

## Case Study-Moray CLD-using the Quality Indicators for self-evaluation

**Purpose: to reflect on the first year of the new CLD Plan and to discuss how well we are working as a partnership**

*This is an abridged version which was carried out using challenge questions from [How good is our community learning and development? 4<sup>th</sup> edition](#). The QI we focussed on is 3.2 Partnership Working*

### **1. What do we do well as a partnership?**

Partners recognised that the Moray CLDSP is a unique space for stakeholders with a specific CLD remit and those whose work includes CLD approaches. Partners are able to share information on current activity and to identify emerging themes and opportunities. This often lead to improved partnership working

External funding streams have enhanced collaborative working – for example the co-ordinating role that the group played to support tsiMORAY in delivering Community Based Adult Learning (CBAL) activities which were built around meeting needs identified by communities in the production of the Partnership CLD Plan.

Partners recognise that there is still work to be and through strategic partners. For example, Highland and Islands Enterprise invest in numerous community anchor organisations These community anchor organisations are not directly involved in the CLDSP, but the link back via Highland and Islands Enterprise (HIE) ensures that the work is linked back to the CLD Plan.

Moray Partners have a responsibility and a remit to represent CLD in other partnership settings – the development of the [Inequalities in Moray](#) reporting through the Fairer Moray Forum Action Group is a good example of this.

In terms of Improvement Priorities it is acknowledged that more needs to be done to promote the work being done in delivery of the CLD Plan.

### **Challenge Question**

#### **How well do leaders at all levels initiate, negotiate and resource collaborative working to improve outcomes?**

There have been clear examples where partners have worked well together to deliver on priorities in the CLD Plan as well as meeting other key objectives described by one partner as *'the intersectional work we do – a strength'*.

There has been a change to the breadth of delivery of ESOL in Moray informed by the survey carried out by the CLDSP. There have been innovations like the delivery of online learning to Ukrainian nationals funded through Moray Pathways using an external provider ( the WEA) ; the development of community based ESOL through Communities (CLD) and the continued growth in academic delivery through University of the Highlands and Islands (UHI) Moray (all connected and all delivered in partnership).

Improved networking and connections between partners accelerated support to the small number of Unaccompanied Asylum Seeking Children (UASC) in Moray. Partner involvement in the panel process supported tsiMORAY to deliver a significant amount of Community Mental Health and Wellbeing Funding. This supported a wide range of community groups and activities meeting needs identified in the Partnership CLD Plan.

Partners have worked together strategically to develop a framework to deliver on the Multiply numeracy programme in Moray which will allow us to widen our adult learning offer and also contribute positively to the cost of living crisis as one of the key interventions is around financial literacy.

Partners would like to see more joint planning and co-ordination, particularly where there are opportunities to tap into particular funding streams. . Partners acknowledged that some of the timelines around funding announcements and spending windows create challenges that can work against strategic co-ordination. It was noted that the outputs of partnership work (such as delivering more community based adult learning or capacity building opportunities) are creating more opportunities for people in communities to benefit from CLD.

**Challenge Question 3: [How well do we ensure that all partners are equally committed to delivering the intended outcomes that a partnership is working to achieve?](#)**

A common unifying theme that resonated with people was a sense of having shared values and purpose – and a recognition that the focus on social justice and inequality makes it easier to locate the work of the CLDSP alongside other key policy documents such as the Children’s Services Plan.

Funding opportunities have allowed for ‘*strategic and iterative growth*’ - but some partners felt that now was the time to reflect on what we have learned over the first year of the plan and to identify areas in which we can work collectively as a partnership to address. There was a sense that social justice should be the driver for all key priorities and a challenge to honestly reflect on how much of our focus is on addressing these structural barriers (e.g. people with disabilities; closing the attainment gap etc.).

**Challenge Question 4: [How well do we forward plan and prepare to meet changing needs?](#)**

Partners recognised again that working collectively can help to take a strategic and co-ordinated approach – Multiply being the most recent example of this. Partners recognised the wider circumstances and challenges which are affecting the sector such as precarious core third sector funding and that these will continue to cause uncertainty.

The first year of the plan was always designed to be responsive to the impacts of the pandemic. The unknown that emerged during 2022 has been the cost of living crisis. Funding streams such as the Community Mental Health and Wellbeing Fund, Just Transitions, Multiply and Shared prosperity have all been able to respond to some of these emerging challenges in a way not explicitly identified in the CLD Plan.

Partners recognise the need to look back and to look forward based on the situation in Moray now. The CLDSP is seen as a supportive environment in which to do this and that there is an opportunity to revisit the work plan format and agree on refreshed priorities we can collectively address.

**Partners used ‘[How Good Is Our CLD](#)’ framework and agreed a grade of GOOD (level 4).** Most partners agreed with this but two who operate across larger geographies scored higher at level 5 (very good) with the median being 4 and the average 4.2

An evaluation of **good** means that there are important strengths within CLD provision yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all service users and learners. The quality of service users’ or learners’ experiences is diminished in some way by aspects in which improvement is

required. It implies that providers should seek to improve further the areas of important strength and also take action to address the areas for improvement.

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