

CLD Plans Guidance Note (2021-24)

December 2020

CLD Plans Guidance Note

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Introduction

This guidance document and accompanying information sets out the current national policy context that The Scottish Government expects local authorities and their partners to take into account when meeting their statutory requirements as set out in [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) during the period, 2021-24. There is an expectation that Community Learning and Development (CLD) plans will be informed by this guidance. The guidance is intended to reinforce the valuable contribution that the CLD sector is making to supporting learners and communities during the Covid-19 crisis and beyond. It also takes into account the challenges that the sector is facing as a result of the pandemic and the impact this will have on CLD planning.

This guidance note will build on and does not replace previous guidance notes published in [2014](#) and the [Revised Guidance](#) published in 2017 to help with the creation and ongoing development of CLD plans. Advice published in previous versions of the guidance note continues to be relevant and should be read in conjunction with this guidance note when developing CLD plans for 2021-24.

Building on the important work that has taken place since the introduction of The Requirements for Community Learning and Development (Scotland) Regulations 2013, this guidance note provides key strengths and areas for improvement based on feedback from stakeholders and HMI inspections carried out between 2016 and 2019.

The guidance will also consider the workforce delivering outcomes for CLD and considerations for professional development to ensure education authorities and their partners have a skilled workforce, with the ability to identify and engage people and communities who require support from CLD services.

The final section of this guidance will outline the expectations on education authorities to meet The Requirements for Community Learning and Development (Scotland) Regulations 2013 within the wider policy context.

The Scottish Government recognises the role of the CLD sector across the public and third sector in providing invaluable support to Scotland's learners and communities during the Covid-19 pandemic. By developing new and flexible ways to deliver key services with, by, and for vulnerable and marginalised learners in schools, colleges and communities. CLD

approaches will also be key to planning for a full recovery and renewal to active civil society across Scotland.

Duties under The Requirements for Community Learning and Development (Scotland) Regulations (2013)

[The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) are subordinate legislation made under section 2 of the Education (Scotland) Act 1980 (“the 1980 Act”). Section 1 of the 1980 Act requires each education authority to secure adequate and efficient provision in their area of both school education and further education, which in this context includes CLD and is not age limited. Section 2 of the 1980 Act allows the Scottish Ministers to prescribe requirements to which every local authority must conform when discharging its obligations under the 1980 Act.

The Requirements for Community Learning and Development (Scotland) Regulations 2013 place a requirement on education authorities to identify the Community Learning and Development needs of target individuals and groups within their local authority area.

[Regulation 2](#) sets requirements in relation to the steps being taken by the education authority in securing community learning and development. The education authority is obliged to involve and consult certain representative persons in carrying out that process ([Regulation 3](#)).

[Regulation 4](#) requires that education authorities publish plans every 3 years containing information about the provision of community learning and development.

This guidance note does not amount to legal advice. CLD providers, staff, and volunteers may wish to seek their own advice to ensure compliance with all legal requirements in fulfilling their duties under The Requirements for Community Learning and Development (Scotland) Regulations 2013.

Expectations on Education Authorities

There is an expectation on education authorities to recognise, in their CLD plan, the integration and impact of CLD practice across services within the local authority area. This work will include services provided by the CLD workforce employed and volunteering within the local authority, as well as CLD provision within schools, colleges, third sector

organisations and other community planning partners. In summary, the expectation is for education authorities to:

- Co-ordinate the provision of community learning and development with stakeholders;
- Describe the actions that will be taken to provide and coordinate community learning and development between 1 September 2021 and 31 August 2024;
- Describe the actions of partners for the provision of community learning and development from 1 September 2021 to 31 August 2024;
- Describe any needs for providing community learning and development that will not be met between 1 September 2021 to 31 August 2024.

Development of the CLD plan will require a collaborative approach to the delivery of CLD in Scotland's schools colleges, third sector organisations and communities. This will require the education authority to coordinate the delivery of CLD practice from across the local authority area and consult with partners and learners in schools, colleges, third and voluntary sector organisations and communities with a particular emphasis on people who are vulnerable or marginalised.

To ensure that education authorities meet their statutory requirements to secure CLD provision in their area ([Regulation 2](#)), education authorities must publish a revision to their CLD plan by September 2021 ([Regulation 4](#)) which covers the following three years (2021-24) and is based on consultation with representatives of target individuals and groups and CLD providers ([Regulation 3](#)).

The Scottish Government expects education authorities to take account of a variety of priorities when planning to secure adequate and efficient CLD services. Examples of national policy objectives are highlighted in ANNEX A.

Furthermore, The Requirements for Community Learning and Development (Scotland) Regulations 2013 state - "*The plan must specify any needs for community learning and development that will not be met within the period of the plan*". The CLD plan should clearly acknowledge any needs for CLD which cannot be addressed in the period of the plan (2021-24) in order to meet fully the requirements of the legislation.

We also recognise that the Covid-19 crisis is likely to continue to present significant practical challenges to CLD planning between now and September 2021 and that this could have an influence on future CLD planning priorities throughout 2021- 2024.

Impact of Covid-19 on CLD

In March 2020, the Covid-19 pandemic changed the way that learning was delivered by Scotland's schools, colleges, third sector organisations and communities. Digital learning and engagement has become increasingly prominent as a method of delivering services and support.

The pandemic inevitably presented challenges for Scotland's most vulnerable learners - digital poverty resulted in people being unable to access learning due to a lack of digital awareness, skills, devices or connectivity. In addition, the priorities of some learners changed from learning and development to a focus on health and wellbeing; and accessing essential services such as food, medicine or money advice.

CLD workers have been widely recognised as key workers during the pandemic, continuing to engage with young people, families, adult learners and community organisations, particularly in our most disadvantaged communities. The Scottish Government recognise that CLD practitioners have a vital role to play in rebuilding from the pandemic and responding to the new challenges ahead. There is an expectation that education authorities will take appropriate steps to:

- Ensure that adequate and efficient CLD support is made available to assist disadvantaged communities to recover from the Covid-19 pandemic;
- Consider the impacts on disadvantaged learners and communities as part of an ongoing assessment and reflect any changes in the planning and review process in 2021-22;
- Embed priorities for recovery and renewal of local CLD services within Local Outcomes Improvement Plans (LOIP) and other relevant local plans.

The impact of Covid-19 in Scotland, and around the world, reminds us that the role of CLD and empowerment can help people engage in learning in our communities, schools, colleges, third sector and voluntary organisations as we move to recover from the pandemic.

Priorities

The priorities for the delivery of CLD throughout the life span of the CLD plan (2021-24) should include, but not be limited to:

- Priorities set out in LOIPs and other national policies, whilst taking account of an evidence base most relevant to CLD provision;
- Working with partners in schools, colleges, third sector organisation and community planning partnerships to ensure services are adequate and efficient;
- Identifying priority groups and target the most vulnerable and marginalised learners in schools, colleges and communities to engage with CLD services;
- Protecting and improving health and wellbeing outcomes for young people, adults and families;
- Creating additional opportunities and support for learning, employability and creating local wealth;
- Recognising and taking appropriate action to support those most disproportionately affected by digital poverty ensuring they have the necessary tools, skills and support to access digital learning and services;
- A commitment to incorporate the UNCRC into policy across CLD services;
- Taking account of the need for community based adult learning, youth work and English for Speakers of Other Languages (ESOL) learning and embedding in provision across the local authority area.

A collaborative approach to ensuring the delivery of CLD practice is recognised as being key to achieving improved outcomes for young people, adults, families and communities within in the local authority area.

Developing the CLD Plan 2021-24

Education authorities and their partners should also ensure that they adhere to the expectations set out in [Section 3 \(Responsibilities\) of the 2014 Guidance](#) and the themes set out in the [2017 guidance](#) note which illustrates key parts of the CLD planning process:

Involvement

It is envisaged that education authorities will continue to develop a collaborative approach to delivering priorities CLD services in schools, colleges, third sector organisations and communities. CLD is an essential part of education recovery following the Covid-19 pandemic.

The plan should be developed in partnership with learners and communities. The needs of learners and communities should clearly inform priorities and there should be evidence of effective community engagement which is enabling learners and groups of all ages to have ownership of CLD priorities in the area.

Shared CLD Priorities

In creating the CLD plan, it is important to consult with and recognise the strength of CLD delivery provided by partners from schools, colleges and third sector organisations. This will help to ensure CLD provision is adequate and efficient and meets the needs of young people, adults, families and communities. Education authorities should:

- Create a shared CLD plan which that sets out clear and coherent priorities for the delivery of CLD services across the education authority area. The plan should be developed with community planning partners from schools, colleges, third sector organisations and local authorities;
- Demonstrate what steps community planning partners are taking to maximise the impact of CLD by focusing activity on the most disadvantaged learners and communities;
- Describe the role of partners that will be involved in the delivery of CLD services from schools, colleges, third sector organisations and other partners across the local authority area;
- Consider the outcomes identified by the Regional Improvement Collaborative;
- Clearly articulate the contribution of CLD services in their area to the policy priorities outlined above and in ANNEX A.

Planning

During the planning process there are a range of considerations which will help to inform decision-making. Education authorities, in developing their CLD plans, should:

- Consider the full impact of CLD in the wide range of environments and contexts where learning takes place;
- Consider within the CLD plan 2021-24, the key messages from:
 - The review of CLD plan published by Education Scotland on the previous plans for 2018-2021 ‘Planning for Change’. A summary can be found in ANNEX B;
 - The key findings of the Education Scotland’s report ‘Improving Life Chances and Empowering Communities’. A summary of these is in ANNEX C;
 - Key messages from the CLD Standards Council and the Collaborating for Improvement Event held in January 2020. This can be found in ANNEX D;
- Ensure the CLD plans are consistent with existing and emerging priorities for young people, adults and their families within schools, colleges, third sector organisations and communities across the local authority area. CLD priorities should be embedded in school improvement plans, LOIPs and child poverty action plans;
- Ensure that CLD plans have a timely Equalities Impact Assessment, in line with the public sector equality duty;
- Consider how the CLD plans will connect as the following Programme for Government commitments emerge:
 - Lifelong Learning Framework 2022–27
 - Adult Learning Strategy 2021–2026
 - Youth Work Strategy 2021-26

The Scottish Government will continue to develop the above strategies throughout 2021. Leaders of education authorities should consider the impact of any updated strategies as part of their CLD plan review processes.

Governance

Governance is an important part of the CLD planning process and the following points should be reflected in building a CLD plan:

- Clear, robust governance arrangements should be created for annual monitoring and reporting. This should include a timeline for

reviewing and evaluating the impact and progress of the CLD plan and the services provided;

- Barriers to adequate and efficient CLD provision should be identified and communicated. This is also known as the unmet needs of CLD provision;
- The CLD plan and the reporting arrangements should be clear and accessible to local learners and communities.

Workforce Development

The education authority should ensure that CLD workforce planning is an integral part of the CLD plan and that the plan identifies the actions to be taken to support and develop the CLD workforce. In doing this, education authorities should:

- Consider how the issues identified in the [Working With Scotland's Communities 2018](#) study, and the recommendations made at the *Collaboration For Improvement* event, (ANNEX D) apply in its specific context;
- Identify specific actions required to demonstrate commitment to the CLD workforce, and to support this through strong partnerships with the range of providers delivering outcomes for young people, adults, families and communities across the local authority area;
- Provide practice placements for CLD students;
- Recruit qualified CLD practitioners, at the appropriate level of practice or leadership across all areas of Adult Learning, Community Development, Family Learning and Youth Work;
- Support the CLD workforce in its area, across all sectors, to benefit from engaging with the CLD Standards Council through registered membership.

Annex A: National Policy

The national policy objectives highlighted below are key policy areas where CLD practice continues to have a significant impact on the most vulnerable learners and communities across Scotland:

Raising Attainment

CLD has an important role to play in supporting children and young people's well-being; helping children recover any lost ground in learning; and, in closing the attainment gap. We have ensured councils and schools can redirect Attainment Scotland Funding to help mitigate the impact of school closures on our most disadvantaged young people and families, and to make adjustments to existing plans to be delivered as schools return. Pupil Equity Funding of over £250 million has been allocated to schools over the next two years, to help support children and young people. The [Attainment Scotland Funding Flexibility Guidance](#) and [revised PEF Guidance](#) we have issued to Local Authorities and Head Teachers is clear that any flexibility must remain consistent with the principle of equity in education.

Curriculum for Excellence

CLD is relevant to and supportive of, Scotland's [Refreshed Curriculum Narrative](#). It contributes directly to the purposes of CfE and its four capacities (successful learners, confident individuals, responsible citizens and effective contributors); it supports the development of skills for learning, life and work, and, it supports learners to gain the knowledge, skills and attributes needed for life in the 21st century. CLD provides opportunities for all learners and is relevant for all practitioners and partners who are involved in Scotland's Curriculum for Excellence.

Community Empowerment is relevant to all parts of the public sector and is an area of increasing importance. The Community Empowerment (Scotland) Act 2015 requires community planning partners to secure the participation of community bodies in community planning. Account should be taken of the interests of people who experience inequalities of outcome as a result of socio-economic disadvantage.

Implementing community empowerment is a national priority for the Scottish Government. It is an important part of public service reform, focusing attention on reducing disadvantage and inequality, and improving outcomes for communities. Community empowerment is central to a human rights based approach to policy and decision-making.

The human rights PANEL principles (Participation, Accountability, Non-Discrimination and Equality, Empowerment and Legality) means:

- people should be involved in decisions that affect their rights and be fully supported to take part in developing policy and practices which affect their lives;
- prioritising those people who face the biggest barriers to realising their rights.

Community empowerment is a gradual process which involves continual learning and the constant building of a community's capacity to articulate and address their priorities. It also involves communities having greater influence and input to decision-making. Public bodies and communities are likely to be at different stages as they develop their understanding and gain confidence in working together. Public bodies need to invest in capacity-building appropriate to their local communities, particularly those facing disadvantage.

In some communities, people may already be driving change and public bodies have a role in supporting and facilitating this. Other communities will need to be supported to participate more fully. Public bodies should be finding ways to empower communities, for example by sharing and shifting power in decision-making. It is important that children and young people also have a say in services that affect them.

The [National Standards for Community Engagement](#) have been updated to guide thinking about how to engage communities during and after the Covid-19 pandemic. The Standards cover some of the issues impacting on communities which might make it more difficult for people to take part in engagement activity. The Standards also points to useful resources and online tools that can help address these issues.

Partners should also make use of well-established engagement tools such as the [Place Standard](#) and [participatory budgeting](#) processes. Partners should be pro-active in engaging with excluded groups and carry out an Equality Impact Assessment on the plan. They should learn from existing consultation activity in the area and be wary of duplicating community engagement across the authority area. Local intelligence and analysis of shared data should be used to inform setting priorities with partners and communities.

Outdoor Learning

Outdoor learning is a vital aspect within Scotland's Curriculum and is particularly important in the context of Covid-19, providing both a safe and challenging learning environment as well as a route to supporting learners' achievement, attainment and wellbeing. CLD and their partners, including the voluntary sector, help to plan and deliver a wide range of progressive, impactful, challenging and sustainable outdoor learning opportunities.

A summary of outdoor learning resources, including examples from CLD is available from Education Scotland's [National Improvement Hub](#). Specific advice on the potential role of outdoor education during Covid-19 is available from the [Scottish Advisory Panel on Outdoor Education](#).

Family Learning

CLD plays a vital role in providing engaging and impactful family learning opportunities. [Family learning](#) is an approach to engaging families in learning outcomes that have an impact on the whole family. Family Learning is supported by National Occupational Standards. In order to support a consistent understanding of family learning Education Scotland have published a number of documents, reports, case studies and resources.

Employment and Skills

CLD plays a critical role in skills development – very often working with people who have been excluded from work and everyday life because of their low self-esteem, skills and confidence. For many people across Scotland, CLD can create a route into skills provision at all levels. This route embeds literacy and numeracy into all of its provision, so that learning and skills development becomes accessible for many people who are disengaged from learning.

Ensuring effective community provision for lifelong learning and skills development is critical to addressing economic recovery post Covid-19. Developing a coordinated learning offer with partners will be vital in ensuring that young people and adults have good quality opportunities to gain the necessary skills and qualifications to progress in learning, training and employment. CLD plans will need to include details of joint work with partners including Colleges, Universities, Skills Development Scotland, Trades Unions, Chambers of Commerce and third sector providers to ensure sufficient opportunities for lifelong learning and skills development.

CLD intervention in this context has an important role to play in delivering key outcomes for young people, adults and communities alongside their partners. For example, CLD works alongside other skills development interventions such as Career Guidance, Individual Training Accounts, the new National Transition Training Fund, Employability programmes or, the Young Person's Guarantee, to help support the person to get themselves ready by helping to develop the appropriate mix of attributes to be able to compete and sustain in the increasingly competitive job market.

Mental Health Support

CLD plays a vital role in improving the health and wellbeing of some of Scotland's most vulnerable young people and adults. In doing so, CLD helps Scotland achieve its ambitions of becoming a wellbeing nation.

The impacts of Covid-19 have particularly highlighted the need for mental health support in our communities. CLD provides support for young people and adults who are vulnerable or marginalised through the delivery of targeted interventions to improve health and wellbeing. Through building this trusted relationship, learners are supported to build confidence, improve resilience and connect with personal development opportunities for learning and building new skills.

The Scottish Government's [Mental Health Transition and Recovery](#) Plan sets out key actions to promote good mental health and wellbeing, ensuring rapid and easily accessible support is provided to people in distress. CLD will play a crucial role in complementing these interventions, bringing its significant expertise and knowledge to support and target the wellbeing of those most disproportionately affected prior to, during and following the Covid-19 pandemic.

Digital Engagement

The Scottish Government has set out plans to develop a Digital Learning Strategy for Further Education, Higher Education and Community-based Learning. This work will align digital curriculum and platforms to deliver equity of access to learning across Scotland.

The Strategy will build on the work CLD providers have undertaken to support those most disproportionately affected by Covid-19 have access to the digital means needed to engage with services. We want to ensure that all learners have the digital support they need, regardless of where they engage in such, whether this is on campus/on-site, at home or in a community setting.

Annex B: Review of CLD Plans

This is the third time that education authorities have created a plan since the introduction of The Requirements for Community Learning and Development (Scotland) Regulations 2013, (“the CLD Regulations”).

Following the publication of CLD plans for the period 2018-21, a group of key national stakeholders came together to conduct a review of the plans. The group included representatives from Education Scotland, national youth work organisations, national adult learning organisations, Scottish Government policy officers and the CLD Standards Council for Scotland. The group developed a report based on their findings, which can be summarised as follows.

Key Strengths

- Every local authority in Scotland was continuing to develop their knowledge of CLD, and that CLD partners were delivering a wide range of life-changing learning and development opportunities with learners of all ages.
- Most CLD plans showed how disadvantaged or marginalised groups and communities were being targeted.
- The majority of plans had a strong focus on most national policy priorities.
- Many plans identified specific target groups, particularly for young people in relation to closing the Poverty Related Attainment Gap.
- All plans considered and made reference to the Community Empowerment (Scotland) Act 2015.
- A majority of plans set out specific outcomes for Health and Wellbeing.
- Most CLD plans had outcomes related to activity resulting in achievement and accreditation for young people and adults.
- Almost all plans set out local arrangements to evaluate and report on the progress of their plan.

Key Areas for Improvement

Whilst recognising the importance of the key strengths outlined in the previous section, the national stakeholder group also identified the following areas that could be improved upon or expanded in future CLD plans:

- Some CLD plans 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 however, four plans provided no details on the range of partners involved and how partnership working was coordinated locally;
- Although most plans make some reference to targeting disadvantaged or marginalised groups and communities, some equalities groups, such as disabled young people and their families were being given less consideration;
- Evidence of Equality Impact Assessments being referred to was not found 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 would have been expected;
- While many plans include a commitment to a range of early intervention strategies – for example around health or inclusion issues – the group found that only 8 plans had 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;
- 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;
- A small number of plans did not clearly set out local arrangements to evaluate and report on progress;
- Not all plans provided detailed actions to support and develop the local CLD workforce.

Education authorities should work with CLD partners to consider the key strengths and areas for improvement identified in the [Planning for Change report](#) when developing their CLD plans for 2021-24.

Annex C: Scrutiny

HM Inspection Findings 2016 - 2019

During the period September 2016 to June 2019, HM Inspectors of Education carried out inspections in all 32 local authorities in line with The Requirements for Community Learning and Development (Scotland) Regulations 2013: Guidance for Local Authorities and the [Strategic Guidance for Community Planning Partnerships: Community Learning and Development](#), which states:

- Education Scotland will provide public accountability through inspection, challenge and support to local authorities and partnerships.

HM Inspectors used the quality improvement framework, “How good is the learning and development in our community?” (2016) to evaluate the quality of:

- Strategic leadership of community learning and development; and
- Learning and development in an identified geographic community.

The main findings are outlined in the [Improving life chances and empowering communities Community learning and development in Scotland: Findings from inspection evidence 2016-19 report](#). A summary of the findings include:

Key Strengths

- CLD is contributing strongly to local communities in almost all local authorities.
- CLD partners across Scotland demonstrate major strengths in improving life chances through building community capacity and delivering the learning offer for young people and adults.
- Volunteering is providing important opportunities for people to progress their learning.
- Targeted provision is improving basic skills, reducing social isolation and improving wellbeing for those overcoming social and economic disadvantage.
- The CLD approach is increasingly valued by senior leaders, schools and other education providers. Strong strategic leadership of CLD is driving improvement across the majority of local authorities.

Key Aspects for Improvement

- The **measurement of performance** against aims, outcomes and targets and the use of appropriate data to drive improvement and inform progress needs to be improved in around half of local authorities.
- **Joint self-evaluation** for improvement within and across CLD partnerships should be strengthened.
- **Community-based adult learning** needs to be strengthened to ensure that there are sufficient opportunities available for adults across Scotland to learn, achieve and progress.
- In a few local authorities, aspects of the **leadership and governance** of CLD, and planning for change, requires significant improvement.
- In a few local authorities, the **tracking and monitoring** of young people's achievement is not sufficiently systematic and CLD **progression routes** for learners are not always sufficiently planned or clear.

The strengths of CLD outlined in this report are encouraging with some examples of outstanding practice which is making a difference for learners and communities. However, it is also clear that there is further work to do, such as strengthening CLD partnerships in terms of self-evaluation for improvement and using data and other information to measure and improve performance.

The report is intended to help and inform education authorities, local and national CLD providers, policy makers and CLD partners to reflect on practice and to engage in professional dialogue in order to bring about further improvements to CLD provision.

This process is vital in ensuring that good quality CLD provision continues and that areas for improvement are addressed as part of the review process and development of new CLD plans. HM Inspectors are also taking cognisance of these findings in developing their new arrangements for inspection and in updating "How good is the learning and development in our community?" (2016) evaluation resource.

Governance, Reviewing, Monitoring and Reporting on Progress and Impact

The CLD Regulations stipulate that each CLD planning process must identify how the education authority will co-ordinate its provision of CLD with other CLD providers within the local authority area. Some local

authorities, but not all, have a strategic CLD partnership or equivalent, although these strategic groupings may have differing roles. Whatever governance structures a local authority puts in place it is important that there is clear strategic oversight of the CLD Plan. This should include regular monitoring and reporting of progress to stakeholders and arrangements to ensure that any barriers to progress are identified and addressed. In order to maintain its effectiveness, the CLD plan, like any other plan, including the Local Outcomes Improvement Plan, requires to be reviewed on an on-going basis. The process for reviewing and reporting on progress and impact should be clearly outlined. This review process is even more important if in the first year the CLD plan is focussed on supporting recovery. CLD plans must clearly outline priorities, the process and associated timeline for reviewing and updating of plans.

Education Scotland have set out scrutiny arrangement for the recovery of education following the Covid-19 pandemic. These arrangements and further information can be found in the [Implementation of the Corporate Plan as a Result of COVID-19](#) (September 2020).

Annex D: The CLD Workforce

In 2018-19 Education Scotland and the CLD Standards Council conducted the most recent survey of the CLD workforce. The [*Working With Scotland's Communities 2018*](#) study estimated that there were up to 21,000 paid practitioners using CLD approaches across the public and third sectors. The study also found that:

- CLD practitioners in Scotland are a highly committed and skilled workforce;
- There is likely to be a CLD skills gap in upcoming years due to an ageing workforce;
- More work is required to ensure that the CLD workforce reflects the diversity of the communities that it work with;
- There were staff development needs that employers were concerned they may not be able to address;
- Many in the workforce felt that there was an increasing gap between the resource available for CLD services and growing needs in communities.

Strategic leaders in the CLD sector who took part in the Scottish Government's "*Collaborating For Improvement*" event in January 2020 were asked what needed to be done at local, regional and national levels to strengthen the capacity of the CLD workforce.

- Greater stability in the CLD workforce at a local level is required in many areas;
- It is important to shift the thinking at directorate and senior level to recognise the impact CLD can make across a range of priorities – regardless of who is delivering CLD services;
- There is still a need to raise the profile of local CLD partnerships;
- Educators need to respect each other's professionalism and work to achieve shared outcomes for learners, families and communities;
- Meaningful collaboration is required at all levels of practice and leadership.
- The empowerment agenda in education should include CLD practitioners.

The education authority should ensure that CLD workforce planning is an integral part of the CLD plan and that the plan identifies the actions to be taken to support and develop the CLD workforce; in doing so, it should:

- Consider how the issues identified in the [Working With Scotland's Communities 2018](#) study, and the recommendations made at the *Collaboration For Improvement* event, apply in its specific context;
- Identify specific actions required to demonstrate commitment to the CLD workforce, and to support this through strong partnerships with the range of providers delivering outcomes for young people, adults, families and communities across the local authority area;
- Provide practice placements for CLD students;
- Recruit qualified CLD practitioners, at the appropriate level across all areas of Adult Learning, Community Development, Family Learning and Youth Work;
- Support the CLD workforce in its area, across all sectors, to benefit from engaging with the CLD Standards Council through registered membership.



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