

Agenda Item	9.
Report No	CPB/9/22



**Highland Community Planning Board
Friday 9 December 2022**

**Highland Community Learning and Development Plan 2021-2024 –
Annual Progress Report**

Recommendations:

CPP Board is asked to:

- Note the progress, including key achievements, made in year one the Highland Community Learning and Development Plan (Appendix 1);
- Note the priorities and focus for year two of the Highland Community Learning and Development Plan, and;
- Note the findings from the Education Scotland HM Inspectors' CLD visit to Highland Council. (Appendix 2)

1. Purpose/Executive Summary

1.1 The Highland Council (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. The CLD Partnership has co-ordinated progress across a number of workstreams and priorities outlined in the Highland CLD Plan. This report provides the CPP Board with:

- a summary of the progress made by the Highland the CLD Partnership in year one of the Highland Community Learning and Development Plan [Highland CLD Plan 2021-2024](#);
- the progress of the continued success of Highland Cares across the nine Community Planning Partnerships to enable the co-design and implementation of the [Children and Young People's Community Mental Health and Wellbeing Framework](#) across Highland communities, and;
- the progress made on My Future/My Success (MFMS).

2. Legislation and Expectations

2.1 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 and ensure that it takes place within a Community Planning context. This report presents the progress made in year one of the 3-year plan, and illustrates the progress made on the rollout of Highland Cares and MFMS.

- 2.2 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
 - to articulate the important role and contribution of CLD and make it more visible

2.3 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 through CLD Planning:

1. Involvement
2. Shared CLD priorities
3. Planning
4. Governance monitoring
5. Workforce development

3. Setting out the 5 thematic priorities of the Highland CLD Plan

3.1 In 2020, following a programme of stakeholder engagement and analysis of Community Partnership led plans, the CLD Partnership identified the following priorities for collaboration:

Theme	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 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.
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.
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* This priority delivers the Community Participation and Dialogue outcome of the HOIP through actively seeking out underrepresented individuals and groups and supporting them to develop their abilities and confidence to; speak out and influence the services in their lives and be part of positive change. CLD partners further support improved community engagement through applying the following engagement principles:

- 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
- Listening and acting - through ensuring people are better able to understand how their participation has an impact and what has happened as a result of their inclusion.

Appendix 1 provides a summary of the progress made against the priorities in the first year of the plan.

4. How the plan is delivered

4.1 The ambitions set out in the plan are delivered through the 9 Community Planning Partnership CLD Networks and regional CLD delivery partners. The Community Planning Partnership CLD networks provide an opportunity for partners come together to plan, deliver and evaluate CLD provision using the strategic priorities as a framework. The rollout of Highland Cares follows the same process through the model, enabling community groups to determine the mental health and wellbeing needs for their local context.

5 Key Achievements in Year One for the CLD Plan

- 5.1
- **Strengthening governance arrangements:**
Following review in 2021 there is now a strengthened Governance structure in place. Partners now better understand their roles and responsibilities and how specific governance groups interact and connect with each other.



- **Improving how partners work together to evaluate and monitor performance:**
Clear monitoring arrangements in place and shared KPIs and systems developed to efficiently build a collective picture of the impact of CLD in Highland.
- **Increased shared sense of direction and ownership of the plan:**
There is evidence of greater ownership and responsibility of the CLD Action Plan.

- **Strengthening the role of communities in local planning and decision making:** Structures and support, through the Community Support Coordinators, have been improved to increase the role of communities in local decision making.

6 Focus for Year Two

- 6.1 The Partnership regularly reviews and updates the action plan and as a result the following new and emerging needs have been identified for partnership action:
- Ensure a planned and coordinated approach to CLD mitigating the effects of the **cost-of-living crisis**.
 - Further develop the CLD provision for **Ukrainian refugees**, including family learning and ESOL provision
 - Strengthen **adult voice and influence** through the development of an adult learner forum.
 - **Implement ‘Multiply’ (Shared Prosperity Fund):**
Multiply in Highland will be delivered and Co-ordinated in three strands to distinct areas of need where numeracy levels in the area can be increased in the population:
 - Strand 1: Universal support and signposting to quality resources and support for numeracy.
 - Strand 2: Resourcing of setting specific numeracy projects and initiatives led by a wide range of partners in various sectors – eg colleges, trade unions, employers, charities and community groups.
 - Strand 3: Resourcing of Community Learning and Development projects to reach those with least numeracy; knowledge, skills and understanding to increase their ability and confidence with numeracy in daily life.
 - **Implement Highland Cares across the nine Community Planning Partnerships:**
By June 2023 all of the stakeholder events will have been concluded across Highlands and each area’s action plan will have been co-produced. The Scottish Government has confirmed the grant funding for 2023/24 Community Mental Health & Wellbeing Supports & Services which will enable the rollout of services in partnership with our third sector colleagues.

7. Key Achievements in Year One for Highland Cares Highland Cares rollout across the nine Community Planning Partnerships.

- 7.1 Supporting the mental health and emotional wellbeing of children, young people and adults is a high priority for the Scottish Government. The benefits to individuals and communities in preventing issues arising and early intervention are self-evident, however, there are also people in immediate crisis requiring support. Highland Cares, working in partnership and supporting Community Partnerships in every area in Highland, are facilitating pathfinder projects to ascertain the needs of communities, young people and children through CLD approaches.
- 7.2 The Highland Council Safeguarding and Community Learning and Development Team is supporting the rollout of the Highland Cares across the nine Community Planning Partnerships. The Highland Cares Team Officers are linked to the CLD leads and CLD links in each area. These newly formed relationships have enabled a needs led analysis of children and young people’s Mental Health and Wellbeing. This has resulted in targeted pilot work in local contexts.

7.3 Strong partnership working across agencies to listen and act on the voices of children and young people in the re-design of services.

The continuing work of Healthy Minds has enabled the voices of children and young people to shape professional learning for multi-agencies across Highland. High Life Highland (HLH) Youth Development Officers, My Future My Success co-ordinators and HLH Active schools' Co-ordinators, in consultation with the Youth Highland Network co-ordinator and associated youth leaders all of whom have agreed to carry out face-to-face small group consultation with young people to shape the action plans in local contexts.

7.4 CLD needs led action plans on target for implementation by June 2023.

The rollout of the Highland Cares stakeholder events and creation of the action plans will be concluded by June 2023. The pilot work for each area will then support communities to implement longer-term, sustainable mental health and wellbeing services suited to local context.

7.5 A range of prevention and early intervention pilots have been trialled across areas.

Examples of work across communities include:

- Decider Skills training events have taken place and in person Suicide Prevention events.
- A joint project between Police Scotland and Caithness Voluntary Group to employ a Custody Links Worker to work with young people being released from custody.
- Homestart employing a support worker to support young mums in Caithness, now rolled out in Sutherland.
- Young Carers opening Safe Spaces with early intervention counselling in Caithness
- Young Carers running mindfulness, sleep and anxiety interventions in Sutherland
- Joint project between Police Scotland and the recovery community to look at processes surrounding crisis and intervention
- Safe spaces with trained staff opened at Wick Youth Club, Thurso Youth Club, Pultney People's Project, Castletown Youth Club and Ormlie Community Centre
- Activities promoting positive mental health running in 6 Youth Highland Hubs
- Men's project JIM supporting young men with mental health concerns in Caithness
- Lego therapy classes in Sutherland
- Surfing equipment and training in Caithness
- Wellness activities in East Sutherland
- A new Highland Wide Grief Counselling service provided by CROCUS
- A new Highland Wide Peer support service provided by CROCUS
- A new LGBTQ+ Safe Space Club will provide a weekly drop-in session for LGBTQ+ young people aged 16-24 years to engage in arts-based well-being activities in a supportive and safe environment at Lyth Arts Centre
- The Listening Ear Young People Social Anxiety Support Pilot to develop and run a programme of sessions to support young people who are impacted by social anxiety and isolation.
- RASASH Outreach Support. We will increase our offer of support for young people in Caithness aged 13+ to include an average of 3 hours of weekly group support and drop-ins.

8. Key Achievements in Year One for My Future My Success (MFMS)

8.1 My Future, My Success is the education workstream under the Ambitious Highland work plan. My Future, My Success (MFMS) has been developed to support learners and schools to narrow the gap between overall school leaver destinations, and the positive and sustained destinations of our more vulnerable young people including ASL, FSM, SIMD1 and CEYP (apart from school who have MCR pathways already established). Through a CLD approach with partners MFMS aims to give alternative learning pathways supported by a mentor to achieve a positive destination.

8.2 My Future, My Success (MFMS) brand has now been established, with brand guidelines which allows all partners delivering as part of the offer to use an agreed brand. The team of Development Officers have been recruited with one per Community Planning Partnership, employed through Highlife Highland.

- **The Referrals**

Referrals for young people with a school leaving date of up until December 2023 who are at danger of leaving school without a positive destination and limited qualifications due to poor attendance, accurate on 30th November 2022

Referrals	160
No of Secondary Schools made referrals	26/29
No of Special Schools made referrals	1/3
Free School Meals	56
Additional Support Needs	106
Care Experienced Young People	19
SIMD 1	19
Childs Plan	80

(Some young people might have more than one identified barrier)

- **Strengthen support for mentoring and designing professional learning for Mentors**
The Safeguarding and CLD team have worked in partnership to create a bespoke mentorship package to ensure mentors and mentees have appropriate training and support to improve outcomes for our young people who are struggling to access education. The current soft launch has 30 mentors from Elected Members, The Highland Council, Highland and NHS Highland. Mentoring began in early November and we are now with the scope for new mentors across Highland.
- **Expand training skills and learning opportunities and deliver in partnership with UHI/SDS including vocational and formal qualifications:**
Working with UHI partners a MFMS course has been developed to allow young people to access learning through a tailored course to gain a suite of qualifications at SCQF level 1-3 allowing progression to UHI courses, Apprenticeships, or employment.
- **Targeted support for Social Enterprise and recognising the third sector:**
A Social Enterprise Academy Development Officer is supporting the Voluntary Youth through the delivery of CPD for youth workers to allow the development of sustainable enterprises. The MFMS course will deliver through the training settings to meet need.

- **Develop the Modern Apprenticeship scheme for our most vulnerable school leavers Work Placement programme linking to the public sector.**

Pathways to Health is a new design model in partnership with NHS Highland, NHS Scotland Academy & Skills Development Scotland the pilot will work with 4 schools and 20 young people from across Highland to develop the skills to directly enter the NHS/Health & Social Care workforce or progress to further learning.

9 Education Scotland Continuing Engagement of Highland CLD Partners.

9.1 Following a visit from Education Scotland in November 2021, HM Inspectors reported that the Highland Council and its CLD Partners had been responding to the challenges resulting from Covid19 and implementing plans to support recovery. A copy of the final report is included **Appendix 2**.

9.2 The CLD Strategic Partnership submitted a progress report in July 2022 and attended a meeting with HM Inspectors in August 2022. As a result of these engagements, Education Scotland reported that work is progressing to strengthen the alignment of local provision with strategic priorities and that there is a shared sense of direction in place and the governance has been strengthened. Joint evaluation and performance monitoring was also noted as an area of improvement. This continues to be a focus for the partnership as partners recognise there is still work to do to fully capture and report the impact of CLD across Highland.

9.3 Education Scotland summarised their report by stating that overall, the Local Authority and its CLD partners are taking appropriate steps to address the recommendations from the original inspection. As a result, no further visits to the Highland Council and its CLD Partners in connection with the original inspection will be made.

10 Next Steps

- 10.1
- The CLD partnership will continue to work together to deliver on the CLD priorities for Year 2 of the plan.
 - A workshop will be held in January for members of the Strategic and Operational Groups to develop and agree a risk register
 - The Stakeholder process for Highland Cares will be concluded by June 2023, and plans will be ready for long-term implementation for new and innovative early intervention and prevention activities for the mental health and wellbeing of children and young people.
 - The soft launch of My Future My Success will be concluded and reported on fully at the next committee in February.

Background Papers:

Appendix 1: CLD Action Plan Progress Summary

Appendix 2: Visit-The Highland Council-Community Learning and Development-Progress Report

Author: Fiona Richardson, CLD Support Officer

Tina Stone, Strategic Manager Safeguarding and Community Learning



Community Learning and Development Action Plan – Year One Progress Report (Oct 2021-Sept 2022)

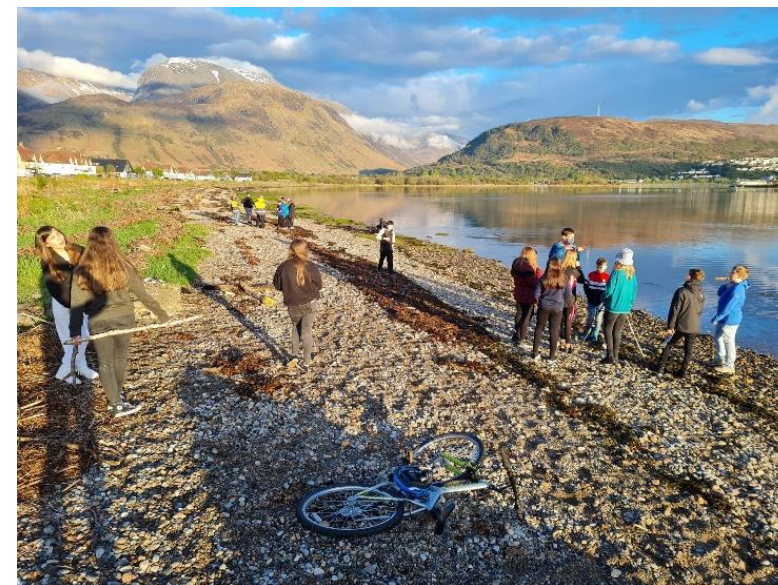
The following is an extract the CLD Partnership’s shared action plan which delivers on the CLD strategy. The plan is live and dynamic. Partners access and update the action plan through a shared online platform. The CLD Operational and Strategic Groups meet on an 8 weekly cycle and this action plan is part of the core business on the agenda.


Mental Health & Wellbeing

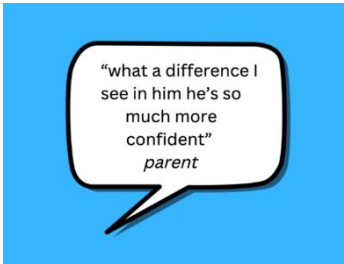
The CLD community in Highland will prioritise working together to improve levels of mental health and wellbeing experienced by people in our communities. This work will be targeted towards those at greater risk of poorer outcomes

CLD in Practice – spotlight on Mental Health & Wellbeing work


The Education Recovery Fund programme involved many young people with a range of personal and social needs such as young person “S”. Covid brought added pressure on the family – more isolation through fear of going out and reduced income when the father lost his job at the start of the pandemic. S’s poor mental health and disengagement from learning were exacerbated. The youth worker already had a positive and trusting relationship with S which helped with encouraging her to participate. She challenged herself in all sessions often excelling where others struggled. She grew in confidence throughout, became a leader and good communicator. She experienced something she hadn’t at school: friendship. She learnt she was capable and she believed in herself. S was approaching the end of her school days and didn’t have any direction: involvement in the programme was the catalyst to setting a goal and plan for going to college. She applied and was successful. She started travelling alone on public transport, something she would never have done. She has made friends. And, with gentle nudging from the youth worker, S began to create art work – something she never thought she was good enough. The long-term relationship with the youth worker and the opportunities that were taken up via those presented by being on the YWERF programme mean that S is flourishing; and she is loving life.

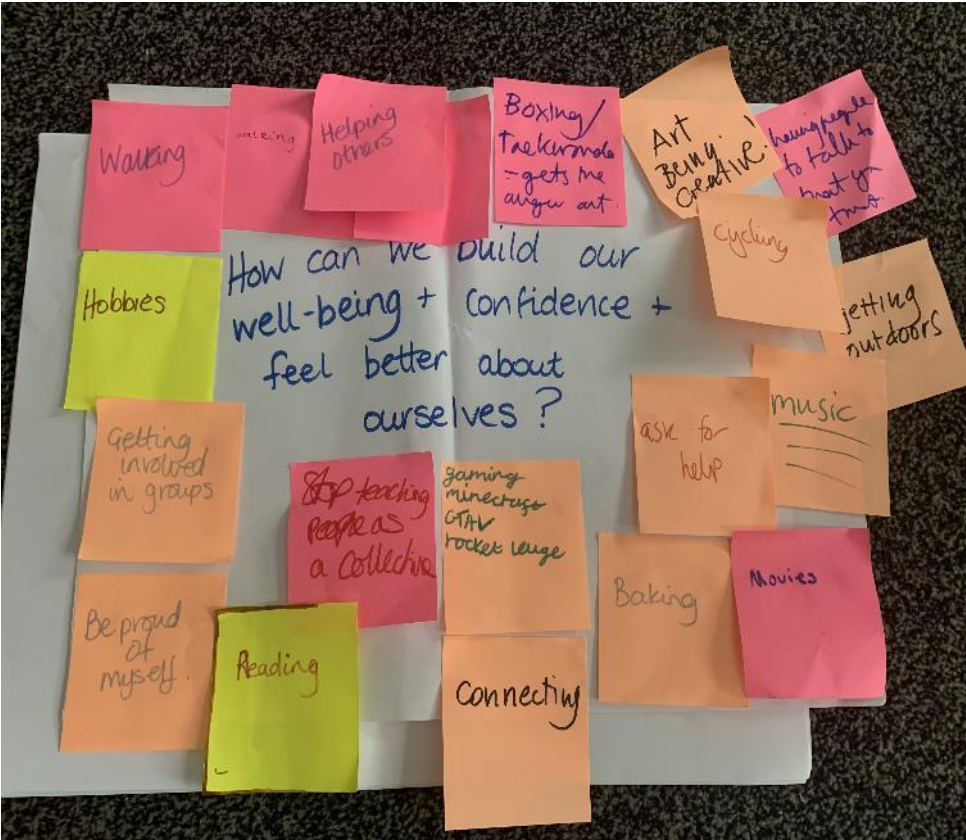


Key Action	Progress Made	BRAG
<p>1. Deliver Education Recovery funded projects (HLH and Youth Highland/Voluntary Youth Network)</p> 	<p>In 2021 High Life Highland was awarded £56,957 through the Scottish Government's Education Recovery Fund. It enabled the Youth Work Service to increase targeted youth work offer in 3 communities - East Sutherland, Dingwall and Fort William. Overall the project engaged 69 young people, delivering 495 sessions achieving in 2941 learning hours; gaining 238 awards. All young people involved reported an increase in engagement in learning and in improved health and wellbeing. By taking part, 17 young people specifically reported improved school attendance. The team collaborated and strengthened partnership working with each other and with wider partners, e.g., Adult Learning, Schools, Police Scotland, Third Sector organisations. Many of these have been sustained beyond the project, as a result, with new pieces of work being developed and delivered (full report available). Youth Highland also received funding through ERF and an end of project report was published in March 2022 – contact clair.nichols@youthhighland.org.uk for more info</p> <p>YLS ERF National Report published March 2022</p> <p>Highland Youth Work Development Group (HYWDG) now considering the report and will share the learning</p>	
<p>2. 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).</p>	<p>The CLD partnership continues to work together to identify and use key data efficiently to build a collective picture of the impact of CLD in Highland. This is evidenced through an agreed set of shared KPIs in place for CLD in Highland being used to benchmark and measure progress. Creation of a shared reporting templates to gather data and stories (links below)</p> <p>Highland CLD Reporting Form</p> <p>Highland CLD Case Study Form These have been circulated widely to partners and returns are being submitted. The reporting forms are also being used by the CLD Leads to provide quarterly updates from the CP areas against the 5 thematic priorities and workforce development needs. Providing support to partners to use improvement frameworks (How Good is our CLD and How Good is our School) to plan the My Futures My Success programme link to MFMS jamboard</p>	

Key Action	Progress Made	BRAG
 <p><i>**Following year one review workshop – this action will be moved to an overarching principle around data sharing to inform CLD planning across all thematic priorities. Partners agreed the action for partnership focus is around how we measure increased wellbeing as a result of taking part in CLD activities.</i></p>	<p>Local CLD networks use the CLD plan and 5 thematic priorities as a framework for local conversations and planning. Partners using the CLD plan to inform over 40 successful collaborative funding applications in the first 6 months of the plan. Partners prioritising <i>improving 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)</i> and have attended workshops on <i>Measuring Wellbeing – what works and CHIME</i>. CLD Partners participate in Data Driven Dialogue Workshop to develop a partnership attendance action plan. CLD Support Officer has joined the CLD Managers Scotland (CLDMS) Data working group and Highland CLD data is being fed in the national data collection. Reaching out to learn from other local authorities - meeting held with Dumfries and Galloway Youth Work Service to hear about their Mental Health work with young people. Materials shared. Linking in with the mental health delivery group to work collaboratively on related actions (training/measuring) – Contribute to the national development of wellbeing measure through attendance on CLD Managers data working group.</p> <p>CP partnership actively consider life-long/life wide approach mental health strategy for Highland. Development workshop are planned to consider scope/focus.</p> <p>Highland represented on the CLD Managers Scotland KPI working group. Highland (LA/HLH) stats submitted contributing to the national CLD local authority picture.</p> <p>Northern Alliance workshop on measuring wellbeing using CHIME held on 31 March. Follow up session planned with north CLD partners to explore a shared tool using CHIME.</p> <p>4 Healthy Minds Seminars delivered providing space for children, young people and partners to share practice and improve services.</p> <p>High Life Highland’s Youth Work Service Operational Guidance has been updated to reflect and embed the Highland CLD priorities. An in-person team event was held on 23 June to launch the refreshed guidance.</p>	
<p>3. Create, deliver and gather data - Identify and promote</p>	<p>The Partnership has focussed in the first 6 month on finding out what wellbeing measures are used by partners. These range from informal conversation, SHANARRI wellbeing wheels, WEMWEBS. Feedback from frontline staff</p>	

Key Action	Progress Made	BRAG
<p>the use of recognised wellbeing measures and tools for CLD partners to evidence impact of CLD interventions</p>	<p>highlights the need to have a range of tools to suit the setting and to maintain informal conversational approaches. The partnership will focus on increasing the use of case studies to highlight the impact of CLD. The cross-sector learner survey will also seek to gather wellbeing data in a coordinated way. The KPI in the plan seeks to gather data around the number of learners reporting an increased sense of personal wellbeing. Data around this in year one if the plan is inconsistent. By year 3 of the plan the partnership aims to have improved data around this.</p> <p>HLH adult learning piloting Health and wellbeing online course - using 5 ways to wellbeing structure. HLH Youth Work Service using 5 ways to wellbeing to structure programmes including Education Recovery Fund where young people achieved SQA in Wellbeing.</p>	
<p>4. Produce quarterly reports to ensure CLD provision in each CP area is adequate, targeted and focusses on wellbeing outcomes</p> <p><i>**Following year one re view workshop – this action will be moved to an overarching principle recognising how e report refers to all thematic priorities</i></p>	<p>Quarterly per CP area are produced and shared.</p> <p>Highland CLD Partnership Reporting Form</p> <p>Highland CLD Partnership Case Study</p> <p>The CLD Strategic group has ensured that each of the nine Community Planning Partnerships now have both a CLD lead and a Highlife Highland CLD Link officer. This has enabled appropriate linkage between strategic and local priorities which are developed through community voice and empowerment. The networks have focussed on strengthening local provision with strategic, thematic and area priorities. For example, work in Lochaber is currently focussing on mental health and wellbeing across the area and across partners, including the College, schools, third sector organisations and community groups. Be Happy Be Healthy Kinlochleven took place in March and provides an example of how the strategic plan is being delivered through local network activity. Further Examples of CLD MH&WB CPD support provided as a result of identified need include Mental Health Awareness, Suicide Awareness, Emotional Behaviour, Teenage Brain, Trauma Informed delivered by Educational Psychology team in Caithness to almost 200 participants including volunteers, community groups, employers, employees, parents and individuals to support their ability to help people at crisis point.</p>	
<p>5. CLD resource in CP areas is prioritised for vulnerable people to</p>	<p>The KPI agreed by the partnership sets to gather info on learners reporting reduced feelings of loneliness and isolation. Evidence of targeted CLD interventions in place through Highland with case studies being submitted by</p>	

Key Action	Progress Made	BRAG
<p>make connections in their community to reduce social isolation.</p> 	<p>partners. Highland Cares is being rolled out in all CP areas (by June 2023). Data from stakeholder events is providing the partnership with information on need and funding is being utilised to support numerous projects and initiatives to bring children, young people and families together. Examples of this include - Caithness Cares and Sutherland Cares targeted interventions and services to the most vulnerable groups</p> <p>Sutherland CPP using the support of the Community Support Officer for, mapping, engagement, capacity building with local communities.</p> <p>Examples of projects reducing isolation funded through Mental Health & Wellbeing fund include; third sector operating a free counselling service across Sutherland - 47 people attending counselling session in April and May; community projects introduced in Caithness to encourage people back out post covid to reduce social isolation; support services introduced in both Caithness and Sutherland by third sector organisations to address mental health issues contributed by Social Isolation and loneliness; Sutherland held a Big Coffee Morning throughout county to persuade people to come back out safely into community events - these coffee mornings were used to promote all the new mental health support services available in the area. (Case studies available through Highland Cares team).</p>	
<p>5. Identify and pursue funding opportunities to increase the capacity of CLD to contribute to health and wellbeing outcomes.</p>	<p>The Partnership has created a shared excel spreadsheet to draw together and show the additional funding brought in and distributed. 38 additional applications made in year one of the plan <i>(please note this figure includes applications made through the partnership and not all CLD applications)</i>. The Partnership is gathering data on evidence of number of applications made, number of successful bids, increase in resource (£) and how this has increased capacity (no. of contacts and learning hours). Data on this is being gathered and will be available by Nov 22.</p>	
<p>6. Scope and develop new partnership opportunities and synergies with other sectors beyond CP partners</p>	<p>UHI & SDS now represented on the Operational Group. The Youth Work Development Group has increased its membership with greater third sector representation. Evidence of increased shared funding bids. The local CLD networks enable greater involvement at community level. Highland Cares has supported improved partner involvement and collaborative working, e.g., Caithness Pathfinder and Caithness Cares had 104 partners including third sector, statutory services, community, and individuals. Sutherland Pathfinder currently has 47 partners including third sector, statutory services, community, and individuals</p>	

Key Action	Progress Made	BRAG
	<p>Partners have been invited to attend the CLD Operational group - Highland Adapts presentation 16 March. CLD now represented on Highland Adapts and Highland Good Food Partnership – ensuring links are made between plans. Scoping discussion with Farmer Jones Academy arranged to look at family learning/adult learning offer.</p> 	

Community Learning and Development Action Plan – Year One Progress Report (Oct 2021-Sept 2022)

Voice, Inclusion and 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.

CLD in Practice – spotlight on Voice, Inclusion & Participation work

With a grant from the Rural Communities Testing Change Fund 2021/22, groups of young people from 7 areas of Highland - Ardnamurchan, Nairn, Black Isle, Inverness High School area, Culloden, Tain and Ullapool – engaged with their peers locally to listen to what was important to them and allocate funds or resources directly to help support improvement of services, activities and opportunities in communities.

Over £25k was awarded in a remarkably short timeframe (Feb to end March 2022), ranging from £130 to £1500 for such things as – gardening equipment, a pool table, a bicycle, a Chromebook for someone going to college, strips for girls football teams, shinty sticks, hall hire for youth clubs, trips for P7/S1 transition groups, wellbeing packs, a cooker, a fridge, support for young people unable to afford DofE expeditions, a theatre trip and payment for fees for John Muir Awards.


Supported by their local youth workers, they developed skills around working as a team, processes for inviting applications and making decisions, and actively engaging and communicating with their communities. They naturally and actively considered the importance of inclusion, equality and diversity and all reported positive outcomes around improved confidence, experiencing new things, making decisions, and making life better for others (outcomes from the Highland Youth Work Strategy 2019 – 2024).

Young people are often asked to be involved in things like this without remuneration – the testing for change in this initiative was that they all received either a personal voucher (£100) or went on a group trip or activity (£500 for the local group). This placed value on their involvement and was a fresh way of advocating some key principles around voice, inclusion and participation of young people.


C was a recipient of a small award, financial help with her first month's rent required upfront so she could attend a college course in theatre and backstage work away from Highland. The pandemic had caused extra financial strain on the family.




Testing for Change: Ullapool decision makers group

Key Action	Progress Made	BRAG
<p>1. Provide and coordinate learning and support for marginalised individuals and groups to participate in decision making/co-design of services, including CLD provision.</p> 	<p>Highland Cares stakeholder events have provided opportunity for individuals and groups to inform and shape services. Engage Highland has provided opportunities for communities to have a say in shaping priorities across Highland. The CLD Learners survey provides an opportunity to shape CLD services and gather data on number of learners reporting increase in abilities, confidence and feeling part of positive change. Case studies have been submitted to demonstrate impact, including youth involvement in Farr Windfarm application. The partnership will revisit the Learning Ladders initiative to inform year 2.</p> <p>The partnership has created structures to increase the role of communities in community planning decision making at a local level including in locality plan developments. Highland Council appointed Community Support Co-ordinators, have had a key role in making local connections between communities and groups and building on community networks that emerged through the pandemic. The focus has been to build capacity to deliver local priorities and to encourage participation and involvement in partnership action, priority setting and delivery. This is building on the broader Placed Based Framework agreed by the CPP Board in December 2021. Core areas of work for this team have been building community capacity and sustainability, supporting sustainable volunteer provision, tackling inequality particularly in relation to food poverty, community solutions for addressing climate change and sustainability.</p> <p>The Highland Council's Community Support and Engagement Team, the CLD Leads, and the Education services work in partnership across the nine CPPs.</p> <p>Over the past 12 months there have been several strands of work progressed to encourage greater participation and involvement from communities, including <i>Rate your Estate</i>.</p> <p>During 2021 - 2022 the Highland Council Housing Tenant Participation Team carried out 11 <i>Rate your Estate</i> inspections at the request of Registered Tenant Groups. A <i>Rate your Estate</i> is where local tenants and residents join Council Officers, and quite often a local councillor, to jointly inspect their housing estate and prioritise areas for improvement.</p> <p>CLD Partners supported community engagement in Area Place Plans in Fort William 2040 and Skye and Raasay Future.</p>	

Key Action	Progress Made	BRAG
<p>2. Contribute to the development of a codesigned Youth Participation Framework (CYP Charter) – this action is being led by ICSP Rights and Participation Group – CLD support</p>	<p>CLD partners have fully contributed to the development of the Children and Young People Charter. This included the developing a workshop to support CYP participation in the co design of the charter, which was then rolled out and delivered by CLD partners. A draft charter is now in place and is out for consultation for approval. The partnership has also led on a survey to gather information on how links between pupil voice and youth forums can be strengthened. This work is being delivered in partnership with the Integrated Children’s Services Rights and Participation Group and feeds into the Northern Alliance Youth Advisory Group (NAYG). The Highland Youth Convener and Highland Youth Parliament Chair are members of the NAYG and have reported back the progress made in Highland against this action.</p> <p>The Highland CLD Support Officer is leading the development of the NA RIC YAG alongside CLD Officer from Aberdeenshire Council.</p>	
<p>3. Plan and deliver workshops in all CP areas around incorporation of UNCRC into Scots Law and other relevant policy developments including trauma informed and the Promise</p>	<p>The Highland CLD Partnership and Education Scotland will host UNCRC professional learning session for Community Planning Partners on 17 and 24 Nov 22. The sessions will look at children’s rights – What are they? Why do they matter? How do we embed them in our day-to-day practice and planning? Future sessions for Community Planning Partners and decision makers will be held trauma informed practice and the Promise.</p>	
<p>4. Deliver awareness raising sessions to CPs on CLD approaches to increasing the inclusion of marginalised adults’ voice and influence in community planning</p>	<p>Partners from the Highland Adult Learning Development Group will share approaches to engaging with adult learners highlighting the barriers faced. Learning will be shared from the work of the Community Support Coordinators and Highland Cares stakeholder events. The Partnership has identified increasing the involvement of adult learners in community planning as a priority area for year 2 with the need to develop consistency across all Community Partnership areas and for planning to be informed by lived experience.</p> <p>CLD Partners to contribute to and support the development of THC Engagement and Involvement Strategy.</p>	

Key Action	Progress Made	BRAG
<p>5. Support local initiatives in the lead up to and at the COP26 the 'UN Climate Change Conference' in Glasgow Nov 2021</p>	<p>Highland young people were supported to take part in local climate change initiatives. Case study has been submitted. Legacy includes HLH Green Young Leaders Award scheme. Links with the CLD Partnership and Highland Adapts have been strengthened resulting in CLD involvement in Climate Action Towns, Food Growing Strategy, Climate Conversation training.</p>	
<p>6. Strengthen and consolidate / develop youth participation structures</p>	<p>Very strong and effective participation of young people in the governance of Inspiring Young Voices (formerly Highland Children and Young People's Forum). Examples of pathways of young people from local youth voice activity to Highland Youth Parliament (HYP) reps and elected members of the Scottish Youth Parliament. Also, previous and current youth convener (YC) have experience of local participation activity before being successful at applying for the YC post. HYP campaign "Mind Us" around mental health and wellbeing which, at the conference in June 2022, brought together nearly 100 young people where presentations and workshops were delivered. Several key organisations had promotion and networking opportunities – all planned and organised by young people. Survey created and circulated to capture data on pupil voice and youth forum structures (March 2022). HLH aiming for an active youth forum in each secondary school catchment area (29) by winter 2022. HYWDG to discuss and develop partnership approaches to support local and wider youth participation Highland Cares Youth Stakeholder events to be held in all CP Areas by June 2023.</p>	

Key Action	Progress Made	BRAG
<p>7. Provide a youth led voice, inclusion and participation annual summary report to THC Education Committee and HCPP</p>	<p>Year one annual Highland Youth Convener report completed August 2022 including summary from HYP Conference.</p>	
<p>8. Facilitate annual Big Community Conversation to inform on going needs analysis/review of CLD delivery</p>	<p>Working group established to develop learner engagement plan, shared cross sector learner survey and annual community engagement event. The Partnership recognise the need for improving coordinated community engagement and simplifying the planning landscape for communities.</p>  <p>“A community space, a meeting space, a warm place, a tournament space, a safe space” <i>young person describing the new Big Blue Box (youth portacabin in Kinlochbervie)</i></p>	

Community Learning and Development Action Plan – Year One Progress Report (Oct 2021-Sept 2022)

Digital Inclusion
 CLD partners will support digital inclusion **and digital literacy** (*following year 1 review 'and literacy' has been added to the outcome*). This priority will focus CLD opportunities on increasing; skills, confidence, and access

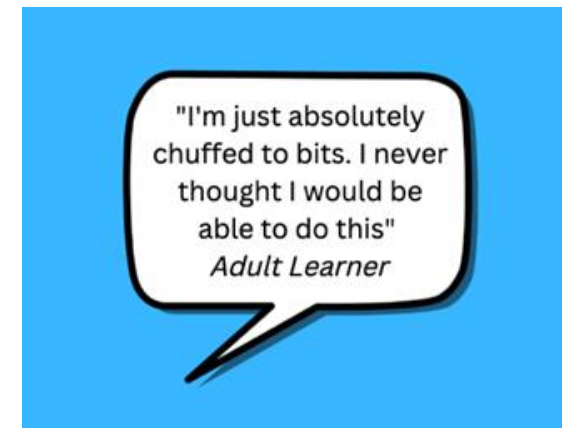
CLD in Practice – spotlight on Digital Inclusion work

Illustrating the need we see for extended, one-to-one support in the development of digital skills and digital literacy, a Lead Scotland Learning Coordinator writes:

‘A learner I have been working with on SPCC came to me with, in their words, “zero computer skills and not much interest in using one other than making it easier with the job centre”. It turned out that this wasn't the case: they did have digital skills, but they were severely lacking in confidence to use these skills.

We spent several sessions going over the basics, such as how to find emails, and at the end of each session she would say something like, “it's all well and good what you've told me now, but I won't be able to do it next week.”

We worked on this challenge with some pressure-free tasks and some confidence building exercises, until, out of the blue, I received an email from her stating “trying to see if I done it right, see you at 2PM”: I was blown away by this, as at the end of the previous session she was telling me how she felt overwhelmed by it, and now she was sending me an email. In the next session, I asked her how she was feeling, and she told me she was “chuffed -I'm just absolutely chuffed to bits. I never thought I would be able to do this since when I was at school computers weren't a thing: I learned how to sew”. There's still a lot of support that this learner would benefit from, but since then she has worked really hard to develop some new skills, and she is in a position where she can now think about self-expanding her skill set, by independently web searching 'how to do X', or looking for a 'help' or 'contact' button on websites’.



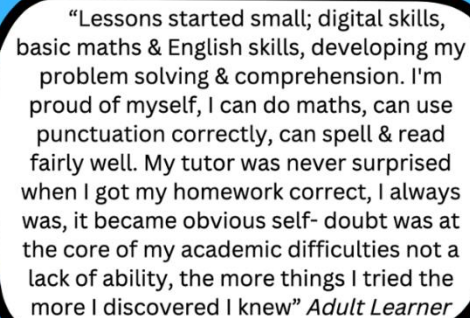
Key Action	Progress Made	BRAG
1. Ascertain, through CLD networks, the extent and determinants of digital exclusion by CP area	Need is being identified and analysed by CP area. The data for year one shows that digital support consistent. Lockdown saw an increase in access to devices and connection. There is a continuing need for accessing info/services online. Evidence shows a direct link between poverty and digital exclusion. CLD support includes providing devices, support to get online, accessing services, incl. how to access cheaper services online. Next step to link this action with learner pathways.	

Key Action	Progress Made	BRAG
<p>2. Develop and roll out “digital CLD” practice guidance and training</p>	<p>There has been an increase in availability and visibility of guidance and training opportunities in year one of the plan. Workforce training on delivering CLD services online has taken place. Next step is to increase online safety offer.</p>	
<p>3. Support individuals and families to benefit from funding streams which provide access to free devices/connections</p>	<p>Increase in the number of individuals gaining access to free devices and connections. Support in this area is still ongoing. Applications include Ability Net Connecting U fund for devices for adults over 50 years or over 18s who have disabilities.</p> <p>Group established to explore setting up Highland Digital inclusion network – meetings held in June and August 22.</p>	
<p>4. Coordinate learning opportunities supporting people to “get ready to go digital!”</p>	<p>LEAD Scotland and HLH have co-ordinated promotion of digital learning opportunities. This is part of the learner pathways project which is being led by Highland Adult Learning Development Group and will provide a cross agency single approach to digital literacies and learning.</p>	
<p>5. Develop virtual learning environments for ESOL/Core Skills/Digital Inclusion focussing on following themes: Employment and Work/Financial Capability/ Family/Health and Wellbeing</p> <p><i>** following year 1 review revisit action to focus on pathways – move to long term</i></p>	<p>HLH now routinely using Google platform. HLH youth work has routine access to google classroom linked to schools. Other partners are nationally leading e.g., WEA and Lead Scotland. Aspiring Young Voices are sector leading in developing use of VR for inclusion and are part of Youth Work Development Group.</p> <div data-bbox="1077 1031 1480 1366" data-label="Image"> </div>	

Community Learning and Development Action Plan – Year One Progress Report (Oct 2021-Sept 2022)

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



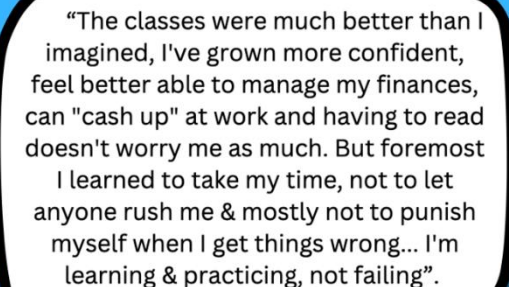
“Lessons started small; digital skills, basic maths & English skills, developing my problem solving & comprehension. I'm proud of myself, I can do maths, can use punctuation correctly, can spell & read fairly well. My tutor was never surprised when I got my homework correct, I always was, it became obvious self- doubt was at the core of my academic difficulties not a lack of ability, the more things I tried the more I discovered I knew” *Adult Learner*

CLD in Practice – spotlight on Employment, Volunteering & Training work

A tutor / coach employed by High Life Highland (HLH) on a temporary basis for three years has been taking a strong CLD approach to her work with young people in one-to-one settings. Part funded through the Positive Pathways programme – the main remit of which is to help move young people along the employability pipeline, especially those furthest away from employment, training and/or volunteering – the added value provided by in service core funding has meant that many young people have gained confidence, improved their self-esteem, dealt with issues that have been barriers to learning and, for the majority, gained accredited SCQF qualifications (for many the first in their lives) as well as college places and employment. By working collaboratively with HLH colleagues, partners at the council, SDS, local and national charities, young people have benefitted from a variety of interventions and learning opportunities.


She has also promoted learning and employment opportunities for young people to colleagues (to help them in their work) but also, when an opportunity has been presented, she has ensured those young people she has worked with have benefitted: an example was when MFR (the local radio station) was looking for ways to financially support those struggling through hard times (pandemic, lockdown) she spoke with the learners to see what could best help them. B was finding it difficult to gain employment due to several factors and only had a pay as you go device which was often out of credit. By providing a top up B was able to look for work and volunteering online; she also received an eye shadow palette to help develop skills needed for college application and potential for employment. All her learners at the time benefitted in some way or other.


The success of this work over the years has culminated in its value and success being recognised by the employer and the post has recently been made permanent where a focus will be on supporting the development of the organisation’s status as an SQA centre so that those young people and adult learners who are furthest away from positive outcomes in life and in work are better supported. The post will also contribute to the workforce development agenda.




“The classes were much better than I imagined, I've grown more confident, feel better able to manage my finances, can "cash up" at work and having to read doesn't worry me as much. But foremost I learned to take my time, not to let anyone rush me & mostly not to punish myself when I get things wrong... I'm learning & practicing, not failing”.

Adult Learner

Key Action	Progress Made	BRAG
<p>1. Improve partnership working to strengthen the role and contribution of CLD partners in closing the attainment gap.</p>	<p>Following governance review in 2021, THC Education has appointed Strategic Lead for Safeguarding and CLD. This person sits on the strategic group and is the single point of contact for CLD in the Education and Learning Service. The Education and Learning Service has undertaken a review of structures to ensure effective accountability and reporting. Education has worked closely with Partners in the Strategic group to ensure newly formed teams within Education have clear remits, responsibilities and roles in relation to CLD. and is a member of the CLD Strategic Group. CLD outcomes aligned to the THC Education Executive Plan.</p>  <p>Communication, cultural and structural issues are being addressed to enable voluntary and community organisations to be equal partners. The development of the Education new team with clear roles has facilitated this.</p> <p>A small handful of organisations reported that nearly 950 awards for achievement have been gained by adult and youth learners between April 1 and September 30 2022, of which 105 were formally accredited. HTSI also reported 10 Youth Summit awards. Going forward, data will be presented covering a financial year i.e. April 1st to March 31st and will aim for a more comprehensive return from across the sector.</p> <p>Evidence of increased partnership engagement between THC Education, Education Scotland (attainment advisor), HLH and third sector youth work providers Partners to improve how youth achievement is tracked and reported. Meeting was held with Insight to identify improvements including how CLD partners record awards and qualifications.</p>	

Key Action	Progress Made	BRAG
	<p>My Futures My Success development officers are all in place across the 9 CPP areas, by October 2022 109 referrals have been made for young people with leaving date before Dec 23. The soft launch for the mentoring programme has 31 mentors who are engaging in the training models before being linked to young people. The full launch will see wider mentor recruitment from Mid Nov. The development group continues to meet to direct the 5 workstreams with an additional group of MFMS school links meeting termly.</p> <p>The Social Enterprise Academy development Officer continues to engage with VYN partners and training in delivering social enterprise will take place via teams in November.</p> <p>THC are currently developing a refreshed attendance policy, MFMS team will be part of the intervention at 80% attendance. To support this piece of work a WICKED issue day was held in the Inverness High School ASG to look at attendance as a CPP issue. https://education.gov.scot/media/zg0pgpul/promoting-attendance-updated.pdf tool kit was used. The plan is to take a CPP approach in Caithness and see if ASG or CPP approach works best to look at attendance. Increase working between HC and Voluntary Youth Work organisations.</p> <p>Icelandic Project results distributed and findings shared with communities now drawing up action plans for Highland involving partners including HLH and VYN and Community Planning Partnerships. East Ross, pilot of SEA model 'A difference in MY community' model to be rolled out across CPP areas during session 2022/23.</p> <p>Colleagues from across the partnership are represented at national, regional and local network meetings. Highlife Highland and the Education and Learning Service are working with Education Scotland colleagues to work on attainment and achievement through family learning across the CPP, and the workforce development plan with Dundee University.</p> 	

Key Action	Progress Made	BRAG
<p>2. Coordinate targeted (Adult) Learning opportunities, across Partners, which enable people to develop their core skills and increase employability</p>	<p>Shared KPI agreed to capture the number of individuals reporting increased skills and confidence related employment, volunteering and training CLD opportunities.</p> <p>Shared KPI agreed by the partnership to capture the number of individuals entering employment, volunteering and/or training. Improved standardised learner / review / exit process being developed by the HALDG to capture evidence with consistency.</p> 	

Key Action	Progress Made	BRAG
<p>3. Develop and promote a learning pathway initiative to improve adult learning progression</p>	<p>HALDG developing a learning pathways product which will be tested and reviewed by August 23. Lead Scotland, WEA and HLH working together as HALDG partners to resource and equitably co-produced Highland Learners Pathways. Due August 2023. HALDG has increased membership and have meet regularly throughout year one of the plan. Education Scotland CLD inspection report recognises the work in this area. Summary of HALDG activity:</p> <ul style="list-style-type: none"> • HALDG (re)formed with six members of the original HALP expressing interest in being actively involved. • 32 former HALP members expressing interest in being kept informed. • HALDG reviewed the draft (as it was then) national adult learning strategy to identify which elements had a resonance with a nascent Highland strategy. The aim being to keep any proposed Highland Adult Learning Strategy consistent with the national one to create best opportunity to align with any funding that might accompany the national piece. • HALDG issued a survey to practitioners to test the areas for inclusion in our own strategy. Broad consensus in the replies as to the direction for drafting our strategy. • Strong indication that visibility of adult learner pathways for CBAL in Highland needs development. • Next steps to a) develop an outline draft strategy with high-level outcomes, b) work with partners to develop focus groups in communities to guide further detail development. 	
<p>4. Increase the number of young people from targeted groups into Young Person Guarantee work placement programme</p>	<p>Partnership will focus on increasing the number of CLD Partners signed up to the programme. Awareness raising sessions to be arranged for the Partnership groups in Autumn 22. HLH signed up to programme (1 young person currently deployed in library services) HLH working closely with THC employability team to progress further placements in archive and leisure services.</p> <p>Join the Young Person's Guarantee Young Persons guarantee</p>	

Community Learning and Development Action Plan – Year One Progress Report (Oct 2021-Sept 2022)

Community Development and 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.

CLD in Practice – spotlight on Community Development & Resilience work

Lochalsh Collaborates: Building a Brighter Future for Lochalsh

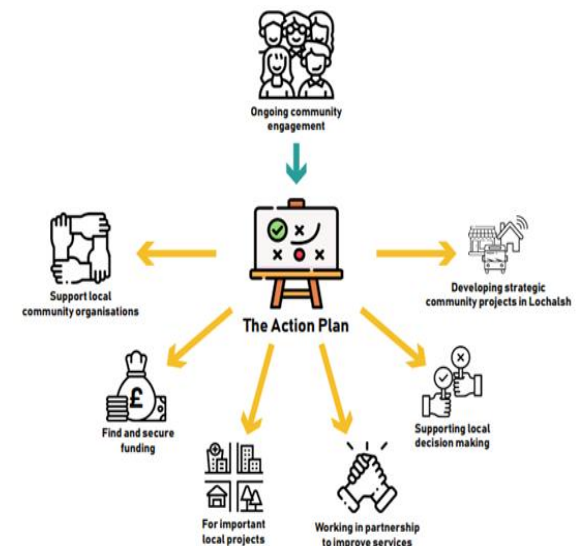
The Lochalsh Collaboration is a forum made up of representatives of the seven community councils, six community trusts and is open to any other organisation in Lochalsh that wishes to send a representative. Lochalsh Collaboration has no formal legal structure and meets monthly, chaired by the chair of KLCT. It concentrated only on the Covid community response for six months in 2019 but since then has been working on the Lochalsh Collaborates project. In 2019, KLCT was awarded funding from the Scottish Government’s Investing in Communities Fund, to run the project from April 2019 to July 2022.


A community development officer was appointed to coordinate the project, to find out the priorities of the community and work with the community, through the Lochalsh Collaboration, to write a community action plan. Advice, mentoring, and other support is also provided by the Scottish Community Development Centre (SCDC) and Skye & Lochalsh Council for Voluntary Organisations (SLCVO). A communication campaign resulted in excellent engagement in the community survey:

- Almost 600 people returned a completed survey
- This represents approximately 30% of the adult population
- Responses included almost 4,000 free text comments
- 40 under 30s took part in a dedicated survey designed by SLCVO

It took a lot of effort to gather these views, especially during the pandemic, but it has helped us to set an agenda for regeneration based on meeting the needs identified by our community. Now the KLCT, the members of Lochalsh Collaboration, and any other groups and individuals who are ready to join us,

have the evidence and insights of those who live here, with which to drive change. <https://www.lochalsh.uk/projects/lochalsh-collaboration/>



Key Action	Progress Made	BRAG
<p data-bbox="257 231 633 422">5. Share learning - CPs which have adopted a resilience approach to planning to share learning and experiences with other CPs</p> 	<p data-bbox="683 231 2038 300">Thematic review undertaken and shared with stakeholders. Strategic group worked through the CPP coordinating group to share learning highlighting CLD's role in community development and resilience.</p> <p data-bbox="683 347 1137 375">Examples of work progressed include:</p> <ul data-bbox="734 422 2078 1077" style="list-style-type: none"> • Support for food – initial focus on delivery of food to those most vulnerable or self-isolating plus wider role in promoting development of food larders/tables creating community-run sustainable local provision • Volunteering – in response to emerging volunteering crisis in third sector organisations post pandemic. Recruiting and encouraging young people to volunteer and encouraging employers to permit employees to volunteer during work hours • Mapping of local groups and services – understanding the network of groups including aims and objectives. Has led to making connections between groups, building capacity, and enabling project development and delivery. • Supporting Project development - signposting groups to available funding streams to enable project delivery, facilitating community groups to overcome barriers, making connections between groups to encourage joint work and local delivery. • Supporting actions to tackle inequalities - assisting mental health and wellbeing groups to develop priority approaches. This supports the Community Partnership/Locality Plan priorities and to effectively meet need. • Delivery of Council service priorities within budgetary constraints/reductions –play park development: supporting groups to assume responsibility and identify resources for repairing/replacing playpark equipment; supporting climate action town activity; supporting developing community food growing projects 	
<p data-bbox="257 1153 611 1257">6. Support programme of community development and skills training</p>	<p data-bbox="683 1153 1758 1181">Increase in number of community development CPD opportunities in year one of the plan.</p> <p data-bbox="683 1225 2049 1329">Place Based Framework agreed in Dec 2021 providing commitment to aligning duties set out in Community Empowerment Act including Community Planning, Participatory Budgeting, Participation Requests and Community Asset Transfers.</p>	

Key Action	Progress Made	BRAG
	<p>Area-based Community Support Coordinators were appointed in August 2021 and facilitated over 1600 interactions with community groups across Highland during their first six months' activity in this new role. Key aspects of the role include:</p> <ul style="list-style-type: none"> • supporting communities recovering from the pandemic • co-ordinating and deliver humanitarian and resilience support • building on community networks that emerged through the pandemic and building community capacity to deliver local priorities • encouraging participation and involvement in Council priority setting, re-focusing partnership priorities, and supporting place-based planning <p>Training update - UHI and HTSI piloted free community development course Jan-March 22. Partnership gathering info on interest, barriers for individuals who wanted to enrol, but couldn't, etc. This will inform future courses which are on course for the autumn term 2022.</p> <ul style="list-style-type: none"> • In addition to the Community Development forum, HTSI are formalising and scheduling on a rolling 12-month basis other forums (most meet quarterly) that cross-cut community development. Forums are: <ul style="list-style-type: none"> Community Justice Third Sector Forum Highland Resilience Network Forum Highland Third Sector Children's Services Forum Highland Third Sector Health & Wellbeing Forum Highland Third Sector Representatives Forum Highland Social Enterprise Forum Third Sector Managers Forum Highland Employability Forum <p>HTSI annual training plan for HTSI members includes hard skills, e.g., funding writing and soft skills, e.g., people management, and other identified skill gaps within the third sector workforce in Highland. This will feed into workforce development plan through Strategic Group.</p>	

Key Action	Progress Made	BRAG
	<p>HTSI hosted conference in October 2022 on Community Assets as this has been recognised as an area that needs training, knowledge, capacity, and skills in communities.</p>	
<p>7. Support more communities to develop assets and co-design services</p>	<p>New approach agreed by THC during 2021/22. THC committed to working with communities and partners to identify shared priorities within an area to ensure resources, funding and action are targeted to address the needs of people and place. Since 21/22 , three local THC committees have made decisions on key external funding streams totalling £4,764,405, enabling more funds to be decided and distributed locally. In addition, place-based funding totalling £2.777m has also been delegated from the Council, with £2.31m allocated for place-based investment and carry forward of unspent Ward Covid funds of £0.467m. Public engagement will identify priorities for targeting funds to inform area committee decisions on allocations, including Coastal Communities Funds, Place Based Investment Funds, and Area Play Funds.</p> <p>Participatory Resourcing in Action: An extensive engagement exercise on community regeneration funding is about to be launched which will take forward the new approach to participatory resourcing. This will inform priorities for funding and support Members in their decision making within Area Committees as it will ensure that allocations of grant aid over which the Council has control are closely aligned with local priority need. This exercise will provide invaluable information from participation of community partners and the public as a precursor to Area Place Planning. In addition to third sector partners' provision of 'hard copy' community consultation tool kits to support participation offline, a website will be launched for broad engagement. This will be an interactive platform for members of the public, community organisations and agencies to participate in deliberation of the specific needs of the area in which they live, work, or operate. The platform provides supporting information about each area to guide and inform use. Insights arising from this feedback will in turn inform prioritisation of investments for each area, including a ranked list of priorities for funding in each area and examples of priority projects to deliver these.</p> <p>Community Asset transfer (CATs) approaches have been streamlined to support increased community ownership. 12 CATs agreed by THC in 2021/22. 6 were for ownership; 4 for leases; 2 for rights of access or short-term occupancy agreements. 8 were handled in terms of the Community Empowerment Act; 4 were handled under general property disposal regulations. Discounts on potential capital value of assets released to community bodies totalled £255,996.</p>	

Key Action	Progress Made	BRAG
	<p>Discounts on potential rental income totalled £1,999 p/a 8 Community Asset Transfers were completed during 2021/22.</p> <p>HTSI Community Development Forum establish in 2021 to strengthen voice and links to third sector groups. The forum provides greater clarity and opportunity to influence and shape CLD provision.</p> <p>From Oct. 1, 2021 – Sept 30, 2022, HTSI held:</p> <p>24 Trainings for members With 374 registrants 28 networking events (e.g., Forums) With 685 registrants</p>	
<p>Improvement priority 6: Workforce development</p> <p>Considerations for workforce:</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;"> Adaptability Critical thinking Creativity People management Co-ordinating with others Emotional intelligence Judgement and decision-making Service orientation Cognitive flexibility </p>		

Key Action	Progress Made	BRAG
1. Establish cross sector working group	Cross Sector working group in place and meetings have taken place.	
2. Carry out needs assessment of the workforce	Needs assessment being developed by the working group to inform CPD programme	
3. Deliver self-evaluation and outcome focussed training for the CLD workforce and partners	Partners have increased their understanding and confidence of sing the How Good is our CLD (HGIOCLD) framework. Intro HGIOCLD session held on 26 Oct 21 – pilot session for CLD partners to learn and then test out the new framework. Follow up HGIOCLD session took place on 18 August for CLD Partnership (all groups). The Partnership used the framework to structure the annual review.	
4. Ensure all CLD partners have CLD Competences and Ethics in their entry level training	Review of entry level/induction training being carried out to establish content and gaps. CLD Standards Council to facilitate a session on competences and ethics on 7 Nov 22.	
5. Promote the CLD Standards Council	CLD Standards Council Scotland has been invited to deliver an interactive session (7 Nov) to assist in developing CLD Partners understanding the CLD Sector in Scotland, and within their partnership, by focusing on key areas such as: The role of the CLD Standards Council as the professional body for CLD practitioners What makes a CLD Practitioner, who and where are they? How the CLD competencies, values and ethics can underpin and support CLD partners organisations own practice.	
6. Provide mental health and wellbeing related training for the CLD workforce	Increased number of training opportunities provided through the CLD networks including: Suicide Intervention training (SIPP) training available through HCPP approach NHS currently piloting a virtual mental health and wellbeing short course Scottish Mental Health First Aid courses restarting after pandemic North Alliance training provided on measuring wellbeing. Free training in mental health awareness, suicide	

Key Action	Progress Made	BRAG
	<p>awareness and trauma informed practice attended by 200 participants from employees, volunteers, third sector organisations and parents/ grandparent. Training being rolled out in Sutherland in June. Mental Health First Aid New revised Mental health and wellbeing website has added a training tab to document available training opportunities across Highland. Highland Mental Wellbeing – A collection of resources to support mental wellbeing (scot.nhs.uk) Workforce development working group in place to capture needs through annual survey.</p>	
<p>7. Embed Youthlink Skills Framework into Youth Work practice</p>	<p>Skills card being developed to support the My Futures My Success mentoring project, these have the Youth Work Skills as the main organisers.</p> <p>Highland Youth Work Development group will lead on this.</p>	
<p>8. Contribute to the development of CLD community of practice across the north – Learn North and Northern Alliance</p>	<p>Highland CLD Partners actively involved in Learn North and Northern Alliance Regional Improvement Collaborative.</p>	
<p>9. Organise CLD in STEM professional learning opps.</p>	<p>Session arranged through Aberdeen Science Centre for Spring 23 to increase CLD practitioner confidence in STEM</p>	

Report of community learning and development in The Highland Council

Following a visit to Highland in November 2021, HM Inspectors reported that The Highland Council and its Community Learning and Development (CLD) partners have been responding to the challenges resulting from the COVID-19 pandemic and implementing plans to support recovery. HM Inspectors noted that more time was required to take forward key areas for improvement, and asked for a report on progress within six months of the report publication. The Highland Council and the CLD Strategic Partnership (CLDSP) submitted a report in July 2022 and HM Inspectors met with them in August to discuss its content.

HM Inspectors have reviewed the progress report and engaged in professional dialogue with staff during the August meeting. It is clear that work is progressing to strengthen the alignment of local provision with strategic and area priorities. The CLDSP now have a shared sense of direction and are strengthening the governance of CLD. With partners from the CLD operations group, the CLDSP are working to improve joint evaluation and performance monitoring. The CLDSP are aware that this is an area requiring further work to ensure that they can better capture and report the impact of CLD across the Highlands.

CLD partners have strengthened their structures for partnership working and networking. This is improving communication, understanding and joint work between partners. CLD leaders have greater knowledge of the contribution made by third sector organisations. Voluntary organisations and community groups are now better represented in operational and strategic partnerships. The CLDSP are aware of the need to further strengthen the role of communities in local planning and decision making. Although the development of clear learning pathways for adults is still at an early stage, a more comprehensive range of key partners are now contributing to this work.

What happens next?

Overall, the local authority and its CLD partners are taking appropriate steps to address the recommendations from the original inspection. As a result, we will make no further visits to The Highland Council and its CLD partners in connection with the original inspection.

Alona Murray
HM Inspector
September 2022