



# **South Lanarkshire's Community Learning and Development 3-Year Strategic Plan 2021-2024 (Draft)**



## **Section 1. Foreword**

As Chair of the Community Learning and Development Partnership, it gives me great pleasure to introduce this third action plan for South Lanarkshire.

Drawing on the recognised good practice in South Lanarkshire, this 3-year plan seeks to work in partnership to deliver on shared priorities and to improve and develop local opportunities that meet the needs of your communities.

We saw, over the life of the last action plan, the impact Community Learning and Development has had in South Lanarkshire. This was acutely evident during the COVID-19 pandemic and the actions practitioners and partners took to keep communities connected, engaged in learning, and in reducing isolation. From the move to online sessions providing ongoing support and learning to the delivery of activity bags to help families support each other in the home, to the partnership delivery of summer activities, the strength of the South Lanarkshire CLD Partnership has shown resilience to rise to meet the most challenging of circumstances that faced South Lanarkshire.

To ensure that the CLD workforce is equipped to impact across the range of priorities, the plan also commits the Partnership to maintaining access to high quality, relevant professional learning and development for volunteers and staff.

This plan fully puts in place the Partnership's commitment to the shared vision to "Improve the quality of life for people in South Lanarkshire by offering vibrant learning and development opportunities that lead to personal development and community empowerment" and to meet the challenges ahead.

We look forward to reporting our progress and sharing the successes as we work together for South Lanarkshire's communities.



**Councillor Katy Loudon**  
**Chair of Community Learning and Development Partnership**  
**Chair of Education Committee**

## Section 2. CLD in South Lanarkshire

South Lanarkshire is home to more than 316,000 people and is one of the largest and most diverse areas in Scotland. The area has a mix of urban, rural, and former mining villages and covers land from close to the centre of Glasgow to near the Scottish Borders. Almost 80% is classified as agricultural but 70% of the population live in major settlements in the northern part of the authority. SIMD statistics in South Lanarkshire (SL) highlight persistent inequalities within a number of communities and tackling disadvantage is an overarching theme throughout our CLD Plan.

Community Learning and Development (CLD) is an educational practice that supports individuals and groups to improve their skills and reach their full potential. CLD in South Lanarkshire is rooted in a commitment to the principles of social justice, empowerment, inclusion, and access to services and opportunities irrespective of life circumstances.

In South Lanarkshire it is delivered by a range of organisations who work together with communities to deliver positive outcomes including statutory, third sector organisations, and further and higher education organisations. Collectively we offer a variety of learning opportunities across a range of settings and focus our work on areas of disadvantage and need. Underpinning this work is a spirit of collective action, partnership, and collaborative practice.

The vision for CLD in South Lanarkshire is to:

‘Improve the quality of life for people in South Lanarkshire by offering vibrant learning and development opportunities that lead to personal development and community empowerment’

CLD in South Lanarkshire is overseen by the strategic CLD Partnership Group that directly links into the Local Action Planning Groups at a local level. Collectively we deliver outcomes through:

- Community development
- 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
- Learning support and guidance in the community

In July 2018, HMIE Inspectors published a report of CLD in South Lanarkshire, which included a strategic and place-based inspection based around the Rutherglen, Springhall, and Whitlawburn areas. Across the four Quality Indicators evaluated (Improvement in performance, Impact on local community, Delivering the learning offer with learners, and Leadership and direction) the partnership achieved ‘Very Goods’ across the board. Key strengths were:

- Work with young people that is improving the learning offer
- Effective targeting and inclusion of people facing additional barriers
- Learners accessing clear progression pathways
- Stakeholders with a positive approach to learning
- Creative and ambitious community and third sector organisations

Areas of improvement identified by HMIE were:

- Strengthen the coordination between strategic, locality and local planning
- Improved use of target setting and shared evaluation to capture wider impacts

Since 2018 we have worked to build on these strengths and address the areas of improvement. Specifically, work has been done around data gathering, and the governance arrangements at both local and strategic level and this plan will bring clarity to these arrangements.

This plan will set out our CLD priorities for the next three years, and how we will analyse our impact. Given the above, the thread underpinning all our priorities is tackling disadvantage and deprivation, particularly given the additional stresses communities have been under in the context of the Covid pandemic. It will be regarded as a 'live' document and will be adapted as emerging needs arise.

Read the full details of the [Inspection of Community Learning and Development in South Lanarkshire Council 2018](#)

## Facts and figures

Robust and current data is consistently used at an authority and locality level. This provides a comprehensive overview of the specific needs and challenges faced by individuals and communities.

This intelligence drives decision making in relation to priorities for action, supports engagement with local **communities**, and informs service planning and partnership agreements.



## Population income deprived

South Lanarkshire 13.1% Scotland 12.57%

## Alcohol related hospital admissions per 100,000

South Lanarkshire 747.15 Scotland 673.27

## Working age adults with low or no educational qualifications

South Lanarkshire 13.1% Scotland 12.57%

Despite improvement in positive school leaver destination, the employment rate in the 16-24 age bracket is approximately 30% less when compared to older ranges (for example, in the 35-49 bracket, the employment rate is approximately 85%, ages 16-24 is approximately 55%)

Explore [South Lanarkshire's data and statistics about population, health, crime and the labour market as a whole or for your local area](#)

### Section 3. How we consulted on the plan and what it told us

A consultation document was developed through the CLD partnership to get the views of staff, volunteers, and learners engaged in CLD activity. This was primarily done through google forms, but word documents were also produced and 'focus group' templates to enable staff to get the views of a range of groups in learners.

12 priority outcomes agreed by the CLD Partnership were listed on this document and participants were invited to agree / disagree, give comments, and identify if they thought any were missing. In total we had 158 returns from staff and 256 from learners. The results were the following:

Priority outcome	% of staff and volunteers who agree	% of learners who agree
People feel better about themselves and have improved confidence	100%	98.2%
People take less risks and make better choices	92.9%	96.5%
People get involved in physical activity and improve their health and well-being	99.4%	100%
Parents / guardians are involved in programmes to help them support their children	98.7%	98.2%
People get better at reading, writing, and numbers	98.1%	96.7%
People get nationally recognised awards or qualifications for learning they have undertaken	94.2%	98.2%
People who don't speak English as a first language are supported to improve their language skills	98%	92.9%
People improve their employability skills	98.1%	100%
People develop skills to become volunteers in their community	95.5%	96.5%
People improve their digital skills	98.1%	98.2%
Individuals and groups have influence over decision making	98.7%	94.6%
Community groups get effective support to help them flourish	97.4%	96.4%

As the table shows, there was overwhelming agreement with the 12 priority outcomes. There was slight disparity on a couple of the outcomes from staff and volunteer feedback to learner feedback. In the second outcome in relation to 'better choices' some staff were concerned that risk aversion was not always a positive, and calculated risk was a good thing. Interestingly, learners did not share these concerns.

In terms of awards the feedback from staff and volunteers indicates that there is some concern that awards would be a sole focus rather than an outcome relevant to the need of participants. Again, learners did not share those concerns.

In terms of ESOL, the percentage of ESOL learners completing the learner survey was proportionally small, so the fact that 92.9% of learners agree with this outcome shows an understanding of community needs between groups of learners and that is a real positive.

The following themes emerged through the consultation and focus group discussions for our consideration:

**Progression** – this has now been listed as a priority in the plan.

**Mental Health** – the feedback was not that it was missing in the list of priorities, but that this should be a key priority, particularly in the context of covid recovery. The plan outlines this, but also recognises that

although a great deal of resource is put into health and well-being there is a gap in terms of access to professional healthcare, and therefore may be an unmet need.

**Environmentalism** – Some of the feedback has raised concerns about involving local people, particularly young people, in climate change awareness and action. There is currently ongoing work around the creation of steering groups of young people to support that work, which is led by the Climate Change Committee. The CLD Plan will be adapted to reflect this work.

**Access to learning for learners with disabilities** – the list of outcomes was not specific to particular groups, but we have ensured that the plan is clear that inclusion is a key principle that all partners will continue to work towards.

As well as the consultation specific to the CLD Plan, there is also currently an ongoing consultation in relation to the new Community Plan for 2022 that has been led by the Community Planning Partnership which includes members of the CLD Partnership. This process asked open ended questions and was done through paper method, online, focus groups, and 'community conversations'. Feedback was received from over 3000 residents, and agreement was made to share anything gathered through the CLD Partnership to help inform the plan. The resident feedback has been themed and the following priorities identified:

- Education and learning
- Communities and environment
- Health inequalities
- Housing and land
- Children and young people

## Section 4. The plan – what we are going to do

The principles that underpin Community Learning and Development practice in South Lanarkshire are:

- **Self-determination** – the rights of communities and individuals to make their own choices
- **Empowerment** – recognise and strengthen community voice real, facilitating engagement and change in communities
- **Inclusion** – all members of the community are equal
- **Working collaboratively** – effective partnerships at a strategic and local level
- **Promotion of lifelong learning** – meeting needs of learners

The table below sets out how we collectively as a partnership will meet the needs of learners in communities through strong and effective CLD practice across South Lanarkshire, and how we will measure impact.

We will count the total:

- Number of children and young people engaged in CLD activity
- Number of adults engaged in CLD activity
- Number of children and adults involved in family learning activity

Priorities	What we will do
Priority 1 Access to learning	Through CLD activity learners will be offered opportunities to learn skills that meet their needs across a range of settings.  We will work with learners to:  Improve their life skills Reduce risk related behaviour Enhance their parenting skills  Help them to support their child's learning Improve their literacy skills Improve their numeracy skills

Priorities	What we will do
	<p>Improve their English language skills (ESOL)</p> <p>Achieve a relevant nationally recognised award or qualification</p> <p>Receive an award to recognise achievements</p> <p>Improve their digital skills</p>
<p>Priority 2</p> <p>Health and well-being</p>	<p>We will continue to deliver health and well-being programmes, ensuring that vulnerable groups and areas of deprivation are prioritised, particularly in the context of recovery.</p> <p>We will work with learners to:</p> <p>Improve their confidence and self-esteem</p> <p>Improve their mental health and well-being</p> <p>Improve their physical health and well-being</p>
<p>Priority 3</p> <p>Progression</p>	<p>We will continue to support learners to progress to other appropriate learning opportunities, ensuring that we meet ongoing needs.</p> <p>We will work with learners to:</p> <p>Help them re-engage with education / learning</p> <p>Improve their employability skills</p> <p>Help them access volunteering opportunities</p> <p>Help them access any other appropriate learning programmes or opportunities</p>
<p>Priority 4</p> <p>Employability</p>	<p>We will continue to deliver programmes to enhance the employability skills of learners.</p> <p>We will work with learners to:</p> <p>Improve their employability skills</p> <p>Help them access volunteering opportunities</p> <p>Support positive destinations when they leave school</p>
<p>Priority 5</p> <p>Community Influence</p>	<p>We will continue to support groups to be more influential in their community and engaged in participation and democratic processes.</p> <p>We will work with learners and groups to:</p> <p>Participate in consultation activity</p> <p>Confidently contribute to local or national decision making</p> <p>Develop skills to identify local needs and priorities</p> <p>Stimulate ideas to improve services through sharing of learning and experiences (co-production)</p>

## How we will measure success

A range of outcomes have been agreed by the CLD partnership that helps CLD staff, volunteers and partners know the difference made to learners' lives, families and communities. The 'what we will do' column above lists our Impact Measure's (below) that are appropriate for that priority, and this forms the basis of our data collection system. The number of learners achieving these impacts will be collated on a six-monthly basis across the CLD Partnership, as well as age ranges and demographics etc. The first six months will provide baseline data, in the context of recovery, from which we can make projections and measures that are SMART for the following year of the plan.

As well as the outcomes below, the revised HMIE document ‘How good is the learning and development in our community?’ will be used as a primary method of self-evaluation to drive improvement across the partnership.

## CLD Impact Measures

Outcome	Improved life chances for people of all ages through learning, personal development and active citizenship
<b>A. Learning</b>	
1	Learners have improved confidence and self-esteem
2	Learners have improved their social skills
3	Learners have reduced risk related behaviour
4	Learners have improved their mental health and wellbeing
5	Learners have improved their physical health and wellbeing
6	Learners have improved/enhanced their parenting skills
7	Learners have gained a positive experience through regular attendance
8	Learners with ASN have engaged positively in a learning programme
9	Learners have developed Social Enterprise skills
<b>B. Literacy</b>	
1	Learners have improved their literacy skills
2	Learners have improved their numeracy skills
3	Learners have improved their IT skills
4	Learners have improved their budgeting skills
<b>C. ESOL</b>	
1	Learners have improved their English Language Skills
2	Learners are more able to support their child's learning
3	Learners are participating in other learning and/or community activity
<b>D. Family learning</b>	
1	Learners are better able to support their child's / family member's learning in literacy and numeracy
2	Learners are better able to support their child's / family member's health and wellbeing
3	Learners are better able to support their child's curricular learning
4	Learners are better able to support their child at key transitions
<b>E. Awards/Qualifications</b>	
1	Learners have achieved a nationally recognised award or qualification
<b>F. Progression</b>	
1	Learners have improved their aspirations and ambitions
2	Learners have re-engaged with education / lifelong learning
3	Learners have improved their employability skills
4	Learners have started to do voluntary work regularly within service
5	Learners have started to do voluntary work regularly outwith service
6	Learners have progressed to other appropriate learning programmes or opportunities
7	Learners understand their own progress and development

Outcome	Stronger, more resilient, supportive, influential and inclusive communities
<b>G. Capacity building</b>	
1	Learners have improved their understanding of community and world issues
2	Learners have been involved in consultation activity
3	Learners contribute effectively to local or national decision making
4	Learner's support and influence their own community, including participating in formal decision making
5	Learners continue to do voluntary work regularly within service
6	Learners continue to do voluntary work regularly outwith service
7	Groups receive effective support to enable them to build community capacity



In relation to this, South Lanarkshire recently provided local authority data to the national Community Learning and Development Managers group, in response to a set of national Key Performance Indicators agreed across the sector. This was the first phase of a process that will capture the impact of Community Learning and Development work with learners and communities across Scotland, and longer term, will include partnership data. The work that the Community Learning and Development Partnership has around the Impact Measures will make reporting into this process much easier.

## **Section 5. Governance**

The governance of the CLD Partnership will include:

- At least 4 meetings per year of the strategic CLD Partnership
- Local Action Planning Groups (LAPGs) to continue across East Kilbride, Clydesdale, Hamilton, and Cambuslang / Rutherglen. The membership will include a range of partners from across the CLD sector and local level decision makers, meeting at least 4 times year
- At least 2 practitioner's groups per year to enable front line staff to network with partners
- A local plan that takes account of local needs and priorities, identifies gaps in provision, and is reviewed and reported on regularly, including interim and end of year reporting,
- A consistent method of measuring the difference that CLD activity makes through reporting on the 'Impact Measures' across the partnership at both strategic and local level
- A publication of annual achievements will be produced to celebrate work across the CLD Partnership

## **Section 6. Workforce Development**

We are committed to promoting a learning culture for CLD staff and volunteers in accordance with the CLD Standards Council's Professional Learning Strategy - 'Growing the Learning Culture'.

We will:

- Maintain high quality, relevant access to professional learning and development in response to staff and volunteer needs through membership on CLD West Alliance, West partnership and CLD Standards Council.
- Promote the sharing of skills and practice through membership of regional and national networks and locality networking groups (LAPG), practitioner events, collaborative training.
- Address identified CLD priority workforce development need in areas including:
  - UN Convention on the Rights of the Child (UNCRC)
  - Digital skills to enable delivery of learning to communities
  - Mental health and well being
  - Attachment Theory
- Upskill CLD staff and volunteers and provide career pathways through delivery of SVQ and Modern Apprenticeship qualifications, supporting further study and maintaining quality control through the CLD Standards Council standards mark.
- Commit to offering practice placements to CLD university students
- Promote and encourage Standards Council membership to all CLD workforce and volunteers within South Lanarkshire.

## Section 7. Mapping unmet need

Despite the scale of CLD activity throughout South Lanarkshire, and the resource invested into it, there are some needs within communities that are challenging to meet. A common thread throughout this plan is addressing mental health and well-being issues within communities, which has certainly been exacerbated by the Covid pandemic, and a great deal of work gets put into this across South Lanarkshire. However, we must be realistic about our professional boundaries and acknowledge that signposting learners to mental health and well-being professionals is an ongoing issue due to the level of demand.

**ESOL** – we continue to be alert to emerging needs of the refugee and asylum seeking population and work to ensure that these learners can access ESOL programmes and get the support they need to adapt to life in Scotland.

**Digital access** – being connected has been a challenge for some time and only made more challenging recently during the COVID pandemic which added a new dimension to the delivery model of Community Learning and Development in South Lanarkshire. The Connecting Scotland programme sought to address this by providing devices and data to identified households across Scotland, however, there continues to be an unmet need in tackling this digital exclusion and equitable access. We will continue to explore all ways to reduce the impact and sustain connectivity between communities and learners and explore the development of online shared platforms to ensure access to resources for remote and blended learning, taking account of good practice from across Scotland.

As part of the CLD planning process in South Lanarkshire, CLD partners will regularly monitor and review progress towards meeting unmet CLD need.

## Section 8. Strategic Connections

South Lanarkshire's CLD Partnership has a key role in helping the Community Planning Partnership to achieve its priorities.

The agreed vision for Community Planning in South Lanarkshire is:

"To improve the quality of life for all in South Lanarkshire by ensuring equal access to opportunities and to services that meet people's needs".

Key areas of focus include:

- Improving health and tackling inequalities
- Reducing crime and improving community safety
- Promoting sustainable and inclusive communities and opportunities for all through life
- Ensuring sustainable economic recovery and development
- Tackling poverty

The South Lanarkshire CPP has developed its [Community Plan 2017-2027](#) to create a shared vision to come together and deliver improved opportunities for everyone in our communities. As outlined in section 3 the Community Plan, including its reporting structures, is currently being reviewed and extensive ongoing consultation has identified the following themes:

- Education and learning
- Communities and environment
- Health inequalities
- Housing and land
- Children and young people

The Community Plan will inform Neighbourhood Plans (LOIPS) which will tackle inequalities where they exist the most and the development of the Community Learning and Development 3 Year Plan 2021-24 has been informed by the Community Planning Partnership and neighbourhood plans. The CLD 3 Year Plan 2021-24 will contribute to the achievement of all priorities within South Lanarkshire's Community Plan, with a specific focus on the delivery of actions and initiatives to tackle disadvantage and inequality.

Work also continues with the West Partnership CLD Leads Specialist Network to secure continuous improvement across the region in CLD Planning. This will include:

- further development of closer collaborative partnerships between CLD partners and Schools
- undertake collaborative enquiry with YouthLink Scotland to further strengthen CLD and Schools collaboration
- support young people's participation in the West Partnership planning and evaluation

National stakeholders are working with The Scottish Government and Education Scotland to draft the following:

- Youth Work Strategy 2021 – 2026
- Adult Learning Strategy 2021 – 2026
- Lifelong Learning Framework 2022 - 2027

South Lanarkshire's Community Learning and Development partners will take account of these and review how they will impact on the priorities outlined in South Lanarkshire's CLD Plan 2021 – 2024.

### **National Plans and Strategies**

[The Adult Learning Strategy which aims to create the conditions to empower adult learning and improve life chances for adult learners across Scotland \(currently in draft form and being consulted on](#)

[The CLD Plans Guidance Note \(2021-2024\) to support local authorities create their plans.](#)  
[The Community Empowerment Act \(2015\) which sets out the requirements placed on local authorities to engage with communities](#)

[Scotland's Curriculum for Excellence which sets out the fundamental capacities to support learners achieve](#)

[The Family Learning Framework which provides advice for practitioners planning and evaluating family learning](#)

[The Getting it Right for Every Child Wellbeing Indicators supporting children and young people to grow](#)

[The National Improvement Framework that sets out the vision and priorities for Scottish Education](#)

[The National Performance Framework which sets out measures to help identify progress against the Scottish Government's National Outcomes](#)

[The National Standards for Engagement which present good-practice principles designed to improve and guide the process of community engagement](#)

[The New Scots Integration Strategy which sets out an approach to support the vision of a welcoming Scotland](#)

[The No One Left Behind delivery plan which outlines the collective approach to delivering an employability system which is flexible, joined up and responsive](#)

[The Scottish Government Mental Health Strategy \(2017-2027\) which sets out a strategy to create a Scotland where people can get the right help at the right time, expect recovery, and fully enjoy their rights, free from discrimination and stigma](#)

[The United Nations Conventions of the Rights of the Child which sets out 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to](#)

[National Youth Work Strategy \(2021 - 2026\) which seeks to improve the life chances of young people in Scotland. \(This is currently being reviewed and re-written\). This link is to the previous strategy \(2014 - 2019\)](#)

[The Community Learning and Development Standards Council Scotland's Professional Development Strategy providing a focus for supporting practitioners, their employers, learning providers and national partners to work together to promote a 'learning culture'](#)

[The Scottish Government's Digital Policy which seeks to enable a shared vision of a modern, digital and collaborative government, around people](#)

['Forward' Scotland's Public Library Strategy 2021 - 2025 which seeks to progress the development and growth of libraries in Scotland](#)

If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone 0303 123 1015 Email: [equalities@southlanarkshire.gov.uk](mailto:equalities@southlanarkshire.gov.uk)