ARGYLL AND BUTE

COMMUNITY LEARNING AND DEVELOPMENT STRATEGY

2004 - 2007

Draft 3

22 June 2004

CONTENTS

EXECUTIVE SUMMARY

The Scottish Executive issued guidance in January 2004 asking Community Learning and Development Partnerships to produce Community Learning and Development Strategies. These strategies are to be published and submitted to the Executive by 1 September 2004.

The strategies must be agreed by all community planning partners. They should influence and reflect the community plan and related strategies and should demonstrate substantial community involvement.

The guidance identified three national priorities for community learning and development:

- Achievement through learning for adults
- Achievement through learning for young people
- Achievement through building community capacity

Within the draft strategy the following broad priorities are identified under each of those headings.

Achievement Through Learning for Adults

The key priorities under this heading will be:

- Implementation of the agreed priorities in the Argyll and Bute Literacy and Numeracy Action Plan.
- Establishing appropriate links to the Argyll and Bute Gaelic Development Plan.
- Implementation of adult learning priorities identified through the geographical Community Learning and Development Plans.
- Implementation of adult learning priorities identified through the Regeneration Outcome Agreement.
- Implementation of adult learning priorities identified through the Social Inclusion Business Plans.
- Implementation of the adult learning priorities identified through the Strategic Development Plan for the Community Learning and Regeneration Service.
- Priorities of all three theme groups
- Health Priorities

Achievement Through Learning for Young People

The key priorities under this heading will be:

- Development of a Youth Strategy for Argyll and Bute in parallel with the development of the National Youth Strategy.
- Implementation of literacy and numeracy priorities relating to young people.
- Identifying links to the Gaelic Development Plan that relate to learning for young people.
- Implementation of learning for young people priorities identified through the geographical Learning and Development Plans.
- Implementation of learning for young people priorities identified through the Regeneration Outcome Agreement.
- Implementation of learning for young people priorities identified through the Social Inclusion Business Plans.
- Implementation of the learning for young people priorities identified through the Strategic Development Plan for the Community Learning and Regeneration Service.
- Priorities of all three theme groups
- Health Priorities

Achievement Through Building Community Capacity

The key priorities under this heading will be:

- Building Community Capacity to implement the Community Planning Pilot in Cowal and Bute.
- Building Community Capacity to support the extension of the Social Inclusion areas.
- Building community capacity to support the geographical Community Learning and Development Plans.
- Building Community Capacity to support the Regeneration Outcome Agreement.
- Building Community Capacity to support the Social Inclusion Business Plans.
- Building Community Capacity to implement the priorities identified through the Strategic Development Plan of the Community Learning and Regeneration Service.
- Priorities of all three theme groups

- Health Priorities

Geographical Targeting

The Strategy also proposes geographical targeting, this has been influenced by three main functions.

- An evaluation of the four geographical Community Learning Plans
- The Deprivation Study commissioned by the Community Planning Partnership and the use of this study in refining the borders of existing Social Inclusion areas as part of the Transitional Process.
- The proposed Community Planning Pilot in the Bute and Cowal Area.

There is considerable overlap in these factors as will be seen by the areas identified below:

- Dalintober/Millknowe and the other most deprived output areas in Campbeltown Central.
- East Kintyre – Output areas identified in the deprivation study. Should also link with the Community Learning Plan Area.
- Islay South – Output areas identified in the deprivation study. Discussions still underway about how work in this area could be best supported.
- Kirkmichael/Craigendoran and the other most deprived output areas in Helensburgh East. This will link with the Community Learning Plan Area.
- Rosneath, Clynder, Kilcreggan and Garelochhead. These areas were highlighted in the deprivation study. Considerable work has also been undertaken here by Community Futures. It is anticipated that links will be made between these communities and existing structures such as the Area Development Group in Helensburgh.
- Soroba in Oban will be expanded to take in the most deprived output areas identified by the deprivation study.
- Tiree and Coll will continue to be targeted as a Community Learning Plan area. Tiree has also been identified through the deprivation study.
- Ardenslate, West Milton and the Glebe will be expanded to take in the most deprived output areas identified in Dunoon Central.
- Ballochgoy will be expanded to take in the most deprived output areas in Bute, mainly Bute Central and Bute North. This area is

also covered by a Community Learning Plan and will also form part of the Community Planning Pilot.

- The Cowal area in addition to Bute will form the Community Planning Pilot area. This will build on Social Inclusion work undertaken in Ballochgoy, Ardenslate, West Milton and the Glebe. It will also build on work undertaken in West Cowal by ACVS and East Cowal by Community Futures.

Thematic Targeting

There are likely to be three main focuses for thematic targeting. These are:

- Continuing development and implementation of the Argyll and Bute Literacy/Numeracy Action Plan.
- Development of a Youth Strategy for Argyll and Bute in parallel with the development of a National Youth Strategy.
- Ensuring that there are links to the Gaelic Development Plan. Clearly, more detailed work will have to be undertaken in relation to these, in particular the second and third priorities.

Community Learning Plans

A number of issues have been identified through consultation with the four geographical Community Learning Plan groups. These need to be given further consideration in the development of the Strategy.

These issues were:

- Need for wider partnership involvement
- Improve links to other partners agendas/targets
- Improve links to other key partnerships
- Improve links to and involvement of the community
- Consider potential of Digital Communities Project
- Improve the involvement of young people.

In addition Community Learning Plan groups identified strengths arising from the work undertaken.

- Where existing structures could be utilised this worked better

- Success in attracting external funding (although over dependence on short term external funding was also identified as a weakness)
- Effective needs assessment
- Targeting of work, particularly in Social Inclusion areas.

In strategic terms the key issues were seen as the integration of existing partnership structures and the way in which community engagement would be achieved within any new structures.

1.   Introduction

1.1   The Scottish Executive issued guidance in January 2004 asking Community Learning and Development Partnerships to produce Community Learning and Development Strategies.

1.2   These strategies are to be published and submitted to the Scottish Executive by 1 September 2004.

1.3   The Community Learning and Development Strategies must be shaped and jointly agreed by all community planning partners. They should influence and reflect thecommunity plan and related strategies; highlight how and where they link with other strategic plans; set out the framework for operational planning and demonstrate substantial community involvement.

1.4   Community Learning and Development describes a way of working with and supporting communities. The Scottish Executive see community learning and development as central to 'Social Capital' – a way of working with communities to increase the skills, confidence, networks and resources they need to tackle problems and grasp opportunities. They want community learning and development to bring together the best of what has been done under the banners of 'Community Education' and 'Community Development' to help individuals and communities to tackle real issues in their lives through community action and community based learning.

1.5   The guidance identifies three national priorities for community learning and development

*   **Achievement through learning for adults**
      Raising standards of achievement in learning for adults through community-based lifelong learning opportunities incorporating the core skills of literacy, Numeracy, communications, working with others, problem-solving and information communications technology (ICT).

*   **Achievement through learning for young people**
      Engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and a place in society.

* **Achievement through building community capacity**
Building community capacity and influence by enabling people to develop the confidence, understanding and skills required to influence decision making and service delivery.

1.6 The Executive has not prescribed the content of the Community Learning and Development Strategies; however, broad guidance has been provided which has been followed in this draft strategy. The main features are that the strategy should:

* set out a joint vision of the Community Planning Partnership (CPP) for Community Learning and Development (CLD);
* highlight the priorities for CLD in relation to the three national priorities, and set outcome targets for these;
* provide evidence that these priorities have been based on engagement with local individuals, groups and communities;
* detail the partners involved and the operating principles they will follow, including how the partnership will be sustained to avoid partnership overload;
* set a framework for operational planning of CLD, including the geographical areas and/or themes to be covered by Community Learning and Development Action Plans;
* aim to identify overall levels of investment and resources, including staff, to be provided by partner agencies;
* detail measures for supporting the skills development of paid and unpaid staff involved in CLD; and
* identify how the partnership will monitor progress, and evaluate quality.

1.7 Initial discussions have already confirmed the main areas to be covered by the strategy. These are:

* sustaining existing work developed in the four Community Learning Pilot areas;
* integrating this where appropriate with other related developments such as Social Inclusion and Community Planning;
* continuing to support the Literacy and Numeracy work being undertaken through the Action Plan;
* developing work in relation to young people within the Strategy;

*   Community Capacity Building will have to figure prominently within the Strategy in ways that are seen to underpin the further development of Community Planning and Social Inclusion.

1.8   This is an initial draft of the strategy. There will require to be an extensive process of discussion and consultation to develop the final strategy.

2.   Joint Vision

2.1   The vision statement originally adopted by the Community Learning Partnership was as follows.

"Our vision for Argyll and Bute is of a community where:

*   Learning is at the heart of social and economic development;
*   People have control and influence over their own lives:
*   Communities and citizens are valued and encouraged to develop and express their needs and aspirations and
*   Communities and citizens can participate fully as partners in determining change."

2.2   As the Community Planning Partnership developed it was agreed to adopt the vision statement agreed by that partnership. Our vision for Argyll and Bute is that:

"We will work in partnership with communities to realise their full potential across Argyll and Bute, in a way that enhances the quality of life, creates prosperity and empowers communities, while protecting and improving the area's outstanding national environment."

3. Argyll and Bute Area

3.1 Argyll and Bute is one of the largest and most sparsely populated local authority areas in Scotland. The population of 91,000 is scattered across an area of just under 2,700 square miles. Two-thirds of the population live in settlements with a population of less than 10,000 and a third live in settlements with a population of less than 1,000. The geography of the area with many mountains, long sea lochs, islands and more than 3,000 miles of coastline makes transport and communications difficult. This presents particular problems for service delivery. The area includes 26 inhabited islands with a total population of 16,000.

3.2 The Council has four decentralised areas – Bute and Cowal; Helensburgh and Lomond; Mid Argyll, Kintyre and Islay; Oban, Lorn and the Isles. Each of these decentralised areas has its own Area Committee and services are delivered on a decentralised basis in each of the areas. There are differences in population between the four areas. There are also considerable variations in terms of their geographic area. The Oban, Lorn and the Isles and Mid Argyll, Kintyre and Islay areas in particular cover large geographical areas, which are in fact larger than the whole area of most local authorities elsewhere in Scotland.
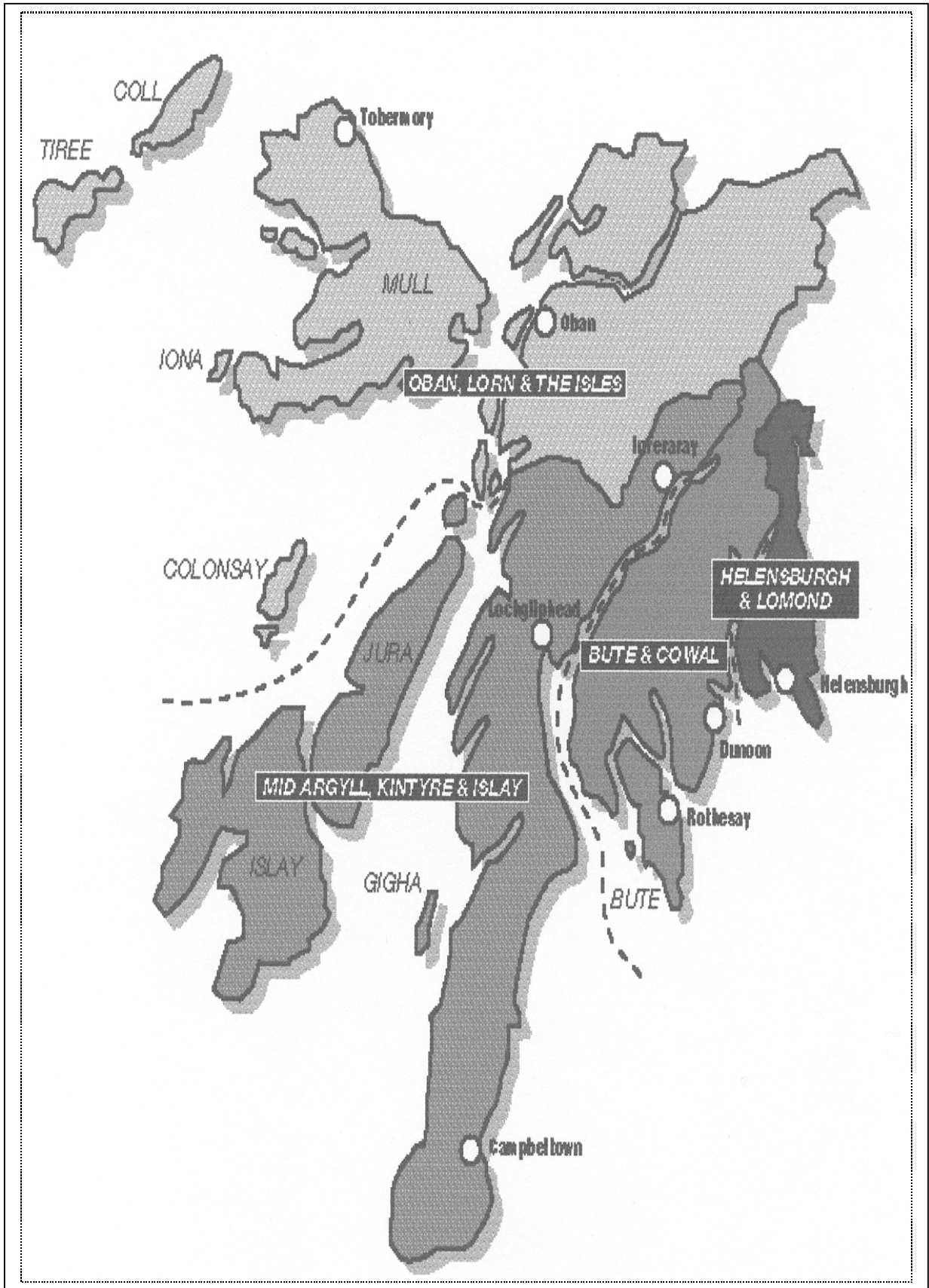
Population Statistics

3.3 Population densities vary a great deal across the area as the tables below demonstrate.

Administrative Areas	Population	Density nos./sq.mile
Helensburgh & Lomond	27290	186
Bute & Cowal	23538	57
Mid Argyll, Kintyre & Islay	22131	23
Oban, Lorn & the Isles	18846	18
Total	91805	34

Scottish Average density 171/sq. mile - Rural Scotland 54/ sq.mile

3.4 Whilst the overall population is fairly static there are two notable features:
- a pattern of long term depopulation occurring in certain areas for example, South Kintyre, West Cowal, Islay;

- a higher proportion than average of those aged 45 and over in comparison to younger age groups, in particular the age groups 15-24 and 25-44. This has been a trend from at least 1991 and is projected to continue to year 2011, with even those aged 45-59 projected to decrease relative to the older age groups.

COLL

TIREE

Tobermory

MULL

Oban

IONA

OBAN, LORN & THE ISLES

Inveraray

COLONSAY

HELENSBURGH
& LOMOND

Lochgilphead

JURA

BUTE & COWAL

Helensburgh

MID ARGYLL, KINTYRE & ISLAY

Dunoon

ISLAY

GIGHA

Rothesay

BUTE

Campbeltown

3.5   The variations in population density and the demographic trends would indicate that there is a need for local solutions that reflect the circumstances of particular areas.

Economic Indicators

3.6   **THIS SECTION TO BE UPDATED**

Geography and Transport

3.10   Access to learning in the rural areas is highly dependent on transport links and it is recognised that the private car is often the only realistic option for many residents.

3.11   The table below gives some indication of the travelling distances within Argyll and Bute.

Distance in miles between main centres

	C'town	Dunoon	H'burgh	L'g'head	Oban	Ro'say
Campbeltown		115	110	52	90	129
Dunoon	115		60	65	80	30
Helensburgh	110	60		61	72	70
Lochgilphead	52	65	61		37	77
Oban	90	80	72	37		92
Rothesay	129	30	70	77	92	

In addition there are the considerable travelling distances to main centres of population outwith Argyll and Bute, for example, from Campbeltown to Glasgow is 135 miles and to Edinburgh is 180 miles. From Dunoon to Edinburgh is 80 miles and a ferry journey.

3.12   All of these factors, geography, economy, distance and sparsity of population, singly or in combination, impact on the ability of individuals, communities and business to access and benefit from learning opportunities. They also affect the ability of organisations to deliver learning opportunities. Geography acts as a cost factor in the delivery of services in a rural area.

3.13   These factors are compounded when it is recognised that community learning needs range along a wide spectrum. They may be based on quite specific local community needs, for example training in committee skills, or they may relate to the achievement of nationally accredited qualifications. The community development needs are more diverse and more difficult to satisfy through the delivery of appropriate learning opportunities, particularly in a large, remote, rural area. However, if the aims of social inclusion and active citizenship are to be satisfied the community learning needs which are both more difficult to identify accurately and to address, must be reflected in the Strategy.

4.   <u>Priorities</u>

4.1   In identifying priorities for the Community Learning and Development Strategy a number of events, processes and documents have been taken into account. These are as follows:

*   Community Planning Review Day June 2003
*   The work of the Community Regeneration Implementation Group, set up to oversee the integration of the Social Inclusion Partnership into Community Planning, and also to localise Community Planning
*   The Deprivation Study commissioned by the Community Planning Partnership
*   The evaluation of the Social Inclusion Partnership commissioned by Communities Scotland
*   The business plans commissioned by the Social Inclusion Partnership for each of the Social Inclusion areas
*   The draft Statement of Readiness
*   The Literacy/Numeracy Action Plan
*   The Self-Evaluation undertaken by the Community Learning and Regeneration Service using the national quality indicators
*   The draft strategic development plan drawn up on the basis of the Self Evaluation Exercise
*   The evaluation undertaken of each of the geographical Community Learning Plans
*   FE Sector strategic plans
*   Training targets for government programmes
*   Highlands and Islands Skills Strategy
*   Adult Guidance Network
*   Local Learning Partnership Action Plans
*   Draft Gaelic Language Bill
*   Fusions Strategy Paper
*   Conference Report Careers Scotland June 2003
*   Labour market information
*   National Standards for Community Engagement
*   Young Scot/Dialogue Youth/Youth Forum
*   Enterprise and Education Development Plan
*   Health Strategies
*   Health Living Centres

Partners are asked to consider this list carefully providing comment or additions and modifications

4.2 A list of broad priorities are set out below under the three identified national priorities. Detailed outcome targets are set out in Section 7 "Operational Framework".

<u>Achievement Through Learning for Adults</u>

4.3 The key priorities under this heading will be:

* Implementation of the agreed priorities in the Argyll and Bute Literacy and Numeracy Action Plan.
* Establishing appropriate links to the Argyll and Bute Gaelic Development Plan.
* Implementation of adult learning priorities identified through the geographical Community Learning and Development Plans.
* Implementation of adult learning priorities identified through the Regeneration Outcome Agreement.
* Implementation of adult learning priorities identified through the Social Inclusion Business Plans.
* Implementation of the adult learning priorities identified through the Strategic Development Plan for the Community Learning and Regeneration Service.
* Priorities of all three theme groups
* Health Priorities

<u>Achievement Through Learning for Young People</u>

4.4 The key priorities under this heading will be:

* Development of a Youth Strategy for Argyll and Bute in parallel with the development of the National Youth Strategy.
* Implementation of literacy and numeracy priorities relating to young people.
* Identifying links to the Gaelic Development Plan that relate to learning for young people.
* Implementation of learning for young people priorities identified through the geographical Learning and

Development Plans.

* Implementation of learning for young people priorities identified through the Regeneration Outcome Agreement.
* Implementation of learning for young people priorities identified through the Social Inclusion Business Plans.
* Implementation of the learning for young people priorities identified through the Strategic Development Plan for the Community Learning and Regeneration Service.
* Priorities of all three theme groups
* Health Priorities

Achievement Through Building Community Capacity

4.5   The key priorities under this heading will be:

* Building Community Capacity to implement the Community Planning Pilot in Cowal and Bute.
* Building Community Capacity to support the extension of the Social Inclusion areas.
* Building community capacity to support the geographical Community Learning and Development Plans.
* Building Community Capacity to support the Regeneration Outcome Agreement.
* Building Community Capacity to support the Social Inclusion Business Plans.
* Building Community Capacity to implement the priorities identified through the Strategic Development Plan of the Community Learning and Regeneration Service.
* Priorities of all three theme groups
* Health Priorities

4.6   *The purpose of this list is to identify the main sources of priorities. This gives partners the opportunity to identify any omissions. Clearly there is a high degree of overlap and repetition in this list, however, this is to be expected if we are trying to achieve convergence in a number of areas of work. The priorities as listed are very general, this reflects the fact that many of the processes identified are currently underway and are not complete. As that happens, and further consultation takes place, priorities will become more specific.*

5.   Community Engagement

5.1   A wide range of processes of needs of assessment, evaluation and consultation have been involved in the development of these priorities. These processes have involved partner agencies, partnership meetings, consultation with local communities, local needs assessment exercises, evaluation of services delivered with groups and individuals. The main activities are detailed below.

5.2   A range of community consultations such as the Community Planning Review day in June 2003 have taken place across the area.

5.3   The Social Inclusion Partnership Board is made up of 50% Community Representatives and 50% agencies. The Community Representatives are drawn from the Area Development Groups in each of the five Social Inclusion areas. The Community Representatives have a separate and constituted Community Representatives Forum which meets prior to every Board meeting to discuss issues.

5.4   The Community Learning Partnership at present has limited community representation at strategic level, there is greater community representation at a local level, and due to overlapping personnel and interests the Community Learning Partnership and Social Inclusion Partnership have started to meet jointly, which ensures substantial community representation.

5.5   The Community Planning Partnership last year agreed a principle of 50% community representation at each level. This level of representation has not yet been achieved.

5.6   The Statement of Readiness and the Regeneration Outcome Agreement are being drawn up in close consultation with Area Development Groups and the Social Inclusion Board. The Regeneration Outcome Agreement, as seen from the last section, will be a main source of priorities as will be the Social Inclusion Business Plans which will have been drawn up in a similar way.

5.7   The Community Learning and Regeneration Service Strategic Plan is being drawn up o the basis of a detailed self evaluation exercise using the national quality indicators "How Good is Our Community

Learning". This draws on a wide range of evidence from users of the service including needs assessment.

5.8 Considerable work has been undertaken by Community Futures in the parts of the Bute and Cowal pilot area covered by the National Park. The results of this work should be reflected in the Strategy.

5.9 Needs analysis has been carried out by Healthy Living Centres.

5.10 Future needs analysis should be undertaken jointly with the Community Planning and Social Inclusion Partnerships. The Healthy Living Centre Projects should also be involved.

5.11 A process of consultation will be undertaken on the draft strategy. It will be widely circulated for comment and meetings will take place with interested parties locally.

5.12 *It would be helpful if partners would give consideration to other processes of consultation which have taken place but have not been mentioned here. It would also be helpful to have suggestions about methods of consultation on the draft strategy.*

6.   Partners

6.1   The members of the Community Learning and Development Partnership of Argyll and Bute are committed to working collaboratively to promote the three national priorities:

*   Achievement through learning for adults.
*   Achievement through learning for young people
*   Achievement through building community capacity.

This will be achieved by jointly setting specific achievable and relevant targets which aim to raise the quality of Community Learning and Development in Argyll and Bute in order to give substance to the agreed vision statement.

6.2   Partners are committed to working within the broader context of the Community Planning Partnership in an integrated and coherent way. Community Planning aims to ensure that public, private and voluntary agencies work together more effectively to provide good quality public services and that communities affected by their decisions and using their services are part of the process. Community learning and development has an essential role in ensuring that individuals and communities – particularly those facing discrimination and disadvantage gain confidence and skills to participate in Community Planning and influence decisions that affect their lives.

6.3   The main partners involved in providing community learning and development opportunities across Argyll and Bute are detailed in Appendix 1. It should be stressed that these are the partners providing a strategic contribution across the whole area. They are supported by many local organisations making a vital contribution within their own area.

7.	Operational Framework

7.1	There are a number of issues to be covered within the operational framework. These are:

*	An explanation of the targeting of proposed Community Learning and Development Action Plans, both geographical and thematic.
*	An explanation of the existing and proposed structures and processes for implementing the Strategy and action plans.
*	A statement of the key priorities in relation to the three national priorities, linked to outcome targets.

Geographical Targeting

7.2	The geographical targeting has been influenced by three main factors:

*	An evaluation of the four geographical Community Learning Plans
*	The Deprivation Study commissioned by the Community Planning Partnership and the use of this study in refining the borders of existing Social Inclusion areas as part of the Transitional Process.
*	The proposed Community Planning Pilot in the Bute and Cowal Area.

There is considerable overlap in these factors as will be seen by the areas identified below.

7.3	Initially the following areas have been identified:

*	Dalintober/Millknowe and the other most deprived output areas in Campbeltown Central.
*	East Kintyre – Output areas identified in the deprivation study. Should also link with the Community Learning Plan Area.
*	Islay South – Output areas identified in the deprivation study. Discussions still underway about how work in this area could be best supported.
*	Kirkmichael/Craigendoran and the other most deprived

output areas in Helensburgh East. This will link with the Community Learning Plan Area.

* Rosneath, Clynder, Kilcreggan and Garelochhead. These areas were highlighted in the deprivation study. Considerable work has also been undertaken here by Community Futures. It is anticipated that links will be made between these communities and existing structures such as the Area Development Group in Helensburgh.

* Soroba in Oban will be expanded to take in the most deprived output areas identified by the deprivation study.

* Tiree and Coll will continue to be targeted as a Community Learning Plan area. Tiree has also been identified through the deprivation study.

* Ardenslate, West Milton and the Glebe will be expanded to take in the most deprived output areas identified in Dunoon Central.

* Ballochgoy will be expanded to take in the most deprived output areas in Bute, mainly Bute Central and Bute North. This area is also covered by a Community Learning Plan and will also form part of the Community Planning Pilot.

* The Cowal area in addition to Bute will form the Community Planning Pilot area. This will build on Social Inclusion work undertaken in Ballochgoy, Ardenslate, West Milton and the Glebe. It will also build on work undertaken in West Cowal by ACVS and East Cowal by Community Futures.

7.4   This proposed geographical targeting is still the subject of ongoing discussion. That discussion has focused on both the precise areas to be targeted and the ways in which work in those areas might be supported.

Thematic Targeting

7.5   There are likely to be three main focuses for thematic targeting. These are:

* Continuing development and implementation of the Argyll and Bute Literacy/Numeracy Action Plan.
* Development of a Youth Strategy for Argyll and Bute in parallel with the development of a National Youth Strategy.
* Ensuring that there are links to the Gaelic Development Plan.

Clearly, more detailed work will have to be undertaken in relation to these, in particular the second and third priorities.

Implementation Structures

7.6   Wide ranging discussions are taking place about the evolution of existing Community Planning Structures and how these might lead to closer integration of other related partnership structures. The Community Learning and Development Partnership will be part of that discussion and process of development.

Priorities/Outcome Targets

7.7   When agreement has been reached on priorities, and geographical and thematic targeting more detailed outcome targets will be developed.

Community Learning Plans

7.8   A number of issues have been identified through consultation with the four geographical Community Learning Plan groups. These need to be given further consideration in the development of the Strategy.

        These issues were:

        *   Need for wider partnership involvement
        *   Improve links to other partners agendas/targets
        *   Improve links to other key partnerships
        *   Improve links to and involvement of the community
        *   Consider potential of Digital Communities Project
        *   Improve the involvement of young people.

7.9   In addition Community Learning Plan groups identified strengths arising from the work undertaken.

        *   Where existing structures could be utilised this worked better
        *   Success in attracting external funding (although over dependence on short term external funding was also identified as a weakness)

*   Effective needs assessment
*   Targeting of work, particularly in Social Inclusion areas.

7.10   In strategic terms the key issues were seen as the integration of existing partnership structures and the way in which community engagement would be achieved within any new structures.

8. <u>Proposed Levels of Investment</u>

8.1 In the original strategy an audit was undertaken to identify the existing level of provision by partners.

8.2 This was intended to establish baseline data to assist future target setting. A survey was conducted of key partner organisations. This proved a complex matter due to a number of factors.

- The partners operate in a wide variety of roles ranging from direct provider to funding or commissioning agent.

- The community learning spectrum ranges from formal certificated courses which can be identified and quantified fairly precisely to informal locally based community activity which is much more difficult to capture and quantify in an exercise of this sort.

- Information held by partners varies enormously and particularly for organisations operating more widely than Argyll and Bute. It has not always been possible to provide all of the information in the form requested.

- Interpretation is required of some figures to avoid double counting. This is due to existing partnership arrangements and applies particularly to Community Education, James Watt College, Clydebank College and the Scottish Wider Access Programme.

8.3 It will be necessary to give consideration to the value of conducting a similar exercise as part of the current strategy. The previous exercise was time consuming and of limited value.

8.4 It might be more fruitful to attempt to identify contributions which partners can make to the proposed priorities and targets.

9.   <u>Proposed Skills Development of Staff</u>

9.1   It will be necessary to develop the details of the priorities and targets further in order to be more specific about skills requirements.

9.2   It will also be necessary to conduct some form of training needs assessment.

10. Arrangements for Quality Assurance, Monitoring and Evaluation

10.1 The Community Learning and Regeneration Service is currently undertaking an extensive Self Evaluation exercise using the national quality indicators, "How Good is our Community Learning and Development". It is recommended that this is the most appropriate quality assurance framework for the Community Learning and Development Strategy.

10.2 It is also recommended that the nationally agreed framework 'Learning, Evaluation and Planning' is used for the detailed planning for the achievement of targets. This will link consistently with the national quality indicators and will provide a detailed framework for monitoring and evaluation.

10.3 Discussion will have to take place on appropriate structures and responsibility for quality assurance, monitoring and evaluation. These structures will have to build on current structures but also take account of the need to achieve better integration between existing structures and partnerships. In particular there will need to be detailed discussion on the integration of the Community Planning, Social Inclusion and Community Learning and Development Partnerships.

Description of Partners

Argyll and Bute Council

Various Services. Further information to be completed.

Argyll & Clyde Health Board – Health Promotion Unit

Provision of consultancy, training and resources to health promoters in communities, educational establishments, workplaces and NHS establishments.

Partnership / multi-agency working to develop programmes for health promotion – e.g. Health Living Centres.

Health Promotion with young people on Islay and Jura.

Argyll and the Islands Enterprise

The AIE has a wide-ranging remit for economic and social development, which makes it a major partner in promoting community learning;

- improving the skills and qualifications of the workforce;
- growing business;
- strengthening communities eg village hall development programme;
- delivery of Government programmes such as Skillseekers, Training for Work, New Deal;
- partnership funding for lifelong learning initiatives.

Scottish Enterprise Dunbartonshire

The Enterprise Company acts as a catalyst/facilitator of learning strategies and activities to produce economic benefits to the local and national economies.
- strengthening/sustaining communities;
- improving the skills and qualifications of the workforce;
- business development;
- promoting social and economic inclusion eg self esteem, core learning skills
- delivery of National Programmes

Careers Scotland

Careers Scotland works with, and in support of, a range of agencies in order to develop a career-resilient population. In particular Careers Scotland works with individuals to motivate them to develop and maintain their own career resilience. It does this by

- Helping people to learn how to plan, develop and manage their career.
- Helping people to overcome barriers to achieving their career plans.
- Providing advice on learning and employment opportunities.
- Providing information about the changing labour market to help people make informed choices.

Adult Guidance Network – Dunbartonshire and Lomond

- Mapping of guidance provision for adults;
- promoting the uptake of basic quality standards by guidance providers;
- marketing the adult guidance network;
- increase and improve access to guidance for adults.

Job Centre Plus

The primary focus of Employment Services is in helping people into work and in assisting employers to fill their vacancies.

- assessment of and advice to clients;
- contracting with providers to implement New Deal;
- providing information on skills gaps and training needs;
- assist clients in improving employability.

Argyll College

The College is a partnership between Argyll and Bute Council and Argyll and the Islands Enterprise. The project has been developed in response to the lack of a Further Education college in Argyll and Bute; it is part of the University of the Highlands and Islands.

- creation of eight local learning centres;
- provision of FE courses utilising distance learning links with UHI;
- training for employers;
- improving progression routes through use of IT.

James Watt College

- Strengthening/sustaining communities;
- promoting lifelong learning;
- improving the skills of the workforce;
- academic support of outreach FE courses;
- operation of flexible access centres to support local communities.

Clydebank College

Promotion of community based outreach work, independently and in partnership with others. Improving the skills of the workforce. Providing flexible access.

Worker Educational Association

The WEA exists primarily to provide adults with access to organised learning which develops intellectual understanding, confidence and social or collective responsibility.

Scottish Wider Access Programme

- improving equality of access and opportunity in lifelong learning;
- promoting social and economic inclusion;
- improving the skills and qualifications of the workforce;
- promotion of access courses;
- promotion of community based pre access tasters.

Argyll Council for Voluntary Services

Argyll CVS covers mainland Argyll and six small islands. Other areas are covered by Islay/Jura CVS, Mull/Iona Community Trust and Bute Community Links. Argyll CVS works in conjunction with other groups but does not have a remit for them.

Argyll and Bute Association of Community Councils

The Association is the umbrella organisation for Community Councils throughout Argyll and Bute and acts as the link between them and the Council.

Argyll and Bute Youth Forum

This forum promotes the views of young people and links together the local youth forums.

Argyll and Bute Federation of Community Education Centre Councils.

- promotion of new community groups;
- educational support to young people and community organisations;
- promotion of FE courses
- promoting active citizenship.

Open University

The provision of higher education by distance learning. There is a strong commitment to widening participation through an open entry Policy.