Highland Community Learning and Development Plan
2021-2024

Working and learning together to reduce inequalities in Highland

Be Involved  Get Heard  Make Change
Contents

Foreword 3
Introduction 4
Our Partnership Approach 5
COVID Recovery 6
What is Community Learning and Development? 7
CLD in Highland 9
Governance Arrangements 10
What we know about Highland 12
Key Statistics 13
How we have used data and intelligence to inform CLD 13
Our 5 new outcomes 14
Priority 1 - Mental Health and Wellbeing 15
Priority 2 - Voice, Inclusion & Participation 16
Priority 3 - Digital Inclusion 17
Priority 4 - Employment, Voluntering & Training 18
Priority 5 - Community Development & Resilience 19
How we will ensure we are delivering our outcomes 20
Education Scotland Inspection 2018/2019 – Key Lessons Learned 20
Barriers to participation 21
Unmet need 22
How we will develop our workforce 23
Our Regional Approach in the North – The Northern Alliance 25
Appendices 26
Appendix 1: 3 Year CLD Partnership Action Plan 26
Appendix 2: Policy Context - Strategic Fit 31
Appendix 3: CLD explained in a little more detail 33
Foreword

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

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

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

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

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

Our Priorities for Improvement are set around 5 themes
- Mental Health and Wellbeing
- Voice, Inclusion and Participation
- Digital Inclusion
- Employment, volunteering, and training
- Community Development and Resilience

These will guide us for the coming months and years, and hopefully be a springboard for social action for many more. We need to listen to each other and make sure the quieter voices are heard so they become empowered to influence decisions and shape services. Communities are concerned about the uncertainty of the future as we move away from the pandemic so it is up to all of us – communities themselves, public services, and colleagues in the third sector – to fill any potential vacuums with positivity, realism, aspiration, and hope. I have every confidence we can all do that.

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

-Cller. John Finlayson, Chair of Education Committee
Introduction

Welcome to Highland’s Community Learning and Development (CLD) plan. This plan:
• presents our shared vision, values and priorities over the next three years
• articulates our strategic priorities for improving outcomes for learners and communities
• sets out the action we will take, the measures we will use to show impact and how we will report on progress.

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

Our Vision

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

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

Our Priorities

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

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

How we will deliver the plan

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

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

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

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

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

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

Adult Learner Coordinator

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

Adult Learner
What is Community Learning and Development?

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

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

The Scottish Government’s focus for CLD is:
1. improved life chances for people of all ages, through learning, personal development and active citizenship
2. stronger, more resilient, supportive, influential and inclusive communities.

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

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

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

(CEYP aged 18 talking to his youth worker)

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

(Learner who received Grow your Own Learning Pack)

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

HTSI Report 2020
Fundamental to the practice of CLD across all of its settings are values which have been identified by the CLD Standards Council in Scotland:

- **Self-determination** – respecting the individual and valuing the right of people to make their own choices.
- **Inclusion** – valuing equality of both opportunity and outcome, and challenging discriminatory practice.
- **Empowerment** – increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action.
- **Working collaboratively** – maximising collaborative working relationships in partnerships between the many agencies which contribute to CLD, including collaborative work with participants, learners and communities.
- **Promotion of learning as a lifelong activity** – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life.

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

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

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

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

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

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

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

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

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

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

Education Scotland Inspection Report Jan 2019
Governance Arrangements

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

Relevant updates and progress will also be provided to the Integrated Children’s Services Board recognising the contribution CLD makes.
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<tr>
<th>CLD Strategic Group Membership</th>
<th>CLD Operational Group Membership</th>
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<tbody>
<tr>
<td>THC Education</td>
<td>High Life Highland Adult and Youth Work Services</td>
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<tr>
<td>THC Communities</td>
<td>9 Community Partnership CLD Leads</td>
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<td>THC Health &amp; Social Care</td>
<td>LEAD Scotland</td>
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<td>HTSI</td>
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What we know about Highland

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

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

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

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

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

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

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

Rural deprivation – 81.2% of employment deprived people in Highland live out with areas recognised as containing high concentrations of deprivation
203 schools including 29 secondary schools. 30,826 pupils – 16,835 enrolled in primary schools, 13,834 enrolled in secondary schools, 157 enrolled in our three free standing special schools and 3,952 enrolled in our early learning and childcare settings.

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

Key Statistics

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

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

How we have used data and intelligence to inform CLD

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

We have improved our use of data and understanding of community needs through focussed engagement activity which has taken place with; Adult and Youth Work Learners; HTSI partners; HLH Adult and Youth Work Teams; Community Planning Partnerships; and Head Teachers.
Additionally, our key learning in helping shape understanding of CLD need and informing the direction of this plan comes from:

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

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

All of this help shape our CLD outcomes for the coming three years.

**Our 5 new outcomes**

In reviewing the 2018-21 CLD plan and drawing on the learning from the pandemic, partners have agreed the need to take a thematic approach to CLD outcomes. Our review and consultation activity started in August 2020 and involved analysing the following information; Locality Plans, Community Conversations findings and stakeholder surveys. Following this a series of workshops and focus groups took place with practitioners, third sector organisations, Elected Members and learners.
Priority 1 - Mental Health and Wellbeing

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

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

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

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<th>Planning</th>
<th>Inputs</th>
<th>Actions</th>
<th>Outcomes</th>
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<tr>
<td>Needs</td>
<td>CLD has a key role among planning partners in mitigation and future prevention work through providing informal learner centered experiences with wellbeing outcomes planned for with stakeholders.</td>
<td>• Deliver Education Recovery funded projects (HLH and Youth Highland/Voluntary Youth Network) • Improve the use of data and data sharing across CPP to inform future opportunities for the CLD contribution to improving health outcomes for young people, adults and families. • Identify and promote the use of recognised and validated wellbeing measures and tools for CLD partners to evidence impact of CLD interventions. • Provide cross sector mental health and wellbeing related training for CLD workforce to improve understanding and ability to identify, support and signpost those (learners) at risk • Produce quarterly reports ensure CLD provision in each CP area is adequate, targeted and focusses wellbeing outcomes. • CLD resource in CP areas is prioritised to support vulnerable people to make connections in their community to reduce social isolation and loneliness. • Identify and pursue funding opportunities to increase the capacity of CLD to contribute to health and wellbeing outcomes. • Scope and develop new partnership opportunities and synergies with other sectors beyond CP partners.</td>
<td>• Increased participation in MH&amp;W learning activity • Improved understanding of the impact of the pandemic on MH&amp;W • Increased access to info and signposting • More effective transitions to positive destinations</td>
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Short Term

• Increased community confidence • Increased take up of learning and development and opportunities • Greater inclusion of diverse voices in community planning

Along the Way

• Decreased social isolation • Improved mental health and wellbeing • Reduced stress • Improved community support • Increased confidence

Long Term

KPI:
People taking part in CLD report an increased sense of personal wellbeing.

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

Developing Scotland’s Young Workforce
Time to Shine - Scotland’s Youth Arts Strategy for ages 0-25
Early Years Collaborative
Opportunities For All - Post-16 transitions - Policy and Practice Framework
Skills for Scotland: A Lifelong Skills Strategy

HOIP Mental Health and Wellbeing Delivery Plan
THC Education and Learning Action Plan
Integrated Children’s Services Plan
Highland Youth Work Strategy
## Priority 2 - Voice, Inclusion & Participation

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

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

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

### Planning

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<th>Needs</th>
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<td>While more partners are routinely including communities and service users in planning and evaluation, the quality and outcomes of this approach remains variable. Feedback from partners suggests that our most disadvantaged and deprived communities and individuals risk being left behind in the post-Covid recovery period. Thus pointing to a need here for a much more targeted approach over the first year of the plan.</td>
<td>CLD has a lead role in ensuring meaningful participation and exploring innovative and inclusive methodology with CLD learners and partners to improve learners' subjective sense of being both listened to and having influence along with improving the evidence base for positive change at individual, family and community levels.</td>
<td>• Provide and coordinate learning and support for marginalised individuals and groups to participate in decision making/co-design of services. Each CP to demonstrate progress. • Develop a co-designed Youth Participation Framework (Youth Charter) • Plan and deliver workshops in all CP areas around incorporation of UNCRC into Scots law • Plan and deliver learning opportunities to improve; skills, knowledge and confidence of individuals and communities to increase active participation in local decision making and community life. • Deliver awareness raising sessions to Community Partnerships on CLD approaches to increasing the inclusion of marginalised adults’ voice and influence in community planning. • Support local initiatives in lead up to and at the COP26 the “UN Climate Change Conference” in Glasgow November 2021. • Provide a youth led voice, inclusion &amp; participation summary report to HCPP • Facilitate annual Big Community Conversation to inform on going needs analysis/review of CLD delivery</td>
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### National and regional policy fit:
The Highland CLD Plan sits within a complex planning and reporting landscape and has links to a number of other planning responsibilities and reports.

Community Empowerment (Scotland) Act
THC Education and Learning Action Plan
Corporate Parenting Plan

### Outcomes

<table>
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<tr>
<th>Short Term</th>
<th>Along the Way</th>
<th>Long Term</th>
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<tr>
<td>• Improved skills and confidence of those already involved in CLD • Improved skills and confidence of the workforce to facilitate voice and influence • Increased shared use of learner voice among CLD providers and planning partners</td>
<td>• Increased community confidence • Greater inclusion of diverse voices in community planning • Increased trust and confidence between agencies and communities</td>
<td>• Embedded community engagement in community planning processes • Increased evidence base of positive change for individuals, families and communities</td>
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### KPI:
Increases in: abilities, confidence, and feeling a part of positive change
Priority 3 - Digital Inclusion

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

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

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

Planning

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<td>Whilst the opportunity for digital engagement has undoubtedly been enhanced during the Covid pandemic, for many of our most vulnerable individuals and communities, the digital gap has widened. Not everyone is positioned to take advantage of digital opportunities without significant additional support. As such, partners report that these people risk being further left behind. The disproportionate impact of the already existing issues of digital exclusion has been clearly spotlighted by the pandemic.</td>
<td>A lifelong, life-wide and learner-centred CLD approach is required to tackle this need. Partners in Highland will maximise digital inclusion. This priority will focus on increasing; skills, confidence, and access of target communities which includes the CLD workforce.</td>
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<th>Actions</th>
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<tr>
<td>• Ascertain, through CLD networks, the extent and determinants of digital exclusion by CP area.</td>
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<tr>
<td>• Develop and roll out “digital CLD” practice guidance and training.</td>
</tr>
<tr>
<td>• Support individuals and families to benefit from funding stream which provide access to free devices / connections</td>
</tr>
<tr>
<td>• Coordinate learning opportunities supporting people to get ready to go digital!</td>
</tr>
<tr>
<td>• Develop virtual learning environments for ESOL/Core Skills/Digital Inclusion focussing on following themes: Employment and Work / Financial Capability/Family / Health and Wellbeing</td>
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Outcomes

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<tr>
<th>Short Term</th>
<th>Along the Way</th>
<th>Long Term</th>
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<tbody>
<tr>
<td>• Sustained learning</td>
<td>• Increased community confidence</td>
<td>• More effective transitions to positive destinations and new opportunities</td>
</tr>
<tr>
<td>• Increased confidence</td>
<td>• Increased take up of learning and development and opportunities</td>
<td>• Improved life potential</td>
</tr>
<tr>
<td>• Increased ability to communicate skills</td>
<td>• Increased ability to provide support in the digital space</td>
<td>• Increased community engagement</td>
</tr>
<tr>
<td>• Improved digital skills</td>
<td>• Increase access to internet and devices</td>
<td>• Reduced social isolation</td>
</tr>
</tbody>
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KPI:
Increase in numbers of people with access to the internet
Increase in skills and confidence as reported by CLD learners

National and regional policy fit:

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

Developing Scotland’s Young Workforce
https://www.highlandcpp.org.uk/highland-outcome-improvement-plan.html
Time to Shine - Scotland’s Youth Arts Strategy for ages 0-25
Early Years Collaborative

Opportunities For All - Post-16 transitions - Policy and Practice Framework
Skills for Scotland: A Lifelong Skills Strategy
THC Education and Learning Action Plan
Priority 4 - Employment, Voluntering & Training

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

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

Planning

Needs
- Some people in Highland – young people, disabled people and those experiencing multiple barriers to employment are already significantly under-represented in employment, even before the full recovery from the pandemic gets underway. Many of these people struggle to enter and sustain FE/HE learning opportunities. This is turn is shown to lead to more of these people living in households experiencing poverty.

Inputs
- CLD provision of accessible learner-centered interventions
- CLD works with wider partners to enable learners to progress through SDS employability pipeline
- Make full use of youth and adult award frameworks to support learners of all ages to progress

Actions
- Gather data and analyse per CP area
- Track youth achievement across partners and the contribution this makes to closing the attainment gap
- Coordinate targeted Adult Learning opportunities, across partners, which enable people to develop their core skills and increase employability
- Develop and promote learning pathways between partners to improve adult learning progression
- Increase and formalise partnership working between Education and CLD to support learning pathways
- Embed Youth Link skills framework into youth work practice

Outcomes

Short Term
- Increased access to volunteering in communities
- Improved awareness of learning opportunities and progression routes
- Improved sharing of information between partners to support learning pathways

Along the Way
- Increased take up of learning and development opportunities
- Improved capacity of the workforce to facilitate qualifications and achievement awards

Long Term
- Improved transitions to positive destinations and new opportunities
- Improved life potential
- Increased community engagement
- Reduced social isolation

KPIs:
- Number of CLD learners entering employment, volunteering and training
- Partnership tracking of wider achievement, including but not limited to, awards and qualifications gained

National and regional policy fit:
- The Highland CLD Plan sits within a complex planning and reporting landscape and has links to a number of other planning responsibilities and reports.

Developing Scotland’s Young Workforce
Opportunities For All - Post-16 transitions - Policy and Practice Framework
Skills for Scotland: A Lifelong Skills Strategy
https://www.highlandcpp.org.uk/highland-outcome-improvement-plan.html

THC Education and Learning Action Plan
**Priority 5 - Community Development & Resilience**

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

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

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

### Planning

<table>
<thead>
<tr>
<th>Needs</th>
<th>Inputs</th>
<th>Actions</th>
</tr>
</thead>
</table>
| In a geographically and organisationally dispersed and diverse context, CLD partners are needed to target resources towards our communities who have shown lower levels of capacity and resilience before and during the pandemic. Partnership experience has shown that these communities are typically impacted by multiple deprivation / exclusion / discrimination that those communities are not yet equipped to address without further intervention. | There is a significant role for CLD in providing learning opportunities that increase community capacity and therefore levels of resilience in these communities whether geographic or thematic. | • Share learning - CPs which have adopted a resilience approach to planning to share learning and experiences with other CPs  
• Support programme of community development and skills training  
• Increase the involvement of learners in shaping CLD provision at community level  
• Share learning with CPs from community development programmes, e.g. Lochalsh Collaboration & SCDC; Aspiring Communities  
• Support more communities to develop assets and co-design services |

### Outcomes

<table>
<thead>
<tr>
<th>Short Term</th>
<th>Along the Way</th>
<th>Long Term</th>
</tr>
</thead>
</table>
| • Increased peer to peer support between anchor orgs and volunteers  
• Increased partnership working to build capacity to deliver outcomes  
• Increased engagement by Community Partnerships | • Increased community confidence  
• Greater inclusion of diverse voices in community planning  
• Increased community capacity to take forward local aims and priorities | • Increased community capacity and resilience  
• Strengthened community voice impacting decision making, delivering community priorities and delivering services  
• Increased involvement and participation in service design, delivery and priority setting |

**KPIs:**
- People take action to improve their area and feel able to influence decisions
- Increase levels of participation in community development activity
- Increase levels of participation in community development activity in communities facing the greatest inequalities

### National and regional policy fit:
The Highland CLD Plan sits within a complex planning and reporting landscape and has links to a number of other planning responsibilities and reports.

http://www.gov.scot/Topics/People/engage/CommEmpowerBill  
https://www.highlandcpp.org.uk/highland-outcome-improvement-plan.html  
THC Education and Learning Action Plan
How we will ensure we are delivering our outcomes

How well are we doing?  How do we know?  What are we going to do now?

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

Education Scotland Inspection 2018/2019 – Key Lessons Learned

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

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

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

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

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

**Barriers to participation**

Partners and Learners have identified the following barriers to participation:

- **Geography**: The size of Highland and the dispersal of population and deprivation across the region poses challenges for those needing to participate in CLD and those seeking to provide relevant opportunities. This factor also expresses itself in resulting barriers related to: transport, transport costs, suitable venues, digital connectivity and access to specialist services in rural areas.

- **Hidden remote and rural deprivation**: The hidden nature of rural deprivation both in terms of not being reflected in models such as SIMD to inform targeting of services and also in local communities themselves can be a barrier to participation and the equitable provision of CLD services in Highland. Covid informed moves towards blended learning models represent a partial solution that will be explored in the life of this plan.

- **Awareness of opportunities**: The partnership approach to CLD provision has many strengths and is necessary at current resource levels to enable the provision of CLD opportunities across the Highland local authority area. However, the marketing and promotion of opportunities by individual partners can present a barrier to participation and learner pathways. This is something that this plan seeks to address through developing shared promotion of CLD opportunities across partners.

- **Inequalities**: The lived experiences through the pandemic were similar for individuals and communities but the responses and resilience shown were variable, which exacerbated inequalities because CLD approaches weren’t available everywhere.

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

HTSI Focus Group May 2021
Unmet need

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

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

Education Scotland Inspection Report Jan 2019

Partners have identified the following unmet need:

- **Community development support** – the pandemic highlighted how the level of community resilience varied across our geography, showing us how vital the role of community networks, the third sector and volunteering is in adapting to sudden social change. As we move out of the pandemic we need to build long term resilience in preparation for future emergencies as well as adaptation for environmental change.

- **Adult Learning in remote and rural areas** – There is a recognised unmet need for adult Learning in remote and rural communities which do not feature in Community Planning Partnership locality plan priority areas.

- **Family Learning** – currently a distinct / fully skilled resource and plan for the delivery of family learning is not in place. Development work between CLD providers and THC Education will take place during the life of this plan but an unmet need is acknowledged.

- **Youth Work Offer for those aged 16 plus** – there is an unmet need for older young people, which they have articulated in some areas (Caithness) for; safe, unstructured, drop-in spaces supported by safe adults. There is also increased need for employability related work with this age group. Coupled with evidence suggesting that there is a need for youth work approaches to be used with younger children and the age of those attending traditional youth clubs having lowered in recent years, the sector faces a pressure around unmet needs of those aged 16 plus with a 14 plus range in our deprived communities and larger settlements being in evidenced. The sector is working hard to meet these needs and examples of good practice are in place to learn from however some unmet and growing need is identified.

- **Positive destinations for disabled people** – there are a lack of dedicated resource supporting access and inclusion for disabled CLD learners. There is an additional unmet need to make Equality Act rights and support entitlements visible to disabled CLD learners to achieve equity with learners within school and FE settings.
How we will develop our workforce

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

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

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

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

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

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

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

HTSI Focus Group May 2021
In 2020 the World Economic Forum listed the top 10 skills that it feels are important for people to have, so they can give themselves the best chances to participate and thrive i.e. to support the economic recovery that faces us all. It is worth bearing these in mind as part of our workforce development (AND . alongside our CLD offer). They are

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

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

Highland Council is one of eight regional local authority partner members in the Regional Improvement Collaborative for the North – The Northern Alliance. Other members are: Aberdeen City, Aberdeenshire, Moray, Argyll and Bute, Shetland, Orkney and the Western Isles (Eilean Siar).

The Northern Alliance Regional Improvement Collaborative (RIC) aims to develop a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational and life chances of children and young people.

For further general information - please visit www.thenorthernalliance.scot

There are 9 workstreams delivering against the above agenda including a specific CLD Work-stream which is managed and delivered through the local authority Lead Officers for CLD. Some support for this is provided by Education Scotland through their Education Officers. This has been particularly evident in their involvement in CLD Planning and in aspects of continuous improvement.

The current operational improvement priorities of the CLD Leads group are to…
• Capture approaches to wider achievement for young people and adult learners and share practice
• Capture and analyse youth participation and youth voice
• Further develop approaches to Family Learning
• Increase access to professional learning, including online

Read about our collective achievements here link to SWAY

Building on these priorities going forward we will be establishing and supporting a Youth Advisory Group for the region, planning and delivering professional learning in STEM (Science, technology, engineering and maths) using a funding award from Education Scotland, strengthening networking around equalities and young people through a new forum, extending practice sharing in relation to Family Learning and contributing to the wider collaborations created through the Regional Improvement Collaborative.

Professional Learning for practitioners and the North Alliance
Access to professional learning and development for practitioners in CLD in the North is enhanced through a regional network of partners, including from the third sector, known as the North Alliance. In turn, this network is a member of the national grouping of CLD Training Consortia. The North Alliance is awarded a small amount of annual funding from the CLD Standards Council in Scotland to deliver professional learning activities for practitioners across the geography.
### Appendices

#### Appendix 1 - 3 Year CLD Partnership Action Plan

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Mental Health &amp; 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions – short term</strong></td>
<td>Timescale</td>
</tr>
<tr>
<td>Deliver Education Recovery funded projects (HLH and Youth Highland/Voluntary Youth Network)</td>
<td>Oct 2021</td>
</tr>
<tr>
<td>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.</td>
<td>Jan 2022</td>
</tr>
<tr>
<td><strong>Actions – medium term</strong></td>
<td></td>
</tr>
<tr>
<td>Identify and promote the use of recognised and validated wellbeing measures and tools for CLD partners to evidence impact of CLD interventions.</td>
<td>Dec 2021</td>
</tr>
<tr>
<td>Provide cross sector mental health and wellbeing related training for CLD workforce to improve understanding and ability to identify, support and signpost those (learners) at risk</td>
<td>ongoing</td>
</tr>
<tr>
<td>Produce quarterly reports ensure CLD provision in each CP area is; adequate, targeted and focuses wellbeing outcomes.</td>
<td>Feb, May, Aug, Nov</td>
</tr>
<tr>
<td>CLD resource in CP areas is prioritised to support vulnerable people to make connections in their community to reduce social isolation and loneliness.</td>
<td>September 2021</td>
</tr>
<tr>
<td><strong>Action – long term</strong></td>
<td></td>
</tr>
<tr>
<td>Identify and pursue funding opportunities to increase the capacity of CLD to contribute to health and wellbeing outcomes.</td>
<td>March 2022</td>
</tr>
<tr>
<td>Scope and develop new partnership opportunities and synergies with other sectors beyond CP partners.</td>
<td>March 2022</td>
</tr>
</tbody>
</table>
Priority 2: Voice, Inclusion & Participation – CLD will make it a priority to listen to those individuals and groups who want to but have little or no connection with decision makers and service budget holders, and support them to influence the positive changes that are required to improve the lives of under-represented and seldom heard people.

<table>
<thead>
<tr>
<th>Actions – short term</th>
<th>Timescale</th>
<th>Lead</th>
<th>BRAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide and coordinate learning and support for marginalised individuals and groups to participate in decision making/co-design of services. Each CP to demonstrate progress</td>
<td>Ongoing</td>
<td>FR</td>
<td></td>
</tr>
<tr>
<td>Develop a co-designed Youth Participation Framework (Youth Charter)</td>
<td>Dec 2021</td>
<td>FR</td>
<td></td>
</tr>
<tr>
<td>Plan and deliver workshops in all CP areas around incorporation of UNCRC into Scots law</td>
<td>Feb 2022</td>
<td>FR</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions – medium term</th>
<th>Timescale</th>
<th>Lead</th>
<th>BRAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and deliver learning opportunities to improve; skills, knowledge and confidence of individuals and communities to increase active participation in local decision making and community life.</td>
<td>March 2022</td>
<td>CLD Leads/FR</td>
<td></td>
</tr>
<tr>
<td>Deliver awareness raising sessions to Community Partnerships on CLD approaches to increasing the inclusion of marginalised adults' voice and influence in community planning.</td>
<td>March 2022</td>
<td>CLD Leads/FR</td>
<td></td>
</tr>
<tr>
<td>Support local initiatives in lead up to and at the COP26 the “UN Climate Change Conference” in Glasgow November 2021.</td>
<td>November 2021</td>
<td>Highland Youth Convenor/HYP Chair</td>
<td></td>
</tr>
<tr>
<td>Provide a youth led voice, inclusion &amp; participation summary report to HCPP</td>
<td>Oct 21 and May 2022</td>
<td>Highland Youth Convenor/HYP Chair</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action – long term</th>
<th>Timescale</th>
<th>Lead</th>
<th>BRAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate annual Big Community Conversation to inform on going needs analysis/review of CLD delivery</td>
<td>May 2022</td>
<td>FR</td>
<td></td>
</tr>
<tr>
<td>Priority 3</td>
<td>Digital Inclusion - CLD partners will support digital inclusion. This priority will focus CLD opportunities on increasing; skills, confidence, and access.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Actions – short term</td>
<td>Timescale</td>
<td>Lead</td>
<td>BRAG</td>
</tr>
<tr>
<td>Ascertain, through CLD networks, the extent and determinants of digital exclusion by CP area.</td>
<td>Nov 2021</td>
<td>CLD Leads</td>
<td></td>
</tr>
<tr>
<td>Develop and roll out “digital CLD” practice guidance and training.</td>
<td>Nov 2021</td>
<td>MR</td>
<td></td>
</tr>
<tr>
<td>Support individuals and families to benefit from funding stream which provide access to free devices / connections</td>
<td>ongoing</td>
<td>MJ</td>
<td></td>
</tr>
<tr>
<td>Coordinate learning opportunities supporting people to get ready to go digital!</td>
<td>ongoing</td>
<td>MJ</td>
<td></td>
</tr>
<tr>
<td>Actions – medium term (under development)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Priority 4

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

<table>
<thead>
<tr>
<th>Actions – short term</th>
<th>Timescale</th>
<th>Lead</th>
<th>BRAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather data and analyse data on need by CP area</td>
<td>Oct 2021</td>
<td>CLD leads</td>
<td></td>
</tr>
<tr>
<td>Track youth achievement across partners and the contrition this makes to closing the attainment gap</td>
<td>June 2022</td>
<td>NBY/Ed Scot</td>
<td></td>
</tr>
<tr>
<td>Coordinate targeted Adult Learning opportunities, across partners, which enable people to develop their core skills and increase employability.</td>
<td>ongoing</td>
<td>MJ</td>
<td></td>
</tr>
<tr>
<td>Develop and promote a learning pathway initiative to improve adult learning progression</td>
<td>Dec 2021</td>
<td>Adult Learning Development Group</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions – medium term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase and formalise partnership working between Education and CLD to support learning and development which contributes to closing the attainment gap</td>
<td>September 2021</td>
</tr>
<tr>
<td>Embed Youth Link skills framework into youth work practice</td>
<td>September 2021</td>
</tr>
<tr>
<td>Support the development of the Young Person Guarantee work placement programme</td>
<td>Nov 2021</td>
</tr>
</tbody>
</table>

| Action – long term (under development) | | | |
### Priority 5

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

<table>
<thead>
<tr>
<th>Actions – short term</th>
<th>Timescale</th>
<th>Lead</th>
<th>BRAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share learning - CPs which have adopted a resilience approach to planning to share learning and experiences with other CPs</td>
<td>Nov 2021</td>
<td>CLD leads</td>
<td></td>
</tr>
<tr>
<td>Actions – medium term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support programme of community development and skills training</td>
<td>March 2022</td>
<td>HTSI</td>
<td></td>
</tr>
<tr>
<td>Increase the involvement of learners in shaping CLD provision at community level</td>
<td>March 2022</td>
<td>CLD leads</td>
<td></td>
</tr>
<tr>
<td>Share learning with CPs from community development programmes, e.g. Lochalsh Collaboration &amp; SCDC; Aspiring Communities</td>
<td>Sept 2021</td>
<td>FR</td>
<td></td>
</tr>
<tr>
<td>Action – long term (under development)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support more communities to develop assets and co-design services</td>
<td>March 2022</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Appendix 2: Policy Context - Strategic Fit**

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

<table>
<thead>
<tr>
<th>Policy</th>
<th>Priority Themes</th>
<th>High Level Priorities where CLD will contribute</th>
</tr>
</thead>
</table>
| Highland Outcome Improvement Plan (HOIP) | Poverty Reduction  
Community Participation & Dialogue  
Infrastructure  
Community Safety & Resilience  
Mental Health & Wellbeing | More people in Highland will live free from experience of poverty  
People in Highland will be more involved in decisions that affect their lives  
Fewer people in Highland experience transport or digital connectivity as a barrier to accessing opportunities  
People in Highland will benefit from living in stronger, safer, and more resilient communities  
People in Highland will benefit from good mental health & wellbeing |
| THC Corporate Plan                  | A Council that Champions the Highlands  
A Place to live  
A Place to thrive  
A Place to prosper  
A Welcoming Place  
Your Highland Council | - make the Highlands a stronger, healthier and more resilient region, where we are confident in our culture and heritage and where more people choose to live, work, study and visit.  
- work to invigorate local democracy and put our communities at the heart of the design and delivery of services at a local level. We will also develop the capacity of communities to decide and deliver their local priorities.  
- protect the vulnerable in our communities, promote fairness and welcome diversity.  
- support all children and families to learn and thrive by delivering a whole system approach to education and integrated children's services. |
| Highland Youth Work Strategy 2019-2024 | Young people want to be:  
Confident  
Experience new things  
Make good decisions  
Speak up for what's right  
Make life better for others | Improving community involvement- opportunities to be involved that are inclusive, empowering and meaningful  
Improving democracy – creating space for having opinions, making change and being heard  
Improving health and wellbeing – supporting a positive combination of physical health, mental health, relationships and keeping safe online  
Improving inclusion – removing barriers, involving everybody, respecting differences and providing equal opportunities  
Providing enhanced opportunities and training – offering access to skills development, experiences, qualifications and learning that should be facilitated by skilled, competent youth workers, peers or those with lived experience |
<table>
<thead>
<tr>
<th>Policy</th>
<th>Priority Themes</th>
<th>High Level Priorities where CLD will contribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>THC Education and Learning Action Plan</td>
<td>Entitlement Relationships Equity Empowerment and Leadership</td>
<td>We will raise the attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure the highest quality of learning and teaching for each and every learner. We will develop leadership at all levels of the system for now and the future.</td>
</tr>
<tr>
<td>Integrated Children's Services Plan</td>
<td>All Highland's children have the best possible start in life; enjoy being young and are supported to develop as loved, confident, capable, resilient, to fully maximise their potential</td>
<td>Tackling Inequalities – reduce the gap in outcomes between the most and least deprived children and young people in Highland by working to reduce child poverty within our communities and keep our children and young people safe from harm. Love and Support for our Care Experienced Young People – ensure children and young people who are care experienced are loved and supported to improve their life experiences and life chances. Good Health and Wellbeing including Mental Health – ensure all children and young people are supported to achieve and maintain good physical and mental health and wellbeing. Promoting Children's Rights and Participation – work to ensure we are delivering on the provision of the UNCRC as incorporated into Scots Law.</td>
</tr>
<tr>
<td>National Improvement Framework for Education Priorities</td>
<td>- Successful learners - Confident Individuals - Responsible Citizens - Effective Contributors</td>
<td>NIF 1-Improvement in attainment, particularly literacy and numeracy NIF2-Closing the outcome gap between most and least disadvantaged children NIF3-Improvement in children and young people's health and wellbeing NIF4-Improvement in employability skills and sustained positive school leaver destinations for all young people</td>
</tr>
</tbody>
</table>
Appendix 3: CLD explained in a little more detail

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

What does the CLD sector mean by Adult Learning?
Community based adult learning in Community Learning and Development (CLD) covers a wide variety of learning opportunities which target learners who have multiple barriers to opportunity, focusing on disadvantaged individuals and communities. Opportunities can include, Community-based Adult Learning, Adult Literacies, English for Speakers of Other Languages (ESOL), Gaelic and Digital Learning. Using a Social Practice Model, learning is built around the experience and needs of the learners and is underpinned by the 3 core principles of the Adult Learning Statement of Ambition, that Learning is Lifelong, life-wide and learner centred.
Adult Learning in CLD supports learners to achieve positive outcomes in their Work, Personal, Community and Family lives by enabling them to develop the knowledge, skills, confidence and creativity needed to make positive life choices, support economic growth, enhance health and well-being, participate in their local communities and take social action.
Adult Learning in Scotland - Statement of Ambition (education.gov.scot)

What does the CLD sector mean by Youth Work?
Youth work is an educational practice contributing to young people's learning and development. Youth work engages with young people within their communities; it acknowledges the wider networks of peers, community and culture; it supports the young person to realise their potential and to address life's challenges critically and creatively; it takes account of all strands of diversity.
Youth work takes place in a variety of settings including community venues, uniformed groups, schools, youth cafes and on the street, whilst using numerous approaches such as outdoor pursuits, drama workshops, health initiatives, peer education and single issue and single gender work to engage with young people.
• Young people choose to participate
• The work must build from where young people are
• Youth Work recognises the young person and the youth worker as partners in a learning process.
Youth Work Outcomes | YouthLink Scotland

What does the CLD sector mean by Health and wellbeing work?
Learning in health and wellbeing ensures that children, young people and adults develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.
Each setting, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.
Source: Curriculum for Excellence – NOTE: broad application for adult learning also
What does the CLD sector mean by Community Development?
Community development is a process where people come together to take action on what’s important to them. At its’ heart, community development is rooted in the belief that all people should have access to health, wellbeing, justice and opportunity.
Source: Scottish Community Development Centre (SCDC)
SCDC - https://www.scdc.org.uk/

What does the CLD sector mean by Engagement?
Community Engagement is a way to build and sustain relationships between public services and community groups – helping them both to understand and take action on the needs or issues that communities experience.
Source: Scottish Community Development Centre (SCDC)
Community engagement | SCDC - https://www.scdc.org.uk/hub/community-engagement
For more information please go to www.highlandcpp.org.uk