

Moray CLD Plan 2021- 2024

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**1. Foreword - Council Leader Graham Leadbitter and Chair of Moray Community Planning Partnership Board.**

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Welcome Reader,

It is a pleasure to invite you to read our new Community Learning & Development (CLD) Plan for 2021-2024. This is our third plan and is very much a partnership effort demonstrating our intent to target our resources and expertise at those who experiencing inequalities as we readjust to the impacts of the Covid-19 pandemic.

One of our key resources is the CLD workforce – all of those who are working or volunteering in CLD settings and who are actively engaged in learning and community development. The pandemic has taught us many things, but the most striking in Moray was the way our communities and services came together to ensure individuals and families received vital support.

Fantastic initiatives included the development of the charity Moray Emergency Relief Fund which raised monies to deliver quick, non-judgemental support to individuals and families affected by the pandemic. Fairer Moray Forum Action Group focussed on getting the right information out to communities and sought to overcome barriers.

Highlands and Island Enterprise Moray Area Team enabled the distribution of the Scottish Government Covid 19 Supporting Communities Fund and supported organisations to access further investment from the Third Sector Community Recovery and Adapt and Thrive funds to develop solutions that met local need. Moray Council also mobilised quickly to administer over £23M in grants and funding in the form of small business grants, hardship grants and the temporary restrictions fund.

Communities were outstanding in responding to food poverty and access to essential provisions and support, from preparing and distributing hot meals to checking in on neighbours, helping with money advice and providing transport. There was an overwhelming sense that Moray cares about its communities and as a Community Planning Partnership Board, we were humbled by the response.

The Community Planning Partnership Board in our review of the new Local Outcome Improvement Plan (LOIP), has fully endorsed the importance of authentic community engagement recognising that we get better outcomes when we work in partnership with local groups and organisations. This can be evidenced in our support for community led Locality Plans and the development of Resilience Plans with our community councils and other key local organisations.

This is a three year plan and we believe that the priorities and cross cutting themes will be relevant throughout. However, we have taken account of the guidance provided by Education Scotland and will focus during the first year of the plan on ensuring that we fully understand the impacts of the pandemic across our communities. The learning from that will shape how we deliver on our priorities in years two and three.

Making a difference in our communities has never been more vital, we all have a part to play.

Keep safe and follow the latest guidance.

Sincerely,

Graham Leadbitter

Chair Moray Community planning Partnership Board.

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## 2. Introducing Moray:

**\*\*Boundary Map\*\***

The mid 2020 population estimate for Moray is 95,710 (NRS2021) and is increasing.

The area is served by 62 Early Learning and Childcare providers; 45 Local Authority Primary Schools with a pupil population of 6943; 8 Secondary Schools with a pupil population of 5,171 plus Drumduan Steiner School, covering kindergarten to Class 12, with 75 pupils. Classrooms and communities benefit from the integration of pupils with English as an additional language, and there are currently 52 different languages spoken within local authority provision.

Moray College is a further education college based in Elgin. It has a target of 1,500 full-time students and 8,100 part-time students. It employs approximately 370 staff and is a college of the University of the Highlands and Islands. 2020/2021 was a difficult year for enrolment with approximately 1250 full-time students (FE and HE) and approximately 2600 part-time students (FE and HE).

There are 20 active Community Councils, which represent their ward areas. The Joint Community Councils of Moray, is a non-statutory organisation, formed as a vehicle that enabled Moray Community Councils to meet to air problems, exchange information on Community Council business and develop initiatives.

There are also 7 Area Forums, although not all active, which are constituted groups providing a platform for local people and community organisations to come together to influence the planning and delivery of services locally and across Moray.

There is a thriving third sector and a diverse range of community organisations and interest groups some of whom are members of **tsiMORAY**. A brand new website that displays the services of third sector organisations is developing <https://www.tsimoray.org.uk/community-map>

Moray is home to RAF Lossiemouth, one of the largest and busiest multi-aircraft-type stations in the Royal Air Force, and Kinloss Barracks, the base for the army's 39 Royal Engineers (Air Support.) In April 2018, the UK Government announced major investment in RAF Lossiemouth with the introduction of new aircraft to strengthen the defence of the UK and its allies. Over 10 years, MOD investment in the region of £3bn will increase Moray's population by up to 4,000 people, including an additional 550 service personnel, bringing the total number employed at RAF Lossiemouth to over 2,200. Ministry of Defence personnel represent 17% of the local population. There are strong ties between service personnel and their families and the wider community. Many veterans return to retire locally or start new civilian lives.

### **And then, on 23 March 2020 the pandemic struck...**

In Moray 34% of the workforce were furloughed with only Highland having a higher proportion at 35%. This figure includes all PAYE jobs including those in the public sector, which are only eligible for furlough in limited circumstances.

Moray has the highest proportion of workers employed in manufacturing, much higher than the Scottish and UK averages. The majority of our local businesses are in the wholesale and retail sector and the decrease in footfall to town centres has had a significant impact. Consequently, in 2020 the Moray Economic Partnership recommended a greater focus on local procurement by Community Planning Partners, using local supply chains in business and social enterprises.

The Oxford Economics Vulnerability Index considers a local authority's economic diversity, business environment and digital connectivity to consider how able or not an area is to withstand and respond to the economic shock resulting from Covid-19. Moray was ranked as the eighth most

vulnerable local authority in Scotland (Skills Development Scotland February 2021 Regional Skills Assessment). Poor digital connectivity and broadband speeds, low rates of working from home and a greater share of small firms and higher rates of self-employment all contribute to this figure. Consequently supplying CLD staff, learners, families and communities with equipment and devices became a priority as the pandemic developed, including support to groups to help them communicate on-line.

In our communities, humanitarian aid was quickly mobilised by local groups as lockdown developed. Many centres and church halls were closed in compliance with the regulations so volunteers had to be inventive in how they delivered support and resources to those most in need. Moray was part of the Grampian Covid Assistance Hub, which co-ordinated support from 631 volunteers and 76 groups signed up to assist. 80% of the volunteers were matched with requests for assistance equating to 504 people. 180 individuals, groups or agencies received awards from the Moray Lord Lieutenant for extraordinary dedication to covid support from creating scrubs and facemasks to delivering meals and medicines.

Moray features as one of the case study authorities in a UK wide report, 'Comparing local responses to household food insecurity during COVID-19 across the UK (March – August 2020)'. The report recognises:

- The key role played by Moray Food Plus as the anchor community food organisation in Moray.
- The support of the local authority through the Money Advice Team, Community Support Unit and other services.
- The development of localised food support groups and distribution points across Moray – and the numerous funding sources that became available to support this.

Resilience networks developed in localities to act on need and highlight issues. Moray Council distributed a range of financial supports from hardship payments to flexible food fund grants totalling over £7.5 million in 2020-21. In excess of £19.5m was processed in "pass through grants" to small businesses for the same period.

The Moray Lieutenancy set up the charity Moray Emergency Relief Fund to enable quick decisions and support for residents in acute financial difficulty due to Covid. Over £220K was distributed between May 2020 and May 2021 with 600 applicants (rising to 1000 multiple applications by June 2021). Strong partnership work and trust has evolved with the Moray Lieutenancy in supporting individuals and families with fantastic financial and in-kind support from businesses.

Meanwhile loan applications to the Moray Firth Credit Union grew. Demand has resulted in the opening of 2 new collection points in Elgin and Buckie, however there has also been the writing off of significant bad debts.

## What does Community Planning in Moray look like?

The Moray Community Planning Partnership have been reviewing partnership arrangements to ensure that we are focussed on the priorities set out in the Moray 10 Year Plan (V7 02/03/21) and that the structure will support the development and delivery of our Local Improvement Outcome Plan (LOIP) and Locality Plans.

In terms of strategic fit, Community Learning and Development is in a stronger position than it has been in Moray for several years. The CLD Strategic Partnership report to the Community Planning Officers Group and up to the Community Planning Board.



### Community Engagement Group

The Community Engagement Group has been reviewing their role which brings together community and agency stakeholders working together to embed inclusive engagement across the CPP. The CPP Board agreed a refreshed approach in June 2021 to:

1. Develop a shared understanding of our community engagement approach in Moray across CPP partners.
2. To continue to improve the quality of community engagement.
3. To work with third sector, community members and other partners to co-design our vision.
4. To capture this in a refreshed CPP Engagement Strategy and Action Plan to be launched in an event towards the end of 2021.

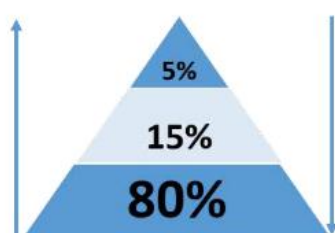
There are obvious synergies with the Partnership CLD Plan – particularly in relation to the active citizens and communities, participation and community voice priorities.

## So what is Community Learning and Development?

Community learning and development covers a range of work including youth work, adult learning and community development. **“CLD should empower people, individually and collectively, to make positive changes in their lives and their communities through learning”** (Scottish Government). The requirements for Community Learning and Development (Scotland) Regulations 2013 place a legal requirement on local authorities to take this role forward and require the publication of a partnership plan every 3 years. This direction sits amongst significant legislation and policy expectations which all impact on service providers and communities.

<https://northlcp.files.wordpress.com/2017/12/accompanying-note-for-cld-guidance-2017.pdf>

Highly significant is the Fairer Scotland Action Plan 2016, which aims to tackle poverty, reduce inequality and build a fairer and more inclusive Scotland. One of the positive responses to this in Moray has been the formation of the strategic Fairer Moray Forum - supported by an action group.



The CLD Strategic Partnership have finite resources **and seek to target the 15% of the population who could derive the most benefit from our services.** Partners still engage with and support those in the 80% who have the skills to access universal services. Those in the top 5% are more dependent on health and social care support.

Fundamental to any provision is the learner or community voice in the assessment, planning and evaluation process, enabling them to shape the CLD provision. This means that their engagement and participation is the building block to build confidence and aspiration, thus meeting the national CLD priorities of:

***a) Improved life chances for people of all ages through learning, personal development and active citizenship; and***

***b) Stronger, more resilient, supportive, influential and inclusive communities.***

Our CLD Strategic Partnership brings together partners involved in CLD across Moray including:

- Skills Development Scotland <http://www.skillsdevelopmentscotland.co.uk>
- Moray Pathways <https://moraypathways.co.uk/>
- Moray College/UHI <http://www.moray.uhi.ac.uk>
- LEAD Scotland <http://www.lead.org.uk>
- tsimORAY <http://www.tsimoray.org.uk>
- Highlands and Islands Enterprise <https://www.hie.co.uk/>
- NHS Grampian <http://www.nhsgrampian.org>
- Libraries – and other relevant council services. <http://www.moray.gov.uk>

The CLDSP will also include representation from English as an Additional Language team and are exploring other potential members from the Armed Services and formal Education. Once the Community Planning Partnership Community Engagement Group is reviewed there will also be representation requested from them.

In April 2021, as a result of restructuring, CLD activity within the local authority was located within a new Communities (CLD) Service incorporating the core areas of Youth Work, Adult Learning and

Community Support. (See appendix 1). A new strategic partnership role has been created to provide ongoing support to the CLD Partnership and to ensure connection across other key policy areas.

### **Review of the 2018-2021 Plan**

The previous CLD Plan focussed on reinvigorating the strategic group, improving partnership work, accountability and themed improvement areas:

#### **People:** *Improve the learning offer across communities*

- A wide range of support exists to help young people and adults develop skills to enable them to progress into learning, training and work. Meaningful partnership work has been undertaken through the Moray Pathways consortium and the Local Employability Partnership to enable alignment and closer working relationships to maximise the capacity and skill that exists to meet the needs of those who access support. This includes the opening of a Hub based at Elgin Youth Café supporting the implementation of the Young Person's Guarantee.
- There has been consistent improvement in young people participating in learning, training and work, and more importantly, sustaining engagement in these valuable opportunities to develop skills. Currently 93.5% of 16 – 20 year olds participate in learning, training or work which is an increase of 2.2% from 2019.
- Moray Youth Matters was established in 2019 to progress youth issues by young people. Engagement with young people during lockdown was poor, despite youth work moving to a digital model. Even established groups such as MYM were reluctant to engage which has led to a huge drop in numbers. 4 members have developed a Podcast 'Peas in a Pod' which is a topical discussion around current events.
- The Youth Engagement Team transition project at Buckie High School featured in Education Scotland publication.
- Six local organisations achieved national Volunteer Friendly Awards highlighting their commitment to high standards: Moray Food Plus; Forres Area Community Trust; Outfit Moray; Hands Up to Volunteering (Moray Council); Moray Duke of Edinburgh's Award Committee and the Scottish Dolphin Centre.
- Initiatives focussing on health and wellbeing, reducing social isolation won the Age Scotland Partnership Award and the Self-Management project of the year at the Scottish Health Awards.

Partners have had to adapt to the on-line delivery environment, providing training and support to volunteers and learners. What started as an emergency response to the pandemic has developed into blended learning opportunities and the need to refine the quality of some offers. The need for face-to-face delivery for some equality groups is very evident. We will build on partner's expertise to improve the learning offer delivered in the 2021-2024 CLD Plan.

#### **Place:** *Making the most of our assets and opportunities in communities*

- Seven community facilities were taken over by local people with the help of the Community Support Unit. New community groups were formed and they carried out Community Asset Transfers to manage and run these facilities, which included commitment to a two-year programme of training and study visits.



- New Elgin East launched their Locality Plan in September 2019 developing health and wellbeing projects and initiatives responding to and engaging local people.
- Partners in the Buckie Locality Plan continued to work around improving attainment and meeting local needs.
- tsiMORAY sourced funding through LEADER Plus to employ 4 locality based Community Development Officers which increased tsiMORAY's reach, supporting local aspirations.
- Significant participatory budgeting events were delivered by a variety of organisations encouraged by Money for Moray's vision and initiative.
- Different approaches to developing community plans are being piloted in Forres and Lossiemouth areas in partnership with development trusts.

We will continue to support the desires of local communities to develop provision and local assets to meet their needs.

***Prospects:*** Ensuring the CLD workforce is skilled, with access to information, opportunities and accreditation, and succession planning is embedded

- A youth work subgroup of the CLD network has been created to respond to funding opportunities and improve partnership working.
- Training opportunities are accessed through the North Alliance and Northern Alliance network with Moray staff facilitating and delivering provision.
- Moray staff benefitted from the CLD Research pilot and Safe Space for managers through Education Scotland.
- Moray staff now attend the CLD Managers Scotland meetings and contribute to working groups.
- The CLDSP has grown into a safe supportive space to exchange issues and ideas, and a conduit for development e.g. funding bids for New Scots, and Gaelic. Partners recognise the value of the partnership and are keen to widen membership as required to fully represent the CLD sector in Moray. The chairing role on the group has moved from Skills Development Scotland to Moray College UHI, continuing the ethos of an active and engaged partnership.

We will build on the enthusiasm and commitment of volunteers and staff in our communities to ensure there are CLD pathways and opportunities available to them to meet their aspirations and share their wisdom.

***Publicity:*** Improve understanding of CLD through better publicity, networking and information sharing

- tsiMORAY's developed Third sector fora's to meet the needs of different audiences: Volunteer Managers Forum; Health & Wellbeing Forum; Children & Young People's Forum; Moray Funders Forum; Fairer Moray Forum and the Social Enterprise Network. Their newsletter now reaches over 800 recipients and a third sector community-mapping website was launched.
- Locality Networks have a regular newsletter with a distribution of 700 recipients.
- CLD banners and display materials are available for partners to use in activities.

This will be a continuous improvement feature in the new plan as we gain new members to the CLD Strategic Partnership and develop the Communities CLD Service.

**External scrutiny:**

- In April 2018 HM inspectors published a report for the Buckie area and communities of Portknockie, Cullen, Findochty and Portgordon and committed to subsequent monitoring visits and input. At that time, there was significant concern about ESOL and Essential Skills provision and the CLD Strategic Partnership worked hard to ensure that the learner's voice was heard at the relevant council decision making committees. Partners feel that their collective intervention led to a more positive outcome with ESOL provision moving to Moray College UHI and Essential Skills provision being reinstated within the local authority. A continuing engagement HM Inspection visit was undertaken in March 2020 when the Local Authority was signed off because of improved partnership working and Local Authority strategic direction. Strong Youth Work and Locality Planning was praised plus the range of active community organisations.

The improvement feedback is included in our implementation plan. We will embrace the sectors new self-evaluation framework to build partnership understanding and peer evaluation.

**How did we involve people in shaping our Partnership CLD Plan?**

The Covid Pandemic has affected the depth and range of engagement for the new CLD Plan. Questionnaires were used to illicit core themes from communities, themed forums, and existing learners. Focus groups and follow-up sessions were held with those who indicated interest in further discussion. A meeting was held with the Joint Community Councils of Moray, to discuss priorities within their communities.

Within the Youth Work network, "Re-connect" project engaged with young people at their pop-up events and other on the ground activity. We also gathered feedback through a youth-friendly survey.

The Partnership also took account of information gathered because of the Children's Services planning consultation and engagement.

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***381 individual survey responses***

- *274 from the general public*
  - *43 from existing learners*
  - *64 from young people at pop-up Re: connect sessions*
  - *20 follow up conversations*
  - *Session with Joint Community Council Forum*
  - *Input from Community Planning Officers Group and Community Planning Board*
- 

The Fairer Moray Forum already had a group focussing on the Cost of the School Day, and an Action Group developed of members who were trying to create practical solutions to problems individuals and communities were presenting or experiencing. It was recognised that some of these people could become possible recipients and beneficiaries of future CLD activity if we understood their situation better.



In order to capture these experiences case studies were collated from partners to share and understand the issues to reflect on practice. \*\*\*\*link to be added

The image above highlights key words from the case studies to give an insight into the challenges that some of our residents face, which impacts on their ability to engage fully in community life and wider learning opportunities.

The CLD Strategic Partnership members shared their own single agency reviews of Covid and expectations of recovery. Partners and Council leads also attended Education Scotland sessions on CLD Planning and brought the learning back into our local conversations and teams.

In December 2020, after a review of the LOIP, there was a refocus on community voice and developing resilience, to support and deliver the CPPB's aspirations in local service delivery.

Locality Plan development, Participatory Budgeting and Community Asset Transfer are all part of this, indicating a movement of resources and ownership to communities.

Partners are keen to see the impact of a new online community-mapping tool that has been launched by **tsiMORAY** to build a comprehensive picture of the range of community groups, organisations and activities across Moray. <https://www.tsimoray.org.uk/community-map>

## **Our CLD Plan Priorities 2021 -24**

Our Partnership CLD Plan is a three year plan but with a particular focus in the first year on how we respond to the lessons of the pandemic and our emerging understanding of who has been affected most by it.

We will be shifting the balance of delivery to provide more face to face support and will be looking to create opportunities to help people reconnect within their communities. We will also continue to improve and enhance our virtual offer. One of the positive lessons from the last 18 months has been the way in which many of our communities and individual learners have adapted to the virtual world.

As a strategic CLD Partnership, we too have adapted and have successfully gravitated to online meetings, keeping partners connected and engaged. This refreshed Partnership CLD Plan has been shaped and informed by the partners from their own perspectives and understanding and in response to the input and feedback from existing learners, community organisations and the wider public. Our vision is captured below:

*We have an effective Community Learning and Development (CLD) Partnership in Moray who are committed to helping our communities recover from the impacts of the pandemic.*

*We realise that not everyone has been affected in the same way and we want to target our support to those who would benefit most from our collective inputs.*

*All of our activity is consistent with the national CLD Outcomes (see appendix 2) and the Community Planning Partnership focus of the Local Outcome Improvement Priorities (LOIP), and contribute to:*

- Improving life chances for people of all ages, improving life chances for people in Moray of all ages in communities experiencing the greatest inequality of outcomes.
- Developing stronger, more resilient, supportive, influential and inclusive communities

**Priorities** - We have identified four strands to our Partnership CLD Plan, which are underpinned by a number of cross-cutting themes:

1. Learning for Life ( improving access to learning)
2. Active citizens and active communities
3. Participation and Community Voice
4. Workforce Development

### **Cross Cutting Themes**

- Addressing impacts of rurality and poverty.
- Improving mental health and well-being
- Addressing social isolation and helping people to reconnect.

The model overleaf shows our simple Theory of Change for each of the priorities – and we then go on to expand further on each priority.

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## Priority 1 - Learning for life – improving access to learning

### Theory of change

Learning is life-long and happens in many different ways and settings.

We recognise that some people face more barriers to accessing learning, and that this has an on-going impact on their life chances.

We will work to remove barriers to learning so that people are more likely to reach their potential, leading to improved health, well-being, employability and quality of life.

## Priority 2 - Active citizens and communities

### Theory of change

As a partnership we are committed to improving our ability to engage with our communities because we believe that it leads to better outcomes.

We will work in partnership with our community groups and organisations to progress the things that are important to them and their communities.

## Priority 3 – Participation and Community Voice

### Theory of change

People who have more agency over their lives are better able to influence change.

We want to make it normal for Moray residents to be engaged in discussions about local services and issues – and that residents feel that they can contribute to improved outcomes.

We will work with our communities to co-design our processes so that they are inclusive and accessible from the start.

## Priority 4– Workforce Development

### Theory of change

There is a strong link between professional learning and improving services and as a partnership we are committed to developing our own capacity.

We will work to deliver quality training and development pathways within our communities by accessing learning opportunities and support through local, regional and national networks.

## Covid Recovery Cross Cutting Themes

Addressing rurality and poverty

Improving mental health and well-being

Addressing social isolation - helping people reconnect

LOIP - Improved life chances for people of all ages... experiencing greatest inequality of outcomes

LOIP theme 2: Developing stronger, more resilient, supportive, influential and inclusive communities

## CLD Plan Priorities 2021-2024

Improved life chances for people experiencing greatest inequality of outcomes

### Priority 1 - Learning for life ( access for all).

- Skills for life and work (e.g. Essential Skills, ESOL, accreditation; soft skills, Employability etc.)
- Digital skills
- Family and inter-generational learning
- Support for young people to get into work or volunteering.
- More community based adult learning opportunities.
- Moray Pathways to improved employability.

Stronger, more resilient, supportive, influential and inclusive communities

### Priority 2 - Active citizens and communities

- Valuing volunteering
- Continuing to support community action groups
- Training to help groups grow and develop.
- Neighbourhood approach to develop community owned plans
- Developing Community Resilience Plans

### Priority 3 - Participation and Community Voice

- Building on existing networks and forums to enhance inclusive community engagement.
- Further roll out of Participatory Budgeting.
- Develop Moray as a leader in inclusive participation which actively involves those who face most barriers.
- Increase opportunities for young people to meet and discuss issues of importance to them.

### Priority 4 - Workforce Development

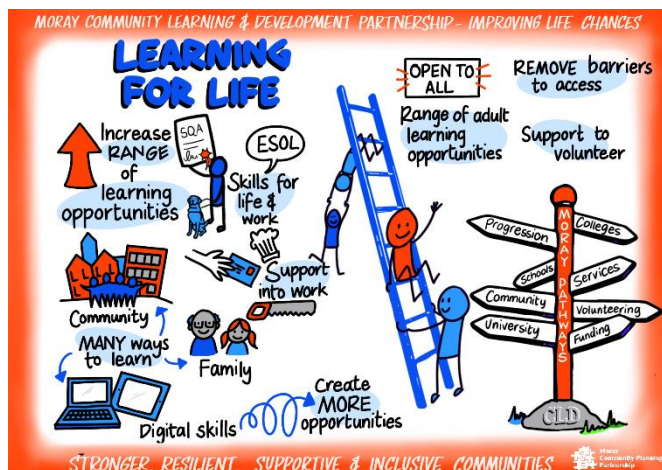
- Digital skills for learning.
- Networking and training to further develop confidence in facilitating engagement.
- Increasing understanding of a rights based approach
- Career pathway and progression routes to further skill and grow the CLD workforce.
- Partnership approach to training offer to community groups and organisations.

### Covid Recovery Cross Cutting Themes

Addressing the impact of rurality and poverty in Moray

Improving Mental health and well-being

Addressing social isolation and helping people reconnect



## Priority One – Learning for Life (improving access)

As a CLD partnership we are committed to developing a range of learning opportunities to meet the needs identified by residents and existing learners in our stakeholder consultation.

The Moray Council Communities (CLD) team will continue to develop adult learning opportunities to help people improve on Essential Skills – things like literacy, numeracy and communication. The team will now be developing strands of Family Learning into their offer to create spaces for learning across generations. This will be achieved through partnership working with individuals, locality groups and community hubs.

Moray College UHI is both a local college and a part of the University of the Highlands and Islands. They provide a wide range of courses and learning pathways, and are well placed to support blended learning across Moray. The Partnership is keen to understand demand for English for Speakers of Other Languages (ESOL) and how we can signpost and support learners to access this and other college provision.

Libraries remain an initial point of contact for many adult learners who can access support to get online and to use learning materials. The CLD partnership is getting better at identifying opportunities and pathways to signpost people to appropriate support. Before lockdown, some of our independent community centres were beginning to deliver informal adult learning opportunities locally, an initiative the partnership is keen to see grow as we readjust over the next 18 months.

Perhaps unsurprisingly, 26 per cent of stakeholders have prioritised digital skills as an area of interest. Dedicated posts have been created through the Moray Council Employability Team and within the council Youth Work team to meet this need. Some people face multiple barriers to learning and partners like LEAD Scotland have expertise in doing this and will focus their attention on delivering bespoke opportunities for disabled people in Moray.

We spoke to young people in June/ July 2021 through Re: connect a partnership programme of pop-up events and activities. 71 per cent told us that the pandemic had made it harder for them to take part in activities in their community and a third wanted help to develop skills for employability. Learning happens in many settings and partners are aware of the positive role that volunteering can play in terms of personal development and in demonstrating skills and abilities that can enhance employability. 31 per cent of respondents identified learning new skills and being active in groups as their top learning priorities.

*Free opportunities for people of all ages. Opportunities for kids and their extended family – gran, aunt and uncle to do together. Helps to build relationships and supports parents if they need some respite.*

*Survey respondent*



Partners like tsiMORAY have a key role in supporting the community and third sector in Moray. There are clear opportunities to make more use of the Moray environment to develop more outdoor learning opportunities – for confidence building, mental health and well-being and for family / inter-generational activities.

## Priority Two – Active citizens and communities

As a partnership we are committed to improving our ability to engage with our communities because we believe that it leads to better outcomes. We will work in partnership with our community groups and organisations to progress the things that are important to them and their communities.

One key lesson of the past eighteen months has been that our communities have shown incredible spirit and resilience with many people volunteering formally and informally to support the most vulnerable. That legacy will continue and the partnership will do all it can to sustain and support our community activists.

We have a Workforce Development priority in our plan – and there is a clear link between that and our commitment to help groups to grow and develop. Supporting community and third sector groups is the core business of tsiMORAY, and services like the Community Support Unit in the council Communities (CLD) service. As we emerge from the current phase of Covid the partnership will support groups who want to progress things in their community. This might be about engaging with the wider community about local issues and priorities and supporting groups to develop services or activities to meet those needs.

One of the most used words of the last year has been ‘resilience’ - whether at an individual, community, organisational or sector level. Community Councils and community groups have proven to be effective and trusted community anchor organisations and a number of community councils are being supported to develop their own Community Resilience Plans. Partners will continue to support community councils and other community anchor organisations to produce their own resilience plans beyond the first year of the refreshed CLD Plan.



*The monitoring group of the Buckie Locality Planning Group is particularly strong. Their systematic collation of information is informing progress against their priorities. This is then shared across community planning partnership partners and the wider community.*

HMIle Continuing engagement of CLD in Moray Council 6 July 2020

Localities work was initiated in Buckie and New Elgin through the 2018-21 CLD Plan and the Local Outcome Improvement Plan (LOIP). This long term, neighbourhood approach will continue at the same time as the Communities (CLD) Service is working with community anchor organisations in Lossiemouth, Forres and Keith to support the development of community led action plans.

There are a number of initiatives which will be happening across Moray in the next twelve months – things like the Green Canopy – where tree planting initiatives will mark the Platinum Jubilee and also as a memorial to those lives lost and a celebration of the community response to Covid. Partners will use these activities as a way to celebrate and engage with our communities and to continue to acknowledge the critical role of volunteers and community activists in creating strong, resilient and supportive communities.

### Priority Three - Participation and Community Voice



The partnership very much endorses an asset based approach where the focus is on using community strengths to meet community needs.

There are many effective networks and forums bringing people together to address issues – from locality based action groups like the Fairer Moray Forum Action Group addressing poverty through to innovations such as the Climate Change Assembly facilitated by tsiMORAY which has a focus on local responses to the climate emergency.

Volunteering remains a key way for people to participate in community life and to develop skills and confidence. The Volunteer Managers Network will remain a key space where third sector and community partners can work together and provide the peer support that sustains and develops volunteering in Moray.

Partners are committed to finding different ways to meaningfully engage with communities. Participatory

Budgeting (PB) is one area that we are keen to develop further in Moray over the lifetime of this CLD Plan. Moray Council have provided additional resources to accelerate the use of PB, including the use of CONSUL, an online tool for community consultation and participation.

Work is underway to refresh the Community Engagement Strategy and to rearticulate the importance that community planning partners place on inclusive engagement. There have been good examples of this over the life of the previous plan with initiatives such as a participatory budgeting process for care

experienced young people. Partners are keen to work together to further enhance and develop our skills and confidence around community engagement and in actively seeking to ensure that seldom heard voices are sought out and heard.

The youth work team within Communities (CLD) have been reconnecting with young people across Moray and have recognised that young people want to find spaces where they can meet with peers and talk about the things that are important to them. Creating both physical and virtual spaces to engage with young people and to help them articulate their concerns and priorities will be a key focus for all partners and will shape years two and three of this Plan. A key priority will be to relaunch the Moray Youth Matters network and support young people to investigate and campaign around things that are important to them.

#### Priority Four – Workforce Development

One of the challenges we have around workforce development is that not everyone who is involved in community learning and development recognise themselves as being part of the CLD workforce. From our partnership perspective the CLD workforce includes all who are committed to the values of CLD and who work within the local authority, the wider public sector as well as those working in the community and third sector (paid staff and volunteers).

The priorities in the workforce development strand are informed by the needs identified elsewhere in this plan. Partners will continue to develop their skills and confidence around digital engagement and online learning. Community engagement is another key theme and is an area where the partnership will look to share good practice from within Moray through CLDSP events and further afield to deliver on our priorities. Professional peer learning opportunities will be increased through the “Share, Shape, Sustain” initiative by the CLD Regional Networks.

*Since the pandemic began I believe I would benefit from a group such as a support group with people going through similar challenges to me but I don't know where to go about finding one if there are any.*

*Young Person, Reconnect Pop – up session*



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### Values of CLD

**Self-determination** – respecting the individual and valuing the right of people to make their own choices

**Inclusion** – valuing equality of both opportunity and outcome, and challenging discriminatory practice

**Empowerment** – increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action

**Working collaboratively** – maximising collaborative working relationships in partnerships between the many agencies which contribute to CLD, including collaborative work with participants, learners and communities

**Promotion of learning as a lifelong activity** – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life

*CLD Standards Council*

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As a values driven profession, it is not surprising that there is more awareness of the need for CLD practice to take a 'rights based' approach. This is an area where partners believe there is a need to widen understanding of what this means and how that understanding should affect our practice.

Partners are aware of the need to widen understanding of [The Promise](#) – which outlines a radically different approach to ensure care experienced young people are at the centre of all key decisions. Likewise, those working with young people will be able to use the incorporation of the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) to help young people understand and assert their rights.

In a rapidly changing world, it is important that the existing CLD workforce is supported to access ongoing professional learning and that new entrants to the sector are able to access appropriate training and to identify progression routes to professional qualification

## Our Regional Approach in the North

Moray Council is one of eight regional local authority partner members in the Regional Improvement Collaborative for the North – **The Northern Alliance**. Other members are: Aberdeenshire, Aberdeen City, Highland, Argyll and Bute, Shetland, Orkney and the Western Isles (Eilean Siar).



The **Northern Alliance** Regional Improvement Collaborative (RIC) aims to develop a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational and life chances of children and young people.



### [The Northern Alliance – A Regional Improvement Collaborative](#)

There are 9 workstreams delivering against the above agenda including a specific **CLD Work-stream** which is managed and delivered through the local authority Lead Officers for CLD. Support for this is provided by Education Scotland through their Education Officers. This has been particularly evident in their involvement in CLD Planning and in aspects of continuous improvement.

The current operational improvement priorities of the CLD Leads group are to...

- Capture approaches to wider achievement for young people and adult learners and share practice
- Capture and analyse youth participation and youth voice
- Further develop approaches to Family Learning
- Increase access to professional learning, including online

Read about our **collective** achievements here [link to SWAY](#)

Building on these priorities going forward we will be establishing and supporting a Youth Advisory Group for the region, planning and delivering professional learning in STEM (Science, technology, engineering and maths) using a funding award from Education Scotland, strengthening networking around equalities and young people through a new forum, extending practice sharing in relation to Family Learning and contributing to the wider collaborations created through the Regional Improvement Collaborative.

## Professional Learning for practitioners and the **North Alliance**

Access to professional learning and development for practitioners in CLD in the North is enhanced through a regional network of partners, including from the third sector, known as the **North Alliance**. In turn, this network is a member of the national grouping of CLD Training Consortia. The North Alliance accesses a small amount of annual funding from the CLD Standards Council in Scotland to deliver professional learning activities for practitioners across the geography.





### Workforce Development:

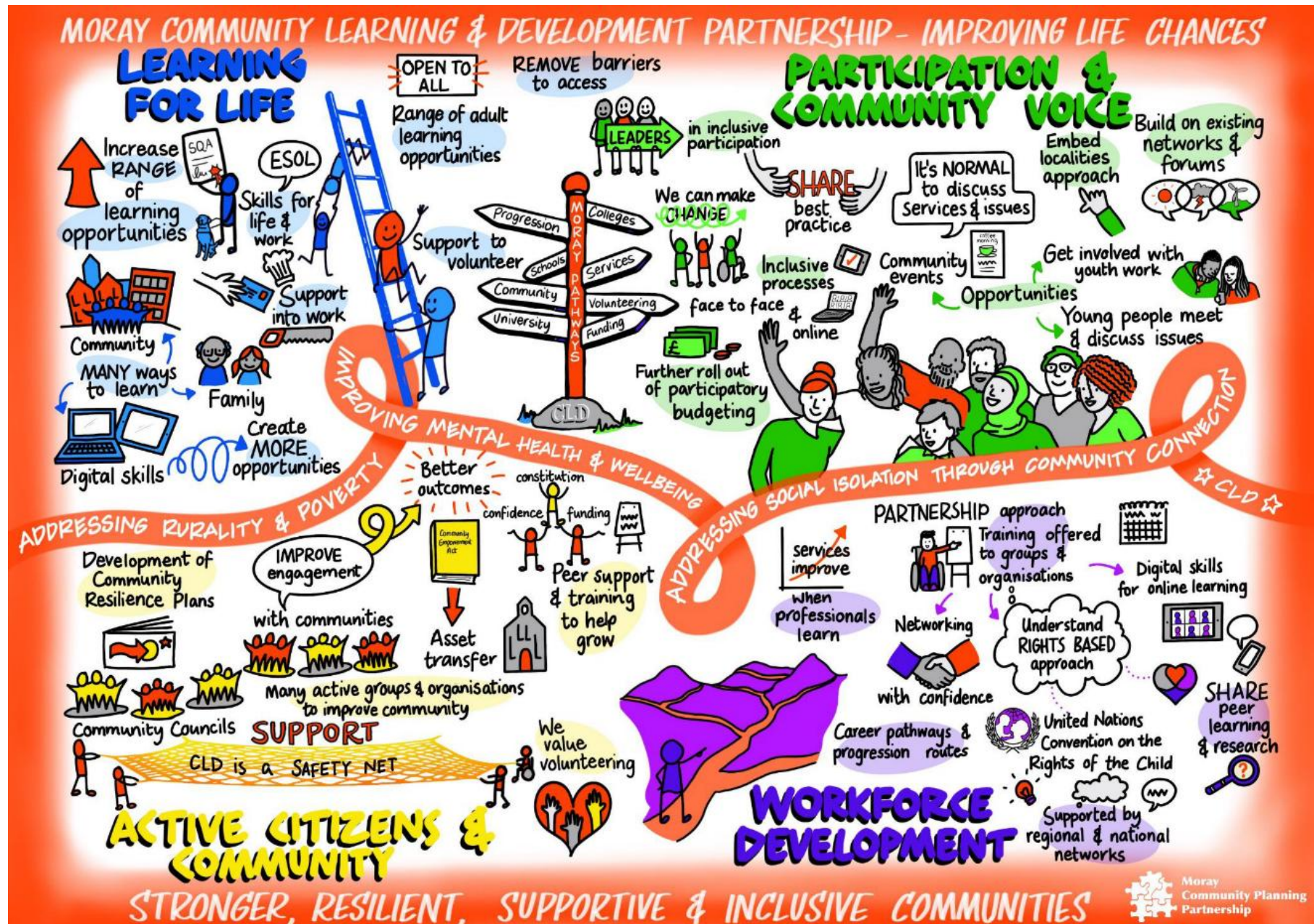
Locally there has been significant staff turnover in the last year due to retirements, funding changes and people re-evaluating their situations through the pandemic. The planned Moray survey focussing on professional development needs was postponed because of the staff turnover and acknowledging that the CLD Standards Council was undertaking a similar survey on career pathways. The Partnership will take a closer look and conduct a revised survey in year one with delivery in years two and three.

Within the CLDSP, partner's teams and Third sector fora's contributed to discussions on priorities for their roles. Existing skills were recognised that could support mentoring and coaching approaches. A training calendar will be developed and staff encouraged to share practice via the North and Northern Alliance networks.



As well as in-house training and local opportunities, staff can access professional learning via The CLD Standards Council, which is the professional body for people who work or volunteer in CLD. <https://cldstandardscouncil.org.uk/> Practice is grounded in a set of values and code of ethics to communicate the work. A competence framework supports the foundation for improving standards and a career pathway is developing opportunities for learners. Moray CLD practitioners are encouraged to become members and this has grown from 14 Associates and 13 Full Members in 2018, to 28 Associates and 13 Full Members in June 2021.







## Monitoring and Reporting

A key desire of the Partnership is to develop a simple system of reporting that can demonstrate CLD partners' contribution to meeting LOIP outcomes as well as those of the CLD Partnership. We are on an improvement journey and recognise that more work needs to be done to integrate feedback from communities and learners into our reporting with increased transparency about what is being reported where - and how that information is then being analysed. We are particularly keen that community led locality plans are able to influence 'upwards' and in themselves become an indicator of how well we are delivering on the partnership CLD Plan.

The Partnership has also taken account of a national initiative through the Quality Improvement Sub-group of CLD Managers Scotland (CLDMS). They have developed core key performance indicators to enable national reporting annually of Local Authority CLD provision. It is our intention to adopt and incorporate some of these and report on them **as a partnership**.

This information will be gathered to support quarterly reporting and will also become a management information tool to help partners monitor and manage trends and identify emerging issues and areas of potential unmet need.

The KPI's are activity/number based and are not at present suitable to quantify impacts. Partners are clear that our reporting must also link to CLD outcomes (see appendix 2) and these will be captured in case studies and other qualitative ways (*for both CLD Plan and LOIP reporting*).

## Year One Review

The CLD Strategic Partnership will carry out a six-month review in March 2022. This process will look at the KPI activity data generated by strategic partners. The partnership will also seek to undertake a survey of the wider CLD sector in Moray asking them to contribute to relevant key performance data sets. This information will help us to develop baseline information as we move into recovery.

This data will become a tool to support professional dialogue to go beyond the numbers and to explore emerging issues and priorities. This will include the qualitative information we have gathered through our wider community engagement work. From this the partners will develop targets and work to identify specific Improvement Priorities which we can collectively work to address in years two and three of the Plan.

It is anticipated that these emerging priorities will develop because of effective engagement – for instance through localities based work with communities. As such, it will continue to be reported under the same performance indicator but will also be reflected in updated activity reporting for the Moray-wide LOIP.

The process for reviewing and reporting on progress and impact should be clearly outlined. This review process is even more important if in the first year the CLD plan is focussed on supporting recovery. CLD plans must clearly outline priorities, the process and associated timeline for reviewing and updating of plans.

CLD Guidance  
(Education Scotland)



<b>Adult and Family Learning</b> - KPi1 to KPi5 relate to adults involved in adult learning, family learning and capacity building activity through CLD. This may include employability programmes, Literacies, ESOL and personal development work. By awards and wider achievement, we mean those completed			
KPi	Measure	Learning for Life Data	CLD Adult Learning Outcomes – Adult learners ...
1	Number of adults engaged in CLD Activity	Employability Team, LEAD, SDS Moray College, tsiMORAY, Communities (CLD), Community Wellbeing,	<ul style="list-style-type: none"> <li>- Are confident, resilient and optimistic for the future</li> <li>- Develop positive networks and social connections.</li> <li>- Apply their skills, knowledge and understanding across the four areas of life (individual, family, worker, citizen).</li> <li>- Participate equally, inclusively and effectively.</li> <li>- Are equipped to meet key challenges and transitions in their lives.</li> <li>- Co-design their learning and influence local and national policy.</li> <li>- Critically reflect on experiences and make positive changes for themselves and the community.</li> </ul>
2	Number of adults receiving completed nationally recognised awards through CLD activity (SCQF levelled and awards such as Adult Achievement Award including sectional certificates)	Employability Team, Moray College, Communities (CLD), LEAD	
3	Number of adults gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity (e.g., Health Issues in the Community & Keystone Award)	Employability Team, Communities (CLD), Community Wellbeing,	
4	Number of adults engaged in family learning through CLD activity	Communities (CLD), Community Wellbeing, Employability Team	
5	Number of children/young people engaged in family learning through CLD activity	Communities (CLD), Employability Team	

<b>Youth Work</b> - KPi6, KPi7 and KPi8 relate to children (aged 5 to 9) and young people (aged 10 to 18 - except for those involved in the Duke of Edinburgh Award where the upper age limit is 25). By awards and wider achievement, we mean those completed			
KPi	Measure	Learning for Life Data	CLD Youth Work National Outcomes – Young people
6	Number of young people engaged in CLD activity	Communities (CLD), tsiMORAY, Employability Team	<ul style="list-style-type: none"> <li>- Are confident, resilient and optimistic for the future</li> <li>- Manage personal, social and formal relationships.</li> <li>- Create, describe and apply their learning and skills.</li> <li>- Participate safely and effectively in groups</li> <li>- Consider risk, reason decisions and take control.</li> <li>- Express themselves and demonstrate social commitment.</li> <li>- Perspectives are broadened through new experiences and thinking</li> </ul>
7	a) Number of children /young people receiving completed nationally recognised awards through CLD activity	College, Communities (CLD), Employability Team, tsiMORAY,	
	Number of young people receiving sectional certificates towards above Awards (sectional certificates only to be included if full award not completed)	Communities YW (CLD), Employability Team	
8	Number of young people gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity	Communities YW (CLD), Employability Team	

<b>Health and Wellbeing</b> - Activity leading to increased confidence / improved self-esteem and other aspects of improved mental health and wellbeing.			
KPi	Measure	Active Citizens Data Sources	CLD National Outcomes
9	Number of adults with improved mental health and wellbeing outcomes through CLD activity	LEAD, Communities AL (CLD), Health Improvement Team, Employability Team	<ul style="list-style-type: none"> <li>- Adult Learners are confident, resilient and optimistic for the future</li> <li>- Adult Learners critically reflect on experiences and make positive changes for themselves and the community.</li> </ul>
10	Number of children and young people with improved mental health and wellbeing outcomes through CLD activity	Communities (CLD), Health Improvement Team, Employability Team	<ul style="list-style-type: none"> <li>- Young people are confident, resilient and optimistic for the future</li> <li>- Young people consider risk make reasoned decisions and take control.</li> </ul>

<b>Community Development includes</b> – for example - resident groups / early year's groups / community councils / groups taking forward community asset transfers and those involved in community health checks, community profiling etc. KPI12 includes those involved in representative structures and which reflect the community empowerment act. <i>Community Support Unit will report on Localities Work directly to CPP Board</i>			
KPi	Measure	Active Citizens / Participation Voice Data sources	CLD National Outcomes – Community Development. Communities ...
11	Number of community groups receiving capacity building support through CLD activity	Communities – CSU (CLD), Health Improvement Team; Community Wellbeing, Highlands and Islands Enterprise, <b>tsiMORAY</b> ,	<ul style="list-style-type: none"> <li>- Are confident, resilient &amp; optimistic for the future</li> <li>- Manage links within and to other communities and networks.</li> <li>- Members identify their capacities and skills and apply them to their own issues and needs.</li> <li>- Form and participate equally, inclusively and effectively in accountable groups.</li> <li>- Consider risk, reason decisions and take control of agendas.</li> <li>- Express their voice and take action to demonstrate their commitment to social justice</li> <li>- Perspectives are broadened through new and diverse experiences and connections</li> </ul>
12	Number of adults and young people taking part in influence and engagement activity through CLD – (including community planning / participatory budgeting / local and national consultations / co-production and influencing service design).	Communities (CLD), Health Improvement Team; LEAD; College, <b>tsiMORAY</b> ,	
13	Number of adults and young people reached and engaged with through one off promotional events / drop-ins / community events / engagements / etc.	Communities (CLD), Health Improvement Team; Moray College, Health and Wellbeing, <b>tsiMORAY</b> ,	

**Workforce development** - Sessions delivered through the CLD Strategic Partnership includes sessions with the paid and voluntary workforce and capacity building sessions with community groups and organisations. **( This is not a CLDMS KP1)**

Measure	Reported via	Workforce Development	Desired outcomes
Number of CPD sessions delivered	CLD Plan	North Alliance updates Northern Alliance (RIC) updates Moray inputs: Target 12	<ul style="list-style-type: none"> <li>- CLD partners in Moray are able to access professional learning which helps in the delivery of the CLD Plan</li> <li>- The CLD workforce is increasingly confident in its delivery.</li> <li>- Professional learning opportunities are positively affecting practice and improving outcomes</li> </ul>
Number of organisations represented	CLD Plan	As above, Target 30	
Six month follow -up review of how learning has been applied	CLD Plan	85% of participants have applied learning in the workplace.	

The CLD Strategic Partnership are committed to constantly reviewing and updating the Plan. We are confident that the priority themes identified will remain the same throughout the three years of the Plan but we have the flexibility to change the practice/ geographic focus in each based on emerging need. Targets will be developed based on the KPI data developed in year one.

**Unmet Need:**

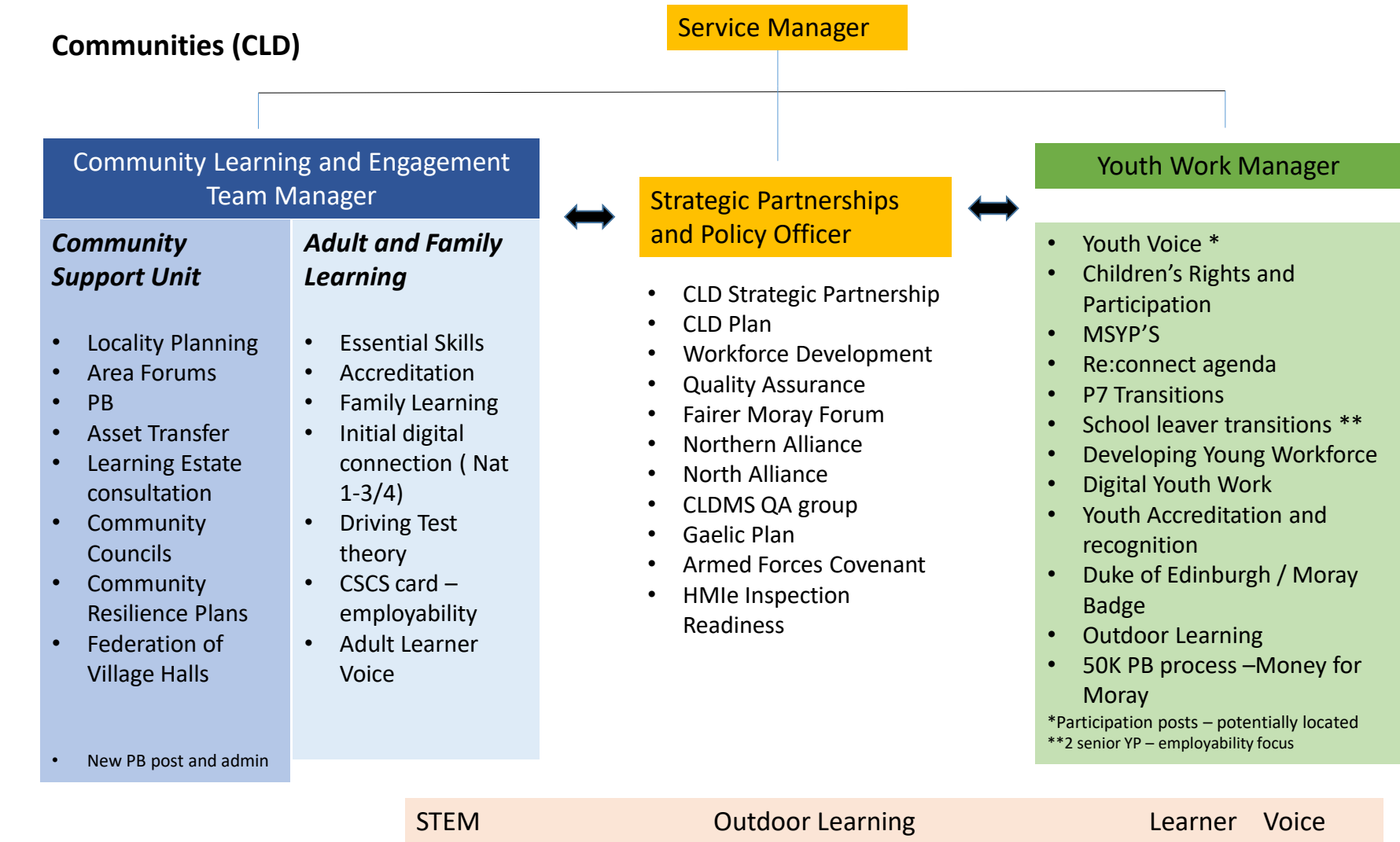
In a resource constrained and ever changing environment, we acknowledge that not all needs will be achieved in this Plan and as part of the CLD Regulation requirements we must identify areas of unmet needs. Whilst as a Partnership we will endeavour to address the areas that our data sources evidence we are currently aware that:

- We have over 915 pupils receiving support for English as an Additional Language, however only 18 students are currently enrolled in Moray College UHI provision. The college are keen to engage more young people and widen access to ESOL qualifications up to higher level and to raise awareness that these qualifications are accepted by Universities. Partners are also keen to explore any potential needs in the wider population and to identify any barriers or learning needs, which we are currently missing within our adult population who do not have English as a first language.
- One of the cross-cutting themes of the plan is addressing social isolation through community connection. Survey respondents and focus group interviewees have highlighted the negative impact on many, including those with learning disabilities and older people, who are not digitally connected and have no interest in technology. One challenge emerging relates to the availability of meeting spaces. These spaces are slowly reopening but with reduced capacity – a precautionary approach that is likely to be in place for some time yet. Access to low cost community facilities is required to enable people to re-connect and build confidence through activities such as community based adult learning.
- In the same vein, facilities for young people to meet after school are required, particularly for young people who are creative and not interested in sport. The Communities (CLD) youth work team and the wider Re: connect partnership have had many positive interactions with young people over the summer and are keen to develop more issue based work to address this need.
- Family Learning *'encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.'* There are established third sector organisations who work extensively in this area and the Partnership is keen to see more opportunities created to widen the scope of family learning.
- The workforce development strand of the Plan has elements that can be delivered through the partnership. However, funding for professional CLD qualifications and continued professional development is limited. The partnership will continue to signpost to coaching and mentoring opportunities that exist including on-line provision. Opportunities for on-line courses are currently being explored via the CLD Standards Council. The Partnership approach at this stage is to focus our workforce development activities on rights based approaches. Some of this will be accessed through a parallel work stream in the new Children's Services Plan relating to the delivery of the Promise in Moray.

## APPENDICES

DRAFT

Appendix One – Moray Council Communities (CLD) Service



**Appendix 2: CLD Outcomes (Tool to enable practitioners, learners and activists to identify needs, support change and progression)****CLD outcomes developed by the national Youth Work sector, CLD Managers and Third Sector partnerships**

Youth Work	Adult Learning	Community Development
<ul style="list-style-type: none"> <li>Young people are confident, resilient and optimistic for the future</li> </ul>	<ul style="list-style-type: none"> <li>Adult learners are confident, resilient and optimistic for the future</li> </ul>	<ul style="list-style-type: none"> <li>Communities are confident, resilient and optimistic for the future</li> </ul>
<ul style="list-style-type: none"> <li>Young people manage personal, social and formal relationships</li> </ul>	<ul style="list-style-type: none"> <li>Adult learners develop positive networks and social connections</li> </ul>	<ul style="list-style-type: none"> <li>Communities manage links within communities and to other communities and networks</li> </ul>
<ul style="list-style-type: none"> <li>Young people create, describe and apply their learning and skills</li> </ul>	<ul style="list-style-type: none"> <li>Adult learners apply their skills, knowledge and understanding across the four areas of life</li> </ul>	<ul style="list-style-type: none"> <li>Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs</li> </ul>
<ul style="list-style-type: none"> <li>Young people participate safely and effectively in groups</li> </ul>	<ul style="list-style-type: none"> <li>Adult learners participate equally, inclusively and effectively</li> </ul>	<ul style="list-style-type: none"> <li>Community members form and participate equally, inclusively and effectively in accountable groups</li> </ul>
<ul style="list-style-type: none"> <li>Young people consider risk, make reasoned decisions and take control</li> </ul>	<ul style="list-style-type: none"> <li>Adult learners are equipped to meet key challenges and transitions in their lives</li> </ul>	<ul style="list-style-type: none"> <li>Communities consider risk, make reasoned decisions and take control of agendas</li> </ul>
<ul style="list-style-type: none"> <li>Young people express their voice and demonstrate social commitment</li> </ul>	<ul style="list-style-type: none"> <li>Adult learners express their voices, co design their learning and influence local and national policy</li> </ul>	<ul style="list-style-type: none"> <li>Communities express their voice and demonstrate commitment to social justice and action to achieve it</li> </ul>
<ul style="list-style-type: none"> <li>Young people's perspectives are broadened through new experiences and thinking</li> </ul>	<ul style="list-style-type: none"> <li>Adult learners critically reflect on their experiences and make positive changes for themselves and their communities</li> </ul>	<ul style="list-style-type: none"> <li>Community members' perspectives are broadened through new and diverse experiences and connections</li> </ul>

**Appendix 3 – CLD Partnership Plan and Strategic Fit:**

<b>Key Documents</b>	<b>Our CLD connection/contribution</b>
<b><u>Moray 10 Year Plan (LOIP)</u></b> <ul style="list-style-type: none"> <li>• Building a better future for our children and young people</li> <li>• Empowering and connecting communities</li> <li>• Growing diverse and sustainable economy</li> <li>• Changing our relationship with alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Increased partnership work around key local and strategic decision tables.</li> <li>• Supporting the development of Community Councils; the Joint Community Councils of Moray; Area Forums &amp; Federation of Village Halls</li> <li>• Making every opportunity count to signpost services through partnership work</li> </ul>
<b><u>Moray Council Corporate Plan 2018-2023</u></b> <ul style="list-style-type: none"> <li>• Provide a sustainable education service aiming for excellence</li> <li>• Ensure caring and healthy communities</li> <li>• Promote economic development and growth, and maintain, and promote Moray's landscape and biodiversity</li> <li>• Work towards a financially stable council that provides valued services to our communities</li> </ul>	<ul style="list-style-type: none"> <li>• Delivering Youth Work, Adult Learning and Capacity Building experiences.</li> <li>• Facilitating safe Outdoor Learning opportunities.</li> <li>• Supporting community capacity building and community empowerment initiatives locally e.g. through Community Asset Transfer</li> <li>• Facilitating meaningful community engagement</li> <li>• Accessing external structures and funding to meet needs including workforce development</li> </ul>
<b><u>Transformational Change Projects</u></b> <ul style="list-style-type: none"> <li>• To facilitate the delivery of mainstream participatory budgeting within Council to reach the Scottish Government target that a minimum of 1% of local authority budget be allocated by communities through participatory budgeting</li> <li>• To support adult numeracy and literacy, and increase the availability of adult learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Moray Council additional investment in Communities (CLD) posts to support PB and the use of CONSUL online engagement tool.</li> <li>• Additional recurring funding for Adult Learning/ Essential Skills in Communities (CLD) to help people gain employment through skills development and gaining qualifications. The extended remit and increased capacity will include family learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge. It also helps to support parents to feel more confident to support their children's learning as well as their own. The learner's voice will be louder and better able to influence the development of the adult learning provision across Moray.</li> </ul>
<b><u>Economic Development Plan</u></b>	<ul style="list-style-type: none"> <li>• Partners developing and contributing to Moray Pathways and supporting the consortium</li> </ul>



<p>Moray Economic Strategy; Employability Strategy; Moray Skills Strategy; Developing the Young Workforce; Attainment Strategy</p> <ul style="list-style-type: none"> <li>• Pathways to employment and higher skilled employment</li> <li>• Targeted approaches to those furthest from the job market;</li> <li>• Choices for the young workforce</li> <li>• Apprenticeships at all levels</li> </ul>	<ul style="list-style-type: none"> <li>• Delivering Mentoring Young Talent; Kickstart; Young Persons Guarantee</li> <li>• Providing placement opportunities</li> </ul>
<p><b><u>Fairer Moray</u></b> Poverty drivers:</p> <ul style="list-style-type: none"> <li>• Raising income from employment</li> <li>• Reducing the cost of living</li> <li>• Increased uptake of social security</li> </ul> <p><u>Specific focus on:</u> Lone Parents; Families where a member of the family is disabled; Families with 3 or more children; Minority ethnic families; Families where the youngest child is under 1; Mothers aged under 25; Looked after children; Care Experienced Young people; Pregnant women; Families with additional challenges e.g. mental health issues; Adults without qualifications; &amp; Older adults. Scottish Govt.</p>	<ul style="list-style-type: none"> <li>• Membership of the Fairer Moray Forum Action Group</li> <li>• Responding to community issues and trends on a subject by subject basis e.g. providing information bulletins; develop funding bids; connecting services to improve partnership working</li> <li>• Developing a Case-studies compilation of residents lived experience of poverty with facts to raise understanding and insight</li> <li>• Targeting specific groups with learning offers or opportunities particularly around Health &amp; Wellbeing.</li> </ul>
<p><b><u>Moray Children's Services Plan Vision</u></b></p> <ul style="list-style-type: none"> <li>• A place where children and young people thrive;</li> <li>• A place where they have a voice, have opportunities, learn and can get around</li> <li>• A place where they have a home, feel secure, healthy and nurtured</li> <li>• A place where they are able to reach their full potential</li> </ul>	<ul style="list-style-type: none"> <li>• Delivering attainment and accreditation opportunities targeting those experiencing inequalities.</li> <li>• CLD partners contributing to Children's Services approach to multi-agency planning to meet individual and local needs</li> <li>• Convening the Re-connect programme &amp; Youth Work Network</li> <li>• Delivering the Care Experienced Young People's Participatory Budgeting project;</li> <li>• Delivering Moray Money Matters participatory budgeting.</li> </ul>
<p><b><u>Moray Children's Rights &amp; Participation Report 2017-2020</u></b></p> <ul style="list-style-type: none"> <li>• Children and young people should be actively engaged in the development and delivery of plans. They are supported to influence matters which are important to them and to have their voices heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting and supporting Rights and Participation to ensure learners and activists have a voice that is heard and are actively involved in decisions about them</li> <li>• Lead on Moray Youth Matters, the young people's Forum, and the Scottish Youth Parliament</li> <li>• Building capacity and awareness around The Promise.</li> </ul>

<b><u>Buckie Locality Plan</u></b> <ul style="list-style-type: none"> <li>Building a better future for our children and young people. (increase in attainment, increased employability and a greater voice in community affairs)</li> </ul>	<ul style="list-style-type: none"> <li>Community led monitoring group delivering on actions agreed through extensive community consultation and engagement.</li> </ul>
<b><u>New Elgin Locality Plan</u></b> <ul style="list-style-type: none"> <li>Developing an environment of increased aspiration that will lead to increased attainment, better health and wellbeing and increase involvement in the community</li> </ul>	<ul style="list-style-type: none"> <li>Working Group continue to monitor progress of the plan and to identify areas where change is needed</li> </ul>
<b><u>Forres Community Plan</u></b>	<ul style="list-style-type: none"> <li>Working in partnership with community anchor organisations to support community engagement to produce community plans with key priorities and actions</li> </ul>
<b><u>Keith Community Plan</u></b>	<ul style="list-style-type: none"> <li>Working in partnership with community anchor organisations to support community engagement to produce community plans with key priorities and actions</li> </ul>
<b><u>Lossiemouth Community Plan</u></b>	<ul style="list-style-type: none"> <li>Working in partnership with community anchor organisations to support community engagement to produce community plans with key priorities and actions</li> </ul>

The new Youth Work Strategy and Adult Learning Strategies will provide a significant steer for CLD in the autumn 2021.

## Moray Council Equality Impact Assessment

### Important

Under the Equality Act 2010 we must assure that all decisions are taken only after an active assessment of the impact of the decision on people affected by the decision. Where necessary, those who may be affected should be consulted beforehand.

If this is not done, the decision could be unlawful and the council can be prevented from acting upon the decision until the impact has been assessed. This will result in major delays in the implementation as well as financial, reputational and other potential damage and loss to the council.

**Service:** Communities (CLD) on behalf of the CLD Strategic Partnership (CLDSP)

**Department:** Education Communities & Organisational Development

**Title of policy/activity:** Partnership CLD Plan 2021-2024

#### 1. What are the aims and objectives of the policy/activity?

Section 1 of the 1980 Education (Scotland) Act requires each education authority to secure adequate and efficient provision in their area of both school education and further education, which includes lifelong Community Learning Development. Regulation 4 requires that education authorities publish plans every 3 years containing information about the provision of community learning and development.

The specific focus is to :

- **Improve life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship.**
  - **Develop stronger, more resilient, supportive, influential and inclusive communities.**
- (Scottish Government Revised note 2018.)

In light of the Covid Pandemic direction from Scottish Government via Education Scotland has been to focus year one of the new CLD Plan focus on recovery, **targeting the most vulnerable** to re-engage with opportunities and community life.

The new Partnership CLD Plan is the culmination of active consultation and engagement with existing learners, young people, Community Councils and the wider community by the CLD Strategic Partnership and will be published on the 1 September 2021.

Scottish Government through their Strategic Guidance recognises the important role CLD has to play in the future delivery of public services, contributing to early intervention and prevention and empowering people to make positive changes in their lives through learning and community action

#### 2. List the evidence that has been used in this assessment

Internal data (customer satisfaction surveys; equality monitoring data; customer complaints)

The council Research Information Officers have provided Moray wide data.  
Strategic CLD Partnership quarterly monitoring reports analysed.  
Education Scotland Reports ( HMle follow up)  
Online consultation with existing Moray Council CLD learners/volunteers e.g. Hands Up to Volunteering; Be Active Life-Long Groups; Essential Skills.

	Previous EIA reports have been scrutinised.
Consultation with officers or partner organisations	Moray Council employees who are on email were given the chance to contribute to the online survey on accessing support and learning opportunities in Moray. <b>tsiMORAY</b> and other CLD partners shared the survey link with members through their social media feeds and newsletters. <b>tsiMORAY</b> facilitated Volunteer Managers Forum fed back priorities. Survey distributed through LMG partners network and Moray Employability Consortium.
Consultation with community groups	Online consultation with existing CLD learners through the partners e.g. LEAD; <b>tsiMORAY</b> network; Settled travellers. Feedback from the wider community via the Moray Council news feed.
External data (statistics, census, research)	Lived experience of poverty has been gathered through the Fairer Moray Forum Action Group and compilation of case-studies which highlight barriers to participation. The Council's Research Information Officers have provided Moray wide data; Cost of the School Day Reports; PEF reports. Children's Services plan feedback.
Other	Session with Joint Community Councils of Moray; Parent Councils, Drumduan school. 20 follow up interviews with individuals.

### 3. Detail any gaps in the information that is currently available?

It is a requirement of the Plan that partners identify unmet needs and areas that they wish to improve on. It is recognised that this will be subject to change.

- Further work is required on the number of pupils attending College for Nat 5 and Higher ESOL, plus the current support to ESOL learners and any barriers they might experience.
- Social isolation is a key theme for people who are not digitally connected and unlikely to be able to own or use technology. The lack of places to meet due to Covid measures impacts on our understanding and engagement and the subsequent community based adult learning opportunities required.
- The Communities (CLD) youth work team and wider Re:connect Partnership are gathering the views of young people through the summer programme and pop up events so that a wider learning offer can be put in place.
- Work is re-starting on addressing the current range of family learning delivered by the Third Sector to identify what the CLD Family Learning offer should be once resource is in place.

- A survey of the Moray CLD workforce has been postponed to the autumn to identify the professional CLD qualification needs. Limited resource and access routes at present limit opportunities for unqualified staff to gain CLD Standards Council approved qualifications.
- The process of developing a BSL version of the Plan and Sketchnote in a different accessible format may produce other feedback on information gaps.

4. What measures will be taken to fill the information gaps before the policy/ activity is implemented? These should be included in the action plan

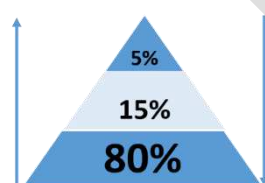
Measure	Timescale
We are currently piloting the use of national key performance indicators developed by CLD Managers Scotland. Data collected will give us a better understanding of unmet needs.	August 2022
There are new national strategies for Adult Learning and Youth Work, which will be published by Scottish Government in Autumn 2021 – these should inform practice for further analysis in the Moray context.	November 2021

5. Are there potential impacts on protected groups? Tick as appropriate

	Positive	Negative	None	Unknown
Age – young	✓			
Age – elderly	✓			
Disability	✓			
Race	✓			
Religion or belief	✓			
Sex	✓			
Pregnancy and maternity	✓			
Sexual orientation	✓			
Gender reassignment	✓			
Marriage and civil partnership	✓			

6. What are the potential negative impacts?

The CLD Plan particularly targets those who experience barriers to learning and participation. The partnership have strived to engage with people of all ages and backgrounds but inevitably people may be missed out.



The CLD Strategic Partnership have finite resources **and seek to target the 15% of the population who could derive the most benefit from our services**. Partners still engage with and support those in the 80% who have the skills to access universal services, Those in the top 5% are more dependent on health and social care support.

It is an equalities based plan, however we acknowledge unconscious bias is always a potential issue. Provision will differ in communities because it will be based on partnership resource and need.

7. Have any of the affected groups been consulted. If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?

YES.

During the course of the pandemic there has been increased partner understanding of the lived experience of poverty via residents applying for funding support to attendance and conversations at Foodbanks, School Banks, on-line learning sessions, advice and advocacy services etc. In order to capture these experiences case studies were collated from partners to share and understand the issues, to reflect and inform practice.

- Case study/observation engagement from: 1. Moray Firth Credit Union; 2. Dyslexia Scotland (Moray); 3. Poppy Scotland; 4. Veterans UK; 5. Money Advice Moray; 6. Moray Emergency Relief Fund; 7. Elgin Youth Café; 8. Pop-up sessions with Young People; 9. LEAD; 10. Community Learning Disability Team; 11. North East Sensory Service; 12. Moray Babybank; 13. Moray Schoolbank; 14. Moray Food Plus; 15. Community Food Banks; 16. Moray Citizens Advice Bureau; 17. NHS; 18. Education as an Additional Language Service; 19. Moray College UHI; Moray Woman's Aid; 20. English for Speakers of Other Languages; 21. Rural Wisdom; 22. Step by Step in Moray; 23. Moray Drug & Alcohol Partnership; 24. Moray Council Youth Work; 25. Cost of the School Day project; 26. Essential Skills; 27. Step by Step; 28. Rural Wisdom; 29. Libraries staff; 30. The Loft Youth Project.
- Partners through the Fairer Moray Forum Action Group and CLD Strategic Partnership have been consulted.

8. What mitigating steps will be taken to remove those impacts? These should be included in the action plan.

Mitigating step	Timescale
The case studies referred to in section 7 will be used in online sessions in Challenge Poverty Week 2021 to give an insight into the issues that some of our residents face which impacts on their ability to engage fully in community life and learning opportunities. The Fairer Moray Forum Action Group are working closely as a partnership to respond quickly to issues and find solutions/opportunities.	October 2021
Risk assessment mapping of Youth Work, Adult Learning and Community Development is in place, and reviewed every 6 months by the CLDSP.	March / September
Membership of the CLDSP will be reviewed regularly to reflect priorities and needs	March / September

9. What steps can be taken to promote good relations between various groups? These should be included in the action plan.

The CLDSP and Communities (CLD) Team will develop a communication strategy to improve understanding and signposting.

10. How does the policy/activity create opportunities for advancing equality of opportunity?

The CLDSP seeks to add value to existing opportunities by working together to remove barriers and increase participation rates of residents. Covid has adversely impacted the more vulnerable

learners and through re-connecting processes partners aim to engage, encourage and enthuse them back into community activity and learning opportunities.

11. What monitoring arrangements will be put in place? These should be included in the action plan.

Quarterly reports will be scrutinised by the CLDSP and Community Planning Officers group. An annual report will be submitted to the Community Planning Partnership Board.

12. What is the outcome of the assessment? Tick as appropriate.

1	No impacts have been identified	
2	Impacts have been identified, these can be mitigated as outlined in question 8	✓
3	Positive impacts have been identified in relation to the need to:	
	a) Eliminate discrimination, harassment, victimisation and other behaviour prohibited by the Equality Act 2010	✓
	b) Promote equality of opportunity	✓
	c) Foster good relations between groups who share a protected characteristic and those who don't.	✓
4	The activity will have negative impacts which cannot be mitigated fully	

13. Set out the justification that the activity can and should go ahead despite the negative impact?

The draft consultation feedback and priorities have been previously shared and supported with slight amendments by the Community Planning Partnership Board.(23/6/21)  
This is a statutory plan, which is required to be published on the 1<sup>st</sup> September 2021 and will be subject to regular review and development, informed through Covid recovery, learner/community input and new strategic policies. The implementation plan will incorporate the EIA needs.

### Sign off and authorisation

Department	ECOD
Title of Policy/activity	CLD Plan 2021-2024
We have completed the equality impact assessment for this policy/activity.	Name: Kevin McDermott Position: Communities (CLD) Manager Date :21/07/21
Authorisation by Director or Head of Service	Name: Joanna Shirriffs Position: Head of Service Date:

## **Appendix 5: Glossary**

**ASG**: the educational groups i.e. nurseries, primaries that feed into a secondary school catchment area

**Community Capacity Building**: Community capacity building is one of three strands of community learning and development in Scotland. It describes a particular way of working with and supporting communities - to build skills and experience, increase opportunities, and enhance involvement in the decisions that affect them. This can involve developing confidence, skills, structures and knowledge, to increase the opportunities communities have to make a real difference to the services, activities and changes that take place in their area.

**Community Learning & Development**: The purpose of community learning and development (CLD) is to empower people, individually and collectively, to make positive changes in their lives and in their communities through learning.

**Community Wealth Building**: is a people-centred approach to local economic development, which re-directs wealth back into the local economy, and places control and benefits into the hands of local people.

**Community Asset Transfer**: is the transfer of a publicly owned asset (usually land or buildings) to a community organisation at less than market value, or at nil consideration (no cost).

**CLD Regulations 2013**: The statutory legislation which stipulates the requirement to produce a three year CLD Plan.

**CLD Standards Council**: The registration body for everyone involved in CLD in Scotland. CLD Workforce: Paid or unpaid CLD practitioners  
Communities of interest: Groups of people who share a common identity (e.g. Men's Sheds) or common experience (e.g. teenagers).

**Community Support Unit**: local authority staff within the Communities Team (CLD) who support community capacity building and consultations.

**Education Scotland**: the Executive Agency of the Scottish Government, tasked with improving the quality of the Scotland's education system

**ESOL**: English for Speaker of Other Languages. ESOL classes and groups are supported by staff and volunteers.

**Family Learning**: "an approach to engaging families in learning outcomes that have an impact on the whole family" Education Scotland.

**HMIe/ Her Majesties Inspectorate of Education**: The Scottish Government body charged with reviewing, inspecting and supporting the quality of CLD provision in Scotland.

**LEAD Scotland**: A third sector organisation set up to widen access to learning for disabled adults and carers across Scotland through delivery and support of formal, informal and non-formal education.

**Learning Offer**: the tailored learning and development activity to meet the needs of individuals or groups.

**MCP/ Moray Community Planning Partnership**: The Partnership is the overarching body, which brings together business, voluntary and community organisations to better plan, resource and deliver quality services that meet the needs of local people.



**Moray Pathways** : Moray Pathways is a single point of contact for individuals, businesses and organisations who are either looking for, or have opportunities in learning, training and work. Every young person who is leaving compulsory education and moving on to further learning, training or employment should receive an offer of post-16 learning.

**Partners:** individuals, groups and organisations who contribute to the opportunity or action

**PB/Participatory Budgeting**: Defined as 'local people having direct decision making powers over part of a public budget.' It is a form of participatory democracy.

**RIC/Regional Improvement Collaborative, or Northern Alliance**: brings together a range of professionals with a focus on supporting teachers and other school staff working with children and young people to improve their wellbeing, attainment and outcomes. They will provide targeted advice and support in order to drive improvement, making use of all available evidence and data. They will help teachers to access the practical improvement support they need, when they need it.

**North Alliance**: a partnership of third sector and local authority CLD practitioners who strive to share practice and skills in the 8 northern authorities to build the capacity of the workforce and reduce professional isolation.

**SDS/ Skills Development Scotland**: SDS is the national skills body charged with supporting the people and businesses of Scotland to develop and apply their skills. SDS was formed in 2008 as a non-departmental public body, bringing together careers, skills, training and funding services and works with partners to support individuals to reach their potential; help make skills work for employers and improve the skills and learning system.

**Stakeholders:** shorthand term for CLD learners, communities and communities of interest.

**tsiMORAY: Third Sector Interface** provides advice, support, training and guidance to develop the voluntary sector in Moray. It is a membership organisation.

**For further information please contact: Strategic Policy & Partnership Officer Tel 07800 670692**