

# **BUILDING COMMUNITY CAPACITY THROUGH COMMUNITY LEARNING AND DEVELOPMENT**

## **Recommendations and Learning Connections' response**



**SCOTTISH EXECUTIVE**

# **BUILDING COMMUNITY CAPACITY THROUGH CLD: RECOMMENDATIONS AND LEARNING CONNECTIONS' RESPONSE**

***Community Capacity Building: a Review of Current Issues for Community Learning and Development*, a report produced by Clear Plan UK for Learning Connections, sets out a number of key findings and recommendations. This document presents these together with an outline of Learning Connections' response.**

**Further information is provided in Learning Connections' *Building Community Capacity through CLD: Development Plan 2006-07*.**

## **1.3.1 Key Findings - interpretations of community capacity building**

- ☞ The term 'community capacity building' is subject to a wide range of interpretations.
- ☞ The term is more consistently interpreted in Local Authority CLD services than in other disciplines
- ☞ Community capacity building is best understood as a process of intervention to achieve specific outcomes.
- ☞ There is debate on the nature of the outcomes and the priority to be placed on each possible outcome.
- ☞ Community capacity and social capital are interlinked concepts.

## **1.3.2 Recommendations - interpretations of community capacity building**

<b>Clear Plan recommendation</b>	<b>Learning Connections' response</b>
That opportunities for practitioners to receive educational inputs and take part in structured reflection with their peers on the nature and purpose of community capacity building are promoted.	<b>Build appropriate opportunities into LC's programme of seminars including those organised by or jointly with partners.</b>  <b>E.g. Learning Link/University of Dundee <i>Rural Connections</i> Seminars supported by LC.</b>
That a national framework for community capacity building is developed. This should include a definition and boundaries, a list of possible outcomes, description of processes which may achieve community capacity outcomes and guidance on indicators for monitoring and evaluation of achievement.	<b>Development of outcome frameworks as part of the CLD Performance Information Project (PIP) will result in identified definition and outcomes of CCB (and of other roles of CLD).</b>  <b>Potential for production of a supplement to WALT focusing on CCB to be explored.</b>

<p>That a glossary of terminology and definitions is produced and widely promoted.</p>	<p><b>CLD outcome frameworks will contribute to this.</b></p> <p><b>Liaise with SCDN in relation to production of their “jargon buster”.</b></p> <p><b>“WALT supplement” may provide opportunity to develop and promote agreed terminology and definitions.</b></p>
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### 1.3.3 Key findings - planning for community capacity building

- ☞ There is a range of approaches to planning for community capacity building in CLD partnerships in Scotland
- ☞ Many partnerships are in the process of producing plans specifically to address community capacity building. These are in the early stages of development.
- ☞ Some CLD partnerships have produced their own support materials for community capacity building.
- ☞ The absence of dedicated resources to support planning for community capacity building can affect the process.
- ☞ People with additional support needs felt excluded from community consultation and capacity building processes.
- ☞ Shared definitions of purposes and outcomes were key to effective partnership planning for community capacity building.
- ☞ Community capacity building processes should underpin work on the national priorities of achievement through learning for young people and achievement through learning for adults.

### 1.3.4 Recommendations – planning for community capacity building

#### Resourcing the process

<b>Clear Plan recommendation</b>	<b>Learning Connections’ response</b>
<p>That consideration is given to the provision of a fund to support community involvement in community capacity building planning processes</p>	<p><b>Responsibility lies at local level.</b></p> <p><b>LC to explore with partners how the need for resources in this area can be promoted to Community Planning Partnerships.</b></p>
<p>That consideration is given to the provision of a fund to support inclusion of those with additional support needs in planning processes.</p>	<p><b>Responsibility lies at local level.</b></p> <p><b>LC to explore with CS equalities staff and SE Equality Unit whether there are opportunities to assist CLDPs to secure resources. Link with work on CLD Equalities Resource.</b></p>
<p>That existing frameworks, policies and toolkits produced by CLD partnerships are publicised and promoted to other partnerships.</p>	<p><b>LC to encourage promotion through CLDP Lead Officers, CLD Managers, Community Development Alliance Scotland, Scottish Community Development Network (SCDN) and Voluntary Sector CLD Support Partnership (VSCLDSP).</b></p>

## Involving partners

<b>Clear Plan recommendation</b>	<b>Learning Connections' response</b>
That consideration is given to providing Community Learning and Development partnerships with guidance on involving partners in community capacity building	<b>Consider addressing this through "WALT supplement".</b>

## Quantifying partnership inputs

<b>Clear Plan recommendation</b>	<b>Learning Connections' response</b>
That CLD partnerships are supported in developing systems to meaningfully and realistically quantify partner inputs to community capacity building.	<b>Support provided through PIP will assist.</b>

## Monitoring and recording outcomes

<b>Clear Plan recommendation</b>	<b>Learning Connections' response</b>
That support is given to CLD Partnerships in developing monitoring and evaluation tools for community capacity building.	<b>Support provided through PIP will assist.</b>
That consideration is given to the benefits of rationalising monitoring frameworks that CLD services are subject to.	<b>Keep under review with HMIE and other partners in particular in the context of community planning.</b>

## Links to the other national priorities

<b>Clear Plan Recommendation</b>	<b>Learning Connections' response</b>
That an audit of the different administrative structures for delivery of the three national priorities for CLD is carried out. The audit to establish which, if any, structures best support the integration of community capacity building processes as an underpinning feature of work on achievement through learning for young people and achievement through learning for adults.	<p><b>Different administrative structures may be one factor in supporting integration of CLD processes but are not the only one.</b></p> <p><b>LC to discuss with HMIE, CLD Managers and VSCLDSP</b></p>

### 1.3.5 Key findings - delivering community capacity building

- ☞ There is a need for investment in continuing professional development for staff to enable them to deliver high quality community capacity building work.
- ☞ Not all CLD qualified staff, particularly recent graduates, have the confidence and skills to deliver community capacity building.
- ☞ Specialists in community capacity building expressed doubts about the quality of some work which was described as community capacity building which was delivered by professionals from other specialisms.
- ☞ Community capacity building is delivered by a range of agencies; work is needed to clarify who is doing what and to what purpose.
- ☞ Community capacity building is more likely to be delivered where there are additional resources to complement those available from mainstream sources.

- Community capacity building is delivered by a range of professional groupings and in some cases communities themselves take the lead role.
- The term community capacity building is used in many situations where it may not be an accurate description of the nature of the work carried out.

### 1.3.6 Recommendations - delivering community capacity building

#### Skills for community capacity building

Clear Plan recommendation	Learning Connections' response
That (a) a review of pre-qualifying training for CLD is carried out to assess the extent to which it prepares graduates for community capacity building work and (b) recommendations are made for improvement where considered necessary.	<b>Make CeVe aware of the recommendation and ask them to consider possible action both in the short-term and in the longer-term context of the SE's response to recommendations of the <i>Strengthening Standards: improving the quality of CLD service delivery</i> report.</b>
That CPD opportunities are made available for all CLD staff in order to equip them to deliver high quality community capacity building work.	<b>LC to consider means of taking forward and explore as appropriate with CLD Managers, training providers and other partners.</b>
That CPD opportunities at a range of levels are made available to professionals from other disciplines.	<b>Support for community engagement practice, and Learning in Regeneration programme, will address some aspects of this.</b>
That opportunities to raise the awareness of senior members of staff in other local authority services and their community planning partners are sought and exploited	<b>Take advantage of opportunities through LC programme of events.</b>

#### Who delivers community capacity building?

Clear Plan recommendation	Learning Connections' response
That guidance on the links and differences between individual, organisational, infrastructural community capacity building and sectoral capacity building is issued	<b>"WALT supplement" provides potential means to address this.</b>
That further research is conducted into community capacity building carried out by communities and how it supports community capacity building carried out by CLD partnerships	<b>Consider proposal to CS Research section.</b>

#### Who receives community capacity building?

Clear Plan recommendation	Learning Connections' response
That an audit of HMIe reports is conducted to establish if there are significant differences in evaluation of the quality of community capacity building in urban and rural areas	<b>Discuss with HMIe. Consider links with Carnegie Commission work on rural community development.</b>

That any published guidance and support packages are fully rural-proofed while adequately addressing the prioritisation of resources to SIMD areas	<b>Ensure rural focus is highlighted in “WALT Supplement” and in work to promote use and accessibility of resource materials.</b>
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### 1.3.7 Key findings - supports for community capacity building

- Published resources are only used in a limited way
- There is a case for a community capacity building resource for practitioners.
- Active resourcing in the form of consultancy support is popular.
- There are insufficient opportunities for networking, particularly for practitioners.

### 1.3.8 Recommendations - supports for community capacity building

<b>Clear Plan recommendation</b>	<b>Learning Connections’ response</b>
That the benefits of the SCDC consultancy support are evaluated and the most valuable elements of this support continued.	<b>Benefits of consultancy and other support for implementation of WALT will be evaluated as part of the WALT support programme</b>
That the relevance of existing toolkits for community capacity building is assessed.	<b>Take forward work to identify relevant resource materials, develop means to improve awareness of these and their accessibility, and obtain feedback on their usefulness</b>
That if necessary a new toolkit is developed and published to address any gaps identified in the above exercise.	<b>Consider whether any new or additional materials are necessary once the above work is carried out</b>
That a national programme is developed to support community capacity building practitioners in the use of published toolkits.	<b>Consider needs in the context of the WALT support programme, once initial work to identify and promote resource materials carried out.</b>
That a national network of community capacity building practitioners is convened and an agenda to support skills development is facilitated.	<b>Encourage SCDN and other relevant existing networks to join up work that contributes to CCB, and work with them to support networking, reflection on practice, and skills development.</b>