

ANGUS LIFELONG LEARNING COLLABORATIVE FORUM

NOTE OF THE LIFELONG LEARNING EXECUTIVE GROUP MEETING HELD ON WEDNESDAY 8TH OCTOBER IN ANGUS HOUSE

Present: Neil Logue (Chair), Tom Davidson, Helen Reid and Graham Hewitson

Apologies: Gary Malone and Vivienne Smith

1. Collaborative Forum

Membership of the new collaborative forum was discussed and agreed (see attached list). Arrangements will now be made to invite members to the first meeting of the Forum which is scheduled to take place on Monday 10th November at 1.30pm in Angus House, preceded by a sandwich lunch.

The agenda for the collaborative forum meeting on the 10th November was discussed. It was agreed that the desired outcomes were:

- a greater understanding of an outcome focused lifelong learning agenda
- greater familiarity with the lifelong learning strategic statement
- awareness of connections between lifelong learning and the Single Outcome Agreement
- greater awareness of the challenges of partnership working

It was remitted to CLDS staff to develop a more detailed agenda for the meeting, on the understanding that this would be a participative and cooperative event which provided everyone with an opportunity to contribute.

Suggestions for background papers for the event included:

- Lifelong Learning Strategic Statement
- Extracts from the Single Outcome Agreement which highlighted connections to the lifelong learning agenda

2. HMle Inspection of Arbroath and Area

2.1 Neil Logue indicated that he was very pleased with the report and congratulated those who had been involved in the work and in the preparation and conduct of the inspection visit.

2.2 A draft report has now been received from HMle and comments on accuracy and other matters are now required. It was agreed that these would be provided by the 10th October.

2.3 Given that this was the first inspection to have taken place within new arrangements, where learning community inspections run in parallel with those for secondary schools, it is important that lessons are learned. A number of matters were discussed including:

- Community Learning and Development Service staff liaising with QIOs with a view to taking a pro-active approach to initiating discussions with school colleagues regarding both the CLD dimension of school inspections and the contribution which schools make to the learning communities they are part of

- the need to strengthen self-evaluation practice across the partnership and particularly within voluntary sector agencies. It was noted that this will be a long term commitment and needs to comprise a mix of formal training and practical “on the job” support
- the availability of quantitative data that demonstrates trends over time was an issue within the inspection and work will be required to ensure that this data is available on future occasions

3. Evaluation and Performance Management

3.1 The area of evaluation and performance management is one in which limited progress has been made over the period of the 2004 – 2007 Community Learning and Development Strategy. There are new commitments within the revised CLD Strategy to take this forward. Some work is already underway including:

- the identification of indicators, related data and data collection implications. In this regard an initial paper was tabled and discussed. It was agreed that this provides a useful stepping stone towards the establishment of more robust data collection procedures. The next step in this process will be to prepare specific proposals for consideration by partners. In doing so it will be important to ensure that any proposals are manageable and focus on core data which has utility
- a pilot self-evaluation is underway in the Arbroath area. If this proves to be an effective means for bringing partners together to prepare collective self-evaluations that draw on both quantitative and soft qualitative data, proposals will be developed for rolling this out across Angus
- funding has been secured from Learning Connections to take forward some development work in assessment which will assist with the generation of qualitative information to support self-evaluation. This work will build on the SCQF/PDP pilot project previously funded by Fife and Tayside Wider Access Forum.

4. Action Planning Groups

4.1 Community Capacity Building – Tom Davidson reported that the membership of this group had been revised and the range of agencies represented now would seem to be close to the optimum. He highlighted some issues in relation to continuity of attendance and the willingness of partners to follow through on shared commitments reached within the context of the group’s discussions.

The recent decision to disband the community engagement sub-group of the Community Planning Partnership and invest this responsibility in the Community Capacity Sub-Group was regarded as a positive move, in that it brought together strands of this work under the auspices of a single body.

There was some discussion of the event which is being planned to celebrate communities’ achievements. Progressing this has proved more difficult than originally envisaged, due to conflicting views as to the purpose and nature of the event. Following some discussion it was agreed that the Capacity Building Group should agree it’s own focus and progress. Within this they should look to provide as wide an opportunity as possible to celebrate the achievement of communities, whether through their engagement with formal community planning structures or in other ways.

- 4.2 Adult Learning – the Adult Learning Group continues to meet and operate reasonably effectively. The merger of this group and the Adult Literacy Numeracy Management Group has now completed.

There is still a need to strengthen membership of the group, specifically by broadening the involvement from Social Work and Health and securing representation from the Health Services. It was agreed that this representation be sought.

The group has proved reasonably effective in acting as a interagency arena for collaborating developments in ESOL and this work continues. There was some discussion on the extent to which economic changes were resulting in any population shift within migrant populations. There is some evidence of change and movement here, but no significant evidence of a reduction of European and International workers requiring ESOL support.

- 4.3 Youth Work – the Youth Work Group which was previously combined with a youth volunteering network, has not operated particularly effectively over the last year. Research with partners indicates that they regard the group as a useful arena for information sharing and networking but do not see it as a group which has a significant action focus. They do however value involvement in local ICS Partnerships and regard these as the arena in which collaborative youth work planning takes place. The reason for this view can be partly attributed to the fact that a significant number of the participants in the youth work group are locally based organisations with a focus on particular communities, rather than Angus wide bodies.

It was agreed that the group should continue to meet and that the immediate challenge was in finding a mode of operation which worked for partners and enabled the youth work commitments in the Community Learning Strategy to be progressed at an acceptable rate. A significant change which needs to be made is to the chairing arrangements where greater clarity is required. There will be move away from any notion of joint chairing.

Some success has been achieved in securing the involvement of young people in the group and this should be built on. In this context Neil Logue provided an update on the development of the Angus Wide Pupil Council. The Angus Alliance is taking a positive view of this development and considers it appropriate that representatives from the Angus Wide Council, or indeed from local Pupil Councils, should attend Education Committee when they have specific and realistic proposals to present and discuss.

5. Single Outcome Agreement and Integrated Children's Services Plan

Both the Single Outcome Agreement and the Integrated Children's Services Plan are due for updating between now and the end of the year. This will have implications for Community Learning and Development.

The joint action groups within the Children's Services planning structure will be key to generating content for the revised ICSP. They have been charged with the completion of a planning template between now and the end of November, copies of which were distributed.

It will be for Community Learning and Development Service and its CLD Partners to ensure that the relevant youth work and adult learning commitments are included within the plan.

There will also some requirement to contribute to an evolving Single Outcome Agreement and discussions with the Community Planning Team are planned for November.

6. **Date of Next Meeting** – Thursday 18th December at 2pm in Angus House.