CLD Standards Council Scotland

Response
to
Scottish Government Consultation

Local Living
And
20 Minute Neighbourhood

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About Us

The CLD Standards Council Scotland is the professional body for people who work or volunteer in community learning and development (CLD) across Scotland. As member led organisation we have a growing membership of over 2850 members, an executive committee and 3 functional committees which are made up of members from across the sector in Scotland. Our approach and work plans to deliver our core responsibilities are defined by our member committees and based on feedback from the wider membership.

Our core responsibilities are:

- Deliver a professional approvals structure for qualifications, courses and development opportunities for everyone involved in CLD
- Maintain a registration system available to practitioners delivering and active in CLD practice
- Develop and establish a model of supported induction, professional learning and training opportunities

Vision
"Our vision is that the communities and people of Scotland are served by CLD practitioners that are recognised as competent, confident and committed to equality, empowerment and life-wide learning for all."

Mission
"Our mission is to drive high standards of professional practice in the CLD sector by the approval of professional learning, the registration of practitioners and the enabling of professional development, working with our members to be a voice for the profession."

For further information on the CLD Standards Council please visit our website and view our social media cldstandards | Twitter, Facebook | Linktree. If you would like to discuss this response further please email us on contact@cldstandardscouncil.org.uk

Introduction

CLD is a field of professional practice that is critical in the achievement of any policy and legislation that requires community engagement, development and learning as it supports the learning, growth, empowerment of individuals and communities, as well as supports the delivery of other services. From community development supporting climate action change, sustainability and protecting our environment, as well as developing neighborhoods, community empowerment and community support groups, to working with young people and adults regarding enablement and citizenship, and improving literacy and numeracy within Scotland's communities which impacts on economy, health and wellbeing.

CLD enables people across Scotland to identify their own individual and collective goals, to take action to bring about change and through this to achieve these goals. Using a range of formal and informal methods of learning and social development, CLD programmes and activities are developed in dialogue with communities and participants, working particularly with those excluded from participation in the decisions and processes that shape their lives. Through working in these ways, CLD practice extends the reach of democracy and widens its scope.

CLD offers the learning and development opportunities to ensure communities that are inclusive, empowered, resilient and safe, to tackling poverty by sharing opportunities, wealth and power more equally, working collaboratively to make Scotland's National Outcomes a reality however it is not recognised or acknowledged for its role and this we would like to see changed.

This response was compiled following consultation with members of the CLD Standards Council, partner organisations, staff team and stakeholders.

We facilitated an online consultation event with members on 6th July 2023. We attended online discussions hosted by Volunteer Scotland and by Scottish Government, as well as had dialogue with individual members and the CLD Standards Council staff team.

Assumptions:
It is important to recognise that this CLD Standards Council response provides an insight into the views and experiences based on the those mentioned above. The consultation focus group data provided a valuable insight into the experiences based on the views of the member participants. This response is not representative of the entire CLD sector across Scotland or the full CLD Standards Council membership.

Response from the CLD Standards Council to Scottish Governments consultation on Local Living and 20 Minute Neighbourhoods: Draft Planning Guidance

Question 1
How helpful is Part 1 of the guidance to further the understanding of local living and 20 minute neighbourhoods in a Scottish context?

☐ Very helpful
X Somewhat helpful
☐ Not at all helpful

It is felt that part 1 of this guidance is overall informative and offers useful information regarding the approach required as well as the opportunity of uniting communities, businesses, councils and groups by offering a framework for co-participation, production and focused local based goals. Whilst in the most part we agree that the concept of local living and 20 minute neighbourhoods could be good, there is significant concern around how this would look in reality, across Scotland's vastly differing urban and rural landscapes. As it is, the guidance gives in depth detail regarding "place" such as the location of buildings, places and the physical environments but it is felt there is considerable lack of attention and detail regarding the people, human resource and skills required to achieve these aims, in our communities. To create a better understanding of how the physical attributes along with the human aspects of a location interrelate and interact, you will need the engagement of people in those communities, and offer them support of qualified practitioners from the CLD sector, to enable meaningful engagement and data gathering of needs from the ground up perspective.

The policy context section on page 12 refers to National Planning Framework 4 (NPF4) and notes planning policy initiatives such as Town Centre Action Plan and Housing 2040 but seems deficient in any connection to relevant legislation and policy initiatives which support community development and community funding, such as [Community Empowerment Act](#), [Community Wealth Building](#), [National Standards for Community Engagement](#), [Fairer Scotland](#), [Land Reform](#), [Principles for Positive Partnerships](#), [National Youthwork Strategy](#) (review due to be published), [Adult Learning Strategy](#) or Scotland's [Volunteering Action Plan](#). If it is not a standalone approach then it needs to clearly show its connections with community and economic planning. We believe for people and community groups to engage, grow and prosper under this approach there will be significant learning required around the approaches, legislation etc. Those individuals and communities will need access to support and learning, to develop the meta skills required to enable positive engagement and grow their understanding of the economic development planning systems they are supporting and working alongside.

Whilst the [place standard tool](#) may be seen as useful for starting discussion, the different areas are not really comparable in terms of setting goals or measurements for topics such as 'traffic' and 'identity and belonging' or 'social interaction' as they are completely different concepts. Traffic is much easier to measure and strategies easier to address than perhaps impact and measurement of social interaction. We feel that it would be easy for this guidance lean into becoming a planning tool for the built environment and therefore neglect the socio-economic environment. To ensure this is not the case, more thought is needed regarding what are the successful approaches and resources that underpin categories like social interaction in communities. We strongly believe that it should be clearly stipulated that community learning and development (CLD) as a profession and a practice has a crucial role here. The professional practice of CLD and its community-led approaches should be emphasised as vital to safeguarding the processes which ensure places and communities can successfully indicate the priorities of those who live there. This would include co-participation and community led action planning and research, supported by professional CLD practitioners who can offer community capacity building.

The goal of staying local mentioned in the guidance is helpful in terms of sustainability - but how does this link to the problems of poverty and economy? From the daily work and interaction carried out within

Scotland's communities by the CLD profession we are abundantly aware that people in disadvantaged neighbourhoods are often pretty good at staying within a 20-minute area, but this does not mean they are able to overcome the socio-economic inequalities they face, to improve lifestyles, employment, health and wellbeing. We have concerns regarding the implementation of this approach without investment, financial support and continued commitment from Scottish Government. If the emphasis is to be put on people and communities to develop and drive change without this investment as well as enhanced funding from other stakeholders such as NHS, Education, Business etc then those communities working alongside planning and local authority will not be able to implement or see any significant change, being left feeling more frustrated and disengaged with the Scottish Government and Scotland's economy. This is a profound worry as we are in a time of deep financial difficulties and critically aware that local authorities are already struggling to meet required budget cuts with services such as libraries, community centres, and upkeep of parks and green spaces are already being closed or discontinued.

Question 2
How helpful is the framework diagram in encouraging flexible, place-based approaches to support local living?

X   Very helpful
☐   Somewhat helpful
☐   Not at all helpful

The Local Living Framework diagram is very helpful in offering an overview and enabling communities to see the bigger picture. It will be especially useful as a tool to open up dialogue regarding the areas of support needed for the local living approach. As with the rest of the guidance, it does feel like it is leaning towards a planning tool and less towards a tool for communities, so lacking in the detail regarding representation of the "people" in the middle. We fear this may hinder people within our communities in regards to the ability of seeing themselves in this guidance, feeling represented or connecting to it. It would benefit by evidencing in more detail the ways in which individuals within our communities can influence and impact on the development of these systems and processes to support local living.

People:
Roles and responsibilities of all people need to be clearly stipulated alongside this diagram. As it stands the power of influence and sense of control is vague. We feel it would benefit from actively demonstrating how communities have the opportunity to engage with their councils and third sector organisations as we have concerns regarding the current cultural power imbalance which could undermine this approach. Ultimately there is a requirement for change, and an acknowledgment that community voices are valued and respected, so therefore can impact on guiding the development that is required for their local community. Without clear defined guidance emphasising the importance of the community voice throughout all processes in this approach, the critical role communities play, then there is a worry that control and influence is never with communities, as local authorities can deny planning, developments can be overturned by the Scottish reporter etc. What assurances can communities be offered? Historically and culturally decision-making power often lies out with the community so a considerable amount of work around these new approaches, the flow of communication, as well as developing trust and understanding from all parties will be needed, otherwise it will just breed contempt, frustration and disempowerment, and could end up being seen as another tokenistic and "being done to" initiative.

Resources:
The framework does capture some important factors which denote a sustainable community - but we feel that resources are critical to all sections and rather than one subgroup, therefore would suggest that they underpin all the other subgroups and should be directly linked to outcomes set by the local community. This could perhaps be depicted in the diagram with resources being an inner circle around "people"?

Social interaction emerges when there is a solid community infrastructure - good youth organisations, voluntary organisations, services, learning and development opportunities, democratic participation - this will rely heavily on statutory investment of the CLD workforce. This should be about community development: people, places and power.

Housing and community is a bit confusing being together and therefore slightly unclear. We suggest splitting them into two separate subgroups as both topics are of significant size and importance. We recommend that community become community and voluntary infrastructure to enable volunteering and community capacity building to be acknowledged and not mis grouped with social interaction, as it is significantly more than that. Community asset transfers have a strong reliance on community members to take on liability and ownership. Through the cost of living crisis and coming out of the pandemic it has been noted that [volunteers](#), especially trustees have been really struggling with the level of responsibility and burden, particularly pertaining to the feeling of pressure that the asset might close because they don't have the financial resources to keep it going in the current situation. The professional practice of CLD supports volunteers and community groups with not just personal organisational skills and underpinning knowledge, but also with engagement, support for funding applications and the range of approaches available to support the long term sustainability of community groups and asset transfers.

Work and Local Economy is important but reliant on the global economy - that determines for example the rate of inflation, the cost of energy bills etc. which influences what people get paid, the security of jobs. We cannot create a social or local economy without making reference and understanding this. Some global developments have proven detrimental to our economy, for example the creation of out of town retail parks, previously building new housing settlements with no amenities or community facilities, and no money or investment for local youth services which we feel are perhaps some of the things required for this approach to work.

Support and Services are a vital aspect of this whole approach. CLD as a professional practice supports community led action research, and the CLD workforce is skilled in enabling communities to decide on the issues to be researched, to design and carry it out, as well as the delivering the learning communities require to be able to engage with others and use of results to achieve positive change. Community led action research is needed to fully understand the needs under this subgroup and to raise awareness of issues such as accessing GPs, local shopping needs, transport issues to chemists, lack of community based spaces to support connectivity and social interaction. That research is best supported by professional CLD practitioners, who are qualified and experienced in this approach and can work alongside community members to develop their research and engagement skills. It is also important that it is clearly defined in the guidance that communities can access services which may be of a more sensitive nature out with their own community (e.g. sexual health services, drug and alcohol support or accessing domestic abuse support services)

Civic:
Identity and Belonging: Young people need ways to discover who they are and where they belong, to develop a sense of belonging to a place. This is supported by CLD youthwork and funding is required to grow the CLD workforce to enable youthwork to go back to being more than provision delivered inside a school, but back into the community, into community spaces, halls, hubs and on the streets. It is clear to us that CLD approaches and practice support the building of youth clubs and spaces, community projects and ultimately fostering young people's community pride and sense of belonging. You often find that in the most deprived areas the sense of belonging and identity is strong as community members and groups, alongside CLD practitioners, have worked hard to become empowered, to be active and to strive to make their community better for themselves and for others.

It is encouraging that feeling safe is a stand-alone subgroup and we want to request that this is defined further as something which is far more than physical safety in a community, but that it links back into social interaction, to support services and community. It is about having people and places around you, in the community which are easily accessible when you find yourself in a vulnerable position at any point in your lifetime.

Stewardship:
We would ask that more detail is offered under the care and maintenance subgroup as to the role and service CLD has and offers with and in our communities. We are aware of this regularly being "off-loaded" to communities especially when money runs out or when things go wrong. It is essential that communities have reassurances that this can be mitigated. Clarification and detail would offer further support and should offer recognition of existing infrastructure around influence and sense of control, mapping highlights, best practice and reinforcing the value of community voice from grassroots right the way up. In turn this will then offer some confidence regarding equity of control and should further progress the Scottish Governments Democracy Matters approach.

Movement:
Mobility and ability of movement is critical for this subgroup to be realised and we would like to reinforce that this is not an equitable playing field for community members, and that differences in physical abilities and needs must be taken into account. We would suggest that there is a mapping or digital connections/central online space to record and share information on community groups and mobility/transport support such as youth organisations who run bike lending initiatives, church and community groups who offer buddy lifts for things such as hospital appointments and shopping. There is a lot of great community enterprises which just need to be connected and awareness raised for communities to benefit.

Public transport is a major concern as CLD practitioners see many learners and families unable to access community centres, support services and learning opportunities as the public transport in their area is no longer running. Scottish Government funding and long term commitment is needed to address transport issues and support the development of public/community transport where service buses are not willing to run but the route is a life line to those isolated and vulnerable. These enterprise initiatives support the community wealth building approach by ensuring profit is returned to the community and decisions on transport make sense to those who use it. It is imperative that this guidance clearly states that community voice regarding need for transport be not only heard but valued once gathered. Revenue from parking should be devolved, keeping money raised in local community control and enabling community funded projects for transport as well as the communities deciding tariffs. It is also felt that rail infrastructure also needs improved along with buses - especially for those reliant in our rural areas.

Space: Housing and planning of new developments needs to have more of a community voice and invest in social spaces. Changes are needed in planning regulations to support community voice and the development of infrastructure to support this approach.

We welcome the inclusion of natural space as one of the subgroups, and the significant value given to the benefits of communities accessing natural spaces and greenspaces for recreation, relaxation, play, and informal sports. This is essential to support an active and healthy lifestyle and to promote wellbeing. A significant amount of work and projects run in communities and with young people are supported by CLD. They use outdoor learning approaches to develop individuals and groups skills and knowledge which assists environment sustainability and biodiversity in communities. Scottish Communities Climate Action Network & Transition Scotland Hub – & network of climate action groups (sccan.scot), Learning for Sustainability & Community Learning and Development - Wakelet

Question 3
Looking at part 2 of the draft guidance: how helpful are the 'categories' and 'key considerations for local living' that are captured within this part of the document?

☐   Very helpful
X   Somewhat helpful
☐   Not at all helpful

The categories in this section are seen are useful and informative at heading level, and offered a holistic overview to the approach however the language used is not as accessible as it could be. It may be comprehensible by those in planning, local authority or Scottish Government but we feel this jargon heavy language may make the guidance come across as irrelevant and not correlate to the communities using it. Terms such as "*quality of public realm*", "*climate resilience*", "*gateways*" and "*design codes*" need to be reviewed to endeavour to make this guidance user friendly for communities as well as planning departments and local authority management. It is essential for communities to be able to recognise themselves and the valuable input they make to this legislation and guidance.

As previously mentioned, we feel that resources is a sub group which underpins all others. Local infrastructure such as community centres, health centres, educational activities, outdoor learning, public spaces etc are fundamental to health and wellbeing, to support local economy.

CLD as a practice is critical to supporting the development of communities, from working with individuals, young people, adults, families alongside community capacity building and supporting community development through learning and change. We strongly feel there is a fundamental need to ensure that the CLD workforce is supported and trained in the development of the design systems this is based on, to further support the connections and communication channels between communities and government. CLD is an inclusive profession with a commitment to high standards of practice. It is critical therefore that the CLD regulations are reviewed and we see a systemic change in CLD policy that give CLD (Adult Education, Community Development, Youthwork) protection, safeguarding the current workforce and funding to support the regrowth after 20 years of disinvestment in this sector. We are disappointed to note that the CLD profession, its practice, practitioners and the voluntary sector are not recognised in any of the themed key considerations and we would hope that this will be rectified in the final guidance document.

Overall, it was felt that the language needs to be reviewed throughout this guidance to ensure it is suitable for all users. We also felt that many of the challenges that may arise in these categories are systemic: funding, power, inflation, global economy, political leadership, and without the power to change this we will not see progression of community devolution needed to ensure this approach works for all.

Question 4
How helpful is the proposed 'structured approach' for use?

☐   Very helpful
X   Somewhat helpful
☐   Not at all helpful

Understand Context: As you state, qualitative data may be more complex to gather. We would ask for more detail in the guidance and further information on suggested approaches involved in doing this, specifically noting the role of CLD sector, local community trusts, community groups etc.

It is critical that all involved ensure the data gathered is relevant, from the community perspective as well as from economy data and national trends. It is also vital that informative timelines and steps regarding the "cycle" are stipulated to ensure that data being used is current, relevant and regularly reviewed so it reflects the continuous changing economic and community needs.

We feel that Scottish Government capital funding needs to offer longer timelines for applications as well as on delivery timescales for projects and reporting. This would support the need for longer employment contracts to those key workers required for community projects, offering more than the 6 or 12 months contracts currently seen for critical community projects as we feel short contracts can significantly narrow the field and calibre of applicants. Also, often shorter cycles for projects means too much is put on our communities, sustainability is poor as time to embed is not available and we have noticed community fatigue setting in.

Collaborate, plan and design: We would like more emphasis on the key stakeholders and key players such as the community and the CLD profession which supports community development. Language is again an area for improvement within this section of the guidance, especially when this is the section regarding community engagement across a range of stakeholders. It is jargon heavy and leans toward planning and policy language which may mean disengagement from individuals and communities who are critical and required at this stage. We would also like more detail in this section regarding emphasis on the crucial role CLD practitioners have in the collaboration, planning and design processes.

Implement and Review: This section references the stakeholders who are key players such as third sector and local authority, but in regards to statutory power and responsibilities. As previously noted, this should be a section where the role of the CLD profession and its practice is clearly set out as an essential service to support all stakeholders.

Question 5
Does part 3 of the guidance clearly communicate the importance of both qualitative and quantitative data in establishing a baseline for a place?

☐	Very useful
X	Somewhat useful
☐	Not at all useful

As noted previously, we would request that further detail is offered in this section of the guidance to ensure qualitative and quantitative data has processes in place to ensure a continual cycle of data gathering to keep it up to date and relevant.

For meaningful data to be gathered we suggest that this approach supports concise collaboration with cross sector knowledge, engages with local authority CLD teams as well as third sector organisations and volunteers who are working within the communities and with stakeholders. We offer caution that this process does not lean towards or heavily rely on surveys or government data, and that there is a significant shift of mindset towards community led engagement rather than consultation.

Question 6
How helpful is the 'collaborate, plan, design' section of part 3 in supporting collaborative practices?

☐	Very helpful
X	Somewhat helpful
☐	Not at all helpful

This section is critical regarding all differing parts within our communities seeing themselves reflected in and as a valuable part of the guidance. In our experience of community engagement with young people, they often offer valuable insight from differing perspectives which might not have been thought about by older members of the community. Young people, with fresh ideas can be creative in regards to understanding need and finding solutions. Meaningful engagement with younger members of a community is best when supported by professional CLD youth workers as trust and effective communication channels have already been established. However, in our experience young people can often get forgotten in the collaboration and therefore go unheard, or when they have been engaged with

they are then quickly disregarded and designed out of the process and development stages further on. We would like to know what steps in this guidance and approachs will be offered to ensure that community voices, at all ages, will be valued as well as listened to throughout all stages.

We feel the 'collaborate, plan, design' section could be more explicit and offer further evidence to the value of community engagement in this process. The CLD sector is professional qualified in community development and therefore fully understands that co-production is an essential approach to ensuring fair and equitable commitment from all involved. Planning With People - Community engagement and participation guidance (www.gov.scot) states "Co-production is defined by the Scottish Co Production Network as the process of active dialogue and engagement between people who use services and those who provide them. Co-production requires people to act together on an equal basis, contributing their lived experience, skills and ideas about what works to make our communities better. CLD practice offers that by supporting a Co-production approach, ensuring decisions affecting people are made with them, not for them."

This guidance would benefit from more detail regarding effective community engagement approaches and noting of the key stakeholders to support the successful implementation of collaborate, plan and design, specifically professional CLD practitioners within Local Authority and Third Sector organisations. Competent Practitioner Framework | CLD Standards Council for Scotland   National Standards for Community Engagement   Community Engagement and Participation Guidance | COSLA There is a vast wealth of CLD experience in Scotland which goes beyond creative, collaborative methods of co-designing and planning services with communities. It is essential that CLD practice is recognised and explored fully during the review of this guidance, specifically regarding the support and impact CLD will have towards enabling this approach to be successful.

We would like to note that there are serious concerns regarding the raising of hope and the expectations of meaningful change and growth within Scotland's communities, and then the possible shattering negative impact that will happen when there are no resources, infrastructure of services or funding to implement change further down the line. In Scottish Governments Planning with People guidance published by the Scottish Government on the 21st April 2023, it clearly states "Effective services must be designed with and for people and communities – not delivered, top down for administrative convenience. In order to be effective, community engagement must be relevant, meaningful and have a clearly defined focus". For this to happen this guidance must show commitment to this clearly throughout and have the necessary commitment, funding and resources in place to support community development.

Question 7
How helpful is the 'implement and review' section of part 3 in assisting the delivery of collaborative approaches to support local living?

☐	Very helpful
X	Somewhat helpful
☐	Not at all helpful

We acknowledge that the value of engaging with individuals, community organisations and the third sector is shown in this section but we would expect to see the CLD profession and its practice also noted here.

Resources are a continued concern. Throughout these processes, without commitment to funding, and for growth in capacity and workforce of the CLD sector, as well as recognition of the additional time and capacity required from the organisations, communities, CLD practitioners and volunteers, we are concerned the that the implementation or review of local living approaches, will ultimately be a light touch and not enable the implementation of processes and robust reviews that it needs. The latest report on CLD Workforce in Scotland is available here: https://cldstandardscouncil.org.uk/about-cld/working-with-scotlands-communities-2018/

Question 8
Looking at part 4 of the draft guidance: do the case studies provide a useful and appropriate range of examples of good practice?

X   **Very useful**
☐   **Somewhat useful**
☐   **Not at all useful**

Case studies are a very useful tool for understanding guidance and legislation in "real terms". It is vital that the case studies offered not only exhibit the full range of impact and outcomes communities may experience from the Local Living & 20 Minute Neighbourhood legislation, but that they give information regarding the full range of approaches, decision making and possible areas for improvement. We feel further development to grow the suite of case studies would be useful, as well as the necessity of updating them regularly, perhaps along the same cycle/timeline as the 3 faceted 'structured approach'.

The opportunity to have info graphics and visuals as a PDF or PPT would be a useful tool. They are a good introduction to engagement and support those initial conversations with communities and groups. Having more visual mapping tools help bring the topic alive and is proven to be good for stimulating discussion and understanding.

Building up a series of case studies or stories where communities have led sustainable change can only support this approach as well as send out a strong positive message about Scottish Governments commitment to genuine engagement.

Question 9
Looking at the impact assessment update report: do you have any views about the initial conclusions of the impact assessment update report that accompany and inform this guidance?

We fully understand the positive impacts and significant benefits this approach offers individuals, communities and local economies. It could give substantial change which can be life changing if done correctly but this will require significant commitment from all involved, especially the individuals and communities who will be giving up their time. We do not see this portrayed in this update report. We would like to see recognition of the time and additional work this would require from all parties, especially the communities and the CLD workforce required to support them, as well as reassurance and a commitment from Scottish Government and local authorities that the significant investment and resources required will be made available to all involved. Ultimately this will enable the processes to be both a positive and a meaningful collaborative experience with the best outcomes for all.

Question 10
Please provide any further comments on the draft guidance document in the box below.

While it is recognised that many other public and voluntary sector staff contribute to the type of engagement required, CLD practitioners both paid and voluntary, are best placed in terms of their practice, skills and relationships with communities to co-ordinate activities and demonstrate good practice. It is essential to acknowledge that CLD community development practitioners already play a crucial role in supporting the skills and learning needed for the implementation and development of community groups in response to emerging need. This was highly evident during the [Covid 19 Pandemic](), [Community, COVID-19, challenge and change – Policy Scotland (gla.ac.uk)](), [Engage, Educate, Connect, Empower: CLD, Resilience and Recovery - July 2020 (cldstandardscouncil.org.uk)]() . CLD practitioners offer professional, high quality learning, guidance and skills needed for not only the development, progress and governance of community organisations, but also in supporting the operational delivery of community-

based services, for communities, groups and individuals, empowering them to have a greater stake in the communities in which they live and work, and in turn, Scotland's wellbeing economy which includes just transition to Net Zero. Where planners and architects have spent years planning spaces and places, CLD has spent time studying community, and becoming qualified in and implementing all of the tools and techniques of good community work. It is essential we all understand each other's strengths, collaborate and we feel strongly that the CLD sector and CLD as a practice needs to be given a legitimate place and role in the process.

The CLD Standards Council has recently undertaken the review and creation of a range of National Occupational Standards (NOS) relevant to CLD practice. This involved consulting with industry experts across the four nations within the UK, amending existing NOS where appropriate and developing new NOS according to the roles the sector representatives identify. We feel these would be useful for reference in this guidance. The National Occupational Standards can also be used alongside the CLD Competences.

The first-ever international standards for community development practice became available in 2018. The CLD Standards Council worked on the standards with the International Association for Community Development, and the IACD launched them at their AGM as part of the World Community Development Conference at the end of June 2018. The full standards guidance, and recommendations on how it can be used can be found on the IACD website.

As previously mentioned in this response, the CLD workforce, paid and voluntary, across local authority and third sector should be recognised as a core service supporting communities to be more informed, engaged and involved regarding policy and policy development, community empowerment and developing community enterprise. Without strong CLD legislation and policy, secure funding and professional recognition of the CLD sector in Scotland, we believe that the CLD workforce that the Scottish Government require to assist in the success of the implementation of Local Living and 20 minute Neighbourhoods, along with Community Wealth Building, Community Empowerment Act and other legislation mentioned previously, will continue to be cut, depleted and dispersed. Volunteer Scotland report concerns regarding "*funding pressure on public and third sector services may lead to the inappropriate engagement of volunteers*" which you can read in their recent "Cost of Living" report here https://www.volunteerscotland.net/wp-content/uploads/2023/02/Report-for-Cost-of-Living-Task-Group.pdf. This would be a direct contravention of the Volunteer Charter, which you can access here: https://www.volunteerscotland.net/volunteer-practice/quality-standards/volunteer-charter CLD volunteers already play a vital role in community development and support growth for individuals communities and organisations. Scottish Household Survey 2021 Telephone Survey – key findings (www.gov.scot) shows that over 30% of adult volunteers in Scotland supported community development yet there is little reference to this large physical resource which unquestionably plays a vital part in support Scotland's economy, locally and nationally. It would be unethical to see CLD volunteers taking on the role carried out by previously paid CLD workers or other paid community roles because of cuts to budgets and funding.

A key criteria often overlooked, regarding a mechanism for supporting small community based employers to succeed and flourish, is corporate volunteering, where enterprises give their employees time and help them to find volunteering opportunities in the community in which that organisation is based. We feel that this guidance on Local Living and 20 Minute Neighbourhoods could support and highlight the impact and benefits to furthering community well-being and personal well-being from corporate volunteering and community development initiatives led by professional CLD practitioners as well as volunteering, upskilling and supporting community partnerships with regards to developing workforce in communities. This also aligns with Scottish Governments aims for Just Transition and Net Zero, empowering communities to resource locally, embed low-carbon lifestyles, and improve health and wellbeing. Just Transition: A Fairer, Greener Scotland (www.gov.scot) https://www.netzeronation.scot/ Some examples can be found here:

[Vibrant Communities | Improvement Service](#)
[Community Empowerment | Improvement Service](#)
[https://moofood.org/](#)
[ArtRoots.pdf (squarespace.com)](#)
[Here We Are – The Here We Are Story – past, present and future (hereweare-uk.com)](#)

Utilising digital community infrastructure is important, especially in rural and isolated areas and we feel it is important to emphasis that there is learning to be had from Covid, when everything went online and communities quickly become empowered, resilient and creative in helping each other out, often through the use of digital technologies, What's App, Facebook, Instagram, WordPress, websites etc. In a lot of Scotland's communities the digital infrastructure is still lacking and we feel there would need considerable investment to support community growth and a wellbeing economy.

Although language is mentioned previously in this response, we feel strongly that to ensure meaningful engagement it is important that the language used within this and other legislation is accessible and understandable to all who may be impacted by it and may want to use it. We suggest that the draft guidance and any corresponding legislation should be taken to a focus group of community members who are not normally involved in these consultations and legislation, to see how well it is understood and that there is no misinterpretation of words and phrases. To ensure we get it right in terms of getting our communities more involved within this process we need to make sure that language being used is understandable and that people are not being overwhelmed by jargon and therefore disengaging with discussions.

Other links to useful references and information:

[How to do a community audit: building profiles using neighbourhood statistics – infed.org:](#)

[Community-Profiling-in-West-Dunbartonshire.pdf (gcph.co.uk)](#)

[https://www.gov.scot/publications/strategic-guidance-community-planning-partnerships-community-learning-development/](#)

[National Study of Health and Wellbeing - NHS Digital](#)

[National Study of Health and Wellbeing: Children and Young People - NHS Digital](#)

[https://www.scotlandscensus.gov.uk/about/2022-census/](#)

[Council Area Profiles | National Records of Scotland (nrscotland.gov.uk)](#)

[Rural Scotland Key Facts 2021 (www.gov.scot)](#)

[https://pbscotland.scot/](#)

[Volunteering, Health and Wellbeing (volunteerscotland.net)](#)

Conclusion

Fundamental to the practice of CLD across all settings are these values which have been identified by the CLD Standards Council:

- **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.

Community Development, part of CLD (Community Learning and Development) is an approach to achieving social change. It is action taken through building organisation, learning and power within communities in order to promote democracy, sustainable development, equality and social justice. It builds community capacity and influence by enabling people to develop the confidence, understanding and skills required to influence decision making and service delivery.

We fully welcome the Local Living and 20 Minute Neighbourhood approaches and feel strongly that the CLD sector as a profession should be reflected throughout this guidance as a key stakeholder. The approaches in this guidance align with CLD value based practice as mentioned above. These values adopted by the CLD Standards Council underpin CLD practice and the CLD competences provide a framework for practice. How we practice as a profession is directly informed by why we are doing it – the CLD Code of Ethics provides the means for us to make this connection.

Finally, we feel the guidance does not go far enough in its detail regarding the full physical and psychological resource requirements needed to realise the aspirations of these approaches in improving local living for Scotland's communities. It needs to go much further in offering detailed guidance to the importance of valuing community voice throughout all processes, as well as fully acknowledge the funding, resource and commitment required from individuals, communities and supporting professions, such as CLD. We strongly feel that CLD as profession and a domain of practice, as well as a sector, should be recognised and included throughout this guidance.