

Community Learning and Development Plan

2021-2024



October
2021



ANGUS
COMMUNITY
PLANNING
PARTNERSHIP

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1 Introduction

Community Learning and Development (CLD) plays a central role in ensuring individuals, families and communities reach their potential through lifelong learning, mutual self-help, community organisation and community action.

Through co-ordinated partnership working, our aim is that communities will be stronger and have robust community organisations, that local people are empowered to make positive, informed choices and contributions to civic society and that the planning and delivery of CLD in Angus is effective and maximises the impact of available resources.

The commitment and contribution of all partners in delivering CLD in Angus can be seen in the on-going delivery of key frontline services. This was further highlighted in the work that partners have carried out in response to the Covid-19 pandemic and the overall response to this is highlighted in section 5 of this Plan. This joint work will continue through a phase of recovery and will be outlined in the new Community Plan being developed in 2022.

Section 7 sets out how we developed this Plan. Guidance from Education Scotland has supported this process and, in line with this guidance, we have set out broad actions in Year 1 that give support to recovery and will help us re-engage with learners, communities and partners. This will further develop our understanding of the impact of the pandemic, and the changing needs across our communities.

During Year 1 of this Plan, there will also be a review of the Angus Community Plan and this will enable us to further embed the contribution that CLD makes to the Community Plan priorities and the wider ambitions for Angus. Activity in Year 1 will inform core actions for years 2 and 3 of the Plan.

The key purpose of Community Learning & Development is to

CC empower people, individually and collectively, to make positive changes in their lives and in their communities, through learning

CLD: Strategic Guidance for Community Planning Partnerships June 2012

2 Why do we need a CLD Plan?

In June 2012 the Scottish Government issued the Strategic Guidance for Community Planning Partnerships: Community Learning and Development (CLD) which sets out the core purpose of CLD as follows:

- CLD activity has a strong focus on early intervention, prevention and tackling inequalities
- Community Learning and Development is widely understood to include:
- 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, family learning and English for Speakers of Other Languages (ESOL)
- Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- Volunteer development; and
- Learning support and guidance in the community

CLD's specific focus should be:

1. Improved life chances of all ages through learning, personal development, and active citizenship
2. Stronger, more resilient, supportive, influential, and inclusive communities

In September 2013 the Scottish Government introduced a legislative underpinning for CLD, 'The Requirements for Community Learning & Development (Scotland) Regulations', which placed a legal requirement on local authorities to fulfil a lead role in the implementation of the strategic guidance including the publication of a 3-year CLD Plan in collaboration with other public sector providers and the third sector. The Regulations set out the following policy goals:

- To ensure communities across Scotland – particularly those that are disadvantaged - have access to the CLD support they need
- To strengthen coordination between the full range of CLD providers – ensuring that CPPs, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance
- To reinforce the role of communities and learners in the assessment, planning, and evaluation processes, enabling them to shape CLD provision
- To make the role and contribution of CLD more visible

3 The current context in Angus



The Angus Community Plan covers the period 2017-2030 and focuses on 3 priorities:-

- Reducing Child Poverty
- Improving Mental Health & Wellbeing
- Improving Accessibility & Connectivity

Due to the changes across our communities, the Community Planning Partnership (CPP) have agreed that they will review the

Community Plan over the coming year (November 2021 – September 2022) and this has been considered when developing this Plan.

This review will be co-designed with local people to ensure the work of the Partnership will have the impact where it's needed the most. This will also support CLD planning and further embed the CLD contributions to Community Plan outcomes.

4 The wider policy context

CLD supports primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, personal development, and active citizenship with a focus on bringing about change in their lives and communities. The term refers to a distinctive process of engagement and support, with a learning content that is negotiated with learners.

In recent years, the national policy landscape relevant to CLD has been developing rapidly. In the current context the Community Empowerment (Scotland) Act 2015, the National Improvement Framework, Adult Learning in Scotland Statement of Ambition (2014), Adult Literacies in Scotland (2020), Children and Young People (Scotland) Act (2014), and the Scottish Attainment Challenge are critical to this CLD Plan.

In addition to these policy areas, the Scottish Government has been working closely with the CLD sector across Scotland and early in 2022 will introduce a new national youth work strategy, a new national adult learning strategy and will begin work on a national framework for lifelong learning.

An overview of the wider policy landscape, along with national CLD outcomes, is further illustrated in Appendix A.

5 Response to Covid-19

The Covid-19 pandemic, and the subsequent lockdown measures, resulted in fundamental changes to how all services were delivered. This included closure of schools, with children being home-schooled, staff working from home, closure of community buildings and facilities, moving service provision online into digital settings and staff from a range of third sector organisations and private providers being furloughed.

During the first wave of Covid-19 Angus Council's emergency response included the establishment of the Humanitarian Assistance Angus Response Team (HAART) including key partners. This was focussed on supporting those identified for 'shielding' and the most vulnerable citizens in our communities across Angus. As the pandemic progressed throughout 2020 and into 2021, this transitioned into the Angus Response to Covid-19 team (ARC), with the same partnership group re-focussed on those requiring support to isolate, while continuing to support the most vulnerable citizens.

The response teams comprised a range of staff from a variety of Council service areas, Voluntary Action Angus (VAA), Angus Health and Social Care Partnership, Angus Alive, food banks, NHS Tayside, Community Planning, and other partners who were mobilised rapidly to respond.

As part of this overall response, a range of CLD partners and staff were deployed to undertake essential duties. This included regular welfare checks for vulnerable families and providing support to those shielding. This also involved supporting the many 'My streets' volunteers to deliver prescriptions, provide shopping, emergency food parcels and befriending to those most in need.

In addition, a range of staff were deployed to provide support with the childcare hubs, particularly during the summer of 2020.

The diverse range of work that has been supported during this period has illustrated how adaptable the workforce, key services, organisations, and volunteers have been during the pandemic

This approach has enhanced partnership working and developed new positive working relationships, including joint work to support youth work recovery; attracting Covid-19 recovery monies for delivery of summer programmes for young people and families; involvement by new learners; an increase in referrals to CLD providers; and further development of health and wellbeing activity.

As we progress the CLD plan for 2021-24 we want to build on this enhanced partnership working and the areas of progress on the 2018-21 Plan that are highlighted in Section 6.



The Scottish Government recognises the role of the CLD sector across the public and third sector in providing invaluable support to Scotland’s learners and communities during the Covid-19 pandemic. By developing new and flexible ways to deliver key services with, by, and for vulnerable and marginalised learners in schools, colleges, and communities. CLD approaches will also be key to planning for a full recovery and renewal to active civil society across Scotland.”

Scottish Government, December 2020



6 Progress on the 2018 - 2021 Plan

The 2018-21 plan set out agreed CLD priority areas and overall work has progressed around almost all areas. The rate of progress has been varied but we have been able to gather evidence that CLD across Angus is contributing to local outcomes, and Covid-19 recovery.

Key areas of progress are highlighted in Appendix D

In addition, some areas have been identified as needing improvement:

- Shared data and information
- Joint monitoring evaluation and reporting
- Further develop the wider CLD offer with partners across Angus

7 Developing the Plan 2021 - 2024

The previous CLD Plan in Angus was published on the 19th September 2018 and was co-designed through consultation and engagement that underpinned the Community Plan 2017-2030 and the Locality Plans.

There have been limitations to the wider consultation and engagement for this Plan. Several factors have contributed to this:

- Ongoing Covid-19 recovery work
- Inability to engage with broad range of partners, learners, and communities in large groups
- Organisational change within Vibrant Communities, the service leading on the Plan
- Update of national policies and strategies
- Changing needs across communities
- Planned refresh of the Angus Community Plan
- Service design activity across a range of services and partners
- Partners not back working to full capacity due to ongoing restrictions

Given the range of factors noted, and in line with Education Scotland guidance, we have at this stage developed broad actions for Year 1 of the Plan. These actions have been informed by:

- Self-evaluation of current activity
- Improvement areas noted in Section 6
- Feedback from current learners and groups
- Online one-to-one meetings with key CLD partners
- One-to-one meetings with key staff including CPP Lead and relevant service managers
- Individual services and partners plans
- Online CLD Plan workshop sessions with CPP, delivery staff and voluntary organisations
- Information and evidence sources have been considered (listed in Appendix C)

8 CLD Priorities and Actions

The work undertaken to produce this Plan has identified shared CLD priorities as follows:

- Digital Literacy
- Family Learning
- Health and Wellbeing
- Lost learning
- Youth Voice and Participation
- Community Engagement
- Community Empowerment
- Learner Progression

We have set out broad actions and measures for year 1 that reflect these priorities – these are set out on pages 10 - 12.

In addition to actions that address these priorities, we have also set out actions that further support the delivery of the Plan:

8.1 Understanding Need

In addition to information collected through ongoing engagement and delivery, further work needs done to develop our understanding of changing local needs. Voluntary Action Angus has secured research funding and will lead on a project that aims to identify:

- what the impact of the Covid-19 pandemic has been on communities in Angus
- what can be learned from how communities and organisations responded to the pandemic
- how this can be used to inform the development of services and support to help tackle issues which have arisen and those which have been exacerbated as a result of Covid-19.

The research will take a co-design approach working with communities and wider partners to develop the research questions, gather survey responses, support the analysis of findings, and write up of the data gathered. The methods used will include community research, sharing stories, focus groups, workshops, and feedback sessions.

This research will take place from October 2021 to end of January 2022.

8.2 Workforce Development

As noted in the 'Working with Scotland's Communities' Report (CLD Standards Council), delivery of CLD is supported by a diverse range of paid and unpaid staff in organisations in the public and third sectors. These workers have a range of different job roles and job titles but what they have in common is a distinct set of practices underpinned by CLD competences (diagram 1). Further work needs to be carried out in Angus to clearly define who the wider workforce are.

The CLD workforce needs to have the necessary skills and competency to deliver on CLD priorities. As well as training that may be delivered by individual partners, workforce development has been supported regionally through the Tayside and Fife CLD Alliance.

The Alliance is committed to encouraging and nurturing a learning culture and, once the CLD Plans are produced, a joint workforce development plan will be agreed to support CLD practitioners and volunteers. Financial support will be secured through the CLD Standards Council to deliver the workforce development plan.

This will include activity around the themes of digital skills, health and wellbeing, community empowerment, and specialist areas including family learning, ESOL, UNCRC and COP26



8.3 Strengthen Governance and Reporting Arrangements

As there is no CLD partnership in Angus, it was agreed as part of the 2018-21 CLD Plan that a CLD Plan Reference Group be established to support the overall delivery of the Plan. This Group also supports development of the Plan and shared evaluation and reporting arrangements. Changes in personnel, and organisational change, have had an impact on the role and membership of this group and this now requires to be reviewed. The role and membership of this group will be reviewed and updated by January 2022.

During Year 1 of the Plan the Reference Group will monitor progress against the agreed actions by:

- Producing a 6 monthly monitoring report
- Holding an annual partner conference to review progress and priorities
- Producing a year 1 progress report that includes statistics, case studies and projects. This will support the work to develop the actions for years 2 and 3 of the Plan.

8.4 Year 1 – Actions

CLD Activity	Actions	Measures
Digital Literacy	<p>Continue to participate in the Connecting Scotland programme by securing equipment and providing training and ongoing support.</p> <p>Provide a range of online learning activity that encourages the development and use of appropriate digital skills and takes account of the need for literacies support.</p> <p>Further develop programmes of blended learning that support the development of digital skills</p> <p>Offer accredited awards to those engaged in learning activity</p>	<p>Numbers of learners receiving devices</p> <p>Number of learners engaged in CLD activity</p> <p>Feedback from learners / case studies</p> <p>Number of adults gaining recognised awards and qualifications</p>
Family Learning	<p>Develop a programme of blended learning for all Family Learning delivery.</p> <p>Further develop the Family Learning Offer with schools.</p> <p>Work across partners to further develop use of Peep in delivery of family learning</p> <p>Peep training delivered to relevant staff</p>	<p>Number of adults engaged in family learning through CLD activity</p> <p>Number of children engaged in family learning through CLD activity</p> <p>Updated Family Learning Offer</p>
Health & Wellbeing	<p>Work in partnership with a range of agencies to identify need and develop an appropriate programme of activity to support mental and physical health</p> <p>Support the re-opening of community cafes across Angus</p> <p>Provide youth work programmes that support young people to improve their health and wellbeing</p> <p>Continue work with partners to provide more specialist support in youth work programmes</p> <p>Review transition programmes to ensure programmes support young people's wellbeing through difficult transition stages.</p>	<p>Number of adults and young people reporting improved mental health and wellbeing through CLD activity</p> <p>Number of adults involved in pre-employability support work</p> <p>Learner feedback / case studies</p>

CLD Activity	Actions	Measures
Lost Learning	<p>Further develop the youth work offer with schools and delivery partners</p> <p>Youth work recovery partnership continues to support young people to build skills and confidence through delivery of expressive arts programme</p> <p>Increase the use of awards and accreditation with targeted young people</p> <p>Increase the use of awards and accreditation with targeted young people</p>	<p>Number of children and young completing recognised awards</p> <p>Learner / partner feedback and case studies</p>
Youth Voice and Participation	<p>Continue to support young people to have a voice on issues important to them through involvement in focused project and issue-based work</p> <p>Deliver the 5 Ways to Wellbeing Project - working with partners and young people to codesign tools and activities that meet the needs of young people in Angus</p> <p>Support Angus young people to fully engage with COP26 through local youth led projects</p> <p>Support the roll out of Children's Rights training to youth work sector in Angus, ensuring Children's rights are embedded in practice</p>	<p>Number of young people taking part in influence and engagement activity</p> <p>Tools and activities developed</p> <p>Number of young people reached and engaged with through one off promotional events / drop-ins / community events</p> <p>Numbers of staff trained</p> <p>Case studies of youth projects</p>
Learner Progression	<p>Further develop the Angus CLD offer, including accredited learning opportunities, with all delivery partners</p> <p>Update previous mapping activity to identify progression routes for learners, including volunteering opportunities</p> <p>Work with Dundee and Angus College to develop transitions from community-based learning</p>	<p>Updated CLD offer</p> <p>Updated mapping activity highlighting clear progression routes</p>

CLD Activity	Actions	Measures
Community Engagement and Community Empowerment	<p>Use a range of approaches to support effective community engagement including the development of online engagement processes</p> <p>Provide organisational support and development to community organisations</p> <p>Raise awareness of tenant/neighbourhood participation opportunities</p> <p>Support communities to participate in decision-making processes</p> <p>Support community groups to take ownership of, or management of, public assets</p> <p>Increase volunteering opportunities within community groups and local areas</p>	<p>Number of staff accessing community engagement e-learning modules.</p> <p>Number of adults and young people reached and engaged with through one off community events</p> <p>Number of community groups receiving capacity building support through CLD activity</p> <p>Number of tenants engaging in tenant participation activities and opportunities</p> <p>Percentage of tenants satisfied with opportunities to get involved (tenant satisfaction survey)</p> <p>Number of adults and young people taking part in influence and engagement activity (Participatory budgeting (PB), Community Asset Transfers (CAT))</p> <p>Number of projects receiving funding as a result of PB activity</p> <p>Number of CAT applications</p> <p>Number of volunteer opportunities available</p> <p>Number of people taking up volunteer opportunities</p> <p>Participant feedback / case studies</p>

An update to the Plan detailing progress in Year 1 and setting out key actions for years 2 and 3 will be published by 1st September 2022.

9 Unmet Need

The development of the CLD Plan has been undertaken at a time when Covid-19 response activity is a priority across services and changes locally and nationally remain ongoing. We recognise that in these challenging times for all services it may not be possible to reach everyone who may need CLD support. We also acknowledge that further work needs to be done to improve our understanding of changing needs.

A key action in year one of the plan will be research to explore with communities the impact of the pandemic; what can be learned from how communities and organisations responded to the pandemic; and how this can be used to inform the development of services.

We anticipate that new needs will emerge over the next 12 months and CLD partners will work together to explore how to make best use of resources to meet the need of specific communities and priority groups.

This will be reviewed and updated as part of the ongoing reporting arrangements.

Appendix A - Wider Policy Context



These key policies can be found at the following link:
<https://education.gov.scot/education-scotland/scottish-education-system/cld/about-community-learning-and-development>

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

Appendix B - CLD Activity in Angus

The commitment and contribution of all partners in delivering CLD in Angus can be seen in the ongoing delivery of frontline services. A summary of this wide-ranging CLD activity is listed below:

Adult Learning

literacy
numeracy
ESOL
employability
digital literacy
family learning
recognition and achievement
SQA accredited qualifications
healthy living initiatives
community cafes

Community Development

capacity building support
locality planning
community asset transfer
community engagement
tenant participation
participatory budgeting
organisational support and development
volunteering
community resilience
community-led environmental projects
community-led childcare provision

Youth Work

youth engagement
targeted school-based programmes
universal youth work provision
peer education
street work
health and wellbeing programmes
Friday night projects
achievement award schemes
transition programmes
youth information
residential activities

Appendix C - CLD Planning: Further Evidence Sources

Document / Report	Author / Publisher	Theme
Angus Community Plan	Community Planning Partnership	Vision, Priority and Outcomes for Angus
Angus Sport and Physical Activity Framework	Angus Council, Angus Alive, Dundee and Angus College, NHS Tayside, Sport Scotland	Underpin the work of the Angus Sport and Physical Activity Planning Partnership / reference document for all partners
Lockdown Lowdown	Youthlink Scotland / Young Scot / Scottish Youth Parliament	Impact of Covid-19 on young people in Scotland
Working with Scotland's Communities	CLD Standards Council	CLD Workforce analysis
If Not Now, When?	Social Renewal Advisory Board	Rebuilding Scottish Services post Covid-19
Planning for Change – A Review of CLD Plans in Scotland 2018-21	Education Scotland	Findings from a review of all 32 CLD Plans across Scotland
Improving life chances and empowering communities Community learning and development in Scotland: Findings from inspection evidence 2016-2019	Education Scotland	Supporting CLD providers to reflect on practice to bring about further improvements in CLD
Equity Audit	Education Scotland	Understanding impact of Covid-19 on those who are socio-economically disadvantaged

Appendix D Summary of progress areas 2018 - 2021

Working together

- New working relationships have developed
- Significant increase in new learners following contact through 'My Streets',
- Community groups and volunteers are supporting the delivery of a range of key services
- Partners working together to access recovery funding for the delivery of targeted programmes
- Improved youth work offers for schools

Health and wellbeing

- Healthy Living initiatives, including Community Cafes are supporting both physical and mental health and wellbeing
- A wide range of active outdoor activity has been delivered and has been essential for social contact and reducing isolation
- Increased involvement in physical activity, healthy cooking and meditation sessions are showing benefits, with some participants reporting reduced blood pressure, lower cholesterol, and reduced anxiety
- Youth work has provided ongoing support and contact for targeted young people
- 5 ways to wellbeing programme developed with young people

Digital Literacy

- Online activity has gathered apace and has enabled adult learners, young people, and community groups to continue to be supported
- The additional contribution of the Connecting Scotland resources enabled the distribution of devices to enhance a blended approach to learning and life skills to targeted groups and individuals
- More learners have been referred for digital skills support

Recognition and Achievement

- Progression and engagement with adult learners through adult achievement awards and SQA qualifications.
- Improved School youth work offer has supported opportunities for young people

Summer Programmes

- Summer Family learning programmes with a specific targeted approach significantly increase opportunities and positive outcomes for vulnerable families, children, young people, and those transitioning to secondary school

Community empowerment

- Progress has been made regarding the Community Asset Transfer process
- Further development of the use of participatory budgeting has involved communities and young people in decisions relating to budgets and resources

Designed and produced by the comms team, Angus Council