

Community Learning and Development (CLD) Planning, 2021-24 Frequently Asked Questions

The following Frequently Asked Questions (FAQ) provide helpful advice and links to sources of information to support CLD planning. They do not constitute legal advice but should be considered alongside the legislative requirements for CLD planning.

1 Is there flexibility regarding the date for publication of CLD plans this year, given the ongoing capacity issues that local partners are facing?

The Scottish Government recognises that the pandemic has had an impact on capacity issues for local partners, and anticipates that partners will use their CLD planning as a key opportunity to reflect on how best to respond to the resulting need.

CLD plans should be published by September 2021. However, we recognise that ongoing review will be important throughout the lifetime of the plan, particularly in the first year as needs, especially those relating to the pandemic, continue to emerge. We would therefore expect the focus on CLD planning in 2021-22 to be proportionate and that new plans will be flexible and include opportunities for regular review.

2 What should the CLD plan include?

To support the CLD planning process in 2021-24, Scottish Government have published updated national guidance on meeting the requirements of the CLD Regulations, which can be found [here](#).

Scottish Government have also worked with CLD Managers Scotland to create a detailed template which can support the process. This is available [here](#).

3 What is meant by 'adequate and efficient' in the legislation, and what does this mean for the CLD sector?

Local authorities have autonomy to decide on CLD provision appropriate for their area, based on their understanding of local need. We expect that local authorities will work together with their CLD partners and communities to regularly assess whether CLD provision in the area is 'adequate and efficient'.

4 What is meant by 'unmet need' in the legislation?

'Unmet need' gives due consideration to aspects of provision that local authorities, for a variety of reasons, are unable to address or meet in their current CLD planning cycle.

We recognise, for example, that many CLD activities may have been paused in light of the pandemic, however, these needs remain and would be considered as 'unmet

need'. It is important that 'unmet need' is considered as part of regular review of plans and is included as part of reporting on progress.

As with other elements of local authority decision-making, it is important that local partners are involved in the regular assessment and review of 'unmet need' as it applies to their local area.

Particularly at this time, plans should be flexible enough for partners to reassess 'unmet needs' in the lifetime of the plan.

5 How will 'unmet need' be scrutinised in the next 3 years?

HM Inspectors are developing new approaches to the scrutiny of CLD to be introduced when it is safe and appropriate to do so. CLD plans are a key information source in informing the scrutiny process. 'Unmet need' is considered as part of this.

6 When will the Youth Work and Adult Learning strategies be published?

Scottish Government are working closely with key stakeholders to develop adult learning and the youth work strategies for 2021-26 with the aim of publishing these in the autumn of 2021. We would therefore expect to see the priorities in these strategies begin to be reflected in local CLD plans from 2022.

7 How will the CLD sector be supported to implement the new planning guidance?

Education Scotland will continue to work with the education system to provide support to CLD managers and practitioners within localities during the pandemic. This work has included a wide range of national support, such as webinars, seminars, sharing good practice and the publication of resources and national reviews. This multi-disciplinary approach will support the implementation of the new CLD planning guidance.

8 Will Education Scotland adjust their expectations and approaches to scrutiny of the CLD sector given the impact the pandemic has had on CLD at a local level? This includes the impact on staff recruitment, redeployment and absences?

Education Scotland is updating their quality improvement framework, How good is our community learning and development (4th edition) (HGIOCLD). Proposed models for the scrutiny of CLD are also being developed. Both areas take account of the impact of the pandemic. Scrutiny of CLD will resume when it is safe and appropriate to do.

9 Will HM Inspectors continue to support locality work/deliver webinars?

Education Scotland continues to support the education system through locality support during the pandemic. This work is accompanied by a wide range of national support, such as webinars, seminars, sharing good practice and the publication of resources and national reviews. A multi-disciplinary approach, including contributions from HM Inspectors as appropriate, will continue to support this process.

10 What happens if an authority doesn't produce a plan by the required deadline?

Local authorities should be aware that there is a statutory duty to publish a CLD plan every three years and should take advice on the risks of failing to meet a legal duty. If a local authority does not publish a plan, an initial discussion will take place with a representative of Education Scotland and the authority to establish why the CLD plan has not been published in line with legislative requirements. If necessary a new deadline will be identified and progress towards the publication of the CLD plan will be monitored. If the plan is not published within the agreed revised timeline, the delay will be escalated with the relevant local authority and if necessary raised with the relevant Local Area Network (LAN).

LANs are established for each council area, and bring together representatives from scrutiny bodies with the common aims of joint scrutiny scheduling and planning, shared risk assessment (SRA), and the delivery of a single corporate assessment. The LAN then decides on any necessary scrutiny activity depending on any areas of risk identified.

11 How can CLD planning and Community Planning Partnership (CPP) arrangements align with each other as timelines are currently out of sync?

It is inevitable that policy and guidance will change over the lifetime of the CLD plan. As a result, CLD plans should be regularly reviewed and updated to reflect changing priorities. These changes should also be reflected in other related plans, which may assist in supporting alignment and continue to inform priority and changing needs. In summary, there should be a close connection between the CLD plans and all other plans which include the delivery of CLD outcomes. Reasonable steps should be taken to ensure CLD plans remain relevant to other related plans and vice versa.

12 Should the CLD Plan be aligned with the refreshed Local Outcome Improvement Plan (LOIP) action and measures. Is this the best approach?

It is for the local authority to decide whether it will meet the requirement for a three year CLD plan as a part of a wider process, such as the LOIP or as a free standing plan. In the latter case, we would expect to see appropriate linkages and references to broader community planning processes and shared outcomes.

Consideration should be given to the agreed outcomes in the LOIP and Locality Plans in the area and the outcomes of the CLD plan. For example, it is likely that CLD will make a major contribution to LOIP outcomes in supporting community empowerment.

Some questions to consider:

- Have you clearly defined a distinct role for CLD within the context of community planning in your area?
- How clear are the relationships between the priorities set by CLD partners and the wider LOIP priorities?
- Are there clear planning mechanisms in place to avoid unnecessary duplication across plans?

13 Can you explain what ‘good/robust’ governance looks like, particularly in relation to monitoring/reporting?

Whatever governance structures a local authority puts in place, it is important that there is clear strategic oversight of CLD priorities. This should include regular monitoring and reporting of progress of CLD outcomes to stakeholders and arrangements to ensure that any barriers to progress are identified and addressed.

14 What role should partners have in the development and delivery of CLD plans?

A strong commitment to working collaboratively is one of the fundamental values which underpins all CLD practice and should be embedded in CLD planning. CLD priorities should not be shaped by local authorities alone. There should be shared ownership of the CLD planning process with CLD partners and with learners and communities.

To ensure that CLD plans focus on what matters to local communities reasonable steps should be taken to ensure all partners who have an interest in supporting CLD delivery are included in the planning and engagement process. This includes local authority services, public and third sector organisations are involved from the outset. The focus should not be solely on the production of a planning document but on establishing an inclusive planning process in which all partners play their part in identifying, taking action on, and evaluating the impact of local CLD priorities.

All partners should consider what capacity they have to contribute to local CLD priorities. Where appropriate, partners other than the local authority are encouraged to lead on aspects of the CLD plan.

15 How can colleges be better supported to deliver appropriate provision for CLD practitioners, and how can these be supported in CLD planning?

CLD Standards Council are working with tertiary sector providers, students and employers to strengthen relationships, collaboration and support for colleges. At a local level, colleges should have a key role in CLD partnerships both as providers of CLD services and as providers of CLD workforce education.

16 Consultation with learners and communities may be more difficult due to the pandemic. Is consultation required?

As CLD partners seek to address both the immediate and the longer term impacts of the pandemic, it has never been more important to hear from learners and communities, especially those experiencing disadvantage, about what their priorities are.

There are of course very real practical challenges in carrying out good quality community engagement during Covid-19 restrictions, however the principles of good community engagement set out in the National Standards for Community Engagement (NSCE) remain the same. NSCE guidance was updated in 2020 to cover engaging communities during and after the pandemic.

CLD partners should aim to build on what they already know from existing engagement with learners and from analysis of shared data.

Although opportunities to engage may be reduced at the moment, CLD plans developed in the coming months should include actions to support ongoing learner and community engagement in implementing, evaluating and reviewing CLD priorities throughout the life of the plan.

17 How can digital approaches be used to help engage learners and communities in CLD planning during and after the pandemic?

Digital engagement tools can be part of the solution when supporting learners and communities to engage in CLD planning. Use the National Standards for Community Engagement when considering digital engagement. For example:

Inclusion: Digital engagement may remove barriers for some people while introducing new barriers for others. Partners should be pro-active in engaging with excluded groups and carry out an Equality Impact Assessment on the plan.

Methods: Choose the right digital engagement tools for your stakeholders. These might include: tools that have been developed specifically for community engagement purposes, such as the Place Standard or CONSUL; and other general digital tools that can be used for engagement activities such as Jamboard and Microsoft Forms.

Digital engagement may not be the only option: As Covid-19 restrictions change over the coming months, how can you combine digital tools with other methods?

Impact: Evaluate the impact of any engagement approaches you use during the pandemic and consider how will this inform your ongoing community engagement in 2021-23.

Some more information on digital engagement is available on this [Wakelet](#).

18 What further support can the sector expect from Scottish Government and Education Scotland?

Education Scotland continues to support the education system through locality support during the pandemic. This work is accompanied by a wide range of national support, such as webinars, seminars, sharing good practice and the publication of resources and national reviews. A multi-disciplinary approach supports this process.

The Scottish Government aims to have both the adult learning and the youth work strategies published in the autumn of 2021. To further support and raise the profile of the sector, the Scottish Government is seeking, in accordance its 2020 Programme for Government (PfG) commitment, to develop a lifelong learning framework that ensures CLD, specifically adult learning and youth work, is integrated within our wider education and skills system.

The Scottish Government announced an investment of £0.5m in the 2021-22 budget for digital upskilling the CLD workforce.

19 Where should the CLD plan be submitted?

Local authorities should publish their CLD Plan online and it should be easily accessible to local learners, partners and other stakeholders. The plans do not have to be submitted to government for approval.