

*Working and learning together to build*



*stronger communities*

*Scottish Executive Guidance for Community Learning and  
Development*



**SCOTTISH EXECUTIVE**



*Working and learning together to  
build stronger communities*

*Scottish Executive Guidance for  
Community Learning and Development*

*Scottish Executive January 2004*

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ISBN 0 7559 0925 9

*WORKING AND LEARNING TOGETHER TO BUILD STRONGER COMMUNITIES*

*Published by  
Scottish Executive  
St Andrew's House  
Edinburgh*

*Produced for the Scottish Executive by Astron B31714 1-04*

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## MINISTERIAL FOREWORD

*The Scottish Executive believes that Community Learning & Development (CLD) has an essential role in achieving our priorities of improving public services and promoting community regeneration, social inclusion, life long learning and active citizenship.*

*This guidance sets out a long term framework for the development of CLD. It is the outcome of an extensive period of review and practical action to ensure that community learning and development is central to our vision for Scotland.*

*Community learning and development should incorporate the best of practice undertaken in the fields of 'community education' and 'community development'. It should enable individuals and communities to make real changes to their lives through community action and community-based learning. CLD is an approach which enables agencies to work with communities and provide access to their involvement in learning, action and decision-making.*

*Community learning and development is a key feature of our approach to lifelong learning. We believe it should be accorded the same status as the work of schools, colleges, universities and work-based learning providers.*

*We have placed our approach to CLD at the heart of our work on community planning. This means that for the first time community learning and development is being taken out of the margins and placed at the centre of the decision-making process within our communities. We want CLD to become a central feature of the way in which planning authorities and service providers engage with the communities and citizens we are all here to serve.*

*We expect to see a significant expansion in community learning and development opportunities. Multiagency partnerships will use this approach across a wide range of public service policies, from health and environmental education, to supporting active citizenship, literacy, community safety and much more.*

*We have a strong tradition of CLD in Scotland. Indeed we have often been at the forefront of policy and programme initiatives within the UK, EU and internationally. This guidance will help us to build on those foundations.*



Margaret Curran



Andy Kerr



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and Public Services

Minister for Education  
and Young People

Deputy First Minister and  
Minister for Lifelong  
Learning

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## EXECUTIVE SUMMARY

*This guidance for Community Planning Partnerships sets out a long term framework for the promotion and development of community learning and development (CLD). Its aim is to embed the principles of community learning and development more firmly within key Scottish Executive priorities such as the improvement of public services, community regeneration, social inclusion, life long learning, the forthcoming national youth work strategy and active citizenship. It replaces Scottish Office circular 4/99.*

*This guidance has been produced following discussion with a range of key stakeholders, including consultation on Working Draft Guidance prepared in liaison with the Scottish Executive and Convention of Scottish Local Authorities (COSLA) CLD Group.*

### *Part 1: What is Community Learning and Development ?*

*Community learning and development describes a way of working with and supporting communities. We see community learning and development as central to 'social capital' – a way of working with communities to increase the skills, confidence, networks and resources they need to tackle problems and grasp opportunities. We want community learning and development to bring together the best of what has been done under the banners of 'community education' and 'community development' to help individuals and communities tackle real issues in their lives through community action and community-based learning.*

#### *National Priorities for CLD*

*Three national priorities have been developed for community learning and development.*

- *Achievement through learning for adults*  
*Raising standards of achievement in learning for adults through community-based lifelong learning opportunities incorporating the core skills of literacy, numeracy, communications, working with others, problem-solving and information communications technology (ICT).*
- *Achievement through learning for young people*  
*Engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and a place in society.*
- *Achievement through building community capacity*  
*Building community capacity and influence by enabling people to develop the confidence, understanding and skills required to influence decision making and service delivery.*

*These priorities should be reflected in the CLD strategies and Action Plans developed and delivered by community planning partners.*

#### *Targeting of CLD resources*

*We see community learning and development as a key tool in delivering our commitment to social justice. We want Community Planning Partnerships to target their CLD capacity to support strategies and activities aimed at closing the opportunity gap, achieving social justice and encouraging community regeneration.*

### *Part 2: CLD and community planning*

*Community learning and development has an essential role to play in giving communities the confidence and skills they need to engage effectively with community planning. This will enable communities to have a real influence over the planning, delivery and quality of mainstream services, as well as specific initiatives such as those aimed at achieving community regeneration and social inclusion.*

### *Part 3: CLD Partnerships, Strategies and Action Plans*

#### *CLD Partnerships*

*We want to build on the successful track record of Community Learning Partnerships which have already played an important role in raising the profile of community learning over the last two or three years.*

*We would expect any public organisation that has an interest in building community capacity, learning and social development to join the Community Learning and Development Partnership at a strategic level and to give staff time and investment to local action planning and delivery. Particular efforts should be made to engage the voluntary sector in such partnerships.*

#### *Community Learning and Development Strategies*

*We expect each Community Planning Partnership to produce a Community Learning and Development Strategy. The first strategy should be published no later than 1 September 2004 and cover at least a three year period.*

*Community Learning and Development Strategies should be shaped and jointly agreed by all community planning partners. They should influence and reflect the community plan and related strategies; highlight how and where they link with other strategic plans; set out the framework for operational planning and demonstrate substantial community involvement.*

#### *Community Learning and Development Action Plans*

*Each Community Planning Partnership should prepare and publish Action Plans for community learning and development. CLD Action Plans are joint work plans in which communities and agencies set out how CLD inputs, processes and outputs will achieve agreed outcomes.*

*These Action Plans should not just focus on problems. They should build on the vision and strengths of people, young and old, and their communities.*

*CLD Action Plans should make reference to the Scottish Credit and Qualifications Framework (SCQF).*

#### *The role of the local authority and other partners in planning for CLD*

*The overall responsibility for planning for CLD rests with the Community Planning Partnership. We expect the local authority to take responsibility for ensuring that arrangements are in place to set up and maintain partnership working at both strategic and operational levels. This role is likely to include providing a secretariat for the partnerships which develop CLD strategies and Action Plans. Local authorities have a particular role in ensuring the engagement of communities and a wide range of agencies in the development of CLD strategies and plans.*



*Other community planning partners are expected to support the local authority and, in some cases, may take the lead in developing CLD Action Plans. This support can include ensuring a collective approach to community involvement; working together to provide information for strategies and plans; and nominating staff to be involved in planning for CLD.*

#### *Part 4: Ensuring high quality CLD services*

##### *Evaluating CLD services*

*All those involved in CLD have an interest in ensuring that the service they provide is to a consistently high quality. Effective self-evaluation by partners should be an ongoing process. CLD Partnerships should consider using the quality assurance framework provided by HMIE in *How Good Is Our Community Learning and Development?* and the planning and evaluation framework provided by LEAP (*Learning Evaluation and Planning*).*

*HMIE will continue to evaluate the quality of local authority CLD services through its inspection, reporting and follow through programme.*

##### *Raising the profile of CLD*

*The experience of community learning plans has highlighted the importance of raising the profile of CLD with elected members, partner agencies and the public. Regular reporting through the local media, particularly celebrating the achievements of individuals, groups and communities is a proven way of raising awareness of the value of CLD.*

*Communities Scotland is working with the Scottish Executive/COSLA CLD Group to ensure that this work is supported and complemented at a national level and will be commissioning the production of profile-raising materials.*

##### *Investing in staff skills*

*Our policy on developing the CLD profession and future priorities for professional training are set out in more detail in the report *Empowered to Practice – The Future of Community Learning and Development Training In Scotland*. At local level, we are keen to see CLD Partnerships supporting the skills agenda for staff at all levels, including volunteer staff and community representatives.*

*Communities Scotland will be working with the key national partners and local partnerships during 2004 to identify and deliver appropriate support in relation to the implementation of this guidance.*

*The Scottish Credit and Qualifications Framework (SCQF) provides a context and appropriate mechanism for the credit rating of programmes of learning and training.*

##### *Management information*

*We want to assess more thoroughly the contribution of CLD to achieving outcomes. In July 2003, we launched the first phase of a National Development Project intended to develop common data definitions and management information systems with CLD Partnerships.*

# Scottish Executive Guidance for Community Learning and Development



## INTRODUCTION

1 In June 2002, the Scottish Executive issued *Community Learning and Development: The Way Forward*<sup>1</sup> which set out how we intend to embed community learning and development more firmly within our priorities such as the improvement of public services, community regeneration, social inclusion, lifelong learning and active citizenship. This policy statement identified a range of activities being undertaken to achieve this, including measures to support professional training, establish clearer management information systems, link community learning strategies with community plans and streamline the management of community learning and development (CLD) across Scottish Executive portfolios.

2 As part of this process, Ministers announced that guidance for Community Learning and Development would be prepared to replace the existing Scottish Office Community Education Circular 4/99. Ministers recognised that the policy context affecting community learning and development had moved on and that Scottish Executive guidance needed to change to reflect this. The Executive's priorities in areas such as social justice and lifelong learning and the growing recognition of how CLD could boost social capital meant that existing guidance needed to be expanded and updated.

3 Following discussion with a range of key partners, Working Draft Guidance<sup>2</sup> was prepared in consultation with the Scottish Executive and Convention of Scottish Local Authorities' (COSLA) Community Learning and Development Group.

4 Consultation on the Working Draft Guidance ran until 25th April 2003 and consisted of a series of seminars and an invitation to submit written comments. Seminars involving over 250 people from local authority, voluntary and community sector organisations took place across Scotland. Invitations for written comments were sent to all local authorities, Health Boards, Social Inclusion Partnerships, Councils for Voluntary Service, Volunteer Centres, New Community Schools, Further Education Colleges, Local Enterprise Companies and Racial Equality Councils. Ninety three written responses were received<sup>3</sup>. Both the discussion at the seminars and the content of the written responses have played a key role in shaping this guidance.

1 This statement can be viewed via the following link:

[www.communityplanning.org.uk/documents/CLDWayForwarddocMay30FINALAPPROVED.pdf](http://www.communityplanning.org.uk/documents/CLDWayForwarddocMay30FINALAPPROVED.pdf)

2 Working Draft Guidance on Community Learning & Development: <http://www.scotland.gov.uk/library5/social/walt-00.asp>

3 A report summarising these responses can be viewed on the Communities Scotland website: [www.communitiesscotland.gov.uk](http://www.communitiesscotland.gov.uk)

- 5 *This guidance sets out a long term framework for the promotion and development of CLD. It is set out in four parts.*



- 6 *Part one – sets out our national priorities for, and definition of, community learning and development*
- Part two – explains the role of CLD in the context of community planning*
- Part three – advises on our requirements for CLD partnerships, strategies and plans*
- Part four – explains how measures such as training and evaluation can help to ensure the provision of consistently high quality CLD services*
- 7 *Threaded through the guidance are extracts from a statement prepared by the Scottish Executive/COSLA CLD Group that provides an overview of the contribution that CLD makes in building stronger communities. (This statement is set out in full in Annex 1).*
- 8 *Brief descriptions of examples of current CLD practice which embody the principles set out in the guidance are also included. These examples show how the new national priorities are already being addressed. A list of these examples is given in Annex 2. The Scottish Community Development Centre is preparing more detailed case studies of these examples and these will be published to accompany the guidance. We are grateful to the communities and agencies whose co-operation has been essential in providing these practical examples.*
- 9 *Annex 3 is a glossary of the main terms used in the guidance.*

## **PART ONE: WHAT IS COMMUNITY LEARNING AND DEVELOPMENT?**

*We are using the term ‘community learning and development’ to describe a way of working with and supporting communities. We are encouraging our partners to use the term as well. We see community learning and development as being central to increasing the supply of ‘social capital’ – a way of working with communities to increase the skills, confidence, networks and resources they need to tackle problems and grasp opportunities.*

*We want community learning and development to bring together the best of what has been done under the banners of ‘community education’ and ‘community development’. Its main aim is to help individuals and communities tackle real issues in their lives through community action and community-based learning.*

10 *Community learning and development is learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants.*

11 *CLD approaches are now well established in youth and community work and in community based adult-learning services. This style of working has now become more familiar in other public service disciplines, such as health promotion, environmental protection, formal education, culture and leisure, economic development, social welfare and regeneration. We strongly support this trend and want to see Community Planning Partnerships using this approach across a range of programmes.*

12 *We believe that community learning and development activities should be based on a commitment to the following principles:*

- *Empowerment – increasing the ability of individuals and groups to influence issues that affect them and their communities;*
- *Participation – supporting people to take part in decision-making;*
- *Inclusion, equality of opportunity and anti-discrimination – recognising that some people may need additional support to overcome the barriers they face;*
- *Self-determination – supporting the right of people to make their own choices; and*
- *Partnership – recognising that many agencies can contribute to CLD to ensure resources are used effectively.*

### *1.1 National priorities for community learning and development*

*We are focusing our attention on achieving realistic results. Community learning and development has clearly identifiable outcomes, such as:*

- *improvements in the effectiveness, range and joint working of community organisations;*
- *increased confidence and motivation of excluded young people; and*
- *improved core skills, allowing individuals whose previous experience of education has been negative to tackle important issues in their lives.*

*Extract from a statement prepared by the Scottish Executive/COSLA working group (see Annex 1 for the full statement).*

13 *We have identified three national priorities for community learning and development. These will contribute to our overall priorities of improving public services and promoting community regeneration, social justice, life long learning and active citizenship.*

- *Achievement through learning for adults*



*Raising standards of achievement in learning for adults through community-based lifelong learning opportunities incorporating the core skills of literacy, numeracy, communications, working with others, problem-solving and information communications technology (ICT).*

- *Achievement through learning for young people*  
*Engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and place in society.*
- *Achievement through building community capacity*  
*Building community capacity and influence by enabling individuals, groups and communities to develop the confidence, understanding and skills required to influence decision making and service delivery. This could include enabling communities to provide and manage services to meet community needs.*

*The national priorities for CLD apply equally to urban and rural areas and are intended to focus on the needs of disadvantaged individuals and communities (see section 1.2). They are relevant to activities such as youth work, adult learning and community capacity building and reflect the priorities set out in the Executive's strategies on community regeneration,<sup>1</sup> lifelong learning<sup>2</sup> and education<sup>3</sup>. The Partnership Agreement for a Better Scotland also commits Ministers to encourage the active participation of young people through, amongst other things, the development of a national strategy for youth work.*

14 *We want to see Community Planning Partnerships (CPPs) setting clear and measurable targets for each of the three national priorities as part of their CLD strategy and Action Plans, and ensuring that systems are developed to monitor progress against these. The Scottish Executive is organising a National Development Programme between 2003 and 2006 to assist in this process. These targets should be nested within the performance monitoring and management framework being developed for community planning, and, where relevant, be related to outcomes set out in CPPs' Regeneration Outcome Agreements.*

15 *Examples of how local agencies and communities are already working to achieve these national priorities are given in the box below.*

16 *Communities Scotland is putting in place a programme of support for Community Learning and Development Partnerships, to assist them to focus on these national priorities as a means of addressing local needs and opportunities. Exchanging and disseminating good practice between areas and across sectors will play a key part in this.*

17 *Communities Scotland will be co-ordinating work within the Scottish Executive to ensure that there is continuing support for the work of CLD Partnerships at national policy level.*

- *Achievement through learning for adults*

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<sup>1</sup> *Better Communities in Scotland – Closing the Gap – the Scottish Executive's Community Regeneration Statement:*  
<http://www.scotland.gov.uk/about/DD/H3/00014328/page712401303.aspx>

<sup>2</sup> *Life Through Learning: Learning Through Life – the Lifelong Learning Strategy for Scotland:*  
<http://www.scotland.gov.uk/library5/lifelong/lism-00.asp>

<sup>3</sup> *National Priorities for Education:* <http://www.scotland.gov.uk/education/nationalpriorities>

*Angus Council community education service has helped adults in rural communities within the Glens to develop new skills which have enabled them to adjust to social and economic change.*

*Local people identified computer skills as their immediate training need. Farmers needed to e-mail stock movement information and do their accounts. ICT skills were seen as essential to people looking for full time jobs and local families recognised their value in maintaining links with people who had left the Glens. Training was first delivered in local farmhouses and now takes place in a range of community managed venues. To date, 600 learners have participated in ICT training out of an adult population of 1,500.*

*From the outset, engaging with local people to develop computer training and community access to new technology was seen as a means to empower individuals and the community as a whole, rather than as ends in themselves.*

*Local management groups co-ordinate all aspects of the project, supported by a worker. Community led partnerships with a range of agencies have brought resources to the project and community action has successfully accessed funds to refurbish and, in one case build, community halls.*

*The project now covers a wide range of community activity reflecting a re-awakening of community consciousness and action across the Glens. Achievements include the community managed angusglens website, a renewable energy project and a community land purchase.*

- *Achievement through learning for young people*

*North Lanarkshire Council have developed a Young People's Strategy involving agencies, youth workers and young people themselves. Community Education Teams and Social Work staff helped to build local Youth Forums, and young people from North Lanarkshire are active at national level, including as Members of the Scottish Youth Parliament (MSYPs).*

*After consultation the Strategy was approved by the Council in August 2000. Targets included setting up Youth Forums and a Youth Partnership. The focus has shifted from specific policy development to a commitment to youth participation and involvement which should encourage proposals by young people to tackle their key priorities.*

*Subsequent projects led and/or supported by young people have included an annual Youth Conference; young people being trained to survey youth views; a 'Peer Led Training Pack'; an international youth conference in Motherwell; national and international exchanges; proposals to recognise businesses and services that make a commitment to better treatment of young people; opening of a music studio; and production of a CD showcasing musical talent.*

- *Achievement through building community capacity*

*One of the main outcomes of the North West Dumfries Communities in Partnership pilot is the North West Resource Centre.*

*Project partners include Careers Scotland, local churches and the local rural partnership, all of whom have a stake in the Community Resource Centre. The centre was previously a residential care home. Following closure of the building, community groups identified it as a potential base for expanding*

*much-needed childcare, support and advice to small businesses and job creation, and to provide a meeting space for local organisations. It is now a vibrant multi-purpose resource offering a range of services and activities.*

*The total value of partners' contributions is £1.8m drawn from ERDF Objective 2, Dumfries and Galloway Council, Scottish Enterprise Dumfries and Galloway, NOF, Dumfries and Galloway Childcare Partnership and the local management committee.*

*The Community Planning Pilot was a catalyst for bringing community groups and voluntary childcare providers to the table with public sector partners to plan how best to use the building to improve services locally, meet the needs and aspirations of a range of community organisations and maximise resources identified through the pilot.*

*The project works with community organisations, the business community and residents to provide services and activities from the Resource Centre. These include: information and advice; 'wraparound' childcare, from 6 weeks to after-school provision; creating employment and training opportunities; boosting the local economy by assisting the development of new businesses; providing high quality, accessible, learning opportunities; and providing local health related services and encouraging positive health choices.*

## 1.2 Targeting CLD resources to achieve social justice

*We want to increase opportunities for individuals and communities who are excluded, improve public services where it will make most difference, and create a more socially just Scotland.*

*Extract from a statement prepared by the Scottish Executive/COSLA working group (see Appendix 1 for the full statement).*

18 We see community learning and development as a key tool in delivering on our commitment to social justice. We want Community Planning Partnerships to target their CLD capacity to support strategies aimed at closing the opportunity gap, achieving social justice and encouraging community regeneration.

19 *The Scottish Executive's statement on community regeneration Better Communities in Scotland: Closing the Gap<sup>4</sup> made clear the importance of community learning and development in building skills and confidence in disadvantaged communities to promote social inclusion. It pledged the Executive to work with national and local partners to build a shared vision for CLD and to make sure local people were able to engage effectively with community planning processes to improve service outcomes in disadvantaged communities. As well as working with communities, it called for work to build individual skills, particularly literacy and numeracy, both directly and through a development centre within Communities Scotland to support people providing these services.*

20 *CLD makes an important contribution to preventing anti-social behaviour. By providing people, including young people, with lifelong learning opportunities aimed at helping them fulfil their individual potential and make a positive contribution to their communities, CLD can help prevent anti-social behaviour. By building community confidence, skills and understanding CLD can develop the social cohesion required to ensure that anti-social behaviour does not take a hold.*

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<sup>4</sup> To view the Community Regeneration Statement, follow this link:  
<http://www.scotland.gov.uk/about/DD/H3/00014328/page712401303.aspx>

21 *In many parts of Scotland poverty and disadvantage are concentrated in particular neighbourhoods, but other individuals and groups can also be affected. CPPs should identify how disadvantage impacts locally and agree responses that aim to close the opportunity gap between disadvantaged communities and the rest of the population. The resources provided to support CLD, and how they are targeted, should be underpinned by needs assessments undertaken with local communities and informed by use of statistical and other information.*

22 *The development of Neighbourhood Statistics will help CPPs to identify disadvantaged individuals, groups and communities<sup>5</sup>. CPPs will also want to refer to the work being developed by the Scottish Centre for Research into Social Justice<sup>9</sup>.*

23 *We accept that the priority given to providing CLD support to deprived neighbourhoods and individuals means that less disadvantaged communities may receive a lower level of CLD resources.*

24 *The statutory framework for equal opportunities should also guide Community Learning and Development Partnerships in allocating and prioritising resources.*

25 *The Local Government in Scotland Act 2003 put a responsibility on CPPs to mainstream equal opportunities in the planning and delivery of services. This requirement to prevent, eliminate or regulate discrimination applies to community learning and development. CPPs should also have regard to other specific requirements that arise through the Disability Discrimination Act 1995 and the Race Relations Act 1976 (amended 2000) as these relate to community learning and development.*

26 *Further guidance on mainstreaming equalities is contained in Guidance on Equalities, Best Value, Community Planning and Power of Well-Being which was produced by COSLA in consultation with the Scottish Equalities Co-ordinating Group<sup>10</sup>.*

#### Stirling Quality Action Group – Engaging with people with learning disabilities

*Following concerns that people with learning disabilities who had moved out of hospital did not feel part of the local community, the former Scottish Office, Key Housing Association and Enable developed the ‘quality action initiative’.*

*In a pilot project in Stirling a staff member was seconded to meet with managers of mainstream facilities to explore how people with learning disabilities might feel more included. It became obvious that people with learning disabilities themselves needed to meet the service managers. A group was formed and one of their first activities was a tour of local community centres.*

*The group were clear about the outcomes they were seeking. They wanted to:*

- *make changes to the way services are delivered;*
- *make changes to the way they are treated, both by services and by the community at large;*
- *have a voice in all the areas that impact on their lives; and*
- *advocate for people who remained in hospital.*

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<sup>5</sup> For further information on Scottish Neighbourhood Statistics, see: [www.scotland.gov.uk/stats/neighbours/tables/neighbours.asp](http://www.scotland.gov.uk/stats/neighbours/tables/neighbours.asp) 9  
Scottish Centre for Research into Social Justice: [www.scrsj.ac.uk/deprivation](http://www.scrsj.ac.uk/deprivation)



*In order to achieve these outcomes, the group became constituted and attracted resource from the Community Fund, Lloyds TSB, and European Social Fund amongst others. It is now managed by a committee of 23 adults with learning disabilities, supported by Key Housing and Stirling Council Community Services. The group has*



*provided an opportunity for personal growth. Individuals who started out scared to voice an opinion and struggling to manage their money have learnt to chair meetings and to manage large budgets.*

*The group employs its own staff, delivers on service level agreements with Stirling Council, manages premises and is part of the consortium which runs the Scottish Centre for Learning Disability. It combines providing services with lobbying on behalf of people with learning disabilities at a local and national level.*

*10 Guidance on Equalities, Best Value, Community Planning and Power of Well-Being:  
[www.cosla.gov.uk/attachments/publications/bvequalitiesguidance.pdf](http://www.cosla.gov.uk/attachments/publications/bvequalitiesguidance.pdf)*

## **PART TWO: THE ROLE OF CLD IN COMMUNITY PLANNING**

*We want to increase opportunities for individuals and communities who are excluded, improve public services where it will make most difference, and create a more socially just Scotland.*

*Through community planning, we aim to make sure that agencies work with communities to improve their wellbeing. Through community learning and development, we aim to make sure that communities can be full partners in this.*

*Extract from a statement prepared by the Scottish Executive/COSLA working group (see Annex 1 for the full statement).*

- 26 Community planning aims to ensure that public, private and voluntary agencies work together more effectively to provide good quality public services and that communities affected by their decisions and using their services are part of this process. CLD has an essential role in ensuring that individuals and communities – particularly those facing discrimination and disadvantage – gain the confidence and skills to participate in community planning and influence decisions that affect their lives.*
- 27 This guidance is intended to complement guidance on community planning<sup>6</sup> and, in particular, the requirements for Community Planning Partnerships (CPPs) to increase the involvement of communities in shaping strategic planning and service delivery. This includes the requirement under section 15 of the Local Government in Scotland Act that CPPs must involve communities in the planning process. Statutory guidance makes it clear that this must include consultation, co-operation and participation.*

<sup>6</sup> Community Planning Implementation Group: [www.communityplanning.org.uk/guidance.html](http://www.communityplanning.org.uk/guidance.html)

28 *The introduction of community planning and stronger requirements to support community engagement means that we must be sure that CPPs have sufficient skills and abilities in relation to community learning and development. We must build on existing good practice to ensure that the quality of community engagement offered by all CPPs is ‘fit for purpose’.*

29 *In this new environment CPPs need to:*

- *draw on the expertise of CLD practitioners;*
- *use a variety of methods to support community engagement in planning and decision-making;*
- *engage a wide range of members of the community concerned and not just those who are already active;*
- *learn from people’s experience of being engaged; and*
- *avoid consulting people too much.*

*The experience from community learning strategies and plans shows that CPPs need to deal with these issues consistently to avoid “consultation fatigue”. They also need to ensure that they have the skills and abilities to undertake effective community learning and development work.*

30 *CLD practitioners therefore have a key role in ensuring that communities are fully engaged in the community planning process. The importance of CLD approaches is highlighted in the statutory guidance on community planning, and in the accompanying advice note on community engagement, which supports the implementation of the Local Government in Scotland Act 2003<sup>7</sup>.*

31 *Community Planning Partnerships have enormous experience on which to build given the pilot work carried out since 1999 on the development of Community Learning Strategies and Plans. Skilled CLD practitioners can also contribute their expertise to the task of enabling CPPs to consult the public, and help them take part in the planning and delivery of services. This is particularly important for people who are less well organised and confident. This consultation and engagement should cover not just issues around the planning and provision of CLD services, but also the wider remit of community planning partners.*

32 *CPPs have a key role to play in community regeneration. This will be enhanced as they begin to take on the responsibilities of Social Inclusion Partnerships (SIPs). In order for SIP structures and resources to be integrated into the community planning framework, CPPs must demonstrate that they have effective arrangements in place for community engagement or that significant and tangible progress is being made in this area. In particular, CPPs must demonstrate that they have engaged, or propose to engage “difficult to reach” groups and a wide variety of people. Guidance on the integration of SIPs and Community Planning Partnerships highlights the important role of community learning and development approaches in achieving the integration criteria<sup>8</sup>.*

33 *CPPs should also note that the Scottish Community Development Centre, on behalf of Communities Scotland, is developing standards for community engagement. Draft standards will be prepared by*

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<sup>7</sup> See Community Planning Advice Note 5: Effective Community Engagement: [www.communityplanning.org.uk/guidance.html](http://www.communityplanning.org.uk/guidance.html)

<sup>8</sup> Integrating Social Inclusion Partnerships and Community Planning Partnerships [www.communitiesscotland.gov.uk/communities36/wes/files/sipsccp.pdf](http://www.communitiesscotland.gov.uk/communities36/wes/files/sipsccp.pdf) (August 2003), Communities Scotland/Scottish Executive

*December 2003 and tested in pilots over the period to April 2005, As these develop, CPPs are expected to use these standards as an element of good practice.*

Voluntary Action East Renfrewshire – supporting communities to influence community planning

*Voluntary Action (VA) is the Council for Voluntary Service in East Renfrewshire and serves on the East Renfrewshire Community Planning Partnership. It does not act as a representative for the whole community and voluntary sector, but rather is an agent for information, networking, monitoring and research which enables and supports communities to organise and to influence community planning.*

*VA's role has developed in two main ways. Firstly, it has engaged in a dialogue about the future development of community involvement in East Renfrewshire, including promoting discussion on community involvement in monitoring and evaluation of the Community Plan. Secondly, VA has directly built capacity for, and raised awareness of, community planning amongst community and voluntary groups, largely from within its own resources and has organised or contributed to several events. Local Community Councils invited VA to survey their interest in and preparedness for community planning and later to help them create a network.*

*The Scottish Executive's Empowering Communities funds for SIPs are administered locally by community representatives. VA has been commissioned to provide needs assessment and training on the transition to community planning for SIP area groups and then for the whole sector.*

Aberdeen City – Involving citizens in community planning

*Preparations for an Aberdeen Community Plan began with an exercise to ‘Imagine Aberdeen’ in the year 2010 which involved the public through Open Days, workshops and questionnaires. The themes were developed by a Core Group, which included representatives from the community. The first Community Plan, ‘aberdeen futures’, proposed the establishment of a new decision making alliance involving the public, voluntary and community sectors, and the development of a Civic Forum.*

*Proposals for the Civic Forum were drawn up by a Steering Group of Council members and community representatives. Support to the Forum is given primarily by specially funded staff in the Community Development section of the Council’s Chief Executive’s Department.*

*The Forum has been constituted with representatives of each area of the city and of seven established communities of interest (e.g. Senior Citizens’ Forum, Lesbian Gay Bisexual Transgender (LGBT) Forum). Two seats were created for Gypsy Travellers, at their request. Four Forum members have been elected as representatives on the city Alliance. The Forum is also represented on each Alliance subgroup. Around 100 of 129 places on the Forum have been filled so far, and representation from “harder to reach” sections is strong, though work continues.*

*A survey of Forum members was used to establish training and support needs and initial topics for discussion. Training in “Speaking Up in Meetings”, and the use of computers is already being offered.*

*Aberdeen futures now has responsibility for developing the existing ‘Strengthening Local Democracy’ strategy. This works through three main structures: the Forum, Neighbourhood Community Action Plans and Plans for Communities of Interest. Participation guidelines are being developed to set standards for good practice. The strategy promises support to communities especially from Community Learning and Development staff, but also from Community Police, Tenant Participation Officers, Community Development Officers, Public Health Co-ordinators and others.*

## **PART THREE: CLD PARTNERSHIPS, STRATEGIES AND ACTION PLANS**

### **3.1 Community Learning and Development Partnerships**

- *people working in all aspects of community learning and development work together to build communities that are more organised, skilled and influential, and that have more control over resources;*



- *there is a strong community-based dimension to the new Scottish Executive agenda for lifelong learning;*

34 *We are keen to see further development of the positive experience that has arisen since strategic and local collaborative partnerships for community learning were set up in 1999. We believe that these partnerships have greatly improved the profile of community learning and increased the investment available for learning and social development within communities. We need to build on these foundations through Community Learning and Development Partnerships which focus on our national priorities.*

35 *The report prepared by HM Inspectorate of Education (HMIE) in 2002 on putting community learning plans into practice<sup>9</sup> confirms the value of partner agencies working together with local communities to agree strategies and plans for community learning and development.*

36 *We would expect any public organisation that has an interest in building community capacity, learning and social development to join the Community Learning and Development Partnership at strategic level and to give staff time and investment to local action planning and delivery.*

37 *Community Learning and Development Partnerships should have a clear focus on mainstreaming equalities issues, in both their composition and the way they go about their work (see sections 24-26).*

38 *The voluntary sector is a major provider of community learning and development support, and will need to be represented at both strategic and operational level.*

39 *The diversity of the voluntary sector, and the reality that many voluntary organisations are national rather than local, has sometimes proved difficult in terms of the sector's ability to be as actively involved as it*

<sup>9</sup> Follow this link to view – Towards Community Learning Plans: <http://www.hmie.gov.uk/documents/publication/tclp-02.htm>



would wish. Again, local circumstances will differ, but at strategic level, we would expect the Council of Voluntary Service, Local Volunteer Bureaux and other local voluntary sector umbrella organisations who are key stakeholders in relation to community development, youth work and adult learning, to be represented. All voluntary organisations supporting CLD in priority areas or communities of interest should also be actively involved as partners in action planning. CPPs should ensure that partnership arrangements facilitate the full involvement of the voluntary sector. This should be in line with the Scottish Compact principles<sup>10</sup>.

40 Involving the voluntary sector is not the same thing as engaging communities. CLD Partnerships need to ensure that voluntary organisations that provide CLD services – whether national, local or community based – are fully involved in the Partnership. Equally, all partners have responsibility for ensuring that communities, learners and participants are actively engaged in, and empowered through, the planning process.

#### Communities Promoting Healthy Living in Dunbar

Dunbar Hallhill Healthy Living Centre opened in September 2001 and is managed by the Dunbar Community Development Company, made up of representatives from sports clubs, churches, businesses, disability groups, schools, children and families, and is chaired by a local councillor. The centre is a purpose built community controlled facility comprising extensive playing fields, a childrens' playground, an indoor badminton court, two squash courts, several meeting rooms (providing public access to computers, a crèche, etc) and a bar/café.

East Lothian Council provided land and funding supplemented by the Sports Lottery and the Landfill Tax. Now the centre is almost self-sufficient receiving only a small grounds maintenance grant from the council.

Dunbar has a population of approximately 7,000 people and 2,000 of them come through the doors of the Healthy Living Centre every week. The centre has achieved its aims of supporting people to have healthier lifestyles as well as promoting social cohesion. On weekdays mothers and toddlers use the meeting rooms and playground, schoolchildren play sports at lunchtime and local sports clubs use the pitches. In the evenings young people have deserted the High Street in favour of playing pool alongside the adults in the bar area. At weekends community events and sporting fixtures take place and families come down to the bar for a meal. People with disabilities use the facilities for activities and centre staff work with children who have been excluded from school.

### 3.2 Community Learning and Development Strategies

We believe communities and a wide range of agencies have a real role to play in the success of community learning and development. It is crucial that the people who are most closely involved in community learning and development – practitioners (paid or unpaid), managers and their agencies – work with us to promote a shared vision for community learning and development and the contribution it can make to 'building better communities in Scotland'.

<sup>10</sup> Follow this link to view the Scottish Compact outlining the principles underpinning the Government's relationship with the voluntary sector: [www.scotland.gov.uk/library/documents-w3/comp-00.htm](http://www.scotland.gov.uk/library/documents-w3/comp-00.htm)

*Extract from a statement prepared by the Scottish Executive/COSLA working group (see Annex 1 for the full statement).*

41 We expect each CPP to produce a Community Learning and Development Strategy. The first strategy should be published no later than 1 September 2004 and cover at least a three year period.

42 *The Community Learning and Development Strategy is a jointly agreed statement to which all Community Planning Partners should contribute, and be committed to. CPPs may determine the best fit between community planning and planning for community learning and development and whether CLD strategies are produced as stand-alone documents or as part of a wider community planning document. 43 The Community Learning and Development strategy should sit firmly within the wider community planning process and relate to the strategies and development plans of partner agencies.*

44 *CLD strategies are one of a number of thematic elements underpinning the community plan. CLD should also be a key part of thematic strategies and partnerships for addressing cross-cutting issues such as community regeneration, health improvement and sustainable development.*

### 3.2.1 Aims and content of CLD strategies

45 *Community Learning and Development Strategies should aim to:*

- *influence and reflect the community plan and related strategies;*
- *highlight how and where they link with other strategic development plans;*
- *be shaped by all the partners; and*
- *demonstrate significant community involvement in the planning process.*

46 *In terms of content, CLD strategies should:*

- *set out the joint vision of the CPP for CLD;*
- *highlight the priorities for CLD in relation to the three national priorities, and set outcome targets for these;*
- *provide evidence that these priorities have been based on engagement with local individuals, groups and communities;*
- *detail the partners involved and the operating principles they will follow, including how the partnership will be sustained to avoid partnership overload;*
- *set a framework for operational planning of CLD, including the geographical areas and/or themes to be covered by Community Learning and Development Action Plans;*
- *aim to identify overall levels of investment and resources, including staff, to be provided by partner agencies;*
- *detail measures for supporting the skills development of paid and unpaid staff involved in CLD; and*
- *identify how the partnership will monitor progress, and evaluate quality.*

47 *CPPs should work to ensure that CLD strategies are aligned with overall arrangements for Community Planning in their area.*

- 48 *As outlined above, in the first instance, Community Learning and Development Strategies should be published no later than 1 September 2004. They should cover at least a three year period and be reviewed regularly. It is important to stress that these are not meant to be detailed action plans, but rather set the broad framework for operational planning (see section 3.3).*
- 49 *CLD strategies should be sent for information to Communities Scotland. These strategies , together with local CLD plans, should be publicly and widely available and accessible to local communities.*
- 50 *In recent years, some Community Learning Partnerships have developed separate youth strategies. We would expect to see a link between these and CLD strategies which deal with youth work issues. Similarly, since 1999 a number of Community Learning Partnerships have tried to tackle wider lifelong learning issues. Again, we would expect to see a close relationship between CLD partnership planning and local strategies on lifelong learning.*

### 3.3 Community Learning and Development Action Plans

- 51 *Each CPP should prepare and publish Action Plans for community learning and development. Community Planning Partnerships, together with local communities, should focus on developing a limited number of Action Plans. These may relate to core community planning strategies, such as Regeneration Outcome Agreements or Health Improvement strategies, or be geographic (addressing the issues involved in a particular area), or focussed on a particular community of interest (eg young people, Black and minority ethnic groups).*
- 52 *The Community Learning and Development Strategy should set out whether these will be stand alone Action Plans (within the Community Planning framework) or form an integral part of their local and thematic Community Plans. Whichever model is adopted, the following offers a framework for local and thematic CLD Action Plans.*

#### 3.3.1 Aims and content of CLD Action Plans

- 53 *CLD Action Plans should identify and set out proposals for dealing with community needs, aspirations and priorities. These plans should enable communities and partner agencies to set out their shared agenda for change, developed into practical work plans relating to the area or community of interest covered. They should be reviewed and updated regularly, in line with local community planning arrangements. These plans are joint work plans within which communities and agency partners agree how CLD inputs, processes and outputs will be used to achieve agreed outcomes. CLD Action Plans should be a regular reference point for the community and agency partners to guide their daily work and to track progress.*
- 54 *Community Learning and Development Action Plans should:*
- *be based on a thorough analysis of issues and needs that have been identified with communities;*
  - *show major community involvement, in particular by people who are not usually involved and other priority groups;*
  - *be shaped by and involve appropriate community learning and development partners; and*
  - *influence and reflect the Community Plan, CLD Strategy, and other local plans.*



55 *In terms of content, they should:*

- *detail important information about the area or community of interest to be covered;*
- *provide baseline figures for current support provided in relation to the national and local priorities;*
- *audit current CLD support and gaps in provision and how these will be filled;*
- *identify local/thematic priorities within the framework set by the CLD Strategy;*
- *translate these local/thematic priorities into specific outcome targets, and show the relationship of these to the three national priorities;*
- *detail, where possible, the overall investment, provision and staffing support to be made by partner agencies in line with community budgeting principles; and*
- *cover at least a three-year period.*

56 *The CLD Partnership should consider carefully how best to tell the community about their work. This information can then contribute to arrangements for accountability. The information contained in the CLD Action Plan should be easily accessible to the community, and the Partnership should provide regular reports on progress which are publicly available at community level and on the internet. Information should be provided in minority languages and on tape, where required.*

57 *Information on the needs of disadvantaged individuals and communities needs to be set alongside their hopes and aspirations. CLD practitioners have a lot of experience in developing community profiles, village appraisals and so on that bring together community and agency views. It is important to stress that Community Learning and Development Action Plans should not just focus on problems. They should build on the vision and strengths of people, young and old, and their communities.*

58 *CLD Action Plans should make reference to the Scottish Credit and Qualifications Framework (SCQF). This framework currently covers most mainstream Scottish qualifications. In time, and based on the SCQF credit rating guidelines, it will also credit rate informal, experiential and community based training and development work. This will help people to recognise their own learning achieved in informal settings and through activities in the community, and to see how each learning experience connects with other opportunities, as part of a process of life long learning. The Scottish Executive will fund a worker to work with local authorities and other partners to raise awareness of the SCQF and how it can assist the development and implementation of CLD Action Plans.*

59 *We are keen to see a closer relationship between CLD Action Plans and those of other relevant agencies. These include Regeneration Outcome Agreements, the development plans of New Community Schools' and FE colleges, health improvement plans, Changing Children's Services plans, race equality schemes and community guidance strategies. Similarly, we want to see CLD reflected in the service development plans of other community planning partners.*

#### Greater Easterhouse – Developing an Effective Community Learning Plan

*Greater Easterhouse Community Learning Plan was one of Glasgow's pilot CLPs. Unusually, it is led by the local Social Inclusion Partnership, through its Education and Lifelong Learning subgroup led by John*

*Wheatley College. A recent HM Inspectorate report judged community learning planning in Easterhouse and many aspects of its delivery as 'Very Good'.*

*Consultation events involving 42 local organisations led to the adoption of the 2001-04 Plan, whose priorities were: core skills (including ICT), health and poverty. Targets were set for establishing Learning Centres; access to guidance on learning; planning a core skills package; providing childcare to support learning; and support for people becoming active in their community.*

*The plan focused on developing the Greater Easterhouse Learning Network (GELN) as its key mechanism for delivery. Fifteen local centres have become involved in the Network – including a wide range of council and college centres and voluntary groups working on employment, family and other issues. These organisations provide a whole range of other services, but have given a commitment to support learning.*

*The eventual target is 21 centres. A complex mixture of funding allowed them all to be offered PCs with fast net connections, and tutor support from the College. Volunteers are trained to offer additional support where possible. Refurbishment and disabled access were funded.*

*All residents can get free internet access and support through the centres. A website brings together support to learners with information and advice on everyday problems and local news.*

*Increasingly mainstream funding and other strategies have been influenced to support GELN. Child care developments are planned in, or close to, centres and the new adult literacy and numeracy service will work through them. The Plan is due for revision soon, following a new citywide Community Learning Strategy. This will allow better integration of work with young people with other activities.*

#### **The Corner, Dundee – Young People Shaping Service Delivery**

*The Corner is a partnership between Dundee City Council, Tayside NHS Board, Tayside Primary Care Trust, the Scottish Executive and young people. It provides an integrated range of health and information services through its high profile city centre drop-in facility and through outreach work in local communities.*

*Following consultation by partners with young people in Dundee, the need was identified for health & information services which were exclusively for young people and were both informal and confidential.*

*The Corner is committed to ensuring that its services are relevant and “young people friendly”. Young people have played a major role in shaping, designing and influencing the project’s direction. The Corner is valued by young people who see it as ‘different’ compared to mainstream services. One of the main reasons for this is the caring and helpful staff who show young people respect and offer informal learning and support on issues they may not feel confident in raising with other agencies, such as sexual health.*

*The multi-disciplinary staff team combines nursing, health promotion and youth work skills, as well as a sessional family planning doctor. The Corner has developed its practice based on the principles of the United Nations Conventions on the Rights of the Child with the best interests of young people as the core element. Over 20,000 copies of the project’s Principles and Policies statement – “Challenging Myths – Working with Realities” have been circulated across Britain, Europe and internationally.*

*Over 200 agencies have referred young people to the project and on many occasions the project has been a resource for other professional staff. 1 in 3 young people within the main target group (11 – 18 years) have*

used the Drop-In which has received 80,000 enquiries since 1996. There are on average 175 new contacts each month.

In June 2002 The Corner attained charitable status as part of a long-term strategy to build sustainability.

### 3.4 The relationship between CLD Strategies and Action Plans

60 It is essential that the practical work undertaken under the remit of CLD Action Plans influences the way CLD Strategies are set and developed. It is at the Community Learning and Development Action Plan level, that is, within local and thematic communities, that learning and social development work mainly takes place and where the work with communities is at its most dynamic.

61 Within the broad framework of the national CLD and community planning priorities, there will be a great deal of local diversity in terms of the support needed and how this is provided. The key is to arrive at local outcomes that have been agreed between the partners and communities. CLD practitioners need to use the framework of the three national CLD priorities to address real issues in people's lives.

### 3.5 The role of the local authority and other partners in planning for CLD

62 The overall responsibility for planning for Community Learning and Development rests with the Community Planning Partnership. We expect the local authority to take responsibility for ensuring that arrangements are in place to set up and maintain partnership working at both strategic and Action Plan levels. This is the same arrangement as with existing community learning strategies and plans. In some cases, however, other bodies, such as voluntary organisations, can and do take the lead in planning for CLD. This role is likely to include providing a secretariat for the partnerships that will develop CLD strategies and Action Plans. Chief Executives of local authorities are expected to make sure that a chief officer is responsible for maintaining the partnership.

63 The local authority's main community learning and development support provider is likely to be responsible for making the strategy and plans easier to put into practice. It is important to stress, however, that other council services should also be involved. The overall ability of local authorities to support CLD will depend on contributions from services such as education, planning, social work, community services, environmental protection, consumer services, housing, arts and leisure and libraries.

64 Under the community planning provisions in the Local Government in Scotland Act, all Community Planning Partners are expected to support the local authority. In particular, the partners must:

- make sure there is a collective approach to community involvement;
- work together to prepare the strategy and Action Plans, including access to all necessary information; and
- make sure that they have the necessary skills and motivation to take part in the process.

65 We expect agency partners, particularly the local authority, to support the participation and representation of communities and users in the CLD planning process. Partnerships should discuss with community and user interests the most appropriate form for their involvement at all levels in the CLD planning process. Community and user interests should, wherever possible, be involved at a strategic

partnership level. These interests should represent the communities covered by CLD Action Plans. At the local and thematic level, such interests could be represented by, for example:

- tenants' organisations;
- equalities groups;



- local youth councils;
- adult learning fora;
- community councils;
- after-school care fora.

66 At strategic level, we expect the partners to be represented on CLD Partnerships at a senior level to make sure that the people represented by the partnership are able to drive things forward. At operational level, appropriate staff should be nominated by the respective partners, to ensure the action focus of the Plan is maintained.

67 It is important to consider how best to maintain motivation and involvement in strategic and local partnerships. We propose that CLD Partnerships meet every three months to monitor progress and review the partnership strategy.

68 At the Community Learning and Development Action Plan level, these are intended to be operational groups, bringing together staff from the partner agencies within interdisciplinary teams, together with community and user interests. This means they are likely to meet on a more regular basis to plan and review joint work.

## PART FOUR: ENSURING HIGH QUALITY CLD SERVICES

*We are committed to measuring the effect of community learning and development, in ways that focus on what makes a difference for communities, so that we know how well we are doing and can plan ahead realistically.*

*Extract from a statement prepared by the Scottish Executive/COSLA working group (see Annex 1 for the full statement).*

### 4.1 Evaluating CLD services

69 All those involved in CLD have an interest in ensuring that the service they provide is to a consistently high quality. Quality assurance and improvement depend on rigorous self-evaluation of the quality of service provided and the outcomes achieved. Effective self-evaluation by partners should be an ongoing process. The information collected from this process provides a context for agency and partnership planning aimed at improving quality. CLD Partnerships should use the evidence collected through self-evaluation to report to communities regularly on progress made towards achieving targets and improving the quality of services



provided. CLD Partnerships should consider using the framework provided by HMIE in *How Good Is Our Community Learning and Development?* to assist in self-evaluating the quality of their provision<sup>11</sup>.

70 *How Good is our Community Learning and Development?* has been designed to support self-evaluation by CLD providers and can also be used for the inspection of services. This is supported by Learning, Evaluation and Planning (LEAP), the planning and evaluation framework developed to help CLD Partnerships plan for achieving and assessing desired outcomes. CLD Partnerships may want to use the LEAP framework as a way of planning and monitoring progress on both the national and local priorities<sup>12</sup>.

71 HMIE will continue to evaluate the quality of local authority CLD services through its inspection, reporting and follow through programme. As part of this inspection programme HMIE may also inspect and report on the contribution of other publicly funded CLD partners. The main purpose of inspections is to promote quality through external evaluation. They will:

- give an account of the quality of services in the area inspected;
- identify and share good practice;
- provide national evidence on the quality of services and on progress; and
- independently moderate the findings of self-evaluation.

#### 4.2 Raising the profile of CLD

72 We have emphasised the need for regularly involving the community in planning and monitoring the outcomes of community learning and development. Experience from the community learning plans developed since 1999 has highlighted the importance of raising the profile of CLD with elected members and the public. Regular reporting through the local media on the work of the partnership and, in particular, celebrating the achievements of individuals, groups and communities is a proven way of raising awareness of the value of CLD. Partnerships may want to consider joint branding of programmes and services.

73 Communities Scotland is working with the Scottish Executive/COSLA CLD Group to ensure that this work is supported and complemented at a national level and will be commissioning the production of profile raising materials.

#### 4.3 Investing in staff skills

74 Investing in the skills of public service staff is an important part of our lifelong learning strategy. Together with this guidance, we have announced our policy to develop the CLD profession and the future priorities for professional training. This is set out in more detail in the report *Empowered to Practice – The Future of Community Learning and Development Training In Scotland*<sup>13</sup>.

75 At local level, we are keen to see CLD Partnerships supporting the skills agenda for staff at all levels, including volunteer staff and community representatives. We would encourage the development of joint

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<sup>11</sup> *How Good is Our Community Learning and Development*: <http://www.hmie.gov.uk/documents/publication/cldfull.pdf>

<sup>12</sup> *Scottish Centre for Community Development – LEAP*:  
[http://www.scdc.org.uk/leap\\_index.htm](http://www.scdc.org.uk/leap_index.htm)

<sup>13</sup> *Empowered to Practice*: [www.scotland.gov.uk/library5/social/etp-00.asp](http://www.scotland.gov.uk/library5/social/etp-00.asp)

*training programmes and, where appropriate, sharing investment provided for Continuing Professional Development.*

76 *CLD strategies should include targets relating to skills training. Partnerships should consider setting up joint training committees to tackle common training issues. Communities Scotland will be working with the National Development Centres and local Partnerships during 2004 to identify and deliver appropriate support in relation to the implementation of this guidance.*

77 *The Scottish Credit and Qualifications Framework (SCQF) provides a context and appropriate mechanism for the credit rating of programmes of learning and training. The SCQF will facilitate the inclusion of training in CLD skills and approaches in programmes of learning for other disciplines. It will also help to ensure that training and development work undertaken by residents of disadvantaged communities is properly recognised. The SCQF can enable people to see how a particular learning experience connects with other opportunities. In this way, participants in CLD can build up their skills in a coherent and demonstrable way that supports their life and career goals.*

#### 4.4 Management information

78 *The Scottish Executive and COSLA CLD Working Group is currently working on developing more effective management information systems for this area. We want to be able to assess more thoroughly the contribution of CLD to achieving outcomes. In July 2003, we launched the first phase of a National Development Project intended to develop common data definitions and management information systems with CLD Partnerships.*

#### West Lothian ABE Team – Raising the profile of Adult Basic Education

*The Adult Basic Education (ABE) team is part of the West Lothian Literacy Partnership which co-ordinates literacy/numeracy provision. The partnership includes other council services, local further education colleges and voluntary organisations.*

*The team provides tuition to adults wishing to enhance their literacy and/or numeracy capabilities. It provides for some 400 adults each year, approximately 160 of whom are new learners. Provision is made within the well resourced adult learning centre in Bathgate and in 15 community venues. Tuition is delivered in 30 groups by paid tutors, supported by volunteers, to ensure that each learner receives individual attention. The team has been expanding its capacity over the last three years to meet its targets within the national literacy strategy.*

*A multi-stranded marketing strategy ensures that the take-up of learning places matches the team's delivery capacity. The strategy includes promotional articles in local papers, an awareness raising video, a CD-ROM and targeted advertising. Five hundred staff from the West Lothian Council and other agencies have been trained to identify and support prospective learners in referring themselves for help.*

*Great care is taken to ensure a high quality learning experience for participants through systematic dialogue with tutors. Standards achieved by the team are consistent with the latest national advice on teaching and learning and tutor training. A learning to learn philosophy underpins all aspects of the learning experience, which maximizes the involvement of learners. Learning programmes and teaching strategies are designed to empower learners to manage their own learning.*

*Selection of volunteers and paid tutors is rigorous and is conditional on their attending a specified minimum number of hours training each year. A coherent, and extensive, training framework supports progressive skill development.*

*Eighty seven per cent of all learners reached their goals in 2002-03. These included coping with literacy requirements in work; helping their children with homework; being more effective in community organisations and progressing to further education.*

## *Annex one: Community learning and development: Working and learning together to build stronger communities*

*– Statement prepared by the Scottish Executive/COSLA working group*

*We are using the term ‘community learning and development’ to describe a way of working with and supporting communities. We are encouraging our partners to use the term as well. We see community learning and development as being central to increasing the supply of ‘social capital’ – a way of working with communities to increase the skills, confidence, networks and resources they need to tackle problems and grasp opportunities.*

*We want community learning and development to bring together the best of what has been done under the banners of ‘community education’ and ‘community development’. Its main aim is to help individuals and communities tackle real issues in their lives through community action and community-based learning. Community learning and development also supports agencies to work effectively with communities which will open doors to involvement in learning, action and decision-making.*

*The activities of youth work, community work and community-based adult learning are at the centre of community learning and development. We want to emphasise that these activities are delivered by skilled people with a wide variety of job titles, working in different sectors and in a range of agencies, and to encourage joined-up working across all of these.*

*We want to increase opportunities for individuals and communities who are excluded, improve public services where it will make most difference, and create a more socially just Scotland. The figure below shows how we see the different strands of community learning and development activity working together to build stronger communities and contributing to our main policy aims.*

*Community Learning Partnerships in each local authority area have already made real progress in using the multi-agency, cross-sector approach we see as being essential. The Partnerships have developed Adult Literacy Action Plans which is an important step forward.*

*We are looking to Community Learning and Development Partnerships to play the central part in making sure that:*

- people working in all aspects of community learning and development work together to build communities that are more organised, skilled and influential, and that have more control over resources;*

## WORKING AND LEARNING TOGETHER TO BUILD STRONGER COMMUNITIES

- *there is a strong community-based dimension to the new Scottish Executive agenda for lifelong learning;*
- *community work skills are used to help communities get involved in community regeneration and community planning;*
- *youth work is fully recognised and supported as part of the development of stronger communities; and*
- *community learning and development support is targeted to help close the gap between the worst off individuals and communities and the rest.*

*Through community planning, we aim to make sure that agencies work with communities to improve their wellbeing. Through community learning and development, we aim to make sure that communities can be full partners in this.*

*We are focusing our attention on achieving realistic results. Community learning and development has clearly identifiable outcomes, such as:*

- *improvements in the effectiveness, range and joint working of community organisations;*
- *increased confidence and motivation of excluded young people; and*
- *improved core skills, allowing individuals whose previous experience of education has been negative to tackle important issues in their lives.*

*We are committed to measuring the effect of community learning and development, in ways that focus on what makes a difference for communities, so that we know how well we are doing and can plan ahead realistically.*

*We believe communities and a wide range of agencies have a real role to play in the success of community learning and development. It is crucial that the people who are most closely involved in community learning and development – practitioners (paid or unpaid), managers and their agencies – work with us to promote a shared vision for community learning and development and the contribution it can make to ‘building better communities in Scotland’.*



## *Community learning and development*

*contributes to:*

*lifelong  
learning*

*community  
regeneration*

*national  
priorities for  
education*

*Targeting activity to work with excluded and disadvantaged people*

*Helping agencies and partnerships to work with communities as an important part of community planning and service planning*

*Developing active citizenship*

*Building stronger communities*

*Supporting personal development across all age groups and building community capacity*

## *Social capital outcomes*

*Working with excluded and disadvantaged individuals, groups and communities to achieve:*

- more organised and influential communities;*
- more skilled communities with better access to education;*
- communities with better access to resources and more control over assets; and*
- more inclusive communities with wider involvement.*

## *Annex two: List of practical examples*

*National priorities:*

*Angus Council – Achieving through learning for adults*

*North Lanarkshire Council – Achieving through learning for young people*

*North West Dumfries Partnership – Achievement through building community capacity*

### *Other case studies:*

*Stirling Quality Action Group – Engaging with people with learning disabilities*

*Voluntary Action East Renfrewshire – Supporting communities to influence community planning*

*Aberdeen City – Involving citizens in community planning*

*Communities promoting healthy living in Dunbar*

*Greater Easterhouse – Developing an effective Community Learning Plan*

*The Corner, Dundee – Young people shaping service delivery*

*West Lothian ABE Team – promoting adult basic education*

### *Annex three: Glossary*

#### *Community or communities*

*This can be either a ‘geographic community’ (a group of people living in one area) or a ‘community of interest’ (a group of people who share a common characteristic or identity, such as black and minority ethnic communities).*

#### *Community-based adult learning*

*Adult education available in a community setting rather than in an institutional context such as a college, and with programmes and activities developed in dialogue with participants.*

#### *Community budgeting*

*This is a process where information about the spending of partner organisations in particular communities is collected and made available. The information can then be used to involve communities in the main decisions about services.*

#### *Community capacity building*

*Measures that strengthen the collective ability of a community.*

#### *Community learning and development*

*Learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants.*

### *Community Learning and Development Strategy*

*A statement that highlights the joint aims of community learning and development partners over a three year period across a local authority area.*

### *Community Learning and Development Action Plan*

*A joint three year work plan for a specific theme, local geographic area or community of interest agreed by the community learning and development partners.*

### *Community planning*

*This is a strategic process whereby the public services in the area of the local authority are planned and provided after consultation and ongoing co-operation among all public bodies and with community bodies.*

### *Community regeneration*

*This is the process of tackling poverty, deprivation and social exclusion in a particular geographic area or within a particular group of people.*

### *Deprivation Index*

*This index is put together using indicators measuring characteristics of deprivation, such as health, education, poverty and unemployment.*

### *Neighbourhood statistics*

*This is a set of statistical data covering a small local area.*

### *Youth work*

*Informal learning and personal and social development work with young people, enabling them to gain a voice, influence and place in society.*

### *Outcomes*

*Outcomes are what we expect to achieve and the effect of what we do.*

### *Social capital*

*This is the skills, resources, networks, opportunities and motivation that a community has which enable it to work together effectively to promote its own wellbeing.*

### *Social justice*

*This is the equal and fair distribution of social values such as freedom, income and wealth, and the opportunity to take part in society.*

ISBN 0-7559-0925-9

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*Astron B31714 01/04*



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