

DELIVERING OUTCOMES IN COMMUNITY LEARNING AND DEVELOPMENT:

CURRENT ISSUES FOR OUTCOME-FOCUSED
PRACTICE IN COMMUNITY CAPACITY BUILDING

FULL REPORT

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FULL REPORT

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The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

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CONTENTS

	Page
Delivering outcomes in community learning and development	1
Definition of Community Capacity Building (CCB)	3
Cross cutting issues	5
Community Capacity Building	6
Responding to the Issues	11
Further information on the support programme	14

The views expressed in this report are those of the consultants and do not necessarily represent those of the Lifelong Learning Directorate, or Scottish Ministers.

DELIVERING OUTCOMES IN COMMUNITY LEARNING AND DEVELOPMENT: CURRENT ISSUES FOR COMMUNITY CAPACITY BUILDING IN OUTCOME-FOCUSSED PRACTICE

Learning Connections is part of the Education and Lifelong Learning Directorate of the Scottish Government. It carries responsibility for supporting the development and implementation of policy and practice in relation to Community Learning and Development (CLD).

This report is one of three separate reports written as part of the outcome-focussed practice support programme funded by the Scottish Government and delivered to Community Learning and Development Partnerships (CLDPs) from November 2007 to May 2008. The support programme was commissioned by Learning Connections in the recognition that, against a backdrop of a national context for outcome based practice, some CLDPs still face challenges in embedding an outcomes focus into their work and that effective outcome-focussed practice in CLD is inconsistent across Scotland.

The programme was delivered by a consortium of YouthLink Scotland, Linked Work And Training Trust (LWTT) and Avanté Consulting, led by the Scottish Community Development Centre (SCDC).

The reports concentrate on each of the three national priorities for community learning and development – achievement through learning for adults, achievement through learning for young people and achievement through building community capacity. Each report sets out the current context for each area of work, the key challenges and issues facing strategists, managers and practitioners and recommendations for developing effective outcome-focussed practice.

The content of the reports reflects the dialogue between participants at the workshops held throughout the support programme as part of the regional seminars and as part of the local support programme. The recommendations contain some additional reflective commentary by the support agencies – the Scottish Community Development Centre, YouthLink Scotland, Linked Work and Training Trust and Avanté Consulting.

The reports are intended to be used by strategic managers and champions of CLD to reflect on practice, facilitate continued dialogue at a local level and to develop a strategic approach to supporting outcome-focussed practice in CLD.

Current Climate/Context

Achievement of change through building community capacity is one of the three national priorities for community learning and development identified in the *'Working and Learning Together to Build Stronger Communities'* (WALT 2004) guidance from the Scottish Executive. Compared to the other national priorities; achievement through learning for adults and achievement through learning for young people, community capacity building (CCB) has been seen as less well developed.

CCB was identified by the Senior Chief HMIE at Learning Connections 2007 conference as the area of CLD needing most attention. This observation reflected particular weakness identified in this aspect of practice in *'Improving Scottish Education 2002-05'* (HMIE) which expressed concern about *'the effectiveness of processes to evaluate the impact of community capacity building'*.

These concerns were given further credence in the results of the Learning Connections CLD Work Force Survey (2007). This reported that of 2258 full time equivalent CLD staff just 13.7% (309 FTE) were described as CCB focussed with a further 19.1% described as generic in their practice. Assuming equal division of time between national priorities for generic workers, this would give a maximum total of only 20% of CLD time focussed on CCB in 2007. This combined with the earlier research findings indicate that CCB is the weakest of the three national priorities for CLD and the establishment of a national CCB programme is an important step in attempting to address some of the issues relating to CCB policy and practice development.

In February 2008 the Scottish Government and COSLA established a Concordat setting out the terms of a new relationship between local authorities and Scottish Government. A central proposal was the creation of a Single Outcome Agreement (SOA) between each Council and the Scottish Government, based on 15 key national outcomes agreed in the Concordat. The national outcomes reflect the Scottish Government's National Performance Framework. One of the 15 national outcomes is *'We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.'* This outcome relates directly to community capacity building and presents an opportunity for developing local capacity building outcomes in response.

In tandem with the development of the new Concordat, the Scottish Government carried out a national consultation on ways in which to empower communities. The results of the community empowerment consultation have now been published and Scottish Government representatives summarising findings have noted that; *'Empowerment processes should be led by the community and communities must want to empower themselves ... but supporting communities is critical'*. A national working group has been set up between the Scottish Government and COSLA to take forward the community empowerment agenda. This juxtaposition of the importance of community control but the need, simultaneously, for capacity building support suggests that CCB is set to remain an important aspect of public policy and the practices of community learning and development.

Community capacity building remains one of the three national priorities for CLD and, as community capacity, community engagement and community empowerment are emergent and interdependent national priorities, it is particularly important that the level of priority given to CCB is maintained and enhanced through the work of CLDPs.

Definition of Community Capacity Building (CCB)

In describing the three national CLD priorities the WALT guidance presents CCB as national priority three in the following manner:

'Achievement through building community capacity: Building community capacity and influence by enabling individuals, groups and communities to develop the confidence, understanding and skills required to influence decision making and service delivery. This could include enabling communities to provide and manage services to meet community needs.'

Later the WALT document notes:

'Community learning and development has an essential role to play in giving communities the confidence and skills they need to engage effectively with community planning. This will enable communities to have a real influence over the planning, delivery and quality of mainstream services, as well as specific initiatives such as those aimed at achieving community regeneration and social inclusion.'

The two quotations above indicate that CCB has a range of purposes. It relates both to the ability of communities to develop services for themselves and to influence public policy and practice that affects community interests. This is equally reflected in the observation in the HMIE report *'Improving Scottish Education 2002-05'* which observes: *'Community capacity building normally involves programmes of training information and support to enable local people to engage with local and wider issues and to deliver services.'*

CCB is therefore associated both with the capacity of communities to become involved effectively in community engagement opportunities and with independent capacity to respond to their own needs and, where necessary, campaign on issues that affect community well-being. CCB is both a functional element of participatory governance and an essential component of developing and sustaining strong social capital.

It is also clear that the government views CLD as an activity targeted at closing the inequalities gap in Scottish society and that CCB is geared to this broad outcome. Hence WALT also states:

'We see community learning and development as a key tool in delivering our commitment to social justice. We want Community Planning Partnerships to target their CLD capacity to support strategies and activities aimed at closing the opportunity gap, achieving social justice and encouraging community regeneration.'

The following definition of community capacity building is adopted as part of the Glossary of Terms in *'Delivering Change – understanding the outcomes of community learning and development'* (Learning Connections 2007). CCB is: *'Development work that strengthens the ability of community organisations and groups to build their structures, systems, people and skills so that they are better able to define and achieve their objectives and engage in consultation and planning, manage community projects and take part in partnerships and community enterprises. It includes aspects of training, organisational and personal development and resource building, organised and planned in a self-conscious manner, reflecting the principles of empowerment and equality.'*
(Skinner S: *'Building Community Strengths'* CDF 1997)

The outcomes headings of CCB identified in *'Delivering Change – Understanding Outcomes of CLD'* (Learning Connections 2007) are:

- 'CLD supports people to be confident, skilled and active community members.
- CLD supports communities to be active and have more influence.
- CLD supports community organisations to access resources and to deliver services effectively.
- CLD helps community organisations to plan, manage and assess their work effectively
- CLD support community organisations to include a wide range of people in their work
- CLD supports productive networks and relationships'

These statements are consistent with the expectations of CCB set by HMIE.

Delivering Change and *HGIOCLD2* set out clear guidance on the range of outcomes for Community Capacity Building through the work of CLDPs which demonstrate clear linkages with the national outcome concerned with creating 'strong, resilient and supportive communities'. Both frameworks provide an important resource for supporting outcome-focussed practice in community capacity building through CLD and for locating local CCB work within a national context.

Cross cutting issues

Although there are some policy and practice issues pertinent only to community capacity building, youth work and adult learning it was evident that there are some issues which cut across all three themes.

Confusion about terminology and ability to measure outcomes

Participants felt that there is now an 'outcome industry' (not just within CLD) which makes outcome-focused practice more complicated and confusing than necessary. Outcomes/outputs/milestones/impact: just some of the myriad of terms which are often used interchangeably but with different meanings in different contexts. A lack of consistency is apparent in how outcomes are measured. This is partly due to a range of stakeholders such as HMLe, CLD Partnerships and funders asking for different information.

Working within an 'output' culture

Within the majority of organisations there is still a culture of focussing on outputs and not outcomes. Many staff are working to output driven work plans through the process of Best Value Reviews and are under pressure from elected members for quantifiable results.

Capacity

The issue of capacity was raised frequently – capacity in terms of numbers of staff and capacity in terms of skills and resources. It was noted that pre- and post-qualifying training does not equip CLD staff to enter into practice with a developed understanding and/or ability to engage in outcome-focused practice. The make-up of the Youth Work profession being mostly volunteers and sessional staff at delivery level, makes outcome based practice a particular challenge. Within the theme of capacity building it was highlighted that there is a need to 'Build the capacity of the capacity builders'.

Working within new national and local outcomes frameworks

Participants generally welcomed the establishment of the national performance framework and the Concordat between Scottish Government and local authorities and viewed this as positive for CLD in terms of being able to identify and set strategic local outcomes more effectively. Community Capacity Builders, Youth Workers and Adult Literacy and Numeracy practitioners could identify clear links to one or more of the national outcomes but Community Based Adult Learning (CBAL) staff were concerned that CBAL did not fit directly with any of the 15 national outcomes. It was agreed that CLDPs should continue to work strategically as key members of Community Planning Partnerships, promoting the place of CLD outcomes as key elements of community planning and contributors to Single Outcome Agreements.

The core values of CLD

It was highlighted throughout the support programme that CLDPs should ensure that the focus, conduct and outcomes of CLD are developed in a manner that is compatible with its core values, in particular its commitment to equalities and social justice.

Community Capacity Building

The issues pertinent to the theme of community capacity building are outlined as follows:

Interpretation of the meaning of community capacity building

The lack of a common interpretation of CCB is a fundamental issue – without clear interpretation of the purpose and nature of CCB it is difficult to enter into participatory practice in identifying and articulating meaningful outcomes which are understood by all stakeholders and relevant to all stakeholders.

Despite the guidance set out within the supporting frameworks of *Delivering Change* and *HGIOCLD2* there are still some diverse interpretations of what CCB constitutes both within CLD and amongst its partner organisations. This was evidenced by the discussions taking place within the support programme around concerns about the interpretation of the language of CCB. The same language was seen as potentially meaning different things to different stakeholders and partners, e.g. the term empowerment. On one hand empowerment could be interpreted as supporting independent community action but on the other it could be interpreted as encouraging community involvement within prescribed parameters.

Another significant concern related to differences of approaches to CCB. Some CCB support is orientated in a deficit perspective, i.e. providing support and services to compensate for an identified lack and some CCB support is focussed on an asset based approach, i.e. as a means of enhancing community competencies and building community strengths. There was strong preference for an asset based approach but an anxiety that this was not always shared by colleagues or partners.

It was in the context of these debates that the question was raised: 'Are we explicit enough about what "we" mean by CCB?' The "we" in question was CLD practitioners and the view was expressed that there is a need to have more confidence in promoting and acting on the *values and competences* of CLD that are given endorsement and legitimacy in policy.

Community capacity building and community engagement

An area of debate within the support programme was the degree to which CCB was seen primarily as directed towards building community skills to engage with public agencies on an agency's terms and in relation to agency priorities. One discussion recorded a concern about 'focussing effort on building community representation on formal groups and structures for the purposes of community engagement to the detriment of building and strengthening the community's own organisations and structures'. Participants in the support programme more broadly debated whether CCB is about building capacity to engage with agencies or about building capacity to participate more widely.

There was broad agreement that community engagement and community capacity building are not mutually exclusive – there was a commonly expressed view that CCB should build strengths to engage with national and local policy debate so long as that debate related directly to matters that were of importance to communities themselves. It was identified however that related outcomes for CCB in community engagement require to be clearly articulated and that those process (or intermediate) outcomes should be clearly linked to wider local and national outcomes on strong supportive communities.

Whose outcomes?

A subtle but important distinction was made between ‘directing the activities of community groups to the achievement of particular national targets’ and ‘supporting communities that seek outcomes that are compatible with national priorities’. Central to the debate was the question: ‘should CLD assert the independence of communities and empower people and communities on their own terms?’ Generally speaking the answer to this was yes, but that was not seen as meaning that communities would not want to engage with government in relation to national or local priorities.

The task of CLD was not seen as colonising or manipulating community groups but enabling them to pursue their goals, recognising that these are frequently compatible with the wider policy frameworks and national outcome priorities. In this context CCB was commonly related to national outcomes but not seen as driven by them.

Complexities within community capacity building

A further debate about what we are building community capacity for related to the stage of the development of communities and community organisations. It was recognised that capacity needs to be in place to conduct all aspects of the cycle of change from need assessment, through to outcome identification, programme planning and implementation, to evaluation and review.

There was some concern that there could be greater CCB strengths at particular parts of the cycle and that appropriate outcomes need to be set for each stage, e.g. if the community is to participate fully as a key stakeholder within the process of needs assessment then outcomes require to be set that will directly relate to identification, interpretation and articulation of need.

At the other end of the scale, there was, for example, some concern about competencies to address business and management skills for service delivery within the growing commitment to social economy approaches.

It was recognised that communities are inherently complex in terms of physicality, demographics, degrees of deprivation, community politics and degrees and complexity of needs of groups and individuals within communities. The complexity of the task of developing meaningful and relevant community capacity building outcomes relates directly to the complexity of the specific community context and therefore there needs to be recognition that those different settings present challenges in setting outcomes and indicators for CCB.

Community capacity building – setting priorities

A common issue for participants concerned the determination of priorities for capacity building. The commitment of CLD to social justice and closing the opportunity gap was clearly reflected in the discussion but challenges in selecting priorities remained.

The key question was posed in the following way; ‘How do we target support – to demand or need; to the already able and represented or those not yet involved?’

These dilemmas are not peculiar to CCB practice but they remain a cause for concern. Measured by the added value of the input, it will frequently be the case that CCB support to those who are already well motivated and focussed may be much more cost efficient and effective than working with those who are not, yet it is likely that the latter will be more disadvantaged. In this climate particular concern was expressed that currently CCB does not give enough attention to ‘unorganised communities’; to ‘young people’; to ‘equalities groups’. Such groups were seen as particularly excluded from local democracy.

It was recognised that neighbourhood work in unorganised communities is a reducing area of work which requires attention at both strategic and practice levels. In relation to this, discussions around priority setting also focussed on resourcing, both in financial and staffing terms. Participants reflected that ‘We need the capacity building resources to be available to build the organisation of communities from scratch but are seeing reduction in direct community work services in areas and for groups that are not already organised’.

A direct consequence of this rationing of resources was reflected in the comment; ‘The time involved and the pace of groups and communities doesn’t fit external deadlines’. As a result there may be a tendency to focus CCB outcomes on those with already developed competences and whose interests are known to coincide with those of agencies, for example those developing services like breakfast clubs that add value to national priorities in areas like child care.

It was generally agreed that the focussing of CCB activities on ‘unorganised communities’ requires concentration on a different set of outcomes compared to those outcomes relevant to increasing the capacity of an existing organisation or community structure.

Measuring community capacity building

The discussions around the complexities of CCB and the need for clear priorities highlighted issues around measurement of outcomes. Clarity about the purposes and character of CCB is an essential prerequisite for effective performance measurement. Different interpretations lead to different measurement criteria. Hence the frequent question; ‘what evidence are we seeking to gather?’

The debate on measurement generated several different but compatible responses. In one discussion the following question was posed; ‘are we measuring impact of community led work on agencies agendas or the other way round?’ It was argued that it was appropriate for CCB to be measured in terms of what it delivers for both communities and for agencies. It was suggested that; ‘we need to be able address the relationship between the micro level outcomes of CCB in particular communities and their aggregation into evidence of impact at the macro level’.

A common concern was that ‘identifying CCB outcomes can be difficult’. This was felt to be a reflection of several factors: the long time scales over which changes resulting from CCB might be observed; the degree to which the outcomes could be determined by factors beyond community control; the subjectivity of judgements about feelings of increased capacity or empowerment that might not be matched by objective evidence of tangible changes in communities. Reflection on such factors engendered extensive discussion about the importance of considering what *Delivering Change* has described as intermediate versus end outcomes.

Within the discussions of intermediate and end outcomes a clear distinction was drawn between measurement of the competences, skills and confidence of individual community leaders and their organisations and measurement of the impact that such individuals and organisations have in tackling specific community problems or achieving community aspirations. The former were defined as intermediate outcomes and the latter as end outcomes.

Participants in one discussion a group stated that; ‘The end outcomes for communities relate to the work of the community groups but the measurement of progress of CCB relates to the skills, competences, confidence of the group which are intermediate outcomes, i.e. a key evaluation task is to measure capacity outcomes that can be directly traced to the input of the capacity builders’.

Another group argued that as there will be a range of variables that can impact on whether end outcomes are achieved; ‘Capacity builders should not be held to account for variables beyond their influence’. However, some participants took the view that: ‘Nonetheless, there is a need to show a connection between capacity outcomes and wider results and to demonstrate that the capacity that is built leads to changes that are compatible with and enhance the national outcomes framework, i.e. the process of CCB can be shown to contribute to nationally agreed outcomes as well as local outcomes and those of particular communities’. It was widely recognised that there was a need to; ‘Clearly appreciate the relationship between intermediate and end outcomes’.

In the context of an exploration of sources of evidence for the impact of CCB it was noted in one discussion that: ‘we need to recognise that it is often people other than the capacity builders who hold data that indicates the wider impacts of CCB processes and this information needs to be accessed’. This discussion reinforced the importance of CCB being conducted in a partnership context that could enable access to relevant performance data.

Finally, in the context of measuring CCB, attention was given to the need to; ‘help groups develop skills to measure their own performance’. In part this discussion reflected the view that the end outcomes of CCB might not be achieved in short time frames and that it was necessary for communities to take responsibility for evaluation of events occurring beyond the reach and knowledge of the capacity builders. However, it also reflected a common view that a culture of evaluation based learning for action is itself a key capacity that should be built in community organisations.

Community capacity building skills

Participants observed that the complexities of CCB were, in their view, greater than those of adult learning or youth work but that this was not recognised in training. There was a commonly held view that there was a need to ‘build the capacity of the capacity builders’ and it was felt to need significant attention at qualifying and post-qualifying levels.

It was observed that CCB sometimes seemed longer on theory than action, thus any skills development programme needs to give attention to ensuring outcomes that directly build community strengths.

There was speculation that the apparent lack of commitment to resourcing CCB in financial and skills terms might be a reflection of the absence of a national strategy in this area compared with those developed for adult learning and youth work. It suggested that there needed to be a national strategy and that there also needed to be a recognised and funded ‘national CD/CCB’ agency to support developing outcome-focussed practice.

Community capacity building and partnership working

CCB is now a clear priority for a range of CLD partners but there was recognition that there are differentials in perspectives and competences amongst managers and practitioners. Identifiable teams of CCB workers are increasingly rare as, in the current climate, workers with a CCB focus and remit are located within several different agencies and local authority departments. Observations were made about the need for integrated cross agency CCB strategies; in particular for attention to this in the context of collaboration through community planning.

The question of partnership based CCB practice often addressed the overlapping roles that different agencies played in relation to common policies. Of particular interest here was the place that CCB and CCB outcomes would have in Single Outcome Agreements.

In several discussions attention was given to the particular relationship of CCB to elected members. In a ‘best case scenario’ this was seen as being a partnership relationship but in practice there was frequent concern about the quality of the relationship and understanding among elected members of the role of CCB.

CCB was often viewed as inevitably 'political' in nature and hence liable at times to be seen as leading to tensions between community and elected member priorities. The debate recognised the huge potential for enhancing local democracy and positive relationships with elected representatives, but it also noted the potential for challenge and dispute.

Responding to the Issues

This final section highlights some of the key messages that come from the discussions. The responsibility for responding to the issues lies with strategists and managers at both national and local levels.

Recommended actions for Community Learning and Development Partnerships

CLDPs need to continue to develop strategic collaboration on CCB between partner agencies and to maximise the skills, knowledge and experience of all key stakeholders at a local level. Strategic collaboration will result in a common understanding of the task of building community capacity, the identification and articulation of common outcomes, the avoidance of silos of activity and the prioritisation of gaps to be addressed.

CLDPs should seek to develop a clear understanding, on behalf of all partners, of the relationship between the intermediate and end outcomes of CCB and should seek to clearly articulate and link CLD activity within a local intermediate and end outcomes framework.

In order to reach a better understanding of the impact on CLD on shared outcomes CLDPs should seek to adopt a continuous learning cycle through the use of practice frameworks such as *LEAP*. Greater attention to performance evaluation and measurement and sharing of the lessons drawn from it will result in more effective practice. Sharing such evidence is a key to learning and therefore CLDPs should be prepared to work with colleagues across Scotland on highlighting areas and examples of good practice.

Although there are a number of national policy directives, research findings and statistical data in place on the needs of groups and individuals in Scottish society, greater attention needs to be given to the process of assessing needs at a local community level, engaging in participatory practice with the community as a key stakeholder in the needs assessment process.

CLDPs need to work closely to design need-led CCB initiatives and develop associated outcomes that respond to the diversity of their communities and their aspirations, giving particular attention to excluded and under-represented groups and targeting resources accordingly; not just supporting established community organisations but building new capacity in unorganised communities. CLDPs need to find the appropriate balance between community derived outcomes and those set in national and local policy.

When developing an outcome-focussed approach to CCB, CLDPs should recognise the different stages of the process of change to which CCB needs to be applied and develop capacity in communities that runs through from needs assessment, to outcome identification, action planning and implementation, monitoring, review and evaluation.

CLDPs should ensure that the focus, conduct and outcomes of CCB are developed in a manner that is compatible with the core values of CLD, in particular its commitment to equalities and social justice.

CLDPs should continue to work strategically as a key member of the Community Planning Partnership promoting the place of CCB outcomes as key elements of community planning and contributors to single outcome agreements.

Recommended actions for CLD Managers

CLD Managers should invest in training and strategic development that enables CCB practitioners to draw on tools that have been demonstrated to be beneficial in day to day CCB practice, most notably *LEAP* and *Delivering Change*.

They should encourage the continuous development of an outcome-focussed culture by embedding a robust system for participatory outcome-focussed planning within CLD teams, activities and projects.

A commitment to the importance of embedding a participatory outcome-focussed culture should be underpinned by allowing time and resources to be allocated to the planning process.

CLD Managers should invest in developing their awareness of valuable approaches to outcome-focussed practice adopted elsewhere in Scotland and beyond and filter this knowledge through CLD teams and partnerships.

CLD Managers should seek to develop enhanced understanding and more effective collaborative working practices with elected members in relation to CCB through structured dialogue.

Increasing attention should be given to developing skills within CLD teams for asset based social economy approaches to capacity building.

Recommended actions for Policy Makers

CCB is identified as a national priority within WALT but does not have equivalent resourcing, support or staffing to adult learning or youth work. In terms of the aspirations of government policy to stimulate community empowerment and a more participatory style of democracy, this is an apparent contradiction. If local CCB outcomes are to contribute effectively and impact significantly on the stated national outcome for strong, resilient and supportive communities, CCB should be resourced and supported in equal terms at both national and local levels to the other two priorities of adult learning and youth work.

Part of the perceived weakness of CCB seems to be associated with the lack of a national strategic framework and the need for a funded lead agency in this area. Both deserve attention. If a strategic framework for CCB practice was in place it would provide practitioners, managers and CLDPs with a tangible locus for CCB activity within a national framework and would provide evidence to partner organisations and communities that CCB activity is given credence in terms of its relationship to supporting the achievement of national outcomes. Discussions on the establishment of a strategic framework should be progressed at a national level through Scottish Government working alongside Community Learning and Development Managers Scotland (CLDMS) and the Community Development Alliance Scotland (CDAS).

Given the widespread debate on the different characteristics and complexities of CCB, greater attention needs to be given to developing and articulating a robust practice theory for CCB in Scotland and to providing opportunities for development and enhancement of the required skills at qualifying and continuing professional development levels.

In relation to skills development there is a perceived challenge for the CLD Standards Council as it becomes established and for training and support agencies. An audit of the competences of trainers in the field of CCB may be needed. Discussion in the support programme revealed an apparent lack of confidence that mainstream CLD qualifying training agencies are delivering appropriate curricula. At present, newly qualifying workers are not equipped to enter into dialogue with communities on the subject of needs assessment and the setting of appropriate outcomes and indicators. There is a case in relation to CCB for an equivalent initiative to *Better Community Engagement* on a curriculum for community capacity building to be developed.

Further information on the support programme

The support programme took the form of six regional events with an allocation of places for each CLDP weighted according to the size of the partnership area. The events were followed up with the offer of an allocation of support days for each area.

The outcomes of the support programme were identified as follows:

To have identified and supported influential champions of outcome-focussed practice.

To have established shared understanding of the dimension of the issues to be tackled.

To have established connections between champions that will enable those people to continue to network with one another and promote learning exchange.

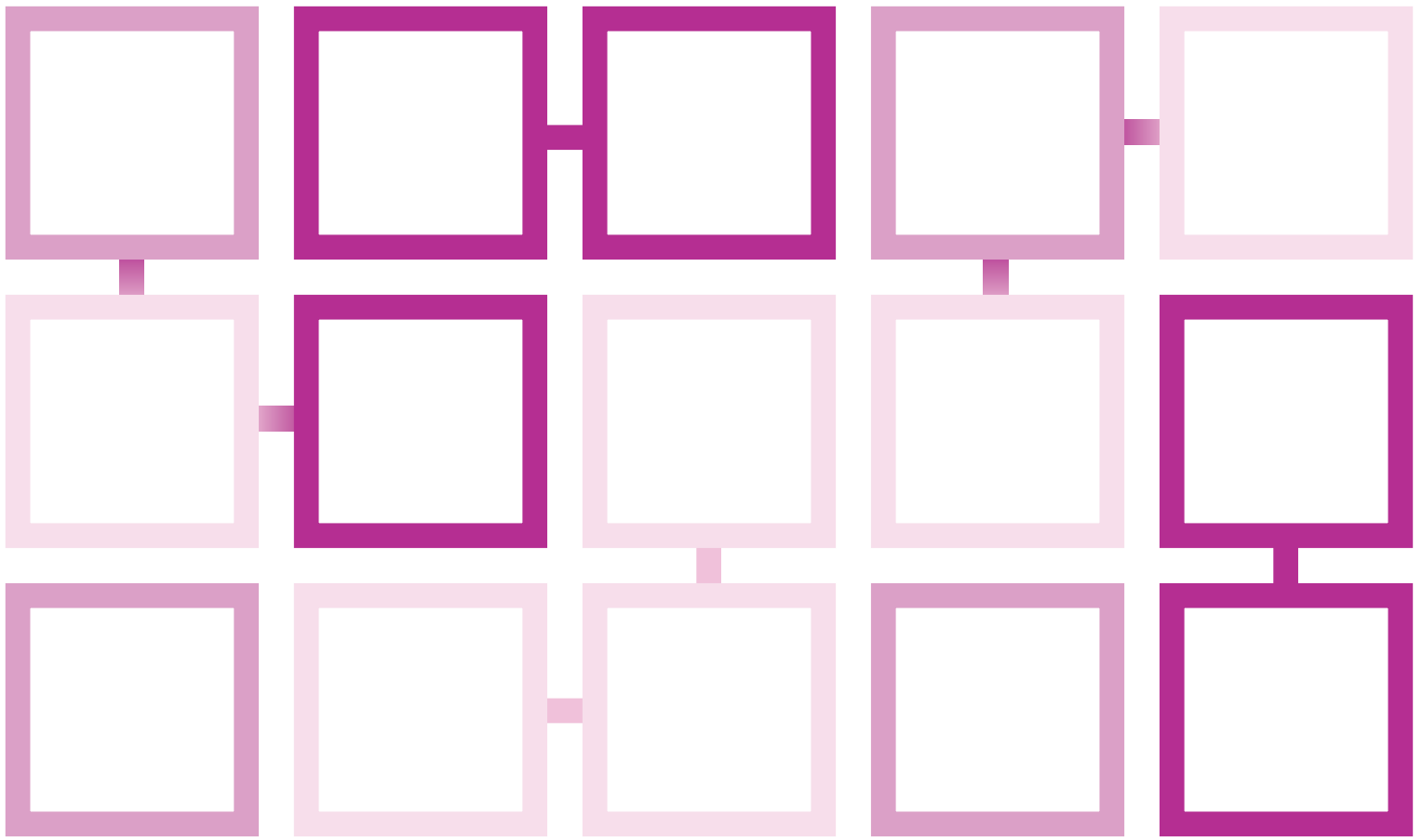
Where local actions are already being undertaken, to have added value to these initiatives by supporting critical reflection and providing further ideas and information.

Where local actions are not being taken to have motivated commitment to a process of local activity that seeks to enhance understanding and competence.

It was acknowledged that the factors underlying the need for a support programme present challenges that require to be addressed over a longer timescale and that the support programme for 2007/8 would establish a baseline for further development.

The focus for the regional seminars was not to deal directly with the issues affecting outcome based practice but to engage in dialogue about the dimensions of the issues and how they might best be tackled with key leaders and practitioners.

The follow up support provided the opportunity to address the issues on a practical level by providing training and facilitated discussion.



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