

Agenda Item	21.
Report No	CLH 52/18

HIGHLAND COUNCIL

Committee: Care, Learning and Housing Committee

Date: 18 October 2018

Report Title: **Community Learning, Development and Engagement Plan 2018-2021**

Report By: Director of Care and Learning

1. Purpose/Executive Summary

1.1 The Highland Council (as Education Authority) has the legal responsibility for Community Learning and Development planning and delivery and for ensuring that this takes place within a Community Planning context. This report asks Members to consider the draft Highland Community Learning, Development and Engagement Plan 2018-21.

2. Recommendations

2.1 Members are asked to:

- i. Approve the draft Highland Community Learning Development and Engagement Plan 2018-21 in **appendix 1**.

3. Background

3.1 At its meeting held on 15 March 2018, the Care, Learning and Housing Committee:

1. noted the legal requirement to produce a Highland Community Learning and Development Plan 2018-2021;
2. agreed that the Community Planning Partnership be consulted on the draft plan; and
3. agreed that the Care, Learning and Housing Committee consider and finalise the new Highland CLD plan 2018-2021 at its meeting scheduled for 22 August 2018.

3.2 At its meeting held on 21 June 2018, the Highland Community Planning Partnership Board:

1. commented on the draft plan;
2. agreed to the principle of aligning the new Community Learning and Development Plan with the Highland Outcome Improvement Plan outcomes;
3. noted that consultation on the draft Community Learning and Development plan was under way with the final deadline for comment being 1 August 2018;
4. noted that an action plan will be developed as part of the consultation; and
5. noted that the Highland Council would finalise the Community Learning and Development Plan 2018-2021 at its Care, Learning and Housing Committee meeting on 22 August 2018.

3.3 The CLD Strategic Group met on 30 July to produce the final draft action plan as can be seen in **appendix 1**.

3.4 Most recently, the CPP Board agreed to merge the Communications and Engagement working group of the Highland Outcome Improvement Plan (HOIP) with the Community Learning and Development Strategic Group to become the Community Learning, Development and Engagement (CLDE) Delivery Group, thus further embedding CLD within Community Planning. All of the HOIP delivery groups have been tasked with developing actions plans and this has allowed the previous CLD plan to be broadened to take account of both agendas which are very closely linked.

4. Development of the 2018-2021 CLDE Plan

4.1 The development of the draft plan has included consultation with:

- the partners represented on the CLD Strategic Group;
- the partners represented on the Community Participation and Dialogue Delivery Group;
- CLD providers;
- individuals who are participants of CLD providers; and
- Community Partnership locality engagement.

4.2 In addition to the above, the community engagement carried by each of the Community Partnerships using methods and approaches such as The Place Standard has provided information to support the development of the new Plan. The Plan has also been informed by the outcomes identified in the Highland Outcome Improvement Plan, For Highlands Children and the Adult Strategic Commissioning Plan.

4.3 The Plan meets the CLD Regulations by demonstrating:

- how the local authority will co-ordinate the provision of CLD with the CPP within Highland;

- what action the local authority will take to provide CLD over the period of the plan;
- what action partners intend to take to provide CLD in Highland over the period of the plan; and
- any needs for CLD that will not be met within the period of the plan.

5. Future CLD Planning

5.1 With the CPP Board having agreed to align strategic planning for CLD with the HOIP, and similarly to align locality and local CLD planning and delivery, it might in future, be possible to further integrate community planning and locality planning by including the CLD plan in future iterations of the HOIP. This would be beneficial because it would streamline two linked strategic agendas and provide a clearer focus for CLD as supporting the delivery of the HOIP.

6. Implications

6.1 Resource: the requirements for the CLD Plan will be delivered within the existing resources of the Community Planning Partnership.

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

6.3 Community (Equality, Poverty and Rural): the focus for CLD work is on reducing disadvantage and inequality.

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

6.5 Risk: There are no new risk implications arising from the recommendations in this report.

6.6 Gaelic: There are no Gaelic implications arising from this report.

Designation: Director of Care and Learning

Date: 4 October 2018

Author: Bill Alexander

Background Papers:



**The Highland Community Learning, Development and
Engagement Plan**

Working and learning together to reduce inequalities in Highland

2018-2021



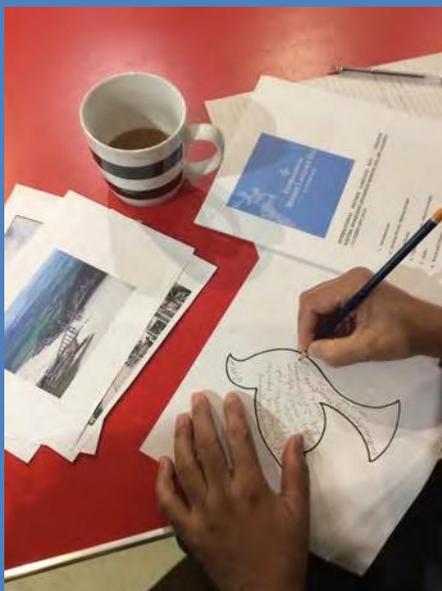
The Highland Community Learning, Development and Engagement Plan

Working and learning together to reduce inequalities in Highland 2018-2021

The Highland area offers an excellent quality of life to many, but it is recognised that there are significant challenges for some individuals and communities. Our vision is that a strong Community Learning, Development and Engagement (CLDE) approach in Highland, working alongside people and communities, will support the delivery of the Highland Outcome Improvement Plan (HOIP) by providing opportunities for life-long, life-wide learning and active citizenship as important ways to improve quality of life and life chances.

The 2018-2021 Highland Community Learning, Development and Engagement Plan sets out how the Highland Community Planning Partnership (HCPP) will co-ordinate CLDE activity with partners; what action will be taken over the next 3 years to provide CLDE and identifies needs for CLDE which will not be met within the period of the plan.

Building on the initial 2015 CLD plan the development and production of the CLDE plan is a recognition of the need to commit to ongoing improvement both of practice and co-production across our strategic activity. The inclusion of 'Engagement' as a key component of this plan reflects feedback from communities in 2017, who felt that this is an area which needs to be strengthened to ensure that there are good opportunities for community development and involvement in public sector ambition.



Contents

Introduction	4
What is Community Learning, Development and Engagement?	4
The values and principles we are committing to	5
Development of the CLDE Plan	6
Legislative Context	6
Who is responsible for delivering the plan?	6
Local area activity in Highland	7
CLDE Plan Priorities	8
Barriers to adequate and efficient delivery of CLDE in Highland	8
Unmet Need.....	9
Working together to deliver an effective CLDE service	9
Workforce Development	9
Action Plan - CLDE Priorities 2018-2021	11
Appendix 1 – Development of the CLDE Plan	14
Appendix 2 – National CLD Outcomes	15
Appendix 3 - Community Learning, Development and Engagement Group.....	16
Appendix 4 - Using data to analyse and plan services	17
Appendix 5 - Role of Community Partnership CLDE Lead	20
Appendix 6– Barriers faced by providers and learners	21
Appendix 7 - The wider legislative and policy context for CLDE.....	23
Glossary of Key Terms.....	25

Introduction

This plan is a statement of ambition and action for both: the delivery of the Highland Outcome Improvement Plan's commitment to change the way that communities are engaged with and included in strategic planning; and the Community Learning and Development (CLD) regulations.

The plan has been developed by the newly established Community Learning, Development and Engagement (CLDE) Delivery Group and it recognises that while The Highland Council (THC) has the statutory responsibility for planning and delivering CLD, there is also a statutory responsibility across the Highland Community Planning Partnership (CPP) to support CLD activity. The Highland CPP believes that by combining Community Learning and Development and Engagement the outcomes of both activities will be strengthened. At a local level the activity of the CLDE Delivery group will be supported through the work of the nine Community Partnerships and locality planning.

The CPP seeks to create better outcomes and reduce inequalities for Highland communities. The CPP's vision for CLDE in Highland is one of supporting the development of individuals and communities, ensuring they are empowered to realise the opportunities available to them through learning and active citizenship, ultimately making positive changes in their lives.

What is Community Learning, Development and Engagement?

CLD is a distinct way of working that supports groups and individuals of all ages to engage in learning, personal development and active citizenship with a focus on bringing about change in their lives and communities. It is a way of working that is negotiated with those who take part. CLDE activity has a strong focus on early intervention, prevention and tackling inequalities.

The Scottish Government has stated that CLD's specific focus should be to:

1. Improve life chances for people of all ages, young people in particular, through learning, personal development and active citizenship; and for
2. Stronger, more resilient, supportive, influential and inclusive communities.

For example CLD activity includes:

- community development (building capacity of communities to meet their own needs, engage with and influence decision makers);
- work with young people, 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);
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
- volunteer development; and
- learning support and guidance in the community.

Engagement in communities is about good practice and a way to ensure that there are strong impactful relationships between Public Sector organisations (or any body or group) and the communities they are there to work for or with.

CLD in Action (Caithness Community Partnership Area)

Project: Natural Connections

Description of Activity

Natural Connections was set up in partnership between Vocational Support and High Life Highland Adult Learning with funding being secured through Vocational Support from Scottish Natural Heritage. This comprised courses based around activities to improve mental health and wellbeing. Activities included walks to local points of interest, museum visits, mindfulness & yoga, art therapy, creative writing and healthy eating.

The learners connected with the natural environment which offered them engagement and development opportunities that are not always achievable in other settings or situations.

Outcomes met:

- Adult learners developed health literacy skills and are more able to access health services and understand and manage their own health and well-being
- Learners improved their physical and mental well-being through participation in learning
- Learners reported that they felt less socially isolated, more connected with other members of their community and developed social networks



In Scotland there is a National Standard for community engagement which outlines the following standards as good practice:



Values and principles

The following principles and values, drawn from national guidance, will underpin the practice of CLDE in Highland:

- **Empowerment** – We will work to increase the ability of individuals and groups to influence issues that affect them and their communities through individual and/or collective action
- **Inclusion** – We will value equality of both opportunity and outcome, challenge discriminatory practice and remove barriers to participation; actively ensuring that those most affected by the focus for engagement are included in the processes.
- **Working collaboratively** – We will maximise collaborative working relationships in partnerships and with individuals,

including with participants, learners and community groups, to deliver our jointly agreed objectives and vision

- **Self-determination** – We will respect the individual and right of people to make their own choices
- **Promotion of learning as a lifelong activity** – We will ensure that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life
- **Communication** – We will communicate clearly and regularly with people, organisations and communities
- **Planning** – we will ensure that we are clear about our activity and intent with all participants ensuring that we take account of diverse needs

Development of the CLDE Plan

This plan has drawn on the extensive engagement activity undertaken during the development of the HOIP and the work of the nine Community Partnerships in Highland. Further details can be seen in [Appendix 1](#). The National CLD Outcomes have also informed this plan and can be seen in [Appendix 2](#).

Legislative Context

The Community Empowerment Act (Scotland) 2015 created both new responsibilities for Public Sector agencies and opportunities for communities. As required by this legislation the Highland CPP has developed the HOIP, outlining the areas of development that communities feel are most important in tackling inequality and this plan is the detailed description of how the ‘participation and dialogue’ responsibilities within that strategic plan will be delivered.

Equally the CLD activities described in this plan operate within the context of the Strategic Guidance for Community Planning Partnerships: Community Learning and Development (2012). This sets out the Scottish Government’s commitment to CLD as a “consistent central element of public services”. The guidance recognises the vital role played by a wide range of organisations and services and identifies a lead role for the local authority to “provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of CLDE partners in the reform of public services”.

Who is responsible for delivering the plan?

The CPP has established a number of Delivery Groups to oversee the delivery of the HOIP Outcomes. The CLDE Delivery Group has the responsibility for overseeing the delivery, review and reporting on the CLDE Plan. The membership and remit of this group can be viewed at [Appendix 3](#).

CLD in Action (Inverness Community Partnership Area)

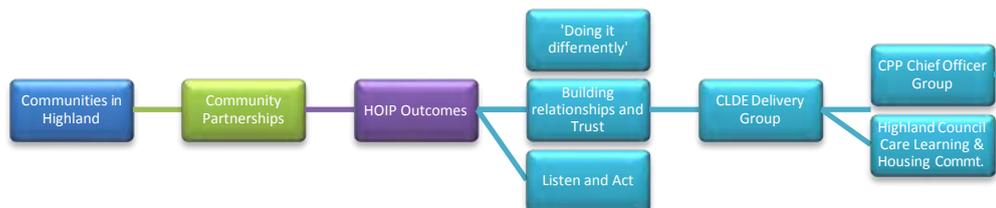
Project: Community Reps

Description of Activity

Community Rep volunteers are learners already engaging with HLH Adult Learning and who want to contribute to improving the service and to their local community. There are a variety of roles Community Reps can choose to undertake including Learner Forum Members, supporting events and activities, Tutor Assistant roles within adult learning classes, peer group leaders (including Digital Skills and ESOL Language Café), and representing the learner voice on working groups and forums.

Outcomes met:

- Learner voice is heard and shaping services
- Learners are making positive changes in their lives through progressing their learning, building connections and developing new skills.
- Improved services through increased co-design of learning opportunities.



Local area activity in Highland

The Highland CPP used the Scottish Index of Multiple Deprivation (SIMD), Socio-Economic Performance Index (SEP) data, and public health profiles (as can be seen in [Appendix 4](#)) to inform the identification of 26 Highland communities for partnership action. They have been identified because statistically the people living within these communities are more likely to experience and inequality which will impact on their life chances.

It was then agreed that nine Community Partnerships would be formed in Highland each with a responsibility for developing, delivering and reviewing locality plans which describe how inequality will be tackled in each of the identified communities.

CLDE is expected to be embedded in locality planning in Highland and this is supported by an identified CLD Lead for each Community Partnership. The remit of CLD Leads can be seen in [Appendix 5](#).

Engagement with communities is a statutory requirement as part of locality planning and all members of local Community Partnerships will be expected to facilitate that.

Community Partnerships will use a self-evaluation framework to evaluate how effectively they are working and the impact of their plans. The CLDE group will annually review the Highland CLDE plan to identify improvement actions.

CLD in Action

Project: Voluntary Youth Network

Description of Project

With increasing financial challenges being experienced by voluntary and third sector organisations, we recognised a need to explore new ways of working. The VYN was launched in January 2017, since then there have been networking events, focus groups, area meetings, consultations and surveys with member clubs, young people, partner organisations and stakeholders to understand current challenges and barriers and create a vision for improvements and positive change.

Outcomes met

The VYN has enabled improved partnership, shared understanding and collaboration between third sector organisations that work with young people. The VYN has featured on the YouthLink Scotland website as an example of how the National Youth Work outcomes can be used to plan and influence youth work.

Local delivery plans are being developed which will coincide with the launch of 7 Area Youth HUBs across Highland

'I am grateful to be given a voice when it comes to the design and delivery of youth services in Highland through the VYN'. Partner organisation



In addition, through Highland's involvement in the Regional Improvement Collaborative, a set of CLD key performance indicators (KPIs) will be developed for the national CLD outcomes.

CLDE Plan Priorities

After engagement and consultation with key stakeholders and communities the following areas as key priorities for the life time of this plan:

- **Mental health and wellbeing** - consultation highlighted the particular pressures associated with; social media; relationships and sexual health; drugs and alcohol; loneliness and social isolation and; being inactive
- **Family learning** – opportunities to focus on key transitions, intergenerational work and volunteering
- **Opportunities for young people** – supporting positive transitions, access to services, mental health and wellbeing
- **Opportunities to develop skills and get qualifications** to improve employment prospects
- **Being able to have a say in local decision making** – supporting vulnerable individuals and groups to get their voice heard and shape local services
- **Doing it differently** – diversifying the way that engagement happens in communities focusing on quality of participation and ensuring those most impacted are able to participate
- **Building Relationships and Trust** – we need to renew the relationships between public sector agencies and communities, ensuring honest constructive conversation.
- **Listen and Act** – People who participate are better able to understand how their participation has an impact and what happens as a result of their inclusion.

Barriers to adequate and efficient delivery of CLDE in Highland

The CLD legislation requires CPPs to identify how they are working to address barriers to adequate and effective provision. [Appendix 6](#) shows the results of surveys which identified that funding, resources and recruitment of staff and volunteers were the three top rated barriers by CLD stakeholders.

Funding and resources as barriers are being addressed in different ways at different levels of planning and delivery. At a strategic leadership level shared planning and responsibility for CLDE across the CPP and resulting collaborative locality planning is creating

efficiencies that are mitigating limited resources. In communities CLDE providers are more formally recognising and planning their work together recognising the key strengths each partner has.

The development of practical solutions such as CLDE supported intergenerational learning exchanges within communities (e.g. 'Get to know your techno') are helping provision to be maintained and developed through an empowering model where all are learners, all are educators.

Unmet Need

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

The Education Scotland document "Revised guidance note on CLD Planning (2018-21)" states that "the identification of unmet need is not a deficit but rather an understanding that there continue to be needs within communities that a collective approach will be required to address them over the 3 year period".

82% of respondents in the CLD consultation identified unmet need, with the following areas being stated:

- Support for capacity building, particularly for more vulnerable individuals and groups.
- support for LGBTQ+ in rural areas.
- employment opportunities for people with learning and physical disabilities.
- access to specialist services in rural areas.
- support for young people not in employment or in a positive destination post school.
- opportunities for shared workforce development

Working together to deliver an effective CLDE service

CLDE networks will be developed in each of the nine Community Partnership areas providing an opportunity for CLDE practitioners and partners to come together to plan, deliver and evaluate provision. The CLDE network will be supported in each Community Partnership by the CLD Lead and will ensure the following:

- quality engagement activity is coordinated and streamlined
- shared understanding of CLDE needs
- vulnerable people and less connected communities are supported to participate
- learners and communities are involved in shaping plans, particularly the Community Partnership plans, and co-designing services
- locality plans are developed ensuring a CLDE approach is taken through the plan- do-review process ensuring communities are at the heart of the creation and delivery of the plans

Workforce Development

The 2018 CLD survey sought to establish the professional learning needs required to equip CLD practitioners in Highland with the knowledge and skills to meet the changing needs of learners and

communities. The responses highlighted training requests in the following areas: mental health first aid; drugs and alcohol; supporting young people and adults with additional support needs; challenging behaviour, effective partnership working; supporting adult literacies learning; self-evaluation; and analysing data to plan services.

The CLDE networks will co-ordinate shared CPD opportunities using the CLD competencies framework across partners in each Community Partnership area. Similarly, a commitment to include increasing both awareness and competency around engagement with communities forms a key part of delivering the HOIP outcomes.

Action Plan - CLDE Priorities 2018-2021

Highland Outcome Improvement Plan	National CLD Outcomes	National Engagement Standards
<ol style="list-style-type: none"> 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 & wellbeing 	<ol style="list-style-type: none"> Communities are confident, resilient and optimistic for the future Communities manage links within communities and to other communities and networks Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs Community members form and participate equally, inclusively and effectively in accountable groups Communities consider risk, make reasoned decisions and take control of agendas Communities express their voice and demonstrate commitment to social justice and action to achieve it Community members’ perspectives are broadened through new and diverse experience and connections 	<ol style="list-style-type: none"> We will identify and involve the people and organisations that are affected by the focus of Engagement (Inclusion) We will identify and overcome barriers to participation (Support) There is a clear purpose for the engagement, which is based on a shared understanding of community needs and aspirations. (Planning) We will work effectively together to achieve the aims of the engagement (working together) We will use methods of engagement that are fit for purpose (methods) Throughout the community engagement we will communicate clearly and regularly to the people, organisations and communities affected (communication) We will assess the impact of the engagement and use what has been learned to improve our future community engagement practice (Impact)

Action Plan

No.	Priority	Lead	Timescale	KPI / Measure	HOIP priority	National CLD outcome	National Eng. Standard
1	Through the role of the CLD Lead we will ensure that a robust CLDE approach is delivered through the locality planning process	CLDE group	2018-21	Self-Evaluation process and peer to peer guidance	All	6	7
2	Support localities to develop locality plans which include CLDE programmes and activity.	CLD Lead	2018-21	Self-Evaluation process and peer to peer guidance	1, 2, 4, 5	All	1
3	Establish 9 Community Learning, Development &	CLD	Sept 2019	Self-Evaluation and peer to	1	All	All

	<p>Engagement (CLDE) networks to:</p> <ul style="list-style-type: none"> - streamline engagement activity - identify training needs and implement a workforce development plan for paid staff and volunteers - increase participation of the more vulnerable people in our communities - promote the value and impact of CLDE - produce 'participation pathways map' to demonstrate how communities can influence decision making - Map CLDE activity to establish opportunities to collaborate and shape CLDE planning 	Lead		<p>peer guidance</p> <p>Members Survey</p>			
4	Develop and co-produce a new cross sector Youth Work Strategy for Highland.	Youth Parliament and Youth Work Improvement Group	June 2019	Completion of the Strategy and sign off by key stakeholders	All	All	All
5	<p>Develop and co-produce an adult learning strategy that includes:</p> <ul style="list-style-type: none"> - learning support for offenders and those at risk of offending - support for inward migrants to access English for Speakers of Other Languages (ESOL) 	HALP	Sept 2021	<p>No. of learners</p> <p>Learner feedback</p>	All	All	1 & 5

6	Develop and Co-produce a volunteer strategy for Highland	HTSI	October 2019	Completion of the Strategy, adoption at the CPP/Third Sector Assembly	2 & 4	1, 3 & 4	All
7	Develop a code of practice for community engagement in Highland and support the role out of training for CLDE practitioners and public agency staff once completed	CLDE	October 2019	Adoption of Code by CPP No. of people trained Training evaluation	All		All
8	Develop a workforce development plan and deliver the action and training needs identified.	CLDE	June 2019 2019 - 2021	Adoption of the Plan by the CLDE group No. of people trained Training evaluation	All	All	All
9	Develop a Third Sector led CLD Forum for peer support, networking and good practice development	HTSI	January 2018	Forum Feedback and Evaluation		All	

Appendix 1 – Development of the CLDE Plan

The Plan has been drawn together following discussion and engagement with communities, learners and stakeholder organisations. The processes were complementary but in part approached differently around the CLD and Engagement aspects.

Initially to draw on the knowledge and expertise of the CLD sector, the then CLD Strategic Partnership established a working group involving public and third sector providers. This group was tasked with analysing the engagement findings, carry out focus group activity and co-produce the CLD recommendations for the plan.

An **online survey** provided CLD providers and partners an opportunity to inform the plan. Partners, by contributing, helped support the achievement of:

- ensuring Highland communities, particularly those which are disadvantaged, have the access to the CLDE support they need
- strengthening coordination between a range of CLDE providers
- reinforcing the role of communities and learners in shaping and evaluating CLDE provision
- articulating the important role and contribution of CLDE
- making CLDE more visible

CLD Conversation workshops took place in Community Partnership areas providing an opportunity for providers, partners and participants to come together to discuss the CLD needs in their areas.

Focus groups were held with young people through the Highland Youth Parliament, Adult Literacies Support Workers, Adult Learning tutors and Youth Development Officers.

Throughout 2017 the Highland CPP hosted a series of surveys and roadshows engaging individuals on a set of consistent themes emerging from communities and individuals across the region. The need for more cohesive and effective engagement was highlighted as part of this process.

In 2017 the nine Community Partnerships in Highland were established, and they too have taken forward a series of their own community engagement activities, using methods and approaches such as The Place Standard to support the development of their locality plans. This engagement activity has provided a rich source of evidence of stated and observed CLDE need from individuals and communities across the region.

The plan has also been informed by the outcomes identified in the For Highland's Children and the Adult Strategic Commissioning Plan.

In addition to the direct engagement to develop the plan, a recent Highland initiative on rural poverty and effective engagement strategies '*the Learning Ladders of Possibilities*' provides valuable information on the barriers faced by individuals and communities, effective ways to engage and the *golden rules of engagement*. All of which has informed this plan.

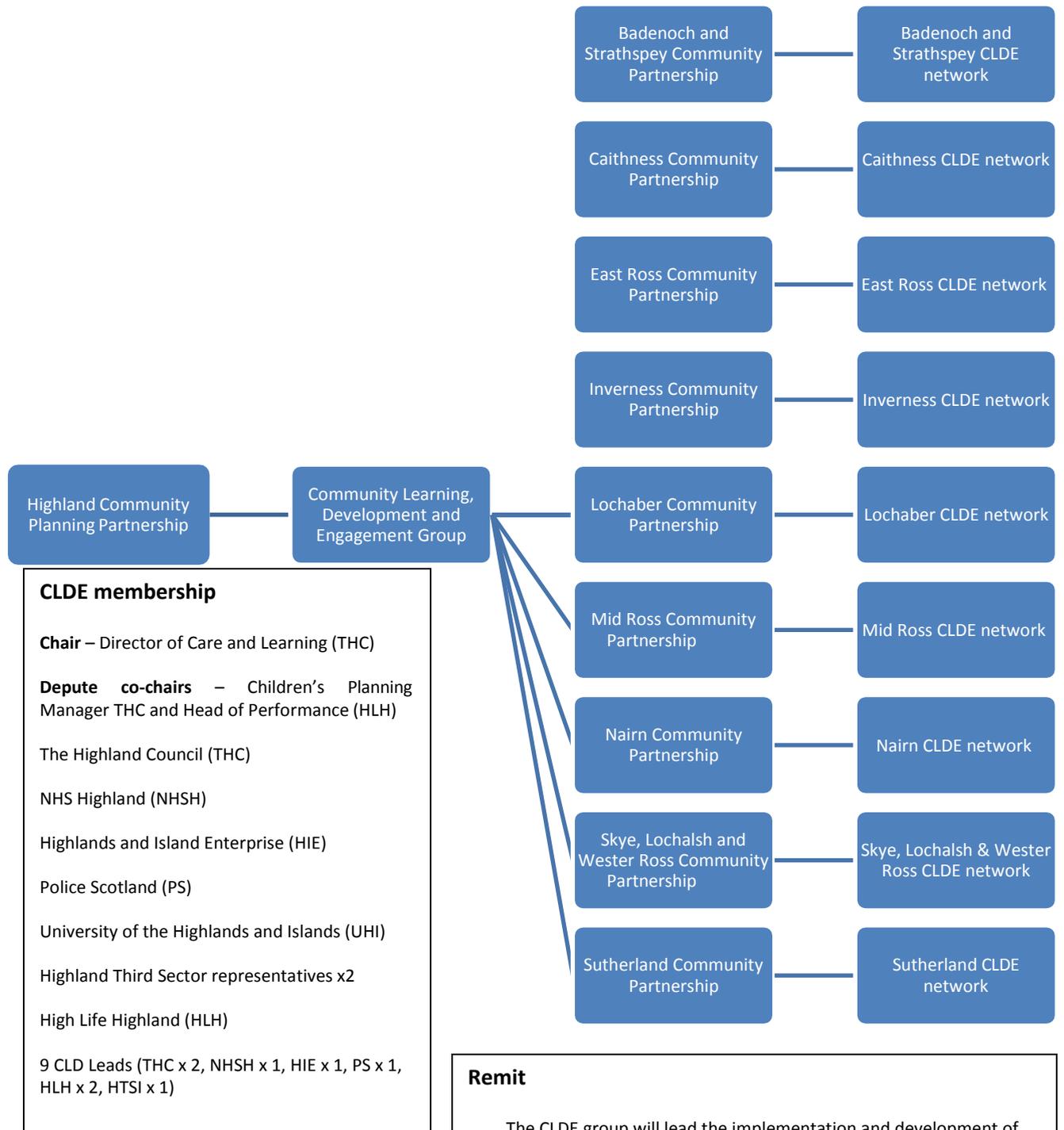
Appendix 2 – National CLD Outcomes

To support achieving our vision the **National CLD Outcomes** are embedded in this Plan and will be used as a tool for self-evaluation and improvement of quality CLD work in Highland.

Community Development Outcomes	Adult Learning Outcomes	Youth Work Outcomes
Communities are confident, resilient and optimistic for the future	Adult learners are confident, resilient and optimistic for the future	Young people are confident, resilient and optimistic for the future
Communities manage links within communities and to other communities and networks	Adult learners develop positive networks and social connections	Young people manage personal, social and formal relationships
Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs	Adult learners apply their skills, knowledge and understanding across the four areas of life	Young people create, describe and apply their learning and skills
Community members form and participate equally, inclusively and effectively in accountable groups	Adult learners participate equally, inclusively and effectively	Young people participate safely and effectively in groups
Communities consider risk, make reasoned decisions and take control of agendas	Adult learners are equipped to meet key challenges and transitions in their lives	Young people consider risk, make reasoned decisions and take control
Communities express their voice and demonstrate commitment to social justice and action to achieve it	Adult learners express their voices, co design their learning and influence local and national policy	Young people express their voice and demonstrate social commitment
Community members' perspectives are broadened through new and diverse experience and connections	Adult learners critically reflect on their experiences and make positive changes for themselves and their communities	Young people's perspectives are broadened through new experiences and thinking

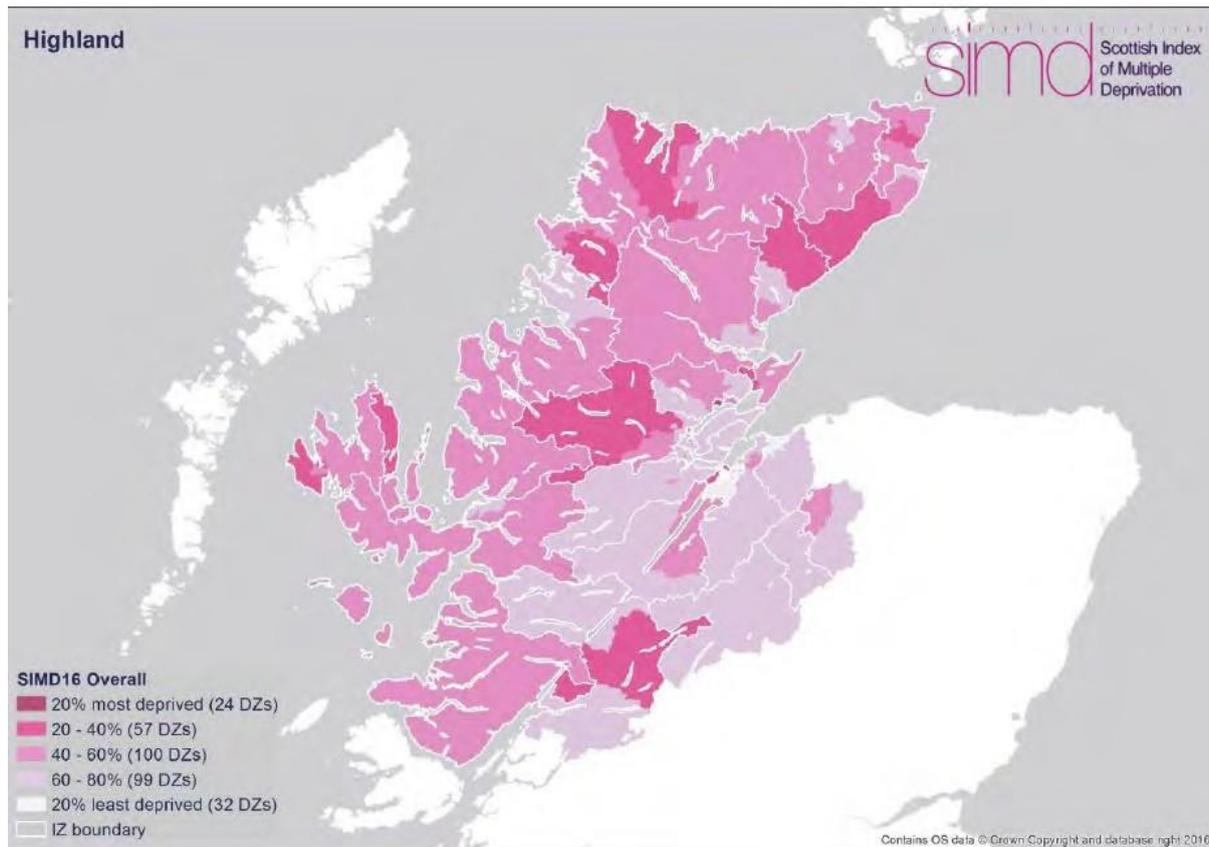
Outcomes set through a collaborative focus involving Community Learning and Development Managers Scotland (CLDEMS) and key partners

Appendix 3 - Community Learning, Development and Engagement Group



Appendix 4 - Using data to analyse and plan services

Scottish Index of Multiple Deprivation (SIMD) Map of Highland showing most to least deprived communities - data zones (DZ) - in the region.



The table below lists the ten most deprived DZs and where they rank compared to the rest of Scotland.

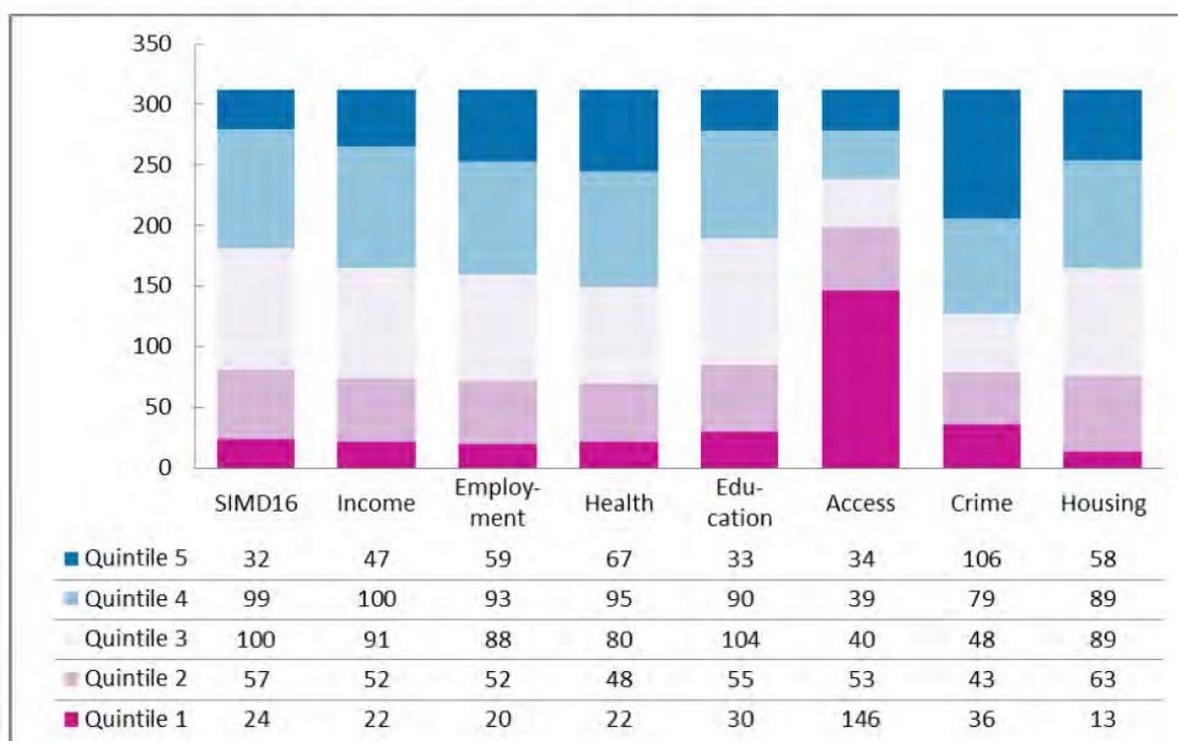
Table 1: The ten most deprived DZs

Data zone	Data zone name	Rank	Vigintile
S01010644	Inverness Merkinch - 04	35	≤ 5%
S01010778	Wick South - 03	186	≤ 5%
S01010643	Inverness Merkinch - 03	263	≤ 5%
S01010740	Invergordon - 01	287	≤ 5%
S01010620	Inverness Central, Raigmore and Longman - 02	362	5-10%
S01010641	Inverness Merkinch - 01	460	5-10%
S01010642	Inverness Merkinch - 02	497	5-10%
S01010735	Alness - 04	548	5-10%
S01010784	Wick North - 03	664	5-10%
S01010779	Wick South - 04	832	10-15%

SIMD combines data from seven different domains of deprivation: Income, Employment, Health, Education, Access, Crime and Housing.

The chart below shows Highland council's local shares of deprivation quintiles for the overall SIMD ranking as well as the seven individual domain rankings.

Chart 2: DZ distribution of quintiles by SIMD domain



Appendix 4 cont.

Communities identified by the CPP to prioritise for partnership action

Community	Identified through SEP Index	Identified through SIMD
Ardersier	Yes	
Nairn	Yes	
Lybster and Dunbeath	Yes	
Castletown	Yes	
Thurso	Yes	
Wick	Yes	Yes
Alness	Yes	Yes
Invergordon	Yes	Yes
Milton, Kildary and Balintore	Yes	Yes
Tain	Yes	
Fort William	Yes	
Caol	Yes	
Kinlochbervie*	Yes	
Kinlochleven	Yes	
Conon Bridge	Yes	
Muir of Ord	Yes	
Dingwall	Yes	Yes
Kyle of Lochalsh	Yes	
Portree and North East Skye	Yes	
Bonar Bridge *	Yes	
Brora	Yes	
Golspie	Yes	
Helmsdale and Kinbrace	Yes	
Inverness City Centre *		
Inverness Merkinch		Yes
Inverness Hilton		Yes
Inverness Raigmore		Yes

* *additional locality identified by the Community Partnership based on local knowledge of need*

Appendix 5 - Role of Community Partnership CLDE Lead

The Highland CPP has agreed that to develop CLDE services at a local level it is necessary to ensure those delivering CLDE activity are able to coordinate service planning, delivery and evaluation; and that the CLDE lead role should be drawn from the full range of partner agencies involved in the CLDE Strategic Partnership.

The CLDE Community Partnership Lead will:

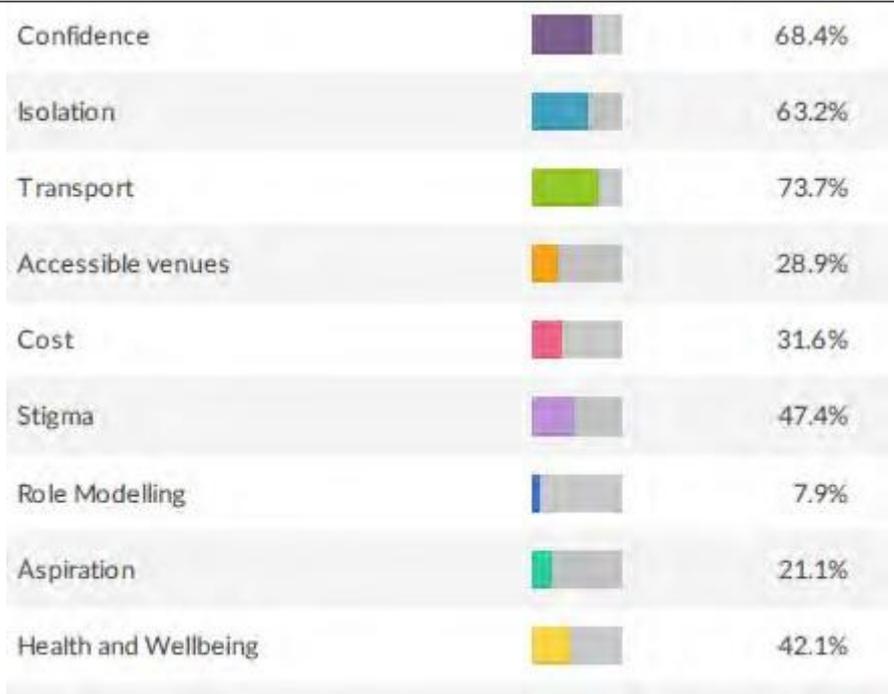
- Provide CLDE leadership in line with the Highland CLDE Plan within the Community Partnership;
- Chair CLDE Network meetings;
- Support all relevant agencies and organisations to attend CLDE Network meetings;
- Help ensure that relevant local data is shared and utilised by partners for planning services;
- Lead on the production of an annual CLDE evaluation report;
- Attend and report to the Highland CLDE Partnership; and
- Represent the Community Partnership at strategic partnership meetings.

Appendix 6– Barriers faced by providers and learners

The 2018 Highland CLDE survey of partners highlights the following as **barriers faced by providers** in delivering adequate and efficient CLDE and their understanding of the **barriers faced by learners** accessing CLDE provision:

Barriers faced by CLDE providers in delivering adequate and efficient provision	Resources		68.4%
	Funding		71.1%
	Workforce Development		23.7%
	Recruiting staff including volunteers		39.5%
	Retaining staff and volunteers		28.9%
	Access to venues to delivery CLD		26.3%
	Communicating the value of CLD		28.9%
	Leadership		13.2%
	Lack of networking		23.7%
	CPD opportunities		15.8%
	Strategic vision		23.7%
	Policy framework		7.9%
	Capacity		44.7%
	Partnership		28.9%

Barriers faced by learners accessing CLDE provision



Appendix 7 - The wider legislative and policy context for CLDE

A wide range of national and local guidance, plans and policies provide a framework to inform and influence CLDE. Some of these key documents are listed below:

- The Strategic Guidance for Community Planning partnerships: Community learning and development (Scottish Government, 2012) sets out the Scottish Government's commitment to CLD "as a consistent, central element of public services".
- The Requirements for Community Learning and Development (Scotland) Regulations 2013 support this commitment.
- Guidance for Local Authorities on implementing the Requirements also provides information on the wider policy context.
- Highland Outcome Improvement Plan 2017-2027 sets out the Highland Community Planning Partnership's vision, purpose and focus in order to reduce inequalities in Highland.
http://www.highlandcpp.org.uk/uploads/9/5/2/0/95206114/hoip_v6_cpp_board_final_no_photo-ilovepdf-compressed.pdf

Strategies and legislation relating directly to specific aspects of CLDE

- The Statement of Ambition for Adult Learning (Scottish Government/Education Scotland, 2014)
- The Community Empowerment (Scotland) Act 2015
- Our ambitions for improving the life chances of young people in Scotland – National Youth Work Strategy, 2014-2019 (Scottish Government, 2014)
- Welcoming Our Learners: Scotland's ESOL Strategy 2015-2020 (Scottish Government, Education Scotland, 2015)
- Adult Literacies in Scotland 2020 (Scottish Government, 2010)

Other Legislation, Policies, and Strategies significant for CLDE

- The National Performance Framework sets out the Scottish Government's Purpose, high-level targets related to this, Strategic Objectives, National Outcomes and National Indicators. Outcomes include, for example, "our young people are successful learners, confident individuals, effective contributors and responsible citizens" and "We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others"
- The Christie Commission Report - The Report of the Commission on the Future Delivery of Public Services (2011) set out an agenda for the reform of public services that continues to be influential and that places central emphasis on working with communities.
- Education Reform - The 2017 National Improvement Framework and Improvement Plan for Scottish Education focuses on the role of schools "in delivering excellence and equity in education".

Community Empowerment and Engagement

The Scottish Government has provided guidance on various aspects of the Community Empowerment (Scotland) Act 2015, including:

- Asset transfer <https://beta.gov.scot/policies/community-empowerment/asset-transfer>
- Participatory budgeting <https://beta.gov.scot/policies/community-empowerment/participatory-budgeting>
- Participation requests <https://beta.gov.scot/policies/community-empowerment/participation-requests/>

Best practice for public bodies in engaging with communities is set out in the National Standards for Community Engagement

Glossary of Key Terms

CLDE, Community Learning, Development and Engagement

Community (1) A place, e.g. neighbourhood, village or town

Community (2) A group of people sharing a common interest, e.g. a minority ethnic group

Community Learning – participation in any learning activity taking place in a community

Community Planning - describes how public bodies work together and with the local community to plan for, resource and provide or secure the provision of services which improve local outcomes in a local authority area, with a view to reducing inequalities.

Community Empowerment Act (Scotland) 2015 provides a statutory framework for how Community Planning should work in Scotland. It outlines the duties public agencies have and the role they collectively in acting together to tackle disadvantage in our communities.

Personal development - the acquisition of knowledge, skills, understanding and confidence by an individual

Community capacity - the acquisition of knowledge, skills, understanding and confidence by a group

Investment in Community Learning and development -resources that facilitate wider opportunities and access to community learning and development, such as staff, ICT, funding and facilities

Social Exclusion - combinations of poverty, deprivation and disadvantaged that prevent people from participation within their communities and society generally

Social Inclusion - measures to tackle social exclusion, including the removal of institutional and structured barriers

Lifelong learning - activities and programmes that provide opportunities for learning throughout life. Places the learner's needs at the centre

Active Citizenship - active participation by people in their communities and society generally. Encompasses notions of rights and responsibilities