantage.

Use assessment information to guide the re-alignment of CLD provision with need.

Audit current partner work contributing to community empowerment and development.

### **Year 3**

Consult communities and target groups on the progress of the implementation of the strategic plan and how effectively CLD provision meets their needs.

Reflect back to communities how their views have influenced the development of the next three-year strategic plan.

Review and extend the joint approach to community empowerment and development.

## **Outcome 4:**

### **Communities and target groups have developed increased capacity to plan and deliver solutions that best meet their needs**

#### **Year 1**

Hold conversations with communities and target groups to better understand what support they require.

Audit the support currently provided by partners, begin planning a coordinated partnership approach to meeting these needs and agree what increased capacity will look like and how this will be measured.

Agree the assets partners have available and work with communities and target groups to make best use of them.

#### **Year 2**

Coordinate partners' delivery of opportunities with communities and target groups to develop knowledge, skills and capacity, for example through:

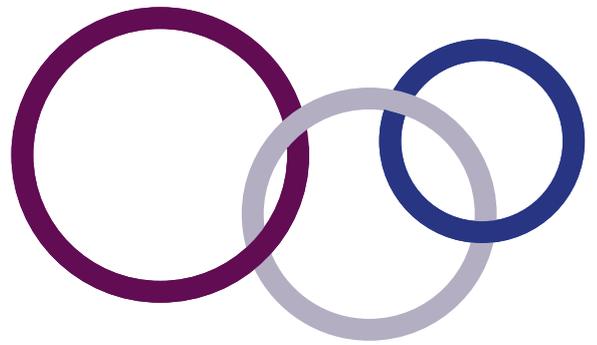
- Education and training
- Advice and support to access funding
- Promoting and supporting volunteering
- Addressing barriers to participation

#### **Year 3**

Evaluate and review, with communities, the coordination of opportunities for communities and target groups to develop knowledge, skills and capacity

Reconfigure the coordination of opportunities taking account of the evaluation feedback then coordinate delivery of revised provision





## **Outcome 5:**

**Partners are using community learning and development approaches to effectively work together to improve outcomes with communities and target groups**

### **Year 1**

The initial work in this area will be around:

- recognising the need to target support in areas of deprivation
- raising partners' awareness of the National Ambition for Adult Learning and begin to audit existing partners' provision and progression routes
- raising partners' awareness of the National Youth Work Strategy and local youth work strategies and begin to audit existing partners' provision
- promoting CLD partners' contribution to good practice in terms of Employability Pipeline work and explore how this can be developed

Develop our shared understanding of CLD approaches in supporting communities to tackle inequalities through:

- working with communities to better understand and develop their assets
- promoting the value of community-based approaches to early intervention and prevention
- developing joint approaches to support communities to better manage their health and live well in their homes and communities for longer

### **Year 2**

Develop joined up work with communities and target groups to better develop and use their assets to generate community solutions and build resilience

Coordinate planning and delivery of adequate and efficient adult learning provision which will:

- review current adult learning provision and how well it meets the National Ambition for Adult Learning
- coordinate opportunities to access and progress through education and training at all levels
- strengthen communication arrangements to ensure linkage between strategic and local partners and teams

Coordinate planning and delivery of adequate and efficient youth work and family learning to:

- enable young people to build independence and confidence in a supportive environment
- facilitate partnership work around youth work and youth democracy
- coordinate and offer partnership support around the 16 secondary schools
- develop systematic approaches to the joint delivery of wider achievement and alternative and extended Curriculum for Excellence options with young people
- coordinate joint partner support to emerging family centres to support families to better understand and engage in their children's education
- support the implementation of Getting it Right for Every Child

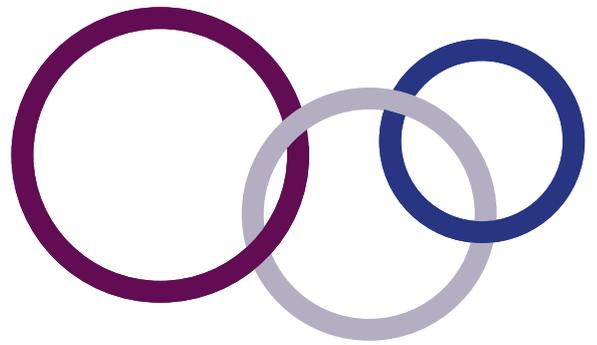
Ensure effective partnership approaches to mitigate the impact of welfare reform on communities and target through coordination of:

- accessible and inclusive information available in all communities
- digital inclusion opportunities
- financial inclusion programmes
- education and training focused on employment and career development aligned to local economic need

### **Year 3**

Evaluate and review, with communities, the coordination of partners' provision

Reconfigure the coordination of opportunities taking account of the evaluation feedback then coordinate delivery of revised provision



## **Outcome 6:**

**The capacity of the community learning and development sector has been increased through maximising joint training and development opportunities.**

### **Year 1**

Review training and development opportunities currently available across the sector and explore potential joint workforce development arrangements.

Identify and secure resources and funding to deliver joint training and development opportunities.

Share training and development opportunities across the CLD sector

### **Year 2**

Develop and deliver joint training and development opportunities which will build resilience and equip the CLD sector to respond to emerging needs

Ensure equal access to joint training and development opportunities

### **Year 3**

Review the impact of joint training and development opportunities provided.



## References

Bridging the Gap [https://www.educationscotland.gov.uk/Images/Bridging\\_The\\_Gap\\_tcm4-552837.pdf](https://www.educationscotland.gov.uk/Images/Bridging_The_Gap_tcm4-552837.pdf)

Dumfries and Galloway Anti-Poverty Strategy 2015-20

Crichton Institute (2015a). Annandale and Eskdale Local Area Profile.

Crichton Institute (2015b). Understanding the Dimensions of Poverty and Deprivation in Dumfries and Galloway.

Community Empowerment Bill [http://www.scottish.parliament.uk/54\\_Bills/Community%20Empowerment%20\(Scotland\)%20Bill/b52s4-introd.pdf](http://www.scottish.parliament.uk/54_Bills/Community%20Empowerment%20(Scotland)%20Bill/b52s4-introd.pdf)

Christie Report <http://www.scotland.gov.uk/Resource/Doc/352649/0118638.pdf>

Dumfries and Galloway Employability Partnership Action Plan 2013 - 2016

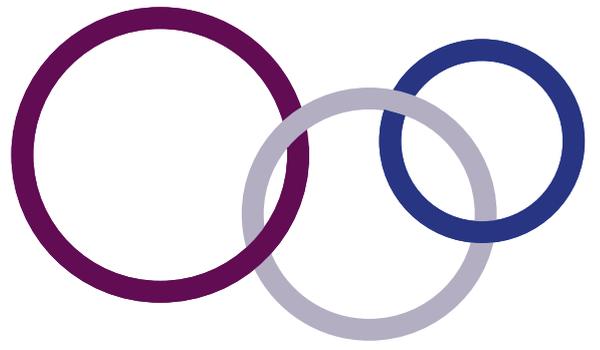
Dumfries and Galloway Regional Economic Strategy 2014-2020

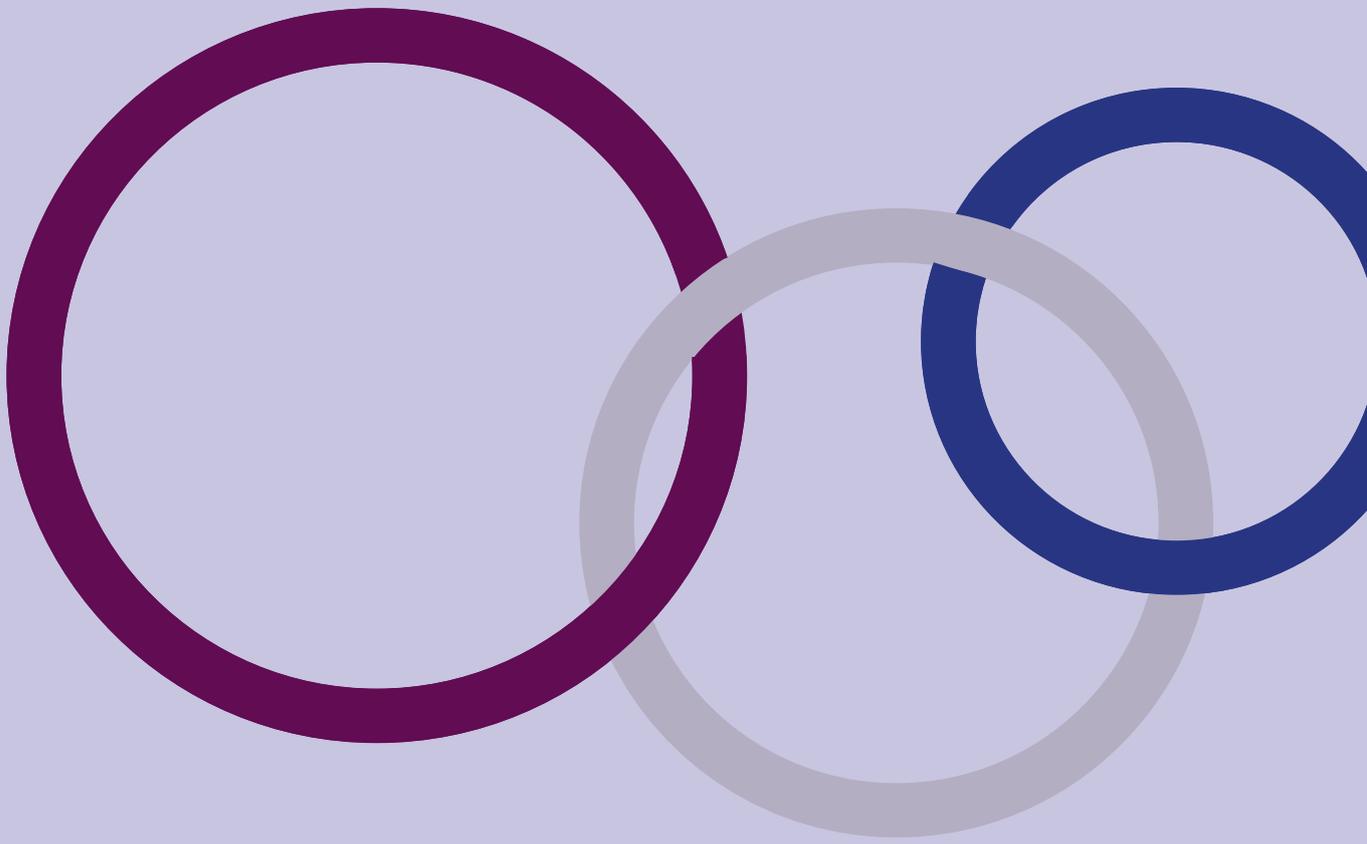
National Statement of ambition for community planning <http://www.scotland.gov.uk/Topics/Government/local-government/CP/soa>

Statutory Instrument for CLD <http://www.scotland.gov.uk/Publications/2013/03/7748/1>

Strategic Guidance for CLD <http://www.scotland.gov.uk/Resource/0039/00394611.pdf>

Skills for Scotland <http://www.scotland.gov.uk/Resource/Doc/197204/0052752.pdf>





**If you would like some help understanding this or need it in another format please contact 030 33 33 3000**