

Agenda Item	9.
Report No	EDU/18/21

HIGHLAND COUNCIL

Committee: Education

Date: 2 September 2021

Report Title: **Community Learning and Development Plan 2021-2024**

Report By: High Life Highland

1. Purpose/Executive Summary

1.1 The Highland Council (as Education Authority) has the legal responsibility for Community Learning and Development (CLD) planning and delivery and for ensuring that this takes place within a Community Planning context. This report asks Members to consider and approve the draft Highland Community Learning and Development Plan 2021-2024.

2. Recommendations

2.1 Members are asked to:

- i. approve the draft Highland Community Learning and Development Plan 2021-2024 (Appendix 1); and
- ii. note and endorse the changes to the CLD governance structure.

3 Implications

3.1 **Resource:** the requirements for the CLD Plan will be delivered within the existing resources allocated to the Community Planning Partnership.

3.2 **Legal:** there is a legal duty on the Highland Council to develop a three year CLD plan.

3.3 **Community (Equality, Poverty and Rural):** the focus for CLD work is on reducing disadvantage and inequality as well as promoting equity.

3.4 **Climate Change/Carbon Clever:** there are no climate change/carbon clever and risk implications arising from this report.

3.5 **Risk:** There is a risk that without a robust CLD plan that disadvantaged communities will not have access to the CLD support they need.

3.6 **Gaelic:** There are no Gaelic implications arising from this report.

4. **Legislation and Expectations**

4.1 The Highland Council (as Education Authority) has a statutory duty, as set-out in [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#), to publish a Community Learning and Development (CLD) plan every three years describing how they will co-ordinate and secure “adequate and efficient” CLD provision with other sector partners. The purpose of this report is to present the proposed 3-year plan (2021 – 2024) to the committee for consideration.

4.2 CLD work in Scotland is guided by the [Strategic Guidance for Community Planning partnerships: Community learning and development](#) (2012) document and underpinned in legislation through [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#); and supports the achievement of the following national policy goals:

- to ensure communities across Scotland – particularly those which are disadvantaged – have access to the CLD support they need;
- to strengthen coordination between the full range of CLD providers and respond appropriately to the expectations set by the CLD Strategic Guidance for Community Planning Partnerships: Community Learning and Development 2012 (Scottish Government);
- to reinforce the role of communities and learners in assessment, planning and evaluation processes, enabling them to shape local CLD provision; and
- to articulate the important role and contribution of CLD and make it more visible.

4.3 There is an expectation that education authorities will recognise, in their CLD plan, the integration and impact of CLD practice across services within the local area. This includes services provided by the CLD workforce employed and volunteering within the local authority, as well as CLD provision within schools, colleges, third sector organisations and other community planning partners.

4.4 In summary, the expectation is for education authorities in their plans to:

- co-ordinate the provision of community learning and development with stakeholders;
- describe the actions that will be taken to provide and coordinate community learning and development between 1 September 2021 and 31 August 2024;
- describe the actions of partners for the provision of community learning and development from 1 September 2021 to 31 August 2024; and
- describe any needs for providing community learning and development that will not be met between 1 September 2021 to 31 August 2024.

4.5 The Scottish Government published new guidance for the development of the 2021-24 CLD plans. This emphasised the expectation that plans should be developed and reported through Community Planning Partnerships and that the first year of the new plans should be developmental, reflecting the learning from the covid-19 pandemic. In addition, The Scottish Government has also identified 5 key themes that should be addressed in 2021-24 plan:

1. **Involvement**
2. **Shared CLD priorities**
3. **Planning**

4. **Governance monitoring**
5. **Workforce development**

5. Development of the Highland 2021-2021 CLD Plan

5.1 The development of the draft plan for Highland commenced in Autumn 2020 with a review of the 2018-21 CLD plan. From this, and drawing on the learning from the pandemic, partners agreed the need to take a thematic approach to developing key CLD outcomes. In Oct 2020 the CLDE Delivery Group undertook a review of all available Community Partnership led locality plans and Covid response evaluations and from this summarised the following themes:

- Mental Health and Wellbeing
- Voice, Inclusion and Participation
- Digital Inclusion
- Employment, Volunteering and Training
- Community Development and Resilience

5.1.1 A consultation was then circulated to a wide range of partners asking for information and feedback around the themes. Partners were asked to detail what the need was under each theme for young people, adult, families and communities and what outcomes, measures and actions should be taken to address these needs. This consultation activity generated a number of responses providing rich data for the group to use to shape the plan.

5.1.2 Following this, focussed engagement activity took place with Adult and Youth Work Learners; HTSI partners; HLH Adult and Youth Work Teams; Community Planning Partners; and Head Teachers. Additionally, key learning to shape understanding of CLD need and the direction of the plan came from:

- Scottish index of multiple deprivation (SIMD)
- Socio Economic Performance (SEP) Index
- NHS Health Profiles
- Highland Youth Work Strategy Young People's Survey 2019
- HOIP Health and Wellbeing Young People's Mental Health Consultation 2020
- THC Community Conversations 2020
- HTSI Exploring the Impact of the pandemic on third sector staff and service users in Highland 2020
- Community Partnership Locality Plans 2018-2021

5.2 The above engagement activity and analysis of data helped form the following draft CLD priorities:

Theme	Draft CLD Priority
Mental Health & Wellbeing	The CLD community in Highland will prioritise working together to improve the levels of mental health and wellbeing experienced by people in our communities. This work will be targeted towards those at greater risk of poorer outcomes.
Voice, Inclusion & Participation	CLD will make it a priority to listen to those individuals and groups who want to but have little or no connection with decision makers and support them to influence the positive changes that are required to improve the lives of under-represented and seldom heard people
Digital Inclusion	CLD partners will support digital inclusion. This priority will focus CLD opportunities on increasing; skills, confidence, and access.
Employment, volunteering & training	CLD in Highland will provide; visible, easy to access opportunities which support routes into Employment, volunteering and training for those who need it most.
Community development & Resilience	CLD in Highland will prioritise targeted support to the development of capacity in key areas and of groups to increase their resilience for the future. This priority will build on the experiences and outcomes of Highland communities during the Covid-19 pandemic.

6. Governance Arrangements

6.1 As part of the review of the 2018-2021 CLD Plan the CLDE Delivery Group has been realigned into 2 groups to improve governance and delivery; this aligns and addresses recommendations contained within the last CLD inspection undertaken in Highland:

1. **CLD Strategic Group** responsible for setting strategic direction including how CLD resources are allocated. Membership includes: Representatives from the Highland Council's Education and Learning, Communities and Place and Health and Social Care services as well as Highland Third Sector Interface and Highlife Highland.
2. **CLD Operational Group** responsible for delivering the 3 year Highland CLD Plan. Membership includes: High Life Highland Adult and Youth Work Services, 9 Community Partnership CLD Leads, LEAD Scotland, WEA, HTSI, UHI, NHH, HIE, THC Education, THC Communities.

Progress against the Highland CLD Plan will be reported annually to the Highland Council's Education and Learning Committee and to the Highland Community Planning Board

Designation: Executive Chief Officer - Education and Learning

Date: 19 August 2021

Author: Fiona Richardson

Background Papers: Draft Highland CLD Plan 2021-2024

Highland Community Learning and Development Plan (DRAFT) 2021-2024

Working and learning together to reduce inequalities in Highland

Be Involved

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To be developed.

Foreword

I have great pleasure in welcoming you to our third Community Learning and Development (CLD) Strategic Plan for Highland which covers the period 2021 – 2024.

I also have an enormous amount of pride because I know how well people from across this very special part of the world/Scotland have risen to the challenges we've all experienced over the last 18 months or so. Their quiet and purposeful qualities of resilience and confidence have helped all of us, and especially our more vulnerable and disadvantaged communities.

We continue to learn so much in these times, and this will help us to be bold in going forward. The Council and its partners are now even more committed to tackling inequalities and trying to make life better for our most disadvantaged communities – whether by geography, or circumstance, or age, or lived experience or even just bad luck.

The principles and approaches which are common to CLD – encapsulated in its 5 core values of inclusion, self-determination, empowerment, working collaboratively and embracing learning as a lifelong activity – are critical to achieving our ambition of Highland being a place second to none in which to live and to thrive.

A key ambition for Highland continues to be ensuring it is a place where we look out for each other including those who may be termed, for one reason or another, less fortunate than ourselves.

Our Priorities for Improvement are set around 5 themes

- Mental Health and Wellbeing
- Voice, Inclusion and Participation
- Digital Inclusion
- Employment, volunteering, and training
- Community Development and Resilience

These will guide us for the coming months and years, and hopefully be a springboard for social action for many more. We need to listen to each other and make sure the quieter voices are heard so they become empowered to influence decisions and shape services.

Communities are concerned about the uncertainty of the future as we move away from the pandemic so it is up to all of us – communities themselves, public services, and colleagues in the third sector – to fill any potential vacuums with positivity, realism, aspiration, and hope. I have every confidence we can all do that.

I am delighted to present this Plan, and I commend it. Let us transform lives, let us transform Highland.

-Cllr. John Finlayson, Chair of Education Committee

Introduction

Welcome to Highland's Community Learning and Development (CLD) plan. This plan:

- presents our shared vision, values and priorities over the next three years
- articulates our strategic priorities for improving outcomes for learners and communities
- sets out the; action we will take, the measures we will use to show impact and how we will report on progress.

This plan has been shaped and developed around the views and experiences of learners, practitioners and Community Planning Partners. The work carried out through this plan will contribute to a fairer Highland through the provision of learning opportunities that are firmly focussed on reducing inequalities and mitigating the impact of poverty. Partners are committed to the role that CLD plays as a tool for achieving social justice in our communities. It also has a pivotal role in supporting individuals and communities to become more influential in making the changes they want to make, requiring CLD to help with boosting their confidence and building their capacity. We recognise the importance of positive partnerships and connection for all stakeholders in working towards our vision. This will empower people to become more involved in community based social action.

Our Vision

Working together to; improve lives, mitigate the effects of poverty and inequality through providing high quality opportunities for learning and active citizenship in our communities.



Our Partnership Approach

Community Learning and Development (CLD) is led by The Highland Council (as Education Authority) as required by The Requirements for Community Learning and Development (Scotland) Regulations 2013 legislation and delivered through the work of the Highland Community Planning Partnership (HCPP) and its nine Community Partnerships.

Our Priorities

Our Partnership Priorities for improvement are set around the following themes:

- Mental Health and Wellbeing – we will work together to support improved levels of mental health and wellbeing experienced by people in our communities
- Voice, Inclusion and Participation – we will listen to and support individuals and groups to influence positive change and identify next steps
- Digital Inclusion – we will support digital inclusion to increase skills, confidence and access
- Employment, volunteering and training – we will provide visible, easy to access opportunities which support routes into employment, volunteering and training for all age groups
- Community Development and resilience – we will prioritise support to build capacity and resilience in communities most affected by deprivation, exclusion and discrimination

How we will deliver the plan

The ambitions set out in our plan will be delivered through the 9 Community Planning Partnership CLD Networks and regional CLD delivery partners. The CP CLD networks provide an opportunity for partners come together to plan, deliver and evaluate CLD provision using the strategic priorities as a framework. Supported by the CP CLD Lead, partners will develop local outcomes and key actions for CLD. Outcomes will be achieved by:

- engaging and listening to people
- understanding the needs of individuals and communities
- maximising people's assets and skills
- joining up partner's resources to support individuals and communities
- sharing and rolling out good CLD practice
- undertaking joint self-evaluation regularly

Covid Recovery

The pandemic enabled CLD providers and wider partners to deliver and work in different ways. CLD was quick to adapt with partners continuing to deliver CLD learning and offer support through a range of remote learning methods including; digital learning platforms, telephone support, learning and wellbeing packs, signposting to humanitarian support. As restrictions allowed, provision moved to a more blended model with a mix of safe face to face, walk and talk sessions, detached youth work and group work. Going forward a blended learning offer will continue which will provide learners with greater say in not only, what they learn but, how they learn it.

In supporting the 5 priority themes as identified by communities in the wake of the covid pandemic, a key focus for year one of the plan will engagement and re-engagement of learners. Feedback from practitioners has provided evidence that:

- Older and more vulnerable adult learners are more likely to have disengaged and have higher levels of anxiety about to returning to learning;
- Detached youth work – meeting young people where they are at - can provide an important lifeline of communication and support to those young people at risk of disengaging with statutory services. Feedback has included examples of young people being encouraged to return to education, move beyond homelessness; and access services including health, criminal justice and domestic violence.
- Young people and adult learners with additional support needs are among those who have welcomed and benefited from professionally supported learning packs. Feedback has suggested that families and individual learners have experienced reduced anxiety and isolation while maintaining and developing core skills and confidence as a result of this provision.

“The weekly activity packs and tasks helped keep a sense of connection especially for those who didn’t engage virtually or by phone or for those living in complete isolation. The socially distanced chat over the garden or from the car window as the packs were delivered was of equal importance and I think it was true to say that it was a lifeline for some”.

Adult Learner Coordinator

“It is not easy to join a class or activity with 20 to 50 year olds when you are older. Will they think I’m an old bat? I worry about not remembering anyone’s name. But I think it is of great benefit and worth the effort.”

Adult Learner

"Youth Work benefits me because you helped me focus on getting somewhere better in life and if it wasn't for youth work I wouldn't have got so far."

(CEYP aged 18 talking to his youth worker)

"We've already planted all the seeds and it made me realise how much of a mess the rest of the garden is so I've been working hard tidying it up. We're spending much more time outside now and that's great for the wee one as she also gets to see other kids more. We've started going out for walks round the village everyday and I've offered to help the community council with watering the hanging baskets and tubs"

(Learner who received Grow your Own Learning Pack)

"The skills and confidence developed in using digital technology throughout 2020 has been seen as a significant benefit and a general desire that this should be blended with more traditional approaches in the future to ensure that all the opportunities and benefits it presents are not lost"

HTSI Report 2020

What is Community Learning and Development?

Our shared understanding of CLD covers a broad range of practice including youth work, community-based adult learning, family learning and community development.

The role of CLD is to empower individuals, groups and communities to make a positive change in their lives or in their community by using a range of different approaches including; community engagement; capacity building; and facilitating accessible learning opportunities.

The Scottish Government's focus for CLD is:

1. improved life chances for people of all ages, through learning, personal development and active citizenship
2. stronger, more resilient, supportive, influential and inclusive communities.

The Scottish Government's expectations for CLD include all the relevant partners contributing to the following:

- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
- youth work, family learning and other early intervention work with children, young people and families
- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL)
- volunteer development
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- learning support and guidance in the community

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

- **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.

A code of ethics was developed by the CLD Standards Council for Community Learning and Development, The Code has a central role in defining and communicating what CLD work is. Together with widely agreed values and principles and a Competence Framework, it provides the foundation for improving standards in CLD and for strengthening the identity of CLD as a profession.

[*Appendix 3 explains CLD in more detail](#)

CLD work in Scotland is guided by the Strategic Guidance for Community Planning partnerships: Community learning and development (2012) document and underpinned in legislation through The Requirements for Community Learning and Development (Scotland) Regulations 2013; and supports the achievement of the following national policy goals:

- to ensure communities across Scotland – particularly those which are disadvantaged – have access to the CLD support they need
- to strengthen coordination between the full range of CLD providers and respond appropriately to the expectations set by the CLD Strategic Guidance for Community Planning Partnerships: Community Learning and Development 2012 (Scottish Government)
- to reinforce the role of communities and learners in assessment, planning and evaluation processes, enabling them to shape local CLD provision
- to articulate the important role and contribution of CLD and make it more visible

CLD in Highland

The HCPP seeks to create better outcomes and reduce inequalities for communities and while The Highland Council (THC) has the statutory responsibility for CLD, there is also a shared commitment across all community planning partners. The HCPP believes that by bringing CLD and Community Planning together, the outcomes of both activities will be strengthened.

“Senior leaders understand and value CLD methodologies. The Highland Outcome Improvement Plan has a strong focus on community engagement and partners are committed to applying CLD methods to support their development work with communities”

Education Scotland Inspection Report Jan 2019

The Highland Community Planning Partnership has produced the Highland Outcome Improvement Plan (HOIP) with the following themes and ambitions:

- **Poverty Reduction** - more people in Highland will live a life free from the experience of poverty
- **Community Participation & Dialogue** - people in Highland will be more involved in decisions that affect their lives
- **Infrastructure** - fewer people in Highland experience transport or digital connectivity as a barrier to accessing opportunities
- **Community Safety & Resilience** - people in Highland will benefit from living in stronger, safer and more resilient communities
- **Mental Health & Wellbeing** - people in Highland will benefit from good mental health and wellbeing

CLD contributes to all of the above themes however, our CLD Partnership is responsible for delivering the Community Participation and Dialogue outcome of the HOIP. CLD in Highland prioritises mitigating the effects of poverty and inequality through providing high quality opportunities for learning and active citizenship in our communities. This is further achieved through supporting targeted individuals and groups to develop their abilities and confidence to; speak out and influence the services in their lives and be and feel a part of positive change.

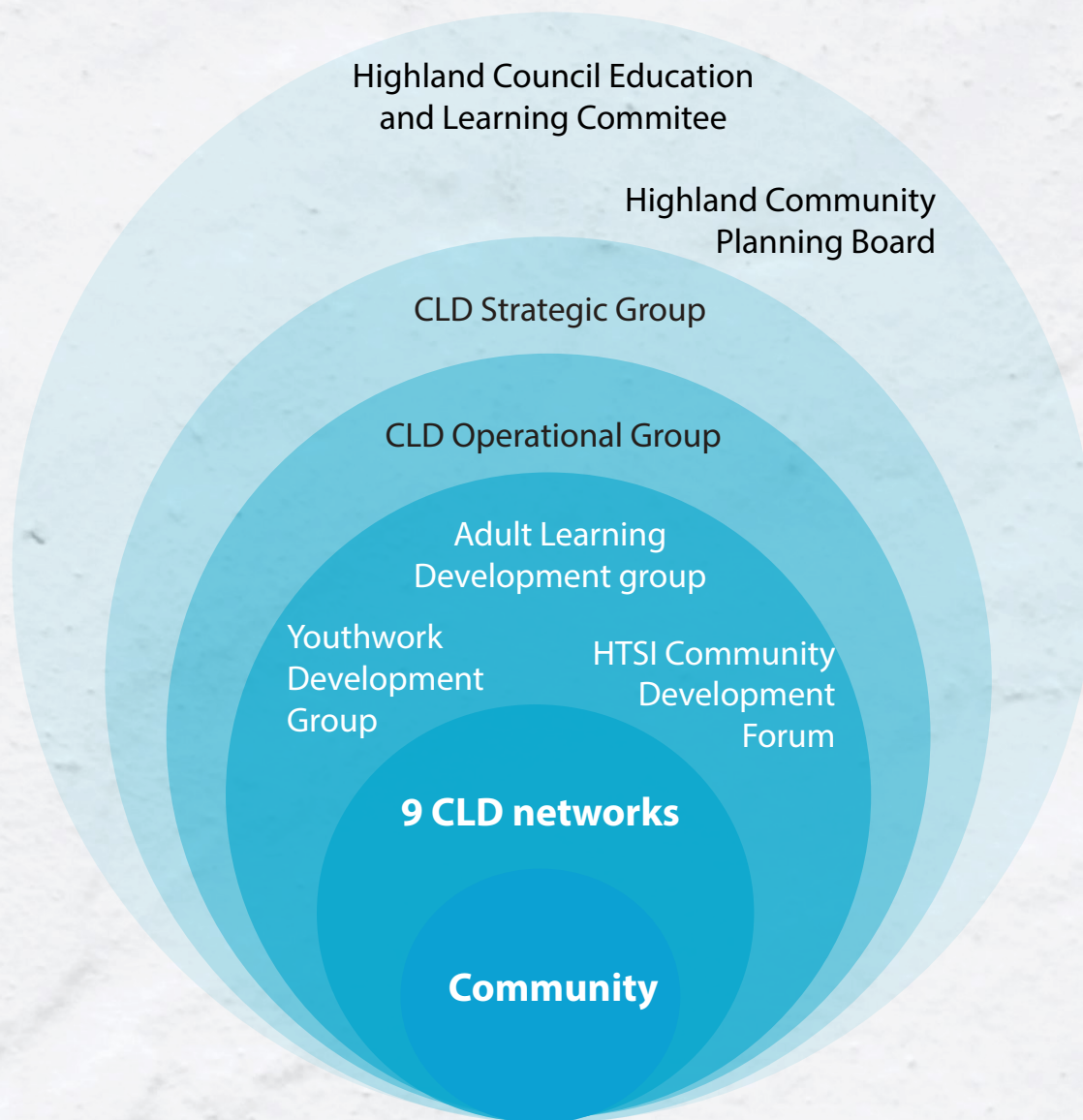
CLD activity will support the delivery of the HOIP through ensuring the following engagement principles are followed:

- **Doing things differently** - through diversifying the way engagement happens in communities focussing on quality of participation ensuring those most impacted are able to participate;
- **Building relationships and trust** - by strengthening the relationships between agencies and communities enabling honest constructive conversation; and
- **Listen and act** - through ensuring people are better able to understand how their participation has an impact and what has happened as a result of their inclusion.

Governance Arrangements

CLD in Highland is closely aligned with Community Planning with responsibility for delivering on **community participation and dialogue** priorities set out in the HOIP. This sits firmly with the CLD Strategic Group. Progress on the CLD plan will be reported to both the Highland Council Education and Learning Committee and the Highland Community Planning Board on a quarterly basis with a full evaluative annual report being submitted in the Autumn term.

Relevant updates and progress will also be provided to the Integrated Children's Services Board recognising the contribution CLD makes.



CLD Strategic Group Membership	CLD Operational Group Membership
THC Education THC Communities THC Health & Social Care HTSI High Life Highland	High Life Highland Adult and Youth Work Services 9 Community Partnership CLD Leads LEAD Scotland WEA UHI NHS HIE THC Education THC Communities HTSI

What we know about Highland

Highland is a unique area. Serving a third of the land area of Scotland, including some of the most remote and sparsely populated areas of the United Kingdom. The total land area, including all islands is 26,484 square kilometres. This is 33% of Scotland.

Delivering services in such a large area with a dispersed population can be challenging. However, our partnership recognises that the most successful responses to these challenges are those that are developed in equal partnerships between communities and services providers.



Highland population 235,830 (2019)
7th highest population of all 32
Council Areas in Scotland

55%

55% of Highland's population lives
in remote small towns (17%) and
remote rural areas (37.9%)

-17%

Some sparsely populated areas of Highland
projected to lose between 13% and 17%
of their overall populations, and more than
20% of their working age populations,
from 2018 to 2043 (Hutton Institute 2020,
Demographic change in remote areas)



(SIMD Education domain) 25 data
zones in Highland are among the
15% most deprived in Scotland



Rural deprivation – 81.1% of income
deprived people in Highland live out
with areas recognised as containing
high concentrations of deprivation



Rural deprivation – 81.2% of employment
deprived people in Highland live out
with areas recognised as containing high
concentrations of deprivation



203 schools including 29 secondary schools.
30,826 pupils – 16,835 enrolled in primary schools, 13,834 enrolled in secondary schools, 157 enrolled in our three free standing special schools and 3,952 enrolled in our early learning and childcare settings

15%
MOST DEPRIVED

(SIMD Deprivation) 22 Data zones in Highland are among the most deprived 15% in Scotland

Key Statistics

Our CLD Partnership will work together to gather, track and analyse information and trends to better inform our planning. We will gather high level data across our members to capture the impact of:

- Learners engaged in CLD – including adult learning; youth work; and community development
- Achievement - number of learners receiving nationally recognised awards through CLD activity (tracked by adult learning/youth work/community development)
- Mental Health & Wellbeing – number of learners with improved mental health and wellbeing outcomes through CLD activity
- Capacity building - number of community groups receiving capacity building support through CLD activity
- Voice and Influence - number of adults and young people taking part in influence and engagement activity through CLD activity (including community planning/participatory budgeting/local national consultations/co-production and influencing service design)

How we have used data and intelligence to inform CLD

The strong feature of CLD work is that it has always been needs led and targets those who are most disadvantaged – this is based on local data and intelligence. Within the context of the pandemic CLD work has become even more relevant and important and has provided essential support to some of the most vulnerable in our communities.

We have improved our use of data and understanding of community needs through focussed engagement activity which has taken place with; Adult and Youth Work Learners; HTSI partners; HLH Adult and Youth Work Teams; Community Planning Partnerships; and Head Teachers.

Additionally, our key learning in helping shape understanding of CLD need and informing the direction of this plan comes from:

- Scottish index of multiple deprivation (SIMD)
- Socio Economic Performance (SEP) Index
- NHS Health Profiles
- Highland Youth Work Strategy Young People's Survey 2019
- HOIP Health and Wellbeing Young People's Mental Health Consultation 2020
- THC Community Conversations 2020
- HTSI Exploring the Impact of the pandemic on third sector staff and service users in Highland 2020
- Community Partnership Locality Plans 2018-2021

In addition to reviewing the above information, focused engagement activity took place with HTSI partners, HLH Adult and Youth Work Teams, Community Planning Partnerships, Head Teachers, Adult and Youth Work Learners.

Improvement Action We will work together to increase our understanding of emerging CLD need by carrying out an annual CLD survey of learners and CLD partners. Findings from this will inform priorities set out in the CLD Plan.

Our new outcomes and how we arrived at these

In reviewing the 2018-21 CLD plan and drawing on the learning from the pandemic, partners agree the need to take a thematic approach to CLD outcomes. Our review and consultation activity started in August 2020 and involved analysing the following information; Locality Plans, Community Conversations findings and stakeholder surveys. Following this a series of workshops and focus groups took place with practitioners, third sector organisations, Elected Members and learners. All of this help shape our CLD outcomes for the coming three years.

Priority 1 - Mental Health and Wellbeing

The CLD community in Highland will prioritise working together to improve the levels of mental health and wellbeing experienced by people in our communities. This work will be targeted towards those at greater risk of poorer outcomes.

Context:

A steady growth in mental health and wellbeing issues is being observed across the area. This ranges from a reduction in feelings of wellbeing and increased anxiety through to mental health crisis, recurrence of existing issues and new and emerging issues for individuals. Issues being exacerbated by lockdown and social isolation and financial concerns. Mental health support is also required for some volunteers and staff where prolonged response efforts are having a negative impact. Feedback suggests demand is increasing for certain support services particularly for carers, befriending/social contact and mental health support groups. There is also demand for clear guidance on how community groups and volunteers can best support individuals and signpost services.

“Don’t only focus on mental health and wellbeing interventions and actions – take a more holistic approach to health” Youth Worker

Planning			Outcomes		
Needs	Inputs	Actions	Short term	Along the way	Long term
Increasing numbers of people in Highland have reported experiencing poor mental health – often people with multiple and intersectional impacts who are members of our most vulnerable and disadvantaged communities. The pandemic has exacerbated this impact.	CLD has a key role among planning partners in mitigation and future prevention work through providing informal learner centered experiences with wellbeing outcomes planned for with stakeholders.	<ul style="list-style-type: none"> Deliver Education Recovery funded projects (HLH and Youth Highland/ Voluntary Youth Network) Improve the use of data and data sharing across CPP to inform future opportunities for the CLD contribution to improving health outcomes for young people, adults and families. Identify and promote the use of recognised and validated wellbeing measures and tools for CLD partners to evidence impact of CLD interventions. Provide cross sector mental health and wellbeing related training for CLD workforce to improve understanding and ability to identify, support and signpost those (learners) at risk Produce quarterly reports ensure CLD provision in each CP area is; adequate, targeted and focusses wellbeing outcomes. CLD resource in CP areas is prioritised to support vulnerable people to make connections in their community to reduce social isolation and loneliness. Identify and pursue funding opportunities to increase the capacity of CLD to contribute to health and wellbeing outcomes. Scope and develop new partnership opportunities and synergies with other sectors beyond CP partners. 	<ul style="list-style-type: none"> Increased participation in MH&W learning activity Improved understanding of the impact of the pandemic on MH&W Increased access to info and signposting More effective transitions to positive destinations 	<ul style="list-style-type: none"> Increased community confidence Increased take up of learning and development and opportunities Greater inclusion of diverse voices in community planning 	<ul style="list-style-type: none"> Decreased social isolation Improved mental health and wellbeing Reduced stress Improved community support Increased confidence
			<p>KPI:</p> <ul style="list-style-type: none"> People taking part in CLD report an increased sense of personal wellbeing. 		

National and regional policy fit:

The Highland CLD Plan sits within a complex planning and reporting landscape and has links to a number of other planning responsibilities and reports.

[Developing Scotland's Young Workforce](#)

[Time to Shine - Scotland's Youth Arts Strategy for ages 0-25](#)

[Early Years Collaborative](#)

[Opportunities For All - Post-16 transitions - Policy and Practice Framework](#)

[Skills for Scotland: A Lifelong Skills Strategy](#)

HOIP Mental Health and Wellbeing Delivery Plan

National Improvement Framework (NIF3)

THC Education and Learning Action Plan

Integrated Children's Services Plan

Highland Youth Work Strategy

Priority 2 – Voice, Inclusion & Participation

CLD will make it a priority to listen to those individuals and groups who want to but have little or no connection with decision makers and service budget holders, and support them to influence the positive changes that are required to improve the lives of under-represented and seldom heard people.

Context: Community Planning Partnerships are inconsistent in their approaches to ensuring the Community Empowerment (Scotland) Act 2015 is fully enacted, which means that under-represented and seldom heard people aren't included in meaningful and sustained change. CPPs do recognise that a "one size fits all" approach doesn't work, and are committed to supporting and working much more inclusively with communities by doing things differently, building relationships and actively listening to them.

"need to make sure Children's Rights are threaded through our work and a recognition that Voice isn't just about young people turning up to community meetings to fulfil an adult agenda" Youth Worker

Planning			Outcomes		
Needs	Inputs	Actions	Short term	Along the way	Long term
<p>While more partners are routinely including communities and service users in planning and evaluation, the quality and outcomes of this approach remains variable.</p> <p>Feedback from partners suggests that our most disadvantaged and deprived communities and individuals risk being left behind in the post-Covid recovery period. This points to a need here for a much more targeted approach over the first year of the plan.</p>	<p>CLD has a lead role in ensuring meaningful participation and exploring innovative and inclusive methodology with CLD learners and partners to improve learners subjective sense of being both listen to <i>and</i> having influence along with improving the evidence base for positive change at individual, family and community levels.</p>	<ul style="list-style-type: none"> Provide and coordinate learning and support for marginalised individuals and groups to participate in decision making/co-design of services. Each CP to demonstrate progress Develop a co-designed Youth Participation Framework (Youth Charter) Plan and deliver workshops in all CP areas around incorporation of UNCRC into Scots law Plan and deliver learning opportunities to improve; skills, knowledge and confidence of individuals and communities to increase active participation in local decision making and community life. Deliver awareness raising sessions to Community Partnerships on CLD approaches to increasing the inclusion of marginalised adults' voice and influence in community planning. Support local initiatives in lead up to and at the COP26 the "UN Climate Change Conference" in Glasgow November 2021. Provide a youth led voice, inclusion & participation summary report to HCPP Facilitate annual Big Community Conversation to inform on going needs analysis/review of CLD delivery 	<ul style="list-style-type: none"> Improved skills and confidence of those already involved in CLD Improved skills and confidence of the workforce to facilitate voice and influence Increased shared use of learner voice among CLD providers and planning partners 	<ul style="list-style-type: none"> Increased community confidence Greater inclusion of diverse voices in community planning Increased trust and confidence between agencies and communities 	<ul style="list-style-type: none"> Embedded community engagement in community planning processes Increased evidence base of positive change for individuals, families and communities
			<p>KPI: Increases in: abilities, confidence, and feeling a part of positive change</p>		

National and regional policy fit:

The Highland CLD Plan sits within a complex planning and reporting landscape and has links to a number of other planning responsibilities and reports.

[Community Empowerment \(Scotland\) Act](#)
[UNCRC - https://www.gov.scot/policies/human-rights/childrens-rights/](https://www.gov.scot/policies/human-rights/childrens-rights/)
<https://www.carereview.scot/wp-content/uploads/2020/02/The-Promise.pdf>

<https://www.gov.scot/publications/2021-national-improvement-framework-improvement-plan/>

THC Education and Learning Action Plan
 Corporate Parenting Plan

Priority 3 – Digital Inclusion

CLD partners will support digital inclusion. This priority will focus CLD opportunities on increasing; skills, confidence, and access.

Context:

Whilst enabling many groups to continue operating and developing innovative practice to reduce social isolation, the lack of digital connectivity for many is an ongoing challenge, exacerbating social isolation and people's ability to access support services. This has particular implications for disabled people, older people, adult literacy learners and young people. The pandemic highlighted the growing recognition that digital ability is the fourth literacy. Low digital confidence is a barrier to accessing learning opportunities, particularly for adults.

“We are already predicting an increase in demand for personalised learning, particularly digital and core skills” LEAD Scotland

Planning			Outcomes		
Needs	Inputs	Actions	Short term	Along the way	Long term
<p>Whilst the opportunity for digital engagement has undoubtedly been enhanced during the Covid pandemic, for many of our most vulnerable individuals and communities, the digital gap has widened. Not everyone is positioned to take advantage of digital opportunities without significant additional support. As such, partners report that these people risk being further left behind.</p> <p>The disproportionate impact of the already existing issues of digital exclusion has been clearly spotlighted by the pandemic.</p>	<p>A lifelong, life-wide and learner-centred CLD approach is required to tackle this need. Partners in Highland will maximise digital inclusion. This priority will focus on increasing; skills, confidence, and access of target communities which includes the CLD workforce.</p>	<ul style="list-style-type: none"> • Ascertain, through CLD networks, the extent and determinants of digital exclusion by CP area. • Develop and roll out “digital CLD” practice guidance and training. • Support individuals and families to benefit from funding stream which provide access to free devices / connections • Coordinate learning opportunities supporting people to get ready to go digital! • Develop virtual learning environments for ESOL/Core Skills/Digital Inclusion focussing on following themes: Employment and Work / Financial Capability/Family / Health and Wellbeing 	<ul style="list-style-type: none"> • Sustained learning • Increased confidence • Increased ability to communicate skills • Improved digital skills • Increased ability to provide support in the digital space • Increase access to internet and devices 	<ul style="list-style-type: none"> • Increased community confidence • Increased take up of learning and development and opportunities 	<ul style="list-style-type: none"> • More effective transitions to positive destinations and new opportunities • Improved life potential • Increased community engagement • Reduced social isolation
			<p>KPIs:</p> <ul style="list-style-type: none"> • Increase in numbers of people with access to the internet • Increase in skills and confidence as reported by CLD learners 		

National and regional policy fit:

The Highland CLD Plan sits within a complex planning and reporting landscape and has links to a number of other planning responsibilities and reports.

[Developing Scotland's Young Workforce](https://www.highlandcpp.org.uk/highland-outcome-improvement-plan.html)
<https://www.highlandcpp.org.uk/highland-outcome-improvement-plan.html>
[Time to Shine - Scotland's Youth Arts Strategy for ages 0-25](#)
[Early Years Collaborative](#)

[Opportunities For All - Post-16 transitions - Policy and Practice Framework](https://www.gov.scot/publications/2021-national-improvement-framework-improvement-plan)
<https://www.gov.scot/publications/2021-national-improvement-framework-improvement-plan>
[Skills for Scotland: A Lifelong Skills Strategy](#)
 THC Education and Learning Action Plan

Priority 4 – Employment, volunteering & training

CLD in Highland will provide; visible, easy to access opportunities which support routes into Employment, volunteering and training for those who need it most.

Context:

Highland presents a unique set of circumstances in which CLD based learner pathways towards employment, volunteering and training are important. CLD partners report that their offers of individualised learning programmes are in demand, address multiple barriers to progress and increase the chances of learners securing and sustaining the opportunities available.

“I am a completely different person now. My confidence has increased, and I am so proud of all my achievements. Nobody judges you here, you are part of a group and I have made many friends. I have excelled in all the different tasks I have undertaken, and this year was awarded the Student of the Year Award for Sutherland. I now feel my dreams are closer than they have ever have been” Adult Learner

Planning			Outcomes		
Needs	Inputs	Actions	Short term	Along the way	Long term
Some people in Highland – young people, disabled people and those experiencing multiple barriers to employment are already significantly under-represented in employment, even before the full recovery from the pandemic gets underway. Many of these people struggle to enter and sustain FE/HE learning opportunities. This in turn is shown to lead to more of these people living in households experiencing poverty.	<p>CLD provision of accessible learner-centered interventions</p> <p>CLD works with wider partners to enable learners to progress through SDS employability pipeline</p> <p>Make full use of youth and adult award frameworks to support learners of all ages to progress</p>	<ul style="list-style-type: none"> Gather data and analyse per CP area Track youth achievement across partners and the contribution this makes to closing the attainment gap Coordinate targeted Adult Learning opportunities, across partners, which enable people to develop their core skills and increase employability Develop and promote learning pathways between partners to improve adult learning progression Increase and formalise partnership working between Education and CLD to support learning and development which contributes to closing the attainment gap Embed Youth Link skills framework into youth work practice 	<ul style="list-style-type: none"> Increased access to volunteering in communities Improved awareness of learning opportunities and progression routes Improved sharing of information between partners to support learning pathways 	<ul style="list-style-type: none"> Increased take up of learning and development and opportunities Increased capacity of the workforce to facilitate qualifications and achievement awards 	<ul style="list-style-type: none"> Improved transitions to positive destinations and new opportunities Improved life potential Increased community engagement Reduced social isolation
			KPIs: <ul style="list-style-type: none"> Number of CLD learners entering employment, volunteering and training Partnership tracking of wider achievement, including but not limited to, awards and qualifications gained 		

National and regional policy fit:

The Highland CLD Plan sits within a complex planning and reporting landscape and has links to a number of other planning responsibilities and reports.

[Developing Scotland's Young Workforce](#)

[Opportunities For All - Post-16 transitions - Policy and Practice Framework](#)

[Skills for Scotland: A Lifelong Skills Strategy](#)

<https://www.highlandcpp.org.uk/highland-outcome-improvement-plan.html>

<https://www.gov.scot/publications/2021-national-improvement-framework-improvement-plan/>

THC Education and Learning Action Plan

Priority 5 – Community Development & Resilience

CLD in Highland will prioritise targeted support to the development of capacity in key areas and of groups to increase their resilience for the future. This priority will build on the experiences and outcomes of Highland communities during the Covid-19 pandemic.

Context

Strengthening and supporting communities to build capacity and enable them to take forward their priorities is a key role of CLD partners. The covid-pandemic has seen the mobilisation of many new groups and bodies, with others adapting to take on new roles locally to support their communities and build resilience. Ensuring all communities have the same resilience is an area for development.

“the issues that arose in communities (ie, access to food, vulnerability) are not just Covid-based issues, Covid just highlighted them. This means when we move past Covid, these initiatives and supports shouldn’t just be dropped”. HTSI Focus Group May 2021

Planning			Outcomes		
Needs	Inputs	Actions	Short term	Along the way	Long term
<p>In a geographically and organisationally dispersed and diverse context, CLD partners are needed to target resources towards our communities who have shown lower levels of capacity and resilience before and during the pandemic.</p> <p>Partnership experience has shown that these communities are typically impacted by multiple deprivation / exclusion / discrimination that those communities are not yet equipped to address without further intervention.</p>	<p>There is a significant role for CLD in providing learning opportunities that increase community capacity and therefore levels of resilience in these communities whether geographic or thematic.</p> <p>There is a strong correlation for our CLD practice between this priority and that of voice influence and participation. Key interventions will consider and plan for both.</p>	<ul style="list-style-type: none"> Share learning - CPs which have adopted a resilience approach to planning to share learning and experiences with other CPs Support programme of community development and skills training Increase the involvement of learners in shaping CLD provision at community level Share learning with CPs from community development programmes, e.g. Lochalsh Collaboration & SCDC; Aspiring Communities Support more communities to develop assets and co-design services 	<ul style="list-style-type: none"> Increased peer to peer support between anchor orgs and volunteers Increased partnership working to build capacity to deliver outcomes Increased engagement by Community Partnerships 	<ul style="list-style-type: none"> Increased community confidence Greater inclusion of diverse voices in community planning Increased community capacity to take forward local aims and priorities 	<ul style="list-style-type: none"> Increased community capacity and resilience Strengthened community voice impacting decision making, delivering community priorities and delivering services Increased involvement and participation in service design, delivery and priority setting
			<p>KPIs:</p> <ul style="list-style-type: none"> People take action to improve their area and feel able to influence decisions Increase levels of participation in community development activity Increase levels of participation in community development activity in communities facing the greatest inequalities 		

National and regional policy fit:

The Highland CLD Plan sits within a complex planning and reporting landscape and has links to a number of other planning responsibilities and reports.

<https://www.gov.scot/publications/social-enterprise-action-plan/pages/1/>
<http://www.gov.scot/Topics/People/engage/CommEmpowerBill>
<https://www.highlandcpp.org.uk/highland-outcome-improvement-plan.html>

[/https://www.gov.scot/publications/2021-national-improvement-framework-improvement-plan](https://www.gov.scot/publications/2021-national-improvement-framework-improvement-plan)
 THC Education and Learning Action Plan

How we will ensure we are delivering our outcomes

How well are we doing?

How do we know?

What are we going to do now?

Through our CLD Partnership we will continue to use validated self-evaluation such as How Good is our Community Learning and Development to inform our future planning. The CLD Leads will provide support to Community Partnership to carry out regular self-evaluation activity to ensure support and challenge is embedded as part of the planning cycles of developing and improving Community Partnership Plans.

Education Scotland Inspection 2018/2019 – Key Lessons Learned

CLD partners within Highland and the area of Mid Ross were inspected by Education Scotland during October and November 2018. During the inspection four quality indicators were reviewed to establish the quality of the strategic leadership of CLD and the quality of CLD provision in the Mid Ross area.

Key strengths identified	Key areas for improvement identified
1. Increased value placed on CLD and partnership working; 2. Community organisations improving local infrastructure and increasing learning opportunities; 3. Rich landscape of vibrant, self-starting community groups increasing sense of place and reducing isolation; and 4. Staff and volunteers are delivering quality services and learning opportunities which improve lives	1. Strengthen the alignment of local provision with strategic and area priorities and plans to ensure a clear shared sense of direction; 2. Improve joint evaluation and performance monitoring to better capture and report CLD impact; 3. Strengthen the role of communities in local planning and decision making; and 4. Develop clear learning pathways for adults.



A full programme of improvement activity took place over 2019 which resulted in positive outcomes being noted by ES during their November 2019 revisit, a year after the original inspection. These included;

- Partners demonstrated their shared commitment to strengthening the 9 Community Partnerships
- Improved processes enabling increased collaborative working with partners through the CLD Networks
- Improved use of data to identify a range of CLD priority actions to build the role, effectiveness and sustainability of community planning.
- Evidence of highly effective and ambitious community organisations continuing to enhance community life by delivering a wide range of services and well delivered learning opportunities continuing to meet the identified needs.
- The Mid Ross CP proactively taking steps to involve more local people through improved targeted engagement activity.
- Partners working together to support young people to participate in decision making processes with particular note being made to their involvement in the co design of the Highland Youth Work Strategy

CLD Partners continue to work closely with Education Scotland on improvement activity on the following key areas:

- Develop clearer learning pathways for progression
- Develop systematic approaches to Family learning
- Improve the tracking of young people's achievements
- Improve and strengthen partnership working between youth work and schools

Barriers to participation and Unmet Need

Partners and Learners have identified the following barriers to participation:

- **Geography** - The size of Highland and the dispersal of population and deprivation across the region poses challenges for those needing to participate in CLD and those seeking to provide relevant opportunities. This factor also expresses itself in resulting barriers related to; transport, transport costs, suitable venues, digital connectivity and access to specialist services in rural areas.
- **Hidden remote and rural deprivation** – The hidden nature of rural deprivation both in terms of not being reflected in models such as SIMD to inform targeting of services and also in local communities themselves can be a barrier to participation and the equitable provision of CLD services in Highland. Covid informed moves towards blended learning models represent a partial solution that will be explored in the life of this plan.
- **Awareness of opportunities** – The partnership approach to CLD provision has many strengths and is necessary at current resource levels to enable the provision of CLD opportunities across the Highland local authority area. However, the marketing and promotion of opportunities by individual partners can present a barrier to participation and learner pathways. This is something that this plan seeks to address through developing shared promotion of CLD opportunities across partners.
- **Inequalities** – the lived experiences through the pandemic were similar for individuals and communities but the responses and resilience shown were variable, which exacerbated inequalities because CLD approaches weren't available everywhere.

“Uncertainty of the immediate future and lack of confidence is having an effect on many groups (and individuals). They are struggling to make a commitment to moving towards recovery actions, be it responding to new opportunities, or leaving the comfort zone of emergency response”.

HTSI Focus Group May 2021

Unmet need

The CLD legislation requires CLD partners to identify unmet need. For individuals, families and certain communities for interest it is recognised that there will be unmet need over the life of the plan. The CLD Partnership will continue to monitor, evidence and respond to unmet CLD need.

“Communities would benefit from strategic and local partners working together to explore how they can provide community development, community capacity building and networking support to community groups. The lack of consistent and coordinated support is often a barrier to communities becoming full and equal partners with services”.

Education Scotland Inspection Report Jan 2019

Partners have identified the following unmet need:

- **Community development support** – the pandemic highlighted how the level of community resilience varied across our geography, showing us how vital the role of community networks, the third sector and volunteering is in adapting to sudden social change. As we move out of the pandemic we need to build long term resilience in preparation for future emergencies as well as adaptation for environmental change.
- **Adult Learning in remote and rural areas**– There is a recognised unmet need for adult Learning in remote and rural communities which do not feature in Community Planning Partnership locality plan priority areas.
- **Family Learning** – currently a distinct / fully skilled resource and plan for the delivery of family learning is not in place. Development work between CLD providers and THC Education will take place during the life of this plan but an unmet need is acknowledged.
- **Youth Work Offer for those aged 16 plus** – there is an unmet need for older young people, which they have articulated in some areas (Caithness) for; safe, unstructured, drop-in spaces supported by safe adults. There is also increased need for employability related work with this age group. Coupled with evidence suggesting that there is a need for youth work approaches to be used with younger children and the age of those attending traditional youth clubs having lowered in recent years, the sector faces a pressure around unmet needs of those aged 16 plus with a 14 plus range in our deprived communities and larger settlements being evidenced. The sector is working hard to meet these needs and examples of good practice are in place to learn from however some unmet and growing need is identified.
- **Positive destinations for disabled people** – there are a lack of dedicated resource supporting access and inclusion for disabled CLD learners. There is an additional unmet need to make Equality Act rights and support entitlements visible to disabled CLD learners to achieve equity with learners within school and FE settings.

“The funding made a difference in the immediate short-term; longer-term, its neutral, it’s not had a big impact, apart from a few being able to take on more staff for specific covid resilience/recovery roles role on short-term temporary contracts. There’s no long-term investment plan in communities to make them more stable ... short-term funding doesn’t get you a long-term outcomes that make resilient communities” in reference to funding being made available to groups through covid relief.”

HTSI Focus Group May 2021

How we will develop our workforce

The Scottish Government has long advocated the importance of CLD, and this has been strengthened by the actions of all those involved in responding to the wide-ranging impacts of the pandemic on individuals and communities. At the Scottish Government’s webinar on February 9 2021 “CLD Planning Guidance – collaborating for improvement”, the Minister Richard Lochhead commented that the government will ensure that CLD features across the country. He added that practitioners need to “share and report, and to reflect and learn”.

The government’s priority is to address inequalities, and sees CLD as a pivotal link between people – particularly those who are more vulnerable and disadvantaged – and institutions.

Everyone who is involved in CLD – those whose job it is as well as those who have a stake in community planning partnerships – needs to be confident and competent: which of course are the same key qualities that beneficiaries of good quality CLD need to have so they can navigate their learning journeys towards improved personal, social and educational outcomes.

Longer term CLD planning needs to learn from the observed and felt needs throughout the pandemic, including the state of people’s mental health and emotional wellbeing, digital access and skills, acknowledging that different people have different learning styles and need conducive environments for learning and development, widening access to opportunity, and the importance of learning pathways and progression aka “lifelong learning”

When looking at workforce development across the sector, and that includes community planning partners with a stake in CLD, there are other considerations that need to be made – namely:

- actively promoting diversity;
- responding to the strengths and challenges of an aging workforce;
- attracting and supporting the next generation of volunteers;
- attracting and retaining qualified, experienced and knowledgeable CLD practitioners;
- creating pathways for professional development including the provision of CLD courses provided by academic institutions;
- ensuring that organisations offer placements and apprenticeships for people to develop the craft of CLD; and,
- encouraging and empowering CLD practitioners and community planning partners to be effective leaders, mentors and champions.

In 2020 the World Economic Forum listed the top 10 skills that it feels are important for people to have, so they can give themselves the best chances to participate and thrive i.e. to support the economic recovery that faces us all. It is worth bearing these in mind as part of our workforce development (AND . alongside our CLD offer). They are

Adaptability | Critical thinking | Creativity | People management | Co-ordinating with others | Emotional intelligence |
Judgement and decision-making | Service orientation | Cognitive flexibility

Improvement Action - All of the above provides a framework for workforce development and requires a collaborative approach among partners and learners to create a vision for the 3 years of the Plan. This will be achieved by establishing a dedicated working group for the duration of the CLD Plan, drawn from statutory and third sector organisations, and others who have a stake in CLD including learners and communities. It will create an Action Plan for Workforce Development by December 2021 which will be monitored regularly and reviewed annually. The lead on this will be the Education Authority.

Our Regional Approach in the North – The Northern Alliance

Highland Council is one of eight regional local authority partner members in the Regional Improvement Collaborative for the North – The Northern Alliance. Other members are: Aberdeen City, Aberdeenshire, Moray, 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.

For further general information - 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. Some 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 is awarded a small amount of annual funding from the CLD Standards Council in Scotland to deliver professional learning activities for practitioners across the geography.

Appendices

Appendix 1 - DRAFT 3 Year CLD Partnership Action Plan

Priority 1	Mental Health & Wellbeing - The CLD community in Highland will prioritise working together to improve the levels of mental health and wellbeing experienced by people in our communities. This work will be targeted towards those at greater risk of poorer outcomes.			
Actions – short term		Timescale	Lead	BRAG
Deliver Education Recovery funded projects (HLH and Youth Highland/ Voluntary Youth Network)		Oct 2021	NBY	
Improve the use of data and data sharing across CPP to inform future opportunities for the CLD contribution to improving health outcomes for young people, adults and families.		Jan 2022	IK/JW	
Actions – medium term				
Identify and promote the use of recognised and validated wellbeing measures and tools for CLD partners to evidence impact of CLD interventions.		Dec 2021	IK/JW	
Provide cross sector mental health and wellbeing related training for CLD workforce to improve understanding and ability to identify, support and signpost those (learners) at risk		ongoing	IK/JW	
Produce quarterly reports ensure CLD provision in each CP area is; adequate, targeted and focusses wellbeing outcomes.		Feb, May, Aug, Nov	CLD leads	
CLD resource in CP areas is prioritised to support vulnerable people to make connections in their community to reduce social isolation and loneliness.		September 2021	CLD leads	
Action – long term				
Identify and pursue funding opportunities to increase the capacity of CLD to contribute to health and wellbeing outcomes.		March 2022	HLH funding Officer	
Scope and develop new partnership opportunities and synergies with other sectors beyond CP partners.		March 2022	FR	

Priority 2	Voice, Inclusion & Participation – CLD will make it a priority to listen to those individuals and groups who want to but have little or no connection with decision makers and service budget holders, and support them to influence the positive changes that are required to improve the lives of under-represented and seldom heard people.			
Actions – short term		Timescale	Lead	BRAG
Provide and coordinate learning and support for marginalised individuals and groups to participate in decision making/co-design of services. Each CP to demonstrate progress		Ongoing	FR	
Develop a co-designed Youth Participation Framework (Youth Charter)		Dec 2021	FR	
Plan and deliver workshops in all CP areas around incorporation of UNCRC into Scots law		Feb 2022	FR	
Actions – medium term				
Plan and deliver learning opportunities to improve; skills, knowledge and confidence of individuals and communities to increase active participation in local decision making and community life.		March 2022	CLD Leads/ FR	
Deliver awareness raising sessions to Community Partnerships on CLD approaches to increasing the inclusion of marginalised adults' voice and influence in community planning.		March 2022	CLD Leads/ FR	
Support local initiatives in lead up to and at the COP26 the "UN Climate Change Conference" in Glasgow November 2021.		November 2021	Highland Youth Convenor/ HYP Chair	
Provide a youth led voice, inclusion & participation summary report to HCPP		Oct 21 and May 2022	Highland Youth Convenor/ HYP Chair	
Action – long term				
Facilitate annual Big Community Conversation to inform on going needs analysis/review of CLD delivery		May 2022	FR	

Priority 3	Digital Inclusion - CLD partners will support digital inclusion. This priority will focus CLD opportunities on increasing; skills, confidence, and access.		
Actions – short term	Timescale	Lead	BRAG
Ascertain, through CLD networks, the extent and determinants of digital exclusion by CP area.	Nov 2021	CLD Leads	
Develop and roll out “digital CLD” practice guidance and training.	Nov 2021	MR	
Support individuals and families to benefit from funding stream which provide access to free devices / connections	ongoing	MJ	
Coordinate learning opportunities supporting people to get ready to go digital!	ongoing	MJ	
Develop virtual learning environments for ESOL/Core Skills/Digital Inclusion focussing on following themes: Employment and Work / Financial Capability/Family / Health and Wellbeing	Nov 2021	MJ	
Actions – medium term (under development)			

Priority 4	Employment, volunteering and training - CLD in Highland will provide; visible, easy to access opportunities which support routes into Employment, volunteering and training for those who need it most.		
Actions – short term	Timescale	Lead	BRAG
Gather data and analyse data on need by CP area	Oct 2021	CLD leads	
Track youth achievement across partners and the contrition this makes to closing the attainment gap	June 2022	NBY/Ed Scot	
Coordinate targeted Adult Learning opportunities, across partners, which enable people to develop their core skills and increase employability.	ongoing	MJ	
Develop and promote a learning pathway initiative to improve adult learning progression	Dec 2021	Adult Learning Development Group	
Actions – medium term			
Increase and formalise partnership working between Education and CLD to support learning and development which contributes to closing the attainment gap	September 2021	FR	
Embed Youth Link skills framework into youth work practice	September 2021	NBY	
Support the development of the Young Person Guarantee work placement programme	Nov 2021	NBY	
Action – long term (under development)			

Priority 5	Community Development & Resilience – CLD in Highland will prioritise targeted support to the development of capacity in key areas and of groups to increase their resilience for the future. This priority will build on the experiences and outcomes of Highland communities during the Covid-19 pandemic.		
Actions – short term	Timescale	Lead	BRAG
Share learning - CPs which have adopted a resilience approach to planning to share learning and experiences with other CPs	Nov 2021	CLD leads	
Actions – medium term			
Support programme of community development and skills training	March 2022	HTSI	
Increase the involvement of learners in shaping CLD provision at community level	March 2022	CLD leads	
Share learning with CPs from community development programmes, e.g. Lochalsh Collaboration & SCDC; Aspiring Communities	Sept 2021	FR	
Action – long term (under development)			
Support more communities to develop assets and co-design services	March 2022		

Appendix 2: Policy Context - Strategic Fit

The Highland CLD Plan sits within a complex planning and reporting landscape and has links to a number of other planning responsibilities and reports.

Policy	Priority Themes	High Level Priorities where CLD will contribute
Highland Outcome Improvement Plan (HOIP)	Poverty Reduction Community Participation & Dialogue Infrastructure Community Safety & Resilience Mental Health & Wellbeing	More people in Highland will live free from experience of poverty People in Highland will be more involved in decisions that affect their lives Fewer people in Highland experience transport or digital connectivity as a barrier to accessing opportunities People in Highland will benefit from living in stronger, safer, and more resilient communities People in Highland will benefit from good mental health & wellbeing
THC Corporate Plan	A Council that Champions the Highlands A Place to live A Place to thrive A Place to prosper A Welcoming Place Your Highland Council	<ul style="list-style-type: none"> - make the Highlands a stronger, healthier and more resilient region, where we are confident in our culture and heritage and where more people choose to live, work, study and visit. - work to invigorate local democracy and put our communities at the heart of the design and delivery of services at a local level. We will also develop the capacity of communities to decide and deliver their local priorities. - protect the vulnerable in our communities, promote fairness and welcome diversity. - support all children and families to learn and thrive by delivering a whole system approach to education and integrated children’s services.
Highland Youth Work Strategy 2019-2024	Young people want to be: Confident Experience new things Make good decisions Speak up for what’s right Make life better for others	Improving community involvement- opportunities to be involved that are inclusive, empowering and meaningful Improving democracy – creating space for having opinions, making change and being heard Improving health and wellbeing – supporting a positive combination of physical health, mental health, relationships and keeping safe online Improving inclusion – removing barriers, involving everybody, respecting differences and providing equal opportunities Providing enhanced opportunities and training – offering access to skills development, experiences, qualifications and learning that should be facilitated by skilled, competent youth workers, peers or those with lived experience

Policy	Priority Themes	High Level Priorities where CLD will contribute
THC Education and Learning Action Plan	Entitlement Relationships Equity Empowerment and Leadership	We will raise the attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation We will maximise health and wellbeing for all children and young people to give them the best possible start in life We will ensure the highest quality of learning and teaching for each and every learner We will develop leadership at all levels of the system for now and the future
Integrated Children's Services Plan	All Highland's children have the best possible start in life; enjoy being young and are supported to develop as loved, confident, capable, resilient, to fully maximise their potential	Tackling Inequalities – reduce the gap in outcomes between the most and least deprived children and young people in Highland by working to reduce child poverty within our communities and keep our children and young people safe from harm. Love and Support for our Care Experienced Young People – ensure children and young people who are care experienced are loved and supported to improve their life experiences and life chances. Good Health and Wellbeing including Mental Health – ensure all children and young people are supported to achieve and maintain good physical and mental health and wellbeing. Promoting Children's Rights and Participation – work to ensure we are delivering on the provision of the UNCRC as incorporated into Scots Law.
National Improvement Framework for Education Priorities	-Successful learners -Confident Individuals -Responsible Citizens -Effective Contributors	NIF 1-Improvement in attainment, particularly literacy and numeracy NIF2-Closing the outcome gap between most and least disadvantaged children NIF3-Improvement in children and young people's health and wellbeing NIF4-Improvement in employability skills and sustained positive school leaver destinations for all young people

Appendix 3: CLD explained in a little more detail

Community learning and development (CLD) has a powerful impact on the lives of learners and communities, supporting them to identify and work towards change. Whether that change takes place in an individual's life, helps to create a resilient and enterprising community or contributes to better public services in a changing landscape, Scotland has a need for successful learners, confident individuals, responsible citizens and effective contributors working together to build a shared future. Scottish Government guidance for local authorities 2013

What does the CLD sector mean by Adult Learning?

Community based adult learning in Community Learning and Development (CLD) covers a wide variety of learning opportunities which target learners who have multiple barriers to opportunity, focusing on disadvantaged individuals and communities. Opportunities can include, Community-based Adult Learning, Adult Literacies, English for Speakers of Other Languages (ESOL), Gaelic and Digital Learning. Using a Social Practice Model, learning is built around the experience and needs of the learners and is underpinned by the 3 core principles of the Adult Learning Statement of Ambition, that Learning is Lifelong, life-wide and learner centred.

Adult Learning in CLD supports learners to achieve positive outcomes in their Work, Personal, community and Family lives by enabling them to develop the knowledge, skills, confidence and creativity needed to make positive life choices, support economic growth, enhance health and well-being, participate in their local communities and take social action.

Adult Learning in Scotland - Statement of Ambition (education.gov.scot)

What does the CLD sector mean by Youth Work?

Youth work is an educational practice contributing to young people's learning and development. Youth work engages with young people within their communities; it acknowledges the wider networks of peers, community and culture; it supports the young person to realise their potential and to address life's challenges critically and creatively; it takes account of all strands of diversity.

Youth work takes place in a variety of settings including community venues, uniformed groups, schools, youth cafés and on the street, whilst using numerous approaches such as outdoor pursuits, drama workshops, health initiatives, peer education and single issue and single gender work to engage with young people.

- Young people choose to participate
- The work must build from where young people are
- Youth Work recognises the young person and the youth worker as partners in a learning process.

Youth Work Outcomes | YouthLink Scotland

What does the CLD sector mean by Health and wellbeing work?

Learning in health and wellbeing ensures that children, young people and adults develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Each setting, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth,

development and maturity of each individual, and the social and community context.

Source: Curriculum for Excellence – NOTE: broad application for adult learning also

What does the CLD sector mean by Community Development?

Community development is a process where people come together to take action on what's important to them. At its' heart, community development is rooted in the belief that all people should have access to health, wellbeing, justice and opportunity.

Source: Scottish Community Development Centre (SCDC)

SCDC - <https://www.scdc.org.uk/>

What does the CLD sector mean by Engagement?

Community Engagement is a way to build and sustain relationships between public services and community groups – helping them both to understand and take action on the needs or issues that communities experience.

Source: Scottish Community Development Centre (SCDC)

Community engagement | SCDC - <https://www.scdc.org.uk/hub/community-engagement>