

The Highland Council

Agenda Item	8.
Report No	EDU/19/24

Committee: Education

Date: 12 September 2024

Report Title: Community Learning and Development Plan 2024 – 2027

Report By: Assistant Chief Executive - People

1. Purpose/Executive Summary

1.1 The purpose of this report is to provide an update to Members on Community Learning & Development (CLD) and to seek approval for the Community Learning and Development Plan 2024 - 2027, attached at **Appendix 2**.

2. Recommendations

2.1 Members are asked to:

- i. Note the content of the report; and
- ii. Approve the Community Learning and Development Plan - **Appendix 2**

3. Implications

3.1 **Resource** - There are no new resource implications, and the plan will be delivered within existing budgets. The Plan also recognises the essential contribution of our third sector and voluntary partners to the delivery of CLD in Highland and the significant value and capacity that they add to our provision.

3.2 **Legal** - There are no new implications. The CLD Regulations (The Requirements for Community Learning and Development (Scotland) Regulations 2013, and associated guidance, place a legal requirement on local authorities to provide leadership and direction to meet identified needs and maximise the contribution of CLD partners in the delivery of services.

3.3 **Risk** – There are no risks arising as a direct result of this report.

3.4 **Health and Safety** (risks arising from changes to plant, equipment, process, or people) - There are no new implications for Health and Safety arising as a direct result of this report.

3.5 **Gaelic** - There are no new implications for Gaelic arising as a direct result of this report.

4. Impacts

4.1 In Highland, all policies, strategies, or service changes are subject to an integrated screening for impact for Equalities, Poverty and Human Rights, Children's Rights and Wellbeing, Climate Change, Islands and Mainland Rural Communities, and Data Protection. Where identified as required, a full impact assessment will be undertaken.

4.2 Considering impacts is a core part of the decision-making process and needs to inform the decision-making process. When taking any decision, Members must give due regard to the findings of any assessment.

4.3 Integrated Impact Assessment – Summary

4.3.1 An Integrated Impact Assessment screening was undertaken on 26 August 2024. The conclusions have been subject to the relevant Manager Review and Approval.

4.3.2 The Screening process has concluded that there are a number of positive impacts. These include: promoting and upholding children's rights and supporting best outcomes for people with protected characteristics.

It has therefore been concluded that a full impact assessment is not required.

Members are asked to consider the summary in **Appendix 1** to support the decision-making process.

4.3.3 Impact Assessment Area

Equality	<ul style="list-style-type: none">• Children and Young People – <i>Positive</i>• Children affected by disability – <i>Positive</i>• Older adults – <i>Positive</i>• Race – <i>Positive</i>
Socio-economic	<i>Positive</i>
Human Rights	<i>Positive</i>
Children's Rights and Well-being	<i>Positive</i>
Island and Mainland Rural	<i>No impact</i>
Climate Change	<i>No impact</i>
Data Rights	<i>No impact</i>

Impact Assessment Area

5. Community Learning and Development

5.1 Community Learning and Development (CLD) plays an important role in ensuring individuals, families and communities reach their potential through lifelong learning; mutual self-help; and community organisation, ensuring support and opportunities are community-led and built around people's aspirations.

CLD is a distinctive set of practices, defined by identified competences and values. It is delivered by a broad range of providers, in a diverse range of settings and sectors, by practitioners with a wide range of job titles, who work with people of all ages.

CLD can have a powerful impact on the lives of individuals, families, and communities, supporting them to identify and work towards the changes they want to make. Whether that change takes place in an individual's life, helps to create a resilient and enterprising community, or contributes to better public services to address changing needs, there is a need for successful learners, confident individuals, responsible citizens, strong families, resilient communities, and effective contributors, working together to build a shared and prosperous future.

- 5.2 In 2012, the Scottish Government published the [Strategic Guidance for Community Planning Partnerships: Community Learning and Development \(www.gov.scot\)](http://www.gov.scot). This says that local authorities should provide leadership and direction to drive the actions needed to maximise the contribution of all CLD partners in the delivery of public services.

The CLD Regulations ([The Requirements for Community Learning and Development \(Scotland\) Regulations 2013 \(legislation.gov.uk\)](http://legislation.gov.uk)) place a legal requirement on local authorities to do this.

The CLD Regulations policy goals are:

- To ensure communities, particularly those who are disadvantaged, have access to the CLD support they need.
- To strengthen co-ordination between all CLD providers, ensuring that CPPs, local authorities and other providers of public services respond appropriately to the CLD Strategic Guidance.
- To reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision.
- To make the role and contribution of CLD more visible.

- 5.3 Local authorities must secure adequate and efficient CLD provision. Whilst the regulations apply to local authorities, in practice CLD is delivered through partnerships with the third sector and voluntary sector and other service providers, whose contribution is essential, significant, and highly valued.

By working collaboratively with our partners in Highland, we aim to raise the aspirations of individuals, families, and communities, support them to achieve their ambitions and ensure they are well-placed to take advantage of the opportunities available to them now and in the future, at every stage of their life and learning journey.

6. Community Learning and Development Plan 2024 - 2027

- 6.1 The draft Community Learning and Development Plan 2024 - 2027 can be found at **Appendix 2**, for Members' consideration and approval.

The Plan has been informed by national legislation and guidance; the national review of CLD; our evaluation of the 2021 - 2024 Highland CLD Plan; Education Scotland's July 2024 Progress Visit Report; the Highland Outcome Improvement Plan (HOIP);

the Integrated Children's Services Plan (ICSP); the Parental Engagement Strategy; and the Highland Council Delivery Plan.

6.2 CLD partners and stakeholders have been active and valued participants in the process of evaluating the 2021–2024 Highland CLD Plan and producing the 2024 – 2027 Plan. Their contributions have been significant, and this plan recognises the valuable and essential work they do to improve the lives and livelihoods of our residents, families, and communities across all areas of Highland. We look forward to continued meaningful engagement, collaboration and partnership working, as we implement the new plan and respond to emerging needs.

Partnership and stakeholder engagement has involved:

- Meetings of the CLD Operational Group, with representation from across the CLD partnership
- Meetings of the CLD Strategic Group, with representation from Education & Learning, Communities & Place, Integrated Children's Services, High Life Highland (HLH) and third sector
- Online surveys
- Individual Learning Plans
- Local Youth Forums
- In-person youth, adult, and community focus groups
- Case Studies
- High Life Highland (HLH) Adult Learning Needs analysis
- HLH Youth Workplace Planning
- Youth Convenor Schools' Roadshow
- Highland Youth Parliament Conference feedback survey
- Adult and Youth Participation Evaluation Service (AYPES) - the CLD Practitioner database used by Adult and Youth Work teams
- Red Chair Highland * baseline and impact surveys for Digital Needs
- Red Chair Highland * Evaluation of success of Digital Interventions in Older Adults
- Police Scotland/Youth Highland Merkinch & South Kessock Participatory Budgeting
- The Highland Council Whole Family Wellbeing in-person and online engagement sessions
- Children and Young People's Participation and Engagement in-person and online engagement sessions
- The Highland Council 'Have Your Say' feedback
- Learn North CLD Professional Learning Needs 2024 survey results
- Engagement with representatives of HLH and third sector organisations, including through the CLD Operational Group.

* <https://www.redchairhighland.scot/>

- 6.3 Our agreed priorities:
- Mental Health & Wellbeing
 - Voice, Inclusion & Participation
 - Digital Inclusion
 - Employment, Volunteering & Training
 - Community Development & Resilience
 - Aligning Partnership Practices
 - Climate & Social Justice

6.4 Effective self-evaluation is key to improving performance and outcomes. Frameworks such as 'How Good is our CLD' will be used to evaluate and report on outcomes. We will continue to engage with the CLD Standards Council, Education Scotland, Scottish Government, other Local Authorities, CLD Leadership & Practitioner networks, Third Sector and Voluntary Organisations, Further & Higher Education Providers and other organisations involved in supporting and delivering CLD. This will support us to improve our implementation and impact, as well as our leadership, knowledge, skills, and practice.

7. Next Steps

- 7.1
- Develop and implement a communication strategy, to raise awareness of the plan, the benefits of CLD and how to get engaged and involved in CLD, as a participant or provider.
 - Continue to develop the CLD partnership and governance, working in collaboration with our all our CLD partners, to implement the plan, respond to emerging needs and increase the impact of CLD on the lives and livelihoods of our residents, families, and communities.
 - Work with all our CLD partners to continue to increase and improve joint training, development, and support, to build confidence and capacity in the system, to improve the impact of our work.
 - Engage with the Workforce For The Future portfolio, which is part of the Council's Delivery Plan, to ensure the planned CLD work on employability contributes to building cross sectoral career pathways, skills packages and partnerships to develop the future workforce of the Highlands.

Designation: Assistant Chief Executive - People

Date: 22 August 2024

Author: Colette Macklin, Head of Lifelong Learning & Gaelic Services

Appendices:

Appendix 1 – Integrated Impact Assessment

Appendix 2 – Highland Community Learning and Development (CLD) Plan 2024 - 2027

Community Learning and Development Plan: Integrated Impact Assessment Summary

The screening highlighted overall positive impacts from the direction proposed in the Community Learning and Development Plan.

Equality, Poverty and Human Rights

The screening specifically notes the potential for positive impact on children and young people and children's rights, as a result of the approach to delivering CLD learning through the priorities of the Plan.

The practice of CLD is anti-discriminatory and inclusive by nature and therefore positively impacts on all relevant Protected Characteristics as set out in the Equality Act 2010. The proposal will impact positively on age through targeted provision for young people; sexual orientation and gender realignment through provision of LGBTQI support. Race will be positively impacted through the learning and community cohesion work supporting New Scots, including refugees and asylum seekers; CLD impacts positively on older adults through reducing social isolation and loneliness.

Children's Rights

The screening specifically notes the potential for positive impact on children's rights, because of the approach to delivering CLD learning this is a focus of the priority to increase voice influence and participation.

Island and Rural

The screening also noted potential positive impacts on rural and island communities through the delivery of the Plan.

Climate Change

The screening highlighted potential positive impacts as a result of the proposed approach. Climate change related CLD learning is a priority in the Plan with positive outcomes articulated. The Plan will support the Council's commitment to meet both local and national net zero targets through encouraging and supporting behaviour change.



Highland
Community
Planning
Partnership

Com-pàirteachas
Dealbhadh
Coimhearsnachd
na Gàidhealtachd



Highland Community Learning & Development Plan 2024-2027

Reducing inequalities through working and learning together

Contents

1.0	Introduction and scene setting	2
1.1	Welcome	2
1.2	Updating our CLD Plan for 2024-2027.....	2
2.0	What is Community Learning and Development?	2
3.0	Working with our Community Planning Partnership.....	3
4.0	A New Policy Framework and the Role of CLD.....	3
4.1	Independent CLD Review	4
4.2	HMIe CLD progress visit report 2024	4
4.3	Workforce Development.....	4
5.0	Identifying Needs and Engaging with Communities.....	5
6.0	Developing our Shared CLD priorities.....	6
6.1	A framework for change: How our CLD Partnership will deliver the priorities	7
7.0	How we will deliver CLD in Highland	8
7.1	Adult Learning.....	8
7.2	Youth Work	9
7.3	Community Development and Empowerment	10
8.0	Governance	11
8.1	Data Intelligence and Evaluation.....	11
8.2	Unmet Need and Sector Challenges	12
	Appendix 1: National and Local Policy Context.....	13

1.0 Introduction and scene setting

1.1 Welcome

The Highland Community Learning and Development (CLD) Partnership is pleased to introduce the 2024 – 2027 Highland CLD Plan to you and welcome your interest in it. It sets out our priorities for CLD over the next 3 years and how we will work together to improve outcomes in, and with, communities. This plan has been informed by, and contributes to, the 2024 – 2027 Highland Outcome Improvement Plan (HOIP). It has been shaped and developed around the views and experiences of learners, practitioners and community partners.

1.2 Updating our CLD Plan for 2024-2027

This plan builds on the outcomes in the 2021 - 2024 CLD plan. It has been co-produced by CLD practitioners in the public and third sector and has the voice of learners and community members at its core. Their participation enables the CLD Partnership to continue its positive journey of development.

CLD in Highland is aligned to the HOIP and informed by the ongoing changes in and pressures on people’s lives. This plan responds to the legacy of the COVID-19 pandemic, the cost-of-living crisis and the current financial challenges in both the public and third sectors. The purpose and focus of the plan is to improve lives and experiences for those who stand to benefit most from engaging with what CLD has to offer. Our starting point is the inequalities that exist in our communities, giving primacy to the people experiencing them. Reducing inequalities through learning is good for everyone and we are committed to a shared mission to work together towards that goal.

2.0 What is Community Learning and Development?

The purpose of CLD is to provide early intervention and prevention to those experiencing, or at risk of experiencing, inequality of opportunity within the education and skills system. CLD is a professional practice which includes youth work, community-based adult learning, family learning and community development. CLD work in Scotland is guided by the [Strategic Guidance for Community Planning Partnerships: Community Learning and Development \(2012\)](#) and sits within the context of the National Performance Framework.

The Strategic Guidance identifies the CLD outcomes as:



Improved life chances for people of all ages, through learning, personal development and active citizenship



Stronger, more resilient, supportive, influential and inclusive communities

3.0 Working with our Community Planning Partnership

The revised [HOIP for 2024 - 2027](#) is the overarching plan for the Highland Community Planning Partnership (CPP). It sets out the vision for the CPP to “maximise opportunities and tackle inequality to build a thriving Highlands for all”.

Three strategic priorities are identified as People, Place and Prosperity.

The HOIP ultimately aims to enable people to live independently, safe and well within sustainable and resilient local communities, ensuring that both people and places can prosper and thrive economically.

The HOIP addresses and identifies inequalities facing our area, features the CPP partners’ commitments to work towards the principles, and achieve the strategic outcomes. The Highland CLD Plan 2024 - 2027 is one of several individual partner and associated partnership plans within the wider CPP structure, which is recognised within and supports the delivery of the HOIP.

PEOPLE

Enable people to live independently, safe and well within their community

PLACE

Work in partnership to develop sustainable and resilient local communities

PROSPERITY

Creating opportunities for all people and places to prosper and to thrive economically

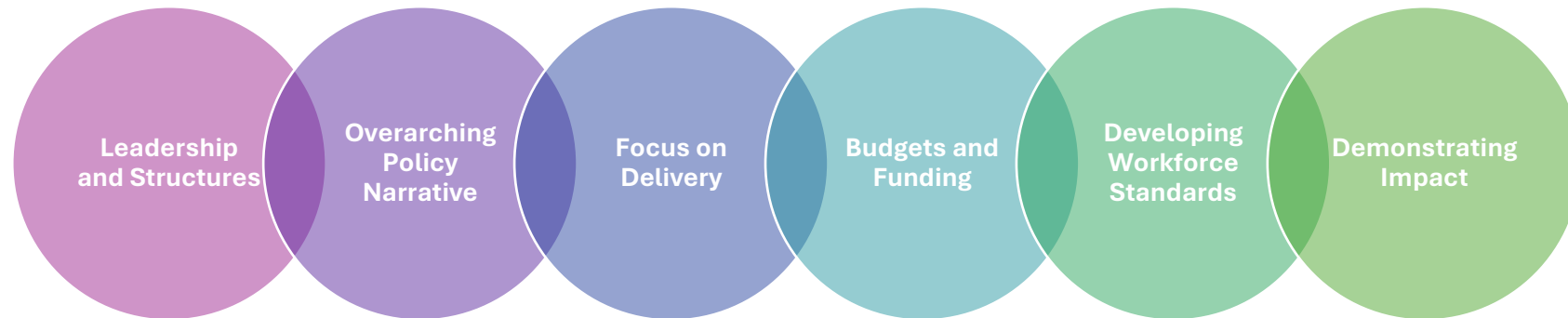
4.0 A New Policy Framework and the Role of CLD

The Scottish Government’s National Strategy for Economic Transformation (2022) and the Wellbeing Economy Toolkit for Local Authorities (2022) sets out a shift to a wellbeing economy and a framework for a new approach to tackle systemic issues which have been resistant to change in the past. The new approach required for CLD will address inequalities in educational outcomes for those who live in the most deprived communities and experience persistence of low skill levels which are a barrier to accessing positive destinations in volunteering or sustainable employment.

The Highland CLD Partnership will work with our partners to simplify the employability system, by providing career guidance and All Age Employability Services through No One Left Behind. The focus on skills development supports the person to get ready for job opportunities and the partnership approach delivers better outcomes for those most disadvantaged in our communities. This aligns with the overarching aim of the HOIP to achieve impact on issues of poverty, equality & diversity, and social justice.

4.1 Independent CLD Review

The independent CLD Review by Kate Still sets out recommendations to be implemented by the Scottish Government and local authorities by 2026. The Highland CLD Partnership welcomes the national review and will adopt the recommendations in these key areas:



4.2 HMle CLD progress visit report 2024

HM Inspectors of Education visited The Highland Council to undertake a CLD progress visit in June 2024. During the visit, an inclusive and diverse programme of groups provided an opportunity for the Inspectors to talk to learners and community representatives, CLD leaders, managers, staff, volunteers and other key stakeholders.

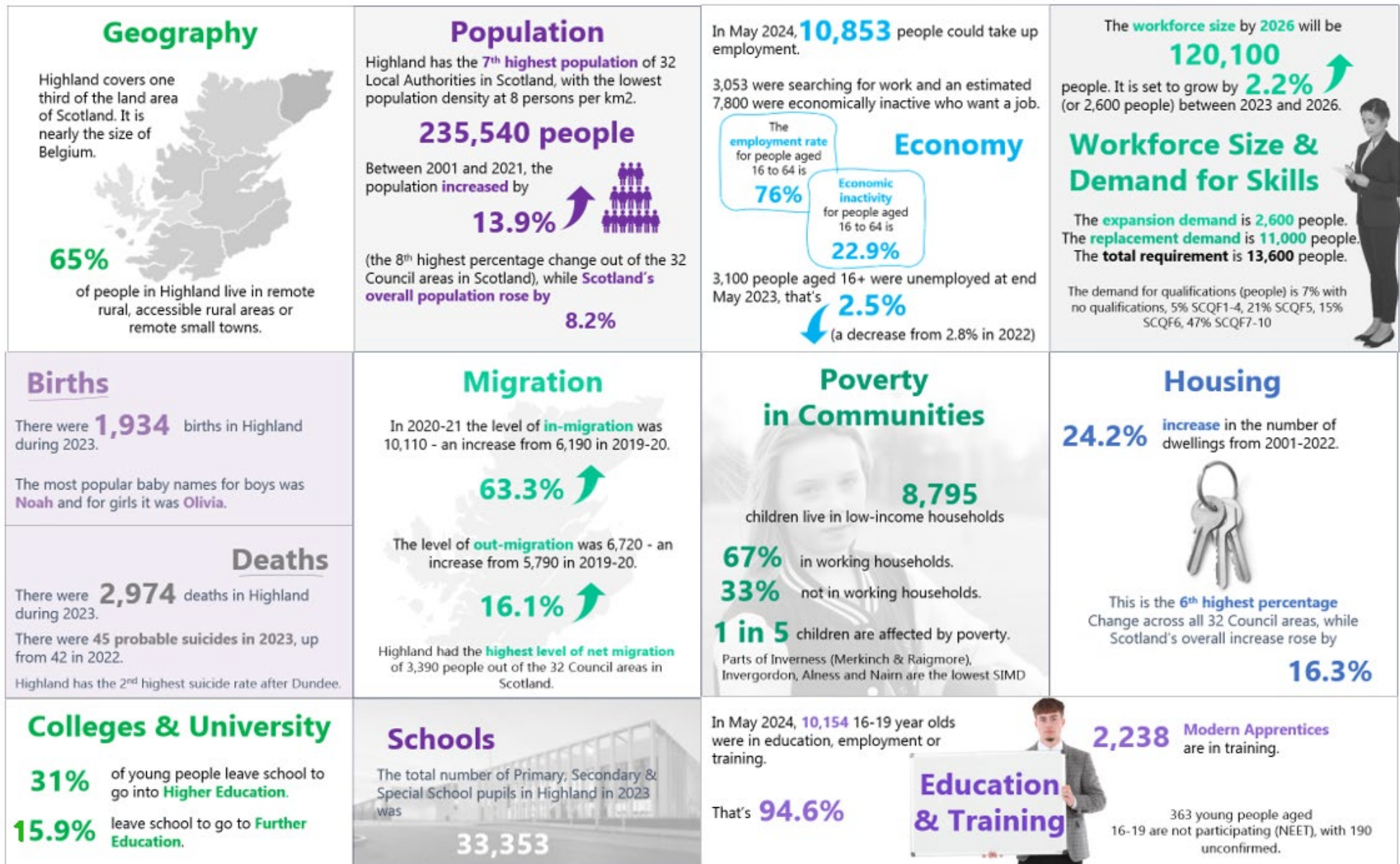
The Inspectors evaluated the effectiveness of the CLD partnership's approach to self-evaluation and planning for improvement and considered progress made against identified priorities in our 2021 - 2024 CLD Plan. The published Education Scotland [report for CLD in Highland](#) acknowledges many positive areas of progress throughout the year and areas for development that the CLD Partnership will work on.

4.3 Workforce Development

Learn North is a network of public and third sector CLD practitioners across the North of Scotland and the Scottish islands. Our aim is to strengthen access to continuing professional learning for staff and volunteers involved in CLD practice. We identify where there are gaps in provision of learning opportunities and design and deliver programmes and activities by working collectively to share resources, avoid duplication and enhance joint approaches. As a result of the professional learning survey analysis for Highland, we will:

- Improve access to professional learning resources that will enhance digital practice and engagement
- Develop peer review systems on CLD themes
- Invite graduate students who have completed CLD research to share their learning
- Share learning of CLD initiatives to illuminate good practice
- Encourage professional learning from the 2023 - 2024 HMle Progress Visits

5.0 Identifying Needs and Engaging with Communities



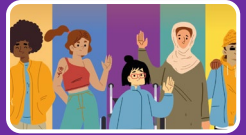
6.0 Developing our Shared CLD priorities

Our shared priorities for the 2024 – 2027 CLD plan have been agreed with partners and informed by CLD participants



1. Mental Health and Wellbeing

We will work together to support improved levels of mental health and wellbeing experienced by people



2. Voice, Inclusion and Participation

We will listen to and support individuals and groups to influence positive change



3. Digital Inclusion

We will support digital inclusion by increasing skills, confidence and access



4. Employment, Volunteering and Training

We will provide accessible learning opportunities which support routes to economic independence



5. Community Development and Resilience

We will prioritise support to build capacity and resilience in communities most affected by inequalities



6. Aligning Partnership Practices

We will continue to improve how we work together through our commitment to workforce development



7. Climate and Social Justice

We will work together to increase Climate Change knowledge and understanding of the linked impact on vulnerable communities

6.1 A framework for change: How our CLD Partnership will deliver the priorities

A summary of how the CLD partnership will deliver the priorities is presented below. The detailed 3-year Action Plan can be accessed [here](#)

Priority	Outcomes	Measures of impact	Evidence
1. Mental Health and Wellbeing	<ul style="list-style-type: none"> Improved mental health and wellbeing 	<ul style="list-style-type: none"> Learners have increased feelings of confidence Learners have reduced feelings of loneliness and isolation 	<ul style="list-style-type: none"> Learners reporting through the CLD partnership evaluation tools Case studies and third-party testimonies
2. Voice Inclusion and Participation	<ul style="list-style-type: none"> Improved ability to influence change 	<ul style="list-style-type: none"> Learners report increased ability to have a say in things that matter to them Learners feel more able to affect positive change 	<ul style="list-style-type: none"> Learner reporting - CLD partnership evaluation tools Case studies and third-party testimonies Highland Youth Parliament conference and reports Highland MSYP's are in place and supported Highland Youth Convenor is in place and supported
3. Digital Inclusion	<ul style="list-style-type: none"> Increased inclusion in digital life 	<ul style="list-style-type: none"> Learners have increased digital skills Learners have increased participation in digital 	<ul style="list-style-type: none"> Learner reporting through CLD partnership evaluation tools Case studies and third-party testimonies.
4. Employment, Volunteering and Training	<ul style="list-style-type: none"> Supporting routes towards economic independence 	<ul style="list-style-type: none"> Learners gain recognised qualifications Learners progress to training, volunteering or employment 	<ul style="list-style-type: none"> Number, range and levels of qualifications gained through CLD Number of learners progressing into training, volunteering or employment
5. Community Development	<ul style="list-style-type: none"> Increased community capacity building to support resilience in individuals and communities 	<ul style="list-style-type: none"> Learners feel more able to help others in need Learners take a greater role in community groups and organisations 	<ul style="list-style-type: none"> Increased numbers of adults & young people having their voice contributing to decisions and shaping activities planned for their local area No. of community-led development projects grow capacity and resilience in Highland communities
6. Aligning Partnership Practices	<ul style="list-style-type: none"> Improve how we work together through our commitment to governance and workforce development 	<ul style="list-style-type: none"> Practitioners achieve CLD Standards Council values and competencies Practitioners achieve professional learning and qualifications Practitioners actively in P2P networks 	<ul style="list-style-type: none"> Increased membership and number of learning programmes approved by CLD Standards Council Numbers of practitioners actively engaging with professional learning and qualifications No of practitioners engaged in peer support networks
7. Climate and Social Justice	<ul style="list-style-type: none"> Increased Climate Change knowledge and understanding of linked impact on vulnerable communities 	<ul style="list-style-type: none"> Learners have increased knowledge of Climate Change and sustainable living Learners feel more equipped to respond to Climate Change, working together to aid resilient communities 	<ul style="list-style-type: none"> Increased Climate Change education and language embedded in the CLD learning offer No. of practitioners trained in, and confident of, raising awareness of Learning for Sustainability (LfS) No. of learners making changes as a result of LfS

7.0 How we will deliver CLD in Highland

7.1 Adult Learning

Adults across Highland take part in learning to develop their skills and confidence, meet new people and make positive changes in their lives. Community-based adult learning is provided by public and third sector CLD practitioners and offers a range of learning activities in local communities that help with everyday life skills such as reading, writing, spelling, using numbers and digital literacy. Adults from different backgrounds come together in small groups or one-to-one where they are supported by trained tutors and volunteers to move forward on their lifelong and life-wide learning journey in a range of community spaces.

Family Learning

Family Learning practitioners facilitate children and adults learning new skills together. Taking part in active learning as a family develops confident and lifelong learners who are likely to be happier, healthier and more successful. Children whose parents support their learning at home do better at school and in later life, helping to close the poverty-related attainment gap.

Community ESOL Classes

We welcome our New Scots to Highland and support the integration of refugees and people seeking asylum to rebuild their lives in safe, inclusive communities, where they are treated with dignity and respect. Our partnership approach supports New Scots to build relationships and healthy intercultural bonds, ensuring they have access to well-coordinated services that recognise and meet their rights. ESOL learners benefit from improving their English; learning to understand important information, expressing opinions and ideas, meeting people and making friends, increasing chances for employability, reducing isolation, improving integration and health and wellbeing.

The Highland Adult Learning Development Group (HALDG) is a group of public and third sector CLD practitioners who contribute to the 4 themes of Scotland's [Adult Learning Strategy 2022-27](#). They create positive pathways for adult learners where:



Workforce Development

Adult learners have learning opportunities provided by a skilled and coordinated workforce



Expanding & Extending Adult Learning

Adult learning is available, accessible and meaningful, while the value and impact of it is understood



Access, Diversity and Inclusion

Barriers are removed for adults to ensure support can be accessed by those who need it most and they are aware of the learning opportunities available to them



Connecting the Adult Learning Journey

Access to the appropriate level of information, advice and guidance at each stage of the adult learning journey and it supports fair access to learning and progression

7.2 Youth Work

Youth work is an inclusive and empowering approach that contributes to young people’s learning and development. It takes place in schools, youth clubs, community and outdoor spaces where youth workers demonstrate a passion for Learning for Sustainability (LfS). Stories are shared of young people who engage in creative outdoor learning experiences responding to the impacts of climate change through DoE, John Muir and Dynamic Youth Awards. Young people achieve biodiversity net gain by ensuring the natural environment is left in a measurably better state than it was in before.

UNCRC and Youth Participation

Youth workers are committed to Article 12 of the UNCRC which is incorporated in Scots Law and states: “Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.” The meaningful participation of children and young people on decisions which affect them is at the heart of the CLD plan. Some examples of participation in Highland include:



Youth Work Place Planning

- Young people across Highland contribute to the co-production of the CLD Plan using the place planning tool to identify their priorities.
- The main priorities are mitigating the impact of Climate Change and young people's mental health which are being actioned at local youth forums.



Merkinch and South Kessock (Inverness) Participatory Budgeting Project, *Your Point Your Place*

- The community **partnership approach** to PB is aimed at supporting young people to experience their UNCRC children’s rights to feel safe, to learn and to play.
- 500 young people shared their views to ensure that communities in their area are more engaged with decision-making and local democracy to improve safety and wellbeing . See the partnership video [here](#).



Highland Youth Parliament (HYP)

- The HYP members represent the views of young people in front of Highland decision-makers who are supportive of young people’s mental health by funding wellbeing packs, food and activity packs.
- The **2024 HYP Conference** (featured on the front cover of this plan) saw the members with the Youth Convenor & the Children and Young People’s Commissioner for Scotland walk a mile for mental health.



Highland Children’s Rights and Participation

- 800 children and young people, including care experienced, contributed to the design of the Highland Children and Young People’s (CYP) Participation Strategy 2024 - 2026.
- Children and Young People’s Voice and Participation is a priority of the CLD Plan 2024 - 2027.

7.3 Community Development and Empowerment

Our Highland CLD Partnership is underpinned by the core values of Community Development: Social Justice and Equality, Anti-discrimination, Community Empowerment, Collective Action and Working and Learning Together. The Highland Council has the statutory duty to identify target individuals and groups; have regard for their CLD needs; assess the extent to which these are met; and identify barriers to the adequate and efficient provision of CLD.

Supporting and empowering communities is delivered in a number of ways across Highland and specifically within Highland Council. Within the Council, the Community Support and Engagement team lead on supporting engagement and involvement, with a particular focus on asset ownership, capacity building, place planning and partnership development. The team oversees the implementation of the Community Empowerment Act, [Placed Based approach](#), co-ordinates the Council's role in [Place Planning](#) and empowering communities to take forward and deliver local priorities. This is supported by other teams across the organisation that lead specifically on tenant engagement and development and community regeneration team. Across the Partnership, the jointly funded [Partnership Development Team](#) has also focused on building capacity within the partnership arena and oversees leadership within Community Partnerships. The Council's 'Our Future Highland' programme places people at its very heart and through the forthcoming Community Wealth Building (CWB) Strategy there is a specific focus on bringing people together to "retain greater wealth and maximise spending within and for the communities of the Highlands."

Community Capacity Building

Highland Third Sector Interface (HTSI) develops a strong third sector in Highland and is a valued community and regional asset. They support their members with specialist organisation advice and guidance for those who work with volunteers.

The members are a vital part of the governance and accountability of the organisation, contributing to a range of member [forums](#), one of which is the Community Development Forum - an advisory group to the CLD Partnership.

Together with five local TSI partners across the region, HTSI delivers on 4 key themes of work set by the Scottish Government:



8.0 Governance

CLD will continue to be a partnership rooted in adult learning, youth work and community development. The ambitions set out in our plan will be delivered with the nine Community Partnerships (CPs) and our CLD Operational partners. The Highland CLD partnership provides an opportunity for partners to come together using the strategic priorities as a framework to plan, deliver and evaluate CLD provision on a regular basis. The governance structure has proved effective within the previous plan and will continue into this plan.

With the support of the Highland Community Planning Partnership's Partnership Development Team, the CLD Leads and partners in each CP area will align CLD priorities at a local level. They will do this by engaging with individuals and communities to understand their needs, maximising people's assets and skills and joining our resources to support learners and community members. Undertaking joint self-evaluation with partners will support the Plan, Do, Review process as we share good practice that celebrates improved outcomes for learners.

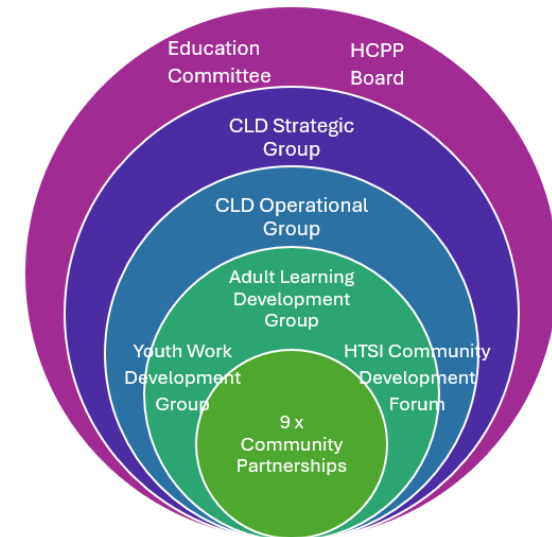
We are confident that CLD partnership practices will remain effective tools to tackle inequalities and improve opportunities for individuals and communities in Highland. To underpin this, we will:

- Provide opportunities for joint self-evaluation involving all CLD partners
- Provide opportunities for all CLD partners to contribute to reports to the Highland Council Education Committee and Highland CPP Board.
- Following the publication of CLD Guidance from the Scottish Government, provide opportunities for all CLD partners to contribute to reviewing and revising this plan.

8.1 Data Intelligence and Evaluation

We will support our CLD partners to produce annual monitoring and evaluation reports that will set out how we measure progress towards our outcomes. To underpin key performance indicators, we will collate the numbers and types of people in CLD activities with the numbers and types of CLD projects versus the number of people who report a change in circumstances due to their engagement with CLD. This will be evidenced by providing the details in Performance Indicator Analysis forms. A new and improved case study reporting form will create a consistent and more efficient approach for all CLD partners to evaluate our provision and humanise the data by telling the stories from learners and community members:

- "It's made a big difference to my confidence knowing that I am helping others at the same time as they're helping me." *Adult Learner*
- "The Social Enterprise Academy and My Future My Success course has helped me think about my future." *My Future My Success Learner*
- "In the year of full incorporation of the UNCRC into Scots Law, it is great to see issues which are important to young people such as mental health and participation being included in this CLD plan." *Youth Convenor*



8.2 Unmet Need and Sector Challenges

Over the duration of this plan, the CLD Partnership will work with learners and community members to review our priorities and monitor performance against outcomes, as well as review potential unmet need. Additional factors may create challenges for the provision of CLD with a changing political landscape, re-design of services, changes to public and third sector funding, and changes within communities themselves.

Three priority areas of unmet need and sector challenges have been identified by our public sector and third sector colleagues and will be progressed through this plan. They relate to how we deliver CLD as partners. We believe that prioritising the development of our shared practices will lead to better outcomes for learners within our communities.

They are grouped into three broad themes below:



CLD learners and community representatives need to be more involved in shaping the service

We will support CLD learners to become equal partners in CLD planning and ensure their expertise informs CLD strategic planning.



Community groups need more awareness of the support that is available to them

We will provide awareness of community development support for community groups available from all CLD partners.



CLD partners need to further develop partnership practices

We have embedded aligning partnership practices as a new priority in this plan. We will use this priority to develop cross sector working and relationships, shared planning and evaluation and the joint tracking of learner outcomes, including awards and qualifications.

Appendix 1: National and Local Policy Context

National Policy Drivers	Local Policy context	Key recent data intelligence
<ul style="list-style-type: none"> ● The Requirements for Community Learning and Development (Scotland) Regulations 2013 ● CLD Plans Guidance 2024-2027 ● Youth Work Outcomes and Skills Framework ● Adult Learning Strategy 2022 - 2027 ● New Scots Refugee Integration Strategy 2024 ● Community Empowerment (Scotland) Act 2015 ● UNCRC (Incorporation) (Scotland) Act 2024 ● Getting it Right for Every Child (GIRFEC) ● Curriculum for Excellence ● Learning for Sustainability Target 2030 Action Plan ● Route-map and National Principles of Holistic Whole Family Support ● The Promise Plan 2021 – 2024 ● Scottish Attainment Challenge 2023/24 – 2025/26 ● National Performance Framework ● No One Left Behind ● COVID Recovery Strategy – For a Fairer Future ● Best Start Bright Futures Tackling Child Poverty ● The Volunteering Action Plan 2022 ● Learning Together National Action Plan ● National Trauma Training Framework ● Mental Health and Wellbeing Strategy 2023 ● National Occupational Standards CLD Standards Council for Scotland 	<ul style="list-style-type: none"> ● HCPP Highland Outcome Improvement Plan 2024 - 2027 ● Highland Integrated Children’s Services Plan 2023-2026 ● Children and Young People’s Participation Strategy ● Highland Community Food Growing strategy ● Child Protection and Safeguarding Handbook for Education 2022 ● Communications and Engagement Strategy 2024 - 2027 ● NHS Highland’s Community Engagement Framework ● NHS Highland Learning and Development Training Prospectus ● Highland Biodiversity Action Plan 2021 - 2026 ● Nature Climate and Health Charter ● Highland Alcohol and Drug Partnership Strategy 2020-2023 ● Learning Together: The Highland Council Parental Engagement Strategy ● Future Highlands Strategic Partnership Priority 4: Place Based Planning and Investment in Communities ● HCCP Developing a Place Based Framework 	<ul style="list-style-type: none"> ● Adult Learning Needs Analysis ● Youth Work Place Planning ● Children and Young People’s Participation Strategy Highland Consultation feedback May 2024 ● Joint Strategic Needs Assessment 2023 Summary Analysis ● Highland Place Planning ● Children’s Rights and Participation Highland ● Learn North Professional Learning Needs survey 2024 (Highland results) ● Highland Council Highland Ecology Plan ● HYP conference 2024 surveys ● Youth Convenor F2F roadshow ● Learning for Sustainability Young People and Practitioner Perspectives 2023 ● Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD) CLD Review ● Young Carers Statement and Strategy 2024-2026 ● HCPP/Youth Highland Merkinch & South Kessock Participatory Budgeting