“Our vision for Fife is of a place that values all its people and recognises individual and collective rights, responsibilities and aspirations. It has social and economic prosperity as its aim, and will promote involvement that will enable everyone to make a difference to their own lives, and those of families and communities, through learning.”
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Welcome to the 2004 - 2007 Community Learning and Development Strategy. Since the first Community Learning Strategy was published in 2000 we have worked as a partnership to promote new and more integrated ways of working to deliver better services to the people and communities of Fife. This new Strategy builds upon strong foundations established during this period.

It brings together the results of a year’s work with Community Learning and Development partners and stakeholders that has included:

- Managers’ Conference
- Staff Conference
- Learners’ Conference
- Youth Conference
- Meetings with Partner Agencies and Groups of Partner Agencies
- Learner Focus Groups
- Feedback from Liaison Group Members and key agency staff

It presents an ambitious agenda that addresses the priorities outlined by the Scottish Executive and Fife’s Community Plan - an agenda that will provide a considerable challenge for partner agencies and service providers over the next three years.

There is no doubt that if we as a Community Learning and Development Partnership are able to rise to that challenge the people of Fife will see a real difference in the ways they relate to service providers and the standards of service they receive in the years ahead.

Tom Bain
Chair, Community Learning and Development Partnership

Craig Thomson
Chair, Fife Lifelong Learning Partnership
Introduction

Fife Community Learning Strategy – ‘The Learning Kingdom’ – was published in April 2000 in the wake of the report ‘Communities – Change Through Learning’ and subsequent guidance from the Scottish Executive. In retrospect this has proved to be a very significant milestone in influencing how we plan and deliver services.

The publication by the Scottish Executive in January 2003 of working draft guidance on Community Learning and Development provided the context for a detailed review of the Fife Community Learning Strategy (2000 - 2003). This took the form of a series of special partnership and community events with the theme ‘Review and Preview’.

In February 2003 the Local Government in Scotland Act 2003 received Royal Assent. This legislation provides a statutory basis for Community Planning to ensure long-term commitment to effective partnership working with communities and between local authorities and other key bodies and organisations.

In January 2004 the Scottish Executive published ‘Working and Learning Together to Build Stronger Communities’ which sets out a long term framework for the development of Community Learning and Development and notes that:

“We have placed our approach to Community Learning and Development at the heart of our work on community planning. This means that for the first time community learning and development is being taken out of the margins and placed at the centre of the decision-making process within our communities. We want Community Learning and Development to become a central feature of the way in which planning authorities and service providers engage with the communities and citizens we are all here to serve”.

“We expect to see a significant expansion in community learning and development opportunities. Multi-agency partnerships will use this approach across a wide range of public service policies, from health and environmental education, to supporting active citizenship, literacy, community safety and much more”.

Scottish Executive
Working and Learning Together to Build Stronger Communities, 2004
Scottish Executive Priorities

The Scottish Executive has identified three national priorities for community learning and development. These will contribute to its overall priorities of improving public services and promoting community regeneration, social justice, lifelong learning and active citizenship.

**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 place in society.

**Achievement through building community capacity**
Building community capacity and influence by enabling individuals, groups and communities to develop the confidence, understanding and skills required to influence decision making and service delivery. This could include enabling communities to provide and manage services to meet community needs.

“We see community learning and development as a key tool in delivering on our commitment to social justice. We want Community Planning Partnerships to target their Community Learning and Development capacity to support strategies aimed at closing the opportunity gap, achieving social justice and encouraging community regeneration”.

Scottish Executive
Working and Learning Together to Build Stronger Communities, 2004

This Strategy outlines how the Fife Community Learning and Development Partnership will address the national priorities and support the community planning process, both directly and indirectly through appropriate support to the wider range of community planning partners. It reflects the priorities outlined in Fife Community Plan and identifies how and where it links with other key strategies and plans.

It builds upon the achievements of its predecessor, addresses issues identified by the review process and outlines development priorities for the Fife Community Learning and Development Partnership:

- Further integrating planning structures and avoiding duplication in delivery structures
- Widening ownership of the Strategy and its priorities
- Improving the scope and range of partnership working
- Improving project management and quality assurance, and promoting best practice
In addressing these issues the partnership will be able more effectively to drive forward community learning and development priorities that fully embrace the agendas and challenges set by the Scottish Executive:

- Improving community engagement and learner involvement, and promoting community learning and development as an empowering process
- Improving needs identification and targeting of resources towards disadvantaged communities
- Improving the focus on community and learner as the drivers for service development
- Improving target setting and adopting a more rigorous focus on community and individual outcomes

Also incorporated in the Strategy is a framework for the development of a partnership based Community Guidance Strategy which will become a fully integrated part of the Community Learning and Development Strategy. This is a result of the introduction in 2002 of Careers Scotland as the national all age guidance agency and the requirement for each area to develop a community guidance strategy. The synergy between community learning and development and community guidance was realised at an early stage and the opportunity seized to build on rather than to duplicate existing planning structures.

Funding from the New Opportunities Fund has allowed young people from disadvantaged communities to take part in a range of Out of School Hours Learning programmes. They are based in local learning centres and assist participants, such as these from Benarty and Kelty, in the transition from primary to secondary school.

Projects focus on Information and Communications Technology (ICT) and Active Citizenship, with participants gaining skills in digital photography, sound and graphics, and website design.
Community Learning – The Early Years

The first four years since the publication of Fife Community Learning Strategy have seen considerable progress and a number of very significant achievements that lay the foundations for future developments.

Partnership Working

From being an exception to the rule prior to 2000 partnerships are now the norm. Groups that have been born and matured into fully functioning units over the past four years include:

• Fife Community Learning Strategy Liaison Group
• Fife Youth Work Liaison Group
• Community Learning Plan Partnership Groups
• Fife Literacy and Numeracy Action Plan Task Group
• Adult Learning Task Groups and Youth Strategy Groups

Local Community Learning Plans

Although there was no ‘blueprint’ for Community Learning Plans local partnership groups were quickly established and two pilot Plans were published in the first year of the strategy. By the end of year three every community in Fife was covered by a geographical Community Learning Plan.

• West Fife Villages
• Dunfermline and Coastal
• Cowdenbeath, Lochgelly, Kelty and Benarty
• Glenrothes
• Kirkcaldy
• Levenmouth
• East Fife

Themed Community Learning Plans were instigated covering:

• Adults with Disabilities
• Outdoor Learning
• Young People at Risk
Community and Learner Involvement

The path to involving both individual learners and communities in the planning and delivery of services was and is a very steep one that will not be climbed overnight. Nevertheless considerable steps have been taken which lay solid foundations for future developments:

- Sixty partnership staff have been trained in Focus Group techniques
- Three pilot Learners’ Panels have been established
- Major public consultation exercises for each Community Learning Plan
- Five pilot local Youth Forums have been established
- Local partnership involvement in the Skatepark Projects
- Fife Learning Network Online Customer Survey
- Over two hundred learners attended the first Learners’ Conference

Securing Investment in Community Learning

The various partnership groupings and component services have worked successfully to secure very considerable levels of additional resource.

**Fife Learning Centres and Cybercafe Network (£910,000)**
Investment from the Capital Modernisation Fund and Quality of Life funding has enabled us to establish a network of 45 fully equipped computer suites.

**The Ez Fife People’s Network (£740,000)**
Investment from the New Opportunities fund has allowed us to introduce learning suites and community Internet access points to every library in Fife.

**Fife Literacy and Numeracy Action Plan (£1,100,000)**
Funding from the Scottish Executive has led to the number of learners receiving literacy and numeracy support rising from 855 to 2466.

**Summer Schools and Out of School Hours Learning (£235,000)**
The New Opportunities Fund has allowed 350 young people considered at risk of exclusion to take part in curriculum focused activities after school and during summer holidays.

**Learning Homes (£250,000)**
Scottish Enterprise funding enabled 50 families living in disadvantaged areas to have computers installed in their own homes with tutor support.

**Communities Online and Digital Inclusion Fife (£295,000)**
Investment from the New Opportunities Fund has enabled 120 community organisations to develop their own website.

**Active Steps (£930,000)**
The New Opportunities Fund will enable 500 young people considered at risk of exclusion to take part in sport based personal and social development programmes.

**Dialogue Youth (£162,000)**
Funding from the Scottish Executive and Changing Children’s Service Fund will allow development of a multi-functional Smart Card for young people aged 12-18 and development of a Fife young person’s website.
Promoting Community Learning

In 2000 the term ‘Community Learning’ was new to partner agencies, staff, communities and individual members of the public. The Community Learning Strategy Liaison Group has taken a pro-active approach to promoting an understanding of the benefits of community learning:

- Community Learning Plan Training attended by 154 agency staff and volunteers
- Community Learning Plan Launches attended by an average of over 80 local people
- Community Learning Conferences attended by an average of 250 agency staff, volunteers and learners
- Posters and display boards which make use of case studies to highlight the benefits of community learning and the diversity of opportunities
- Annual Reports produced in ‘reader friendly’ format and widely distributed

Planning, Evaluation and Quality Assurance

Historically the non-formal learning sector has not been strong in the areas of planning, evaluation and quality assurance. This led to a service that was often undervalued because it could not demonstrate ‘results’ in the same way as the formal learning sector. Three nationally led developments have been successfully implemented in Fife:

- Learning Evaluation and Planning (LEAP) training programmes have been delivered to over 100 agency staff and volunteers, and 12 staff have completed ‘training the trainers’ programmes. A LEAP software package has been developed and is now routinely used to record community learning project plans and evaluations.
- The ‘Literacies in the Community’ quality framework has been adapted for use by all providers of literacy and numeracy programmes. A facilitated self-evaluation model has been successfully piloted and is being rolled out across the partnership.
- The recently published quality framework ‘How Good is Our Community Learning and Development?’ has been adapted to produce ‘How Good is Our Youth Work?’ This facilitated self evaluation model has now been successfully piloted in twelve youth work settings and is being rolled out across Fife.
The Fife Community Learning and Development Strategy

The Fife Partnership has lead responsibility for community planning in Fife, directs action and monitors progress towards achieving the Fife Community Plan.

Five Strategic Partnerships have responsibility for co-ordinating the work of a wide range of partners to take forward the main themes of the Community Plan and report directly to the Fife Partnership.

The ‘cross cutting’ partnerships, forums and groups in the outer circle of the diagram are responsible for a range of activities across the community planning themes.

---

The Fife Community Plan (March 2004) identifies six themes:

A Stronger, More Flexible and Diverse Economy

Improving Health and Wellbeing

A Well Educated and Skilled Fife

Safeguarding and Improving our Environment

Stronger Communities

Safer Communities
Fife Community Plan notes that it will:

"Support individuals, groups and communities, including young people, to work with and influence the planning and delivery of services at local and strategic level, and provide them with the organisational skills they need to tackle issues of concern in their communities, through community learning and development activities."

The Community Plan also addresses the Scottish Executive’s guidance on the need to close the inequality gap and tackle social justice and community regeneration priorities by:

"...continuing to tackle disadvantage and discrimination through targeted area regeneration initiatives, through action programmes tackling financial inclusion, digital inclusion, rural disadvantage and the provision of rights advice, and through community learning and development support targeted on disadvantaged individuals, groups and communities”.

Fife Lifelong Learning Partnership

Within the Fife Community Planning framework Fife Lifelong Learning Partnership is one of five Strategic Partnerships and operates through three working groups:

- Community Learning and Development
- Learning for Employability and Workforce Development
- Learning in Primary and Secondary Schools

Fife Lifelong Learning Partnership identifies the following Community Learning and Development outcomes (FLLP Core Document, June 2003), reflecting the Scottish Executive priorities:

Fife Lifelong Learning Partnership Priorities

- Increasing participation in Community Learning and Development activities by residents in the wards ranked 1 - 10 in the State of Fife Core Indicators combined index.
- Increasing participation in Literacy and Numeracy programmes
- Increasing the number of users of the ‘Fife Learning Network’ ICT facilities
- Increasing the number of successful grant applications by organisations based in the wards ranked 1 - 10 in the State of Fife Core Indicators combined index.
- Increasing in the number of young people participating in structures that influence the delivery of services

"Community Learning and Development should play a central role in supporting the engagement of communities (including young people) in the Community Planning process”.

Scottish Executive, Guidance to Community Planning Partnerships
Fife Community Learning and Development Partnership

The Fife Community Learning and Development Partnership (formerly the Community Learning Strategy Liaison Group) will operate as one of three working groups of the Fife Lifelong Learning Partnership, contributing to and driving forward the six Community Plan themes.

Following the introduction of the Rosyth – Zeebrugge ferry link the Youth Work Liaison Group secured funding to send ten staff and volunteers from partner organisations on a week long study visit to Belgium.

In order to undertake a broader range of this type of activity, to attract appropriate funding and to be able to act as an independent voice for youth work and young people, the group is currently working towards becoming a fully constituted organisation.
This Strategy identifies four key community learning and development priorities that fully embrace the agendas and challenges set by the Scottish Executive and Fife Community Plan and drive forward the community planning process.

- Improving community engagement and learner involvement, and promoting community learning and development as an empowering process
- Improving needs identification and targeting of resources towards disadvantaged communities
- Improving the focus on community and learner as the drivers for service development
- Improving target setting and adopting a more rigorous focus on community and individual outcomes

Connecting Communities is a training programme designed to enhance the use of Information and Communication Technology in community learning settings. Fifteen tutors were trained initially, enabling them to cascade the training to a further 120 community activists.

They in turn will utilise their skills in local community settings, where the use of new technologies provides the opportunity to develop innovative methods of community engagement.
Community Engagement and Learner Involvement

Our experience of the last four years suggests that communities and individuals, far from being apathetic as often portrayed, are keen and able to be involved in service planning and delivery. There are a number of provisos to this, identified in the draft Standards for Community Engagement. (Scottish Community Development Centre, 2003)

- The engagement is relevant to those being asked to participate
- The level of engagement matches the level of experience, skill, time availability etc. of the participant
- Barriers to participation e.g. travel costs are as far as possible removed
- Participants are fully informed of the nature and purpose of their involvement
- A range of methods is used that is suitable for participants and their circumstances
- Those leading the engagement possess the appropriate skills
- The results of the engagement are fed back to participants

This strategy identifies a Community Engagement Framework that links to the Community Planning Framework and will encourage individuals and communities to become involved in the community planning process:

- Operating at a level they are comfortable with in local, Fife and Scottish contexts
- Impacting on the work of the five Strategic Partnerships
- Impacting across the spectrum of six Community Plan themes

“We want Community Learning and Development to become a central feature of the way in which planning authorities and service providers engage with the communities and citizens we are all here to serve”

Scottish Executive, Working and Learning Together to Build Stronger Communities, 2004
The shape, scope and number of local forums and complementary community planning structures will be determined to suit local circumstances.

Local Youth, Community and Learners’ Forums will form central planks of this Strategy’s commitment to meaningful learner involvement and community engagement, providing the local building blocks with which to develop participation at Fife and Scottish levels.

Development will not be constrained by an over formal view of what constitutes a ‘forum’, which might include service user groups, voluntary organisation management committees or community action groups focusing on local health, housing, community safety, recreational, environmental or economic issues. They will all, however, contribute to the community planning process.

The **Ladder of Participation** provides us with a means of evaluating the quality of engagement with communities and individual learners.

<table>
<thead>
<tr>
<th>Participants have the idea, set up project and invite staff to join with them in making decisions.</th>
<th>Participants initiated, shared decisions with adults</th>
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<tbody>
<tr>
<td>Participants have the initial idea and decide how the project is to be carried out. Staff are available but do not take charge.</td>
<td>Participants are directed</td>
</tr>
<tr>
<td>Staff have the initial idea but participants are involved in every step of the planning and implementation. Not only are their views considered, but they are involved in taking the decisions.</td>
<td>Staff initiated, shared decisions with participants</td>
</tr>
<tr>
<td>The project is designed and run by staff but participants are consulted. They have a full understanding of the process and their opinions are taken seriously.</td>
<td>Consulted but informed</td>
</tr>
<tr>
<td>Staff decided on the project and participants volunteer for it. Staff respect their views.</td>
<td>Assigned but informed</td>
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**Degrees of Participation**

| Non Participation | Tokenism | Participants are asked to say what they think about an issue but have little or no choice about the way they express those views or the scope of the ideas they can express. |
| | Decoration | Participants take part in an event but they do not understand the issue. |
| | Manipulation | Participants do or say what staff suggest they do, but have no real understanding of the issue, or are asked what they think. Staff use some of their ideas but do not tell them what influence they have had on the final decision. |

Adapted from: Roger Hart’s Ladder of Participation

*From Tokenism to Citizenship*

**Certain basic qualities should apply to any effective community engagement:**

- Parties with an interest in the engagement are identified and involved
- Evidence of need and resource available to meet it is gathered and used to agree the purpose, scope, and timescale of the engagement and actions to be taken
- Support needs of participants are identified and met
- The methods of engagement are identified and agreed
- Clear procedures for how the parties will work together are agreed, approved and implemented by all participants
- Agreement is reached and implemented about how information will be communicated between participants
- Agreement is reached and implemented about how the participants will work with others with an interest in the engagement
- The skills, knowledge and confidence of participants are actively developed
- Results of the engagement are fed back to the wider community and agencies affected
- Performance of the engagement is monitored and evaluated

**Draft Standards for Community Engagement, 2004**
Targeting Disadvantaged Communities

The strategic objectives for social justice and regeneration, contained in the Scottish Executive’s Regeneration Statement ‘Closing the Gap’ (2002), include:

- Raising aspirations, self-esteem and confidence of communities and the individuals within them
- Improving the overall health and wellbeing of communities and the individuals within them
- Raising educational attainment and skill levels
- Improving access and overcoming barriers to employment
- Strengthening the economic and social base of the regeneration areas and improving their sustainability as communities
- Improving the quality of the physical and social environment
- Addressing the needs of key groups of people giving priority to the needs of young children, young people, vulnerable elderly people and those vulnerable to discrimination

Some tentative steps have been taken to ensure that resources are targeted on disadvantaged communities through, for example, the allocation method developed within the Fife Literacy and Numeracy Action Plan and the development of the Black and Ethnic Minority Youth Work project.

Nevertheless it is clear that the methods of the past will not address this new agenda. A broadening of our understanding of disadvantage and boldness of action at political, policy, programme and project levels is required if this agenda is to be driven forward successfully.

It is well recognised, for example, that some people experience poorer health than others because of their life circumstances. We now have a responsibility to work to reducing the gap in health and wellbeing between people living in different parts of Fife, and between different groups of people within Fife. We can achieve this by focusing health related community learning and development work on groups who face the greatest barriers to inclusion and health inequalities.

In planning the delivery of services, Community Learning and Development Plans will draw on a range of knowledge and information sources being developed by Fife Partnership. These include:

- Locality Community Profiles
- 2001 Census and Fife’s Census View tool
- The State of Fife Core Indicators
- Briefings on the Scottish Index of Multiple Deprivation, 2003 and 2004
- Fife Public Health Dataset
- Neighbourhood Statistics
- Fife Health and Lifestyle and Fife Residents Surveys
A Community Profile is a sophisticated needs analysis tool which overlays raw statistics with local information that can identify pockets of deprivation, localised clusters of a particular priority group and a variety of short term priorities. The remaining statistical resources provide data covering a range of topics and broken down to Fife, electoral Ward and in some cases street level.

In addition to targeting resources on disadvantaged geographical communities, priority will also be given to disadvantaged groups within society at large. These include:

- Long term unemployed
- Young people not in employment, education or training
- People with a disability or mental illness
- People with drug and alcohol problems
- Young people considered at risk of exclusion
- Ethnic minority communities
- Single parents
- Homeless

Whilst working towards short term solutions to issues facing individuals, groups and communities this Strategy maintains a focus on developing social capital outcomes, including:

- Better organised and more influential communities
- More skilled communities with better access to education
- Communities with better access to resources and more control over assets
- More inclusive communities with wider involvement

Martin Sherris is a 43 year old father of three who was made redundant from the retail trade, where he was employed as a Store Manager, in 2001.

He started the Training For Work (Administration) Programme in March 2002 and achieved a level III SVQ.

In June 2002 he started a placement at Kirkcaldy West Local Office and secured a temporary post as Council Services Assistant.

He progressed to a full-time permanent post as Council Services Officer at Leven Local Office in March 2004.
Community and Learner Focused Provision

In many partnership groupings the focus of discussion has been and remains primarily agency centred. For communities and learners to gain maximum benefit from their learning experience this focus requires to move to achieving desired community and learner Outcomes, rather than on agency Outputs. This will have a fundamental effect on service planning and delivery.

The Community and the Learner
Whilst it is easy to set national and Fife targets for a range of learning activity this process does not take account of the fact that every community and learner has individual hopes, wishes and aspirations. The key to unlocking and realising these is the provision of ongoing, high quality, multi layered support, information and guidance. This is the responsibility of a wide range of agencies and staff who can both support the individual learner or community group and feed the resultant information into the appropriate planning forum.

The Learning Experience
There are a number of individual and inter-related factors that affect the quality of the learning experience. These include:

- Quality of buildings, equipment and materials
- Reliability of administrative arrangements
- Responsiveness of staff
- Peer support
- Cultural issues
- Availability of transport and childcare
- Recognition of achievement

The Impact of Learning
In order properly to evaluate a learning programme it is important that we begin to look at the impact, or outcomes, of learning. At present we often have little or no idea if the desired outcomes of a learning programme were achieved.

In order for this to happen we require to adopt a much more rigorous tracking regime from point of entry to beyond the point of exit from the learning programme. The evidence gathered from this type of exercise will in turn inform service planning and target setting processes.

The Impact of Guidance
The availability of high quality information and guidance is a crucial element in achievement across the broad spectrum of learning, including youth work, community based adult learning programmes and community action programmes. As such it is not the responsibility of a single agency but of every agency that comes in contact with learners.

A key element of a Community Guidance Strategy will be identification of the broad spectrum of guidance needs within local Community Learning and Development Plans, development of practices appropriate to those needs and monitoring of the effectiveness of guidance.
Robust Target Setting

The Scottish Executive notes in its guidance on Community Learning and Development that:

“We want to see Community Planning Partnerships setting clear and measurable targets for each of the three national priorities as part of their Community Learning and Development Strategy and Action Plans, and ensuring that systems are developed to monitor progress against these….These targets should be nested within the performance monitoring and management framework being developed for community planning…”

Target setting and working to targets is a methodology that is still relatively new to some agencies and staff within the Community Learning and Development Partnership, although others have long experience of it.

Targets set in this Strategy and ensuing local Plans will share common features:

• Targets will contribute to the achievement of the aims and priorities of Fife Community Plan, Fife Lifelong Learning Partnership and Fife Community Learning and Development Strategy
• Targets will incorporate both Outputs and Outcomes
• They will be clear as to what will count as success and consistent on the data source(s) being used
• Targets will specify a clear baseline figure and progression indicators

As part of the process of developing the new Strategy partner agencies and partnership groups have submitted a range of individual targets.

These have been distilled to provide exemplars of targets being set by the Partnership to cover the broad spectrum of Community Learning and Development activity. They are contained in Appendix 1.

After six years of hard work by a group of local young people fed up with having nothing to do the Community Kick Off project is finally a reality.

The young people teamed up with adults and various community organisations to lease former tennis courts that had lain derelict for many years.

With assistance from Fife Council, Fife Police, Fife Environmental Trust and Youth 1st the area has now been converted into a multi purpose sports facility.
The Fife Community Learning and Development Partnership will impact on all six Community Plan themes and implement its own key priorities through a range of vehicles:

**Area Community Learning and Development Plans**

Six geographical Community Learning and Development Plans will be produced and managed by Area Community Learning and Development Partnerships, covering the following areas:

- **West Fife**  (West Fife Villages, Kelty, Cowdenbeath, Lochgelly, Benarty)
- **Dunfermline**  (Dunfermline, Rosyth, Inverkeithing, Dalgety Bay)
- **Glenrothes**  (Glenrothes, Leslie, Markinch, Coaltown & Milton of Balgonie, Thornton)
- **Kirkcaldy**  (Kirkcaldy, Burntisland, Cardenden, Kinglassie)
- **Levenmouth**  (Leven, Methil, Buckhaven, Kennoway, Windygates, Coaltown of Wemyss)
- **East Fife**  (East Neuk, St Andrews, Cupar, Howe of Fife, Tay Bridgehead)

Area Community Learning and Development Plans will use a range of national, Fife and local statistical information and knowledge to inform service planning priorities. (See also “Targeting Disadvantaged Communities”). They will set the local strategic context and contain appropriate umbrella targets for the Area. Plans will link community learning to community guidance, stating clearly the nature of the link and specific activities that will achieve it. Each Partnership will produce a revised Plan by June 2005.

Each Area Community Learning and Development Partnership will support the development of a Community Panel. Based on the Citizen’s Jury model, and building on the pilot Learners’ Panels, these will focus on a complete Plan or a single element within a Plan. Panels will be in place and fully operational by June 2006.
Locality Sub Plans

Fife’s decentralisation strategy identifies 23 geographic Localities. It is essential that Community Learning and Development Plans achieve best fit with this existing and established structure, and that planning for Community Learning and Development programmes effectively meets local needs. It is also acknowledged that communities in general are more likely to become involved in the community planning process when discussion is focused on local issues.

Area Community Learning and Development Partnerships will operate through a range of Locality Task Groups, each designed to take account of a range of local circumstances such as population density, distance, historical linkages and staffing structures. These groups will also include representation from user and community groups. The exact shape and scope of these groups will be determined by Area Community Learning and Development Partnerships.

Locality Task Groups will be established by the Area Community Learning and Development Partnership to cover the broad areas of Children and Young People, Adult Learning and Guidance and Community Capacity Building.

Area Community Learning and Development Partnerships will ensure that a ‘level two’ Community Profile for each Locality is completed by June 2005 and a ‘level three’ Profile by June 2006.

Locality Task Groups will set, monitor and report on detailed Locality targets through a widely available Annual Report. These will be available in all Localities by September 2005.

Themed Community Learning and Development Plans

A range of themed Community Learning and Development Plans will be implemented to drive forward a particular theme or area of work across geographic boundaries.

Young People at Risk

Although very significant extra funding has become available in recent years for work with excluded groups of young people this has been linked to the development of highly specialised spearhead projects. Fife Community Learning and Development Partnership and Fife Youth Justice Sub-Committee have jointly identified a very significant element in the 14 - 18 age group who are clearly at risk of exclusion through under achievement at school, truancy, involvement in minor and petty crime or drug and alcohol abuse and misuse. This themed Community Learning and Development Plan will work to develop integrated long-term engagements with this group of young people.

A project co-ordinator and multi agency steering group are in place, with a target date of September 2005 for publication of the Plan.
Outdoor Learning

The first Community Learning Strategy identified the need for an environmental dimension to Community Learning Plans. This reflected the fact that many of the key issues regularly raised by communities relate to their outdoor environment, whether it is the quality of green and woodland spaces, litter and graffiti or access to the countryside. It was acknowledged that the long-term solution to a number of those issues lies in developing an awareness and understanding of the outdoors through participation and education.

It is also recognised that many of our major parks and green spaces have an increasingly important educational role to play, particularly for young people, and there is a commitment to enabling communities to become more involved in the management of these major facilities.

Involvement by young people, particularly from disadvantaged communities, in Outdoor Learning activities will have significant impacts on health improvement agendas and contribute to the aims of the Community Learning and Development Plan for Young People at Risk.

Fife Council Community Services (Countryside Section) will lead on the development of a Community Learning and Development Plan for Outdoor Learning, which will be published by September 2004.

Fife Literacy and Numeracy Action Plan

In 2001 the Scottish Executive published the report ‘Adult Literacy in Scotland’ which identified that as many as 23% of adults were prevented from fulfilling their full potential in personal, family, community and work environments due to a literacy or numeracy difficulty. Initial three year funding, now extended to 2006, was allocated to Fife Community Learning and Development Partnership to develop and manage a Fife Adult Literacy and Numeracy Action Plan.

All of the above report directly to the Fife Community Learning and Development Partnership.

Breaking Through is a first stepping stone for isolated young parents, funded by Fife Literacy and Numeracy Action Plan and meeting at the Argos Centre, Kirkcaldy.

It allows participants to gain self confidence, improve communication skills, develop practical skills and explore future learning needs. The group devises its own programme of taster sessions and visits, before moving on to other learning opportunities.
Community Guidance

A partnership based Community Guidance Strategy will be developed as a fully integrated strand of the Community Learning and Development Strategy. This will raise the profile of guidance and reflect the significance of its role within the community learning and development process. It will also afford an opportunity to rationalise the number of strategic groups and better synchronise related planning activities.

Community Guidance is a concept within which ‘Community’ is meant as a geographic community and a community of interest. It is:

**An Aspiration to:**
- Integrate guidance as a core element of community learning & development
- Achieve added value through effective partnership working
- Support individual and community capacity building
- Provide guidance services which are client centred and holistic and where career/life planning and management is seen to be a desirable and necessary integral part of learning, work and general well being

**An Approach that:**
- Is pro-active and uses mechanisms which ensure its accessibility to disadvantaged groups
- Learns from and builds on established good practice
- Is forward looking and takes account of emerging situations

**A Framework that:**
- Promotes national coherence but through Fife Adult Guidance Network and other partnership forums, ensures ‘local fit’
- Protects the capacity for innovation and change
- Provides a basis for dialogue between partners and engagement with communities.

Community Guidance Priorities

- Consider the role of the Fife Adult Guidance Network as a key driver to the Community Guidance Strategy
- Identify staffing and other resources to support the development and implementation of a Community Guidance Strategy and Area Community Learning and Development Plans
- Develop ‘terms of reference’ for Adult Learning and Guidance Task Groups that embed the principle of guidance as an integral feature of all learning activity
- Identify appropriate outcome and impact measures that reflect identified local need
- Establish clear guidance targets within Area Community Learning and Development Plans
- Agree and establish a quality assurance framework with clearly defined Performance Indicators

Community guidance is a well-established concept and practice in Fife. With the establishment of Careers Scotland and its commitment to lead on the development of a Community Guidance Strategy there is now the potential to bring significant added value to this agenda.

Whilst Careers Scotland will lead on development of the strategy, its successful implementation will require an approach which seeks to gain ‘collaborative advantage’ by drawing on partner strengths, resources and expertise.
Linked Strategies and Plans

In its guidance on Community Learning and Development the Scottish Executive notes that:

“Community Learning and Development approaches are now well established in youth and community work and in community based adult-learning services. This style of working has now become more familiar in other public service disciplines, such as health promotion, environmental protection, formal education, culture and leisure, economic development, social welfare and regeneration. We strongly support this trend and want to see Community Planning Partnerships using this approach across a range of programmes”.

The Fife Community Learning and Development Partnership provides a planning and delivery framework that will support the development and implementation of community learning and development elements of a range of key Strategies and Plans led by other agencies and partnerships. It is expected that these Strategies and Plans will impact directly on all Community Learning and Development Plans. They include:

Children’s Services

To achieve such a vision **Fife Children’s Services Plan** aims to ensure that:

- Children and their parents and families are involved and consulted about key decisions affecting their lives. Children’s identity and innate dignity as human beings will be respected and all children will be aware of their rights and these rights safeguarded
- Children should receive good quality care and, wherever possible, grow up in a positive family setting. Where the family setting is not positive, support should be given to achieve this
- Where it is not possible to achieve a sufficiently positive family setting, the child’s experience should be as near as possible to a family upbringing
- Children have good opportunities for recreation, leisure, and play
- Children enjoy the highest attainable standard of health and wellbeing
- Children benefit from a positive learning environment and are supported to explore, enjoy and develop their personality, talents, and mental and physical abilities to their fullest potential
- Young people are diverted from offending and the lives of young offenders transformed through rehabilitation to ensure that every child and young person has the opportunity to fulfil their potential in life

This Strategy will contribute directly to achieving the vision of Fife Children’s Services Plan through the work of local Youth Strategy Groups and Fife Youth Work Assembly.
Community Safety

Fife Community Safety Action Plan identifies one of its four key priorities as being:

- To reduce young people’s involvement in crime and anti-social behaviour and expand the range of resources available for youth crime diversion in Fife.

During the current financial year £48,000 of Scottish Executive grant was allocated to initiatives that provide positive opportunities for young people who might otherwise become involved in crime, anti-social behaviour and drug and alcohol misuse.

This included youth facilities that pilot innovative approaches to the promotion of community safety among young people and targeted youth crime diversion programmes delivered on a joint-agency basis.

A Youth Diversion Budget of £40,000 was established to support diversionary activities for young people that aim to reduce youth crime. This included investment in Cybercafés, community projects, alcohol counselling and employment training. In 2003 the Scottish Executive allocated an additional £52,937 of Summer Programme Funding to support activities for 12-16 year olds during the summer holidays.

The Community Learning and Development Plan for Young People at Risk will pull together and co-ordinate strands of work by a range of agencies, including the Community Safety Partnership, Fife Council Community Services, Education Service and Social Work Service. Working closely with local Youth Strategy Groups, this Plan will make a significant contribution to achieving Community Safety Action Plan outcomes.

Culture and Heritage

The National Cultural Strategy for Scotland ‘Creating our Future…. Minding our Past’ (2000) notes that:

“. . It is through engagement with culture in its widest sense that people are enabled and communities strengthened…to succeed in the 21st century Scotland needs to foster the creative ingenuity of all its people”

Through our links to Fife’s Arts and Heritage Strategies and the recently approved reviews of Fife Council’s Arts, Theatres and Museums, we aim to ensure that culture and heritage is an integral feature of Community Learning and Development Plans. It is recognised that culture and heritage plays a part in the lives of everyone in Fife, and the need to promote and raise awareness of cultural diversity is vital in a modern Scotland.

To this end we will ensure that effective links are developed and maintained between culture and heritage agencies such as Museums, Arts, Theatres, Libraries, Fife Cultural Champions and other Community Learning and Development providers at all levels within the planning framework.
Fife’s Joint Health Improvement Plan (2003 -2006) outlines how community planning partners will take forward that vision. The Communities section of the plan has a particular resonance with the principles of community learning and development and notes that:

“We all need to be involved in improving health and wellbeing. Being listened to and having our views respected are key factors in individual wellbeing. Communities need to have the opportunity to raise issues, suggest solutions and participate in improving health and wellbeing.”

There is a clear link between life circumstances and health and wellbeing. Housing, income, our environment, access to information, transport and services, being involved in our community and having access to social networks all impact on our health and wellbeing. Tackling health inequalities by strengthening individuals and communities is a key focus of the Joint Health Improvement Plan.

By including issues and developing solutions around the health and wellbeing of communities within Community Learning and Development Plans we aim to:

- Narrow the health inequalities gap by improving the health of those with the highest risk of poor health and ensure that national initiatives and funding have maximum impact on local health and wellbeing and tackling health inequalities.
- Improve awareness of the health inequalities facing communities of interest by involving them in identifying issues and developing action, and by improving access to services and information.
- Support people who face barriers to inclusion to be part of their local community by creating and encouraging inclusive attitudes, reducing discrimination and stigma, targeting issues around isolation and improving access to social networks.
- Increase community development work around health and wellbeing to encourage and empower community groups to work together across generations on local initiatives.
- Improve access to information, services and community resources for people who live in regeneration areas, or known areas of deprivation, or rural areas as well as people who experience difficulties with access due to disability, mental health problems, sexuality, race or other barriers to inclusion.
- Ensure health and wellbeing is on the agenda of existing community groups and voluntary forums and support community activity by providing information about health and wellbeing.
Sport and Recreation

Taking its lead from the recently revised national sports strategy, Sport 21, Fife Sport and Active Recreation Strategy identifies the following key policy aims which contribute to the Community Plan themes and Community Learning and Development Strategy priorities:

- To provide the communities in the four designated Regeneration Areas in Fife with affordable and accessible opportunities to take part in sport and recreation and to help them maintain and develop more healthy and active lifestyles.
- To encourage the continued development of sports clubs in Fife by helping to ensure that they are well-managed, offer good quality recreational, competitive and training opportunities - particularly for young people.
- To improve the standard of sporting performance at all ages and levels of ability by increasing the number and quality of coaches operating in Fife.
- To provide support to and work in partnership with the voluntary sector in order to help further the development of sport and recreation in Fife.

Revisions to the sports development structure will provide a focus on social inclusion and widening opportunity, club development and coach education. Much of this refocusing will relate to capacity building with and within the voluntary sector, and will create links to the Community Learning and Development Plan for Young People at Risk.

The appointment of a Physical Activity Co-ordinator attached to Health Promotion Fife will promote physical activity, sport and recreation within the wider context of community health, including a healthy diet and lifestyle, and contributing to the aims set out in Fife Joint Health Improvement Plan.

Young people at the Exit Youth Club put pen to paper to promote World AIDS Day.

The group secured funds from the Scottish Voluntary HIV and AIDS forum and working with support from Fife Council, the Youth Support Link project and Health Promotion produced a short newsletter about AIDS and HIV related issues. This was distributed widely in their own community and to other youth clubs and projects throughout Fife.
Developing the Partnership

The Community Learning Strategy Review identified a number of areas where the partnership could improve its structures and methodologies to improve its effectiveness in driving forward community learning and development priorities.

- Further integrating planning structures and avoiding duplication in delivery structures
- Widening ownership of the Strategy and its priorities
- Improving the scope and range of partnership working
- Improving project management and quality assurance, and promoting best practice

Integrated Planning

The revised integrated planning structure establishes a clear linkage between Fife Community Plan, Fife Lifelong Learning Partnership and Community Learning and Development Partnership. It streamlines the planning process to eliminate duplication and provide a sharper focus on action planning and delivery.

Many of the planning and implementation structures introduced as part of the first Community Learning Strategy have fulfilled their original remit and matured to a point where major revision is required.

Planning groups, at all levels, will reflect the full range and continuum of community learning and development opportunities.
A range of existing and new groupings will operate within a Community Learning and Development Planning Framework designed to:

- Take Community Learning and Development forward within the wider Community Planning framework
- Promote wider ownership of the Community Learning and Development Strategy
- Identify roles and responsibilities at all levels
- Improve co-ordination, communication and reporting procedures
- Promote individual and community involvement in the community planning process
- Develop strategic links between community guidance and community based learning

Co-ordination and communication between different layers of the planning and operational frameworks will be enhanced by the implementation of a Co-ordination Framework. This will see Partnership co-ordinators meeting and communicating regularly, formally and informally, to keep fully abreast of developments within the Community Planning Framework.

The development of community based Learning Centres has made it easier to provide appropriate learning opportunities for people with disabilities, such as those who attend day care at the Forward Centre in Glenrothes.

Members are pictured with their Certificates presented at the recent Fife Learners’ Awards ceremony.
The Fife Community Learning and Development Partnership (formerly the Community Learning Strategy Liaison Group) will operate as a working group of the Fife Lifelong Learning Partnership and will assume a strategic planning function.

The Community Learning and Development Partnership will operate through six geographic and two themed Community Learning and Development Plans, each of which is managed by a partnership group. It will also hold responsibility for Fife Literacy and Numeracy Action Plan and Dialogue Youth project.

The responsibility now held by the Community Learning and Development Partnership for overseeing budgets associated with e.g. Fife Literacy and Numeracy Action Plan and Active Steps project makes it appropriate that elected Councillors are in future nominated to serve on this Group.

The Partnership will ensure that this Strategy, Area Community Learning and Development Plans, Locality Action Plans and Annual Reports are made widely available in print and via our website. (www.fifedirect.org/cld)

The Community Learning and Development Partnership will be supported and advised in its work by three network groupings:

Fife Community Learning and Development Network

As the Community Learning and Development matrix has expanded and become ever more complex it has both placed a strain on small organisations and specialist service providers that cover large geographical areas and created an information deficit amongst planners and providers.

A Community Learning and Development Network will be established by September 2004 which will include smaller Fife-wide agencies in the planning matrix without the need for attending multiple meetings and provide an effective information pathway for the increasing number of Fife-wide projects. It will also promote the development of work with thematic priority groups across geographical boundaries.

Membership will include:
- Geographic Community Learning and Development Plan Coordinators / Chairs
- Themed Community Learning and Development Plan Coordinators / Chairs
- Youth 1st, WEA, FRAE Fife, EMET, FEN and LEAD representatives
- Literacy and Numeracy Action Plan Coordinator
- Inclusion Team Leader
- Fife Cultural Champions Coordinator
- Digital Inclusion Fife and Dialogue Youth Coordinators
Fife Youth Work Assembly

Fife Youth Work Liaison Group (now Fife Youth Work Assembly) was established by the first Community Learning Strategy to provide a Fife-wide forum to:

• Share and promote best practice
• Promote discussion of common issues
• Promote joint training and working
• Promote youth achievement
• Share information and resources

This group has proved to be particularly successful and has begun to develop its own programme, such as the recent multi agency, seven day study visit to Belgium. In order to further develop its ability to undertake a broader range of this type of activity, to attract appropriate funding and to be able to act as an independent voice for youth work and young people, the group is currently working towards becoming a fully constituted organisation.

• The Fife Youth Work Assembly will support the development of a Fife Youth Forum, which will feed into the Scottish Youth Parliament, and advise Fife Community Learning and Development Partnership on current and emerging issues relating to Youth Work.

Fife Community Guidance Network

Fife Adult Guidance Network (now Fife Community Guidance Network) has been established for a number of years. Following the introduction of Careers Scotland and an all age guidance service the Network has reviewed its remit, which is now to:

• Provide a representative forum for organisations in Fife with an interest in information, advice and guidance
• Agree a strategy for community guidance
• Advocate for guidance to be incorporated into all learning, training and employment opportunities
• Represent the interests of clients and feeding back to providers on unmet or inappropriately met needs
• Promote the development of good practice in information, advice and guidance

• Fife Community Guidance Network will support the development of a Fife Learners’ Forum, which will feed into the Scottish Learners’ Forum.

As a result of the review local guidance networks will be assimilated into the new local Adult Learning and Guidance Task Groups.
Area Community Learning and Development Partnerships

Partnership groups managing Community Learning and Development Plans will be known as (Area) Community Learning and Development Partnerships. They will operate as working groups of the Fife Community Learning and Development Partnership and assume a local strategic / operational function.

Partnerships will produce Community Learning and Development Plans that set the local strategic context and contain appropriate umbrella targets for the Area. They will produce revised Plans by September 2005.

Partnerships will provide four-monthly reports to Fife Community Learning and Development Partnership detailing progress against key strategic targets.

Partnerships will support the development of Locality Community Profiles, ensuring that a ‘level two’ Community Profile is in place for each Locality by June 2005 and a ‘level three’ Profile by June 2006.

Each Area Community Learning and Development Partnership will support the development of a Community Panel (See also Area Community Learning and Development Plans) which will be in place and fully operational by June 2006.

Area Community Learning and Development Partnerships will operate through a range of Locality Task Groups, each designed to take account of a range of local circumstances such as population density, distance, historical linkages and staffing structures. The shape and scope of these groups will be determined by Area Community Learning and Development Partnerships.

Locality Task Groups

Locality Task Groups will operate as working groups of the Area Community Learning and Development Partnership and share the following key functions:

- Jointly plan and manage, using local knowledge and drawing in expertise and resources as required, the delivery of integrated services within the local area and the framework of the priorities in Fife Community Plan and Community Learning and Development Strategy.
- Contribute to the development, maintenance and updating of Community Profiles, to be used as the key need assessment tool and thereafter to redistribute resources to meet identified need in the area.
- As part of a clear resource allocation framework, co-ordinate and make recommendations on local proposals for service development.
- Ensure proper linkage and balance between targeted investment and provision of universal services.
- Ensure that Action Plans are agreed with communities, published and widely distributed. Detailed targets and performance reports should be included in a widely circulated Annual Report.
- Identify local inter-agency training needs to ensure shared understanding of roles and improved working practice.
Membership will consist of front line delivery staff from all relevant partner agencies operating in the area and Area Community Learning and Development Partnership co-ordinator. Meetings will take place as decided by the group and agreed by the Area Community Learning and Development Partnership.

Locality Task Groups will be established to cover the broad areas of Children and Young People, Adult Learning and Guidance and Community Capacity Building.

A short term working group, drawn from existing planning groups, will be established to develop a common Fife wide remit for Locality Task Groups and an action plan that will ensure they are fully operational by March 2005.

Locality Task Groups will support the development of a range of local Community Forums, Learners’ Forums and Youth Forums, which in turn will feed into Fife and Scottish groupings. Each Locality Task Group will have at least one linked Forum in place and fully operational by June 2005.

Adult Learning and Guidance Task Groups

Adult Learning and Guidance Task Groups (formerly Local Planning Groups) are already in place. Their remit will be revised and broadened to include:

- Guidance
- Literacy and Numeracy
- Community Based Adult Learning (C. B. A. L.)
- ESF First Steps / Steps into Learning programmes
- Community based vocational and non vocational learning
- Childcare Provision
- Marketing and Information

Youth Strategy Groups

Youth Strategy Groups are already in place in most Areas. Their remit will incorporate:

- Youth Work
- Play provision
- Out of School Hours Learning and Personal Development
- Summer Schools
- Active Steps
- Guidance
- Marketing and Information

Youth Strategy Groups will operate as working groups of the Local Children’s Services Groups currently being introduced as part of the Fife Children’s Services Plan, reporting via the Area Community Learning and Development Partnership.
At present there is no single Fife-wide model in place to support Community Capacity Building. It is clear from the consultations on this Strategy that local multidisciplinary groupings remain the most effective way of co-ordinating flexible and targeted responses to issues of local concern.

Building on successful examples currently in place, Area Community Learning and Development Partnerships will establish local Community Capacity Building Task Groups to support the remaining geographic areas. The exact shape and composition of these groups will be determined locally.

Fife Community Learning and Development Partnership will also consider at the earliest opportunity the necessity, raised frequently during consultations on this Strategy, for a Fife-wide structure to share and promote best practice, promote discussion of common issues, promote joint training, and share information and resources.

Community Capacity Building Task Groups will develop plans to support the following priorities:

- Supporting the development of community engagement structures identified within this strategy. These include Learners’ Forums, Community Forums, Youth Forums, and Community Panels
- Supporting the development of emerging community planning structures such as Area Forums and Fife People’s Panel
- Providing support to community action groups in developing their responses to issues of local concern
- Providing support to single issue action groups focusing on, for example, community safety, economy, education, environment, health, housing or recreation and enabling them to influence service planning and delivery
- Providing Link Officer support to the wide range of full and part time voluntary organisations supported by the Fife Council Grant Aid, and encouraging them to play a wider role in the community planning process
- Supporting other agencies, partnerships and initiatives that maximise the involvement of service users in the planning, delivery and monitoring of services.

In providing this support best use will be made of projects and programmes with specific capacity building remits. These include Digital Inclusion Fife, Communities Online, Dialogue Youth and Fife Literacy and Numeracy Action Plan.
Widening Ownership

The original guidance on Community Learning required local authorities to lead on the development of Community Learning Strategies. In the case of Fife Council this was remitted to Community Services and thence the Community Learning and Development Section. To date this ‘lead role’ has been interpreted literally, with most groups chaired by Community Learning and Development Section staff.

The aim of this Strategy is to widen ownership of the overall agenda and process. Priority actions will be as follows:

• The Chair of the Fife Community Learning and Development Partnership, and associated working groups such as the Literacy and Numeracy Task Group and the Active Steps Steering Group, will be elected from within the wider partnership
• The Chair of Area Community Learning and Development Partnerships, and associated Locality Task Groups, will be elected from within the wider partnership
• Target setting and associated budgets will be devolved to the lowest possible level
• A training needs analysis will be carried out and a comprehensive partnership staff development programme put in place for key staff at all levels. This will ensure there is clarity of role and purpose and a skill set appropriate to the tasks involved in the widening ownership process

Partnership Working

As noted in the introduction, the first Strategy made considerable strides in transforming partnership thinking from an exception to the norm. This Strategy identifies a need to move the partnership model forward:

• To move beyond partnership planning, where we in most cases sit at present
• To move towards integrated partnership working, sharing skills, resources and budgets
• To focus on the Learner, the Learning Environment and the Impact of Learning as our key drivers
• To accept ownership of shared targets and responsibilities

In order to assess the effectiveness of the partnership, and as a demonstration of our commitment to continuous improvement in our partnership working, a European Foundation for Quality Management (E.F.Q.M.) Level 1 assessment will be carried out during 2005.
Planning, Evaluation and Quality Assurance

The past four years have seen significant progress made in this area, with the introduction of four key planning, evaluation and quality assurance frameworks:

- Learning Evaluation and Planning (LEAP)
- LEAP for Health
- How Good Is Our Community Learning and Development?
- Adult Literacies in the Community

These will require to be adapted to produce implementation models that are:

- Easy to use routinely, by all partner agencies
- Placed in the context of the local Fife situation

A facilitated self-evaluation methodology has been successfully piloted within the literacies and youth work contexts. Nevertheless:

- LEAP is not yet fully embedded and is not used routinely by all providers
- How Good is Our Community Learning and Development requires roll out to all provider agencies and further development of ‘easy to apply’ frameworks
- The facilitated self-evaluation model has proved successful in pilot programmes but requires further impetus to ensure it is used routinely across all sectors
- Despite the many innovative developments, in all areas of Fife and across a range of learning themes, there still remains a reluctance to share and build upon best practice

To give further impetus to these developments, and to widen ownership of this agenda, the Community Learning and Development Partnership will establish a Quality, Innovation and Skills Group by December 2004. This will build on the model successfully piloted by the Literacy and Numeracy Action Plan Quality Forum and will be a key vehicle for the identification and dissemination of good practice supported by a staff skill development programme.

Motiv8 is a programme which offers support and encouragement to young adults who wish to contribute to their community.

To date the Motiv8 members have taken part in a team building residential in the Highlands and a Leadership and Personal Development programme at the Columba 1400 Centre in Skye.
Promoting Community Learning and Development

During the term of the first Strategy considerable efforts were made to raise the profile of Community Learning, using Community Learning Plan launches, annual conferences, achievement focused posters and displays, Learners’ Awards and widely distributed Annual Reports.

This Strategy will continue to use these techniques, whilst developing a range of complementary vehicles:

- The Community Learning and Development Strategy, Area Community Learning and Development Plans, Locality Community Learning and Development Plans, Annual Reports and Community profiles will be published on the Community Learning and Development website at www.fifedirect.org.uk/cld. The website will also contain News and Best Practice sections.

- Locality Community Learning and Development Plans covering each of the 23 Localities will be published and widely circulated. They will contain key Outcomes and Targets for the current period and reports on the achievement of previous Outcomes and Targets. This will make a significant contribution to developing public accountability.

- Building on the experience of the Fife Learners’ Awards the Community Learning and Development Partnership and Fife Youth Work Assembly will examine proposals to develop a Fife Youth Awards programme, at Area and Fife levels.

Kelly Campbell worked on a production line before completing a BA in Media Culture and Society. Unable to get a job and losing her confidence, the Job Centre suggested volunteering.

At Kirkcaldy YMCA she has progressed to paid youth work, and sessional work supporting adults with learning difficulties at Barony Housing Association.

From being unconfident and shy she is now capable, able and active, is on the committee of the YSF International Youth Group, and has recently been interviewed for a Post Graduate qualification in Community Education.
The targets contained in this Appendix are provided as EXEMPLARS of the range of Community Learning and Development activity provided by partner agencies and groupings.

The list is not definitive in terms of the period covered by this Strategy or exhaustive of the activities provided by partner agencies.

<table>
<thead>
<tr>
<th>All Partners</th>
<th>We aim to increase participation in Community Learning and Development activities by residents in the top ten wards identified in the State of Fife Core Indicators by 10% annually from 2003/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacies Partnership</td>
<td>We aim to increase the number of adults participating in literacy and numeracy programmes to 3308 by 2005/6</td>
</tr>
<tr>
<td>Fife Learning Network</td>
<td>We aim to increase the number of users of the ‘Fife Learning Network’ ICT facilities by 5% annually from 2003/4</td>
</tr>
<tr>
<td>Fife Learning Network</td>
<td>We aim to achieve a 90% satisfaction rating in all key areas covered by our online Customer Satisfaction Survey</td>
</tr>
<tr>
<td>CLD Section / Social Work</td>
<td>We aim to increase the number of successful grant applications by organisations based in the top ten wards identified in the State of Fife Core Indicators by 10% annually</td>
</tr>
<tr>
<td>Childcare &amp; Early Years P'ship</td>
<td>We aim to ensure that every person has the opportunity to go into further or higher education, training programmes or into employment through accessing the level of support they require to ensure children receive good quality care in their communities</td>
</tr>
<tr>
<td>Countryside Section</td>
<td>We aim to publish a themed Community Learning and Development Plan focusing on Outdoor Learning by September 2004</td>
</tr>
<tr>
<td>CLD Section</td>
<td>We aim to publish a revised Youth Work Policy by September 2004.</td>
</tr>
<tr>
<td>Active Steps Partnership</td>
<td>We aim to publish a themed Community Learning and Development Plan focusing on Young People at Risk by June 2005</td>
</tr>
<tr>
<td>Active Steps Partnership</td>
<td>We aim to recruit 800 young people who are at risk of exclusion to the Active Steps programme each year until 2005/6</td>
</tr>
</tbody>
</table>
Youth 1st

We aim to recruit 200 young people [13 to 17 year olds] each year onto our ‘Momentum’ programme with 20 courses organised and run each year to 2006.

Youth 1st

We aim to increase the number of young people completing Senior Member Involvement Training (S.M.I.T.) programmes to 50 by 2006.

CLD Section

We aim to ensure that 80% of organisations making Youth Work provision on two or more occasions per week have direct, on site, access to the Internet and the Dialogue Youth Portal.

Countryside Section

We aim to provide by 2006/7 the opportunity for 600 young people, regarded as at risk and targeted under the New Opportunities PE and Sport initiative, to participate in structured outdoor learning programmes.

Fife Libraries

We aim to increase the number of tutor-led courses, tutorials and taster sessions available through the library network, running 24 courses, 20 tutorials and 60 taster sessions each year to 2005/6.

Fife Libraries

We aim to increase the number of young people participating in activities to 1,000 attendances per year, the number of project loans requested and issued by 5% and the number of young people joining libraries by 5%.

Fife Museums

We aim to increase provision for exhibitions and events involving socially excluded groups by promoting one exhibition and one event in 2004/5 rising to two exhibitions and one event in 2006/7.

Arts Development

We aim to develop the creative economy by increasing the number of people assisted into potential businesses by 3 each year to 2006/7.

Glenrothes College

We aim increase the number of learner hours delivered through community and informal programmes for families, lone parents, young adult males, minority ethnic groups and unemployed by 4% each year to 2006/7.

Lauder College

We aim to increase the number of students enrolled in community learning centres by 10% in 2004/5 and 5% annually to 2006/7 and to increase progression into mainstream FE or employment by 10% each year to 2006/7.

Fife College

We aim to increase the number of community and informal programmes delivered for families, lone parents, young adult males, ethnic minority groups and unemployed by 10 new groups per year to 2006/7.

Elmwood College

We aim to increase the number of subject areas delivered in community settings by 2 per year and develop alternative delivery models with 3 centres delivering flexi / CBT learning and 2 online courses available.

CLD Section

We aim to recruit 600 learners (24,000 hours of learning) to First Steps programmes and 400 learners (16,000 hours of learning) to Steps into Learning during 2004. Overall we aim to see 615 learners gain a qualification or progress into work or further education.
Inclusion and Employability

We aim to increase the number of clients participating in ESF and other community based learning programmes to successfully progressing to more advanced training or employment by 10% annually to 2006/7

Development Services

We aim to assist 700 young people into further education or employment in 2004/5

E.M.E.T. Network

We aim to identify gaps in provision for ethnic minority communities and develop 6 positive action programmes, engaging 150 participants, to help people access information, learning and jobs in 2004/5

F.E.A.T.

We aim to support people with mental health problems to enter employment, education or training with 15 people entering employment, 20 into education or training, 40 work sites displaying the Road-show and 30 employers attending Mental Health seminars each year to 2006/7

Children’s Services Group

We aim to reduce the proportion of 16-19 year olds not in education, training or employment by 2006

Countryside Section

We aim to increase the number of citizens participating in the Fife Walking Initiative ‘Bums Off Seats’ to 780 led walks by 7,800 people walks by 2004/2005

Countryside Section

We aim to support, encourage and train 65 local people to become volunteer countryside rangers to raise public awareness of Fife’s natural heritage by 2006/2007

Community Use Schools

We aim to increase the number of young people aged 5-18 using facilities from 4 -6 pm by 10% in 2004 / 5 and 5% annually to 2007

Community Use Schools

We aim to increase the number of adults attending vocational ICT classes by 10% in 2004 / 5 and 5% annually to 2007

W.E.A.

We aim to provide the opportunity for marginalised communities of interest (e.g. isolated rural groups, people with sensory loss) to participate in informal learning and development opportunities, increasing participation by 5% annually over 2003 / 4 baseline

W.E.A.

We aim to increase the opportunities for marginalised adults to participate in integrated literacy and numeracy programmes by 5% annually over 2003 / 4 baseline
Glossary

Community capacity building
Measures that strengthen the collective ability of a community.

Community Learning and Development
Learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants.

Community planning
This is a strategic process whereby the public services in the area of the local authority are planned and provided after consultation and ongoing co-operation among all public bodies and with community bodies.

Community Profile
A Community Profile is a sophisticated needs analysis tool which overlays raw statistics with local information that can identify pockets of deprivation, localised clusters of a particular priority group and a variety of short term priorities. Level 1 is produced from statistical information by a single agency, Level 2 involves agency partners in the process and Level 3 is produced with the full involvement of the local community.

Community regeneration
This is the process of tackling poverty, deprivation and social exclusion in a particular geographic area or within a particular group of people.

E.M.E.T.
Ethnic Minority Employment and Training

F.E.N.
Fife Employability Network

F.L.L.P.
Fife Lifelong Learning Partnership

Forum (Youth, Learner, Community, etc.)
A Forum is an opportunity for a group of people with a common interest or concern to meet together to discuss the issue. The setting may be formal or informal. The membership and life-span of the forum is determined by the agenda.

L.E.A.D.
Linking Education and Disability

L.E.A.P.
Learning Evaluation and Planning

Outcomes
Outcomes are what we expect to achieve and the effect of what we do.

Outputs
The actions we take to achieve our desired Outcomes.

Social capital
This is the skills, resources, networks, opportunities and motivation that a community has which enable it to work together effectively to promote its own wellbeing.

State of Fife Core Indicators
This index is put together using indicators measuring characteristics of deprivation, such as health, education, poverty and unemployment.

W.E.A.
Workers Educational Association
Momentum is a pre-learner education programme which aims to encourage participants to develop positive attitudes towards the ownership and use of motor vehicles. The programme is funded by the Community Fund.

All young people aged 15 - 17 with an interest in cars and motorcycles are eligible, but the project specifically targets those young people who are in some way disadvantaged or at risk of, or involved in, offending behaviour.