West Lothian Council

Learning and Skills Framework 2015/18

(The West Lothian Community Learning and Development Plan)

APPROVED 27 OCTOBER 2015
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1 Overview

1.1 Foreword

West Lothian Community Planning Partnership values greatly lifelong and life-wide learning and has a strong community learning and development offer to which a range of partners contribute. We are, therefore, pleased to introduce this Learning and Skills Framework which sets out our strategic direction for lifelong and life-wide learning and will meet the requirement that all local authorities have a three year Community Learning and Development (CLD) Plan by 1 September 2015.

Community learning and development is about empowerment and is fundamentally concerned with social justice and social inclusion. The purpose of community learning and development is to ensure that individuals, and particularly those with vulnerabilities, are supported to participate fully in our society and develop the skills, knowledge and attributes to do so. In times of resource constraint our focus has to be on learning with a purpose in terms of deployment of our resources, for example literacy, numeracy, employability, English for Speakers of Other Languages (ESOL), social / digital inclusion, regeneration and tackling poverty. Learning opportunities that are more of a recreational nature are not part of the core community learning and development offer but may be provided through other routes as it is recognised that involvement in all learning is beneficial, particularly for older people.

We recognise that providing opportunities for lifelong and life-wide learning is not, in itself, enough. The community learning and development regulations oblige the council and our partners to ensure that disadvantaged communities have access to the community learning and development support they need, and we are committed to providing this as effectively as possible. This involves focussed and resourced interventions to strengthen voices and increase the confidence, knowledge, influence and connections that disadvantaged groups and communities need to take action to improve their lives.

We recognise also the key role that community learning and development professionals can have within our own organisations in helping to develop skills, attitudes and behaviours which support our desire to meet needs appropriately and engage our most disadvantaged citizens in developing the services and support they require.

This Learning and Skills Framework builds on the council and partners’ commitment to empower individuals and communities through learning, and aims to enable the creation of an inclusive vision of lifelong learning across West Lothian. The council and its partners aim to develop a learning culture in work, family and community settings. The four key outcomes given below for the Learning and Skills Framework will drive us in developing a shared vision and framework for delivery of these outcomes:

- **Improved skills for young people and adults**: young people and adults utilising the skills needed for work, family and community life.
- **Lifelong learning embedded in communities**: people progressing in learning opportunities at different stages of their lives.
■ **Greater capacity in community organisations**: Local organisations effectively delivering support and services to their community.

■ **Empowerment of disadvantaged communities and groups**: Individuals, groups and communities in disadvantaged areas improving their life chances through greater participation and involvement in local decision making.

Learning throughout life is now, more than ever, an essential requirement for all. In a context of continual social and economic change, learning is critical to maintaining employability, good health, achieving personal fulfilment, building caring and cohesive communities, and adding to the quality of life for individuals, families and communities. Learning is increasingly supported through innovative use of developing and existing technologies.

West Lothian Council aspires to create a lifelong learning community that mobilises learning in all forms: to drive the social, economic and cultural life of West Lothian through a shared vision and partnership approach. The capacity to learn throughout life empowers people to take control of their lives, gives choice, and adds to quality of life through greater competency and personal fulfilment. It strengthens community bonds and the economic sustainability of the community.

Ensuring that our objective of “learning throughout life” becomes the accepted norm, will require broad community understanding and support: new forms of partnership along with frameworks that encourage and support collaboration; new ideas, and on-going innovation. The plan, which is informed by public consultation, will lead to the development of local learning community plans and is linked to reform of public services identified in the (Christie) Commission on the Future Delivery of Public Services. Engaging with the whole West Lothian community and our community planning partners in responding to this challenge is critical.
1.2 Context

Learning happens throughout all stages of life from birth and into old age. All forms of learning are valid and West Lothian Council and West Lothian Community Planning Partnership, with their partner organisations, aim to facilitate: the creation of new approaches; the on-going identification and coordination of different pathways to and through learning; and the encouragement and support of residents to participate in learning on a daily basis over their lifetime.

This is consistent with the clear guidance and expectations of public services on the importance and role of learning in relation to Scotland’s economy, culture, health and communities that have been set out by the Scottish Government. These expectations have been reflected in West Lothian Council’s Corporate Plan 2013-17, the Community Planning Partnership’s Single Outcome Agreement 2013-23 and a wide range of strategies. These are listed in the Assessment of Need document which accompanies the framework.

Much of our lifelong and life-wide learning provision across West Lothian is delivered by the community and voluntary sector in addition to the public and private sectors. The development of this Learning and Skills Framework has required:

- Assessment and audit of the need for community learning and development.
- Identification of target individuals and groups.
- Identification of the barriers to the adequate and efficient provision of community learning and development.
- Consultation and involvement with those representative of target individuals and groups most likely to benefit from community learning and development.
- Consultation and involvement with representatives of those providing community learning and development.

This Learning and Skills Framework specifies:

- What action West Lothian Council will take to provide community learning and development over the three year period of the framework.
- What action other bodies will take to provide community learning and development over the three year period of the framework.
- How West Lothian Council will co-ordinate its provision with other bodies.
- What community learning and development needs may not be met over the three year period of the plan.
We will achieve our vision and contribute to our council and community plan priorities through:

- Working with partners in the Community Planning Partnership and communities.
- Engaging with, listening and responding to communities and individuals at all stages in the process.
- Targeting those most in need due to their personal, social, cultural or economic circumstances.
- Promoting and sharing examples of best practice.
- Achieving best value through sharing and pooling our resources.
- Publicising and marketing learning and development opportunities effectively.
- Creating a ‘learning culture’ which promotes the benefits of learning.
- Delivering high quality services which are evaluated regularly through on-going self-evaluation and external inspection.
- Developing the community learning and development workforce.
- Supporting individuals and communities to help them deal effectively with the challenges they face.
- Providing experiences for participants which will last a lifetime and lead them to become: successful learners, confident individuals, responsible citizens and effective contributors.
- Prioritising our resources to deliver activities for which there is a clearly identified need and will improve the life choices and chances of participating learners.

1.2.1 What is Community Learning and Development?

The purpose of community learning and development is to empower people, individually and collectively, to make positive changes in their lives, and in their communities, through learning. The National Performance Framework stated that community learning and development should focus on:

- Improved life chances for people of all ages, through learning, personal development and active citizenship.
- Stronger, more resilient, supportive, influential and inclusive communities.

Evidence and experience indicate that access to, and participation in, learning opportunities is an important factor in improving individual life chances and choices and reducing social and economic inequalities.

Throughout the period of the Learning and Skills Framework there will be a balance between budget pressures and maintaining effective and efficient community learning and development service delivery.

**Adult Learning** priorities are:

- Adult literacy, numeracy and English for Speakers of Other Languages (ESOL).
- Delivering positive outcomes on health and wellbeing.
- Developing skills for learning, life and work.
- Digital and financial inclusion.
- Improving accredited learning and wider achievement opportunities.
- Work with parents, including family learning.

**Youth Work** priorities are:

- Delivering positive outcomes on health and wellbeing.
- Developing skills for learning, life and work.
- Improving accredited learning and wider achievement opportunities.
- Improving attainment and positive destinations for 16 – 19 year olds.
- Involving young people in active and meaningful participation.
- Literacy and numeracy.
- Supporting young people in transition.

**Community Capacity Building** priorities are:

- Building on the potential of individuals, families and communities to meet their own needs and to engage and influence decision makers.
- Promoting, facilitating and supporting community development and regeneration.
- Supporting and developing voluntary and community organisations to deliver services in response to local needs.
- Supporting and embedding community engagement across West Lothian.

An overarching theme will be to ensure that those working, living and studying in West Lothian are digitally included and have access to superfast broadband.

Underpinning all the activities outlined in this plan is the principle of inclusion and equality. It is crucial that all partners providing community learning and development activities ensure that everyone is treated fairly and that the learning and support opportunities provided are open to all. Equality and inclusion are also essential to achieving the four capacities of Curriculum for Excellence i.e. to enable each citizen to be a successful learner, a confident individual, a responsible citizen and an effective contributor. An Equalities Impact Assessment has been carried out on the learning and skills framework.

### 1.2.2 National and West Lothian Policy Context

The Community Planning Partnership’s Economic Partnership Forum, acting as the Community Learning and Development Partnership, will oversee specific commitments to the Community Learning and Development Regulations, local community planning structures and national targets. These impact on community learning and development work with children, young people, adults, families and communities, along with the council’s own employees and volunteers, by ensuring that local community learning and development provision contributes to common national approaches.
Within local community learning and development opportunities, many national strategies and policies apply. Several national agendas also complement each other, with some also providing additional practical guidance on the delivery of services. A wide range of strategies can therefore apply to community learning and development, and will influence the work of the West Lothian Learning and Skills sub-group (of the Economic Partnership Forum). A list of the National and West Lothian strategies considered when constructing this plan is given on page 21 of the Assessment of Need document which accompanies this plan.

The West Lothian Learning and Skills Operational Board will aim to meet, and where possible exceed, the requirements set out in the regulations. This will be achieved by working with partners, stakeholders and national agencies to provide a range of high quality community learning and development programmes.

1.3 Framework Development

In June 2012, the Scottish Government issued Strategic Guidance for Community Planning Partnerships: Community Learning and Development (The Strategic Guidance).

Although directed at Community Planning Partnerships and recognising the vital role played by a wide range of organisations and services, the Community Learning and Development Strategic Guidance clearly identifies a lead role for local authorities, stating that the role of local authorities should be to “provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of Community Learning and Development partners in the reform of public services.”

This expectation was subsequently formalised by The Requirements for Community Learning and Development (Scotland) Regulations 2013 (the Community Learning and Development Regulations), which placed a legal requirement on local authorities to fulfil this role and to support the achievement of the following policy goals:

- To ensure communities across Scotland - particularly those who are disadvantaged - have access to the community learning and development support they need.
- To strengthen co-ordination between the full range of community learning and development providers, ensuring that Community Planning Partnerships, local authorities and other providers of public services respond appropriately to the expectations set by the Community Learning and Development Strategic Guidance.
- To reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape community learning and development provision.
- To make the role and contribution of community learning and development more visible.

In 2014 West Lothian Council convened the West Lothian Learning and Skills Working Group, chaired by the Head of Area Services, which included community learning and development managers from within the council, officers from Education Services, Social Policy, West Lothian Community Planning Partnership, West Lothian College and
representatives of the third sector. This group had the remit of developing the Learning and Skills Framework and has now become the West Lothian Learning and Skills Operational Board.

1.4 Ownership and Scope of the Framework

The Learning and Skills Framework was developed by the council, community planning partners and other stakeholders, including providers and learners. It has taken into account the strategic review of the Single Outcome Agreement and the eight priorities identified in West Lothian Council’s Corporate Plan.

There has been consultation with providers, learners and non-participants using a range of approaches. This included an on-line survey of the Citizens Panel, which is demographically representative of West Lothian’s adult population.

The Learning and Skills Framework takes cognisance of national guidance and is a long term strategy with appropriate long term outcomes linked to the Corporate Plan and Single Outcome Agreement. It links to other strategies including the Anti-Poverty Strategy; Economic Development Strategy; Integrating Children’s Services; and the Regeneration Framework.

The Head of Area Services is lead officer for the Learning and Skills Framework and is responsible for reporting this framework to West Lothian Council and the West Lothian Community Planning Partnership, as outlined in the “Governance” table overleaf. The Head of Area Services is also responsible for convening the Learning and Skills Operational Board of the Community Planning Partnership’s Economic Partnership Forum.

A pilot Community Learning Plan is being developed in one learning community, covering the catchment area of a non-denominational secondary school, and this will be extended to all nine learning communities over the period 2015-18. There will be a Learning Community Partnership of local practitioners in each learning community to oversee the development and implementation of the local Community Learning Plan. These will be evaluated and reviewed on an annual basis by the local partnerships and the Learning and Skills Operational Board.
<table>
<thead>
<tr>
<th>Group</th>
<th>Governance/Scrutiny Role</th>
<th>Reporting Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Lothian Council / Council Executive</td>
<td>• Identify and recommend to partners required resources required to support delivery of the learning and skills framework.</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>• Identify with partners resources available to deliver priorities identified in the learning and skills framework.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Support and monitor the implementation of the learning and skills framework.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Scrutinise progress of the learning and skills framework against outcomes and key performance indicators</td>
<td></td>
</tr>
<tr>
<td>CPP Board / Economic Partnership Forum</td>
<td>• Identify and recommend to partners required resources required to support delivery of the learning and skills framework.</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>• Identify with partners resources available to deliver priorities identified in the learning and skills framework.</td>
<td></td>
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<tr>
<td></td>
<td>• Support and monitor the implementation of the learning and skills framework.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Scrutinise progress of the learning and skills framework against outcomes and key performance indicators</td>
<td></td>
</tr>
<tr>
<td>Culture and Leisure PDSP</td>
<td>• Receive and review regular progress reports on the learning and skills framework.</td>
<td>Twice yearly</td>
</tr>
<tr>
<td></td>
<td>• Scrutinise performance and impact of council contributions to the learning and skills framework.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make recommendations to the council on opportunities to improve or prioritise development of the learning and skills framework.</td>
<td></td>
</tr>
<tr>
<td>Learning and Skills Operational Board</td>
<td>• Operational oversight of progress with and development of, the learning and skills framework.</td>
<td>Once per term</td>
</tr>
<tr>
<td></td>
<td>• Reporting to the Culture and Leisure Policy Development and Scrutiny Panel, and either the Economic Partnership Forum and / or Community Planning Partnership Board.</td>
<td></td>
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</tbody>
</table>

*Figure 1 Learning and skills governance framework.*
2. Council and Community Planning Priorities

2.1 Council Priorities

The council has set eight priorities in the current Corporate Plan (2013/17) in consultation with the local community, partners, stakeholders and our staff. These priorities, along with the three enabler themes, represent all the vital activities that the council will undertake in order to achieve better outcomes for West Lothian.

Figure 2 illustrates where the Learning and Skills Framework 2015/18 will directly contribute to a council priority or enabler.

<table>
<thead>
<tr>
<th>Council Priorities</th>
<th>Community Learning and Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improving the employment position in West Lothian</td>
<td>✓</td>
</tr>
<tr>
<td>2. Improving attainment and positive destinations for school children</td>
<td>✓</td>
</tr>
<tr>
<td>3. Delivering positive outcomes and early intervention for early years</td>
<td>✓</td>
</tr>
<tr>
<td>4. Improving the quality of life for older people</td>
<td>✓</td>
</tr>
<tr>
<td>5. Minimising poverty, the cycle of deprivation and promoting equality</td>
<td>✓</td>
</tr>
<tr>
<td>6. Reducing crime and improving community safety</td>
<td>✓</td>
</tr>
<tr>
<td>7. Protecting the built and natural environment</td>
<td></td>
</tr>
<tr>
<td>8. Delivering positive outcomes on health</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Enablers**

<table>
<thead>
<tr>
<th>Enablers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial planning</td>
<td></td>
</tr>
<tr>
<td>Corporate governance and risk</td>
<td></td>
</tr>
<tr>
<td>Modernisation and improvement</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Figure 2: Council priorities and the Learning and Skills Framework.*
2.2 Community Planning Partnership Priorities

West Lothian Community Planning Partnership recognises the importance of developing locally focused outcomes that deliver real change at community and individual level. Through its Strategic Assessment process, the Community Planning Partnership was able to identify priority areas for West Lothian based on analysis of evidence and data. These priorities have been translated into clear, measurable outcomes upon which the Single Outcome Agreement is based. The six national priority areas provide a robust framework within which local outcomes can be delivered.

West Lothian’s local outcomes are consistent with the six national priority areas, and Figure 3 (below) demonstrates the linkages between national and local priorities and outcomes. The national priority areas underpin the Single Outcome Agreement but also serve both to reinforce and validate local outcomes.

The overarching aim of the West Lothian Single Outcome Agreement 2013-23 is to tackle inequality, and the Learning and Skills Framework will contribute to this through the key themes as detailed in the table below. The Single Outcome Agreement represents West Lothian’s ‘Plan for Place’. It sets out the long term outcomes the partnership want to achieve in West Lothian and describes how the Partnership will plan and deliver on these outcomes. It is based on a shared understanding of West Lothian communities which has been developed through a rigorous process of data analysis.

The key outcomes for the Learning and Skills Framework are:

- **Outcome 1: Improved skills for young people and adults**: young people and adults utilising the skills needed for work, family and community life.
- **Outcome 2: Lifelong learning embedded in communities**: people progressing in learning opportunities at different stages of their lives.
- **Outcome 2: Greater capacity in community organisations**: Local organisations effectively delivering support and services to their community.
- **Outcome 4: Empowerment of disadvantaged communities and groups**: Individuals, groups and communities in disadvantaged areas improving their life chances through greater participation and involvement in local decision making.

The table below maps the key themes for the Learning and Skills Framework against the council, community planning partnership and national priorities and outcomes.

<table>
<thead>
<tr>
<th>National Policy Priority</th>
<th>West Lothian Single Outcome Agreement Outcomes</th>
<th>National Outcome</th>
<th>Community Learning and Development Plan Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early years</td>
<td>Our children have the best start in life and are ready to succeed.</td>
<td>5. Our children have the best start in life and are ready to succeed.</td>
<td>Outcome 1</td>
</tr>
</tbody>
</table>

Data Label: PUBLIC
| Employment | We are better educated and have access to increased and better quality learning and employment opportunities. | 2. We realise our full economic potential with more and better employment opportunities for our people.  
3. We are better educated, more skilled and more successful, renowned for our research and innovation.  
4. Our young people are successful learners, confident individuals, effective contributors and responsible citizens. | Outcome 1 |
| Economic recovery and growth | Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business. | 1. We live in a Scotland that is the most attractive place for doing business in Europe.  
3. We are better educated, more skilled and more successful, renowned for our research and innovation. | Outcome 2 |
| Safer and stronger communities, and reducing offending | We live in resilient, cohesive and safe communities.  
People most at risk are protected and supported to achieve improved life chances. | 9. We live our lives safe from crime, disorder and danger.  
11. We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.  
13. We take pride in a strong, fair and inclusive national identity.  
8. We have improved the life chances for children, young people and families at risk. | Outcomes 3 and 4 |
| Outcomes for older people | Older people are able to live independently in the community with an improved quality of life. | 15. Our public services are high quality, continually improving, efficient and responsive to local people’s needs. | Outcome 4 |
| Health inequalities and physical activity | We live longer, healthier lives and have reduced health inequalities. | 6. We live longer, healthier lives. | Outcomes 1 and 3 |
| n/a | We make the most efficient and effective use of resources by minimising our impact on the built and natural environment. | 12. We value and enjoy our built and natural environment and protect it and enhance it for future generations.  
14. We reduce the local and global environmental impact of our consumption and production. | n/a |

*Figure 3: Strategic outcomes chart.*
3 Assessment of need

The local authority is required to ensure that the following happens in its area, regardless of who does them:

- Target individuals and groups most likely to benefit from the provision of community learning and development are identified.
- The community learning and development needs of these individuals and groups are taken into account.
- There is an assessment of the extent to which these needs are already being met.
- Barriers to the efficient and adequate provision of community learning and development are identified.

An assessment of need has been undertaken, bringing together a number of information sources including a questionnaire to the Citizens Panel, consultation with key community organisations working in our most disadvantaged areas, uptake of current provision, and consideration of demographic and employment projections. Details of the statistical analysis and information considered in relation to the assessment of need can be found in the Assessment of Need – Data Analysis and Summary of Conclusions Document which accompanies the Learning and Skills Framework.

3.1 Targeted support for learners with specific needs

Analysis of availability and take up of current learning provision indicates that there are sufficient learning opportunities available for learners with specific barriers, including:

- Deaf and hearing impaired:
- English as a Second or Other Language
- Lacking qualifications
- Unemployed people
- Refugees and asylum seekers
- Gypsy / Traveller
- People with a Disability
- Dyslexia

However, further work requires to be done to identify if there are potential learners requiring support that community learning and development partners are not aware of or engaging with.

3.2 Citizens Panel survey

The results of the Citizens Panel survey indicate that residents with an excellent or good awareness of CLD services supported the proposed outcomes and had a high level of satisfaction with activities currently being delivered. There was some indication of demand
for a wider range of recreational evening classes; however, this is not a core community learning and development function.

### 3.3 Uptake of current activities

In general, the take up of provision is broadly in line with the working age population accounting for proximity and previous educational experience. Details of the analysis relating to current activities, including vocational, ESOL, youth activities and wider achievement courses is given on page 11 of the Analysis of Need document which accompanies this plan. However, this, in itself, does not evidence that all demand for learning is being provided. This will initially be done through consultation with current learners and providers.

### 3.4 Risk Matrix

The risk matrix, held by all schools and updated with relevant information on a regular basis, indicates priority areas for community learning and development work with young people, with further analysis required to establish what specific interventions are required.

### 3.5 Public Consultation

Consultation was undertaken with a wide variety of stakeholders, including those in our most disadvantaged communities, in August and September 2015. This included the draft plan being posted on the council website, an on-line questionnaire, public meetings in each of the nine learning communities (in the local high schools) and meetings with specific groups.

The feedback was from this was supportive of the proposed priorities and activities, and also identified some areas for further consideration viz:

- Different views were expressed on concentrating on the most disadvantaged areas (SIMD worst 20%), as many people requiring support are not in these areas. Disadvantaged groups were generally thematic eg young people, benefit claimants, people with disabilities. One group suggested prioritising groups based on need, rather than location. However, another group felt that we need to get to grips with disadvantaged communities and recognise the long term and resource aspects of this.
- It was noted that some people, “the unclubbers”, choose not to participate in organised group activity. How can we better engage with these?
- Smaller organisations could be delivering learning opportunities but wouldn’t necessarily self-identify as being part of community learning and development.
- More groups should be more involved in partnership working.
- General support for Learning Community Plans.
- Community education associations could do a lot more, but require assistance to do so. More generally, support was felt to be required by a number of organisations.
- Publicity for learning opportunities could be improved eg supporting local organisations with newsletters and flyers.
- Learners feel free classes are very important to individuals’ ability to attend.
- If we want people to use computers they need help with reading / spelling and IT skills.
• Adult Basic Education learners identified Reading and writing, Employment skills and Numbers and handling money as being most important
• There was general support for Learning Community Plans.
• Improved access to IT training and equipment required.
• Adult Basic Education learners identified Reading and writing, Employment skills and Numbers and handling money as being most important

3.6 Demographic and employment projections

Future West Lothian community learning and development provision will continue to focus on improving basic skills and addressing inequality (specifically linked to the anti-poverty strategy). West Lothian College will continue to deliver a wide range of vocational programmes. Youth organisations will continue to develop their current programmes.

3.7 Life Stages

Life Stages is a strategic programme of change working across the Community Planning Partnership with the aim of enabling the partnership to plan and deliver more effective interventions and targeting deprived geographical areas. The Life Stages model confirmed the localities for the 7 regeneration areas which have been highlighted within the Action Plan.

3.8 The Community Learning and Development Workforce

West Lothian and its partners appreciate the importance of continuing to support the development of the skills and experience of the wider community leaning and development workforce. Staff are committed to continuing professional development in their quest to provide the very best possible opportunities, outcomes and support for learners.
4. Learning and Skills Framework Outcomes

The key outcomes, as outlined in section 2.2, are (with proposed Performance Indicators in italics):

- **Improved skills for young people and adults**: young people and adults utilising the skills needed for work, family and community life.
  
  *Performance Indicator - Number of working age learners supported to achieve an accredited qualification.*

- **Lifelong learning embedded in communities**: people progressing in learning opportunities at different stages of their lives.
  
  *Performance Indicator – The Learning and Skills Operational Board have evaluated the effectiveness of the nine local plans in supporting and enhancing opportunities for lifelong learning in communities.*

- **Greater capacity in community organisations**: Local organisations effectively delivering support and services to their community.
  
  *Performance Indicator - Percentage of residents in regeneration areas who feel local people can influence matters affecting them and their communities.*

- **Empowerment of disadvantaged communities and groups**: Individuals, groups and communities in disadvantaged areas improving their life chances through greater participation and involvement in local decision making.
  
  *Performance Indicator - Percentage of residents in regeneration areas who feel local people are involved in the redesign and reshaping of services.*

**Outcome 1: Improved skills for young people and adults**

**Purpose**

The improved skills outcome is to develop further citizens skills of communication, Information and Communications Technology (ICT), numeracy, literacy, English for Speakers of Other Languages (ESOL), problem solving and working with others so that they can realise their potential in life, work, community and family settings. Lifelong and life-wide development of these core skills will enable individuals to become successful learners, confident individuals, responsible citizens and effective contributors.

**Activities**

The six main activities that will be undertaken in 2015/18 to achieve this priority outcome are listed below, along with the attributes which contribute to success in each activity.

1. **Offer a range of activity to support adults to improve skills, including becoming digitally and financially included.**
• Adults are able to access programmes that are tailored to meet their individual needs and motivations through a social practice-based model of delivery
• Learners are able to negotiate their own learning goals which are jointly planned, reviewed and evaluated using individual or group learning plans.
• As part of the evaluation process, learners are supported to identify the impact of their learning on their social practices

1.2 Develop an ESOL (English as a Second or Other Language) pathway.

• All new learners receive an initial diagnostic assessment to identify the level of their English skills. Learners are then offered a learning opportunity at an appropriate level. The delivery partners work together to support a transition between services.
• Accreditation is a core part of all delivery at Level 2 and above.
• Learners are also able to access a range of extra-curricular activities that support the development of English skills, such as Conversation Classes.
• Learner progress is evaluated regularly by both the tutor and learner. Learners’ levels are formally re-assessed at the end of each academic year. Learners progressing to the next level are offered a relevant learning opportunity. Tutors record any outcomes or progression (e.g. into work or volunteering)

1.3 Expand accreditation opportunities for adult learners.

• The introduction of the new Adult Achievement Award in 2016 will widen access to accreditation across adult learning programmes
• Quality assurance systems and training will be implemented to ensure that all assessors and internal verifiers are meeting the requirements of the award
• All assessors and internal verifiers will have a relevant qualification and participate in ongoing training and development to ensure that all accreditation is delivered within the requirements laid out by the awarding body

1.4 Young people demonstrating greater self-confidence/esteem/resilience.

• Junior Youth Club provision will support Primary pupils into Secondary provision in identified settings to support and enhance self-confidence, self-esteem and resilience.
• Young people involved in Activity Agreements and Skills Training Programmes will be encouraged and assisted to gain accredited qualifications.
• All young people will be encouraged to learn new skills and develop greater self-confidence, self-esteem and resilience.

1.5 Percentage of young people in year group trained as peer influencers through the Decipher Assist Peer Education Programme in secondary schools
All young people who take part in the Decipher Assist Peer Education Programme will receive quality assured training from accredited trainers, which is part of a licenced evidence based package.

Through this training young people will have increased knowledge of the effects of smoking to individuals and communities.

The young people who take part, will gain the knowledge and skills to be able to hold conversations with their peers, imparting factual information around tobacco and its use.

1.6 Deliver core employability skills.

- Delivery of Access 2 Employment service with service provision in areas identified as most in need with regular service review
- Continue to develop and deliver the Step N2 Work programme increasing employment opportunities for young people
- Deliver focussed interventions such as employment fairs and door knocking in areas facing inequalities to support engagement with services, improve employability skills and reduce unemployment.

The following performance indicators will be used to monitor progress of the outcome for the life span of the strategy:

**Performance**

<table>
<thead>
<tr>
<th>Performance Indicator Name</th>
<th>2014-15 Baseline</th>
<th>2017/18 Target</th>
<th>Service</th>
<th>Responsible Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Number of adult learners achieving personal learning goals.</td>
<td>307</td>
<td>400</td>
<td>Advice Shop and Adult Basic Education; Community Learning and Development</td>
<td>Advice Shop and Adult Basic Education Manager / Community Learning and Development Coordinator</td>
</tr>
<tr>
<td>1.2 Number of ESOL (English for Speakers of Other Languages) learners who improve their English skills.</td>
<td>150 (with recurring funding)</td>
<td>350 (with partnership resources)</td>
<td>Advice Shop and Adult Basic Education</td>
<td>Advice Shop and Adult Basic Education Manager</td>
</tr>
<tr>
<td>1.3 Number of adult learners achieving one or more qualification.</td>
<td>112</td>
<td>300</td>
<td>Advice Shop and Adult Basic Education</td>
<td>Advice Shop and Adult Basic Education Manager</td>
</tr>
</tbody>
</table>
### Outcome 2: Lifelong learning embedded in communities

#### Purpose

To unite learners of all ages, educators, employers, and others who support learners through formal and informal learning to create and provide learning opportunities that equip people to acquire the skills, knowledge and resilience to respond to the social, political, cultural and technical realities of a constantly changing world.

The main activities that will be undertaken in 2015/18 to achieve this priority outcome are:

2.1 Develop nine Community Learning Partnerships based on the non-denominational secondary school catchment areas (three per year) and nine local learning plans (three per year).
• Community Learning Partnerships will be established covering all nine of the non-denominational secondary school catchment areas by 2018.
• Each Community Learning Partnership will produce local learning plans which will be implemented and evaluated.
• Local providers, employers and learners will play an active part in the Community Learning Partnership.

2.2 Establish and maintain an effective West Lothian Youth Providers Network.

• A Youth Providers Network will be established and be operational to support partnership working across the sectors providing services and support to young people.
• Sharing information, resources and planning provision will be enhanced by virtue of the work undertaken at the Network.
• Young people will be actively involved in the decisions made and work planned by the Youth Providers Network.

2.3 Develop the workforce and share professional development practice across the sector including colleagues in the Third Sector and volunteers.

• Increase continuing professional development (CPD) opportunities for staff and volunteers across all sectors who are delivering community learning and development activities.
• Build on the Creative Conversations held in 2014-15 which involved a range of topic based discussion sessions, open to all, led by a local community learning and development professional.
• Continue to organise specific learning and training opportunities for staff and volunteers in smaller voluntary organisations to support them in managing and developing their community learning and development activities.

<table>
<thead>
<tr>
<th>Performance indicator for Outcome 2: Lifelong learning embedded in communities</th>
<th>2014-15 Baseline</th>
<th>2017/18 Target</th>
<th>Service</th>
<th>Responsible Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Number of Community Learning Partnerships to be established</td>
<td>1</td>
<td>9</td>
<td>Area Services</td>
<td>Depute Chief Executive (Education, Planning and Area Services)</td>
</tr>
<tr>
<td>2.2 West Lothian Youth Providers Network members surveyed can demonstrate an awareness of the range of services available.</td>
<td>n/a</td>
<td>65%</td>
<td>Education</td>
<td>Community Youth Services Coordinator</td>
</tr>
</tbody>
</table>
### Outcome 3: Greater capacity in community organisations

**Purpose**

To increase the ability of groups and communities to influence matters affecting them and their communities so that they can participate effectively in the development and delivery of public sector strategies, policies and services and support them in developing responses to local need.

**Activities**

The main activities that will be undertaken in 2015/18 to achieve this priority outcome are:

3.1 **Develop training programmes for community organisations**

- Community Councils are offered training to reflect their needs delivered in partnership with Committee Services
- Training programme developed and delivered through work of the Community Engagement Practitioners Network
- Key Community Organisations supported to identify training needs for themselves and the wider sector, working to secure funds to enable programme development, delivery and evaluation

3.2 **Create a network of key community organisations in the seven targeted regeneration areas (based on the Scottish Index of Multiple Deprivation)**

- Identify organisations and form a network with representatives from across the seven targeted regeneration areas.
- Provide support to develop the network with clear terms of reference and a work plan

3.3 **Empower communities in the seven targeted regeneration areas (based on the Scottish Index of Multiple Deprivation) to be more involved in local decision making.**
• The West Lothian Community Planning Partnership Community Engagement plan provides the framework for engaging with communities across West Lothian consistently and following good practice. The Community Engagement practitioners network are the multi-agency groups, including local volunteers and voluntary organisations, who will lead implementation of the plans at the local level.
• An Engaging Communities toolkit and a training programme designed to ensure communities are engaged with local decision making has been developed. These resources will be used across all the regeneration areas to improve engagement and empowerment and enable better involvement in local decisions making.
• The Community Planning Partnership has approved a place-making approach to local community planning in the targeted areas. This may include further use of place making approaches such as Charrettes and participatory budgeting approach across the targeted areas. This approach will enable local communities to be more involved in decisions that affect them.

3.4 Strengthen and maintain youth participation through West Lothian Youth Congress and the Lesbian, Gay, Bisexual and Transgender (LGBT) Youth Forum.

• A Youth Providers Network will be established and be operational to support partnership working across the sectors providing services and support to young people.
• Sharing information, resources and planning provision will be enhanced by virtue of the work undertaken at the Network.
• Young people will be actively involved in the decisions made and work planned by the Youth Providers Network.

3.5 Support communities to build capacity to develop and manage sustainable local services.

• Deliver an annual funding fayre to highlight funding opportunities from internal and external sources
• Promote and support communities to improve the places where they live and work though achievement of Village Improvement Funds, spend of town centre funding and attracting match funding from external sources
• Promote social enterprise working in collaboration with West Lothian Social Enterprise Network

Performance
The following performance indicator(s) will be used to monitor progress in the outcome for the life span of the strategy:
<table>
<thead>
<tr>
<th>Performance Indicator Name</th>
<th>2014-15 Baseline</th>
<th>2017/18 Target</th>
<th>Service</th>
<th>Responsible Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Increase in number of people / organisations participating in training programmes for community organisations.</td>
<td>n/a</td>
<td>20% Increase of organisations / people participating.</td>
<td>Community Regeneration</td>
<td>Community Regeneration Team Leader</td>
</tr>
<tr>
<td>3.2 Percentage of key community organisations who report: Improved capacity to better represent their community</td>
<td>n/a</td>
<td>80%</td>
<td>Community Regeneration</td>
<td>Community Regeneration Team Leader</td>
</tr>
<tr>
<td>An increase in service delivery and beneficiary numbers</td>
<td>n/a</td>
<td>80%</td>
<td>Community Regeneration</td>
<td>Community Regeneration Team Leader</td>
</tr>
<tr>
<td>3.3 Percentage of residents involved in local structures in regeneration areas who report an increase in their ability to engage with their community and / or in their ability to engage with their community</td>
<td>n/a</td>
<td>50%</td>
<td>Community Planning</td>
<td>Community Planning Programme Manager</td>
</tr>
<tr>
<td>3.4 Percentage of young people who are more aware of and / or are effectively represented through the West Lothian Youth Congress to the Council and Community Planning Partnership.</td>
<td>n/a new measure</td>
<td>35% are more aware 10% of young people are engaged</td>
<td>Community Youth Services</td>
<td>Community Youth Services Coordinator</td>
</tr>
</tbody>
</table>
Outcome 4: Empowering disadvantaged communities and groups

Purpose

To build on the assets and potential of disadvantaged individuals, families and community groups who have significantly poorer life choices and chances. Specifically, to proactively involve them in the redesign and reshaping of services by prioritising preventative measures which reduce inequality and target the underlying causes of inter-generational deprivation and low aspiration.

Activities

The main activities that will be undertaken in 2015/18 to achieve this priority outcome are:

4.1 Partnerships with local organisations and residents will develop Regeneration Plans, based on priority areas with clusters of data zones in the worst 20% in West Lothian.

- Local Regeneration Groups will be established including key local organisations in each of the priority areas where there is not already a group in situ
- Partnership plans and agreements will be developed with suitable governance, performance monitoring and reporting arrangements agreed and detailed.
- Support the development of themed partnerships to reduce inequalities across priority areas

4.2 Delivering a diverse offer of targeted provision for young people across West Lothian which is informed by needs assessment as well as local and national priorities.

- Targeted provision to young people in West Lothian in disadvantaged communities and groups will be undertaken.
- This provision will assist the most disadvantaged young people become successful learners, confident individuals, responsible citizens and effective contributors.
- Young people identified within SIMD Deciles 1-3 and/or appearing on the Risk Matrix will be invited to engage in activities or support from partners in the Youth Providers Network.

4.3 Support adults with dyslexia or acquired hearing loss to access networks of support.
• a network for professionals supporting adults with dyslexia is established and membership gradually widened to include a range of services including third sector and local authority partners and employers
• dyslexia network members contribute to a range of activity which is jointly planned and evaluated
• Individual dyslexia network members evaluate the impact of their involvement with the network in relation to their awareness of dyslexia and confidence in supporting dyslexic adults
• Adults with acquired hearing loss are able to access a pathway of learning opportunities from a taster course and ongoing lipreading learning to informal and non-formal practise of lipreading in social settings through a support group

Performance

The following performance indicator(s) will be used to monitor progress in the outcome for the life span of the strategy:

<table>
<thead>
<tr>
<th>Performance Indicator Name</th>
<th>2014-15 Baseline</th>
<th>2017/18 Target</th>
<th>Service</th>
<th>Responsible Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Action Plans, arising from Regeneration Plans, developed and actioned in partnership with local residents and organisations.</td>
<td>0</td>
<td>7</td>
<td>Community Regeneration</td>
<td>Community Regeneration Team Leader</td>
</tr>
<tr>
<td>4.2 Young people in SIMD 1, 2 and 3 or scoring 14 or more on the Risk Matrix engage in targeted provision.</td>
<td>n/a</td>
<td>50% of young people identified.</td>
<td>Community Youth Services</td>
<td>Community Youth Services Coordinator</td>
</tr>
<tr>
<td>4.3 Number of partner organisations with an awareness of the needs of and the support available for adults with dyslexia, an acquired hearing loss and other specific conditions. Number of adults improving their use of lipreading skills.</td>
<td>9 organisations</td>
<td>20 organisations</td>
<td>Advice Shop and ABE (Adult Basic Education)</td>
<td>Advice Shop and ABE (Adult Basic Education) Manager</td>
</tr>
</tbody>
</table>
## Appendix A: Action Plan

### Action Plan  Outcome 1: Improved skills for young people and adults

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
<th>Planned Outcome</th>
<th>Outcome Indicator</th>
<th>2014-15 Baseline &amp; 2017-18 Target</th>
<th>Owner</th>
<th>Start</th>
<th>End</th>
<th>Status (Planned, Active, Complete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Offer a range of activity to support adults to improve skills including becoming digitally included.</td>
<td>Provision of literacy, numeracy and ICT activities including short courses which embed skills</td>
<td>Adult learners improve their quality of life by developing skills to support work, family personal and community life.</td>
<td>Number of people achieving personal learning goals.</td>
<td>307 Baseline 350 Target</td>
<td>Advice Shop and ABE Manager / Community Learning and Development Coordinator</td>
<td>Sep 2015</td>
<td>March 2018</td>
</tr>
<tr>
<td>1.2</td>
<td>Develop an ESOL (English as a Second or Other Language) pathway.</td>
<td>Work with partners to develop an ESOL (English as a Second or Other Language) pathway.</td>
<td>ESOL learners are better able to communicate effectively in English.</td>
<td>Number of ESOL learners are improving their English skills.</td>
<td>2014-15 Baseline 150 with recurring funding 2017-18 Target 350 with partnership resources</td>
<td>Advice Shop and ABE Manager</td>
<td>Sep 2015</td>
<td>March 2018</td>
</tr>
<tr>
<td>1.3</td>
<td>Expand accreditation opportunities for adult learners</td>
<td>Expand accreditation opportunities for learners with a focus on the new Adult Achievement Award at entry levels</td>
<td>Adults are able to demonstrate knowledge, skills and understanding gained as a result of accredited learning.</td>
<td>Number of learners achieving one or more qualification.</td>
<td>112 300</td>
<td>Advice Shop and ABE Manager</td>
<td>Sep 2015</td>
<td>March 2018</td>
</tr>
<tr>
<td>Action</td>
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<td>Outcome Indicator</td>
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<td>1.4 Introduce accredited learning opportunities into transition programmes for young people.</td>
<td>Develop junior youth club provision to support primary to secondary school transition in identified settings and nationally recognised accredited learning streams to the Activity Agreement and Skills Training Programme.</td>
<td>Young people learn new skills and develop confidence, self-esteem and resilience to support their transitions</td>
<td>75% of young people attending transition clubs can demonstrate increased confidence, self-esteem and resilience</td>
<td>Baseline: 2014/5 New Measure</td>
<td>Target 75%</td>
<td>Baseline 15%</td>
<td>Target 40%</td>
<td>Baseline 55%</td>
</tr>
<tr>
<td>1.5 Deliver the pilot Decipher Assist Peer Education Programme (A stop smoking in schools trial) in mainstream secondary schools</td>
<td>Provide training for young people to undertake the Decipher Assist programme training and act as peer influencers in their schools and in the wider community</td>
<td>Young people are aware of the consequences of smoking, are better able to make informed choices in relation to smoking and are more likely to stop or not take up smoking.</td>
<td>Reduction in smoking rates.</td>
<td>There is a 22% reduction in the uptake of smoking in the year groups where this intervention was carried out</td>
<td>Manager, West Lothian Drug and Alcohol Service (WLDAS)</td>
<td>Sep 2015</td>
<td>June 2017</td>
<td>Active</td>
</tr>
<tr>
<td>Action</td>
<td>Description</td>
<td>Planned Outcome</td>
<td>Outcome Indicator</td>
<td>2014-2015 Baseline &amp; 2017-18 Target</td>
<td>Owner</td>
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<tr>
<td>1.6 Deliver core employability skills.</td>
<td>Maintain the current range of employability support available through the “Working Together” partners group and develop services based on client needs</td>
<td>Adult learners are able to identify, apply for and access employment opportunities and progress in work.</td>
<td>Number of new Access 2 Employment customers progressing into a positive destination.</td>
<td>Baseline: 825 Target of 700 new customers based on anticipated resource</td>
<td>Regeneration and Employability Co-ordinator</td>
<td>Sep 2015</td>
<td>March 2018</td>
<td>Planned</td>
</tr>
<tr>
<td>Action</td>
<td>Description</td>
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<tr>
<td>2.1</td>
<td>Develop nine Community Learning Partnerships and nine local learning plans – three each year.</td>
<td>Establish local partnerships that will involve learning providers, employers and learners. Design and delivery of local learning plans by learning partnerships, embedding a culture of lifelong learning across communities, businesses and institutions.</td>
<td>Learning Partnerships successfully coordinate, plan, deliver, monitor and evaluate CLD activities in local areas. Local learning plans are in place based on analysis of area needs assessments. Evaluated annually by local Learning Partnerships</td>
<td>Nine Community Learning Partnerships to be established – three each year. Nine local learning plans to be developed (three per year).</td>
<td>Depute Chief Executive (EPAS)</td>
<td>Sep 2015</td>
<td>Mar 2018</td>
<td>Planned</td>
</tr>
<tr>
<td>2.2</td>
<td>Established and maintain an effective West Lothian Youth Providers Network.</td>
<td>Set up a Youth Providers Network to support partnership working, needs assessment, self-evaluation, planning and reporting progress to stakeholders.</td>
<td>Partnership working is effective, partners share information, resources and plan provision well and young people are aware of the diverse range of services and learning opportunities available across West Lothian.</td>
<td>Youth Providers Network is established and has embedded self-evaluation as good practice. Annual celebration demonstrating the diverse range of youth provision is held and 65% of young people completing wider achievement surveys demonstrate an awareness of the diverse range of services/learning opportunities available</td>
<td>Community Youth Services Coordinator</td>
<td>Sep 2015</td>
<td>Mar 2018</td>
<td>Planned</td>
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<tr>
<td>Action</td>
<td>Description</td>
<td>Planned Outcome</td>
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<tr>
<td>2.3 Develop the workforce and share professional development practice across the sector including colleagues in the Third Sector and volunteers.</td>
<td>Create opportunities for practitioners to share practice, training and resources through improved communication, shared practice workshops and training events.</td>
<td>Community learning and development practitioners increase skills, have up-to-date and relevant capabilities and an enhanced ability to respond to change. There will be accreditation for volunteers, where appropriate, from the Voluntary Sector Gateway West Lothian.</td>
<td>70% of activity providers undertaking development opportunities demonstrate increased knowledge, skills and experiences.</td>
<td>Cross-sector activity not currently measured</td>
<td>Target 70% of participants</td>
<td>Community Regeneration Manager and Chief Executive, Voluntary Sector Gateway West Lothian (VSGWL)</td>
<td>Sep 2015</td>
<td>Mar 2018</td>
</tr>
<tr>
<td>Action</td>
<td>Description</td>
<td>Planned Outcome</td>
<td>Outcome Indicator</td>
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<tr>
<td>3.1</td>
<td>Develop training programmes for community organisations.</td>
<td>Provide community and voluntary organisations access to training and development opportunities</td>
<td>Members of community organisations participate in training and development opportunities making community organisations better able to effect change in their communities.</td>
<td>Two Voluntary Organisation Training Calendars published per annum</td>
<td>Baseline: Number of people / organisations participating. Target: 20% Increase of organisations / people participating.</td>
<td>Community Regeneration Team Leader</td>
<td>Sep 2015</td>
<td>Mar 2018</td>
</tr>
<tr>
<td>3.2</td>
<td>Create an effective network of key community organisations from the seven targeted regeneration areas.</td>
<td>Enable organisations to network and develop increased awareness and understanding of partner organisations, and sharing of best practice.</td>
<td>Organisations report involvement in the network has improved their capacity to better represent their community by sharing information, resulting in more effective service delivery.</td>
<td>A network established. Eight organisations attending. Action plan produced.</td>
<td>Baseline: Not currently captured. Target: % of organisations report improvement in their capacity to better represent their community.</td>
<td>Community Regeneration Team Leader</td>
<td>Sep 2015</td>
<td>Mar 2018</td>
</tr>
<tr>
<td>Action</td>
<td>Description</td>
<td>Planned Outcome</td>
<td>Outcome Indicator</td>
<td>2014-15 Baseline &amp; 2017-18 Target</td>
<td>Owner</td>
<td>Start</td>
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<td>Status (Planned, Active, Complete)</td>
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<tr>
<td>3.3 Empower communities in the seven targeted regeneration areas (based on the Scottish Index of Multiple Deprivation) to be more involved in local decision making.</td>
<td>Delivery of community engagement training and support to community groups and individuals, contributing to the development of local regeneration groups in which community members are involved.</td>
<td>Residents report positive involvement in local structures and are better able to engage with their community through active local groups in each of the seven targeted regeneration areas.</td>
<td>8 events in targeted areas. Community engagement toolkit launch and training delivered.</td>
<td>Baseline: Not currently captured. <strong>Target:</strong> 50% residents involved in local structures report an increase in their ability to engage with their community.</td>
<td>Community Planning Programme Manager</td>
<td>Sep 2015</td>
<td>Mar 2018</td>
<td>Planned</td>
</tr>
<tr>
<td>3.4 Strengthen and maintain youth participation through West Lothian Youth Congress and the Lesbian, Gay, Bisexual and Transgender (LGBT) Youth Forum.</td>
<td>Increase awareness, improve effectiveness and widen participation of young people's involvement in decision making through the Youth Congress and the Lesbian, Gay, Bisexual and Transgender (LGBT) Youth Forum.</td>
<td>The views of young people are effectively represented through West Lothian Youth Congress to the Community Planning Partnership.</td>
<td>35% of young people have an awareness of the participation structure and how they are represented and 10% of young people actively engage with the participation structure and have their</td>
<td>Not currently captured. <strong>Target:</strong> 35% of young people aware. <strong>Target:</strong> 10% of your people engaged with the participation.</td>
<td>Community Youth Services Coordinator</td>
<td>Sep 2015</td>
<td>Mar 2018</td>
<td>Planned</td>
</tr>
<tr>
<td>Action</td>
<td>Description</td>
<td>Planned Outcome</td>
<td>Outcome Indicator</td>
<td>2014-15 Baseline &amp; 2017-18 Target</td>
<td>Owner</td>
<td>Start</td>
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<td>Status (Planned, Active, Complete)</td>
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<tr>
<td>3.5 Support communities to build capacity to develop and manage sustainable local services.</td>
<td>Local people are supported to remain, or become involved in, local community planning and service development. Increase in the number of community and voluntary organisations successfully accessing funding opportunities funding.</td>
<td>Twice yearly funding newsletter produced and distributed. Delivery of an annual funding event incorporating a training element. Agree a protocol with the Third Sector interface in relation to support and development roles in this area.</td>
<td><strong>Baseline</strong> : Number of organisations supported to achieve external funding. <strong>Target</strong> : Increase by 10% number of community and voluntary organisations completing successful funding application.</td>
<td>Community Regeneration Team Leader</td>
<td>Sep 2015</td>
<td>Mar 2018</td>
<td>Planned</td>
<td></td>
</tr>
</tbody>
</table>
## Action Plan Outcome 4  Empowering disadvantaged communities and groups

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
<th>Planned Outcome</th>
<th>Outcome Indicator</th>
<th>2014-15 Baseline &amp; 2017-18 Target</th>
<th>Owner</th>
<th>Start</th>
<th>End</th>
<th>Status (Planned, Active, Complete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Partnerships with local organisations and residents will develop Regeneration Plans, based on priority areas with clusters of data zones in the worst 20% in West Lothian.</td>
<td>Seven regeneration plans will be developed, identifying actions to be taken locally to close the opportunity gap and effectively meet the needs of local residents.</td>
<td>Local organisations are involved in the writing, implementation and evaluation of the Regeneration Plans to establish that they are meeting needs effectively.</td>
<td>Seven plans completed, implemented and evaluated.</td>
<td>New provision Target: All plans in place and operational</td>
<td>Community Regeneration Team Leader</td>
<td>Sep 2015</td>
<td></td>
<td>Planned</td>
</tr>
<tr>
<td>4.2. Delivering a diverse offer of targeted provision for young people across West Lothian which is informed by needs assessment as well as local and national priorities.</td>
<td>Focussing on increasing the number of young people from disadvantaged communities and groups will mean increased targeting of resource towards work with the most vulnerable young people to improve their life choices and chances</td>
<td>Young people become successful learners, confident individuals, responsible citizens and effective contributors</td>
<td>50% of young people in SIMD 1, 2 and 3 or scoring 14 or more on the Risk Matrix are identified as engaging in targeted provision offered by partners in the Youth Providers Network</td>
<td>Not currently captured Target: 50%</td>
<td>Community Youth Services Coordinator</td>
<td>Sep 2015</td>
<td>March 2018</td>
<td>Planned</td>
</tr>
<tr>
<td>Action</td>
<td>Description</td>
<td>Planned Outcome</td>
<td>Outcome Indicator</td>
<td>2014-15 Baseline &amp; 2017-18 Target</td>
<td>Owner</td>
<td>Start</td>
<td>End</td>
<td>Status (Planned, Active, Complete)</td>
</tr>
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<tr>
<td>4.3 Support adults with dyslexia or acquired hearing loss to access networks of support.</td>
<td>Co-ordinate networks to support partnership working, awareness raising and accessibility.</td>
<td>There is an increased awareness of the needs of and the support available for adults with dyslexia or an acquired hearing loss.</td>
<td>No of partners identifying an increased awareness of dyslexia through engagement with the network.</td>
<td>9 organisations</td>
<td>Advice Shop and ABE Manager</td>
<td>Sep 2015</td>
<td>March 2018</td>
<td>Planned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support for individual adults to improve their lipreading skills.</td>
<td></td>
<td>20 organisations</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Baseline 60 adults</td>
<td></td>
<td>Target 63 adults</td>
<td></td>
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</tr>
</tbody>
</table>
West Lothian Council

LEARNING AND SKILLS FRAMEWORK 2015/18
(APPROVED 27 OCTOBER 2015)

Steve Field
Head of Area Services

October 2015

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