

## Introduction to Workshop Sessions

### Sustainability Wheel

#### 'Working towards Sustainable Communities'.

The Sustainability Wheel featured below was developed by the Government to illustrate different elements that contribute to improving quality of life for everyone, both now and for generations to come. Developing and implementing our North Somerset Community Strategy is one of the ways that we can work towards sustainable communities.

The wheel shows how all the elements fit together. For a community to be truly sustainable all the elements must be considered equally. At the NSP stakeholder event each workshop considered two elements of the wheel as they relate to the themes of the Community Strategy. Workshop participants worked together to identify what working towards sustainable communities could mean when developing and implementing the Community Strategy for North Somerset.



## Introduction to Workshop Sessions

Each participant selected two workshop sessions in the morning. Ten workshops were run reflecting the nine themes of the Community Strategy plus one workshop introducing the 'Compact' for North Somerset.

During session one each thematic workshop worked on a sustainability component to explore in relation to their theme, as follows:

- Communities and People – **'Well Run'**
- Community Safety – **'Active, Inclusive and Safe'**
- Culture, Leisure & Recreation – **'Active, Inclusive and Safe'**
- Economy and Employment – **'Thriving'**
- Environment – **'Environmentally Sensitive'**
- Health and Wellbeing – **'Well Served'**
- Housing – **'Well Designed and Built'**
- Learning and Skills – **'Well Served'**
- Transport – **'Well Connected'**

During session two all thematic workshops were asked to develop work undertaken in the first session by looking at how the 'Fair for Everyone' sustainability component could be applied to the work documented so far. Workshops also considered how local people and communities might be engaged in shaping these areas of work further.

A sustainable community that worked towards being **Fair for Everyone** would include the following aspects:

- a) recognise individuals' rights and responsibilities
- b) respect the rights and aspirations of others (both neighbouring communities, and across the wider world) also to be sustainable
- c) have due regard for the needs of future generations in current decisions and actions.

## **Workshop Group 8 – Learning & Skills**

### **Session 1**

The Learning & Skills Workshop considered how the sustainability component 'Well Served' applied to this theme.

A **Well Served** community would include the following aspects:

- a) well-performing local schools, further and higher education institutions, and other opportunities for life-long learning.
- b) high quality local health care and social services, integrated where possible with other services.
- c) high quality services for families and children (including early year's child care).
- d) a good range of affordable public, community, voluntary and private services (e.g. retail, fresh food, commercial, utilities, information and advice) which are accessible to the whole community.
- e) service providers who think and act long term and beyond their own immediate geographical and interest boundaries, and who involve users and local residents in shaping their policy and practice .

All aspects would contribute to developing sustainable communities that have public, private, community and voluntary services that are appropriate to people's needs and accessible to all.

### **Learning & Skills workshop notes**

#### **Well served Communities would demonstrate:**

- well performing schools and further education.
- opportunities for life-long learning.
- high quality healthcare and social services.
- integrated services.
- high quality services for families and children.
- good range of affordable services.
- services accessible to the whole community.
- services thinking and acting in the long term.
- users and residents involved in service development.

#### **Reflecting on achievement over the last 12 months**

- ✓ A level success.
- ✓ Campus built.
- ✓ Development and improvement of healthcare.
- ✓ Academic achievements:
  - Key stage 2.
  - English.
- ✓ Two federations – schools working together.  
partnerships established.
- ✓ New Directorate at NSC.
- ✓ Extended schools.
- ✓ Children's centres.
- ✓ 1200 adults engaged in learning.
- ✓ Early year's education growth.
- ✓ Young people in learning post 16.
- ✓ Greater success in engaging reluctant learners.

## Identifying issues to address to ensure that we are all working towards a well served community

- Development of 14-19 opportunities for young people. (other than 'A' level – alternative curriculum) valuing other ways of learning/vocational provision.
- Progression routes for below level 2 learners – engaging those without level 2 qualifications.
- Flexibility/recognising different learning needs of teenagers (health/development), mentoring/apprenticeship (old style), additional support, engaging public/private sectors to take responsibility for supporting/adapting provision.
- Learning disabilities – needs to be inclusive, supportive. Recognition of gains to be made not just linked to qualifications.
- Older people – don't fit the skills agenda – loss of skills. Recognition of their contribution to the community/opportunities to mentor/support young people. Health benefits to older people who need to be included.
- Training implications for making all the above happen. Support for those who support others.
- Challenge of full inclusion balanced against exclusion for behaviour.
- Personalised learning for all young people – need 100% sign up strategically – operationally -> conflict? With the achievement agenda - Does not fit employers' agendas? Does it fit skills/qualification agenda? Resource intensive.
- What are we doing to engage the traditionally excluded – e.g. people with drink/drug issues?
- People with mental health difficulties – how can they be engaged in learning?
- Need to develop/extend facilities
  - More success – less funding forthcoming.
  - Positive incentives needed – fair baseline.
  - Negative attitude – success should not be penalised!
  - Funding and volunteers NEEDED!!!
  - Long-term vision has improved – but needs to be kept going and re-energised.
  - Lack of opportunities to engage youngsters in their communities after school – small amount of funding would help voluntary groups to set up 'clubs'.
  - CRB checks – how can these be obtained easily and effectively.

## Consider potential solutions to key issues identified

Broadening responsibility →

public/private  
Sector responsibility  
for supporting these  
themes

Inclusion

Personalised learning

TO SUPPORT  
ALL  
VULNERABLE  
LEARNERS  
REGARDLESS  
OF AGE  
ABILITY ETC.

- Raise profile of the 3 themes across the Partners and providers.
  - Bring together stakeholders to define/develop the themes.
  - Map existing models/identify common ground in best practise.
- Identify good practise in both public/private sector if none, set up projects to work up model of good practice.
- Promote cohesion/commonality of purpose.

- Public sector takes lead in promoting developing and implementing good practice facilitating/leadership is needed.
- Solutions need to be action led.
- Raising the profile of Local Action Teams and widening the role beyond Community Safety – supporting working groups which are out – community led.
- Practical help with accessing funding paper work. Sustaining the project identifying needs and focus inclusion!

### Workshop Outcomes

The Learning & Skills workshop suggested issues and potential solutions to help develop 'well run communities' in North Somerset. This work was presented as part of the sustainability wheel built by all participants at the Stakeholders event.



### LEARNING AND SKILLS

#### Key Issues

1. Broadening responsibility.
2. Inclusion.
3. Personalised learning.

## Learning & Skills Session 2 – Considering the sustainability component: Fair for Everyone

### Views on what applying the principle of Fair for everyone means in relation to the key issues and solutions identified in session 1

- Recognise individuals rights.
- Recognise individuals responsibilities.
- Respect the rights and aspirations of others to also be sustainable.
- Have due regard for the needs of future generations in current decisions and actions.

### Solutions identified by participants

#### Applying the principle

- right to education through all routes e.g.
- family learning.
- vocational training.
- recognition that other routes as valid as formal education.

#### Broadening Responsibility

- learning & skills are not just responsibility of education establishments.
- life skills, values and attitudes can be developed in non-educational activity. families & employers are also responsible.
- access to non-curricular activities and clubs e.g. Scouts, football team.
- learning social skills.
- there is a need for employers to recognise 'other' skills.
- success in people and in organisations should be measured in different ways.

#### Inclusion

- learning support Assistants.
- the national curriculum excludes less academic individuals at an early age e.g. literacy.
- children need to become literate and numerate before being fully engaged on national curriculum.
- the world needs a range of skills – not all graduates!

#### Personalised Learning

- is necessary for inclusion.
- recognition that intakes in different schools have different levels of ability – league tables.
- people have different learning styles – all should be supported/recognised.

**Issues & Solutions** identified by the group when applying the sustainability principle of 'Fair for Everyone' to the Learning & Skills theme. The work below was included in the sustainability wheel produced at the event.

#### **FAIR FOR EVERYONE**

1. Different learning styles – all should be supported/recognised
2. Lifeskills, values and attitudes can be developed in non-educational activity
3. Children need to become literate and numerate before being fully engaged on national curriculum
4. The world needs a range of skills – not just graduates
5. Success in people in organisations should be measured in different ways