

# Community Learning and Development (CLD)



# Partnership Plan

2021 2024



## Our Vision

*“We want to provide an improved quality of life for everyone that lives, works and does business in West Lothian”*

West Lothian Community Planning Partnership Vision Statement.



**West Lothian’s CLD partners have an active role in empowering people individually and collectively to make positive changes in their lives and in their communities.**

It is recognised that CLD has a vital role in recovery through the pandemic and responding to the new challenges ahead.

This 3 year plan sets out how CLD partners will continue to work together with individual learners and communities to plan and deliver high quality learning and development opportunities.



**James Cameron**

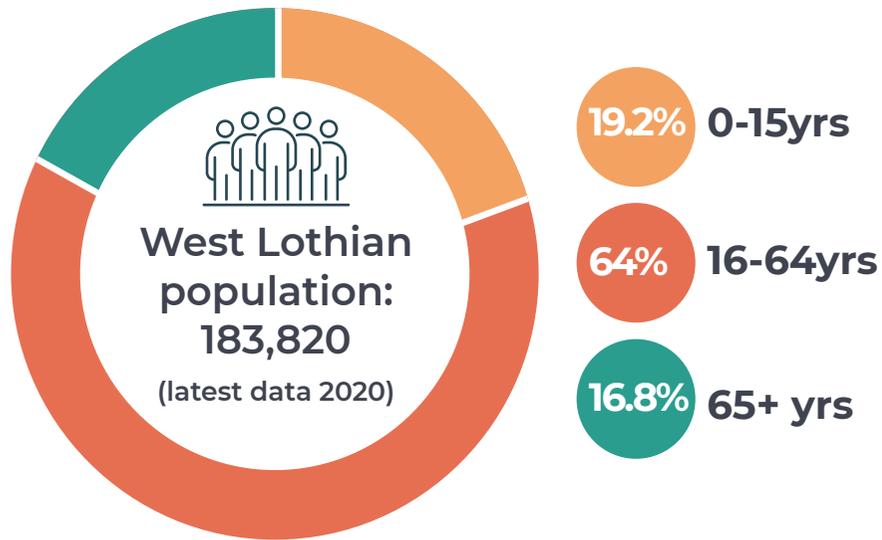
Chair of Community Learning and Development Steering Board



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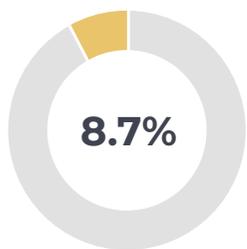
## Our West Lothian Community



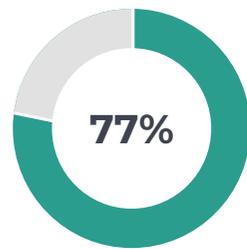
**There are 13 targeted areas of deprivation in West Lothian.**

These are in: Addiewell, Armadale, Bathgate, Blackburn, Bridgend, Craigshill, Dedridge, Fauldhouse, Knightsridge, Ladywell, Polbeth, Stoneyburn and Whitburn

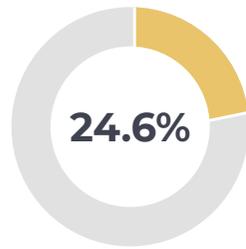
*Tackling inequalities is a core theme underpinning this plan*



People of working age with no qualifications (Scotland 8%)



self-assessed their general health as good or very good. (Scotland 72%)



of children in West Lothian are living in poverty (Scotland 24.3%)

## Governance and Involvement



## Unmet Need

Partners recognise that the actions put in place to meet the challenges facing our communities may change throughout the lifetime of this plan to reflect any new emerging priorities. This will be informed by national/local strategies and priorities and available resources.

Some specific examples of unmet need concern the following:

- Tackling barriers to participation, i.e. costs of digital inclusion, supported learning, transport and venue costs.
- Family learning and intergenerational learning opportunities.
- Young people experiencing youth homelessness.
- Young people for whom there is a long-term illness in the family.
- Professional development and progression pathways for CLD practitioners.

# Achievements 2018 – 21

## Strengthening Partnerships

Strengthening partnerships across organisations and services improving community learning and development opportunities, and the range of supports available to children, young people, adults and communities to achieve their goals.

## Holiday Lunch and activity clubs

Holiday hunger and learning loss reduced through the provision of holiday lunch and activity clubs for 2182 children and young people.

## Collaborative Working

Partners continuing to work collaboratively through themed strategic groups to identify need, realign and target resources effectively at agreed priorities.

## Online Referral & Tracking System

Establishment of West Lothian Online Referral and Tracking system, which is used by 45 organisations to make or receive referrals. Case studies gathered from a range of CLD organisations, highlight successful CLD practice and partnership working.

## Connecting Scotland Programme

Co-ordination and delivery of Connecting Scotland Programme locally has reduced digital poverty and social isolation. 1029 devices and internet connectivity have been awarded and distributed to West Lothian residents.



## Progression Pathways

Progression pathways have been further developed with the introduction of the community partnership programme between Adult Learning and WL College. Successful participants gain a qualification and are guaranteed an interview for a college course.



# Achievements 2018 – 21

## Community Engagement & Empowerment

Strengthening community engagement and empowerment through the development of 13 community led action plans. Communities have identified and are managing sustainable local services to meet community needs; e.g. West Lothian Food Network and developing community gardens.



## Celebrating Achievements

Celebration events to recognise and celebrate individuals and communities' achievements and to support further engagement in community learning and development activity.

## CLD Forth Valley & West Lothian Collaborative

The establishment of a CLD Forth Valley and West Lothian Collaborative involving the four local authorities; Clackmannanshire, Falkirk, Stirling and West Lothian to share CLD practice and improve workforce development.

## Expansion of Apprenticeships

Expanded the Apprenticeship Family to Foundation, Modern and Graduate Apprenticeship. The development of the Foundation Apprentice programme, and expansion of the frameworks, has allowed work-based learning pathways to start in the senior phase of school for pupils. This aids the development of young people's skills and expands their pathways to move into a positive destination.



## Mental health and wellbeing

Staff have improved knowledge and skills to support a young person in crisis. Increased awareness of and support to young people experiencing mental health and wellbeing issues by upskilling school and CLD staff with Mental Health First Aid Training.

# Learner Journeys

CLD interventions and support, along with effective partnership working, are enhancing employment opportunities, addressing poverty and disadvantage, improving health and wellbeing, and reducing social isolation and community safety issues.

The learner journeys detailed here are just a few examples of the difference CLD can make to individual learners and communities.

## A Vital Lifeline

Lindsay's childhood experiences were traumatic and made life hard for her growing up. Broxburn Family Centre became her 'safe space' over many years and now, with three young children of her own, she is engaging with them again.

You can read more about Lindsay's journey [here](#).

## Mary now feels less isolated

Following the death of her husband, 71 year old Mary felt alone, had reduced physical fitness and wellbeing, had lost her confidence and was at risk of becoming socially isolated. After joining a local Ageing Well class she's had a new lease of life. She's made new friends and gone on to become an Ageing Well volunteer; helping to deliver a range of classes for the past nine years.

You can read more about Mary's journey [here](#).



# Learner Case Studies

## Introducing Sarah

**Sarah is in a settled relationship and is a mum of two girls; one in high school and one in primary school. She started learning with us in May 2018. She works part-time in the café at a local high school. Sarah is dyslexic.**

### Sarah's Learning Journey

Sarah's first learning goal was writing in paragraphs. We started by looking at adaptations that would help with her dyslexia. Her visual stress was an issue and so we worked with blue paper/screen and large print. We also agreed on explicit instruction and tasks to be allocated in stages. She uses her laptop for writing and for reading large pieces of work. She then moved on to creating a budget for home expenses.

In the next term Sarah learned study skills to help her eldest child with research and writing for school work. Sarah consulted with the Disability Centre in Livingston and is getting help and support from them too, both for herself and her youngest daughter. Her next goals include research into ADHD and autism to inform herself and be ready for

interviews with NHS regarding her daughter and the support she needs to help with her behavioural changes and to get the correct support.

### The difference Sarah's learning has made

Sarah is better able to deal with correspondence as her reading has improved. She is also happy to administer the family budget and her finances are currently stable.

Sarah has become more confident in dealing with professionals in regard to her support needs and her child's. She has negotiated her youngest daughter's change of primary school and transition to high school with support from the new primary school's learning support team. Sarah's daughter has been diagnosed with dyslexia and is being evaluated still for ADHD/Autism. Sarah's confidence has been boosted significantly by being able to help her daughter get her additional support needs recognised and supported. She has continued to fight for and get learning support and evaluation for her daughter. Her knowledge of childhood ASN and its support is now her driving ambition. She would like to help other parents with their struggles.

### What next for Sarah?

*Sarah has been accepted to start a Level 5 course in Early Education and Childcare with West Lothian College in September 2020. Sarah is already in contact with the college's learning support team in preparation for starting.*

## Introducing Grant

**Grant is from a family of school non-attenders and has barely attended school since S2. He is shy but knows his own mind. Grant started to get into trouble within the community and decided that he didn't want to go down a bad road so he distanced himself from friends and decided to stop going out. He is from a supportive family who have a good work ethic..**

The first time I met Grant, I went to his house and he didn't say much but agreed to get involved with MCMC and his mum said she would support him. He mentioned he was bored and that his preferred career choice was to go into the Army. We chatted about the Schools Vocational Programme (SVP) and Opportunity for You (OFY).

He seemed interested in the SVP mechanics and Hard Landscaping and OFY Fit for Life and Confidence. Although he enjoyed the Hard Landscaping course he only managed to go once. I supported Grant to attend an Outreach teaching group on a Tuesday. His attendance at this was poor but I would call him the day before to remind him this group was on and he would cycle over. He did attend

most weeks and did gain some qualifications; however, Grant was not keen on education and much preferred being active and doing practical activities. Grant was keen on finding work or joining the Army (which he decided he would shelf until he was a bit older) and it was clear that he was not interested in Further Education or Training. To improve his confidence, I supported him to self-reflect on his skills and identify how he would manage different situations. Over the coming weeks, Grant and I met on a regular basis to apply for work and I supported him with job applications and creating a CV.

We practiced addressing envelopes and what to say and do when you were handing them into potential employers. We looked at

how to adapt his CV for different jobs, how to write covering letters, practiced telephone interviews and looked at websites and places where he could find job opportunities. Sample job application forms were used to give him practice at completing them.

After weeks of applying for jobs I introduced Grant to another service, Access to Employment. We discussed what they could offer him and they gave us details of a couple of opportunities. Grant wanted to apply for a labourer position with West Lothian Council and I supported him to apply. He was invited for interview and we did some prep and I supported him to attend. He said the interview went well and was delighted to be offered the post as Trainee Labourer.

*"I'm ready for work"*



# West Lothian's 3 CLD Shared Priorities for 2021-24



## These 3 Shared Priorities have been determined and informed by a range of sources:

### West Lothian Local Outcome Improvement Plan

Achieving Positive Outcomes' is West Lothian's Local Outcome Improvement Plan and sets out West Lothian Community Planning Partnership's long term vision for West Lothian

### West Lothian Council Corporate Plan Priorities

The Corporate Plan sets West Lothian Council's strategic direction and identifies our priorities for the years between 2018/19 and 2022/23.

### West Lothian Anti-Poverty Strategy

The West Lothian Raising Attainment Strategy is focused on improving attainment and positive destinations. It aims to ensure that children and young people are well placed to move into adult life and employment or further/higher education.

### West Lothian Raising Attainment Strategy

The Anti-Poverty Strategy sets out how the Community Planning Partnership aims to address poverty at a local level. Over the five year period from 2018/19 to 2022/23

### National Improvement Framework

The 2021 National Improvement Framework (NIF) and Improvement Plan sets out the vision and priorities for Scottish education. It complements ongoing implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child (GIRFEC), and Developing the Young Workforce (DYW); the three supporting pillars of Scottish education.

### Community Empowerment Act

The Community Empowerment (Scotland) Act 2015 places new duties on public sector partners to promote community empowerment.

### National Performance Framework

The National Performance Framework details a number of indicators and goals that are supported by effective CLD, particularly National Outcomes 'We live in communities that are inclusive, empowered, resilient and safe' and 'We are well educated, skilled and contribute to society'.

### Fairer Scotland

The Fairer Scotland Duty places a legal responsibility on public bodies to consider how they can reduce inequalities of outcome caused by socio-economic disadvantage.

### Tackling Child Poverty

The Child Poverty (Scotland) Act 2017 sets national targets to reduce the number of children in poverty.

### National Youth Work and Adult Learning Strategies

These strategies will provide the strategic context for CLD, specifically in relation to Youth Work and Adult Learning. CLD Partners are engaging in consultations on both of these strategies, and the emerging themes have been considered within this plan. These strategies are due for publication in 2021/22.

### The United Nation Convention on the Rights of the Child

The United Nation Convention on the Rights of the Child (Incorporation) (Scotland) Bill places duties on public sector partners to ensure they are not acting incompatibly with the Rights of children and young people as defined through the 54 Articles of the UNCRC.

# 2021- 2024 Survey Responses

In developing the Plan, we have listened to individual learners, families and communities, as well as third and public sector organisations. We have taken account of a wide range of views including responses to online surveys and focus group discussions.

## Theme: Youth Work - Young People’s Responses

### Top 5 responses for participating in Youth Work activities



### Top 5 skills developed through participation in Youth Work activities



### Top 5 ways to improve the learning experience for Young People



## Theme: Adult & Family Learning Responses

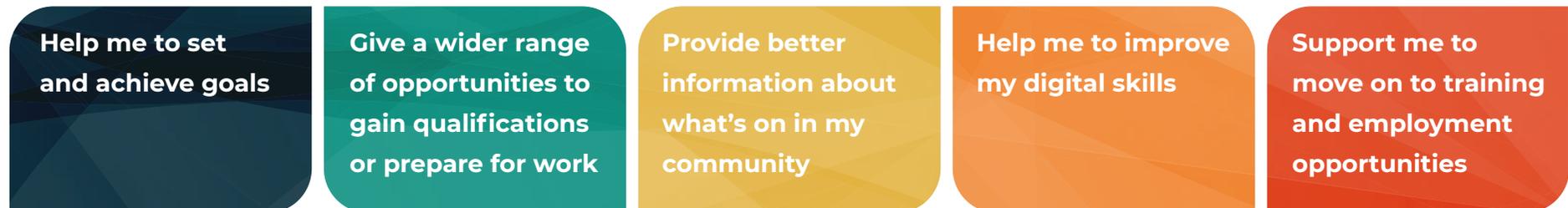
### Top 5 responses for participating in Adult & Family Learning



### Top 5 skills developed through participation in Adult & Family Learning



### Top 5 ways to improve the learning experience for Adults & Families



## Theme: Community Groups & Organisations Responses

### Top 5 ways you would like to build capacity for your group/organisation



### Top 5 ways you would like to build capacity for your learners



## Theme: Practitioners & Volunteers Responses

Top 5 emerging themes to be considered in the CLD Plan



Top 5 ways of improving your CLD work/volunteering experience



# Action Plan 2021 – 2024

## 1 Improvement Priority: Supporting Learning, Health & Wellbeing, and Creating Local Wealth

### 1.1 Theme: Health & Wellbeing

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continuation and further development of supporting positive mental and emotional wellbeing of parents, children and young people	<p>Increase in positive healthy relationships.</p> <p>Improve access to community based mental wellbeing support for children, young people and their families in their local community.</p> <p>Positive impact of counselling services for young people.</p>	Ongoing	<p>Education Services</p> <p>Access to Employment</p> <p>Third sector organisations</p>	<ul style="list-style-type: none"> <li>• Increase in engagement with Health &amp; Wellbeing courses</li> <li>• Percentage of learners completing accredited courses and achieving an SQA Wellbeing qualification.</li> <li>• Impact feedback from service users.</li> <li>• Evaluation of impact reports from counselling services.</li> </ul>

**1 Improvement Priority: Supporting Learning, Health & Wellbeing, and Creating Local Wealth**

**1.1 Theme: Health & Wellbeing**

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Supporting vulnerable children and young people throughout school summer holidays with targeted developmental activities in some of the most disadvantaged communities in West Lothian	Vulnerable children and young people are benefitting socially, emotionally, and educationally, from participating in fun learning activities during school summer holiday periods.  Increased understanding of the importance of play in contributing to reducing health inequalities.	April 2022	CLD Youth services  Third sector organisations  Active Schools	<ul style="list-style-type: none"> <li>• Effective identification and referral system to the programme</li> <li>• Increase in number of uptake from targeted group</li> <li>• Shared CLPL opportunities in relation to West Lothian's Play Strategy</li> <li>• The establishment of a revised model of targeted summer activities to support vulnerable children and young people in West Lothian.</li> </ul>
Continue to promote and secure a wide range of volunteering opportunities	Volunteering opportunities are helping to improve health and wellbeing	Ongoing	West Lothian Voluntary Sector Gateway	<ul style="list-style-type: none"> <li>• Improved coordination and promotion of volunteering opportunities</li> <li>• Annual celebration</li> </ul>
Deliver a range of health improvement projects to tackle health inequalities.	Targeted interventions are delivering positive outcomes on health	March 2024	Public Health CLD providers	<ul style="list-style-type: none"> <li>• Specific project evaluation</li> </ul>

**1 Improvement Priority: Supporting Learning, Health & Wellbeing, and Creating Local Wealth**

**1.2 Theme: Workforce Development**

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
<p>Continue to upskill CLD practitioners to respond to changes in need within the community.</p>	<p>Increased understanding of the importance of play in contributing to reducing health inequalities.</p> <p>Organisations and practitioners understand where to access Dyslexia, Autism and Mental health &amp; Wellbeing support</p> <p>A shared understanding of need and continue to use data to realign/target resources at agreed priorities in line with national developments</p> <p>CLD practitioners are trained to provide progression and pathways guidance to adult learners</p> <p>CLD Practitioners are upskilled on all aspects of digital delivery.</p> <p>CLD Practitioners are aware of the training opportunities available and how to access them</p>	<p>ongoing</p>	<p>Education Services</p> <p>All CLD providers</p>	<p>Shared CLPL opportunities in relation to West Lothian's:</p> <ul style="list-style-type: none"> <li>• Play Strategy</li> <li>• Dyslexia support</li> <li>• Autism Strategy</li> <li>• Use of data to ensure a shared understanding of need and continue realignment and targeting of resources at agreed priorities in line with national developments</li> <li>• Mental Health &amp; Wellbeing support</li> <li>• Progression and Pathways Guidance for Adult Learners</li> <li>• Use of digital resources for learning</li> </ul> <p>Increased number of practitioners as members of the CLD Standards Council Scotland</p> <p>Increased engagement with the Forth Valley and West Lothian CLD Collaborative (including consideration of Workforce Planning)</p>

1.3 Theme: Skills Development and Employability

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continue delivery of lifelong learning.	An agile learning offer to provide guidance and opportunities to gain initial qualifications to upskill adults to gain and retain employment.	Ongoing	Adult Learning West Lothian College. Access to Employment, Third Sector organisations	<ul style="list-style-type: none"> <li>• Increase in the number of adult learners participating in literacy, digital skills and English for speakers of other languages classes.</li> <li>• Increase in the percentage of adult learners supported into a positive destination</li> <li>• Increase in the percentage of adult learners achieving accreditation</li> <li>• Evidenced flexibility in learning offer to meet the changing needs of adults.</li> </ul>
Continue delivery of employability services in school and post school, with a focus on vulnerable and disengaged young people, through pro-active intervention.	An agile learning offer to provide opportunities for young people to build on their skills and gain qualifications to support transition to a positive destination.	Ongoing	DYW Steering Board  Inclusion & Support service CLD Youth Services Access to Employment Schools Skills Development Scotland (SDS) West Lothian College Work-based Training providers Businesses	<ul style="list-style-type: none"> <li>• Increase in the percentage of MCMC young people achieving a positive destination and sustaining for 6 months.</li> <li>• Increase in the percentage of care experienced young people achieving a positive destination.</li> <li>• Percentage increase in those young people participating in post school employability programmes achieving accreditation.</li> <li>• Evidenced flexibility in learning offer to meet the changing needs of young people.</li> </ul>

### 1.3 Theme: Skills Development and Employability

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continue to promote and secure a wide range of volunteering opportunities	Volunteering opportunities are helping to improve employment prospects	ongoing	West Lothian Voluntary Sector Gateway	<ul style="list-style-type: none"> <li>Establish measurement for volunteers progressing into employment.</li> <li>Percentage of volunteers seeking employment who progress to employment.</li> </ul>
Continue to improve planning across CLD partnerships to recognise the achievements of a range of local learners and promote the services of partners.	Systems are in place to ensure learners and volunteers achievements are recognised and celebrated.	ongoing	Education Services  Third Sector Organisations  West Lothian Volunteering Network	<ul style="list-style-type: none"> <li>Clear guidelines and expectations across all organisations that recognise and celebrate learners and volunteers' achievements.</li> </ul>

### 1.4 Theme: Family Learning

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continue to support parents to become further involved in their children’s learning through the provision of Family Learning opportunities.	CLD contribution to a West Lothian Family Learning strategy is implemented and recognised.	March 2023	WL Education Services  WL Social Policy  Third sector organisations	<ul style="list-style-type: none"> <li>Evidenced strong approach to collaborative Family learning</li> <li>Clear role and responsibilities across all partners</li> <li>Ability to demonstrate impact on individuals and families</li> <li>Increase in number of PEEP pathways classes delivered.</li> </ul>

### 1.5 Theme: Digital Inclusion

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continue to co-ordinate and deliver the Connecting Scotland Programme across West Lothian	Reducing digital poverty and social isolation	August 2022	Adult Learning  Digital Inclusion Partnership  Third Sector Organisations	<ul style="list-style-type: none"> <li>Delivery of Programme in line with national criteria and timescales</li> <li>Number of recipients confirming positive impact</li> <li>West Lothian allocation of devices fully utilised.</li> </ul>

## 2 Improvement Priority: Building Citizenship, Cohesion and Community Voice

### 2.1 Theme: UNCRC and Equality

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Promote and incorporate principles of the UNCRC to ensure that every child and young person knows their rights and is heard in matters affecting them.	Children and Young People in West Lothian are aware of their rights	April 2023	CLD Youth Services Third sector organisations	<ul style="list-style-type: none"> <li>Percentage of children and young people engaging in CLD activities reporting that they are involved in decisions that affect them.</li> </ul>
Continue to provide a safe space and community-based provision for young LGBT people, children/young people with additional support needs, girls and young women to raise aspirations, wellbeing and achievement	There is an inclusive approach to service planning and delivery, which takes account of individuals and groups with protected characteristics	Ongoing	CLD Youth Services West Lothian Pride Committee Youth and Community Organisations	<ul style="list-style-type: none"> <li>Increased promotion of opportunities for targeted groups.</li> </ul>
Reduce barriers and increase engagement with BAME children and families.	Increased engagement with BAME children, families and communities	June 2024	Education Services Corporate Services	<ul style="list-style-type: none"> <li>Establishment of a consistent framework of data collection across local partners.</li> </ul>

2.2 Theme: Community Empowerment

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continue to support individuals and groups to actively engage in their communities shaping decisions and planning services	<p>Communities in our most disadvantaged areas have the confidence, knowledge and skills to influence decisions and there is evidence of this leading to positive change</p> <p>Communities have identified and are managing sustainable local services to meet community needs</p>	ongoing	<p>Community Planning and Regeneration</p> <p>Third Sector organisations</p> <p>Customer and Community Services</p> <p>Anti-Poverty Service</p>	<ul style="list-style-type: none"> <li>• Number of community groups receiving capacity building support through CLD activity</li> <li>• Number of 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)</li> <li>• Number of adults, children and young people reached through one off engagements</li> <li>• Increase in number of community led/owned services</li> <li>• The Experts by Experience panel improve engagement with those with lived experience of poverty</li> <li>• Opportunity of anti-poverty champions training for young people is established</li> </ul>
Continue to promote and secure a wide range of volunteering opportunities	West Lothian citizens are actively engaged and contributing in their local community	ongoing	<p>West Lothian Voluntary Sector Gateway</p> <p>Regeneration Team</p>	<ul style="list-style-type: none"> <li>• Active promotion of volunteering opportunities via West Lothian Voluntary Sector Gateway website</li> <li>• Analysis of volunteer participation in supporting activities to demonstrate impact, e.g. number of volunteers supporting activities in Local Regeneration Planning.</li> </ul>

2.3 Theme: Reducing Crime and Improving Community Safety

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
<p>Deliver a range of targeted, preventative, diversionary and educational interventions</p>	<p>Anti-social behaviour within our communities is reduced and a reduction of re-offending evidenced.</p>	<p>June 2023</p>	<p>Adult Learning West Lothian College CLD Youth Services Criminal and Youth Justice Service Third sector organisations</p>	<ul style="list-style-type: none"> <li>Establishment of Adult learning classes for Criminal Justice experienced adults</li> <li>Development of collaborative interventions in response to reported incidents of anti-social behaviour.</li> </ul>

2.4 Theme: Youth Participation and Democracy

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continue to establish a new youth-led youth democracy and participation model in partnership with young people	<p>There is an effective Engagement &amp; Youth Participation Model in place to gather the views of young people</p> <p>Young people in our most disadvantaged areas have the confidence, knowledge and skills to influence decisions and there is evidence of this leading to change</p>	August 2023	<p>CLD Youth Services</p> <p>Schools</p> <p>Third Sector Organisations</p>	<ul style="list-style-type: none"> <li>Model implemented</li> <li>Increased engagement of young people in local decision-making forums</li> </ul>

## 3 Improvement Priority: Designing Future Focus

### 3.1 Theme: Digital Pathways

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Develop additional opportunities through blended/online learning	Learners have access to a more flexible learning offer and reduce barriers to learning.	July 2022	Education Services	<ul style="list-style-type: none"> <li>Creation of an online learning platform appropriate to the needs of our learners</li> <li>Redesigned Adult Learning Programme based on impact feedback</li> </ul>

### 3.2 Theme: Embedding national CLD Outcomes across West Lothian

Action	Desired Outcomes	Timescales	Lead and Contributors	Measures of Success
Continue to gather, share and jointly analyse relevant data to inform CLD provision	Partners have a shared understanding of need and continue to use data to realign, or target resources at agreed priorities in line with national developments	ongoing	Education Services All CLD providers	<ul style="list-style-type: none"> <li>Engagement with newly established CLPL opportunity to understand the need to use data to realign, or target resources at agreed priorities in line with national developments</li> <li>Partners effective engagement in themed strategic forums</li> <li>Creation of relevant opportunities for learners as a result of shared use and analysis of data.</li> </ul>
Development of a communication strategy to ensure awareness of CLD activities available in their local community	Collaborative approaches to enable targeted groups of children/ young people/ adults/ families to access personal development and wider achievement opportunities in their communities	August 2023	Education Services CLD Youth Services Regeneration Team Adult Learning Corporate	<ul style="list-style-type: none"> <li>Published CLD communication strategy</li> <li>Support School improvement planning</li> <li>Wide dissemination of CLD Plan</li> <li>Publication and marketing of annual summary of achievements and provision of formal opportunity for strategic feedback.</li> <li>Increased understanding of the benefits of membership of the CLD Standards Council Scotland</li> </ul>

