Education Scotland
Foghlam Alba

Planning for Change

A Review of Community Learning and Development Plans in Scotland 2018 - 21

For Scotland's learners, with Scotland's educators

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Preface

This report presents the findings from a review of the content of Community Learning and Development (CLD) plans in the 32 local authority areas across Scotland.

CLD is a professional practice that empowers people through learning to make positive changes in their lives and in their communities. It contributes to the outcomes of our National Performance Framework around learning, health and well-being, social justice, community empowerment and inclusive economic growth.

This review makes clear that CLD providers in the public and voluntary sectors across Scotland are helping young people to build their confidence and skills through youth work; families to engage with and support their children's learning; adults to take steps back into learning; and community groups and organisations to have greater influence over issues that matter to them. By providing targeted support for individuals and groups experiencing poverty and inequality, CLD activity is making an important contribution to Scotland's prosperity.

This review comes at a good time.

The Regulations for Community Learning and Development (CLD), 2013, placed increased statutory duties on local authorities in Scotland to work with partners and engage with communities to identify need and plan CLD in their area. The review shows how CLD planning has progressed since then.

The review helps to demonstrate how CLD activities across the country are currently being planned and evaluated and it highlights the ways in which these activities are contributing to local, regional and national objectives. It also gives a valuable insight into how effectively the CLD Regulations are being enacted by highlighting strengths and potential gaps in CLD planning and provision.

Following the transfer of lead responsibility for national CLD policy from Education Scotland to the Scottish Government's Advanced Learning and Science Directorate in 2018-19, a new Scottish Government CLD Policy Team has been established. Education Scotland has meanwhile refocused its remit to support improvement and leadership locally, regionally and nationally while continuing to scrutinise learners' CLD experiences.

The findings in this report will be used to inform the development of this work in discussion with Scottish Government Ministers, policy makers and practitioners, Education Scotland and key CLD stakeholders.

We would like to thank the working group, which included local authority and third sector partners, who helped to carry out the review. This report would not have been possible without their invaluable help.

Gayle Gorman
Chief Inspector of Education
& Chief Executive, Education Scotland

Aileen McKechnie
Director, Advanced Learning &
Science, Scottish Government

Executive Summary

Since 2013, all local authorities in Scotland have had statutory duties to secure 'adequate and efficient' CLD opportunities in their area. These duties require local authorities and other providers to work with learners and communities to develop 3-year CLD plans for their area.

This report includes the findings from a review of the content of current CLD plans, which mostly cover the period 2018-21. The review was conducted by Education Scotland, The Scottish Government and key national CLD partners between February and May 2019. The review identifies some of the emerging themes from current CLD plans, highlighting strengths and areas for development. It also includes illustrative extracts from some plans. It is intended to be useful to everyone who has a stake in current CLD policy and practice in Scotland, including national, regional and local policy makers and CLD partnerships across the country.

The key findings from the review are as follows:

About CLD Plans:

- All 32 local authorities have published a CLD plan in line with their statutory duties. Those plans vary in style and content, reflecting local processes and priorities although the themes provided in national guidance have been followed in many plans.
- Almost all current CLD plans include a strategic statement of priorities for that area. At least two thirds of current plans also include a more detailed action plan. There are a small number of plans that do not provide sufficient detail of how partners intend to achieve their aims and/or report on progress.

Involvement:

- Almost all plans provide details of direct engagement with learners' and/or community groups regarding CLD priorities. There is clear evidence of effective and creative community involvement in the development of CLD plans, however the extent to which current CLD plans can be seen to be truly co-produced with learners and communities is less clear.

Shared CLD Priorities:

- A commitment to partnership working continues to be a strong feature of CLD planning. The partnerships with formal responsibility for CLD planning have differing roles. A good range of CLD partners are involved in planning CLD although a slightly narrower range of partners are involved in delivering on specific actions in the plans. There is scope to broaden the range of partners involved in CLD planning in some areas.
- There is strong evidence that most current CLD plans are well-informed about the needs of local communities based on an analysis of local data and intelligence.
- Most plans refer to unmet CLD need as required in the CLD Regulations. A majority of plans give detailed information on the unmet need and how it has been identified. This information mostly refers to specific target groups; areas of practice areas; or wider socio-economic factors. More plans include actions to tackle issues of unmet need than in previous years but this is still a minority of plans.

Planning:

- Most CLD plans have clear links to Local Outcome Improvement Plan (LOIP) priorities.
- The majority of CLD plans have a focus on community development and a strong focus on adult learning while all plans include priorities on youth work or work with young people.

- Specific actions around ESOL[1] are not as strong as might have been expected.
- More than half of plans list relevant national policies however only just under half provide more detail on how national policy drivers inform local CLD priorities. There are also some national policies that are less visible than expected.
- The majority of plans have specific outcomes or priorities focused on tackling poverty or inequalities. Most plans make some reference to targeting disadvantaged or marginalised groups and communities. Some equalities groups, such as disabled young people and their families, are being given less consideration. We could not find evidence of Equality Impact Assessments being referred to in any of the plans.
- The majority of plans outline local CLD contributions to closing the poverty related attainment gap. Those contributions tend to focus on youth work activities that make a positive contribution to young people's health and wellbeing, support and recognise their wider learning and achievement, help to improve transitions, or supporting positive destinations; and family learning activities that help parents and families to support their child's learning. Most plans refer to Pupil Equity Funding (PEF) although only a few include specific examples of PEF-funded work with CLD partners.
- The majority of plans include a key priority or desired outcome around Community Empowerment, either around asset transfer, participatory budgeting or both.
- A number of plans include priorities focused on democratic involvement with young people and/or adults but this is evident in less than half of all plans.
- There is clear evidence in most plans of how CLD is having positive impacts on the physical and mental health of individuals and communities.
- A minority of plans focus on community safety and only one plan includes a specific aim to reduce violence and knife crime with young people.
- A majority of plans have specific outcomes or priorities focused on supporting young people and/or adults' employability and skills, although a minority of plans do not include any outcomes in this area.

Governance:

- Almost all CLD plans set out local arrangements to evaluate and report on progress towards their outcomes. Clearly however a review of this kind cannot provide evidence of how these arrangements are being implemented in practice.

Workforce development:

- Workforce development is a priority in almost all of the current CLD plans and almost all show that an initial or full analysis of local CLD professional learning needs has been carried out. Not all plans provide detailed actions in this area however.

Conclusions:

- Our review provides strong evidence of the wide range of valuable CLD activity taking place around the country. It also indicates however that there may be some gaps in how the statutory duties are being fulfilled in some areas.
- The partners who conducted this review suggest some next steps on page 31 to ensure that the themes and challenges that are emerging are used to inform future CLD policy and planning at local, regional and national levels.

[1] English for Speakers of Other Languages

1. Introduction

The Requirements for Community Learning and Development (Scotland) Regulations 2013 ('the CLD Regulations') place statutory duties on all local authorities in Scotland to work with partners and engage with communities to plan CLD in their area. These duties require local authorities and their CLD partners to work with learners and communities to develop 3-year CLD plans for their area - either as a stand-alone plan or as part of other local plans.

Most of the current round of CLD plans covering the period 2018-21 were put in place by local authorities and their partners in the second half of 2018[2]. Education Scotland, The Scottish Government's CLD Policy Team and key national partners carried out a review of the content of these plans in the spring of 2019. The purpose of the review of the plans was to gather evidence of current CLD planning priorities across Scotland to inform Scottish Government Ministers and policy makers and Education Scotland's regional and national support and improvement role. This report provides information from that review.

What follows therefore, is a discussion of some of the common themes and issues that we found in the current round of CLD planning documents. We found a great deal to be positive about in the plans. We also found indications of gaps and challenges in the scope of some CLD plans that should be addressed. Obviously, a review of planning documents alone will not tell us how partners are implementing their plans in practice.

We have included a selection of extracts from some current CLD Plans in this report. These extracts are intended to illustrate some of the positive themes that we found during the review. It is important to emphasise however that these extracts are not a definitive list of good practice as they do not represent every plan and we know that other plans include similar content. We have not named any plans where we identified gaps or areas for development.

2. About Community Learning and Development (CLD) in Scotland

Community Learning and Development or 'CLD' in Scotland is understood to be 'a coherent and distinctive set of practices, defined by clearly identified competences; it is delivered in diverse settings and sectors, by practitioners with a wide variety of job titles, working with people of all ages.[3]' CLD supports primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, personal development, social justice and active citizenship with a focus on bringing about change in their lives and communities.

CLD practice includes:

- 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

2 A handful of plans were still to be finalised at the start of this review but final plans or final drafts of plans from all 32 local authority areas were reviewed as part of this piece of work.
3 Strategic Guidance for Community Planning Partnerships: Community Learning and Development (Scottish Government, 2012) www.gov.scot/Publications/2012/06/2208/0

- community-based adult learning, including adult literacies and English for Speakers of Other Languages (ESOL)
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- volunteer development; and
- learning support and guidance in the community.

The Scottish Government says that CLD's specific focus should be:

1. Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship
2. Stronger, more resilient, supportive, influential and inclusive communities

3. About the CLD Regulations and CLD Plans

The Requirements for Community Learning and Development (Scotland) Regulations 2013 placed a legal requirement on Scotland's 32 Local Authorities to secure the delivery of community learning and development in their area, working with other CLD providers and communities to:

- ensure communities across Scotland – particularly those which are disadvantaged – have access to the CLD support they need;
- strengthen coordination between the full range of CLD providers ensuring that CPP's, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance;
- reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision; and
- articulate the important role and contribution of CLD and make it more visible

4. CLD Planning 2015 – 18

The first round of CLD plans covered the period 2015-18. They varied widely in their focus, structure and length, reflecting local processes and priorities.

Shortly after their publication, Education Scotland worked with key national partners to examine the CLD Plans and explore the role and impact of proposed CLD provision. Their report, *Community Learning and Development Plans 2015-18 - Planning for Change in Scotland's Communities* considered the distinctive nature of CLD activities and the ways in which these activities contributed to local and national objectives. See Appendix 1 for more details.

HM Inspectors evaluated the impact of CLD plans 2015-18 – through an aspect review in 2016-17 and ongoing inspections of CLD. See Appendix 2 for more details.

In November 2017 Education Scotland produced a guidance note for local authorities and their partners to support CLD planning 2018-21. The question of whether there should be a set national template for CLD plans was discussed during the consultation for the guidance. There was no clear consensus on this issue but the revised guidance did provide the following five themes that were expected to be used to shape the next round of CLD plans:

1. Involvement
2. Shared CLD Priorities

3. Planning
4. Governance
5. Workforce Development

5. Reviewing the content of current CLD Plans

About the review process
This content review took place between February and May 2019. It was co-produced by Education Scotland, the Scottish Government CLD Policy Team and a working group of key national CLD partners. It involved a close reading of the text of the most recent versions of 32 CLD plans that were available at that point. While we have tried to be as thorough as possible, we do recognise the limitations of our approach and that there may be aspects of some plans that we have missed. For more details about the process, see Appendix 3.

About the 2018-21 plans
By the time that this review was completed in May 2019, every local authority had published or provided an updated CLD plan. Education Scotland has shared the links to published CLD plans on the National Improvement Hub.

Approximately two thirds of plans were in place by September 2018 - the deadline provided in The Regulations. The remaining plans were finalised at different dates between October 2018 and February 2019. The reasons given to us from the areas that delayed publishing their plans included the need to have plans approved through local committee cycles; and changes made to CLD priorities as a result of service reform or resource decisions.

The current plans vary in style and content, reflecting local processes and priorities, however the revised guidance note offered in 2017 has influenced how many plans have been structured.

We found that almost all current plans include a strategic statement of CLD priorities for that area. At least two thirds of current plans also include a more detailed CLD action plan which makes it clearer to understand what they are setting out to achieve. Most of the remaining third of plans refer to CLD commitments contained in other local plans or set out intentions to develop more local CLD priorities. There were however still several plans that provided very little detail on how local CLD priorities would be implemented and/or evaluated.

6. Involvement – Co-producing CLD plans with learners and communities

The CLD Regulations require local authorities to put in place processes that ensure both partners and communities, especially young people, are "involved in and consulted on" work to meet the Regulations[4]. Inclusive and sustained community involvement and consultation should be a shared responsibility for all partners involved in developing CLD plans.

[4] Regulations 3 and 4

The HMI Aspect Review in 2016-17 recommended that CLD partnerships 'build on informed dialogue with participants and stakeholders in local communities to ensure the relevance of CLD priorities to their needs and aspirations.'

We found that almost all plans (29) provide details of direct engagement with learners' and/or community groups regarding CLD priorities. We also found that the majority of plans are informed by existing community planning priorities which have been developed following engagement with communities.

Extract from a CLD Plan: East Renfrewshire

Community involvement and influence is at the heart of CLD Planning. Service users inform and direct their own learning and work with CLD practitioners towards their learning and personal development goals. CLD staff also provide support for community capacity building which is determined by the particular requirements of each community group. The Community Plan outcomes have been informed by large scale community engagement and the CLD contributions towards these outcomes, as set out in this Plan, have been influenced by service users.

A range of engagement approaches are listed in the plans including:

Extract from a CLD Plan: Scottish Borders

CLD partners have been working together in each of the nine high school catchments for the last three years. Each year they have planned together and with their relevant stakeholders evaluated the impact of their work. These nine plans and their evaluations are central to informing and shaping the subsequent strategic evaluation process and the formation of this 2018 -21 strategic plan.

Extract from a CLD Plan: Inverclyde

The views of 1,000 residents were sought via the Citizen's Panel on their priorities for the local area. In addition, a recent consultation was carried out by the Community Learning and Development's Youth Work team with young people from across the area to gauge their views on the issues that most affect them. This consultation, "Penny for Youth Thoughts", engaged with over 1400 young people to determine the top issues which affect young people across the authority, understand the impact these issues are having on their communities and what can be done to address these concerns. The consultation also examined whether young people felt listened to and/or respected and also requested ideas from the young people as to what the Youth Council should be working on moving forward.

Most areas reference community engagement and participation in the development of their plans. 18 areas specifically reference community engagement as a priority or desired outcome. 13 Plans cite the National Standards for Community Engagement as informing their engagement activities and 15 reference use of the Place Standard Tool either to influence plan priorities or as part of the work actioned in the plans. A few (3) plans highlight unmet needs in this area, for example one plan states that the growth in participation of local people brings with it an increased requirement for community capacity building support that is difficult to meet within existing resources.

Moving from consultation to co-production

'Co-production essentially describes a relationship between service provider and service user that draws on the knowledge, ability and resources of both to develop solutions to issues that are successful, sustainable, and cost-effective, changing the balance of power from the professional towards the service user.'
The Scottish Co-Production Network

There is clear evidence of effective and creative community involvement in the development of CLD plans, however the extent to which current CLD plans can be seen to be truly co-produced with learners and communities is less clear. A few plans do describe a process of co-production.

Extract from a CLD Plan: North Ayrshire

The Plan is co-produced through a continuous community engagement process that pays particular attention to those furthest from learning and seldom heard.

- The Community Empowerment team will lead CLD partners through the process of establishing a 'Learners Voice' structure, representative of the 6 localities
- Community Planning partners and CLD providers will contribute a range of resources to assist the 6 locality forums fit their strategic learning priorities within a learning plan

Most plans however do not provide detail about co-producing outcomes with learners and communities and at least a fifth of plans have no content on this at all. A minority of plans detail how young people were involved in producing the plan and these mostly focus on consultative activities. Increasing opportunities' for co-production with young people – one of the legacy aims of the Year of Young people 2018 – appears to still be an ambition rather than a reality in many plans. However, there are exciting plans to strengthen the role of young people in decision making in some areas.

7. Shared CLD Priorities – Assessing need and setting priorities with partners

CLD Partnerships

The process of meeting the Regulations in 2015 re-invigorated CLD strategic groupings in many areas and this commitment to partnership working continues to be a strong feature of CLD planning. The partnerships with responsibility for CLD planning have differing roles across Scotland. Some are made up of partners involved in both the planning and delivery of the plan. Others have more of a strategic function, monitoring the implementation of the plan and meeting less regularly. All plans acknowledge CLD's place within local community planning arrangements.

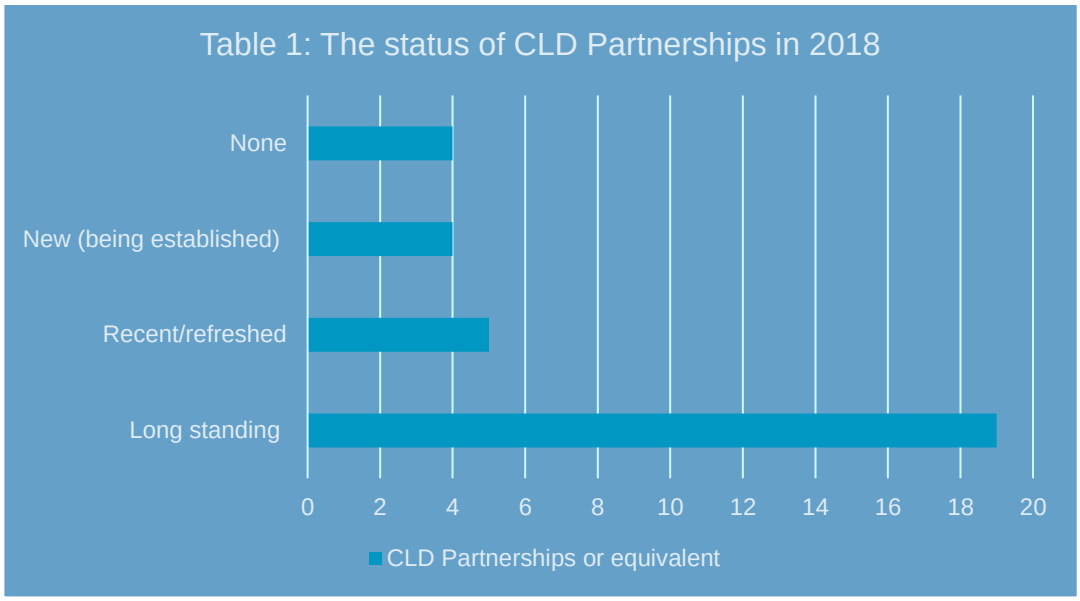
A good range of CLD partners are involved in planning CLD. A slightly narrower range of partners are involved in delivering on specific actions in the plans. It seemed to us that there is a correlation between the plans with greater involvement from a range of partners and the clarity of the action plan. For example, the extent and nature of community capacity building support appears to be stronger where there is greater involvement of a range of partners.

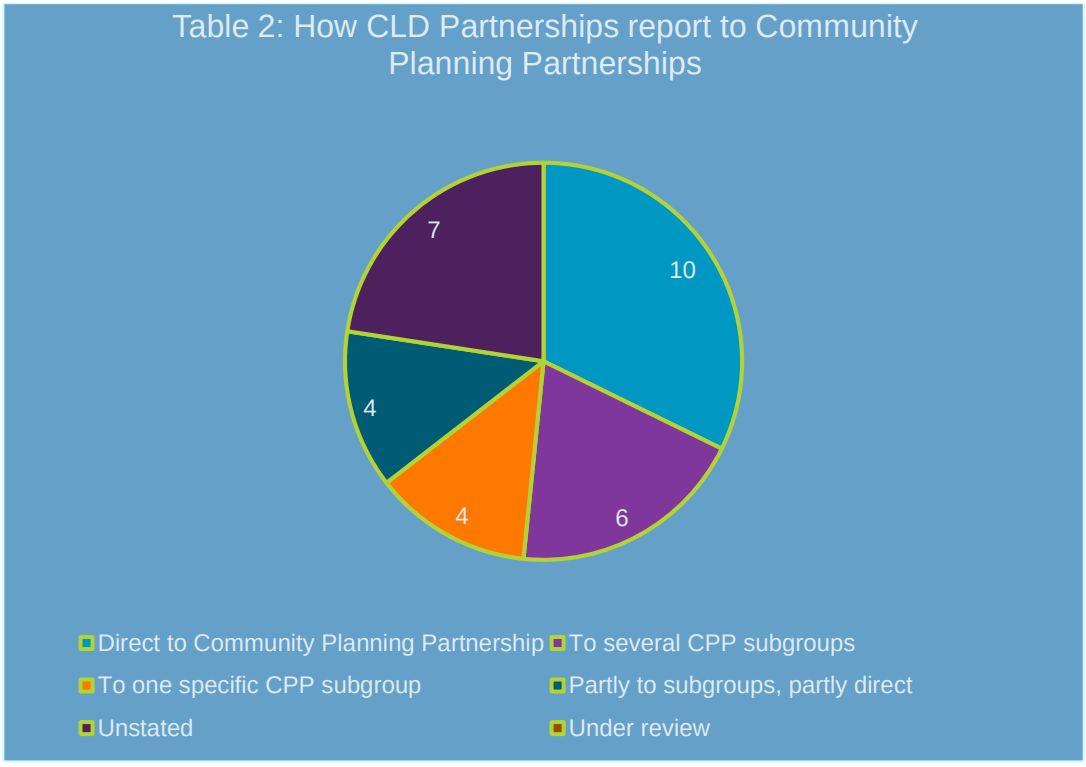
There is strong evidence that most current CLD plans are well-informed about the needs of local communities based on an analysis of local data and intelligence. Most plans include or refer to relevant socio-economic data that has informed CLD priorities. We found at least 13 plans that specifically mention the use of SIMD data to prioritise areas for intervention.

Extract from a CLD Plan: Fife

Our Plan for Fife and CLD Plan come from a broad base of evidence that has been gathered using local and national information. The Fife Strategic Assessment provides an overview of Fife for organisations that are planning and providing services. It uses local and national research to help us to understand different aspects of life in Fife. We have also carried out a number of local assessments to look at issues affecting each of Fife's seven local committee areas.
As well as this, Fife's Health and Social Care Partnership has developed local profiles to work with people to plan and measure services in Fife's seven areas. Together with local trend data and feedback from communities, we have a wealth of information with which to plan CLD delivery.

Twenty eight of the current plans provide details about partnerships with responsibility for CLD planning and the remaining four plans include general content about working together as CLD partners.





A range of different methods have been used to involve a wide range of partners' including:
- surveys of CLD practitioners
- CLD planning events
- sessions with Local Community Planning Partnerships
- consultation workshops
- engagement with elected members
- focus group discussions

A majority of current plans detail the membership of their CLD Partnerships. A number of plans also include specific action plans where partners responsible for CLD delivery are detailed further. Of those:

- The most likely to be involved are: Local authority department with direct responsibility for aspects of CLD; Colleges Other Local Authority Services; Other national public bodies; Third sector interfaces; Locally-based voluntary organisations; and NHS Boards
- The least likely to be involved are: Faith-based organisations; Housing Associations; National intermediary organisations; private sector organisations or consultancies; Trade Unions
- Representatives or managers from the schools sector are mentioned as being actively involved in CLD planning in less than half of plans.
- 15 plans have specific outcomes or priorities focused on building partnership working.

Table 3: CLD partners

Detail of partners provided	17
No detail of partners provided	11
No CLD partnership	4

Partners involved	
Local Authority	17
Third Sector	17
NHS	17
College	13
University	4
Skills Development Scotland	11
Police Scotland	7
Fire and Rescue	3
Department Work and Pensions	4
Specific local community/voluntary groups	4
National Voluntary Agencies	7
Housing Associations	3
Social Enterprise	4
Prison	1
Youth Consortium	2

Table 4: The frequency of partners in CLD partnerships as a word cloud

CLD priorities – emerging common themes

Community Development and Capacity Building

The majority of plans have a focus on community development. 15 plans have a specific priority or outcome around community capacity building. 11 plans have specific outcomes or priorities focused on supporting volunteers. 7 plans have outcomes that specifically mention the Community Empowerment (Scotland) Act.

Adult and Family Learning

There is a strong focus on adult learning in the majority of current CLD plans. There is good involvement of third sector adult and family learning providers in the majority of areas although a minority of plans involve third sector partners at all. At least 12 plans have specific outcomes or priorities focused on family engagement and learning. At least 7 plans have specific outcomes or priorities focused on developing adult learners' digital skills.

Extract from a CLD Plan: Glasgow

Digital is increasingly being recognised as the fourth literacy and therefore, we will blend digital skill development into literacies provision to support people to read, write and fill in forms using different platforms. We will also blend financial capability learning into family learning and other programmes to support families to cope with welfare reform.

Specific actions around some well-established adult learning priorities are not as strong as might have been expected however. In particular, we only found 4 plans with specific outcomes or priorities focused on ESOL[5]. This is a pattern that was evident in the previous round of CLD plans and yet we do know from other reporting mechanisms that CLD partners are involved in supporting ESOL in many more areas. This suggests to us that there may be a need to improve the links between ESOL and CLD planning in some areas.

Youth Work

All current plans include priorities focused on youth work or work with young people. The majority refer to targeted youth work, universal youth work and youth work in schools.

Some of the common themes that plans identified as being relevant to young people include:

- Poverty
- Education attainment and achievement
- Employability and inclusion
- Mental health and well-being
- Youth voice

The National Youth Work Strategy is referenced as a strategic driver in most plans (20) but it is harder to find evidence where the specific revised strategic priorities and actions 2017-19 in youth work are embedded in local CLD action plans.

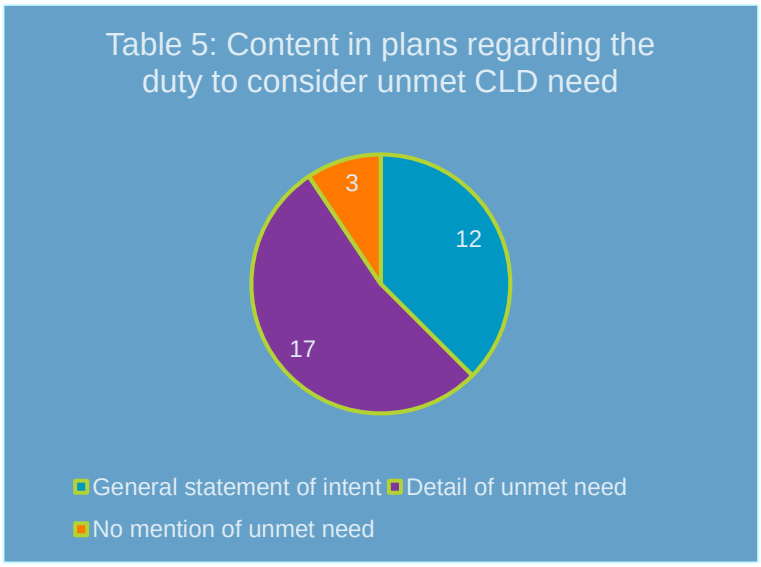
[5] English for Speakers of Other Languages

CLD needs that will not be met

The CLD Regulations state that CLD plans must *specify any needs for community learning and development that will not be met within the period of the plan.* The revised guidance note on CLD Planning (2017) states that "the identification of unmet need is not a deficit but rather an understanding that there continues to be needs within communities that a collective approach will be required to address them over the 3 year period". These may be priorities that can be addressed by others outside of the CLD partnership or that will be considered again in future CLD plans. They may also be priorities where additional resources may be sought during the lifetime of the current plan.

The duty to identify unmet CLD need has been more fully addressed in this round of plans. Most plans (29) give at least a broad statement referring to unmet need. A majority of plans (17) give detailed information on the unmet need in their area and how it has been identified.

There is a better understanding of this duty than in previous plans, although a couple of plans described issues not addressed by local authority services as unmet needs but stated that these were being met by the third sector – i.e. the needs are still being addressed by local CLD partners.



The most commonly mentioned reasons for CLD needs not being met were: lack of resources; limited staff capacity; and the impacts of organisational change. Inevitably what is highlighted as unmet needs varies from area to area. The following issues are mentioned as unmet needs in one or more plans:

- Meeting the demand for community capacity building support from community organisations
- Free crèche provision or respite care
- ESOL provision to meet the scale of local demand
- Support for learners with disabilities
- Work with older people
- Intergenerational work
- Volunteer development (particularly young people).
- Supporting transitions from child to adult services
- Adult guidance
- Reaching people experiencing social isolation
- Universal youth work

- Learning provision for non-accredited activities
- Work with under 12's
- Digital media/marketing support for CLD services

A few plans make reference to workforce development in tackling unmet need. This is primarily regarding the planned upskilling of existing practitioners to attempt to fill gaps in provision. There are issues highlighted around the normality of short term contracts within the CLD workforce and the barriers this can create when building relationships with communities and individuals.

A number of plans highlight how broader socio-economic factors contribute to needs that can't be met by CLD partners alone including:
- poverty and inequalities
- the impacts of welfare reform
- mental health
- poor housing stock
- poor infrastructure in some communities (transport/broadband)
- lack of affordable childcare provision for families

Extract from a CLD Plan: Dumfries and Galloway

At the current time, youth awards such as Duke of Edinburgh Awards are growing in popularity across secondary schools. It is expected that there will be increased demand for this type of activity over the next few years, however capacity is already being stretched across those with lead responsibilities. This could be further compounded over the coming years in light of the current financial climate. Through anecdotal discussions with partners there would also appear to be some gaps identified in improving accredited learning opportunities for young disabled adults who leave Secondary School and mechanisms for the continuation of learning linked to those involved in the Justice System at every stage.

There is an increase on the number of areas detailing actions that will be taken in order to tackle unmet need. These specific improvement actions mainly concentrate on collaborative working for example with Health and Social Care partnerships and creating stronger links with external providers such as agencies leading on transport and broadband improvements.

Extract from a CLD Plan: Edinburgh

The Partnership will seek to interpret what this (unmet need) means and the role of the CLD Partnership in identifying potential unmet need during the first year of the plan. Certainly, at a time of unprecedented budgetary constraint…it may be that CLD, as much as it needs to define what it can do, needs to also define what it cannot do.

8. Planning – integrating the CLD Plan within the national and local policy contexts

CLD makes a clear contribution to a range of national policy ambitions and the current plans reflect this. Unsurprisingly, almost all current plans make links to the immediate policy context for CLD. Almost all reference the current National Youth Work Strategy (2014-19), the

Statement of Ambition on Adult Learning; strategies on Adult Literacies and ESOL; and have a clear focus on the Community Empowerment, (Scotland) Act. Most plans (27) have clear links to Local Outcome Improvement Plan (LOIP) priorities. The following other national policies are highlighted in 2 or more plans:

- Curriculum for Excellence
- Children and Young People (Scotland) Act
- Developing the Young Workforce
- Early Years Framework
- Equalities Duties (UK)
- Fairer Scotland Action Plan
- Getting It Right for Every Child (GIRFEC)
- Giving Children and Young People a Sporting Chance
- Learning Together: National action plan on parental involvement and family learning
- Regeneration strategy for Scotland - Achieving a sustainable future
- Scottish Attainment Challenge (SAC)
- National Play Strategy
- National Standards for Community Engagement
- Welfare Reform Act (UK)

Extract from a CLD Plan: Dumfries and Galloway

3. POLICY CONTEXT

The national and local policy affecting CLD continues to change and evolve and will continue to do so over the coming years. This new plan taking us to 2021 considers the changes which are on the horizon with the aim of delivering a focused vision and improved outcomes for our communities living across our region:

National Drivers (Education)
- Getting It Right For Every Child
- Curriculum for Excellence
- The National Improvement Framework for Scottish Education (NIF)
- The Scottish Attainment Challenge
- Developing the Young Workforce (2014)
- Science, Technology, Engineering, and Mathematics Education and Training Strategy for Scotland (2017)
- Education Governance Review Next Steps (2017)
- Pupil Equity Fund
- Regional Improvement Collaboratives

Key Learning
- CLD Strategic Inspection – Nov/ Dec 2017
- Skills Development Scotland Inspection – Dumfries & Galloway - 2017
- Education Standards and Quality Report 2016/17
- Social Work annual report 2016/17

Local Policy Context*
- Council Plan 2017-2022
- Local Outcomes Improvement Plan 2017 - 2027
- Locality Plan on Food Sharing 2017 – 2027
- Partners' Equalities Outcomes 2017 - 2021
- Anti-Poverty Strategy 2015 - 2020
- Children's Services Plan 2017 - 2020
- Regional Economic Strategy 2016-2020
- Health & Social Care Strategic Plan 2016-2019
- Community Justice Improvement Plan 2018-2021
- Dumfries and Galloway College Plan
- Skills Development Scotland Operating Plan 2018-2020
- Third Sector D&G Business Plan
- DG Unlimited - Strategic plan 2017-2021

National Drivers CLD
- The requirements for CLD (Scotland) Regulations 2013
- Strategic Guidance for Community Planning Partnerships: CLD 2012
- Community Empowerment (Scotland) Act 2015
- National Youth Work Strategy 2014 – 2019
- Adult Learning Statement of Ambition for Scotland 2014-2019
- Guidance to Community Planning Partnerships on the Community Empowerment (Scotland) Act 2015
- Adult Literacies in Scotland 2020
- National Standards for Community Engagement
- Scottish National Health and Wellbeing Outcomes
- Community Justice (Scotland) Act 2016
- Scotland's ESOL Strategy 2015-2020
- National Gaelic Language Plan 2018- 2023

Key Intelligence
- Health and Social Care Needs Assessment 2018
- Strategic Needs Assessment for Children & Young people 2017
- Community Learning Needs Assessment 2017/18
- Scottish Index of Multiple Deprivation Data
- Building Healthy Communities Qualitative Evaluation 2016
- Young People's Needs Assessment 2018
- Crichton Institute Poverty and Deprivation Study
- Ward Profiles
- Community Intelligence

*Please refer to Appendix 2

STRATEGIC PLAN FOR DUMFRIES AND GALLOWAY 2018 - 2021 | 7

More than half of the plans simply list relevant national policies. We could only find 14 plans where national policy drivers were aligned to specific local CLD priorities.

There are also some national policies that are less visible than expected in current CLD plans:

- Most current plans make limited or no reference to the new National Performance Framework – although as stated, there are strong links to LOIP outcomes which should be informed by the NPF

- Most current plans have limited links to Regional Improvement Collaborative (RIC) plans and at least 15 plans have no mention of RICs. This may be explained by the fact that some RIC planning was still at a fairly early stage in September 2018.
- There are also very few mentions of the Local Governance Review (One plan, North Ayrshire, mentions the *Democracy Matters* national conversation) and the Planning Bill.
- Three plans (Aberdeen, Midlothian, Stirling) included commitments informed by the national STEM strategy which has a focus on the contribution of CLD
- We found little mention of the role of youth work in helping to realise the UN Convention of the Rights of the Child (UNCRC). The Scottish Government made its commitment to embed the UNCRC within Scots Law in September 2018.
- We also found fewer than expected (2) mentions of the contribution of CLD to the New Scots Refugee Integration Strategy. The current strategy covers the period 2018-22.

CLD contributions to:

Tackling poverty and inequalities

'Community planning partners should seek to maximise the impact of community learning and development by focusing activity on the most disadvantaged communities.[6]'

CLD approaches should be collaborative, anti-discriminatory and equalities focused and CLD practice should promote social change and social justice.

Almost all current CLD plans include commitments to tackling poverty and inequalities. In some plans those are broad commitments to factor anti-poverty and anti-discriminatory approaches into all aspects of CLD practice. A majority of plans (18) also have specific outcomes or priorities focused on tackling poverty or inequalities. 12 plans reference commitments within their Local Outcome Improvement Plan (LOIP) to tackle inequalities locally. A few (5) plans make reference to local anti-poverty strategies or poverty or fairness commissions. At least 7 plans have specific outcomes or priorities focused on early intervention or prevention to tackle inequalities around areas such as health or housing.

We found specific actions in one or more plans covering the following areas:
- support for educational disadvantage
- food insecurity
- fuel poverty
- rural poverty
- cost of the school day
- health inequalities
- early intervention approaches to tackling poverty
- literacies support
- welfare reform

Extract from a CLD Plan: South Ayrshire

Through the plan activity, CLD partners will strive to develop the resilience and ambition of individuals and communities, to combat the effects of economic factors which cause deprivation and inequality, ensuring that barriers to achieving better life chances are identified, understood and overcome and that communities are full partners in delivering practical solutions.

[6] Scottish Government guidance to Community Planning Partnerships on the Community Empowerment (Scotland) Act 2015

CLD practitioners work with diverse groups of individuals, many of whom have protected characteristics. Most plans make some reference to targeting disadvantaged or marginalised groups and communities.

Extract from a CLD Plan: Aberdeen

Outcome –Work with Adults

- Target marginalised group of learners to ensure they have equal access to learning opportunities e.g. Traveller communities, criminal justice
- Increase learning opportunities for marginalised groups
- Identify and tackle any barriers to learning for marginalised groups

Many plans identified specific target groups of young people including:
- Looked after and accommodated children and young people
- LGBTi young people
- Children and young people living in poverty
- Young people in the criminal justice system
- Children and young people experiencing mental health issues

Specific groups of adults or families are also targeted. Among those mentioned in one or more plans are:
- Those affected by welfare reform
- Those in the criminal justice system
- Those experiencing vulnerable pregnancies
- Refugees and asylum seekers
- Older people
- Lone parents
- Adult learners with disabilities
- People experiencing homelessness
- People with substance misuse issues
- People experiencing mental ill health

Extract from a CLD plan: West Dunbartonshire

Priority Groups and Individuals
Throughout the planning process and in discussion with stakeholders we have sought to identify individuals and groups of people we must support through various CLD interventions. In addition to those living in disadvantaged communities, stakeholders identified the need to focus efforts on:

- Children who are looked after and accommodated;
- Young people leaving care;
- Young carers;
- Vulnerable Pregnancies;
- People affected by equalities issues;
- People and families affected by issues such as domestic abuse, mental health and substance misuse
  Households and families of all ages living on low incomes were also identified alongside those with additional barriers to opportunity, including but not limited to those affected by:
- Mental health issues;
- Drug or alcohol addiction;
- Gambling addiction;
- Physical disabilities;
- Sensory difficulties;
- Long term debilitating illness;
- Learning disabilities;
- Issues with literacies and for those whom English is not their first language;
- Severely indebted;
- Homelessness and domestic violence victims and
- Those leaving prison and/or affected by criminal justice issues.

However some equalities groups are being given less consideration. For example, support for disabled children, young people and their families is an area which is not explored in any great detail in any plan. This brings about the question of how the sector best targets work to reach those most affected by diversity issues?

We could also find no reference to Equality Impact Assessments having been carried out to identify how a CLD Plan will affect equalities groups in any areas which is concerning.

Closing the poverty related attainment gap

The launch of the Scottish Attainment Challenge (SAC) and, Pupil Equity Funding has given a clear focus to closing the poverty related attainment gap across Scotland. The SAC clearly sets out the role of CLD to help to address the role that poverty and inequality plays in our education system and in our communities. With 24% of children in Scotland living in poverty[7] (after housing costs) the CLD sector is seeing their contribution across the board for example supporting schools with cost of the school day actions.

[7] https://www2.gov.scot/Topics/Statistics/Browse/Social-Welfare/IncomePoverty/povertytable

The majority of CLD plans state a contribution to the Scottish Attainment Challenge and illustrate the part CLD is playing and the diverse range of activity that areas are undertaking in relation to this agenda. The majority also mention Pupil Equity Funding (PEF) and there are some very interesting examples of PEF focused actions.

Extracts from CLD Plans: Examples of PEF focused actions

- Aberdeen include an action 'to maximise use of PEF/SAC funding…to fund youth work and reallocate core funding to maximise provision citywide'
- In Aberdeenshire 'the CLD service and PEF have funded two new CLD posts, supporting transition and home/school links in Fraserburgh and Peterhead'
- Dumfries and Galloway include an action to 'increase awareness and understanding with schools on how CLD partners can effectively contribute to improving attainment through PEF opportunities
- The Western Isles plan 'to work in collaboration with the PEF workers to enhance services resulting in closing the attainment gap'
- In West Dunbartonshire the plan actions a 'PEF pathway – tailored family learning opportunities…further development of joint objectives and outcomes for SAC and PEF
- West Lothian's plan includes two actions 'to develop CLPL for School Family Link Workers to support the achievement of PEF outcomes' and the 'effective planning and delivery of family learning initiatives with CLD providers and School Family Link Workers to support the achievement of PEF outcomes'

That said only a few plans (6) include specific actions focused on shared planning with schools, including the use of PEF funding.

Youth Work

25 plans have a specific priority or outcome making reference to the attainment and achievement of children and young people. There are specific actions in the following areas:
- health and wellbeing of young people
- wider achievement and accreditation
- improved transitions
- supporting positive destinations

At least 8 plans reference a contribution to positive destinations for young people leaving school. Most (24) include planned activity around accreditation and wider achievement, primarily in senior phase pathways, for example to *develop an improvement plan to increase uptake and completion of Youth Achievement Awards.* A minority (6) of plans prioritise improving the tracking of a young person's achievement through the development of new frameworks, guidance and shared systems.

Family learning

At least 14 plans include an action on the development of family learning, much of this includes joint working with partners in the third sector, for example Barnardo's. The planned activity within this area is varied and includes actions around professional learning for practitioners, the development of joint working and increasing access to family learning programmes. One plan includes a specific action to *work with partners to increase access to family learning programmes including STEM as part of the learning offer*.

Extract from a CLD Plan: Renfrewshire

'Children experiencing poverty tend to do less well academically than their better off peers. Understanding the importance of and implementing early learning strategies and continued learning in the home can greatly reduce the poverty related attainment gap. Community

learning and family learning programmes equip families and communities with the knowledge and skills they need to ensure that poverty related barriers to attainment are reduced.'

Priority Action 5	Address priorities in line with the Scottish Attainment Challenge and tackle poverty and barriers to learning and development in partnership with local schools and communities.
Tasks	• Encourage and support active collaboration and engagement with parents and families in supporting their child's learning. • Ensure families are involved in the development and delivery of service programmes. • Be creative in measuring impact and progress so families can identify personal development and growth for adults and children.

Community Empowerment and Democratic Renewal

The Community Empowerment (Scotland) Act 2015 will help to empower community bodies through the ownership or control of land and buildings, and by strengthening their voices in decisions about public services.

All 32 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.

Almost all areas make reference to the Community Empowerment Act. The majority (18) of plans include a key priority or desired outcome around Community Empowerment, either around Asset Transfer (16), Participatory Budgeting (18) or both. In the last round of plans six included actions around asset transfer and seven participatory budgeting. There has been a clear growth in these areas. One plan acknowledges that '*at a time of public spending restraint…communities are being supported by partners to participate in the design and delivery of local service'.*

Extract from a CLD Plan: Dundee

We recognise that the Community Empowerment (Scotland) Act opens up unprecedented opportunities for community planning partners to position community engagement and participation at the forefront of public sector reform. We also acknowledge that the increase in opportunities for local people to participate has to be matched by appropriate resourcing which builds the capacity of our collective community planning partnership workforce.

Learning about democracy and improving democratic processes remains a cornerstone of CLD practice. At least ten plans include specific outcomes in this area.

Extracts from CLD plans: Examples of specific actions on democracy:

- In Aberdeen, partners will support 'young people to run own democratic projects e.g. run PB processes' and 'adult learners to express their voice on the local democratic structures which govern the learning offer (PF's, Locality partnerships, outcome groups)'
- In Clackmannanshire, partners will 'develop and deliver training and support programmes that will increase individual and group capacity to participate in local democracy and community life to address identified priorities.'
- In West Lothian, partners will 'implement a new youth-led youth democracy and participation model in partnership with young people.'
- In Aberdeenshire, partners will 'continue the development of mini-public model to improve the quality and depth of engagement around important local issues.'

That does mean that more than half of other plans do not include commitments on democratic renewal and few plans make links between priorities to support youth participation or 'youth voice' activities and wider community empowerment priorities.

Health and well-being

CLD activities can make clear contributions to health and well-being outcomes for young people, adults and community groups and often have a particular focus on combatting health inequalities.

Health and wellbeing issues for young people, adults and communities are prominent in the analyses of needs in most CLD plans. There is clear evidence in most of the current CLD plans of how youth work, community learning, volunteering and social action is having positive impacts on the physical and mental health of individuals and communities.

Extract from a CLD Plan: Glasgow

Glaswegians who participate in CLD tell us it makes them happier, more positive and less lonely. They say it improves their wellbeing and makes them feel better about themselves. They tell us it helps them make better choices and decisions and helps them cope with change.

A majority of plans (17) set out specific health and wellbeing outcomes. There is an increasing focus on mental health in many youth work priorities as well as issues such as relationships and drugs and alcohol awareness. Adult learning priorities often seek to address the impacts of loneliness and social isolation, especially for older people and people in rural communities. Several plans include outcomes to develop CLD activities that encourage physical activity, sport and outdoor learning. Several also cover the importance of supporting community connections within communities to reduce isolation, build community wellbeing and resilience.

Extract from a CLD Plan: Angus

CLD Outcome 5: People are physically and mentally healthier

- Promote participation in local learning and activity based programmes
- Further targeting of learning for priority groups and those who are socially isolated
- Support healthy living and personal safety programmes
- Work with communities to better understand and support people with lived experience of the criminal justice system
- Further illustrate how participation in learning can contribute to improved health and well-being
- Celebration of learning and achievement across all our work areas

Several plans include workforce development priorities focused on increasing CLD practitioners understanding of health inequalities, the impact of mental health and specific research such as Adverse Childhood Experiences (ACEs).

While we found at least 8 plans had a focus on community safety, we only found 3 plans with explicit outcomes focused on reducing anti-social behaviour. Perhaps surprisingly given the prominence of the issue in the media, the Edinburgh plan was the only one that we found that has a specific commitment to work with young people to reduce levels of violence and knife crime.

Extract from a CLD Plan: Edinburgh

Mental health and wellbeing touches all of our lives. Staff sometimes lack knowledge and communication skills in communicating effectively with people who are affected by mental health issues. The Partnership will work alongside existing training plans and programmes to share knowledge of what is available and to create new staff learning opportunities.

Employability

'Technological and societal disruptions are coming at us thick and fast. Whilst we cannot predict the future, we can prepare for a future that is increasingly unpredictable. Scotland's citizens need the skills not only to cope with the change but to thrive in it, as well as to take advantage of change and create it themselves.'

Skills 4.0 A Skills Model to Drive Scotland's Future, Skills Development Scotland (2018)

The current CLD plans reflect the increasing recognition of the contribution of community based learning in helping young people and adults to develop the adaptive skills that we all need to thrive in our rapidly changing society and economy. At least 14 plans have specific outcomes or priorities focused on employability and skills.

Youth Work

There is a renewed focus in schools across Scotland on recognising and recording wider achievement and learning. As stated before 24 plans include planned activity around achievement and/or accreditation. The majority of plans state a contribution to Developing the Young Workforce and include a priority around employability and inclusion (in regards to young people). At least 14 current plans have specific outcomes or priorities focused on employability and skills. Those priorities tend to focus on delivering the Developing the Young Workforce agenda.

Adult Learning

Similarly to youth work's contribution to employability the majority of plans include a priority around increasing adult learning opportunities designed to support employability. The most common role for CLD partners appears to be working with partners to identify and engage with learners (young people as well as adults) who would most benefit from employability support – i.e. those furthest away from more formal employability support and/or further along the 'employability pipeline.' The most commonly cited skills that learners are developing through CLD are: self-confidence; social skills/dealing with other people; and creativity.

Extract from a CLD Plan: Stirling

Our priorities for working with adults are:

1. Increase the range and number of accredited learning and employability opportunities available locally.
2. Increase the number of participants accessing and completing accredited learning and employability opportunities.
3. Review wider local learning opportunities and support local providers to plan delivery which supports articulation between programmes and offers local participants improved pathways and progression opportunities.
4. Further develop systems and processes that promote Learner Voice in the planning, co-design and delivery of learning and employability opportunities.

9. Governance – Reviewing, monitoring and reporting on progress and impact

The CLD Regulations make it clear that local CLD partners are responsible for reviewing and reporting progress of their CLD plan to stakeholders including communities.

The HMI Aspect review of CLD Plans in 2017 stated that CLD partners should ensure that they produce regular progress reports to demonstrate progress against specific and measureable objectives.

There is evidence from current plans that many CLD partnerships are developing clearer commitments to monitor, evaluate and report on progress than in 2015-18. That said, a content review of this nature obviously cannot provide evidence of the extent to which the approaches to monitoring, evaluation and reporting are being implemented in practice.

At least 14 plans show what progress has been made in implementing the CLD Plan 2015-18 and the priorities in at least 10 plans are clearly informed by recent HMI inspections of CLD.

Almost all plans (30) set out local arrangements to evaluate and report on progress. At least ten plans include specific priorities for self-evaluation within their actions plans. At least eight plans have specific outcomes or priorities focused on improving CLD partners' use of data to plan and evaluate activities.

As stated already, most plans set out the contribution that CLD outcomes will make to Local Outcome Improvement Plan (LOIP) priorities. At least ten plans include detailed actions on how partners will report progress to Community Planning Partnerships.

Extract from a CLD Plan: Midlothian

Since 2015 we have achieved the following success through effective partnership working and shared endeavours:

- increased the number of accredited learning opportunities for adults and young people.
- supported young people to engage with Community Councils.
- implemented Midlothian's eight action areas from the Developing Scotland's Young Workforce (DYW) national priorities.
- identified core pathways to support young people to secure a positive destination.
- maintained a range of support across the employability pipeline available to young people.
- increased the capacity of volunteers to deliver Adult Literacy and Numeracy (ALN), English for Speakers of other Languages (ESOL).
- increased the number of qualifications secured through Lifelong Learning and Employability Programmes.
- maintained support through council transition funding and external grant applications to support third sector organisations under threat of closure (April 15)
- shared resources across Council and third sector
- implemented Neighbourhood planning (NP) review and recommendations
- created structure to address common NP issues and theme/issues prioritised annually
- reviewed support to management committees/boards through IOM, improving mechanisms for identifying and targeting support
- delivered high quality participatory budgeting programmes
- developed a community empowerment training programme
- shared training opportunities across partners to support volunteers in community groups
- submitted a variety of partnership funding bids with good outcomes.
- created Council asset transfer policy
- offered training to groups in business case development
- increased use of social media across the partnership.

In line with other obligations, local authorities are expected to share their CLD plan with their Local Area Network (LAN). None of the current plans mention whether this has been done.

10. Workforce Development

The importance of investing in the development of the workforce is a consistent theme in national CLD policy:[8] CLD plans should include consideration of how all CLD partners will develop the skills, knowledge and practice of managers and practitioners in their area.

[8] E.g. In the CLD Strategic Guidance (2012); and Growing the Learning Culture in CLD

Workforce development is a priority in almost all of the current CLD plans:

- Almost all plans make narrative reference to workforce development with half (16) stating that it is a key action or priority over the duration of the plan.
- Almost all plans (28) show that an initial (15) or full (13) analysis of professional learning needs has been carried out
- The majority (18) of plans have specific outcomes or priorities focused on workforce development
- The remaining plans either don't detail specific priorities or remit this task to local sub groups

Workforce development priorities include:

- Building leadership capacity (11 plans – including all of the North Region)
- 7 plans reference the development of a workforce development plan and/or a calendar of learning opportunities for practitioners.
- 18 plans include a focus on shared self-evaluation
- 5 plans reference digital skills for CLD practitioners.
- 3 plans identify adult literacies as a training priority
- Several are looking to collaborate to build capacity in the youth work sector workforce and develop career pathways
- Several areas have plans to develop training for CLD staff around the national CLD competences
- 6 plans include a development priority around health and wellbeing and/or ACEs
- 4 plans reference the Community Empowerment agenda in their workforce development plans
- In the areas of STEM, ESOL, Social Enterprises and Youth Achievement Awards single plans reference these as specific workforce development areas

Extract from a CLD Plan: Dundee

The aim of the CLD Strategy 2018 - 2021 is to support and accelerate the partnership's capacity to work jointly in developing best practice in community engagement, in line with the National Standards. By upskilling the workforce to stimulate and support community engagement, the partnership will empower local people and communities to develop solutions which improve life chances through learning, personal development and active citizenship.

Extract from a CLD Plan: West Dunbartonshire

We will ensure that practice development supports improvement and has a positive impact on outcomes for participants. We will be mindful of how well staff and volunteers are valued and involved in shaping CLD provision. We will encourage staff to actively engage in professional learning activities to improve their effectiveness.

Extract from a CLD Plan: North Lanarkshire

The CLD Partnership will place great emphasis on the development of a learning culture, where workforce development will be progressed through the acquisition of competence-based skills and capabilities, underpinned by principles, values and ethics.

A significant number of plans include actions to promote a shared professional identity within the local CLD workforce. For example, at least 10 plans include an action to increase local membership of the CLD Standards Council Scotland: at least 3 plans have a focus on promoting the national CLD competences and code of ethics: and at least 3 plans include specific actions around 'raising the profile of CLD'.

At least 4 areas include specific plans to support practice sharing opportunities e.g. learning lunches. At least 5 plans include specific actions to support joint professional learning opportunities – 4 of these through their regional CLD CPD networks and 1 area looking to hold themed events aligning with the priorities in their relevant Regional improvement Collaborative plan.

The majority of plans include volunteers in any statements made about learning opportunities although only 3 include a specific priority around volunteer development.

11. Conclusions

We found that every local authority in Scotland is continuing to take steps to fulfil its statutory duties regarding community learning and development by developing and implementing CLD

plans. Those plans provide a valuable overview of the wide range of CLD provision taking place across the country. They indicate that CLD partners offer a wide range of life-changing learning and development opportunities with learners of all ages and with community groups and organisations. CLD plans are enabling local partners to better articulate the important role of CLD and make it more visible locally.

Gaps and Challenges

Our review also indicates that there may be some gaps in how statutory duties for CLD are being fulfilled in some areas, although this review of planning documents does not by itself provide conclusive evidence of this. For example:

- We found 3 plans that did not give details about how learners and communities were engaged in the assessment, planning and evaluation of CLD provision.
- Every plan included some reference to the partners involved in the process of developing the plan but 4 plans provided no details on the range of partners involved and how partnership working was coordinated locally.
- Most plans make some reference to targeting disadvantaged or marginalised groups and communities but some equalities groups, such as disabled young people and their families, that are being given less consideration. We could not find evidence of Equality Impact Assessments being referred to in any of the plans.
- While the majority of plans have a strong focus on most national policy priorities, there are more gaps relating to adult learning. In particular, examples of specific actions around ESOL is not as widespread as we might have been expected.
- While many plans include a commitment to a range of early intervention strategies – for example around health or inclusion issues – we found that only 8 plans have a focus on community safety; only 3 plans have explicit outcomes focused on reducing anti-social behaviour; and only one plan has a specific commitment to reduce levels of violence and knife crime with young people.
- While most plans give a broad statement referring to unmet need, 14 plans give little detail on this and 3 plans did not appear to consider unmet CLD needs at all.
- We found that a small number of plans did not clearly set out local arrangements to evaluate and report on progress.

Next Steps

The partners who conducted this review suggest that the following next steps are required:

- **The Scottish Government and CoSLA** should:
    - Use the themes and priorities emerging from current CLD plans to inform the direction of national and regional CLD policy.
    - Use the strengths and areas for development identified as a starting point for discussions with key stakeholders and policy makers around safeguarding the future of CLD policy and provision.
    - Work with other national bodies to identify the CLD contribution across policy areas, maximising its impact and visibility.
    - Work in partnership with the sector to consider the extent to which the CLD regulations are being successfully applied to safeguard CLD services.

- **Local Authorities and their CLD partners** should:
    - Ensure that they continue to meet all of the statutory duties within the CLD Regulations.

- Ensure that their published CLD plans continue to guide local CLD service delivery by regularly evaluating their CLD plans in the light of current circumstances.
- Take steps to ensure that learners of all ages and communities are involved in the ongoing planning and evaluation of CLD provision and are informed about progress.
- Continue to look at CLD planning through a poverty and inequalities lens.
- Consider how they can learn from each other's approaches to CLD planning. For example, through shared peer evaluation.

- **Education Scotland** should :
  - Take account of the themes and priorities emerging from current CLD plans in their national and regional improvement offer.
  - Continue to scrutinise the impact of CLD plans through HMI inspection and review

- **The CLD Standards Council Scotland** should support local professional learning networks to identify and respond to workforce development needs

- **National intermediaries** that support CLD practitioners should also take account of the themes and priorities emerging from current CLD plans in their support to the CLD sector particularly in creating a shared identity within the CLD workforce.

- **All CLD partners** should:
  - Consider what next steps are required at national, regional and local level to support the needs of the CLD workforce identified in current CLD plans.
  - Consider the development of a template for the next round of plans

12. Appendices

Appendix 1. Analysis of the CLD Plans in 2015

Some key points highlighted about the first round of CLD plans (2015-18) were:

- The process had re-invigorated CLD strategic groupings in many areas. Most areas had strategic CLD partnerships in place or in development.
- Plans varied widely in their structure and length, reflecting local processes and priorities.
- Most plans included a focus on the preventative role of CLD and the specific targeting of social or economic disadvantage.
- Most plans highlighted the contribution of CLD to the delivery of local and national outcomes across a variety of public policy areas.
- There was wide variation in the levels of community involvement in the planning process. Many authorities acknowledged that this was an area that they wished to develop further.
- Most plans did not adequately address unmet needs. Many plans did not include any evidence on unmet needs at all.
- Most plans were 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.

Appendix 2. HMI Aspect Review, 2016-17

The recommendations to Local Authorities and their partners in the HMI aspect review were to:

- Build on the development of the plans including, where necessary publishing revised plans prior to 2018. In doing so, each local authority should ensure that it is fully meeting the requirements of the CLD Regulations.
- Provide a succinct summary of what CLD partnerships plan to change and improve in their areas.
- Ensure that regular progress reports are produced by CLD partners to demonstrate progress against specific and measureable objectives.
- Build on informed dialogue with participants and stakeholders in local communities to ensure the relevance of CLD priorities to their needs and aspirations.
- Work with the CLD Standards Council and Education Scotland's Policy and Improvement Team to improve the identity, confidence and leadership capacity of the CLD workforce.

Appendix 3. Methodology

This piece of work has been co-produced by Education Scotland and The Scottish Government, working with a short life group with representatives from key national CLD partners. The group included:

- 2 representatives from Education Scotland and 1 from the SG CLD Policy team
- 1 representative from key national partners (workload permitting) including: The CLD Standards Council for Scotland; CLD Managers Scotland; other key national partners such as: Youth Scotland/SCDC/YouthLink Scotland/Learning Link Scotland/SLP.

Gathering and analysing information
Information was gathered from the CLD plans using a shared template agreed by the working group. The template focused on the aims of The CLD Regulations to:

- Ensure communities across Scotland – particularly those which are disadvantaged – have access to the CLD support they need;
- Strengthen coordination between the full range of CLD providers(see section on Shared CLD Priorities), ensuring that CPP's, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance;
- Reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision; and
- Articulate the important role and contribution of CLD and make it more visible

The agreed template drew on national CLD policy priorities; the areas for improvement highlighted in the 2017 HMI aspect review; and the themes included in the national Guidance Note on CLD planning (2017) which were:

  - Involvement: Co-producing the plan with learners and communities
  - Shared CLD Priorities: Assessing need and setting priorities for community learning and development with partners
  - Planning: Integrating the CLD Plan within the current and evolving national policy context
  - Governance: Reviewing, monitoring and reporting on progress and impact
  - Workforce Development: CLD plans should include consideration of how partners will develop the CLD workforce in their area.
- Education Scotland and the SG CLD Policy team brought partners together in February 2019 to scope the task, agree the template for analysis, and agree involvement in the analysis of the plans.
- Every plan was read by 2 or more working group members who recorded their feedback.
- Evidence was analysed at a national level. It was also analysed regionally by Education Scotland – focusing on the 6 regional improvement collaborative areas. The short life working group met twice more to discuss the findings of the content analysis and help to shape a report on findings.

Where terms such as 'most' and 'less than half' have been used throughout this document they are in line with the scaling and percentages used by HM Inspectors:

All	100%
Almost all	91% - 99%
Most	75% - 90%
Majority	50% - 74%
Minority/less than half	15% - 49%
A few	<15%

Limitations of our approach

While we have tried to be as thorough as possible when carrying out this review, we do recognise the limitations of our approach. For example:

- We reviewed all of the main planning documents available to us at the time. We recognise that some areas may have included information in subsequent reports, plans or appendices that we were not aware of.
- This review did not use research analysis software and so we accept that there may be aspects of some plans that we have simply misunderstood or missed which may have had some effect on our findings. If you find any obvious errors in our evidence or findings then we would like you to tell us about them. Please contact: john.galt@educationscotland.gov.scot

Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gsi.gov.uk

www.education.gov.scot

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