
Report to Education, Sport and leisure Committee

Date: 23rd April 2015

Subject: Consultation Process for Tullibody South Proposal

Report by: Head of Education

1.0 Purpose

- 1.1. To seek member's approval for the consultation process planned to ascertain public views on the potential options for the replacement of Abercromby Primary School agreed by Council on March 5th 2015.

2.0 Recommendations

- 2.1. That the Education Sport and Leisure Committee agrees to the consultation outline being put into effect.
- 2.2. That a report on the results of the informal consultation be presented to a future Education Sport and Leisure Committee to consider whether or not to proceed to undertake a formal consultation under the Schools Consultation Act 2010 as amended by the Children and Young Person's Act 2014.

3.0 Considerations

- 3.1. For the consultation to produce valid and reliable results it must seek and record the views of a wide range of stakeholder groups across Clackmannanshire. Details of the range of stakeholders is contained in Appendix 2. The evidence produced must include both quantitative and qualitative data.
- 3.2. Information sharing activities with staff, pupils and parents have been taking place and it is intended to undertake wider public consultation in May (see appendix 1).
- 3.3. Given that the consultation includes proposals which affect denominational education across the whole of Clackmannanshire the consultation should reflect this when seeking stakeholder views.
- 3.4. The outcome of this consultation will lead to a recommendation to Education Sport and Leisure Committee to undertake a formal consultation under the Schools Consultation Act 2010 as amended by the Children and Young Person's Act 2014 on one or more options.

4.0 Sustainability Implications

4.1. There are no sustainability implications.

5.0 Resource Implication

5.1. The cost of carrying out the consultation will be met from within existing budgets.

5.2. The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate. Yes ☐

5.3. Finance have been consulted and have agreed the financial implications as set out in the report. Yes ☐

5.4. *Staffing*

6.0 Exempt Reports

6.1. Is this report exempt? Yes ☐ (please detail the reasons for exemption below) No ☒

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box ☒)

The area has a positive image and attracts people and businesses	<input checked="" type="checkbox"/>
Our communities are more cohesive and inclusive	<input checked="" type="checkbox"/>
People are better skilled, trained and ready for learning and employment	<input type="checkbox"/>
Our communities are safer	<input type="checkbox"/>
Vulnerable people and families are supported	<input type="checkbox"/>
Substance misuse and its effects are reduced	<input type="checkbox"/>
Health is improving and health inequalities are reducing	<input type="checkbox"/>
The environment is protected and enhanced for all	<input type="checkbox"/>
The Council is effective, efficient and recognised for excellence	<input checked="" type="checkbox"/>

(2) **Council Policies** (Please detail)

Making Clackmannanshire Better

8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?
Yes ☐ No ☒

9.0 Legality

- 9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes ☐

10.0 Appendices

- 10.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

Appendix 1 - Proposed Consultation Timeline

Appendix 2 - Stakeholder Groups

11.0 Background Papers

- 11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

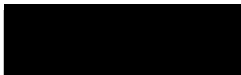
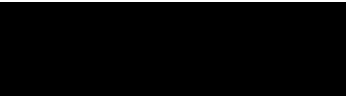
Yes ☒ (please list the documents below) No ☐

Guideline to Consultations – Clackmannanshire Council

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Iain McGhee	Education Officer	01786 233205

Approved by

NAME	DESIGNATION	SIGNATURE
David Leng	Head of Education	
Elaine McPherson	Chief Executive	

Community Consultation Plan Tullibody South

Who	How/What	When (Target Date)
Presentation to St Bernadette's staff	Outline of option appraisal process, how the identified proposals were reached and what happens next - opportunity for questions	9th March 2015
Presentation to St Mungo's staff	Outline of option appraisal process, how the identified proposals were reached and what happens next - opportunity for questions	10th March 2015
Meeting with chair and vice chair of St Bernadette's Parent Council.	Brief outline of proposals and process and to agree date and agenda for Parent Forum meeting	10th March 2015
Presentation to Tullibody Stakeholders group	Outline of option appraisal process, how the identified proposals were reached and what happens next - discussion around how we can best involve and utilise the stakeholders group in the process	10th March 2015
Presentation to Abercromby staff	Outline of option appraisal process, how the identified proposals were reached and what happens next - opportunity for questions	12th March 2015 (Support staff 14 30 Teaching staff 15 00)
Presentation to Abercromby parent Council	Outline of option appraisal process, how the identified proposals were reached and what happens next - opportunity for questions. Agree date and format for	19th March 2015

	Parent Forum meeting	
Presence at St Mungo's Learning afternoon	Be on hand to answer questions/provide information on proposals	25th March 2015
St Bernadette's Parent Forum	1. background to option appraisal 2. The three options 3. Where are we/what next in the process 4. Topics for consideration - Shared facilities, Nursery provision, level of integration, Identity, Transport., benefits/compromises 5. Communication	25th March 2015
St Bernadette's Pupil Assemblies	Explain to pupils the process to reach where we are today, what happens next and how they can contribute to the consultation.	31 st March 2015
St Mungo's Parent Council	Outline of option appraisal process, how the identified proposals were reached and what happens next - opportunity for questions. Agree date and format for Parent Forum meeting	31st March 2015
St Mungo's Pupils Assembly	Explain to pupils the process to reach where we are today, what happens next and how they can contribute to the consultation.	20th April 2015
Presentation to Community Stakeholders Group	Present draft consultation plan and Identify other community groups for optional presentation Prepare for drop in sessions	Week commencing 27th April 2015

Optional Presentations to Identified Community Groups.	Present options appraisal and draft indicative proposals to other community groups - record comments	Week commencing 27th April 2015
St Mungo's pupil consultation	Workshop in four rooms to get the views of St Mungo's pupils on the proposals. Will involve whole school	Week commencing 27th April 2015
Speak to Abercromby pupils in Assemblies	2 x assemblies Explain to pupils the process to reach where we are today, what happens next and how they can contribute to the consultation.	Week commencing 27th April 2015
St Bernadette's Pupil Consultation workshops	Workshop in four rooms to get the views of St Bernadette's pupils on the proposals. Will involve whole school	Week commencing 4 th May 2015
Abercromby Pupil workshop	Workshops with 4 x pupils from each class to record the views of Abercromby pupils on the proposals.	Week commencing 4 th May 2015
Wider Public Consultation	Publication of general consultation material and feedback questionnaire on ClacksWeb and Citizen Space.	Week commencing 11th May 2015
Pupils and staff notifications	Presentation of options to staff groups pupil councils etc	Week commencing 11 th May 2015
Hardcopy Publications and Marketing	Consultation document to be produced. Leaflets and posters promoting drop-in consultation day handed out and displayed in community facilities, Health Centre and at Tron Court	Week commencing 11 th May 2015
Abercromby Parent Forum	Presentation and workshop event for Abercromby Parents	Week commencing 1st June 2015

Drop in Sessions	Day and evening event organised in Tullibody Civic Centre, School or Library. With masterplan and artistic impression boards. Feedback recorded	Week commencing 8th June 2015
Ongoing publicity	Further press release issued highlighting consultation about to conclude. Throughout consultation period social media linking to web page/online consultation and publicising drop in sessions	Week commencing 15th June 2015
Conclude Consultation	Gather feedback and start to update options appraisal and proposals.	Week commencing 29th June 2015
Present	Present consultation results to community council and community groups.	August 2015
Hardcopy Publication of Consultation Feedback Report	Report presented to Council on the three options presented for informal consultation. Copies of report to be uploaded to Citizen Space and linked to relevant web pages. Once council decision is made Citizen Space to be updated with We Asked, You Said, We Did information	September 2015
Public launch of feedback report	Press release issued on council decision based on feedback from informal consultation. Explain formal consultation process. Web page updated. Social media posts. Article in Autumn edition of View.	
Council publish	If Council decides to proceed there will be	End September 2015

proposal paper	a launch of formal consultation process on Clacksweb. Press release announcing option, how to access consultation, quote from relevant councillor issued to all local media (including Advertiser, Central FM, Stirling Observer, Alloa Live). Publication of consultation document and feedback questionnaire on new ClacksWeb page and Citizen Space. Link from front page of ClacksWeb. Social media posts on council accounts, other relevant accounts encouraged to 'share' e.g. community councils, schools, parent councils etc. Article in View Item on Connect news for wider staff group. Copy of press release sent to relevant head teachers for inclusion in school newsletters.	
Consultation	Staff/ public meetings etc.	October 2015
Consultation concludes		December 2015
Education Scotland input	Education Scotland considers proposal and publishes report	Three week period
Consideration	Council considers consultation responses and Education Scotland report	
Responses published	Council publishes response to consultation and HMIE report	
Further consideration	Minimum three week period for further consideration of responses to publication.	
Decision	Council makes final decision	

If decision involves school closure	Three week period to allow for representations to Ministers requesting Ministers to 'call in' proposal.	
Ministerial decision	Three week period for Ministers to decide whether to 'call in' proposals.	
Implementation or 'call in'	Council implement decision or proposal is 'called in' by Ministers for further consideration/scrutiny.	

Notes:

Community Consultation Plan

- Presentation to community stakeholders
- Presentation to Identified community groups.
- Publication of options appraisal consultation document on web page, and citizen space and front page feature on ClacksWeb.
- Throughout consultation period social media linking to web page/online consultation.
- Leaflets and posters promoting drop-in consultation day handed out and displayed in community facilities.
- Press release issued promoting consultation.
- Drop-in day in and evening event in a community facility.
- Press release issued highlighting consultation about to conclude.
- Conclude consultation exercise and evaluate feedback.
- Update options appraisal and proposals.
- Present results to community stakeholders group and community groups.
- Upload report to ClacksWeb and citizen space consultation software as well as front page feature on ClacksWeb.
- Press release issued promoting outcome of consultation

Abercromby Stakeholder Groups

External Agencies

Education Scotland

Parent Councils

Abercromby
St Bernadette's
St Mungo's
St Modan's
Lornshill Academy
St Serf's
Banchory

Pupil Councils

Abercromby
St Bernadette's
St Mungo's
St Modan's
Lornshill Academy

Pupils

Abercromby
St Bernadette's
St Mungo's
St Modan's
Lornshill Academy

Staff

Abercromby
St Bernadette's
St Mungo's
St Modan's
Lornshill Academy

Unions

EIS
SSTA
SLS

Religious Stakeholders

Parish Councils
St Bernadette's
St Mungo's
Non Denominational

Internal Stakeholders

Council Services

Planning
Roads
IT
Customer Services & Leisure
Sports Development
Housing
Capital Projects
Education
Assets & FM
Community Councils
Social Services
Land Services
Members Services

Civic Centre

Community/Voluntary Group

Tullibody Community F.C.

Tullibody Thistle Youth F.C.
Tullibody Thistle U16's
Tullibody Soccer School
Alloa Old Boys
Alloa Saints
United Glass Football
U16's Football
Oakwood Football
Little Kicks
Tullibody Hearts

JKAWFS

Tae Kwon Do
Alloa Ju Jitsu Club
JKA Scotland
Tae Kwon Do

Community/Voluntary Group

Tullibody Wrestling Club

Army Cadets

The Braes & Banchory Residents
Association

Retired Miners Tullibody Branch

Mother & Toddler Group
Tullibody Scout Group

Badminton Club
Clackmannanshire Badminton Club
Badminton Club (Adults)
Badminton Club
Youth Club

Scottish Government Agencies

Sport Scotland
NHS
GP Practice
Patients
Fire
Police Scotland
Community Planning Partnership
Scottish Futures Trust
Scottish Infrastructure Unit
Forth Valley College

Third Sector

Alliance
CTSI

Report to: Education, Sport and Leisure Committee

Date: 23 April 2015

**Subject: The Requirements for Community Learning and Development
(Scotland) Regulations 2013**

Report by: Head of Education

1.0 Purpose

- 1.1. The purpose of this report is to advise the Committee of the Requirements for Community Learning and Development (Scotland) Regulations 2013, which came into force 1 September 2013 (See appendix 1).
- 1.2. The CLD plan will complement and support the following key outcomes; Communities are more inclusive and cohesive; People are better skilled, trained and ready for learning and employment; Communities are, and feel, safer; Vulnerable people and families are supported; Substance misuse and its effects are reduced; Health is improving.
- 1.3. The CLD plan will complement and support other related policy areas.

2.0 Recommendation

- 2.1 It is recommended that the Committee notes the new legislation and agrees that the Requirements for Community Learning and Development (Scotland) Regulations 2013 plan should be developed jointly across Stirling and Clackmannanshire and agree the process and timeline identified in Appendix 3.

3.0 Considerations

- 3.1. In June 2012, the Scottish Government published Strategic Guidance for Community Planning Partnerships: Community Learning and Development (See appendix 2). The guidance identified the purpose of Community Learning and Development (CLD) as being to empower people, individually and collectively, to make positive changes in their lives and in their communities, through learning and indicated that, within the national performance framework the CLD specific focus should be on:

- 3.1.1 Improve life chances for people of all ages, through learning, personal development and active citizenship:

And

- 3.1.2 Stronger, more resilient, supportive, influential and inclusive communities.
- 3.2 The Strategic Guidance stated that the Scottish Government wished to see CLD delivered as a core part of public services across Scotland. It also contained a commitment to explore legislative powers for CLD and in March 2013, the Scottish Government carried out consultation on draft regulations for a Scottish Strategy Instruments (SSI) for Community Learning and Development (CLD). A response was submitted on behalf of Stirling.
- 3.3 Community Learning and Development is about a range of activities to promote the above regardless of the provider, which could be local authority or third sector.
- 3.4 The new CLD Regulations came into effect on 1 September 2013. It is subordinate legislation made by the Scottish Ministers using powers under section 2 of The Education (Scotland) Act 1980 and provides the legislative basis for setting priorities and support for the auditing of needs, strengths and opportunities with learners and communities.
- 3.5 The regulation places a duty on every Education Authority to co-ordinate and publish a plan every three years. For the purposes of planning, it is generally recognised nationally by Education Scotland that this means the local authority. The Regulations place an additional legal requirement on local authorities to co-ordinate the plan community learning and development provision.
- 3.6 Although the duty is placed on the local authority, those providing community learning and development activity across the area will be expected to work together along with learners and communities to audit needs, strengths and opportunities and build programmes of learning and development to meet local needs.
- 3.7 Given the shared services between Stirling and Clackmannanshire and other integrated approaches already under way, it was felt to be more effective and efficient to work with a shared plan. Education Scotland has already agreed this approach.
- 3.8 The first plan must be in place no later than 1 September 2015 and needs to identify who has been consulted. It is up to the local authority to decide how best to develop a plan which could be a new standalone plan or incorporated into other planning frameworks. We have identified a process and timeline to address this (See appendix 3).
 - 3.8.1 The plan must specify:
 - 3.8.1.1 How the local authority will co-ordinate its own provision of community learning and development with other providers of CLD in its area.

- 3.8.1.2 What action the local authority will take to provide community learning and development over the period of the plan
- 3.8.1.3 What action other providers intend to take to provide community learning and development in the local authority area over the period of the plan.
- 3.8.1.4 Statement of any needs for community learning and development that will not be met over the period of the plan.
- 3.9 Currently learning priorities are reflected in the Education Strategic Plan 2014-2017 and the Single Outcome Agreement 2013-2023. A new plan will compliment both of these.
- 3.10 Learning and Development (Youth Services and Adult Learning) will co-ordinate provision within the local authorities; take the lead in working in partnership with the third sector and link with Community Planning in all relevant thematic areas.
- 3.11 Education Scotland has produced a suite of advice notes and support materials to assist in the development of the plan. A number of national workshops will be advised to provide local authorities with further information and guidance.

4.0 SUSTAINABILITY IMPLICATIONS

- 4.1 An equality impact assessment will be carried out when a new plan is developed.
- 4.2 This report was considered under the Council's Strategic Environmental Assessment process and was assessed as not relevant for the purposes of Strategic Environmental Assessment.

5.0 RESOURCE IMPLICATIONS

N/A

5.1. Financial Details

- 5.2. The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate. Yes ☐

- 5.3. Finance have been consulted and have agreed the financial implications as set out in the report. Yes ☐

5.4. Staffing

6.0 Exempt Reports

- 6.1. Is this report exempt? Yes ☐ (please detail the reasons for exemption below) No ☐

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box ☒)

- | | |
|--|--------------------------|
| The area has a positive image and attracts people and businesses | <input type="checkbox"/> |
| Our communities are more cohesive and inclusive | <input type="checkbox"/> |
| People are better skilled, trained and ready for learning and employment | <input type="checkbox"/> |
| Our communities are safer | <input type="checkbox"/> |
| Vulnerable people and families are supported | <input type="checkbox"/> |
| Substance misuse and its effects are reduced | <input type="checkbox"/> |
| Health is improving and health inequalities are reducing | <input type="checkbox"/> |
| The environment is protected and enhanced for all | <input type="checkbox"/> |
| The Council is effective, efficient and recognised for excellence | <input type="checkbox"/> |

(2) **Council Policies** (Please detail)

8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes ☐ No ☐

9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes ☐

10.0 Appendices

10.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

10.1.1 Appendix 1 – The Requirements for Community Learning and Development (Scotland) Regulations 2013

10.1.2 Appendix 2 – Strategic Guidance for Community Planning Partnerships: Community Learning and Development

10.1.3 Appendix 3 – Process and timeline for implementation of the 3 year plan

11.0 Background Papers

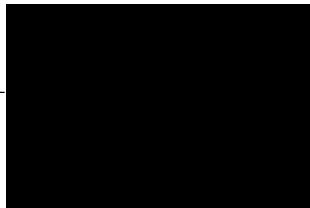
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes ☐ (please list the documents below) No ☐

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Bill Miller	Service Manager (Youth Services and Adult Learning)	01786 233595 millerb@stirling.gov.uk
Alan Milliken	Assistant Head of Education	01786 233255 millikena@stirling.gov.uk

Approved by

NAME	DESIGNATION	SIGNATURE
David Leng	Head of Service	
Elaine McPherson	Chief Executive	

SCOTTISH STATUTORY INSTRUMENTS

2013 No. 175

EDUCATION

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

Made - - - - *29th May 2013*

Laid before the Scottish Parliament *31st May 2013*

Coming into force - - *1st September 2013*

The Scottish Ministers make the following Regulations in exercise of the powers conferred by section 2 of the Education (Scotland) Act 1980(a) and all other powers enabling them to do so.

Citation, commencement and interpretation

1.—(1) These Regulations may be cited as the Requirements for Community Learning and Development (Scotland) Regulations 2013 and come into force on 1st September 2013.

(2) In these Regulations—

“community learning and development” includes programmes of learning and activities designed with individuals and groups to promote the educational and social development of those individuals and groups; and

“target individuals and groups” means those individuals and groups that the education authority considers, having regard to the needs of the communities within the area of the education authority, are most likely to benefit from the provision of community learning and development.

Assessment of community learning and development needs

2. An education authority is required to initiate and, having done so, to maintain and facilitate a process by which community learning and development secured within the area of the education authority is secured in a way that—

- (a) identifies target individuals and groups;
- (b) has regard to the needs of those target individuals and groups for that community learning and development;
- (c) assesses the degree to which those needs are already being met; and
- (d) identifies barriers to the adequate and efficient provision of that community learning and development.

(a) 1980 (c.44). Section 2 was amended by the Self-Governing Schools etc. (Scotland) Act 1989 (c.39), section 69 and the Education (Scotland) Act 1996 (c.43), Schedule 6. The functions of the Secretary of State were transferred to the Scottish Ministers by virtue of section 53 of the Scotland Act 1998 (c.46).

3. In exercise of the requirement in regulation 2, the education authority is to take such action as it thinks fit with a view to securing that the following persons are involved in and consulted on the process—

- (a) persons appearing to the education authority to be representative of the target individuals and groups; and
- (b) persons appearing to the education authority to be representative of persons providing community learning and development within the area of the education authority.

Three year plan

4.—(1) An education authority is required to publish a 3 year plan containing the information specified in paragraph (2) no later than—

- (a) 1st September 2015; and
- (b) each third year after the date of publication of the previous plan.

(2) The plan must specify—

- (a) how the education authority will co-ordinate its provision of community learning and development with other persons that provide community learning and development within the area of the education authority;
- (b) what action the education authority will take to provide community learning and development over the period of the plan;
- (c) what action other persons intend to take to provide community learning and development within the area of the education authority over the period of the plan; and
- (d) any needs for community learning and development that will not be met within the period of the plan.

(3) Before publishing a plan, the education authority must consult—

- (a) persons appearing to the education authority to be representative of the target individuals and groups for community learning and development;
- (b) persons appearing to the education authority to be representative of persons providing community learning and development within the area of the education authority; and
- (c) such other persons as the education authority thinks fit.

AILEEN CAMPBELL

Authorised to sign by the Scottish Ministers

St Andrew's House,
Edinburgh
29th May 2013

EXPLANATORY NOTE

(This note is not part of the Regulations)

These Regulations place requirements on education authorities that they are to meet in discharging their duties under section 1 of the Education (Scotland) Act 1980 to secure adequate and efficient provision of further education. The requirements in these regulations relate to community learning and development (defined in regulation 1) secured within the education authority's area.

Regulation 2 sets requirements in relation to the process to be undertaken by the education authority in securing community learning and development. The education authority is obliged to involve and consult certain representative persons in carrying out that process (regulation 3).

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

© Crown copyright 2013

Printed in the UK by The Stationery Office Limited under the authority and superintendence of Carol Tullo, the Queen's Printer for Scotland.

£4.00

S201305291 06/2013 19585

<http://www.legislation.gov.uk/id/ssi/2013/175>

ISBN 978-0-11-102079-1



9 780111 020791

Strategic Guidance for Community Planning Partnerships:

Community Learning and Development

COMMUNITY LEARNING AND DEVELOPMENT: STRATEGIC GUIDANCE FOR COMMUNITY PLANNING PARTNERSHIPS

EXECUTIVE SUMMARY

This guidance comes against the backdrop of the most ambitious set of reforms to post-16 learning ever undertaken in Scotland. The Government is pursuing those changes with three clear objectives in mind: to align the system more purposefully with our ambitions for jobs and growth; to improve people's life chances; and to ensure the sustainability of our system in a time of inescapable pressures on public spending.

Community learning and development (CLD) is an integral part of this story. It already plays a central part in ensuring individuals, families and communities across Scotland reach their potential through lifelong learning, mutual self-help and community organisation - and that the available support and opportunities are community-led, built around people's aspirations.

This strategic guidance clarifies our expectations of Community Planning Partnerships (CPPs), within the broad framework of public service reform, and in line with the Review of Community Planning and Single Outcome Agreements (SOAs). We expect local authorities to provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of CLD partners in the reform of public services.

It is important to be clear about the purpose of CLD. We see it as empowering people, individually and collectively, **to make positive changes in their lives and in their communities, through learning**. This guidance outlines the action necessary to maximise CLD's impact, resulting in better alignment of services and optimal use of resources.

The Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD. CLD's specific focus should be:

- 1. improved life chances for people of all ages, through learning, personal development and active citizenship;**
- 2. stronger, more resilient, supportive, influential and inclusive communities.**

The implementation of this guidance must be led by CPPs, with support from Government bodies such as Education Scotland and with national and local Third Sector partners. It should form an integral part of public service reform, ensuring that Community Planning provides the vehicle to deliver better outcomes in partnership with communities.

Using an evidence based approach; reducing outcome gaps between areas; jointly prioritising outcomes; and strengthening community engagement and participation are the principles which will shape work on community planning and SOAs. This will, in turn, improve partnership working, including CLD partners, in delivering SOAs.

Evidence from a range of sources, and in particular from the inspection of learning communities, demonstrates the powerful impact of CLD on the lives of learners and communities. To secure yet further improvement, we need now to strengthen the coordination between the full range of providers, and communities themselves.

Our communities face major challenges from the wider economic outlook, falling public expenditure and our changing demographics. But Scotland cannot afford the potential consequences of high levels of youth unemployment, the decline of vulnerable communities and the challenges faced by an increasingly elderly population. This is why it is essential we build resilient communities and release the talents of people (particularly those of our young people) across Scotland. That is what this guidance aims to do.

1. CONTEXT

1.1 In this guidance, the Scottish Government is renewing its commitment to Community Learning and Development (CLD). This matters because building a learning culture is central to the well-being, resilience and dynamism of our communities - and, ultimately, in achieving our purpose

To focus government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.

1.2 The Government's response to the *Commission on the Future of Public Service Delivery* sets out a vision of how Scotland's public services need to change:

*'We will empower local communities and local service providers to work together to develop practical solutions that make best use of all the resources available. The focus of public spending and action **must build on the assets and potential of the individual, the family and the community** rather than being dictated by organisational structures and boundaries. Public services must work harder **to involve people** everywhere in the redesign and reshaping of their activities.'*¹

1.3 In our 2011 proposals for reforming post-16 learning, *Putting Learners at the Centre*, we made clear our wish to work with partners in strengthening the strategic approach to CLD in Scotland. The result is this refreshed guidance for local Community Planning Partnerships (CPPs), community planning partners more generally, and other national stakeholders.

1.4 CLD is an essential means of delivering Scottish Government priorities, in particular Curriculum for Excellence, GIRFEC and the Government's social policy frameworks for combating poverty, tackling health inequalities and prioritising early years. [Annex A](#) illustrates the current Government priorities of particular relevance.

1.5 We have developed this guidance through talking to a wide range of interested and expert stakeholders. It builds on recent progress and forms the starting point for a process of implementation, learning and improvement, that - crucially - focuses on outcomes for learners and communities.

¹ [Renewing Scotland's Public Services](#), Scottish Government, 2011

2. THE PURPOSE OF CLD, AND THE OUTCOMES WE EXPECT

2.1 CLD should empower people, individually and collectively, **to make positive changes in their lives and their communities, through learning**. The principles that underpin practice are:

- *empowerment* - increasing the ability of individuals and groups to influence matters affecting them and their communities;
- *participation* - supporting people to take part in decision-making;
- *inclusion, equality of opportunity and anti-discrimination* - recognising some people need additional support to overcome the barriers they face;
- *self-determination* - supporting the right of people to make their own choices; and
- *partnership* - ensuring resources, varied skills and capabilities are used effectively.

The purpose and principles are embodied in the competences and ethics for CLD practice as set out by the CLD Standards Council for Scotland.²

2.2 Our current guidance (*Working and Learning Together*, 2004) outlined CLD priorities as (i) achievement through learning for adults; (ii) achievement through learning for young people; and (iii) achievement through community capacity building. These priorities provided a clear focus for CLD, but we were told in our recent discussion phase, they sometimes led to artificial boundaries for practice between age groups and between work with individuals and groups.

2.3 The Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD (see [Annex B](#)). Within this, CLD's specific focus should be:

- **improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship**
- **stronger, more resilient, supportive, influential and inclusive communities.**

2.4 CLD helps to develop the resilience and ambition needed to combat the effects of economic factors which cause deprivation and inequality. It ensures that barriers to achieving better life chances are identified, understood and overcome and that communities are full partners in delivering practical and policy solutions.

3. EFFECTIVE DELIVERY

3.1 This guidance sets out the principles within which CPPs should co-ordinate planning of CLD provision, setting out specific priorities. By clearly defining roles and responsibilities, it provides a basis on which community planning partners should work together to make best use of available resources.

3.2 CLD is a coherent and distinctive set of practices, defined by clearly identified competences; it is delivered in diverse settings and sectors, by practitioners with a wide variety of job titles, working with people of all ages. We must link all this together effectively if we are to achieve the impact that we seek.

² See the [CLD Standards Council for Scotland](#) website

3.3 CPPs should ensure CLD has a core role in delivering identified outcomes for communities. This will depend on maximising the contribution of the following partners:

- services in local authorities and government bodies with an identified CLD remit, and in voluntary sector organisations publicly funded for this purpose. These services should be closely aligned with education, culture, sport, leisure and library services and should use the resulting synergies to deliver agreed outcomes;
- those - often in the voluntary sector - in settings such as community health, housing, social enterprise, anti-poverty work, equalities or sustainable development;
- other public service organisations such as colleges and universities, the NHS and Skills Development Scotland;
- local communities or communities of interest, for example ethnic minorities or people with disabilities, concerned with shaping CLD services in order to deliver the outcomes that are important to them.

3.4 All these partners should aim to deliver CLD outcomes through:

- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- youth work, family learning and other early intervention work with children, young people and families;
- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- volunteer development;
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- learning support and guidance in the community.

3.5 Local strategies for CLD should maximise the synergies between all these roles, across sectors; to do this, CPPs should consider if they are delivering the core activities of CLD through a sufficiently joined-up approach.

4. IMPROVING OUTCOMES FOR COMMUNITIES

‘Communities have high expectations of public services and have a key role to play in helping to shape and coproduce better outcomes within their communities. If community planning partnerships are to unlock that potential, their foundations must be built on a strong understanding of their communities, and provide genuine opportunities to consult, engage and involve them. CPPs must be able to engage closely with the needs and aspirations of their communities, within the context of local and national democratic control...’³

³ Review of Community Planning and SOAs: [Statement of Ambition](#), 2012

4.1 The foundation of CLD delivery is an assessment - in partnership with learners and communities - of needs, strengths and opportunities. This clearly aligns with the Government's response to the Commission on the Future Delivery of Public Services, which sets out the approach to public sector reform as built on four *pillars*:

- a decisive shift towards prevention
- greater integration of public services at local level
- enhanced workforce development and effective leadership
- a sharp focus on improving performance through greater transparency, innovation and use of digital technology.

Prevention

4.2 A focus on prevention is a long standing feature of CLD practice. CLD practitioners prioritise preventative measures, work to reduce inequality and target the underlying causes of inter-generational deprivation and low aspiration.

4.3 Working with communities to realise and build on their own strengths or assets is at the core of the CLD delivery model. We want everyone involved in delivering CLD to emphasise this primary role. Activities must be designed with individuals and communities as active partners, in ways that focus on reducing the longer term need for input by public services - including CLD.

4.4 Public service planners and decision-makers will want to prevent problems from emerging and increase the opportunities for individuals, families and communities to shape their own lives. To this end they should make full use of CLD's ability to:

- build an in-depth understanding of people's needs, strengths and aspirations through sustained dialogue;
- identify issues and solutions at an early stage;
- identify barriers to participation and strategies for overcoming these;
- mobilise and support direct participation in planning and service design; and
- enable community organisations to develop their infrastructure.

Effective partnerships: services and communities

4.5 The growing diversity of CLD provision coupled with the increase in partnership working to deliver a wide variety of programmes, services and initiatives means CLD activities and approaches now have a role in many partnerships.

4.6 Partnership working is already embedded in how CLD is delivered, but, as part of our drive for reformed public services, we need it to be deepened further, widened and more closely focused on outcomes.

- First, we want providers to go further in involving learners and communities as active partners in planning and delivering CLD, and to strengthen their focus on helping communities to influence, shape and co-produce services more generally.
- Second, we want to see partnerships that plan and deliver CLD include the full range of relevant partners. This means each local authority should have a clearly defined framework for planning and delivering CLD, through partnership, as a key element of its reformed public services.

- Third, partnership working to deliver CLD outcomes should provide the basis for delivering key priorities such as:
 - securing agreements to ensure effective links between learning in the community and college-based learning;
 - joined-up working to deliver better outcomes for children and young people through Curriculum for Excellence, including family learning;
 - more clearly focused and integrated support for communities to build their own capacity;
 - engaging fully in delivering shared outcomes with national and local Third Sector organisations, including culture and sport;
 - developing stronger links with Community Justice Authorities and community safety partnerships;
 - further development of CLD's role in local employability partnership work.

Finally, we want CLD practitioners and managers to build on the role they already play in helping other public service providers to engage effectively with service users and communities. The delivery of the three Change Funds, for Older People, Offenders and Early Years, should provide opportunities to use CLD expertise, making best use of existing resources.

Workforce development and effective leadership

4.7 At national level, CLD policy and related legislation are being developed in response to changing needs. We ask that workforce development keeps pace with these and supports their implementation.

4.8 The national CLD CPD Strategy and the *i-develop framework* provide the focus for developing a learning culture across the sector. The CLD Competences provide a common framework for practice, underpinned by a code of ethics.

4.9 Education Scotland, in partnership with the CLD Standards Council, will work with others to support CLD providers to build partnerships that continue to develop the CLD workforce. We welcome the joining-up of CPD partnerships across local authority and professional boundaries, for example the joint CPD programmes in the North Alliance and Glasgow Life.

4.10 We want to see an integrated approach to all stages of professional learning. A core of highly skilled practitioners will remain essential to achieving the impact we expect from CLD, and we recognise the need to consider further the future of pre-service training in that context.

4.11 Clearly, effective leadership is crucial to CLD delivering its role and impact. Further work to develop the skills, understanding and confidence for leadership at all levels within the CLD workforce should be a key focus for CPD.

Improving performance, innovation and sharing good practice

4.12 Effective self-evaluation by groups, services and partnerships is essential to improving performance and delivering better outcomes for learners and communities. Education Scotland will provide public accountability through inspection, challenge and support to local authorities and partnerships. In addition, CPPs should ensure that CLD providers are part of the planning and reporting process supporting Single Outcome Agreements, paying particular attention to local indicators.

4.13 In this context, CLD providers have developed a range of management information systems to support performance management and improvement. The information and evidence these produce is strong in relation to individual projects – but need more development in relation to wider programmes and outcomes at partnership level.

4.14 Valuable work has been done to quantify the impact of CLD and to identify savings it can help deliver for other areas of public investment. We will work with partners to build on this and develop the best unified, flexible framework possible for self-evaluation, performance management and measurement of impact, to meet local needs and improve understanding at national level.

4.15 We will work with partners to support CLD providers in driving forward the modernisation of their own services, using self-evaluation as a tool for continuous improvement.

5. IMPLEMENTATION AND SUPPORT

5.1 The implementation of this guidance provides the impetus for CLD to be delivered as a consistent, central element of public services in Scotland and will be based on a continuing dialogue with key stakeholders.

5.2 Throughout this guidance, we have laid out what we expect from community planning partners, with local authorities providing clear leadership and direction. We have also asked Education Scotland to develop an implementation framework, ensuring its own programmes of policy implementation, inspection, self-evaluation and practice support provide the necessary challenge in order to secure change.

5.3 This approach will achieve greater consistency in the provision and practice of CLD across Scotland, continuing to foster local flexibility in establishing priorities and delivering services, whilst improving outcomes. The implementation process should ensure that:

- the core purpose of CLD is closely aligned with developments in post-16 education reform and community empowerment policy;
- CLD services will help to deliver the new partnership with communities envisaged by the Christie Commission reforms;
- the roles of all partners are clarified both within core services and wider CLD landscape;
- local authorities will be supported to audit the need for CLD, in line with the proposed duty in forthcoming legislation.

5.4 We recognise that the current financial climate means, while there is increasing demand for CLD intervention and expertise, there is limited current scope for additional investment. We hope that Community Planning partners approach this challenge by focusing on prevention and seeking to innovate in their use of existing resources, including Change and Regeneration funding.

5.5 Specifically, we see the following responsibilities as being necessary.

We expect CPPs to:
Ensure that systematic assessments of community needs and strengths provide the basis for SOAs and service strategies and plans.
Ensure this assessment is based on engagement and continued dialogue with communities, utilising CLD expertise, as well as on analysis of other data.
Ensure SOAs have a clear focus on prevention and community empowerment as the foundation of reformed public services and utilise CLD provision and methods for these purposes.
Review current partnership arrangements for planning, monitoring and evaluating CLD and ensure that they are fit for the purposes set out in this Guidance.

Education Scotland will:
Raise awareness of the opportunities, challenges and responsibilities outlined above.
Ensure its own CLD activities have a clear focus on implementing this Strategic Guidance and build and maintain a national overview of the impact of CLD. This will include: <ul style="list-style-type: none"> • policy implementation; • practice development; • support and challenge to local authorities and their partners; • support for self-evaluation; and • evaluation and scrutiny including inspection.
Promote the national CPD strategy and the <i>i-develop</i> framework.
Promote high standards of practice underpinning CLD.
Contribute to delivering the implementation framework and subsequent action plans.
Highlight to Scottish Government any issues arising relating to workforce development.

Education Scotland, working with key national partners, will:
Establish an implementation framework, ensuring that issues identified in this Guidance are addressed and that existing and proposed strategic developments in the broad CLD field are integrated with this implementation process e.g. ALIS 2020
Ensure learning from the implementation process is shared by local and national partners, and informs its continuing development.
Keep under review the progress in implementing this Guidance and report to Scottish Government annually or with specific issues.
Support the CLD Standards Council to become an independent registration body for practitioners.

We expect the CLD Standards Council for Scotland to:
Establish a registration system for practitioners delivering and active in CLD practice.
Deliver a professional approvals structure for qualifications, courses and development opportunities for everyone involved in CLD.
Develop and establish a model of supported induction.
Convene a CLD employer group for Scotland and explore options around workforce, including links with UK wide work on National Occupational Standards.

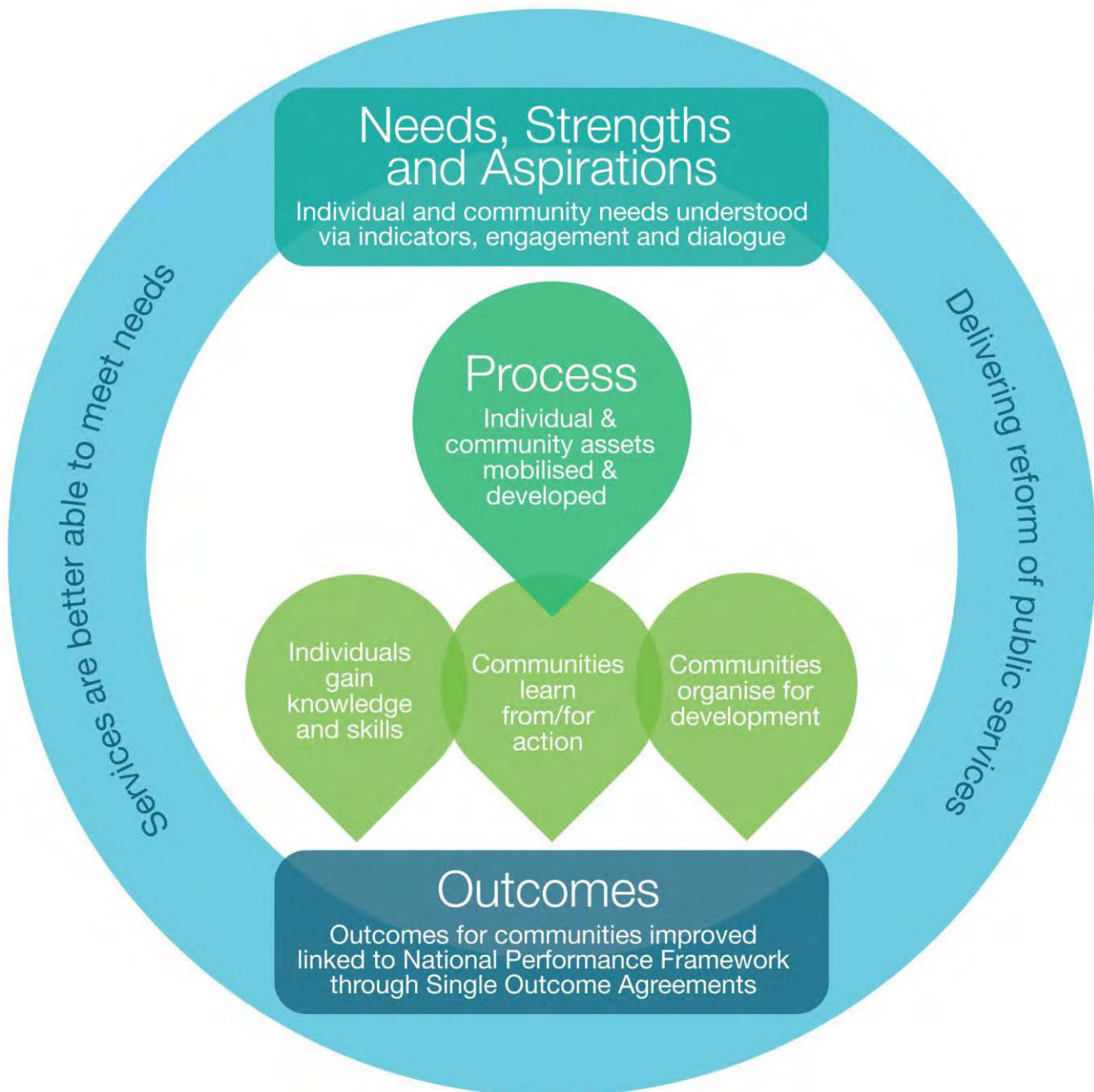
The Scottish Government will:
Explore legislative powers for CLD and communicate progress with partners.
We will pursue improving the involvement of colleges in community planning as part of implementation of the recent SG/COSLA review.
Examine the need to consider further the future of pre-service training.
Continue to involve CLD stakeholders in its post-16 Education Reform Programme.
Continue to promote the benefits of CLD methods across a wide range of policy areas.
Support Third Sector national organisations through the distribution of core funding.
Fund the SCQF Partnership to allow it to support and credit rate CLD courses.
Continue with plans to refresh the current youth work strategy, <i>Moving Forward</i> , in partnership with national youth work organisations.
Work with the Improvement Service and Education Scotland to develop improved indicators for the impact of CLD work as part of the on-going Local Outcome Indicator Project which supports CPPs in Scotland.
Commission Education Scotland to provide an evaluative report on the impact of the guidance, based on inspection evidence and any other thematic evaluative activity.

Annex A: The Policy Context For CLD in Scotland



Note: An interactive version of this diagram, including weblinks, will become available on the [Education Scotland](#) website.

Annex B: The Outcomes of CLD in Scotland





© Crown copyright 2012

You may re-use this information (excluding logos and images) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

ISBN: 978-1-78045-775-8 (web only)

The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

Produced for the Scottish Government by APS Group Scotland
DPPAS13047 (06/12)

Published by the Scottish Government, June 2012

CLD Strategic Guidance

Process and timeline for implementation of the 3 Year Plan

- Community Needs Assessment/Data gathering February/March 2015
- First get together of Strategic group to discuss terms of reference and be briefed on approach - March
- Strategy Preparation – February to April 2015
- Consultation on Strategy – May/June 2015
- Stakeholders Consultation Event – End of May 2015
- Finalise draft strategy – July/August 2015
- Strategy to Education Committees/Stirling CPP/Clackmannanshire Alliance – August 2015
- Strategy submission to Scottish Government – 1 September 2015

