

The Highland Community Planning Partnership

Community Planning Board – 21 June 2018

Agenda Item	8.
Report No	CPB 07/18

Highland Community Learning and Development Plan 2018-2021

Report by Director of Care and Learning

Summary

The Highland Council (as Education Authority) has the legal responsibility for Community Learning and Development (CLD) planning and delivery and for ensuring that this takes place within a Community Planning context. This report seeks the views of the Highland Community Planning Board on the development of the Highland Community Learning and Development (CLD) Plan 2018-21 prior to it being finalised by the Council's Care, Learning and Housing Committee on 22 August 2018.

1 Background

- 1.1 Community Learning and Development (CLD) is a way of working which supports disadvantaged or vulnerable groups and individuals of all ages to engage in learning that is negotiated with them, with a focus on bringing about change in their lives and communities.
- 1.2 In 2012 the Scottish Government issued *Strategic Guidance for Community Planning Partnerships: Community Learning and Development*, which set out the core purpose of CLD as early intervention, prevention and tackling inequalities through:
 - community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
 - youth work, family learning and other early intervention work with children, young people and families;
 - community-based adult learning, including adult literacies and English for Speakers of Other Languages (ESOL);
 - learning for vulnerable and disadvantaged groups in the community;
 - volunteer development; and
 - learning support and guidance in the community.
- 1.3 In 2013, *the Requirements for Community Learning and Development (Scotland) Regulations* were introduced. They place a duty on local authorities, in partnership with Community Planning Partnerships and other CLD providers and communities, to secure the delivery of CLD through the implementation of a three year CLD plan. In response to the Regulations the Council and the Highland Community Planning Partnership established a CLD strategic group which developed the first Highland CLD plan which was published in September 2015.

- 1.4 Further guidance on the development of CLD Plans was provided by Education Scotland in their *Revised Guidance Note on Community Learning and Development Planning 2018-21*. This guidance was developed after a review of the first round of CLD Plans by Education Scotland and an analysis of twelve HMle inspections 2016/2017.
- 1.5 The new Guidance has five interrelated themes which the Local Authority is charged with leading on, which can be summarised as:
- **Involvement** – co-producing the plan with learners and communities.
 - **Shared CLD Priorities** – assessing need and setting priorities for community learning and development with partners.
 - **Planning** – integrating the CLD Plan within the current and evolving national policy context.
 - **Governance** – reviewing, monitoring and reporting on progress and impact.
 - **Workforce Development** – CLD Plans should include consideration of how partners will develop the CLD Workforce in their area.
- 1.6 The Highland CLD Strategic Partnership ensures that CLD services are planned and evaluated within the context of wider community planning activity (as is required by the legislation) and is chaired by the Director of Care and Learning and includes colleagues from NHS Highland, Police Scotland, Fire and Rescue Service, Scottish Natural Heritage, Highlands and Islands Enterprise, the University of the Highlands and Islands, High Life Highland and the Third Sector Interface.
- 1.7 The current Highland CLD plan sets out a framework whereby CLD is delivered through the nine Community Partnerships with a focus on the communities for partnership action which have been identified by the Community Planning Partnership.
- 1.8 The strategic context in Highland changed during the life of the first CLD plan through the introduction of the Highland Outcome Improvement Plan (HOIP). As part of this the CPP agreed that Community Partnerships integrate CLD and locality planning through the development of single plans covering both in each of the nine Community Partnership areas. To further align the work of partners it is proposed that the new CLD plan be aligned with the HOIP and that its focus be to identify how CLD can support the delivery of the HOIP.

2. Development of the 2018-2021 CLD Plan

- 2.2 The draft plan can be seen in **appendix 1**. The development of it has included consultation with:
- the partners represented on the CLD Strategic Group;
 - CLD providers;
 - individuals who are participants of CLD providers; and
 - Community Partnership locality engagement.
- 2.3 In addition to the above, the community engagement carried by each of the Community Partnerships using methods and approaches such as The Place

Standard has provided information to support the development of the new Plan. The Plan has also been informed by the outcomes identified in the Highland Outcome Improvement Plan, For Highlands Children and the Adult Strategic Commissioning Plan.

- 2.4 The Plan will meet the CLD Regulations by demonstrating:
- how the local authority will co-ordinate its provision of CLD with other partners that provide CLD within Highland;
 - what action the local authority will take to provide CLD over the period of the plan;
 - what action partners intend to take to provide CLD in Highland over the period of the plan; and
 - any needs for CLD that will not be met within the period of the plan.
- 2.5 An action plan will be added to the plan as feedback on the consultation is received and partners, through the CLD Strategic Group, will be asked to contribute to the development of it.
- 2.6 Consultation on the draft plan will continue up to 1 August 2018 and the Highland Council Care, Learning and Housing Committee will consider the final draft at its meeting scheduled 22 August before submitting to Education Scotland in September.

3. Future CLD Planning

- 3.1 If the CPP Board agrees that having aligned locality and local CLD planning and delivery, that the strategic planning for CLD should be aligned with the HOIP, it might in future, be possible to further integrate community planning and locality planning by including the CLD plan in future iterations of the HOIP. This would be beneficial because it would streamline two linked strategic agendas and provide a clearer focus for CLD as supporting the delivery of the HOIP.

4. Implications

- 4.1 Resources: the requirements for the CLD Plan will be delivered within the existing resources of the Community Planning Partnership.
- 4.2 Legal: there is a legal duty on the Highland Council to develop a three year CLD plan.
- 4.3 Equalities: the focus for CLD work is on reducing disadvantage and inequality.
- 4.4 Climate Change/Carbon Clever and risk: there are no climate change/carbon clever and risk implications arising from this report.
- 4.5 Gaelic and Rural: There are no Gaelic or rural implications arising from this report.

Recommendations

It is recommended that the Highland Community Planning Partnership Board:

1. comment on the draft plan in **appendix 1**;
2. agree to the principle of aligning the new Community Learning and Development Plan with the Highland Outcome Improvement Plan outcomes;
3. note that consultation on the draft Community Learning and Development plan is under way with the final deadline for comment being 1 August 2018;
4. note that an action plan will be developed as part of the consultation; and
5. note that the Highland Council will finalise the Community Learning and Development Plan 2018-2021 at its Care, Learning and Housing Committee meeting on 22 August 2018.

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Date: 15 June 2018

DRAFT



The Highland Community Learning and Development Plan

Working and learning together to reduce inequalities in Highland

2018-2021

Forward - *to be added*

The Highland area offers an excellent quality of life to many but it is recognised that there are significant challenges for some individuals and communities. CLD in Highland works alongside people and communities to support the delivery of the Highland Outcome Improvement Plan (HOIP) to provide opportunities for life-long, life-wide learning and active citizenship as important ways to improve quality of life and life chances.

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Introduction

This plan has been developed in response to the Community Learning and Development (Scotland) Regulations. It is led by the Highland Council (THC) and delivered through the work of the Highland Community Planning Partnership (CPP) and its nine Community Partnerships.

The CPP's **vision** for Community Learning and Development (CLD) in Highland is one of supporting the development of and empowering of individuals and communities so that they have the opportunity to make positive changes in their lives and communities through learning and active citizenship.

What is Community Learning and Development?

CLD is a way of working that supports groups and individuals of all ages to engage in learning, personal development and active citizenship with a focus on bringing about change in their lives and communities.

It is a way of working that is negotiated with those who take part. CLD activity has a strong focus on early intervention, prevention and tackling inequalities.

The Scottish Government has stated that CLD's specific focus should be to:

1. Improve life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship; and for
2. Stronger, more resilient, supportive, influential and inclusive communities.

CLD activity includes:

- community development (building capacity of communities to meet their own needs, engage with and influence decision makers);
- work with young people, family learning and other early intervention work with children, young people and families;
- community-based adult learning, including adult literacies and English for Speakers of Other Languages (ESOL);
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- volunteer development; and
- learning support and guidance in the community.

CLD Values and principles

The following principles and values underpin the practice of CLD across all of its settings:

- **Empowerment** – increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/or collective action
- **Inclusion** – valuing equality of both opportunity and outcome, and challenging discriminatory practice

- **Working collaboratively** – maximising collaborative working relationships in partnerships between the many agencies which contribute to CLD, including collaborative work with participants, learners and communities
- **Self-determination** – respecting the individual and right of people to make their own choices
- **Promotion of learning as a lifelong activity** – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life

Development of the CLD Plan

This plan was developed by building on the work of the HOIP and the work carried out by the nine communities for partnership action which used tools such as the place standard to engage with communities, as well as taking account of the national legislation and guidance for CLD. Further details on the development of this plan can be seen in **Appendix 1**. The National CLD Outcome's which have also informed this plan can be seen in **Appendix 2**.

Legislative Context

CLD operates within a community planning context - the "Strategic Guidance for Community Planning Partnerships: Community Learning and Development (2012)" sets out the Scottish Government's commitment to CLD as a "consistent central element of public services". The guidance recognises the vital role played by a wide range of organisations and services and identifies a lead role for the local authority to '**provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of CLD partners in the reform of public services**'.

Highland Outcome Improvement Plan

In Highland, CLD planning and delivery will support the delivery of the Highland Outcome Improvement Plan HOIP, which has established the following priorities based on needs assessment and community consultation:

- **Poverty Reduction** – more people in Highland will live free from the experience of poverty
- **Community Participation and Dialogue** – people in Highland will be more involved in decisions that affect their lives
- **Infrastructure** – fewer people in Highland experience transport or digital connectivity as a barrier to accessing opportunities
- **Community Safety and Resilience** – people in Highland will benefit from living in stronger, safer and more resilient communities
- **Mental Health and Wellbeing** – people in Highland will benefit from good mental health and wellbeing

To support the overall purpose of reducing inequalities, the HOIP also highlights four cross cutting themes which are important to inform action in most of all of the core priority areas: The cross cutting themes are:

- **Employability, employment and skills development** – this recognises the importance of providing economic opportunities to communities as a way of addressing inequality

- **Community investment and development** - this promotes inclusion and builds strong communities
- **Digital inclusion** – ensuring communities have access to digital forms of communication provides economic opportunities locally but also improved access to services
- **Equality of opportunity and inclusion** – recognises that certain groups within our communities are more likely to experience inequality than others

The Social Index of Multiple Deprivation (SIMD) **Appendix 3**, Socio-Economic Performance Index (SEP) data, and public health profiles have all informed the identification of 26 communities for partnership action and locality planning is key to the delivery of the HOIP and CLD in Highland.

Locality Planning

Each of the Locality Partnerships are developing, delivering and reviewing on an on-going basis, locality plans which describe how the HOIP priorities will be delivered in each of the 26 communities for partnership action. CLD actions are being embedded into these to ensure that local resources are used to best effect in the delivery of the HOIP and CLD actions.

Action – Community Engagement Sub-Group to review locality plans for CLD actions.

CLD Plan consultation

Through the consultations and ongoing conversations carried out as part of the development of this plan, the HOIP priorities were re-enforced with communities having highlighted the following as priorities:

- Mental health and wellbeing - information from the consultation suggested that partners support focus on social media, relationships and sexual health, drugs and alcohol, opportunities to be active and reducing social isolation and loneliness.
- Parenting and family learning.
- Opportunities for young people.
- Learning for employment progression to higher / further education.
- Being able to have a say in local decision making.

In addition to this, the Highland Youth Parliament (HYP) reinforced the need “HYP members would like the voices of more vulnerable young people, young people with mental health issues, young people requiring extra support and LGBTi young people to be strengthened and further supported”
HYP Exec Committee

Consultation with staff working in communities provided similar information to communities with concerns about mental health and the impact of social media; compromised life chances people have as result of limited education (not limited to, learning for employment).

The consultation on the CLD plan highlights the importance of aligning the CLD Plan with the HOIP.

Building on the 2015-2018 plan

Key strengths emerging since publishing the 2015-2018 Highland CLD Plan include:

- CLD has been delivered across a range of partners for several years in Highland and significant development has been made in shared strategic vision and leadership. CLD and locality planning have been aligned to maximise impact and efficiency of service delivery and support to communities. This process will continue in the coming years.
- Informal collaboration has been a key feature of Highland communities for many years. This remains a significant asset and cultural feature. The development of single locality plans has enabled CLD in Highland to improve joint planning, monitoring and evaluation structures in such way that builds on this dynamism.

Key areas for improvement include:

- Joint monitoring and evaluation will continue to develop during the course of this plan.
- Increased learner and community involvement in the co design of programmes.

Performance Measurement and Review

The CPP has developed a self-evaluation framework for Community Partnerships to evaluate their effectiveness and the effectiveness of their plans. This will be used to measure the effectiveness of work at a local level. In addition to that, through Highland's involvement in the Regional Improvement Collaborative, a set of CLD key performance indicators (KPIs) will be developed for the national CLD outcomes.

Action – Community Engagement Sub-Group to review self-evaluations Action – work with regional collaborative on strategic KPIs for CLD.
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Barriers to adequate and efficient delivery of CLD in Highland

The CLD legislation requires CPPs to say how they are working to address barriers to adequate and effective provision. **Appendix 4** shows the results of surveys which identified that funding, resources and recruitment of staff and volunteers were the 3 top rated barriers by CLD stakeholders in survey.

Funding and resources as barriers are being dealt with in different ways at different levels of planning and delivery. At a strategic leadership level shared planning and responsibility for CLD across the CPP and resulting collaborative CLD/locality planning is leading efficiencies that are mitigating limited resources. In communities CLD providers are more formally recognising and planning their work together recognising key strengths each partner has.

The development of practical solutions such as CLD supported intergenerational learning exchanges within communities (eg 'Get to know your techno') are helping provision to be maintained and developed through an empowering model where all are learners, all are educators.

Unmet Need

The CLD legislation requires CPPs to identify unmet need. For individuals, families and certain communities of interest it is recognised that there will be unmet CLD need over the life of this plan. Learners have identified confidence, isolation and transport as barriers to accessing CLD support.

Service Delivery (Learning Offer)

As described above the CLD legislation requires the following types of services (sometimes known as the learning offer) to be delivered by partners. In reviewing Locality Plans, the Community Engagement Sub-Group will review plans to ensure that they include the following:

- community development (building capacity of communities to meet their own needs, engage with and influence decision makers);
- work with young people, family learning and other early intervention work with children, young people and families;
- community-based adult learning, including adult literacies and English for Speakers of Other Languages (ESOL);
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- volunteer development; and
- learning support and guidance in the community.

Action – review locality plans for the inclusion of the above.

Action – develop a youth work strategy for Highland.

CLD Strategic Leadership

The CPP has established a number of thematic groups to oversee the delivery of the HOIP Outcomes. The Community Engagement Sub-Group has the responsibility for overseeing the delivery of this CLD Plan. The membership and remit of this group is currently being reviewed by the CPP.

Action – CPP to review membership and remit of the Community Engagement Sub - Group

Workforce Development

Workforce development is a key national priority because of the diversity of the workforce with it being spread across a number of different agencies and third sector organisations. A key focus of this plan will be to continue the work on training amongst partners on equipping them to meet the needs of CLD legislation.

Action – Community Engagement Sub-Group to develop a three year work force development programme

Appendices

Appendix 1 – Development of the CLD Plan

The Plan has been drawn together following discussion and engagement with learners, communities and partner organisations. In order to draw on the knowledge and expertise of the sector, the CLD Strategic Partnership established a working group involving public and third sector providers. This group was tasked with analysing the engagement findings, carry out focus group activity and co-produce the plan.

An **online survey** provided CLD providers and partners an opportunity to inform the plan. Partners, by contributing, helped support the achievement of:

- ensuring Highland communities, particularly those which are disadvantaged, have the access to the CLD support they need
- strengthening coordination between a range of CLD providers
- reinforcing the role of communities and learners in shaping and evaluating CLD provision
- articulating the important role and contribution of CLD
- making CLD more visible

CLD Conversation workshops took place in Community Partnership areas providing an opportunity for providers, partners and participants to come together to discuss the CLD needs in their areas.

Focus groups were held with young people through the Highland Youth Parliament, Adult Literacies Support Workers, Adult Learning tutors and Youth Development Officers.

Since publishing the 2015-2018 CLD Plan, the nine Community Partnerships in Highland have taken forward their own **community engagement activities**, using methods and approaches such as The Place Standard to support the development of their locality plans. This engagement activity has provided a rich source of evidence of stated and observed CLD need from individuals and communities across the region. The plan has also been informed by the outcomes identified in the Highland Outcome Improvement Plan, For Highland's Children and the Adult Strategic Commissioning Plan.

In addition to the direct engagement to develop the plan, a recent Highland initiative on rural poverty and effective engagement strategies '*the Learning Ladders of Possibilities*' provides valuable information on the barriers faced by individuals and communities, effective ways to engage and the *golden rules of engagement*. All of which has informed this plan.

Appendix 2 – National CLD Outcomes

To support achieving our vision the **National CLD Outcomes** are embedded in this Plan and will be used as a tool for self-evaluation and improvement of quality CLD work in Highland.

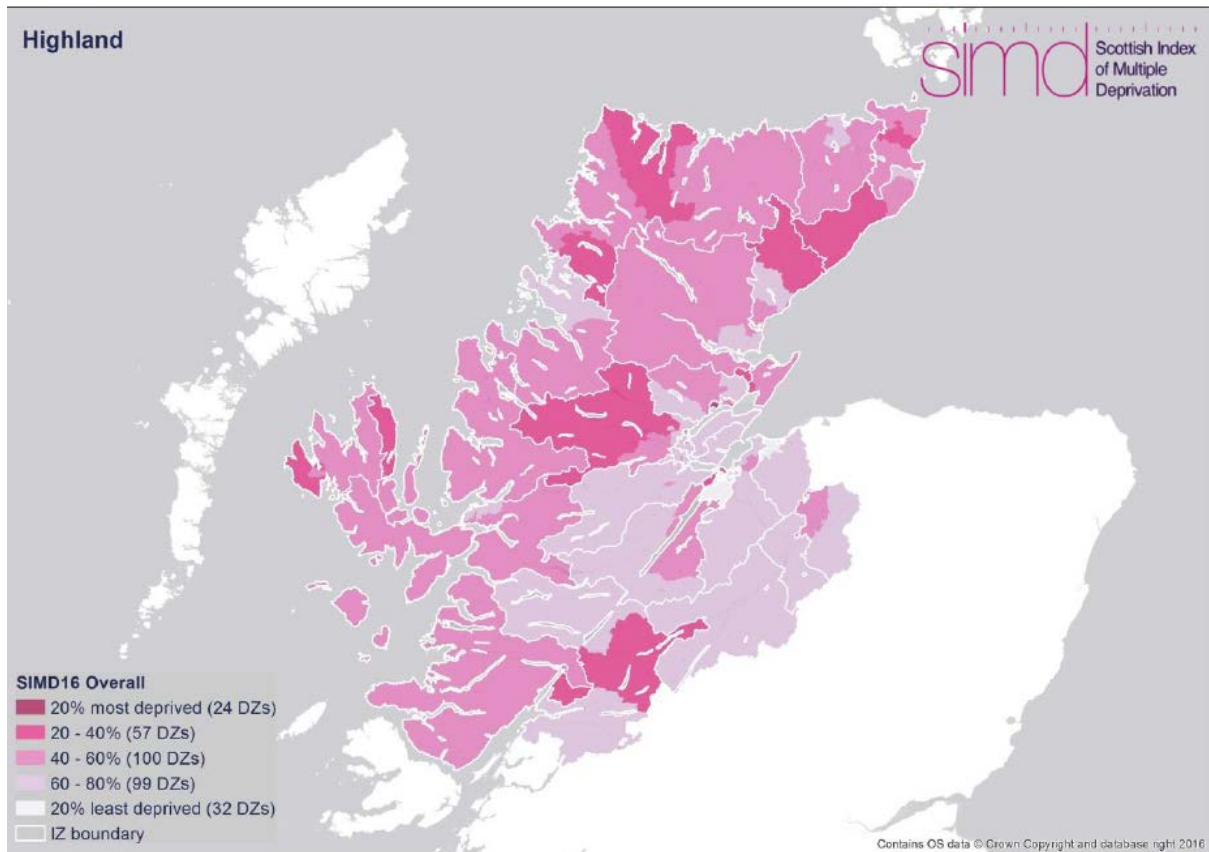
Community Development Outcomes	Adult Learning Outcomes	Youth Work Outcomes
Communities are confident, resilient and optimistic for the future	Adult learners are confident, resilient and optimistic for the future	Young people are confident, resilient and optimistic for the future
Communities manage links within communities and to other communities and networks	Adult learners develop positive networks and social connections	Young people manage personal, social and formal relationships
Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs	Adult learners apply their skills, knowledge and understanding across the four areas of life	Young people create, describe and apply their learning and skills
Community members form and participate equally, inclusively and effectively in accountable groups	Adult learners participate equally, inclusively and effectively	Young people participate safely and effectively in groups
Communities consider risk, make reasoned decisions and take control of agendas	Adult learners are equipped to meet key challenges and transitions in their lives	Young people consider risk, make reasoned decisions and take control
Communities express their voice and demonstrate commitment to social justice and action to achieve it	Adult learners express their voices, co design their learning and influence local and national policy	Young people express their voice and demonstrate social commitment
Community members' perspectives are broadened through new and diverse experience and connections	Adult learners critically reflect on their experiences and make positive changes for themselves and their communities	Young people's perspectives are broadened through new experiences and thinking

Outcomes set through a collaborative focus involving Community Learning and Development Managers Scotland (CLDMS) and key partners

Appendix 3

Using data to analyse and plan services

Scottish Index of Multiple Deprivation (SIMD) Map of Highland showing most to least deprived communities - data zones (DZ) - in the region.



The table below lists the ten most deprived DZs and where they rank compared to the rest of Scotland.

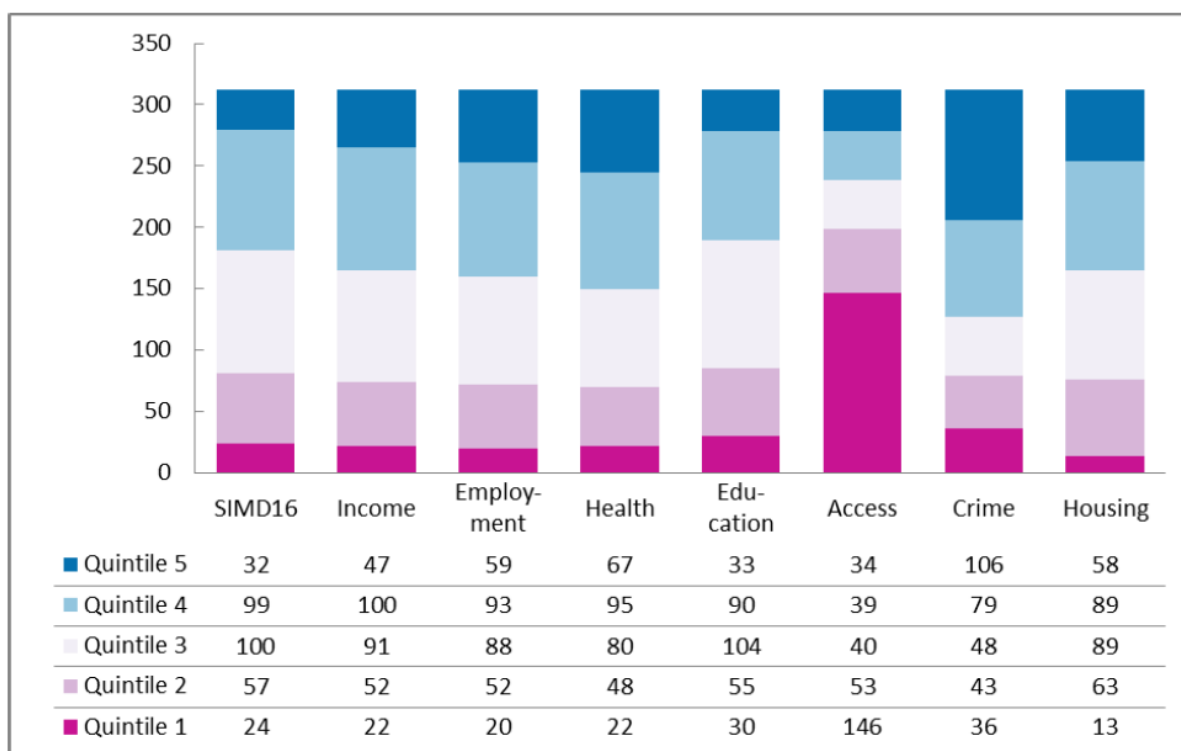
Table 1: The ten most deprived DZs

Data zone	Data zone name	Rank	Vigintile
S01010644	Inverness Merkinch - 04	35	≤ 5%
S01010778	Wick South - 03	186	≤ 5%
S01010643	Inverness Merkinch - 03	263	≤ 5%
S01010740	Invergordon - 01	287	≤ 5%
S01010620	Inverness Central, Raigmore and Longman - 02	362	5-10%
S01010641	Inverness Merkinch - 01	460	5-10%
S01010642	Inverness Merkinch - 02	497	5-10%
S01010735	Alness - 04	548	5-10%
S01010784	Wick North - 03	664	5-10%
S01010779	Wick South - 04	832	10-15%

SIMD combines data from seven different domains of deprivation: Income, Employment, Health, Education, Access, Crime and Housing.

The chart below shows Highland council's local shares of deprivation quintiles for the overall SIMD ranking as well as the seven individual domain rankings.

Chart 2: DZ distribution of quintiles by SIMD domain



Appendix 4 – Barriers faced by providers and learners

The 2018 Highland CLD survey of partners highlights the following as **barriers faced by providers** in delivering adequate and efficient CLD and their understanding of the **barriers faced by learners** accessing CLD provision:

Barriers faced by CLD providers in delivering adequate and efficient provision	Resources		68.4%
	Funding		71.1%
	Workforce Development		23.7%
	Recruiting staff including volunteers		39.5%
	Retaining staff and volunteers		28.9%
	Access to venues to delivery CLD		26.3%
	Communicating the value of CLD		28.9%
	Leadership		13.2%
	Lack of networking		23.7%
	CPD opportunities		15.8%
	Strategic vision		23.7%
	Policy framework		7.9%
	Capacity		44.7%
	Partnership		28.9%

Barriers faced by learners accessing CLD provision	Confidence		68.4%
	Isolation		63.2%
	Transport		73.7%
	Accessible venues		28.9%
	Cost		31.6%
	Stigma		47.4%
	Role Modelling		7.9%
	Aspiration		21.1%
	Health and Wellbeing		42.1%

Appendix 5

Strategies and Legislation for CLD (*add hyper links*)

- The [Strategic Guidance for Community Planning partnerships: Community learning and development \(Scottish Government, 2012\)](#) sets out the Scottish Government's commitment to CLD "as a consistent, central element of public services".
- The [Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) support this commitment.
- [Guidance for Local Authorities on implementing the Requirements](#) also provides information on the wider policy context.

Strategies and legislation relating directly to specific aspects of CLD

- The Statement of Ambition for Adult Learning (Scottish Government/Education Scotland, 2014)
- The Community Empowerment (Scotland) Act 2015
- Our ambitions for improving the life chances of young people in Scotland – National Youth Work Strategy, 2014-2019 (Scottish Government, 2014)
- Welcoming Our Learners: Scotland's ESOL Strategy 2015-2020 (Scottish Government, Education Scotland, 2015)
- Adult Literacies in Scotland 2020 (Scottish Government, 2010)

Other Legislation, Policies, and Strategies significant for CLD

- The National Performance Framework sets out the Scottish Government's Purpose, high-level targets related to this, Strategic Objectives, National Outcomes and National Indicators. Outcomes include, for example, "our young people are successful learners, confident individuals, effective contributors and responsible citizens" and "We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others"
- The Christie Commission Report - The Report of the Commission on the Future Delivery of Public Services (2011) set out an agenda for the reform of public services that continues to be influential and that places central emphasis on working with communities.
- Education Reform - The 2017 National Improvement Framework and Improvement Plan for Scottish Education focuses on the role of schools "in delivering excellence and equity in education".

Community Empowerment and Engagement

The Scottish Government has provided guidance on various aspects of the Community Empowerment (Scotland) Act 2015, including:

- Asset transfer <https://beta.gov.scot/policies/community-empowerment/asset-transfer>

- Participatory budgeting <https://beta.gov.scot/policies/community-empowerment/participatory-budgeting>

- Participation requests <https://beta.gov.scot/policies/community-empowerment/participation-requests/>

Best practice for public bodies in engaging with communities is set out in the National Standards for Community Engagement

Appendix 6

Glossary of Key Terms

Community (1) A place, e.g. neighbourhood, village or town

Community (2) A group of people sharing a common interest, e.g. a minority ethnic group

Community Learning – participation in any learning activity taking place in a community

Community Planning - describes how public bodies work together and with the local community to plan for, resource and provide or secure the provision of services which improve local outcomes in a local authority area, with a view to reducing inequalities.

Community Empowerment Act (Scotland) 2015 provides a statutory framework for how Community Planning should work in Scotland. It outlines the duties public agencies have and the role they collectively in acting together to tackle disadvantage in our communities.

Personal development - the acquisition of knowledge, skills, understanding and confidence by an individual

Community capacity - the acquisition of knowledge, skills, understanding and confidence by a group

Investment in Community Learning and development -resources that facilitate wider opportunities and access to community learning and development, such as staff, ICT, funding and facilities

Social Exclusion - combinations of poverty, deprivation and disadvantaged that prevent people from participation within their communities and society generally

Social Inclusion - measures to tackle social exclusion, including the removal of institutional and structured barriers

Lifelong learning - activities and programmes that provide opportunities for learning throughout life. Places the learner's needs at the centre

Active Citizenship - active participation by people in their communities and society generally. Encompasses notions of rights and responsibilities