

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee

27 August 2014

Living Communities: Phase 2 Delivery Update

Report by Executive Director (Education and Children's Services)

PURPOSE OF REPORT

This report updates the Committee on Phase Two of 'Living Communities' a partnership initiative between Perth & Kinross Council and the Gannochy Trust, and initial planning for Phase Three.

1. BACKGROUND / MAIN ISSUES

1.1 Living Communities was approved as a new initiative to increase access to local heritage for children, young people and wider communities by Lifelong Learning Committee on 1 June 2011 (Report No 11/253 refers). An update report was provided in October 2012 (Report No 12/483 refers). To date, the project has been delivered in two phases designed around the academic year:

- Phase One: December 2011 to December 2012.
- Phase Two: August 2013 to July 2014.

The project was designed to reflect new and emerging best practice in engaging young people through Curriculum for Excellence, and wider local communities, in arts and culture activities which build a sense of local identity and place. Phase Three (2014-2015 academic year) will be a transition year and will focus on mainstreaming Living Communities practice amongst schools, teaching staff and the Museum and Gallery service based in the Council's Cultural and Community Services.

1.2 'Living Communities' remains the largest cultural participation project delivered to date in Perth & Kinross, and one of the largest in Scotland. It has been rolled out to all schools in the area, including Fairview and the education facility at Almondbank. It is pupil driven, meaning that the Living Communities team works with children and young people to develop projects based on topics which they decide, and from which they develop work in a wide range of media including: 2D and 3D art, film/new media, dance, music and storytelling. The original project objectives were:

- Contributing to the delivery of the Curriculum for Excellence (CfE) and providing professional development for staff;
- Engaging marginalised young people in line with '*Getting it Right for Every Child*';
- Embedding the facilities at the new campuses with local communities;

- Sustaining communities and promoting intergenerational co-operation;
 - Contributing to the long-term transformation of Perth Museum & Art Galleries and the museum service;
 - Enhancing communities' sense of place contributing to civic celebrations; and
 - Give national profile to the innovative and best practice use locally of cultural participation in both learning and sustaining communities.
- 1.3 Following the success and impact of 'Living Communities' in Phase One, the Gannochy Trust and the Council extended their commitment to the project through further funding of up to £240,000 for Phase Two from the Gannochy Trust and £92,000 of in-kind and revenue contribution from Perth & Kinross Council. £14,500 was additionally secured from the Heritage Lottery Fund making a total maximum investment of £346,500.
- 1.4 Project governance has been via a Project Board jointly chaired by the Council and the Gannochy Trust with key representation from other bodies including Perth and Kinross Heritage Trust and Skills Development Scotland. A wider project benefit has been increased mutual understanding between different partners of joint strategic priorities in relation to the early intervention and prevention agenda, Curriculum for Excellence, and place/locality working.
- 1.5 External evaluation completed at the end of Phase One confirmed that the project had exceeded its original participation target of 1,800 participants and delivered a wider range of benefits in terms of wider engagement in local heritage by children, young people and wider communities. By the end of January 2013 a total of 4,385 students in 61 schools had participated in Living Communities, 143% above the original target.

External evaluation identified key project strengths as:

1.5.1 Supporting implementation of Curriculum for Excellence

- The project has provided the catalyst, resource and skills for extending capacity within schools and driving some of the on-going work between schools and communities across Perth and Kinross.
- The project has successfully built the capacity and confidence of young people through engagement with community members and professionals.
- The project helped learners to understand their sense of place within their community, developed intergenerational cooperation and greater understanding of the wider impact of local events, industry and customs.

1.5.2 Engaging Marginalised Young People

- The project has been an effective way of engaging marginalised children and young people by providing opportunities for learning beyond the classroom.
- The practical, hands-on approach to learning 'without walls' has built skills and confidence of teachers in CfE and learners have engaged enthusiastically as a result.

1.5.3 Engaging the Community

Children and young people researched their local history and heritage using information and stories from community members. Feedback from community members suggested that projects left them with:

- More positive perceptions of young people;
- A sense of inclusion and involvement in the community; and
- A positive contribution to the learning of young people and a sense of building new friendships.

1.6 In Phase Two, the project has continued to have a significant impact on young people and communities. Projects were delivered to 1627 pupils in 36 schools; 284 community participants in 7 community groups and 45 disengaged young people in S3 and S4 (which exceeded the target of 30 pupils.)

Examples of successful Phase Two projects include:

- **Capturing Abernethy Life on Film:** a cross curricular initiative undertaken by Abernethy Primary School which built upon the new relationship developed between the school and Abernethy Museum during Phase One. In consultation with the wider community, pupils developed a film aimed at informing young people at a partner school in Bongani, South Africa, about Abernethy's rich local culture and heritage. Pupils were trained in interview and information gathering techniques, and worked over 2 terms with a professional film maker to develop a full range of technical skills which will be cascaded to other schools. The resulting resource pack was showcased at a local community event and a media event in May.
- **Encouraging pupil engagement at Perth Academy:** Living Communities staff engaged with 11 marginalised S2 pupils from several classes who collaborated to explore the history of their school. Meeting weekly over five months, the young people were supported to undertake a wide ranging and intensive programme of research using the Perth and Kinross Archive based at AK Bell, and leading completion of Dynamic Youth Awards. Training in oral history techniques enabled them to successfully gather information, some on live radio, from local writers, historians and past school pupils. Two participants volunteered to promote their local heritage at the Perth Heritage Fair in June.
- **Sharing the Glass Heritage of Perth:** around 300 young people and adults across Perth & Kinross took part in a Heritage Lottery funded initiative to increase access to and awareness of the glass collections in Perth Museum and Art Gallery, and of the local industrial history of glass making. As well as involving young people from 11 primary and secondary schools, adults from Fairfield Neighbourhood Centre and mental health groups Culture Club and Simply Inspired were involved in learning about local glass heritage, the art of glass collecting and glass making techniques. Skills and knowledge acquired by participants was shared through an event at Perth Museum and Art Gallery in December 2013. Oral history information gathered from volunteers involved in the glass industry was collected and compiled into a booklet available in Council

libraries. Several participants from Fairfield Neighbourhood Centre and St Dominic's RC Primary School, have gone on to promote the glass heritage through public talks at Strathearn Community Campus and Perth Heritage Fair.

- 1.7 The focus in Phase Two agreed by the Project Board was to work with smaller groups to develop more in-depth learning experiences over more extended time periods than had been possible in Phase One. More planning and lead in time with schools was also built in. An important additional dimension to Phase Two was that accreditation was sought for initiatives such as the 'Young Heritage Ambassadors' who promote cultural heritage in their schools and communities.

2. PROPOSALS

- 2.1 Discussions with the Gannochy Trust took place in June 2014 about the third and final phase of 'Living Communities' in 2014/15. The Trust has indicated it will provide further funding up to a maximum of £100,000 in 2014/15, with £15,000 revenue contribution from Perth & Kinross Council and £51,000 in kind from Perth & Kinross Council all contributing to the total of £166,000. This will allow transitional arrangements and mainstreaming of 'Living Communities' working practices into core arts and heritage services.
- 2.2 The current joint project governance arrangements, with the Gannochy Trust and the Council as partners providing the oversight and high-level management, would continue. The Council will lead the delivery phase of the project, with responsibility for staffing/resource management, fundraising, facilitating contacts with schools and communities, and access to the nationally recognised museum collections and archives which are a key project resource.
- 2.3 Project objectives for Phase Three, which is the final year of Living Communities in its current form, are being scoped in detail and will be agreed by the Project Board on the basis of project evaluation findings from Phase Two as well as learning from Phase One. The Gannochy Trust has agreed £100,000 in principle for Phase Three and the Council will also provide a further £15,000 revenue contribution plus £51,000 in kind from Perth & Kinross Council. The aim of Phase Three is to continue to deliver projects but with a focus on building long-term sustainability of the new ways of working which Living Communities has developed.
- 2.4 Project evaluation from Phases One and Two will identify which components of 'Living Communities' have had most impact, and with which key groups. These will form the basis of a smaller number of projects in Phase Three. The wider focus in Phase Three will be on shifting from a direct delivery model to an enabling/supporting model which builds core skills and experience within schools, teaching staff and staff in the Museum and Gallery Service to continue to use Living Communities approaches in mainstream teaching and lifelong learning practice. Opportunities for accreditation developed in Phase Two which support the wider achievement of children and young people will

be a continued feature. A further update on delivery of Year Three and on how Living Communities has been mainstreamed to ensure longer-term project legacy will be brought to Committee in summer 2015.

3. CONCLUSION AND RECOMMENDATIONS

3.1 'Living Communities' has raised a high level of expectation amongst schools, teaching staff, young people and wider communities about the learning possibilities which local heritage provides. In terms of implementing Curriculum for Excellence, Living Communities has demonstrated the value of learning in context and the 'learning without walls' approach. With further funding and support from the Gannochy Trust and building on the learning, experiences and collaborations of the first two years of the project we will continue to deliver a programme of activities. These will inform the ongoing succession and legacy work, which will have a lasting impact on working practices within arts and heritage services.

3.2 It is recommended that the Committee:

- (i) Notes the content of this report and the impact and success of 'Living Communities' to date;
- (ii) Notes delivery progress of Phase Two; and
- (iii) Notes that a further update will be provided on Phase Three in summer 2015.

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Approved

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Council Text Phone Number 01738 442573

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	Yes
Workforce	Yes
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	Yes
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	Yes
Consultation	
Internal	Yes
External	Yes
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan / Single Outcome Agreement

1.1 This section should set out how the proposals relate to the delivery of the Perth and Kinross Community Plan / Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life
- (ii) Developing educated, responsible and informed citizens
- (iii) Promoting a prosperous, inclusive and sustainable economy
- (iv) Supporting people to lead independent, healthy and active lives
- (v) Creating a safe and sustainable place for future generations

This report relates to Objective No (ii).

Corporate Plan

1.2 This section should set out how the proposals relate to the achievement of the Council's Corporate Plan Objectives.

The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;

- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No (ii).

1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Learning: Developing Communities

2. Resource Implications

Financial

2.1 The Gannochy Trust will provide up to a further £100,000 for the project to continue until June 2015. The Council contribution will be £15,000 which will be met from existing Cultural Services budgets. In addition, the Council will provide an increased in-kind contribution (staff time) of £51,000 (total in-kind contribution of £66,000).

Workforce

2.2 The project will continue to be led by the project manager with two part-time cultural workers and an administration assistant funded by the Gannochy Trust. The in-kind contribution from Perth & Kinross will comprise 1fte cultural workers and management of the delivery of the project from Culture and Communities Services SMT.

3. Assessments

Equality Impact Assessment

3.1 Equalities Impact Assessment process (EqIA) with the following outcome:

As part of the development of this project 'Living Communities' we will be engaging with young people, their teachers and community groups – particularly groups of older people and outcomes will be reflected in the overall approach to ensure the project and its achievements will be inclusive. The relevant outcomes will also be recorded as part of process of completing the equality impact assessment for this project. It is expected that when fully implemented the Living Communities approach will help to advance equality.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals. Proposals have been considered under the Act and no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003 the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. In terms of the Climate Change Act, the Council has a general duty to demonstrate its commitment to sustainability and the community, environmental and economic impacts of its actions.

Legal and Governance

- 3.4 There are no legal and governance issues arising from this report

- 3.5 N/A

Risk

- 3.5 N/A

4. Consultation

Internal

- 4.1 The Head of Democratic Services, Head of Legal Services and Hilary Kennedy, Project Manager, Living Communities have been consulted in the preparation of this report.

External

- 4.2 Carol Downie, Chief Executive, The Gannochy Trust and John Markland, Trustee, The Gannochy Trust have been consulted in the preparation of this report.

5. Communication

- 5.1 The communications strategy will be to update the Gannochy Trust through quarterly project board meetings; Perth & Kinross Council will receive an update at Lifelong Learning Committee and the delivery team will meet on a regular basis. All communication with participants will be face to face with the delivery team. There is no need for a detailed external communications strategy.

2. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

