



Lifelong Learning Partnership

2009/10 Full Year Progress Report to Single Outcome Agreement Implementation Group

17 June 2010

Outcomes and Indicators

Pages 3 to 9

Delivery Plan Actions

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Summary Table

<i>No of Indicators</i>	<i>Exceeded or Met Target</i>	<i>Below Target</i>
12	7 (58%)	2 (17%)

**2 indicators awaiting data*

<i>No of Actions</i>	<i>Completed</i>	<i>On Schedule</i>	<i>Behind Schedule</i>
41	6 (15%)	32 (78%)	3 (7%)

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LIFELONG LEARNING PARTNERSHIP – OUTCOMES AND INDICATORS FULL YEAR PROGRESS REPORT 2009/10

PRIORITY THEMES: YOUNG PEOPLE												
SOA National Outcome	Local Outcomes	Local indicators	Responsible Agency/ Worker	Baseline as at:	Target			Progress: Mid Year	Progress: Full Year			
					09/10	10/11	11/12					
NO3: We are better educated, more skilled & more successful, renowned for our research & innovation	Young people in Angus maximise their potential through learning opportunities	SOA - % of school leavers in positive and sustained destinations annual, school leaver destinations (FSF)	Skills Development Scotland	06/07	Maintain at 89%	Maintain at 89%	90%	08/09 87.4% ⓪	08/09 87.4% ⓪			
				89.8%								
				07/08								
				89.9%								
NO11: We have strong, resilient & supportive communities where people take responsibility for their actions & how they affect others	Respected & Responsible: Young people in Angus will be involved in decisions that affect them, have their voices heard & be encouraged to play an active & responsible role in their communities	SOA - % of young people taking part in a volunteering activity organised by the school	Education	2009	53%	55%	55%	See baseline data	60%			
				Primary 51%						18%	21%	25%
				Secondary 18%								

Exceeded Target	Met Target	Below Target
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PRIORITY THEMES: ADULTS									
SOA National Outcome	Local Outcomes	Local indicators	Responsible Agency/ Worker	Baseline as at:	Target			Progress: Mid Year	Progress: Full Year
					09/10	10/11	11/12		
NO3: We are better educated, more skilled & more successful, renowned for our research & innovation	Adults in Angus maximise their potential through learning opportunities	SOA - Number of working age people with severe literacy and numeracy problems engaging with provision <ul style="list-style-type: none"> % achieving all goals % in accredited programmes which are community based 	Angus Council	07/08				08/09	
			Angus College	683 new learners		696	705	713	622
				73%	75%	78%	80%	75%	68%
			5%	6%	8%	10%	10%	8%	
									2
		SOA - Number and % of Adult ESOL learners achieving learning goals) <ul style="list-style-type: none"> % achieving all goals % achieving outcomes in accredited programmes which are community based 	Angus Council	07/08				08/09	
			Angus College	204	175	100	100	241	150
					50%	50%	50%	50% achieving all goals	50%
					33%	34%	35%	17% in accredited programmes community based	26%
		<i>Number of adults participating in organised learning activities</i>	Education Angus College	N/A	100 adults	Increase	Increase		116 adults completed volunteer academy
		<i>Number of adult learners who have positive progressions</i>	Education Angus College	N/A	40 learners	Increase	Increase		43 went into ongoing continuing learning

Exceeded Target	Met Target	Below Target
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PRIORITY THEMES: BUILDING COMMUNITY CAPACITY									
SOA National Outcome	Local Outcomes	Local indicators	Responsible Agency/ Worker	Baseline as at:	Target			Progress: Mid Year	Progress: Full Year
					09/10	10/11	11/12		
NO11: We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others	Citizens are involved in community life	<i>SOA - Number of volunteering placements through Volunteer Centre Angus</i>	<i>Volunteer Centre Angus</i>	07/08 1,289		Increase by 25% by 2010 (based on 2005/06)	Future target to be set after 2010	08/09 1,472	09/10 1,547
		<i>SOA - % of volunteers reporting that they had a positive experience from their placement</i>	Angus Council	2009 Citizen Survey 98%	N/A	Maintain	Maintain	See baseline data	Biennial Survey
		<i>SOA - % of people who are actively involved in volunteering</i>	Angus Council	2009 Citizen Survey 11%	N/A	Increase	Increase	See baseline data	Biennial Survey
		<i>SOA - % of people who feel they are influential in local/wider decision-making</i>	Angus Council	2009 Citizen Survey 14%	N/A	Increase	Increase	See baseline data	Biennial Survey
		<i>Number of people reporting improvements in their health as a result of volunteering</i>	<i>Volunteer Centre Angus</i>	09/10 50	N/A		150		See baseline data



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PRIORITY THEMES: BUILDING COMMUNITY CAPACITY									
SOA National Outcome	Local Outcomes	Local indicators	Responsible Agency/ Worker	Baseline as at:	Target			Progress: Mid Year	Progress: Full Year
					09/10	10/11	11/12		
<i>NO11: We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others</i>	Citizens are involved in community life	<i>Number of people involved in volunteering activities which had a positive impact on the environment</i>		09/10 425	N/A	600		See baseline data	506



SUMMARY OF PROGRESS:

YOUNG PEOPLE

There has been a significant increase in the number of young people volunteering due to volunteering schools initiative. In addition, there is an increase in the number of referrals to Volunteer Academy via youth justice, schools and other agencies working with young people lacking positive destinations. New life skills centre completed and ready for opening 2 July 2010.

600 young people in Forfar school cluster area have taken part in volunteering activity and 139 young people have achieved MV completions through referrals from schools across Angus.

❶ There has been a 3% increase in the number of young people whose destination is unknown, therefore it cannot be determined whether they have moved into employment, training, further/higher education or volunteering.

ADULTS

❷ The apparent drop in the number of new literacy learners is accounted for by a change in counting methodology. In previous years, learners studying on literacy and numeracy at Angus College were counted as new learners on each programme. This year's count reflects the actual number of people who have embarked on either literacy or numeracy programmes. Targets should now be adjusted to reflect this change in methodology. The drop in the % of learners achieving all goals reflects a higher % of learners remaining in provision at the end of the year. Because they remain in provision, they have yet to complete programmes and are still working towards goals.

There has been a significant drop in the numbers engaging in ESOL learning, which has been greater than anticipated. Provision in 2009-10 was maintained at a comparable level to the previous year and there is no single explanation for the drop in numbers. Practitioners suggest that there has been a change in the make up of the migrant worker population, with new residents from some countries less orientated towards English language development. Targets for future years reflect a drop in the level of resource available to support this strand of work, with Angus College's ESF Project ending at 31 March 2010.

The 26% of ESOL learners achieving accredited outcomes represents significant progress and achievement over the last year, while falling short of target. The target for 2010/11 represents a similar level of improvement in the coming year.



BUILDING COMMUNITY CAPACITY

The Angus Citizen’s Survey has provided some valuable baseline information. This will be updated in the coming year through further survey work. Progress on targets relating to volunteering has been good.

The development of more effective Local Community Planning and community engagement arrangements remains a priority. Although Local Community Planning arrangements are in place, significant work is still required to achieve the desired outcomes.

NHS Tayside’s health Equity Strategy places significant emphasis on building local community capacity and empowering communities to deliver positive health outcomes. Delivering on this strategy will be a major challenge to the Board and its partners. Just as community capacity building and community empowerment have the potential to deliver against important health outcomes, they could also contribute to the achievement of a wider range of outcomes in the SOA. Effective community based interventions have the potential to reduce demand for a range of services, while delivering positive outcomes for individuals and communities. This is an area of work that requires more detailed thinking and development in the coming year.



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PRIORITY THEMES: YOUNG PEOPLE						
National Outcome	Priority Theme	Actions	Lead Agency	Timescale	Resource Issues	Progress: 2009/10
NO3: We are better educated, more skilled and successful, renowned for our research and innovation	Achievement through learning by young people	Implement 16+ Learning Choices	Angus Council, Education	March 2011		See Note 1
		Implement revised arrangements for the strategic leadership and co-ordination of McMc programmes	Angus Council	March 2010		See Note 2
		Provide opportunities for partners to engage with guidance on planning for the Senior Phase of Curriculum for Excellence	Angus Council Education	December 2010		See Note 3
		Implement E-DoE for all Angus Council units	Angus Council, Education	June 2010		See Note 4
		Promote achievement awards as one means of recognising achievement for young people	Angus Council, Education	June 2010		See Note 5
		Implement a programme of youth work initiatives funded through Fairer Scotland Fund	Local ICYPS Partnerships	March 2011		See Note 6
		Create a single pooled fund for support to developmental and diversionary youth initiatives	Angus CPP	March 2010		See Note 7
		<i>Increase the number and enhance the quality of available volunteering opportunities for young people in Angus</i>	<i>Volunteer Centre Angus</i>	<i>March 2012</i>		See Note 8
		<i>Recognise, accredit and celebrate young people's achievements, including youth work and youth volunteering, out with their formal education:</i>	<i>All partners</i>	<i>March 2012</i>		See Note 9
		<i>Provide health information, advice and support within school and community settings for children and young people</i>	<i>NHS Tayside/Angus CHP</i>	<i>June 2012</i>		See Note 10



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PRIORITY THEMES: YOUNG PEOPLE

National Outcome	Priority Theme	Actions	Lead Agency	Timescale	Resource Issues	Progress: 2009/10
		<i>Development and implementation across children's services of a multi-agency youth engagement strategy enabling young people to have an effective voice and influence over policies and services that impact on them</i>	<i>Angus CPP</i>	<i>March 2010</i>		See Note 11

SUMMARY OF PROGRESS:

Note 1

A 2009-11 Action Plan is in place to develop a sustainable 16+ LC Strategy. A Reference Group has been established and the first meeting was held on 18th March 2010 at which the strategic plan was discussed and endorsed. Regular contact between the Angus 16+ LC Coordinator, School Coordinators and Careers Advisors has been established and internal school teams are meeting regularly to identify and support young people at risk of not moving to a positive destination. There is close liaison with the Employability Partnership in identifying and cataloguing opportunities available to young people. A catalogue of offers is being developed in liaison with Employability Partnership and CL&D. Discussions are taking place with partners to explore and expand opportunities and provision available to young people, including the provision of tailored support via Activity Agreements and short stepping stones programmes. Work is currently being undertaken to improve methods for collection/sharing of data in line with national guidance. Emerging practice is linked to the national 16+ LC Policy and Practice Framework (Scot Gov April 2010)

Note 2

The most recent Scottish Government guidance expands the scope of 16+ Learning Choices to embrace transitions for young people between 16 and 18 years. As a consequence the broader McMc agenda and 16+ Learning Choices have become co-terminous and are being advanced together. Progress is outlined above.

Note 3

A development day for CLD practitioners is planned for 21 May. This will update people on progress in implementing CfE and check their level of knowledge and understanding. Further development activity will follow, with a more specific emphasis on the Senior Phase.

Note 4

All units under the Angus Council license are now implementing the award through eDoE with all new entrants for bronze and direct entrants for silver.

Note 5

2 new moderators are currently undergoing training and will complete in August. Induction training has also been given to the Extended support units and Café Project/Goals project. The awards have been used successfully an integral component of the Skillszone Xtra project in partnership with Angus College and Skills Development Scotland with other groups.



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Note 6

Programmes were implemented in Forfar, Brechin and Arbroath in 2009-10. Funding was also allocated to an initiative in Montrose which is yet to complete. Discussions regarding 2010-11 spend are progressing. Proposals for Arbroath and Forfar have been agreed. ICYPS Partnerships in Brechin and Montrose are preparing proposals which will be agreed by 30 June 2010. Reports on 2009-10 activity have been requested and will be considered in the near future.

Note 7

Initial discussions have taken place between the Education and Social Work and Health services within the Council. The Children's Services Executive Group is now progressing this work.

Note 8

Volunteer Centre Angus continues to work with a broad range of partners to promote and support volunteering. Specific work has been progressed with the Forfar ICYPS Partnership to recognise volunteering for primary aged children.

Note 9

The DoE Award is available in all secondary school catchment areas. Uptake of the Youth Achievement Award is growing. The HMle Inspection of the Arbroath High School Learning Community noted the positive use of achievement awards. MV Awards continue to provide an opportunity to recognise young people's contributions. Schools and youth workers are developing a growing range of approaches to recognising achievement within the context of Curriculum for Excellence.

Note 10

Young people's health workers were appointed in the Forfar, Arbroath and Brechin areas early in 2010. They are located in accessible, youth friendly locations and are already making a positive contribution to the field of health advice and information.

Note 11

A draft strategy has been prepared and presented to the Quality Improvement and Performance Management Group for Children's Services. Final agreement has yet to be reached on next steps.

AREAS REQUIRING CONSIDERATION AND ACTION:

The growing financial pressures on public and voluntary sector agencies are likely to place increasing strain on capacity. The need to complete work in relation to the audit of youth work resources and ensure that available resources are deployed to best effect is of growing importance. Specific funding is committed through the Fairer Scotland Fund to support work in relation to 16+ learning Choices and the wider field of youth work. The loss of this funding would have a direct impact on levels of provision and the achievement of outcomes in relation to learning, employability and community safety. The full and successful implementation of Curriculum for Excellence will remain a challenge for lifelong learning partners over a number of years. There is good early progress in engaging a broad range of partners in this work and this will have to be developed and sustained over time.



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PRIORITY THEMES: ADULTS						
National Outcome	Priority Theme	Actions	Lead Agency	Timescale	Resource Issues	Progress: 2009/10
NO3: We are better educated, more skilled and successful, renowned for our research and innovation	Achievement through learning by adults	Conduct a joint self-evaluation of adult literacy and numeracy provision in Angus	Angus Council, Education	June 2010	Within existing resources	See Note 1
		Implement the Freedom to Learn (offender literacies) Project	Angus Council, Education	March 2011	Grant funding available from Scottish Government to March 2011	See Note 2
		Develop sustainable arrangements for the delivery of community based English language tuition for speakers of other languages	Angus Council, Reduction	March 2010	SG grant funding is available in the 2009-10 financial year. No commitment to continued additional funding has yet been given by the Government	See Note 3
		Implement an improvement plan for the Discovery Award in Angus	Angus Council, Education	December 2010		See Note 4
		Stage a joint event to celebrate achievement in community based adult learning	Lifelong learning Partnership	December 2010	There is no identified budget for this event. Resourcing needs to be secured through partner commitments	See Note 5
		Ensure that all adult learning opportunities are available on the National Learning Opportunities database	Lifelong learning Partnership	June 2011		See Note 6
		Implement a programme of pre-access (to further and higher education) provision	Skills Development Scotland	July 2010	Funding bids are to be submitted to Fife and Tayside Wider Access Forum	See Note 7



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PRIORITY THEMES: ADULTS

National Outcome	Priority Theme	Actions	Lead Agency	Timescale	Resource Issues	Progress: 2009/10
		Implement a programme of front-line guidance training for practitioners in a range of agencies and roles	Skills Development Scotland	June 2010		See Note 8
		Pilot the use of GLOW to support development and delivery in community based adult learning, community capacity building and volunteering	Angus Council Education	December 2010		See Note 9
		Develop improved approaches to demonstrating the impact of community based adult learning		March 2011		See Note 10
		Develop joint approaches to recognising progress and achievement in community based and non-accredited learning	Lifelong Learning Partnership	June 2011		See Note 11
		Implement the PACE initiative to support adults who are being made redundant or who are in danger of becoming redundant	Skills Development Scotland	December 2010		See Note 12
		Establish the Volunteer Academy Life skills Centre	Volunteer Centre Angus	June 2010	Volunteer Centre will need to secure sustainable funding for the initiative	See Note 13
		Investigate the feasibility for re-establishing a LEAD Scotland Service in Angus.	Lifelong Learning Partnership	June 2010	If need is established, funding streams will have to be identified	See Note 14
		<i>Provide parent education and community learning opportunities that strengthen parents' and carers' capacity to nurture their children</i>	<i>Early Years and Childcare JAG</i>	<i>March 2012</i>		See Note 15



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SUMMARY OF PROGRESS:

Note 1

Despite some slippage, the evaluation is now at an advanced stage. The evaluation group will meet on 10 May to consider evidence and arrive at initial conclusions.

Note 2

All 'milestones' for 2009/10 were achieved. 23 learners engaged with provision and a further 26 participated in hotspots sessions. 26 CJS staff attended Dyslexia Awareness training. 5 prison officers are undergoing PDA: Introduction to Tutoring in Adult Literacies Learning. Significant learner impacts have been recorded

Note 3

Community based provision is established in Forfar, Montrose, Carnoustie, Arbroath, Brechin. 150 learners have participated, 80 of whom are new in 2009/10. Family learning projects in partnership with primary and secondary schools have been piloted in Forfar, Brechin and Arbroath. CLDS supported 10 volunteers & staff through the PDA: ITESOL to increase delivery capacity. Access to accreditation has been secured through ESF partnership with Angus College. This ESF funding ended in March 2010 and the loss of this funding will impact on the College's capacity to maintain involvement in the delivery of community based programmes. Significant steps have been made towards achieving a sustainable model of delivery, but the availability of additional funding has allowed more time for this work to be completed.

Note 4

The CLD Service has identified a key contact for the Discovery Award in each of its geographic teams. This group has met once to identify improvement actions that will now be consolidated in a small action plan. Arrangements have also been made to meet with national organisers to explore development opportunities.

Note 5

A successful event – Inspiring Learning – took place on 17 November 2009. A series of smaller, more local, events is planned for Adult Learners Week in May 2010.

Note 6

The CLD Service has initiated a process that will see all of its provision uploaded on the national database. Mapping activity relating to 16+ Learning Choices and employability will identify other provision not on the database. Partners will be encouraged and supported to ensure that their opportunities are made available in this way.

Note 7

SDS and Angus College ran the 'Get in to College' programme in August 2009 to support vulnerable clients who were starting at Angus College in August 2009 to give them an introduction to College life, orientation of the premises and where they can find support. This supports the students to enter, maintain and manage their course and to sustain it. [This programme will run again in 2010.](#)

Note 8

This is still to be organised but will be in the near future. Delays have resulted from demands on SDS staff in relation to other key initiatives.



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Note 9

All CLD Service teams are being tasked to take forward one development in 2010- 2011. Some early work is already underway to use Glow to support work with ESOL learners.

Note 10

There is a need to improve approaches to assessing, recognising and accrediting progress in community based adult learning and to using this data to demonstrate impact. A number of partners have strengths in this area. FTWAF have taken forward work on using SCQF in community settings. CLDS is piloting an assessment training programme that could be made available to a broader group of practitioners. It is also developing a Glow resource which will be used to share practice and resources.

Note 11

The AL Action Planning Group has had an initial discussion on broad ideas and principles. It has convened a further workshop for late May to scope this work in more detail. A proposal has also been submitted to the University of Dundee, to secure the services of a student intern to take forward work in this area.

Note 12

An Angus PACE Group has just been formed. The first meeting took place on 30/4/10. This group is under the Angus Employability Partnership and has representation from all main Partners including SDS, JC+, Angus College, Volunteer Centre Angus and Economic Development of Angus Council. The second meeting is planned for 24/6/10.

Note 13

This has progressed very well with the opening of a new life skills centre and community project set to be launched in July 2010. The new centre will see a full time volunteer academy and community project operate offering personal learning opportunities for the most disadvantaged people. A steering group of participants has been formed to take forward the project as a community interest company.

Note 14

LEAD Scotland has undertaken an initial feasibility study. This has been considered by local partners and a short-term action plan to explore funding options and develop proposals for a service delivery model was prepared. Progress with this work has been delayed by sickness absence within LEAD. Contact has recently been re-established and the hope is that the work can now move ahead more quickly.

Note 15

The early Years and Childcare Joint Action Group, which is part of the Children's Services Planning structure organised a development day to contribute to the creation of a parenting strategy for Angus, which incorporates opportunities for parental learning. The strategy is currently under development and will inform the way in which parent education and family learning is expanded. The CLD Service is giving increased priority to family learning in its planning for 2010-11.



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AREAS REQUIRING CONSIDERATION AND ACTION:

The Scottish Further and Higher Education Funding Council is re-focussing its funding to Tayside and Fife Wider Access Forum. This will have a direct impact on the funding available to support pre-access provision in Angus. The Forum will have resources available to assist with this transition work for one more year. This transitional year will provide local partners with an opportunity to explore the potential for sustaining provision, without additional funding.

English classes for Speakers of Other languages (ESOL) in Angus College and the community have benefited from additional grant funding in recent years. There is no commitment to funding after March 2011. Steps have been taken to respond to changed funding circumstances, but further efforts will be required in 2010-11.

The provision of guidance training has not been developed as a result of capacity issues within Skills Development Scotland. The need for this training remains and partners will reconsider this matter, with a view to finding sustainable ways forward.

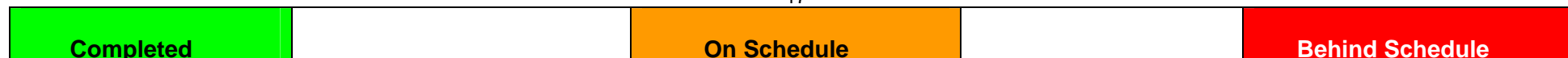
Developing new models for delivering some learning opportunities using ICT and virtual learning environments, including Glow, is an important area for development that is likely to continue over time.

Significant effort will be required in 2010-11 to improve practice in capturing the wider impacts of community based and non-accredited adult learning.



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PRIORITY THEMES: COMMUNITY CAPACITY						
National Outcome	Priority Theme	Actions	Lead Agency	Timescale	Resource Issues	Progress: 2009/10
NO 11: We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others	Achievement through building community capacity	Complete the implementation of revised Local Community Planning arrangements	Angus Council, Neighbourhood Service	June 2010		See Note 1
		Establish a set of standards and an associated accreditation scheme for volunteer engaging agencies in Angus	VCA	March 2011		See Note 2
		Improve the co-ordination of community capacity building support to community led initiatives	CCB Action Planning Group	December 2010		See Note 3
		Implement the Angus dimension of the national Better Community Engagement development project	Angus Council	March 2011		See Note 4
		Complete and report on the 2009 community engagement impact survey	Angus Council	March 2010		See Note 5
		Prepare proposals for increasing the accreditation options on offer to community activists and volunteers	Angus Council	June 2010		See Note 6
		Implement the community development dimension NHS Tayside's Health Equity Strategy in Angus	NHS Tayside	March 2011		See Note 7
		Increase the involvement and influence of parents and young people on Integrated Children and Young people's Services Partnerships	ICYPS Partnerships (JSSU)	June 2010		See Note 8
		Implement the WALT Challenge Fund Project in Angus	Angus Council Education	March 2011		See Note 9
		Develop and implement an Angus Community Planning Partnership Volunteering Strategy	Volunteer Centre Angus	March 2010		See Note 10



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PRIORITY THEMES: COMMUNITY CAPACITY

National Outcome	Priority Theme	Actions	Lead Agency	Timescale	Resource Issues	Progress: 2009/10
NO 11: We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others	Achievement through building community capacity	<i>Increase opportunities for parents, carers and other community members to contribute to the delivery of early years services, childcare, sport, culture and youth work</i>	EY&CC JAG	March 2012		See Note 11
Generic Priorities		Conduct a rolling programme of local CLD self-evaluations	Angus Council, Education	October 2010		See Note 12
		Implement the improvement plan arising from the HMle Inspection of the Forfar Learning Community	Angus Council	December 2010		See Note 13
		Open a new CLD facility in Monifieth	Angus Council Education	April 2011		See Note 14
		Conduct an annual survey of CLD providers, to generate performance data for the partnership	Angus Council	December 2010		See Note 15

SUMMARY OF PROGRESS:

Note 1
The new Local Community Planning Teams are now in place and management arrangements have been clarified. An action plan for the work of the teams has been agreed with the Chief Executive and is now being implemented.

Note 2
The work is ongoing and the standards have been drafted. Plans are being prepared for implementation during 2010-11 utilising resources from partner agencies and the WALT Challenge Fund.



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- Note 3**
Effective co-ordination of capacity building support at Angus and local levels remains a challenge. The Capacity Building Action Group is not functioning well and the establishment of Local Community Planning Teams has created new challenges in local areas. This matter is under active consideration by the partnership.
- Note 4**
Two training sessions have been held for members of Local Community Planning (LCP) teams. One session has been held for representatives from Community Councils. LCP staff should now be supporting Community Council reps to initiate action. There will be a further workshop for both groups in June 2010. A community of practice involving 12 staff from a range of partner agencies has been established. This group has met once and a schedule of learning events is now in place for the period to September 2010.
- Note 5**
Report completed, to be tabled at LLL Executive Group in May prior to being reported to ACPP in September. The Executive Group will also develop recommendations for the 2010 survey.
- Note 6**
The Community Capacity Building Group has considered this matter and initiated research in to options available in Angus and good practice in other areas. It will then look to agree and implement any local developments and improvements. Angus College is also part of a wider partnership developing new awards in this area.
- Note 7**
NHS Tayside has consulted on and agreed its Health Equity Strategy. The strategy places considerable emphasis on community development and empowerment and the creation of social capital. An implementation plan for the strategy is being prepared.
- Note 8**
A review of ICS Partnerships recommended that young people and parents should be full partnership members. An HMIE Inspection of CLD in the Forfar Area identified the need to increase the influence that adults and young people have on decisions that impact on their lives. All ICYPS partnerships have been challenged to increase the level of influence which young people, parents and carers have over decisions and services.
- Note 9**
There have been significant delays in implementing this initiative. Arrangements were made with Scottish Government to carry funding over in to the new financial year to allow projects to go ahead. Three strands of the project have now begun and it is hoped that a fourth will commence in the near future. Despite a delayed start, work will be completed on schedule.
- Note 10**
The strategy has been drafted and will be considered by ACCP in the near future.



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Note 11

This work is being progressed in a number of ways by the Early Years and Childcare Joint Action Group, as part of its wider work to support the implementation of the Early Years Framework in Angus.

Note 12

Self-evaluations were piloted in Montrose and Forfar during 2009. Plans are in place to conduct self-evaluations in Brechin, Carnoustie, Kirriemuir and Monifieth by October 2010. The self-evaluations for Arbroath, Montrose and Forfar will be updated during 2010.

Note 13

The improvement plan from the Forfar Inspection has been agreed and is in early stages of implementation. A draft improvement plan for the Arbroath Inspection has been prepared and will be the subject of further discussion with partners in the near future.

Note 14

The project has been approved by Angus Council and is progressing. The facility should open before the end of 2010.

Note 15

A pilot survey was conducted in 2010. Participation by partner agencies was not comprehensive. The survey will be repeated in the spring/early summer of 2010 and inform local self-evaluations.

AREAS REQUIRING CONSIDERATION AND ACTION:

The development of more effective Local Community Planning and community engagement arrangements remains a priority. Although Local Community Planning arrangements are in place, significant work is still required to achieve the desired outcomes.

NHS Tayside's health Equity Strategy places significant emphasis on building local community capacity and empowering communities to deliver positive health outcomes. Delivering on this strategy will be a major challenge to the Board and its partners. Just as community capacity building and community empowerment have the potential to deliver against important health outcomes, they could also contribute to the achievement of a wider range of outcomes in the SOA. Effective community based interventions have the potential to reduce demand for a range of services, while delivering positive outcomes for individuals and communities. This is an area of work that requires more detailed thinking and development in the coming year.

