COMMUNITY LEARNING AND DEVELOPMENT PLANS 2015-18:

PLANNING FOR CHANGE IN SCOTLAND'S COMMUNITIES

Contents

Introduction

The Scottish Government has consistently recognised the value of community learning and development provision to Scotland's communities and economy. When launching <u>A Stronger Scotland</u>, the First Minister emphasised her commitment to empowering communities and recognised the need to invest in supporting communities to drive local change. The recently launched <u>National Improvement Framework for Scotland Education</u> states on page 4:

> **We continue to value and strengthen Community Learning and Development provision. These vital services improve the life chances of communities across Scotland, and in particular, can help to empower and improve learning and resilience for our most disadvantaged communities."**

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The legislative context for CLD was strengthened by the enactment of <u>The Requirements for Community Learning and Development (Scotland) Regulations 2013</u>. These place a duty on local authorities to secure the delivery of community learning and development (CLD) in their area, working with other providers and communities to put in place a process to assess CLD need and plan over a period of three years.

The CLD legislative framework draws upon the <u>Strategic Guidance for Community Planning Partnerships: Community Learning and Development</u> which identifies the contribution of CLD to two national outcomes in particular:

- improved life chances for people of all ages, through learning, personal development and active citizenship;

- stronger, more resilient, supportive, influential and inclusive communities.

This report focuses on the plans published under the *CLD Regulations* in September 2015 and explores the role and impact of proposed CLD provision 2015-18. It considers the distinctive nature of CLD activities and the ways in which these activities contribute to local and national objectives. It is organised under the outcomes from Scotland's <u>National Performance Framework Outcomes</u>.

The report aims to describe the variety of activities planned by the range of CLD providers in each local authority area. It is likely to be of interest to local and national policy makers, those involved in the process in their area and national partners. It offers an indication of the ways in which CLD provision is changing to reflect the national context and will serve as a baseline for future analysis of plans made under the *CLD Regulations* in coming years.

This report will be complemented by a HM Inspectors' review of the accompanying processes to meet the requirements of the *CLD Regulations*. Both pieces of work will inform the revised model of CLD inspection.

This national overview of the content of the plans reflects a partnership approach. Each of the partners involved in the analysis has a key role in the development and delivery of high quality CLD practice and support in Scotland.

The partners were (in alphabetical order):

- CLD Managers Scotland
- CLD Standards Council for Scotland
- Education Scotland
- Learning Link Scotland
- Scottish Community Development Centre
- Youth Scotland
- YouthLink Scotland

A detailed methodology for this piece of work can be found at Annex A.

The CLD plans

The new CLD plans are diverse in style and content, reflecting local processes and priorities. They include differing levels of strategic and operational detail. The analysis work for this report noted where certain activities and processes are explicitly mentioned, but lack of reference does not necessarily indicate the absence of that strand of CLD delivery at local level.

Anonymised excerpts from the published plans have been included throughout to illustrate the diverse range of ways in which CLD provision and responses to the *CLD Regulations* are developing. These are highlighted in shaded text boxes and labelled as 'Extracts'. This diversity is one of the sector's assets – each local authority area is unique in its own strengths, partners, demographics and challenges and its CLD response to these will be shaped accordingly.

We have also included some relevant challenge questions from the new inspection framework, How good is the learning and development in our community? These are intended to enable all CLD partners to continue to develop their approaches to self-evaluation.

This report is based upon the 30 plans published in 2015. Stirling and Clackmannanshire developed a joint plan as a shared Education Service and one remaining plan will be finalised shortly.

The published plans can be read in full here.

Executive summary

Community learning and development (CLD) is delivered by a broad range of partners and covers a variety of activities including youth work, community-based adult learning, adult literacies and aspects of English for Speakers of Other Languages and community development among others. The core purpose of these activities is to empower people, individually and collectively, to make positive changes in their lives and in their communities through learning.

By fulfilling this core purpose through the delivery of learning and development activities, CLD activity makes a unique contribution to a range of national ambitions, clearly demonstrated in plans. The plans provide evidence of strong links to local and national outcome frameworks, while emphasising the role that CLD can play in engaging more vulnerable or disadvantaged groups. The plans illustrate the richness and diversity of partners involved in CLD planning.

CLD's role and visibility within Community Planning Partnerships

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The *CLD Regulations* and the planning and co-ordination processes they require have reinvigorated CLD strategic groupings. Fewer than half of Scotland's local authority areas had current strategic CLD partnerships or equivalent before the Regulations came into force. Based on current evidence and planning, most areas will have a strategic CLD partnership or equivalent in the near future.

All plans acknowledge CLD's place within the Community Planning Partnership. They demonstrate differing ways of reporting to and being integrated into Community Planning[1] structures.

Each area developed its own focus and structure for the plans to suit local circumstances. Most are free standing plans with close links to the Community Planning Partnership decision making structures, but a few chose to integrate the CLD plan fully into strategic Community Planning documents.

A focus on prevention

Over 80% of plans make reference to the preventative role of CLD, highlighting the ways in which engagement in learning and development activities that enhance quality of life and sphere of influence can impact on both individuals and communities.

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[1] Community Planning is a process which helps public agencies to work together with the community to plan and deliver better services which make a real difference to people's lives.

Tackling inequality

Most plans make explicit reference to targeting disadvantaged or marginalised groups/communities. This focus on disadvantage ranges from a general statement that reducing inequality is a priority to a more extensive identification of the most disadvantaged neighbourhoods using Scottish Index of Multiple Deprivation scores, and a commitment to build community capacity in these places. Twenty-four plans or 80% have a focus to a greater or lesser extent on poverty.

Contribution to national and local outcomes

The CLD plans detail a substantial contribution to the delivery of national and local outcomes through the identification and provision of learning and development activities.

Key areas of impact planned for 2015-18 include:

- Work contributing to Curriculum for Excellence and outcomes for young people
- Community empowerment/development/capacity building
- Community-based adult learning
- Health and wellbeing
- Work with older people
- Employability and welfare reform mitigation

Consultation and involvement

Considerable work in some areas went into forming or strengthening a partnership and developing the needs assessment process for the 2015-18 plans with partners and communities.

The consultation and involvement required has been carried out in a range of ways, building on existing practice and structures. Some areas approach consultation around CLD needs and provision in line with their approach to consultation on other services, while others take a community development approach, building capacity, identifying strengths and committing to an ongoing discussion.

All plans acknowledge that the processes undertaken so far to meet the requirements of the CLD Regulations are the beginning of a longer journey of engagement and capacity building. Most have actions around improving consultation and involvement of partners (including communities) during the 2015-18 period.

Identifying unmet CLD need

The identification of unmet need is a clear area for further development in the plans. While most plans referred to the unmet need element of the Regulations, many are in the very early stages of demonstrating that they have fulfilled this requirement.

Workforce development

The effective delivery of CLD activities requires skilled practitioners able to build strong relationships and negotiate content with participants.

Almost all plans make reference to workforce development and there is a clear intention to deliver shared CPD activity across partners.

Conclusion and next steps

The 2015-18 CLD plans are the start of a journey and not the conclusion. There is much interest across Scotland in the implementation of the plans and in strengthening the processes which underpin them.

While this report has focussed on the content of the CLD plan documents, the process that went into the creation of those documents is as important, if not more so. For that reason, HM Inspectors will carry out a review in 2016 focusing on the processes to meet the requirements of the *CLD Regulations*.

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Community Learning and Development in Scotland 2015-18

The [Strategic Guidance for Community Planning Partnerships: Community Learning and Development](#) (the CLD Strategic Guidance) provides the policy framework for the delivery of CLD in Scotland. A diverse range of partners deliver activities commonly understood to fall under the umbrella of CLD provision:

- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);

- youth work, family learning and other early intervention work with children, young people and families;

- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);

- volunteer development;

- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;

- learning support and guidance in the community.

The effective delivery of CLD activities requires skilled practitioners able to build strong relationships and negotiate content with participants in addition to developing learning opportunities around the identified topic.

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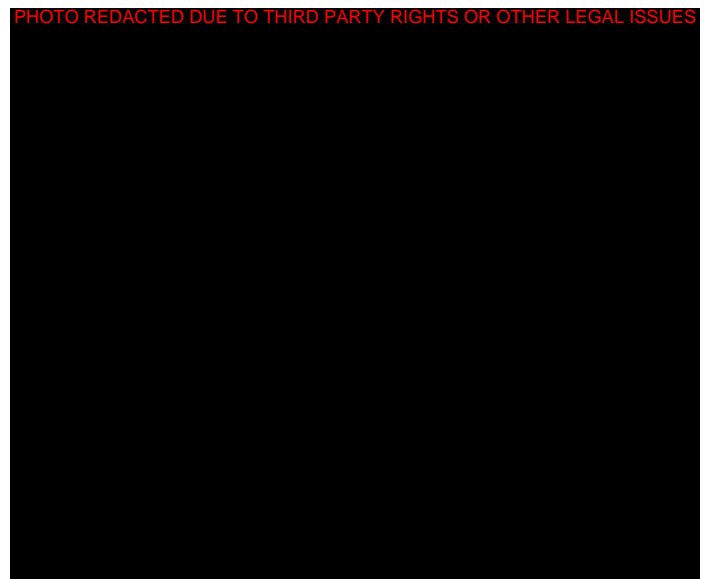
Extract from a CLD Plan

Work with communities (of interest and place) to build on their strengths and increase their influence
To maximise impact, CLD must build trusting relationships with individuals and communities and reinforce existing strengths of knowledge, experience and resources in order to increase social capital and, hence, build community empowerment and capacity.

The *CLD Strategic Guidance* is underpinned by the CLD Standards Council's Competences for CLD which describe the skills and value base required for CLD delivery. The distinctive nature of the CLD process is crucial to delivering outcomes for target audiences.

For this reason, the CLD Regulations Local Authority Guidance states on page 6:

> **We expect that staff with a skill set relevant to CLD will be in place at all the appropriate levels of delivery, management and strategic planning."**

Slightly over half of the plans (17 plans or 57%) are focused on the delivery of provision, often using an action plan format to specify what will be done and by whom. Most plans make reference to a broad spread of the activities outlined above.

Some of the outcomes, actions and measures draw on CLD's distinctive processes and make explicit the professional understanding behind the work.

Six plans focus primarily on the co-ordination aspects required by the legislation, again often using an action plan format.

Three documents consist primarily of a plan to complete the implementation of the *CLD Regulations*. The remaining four (13%) state a narrative intent to implement the *CLD Regulations*.

Over two thirds of the plans reference the CLD Standards Council's competences and/or values, principles and ethics. This includes four areas making reference to training around the competences and values in the Workforce Development sections of the documents.

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Partnership and reporting structures

Specific CLD Partnerships or equivalent	
Long-standing (appears to have already existed pre-2013)	12
Recent (established at a specified date post-2013)	3
New replacing long-standing	1
New (is being established/proposed)	11
None	3
Total	*30*

The CLD Regulations and the planning and co-ordination processes they require have catalysed and reinvigorated strategic planning of CLD

Fewer than half of local authority areas (12 areas or 40%) had current strategic CLD partnerships or equivalent before the *CLD Regulations* came into force in 2013.

Based on current evidence and planning, 27 areas will have a strategic CLD partnership or equivalent in the near future. This relates to the requirement in the CLD Regulations that the plan must specify *"how the education authority will co-ordinate its provision of community learning and development with other persons that provide community learning and development within the area of the education authority"* (Regulation 4).

These strategic groupings have differing roles. Some are actively involved in co-ordinating CLD provision and delivering plans while others seem to have a more strategic role in monitoring the implementation of a plan, perhaps meeting only once or twice a year. This may reflect whether the group is exclusively focused on CLD or whether it has a range of additional responsibilities, e.g. as a thematic sub-group of the Community Planning[2] Partnership (CPP).

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[2] Community Planning is a process which helps public agencies to work together with the community to plan and deliver better services which make a real difference to people's lives.

Almost all areas are moving towards some form of locality structure, driven in part by the requirements of the Community Empowerment (Scotland) Act 2015. It is not always clear whether this is mirrored in local plans, although seven plans explicitly state they already have or will create plans for local districts. Some areas plan in line with the CPP localities, others use learning community areas (i.e. non-denominational school catchment areas) and the remainder are considering a way forward or did not make it explicit.

All plans acknowledge CLD's place within the CPP context. Although reporting arrangements are not always made explicit, there are differing ways of reporting to and being integrated into Community Planning structures. At least two of the three areas with no proposed CLD partnership make it clear that their Plan was developed by a CPP subgroup.

Partnerships may report directly to the top level of the CPP structure (e.g. its Board), or through its specialist subgroups. Only one area states that a single specific subgroup will receive inputs from the CLD Partnership.

How CLD partnerships report to Community Planning Partnerships	
Direct to Community Planning Partnership	15
To several CPP subgroups	6
To one specific CPP subgroup	1
Partly to subgroups, partly direct	1
Unstated	*7*
Total	*30*

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Extract from a CLD Plan

How will the Community Planning Partnership support the Plan?
- *Recognition of the Partnership approach to delivering CLD*
- *Support to enable key CLD partners to contribute to this approach*
- *Make the strategic links to key policy areas e.g. Reducing Inequalities, Locality Planning, Community Justice, senior phase planning, 16+ transitions, Developing the Young Workforce, Getting It Right For Every Child (GIRFEC), How*

Good is Our School 4 (family learning) and the Community Empowerment Act
- *Develop dialogue with communities which supports more targeted use of resources – linked to identified need*
- *Promote and support the movement of partnership resources to areas/themes of identified need*
- *Support the development of management information systems which improve partnership working*

Each area developed its own focus and structure for the plans to suit local circumstances. Most are free standing plans with close links to the community planning partnership decision making structures, but a few chose to integrate the CLD plan fully into strategic community planning documents.

Extract from a CLD Plan

The purpose of the three year plan for co-ordinating CLD 2015-18 is to maximise the contribution of CLD to achieving the outcomes of the Single Outcome Agreement by:

- *Co-ordinating provision of CLD in the broadcast sense, essentially all learning and development that takes place in the community, other than vocational training and programmes delivered by teachers in school and by further education lecturers*

- *Integrating planning for CLD within community planning, adding value to existing planning and evaluation*

The SOA Delivery Plans identify the high level priorities for CLD improvement actions through which CLD will be co-ordinated and its contribution maximised.

Range of partners

The plans illustrate the richness and diversity of partners involved in CLD planning and delivery.

The extent to which partners and their responsibilities were identified varies greatly across the plans, with 12 areas providing a list of the organisations that are or will become members of their CLD partnership structures. This offers some guide to the range of organisations involved in other areas.

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CLD Partnership member organisations (12 detailed responses)	
References	**Type of organisation**
12	Third Sector Interface, NHS, Local authority
11	College
9	Skills Development Scotland
6	Police
5	Department of Work and Pensions, Arms length Trust(s), specific local community/voluntary groups
4	University
3	Fire & Rescue, national voluntary organisations
2	Youth consortium or similar, racial equality forum or similar, employability organisation/forum
1	Housing Associations, Volunteer Centre (in addition to Third Sector Interface), Scottish Natural Heritage, Highlands and Island Enterprise, Scottish Qualifications Authority, "representatives of target individuals and groups"

On this evidence, the local authority and NHS are universally represented. Where specified, the number of separate local authority services listed as members ranges from 2-11, with an average of six different services.

The local Third Sector Interface[3] is also universally present, and on this evidence is the only Third Sector presence at this level in several cases. Local Further Education Colleges are also almost universally involved.

A smaller number of plans detail which roles would be carried out by specific agencies. The overall picture is one of a complex and ever-diversifying landscape. In terms of community development, for example, where more detail is provided, partners leading on community development and community capacity building include CLD teams, community engagement teams, community development teams, community capacity building support and Third Sector Interfaces.

The number of agencies who have a role or interest in the delivery of CLD provision is likely to be greater than those formally engaged in the CLD partnership or equivalent.

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[3] Third Sector Interfaces provide a single point of access for support and advice for the Third S ector within the local area. The Third Sector comprises community groups, voluntary organisations, charities, social enterprises, co-operatives and individual volunteers

The distinctive role of CLD in contributing to national outcomes

The core purpose of CLD is to empower people, individually and collectively, to make positive changes in their lives and in their communities through learning.

By fulfilling this core purpose through the delivery of learning and development activities, CLD activity makes a unique contribution to a range of national ambitions. The plans clearly demonstrate this contribution. They provide evidence of strong links to local and national outcome frameworks, while emphasising the role that CLD can play in engaging more vulnerable or disadvantaged groups.

While CLD provision supports the delivery of a wide range of outcomes, it has a distinctive focus and contribution of its own in achieving long-term change and preventing future difficulties.

This focus on prevention is a long-standing feature of CLD practice. CLD practitioners prioritise preventative measures, work to reduce inequality and target the underlying causes of inter-generational deprivation and low aspiration

The CLD Strategic Guidance highlights that working with communities to realise and build on their own strengths or assets is at the core of the CLD delivery model. It goes on to state on page five that:

Public service planners and decision-makers will want to prevent problems from emerging and increase the opportunities for individuals, families and communities to shape their own lives. To this end they should make full use of CLD's ability to:

- **build an in-depth understanding of people's needs, strengths and aspirations through sustained dialogue;**
- **identify issues and solutions at an early stage;**
- **identify barriers to participation and strategies for overcoming these;**
- **mobilise and support direct participation in planning and service design; and**
- **enable community organisations to develop their infrastructure."**

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Over 80% of plans make reference to the preventative role of CLD, highlighting the ways in which engagement in learning engagement in learning and development activities can enhance individuals and communities quality of life and sphere of influence.

Extract from a CLD Plan

Making a Decisive Shift to Prevention

The [Community Planning] Partnership has signed off an ambitious approach to prevention and recovery that reflects the original aims of the Christie Commission. It offers a framework for understanding the contribution that prevention, early action and recovery-based activities can make to improving lives and outcomes of communities in [area]. The framework … describes the characteristics of effective recovery work which include working closely with communities in targeted, locality and asset based approaches through co-production and partnership with communities themselves. This is acknowledged as essential if we are to realise the recovery of the most deprived and vulnerable people in our city.

Extract from a CLD Plan

The threat of harm and the opportunities to make positive changes often arise in response to triggers and transitions in people's lives. A number of learning programmes are responding to these circumstances including provision of learning support for care leavers; youth access programmes for school leavers; targeted family literacies and learning programmes and employability transitions support.

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Tackling the significant inequalities in Scottish society

CLD work supports social change and social justice. CLD approaches are collaborative, anti-discriminatory and equalities-focused and practitioners work with diverse groups of individuals to achieve change.

Most plans make explicit reference to targeting disadvantaged or marginalised groups/communities. This focus on disadvantage ranges from a general statement that reducing inequality is a priority to a more extensive identification of the most disadvantaged neighbourhoods using SIMD scores, and a commitment to build community capacity in these places. Twenty-four or 80% have a focus to a greater or lesser extent on poverty.

Inequality experienced by communities of interest/ identity is not explicitly prioritised in most plans but the majority of plans do make references to working with groups who are "otherwise excluded" or in "marginalised settings" etc. One largely rural area emphasises the importance of working across all districts due to the high proportion of low-income households existing outside the most disadvantaged places.

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Extract from a CLD Plan

Partners will provide evidence that they have taken account of socioeconomic inequality when making strategic decisions.

Extract from a CLD Plan

"Tackling disadvantage and deprivation" is one of six Priority Themes in one CLD Plan. The outcome for this theme is "Reduced disadvantage and deprivation within Communities". Actions range from financial inclusion and digital participation programmes to targeting CLD partnership activity in the most deprived areas. Each action has a corresponding measure, with one of these being "improved delivery of CLD programmes in deprived areas through partnership approaches".

Scotland's communities are changing fast, and there is a renewed national emphasis on the need to integrate refugees and others into community structures. Two plans, both from remote rural areas, identified this as a field of activity in 2015-18. This is an area that would benefit from further investigation given current world events.

Challenge Questions

The following challenge questions are taken from relevant sections of the new inspection framework, How good is the learning and development in our community? They are intended to enable all CLD partners to continue to develop their approaches to self-evaluation.

- Do our strategic, business and operational plans ensure fairness, equality and diversity is reflected in all aspects of our work?

- How well do our vision, values and aims help to challenge prejudice and eradicate discrimination? How do they inform practice?

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Improving life chances for people of all ages, through learning, personal development and active citizenship

CLD activity consists of a twin focus on improving the life chances of individuals of all ages and on building strong and inclusive communities through learning and development activity.

Policy documents and delivery planning often focus on three age-related categories:

- children and young people
- adults
- older people.

This focus is employed in this section, while recognising that in practice participants may identify with more than one grouping depending on context.

Extract from a CLD Plan

Work together to offer all children and young people a wide range of educational experiences which challenge and support appropriately, developing the whole child.

Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

The National Improvement Framework for Scottish Education specifically recognises the value of the National Youth Work Strategy for Scotland *"through which a wide range of partners in the public and third sector are contributing to improving outcomes for young people, either in direct partnership with schools or in other community settings"* (page 4).

This recognition for the sector was further highlighted in the recent Improving Schools in Scotland: An OECD Perspective which welcomed Scotland's focus on connecting schooling, learning in the community and the broader recognition of out-of-school achievements for young people.

Youth work has a holistic focus on young people, reflected in the Minister for Children and Young People's Foreword to the Youth Work Strategy: *"We want a nation that treasures the whole wellbeing of children and young people."*

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Curriculum for Excellence

Community learning and development partners are integral to the delivery of Curriculum for Excellence, with work contributing to a wide variety of aspects of children and young people's development at early years, primary and secondary levels.

All plans reference activity relating to the Senior Phase of Curriculum for Excellence, whether that is around accreditation and achievement, health and wellbeing, youth volunteering, personal and social development or the world of work.

Extract from a CLD Plan

Continue to support young people to achieve their full potential, building their ambitions and aspirations, and in so doing have their achievements recognised and recorded.

Extract from a CLD Plan

Youth work is firmly embedded within and contributing to Curriculum for Excellence outcomes, planning and delivery.

Attainment and achievement

There are clear responses to the Scottish Government's focus on closing the attainment gap, with 24 plans (80%) making reference to the attainment and achievement of children and young people.

Actions include raising the attainment of the lowest achieving children in nursery and early primary through working with parents, supporting children and young people to "overcome social, educational, physical and economical inequalities" and a focus on recording wider achievement.

Twelve plans name one or more of the Youth Awards listed in Amazing Things and there are generic references to a focus on accreditation in an additional 14 plans.

Extract from a CLD Plan

Continue to improve opportunities for young people to gain accreditation and wider achievement through a wide and varied range of learning opportunities.

Extract from a CLD Plan

Develop a more co-ordinated approach to recognising achievement within the context of Curriculum for Excellence and profiling.

Health and wellbeing for young people

CLD providers support young people's health and well-being in a range of ways. Sixteen plans have a priority or action focused explicitly on this topic:

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Extract from a CLD Plan

Deliver school years programmes that build empathy, resilience and positive relationships.

- *Roots of Empathy.*

- *Building positive futures life skills programmes with targeted P5-P7 pupils.*
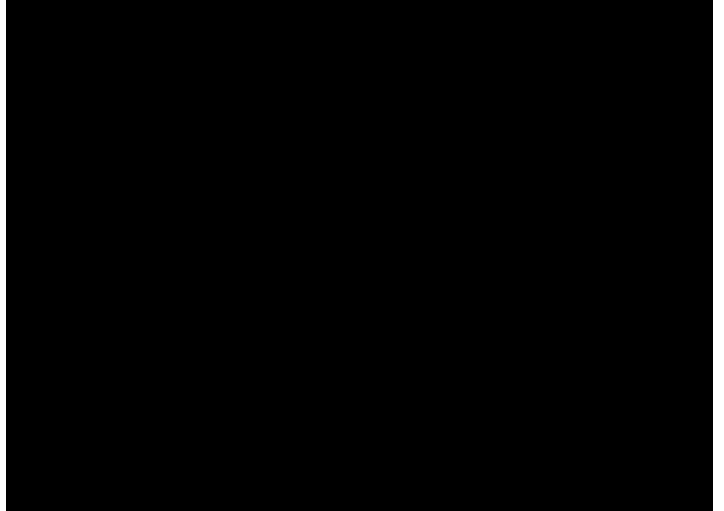
Youth employability

There is a clear emphasis on youth employability, with the majority of areas planning related action. CLD providers offer a broad range of employability activities, some of which develop specific employability skills and others which focus in creative ways on soft skills or generate opportunities for young people to experience work situations.

Extract from a CLD Plan

Increase the number of opportunities for work placements for Senior Phase pupils.

Extract from a CLD Plan

Explore enterprise/start up support specifically for Opportunities for All young people including mentoring.

We are better educated, more skilled and more successful, renowned for our research and innovation.

There is a renewed focus in Scotland on social justice, ensuring that those living in Scotland can access opportunities and participate in society. Enabling access to education and the world of work for all is a crucial aspect of this agenda.

All areas have actions relating to one or more of community-based adult learning, adult literacies and English for Speakers of Other Languages. In most areas, this field of practice form a specific priority.

Extract from a CLD Plan

Adults are able to access programmes that are tailored to meet their individual needs and motivations through a social practice-based model of delivery:

- *Learners are able to negotiate their own learning goals which are jointly planned, reviewed and evaluated using individual or group learning plans.*

- *As part of the evaluation process, learners are supported to identify the impact of their learning on their social practices*

Employability

Twenty-six plans (87%) have either priorities or actions explicitly contributing to improving employability. Employability activity described in the plans includes activities such as confidence building, employment skills, digital skills, accreditation of learning, adult literacies, English for Speakers of Other Languages and volunteering.

There is an equal focus on adult and youth employability, with 21 plans naming actions relating specifically to young people, and the same number referring to adult employability activities.

There is a strong focus on accrediting learnerning work – most plans make reference to this. This includes six plans which have actions around the Adult Achievement Awards, although these are still at pilot stage. These new qualifications enable the recognition of learning from a wide range of community based adult learning settings, supporting the engagement and progression of non-traditional learners.

Additional actions supporting both individual and community components of employability include:

- Working with DWP/Jobcentre Plus to update guidance on volunteering for benefits claimants and promoting opportunities to increase numbers of claimants accessing volunteering

- Challenging CLD employers to contribute to work experience and employment pathways

- Supporting learning and capacity building around the transfer of assets to communities and developing social enterprise opportunities

- Creating understanding and better communication between the CLD Partnership and the Regeneration Partnership to inform delivery of local outcomes

- Working with employers to identify and support employees who need help to improve their literacies skills.

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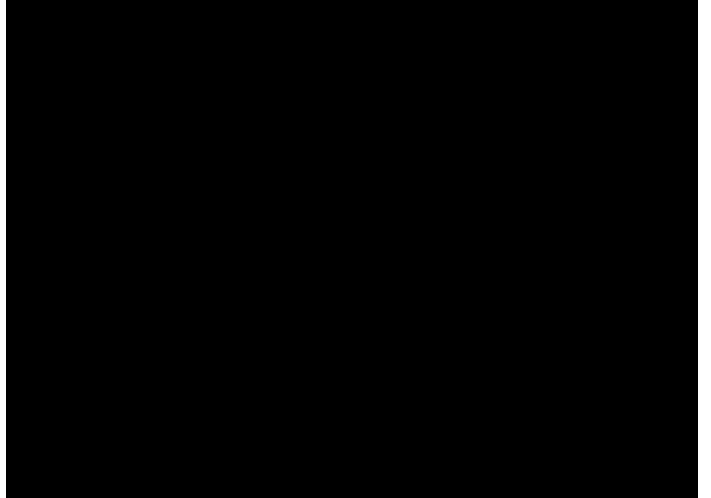
Digital skills

There is considerable emphasis on the need for digital skills, often but not exclusively to seek and maintain employment. Almost all plans have specific actions or priorities around digital skills and it is also an integral part of adult literacies provision.

While the link to employability is strong and explicit, there is evidence of an awareness and focus on the importance of digital participation in many aspects of people's lives.

Extract from a CLD Plan

Encourage the use of digital technology and social media as an opportunity for communities to develop a stronger voice.

Welfare reform mitigation

Work around digital skills is strongly related to the welfare reform agenda under which job-seeking activity required by the Claimant Commitment (and in the future, the claiming of benefits) is moving onto a "digital by default" model of interaction. Actions explictly relating to welfare reform are evident in a third of plans, while a further eight refer to it in the narrative context to CLD work[4].

Fourteen plans (47%) have an explicit action or priority around financial capability (in addition to forming part of other strands of activity, e.g. adult literacies provision), which may be understood as contributing towards welfare reform mitigation activity.

Extract from a CLD Plan

Here in [area] it is expected that Welfare Reform will reduce the amount of income to benefit recipients by about 5% – estimates suggest this will be £33-£40 million across [the area]. As well as the individual and family impacts this will have consequences for local economies, particularly where there are greatest concentrations of benefit recipients.

CLD partners are seeing increasing demands being placed on its services due to the implementation of the reforms, however they are also well placed to take action and increase activity which will reduce the numbers of benefit sanctions and the length of sanctions imposed.

There are four key areas where CLD is sustaining and expanding delivery:

- *Welfare Reform Triage Service*
- *Community Job clubs*
- *Digital Inclusion Work*
- *Use of Digital Volunteers.*

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4 More detail on the ways in which CLD provision is responding to welfare reform may be found in the CLD Managers' Welfare Reform briefing paper http://www.cldms.org.uk/discussions/cldms-welfare-reform-briefing

Economic development

Five plans have a focus or actions around economic development in addition to the support for employability described above. This includes three references to supporting social enterprise, one to community-led regeneration projects and one to supporting young entrepreneurs.

> ## Extract from a CLD Plan
>
> *Increase the number of individuals and groups with the capacity to develop social enterprise through partnership with the social enterprise chamber.*

Our people are able to maintain their independence as they get older and are able to access appropriate support when they need it.

In line with the changing demographics of Scotland and most of Western Europe, the majority of plans have either a priority or an action relating specifically to older people. In four cases, the link to Reshaping Care for Older People is made explicit.

Actions include learning opportunities tailored to older people (for example, one area highlights that "the provision of care will increasingly utilise digital technology"); peer support; health and wellbeing; work to decrease isolation; and five plans have an action around intergenerational opportunities.

> ## Extract from a CLD Plan
>
> *Over the next three years Partners will work to achieve:*
>
> - *Building the capacity of communities to support older people*
> - *Supporting older people into training, lifelong learning and employment*
> - *Supporting older people into healthier lifestyles*
> - *Support older people to remain independent for as long as possible.*

One additional plan identifies reducing social isolation for older people as an unmet need.

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Building strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others

CLD practice recognises the importance of strong, resilient, supportive, influential and inclusive communities in all its activities. The twin outcomes of CLD work recognise the supportive interactions between an individual and the communities of interest, identity and place they belong to.

All plans contain at least one action or priority relating to community development and/or building the capacity of communities to meet their own needs, engaging with and influencing decision makers.

Extract from a CLD Plan

Communities are empowered through peer, social and third sector communities to work and play together and to have a voice whch is heard.

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The Scottish Community Development Centre has analysed how the plans address community development approaches and principles. This is based on a sample of 20 plans chosen to reflect the range of Scottish local authorities in terms of population, urban/rural and geography.

Community development and capacity building

Most of the plans identify supporting communities and community organisations as a priority. Community development is generally separated out as a distinct strand of CLD alongside youth work and adult learning, with some partner agencies and not others having responsibility for community development. In general, the plans commit to assessing need in terms of building community capacity, and the majority contain at least one outcome along the lines of communities being more resilient, confident and inclusive.

Purpose of capacity building

Plans consistently identify community participation in service design and delivery as an aim of capacity building and support. This ties in with a concern to mobilise community assets and/or to use asset-based approaches. Co-production and co-design are also consistent themes. Several areas view community capacity building as "building the capacity of communities to meet their own needs, engaging with and influencing decision makers".

There are also some references to building capacity to influence positive change. This is mainly framed in terms of influencing decision makers or engaging in decision making processes. There is less mention of supporting independent community action, although

one plan contains an outcome around increasing community influence over matters that affect them, while another contains an action to "support the capacity of communities to influence and shape the design of local services".

There are also some references to building capacity to influence positive change. This is mainly framed in terms of influencing decision makers or engaging in decision making processes. Similarly, one plan contains an outcome around increasing community influence over matters that affect them, while another contains an action to "support the capacity of communities to influence and shape the design of local services".

Community engagement and participation

Most plans refer to community engagement and the involvement of individuals and communities in the development of the plans (and, less frequently, to their future involvement). Around 35% of the plans cite the National Standards for Community Engagement as informing their community engagement activity and approaches, while one local authority states they made use of the VOiCE online tool.

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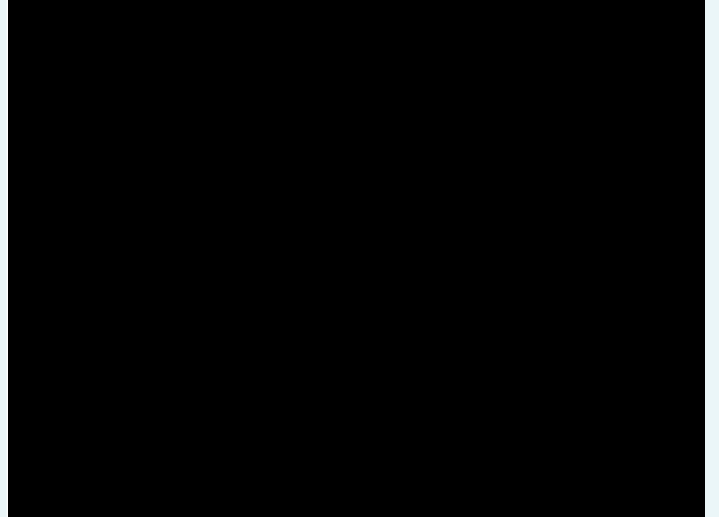
Community Empowerment (Scotland) Act 2015

There is strong awareness of the Community Empowerment (Scotland) Act 2015 in the plans, with slightly over two thirds referring explicitly referring to it in either the planned actions or the narrative context.

The majority of plans state actions which contribute, explicitly or implicitly, towards meeting the requirements of the legislation. This includes six plans with actions around asset transfer.

There are also seven plans with specific actions around participatory budgeting and a further five references in the narrative context. The level of detail given in the published plans does not allow for an analysis of the nature of connections being made between participatory budgeting and wider community development support to ensure that the process is inclusive and contributes to tackling inequality.

While there is less frequently an explicit focus on community involvement in community planning or the participation requests elements of the Act, it may be that this is understood to fall within standard community development practice.

Extract from a CLD Plan

Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the Community Empowerment Bill).

In contrast, only four areas have actions contributing to the Children and Young People (Scotland) Act 2014 and only one of those explicitly makes the link to the legislation.

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Democratic renewal and political literacies

Nearly half of plans have an action in this field of work and two plans make this a specific priority. Eleven of those plans focus activity on young people and three on the broader community. This is likely to be a response to the extension of the franchise in Scottish and Local elections to 16 and 17 year olds.

We live longer, healthier lives

There are facets of CLD delivery that cut across the two national outcomes. One of these is health and wellbeing, which encompasses a wide range of activities and is a clear focus for many areas.

Almost all plans have either priorities or actions explicitly contributing to improved health and wellbeing. The focus of activity varies, reflecting a rich potential to impact on this field of work.

There is a strong focus on preventative action with references to increasing physical activity, supporting mental health and increasing wellbeing in a range of ways. The importance of social groups is recognised with regard to combating social isolation in older people and supporting positive peer relationships between young people.

There is also substantial work around reducing substance misuse and improving awareness of sexual health measures.

Actions around health and wellbeing are framed in a variety of ways. In some plans they contribute towards specific health and wellbeing outcomes, in others they are located within other outcomes. For example, health and wellbeing is recognised as a component variously contributing to community safety; to the Reshaping of Care for Older People; and both contributing to and benefitting from increased opportunities for employment and volunteering.

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Extract from a CLD Plan

- *Supporting local health and wellbeing networks to provide opportunities for stakeholders to work together on identified community mental wellbeing needs.*

- *Raising awareness of local wellbeing issues and the role that services can play in addressing these.*

- *Supporting Tests of Change to explore new ways of working that can be sustained through using existing resources.*

- *Co-ordinating community engagement with a wide range of stakeholders to build relationships with vulnerable people.*

- *Working in partnership with local people to provide healthy activity groups and to build community capacity though training volunteers and community groups.*

- *Developing referral pathways which increases access to a wide range of services and support for vulnerable adults and young people.*

In one area the plan identifies a focus for development in terms of recording the multiple health and wellbeing work. This may be of interest to other areas, as activity around, (for example), outdoor learning (referenced in two plans and an unmet need in one additional plan) could be understood in health and wellbeing terms, e.g. the role of green space in wellbeing and the benefits of physical and social activity.

Extract from a CLD Plan

Duke of Edinburgh Award outcomes are reported to the Lifelong Learning Partnership but these also have a direct connection to achieving health outcomes through physical activity.

While the identification of unmet need was not carried out consistently (see below), of the six plans that detailed unmet CLD needs, four plans (67 of sample) identify one or more unmet needs around health and wellbeing:

- Three (50% of sample) plans identified unmet need around mental health support

- Three (50% of sample) plans identified unmet need around substance misuse (drugs, alcohol or smoking cessation)

- Three plans (50% of sample) identified unmet need around wellbeing support, one in young people and one in all ages

- One plan identified support around exercise and healthy lifestyles as an unmet need

This suggests that there may be substantial unmet health and wellbeing needs in other areas.

Health and social care integration

The integration of health and social care will provide opportunities for CLD, in particular around the stipulation to plan and lead services locally in a way which is engaged with the community. This includes service-users, those who look after service-users and those who are involved in the provision of health or social care.

While this is still a developing field (Integration Authorities are expected to be operational by 1 April 2016), several plans make reference to this area of work and one plan has a specific commitment in its action plan.

Extract from a CLD Plan

Ensure that CLD approaches and contributions are an integral part of the Health and Social Care Strategic Plan.

This is likely to become more important in coming years. The recent report by Audit Scotland reviewing the progress made to establish new integration authorities (IAs) included among others the following recommendations:

"Integration authorities should:

- develop strategic plans that do more than set out the local context for the reforms; this includes […] making clear links between the work of the IA and the Community Empowerment (Scotland) Act and Children and Young People (Scotland) Act

- shift resources, including the workforce, towards a more preventative and community-based approach; it is important that the IA also has plans that set out how, in practical terms, they will achieve this shift over time."

Health and social care integration, Audit Scotland, pages 40-41

Other strands of activity

There is a wide range of other activity referred to in the plans reflecting the breadth and regional diversity of work that CLD providers are engaged in. This includes (among others):

- Community safety – Four plans have a broad focus on community safety with multiple actions contributing. There are contributions to community safety outcomes across CLD activity, and this is, in some cases, reflected in the reporting links into the CPP.

- Community transport – six areas have actions around this and one further area indicates it is a matter for further investigation.

- Gaelic language and/or culture – four areas with one additional area identifying it as a gap in provision

- Sustainable development – two areas

- Arts and culture – two areas

- Housing and tenancy support – one area

The plans provide a starting point to explore a wide range of themes, and they have already been used by national organisations in this way.

For example YouthLink Scotland carried out a piece of work to identify the role of CLD in smoking cessation and anti-tobacco activity using the plans.

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Delivering public services which are high quality, continually improving, efficient and responsive to local people's needs.

CLD provision in Scotland is of generally high quality, with HM Inspectors finding that the impact on participants and communities is good or better in over 80% of the 200 learning community inspections they conducted between 2008-2015.

Evidencing impact

The plans were published at different stages of development and many state an intention to further refine their planning, often through locality plans.

As the documents stood on 1st September 2015, a few areas set out measures and processes for reporting that would make them accountable for the proposed actions, for example including baselines, indicators and measures of success against each outcome. In a few additional instances, some information on measuring impact and reporting on performance was included, but without clear links to actions within the CLD Plan.

The majority (26 plans or 87%) have one or more clear themes contributing to improving the quality of CLD planning and provision locally. This includes workforce development and self-evaluation and review.

Extract from a CLD Plan

- *There is increased understanding of needs amongst local partners at the local level.*
- *Partners start to share data on needs and outcomes/impact.*
- *Mechanisms develop to involve local learners in the process of identifying needs.*
- *CLD partners 'own' and are committed to the delivery of the CLD Plan.*

Extract from a CLD Plan

The planned review for 2016/17 will focus upon:

- *Building closer links and improving partnership working with [local authority] Culture and Leisure, Health and Social Care Partnership, [Third Sector Interface], Local Employability Partnership and the Council's employability support services;*
- *Implementing the requirements of community justice reforms;*
- *Implementing the requirements from the Community Empowerment (Scotland) Bill passed in June 2015;*
- *Building and strengthening post-school pathways to continuing education and employment – including upcoming construction and end-use employment opportunities in coming from the Council's City Deal programme and other strategic developments;*
- *Addressing the gaps in the 2015/16 plan that have not been met.*

Challenge Questions

- How well do we monitor and evaluate our plans to ensure that we are having a positive and sustained impact on the lives of individuals, groups and communities?

- How well do we evaluate the outcomes and impact of planned activities? How do we know?

- How well are we driving improvement and planning for change? How well do we support others to anticipate and plan for change?

- How do we ensure that the feedback we obtain gives us the information we need to improve? What do we do with this feedback and how do we know it is used effectively?

Workforce development

The importance of investing in the CLD workforce (both paid and unpaid) to support skills development and adapt to a changing world is a consistent theme in Scottish Government policy documents including the *CLD Strategic Guidance* and Renewing Scotland's Public Services - Priorities for reform in response to the Christie Commission.

Almost all plans make narrative reference to workforce development, often in a dedicated section of the document, and there is a clear intention to deliver shared CPD activity across partners (23 plans or 77% refer to this). Most plans include actions to develop a workforce development plan in the coming years, while eight plans make reference to an existing plan.

The detail of what will be delivered is often not included in the action plan section, however, and it is therefore not possible to arrive at a clear overall picture.

Extract from a CLD Plan

Increase the capacity of staff and partnerships to manage the plan effectively ensuring joint self-evaluation in the delivery of high quality CLD opportunities.

Extract from a CLD Plan

Workforce Development

City partners want to see a strong commitment to growing the skills of the workforce (along with volunteers and carers) through networking and practice-sharing which reflect relevant frameworks and strategies. We will support staff to reflect on their skills and to develop and evidence their CLD competences recognising the impact this has on increasing motivation, developing skills and improving services for vulnerable individuals, families and communities. It is recognised that training programmes such as Outcome-Based Support Planning, Asset-Based Community Development will support the values and principles expressed in the CLD plan.

Extract from a CLD Plan

- *Ensure that CLD workers in [area] support social change and social justice*
- *Ensure that the work of CLD staff is soundly based on the values of CLD*
- *Build practitioners' skills to better identify and respond to individual learner needs*

Challenge Questions

- Do staff and volunteers feel empowered, motivated, confident and valued? How will we know?

- How do we ensure learning and development:
    - needs are identified and addressed?
    - opportunities are accessible by and meet the needs of all staff and volunteers?
    - activities improve practice?
    - contributes to effective working within teams and partnerships?
    - outcomes are analysed and used to improve impacts further?

- How well do we share skills, knowledge and experience across teams and partnerships? Is joint and development activity undertaken? What improved outcomes result?

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Meeting the requirements of the CLD Regulations

Consultation and involvement

What the CLD Regulations say

While the duty to meet the requirements of the *CLD Regulations* is placed solely upon the local authority, Regulations 3 and 4 require the local authority to put in place processes that ensure both partners and communities are "involved in and consulted on" work to meet the *CLD Regulations*.

This must be done with regard to both the processes required by the *CLD Regulations* and the resulting three year plan.

Collaborative working practices and supporting the empowerment of communities and individuals are cornerstones of CLD practice and sit at the heart of the CLD professional competences. They are also consistent themes running throughout recent Scottish policy documents and legislation.

What the plans tell us

The required consultation and involvement has been carried out in a range of ways, building on existing practice and structures. Some areas approach consultation around CLD needs and provision in line with their approach to consultation on other services, while others take a community development approach, building capacity, identifying strengths and committing to an ongoing discussion.

Extract from a CLD Plan

[The local authority] has a dedicated team of Community Workers who support local communities through a process which will empower and build the capacity of local people and facilitate the development of a five year community led action plan … Community Led Action Plans belong to the community and are informed by extensive community engagement prior to the plans being published. The plans identify the priorities that the community feel are important to them and set out how they wish to pursue their goals and aspirations.

… In addition, partners use a range of approaches to engage with individuals, groups and communities to help shape the design and delivery of their work to meet the needs of communities. Some partners as well as delivering services have a representative role for the community and voluntary sector. They represent the sector on key partnerships and forums and ensure that the needs and views of those they represent are feedback into the Community Planning Partnership and other partnerships and working groups on which they sit.

The development of Community Led Action Plans has resulted in a rich source of local information being gathered by communities through community profiles and the surveying of residents including children and young people and local business in the area. Each plan requires a 40% return from households before it is published which gives the local steering group a clear mandate from the community to progress the local priorities identified.

Extract from a CLD Plan

Six strands of consultation were … designed to achieve input from a wide range of interests across [area] geographically as well as thematically. They were also designed to use, wherever possible, existing networks and contacts. Each method was evaluated continuously to inform future evaluation and consultation work.

- *Learner Workshops*
- *Community Focus Groups*
- *Stakeholder Interviews*
- *Survey*
- *Social Media*
- *Peer Consultations*

While some areas had existing partnership CLD strategies covering the period immediately before 2015, others had not had a strategic partnership and/ or a strategic document for a number of years. Considerable work in some areas went into forming a partnership and developing the needs assessment process for the 2015-18 plans.

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Extract from a CLD Plan

Assessment of Need and Evidence Gathering – how do we know what learners want?

In order to design this plan, evidence was gathered from a range of different sources in order to assess the degree to which the needs of target CLD participants are already being met. An audit of existing CLD activity across the city, completed by 30 providers, presented a picture of a vibrant and varied sector working with a wide range of groups and individuals as well as providing an informed view of potential gaps and duplication, and the role of learners in influencing provision. This was reinforced by a series of 21 focus groups held with representative groups of participants from adult learning, youth work and community capacity building. This included over 100 young people and over 100 adults.

In addition, this was supported by a desk-based analysis of existing work. For example, the twelve Neighbourhood Partnership Local Community Plans all contain CLD-related actions, including activities for children and young people, older people and parents, increasing community engagement and challenging social isolation[…]

Sustaining the place of the learner/citizen voice in influencing CLD policy and practice will be a priority for all partners involved with the Plan.

There is a clear acknowledgement in the plans that the processes undertaken 2013-15 to meet the requirements of the CLD Regulations are the beginning of a longer journey of engagement and capacity building. Most plans have actions around improving consultation and involvement of partners (including communities) during the 2015-18 period.

Evidence of Need Need	Actions	Measure of Success
Partners have indicated that there is a need to Improve joint planning, delivery and evaluation of services (Source: local planning & delivery group feedback; Partners conference)	Establish Strengthening Communities Partnership and develop revised structure, governance and group remits for planning and delivery groups	Fit for purpose structure in place to ensure co-ordinated planning, decision making and delivery. CLD partners own and are committed to the delivery of the CLD Plan Extract from a CLD Plan

Seven plans contain an action around engagement with new partners, aiming to widen the range of organisations, groups and services contributing to the identification of strengths and need and effective planning.

Running in parallel with the desire to work more inclusively with organisations contributing to CLD delivery, there is a clear intention to improve on the ways in which the planning and assessment of CLD need draw on the knowledge of communities and participants.

Extract from a CLD Plan

Strengthen links with Equalities Hub for improved engagement with faith and ethnic minority groups.

Most plans (27 plans or 90%) have one or more actions or priorities around ensuring that the voices of learners and communities can influence CLD provision or broader service structures.

Extract from a CLD Plan

There is therefore an explicit strategic drive to increase the involvement and participation of our learners and communities throughout the life of this plan and beyond.

Extract from a CLD Plan

Place learners/citizens at [the plan's] centre

The 'learner voice' is essential in challenging and influencing the focus and content of CLD and ensuring it is responsive and relevant.

While two thirds of plans cite actions on improving "learner voice" (non-age specific), there is an additional clear focus on ensuring the voice of young people is heard, with most plans (25 or 83%) specifically supporting the voice of young people.

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Extract from a CLD Plan

Outcome 1: Learners influence decisions on the availability and delivery of opportunities

- Learner voices will influence the range and approaches of providers through established participation models which feed into local and city networks. **Year 1**

- There are systems in place for learner feedback gathered within organisations to be heard at a local and a city level. **Year 2**

- We will review existing structures to evidence learner influence, for example, in Learning Communities. **Year 1**

- Learners will be supported to articulate their learner journey, evidencing their progression and achievements across a range of interactions (for example, in school and in the community). **Year 3**

- We will establish links and agree priorities between the Children's Services Executive and the Community Learning and Development Plan. **Year 1**

Extract from a CLD Plan

- *Participants and local community groups will be actively engaged in assessing the progress of the plans and regularly contribute to identifying priorities and planning for improvement.*

- *Partners will use a wide variety of effective methods to gather information and feedback from stakeholders, they will have a strong understanding of the needs of the community including the need to support community groups to build their capacity.*

In addition to the formal forums which influence strategic level delivery, the delivery of CLD activities is negotiated with participants on an ongoing basis to ensure it meets the needs of those choosing to attend.

What the plans do not tell us

The detail, extent and impact of work with partners and communities to meet the requirements of the *CLD Regulations* was often not included in the published plans. This is something the planned review by HM Inspectors will examine in more depth.

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Challenge Questions

- How effective is the local authority in sustaining partnerships to develop and take forward plans and strategies?

- How well do we work with partners to develop and work towards meeting joint visions, values and aims?

- How effectively are staff, volunteers, partners and stakeholders involved in the design of and commitment to the delivery of operational processes and plans?

- What methods are we using to gather feedback and report to stakeholders?

Unmet CLD need

What the CLD Regulations say

Regulation 4 states that

❝❝ **The plan must specify … any needs for community learning and development that will not be met within the period of the plan."**

The CLD Strategic Guidance states that

❝❝ **The foundation of CLD delivery is an assessment – in partnership with learners and communities – of needs, strengths and opportunities."**

This is underpinned by the CLD Standard's Council's competences, one of which is *Know and Understand the Community in which we work*, **consisting of the following indicators:**

- conduct an external community/ environment assessment, considering the political, economic and social context of the community;

- investigate internal views and information relating to the area within which you work;

- critically analyse internal and external factors impacting on individuals and communities;

- identify needs, assets and opportunities using relevant information and evidence;

- involve other stakeholders in identifying and agreeing needs and local priorities;

- evidence an awareness of challenges relating to barriers to participation within the local community/environment;

- ascertain conflicting needs and demands.

What the plans tell us

The identification of unmet need is a clear area for development in the Plans.

While most plans referred to the unmet need element of the Regulations, many are in the very early stages of demonstrating that they have fulfilled this requirement.

- Six plans (20%) are clear on the unmet CLD needs in their area (this includes one area where specific needs were detailed in the accompanying impact assessment rather than the plan document).

- Six plans attempt to look at unmet CLD needs but focus primarily on barriers to CLD provision (such as a lack of transport infrastructure).

- Six plans acknowledge that this an area they will develop in the future.

The remainder (12 plans or 40%) do not set out plans towards or make explicit an intention to identify unmet CLD needs over the period of the plan.

The assessment of need for CLD requires a participatory approach where providers and communities work together to identify and analyse both qualitative and quantitative data from a wide range of interested parties. It entails identifying objective need and subjective demand for CLD support, and deciding how to test and prioritise these potentially inconsistent sources of knowledge.

As partnership and consultation arrangements mature, the process of identifying need becomes more sophisticated and the number of confident, empowered organisations and groups contributing grows, it is probable that an ever more diverse range of CLD needs will be identified.

The current context for CLD planning includes the changing needs of communities, the challenging budget position of many public and third sector partners and the growing emphasis on tackling inequalities present challenges for all involved in CLD provision. The statement of unmet need provides an opportunity to be transparent on what the priorities for CLD provision locally are, and as a consequence what cannot be done during the three year period of the plan.

Extract from a CLD Plan

Statement of Unmet Need

Partners have agreed due to reducing resources we are unlikely to be able to meet the following needs:

- *Increase in activity for young people to engage positively with peers*

- *Increase in activity for older people to reduce social isolation*

The partners will continue to coordinate and link with other services, to develop a shared understanding of how the available collective resource can be effectively used and managed.

Extract from a CLD Plan

The need for CLD is always likely to outstrip supply, both in the provision of universal and targeted services. Increased resourcing and improved quality of accommodation are unlikely to be achieved as a result of this Plan.

Education Scotland will explore this issue further with local authorities and partners and will expect to see a focus on this area in future years.

Extract from a CLD Plan

- *Expand existing knowledge and experience to build an in-depth understanding of people's needs, strengths and aspirations through sustained, systematic dialogue*

- *Support the cascade of training across all partnership groups around community engagement and needs assessment*

- *Develop detailed local area profiles utilising Know-[Area] dataset and professional local knowledge and relationships*

- *Develop sustainable approaches to involve learners, young people and communities in the process of identifying needs*

- *Develop processes to continually assess the degree to which needs are being met.*

Challenge Questions

- How well informed is our analysis of needs? How well do we meet needs identified through CLD strategic analysis?

- How well do we plan for demographic or other changes? How flexible are we in responding to changing policy landscapes and emerging needs?

- How well do we work with partners to plan for the future and meet changing needs?

- How do we know that we are targeting the hardest to reach individuals/families in the community?

- How do we know that the learning offer meets the needs of learners and communities?

- How effectively do we use learner and other stakeholder feedback to improve the learner offer?

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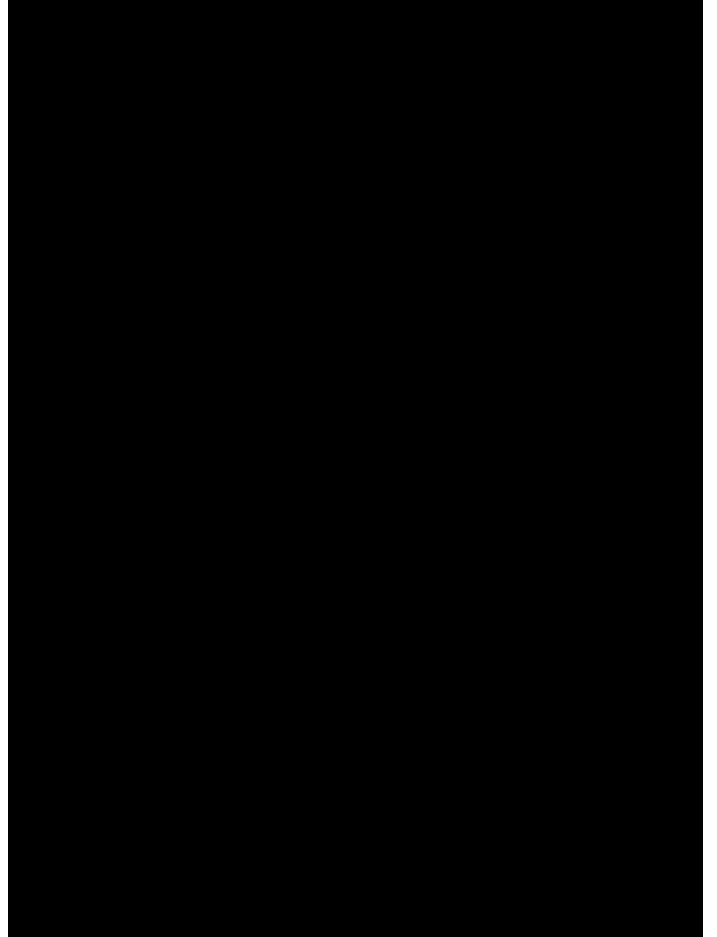
Conclusion and Next Steps

Local authorities and the broad range of their partners (CLD providers in the third sector, related partnership groupings, individuals, communities and linked local authority services, among others) have invested much time and effort in the development and delivery of needs assessment and planning processes.

The 30 plans have been produced through joint working, co-designing and co-delivery, and most importantly, through listening to those directly involved. People have found common purpose and begun to develop new relationships, to ask how things can be better in the areas in which they live and work.

They are the start of a journey and not the conclusion. There is much interest across Scotland in the implementation of the plans and in strengthening the processes which underpin them.

Extract from a CLD Plan

We will record realignment and pooling of resources to target agreed partnership priorities.

Extract from a CLD Plan

a. Partners to engage in joint self-evaluation including profiling, mapping & analysis of trends to develop local improvement plans.

b. Develop benchmarking

c. Partners to identify CLD Practitioner Training Needs and plan and deliver joint CPD.

d. Partners to participate in planning for the Senior Phase of Curriculum for Excellence.

Extract from a CLD Plan

Build and implement a joint performance framework for community learning and development

Next steps

The publication of these plans, is just the beginning of the process to deliver on the *CLD Regulations* 2013 – and on the outcomes contained in the plans. There are great changes underway in Scottish society and the way in which we understand the roles of the state, voluntary/third and community sectors is evolving.

While this report has focussed on the content of the CLD plan documents, the process that went into the creation of those documents is as important, if not more so. For that reason, HM Inspectors will carry out a review focusing on the process to meet the requirements of the *CLD Regulations*.

The review will contain recommendations for all those involved in meeting the requirements of the *CLD Regulations* 2013.

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Annex A
Methodology

This piece of work was very much co-produced, with partners meeting to scope the task and agree questions, substantial time from four different staff teams to analyse the plans, and input from all partners into the final document.

In some cases both a strategic and a delivery/implementation plan have been created or delivery plans are being developed by localities/ thematic groups. For the purposes of this report we analysed the documents formally shared with Education Scotland in 2015, although additional material may be available on websites.

In general, we have tallied the number of references to an activity where it is clear that there is planned delivery 2015-18, e.g. in the action plan section. There may be narrative references in additional plans. We have not given exact numbers in every case to enhance readability, but have used the following terms to describe numbers and proportions:

almost all   over 90%
most   75-90%
majority   50-74%
less than half   15-49%
few   up to 15%

An index to the plans to encourage peer support and exchange will be created at www.educationscotland.gov.uk/communitylearninganddevelopment/.

At the time of writing, 30 CLD plans have been published and one remains to be finalised. Stirling and Clackmannanshire have developed a joint plan as a shared Education Service. This report is based upon the 30 plans published in 2015.

The plans are diverse in style and content, reflecting local processes and priorities. They include differing levels of strategic and operational detail. Analysis work for this report noted where certain activities and processes are explicitly mentioned, but lack of reference does not necessarily indicate the absence of that strand of CLD delivery at local level.

Anonymised excerpts from the published plans have been included throughout to illustrate the diverse range of ways in which CLD provision and responses to the *CLD Regulations* are developing. This diversity is one of the sector's assets – each area is unique in its own strengths, partners, demographics and challenges and its CLD response to these will be shaped accordingly.

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Annex B

Background: The Requirements for Community Learning and Development (Scotland) Regulations 2013

In June 2012 the Scottish Government issued the *CLD Strategic Guidance.* While directed at Community Planning Partnerships and recognising the vital role played by a wide range of organisations and services, it clearly identifies a lead role for local authorities "to provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of CLD partners in the reform of public services."

This expectation was formalised by *The Requirements for Community Learning and Development (Scotland) Regulations 2013* ("the CLD Regulations"), which place a legal requirement on local authorities to fulfil this role.

The *CLD Regulations* support the achievement of the following policy goals:

- To ensure communities across Scotland – particularly those which are disadvantaged – have access to the CLD support they need;

- To strengthen co-ordination between the full range of CLD providers, ensuring that CPPs, local authorities and other providers of public services respond appropriately to the expectations set by the *CLD Strategic Guidance*;

- To reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision;

- To make the role and contribution of CLD more visible.

The *CLD Regulations* place a duty on local authorities to secure the delivery of community learning and development in their area, working with other CLD providers and communities to put in place a process which:

- identifies target individuals and groups

- considers the needs of those target individuals and groups for CLD

- assesses the degree to which those needs are already being met

- identifies barriers to the adequate and efficient provision of relevant CLD.

As an output of this process, the local authority must publish a plan every three years setting out:

- what action it and its partners intend to take to provide CLD over the period of the plan

- how delivery will be co-ordinated by the local authority

- what needs have been identified but will not be met during the relevant three years.

The first plans made under this legislation were published by 1st September 2015.

The published plans can be read in full here.

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