

# LEARNING PARTNERSHIPS CONTRIBUTION TO LOCAL REGENERATION<sup>1</sup>

## **Introduction and overview**

1.1 Margaret Hodge's letter of 29 April 2002 to Learning Partnership (LP) chairs recognises the good work that many Learning Partnerships have done around local regeneration. Ministers clearly expect Learning Partnerships to play a key role in "maximising the contribution of learning to local regeneration", underpinning the Government's push to achieve social cohesion and economic prosperity through regeneration, capacity building and community development. Many Learning Partnerships have already positioned themselves well as the 'learning arm' of the Local Strategic Partnership (LSP).

1.2 Learning Partnerships' contribution to regeneration is a natural extension of the effective work they have done in promoting collaboration. What we know about the importance of partnership approaches to regeneration is that both of the revised core roles for Learning Partnerships need to run in tandem.

1.3 Effective partnership activity is often the result of getting the structures right locally, thus enabling key players to come together to agree relevant strategies. Annex 1 provides case studies of Learning Partnerships contributing meaningfully to regeneration. One of the considerations for Learning Partnerships taking action on regeneration is whether they include one or more of the 88 Neighbourhood Renewal Areas, the most deprived local authority areas, within their boundaries. The case studies draw from areas, which do and do not receive Neighbourhood Renewal funding. The Department for Education and Skills (DfES) knows that case studies are valued by the Learning Partnership network and we intend to include further examples in a toolkit for LPs, currently under development. We intend to make this available as a web-based resource in early 2003.

1.4 DfES recognises also that the regeneration brief presents other challenges for Learning Partnerships. Partnerships outside the major conurbations do not usually have access to strands of European funding, and "spending other peoples' money" has been an effective way of kick-starting collaborative activity for many Learning Partnerships. Another issue is that some LPs have more than one LSP within their area. The ratio in Kent is 1:14. This is something we are currently looking at in conjunction with the Learning and Skills Council (LSC) and Neighbourhood Renewal Unit (NRU) to see how best Learning Partnerships can work with Local Strategic Partnerships (LSPs).

1.5 For all these reasons DfES intends that this guidance will be a living document. This is the first version to appear on the Learning Partnerships web-site <http://www.lifelonglearning.co.uk/llp/index.htm> and we intend to regularly update it.

## **Local Strategic Partnerships and Regeneration Partnerships**

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2.1 Regeneration partnerships such as those funded through the Single Regeneration Budget (SRB) and New Deal for Communities (NDC) focus on improving access to opportunities and raising the quality of life in some of our most deprived neighbourhoods. Key objectives for the SRB and NDC concern raising educational attainment and skills levels and improving the employability of people living in these neighbourhoods. Guidance for both initiatives emphasises the crucial importance of involving communities fully in working up and carrying through plans, and of developing flexible and innovative responses to local needs.

2.2 The Social Exclusion Unit (SEU) published "A New Commitment to Neighbourhood

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<sup>1</sup> This guidance was last updated in November 2002.

Renewal: National Strategy Action Plan” (Jan 2001), which aims to narrow the gap between the poorest neighbourhoods and the rest of the country. The strategy has two long-term goals:

- in all the poorest neighbourhoods, to have lower worklessness and crime, better health, skills, housing and physical environment
- to narrow the gap on these measures between the most deprived neighbourhoods and the rest of the country.

2.3 The SEU identified 88 local authority areas as the most deprived in the country considered against a range of personal, social and economic indicators. A Neighbourhood Renewal Fund has been established which aims to enable those 88 most deprived authorities to improve services, narrowing the gap between deprived areas and the rest of the country. Government will measure progress against ‘floor targets’ which have been established for each area – minimum standards of provision for jobs, crime reduction, education, health, housing and the environment. (see [www.neighbourhood.gov.uk/floortargets.asp](http://www.neighbourhood.gov.uk/floortargets.asp);) )

2.4 The Learning Commitments in the National Strategy Action Plan are **firstly** about engaging disadvantaged groups in the community to reduce worklessness and improve skills for employment. These are identified below:

**Commitment number**

34. *No school to have fewer than 25 per cent of pupils getting 5 GCSE’s at A-C and no LEA to have fewer than 38% of pupils reaching this standard*
35. *Extension of Excellence in Cities to cover 2000 schools*
36. *£32million from School Improvement Grant to help 300 schools improve their performance*
37. *Special help for the most seriously under achieving schools*
38. *£240 million to finance Study Support*
39. *National literacy and numeracy targets to be set<sup>2</sup>*
40. *At least £600 million to tackle truancy in schools*
41. *Pupil support allowance*
42. *Development of neighbourhood learning centres*
43. *Establish 6000 UK online centres and to have at least one accessible community based facility*
44. *Every public library to have internet access<sup>3</sup>*
45. *New Adult Basic Skills national Strategy*
46. *£1.4 billion for Sure Start to reach one third of all children in poverty and help them be ready to thrive at school.*
47. *Connexions Service to be launched in 16 areas from April 2001*

2.5 A **second** crucial learning priority as part of the National Strategy Action Plan is to learn from past successes and failures in neighbourhood renewal and regeneration, and to make this knowledge of practical use on the ground.

2.6 Commitments 99 and 100 of the Action Plan give the Neighbourhood Renewal Unit (NRU) responsibility for carrying forward work on identifying the skills knowledge and behaviours needed to tackle neighbourhood renewal, developing learning programmes to support this and setting up a knowledge management system providing an information resource on ‘what works’ in neighbourhood renewal.

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<sup>2</sup> [commitment 39](#). National literacy and numeracy targets have now been set. They are ‘In English and Maths by 2004, 85% of 11 year olds achieve level 4 or above and 35% achieve level 5 or above with this level of performance sustained to 2006’. Also, ‘by 2006, the number of schools in which fewer than 65% of pupils achieve level 4 or above is significantly reduced.’

<sup>3</sup> This is the responsibility of the Department for Culture, Media and Sport.

2.7 The NRU Learning and Development Strategy, “The Learning Curve” (2002), launched in October 2002 and available on [www.neighbourhood.gov.uk/sandk.asp](http://www.neighbourhood.gov.uk/sandk.asp) identifies a number of actions to increase the level of neighbourhood renewal skills and knowledge amongst residents, practitioners, professionals and policy makers. These include:

- an on-line knowledge & good practice system, developed by Neighbourhood Renewal Unit and its partners which draws on lessons about “what works” in regeneration and is available on ([www.renewal.net](http://www.renewal.net))
- a pool of neighbourhood renewal advisers ([www.neighbourhood.gov.uk/nradvisers.asp](http://www.neighbourhood.gov.uk/nradvisers.asp));
- regional networks of partnerships ([www.neighbourhood.gov.uk/rnetworking.asp](http://www.neighbourhood.gov.uk/rnetworking.asp));
- residents consultancy pilots ([www.neighbourhood.gov.uk/rconsultancy.asp](http://www.neighbourhood.gov.uk/rconsultancy.asp));
- regional centres of excellence; and
- community learning chests ([www.neighbourhood.gov.uk/clchests.asp](http://www.neighbourhood.gov.uk/clchests.asp)).

2.8 The Learning Curve also recommends setting up a learning programme for neighbourhood renewal, investigating the development of occupational standards and vocational qualifications in neighbourhood renewal, the accreditation of learning providers offering neighbourhood renewal programmes, setting up bursaries in neighbourhood renewal, targeted at residents and developing the current neighbourhood renewal training material into exemplary training packages.

2.9 The Learning Curve recognises that involvement in local regeneration activity can be a pathway back into work for individuals, as well as contributing to the success of wider renewal initiatives. The Learning Curve identifies the scope of the skills, knowledge and behaviours needed for neighbourhood renewal (see annexes 2 and 3 for a summary of these). Each Government Office has a skills and knowledge team to provide resources for the development of learning for neighbourhood renewal skills and knowledge. A list of contacts is at paragraph 7.

### **The Learning and Skills Council**

3.1 The Learning and Skills Council (LSC) wishes to contribute to the achievement of the National Strategy Action Plan, particularly concentrating on reducing worklessness, improving skills, raising standards in post 16 provision and maximising the contribution of education and training to economic performance. The LSC policy for neighbourhood learning aligns with that of DfES under their commitment to the Government’s National Strategy for Neighbourhood Renewal and NRU’s Learning and Development Strategy.

3.2 The LSC’s remit includes engaging disadvantaged groups in the community to reduce worklessness and improve skills for employment and developing the skills knowledge and behaviours needed to regenerate communities. The LSC Remit Letter sets out expectations, for example, about literacy and numeracy delivery in “the broadest possible range of settings including neighbourhood learning centres” and that local LSCs are also expected,

*“to take a holistic view of how their contribution fits within the National Strategy for Neighbourhood Renewal, and to work with partners – particularly from the voluntary and community sectors – to target help where it is needed most” (paragraph 24).*

3.3 The LSC is also, for example, involved in:

- working closely with partners in each region, including Jobcentre Plus, Government Offices, Regional Development Agencies and local authorities to help produce Frameworks for Regional Employment and Skills Action (FRESAs), aimed at ensuring a coherent approach to employment, skills and economic development (also see paragraph 4.5);
- implementing its adult literacy and numeracy strategy to ensure that 240,000 adults have improved basic skills by achieving literacy and numeracy qualifications by end 2002 and to meet the target of raising the literacy and numeracy skills of 750,000 young people and adults by 2004;
- seeking to engage more employers of all sizes in learning, strengthening the link between education and business and increasing the training offered by employers and undertaken by employees. The LSC's Workforce Development Strategy has been published ([www.lsc.gov.uk/documents.cfm](http://www.lsc.gov.uk/documents.cfm)) The LSC is also piloting Employer Training Pilots in six areas to help up to 16,000 low skilled employees improve skills to level 2, linked to incentives and financial support for employers whose staff take time off to learn; and
- developing appropriate local learning provision in each local LSC area in line with local strategic plans published in Spring 2002.

### **Regional Development Agencies**

4.1 The Government established eight Regional Development Agencies (RDAs) in the English Regions from 1 April 1999. The London Development Agency (LDA) was launched on 3 July 2000. The LDA is different to the other RDAs in that it is responsible to the Mayor.

4.2 RDAs are Government-sponsored public bodies, with Boards which are business-led and which reflect the perspectives and needs of each region and the main interest groups within each region. RDAs promote sustainable economic development and social and physical regeneration, and co-ordinate the work of regional and local partners in areas such as training, investment, regeneration and business support. They have been given responsibilities previously exercised by several national and regional bodies and have an important role in promoting greater regional coherence and effective delivery of national programmes.

4.3 As a priority, all RDAs developed Regional Economic Strategies (RES), to improve economic performance and enhance their region's competitiveness and to provide a framework for regional economic decision taking. The RES include information on the regional economy and future economic trends, labour market requirements i.e. recruitment difficulties and skill shortages and gaps, assessment of supply and demand and an indication of how the RDAs intend to tackle these issues.

4.4 RDAs have also taken the lead in producing Frameworks for Regional Employment and Skills Action (FRESAs), using a template produced by an Inter-Agency Working Group. The FRESAs have seen key regional partners come together to develop plans to address the skills and employment needs of employers and individuals within the region. Ivan Lewis, Minister for Adult Learning and Skills, conducted a regional tour in autumn 2002 to obtain direct feedback on any issues arising out of the FRESAs.

4.5 The RDAs and the LSC are already working closely together to plan and develop a

range of provision that will provide the skills needed by businesses and those looking to invest in the UK. This system has been further substantially strengthened by the progressive introduction of influential employer-led Sector Skills Councils (SSCs) and a Sector Skills Development Agency (SSDA) to promote skills and productivity improvement. These bodies provide RDAs with a new means to understand industry and business sector needs and to work directly with influential employers in meeting them as part of a co-ordinated sector and regional economic development strategy.

4.6 RDAs will work closely with Learning Partnerships and some RDAs have funded Learning Partnerships to take forward work or consultations. There is a mutual advantage in ensuring that their respective plans and strategies are consistent.

### **Learning Partnership involvement**

5.1 Learning Partnerships are expected to make a full contribution to the National Strategy for Neighbourhood Renewal by improving the quality of the learning provider base, by encouraging the development of small and community and voluntary organisations, and through the provision of neighbourhood renewal skills and knowledge. A listing of neighbourhood renewal skills, knowledge and behaviours, extracted from NRU's Learning Curve, is at annex 2. Learning Partnerships are encouraged to engage with those other agencies directly involved in this area, in particular those local partnerships funded through the Single Regeneration Budget and the Neighbourhood Renewal programmes, including New Deal for Communities, Community Empowerment, Neighbourhood Management and Neighbourhood and Street Wardens.

5.2 Learning Partnerships will need to consider and develop their relationships with Local Strategic Partnerships (LSPs), which have been coming together since April 2001. LSPs will support Local Authorities in developing their community strategies, and will themselves develop Local Neighbourhood Renewal Strategies which will incorporate Local Action on Learning plans that will focus on supporting and improving the most deprived neighbourhoods in their areas. LSPs are bringing together and will build on existing partnerships and Learning Partnerships are well placed, with local LSCs, to form the "learning arms" of LSPs. They can ensure that learning and skills issues are fully integrated into the LSPs' priorities (and into Local Authorities' community strategies) and that LSPs focus their efforts and resources appropriately.

5.3 Government Offices have an important role to play in helping Learning Partnerships work out where and how they can best add value. Government Offices are working with and supporting New Deal for Communities (NDC) partnerships and they are responsible for recommending LSPs for accreditation in the 88 Neighbourhood Renewal Areas. They also support the development of regional skills and knowledge activity by producing annual skills and knowledge plans. They also have an important role to play in brokering relationships between Learning Partnerships, the RDA and the LSC.

5.4 Learning Partnerships should engage with and support regeneration and neighbourhood renewal partnerships in developing their plans for taking forward learning and employability in their areas. They should work closely together to establish the specific needs of deprived communities and to involve local people in the solutions.

### **Further Guidance**

6.1 Guidance on the Neighbourhood Renewal Fund is set out in Annex D of "A New Commitment to Neighbourhood Renewal", which also contains useful information about LSPs and other steps to tackle deprivation. Details are on the website [www.neighbourhood.gov.uk](http://www.neighbourhood.gov.uk). The Neighbourhood Renewal Unit's knowledge management system to assist in spreading best

practice in neighbourhood renewal is available at [www.renewal.net](http://www.renewal.net).

6.2 The LSC has produced guidance on the Learning for Deprived Neighbourhoods for use by Local Learning and Skills Councils.

6.3 The NRU has produced guidance for Local Strategic Partnerships about drawing up 'Local Action on Learning Plans'. This stresses that these plans, "should not duplicate the work that is already underway, but make linkages with the best of existing practice". DETR (now Office for the Deputy Prime Minister) issued guidance on the NDC.

6.4. RDAs have responsibility for working with SRB partnerships and no new national guidance is expected.

### **Contacts and further information**

7. You can contact the Neighbourhood Renewal Unit on 020 7944 8383 or email them at: [Mailto:learning@odpm.gsi.gov.uk](mailto:learning@odpm.gsi.gov.uk); Government Office Skills and Knowledge contacts are:

GO-East	01223 345997	GO-North West	0151224 6402 0151 224 6429	GO-North East	0191 201 3667
GO-East Midlands	0115 9712623	GO-South West	0117 900 1933	GO-West Midlands	0121 212 5145
GO- London	020 7217 3064	GO-South East	01483 882346	GO-Yorkshire and the Humber	0113 283 6694

## GOOD PRACTICE EXAMPLES OF LEARNING PARTNERSHIPS TACKLING THE REGENERATION AGENDA

**Kent Learning Partnership. Subject: Economic Regeneration. Contact: Janet Waghorn, (tel: 01303 298228; email: [janet@kentlp.co.uk](mailto:janet@kentlp.co.uk);)**

### Summary

The Kent Learning Partnership (KLP) has, from its outset, emphasised the role of learning and the importance of skills in supporting economic regeneration. KLP's contribution to the regeneration agenda has been around:

- Ensuring the voice of the learner influences provision.
- Bringing coherence to basic skills.
- Supporting the establishment of Community Learning Forums.

The Thames Gateway region of Kent has been identified by Government as an area of major economic growth. KLP has ensured that strategies for lifelong learning underpin the overall strategy. The Chair of KLP is also leading a newly established Kent Thames Side Learning Steering Group which has identified several projects, including family learning centres, a strategy for post-16 learning, increased links between education and business and the development of a Community Learning Forum.

Through the work of the Kent Thames Side Learning Steering Group, it is recognised that additional resources are required to take the agreed action plan forward. This is particularly important given the scale of new funding in the area, URBAN regeneration funding £7.4m (match funding should give a total programme of £15-20m) and the Area Investment Framework for Thames Gateway.

Amongst other factors, KLP attributes its success to anticipating future needs/issues, linking into local regeneration activities and the skills, experience, quality and credibility of Partnership staff and Board members.

### What made it work?

- Ensuring **local ownership** of the network of Community Learning Forums and making them action-focused rather than talking shops, leading to improved learning opportunities at a local level in an informal, relaxed environment for learners and non-learners.
- KLP as **honest broker**, working in the interest of the locality rather than separate organisations.
- **Forward thinking**. The two LPs for Kent and Medway worked effectively together prior to the establishment of the local LSC and shared strategies and approaches on lifelong learning with the LSC as it established itself. The LSC have continued to use the LP structure as a consultative mechanism on key issues.

### Overcoming Barriers

Progress achieved despite perceptions about a) a muddled approach to regeneration by Government; and b) less than perfect joined-up policy on partnership working by Government. One of the problems is that funding for regeneration is often from non-educational organisations that do not necessarily understand the potential of using Learning Partnerships.

**Barnsley Learning Partnership. Subject: Regeneration/ICT. Contact: Lesley Rudd, (tel: 01226 248 761; email: [lesley.rudd@priority-campus.co.uk](mailto:lesley.rudd@priority-campus.co.uk);) )**

## Summary

The Barnsley Learning Net (BLN) and its component Neighbourhood Learning Nets aim to widen access and participation in learning by reaching out to individuals in communities and attracting them into learning that is customised and responsive to their needs and promotes ICT as a learning medium. It utilises a physical network of about 70 learning centres and one virtual network, using ICT connectivity to link the different centres. The Learning Net will allow for the development of a sophisticated neighbourhood planning model, enhance the existing learning infrastructure and ultimately create a demand led system. Each Neighbourhood Learning Net is supported by a dedicated manager whose central function is to 'grow' the learning market by attracting new learners, and brokering learning opportunities through existing providers.

## What made it work?

- using the 14 existing community partnerships to provide a planning infrastructure which is closest to the community;
- underpinning the provision of the services with a programme of consultation, research and evaluation, that will inform providers about needs, gaps and what is working effectively;
- using the existing development of teachers/trainers and technicians in all aspects of ICT to provide essential support to the community. Not only will this develop confidence and capability in ICT, but it will stimulate demand for learning and create jobs and business opportunities within the ICT and knowledge based sectors;
- funding through the Single Regeneration Budget, Neighbourhood Renewal Fund, Neighbourhood Learning for Deprived Communities, Single Pot and LSC co-financed budgets.

## Overcoming Barriers:

- **working out the best locations** where people of all ages can come together to learn. Overcome by using a variety of settings and organisations to ensure community involvement, with centres established in nurseries, libraries, village and welfare halls, community resource centres, schools, family centres and employers' premises;
- **overcoming the economic, cultural and institutional barriers by promoting the availability of a different kind of learning** using ICT provision, taster and informal learning events (learn at your own pace, one-to-one support, no fear of failure in front of peers). Approach facilitated by the Neighbourhood Learning Net Managers who support and encourage members of the community in taking their first steps and progressing on to more formal or higher level learning;
- **developing provision which is responsive** by using feedback from community consultations, and by providers working together to plan more effectively and become more responsive.

**Location: Plymouth. Subject: Regeneration. Contact: Graham Morris, Plymouth (tel: 01752 895715; email: [GrahamMorris@springwater.fsnet.co.uk](mailto:GrahamMorris@springwater.fsnet.co.uk);) )**

### **Summary**

The Plymouth Learning and Work Partnership (PLWP) has taken a strategic approach to ensuring that learning meets the economic and social aspirations of the city, as well as the needs of individuals. Consequently, it has worked closely with other partnerships in the area, including the Plymouth sub-regional Economic Partnership, the Plymouth Community Partnership, and Plymouth 2020 (the local strategic partnership). This approach has also meant maintaining links with developments within the Health Action and the Employment Zone as area based initiatives.

PLWP has achieved success by ensuring that a wide range of providers and stakeholders are represented at strategic level, members representing a particular sector rather than an individual institution or organisation. In addition, PLWP has adapted to changing circumstances, using a flexible approach to the development and membership of the Action Groups who produce the 'learning plans' for the area to take forward. This flexibility has sometimes meant merging with other partnerships with overlapping interests (a merger with Jobcentre Plus' Plymouth New Deal Advisory Group in 2002, for example, resulted in a re-enforced workforce development and work-related training action group).

PLWP recognises two distinct but inter-connected strands of regeneration. The first relates to the economic development and well being of the area, and impacts upon inward investment, graduate retention, the development of average salary growth, and longer-term workforce development. The second is part of the community regeneration task, with the objective of improving community empowerment, pride and confidence. PLWP is working on learning plans related to each of these strands in partnership with the local LSC, RDA, GO as well as Plymouth based partnerships.

### **What made it work?**

- specialist sub-groups of the Learning Partnership steered provider collaboration in different contexts, such as 14-19 Learning, Basic Skills, Workforce Development and Community Learning;
- basic skills needs were analysed by the ward enabling comprehensive long-term actions with specific annual targets across the range of providers, with additional resourcing from SRB and ESF projects;
- the Partnership developed a brokering role in response to local initiatives, bringing together appropriate groupings and partnerships to develop projects in response to identified local needs;
- the Partnership brought together statutory and voluntary agencies and organisations that, although working with the same target groups within communities, had not previously collaborated or consulted;
- positive support from the Government Office for the South West, Devon and Cornwall LSC and the SW Regional Development Agency has been a major factor in the effective local working of the Partnership;
- the Partnership Fund has enabled the Partnership to function with some independence from any individual partner organisation.

## Annex 1 (d)

**Location: Kirklees. Subject: Regeneration/ICT. Contact: Sheena Whittingham, (tel: 01484 225 016; email: [sheena.whittingham@kirklees.gov.uk](mailto:sheena.whittingham@kirklees.gov.uk);**

### **Summary**

The Thornton Lodge Neighbourhood Learning Centre (NLC) in Huddersfield provides a non-threatening and supportive environment for many from the local Pakistani community to develop ICT skills. The initiative is the result of in-depth research with key interest groups (young people, women, the elderly) in the local area which showed a high demand for ICT skills. Urdu software packages are being identified to facilitate the use of ICT and to support the development of language skills.

The Centre has made constructive efforts to build bridges and collaborate with other partnerships and community groups in the area to dispel any apprehension or cynicism. The funding available through the NLC pilot project has enabled the Centre to be established from scratch as it has paid for the rent and decoration of premises, the creation of the post of Development worker, office equipment, administrative support and staff and volunteer development costs.

### **What made it work?**

- incorporating volunteers from all sections of the community to form consultation groups that give direction to the Centre;
- the NLC's key strength is that it is the result of a partnership between the Local Authority (Adult Education) and the voluntary sector (PCA and Voluntary Action Kirklees). Hence as far as the Local Authority are concerned, services have not been 'parachuted in', but are instead being driven by the community;
- NLC funding has acted as a catalyst to bring in money and resources from other initiatives – the Centre has attracted UK on-line funding for 14 computers as part of Kirklees' £3million project to establish 14 Neighbourhood ICT Centres and approximately 40 satellite centres. Initial funding has come to an end and the project is looking to the Lottery and Neighbourhood Renewal Learning as possible sources of funds;
- the Centre has a visible location in the heart of the ethnic minority community which has helped to raise its profile and keep people up to date with its progress.

Neighbourhood Renewal Learning Framework

Audience	Building the Knowledge Base	Developing Skills	Changing Behaviours
<p><b>Civil servants and Policy makers</b></p>	<p>Knowledge relates to the main themes of neighbourhood renewal: health, community safety, education and skills, housing and built environment, jobs and worklessness</p> <ul style="list-style-type: none"> <li>Recognise and work with alternative approaches to neighbourhood decline and 'what works'</li> <li>Use the many sources of knowledge including residents and practitioner experience in addition to academic knowledge.</li> <li>Understand why different approaches have succeeded or failed</li> </ul>	<ul style="list-style-type: none"> <li>Analytical skills</li> <li>Ideas leadership</li> <li>Communication</li> <li>Networking</li> <li>Brokering</li> <li>Influencing</li> <li>Negotiating</li> <li>Consensus building</li> <li>Partnership working</li> </ul> <p>(all of these across central government policy boundaries)</p>	<p>The behaviours needed to make a difference to the outcomes of the Neighbourhood Renewal programme are common to all groups</p> <p>Entrepreneurial and problem solving behaviours</p> <ul style="list-style-type: none"> <li>Adopting innovative ways of tackling social problems</li> <li>Challenging traditional ways of working</li> <li>Bringing together ideas, resources and people to instigate change</li> <li>Spotting opportunities and making use of under-used resources</li> <li>Taking calculated risks</li> <li>Tolerating the possibility of failure</li> <li>Responding to a problem with a clear outcome in mind</li> <li>A can-do philosophy</li> </ul> <p><b>Reflective behaviours</b></p> <ul style="list-style-type: none"> <li>Evaluating the effectiveness of what is being done</li> <li>Constantly revisit the relationship of inputs and processes to outputs and outcomes</li> <li>Explore the reasons for success</li> <li>Develop the confidence to investigate and learn from failure</li> </ul>
<p><b>Residents</b></p>	<p><b>Shape and use the knowledge base:</b></p> <ul style="list-style-type: none"> <li>Share experience of successful and less successful neighbourhood renewal to shape the knowledge base.</li> <li>Participate in the analysis of the local situation and use knowledge and good practice to improve the neighbourhood</li> </ul>	<p><b>Community Leader</b></p> <ul style="list-style-type: none"> <li>Strategic skills to establish the vision and priorities</li> <li>Organisational performance management</li> <li>Probity and stewardship of resources</li> <li>Listening</li> <li>Negotiation</li> <li>Consensus building, mediation</li> <li>Conflict resolution and management</li> <li>Communication</li> </ul> <p><b>Community expert</b></p> <ul style="list-style-type: none"> <li>Confidence to share their experience</li> <li>Confidence to articulate their hopes, fears and aspirations</li> </ul> <p><b>Emerging Practitioner</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Partnership working</li> <li>Problem –solving</li> <li>Communication</li> <li>Negotiating</li> <li>Influencing</li> <li>Facilitating</li> <li>Networking</li> <li>Conflict Resolution</li> </ul>	<p><b>Reflective behaviours</b></p> <ul style="list-style-type: none"> <li>Evaluating the effectiveness of what is being done</li> <li>Constantly revisit the relationship of inputs and processes to outputs and outcomes</li> <li>Explore the reasons for success</li> <li>Develop the confidence to investigate and learn from failure</li> </ul>

<b>Professionals and practitioners</b>	<ul style="list-style-type: none"> <li>• <b>Analyse</b> The use of evidence on what works to analyse the causes of deprivation and decline</li> <li>• <b>Synthesise</b> together knowledge from specific themes and create opportunities to work together with people from other backgrounds.</li> <li>• <b>Design solutions</b> to solve problems that draw on a comprehensive knowledge of the options and possibilities</li> </ul>	<b>Analytical skills</b> Analysing problems, creating opportunities, designing solutions  <b>Interpersonal skills</b> <ul style="list-style-type: none"> <li>• Strategic leadership and vision</li> <li>• Management of people</li> <li>• Valuing of diversity</li> <li>• Working with partners</li> <li>• Working with the community</li> <li>• Communication</li> <li>• Consensus building, mediation</li> <li>• Conflict resolution and management</li> </ul> <b>Organisational Skills</b> <ul style="list-style-type: none"> <li>• Project Management</li> <li>• Finance and budgeting</li> <li>• Mainstreaming services to make them work better in deprived areas</li> <li>• Monitoring and evaluation</li> <li>• Risk assessment and management</li> <li>• Research</li> <li>• IT skills</li> </ul>	Entrepreneurial and problem solving behaviours (as above)
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Source : The Learning Curve, Developing Skills and Knowledge for Neighbourhood Renewal, Neighbourhood Renewal Unit (2002)

**Building knowledge of “what works”**

One of the main messages of the National Strategy for Neighbourhood Renewal is that actions need to be based on ‘what works’. We need to learn from solutions that have been tried and tested elsewhere.

So we need to build the knowledge base – keep improving our knowledge of what works, make it much easier for people to get hold of the knowledge they need, and be willing to put that knowledge into practice.

We need to tackle housing, education, worklessness, crime reduction and health. We need to examine how the local economy can be revived and the overall quality of life improved. Although there is some evidence of effective or promising approaches in these areas, the overall evidence base remains patchy.

We also need to understand the links between these areas. Solving problems in one will have knock on effects on others. For example, promoting better health will help overcome barriers to work, reducing property crime will help to develop local business, and improving schools will have a positive effect on local housing markets.

**Neighbourhood Renewal Knowledge Areas**

Worklessness				Reviving Economies	Local
Crime		Neighbourhood Renewal Knowledge Areas		Quality of Life	
Education		Health		Housing and the Environment	

(Extracted from “The Learning Curve, pages 12-13)