

INDEPENDENT REVIEW OF COMMUNITY LEARNING AND DEVELOPMENT (CLD) – Q&A

Q. Are the questions written in a young person friendly approach?

The questions have been developed with input from professional researchers, experienced in survey design and gathering feedback from across all age groups. They are designed to be accessible and easy to follow for all learners and potential learners, this includes the use of plain English throughout. We will reflect on any user feedback to improve future survey design.

Q. Why are you not holding face-to-face sessions in the Highlands & Islands?

The Review Secretariat has worked with Education Scotland to develop a programme of engagement events. Our preference is, where possible, to meet face to face with CLD partners and learners/potential learners. However, we are mindful of the limitations for the review around time and potential for practical travel difficulties at this time of year. Where it is not possible to meet face to face, we will ensure a programme of virtual events are available.

Q. Are online generic surveys the best way to capture information from individuals experiencing, or at risk of experiencing, inequality within education and skills system?

The online questionnaire is only one element of the approach being taken. In person focus groups are also being arranged as part of the engagement programme.

Q. Will the template be available in various languages?

Yes, we have arranged for the Learner Questionnaire to be translated into a range of languages. There is also a BSL version available. See: [Independent review of community learning and development: Call for evidence - Learner and Potential Learner - Scottish Government consultations - Citizen Space](#).

Q. Can you say why community development isn't being included in the review?

This review has been commissioned by Scottish Ministers in the wider context of post-16 education reform. We do recognise that community development and empowerment are a key part of CLD overall and understand that it will be raised by many stakeholders as part of the review process. Kate will take this into consideration insofar as they relate to her Terms of Reference.

Q. How were the National Standards for Community Engagement and the UNCRC principles factored into the consultation design approach?

The Independent Reviewer has been given a very tight timetable to undertake a review of a wide and varied sector. Kate is determined to hear from as wide and varied group of voices as possible within that limited timeframe. We are confident that the consultation is consistent with both the standards and principles.

Q. Are there plans for consultation that will target specific themes to ensure all aspects of CLD planning and delivery are covered?

Kate is clear that the viewpoint of the review needs to be from the perspective of the learner (or potential learner). In order to approach it in this way, the consultation is centred around 4 key themes. These are:

- Awareness and visibility
- Accessibility and awareness
- Support and Learning
- Pathways and progression

Q. Were Equality/children's rights impact assessments carried out to inform the way that the review will be conducted?

There is no requirement to carry out any impact assessments ahead of a review such as this. Should the Minister/SG agree to take forward any of the recommendations made in the review's final report, then all necessary impact assessments will be carried out and will be published as normal.

Q. Extensive engagement and consultation took place with the adult learning and youth work strategy developments and also for the education reform & skills review. How will this consultation take account of this significant bank of data?

The Independent Reviewer will be drawing on information from a variety of sources and meetings with relevant stakeholders which will include data and evidence from earlier work.

Q. How public is this survey? Is the wider public being reached out to? People who might need CLD but don't know what is. To see just how many are looking for it?

We have sent the link to the surveys to a very wide and varied range of groups and organisations, including many who wouldn't define themselves as CLD, and have asked them to circulate as widely as possible and encourage people to engage with the surveys.

Q. Where can I find materials to use for arranging local discussions and/or focus groups?

Further material is available on the CLDSC i-develop space. See: [i-develop learning for cld \(i-develop-cld.org.uk\)](https://i-develop-learning-for-cld(i-develop-cld.org.uk))

Q. Will you be speaking to the youth work managers forum?

Kate is due to meet with that group, alongside NYYOS Network, on 11 March. This is in addition to sessions with the wider CLD Managers Scotland membership.

Q. What plans are in place to feedback to people who contribute to the surveys, particularly learners? It will be important to include learners in progress of the review, how their views are influencing the recommendations,. And finally, what actions are taken as a result of the review.

It is for the Minister, alongside CoSLA, to consider the review's recommendations. We will be looking to provide ongoing feedback on contributions where that's possible given the time constraints.

Q. A couple of considerations mainly timing related, how this review could impact on the current budget exercises, and planning for the next CLD Plan.

The report and recommendations will not be published until June 2024, which is likely to be too late to impact on current budget planning and shouldn't delay preparations for the next set of CLD Plans.

Q. Will you accept submissions of research evidence and/or case studies to consider as part of the review?

Please share any relevant research and/or case studies with the Review team. This can be sent to the mailbox at cldindependentreview@gov.scot

Q. The current Progress Visits to all 32 LA has highlighting the strengths and areas for development across our CLD partnerships, is this information being considered in this Review?

Yes.

Q. Are the review team aware of what the full resource picture looks like across the sector in terms of allocated funding across authorities?

We are aware of the tight fiscal position across local authorities and are keen to gather as much insight as possible on how budgets are being spent, and the impact on delivery of CLD services.

Q. We know that short timescales can have a negative impact on equalities considerations, was there an EIA conducted for the review?

There is no requirement to carry out any impact assessments ahead of a review such as this. Should the Minister/SG agree to take forward any of the recommendations made in the review's final report, then all necessary impact assessments will be carried out and will be published as normal.

Q. Should LAs wait for the report prior to preparing this year's CLD plan?

Local Authorities should continue to develop their CLD plans. Guidance will be issued from the SG CLD policy unit soon.

Q. Are Community Planning Partnerships being involved as part of the review?

Yes

Q. Is consideration being given to the learning, accreditation and achievement gained by young people and young adults through uniformed organisations and Third sector bodies delivering youth services and achievement programmes?

The role played by uniformed organisations and Third Sector bodies will be considered as part of the review.