



ITEM:

PAGE: 1

---

**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
13 DECEMBER 2017**

**SUBJECT: COMMUNITY LEARNING AND DEVELOPMENT PLAN 2015-2018**

**BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)**

**1. REASON FOR REPORT**

1.1 To inform the Committee of the Community Learning and Development (CLD) regulations, a review of the 2015-18 CLD Plan infrastructure and impact; and the creation of the next plan.

1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

**2. REASON FOR URGENCY**

This report is submitted to Committee in terms of the Local Government (Access to Information) Act 1985, on the Chair certifying that, in his opinion it requires to be considered on the grounds of urgency in order to give early consideration to Community Learning and Development planning and provision.

**3. RECOMMENDATION**

**It is recommended that the committee:**

- i. Notes that the local authority should have a clearly defined framework for planning and the delivery of Community Learning and Development (CLD), and**
- ii. Tasks the Corporate Director (Education and Social Care) with identifying the appropriate local structures and partners to consult and deliver on local and strategic priorities and to report back annually to committee.**
- iii. Notes that the CLD Support Officer will arrange a briefing for all Elected Members on CLD; and**

**iv. Notes that a future report on the CLD Plan 2018-2021 will seek Committee approval early autumn for a September 2018 publication.**

#### **4. BACKGROUND**

##### **4.1 CLD regulations**

4.1.1 Community Learning and Development describes the range of distinctive processes of engagement which supports primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, with a focus on bringing about change in their lives and communities. CLD activity has a strong focus on early intervention, prevention and tackling inequalities and traditionally focusses on youth work, adult and family learning and community development.

4.1.2 The Requirements for Community Learning and Development (Scotland) Regulations 2013 place a statutory duty on local authorities to initiate, maintain and facilitate a process to secure adequate and efficient CLD in their area and to develop successive 3-year CLD Plans. In performing this duty, the local authority is required to involve and consult various individuals and groups. In addition provision should work alongside the Scottish Attainment Challenge, the Community Empowerment (Scotland) Act 2015 and the National Improvement Framework.

4.1.2 Guidance on developing a local CLD plan is available electronically at <https://education.gov.scot/scottish-education-system/cld/Revised%20CLD%20Guidance%20Note>

##### **4.2 Review of the 2015-18 plan**

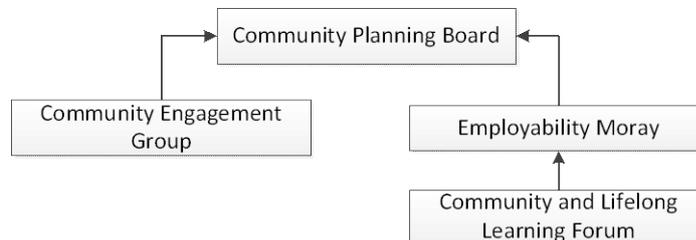
4.2.1 The plan was produced by tsimORAY and partners within a short timescale and during a period of restructuring Integrated Children's Services and reconfiguring delivery.  
<http://www.moray.gov.uk/downloads/file101851.pdf>

4.2.2 The core vision was that locality outcome improvement plans (LOIP's) would be up and running and that CLD would be a core section of these with the Locality Management Groups playing a significant role in driving the agenda. This has not happened within the anticipated timeframe. The LOIP's have been developed for two areas: New Elgin and Buckie and are about to be published.

4.3 The Integrated Children's Services inspection findings reinforced the need of a different structure to support the development and delivery of services. In CLD this was no different. There are two groups that report on CLD functions, the Community Engagement Group (CEG) and the Lifelong Learning Forum (LLF). Some time has been lost with groups trying to find their role, ensuring appropriate membership and defining what partners, (both voluntary and paid), responsibilities are. In February 2017 it was agreed to add

“Community” to the Lifelong Learning Forum’s title to reflect the diversity of CLD and routes to employability.

4.3.1 The current structure for CLD reporting is:



4.4 On 23 May 2017, the purpose of CEG was updated and confirmed by the CEG as being:

“To lead the development of better cooperation and dialogue between the Community Planning Partnership and the communities of Moray by:

- a. driving the development and implementation of community engagement and participation in Moray;
- b. monitoring, evaluating and reporting on the quality of community engagement for and to the Community Planning Board;
- c. overseeing and supporting community and organisational capacity building

4.5 From this the CLD purpose that relates to the Community Engagement Group is to scrutinise and develop community capacity building opportunities and aspirations working with key partners who represent local community voices. The chair of the CEG is Fiona Rolt.

The CLD purpose of the Community and Lifelong Learning Forum is to:

- a. analyse need and trends, and identify unmet need
- b. develop and deliver on the CLD plan through partnership working
- c. address the needs of the CLD workforce to create a professional pathway from volunteering to opportunities to gain accreditation.

The chair of the group from 2017 is Laurence Findlay, Director Education & Social Care.

4.6 Both groups report to the Community Planning Board, however the groups would benefit from a strategic overseeing group to ensure that the work is complementary, well communicated and aligned to priorities which reflect a lifelong learning driver. This structure could inform and solidify the CLD provision, ensure compliance with the legislative requirements and best value for the limited resource.

4.7 The CLD staff resource

Within this authority there is no CLD Service or generic workers to take forward the agenda. Staff with CLD aligned remits are working in different departments which enable them to influence a CLD approach to their work. The limitations of this model however is that there are no consistent staff to respond to and drive developing local plans and initiatives. Third sector organisations can be limited by their funding criteria to be able to fully participate in initiatives alongside all of the competing strategies and plans that they are also linked to. **Appendix 1** outlines the authority resource that contributes to CLD.

#### 4.8 The 2015-2018 plan

**Appendix 2** outlines progress on the original action plan. This however does not capture all of the activity of CLD in Moray. Within the Community Planning Partnership reporting is already done on Wider Achievement, Sports Development, Active Schools, Library Services, Health and Wellbeing and Community Development initiatives. Reductions in community based adult learning (excluding library provision) leaves an unmet need. However there are vibrant communities with a range of activities from informal learning, social enterprises to campaigning groups who are providing CLD. This is a continually changing picture and is therefore difficult to quantify and keep track of. Moray would benefit from a one stop place for this information to be safely stored, maintained and appropriately shared.

#### 4.9 Pathways

- 4.9.1 Traditionally a route into CLD is through volunteering with training linked to the service provider. A corporate volunteering policy has been developed which will be taken to committee in Spring 2018 reflecting the need to recruit, record and support volunteers in a consistent way and acknowledge their contribution.
- 4.9.2 In recognising the breadth of the workforce both paid and unpaid upskilling opportunities are provided through the tsiMoray Training Calendar, the Moray Community Training calendar and the Moray Learning and Development Group (for staff). A Personal Development Award in Youth Work (SCQF level 6/higher equivalent) has been delivered for the first time to 17 participants from a variety of voluntary and paid backgrounds. A community activist training pack at a similar level has been scrutinised with a view to delivery in 2018. Insufficient demand for the Adult Learning equivalent has meant that people have pursued on an individual basis.
- 4.9.3 Training sessions have been delivered to encourage use of a common language and improvement framework using the Education Scotland publications "How good is the learning and development in our community?" and "How good is our third sector?" In order to look outward colleagues from neighbouring authorities in the North Alliance have also been invited to participate and support the challenge questions to promote a learning culture. The sessions have also been delivered in Highland, Aberdeenshire and Aberdeen City. A closer look

at the partnership working quality indicator to embed practice has also been undertaken.

4.9.4 Moray is an active participant in the North Alliance, a partnership of the 7 northern local authorities CLD and Third Sector Interface networks which has operated for 12 years. Reduced external funding has recently limited the scope of its delivery to an annual practitioner's conference which regularly attracts over 95 participants.

#### 4.10 The creation of the new CLD Plan 2018-2021

4.10.1 The current policy landscape is rapidly changing with the recent announcement on the Regional Improvement Collaboratives which is the Northern Alliance for Moray. Their activity will not be restricted to schools but cover the range of learning environments that children and young people experience. The collaboratives are also considering "educational improvement within the context of local Children's Services and the range of work led by multi-agency partners to improve outcomes for children, including Community planning Partnerships, Social Work, Community Learning and Development and the Third Sector."(Education Scotland draft briefing paper 31/10/17) The core priorities of the Northern Alliance plan should have a strong influence on the CLD priorities in the new plan.

4.10.2 The experience of the current plan has reinforced the need to be acutely aware of the existing resource and infrastructure to create realistic reportable targets and outcomes. CLD in this authority is fragmented. The current CLD inspection format being piloted and the awaited guidance from Education Scotland on the new CLD plan shall inform imminent decisions on how to develop the 2018-2021 plan. Concentrated partnership work and targets to derive the best outcomes for people in the LOIP areas will be prioritised and learning derived from this can be built upon.

## 5. SUMMARY OF IMPLICATIONS

### (a) **Moray 2026: A Plan for the Future and Moray Corporate Plan 2015 – 2017**

This report is in line with Moray 2026 Plan – Ambitious and confident children and young people, and Council priority 4 – More of our children have a better start in life and are ready to succeed.

This report also relates to Moray Children's Services Plan 2017-2020 in respect of the 3 strategic priorities of ambitious and confident children, healthier children and safer children.

The report links to the ambition to have a skilled workforce and active population living in vibrant communities.

**(b) Policy and Legal**

There are no policy and legal implications as set out within this report.

**(c) Financial implications**

There are no financial implications in this report.

**(d) Risk Implications**

If progress towards meeting the duties contained within the Requirements for Community Learning and Development (Scotland) Regulations 2013 are insufficient then special measures will be put in place by Scottish Government. Subsequent scrutiny will also be made through inspection and support activity until improvements are in place. It should be noted that an external evaluation score of 'satisfactory' will automatically incur a return visit by Her Majesty's Inspector of Education to the authority.

**(e) Staffing Implications**

There are no staffing implications arising from this report.

**(f) Property**

There are no property implications from this report.

**(g) Equalities**

The report highlights that community-based adult learning opportunities are limited and as such reduces the opportunity for marginalised adults to progress in learning. This would be highlighted as an "unmet need" in a future plan if the status quo remains.

**(h) Consultations**

Senior Officers within Education and Social Care, Andrea Elder, Human Resources Adviser, Deborah O'Shea, Principal Accountant, Margaret Forrest, Legal Services Manager (Litigation & Licensing) and Don Toonen, Equal Opportunities Officer have been consulted in the preparation of this report and are in agreement with the content relating to their areas of responsibility.

**5. CONCLUSION**

**5.1 There has been significant change and learning since the creation of the first Moray CLD Plan and steps have been taken to drive the CLD agenda strategically.**

**5.2 Whilst CLD provision is fragmented, and often delivered by voluntary or third sector groups, there is much learning to be acknowledged and celebrated within Moray's communities.**

ITEM:

PAGE: 7

**5.3 The anticipated guidance from Education Scotland for the next plan should support the writing of the new plan which will be published in September 2018.**

Author of Report: Karen Delaney  
Background Papers: Karen Delaney  
Ref:

Signature: *S Maclaren*

Date: 8 December 2017

Designation: Head of Integrated Children's Services

Name: Susan Maclaren

**FINAL**