



**Community
Learning
&
Development
Plan
2015 – 2018**

Foreword

On behalf of the Moray Community Planning Partnership, it gives me great pleasure to present our community learning and development plan for 2015 – 2018.

The plan is intended to be accessible to everyone who has an interest in community learning and development in Moray: learners, communities, providers of learning opportunities, and policy makers. It sets out, clearly and concisely, our key aspirations for community learning and development. It outlines the current opportunities and challenges as well as identifying our immediate and longer term intentions.

The plan is a key milestone in, and a springboard for, a wider engagement process bringing together learners, communities, and providers of learning opportunities from across the three sectors: public, private and third sector. It will be reviewed annually.

I hope this plan will inspire you to get involved in community learning and development, to help unleash the power and creativity of the people of Moray and so enable Moray to flourish.

Cllr Stewart Cree

Chair, Community Engagement Group

Moray Community Planning Partnership



Contents

1. Introduction.....	5
2. Moray Strategic Priorities	6
3. Enablers	6
<i>Engagement – a community learning & development network.....</i>	<i>6</i>
<i>Workforce development</i>	<i>7</i>
4. Where we are and what we intend to do	9
<i>The role of the Moray Community Planning Partnership.....</i>	<i>10</i>
<i>The role of the Community Engagement Group</i>	<i>10</i>
<i>Engaging people in developing the plan</i>	<i>11</i>
<i>Children & Young People – Early Years:.....</i>	<i>12</i>
<i>Children & Young People – Youth Work:</i>	<i>13</i>
<i>Adult Learning</i>	<i>15</i>
<i>Empowering Communities</i>	<i>16</i>
5. What else we intend to do.....	17
6. Strategic Fit.....	19
<i>Community Empowerment (Scotland) Act.....</i>	<i>19</i>
<i>Developing Scotland’s Young Workforce, and Moray Employability Strategy.....</i>	<i>20</i>
<i>Moray 2023 – A plan for the future.....</i>	<i>20</i>
7. Monitoring, evaluation and reporting	21
<i>Monitoring & Evaluation.....</i>	<i>21</i>
<i>Reporting.....</i>	<i>23</i>
8. A framework for community learning & development.....	24
<i>Abbreviations</i>	<i>24</i>

1. Introduction

The purpose of community learning & development is to empower people, individually and collectively, to make positive change in their lives and their communities through learning.¹

This is in line with the aspirations set out in the Moray Community Planning Partnership ten years plan – Moray 2023 – which identifies the key role of building community capacity in helping develop stronger, more resilient communities, capable of identifying and addressing their own needs and aspirations.

It is also very much in line with the general direction of public policy in Scotland: from the Christie report on public sector reform to the recently approved Community Empowerment (Scotland) Act.

The response of the Scottish Government to the Christie report on the future of public services delivery sets out a clear and radical vision of how public services need to change:

“We will empower local communities and local service providers to work together to develop practical solutions that make best use of all the resources available. The focus on public spending and action must build on the assets and the potential of the individual, the family and the community rather than being dictated by organisational structures and boundaries. Public services must work harder to involve people everywhere in the redesign and re-shaping of their activities.”

And the Community Empowerment Act embeds into legislation how some of this can happen in practice, including, for example:

- tasking community planning partnerships to engage with community bodies
- giving communities the right to participate in the design and delivery of public services
- extending the community right to buy land and
- giving communities the right to request the transfer of public assets to themselves.

The future success of Scotland, and of Moray, depends on empowering people and communities. Community learning & development has a key role to play in building the capacity of people, individually and collectively, to take and make best use of that power.

¹ *Strategic Guidance to Community Planning Partnerships* Scottish Government 2012

2. Moray Strategic Priorities

Our overarching aspirations for community learning & development in Moray are:

1. Every child has the best start in life
2. Everyone, irrespective of age, has access to support and development opportunities enabling them to meet their needs and aspirations and realise their potential
3. Empowered communities have access to support and resources enabling them to identify and address their own needs and aspirations

These summarise the priorities identified by those who took part in the community engagement carried out to support the development of this plan. The pursuit of these aspirations will make a substantial contribution to the achievement of key targets under each of Moray 2023 five priority areas of:

1. a growing, diverse and sustainable economy;
2. healthier citizens;
3. ambitious and confident young people;
4. adults living healthier, sustainable independent lives safeguarded from harm; and
5. safer communities

as well as aligning with and supporting the priorities identified in other local and national plans, strategies and policies, as summarised in the “strategic fit” section.

We know there is a wide range of community learning & development work taking place in Moray, delivered by individuals and organisations based in all three sectors (public, private and third sector). However, we are also aware that some of this work could be better promoted, better targeted, and better coordinated. It is our intention to address these challenges, coordinating, targeting and promoting our community learning & development activities to address inequality and meet the needs and aspirations of the most disadvantaged groups and individuals in our communities.

3. Enablers

Engagement – a community learning & development network

Our aspirations can only be met through engagement with all those who have an interest in community learning & development in Moray: learners, communities (including non-participants), and providers of

learning opportunities. Engagement will therefore be a key focus of our activities in the first year of this plan's implementation.

The process of engagement which supported the development of this plan has helped us identify a number of key people and groups interested in the development of a learning providers and facilitators network. This will be a fundamental element of the community learning & development infrastructure of Moray.

The community learning & development network will:

- bring together providers and practitioners from across the three sectors – public, private and third sector – and include both paid staff and volunteers, collectively referred to as the community learning & development workforce;
- identify, map and analyse current community learning & development provision, to develop a more detailed understanding of what is being provided, where, how and by whom;
- facilitate the coordination of community learning & development, which is one of the key needs of Moray to be met through the implementation of this plan;
- be one of the main routes for communicating and engaging with learners, and ensure providers remain focused on the needs and aspirations of learners and communities;
- identify, analyse and prioritise community learning & development needs and aspirations, to develop a detailed community learning & development action plan and local plans;
- identify the training and development needs of Moray's community learning & development workforce, and facilitate their participation in the North Alliance, a partnership of community learning & development practitioners from the seven local authority areas in the North of Scotland (<http://www.orkneycommunities.co.uk/NorthAlliance>; see also "workforce development" section, below).

Additional routes for communicating and engaging with learners and communities are being developed through the Moray Community Planning Partnership Community Engagement Group, which has the role of promoting and coordinating meaningful and effective community engagement across the community planning partnership. This coordinated approach builds on the community engagement work already carried out by individual partners using a range of approaches and in a range of settings.

Workforce development

Learners are entitled to be inspired and supported by skilled practitioners, whether paid or unpaid. In community learning & development,

practitioners volunteer or are employed in a range of settings and roles within Moray's communities, and their skills are increasingly being recognised.

We wish to develop a learning culture within the workforce underpinned by the values and competences of community learning & development and a commitment to its code of ethics. The framework of seven community learning & development competencies seeks to enable people to reflect on their experience and develop their skills and knowledge base.



Figure 1: the seven community learning & development competencies

Currently, Moray membership of the Standards Council for Community Learning and Development in Scotland² is low. However, Moray is part of The North Alliance, which aims to improve opportunities and access to continuing professional development for the community learning & development workforce within the partnership area, with the ultimate aim of improving positive learning outcomes in communities.

We will support the sector by delivering training on the community learning & development competencies and i-Develop³, so that

² The Standards Council for Community Learning and Development in Scotland is the body responsible for the registration of community learning & development practitioners, the approval of training courses, and the continuing professional development of the sector workforce. See more at <http://cldstandardscouncil.org.uk>

³ i-Develop is the national web-based continuous professional development (CPD) framework supporting innovative learning and development for practitioners based on the values, principles, skills and competences

practitioners can engage in and become active members of the Standards Council. Thereafter, through the community learning & development network and The North Alliance, we will strengthen, maximise and develop continuous professional development opportunities that are meaningful to practitioners. Ultimately we aim to create a pathway for practitioners to enable them to gain experience and accreditation in community learning & development, helping them develop approaches enabling people to overcome barriers to participation.

4. Where we are and what we intend to do

Community learning & development services are currently being delivered through a range of partners and a number of local authority departments.

Within the local authority, Essential Skills and English for Speakers of Other Languages are delivered through the Libraries' Service; Youth Work through the Engagement Team of the Children's Wellbeing Team; and Capacity Building through the Community Support Unit, based in the Chief Executives Department.

In addition to this, there is a wide range of community learning and development work carried out by community planning partners, including organisations like Moray College – UHI (University of the Highlands & Islands), the local Health & Social Care Partnership, the Strengthening Communities team at HIE (Highlands & Islands Enterprise) Moray, and third sector organisations like **tsiMORAY**, the local third sector interface⁴.

There is currently no Community Learning and Development partnership. The results of recent Education Scotland Learning Community inspections demonstrate that Moray has a good track record in delivering good quality services (see figures 3 and 4). However, these were achieved before the reorganisation of community learning & development services, and the engagement process carried out to develop this plan has highlighted a clear need for a network of learning providers and facilitators to help coordinate service provision, as identified in the preceding section.

Given the key role of community learning and development in enabling community engagement, the remit of the Community Engagement Group

shared by in community learning & development practitioners and employers. See more at <http://www.i-develop-cld.org.uk>

⁴ **tsiMORAY** is a dynamic local charity set up to support and promote volunteering, community groups, voluntary organisations and social enterprises. **tsiMORAY** also supports and promotes communication and collaboration between all of these organisations – often referred to as “third sector”, to differentiate them from the public and private sectors – and between them and public sector organisations, such as the Moray Council, the NHS etc.

will be extended to include that of a Community Learning & Development Partnership. This will play to the Group’s unique strengths, complement its existing role and maximise its impact. Its community learning & development governance role will include monitoring the implementation of this plan on behalf of the Community Planning Board.

The role of the Moray Community Planning Partnership

Community learning & development has a key role to play in enabling the engagement of individuals and communities to help ensure the successful implementation of Moray 2023, the Moray Community Planning Partnership’s ten years plan. As a consequence, the Partnership agreed, in February 2015, to take on the responsibility for developing the community learning and development plan, a responsibility that originally sat with the local authority.

Recognising the role that partner organisations and, particularly, the third sector play in engaging with and empowering individuals and communities, the Partnership tasked the local third sector interface, **tsiMORAY**, to lead on developing the plan. The Chief Officer of **tsiMORAY**, who is also the lead officer for community engagement for the Moray Community Planning Partnership, was supported in this by the Moray Council’s Engagement Team Manager. It is envisaged that the Local Authority will designate an officer to support the implementation of this plan.

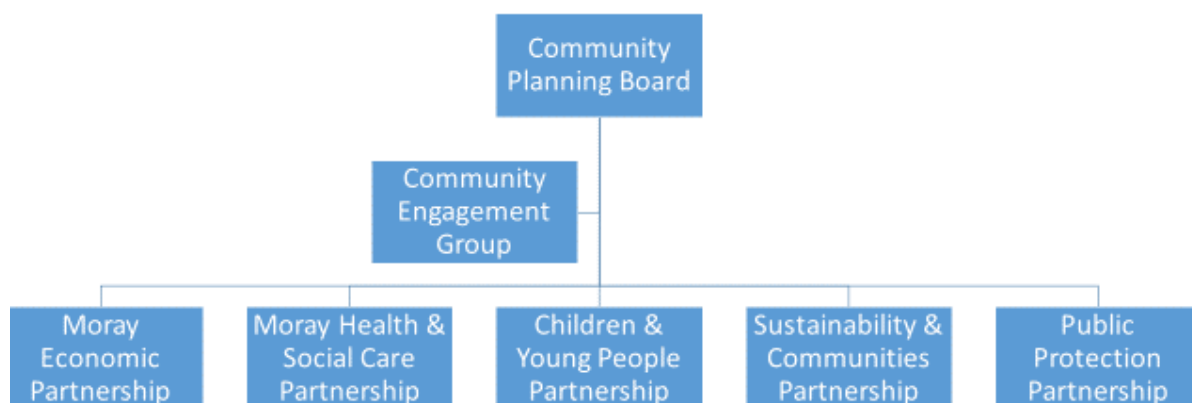


Figure 2: How the Moray Community Planning Partnership is structured

The role of the Community Engagement Group

The current role of the Community Engagement Group is to foster better cooperation and dialogue between the Community Planning Partnership and the communities of Moray by:

- promoting improvement and coordination of community engagement in Moray;
- monitoring, evaluating and reporting on the quality of community engagement for and to the Community Planning Board;
- promoting community and organisational capacity building.

Recently agreed proposals have already seen an extension of the Group's role to include the direct coordination of community engagement, subject to the Group being adequately supported and resourced by the Community Planning Partnership.

The Group's membership includes volunteers drawn from the boards and managing committees of local community groups, including the Moray Joint Community Councils, and third sector organisations, as well as local authority elected members and officers from each of the partners. The officers are members of staff who are both informed about their organisation's community engagement activities and able to influence their organisation's plans in relation to community engagement.

Engaging people in developing the plan

Key stages in involving people in developing the plan included:

- an initial stakeholder meeting in March 2015, leading to the identification of relevant key local and national plans, policies and strategies, and of a wider circle of stakeholders to be engaged;
- a workshop at **tsiMORAY's** annual third sector conference, Join the Dots;
- the formation of a small steering group to oversee the development of the plan;
- the formation of a small short-life working group to plan the engagement process and write the plan;
- the development and implementation of an engagement plan using VOiCE (Visioning Outcomes in Community Engagement), a planning and evaluation database based on the national standards for community engagement;
- a survey circulated to a broad range of stakeholders, which was completed by 73 respondents;
- an open meeting in the Elgin Youth Café attracting 39 participants from both public agencies and third sector organisations.

The Moray Community Planning Partnership Community Engagement Group provided feedback on the engagement process throughout the community learning & development plan development period, were involved in endorsing the plan, and will continue to provide advice and support for ongoing engagement with communities, including engagement focused on reviewing the plan during its first year of implementation.

Children & Young People – Early Years:

The Moray Council Integrated Children's Services is a section of the Education and Social Care department. The work of this section focuses on improving outcomes for children, young people and families with an emphasis on the early years, prevention, early intervention and capacity building; this in line with the recommendations of the Christie Commission report.

Alongside the local authority provision, there is a wide range of work carried out by community planning partners and third sector organisations focused on early years, from pre-birth to 8 years of age, to help ensure every child has the best start in life. Organisations playing a key role in this area include NHS Grampian, who is a full member of the Moray Early Years partnership and of the Children & Young People Partnership, and third sector organisations like Step by Step, a parent and toddler group which offers a safe, relaxed and friendly meeting place for families with young children, from pre-birth to three years old, who feel lonely or would like that bit of extra support.

In 2014 a Public Social Partnership was developed to investigate the needs of families, and in particular vulnerable or isolated families, to pilot provision utilising the Early Years Collaborative methodologies, and to develop sustainable outcomes. It was recognised that although collectively the Early Years partnership knew what works well to meet needs, the reality was that funding from the public purse was not sufficient to maintain this, particularly in more rural areas. A consultation was carried out involving the public and professionals, with the findings published in January 2015. These have been incorporated into the draft Moray Early Years Strategy to ensure that every child pre-birth to 8 years of age has the best start in life.

Support for parents has been developed through a model of provision to meet their needs. The challenge here is to ensure that each parent can access universal provision in their locality through partnership delivery.

The engagement process has revealed the broad range of activities already in progress to address our first strategic priority: every child has the best start in life. Examples of current activities include: post-natal visits; parenting, attachment and bonding support; parent numeracy and literacy courses; budgeting training; children's first aid training for parents; confidence to cook and life skills training; parent support groups to help improve parenting and access to work opportunities; support to help raise self-expectations in both young and parents; health and wellbeing support for parents to teach their children to lead a healthy life.

However, there are gaps in provision, so not all parents have access to these opportunities. There is scope to increase the accessibility, coordination and targeting of these activities, and to facilitate better cross referral between them, particularly when they are provided by different organisations.

Key priorities identified by survey participants include: focusing educational opportunity on priority groups; working with isolated parents; supporting community based groups focused on parenting; life skills and confidence to cook; early intervention.

The community learning & development action plan will therefore seek through partnership working to further develop and coordinate the learning opportunities locally for the right support at the right time for parents and carers so they can fulfil their role. The voice of parents and carers will be fundamental to inform, gain insight and knowledge to meet this need.

Children & Young People – Youth Work:

Moray currently has two members of the Scottish Youth Parliament who endeavour to represent the voices of young people and are supported through youth workers. In order to maximise the learning this represents, the support and provision needs to be reviewed so there are stronger links with schools and curriculum.

There is an active Youth Council who meets regularly with representatives from each associated schools group. They have prioritised this year the development of a consultation across Moray based on the national wellbeing indicators, to provide baseline information for practitioners and Locality Management groups. The development of a Youth Bank is their second priority to facilitate action projects for young people by young people. This was informed particularly by a Moray LEADER exchange to Sweden where young people saw the ease of making projects happen through locality planning and support.

Locally a Youth Strategy was developed by the Moray Youth Council for 2013-2016, gathering the issues and views of 12-25year olds to inform the Community Planning Partnership. Whilst a number of the actions have been delivered the strategy requires review with partners and a new strategy to be developed and progressed.

There is a range of youth work provision delivered through independent charities, third sector, uniformed groups, church-based groups and the local authority. All report that sourcing funding is now more difficult, time-consuming and increasingly competitive. The community learning & development action plan will include provision to improve communication, coordination, training and upskilling of volunteers and staff. Local

practitioner networks will be held regularly to support workers, driven through the intelligence shared by local management groups in each secondary school catchment area. The Youth Work Partnership will be reinstated to enable this, to develop common targets and drive the youth work outcomes to support young peoples' development and aspirations.

Almost all young people attend school, therefore it is important that young people have access to youth work staff and those opportunities for group work and accreditation, based on need, is delivered within curricular time and out with the school timetable. Youth workers will seek to address the recent reduction in local authority-led community-based opportunities through partnership working and supporting volunteers.

Moray has a vibrant third sector, with many opportunities for young people and adults to participate in provision targeting children, young people and families, and for young people themselves to be recognised for their volunteering through schemes like the Saltire Awards and the Duke of Edinburgh Awards. However, there is scope for reviewing the Moray Council volunteering policy and to increase volunteering opportunities within the local authority.

The engagement process has revealed the broad range of activities already in progress to address the youth work dimension of our second strategic priority: everyone, irrespective of age, has access to support and development opportunities enabling them to meet their needs and aspirations and realise their potential. Examples of current activities include: school-based and social work-led one to one support; a wide range of school-based and community based youth and intergenerational projects, including projects focusing on health & wellbeing, financial and budgeting skills, cooking and healthy eating, soft skills and employability, civic engagement, etc, as well as a range of outdoor experiential learning based on outdoor and adventurous activities for a wide range of age groups.

However, not everyone has access to these opportunities, and there is a tension between the aspiration to provide services targeted to those in greatest need and facilitating access to development opportunities open to all. The rural character of Moray and the lack of adequate public transport also present additional challenges.

Key priorities identified by survey participants include: teenage forums and life skills training; work-based learning for young people, with a particular focus on disadvantaged young people and those with disabilities; more specific opportunities for young people with autism; more community-based youth work, supporting young people and providing greater opportunities for awards and other forms of recognition.

Better coordination between providers, the development of approaches balancing universal access and engagement with those at greatest risk, and the further development of community-based and community-led transport are some of the key actions to be taken forward during the period covered by this plan.

Adult Learning

In the absence of a community learning & development partnership, the Moray Lifelong Learning Forum, established in 2006, provides an opportunity for the Moray Community Planning Partnership members which provide adult learning opportunities to plan, deliver and evaluate services through close partnership working.

The Moray Lifelong Learning Forum developed the Moray Lifelong Learning Strategy 2014-2017, which describes the vision for the Forum as: "to provide lifelong learning opportunities for our community that are required if Moray is to fulfil its economic, social and cultural potential."

The strategy also sets out the Forum's commitment to ensuring that the adult learning provided across Moray meets the need of communities and individuals by:

- being designed and delivered to increase a learner's knowledge and skills
- improving self-confidence and employability
- allowing learners to play a full and active part in society
- enabling learners to confidently access digital technology and digital services

The strategy includes a detailed action plan and identifies the following priorities:

- employability and career management skills that prepare individuals for employment and future career development rather than focus on a specific occupation
- digital literacy skills
- literacy and numeracy
- English for Speakers of Other Languages (ESOL)
- the five core skills of communication, numeracy, problem solving, information technology and working with others
- personal and learning skills that enable individuals to become effective lifelong learners
- vocational skills specific to a particular occupation or sector
- essential skills that include all of the above including family learning

The proposed community learning & development network can support the Moray Lifelong Learning Forum to:

- engage with, listen to and respond to communities and individuals, in planning adult learning opportunities.
- target those most in need due to their personal, social, cultural or economic circumstances
- work in partnership to share knowledge and resources to support those most in need
- ensure opportunities offer progression, choice of locations, levels, topics and accreditation
- establish one or more adult learners' forums with representatives from across the partnership to develop, plan and evaluate the adult learning provision
- build on the work of the Early Years Collaborative to support vulnerable parents and families to be able to support their children's learning and development
- work in partnership to provide guidance and signposting to adult learning providers
- promoting and developing a learning culture within the community learning & development workforce to ensure that workers have the professional knowledge, skills and understanding to carry out their roles, and are committed to continuous improvement in their performance and to the quality of the services they provide.

Key priorities identified by survey participants include: computer skills; domestic skills and cookery; greater support for adult learners; literacy and numeracy skills.

Empowering Communities

There is considerable work in Moray focused on developing community capacity and in facilitating greater community participation in decision making, designing and delivering services. This includes the work carried out by:

- the Moray Council Community Support Unit, which provides support to voluntary groups and organisations, particularly in relation to Community Asset Transfer requests, as well as facilitating community engagement on behalf of the Council and of the Community Planning Partnership, including current and planned work using Planning for Real and Participatory Budgeting approaches;
- Highlands & Islands Enterprise Moray Strengthening Communities team, which provides focused support to a number of Community Account Managed social enterprises and enterprising third sector organisations as well as being involved in capacity building activities with partners from public, private and third sector;
- NHS Grampian and Health & Social Care Partnership staff engaged in community engagement and development activity, particularly in

relation to health promotion, the integration of health and social care and reshaping care for older people;

- **tsiMORAY** and other third sector organisations, including three community development trust, which provide support to a wide range of third sector groups, including helping them to identify and meet their own needs and aspirations, and to develop their capacity to be involved in the design and delivery of services.

Coordination of work in this area has improved considerably recently, through joint working, regular contact between managers and between front-line practitioners from different services, and thanks to the work of the Community Planning Partnership Community Engagement Group.

Key priorities identified by survey participants include: building stronger, resilient communities; widening participation across community to increase representation; encouraging wider engagement with and by Parent Councils; building community capacity; supporting Planning for Real, participatory budgeting and community action; addressing cross-cutting issues like housing, transport and recreation opportunities.

5. What else we intend to do

In addition to the activities identified above, our main focus over the first year of this plan will be to build on the knowledge and relationships developed during the preparation of this plan to identify, map and analyse current community learning & development provision, to develop a more detailed understanding of what is being provided, where, how and by whom. This will enable us to coordinate current provision as well as to identify and address gaps.

Our approach will be based on engaging with all those who have an interest in community learning & development in Moray: learners, communities, and providers of learning opportunities. As described earlier, this will include the development of a learning providers and facilitators network as a key element of the community learning & development infrastructure of Moray. It will also include the development of more effective, coordinated approaches to engaging with the wider population of Moray, supported by the collaborative approaches being developed by the Community Engagement Group and by the Health & Social Care Partnership.

Our top priorities over the coming year therefore include:

- bringing together providers and practitioners from across the three sectors – public, private and third sector – in a community learning & development network;

- collaborating with colleagues from across the Community Planning Partnership to engage learners, potential learners and the wider community;
- identifying, mapping and analysing current community learning & development provision, to develop a more detailed understanding of what is being provided, where, how and by whom;
- identifying, analysing and prioritising community learning & development needs and aspirations, and ranking these, prioritising areas according to their contribution to reducing inequalities;
- identifying the training and development needs of Moray's community learning & development workforce, and facilitating their participation in continuing professional development opportunities;
- reviewing this plan and developing a detailed community learning & development action plan for the following three years.

In addition, and parallel to this, we envisage facilitating joint work on specific projects, including:

- the further development of the local children & young people third sector forum and of other third sector forums, including one focusing specifically on health & wellbeing, to facilitate collaboration and sharing of information across the third sector and between the third and public sectors;
- the development of joint projects to further develop community capacity, including specific projects focused on identifying and addressing health and wellbeing issues in target groups, such as disadvantaged localities and older people.

The work planned for the first year of this plan, described above, will help us develop a prioritised action plan to identify and address the community learning & development needs of our communities, with a particular focus on disadvantaged and marginalised groups. However, we recognise that the facilitation of communication and engagement with people currently not accessing learning opportunities will present a particular challenge. While we will engage with this group as part of our wider community engagement during the period of this plan, we envisage that our own capacity will need to be developed further before we can target this as a priority group, and we may be unable to do this during the period covered by this plan.

6. Strategic Fit

The Moray Community Learning & Development Plan for 2015 – 2018 aligns with and support the priorities of all the relevant national and local plans, strategies and policies.

The most relevant documents were identified during a strategic stakeholders meeting facilitated by **tsiMORAY** in March 2015. They include: the Community Empowerment (Scotland) Act; the Children & Young People (Scotland) Act; the Community Learning & Development (Scotland) Regulations; the National Standards for Community Engagement; Developing Scotland's Young Workforce; the Moray Life Long Learning Strategy; the Moray Integrated Children's Service Plan; Moray 2023 – a plan for the future; the Moray Prevention Plan; the Moray draft Mental Health Strategy; the Moray Employability Strategy; the Moray Cultural Strategy; the Investment Plan Highland and Islands; the Moray Equalities Strategy and Equality Outcomes plan.

They were analysed to inform the development of the Community Learning & Development Plan and of the supporting action plan.

This document presents a broad summary of that analysis for the most strategically relevant plans and policies.

Community Empowerment (Scotland) Act

The Plan identifies "empowered communities with access to support and resources enabling them to identify and address their own needs and aspirations" as one of its three strategic priorities. The focus on capacity building will enhance the ability of the community to grasp the opportunities presented by the Act. This is likely to include enhancing the community capacity for:

- participating in decision-making, including participatory budgeting and the planning, co-production and co-delivery of services;
- engaging with the community planning partnership through participation requests; and
- making use of the provision for community purchase or transfer of assets, including land and buildings.

The first review of this Plan will benefit from and reflect guidance on the implementation of the Act, which is due to be published over the coming months.

The action plan will ensure a focus on the needs and aspirations of disadvantaged communities, e.g. of people living in localities experiencing significantly poorer outcomes than the local or national average, as identified by the Community Planning Partnership in accordance with the provisions of the Act. In this way, the action plan will help ensure

community learning & development support and complement the development and implementation of locality plans as required by the Act.

The action plan will also ensure the ongoing improvement of the community learning & development workforce skills in relation to community engagement, and promote the transfer of these skills to others.

Developing Scotland's Young Workforce, and Moray Employability Strategy

The Plan identifies access to support and development opportunities for all, irrespective of age, to enable them to meet their needs and aspirations and realise their potential as one of its three strategic priorities. This focus on personal development applies to both youth work and adult education, and will enhance people's opportunities at all stages of the employability pipeline⁵. In addition to this, all of the three strategic priorities will support the development of measures to ensure that those young people most at risk of disengaging are supported above and beyond the traditional employability provision.

The action plan will ensure a focus on:

- prioritising appropriate provision for 16-19 year olds, in particular those at risk of disengaging from learning and training after leaving school;
- promoting literacy skills and the development of basic learning skills for adults and young people;
- developing programmes to support young people to re-engage with training and education.

Moray 2023 – A plan for the future

The implementation of the Community Learning & Development Plan is essential to ensure that the aspirations set out in the Moray Community Planning Partnership ten years plan – Moray 2023 – are realised. Moray 2023 recognises the key role of building organisational and community capacity in helping develop stronger, more resilient communities, capable of identifying and addressing their own needs and aspirations. As already outlined in relation to the Community Empowerment Act, the Community Learning & Development Plan sets out how organisational and community capacity will be developed through the implementation of the Plan.

The Moray Community Planning Partnership recognition of the key role of community learning & development in providing the indispensable foundations to the success of Moray 2023 led the Partnership to take on

⁵ The Pipeline provides a route map identifying national and local service provision that is available to support people into employment through a staged process, at the core of which, is the identification of individual need - See more at: http://www.moray.gov.uk/moray_standard/page_85917.html#sthash.DXPFXoGO.dpuf

the responsibility for developing the community learning and development plan, a responsibility that originally sat with the local authority.

The Partnership also recognises that community learning & development should be community-led and community-focused. The appointment of a community-based third sector organisation as the lead body in the development and implementation of the Plan sends a powerful message about the Partnership commitment to community empowerment.

More specifically, and in addition to this fundamental, underpinning and cross-cutting role in the success of Moray 2023, the Community Learning & Development Plan and its implementation will make a substantial contribution to the achievement of targets under each of Moray 2023 five priority areas:

6. a growing, diverse and sustainable economy – for example through its support for employability, as set out above, as well as to business start-up and survival rates;
7. healthier citizens – for example through support for behavioural change leading to a reduction in the prevalence of obesity and smoking as well as through support for the prevention, anticipation and self-management of mental health and wellbeing issues;
8. ambitious and confident young people – for example through the Plan’s strategic focus on early years and ensuring every child has the best start in life;
9. adults living healthier, sustainable independent lives safeguarded from harm – for example through the support of or direct provision of more opportunities for older people to be more involved in local communities, have more things to do, feel less isolated and have more choice and control over their lives;
10. safer communities – for example reducing accidental dwelling house fires through support for behavioural change leading to a reduction in the prevalence of smoking and alcohol misuse.

7. Monitoring, evaluation and reporting

Monitoring & Evaluation

The further development, review and ongoing monitoring of this plan and of its complementary action plan will be key activities of the community learning & development network which will be brought together as a result of the engagement leading to the development of this plan.

Provision in Morays Learning Communities is inspected by Education Scotland through the self-assessment frameworks of “How good is our community learning & development 2?” and the recently introduced “How

good is our third sector organisation?”.⁶ Through a process of self – evaluation people can identify the strengths of provision and areas for further development, and plan for improvement.

A 2015 study by HMI (Her Majesty’s Inspector) Simon Ross from Education Scotland collated the scores from the last five Moray Learning Community Inspections (figure 3). This information was also compared with other local authority areas, allowing an average combined score of the quality indicators to be taken. Moray averaged 4.33, between good and very good strengths, as illustrated in figure 4.

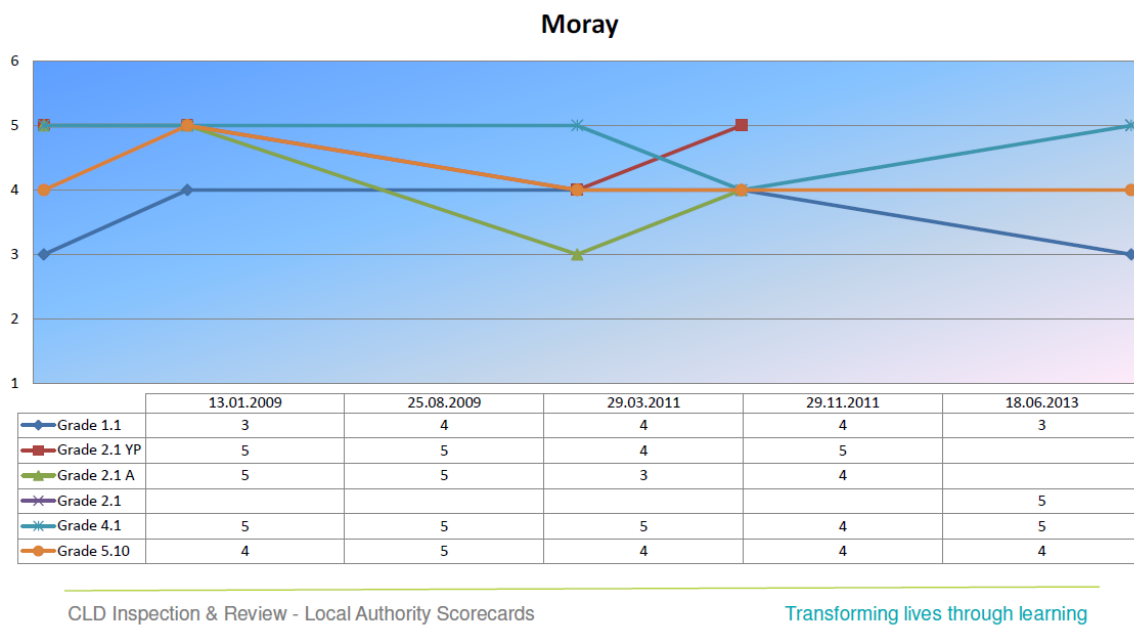
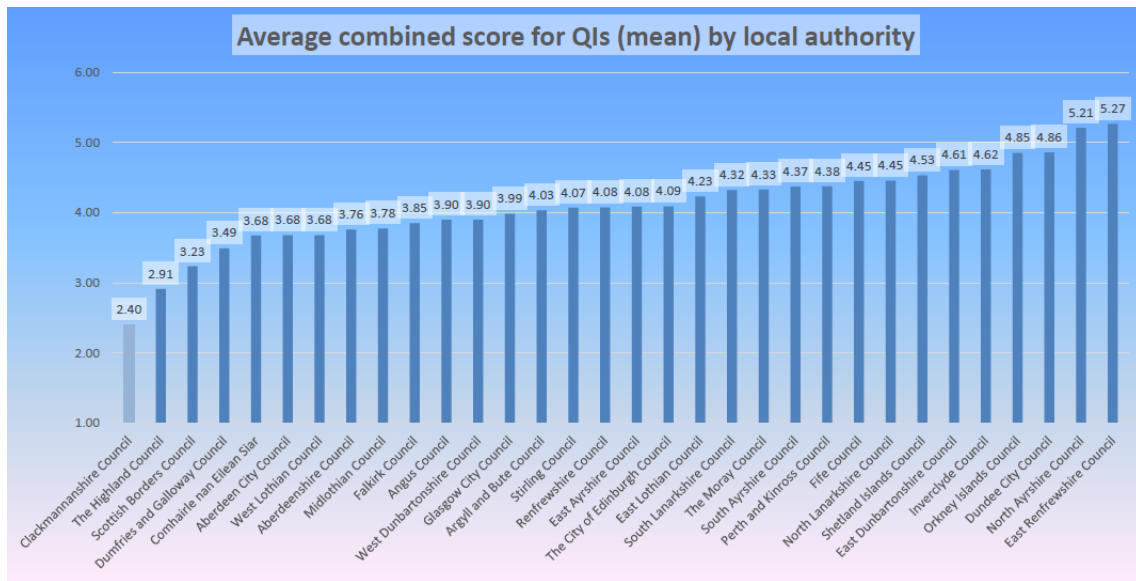


Figure 3: Moray Quality Improvement scores over the last round of inspections⁷

This baseline information will inform the future community learning & development network, which will deliver training to help develop a shared understanding of the self-evaluation tools available and to enable collaborative approaches to improving the evidence base of the Moray community learning & development sector. Embedding this practice will help evidence positive outcomes for learners, value for money of current initiatives, and enable further funding bids based on the insights gained.

⁶ Both available on the Education Scotland website at: <http://www.educationscotland.gov.uk/communitylearninganddevelopment/support/selfevaluation/index.asp>

⁷ Scores are assigned using a 6 point scale: 6 Excellent; 5 Very good (major strengths); 4 Good (important strengths outweigh weaknesses); 3 Adequate (strengths just outweigh weaknesses); 2 Weak (some strengths); and 1 Unsatisfactory



CLD Inspection & Review - Local Authority Scorecards

Transforming lives through learning

Figure 4: Moray Quality Improvement scores averaged over the last round of inspections

Reporting

As identified in section 4, the Community Engagement Group’s remit will be extended, enabling the Group to fulfil the role of a Community Learning & Development partnership, including overseeing the implementation, monitoring evaluation and review of this plan on behalf of the Community Planning Board.

8. A framework for community learning & development

As set out in section 2, our overarching aspirations for community learning & development (CLD) in Moray are:

1. Every child has the best start in life
2. Everyone, irrespective of age, has access to support and development opportunities enabling them to meet their needs and aspirations and realise their potential
3. Empowered communities have access to support and resources enabling them to identify and address their own needs and aspirations

As set out in section 3, these aspirations can only be met through engagement with all those who have an interest in community learning & development in Moray: learners, communities, and providers of learning opportunities from across the three sectors: public, private and third sector. Engagement will therefore be a key focus of our activities in the first year of this plan's implementation

This section sets out the framework for the development, implementation and assessment of community learning & development in Moray over the period of this plan.

Abbreviations

Abbreviations used in these tables include:

CLD: community learning & development; CEG: Community Engagement Group; CPP: Community Planning Partnership; CPB: Community Planning Board; CSU: Community Support Unit; EYSG: Early Years Strategy Group; H&SCP: Health & Social Care Partnership; HIE: Highlands & Islands Enterprise; PSP: Public Social Partnership; TMC: The Moray Council.

1 Engagement: set up a community learning & development network			
	What	Lead	Start
1.1	bring together providers and practitioners, including both paid staff and volunteers, to form a community learning & development (CLD) network	CLD Plan steering group	2015/16
2 Engagement: develop a shared understanding of needs, aspirations and current provision			
	What	Lead	Start
2.1	liaise with community planning partners to identify the localities where people are experiencing significantly poorer outcomes than local or national average	CLD network	2015/16
2.2	identify, analyse and prioritise CLD needs and aspirations	CLD network	2015/16
2.3	identify, map and analyse current CLD provision, to develop a more detailed understanding of what is being provided, where, how and by whom	CLD network	2015/16
3 Engagement: plan and coordinate community learning & development (CLD) in Moray			
	What	Lead	Start
3.1	Community Engagement Group CEG to fulfil the role of a CLD partnership on behalf of the Community Planning Board (CPB)	CEG and CPB	2015/16
3.2	ensure providers remain focused on the needs and aspirations of learners and communities, in line with the National Standards for Community Engagement	CEG & CLD network	2015/16
3.3	develop a detailed community learning & development (CLD) action plan	CLD network	2016/17
3.4	review, develop and monitor the CLD plan and complementary action plan	CLD network	2016/17
3.5	facilitate the coordination of community learning & development	CLD network	2016/17

4 Engagement: facilitate learners engagement in CLD in Moray			
	What	Lead	Start
4.1	facilitate communication and engagement with learners	CLD network	2015/16
4.2	facilitate communication and engagement with people currently not accessing learning opportunities as part of our wider community engagement	CEG and CLD Network	2015/16
5 Engagement: develop the CLD workforce			
	What	Lead	Start
5.1	identify the training and development needs of Moray's CLD workforce, with the support of a shared information management system	CLD network	2015/16
5.2	facilitate their participation in the North Alliance	CLD network	2015/16
5.3	develop a learning culture within the workforce underpinned by the values and competences of CLD and a commitment to its code of ethics	CLD network	2015/16
5.4	increase local membership of the Standards Council for CLD in Scotland	CLD network	2015/16
5.5	delivering training on the CLD competencies and i-Develop	CLD network	2015/16
5.6	strengthen, maximise and develop continuous professional development opportunities that are meaningful to practitioners	CLD network	2016/17
5.7	create pathways for practitioners, both paid staff and volunteers, to enable them to gain experience and accreditation in CLD, helping them develop approaches enabling people to overcome barriers to participation	CLD network	2016/17

6 Every child has the best start in life: plans & strategies			
	What	Lead	Start
6.1	incorporate consultation findings into the Moray Early Years Strategy	TMC	2015/16
6.2	identify gaps in provision and address barriers to opportunities	PSP, TMC & CLD network	2015/16
6.3	focus on prevention and early intervention, including raising ambition and self - expectations in both young and parents	CLD network	2015/16
6.4	ensure the voice of parents and carers remains fundamental to the development and delivery of services and activities	CLD network	2015/16
7 Every child has the best start in life: delivery			
	What	Lead	Start
7.1	continue to develop and review delivery of current activities	EYSG & CLD network	2015/16
7.2	continue to develop support for development of key skills, including parenting, numeracy, literacy, financial- and computer-literacy, life skills and cooking	EYSG & CLD network	2015/16
7.3	further develop partnership working and reach of services to ensure every parent can access universal provision in their locality	EYSG & CLD network	2016/17
7.4	increase the accessibility, coordination and targeting of activities and services	EYSG & CLD network	2016/17
7.5	facilitate better cross referral between services, both within and across organisations	EYSG & CLD network	2016/17
7.6	focus educational opportunity on priority groups	EYSG & CLD network	2016/17
7.7	increase support for isolated parents	EYSG & CLD network	2016/17
7.8	further develop and coordinate local opportunities for the right support at the right time for parents and carers, so they can better fulfil their role	EYSG & CLD network	2016/17

8	Everyone, irrespective of age, has access to support and development opportunities enabling them to meet their needs and aspirations and realise their potential: Youth Work		
	What	Lead	Start
8.1	review support for Scottish Youth Parliament to ensure stronger links with schools and curriculum	TMC	2015/16
8.2	continue to support Youth Council, focusing particularly on helping them address the priorities they have already identified and on reviewing the local Youth Strategy	TMC	2015/16
8.3	reinstate a Youth Work Partnership, linked to wider CLD network and to local management groups in each secondary school catchment area, and facilitate local practitioners networks to help improve communication and coordination	TMC and CLD network	2016/17
8.4	further develop partnership working to enhance provision of community-based opportunities without diminishing current school-based support	CLD network	2016/17
8.5	promote broader uptake of accreditation opportunities like Saltire and Duke of Edinburgh Awards	CLD network	2016/17
8.6	review the Moray Council volunteering policy	TMC & tsi MORAY	2016/17
8.7	develop joint standard operating procedures and information systems for recruiting, placing and supporting volunteers	TMC & tsi MORAY	2017/18
8.8	increase volunteering opportunities within the local authority	TMC & tsi MORAY	2016/17
8.9	address tension between aspiration to provide services targeted to those in greatest need and facilitating access to development opportunities open to all	CEG & CLD network	2016/17
8.10	liaise with Moray Forum Transport Steering Group to further develop community-based and community-led transport, to increase accessibility of opportunities across Moray	CLD network	2016/17
8.11	address remaining key priorities identified by survey participants, including the development of: teenage forums; life skills training; work-based learning for disadvantaged young people; and more specific opportunities for young people with autism	CLD network	2016/17

9	Everyone, irrespective of age, has access to support and development opportunities enabling them to meet their needs and aspirations and realise their potential: Adult Learning		
	What	Lead	Start
	support the implementation of the Moray Lifelong Learning Strategy 2014-2017 and complementary action plan by helping the Moray Lifelong Learning Forum to:		
9.1	provide guidance and signposting to adult learning providers	CLD network	2015/16
9.2	engage with, listen to and respond to communities and individuals, in planning adult learning opportunities	CLD network	2016/17
9.3	target those most in need due to their personal, social, cultural or economic circumstances	CLD network	2016/17
9.4	work in partnership to share knowledge and resources to support those most in need	CLD network	2016/17
9.5	ensure opportunities to offer progression, choice of locations, levels, topics and accreditation for adult learning practitioners	CLD network	2016/17
9.6	establish one or more adult learners' forums to help develop, plan and evaluate the adult learning provision	CLD network	2016/17
9.7	build on the work of the Early Years Collaborative to help vulnerable parents and families support their children's learning and development	CLD network	2016/17

10	Empowered communities have access to support and resources enabling them to identify and address their own needs and aspirations:		
	What	Lead	Start
	develop community capacity and facilitate greater community participation in decision making, and in designing and delivering services, through:		
10.1	further developing coordination of community capacity building and community engagement activities	CEG, CLD Network & partners	2015/16
10.2	continuing to develop third sector forums facilitating collaboration and sharing of information across the third sector and between the third and public sectors	tsiMORAY	2015/16
10.3	developing joint projects to further develop community capacity, including specific projects focused on identifying and addressing health and wellbeing issues in target groups, such as disadvantaged localities and older people	H&SCP and tsiMORAY	2015/16
10.4	continuing to support third sector organisations, including community, uniformed and church-based groups, in identifying and sourcing funding and other income streams	CSU, HIE, tsiMORAY	2015/16
10.5	continuing to support third sector organisations develop adequate and resilient governance and management arrangements	CSU, HIE & tsiMORAY	2015/16
10.6	continuing to support Planning for Real, participatory budgeting and community action	CSU, H&SCP & tsiMORAY	2015/16
10.7	linking to new LEADER Local Action Group to help maximise synergy between this plan and the Local Development Strategy to be implemented through the LEADER 2014 – 2020 programme	CLD Network	2016/17
10.8	addressing remaining key priorities identified by survey participants, including: building stronger, resilient communities; widening participation across community to increase representation; encouraging wider engagement with and by Parent Councils; addressing cross-cutting issues like housing, transport and recreation opportunities	CLD Network	2016/17

Notes



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