

Argyll and Bute
Community Learning &
Development (CLD)

STRATEGIC PARTNERSHIP PLAN 2024-2027



Contents

Welcome.....	3	Informing the plan – policy context, partner feedback, data analysis and consultation.....	10-12
What is Community Learning and Development? (CLD)	4	Assessing need, identifying priorities and unmet need.....	13
Argyll and Bute area.....	5-6	Partners.....	14
CLD partnership, vision and values and governance arrangements.....	7-8	Appendix 1 - Action Plan.....	15-21
CLD Inspection - key strengths and areas for improvement.....	9	Appendix 2 - National CLD Outcomes.....	22
		Appendix 3 - Independent Review of (CLD).....	23-24



Welcome

Welcome to Argyll and Bute's Community Learning and Development (CLD) Plan 2024 - 2027. It is paramount to commence this plan with an acknowledgement of the pivotal role that CLD has assumed throughout 2021-2024 Plan. CLD Partners have adeptly adjusted their services to furnish essential lifelines and support to young people, adults, families, and communities.

While Argyll and Bute provides an admirable living environment for many, rural localities can present challenges of hardship and isolation for those lacking financial, personal, and social resources. The existing cost of living crisis has unveiled further disparities and heightened adversities. Nevertheless, it has also given rise to opportunities for engagement, skill development, and a glimpse into diverse lifestyles. The new plan embodies a collective commitment to collaborative efforts aimed at addressing the most challenging issues prevalent in our communities. Achieving this objective necessitates heightened cooperation from all stakeholders.

The Scottish Government duly recognises the significance of the CLD sector, its workforce and its volunteers in offering invaluable support to Scotland's learners and communities and anticipates their essential roles will continue in navigating the forthcoming challenges.

What is our CLD Partnership Plan and the role of the Partners?

This Plan aims to organise the delivery of Community Learning and Development (CLD). In order to maximise impact and create value, CLD Partners will collaborate on six specified priorities which were identified from the data analysis of the Consultation and are in line with Argyll and Bute's Partnership Plan.

CLD empowers individuals and groups to influence changes in their communities. By means of this Plan, we will work with communities to empower them to have a voice in order to shape local services, oversee resources and impact choices.

We will provide chances for lifelong learning to foster the abilities, self-assurance, and goals necessary for both active engagement and financial resilience. We will work to develop the talents, skills and desires of our young people to enhance their employability and positive destinations. We will work with people who face barriers to employment to build their confidence and aspirations.

In order to bridge the digital poverty gap and assist individuals who are disproportionately affected in gaining confidence and skills, we will assist communities to continue to come together and to take advantage of local opportunities and access Services.

The Partnership will continue to work collaboratively to address health and poverty-related inequalities, in order to improve children, young people and Adult Learners attainment. We will continue to deliver a range of learning to improve fundamental literacy, numeracy, and digital skills and as part of Argyll and Bute's multi-agency plans, we will target provision to ensure we reach those individuals and

families who face the greatest disadvantage and have the greatest need.

The CLD Partnership along with other Partner agencies will contribute in reducing poverty and to achieving the Scottish Government's child poverty targets in Argyll and Bute. (Argyll and Bute-Poverty Action Plan).

This CLD Partnership Plan will adapt and change its focus as we track performance and review its impact. It will seek to build on the new recommendations outlined in the report Learning: For All. For Life - Independent Review of Community Learning and Development (CLD) 2024. New priorities will be incorporated into the three year Action Plan as they emerge. We will continue to build new relationships and invite new members into the CLD Partnership and continue to work towards a collective approach in the development of our workforce and volunteers.

1. Digital skills

2. Core skills for learning, life and work

3. Health and wellbeing

4. Your voice

5. The learner offer

6. Improve how we work as a partnership

Introduction to CLD Argyll and Bute

Argyll and Bute Council is mandated by The Requirements for Community Learning and Development (Scotland) Regulations 2013 to develop a comprehensive three-year plan delineating the implementation of Community Learning and Development (CLD) within the local authority's region. This legislative framework is designed to achieve the following objectives:

- Ensure equitable access to CLD support for communities throughout Scotland, particularly those facing socioeconomic challenges.
- Enhance collaboration and cohesion among all CLD providers.
- Empower communities and learners to actively participate in the assessment, planning, and evaluation processes.
- Raise awareness of the role and impact of Community Learning and Development.

Moreover, local authorities are obligated to provide strategic guidance and direction to drive the necessary actions aimed at optimising the contributions of CLD partners in the reformation of public services.

Community Learning and Development (CLD) is a powerful method of engaging with groups and individuals of all ages to foster learning, personal development, and active citizenship. The Scottish Government's National Performance Framework unambiguously outlines the specific focus of CLD partners, which is to:

- Enhance life chances for people of all ages, particularly young people, through learning, personal development, and active citizenship.

- Cultivate stronger, more resilient, supportive, influential, and inclusive communities.
- Provide focused support to disadvantaged or vulnerable individuals or groups with the goal of effecting positive change in their lives and communities.

This approach involves a distinctive process of engagement and support, with content tailored through negotiation with learners. CLD activity places a strong emphasis on early intervention, prevention, and addressing inequalities, encompassing the following:

- Community Development (building the capacity of communities to meet their own needs, engaging with and influencing decision-makers)
- Youth work, family learning and other early intervention work with children, young people and families
- Community-Based Adult Learning including Adult Literacies and English for Speakers of Other Languages (ESOL)
- Learning for disadvantaged and vulnerable groups and individuals, for example, people with disabilities, who have care leaving experience or have a history of offending.
- Volunteer development Learning support and guidance in the community



The new plan will aim to continue to impact positively on targeted provision through learning and Community inclusion and capacity building

- For young people and Children's rights; tackling Child Poverty
- LGBTQI, and New Scots, including refugees and asylum seekers;
- Adults and Adult Learners all ages and Individuals with disabilities
- Reduce social isolation and loneliness.
- Increase voice influence and participation.
- Working towards a Climate friendly Argyll and Bute through supporting the development of sustainable ways of working and living.

Our Area

What we know about Argyll and Bute and our communities (as of July 2024)



690,964 hectares

spread across the second largest local authority area in Scotland with 23 inhabited islands



5.9% from 2018 to 2028, the population is projected to decrease from 86,260 to 83,796. This is a decrease of 5.9%



27.2% of the population is aged between 65 years and over.



The distance

between main settlements and use of ferry services creates challenges in terms of reliability, time and the cost of travel



86 schools

there are ten secondary schools, seventy five primary schools and one school for pupils with complex additional needs in Argyll and Bute



32.9% of employee jobs in Argyll and Bute are in public administration, retail and health compared to 31.2% for Scotland



£586 is the average gross weekly pay for full-time workers living in Argyll and Bute which is lower than the Scotland average of £640 with larger gap for female workers (NOMIS 2024)



April 2023 – March 2024

73.2% of the working age population in Argyll and Bute were in employment, compared with 74.2% for Scotland (NOMIS 2024)



21.7% of children Argyll and Bute are living in poverty. Fuel Poverty, transport challenges and a housing emergency (lack of affordable housing) have an impact on families and communities, increasing the risk of poverty



Thirteen data zones in Argyll and Bute are included in the 20% most overall deprived data zones in Scotland



47.2% of Argyll and Bute's population live in areas classified by the Scottish Government as 'rural'

43% of Argyll and Bute's population live in areas classified as 'remote'

Almost 80% of Argyll and Bute's population live within 1 km of the coast.

Services are directed through four main areas:

- Helensburgh and Lomond
- Mid Argyll, Kintyre and Islay
- Oban, Lorn and the Isles
- Bute and Cowal



Population

Total population Argyll and Bute 87,920 (NRS) 2022.

45 to 64 age group population of 26,807.

16 to 24 age group population of 7,216.

27.2% population aged 65+

More females than males lived in Argyll and Bute.



Youth Service Leads work in Schools and Partnership programmes which collaborate with the Scottish Government and other Scottish Attainment Challenge partners to promote the role of youth work in closing the poverty-related attainment gap. In Argyll and Bute in school session 2023-24, Community Learning extended its partnerships with secondary schools significantly. To support the Education Service in broadening the curriculum and offering as wide a range of attainment and achievement possibilities. Community learning has enabled the achievement of over 450 accredited awards across majority of Argyll and Bute's secondary schools and in the wider community.

The chart highlights two areas:

- 1) The total accredited, recognised qualifications that were achieved by young people.
- 2) The total number of young people who have actively participated in and accomplished wider learning opportunities.

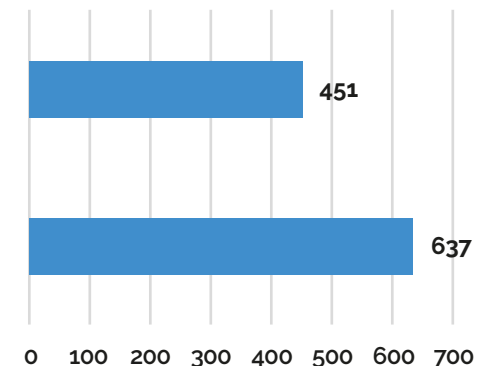
Youth Services CL liveArgyll 01/04/23 - 31/04/24 ages 12 -18yrs

Number of young people achieving nationally recognised Awards through CL - SQA/DYA/SALTIRE/Hi5's

451

Number of young people engaging in wider achievement opportunities through CL

637



New CLD Partnership

Vision, Structure and Governance

Our Vision

"Working together to improve lives across Argyll and Bute by empowering individuals and communities to lead sustainable, fulfilling and happy lives through continuous learning, cooperative problem solving and removing barriers to engagement, health and wellbeing."

Values

The CLD Partnership has adopted the principles, values, ethics and competencies set out by the CLD Standards Council for Scotland. The principles that underpin CLD practice are:

Empowerment - increasing the ability of individuals and groups to influence matters affecting them and their communities;

Participation - supporting people to take part in decision making;

Inclusion, equality of opportunity and anti-discrimination - recognising some people need additional support to overcome the barriers they face;

Self – determination - supporting the right of people to make their own choices

Partnership - ensuring resources and the range of skills and capabilities available are used effectively

With participation, engagement and improvement at its heart, CLD Partnership will take a leading role in:

- Being responsible for the development implementation, monitoring and reporting of the Argyll and Bute CLD Plan. This will include the appropriate risk management and mitigations given manpower and resources available.

- Ensuring strategic priorities are aligned to key local and national plans and ensure there is no duplication of work
- Sharing and analysing data and identifying gaps to inform planning and decision making
- Fostering collaboration and where possible sharing resources across the partnership
- Putting in place delivery/workstream group arrangements to ensure effective implementation at operational and local level, taking into account geographical variations/needs.
- Evaluating and reviewing the CLD plan on a regular basis, taking into account changing learner needs and ensure a culture of self-evaluation and improvement.
- Communicating the work of the partnership to key partners, raising the profile of the work of the partnership and sharing and celebrating key successes.
- Identifying and sharing examples of good practice
- Contributing to Education Scotland CLD inspections and other appropriate CLD quality assurance measures.

Membership

There are many partners involved in the delivery of CLD locally. The Core membership of the partnership includes one representative from the following organisations/groups:

- liveArgyll
- HSCP - Public Health
- Argyll and Bute Council Education Service
- Argyll and Bute Council Economic Growth
- Argyll and Bute Drugs and Alcohol Partnership
- Argyll College UHI • Third Sector Interface
- 3rd sector community organisations representative
- 3rd sector community trusts representative
- Strategic Housing Forum
- Skills Development Scotland
- Department for Work and Pensions
- Community Planning management team
- Argyll and Bute Council Community Development team
- Police Scotland
- Scottish Fire and Rescue
- Outdoor Learning sector representative
- Citizen Advice Scotland

Resourcing the Plan

The Plan will be delivered using existing resources across the partnership members.

Governance and reporting arrangements

Governance and reporting arrangements have been implemented at both the strategic and operational levels. This encompasses the establishment of governance structures such as the liveArgyll Board, Community Services Committee, CLD Partnership, and CPP Partnership. These structures will serve as the means for authorisation, scrutiny and performance management, as well as engagement with essential stakeholders and partners.

The diagram to the right illustrates the governance structure and highlights the key internal/external relationships.

*(*Abbreviations: LA - LiveArgyll, CPP - Community Planning Partnership)*

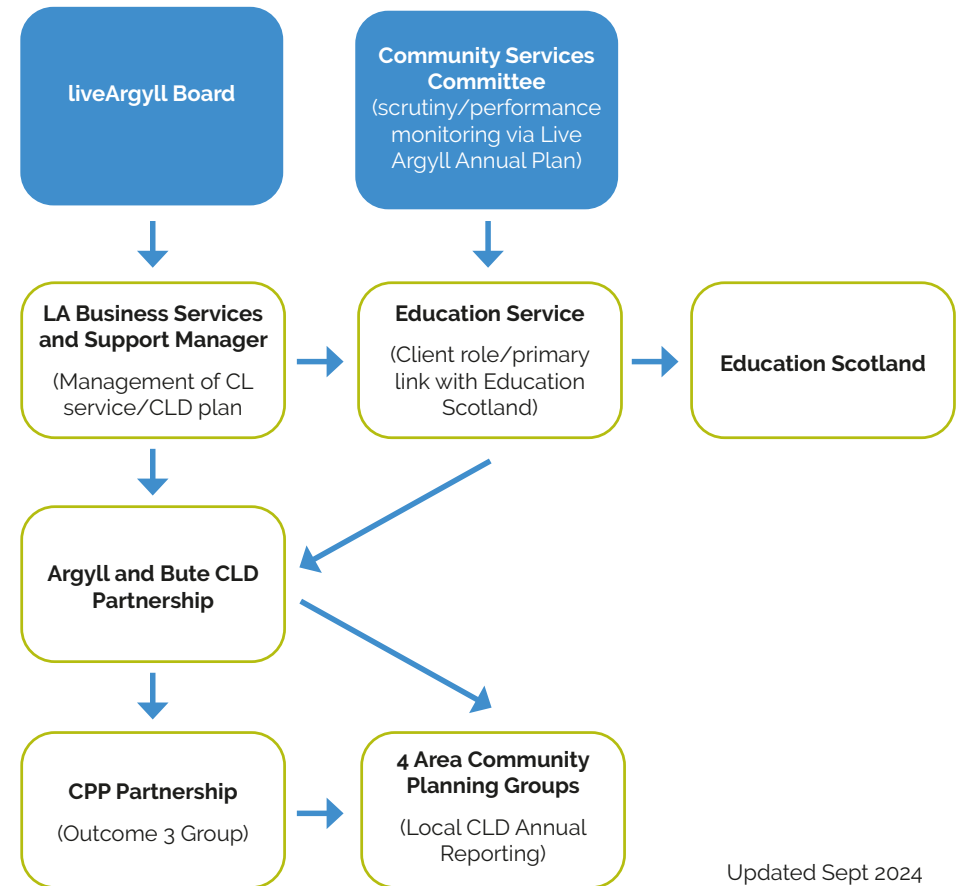
Progress reports on the CLD Plan will be submitted quarterly to the Outcome 3 group within the Community Planning Partnership. This group holds the responsibility for advancing priorities pertaining to education, skills, and training within the 10-year Local Outcome Improvement Plan for Argyll and Bute. The Outcome 3 group directly reports to the CPP Management Committee. Furthermore, annual reports will be presented to the Community Services Committee of Argyll and Bute Council and at Area Community Planning Group meetings. To evaluate effectiveness and identify areas for improvement, Education Scotland's Quality Improvement framework, "How Good is the Community

Learning and Development in our community," will be employed.

The Community Learning Partnership is poised to not only align with and advance Outcome 3 priorities, but also to bolster the broader Community Planning Partnership (CPP) agenda, with a specific emphasis on Outcome 4: ensuring that children and young people are afforded the best possible start, as well as Outcome 5: fostering active, healthier, and independent lifestyles for individuals.

The CLD Partnership is entrusted with the responsibility of ensuring that individuals and communities in Argyll and Bute have access to the necessary CLD support and that the specified outcomes and actions are effectively executed. This Plan is a dynamic and continuously developing document, becoming increasingly significant as partners adapt to evolving needs and as new Partners join the collaboration. Regular monitoring and evaluation will be carried out throughout the initial year of the Plan to ascertain its effectiveness in providing requisite support to individuals, families, and communities.

liveArgyll's Community Learning Service Leads will serve as link officers and members of the four Area Community Planning groups. Additionally, Community Development Officers will provide support to community groups, enabling them to participate and express their opinions.



Updated Sept 2024

Education Scotland HMIE Progress Visit 2024

In January 2024, HM Inspectors visited Argyll and Bute Council to undertake a Community Learning and Development (CLD) progress visit. HM Inspectors concluded that there was no requirement at present for a follow-up visit relating to CLD in Argyll and Bute. A report on progress around the improvements identified is required and will be submitted to HMIE in January 2025.

During the visit, HM Inspectors talked to learners and community representatives, CLD leaders, managers, staff, and volunteers, and other key stakeholders. HM Inspectors evaluated the effectiveness of local authority CLD partnerships' approach to self-evaluation and planning for improvement, and considered progress made against identified priorities in their CLD plans.

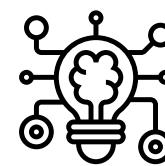
HM Inspectors identified a number of strengths in CLD provision, and examples of progress since the previous visits 2021.



Key areas of strength identified



Self-evaluation is accurate and HMIE were in agreement with the strengths and development areas identified;



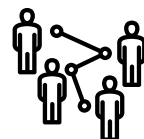
The use of Basecamp is allowing effective communication and information/ data sharing across the partnership;



Governance and leadership of CLD is effective;



CLD has established and is further developing strong partnerships with schools, which are tailored to the needs of individual schools and pupils;



The CLD Partnership Group supports effective collaborative working;



Almost all learners are demonstrating improved health and wellbeing outcomes.

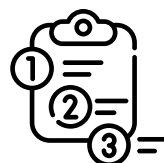
Improvement Areas



Make improvement outcomes more clearly measurable in improvement planning;



Develop individual learning plans with Adult learners within CLD.



Ensure CLD planning is coherent and aligned with planning at ABOIP level;

Informing the New Plan 2024 -2027

A number of methods were used to help inform the new CLD plan:

1. Review of the 2021-2024 plan with key partners
2. CLD inter-agency work group mapping of key local/national plans and strategies linked to CLD, analysis of data , gaps and local need
3. Consultation programme through community engagement, Online Survey for young people, adults and wider organisations and a programme of face to face/online focus groups with learners and young people.
4. The local and national policy context continues to evolve. In preparing the new CLD Plan, the partnership has taken into account relevant local and national strategies and plans as well as wider frameworks and consultation data as outlined in this table.
5. Feedback from Adult Learners, Young People, Community groups and organisations, Case studies and evaluations
6. CLD Annual Reports 2021-2024

Local policy and planning context	National policy context	National drivers	Broader data
Outcomes Improvement plan	Fairer Scotland	Strategic guidance for Community Planning Partnerships for CLD	Children's Services Joint Needs Assessment HSCP Joint Needs Assessment
Argyll and Bute Economic Strategy	National Youthwork Strategy	Curriculum for Excellence	CPP Place standards
Argyll and Bute Council Corporate Plan	National Adult Learning strategy	GIRFEC	NOMIS labour market profile
Anti-Poverty Strategy	National ESOL Strategy	National Improvement Framework	Covid building back better consultation TSI national covid survey
Argyll and Bute Employability Partnership Action Plan	National Literacies Strategy	Attainment Challenge	Adult Learning Strategy consultation
Education Plan	Active Scotland Outcome Framework	How Good Is Our CLD	Inform Scotland data
Argyll and Bute Children and Young People Service Plan	National Performance Framework	Adult Literacies in Scotland	Scottish Attainment Challenge equity audit
Argyll and Bute Living Well Strategy	No One Left Behind	Adult Literacies Curriculum Framework	Education Scotland Equity and Outdoor Experiences *add to action plan
Our Children Their Future Education Strategy	Developing the Young Workforce - Scotland's Youth Employment Strategy	A professional development framework for Scotland's adult literacies workforce	Performance data of partners in CLD Partnership
LiveArgyll Business Plan	National Strategy for Community Justice	Drugs and Alcohol Framework	Argyll and Bute CPP Place Standard consultation
Argyll and Bute Covid Recovery Plan	Preventing offending getting it right for young people	Education Scotland Guidance - developing CLD Plans 2021-2024	Salsus Survey
Argyll and Bute Corporate Parenting Plan	Youth Justice Strategy	National Standards for Community Engagement	LOIP locality profiles
Argyll and Bute Fire and Rescue Plan	Child Poverty Strategy for Scotland	UNCRC Scotland Bill	NHS Highland Social Mitigation Plan (Covid-19 recovery)
Argyll and Bute Policing Plan	Community Empowerment (Scotland) Act	Family Learning National Occupational Standards (NOS)	Young Scot lockdown lowdown
Argyll and Bute Strategic Volunteering Framework	Learning: For All.For Life. A report from the Independent Review of Community Learning and development (CLD)	National Mental Health Transition and Recovery Plan	TSI National Covid-19 survey
Argyll and Bute Gaelic Language Plan	UNCRC Framework		
Argyll and Bute HSCP strategic Plan			

2021-2024 Plan Review

A review process of the 2021-2024 plan included feedback from a range of partners which is summarised below:

What went well



Mapping of digital support across Argyll and Bute consultation and report



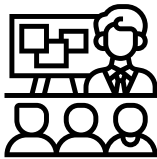
Scottish Attainment Challenge - Increased Learning Offer and delivery provision of accredited learning and wider achievement across Secondary schools.



Joint working to meet the needs of communities



Continued Leadership opportunities for young people



Strong strategic approach to delivering CLD services leading to better alignment with CLD plan priorities.



The CLD Partnership using an online platform for collecting reports, data, and evidence, improving understanding and helping leaders produce evidence-based reports

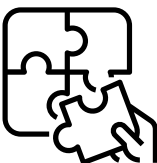
Areas for improvement



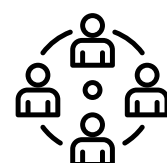
Regular review of data and performance



Joint ownership of key partners in developing the plan and reports



Clear responsibilities of some partners and where they will contribute



Wider engagement with 3rd sector delivery partners

Consultation Programme

The consultation survey exercise resulted 829 responses across Argyll and Bute.

The survey themes were identified from:

- Local and national strategies
- Local and national data
- Education Scotland/Scottish Government CLD Plan guidance

The process:

- Inter agency work group - consultation and communications plan
- Digital via survey monkey and paper options
- Support for learners/groups
- Involvement of learners and organisations in developing and testing the survey

The partnership has identified some gaps from the consultation process which was anticipated due to a variety of factors.

Further consultations and surveys are scheduled in year one with young people through Partner Youth provision, MSYPs, Youth Action Groups(YAG) and wider engagement and findings will be relayed back to the Partnership.

Consultation results 2024

What we have learned:

The CLD consultation highlighted what was most important to adults, young people and the wider community organisations Priorities

Priorities	Priority 1	Priority 2
Digital Skills	Affordable Internet Connectivity 64.5%	Online Safety 62.7%
Poverty	Home Budgeting and maximising household resources 49.3%	Reduction to Services impacts Communities 43.19%
Employability Skills	Core Skills communication, working with others, confidence building 66.6%	Preparing for work, overcoming barriers and helping move into employment 55.7%
Health & Wellbeing	Getting more physically Active 61.7%	Mental Health 59.9%
Your Voice	Developing people's confidence, understanding and the skills required to influence decision making and service delivery 64.8%	Youth Voice, ensuring that young people are able to have their voices heard 46.7%

Gaelic Language in Argyll and Bute

Top 3 Responses:

Increase the general Knowledge and understanding of the benefits and aims of Gaelic in Argyll and Bute 63.7%

Increase the number of adults and young people with Gaelic to participate and engage with the wider Gaelic Community in a variety of settings -through partnership working and outreach work with schools 50%

Encourage communities to access Bòrd na Gàidhlig funding to enable the delivery of community based Gaelic language learning classes 50%

Community Development and Capacity Building

Top 2 Responses:

Having a community voice in decision-making in the council 75.7%

Community groups having access to information and understanding of council processes for example participation requests, asset transfers 66.9%

Argyll and Bute Outcomes Improvement Plan for 2024 -2034

Transport Infrastructure 69.6%

Housing 52.5%

Community Wellbeing 59.4%

Young People and Youth Services

Employability skills that support young people into employment education or training 66.6%

Access to appropriate mental health and wellbeing programmes 62.6 %

Closing the attainment gap. Youth Work can help with raising attainment by providing opportunities for wider achievement, learning outside and increasing social and emotional wellbeing 57.7%

Adult Learners

Employability skills – to prepare for work, get back into work or change employment 52.7%

Learning for leisure, informal learning activities to develop new skills 47.6%

Barriers

Lack of public services transport

Don't know what is available Learning opportunities in one place

Lack of confidence

Affordable Internet connectivity and online Safety

Cost of living

Assessing need and setting priorities



CLD needs in Argyll and Bute have been carefully considered and grouped under 6 key themes:

1. Digital skills

2. Core skills for learning, life and work

3. Health and wellbeing

4. Your voice

5. The learner offer

6. Improve how we work as a partnership

We recognise the importance of ensuring the partnership works together, sharing expertise, manpower and resources to reduce inequalities and support those who need it the most coming out of the pandemic.

The action plan sets out our shared priorities for the next three years to improve outcomes for individuals and communities across Argyll and Bute. The partnership will monitor progress and produce a self-evaluation each year reporting the performance to Argyll and Bute Council and the Community Planning Partnership.

Unmet need

The challenges encountered by Argyll and Bute CLD Partners in executing this Plan are likely to mirror those faced by numerous local authorities throughout Scotland. These challenges encompass workforce capacity, as well as the partners' capacity to reassess and alter traditional practices; access to sufficient resources, and the expanding scope of CLD, as our professional expertise gains recognition and invites us to contribute to more discussions aimed at fulfilling an ever-growing assortment of Scottish Government policies and priorities.

It should come as no surprise that fulfilling all CLD requirements during the duration of this Plan appears improbable. Numerous elements will play a crucial role in this due to major concerns such as the rising cost of living, fuel poverty hardships, child poverty, digital affordability, lack of public transport and Argyll and Bute declaring a housing emergency/crisis due to lack of housing being available and also affordable housing being available to individuals and families.

Providing education and training connected to stable job prospects is vital for unlocking the potential of youth and enhancing population growth. Transportation continues to present a significant obstacle to learning, and employment, for many who live rurally. While CLD is

enthusiastic about joining broader initiatives, staff members are overstretched, and volunteers find themselves at unprecedented limits. The challenge of attracting a suitably qualified workforce also persists. We will continue to aspire to make progress in these areas over the next three years of this Plan.

Ultimately, early intervention and prevention, along with support and investment is required if we are to effectively achieve this goal and address the needs of the most marginalised hinges on the capacity to remain flexible and respond in ways that we can make a difference.

Cost for participants

The partnership will continue to work together to maximise funding streams to help reduce costs for targeted provision. Using a hybrid of face to face and digital delivery will also help maximise financial resources.

Transport

The partnership will share learner feedback with wider CPP/Locality Planning partners, deliver outreach programmes supported by volunteers and maximise use of online programmes working with local partners to reach rural/island communities.

Partners

With thanks to all partners within the CLD Partnership



Appendix 1

Argyll and Bute CLD Partnership Action Plan

What is the need?	Actions	Lead	Timescale Year 1 (short) Year 2 (med) Year 3 (long)	Outcome	Measure of success/impact
Theme 1: Digital Skills	Continuing developing a coordinated approach to identify and support digitally isolated individuals and vulnerable groups to access digital devices, and affordable internet connectivity and support them to develop their skills, knowledge and confidence around online safety;	TSI/ Argyll and Bute Council Police Scotland	1,2	Learners with the most need are identified and supported	Number of targeted individuals confidently/actively using devices Case studies Quarterly reports on local CLD activity are made to the Outcome 3 group CPP
	Review partner and volunteering roles/ opportunities to support digital development work with an assessment of training needs	TSI/liveArgyll/ Argyll and Bute Council	1	Coordinated volunteer opportunities in place to meet demand of learners with clear support mechanisms for volunteers	Number of volunteers supporting learners Learner and volunteer feedback
	Coordinated delivery of basic digital upskilling courses to meet digital requirements for job preparation and day to day life skills including online safety and the benefits of getting online	Argyll College UHI/liveArgyll/ SDS/Police Scotland/	1,2,3	Improvement in digital competency	Learner feedback Recording Number of course attendees Number of qualifications and wider achievements

Theme 2: Core skills for learning, life and work	Hold monthly meetings between leads of CLD and Employability Partnerships	LA/IB	monthly	Clear responsibilities within each plan, sharing of data/ identification of gaps/share good practice	Clear plans in place Evidence of coordinated planning and review
	Develop a comprehensive volunteer plan across Argyll and Bute, by building on existing initiatives and leveraging their combined resources and expertise	liveArgyll/TSI/ CAS	1,2	To identify shared objectives, such as enhancing community well-being, reducing social isolation, and improving employability through volunteering. Resource Sharing: Pool resources, including funding, training materials, and volunteer management systems, to create a unified approach	Numbers of individuals volunteering volunteer feedback evaluation of progress CLD Annual Partnership report Quarterly sharing of data with the CLD Partnership
	Support the Argyll and Bute Employability Partnership to deliver the NOLB policy agenda and associated interventions All ages 15 - 67 Individuals with disabilities and those at risk of long-term unemployment	Employability Partnership/ CLD Partnership	1,2,3	To progress To progress people with disabilities or experiencing long term unemployment along the employability pipeline through the skills, knowledge and training	Numbers of individuals achieving positive destinations Learner feedback Case studies Partner report
	Identify gaps from employer skills survey and work with employers to deliver programmes/courses based on employer needs	Employability Partnership, Argyll College UHI/SDS/ LiveArgyll/ DWP	1,2,3	Increased SQA/college offering that meets the needs of employers	Number of participants completing courses Number of individuals gaining employment

	Offer a range accredited and wider achievement opportunities in schools and community settings with clear pathway/progression options Including Adult Literacy and Numeracy through MULTIPLY / UKSPF/ESOL	Employability Partnership/ CLD Partnership Argyll College UHI/liveArgyll/ Argyll and Bute Council/CAS/ TSI/SFR	1,2,3	Improved skills and training Improved skills and confidence	Numbers of accredited learning and wider achievement opportunities number of participants completing courses Reporting data includes number of programmes and learners in provision. Reporting Impacts of the ALN learning. Learner feedback Stakeholder feedback
Theme 3: Health and Well-Being	Offer a range of planned programmes in safe spaces in schools and communities that support health and well-being of learners	CLD partnership/ Argyll and Bute HSCP/ Active Schools/ liveArgyll	1,2,3	Improved quality of life	Case studies ROI/Social value indicators
	Continued work of link worker in targeted communities in Argyll and Bute as part of the modernisation of primary care services and co-produce community based services to support people with options and choices and in tackling Poverty	Argyll and Bute HSCP/all CLD Partnership	1	increased referrals via social prescribing model and improved sign posting improved quality of life	CLD Annual Partnership report Quarterly sharing of data with the CLD Partnership Number of participants/ referrals learners taking part in community based activities

	Offer a menu of targeted physical activity/well-being programmes for learners and young people	CLD partnership/ liveArgyll/ Active Schools	1,2	Increased physical activity levels Improved well-being and mental health Reduced anti-social behaviour	Number of learners taking part in activities Participant feedback including well-being star and participants reporting improved well-being
	Deliver a coordinated outdoor learning offer for young people and adults	liveArgyll/ Argyll and Bute Council/ 3rd sector	1,2,3	Increased confidence Increased physical activity	Number of participants making a positive lifestyle choice to support their health & well being
Theme 4 - Your Voice	We will ensure young people's views are listened to and acted upon. Support a Collective approach to a new youth voice model and pathway for youth voice Enhanced youth voice that recognises the opportunities the youth work sector provides at realising the ambition contained within UNCRC	liveArgyll/ CPP/ Argyll and Bute Council/ HCSP	1,2	Improved mechanisms across partners to better engage and support learners and groups in planning of service provision Children and Young People are provided with opportunities to evaluate current services and influence the planning of future services	Increased number of individuals and groups formally engaged with the CLD partnership Case studies Local consultation Youth Action groups MSYP feedback
	Continue with support to Communities to become more resilient as a result of effective and relevant capacity building. Groups and communities have more opportunities to influence decisions on local venues and assets	CPP/CD Argyll and Bute Council/ TSI/ SFR/PS/ HSCP	1,2,3	enhanced learner /community voice and empowerment identified need	Data is reported on the number of active engagements and sessions. Information is reported on any support and capacity building provided to organisations and the impact of this

	Continue with mechanisms to better engage and support adult and young learners and groups in planning of service provision and building capacity in communities	CLD Partnership/ LOIPS	1,2	Improved understanding of the range of local groups and organisations that are contributing to CLD outcomes and the needs of learners	Learner forums /case studies Data reporting on the number of active engagements and sessions CLD Annual Partnership report Quarterly sharing of data with the CLD Partnership
	Review place standard data following consultation process	CLD partnership	1		
Theme 5 - The CLD learner offer	Develop a menu of core CLD programmes including ESOL to deliver to targeted adults and young people	CLD partnership	1	Clear learning offer that meets the needs of targeted individuals and communities	Number of individuals engaged in CLD activity Case studies
	Identify gaps in family learning offer and examine how links can be made to promote and target parent/carer joint learning with children and young people	CLD partnership liveArgyll/ TSI and 3rd sector/ CPP and community dev team	1,2	Improved outcomes for families Improved involvement of families in evaluation of family learning programmes Clear progression routes for adult learners as part of family learning activities	Parent/carer feedback and case studies Stakeholder feedback
Theme 6 - Improve how we work as a partnership	Continue a rolling programme of self-evaluation/review using HGIOCLD and challenge questions	CLD Partnership	1,2,3	CLD Partnership actions for 2024-27 developed/ amended Progress against our priorities	Evaluation of local approaches used Reporting to CLD Partnership
	Undertake further consultation with learners where gaps were identified in the consultation process and review the plan priorities annually	CLD Partnership	1	The plan fully meets the needs of learners	CLD Annual report Evaluation and analysis of participation

	Representation of the CLD Partnership on all 4 area locality planning groups	liveArgyll	1,2,3	CLD Plan takes into account new priorities set out by LOIPs	Meetings held 4 per year
	CPD sessions and 6 monthly review of The CLD Partnership set clear outcomes for CLD, with success measures across all partners, to provide an overview of CLD impact within the local authority	CLD Partnership	1	To support monitoring, recording impact, and identifying trends for continuous improvement.	Reporting/evaluating use the National Outcomes performance reviews Annual Reports and Partnership meetings
	Workforce and volunteer development Develop the CLD workforce to become skilled and confident to deliver on local CLD priorities. Commit to UNCRC joint training as a partnership	CLD Partnership	1,2	Improved understanding of the range of CPD and training opportunities and pathways Workforce can access and participate contributing to CLD outcomes The CLD workforce has the necessary skills to confidently deliver on the ambitions of the plan	Uptake of CPD and training opportunities Identified needs Registration to CLD Standards Council
	Continue work in partnership with Northern Alliance and CLD Standards Council to map out and develop qualification pathways in CLD; and encourage take up of membership and benefits Share good practice	CLD Partnership Northern Alliance	1,2,3	Career pathways access to CPD and training opportunities, Have your say to consultation participation in the future of CLD	Meetings/Minutes/Agendas CLD Annual Reports Partnership meetings

	<p>Continue to maximise the use of the new TSI database/ website to undertake meaningful engagement work with the wider 3rd sector</p> <p>Continue to Celebrate the achievements of learners across the partnership</p>	<p>CLD Partnership</p> <p>TSI/liveArgyll</p>	<p>1,2,3</p> <p>1,2</p>	<p>Increased awareness, signposting and uptake</p> <p>Improved joint planning and partnership work</p> <p>New Skills developed</p> <p>Improves confidence</p> <p>Highlights contribution made to their communities</p> <p>Leaners achievements</p>	<p>Uptake of CPD and training opportunities</p> <p>Identified needs</p> <p>Increased membership</p> <p>Stakeholder feedback</p> <p>Awards ceremonies</p> <p>Celebration day for Adult learners</p> <p>Case studies</p> <p>CLD Annual Reports</p>
	<p>continue to develop the use of GDPR compliant shared data and performance information for effective decision making and reporting, to identify gaps in provision and target those most in need by:</p> <ul style="list-style-type: none"> Identifying what relevant CLD data local and national partners can share Agreeing mechanism to collate, use and update the data using CLD basecamp group Agreeing a set of performance measures 	<p>CLD Partnership</p>	<p>1,2</p>	<p>Robust performance management and reporting mechanisms in place.</p> <p>Effective decision making and targeting based on shared partnership data</p>	<p>Set of performance measures and data sets</p>

Appendix 2 – National CLD Outcomes

National CLD Outcomes

Outcomes set through a collaborative focus involving Community Learning and Development Managers Scotland (CLDMS) and key partners

Youth Work	Adult Learning	Community Development
1. Young people are confident, resilient and optimistic for the future	1. Adult learners are confident, resilient and optimistic for the future	1. Communities are confident, resilient and optimistic for the future
2. Young people manage personal, social and formal relationships	2. Adult learners develop positive networks and social connections	2. Communities manage links within communities and to other communities and networks
3. Young people create, describe and apply their learning and skills	3. Adult learners apply their skills, knowledge and understanding across the four areas of life	3. Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs
4. Young people participate safely and effectively in groups	4. Adult learners participate equally, inclusively and effectively	4. Community members form and participate and effectively equally, inclusively and effectively in accountable groups
5. Young people consider risk, make reasoned decisions and take control	5. Adult learners are equipped to meet key challenges and transitions in their lives	5. Communities consider risk, make reasoned decisions and take control of agendas
6. Young people express their voice and demonstrate social commitment	6. Adult learners express their voices, co design their learning and influence local and national policy	6. Communities express their voice and demonstrate commitment to social justice and action to achieve it
7. Young people's perspectives are broadened through new experiences and thinking	7. Adult learners critically reflect on their experiences and make positive changes for themselves and their communities	7. Community members' perspectives are broadened through new and diverse experiences and connections

Appendix 3 – Independent Review of CLD

The Future of CLD Learning:

For All. For Life. A report from the Independent Review of Community Learning and Development (CLD) Kate Still published July 2024.

The recent Independent Review of Community Learning and Development Sector across Scotland will inevitably introduce new additional focuses and priorities to our Action Plan/s. Therefore we have added this extract to our CLD Partnership Plan so we can be ready to implement them as they emerge and to inform new and existing Partners and wider readers of why the review was carried out.

Kate Still was specifically asked to provide information and recommendations on the following:

1. Effective and consistently measured outcomes delivered through CLD and reported across the sector. This includes data on the CLD workforce, engagement opportunities and outcomes for learners.
2. Delivering positive outcomes and improved life chances for marginalised and vulnerable learners in communities, in the context of wider education reform and public finance constraints.
3. A strong and suitably professionalised CLD workforce equipped to deliver high-quality outcomes for learners.

Kate Still wanted to do this in a way that was consistent with her determination for the review to look at these points through the lens of a CLD learner or potential learner, She decided to structure her evidence-gathering around four key themes (as set out below – with some of the questions she was looking to answer in bullet form):

Theme 1 – Visibility & Awareness:

- Do people understand what CLD is and does?
- How visible is CLD (and its component parts) to potential learners, decision-makers, budget- holders and other related service providers?
- Is there sufficient awareness amongst potential learners, decision-makers and budget-holders on the positive outcomes that CLD can help to deliver?
- If somebody could benefit from CLD services, how do they know this and how do they find out what might be available?
- How is CLD – as a profession, approach and service – seen by decision-makers, budgetholders and related service professionals?

Theme 2 – Accessibility & Availability:

- If someone wants to do CLD learning, how likely are they to find what they need or want, and at a time/ setting that suits their circumstances?
- Do we have a clear picture of what the need for CLD is?
- What are the main barriers to someone accessing CLD or continuing their CLD learning journey?
- Is it effective in reaching out and meeting the needs of the 'voices seldom heard'?
- In a time of very tight budgets, is it possible to get the right balance between universal and targeted provision?
- How sustainable and predictable is the learning on offer?

Theme 3 – Support & Learning:

- Are CLD staff and volunteers sufficiently trained/ qualified to support a learner's journey towards achieving high-quality positive outcomes?
- How are CLD staff and volunteers seen by other related professionals?
- Is learning taking place in a safe and welcoming environment?
- How open is CLD provision to learners from more diverse and marginalised backgrounds?
- How 'joined-up' are CLD services to other related services, such as schools, mental health support, benefits/money advice, Colleges, Universities, employability services, etc?
- How integrated is CLD into the wider education and skills system?

Theme 4 – Pathways & Progression:

- How do learners know and record the progress being made?
- How do we best measure (locally and nationally) the positive outcomes that CLD is delivering?
- What, if any, are the challenges for a CLD learner moving to the next stage of their learning, and how are they overcome?

How do we get to where we want to go?

Having listened widely to learners, stakeholders, practitioners and decision makers, and considered the evidence gathered and presented in the documents accompanying this report, Kate Still is making recommendations, with related priority actions, in six key areas

1. Leadership and Structures

The sense of fragmentation, inconsistency, drift and decline needs to be addressed urgently. Her view is there is a requirement for sustained strategic leadership, working to set out and deliver a clear, learner-centred, vision of what CLD is expected to do to provide the best outcomes for Scotland's communities and the individuals who make them up.

2. Overarching Policy Narrative

As Kate Still has highlighted throughout this report, there is a pressing need for the Scottish Government to take the findings from the many recent inter-related reviews in the education policy space, and to use them to synthesise a clear statement of what it wants in a true Lifelong Learning system. This can be helpful in paving the way for a clearer statement of the role that the Scottish Government expects CLD to play within that system.

3. Focus on Delivery

There is much that needs to be done, but not all of it can be done at once. Nevertheless, it will be important to develop and set-out a plan which shows what steps will be taken, and when, to deliver the changes required to ensure CLD continues to deliver positive outcomes. ESOL needs to be a priority.

4. Budgets and Funding

She has been clear to learners, practitioners and stakeholders throughout this review about the need to be realistic about the likelihood of significant additional funding being injected into CLD in the short-term. Nevertheless, it will be important to consider what can be done now to address some of the long-standing budget and funding challenges across the sector.

5. Developing the Workforce and Standards

The CLD professionals and volunteers, working with people facing the biggest challenges, deserve better recognition than they currently enjoy. For those who are qualified CLD professionals, there is a pressing need to ensure parity of esteem with similarly-qualified professionals in related fields. As Scotland's population continues to change, there is a need for the CLD workforce to change with it.

6. Demonstrating Impact

If anyone, after reading this report, still harbours doubts about the life-changing nature of CLD, Kate Still strongly encourages them to sit down and listen to the learners whose lives are changed for the better (or have been saved). Many of the practitioners she heard from accepted that CLD needs to get better at telling its stories and demonstrating impact. Collectively, we need to get better at recognising and celebrating what CLD does.

Kate Still's says, without hesitation, that there is strong evidence showing that CLD is delivering positive outcomes and improved life chances for marginalised and vulnerable learners up and down the country. With the recommendations set out in this report, she is confident it can do even more. To help us ensure that it does, action needs to be taken to develop a clear and consistent framework of outcomes, together with a more standardised approach to reporting on those outcomes across the country. All of this can only be done with a workforce of staff and volunteers, who are clear on the standards expected of them, and supported to ensure that they can meet those standards.

Extract from Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD) Kate Still published July 2024.