



AND COMMUNITY LEARNING DEVELOPMENT

Partnership Plan



Community Learning & Development (CLD) Plan 2024-2027

Engaging and Empowering Communities

Community Learning & Development Plan 2024-2027

Foreword

Working together to improve life chances for people of all ages, including young people, through learning, personal development and active citizenship. Building stronger, healthier, more resilient, supportive and influential communities.

The Covid-19 pandemic significantly impacted our communities, highlighting existing challenges and creating new ones. It's crucial that we acknowledge these issues and respond effectively. Community Learning & Development (CLD) partners have been at the forefront, addressing increased isolation, financial hardship and barriers to digital access.

CLD partners continue to build and develop on the work started during covid, supporting the emerging needs around people's mental health and wellbeing, take actions to tackle existing inequalities and protect people on low incomes, prioritise marginalised groups and support children, young people, families and communities' hardest hit.

We acknowledge that despite the many challenges we've faced over the past year, a significant source of hope has been the response from CLD partners and communities coming together to support one another. We've witnessed a record number of volunteers stepping up, island-wide food provisions being established, and efforts in delivering medicines, providing telephone and online support, and assisting with the vaccine rollout. We've accessed to help communities and learners' transition online, while maintaining access to community facilities for the most vulnerable through our network. CLD partners have ensured that community members remained engaged in decision-making, primarily through online forums. The Council and its partners have continuously sought to involve people in the community, identify issues, and gather feedback on the effects of lockdown and COVID.

This CLD plan has been developed with extensive community engagement that has continued throughout the pandemic and will persist throughout the plan's duration. Thanks to this engagement, we have gathered valuable insights from all community sections regarding both the negative and positive impacts of the pandemic. We are using this information as a foundation for planning our recovery and involving individuals and community groups across the Western Isles in shaping the future. Our goal is to ensure that we collaborate effectively to deliver adequate and efficient CLD support, helping disadvantaged communities recover from the COVID-19 pandemic.

During the pandemic, CLD practitioners were acknowledged as essential workers, maintaining engagement with young people, families, adult learners, and community organisations, especially in the most disadvantaged areas. Their role in supporting community recovery and addressing new challenges is crucial. This plan outlines the key CLD improvements we have prioritised and details how our CLD partners, alongside the people of the Western Isles, will collaboratively advance our recovery efforts.

Community Learning & Development Plan 2024-2027

Introduction

This Community Learning & Development (CLD) plan outlines the strategic direction and priorities for a local authority. It aims to promote lifelong learning, community empowerment, and social inclusion within the local community. The plan is designed to address the specific needs and aspirations of the local community, ensuring that everyone has access to high-quality learning opportunities and support services.

Vision:

To create a thriving and inclusive community where individuals are empowered to reach their full potential through learning, personal development, and active participation.

Mission:

To provide a comprehensive range of learning opportunities, support services, and community engagement initiatives that meet the diverse needs of our local community.

Strategic Priorities:

1. Promoting Lifelong Learning:

- Develop and deliver a wide range of learning programmes and courses that cater to the needs and interests of all age groups.
- Collaborate with local schools, colleges, and universities to provide educational pathways for learners.
- Encourage and support adult learning, including upskilling and reskilling opportunities, to enhance employability and personal development.

2. Strengthening Community Engagement:

- Foster strong partnerships with local community groups, organisations, and stakeholders to ensure their active involvement in decision-making processes.
- Facilitate community-led initiatives and projects that address local needs and aspirations.
- Promote volunteering and active citizenship to encourage individuals to contribute to the betterment of their community.

3. Enhancing Social Inclusion:

- Identify and address barriers to learning and participation, particularly for marginalised and disadvantaged groups.
- Provide targeted support services, such as literacy and numeracy programs, to improve the skills and confidence of individuals facing social exclusion.
- Collaborate with local agencies and organisations to develop holistic support systems that address the wider needs of individuals and families.

4. Empowering Youth:

- Develop youth-focused programs and initiatives that promote personal development, leadership skills, and active citizenship.
- Provide safe and inclusive spaces for young people to express themselves, engage in positive activities, and access support services.
- Collaborate with schools, youth organizations, and local businesses to create pathways for youth employment and entrepreneurship.

5. Evaluating and Improving:

- Regularly evaluate the impact and effectiveness of CLD programs and initiatives to ensure continuous improvement.
- Collect and analyse data on participation rates, learner outcomes, and community feedback to inform decision-making and resource allocation.
- Engage in ongoing professional development and knowledge sharing to stay abreast of best practices and emerging trends in CLD.

Implementation:

- Allocate appropriate resources, including funding, staff, and facilities, to support the implementation of the CLD plan.
- Establish clear roles and responsibilities for all stakeholders involved in delivering CLD services.
- Develop a robust monitoring and evaluation framework to track progress and measure the impact of CLD initiatives.

Conclusion:

This Community Learning & Development plan reflects our commitment to creating a vibrant and inclusive community where learning is valued, individuals are empowered, and everyone has the opportunity to thrive. By working collaboratively with our local partners and stakeholders, we aim to address the specific needs and aspirations of our community, ensuring that no one is left behind.

Contents

Foreword & Introduction

Requirements for CLD

Previous Plan Update 2021-2024

Involvement - Identifying Need & Unmet Need

Shared CLD Priorities

Strategic priorities - CLD Plan 2024-2027
Include Corporate Strategy

Governance
National KPI's

Appendix 1 – CLD Report 2021-2024
Appendix 2 – Community Engagement
Steering Group Action
Appendix 3 – National CLD KPI's



Requirements for CLD

CLD Plans - legislative background

The Requirements for Community Learning and Development (Scotland) Regulations 2013 are subordinate legislation made under section 2 of the Education (Scotland) Act 1980 which requires each education authority to secure adequate and efficient provision for school and further education, which includes community learning and development. Every local authority must conform when discharging its obligations under the 1980 Act.

The Requirements for Community Learning and Development (Scotland) Regulations 2013 apply to every local authority and include the following requirements:

Regulation 2: to secure community learning and development

Regulation 4: to publish plans every 3 years containing information about the provision of community learning and development

CLD Plans should recognize the integration and impact of CLD practice provided by the CLD workforce within the local authority, schools, colleges, third sector and other community planning partners. The aim of CLD Plans is to:

- Co-ordinate the provision of CLD with stakeholders;
- Describe the actions that will be taken by the local authority to provide and co-ordinate CLD between 1 September 2024 and 31 August 2027;
- Describe the actions that will be taken by partners to provide and co-ordinate CLD between 1 September 2024 and 31 August 2027;
- Describe any needs for providing CLD that will not be met between 1 September 2024 and 31 August 2027.

The development of CLD Plans requires a collaborative approach to the co-ordination and delivery of CLD in communities, schools and third sector organisations and should be developed through consultation with partners and learners, with a particular emphasis on people who are vulnerable or marginalised.

CLD Partners will:

- Ensure communities across Scotland - particularly those which are disadvantaged - have access to the CLD support they need;
- Strengthen co-ordination between the full range of CLD providers, ensuring that CPP's, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance;
- Reinforce the role of communities and learners in assessment, planning and evaluation processes, enabling them to shape CLD provision; and
- Articulate the important role and contribution of CLD and make it more visible

Fundamental to the practice of CLD are the values of:

- 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 - Valuing 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 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.

CLD Standards Council



Competent Practitioner



CLD Strategy 21 - 24 Update

Eilean Siar's Community Learning and Development Strategy for the period 2021 to 2024 included the following high level priorities:

1. Strengthening Partnership Working
 - Local Community Planning Partnerships
 - CLD Steering Group - joint actions and joint self-evaluation
2. Safer Communities
3. The review of the current plan is complete with the CLD Team members and partners giving feedback on what was achieved during the lifetime of the plan and any work that they would want included in the emerging plan.

See Appendix 1

Community Engagement

Identifying Need Within Local Communities

"The needs of learners and communities should clearly inform priorities and there should be evidence of effective community engagement which is enabling learners and groups of all ages to have ownership of CLD priorities in the area."

The CLD Plan has been developed from data, SIMD information and the high-level priorities in it come from the needs of the community. The CLD Plan will operate alongside the OHCPP Plan (Local Outcome Improvement Plan) and the CnES Corporate Strategic Plan.

Local Community Planning Partnerships work to address local needs and aspirations in ward areas. LCPP's help drive community empowerment by supporting local people to work in partnership with services to address these local issues.

CLD partners shared use of data has now been embedded, with most now reporting and monitoring outcome Performance Indicators within the council's Performance Management System - CAMMS. Local Community Plan Actions will also be monitored using the shared CAMMS system.

Unmet Need

CLD Partners will work together to ensure that resources are targeted at the most disadvantaged within our communities. The following areas will be addressed:

- Literacy/numeracy work
- Mental Health - Adults/Young People
- Locality work
- Socially excluded within our communities

Shared CLD Priorities:

Throughout the Islands there are a wide range of organisations engaged in the delivery of CLD services.

Partnerships both in the public and Third Sector focus on the planning, delivery & monitoring of key CLD services. Responsibility is placed on the local authority to provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of our CLD Partners in public services. This CLD Plan will create the conditions for CLD Partners to contribute to this agenda, building a learning culture across the Islands and within localities. The core purpose of CLD is to empower people, individually and collectively, to make positive changes in their lives and in their communities, through learning.

The key shared Community Learning and Development priority areas for this plan are :

Building Stronger Communities

The Community Empowerment (Scotland) Act 2015 requires Local Authorities to take measures to ensure the participation of communities in Community Planning matters, have a deliberative role in decisions that affect them and that communities have access to resources and assets to help them with this work. There will be a particular focus on representation of the interests of people who experience inequalities and socioeconomic disadvantage, prioritising those people who face the biggest barriers to realising their rights. In building stronger communities : CLD Partners support communities to take action to respond to disadvantage, to build on community strengths and to have a say in decisions which affect them. Community reps are valued as equal partners at all levels of community & locality planning, all working towards building stronger, more influential, resilient communities.

Addressing Health Inequalities

Health inequalities refer to the avoidable and unjust differences in health outcomes experienced by certain population groups, particularly those affected by poverty and social disadvantage. The Western Isles face significant challenges in this area, impacting mental health and wellbeing. Reducing inequalities is a top priority for both the Scottish Government and Comhairle nan Eilean Siar (CnES).

The Public Health Team, Health Promotions and a collaboration between CnES Community Learning and Development (CLD) service and locality groups, supports local individuals and services by developing skills and knowledge to enhance health and wellbeing through a community-led approach.

Efforts to address health inequalities and their social determinants are carried out at local, service, and strategic levels. The Health Inequalities Service plays a crucial role in helping staff, disciplines, and strategic partners incorporate an inequalities perspective into their practices and plans. This involves supporting training, capacity building, strategic influence, and partnership working. Addressing health inequalities and improving health and wellbeing is a collective responsibility. The NHS collaborates with CLD and other colleagues to meet strategic and operational goals, ensuring that local people are involved from the start in identifying their needs and priorities and contributing to solutions. Consequently, actions to tackle inequalities and enhance health are integrated throughout this plan, with recognition and support for contributions from other service areas such as community empowerment and youth work.

Improving Outcomes for Young People

Youth work is essential in upholding the principles of the UN Convention on the Rights of the Child, especially Article 12. Our youth work partners are committed to enhancing the social, emotional, and physical wellbeing of young people, with a focus on allocating resources to the most disadvantaged. Through youth work, we support young people in making positive changes in their lives and communities via learning opportunities.

Community learning and development aim to empower individuals, especially young people, to effect positive changes in their lives and communities through learning. By partnering with young people, we create a learning environment that improves their life chances through education, personal development, and active citizenship. Ultimately, our goal is to foster stronger, more resilient, and inclusive communities. This aligns with our ambitions set out in the National Youth Work Strategy 2014-2019 for improving the life chances of young people in Scotland.

Improving Outcomes for Adults

Adult Learning provides a variety of learning opportunities that support learners build resilience and adapt to life changes. These learning opportunities are carefully tailored to meet the needs of individuals or groups, with clear paths for progression. Adult Learning fosters the development of essential and improved personal skills, promotes better outcomes for communities, and improves life opportunities.

Adult Learning team offers Adult Literacies, Resettlement ESOL, Community Based Adult Learning, Gaelic Family Learning and MULTIPLY (Numeracy)

'There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.'

- Jiddu Krishnamurti

CnES Corporate Strategic Priorities (CnES CSP)	Year 2024/2025, 2025/2026 & 2026/2027
CnES CSP 1. Deliver Community Leadership	<p>...As an inclusive local authority, we work closely with our communities through engagement and empowerment and our Elected Members are well known and visible within their ward areas. As we enhance our commitment to community engagement, we are keen to engage our communities actively both digitally and face to face and to do further work on participatory budgeting. Our commitments are to:</p> <ul style="list-style-type: none"> • Ensure that local people and communities are empowered and are at the heart of our decision making; • Reduce our carbon footprint and deliver the Climate Change Strategy; • Support equality of opportunity; • Deliver efficient and effective services to our customers; and • Ensure effective governance of the Comhairle <p>https://cne-siar.gov.uk/home/your-council/strategy-and-performance-2/strategy-and-performance/be-a-sustainable-and-inclusive-council/</p>
CnES CSP 2. Strengthen the Local Economy	<p>... Economic growth should also support all that we value and therefore contribute to a wellbeing economy. Assets such as our natural heritage and Gàidhlig language and culture and our overall quality of life are all highly rated and can be used to our economic advantage....</p> <p>Our commitments are to:</p> <ul style="list-style-type: none"> • Deliver the development projects as file:///C:/Users/angela/Desktop/Corporate-Strategy-2024-2027-Approved.pdf sociated with the Islands Deal; • Develop a local approach to digitalisation that supports infrastructure, customer engagement and business development; • Prioritise investment in Comhairle buildings and infrastructure maximising effectiveness of available internal and external funding sources; • Support skills development across our communities and workforce; and • Support growth in small and medium sized businesses. <p>https://cne-siar.gov.uk/home/your-council/strategy-and-performance-2/strategy-and-performance/strengthen-the-local-economy/</p>
CnES CSP 3. Support children, families and young people	<p>Raise ambition, skills and attainment, in particular to address inequalities</p> <p>Ensure early intervention in place to keep our most vulnerable children safe</p> <p>Ensure schools and lifelong learning are at the heart of our communities, with particular emphasis on Gàidhlig, digital skills and new technologies</p> <p>Support children and their families to be healthy and active</p> <p>file:///C:/Users/angela/Desktop/Corporate-Strategy-2024-2027-Approved.pdf</p>
CnES CSP 4. Support caring and resilient communities and quality of life	<p>Caring and resilient communities and quality of life are measured by themes such as the Gàidhlig language and culture, our population and demographics, the natural environment, our crofting communities, housing quality and availability, transport and connectivity, the economy and jobs, community safety, health and wellbeing and care and support networks....</p> <p>Our natural heritage, with its unique habitats and coastlines, needs to be protected with adaptation in place as necessary to reduce climate change impacts. These islands have scenery and wildlife that is attractive and a Gàidhlig</p>

	<p>language and cultural heritage that is exceptional; all of which makes this a key destination for visitors. Our vision for these islands supports sustainable development which protects and emphasises all that is good...</p> <p>file:///C:/Users/angela/Desktop/Corporate-Strategy-2024-2027-Approved.pdf</p>
--	---

CLD Steering Group & Partners	
H&W	Joint Partnership Working Groups RSHBP training Local Child Poverty Action Report/
Safe Communities	https://cne-siar.gov.uk/wp-content/uploads/2024/02/Resilience_Strategy_2023-2028.pdf Joint Partnership Working Groups
Culture & Heritage	Joint Partnership Working Groups
Community Empowerment	Joint Partnership Working Groups Community Conversations -with focus subject focus groups CLD Programmes through consultation
Workforce Development	Joint Partnership Working Groups
Service Improvement	Joint Partnership Working Groups Governance – guidelines & national outcomes Appendix 2
Quality Improvement in CLD	Education Scotland’s How Good Is Our Community Learning and Development? Framework (2021) sets out the standards used by HM Inspectors to evaluate and report on quality and improvement in CLD in Scotland. The framework is designed to be of use for every practitioner and manager working within the CLD sector in Scotland, as well as those who use CLD methodologies in their work. https://education.gov.scot/inspection-and-review/inspection-frameworks/how-good-is-our-community-learning-and-development/how-good-is-our-cld/
Governance	Local Structure – CnES HGIOCLD
CLD Partnership Group	Establish CLD/ CPP Partnership group aligned to CLD Statutory Requirements, Community Empowerment Bill & the LOIP: 1.Community Capacity Groups/ reps https://www.gov.scot/policies/community-empowerment/ 2.Youth groups/ reps 3.Adult & Family Learning/ reps https://www.gov.scot/publications/adult-learning-strategy-scotland-2022-27/
Professional Development	i-develop Profession Development & Training Learn North HMle Governance & Recommendations
Youth Work	Youth Work National Outcomes & Skills Framework train and develop National Youth Work Strategy is currently being developed

Community Capacity Building	
Adult Learning	

CLD Plan 2024-2027

The priorities for the delivery of CLD throughout the life span of the CLD plan (2024-27) should include, but not be limited to:

- Priorities set out in Local Outcomes Improvement Plans (LOIPs) and other national policies, whilst taking account of an evidence base most relevant to CLD provision;
- Working with partners in community planning partnerships, additional voluntary and third sector organisations, schools, colleges and other partners across the local authority area, to ensure services are adequate and efficient;
- Identifying priority groups and target the most vulnerable and marginalised learners in community, school and college settings to remove barriers and engage with CLD services that are accessible, safe and inclusive;
- Protecting and improving health and wellbeing outcomes for young people, adults and families;
- Creating additional opportunities as well as increasing public awareness and support for learning, employability and creating local wealth;
- Recognising and taking appropriate action to support those most disproportionately affected by digital poverty ensuring they have the necessary tools, skills and support to access digital learning and services;
- A commitment to incorporate the UNCRC into decision making and policy across CLD services;
- Taking account of the need for community based adult learning, family learning, youth work and English for Speakers of Other Languages (ESOL) learning and embedding in provision across the local authority area.
- Recognising and supporting volunteering as a pathway towards skills development, upskilling, improved wellbeing and people supporting their communities.

The Strategic Guidance sets out the outcomes for CLD as being:

- Improved life chances for people of all ages, through learning, personal development and active citizenship.
- Stronger, more resilient, supportive, influential and inclusive communities (Safer Communities)

- **CnES CLD Plan 2024-27**
- **CnES Strategic Priority: 3.1.4 – ‘Our communities are safe, inclusive and resilient’.**
- **CLD Priorities for Inter-plan Reporting**
- **3.1.4.1 Ensure delivery, quality assurance and development of Youth and Community Work services to support the outcomes of the Community Learning and Development (CLD) plan.**
- Action Plans (Tasks) aligned to 3.1.4.1: eight Tasks **Appendix 1**
- **3.1.5.1. Ensure delivery, quality assurance and development of Adult Learning opportunities in support of the Community Learning and Development (CLD) Plan.**
- Action Plans (Tasks) aligned to 3.1.5.1: five Tasks Appendix 1
- **National CLD Policy**
- CLD programmes and activities make positive contributions to a range of national and local policy outcomes in areas including education, lifelong learning, community empowerment, employability and skills, and health and wellbeing.
- **National Guidance**
- CLD work in Scotland is guided by the [Strategic Guidance for Community Planning partnerships: Community learning and development\(2012\)](#).

Workforce Development and Practitioner Upskilling:

Ensuring that CLD practitioners and volunteers throughout the Western Isles have access to high-quality, relevant, and role-specific training is essential. CnES is dedicated to fostering a learning culture, with the support of our CLD Partners, Learn North, and the CLD Standards Council for Scotland. These efforts align with the goals outlined in *Growing the Learning Culture in CLD*, the professional development strategy by the CLD Standards Council for Scotland.

The key aim of the Learn North Partnership is to improve opportunities and access to Continuing Professional Development (CPD) for the CLD workforce in the Partnership area with the ultimate outcome of improving positive learning outcomes in communities.

The Learn North Partnership will create briefings and training opportunities for the sector, aligned with the goals of *Growing the Learning Culture in CLD*, the professional development strategy by the CLD Standards Council for Scotland. The CLD Steering Group will offer opportunities for collaborative learning and partnership working, which can be integrated into everyday practices.



Who we are?

Learn North is managed in a voluntary capacity by representatives of organisations involved in Community Learning and Development (CLD) delivery across the widespread geography of the North of Scotland. This includes the council areas of Aberdeen City, Aberdeenshire, Moray, Highland, Shetland, Orkney, Western Isles and Argyll and Bute. We welcome Community Learning and Development practitioners from third sector and local authority services.

Professional Learning support for Partnership CLD Plans

Learn North aims to strengthen access to continuing professional learning for staff and volunteers involved in CLD practice; to identify where there are gaps in provision of learning opportunities; and to design and deliver programmes and activities by working collectively to share resources; avoid duplication and enhance joint approaches.

Within the north we network with a national professional learning group plus the CLD leads group, Education Scotland and The CLD Standards Council. A core output of this collaboration has been the Winter Learning Festival which celebrates and shares practice, and is organised by the regional professional learning networks, Education Scotland and CLD Standards Council.

Participation with this network also enables us to have an overview of the current national professional learning picture.

Learn North builds a culture of collaboration, the sharing of expertise and creating local and regional networks to improve the professional learning offer.

Professional Learning support is provided and accessed from both Education Scotland and CLD Standards Council.

Current offers include:

- Leading CLD
- Building Racial Literacy
- Self-evaluation for Continuous Improvement
- Professional Induction Programme
- Professional Learning Together: Buddy and Mentoring Support
- Professional Learning Verifiers

We also benefit from CLD Standards Council grant of £2000.00 which is applied for annually, in addition they provide representation and support at Learn North meetings.

Our Offer will enhance practitioner skills and ability to deliver CLD that will ¹*“empower people, individually and collectively, to make positive changes in their lives and their communities, through learning”*.

At all times we will work in line with our CLD specific focus as set out in the Scottish Government’s National Performance Framework.

In Spring 2024, Learn North commissioned a survey to support identification of professional learning needs in the North, we will respond to the data of the survey to reflect our professional learning priorities. Initial reading of the survey findings has led the partners to commit to the following priorities:

- Improve access to professional learning resources that will enhance digital practice and engagement
- Develop peer review systems on community learning and development themes
- Invite graduate students that have completed CLD research to share their learning
- Share learning from 2023 / 24 Progress Visits
- Encourage sharing of initiatives to illuminate good practice in themes of CLD as part of the Winter Festival Programme.

Unmet Need

In this challenging financial landscape, our grant clearly does not meet our needs. The original purpose of the partnership was to create equity and reduce isolation of professional learning for our staff and volunteers, valuing our skills and expertise in the North. There is no scope within this budget and Local Authority funding to support face to face learning opportunities, which enable more cohesive partnerships and aspirations.

We would be keen to support survey respondents request for a clear pathway to qualifications and influence any development on this that a national body may take.

We are mindful that following the outcome of the National CLD Review we may need to temper our priorities.

¹ [ScotGovStrategicGuidance](#)

CLD Strategic Priorities - Although it is not intended to articulate the totality of CLD activity across the Island, this CLD Plan will focus on the following priorities

Building Stronger Communities

How will we create more resilient, influential and inclusive communities?

CLD Partners will work collaboratively to reduce the effects of inequality & disadvantage

CLD Partners will broaden the base of community participation & engagement

CLD Partners will provide opportunities to improve quality of life within communities.

CLD Partners will work collaboratively to publicise and actively promote community facilities

How will we know?

CLD Partners will work collaboratively to reduce the effects of inequality & disadvantage

Timescale Lead group

- CLD Partners will target their work to the most disadvantaged communities with focused pieces of work in

August
2024-

Locality Areas

June 2027 Partnership

- CLD Partners will use the findings of consultations as well as other engagement work to target their work.
- CLD Partnerships will use SIMD data to target & prioritise their work.

August
2024-
June 2027

August
2024-
June 2027

CLD Partners will broaden the base of participation & engagement

Timescale Lead group

- CLD Partners will ensure that community groups include people with lived experience of inequality and disadvantage
- CLD Partners will broaden community involvement
- CLD Partners will facilitate empowered communities by supporting communities with Participation Requests, Community Asset Transfer & Participatory Budgeting

Reviewed Annually
CnES & Partnership

CLD Partners will work collaboratively to publicise and actively promote community facilities

Timescale Lead group

- CLD Partners will support those active within their communities to develop their skills, knowledge & understanding of the wider needs of the community.
- CLD Partners will work alongside communities to develop programmes of activities/learning opportunities within community

facilities.

Health Inequalities: promoting more positive and equitable health and wellbeing

Health inequalities and poor health and well-being are strongly linked to social and economic conditions, as well as access to healthcare and health-promoting opportunities. As a result, a broad range of partners and services must be engaged in this agenda at all levels. This includes NHS, Public Health, Health Promotions, OHCPP, Drug & Alcohol Partnership, the Carer’s Forum, the Mental Health and Wellbeing Strategic Planning Group and Third Sector Organizations. The actions below connect with and strengthen existing strategic priorities and indicators, as well as other actions outlined in this plan.

We will create more positive and equitable health and wellbeing in Eilean Siar’s communities?

CLD partners will work together at a local, service and strategic level to reduce the effects of inequality and disadvantage on health and wellbeing

CLD partners will focus on prevention and early intervention in communities whilst also providing support for recovery

CLD partners will ensure a locality focus working alongside communities to identify and address local health needs and priorities

CLD partners will work together to ensure positive pathways and models of support

How will we know?

Partners will work together at a local, service and strategic level to reduce the effects of inequality and disadvantage on health and wellbeing

Timescale Lead group

- CLD partners will target appropriate actions and resources at disadvantaged population groups and communities
- CLD partners will develop collective action to tackle health inequalities and their determinants
- A health inequalities and CLD perspective will be included in local and strategic plans

Reviewed
Annually
CnES
CLD
OHCPP
Strategic
Planning
Group

Partners will focus on prevention and early intervention in communities whilst also providing support for recovery

Timescale Lead group

- Partners will use data and intelligence to identify communities and issues of concern
- Partners will provide appropriate health and wellbeing opportunities at a local level relevant to identified need
- Partners will ensure that at-risk individuals, groups, and communities are targeted effectively
- Partners will identify and address barriers to participation

Reviewed
Annually
CnES
CLD
OHCPP
Strategic
Planning
Group

Partners will ensure a locality focus working alongside communities to Timescale Lead group identify and address local health needs and priorities

- | | | |
|---|----------------------|--|
| • Partners will engage with communities on a geographic and issue basis to identify health needs | Reviewed
Annually | CnES
CLD
OHCPP
Strategic
Planning
Group |
| • Partners will support local involvement in the development and implementation of health-related plans and actions | | |

Improving Outcomes for Young People - Work with Young People

How we will improve the way we deliver services to young people, focusing on the needs of the most vulnerable within communities?

CLD Partners will maintain a targeted approach to identify the most vulnerable families & young people within communities

CLD Partners will implement the 'partnership' framework for engagement and participation of young people

CLD Partners will be responsible for supporting the delivery of the Community & Mental Health Framework

CLD Partners will contribute to supporting 'The Promise' Transformation Programme.

How will we know?

CLD Partners will maintain a targeted approach to identify the most vulnerable families & young people within communities	Timescale	Lead
<ul style="list-style-type: none"> CLD Partners will strengthen their collaborative approach to addressing agreed shared priorities, particularly around mental health & wellbeing; Transition Work; Young Carers 	2024-2025	CnES CLD Youth Work Team
<ul style="list-style-type: none"> CLD Partners will maximise the use of resources and avoid duplication 	2024-2025	
<ul style="list-style-type: none"> CLD Partners will use/review relevant data sources to ensure they are targeting the most disadvantaged 	2024-2025	
<ul style="list-style-type: none"> CLD Partners will continue to collaborate around external funding bids 	2024-2025	
<ul style="list-style-type: none"> CLD Partners will review and implement the priorities as identified in The Youth Work Strategy 	2024-2025	

CLD Partners will contribute to supporting 'The Promise' Transformation Programme.	Timescale	Lead
<ul style="list-style-type: none"> CLD Partners will support the roll-out of the 'Promise' implementation plan CLD Partners will maximise targeted support to children and young people at community level (working to ensure the right support at the right time) 	2024-2027	CneS (Cross-Sector Promise Delivery Group)

CLD Partners will implement the CnES strategic framework for engagement and participation of young people.	Timescale	Lead
<ul style="list-style-type: none"> CLD Partners will support young people to express their views & have their voices heard 		Ongoing
<ul style="list-style-type: none"> CLD Partners will continue to support young people to participate within the democratic process (at a local & national level) CLD Partners will consult with young people to find out their ongoing needs 		Ongoing

CLD Partners will support the delivery of the Community & Mental Health Framework - linked to the outcomes of Highlands & Islands Regional Improvement Collaborative

- CLD Partners will provide easily accessible community support for children & young people (as required)
- CLD Partners will establish local community provision
- CLD Partners will adopt an early intervention approach to target mental & emotional wellbeing issues

Timescale

Lead

2024-2027

Mental Health & Wellbeing Strategy Group

H & Isle's Regional Improvement Collaborative

Improving Outcomes for Adults - Lifelong Learning

How we will improve the way we deliver services to adults, focusing on achieving better outcomes for individuals & communities and improved life chances?

CLD Partners work collaboratively to agreed shared priorities

CLD Partners will target the most disadvantaged within our communities

CLD Partners will consult with adult learners to improve services

CLD Partners will collaborate to offer learning opportunities and enhance progression routes for Adult Learners

How will we know?

CLD Partners will work collaboratively to agreed shared priorities

Timescale Lead

- CLD Partners will strengthen their collaborative approach to addressing agreed shared priorities
- CLD Partners will collaborate to offer learning opportunities and progression routes for Adult Learners
- CLD Partners will review and implement the priorities as identified in new Adult Learning Strategy
- CLD Partners will target the most disadvantaged within our communities

2024-2027 CnES CLD Adult Learning

CLD Partners will consult with adult learners to improve services

Timescale Lead

- Adult Learners will inform and shape their learning
- Adult Learners will develop their own learning programmes
- Upskill Adult Learners to better engage with ICT (low & higher levels).

2024-2027 CnES CLD Adult Learning ESOL

CLD Partners will collaborate to offer progression routes for Adult Learners, including pathways to employment, further learning and active citizenship.

Timescale Lead

- Adult Learners will be aware of progression routes - pathways to employment, further education, involvement within their local communities

2024-2027 CnES CLD Adult Learning

Learning and Workforce Development

How we will improve the way we develop our workforce

- CLD Partners will collaborate to identify relevant workforce development needs & produce a 3 year workforce development plan which will be monitored & evaluated annually.
- CLD Partners will develop and deliver learning opportunities for CLD staff based on identified need, with specific focus on the CLD Standards Council's Workforce Development Action Plan priorities of, Building Leadership Capacity; Management skills; Digital skills; CLD Competences and CLD Code of Ethics.
- CLD Partners will promote a strong professional identity
- CLD Partners will continue to implement the recommendations from the 'Working with Scotland's Communities - CLD Workforce Study 2018', led by Education Scotland

How will we know? (that we have improved the way we develop our workforce)

CLD Partners will collaborate to agree skills/professional learning opportunities, as identified, for workforce. Timescale Lead

- | | | |
|---|-----------|---------------------------|
| <ul style="list-style-type: none"> • CLD Partners work together to identify shared learning needs - produce a workforce development plan | Reviewed | CnES
OHCPP |
| <ul style="list-style-type: none"> • Increase in the number of partner organisations engaged in planning & delivery of CLD professional learning opportunities, including the Third sector organisations and FE providers. | Annually | NWH UHI
Learn
North |
| <ul style="list-style-type: none"> • Coordinate a strategic grouping to consider further progression pathways/accredited learning opportunities | 2024-2027 | |

CLD Partners will develop/deliver a range of learning opportunities to CLD staff based on identified need, to meet priorities agreed across CLD Partnerships. Timescale Lead

- | | | |
|--|----------------------|----------------------|
| <ul style="list-style-type: none"> • Learning opportunities developed and delivered across CLD Partners | Reviewed
Nov 2024 | CnES
CLD
OHCPP |
| <ul style="list-style-type: none"> • Increased participation in learning opportunities across CLD Partners, particularly from third sector orgs. | Reviewed
Nov 2024 | Learn
North |
| <ul style="list-style-type: none"> • Monitor & evaluate the impact on practice, from CLD participants | | |
| <ul style="list-style-type: none"> • Further develop the pathway for students, staff, partners & volunteers to access accredited learning opportunities which will facilitate career progression. | Jan 2025 | |

Continue to implement the recommendations from the 'Working with Scotland's Communities - CLD Workforce Study 2018', led by Education Scotland & the CLD Standards Council

Timescale Lead

- Further develop the digital skills of the CLD workforce
- Create opportunities for reflective practice and professional learning
- Work collaboratively with NWH UHI to offer learning resources that support new and existing placement supervisors
- Develop learning opportunities that embed leadership and management skills
- Implement the CLD in Leadership Programme

Ongoing

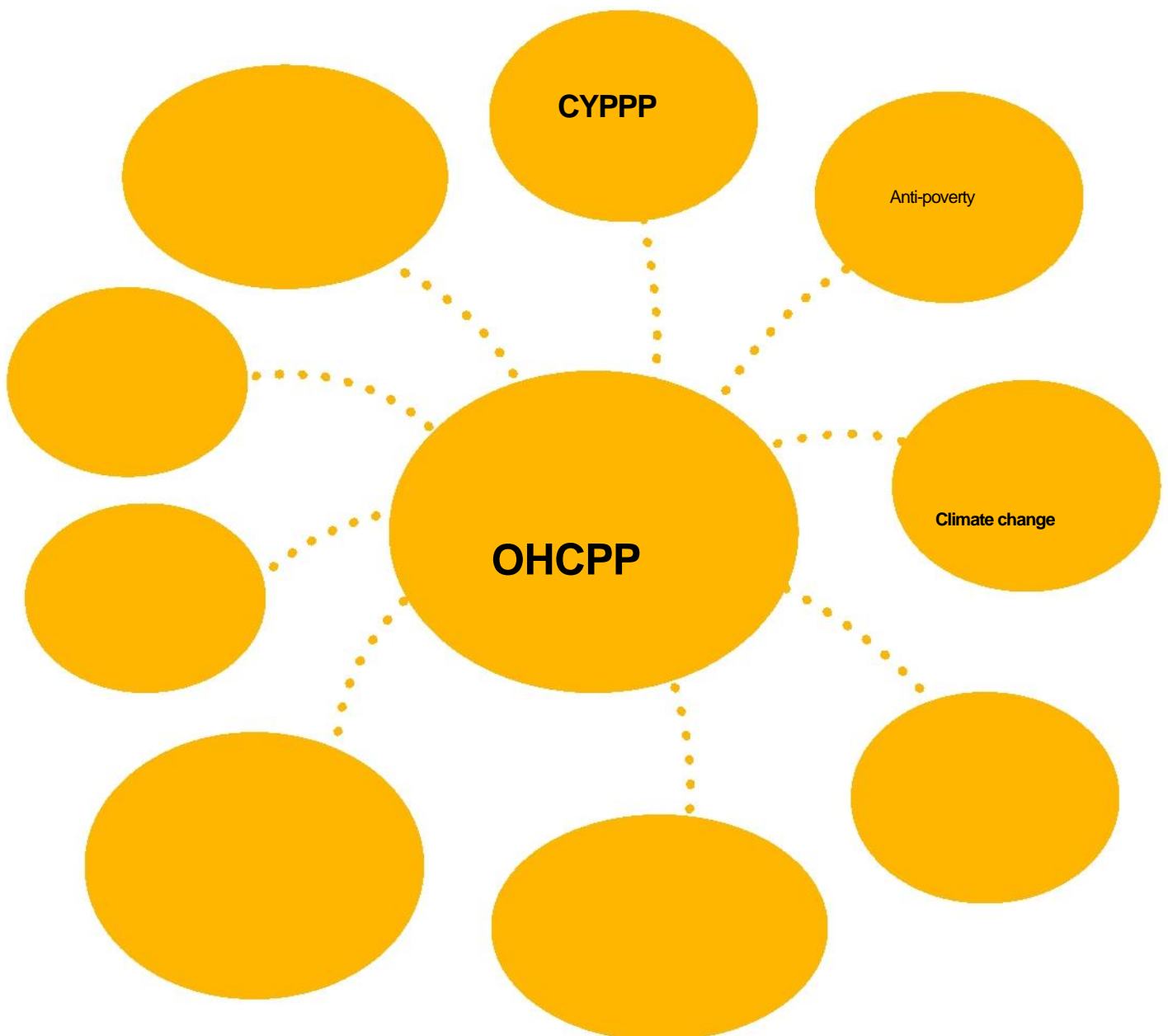
CnES
CLD

Governance

CLD is embedded in the (LOIP-Islands Plan) and the overarching CLD partnership sits within this structure. The Safer Communities Group will have oversight of the CLD plan and will be the reporting route into the Islands Plan, reporting on progress or highlighting any barriers. On an individual basis:

Partners will report progress on the delivery of their contribution to the Island's Plan through their own performance and reporting arrangements

A range of groups will report into Safer Communities on the high-level CLD partnership contributions of their work. Safer Communities aims to provide clear leadership and direction, strengthening the coordination between partners, involving communities, identifying need and ensuring communities have access to the CLD support. It will drive action needed to maximise the contribution of partners improving life chances and developing stronger, resilient communities within the content of the LOIP and the strategic priorities of the CnES, which are determined in partnership with Communities.



Monitoring & Reporting
On a partnership basis:

- There will be an annual reporting on the delivery of the CLD plan actions to Building Safer Communities to track and maintain progress
- Barriers to adequate and efficient CLD provision will be identified and communicated to those responsible for overseeing the delivery of the plan.
- Case studies or key projects that bring our partnership working to life will be highlighted as part of the reporting process
- Digital resources will be used by partners to highlight progress including e-newsletters, various portals and social media pages.

[oh-cpp-local-outcomes-improvement-plan-2017-27.pdf \(cne-siar.gov.uk\)](#) will be the channels used to ensure information is available to the public and all partners

- CLD strategic priorities will be reported on to the CLD Partnership Group
- CLD actions will be monitored using CnES Inter-plan Performance Management System

On an individual basis:


- Partners will report progress on the delivery of their contribution to the Local Plan through their own performance and reporting arrangements

Appendix 1 CHIEF EXECUTIVE'S DEPARTMENT: Chief Executive

Chief Executive's Directorate

Community Engagement Unit Report 2021 - 2024

Action Title: 3.1.4.1 Ensure delivery, quality assurance and development of Youth and Community Work services to support the outcomes of the Community Learning and Development (CLD) Plan 2021 - 2024.

Responsible Person	Status	Start Date	End Date	% Complete	Target	On Target %
Fiona MacInnes-Begg - Extended Learning Manager	In Progress	01-Apr-2022	31-Mar-2027	85%	50.00%	 GREEN

Action Progress Comments: In 2023, NHS Western Isles in partnership with CLD and wider partners are undertaking a trial of the Children & Young Peoples' Place Standard tool to gather information from young people which will shape potential changes in communities. Results will be shared, once collated.

The CLD Annual Report is being worked on at present reflecting the work of the section. It will be reported to Committee once complete. The CLD Steering Group met to discuss the new iteration of the CLD Partnership Plan due to be published in September 2024. A review of the current plan was completed, and any actions identified as continuing will be reflected in the new plan which will be drafted over the summer months,

Pointers Consultation – a consultation on Pointers was undertaken in response to a request from Education Committee, following the suggestion that it would be used to house the Bairns Hoose (Taigh Solus) for the authority. Responses from users presented a very positive picture in terms of support via Pointers groups. Another venue was deemed more appropriate for the project.

Scottish Youth Parliament (SYP) Elections have been held with two candidates being successful and will represent the Western Isles at the Scottish Youth Parliament. Alannah Logue is from Lewis and Ellie Denehy is from Barra. Alannah Logue has also been elected as a Trustee on the Scottish Youth Parliament Board.

Interviews took place to recruit to a CLD post in Uist on a 0.5 basis and the recommended candidate has now started in post.

Crown Estate Funding – Year Five of Crown Estate funding is currently being processed. Applications closed on 7th June with meetings scheduled to review the applications and agree the successful bids in the coming weeks. As expected the amount sought against the ward allocation is significantly oversubscribed. A new Pan Island section had twenty-four applications with the outcome of discussions still to be advised.

Primary 7 pupils from April – June completed their Dynamic Youth Awards by taking part in the Primary 7 Transition Programmes delivered by Community Learning & Development (CNES). These sessions focused on friendship, decision making and answered many of the questions the pupils had about moving to the Nicolson.

Duke of Edinburgh Award Expeditions – Expedition season is upon us with several expeditions taking place across the Western Isles with young people participating at Bronze and Silver level predominantly. These opportunities can help develop transferrable skills such as leadership, resilience and team building skills for island young people.

Last Updated: 09-Jul-2024

Task(s)	Responsible Person	Status	Start Date	End Date	% Complete
Plan and provide access to training opportunities for individuals working within the CLD sector	Fiona MacInnes-Begg - Extended Learning Manager	Completed	01-Apr-2022	31-Mar-2023	100%

Task Progress Comments:

In conjunction with partners, an annual audit of training requirements was gathered and training subsequently organised and delivered. CLD staff and partners participate in broader training opportunities provided by the Northern Alliance. All training provided by Northern Alliance is circulated and offered to all staff and partners to participate in.

Elements of the needs assessments has been completed but a consistent template needs to be agreed. There is a large amount of information related to professional development and specialised training available across CLD and the TSI networks. Staff and volunteers alike are informed of the CLD Standards Council which is the professional body for people who work or volunteer in community learning and development. Staff also attended the winter festival of training delivered by Learn North.

Membership of the CLD Standards Council is encouraged to all partners, staff and volunteers.

Last Updated: 05-Sep-2024

Support and deliver CLD interventions that address mental health and wellbeing issues	Fiona MacInnes-Begg - Extended Learning Manager	Completed	01-Apr-2022	31-Mar-2023	100%
--	---	-----------	-------------	-------------	------

Task Progress Comments:

CLD & partners increased targeted support to those most vulnerable providing targeted mental health self-management skills, training and learning. A Targeted Employee Support Programme is being offered across NHS – WI/CNES.

An introductory session was offered to CnES CLD staff via the Northern Alliance.

CLD have offered a wide range of activities for young people in Youth Clubs/Groups/Youth Voice/Youth Awards providing, enhanced youth opportunities through the delivery of activities supporting young people to be resilient and develop confidence, participation and socialise with others.

UNCRC workshops are planned to run in Winter 2024 – Spring 2025 and will reflect the positioning of the convention within Scots Law.

Last Updated: 05-Sep-2024

Support and deliver CLD interventions that address poverty and inequality issues	Fiona MacInnes-Begg - Extended Learning Manager	Completed	01-Apr-2022	31-Mar-2023	100%
---	---	-----------	-------------	-------------	------

Task Progress Comments:

Some shared information is addressed in this way and all if these contacts are shared on our Facebook pages and all other social medias locally.

Below is contact information for all Western Isles’ Food Banks. If you have any queries, please contact: eileansiarfoodbank@gmail.com 07437855920

Learning Shop 6 James Street Stornoway Cabinet on the Ground Floor. Help yourself when open. m.fletcher@cne-siar.gov.uk 077684 63636

High Church - Stornoway Call to get a food parcel. 07985710410

Cearns Resource Centre - Cearns Shulaisgeir Food parcels available. Contact Kaleigh Kaleigh.cdw@outlook.com 07706656307 01851 702 794

Martins Memorial Church Food Bank – Stornoway. They will deliver food parcels. Call for a parcel. 01851 700820 enquiries@martinsmemorial.org.uk

North Lochs Food Bank Delivery available or can collect in person if preferred. 07548962704

Barvas Food Bank – All food parcels are delivered. 07876724790

Kinloch Food & Baby Bank - Lochs Provide food parcels, vouchers for fresh food and baby essentials available. 07775274469.

Harris Food Bank Food parcels are being distributed. Call for all enquiries. Harris Fire Service also accept food donations. North Harris - Mairi Maciver – 07717816471 mairi_maciver@cne-siar.gov.uk

Harris CAB - 01859 502431

Uist and Barra Foodbank Food Parcels 01870 603819 Or email uistandbarrafoodbank@gmail.com

FRIDGE
FOOD TRAIN

Last Updated: 05-Sep-2024

Support and deliver CLD interventions that enable Young People to develop skills, increase knowledge and build confidence enabling them to make key transitions, in their lives	Fiona MacInnes-Begg - Extended Learning Manager	Completed	01-Apr-2022	31-Mar-2023	100%
--	---	-----------	-------------	-------------	------

Task Progress Comments:

CLD have offered a wide range of activities for young people in Youth Clubs/Groups/Youth Voice/Awards.

CLD Staff have been actively involved in the accreditation of awards for young people, particularly linked to Transition Programmes in schools with many primary schools

having had pupils participate in the Hi5 Awards & Dynamic Youth Awards. People are motivated to volunteer from a young age.

Summer Programme planning was a key feature for CLD staff in the run up to the end of term, identifying opportunities for a wide range of young people supplemented by monies from the Scottish Government's Summer of Play initiative.

The Duke of Edinburgh's Award (DOE) Expeditions at all levels, Bronze, Silver and Gold have successfully taken place within Covid Regulations and allowed young people to continue on their DOE journey in the midst of the pandemic allowing young people to build their skillset and gain new experiences outdoors.

Youth Voice activities are undertaken on a regular basis. Community voice is being developed through Community Councils/Area Forum mechanisms/Community Capacity Building.

Listed below are some of the activities that CLD have designed and delivered to support the interventions above:

Improving life chances - Activities:

- Fire Skills
- P7 Transition Workshops
- DOE
- DOE/Volunteer Centre Partnership
- Guidance Inputs – DOE & Young Scot
- Grow your Own - Polycrubs
- Community Fridge – cook along/food hygiene
- HIT/Sea Angling Youth Group
- Fora Development Groups
- Pointers: Young Mums/Young Carers/LGBTQI/Drop In
- Nurture groups - Harris/Barra
- Youth Representation – Youth Council; MSYP; Young Islanders Network; Northern Alliance Youth Advisory Group
- Well-being Workshops: Body & Sole; Resilient Kids Programme; Decider Skills;
- Pointers Action Plan
- Weekly Drop Ins – Nicolson Young Scot
- Summer Activities – P7, S1-S3 Grab and Go Brunch, Pop up events; S1-S6 Fishing Trips
- Pop up events
- One to One support
- Thursday Drop in and Chat
- Management and delivery of Young Scot
- Community fridge
- Winter Resilience group Harris
- Cearns/Manor & Castle Household Hardship Fund
- Mark Brown = Best of You Programme.

- Sporting Memories – CLD/Sport & Health Partnership
- Gaelic Development

The evidence to show a positive impact is below:

Improving life chances - Evidence:

- Dynamic Youth Awards/Hi5 Awards
- Resilient Kids – Pupil Feedback
- Report back to Headteachers following transition programmes
- Wall displays – Laxdale primary
- Pupil Feedback/Evaluations
- Nurture Groups Evidence – PST Minutes; Regular review meetings/pupil feedback
- Evaluations of projects
- Verbal Feedback
- Minutes of meetings
- Photographic Evidence
- Impact Statements
- Reports, end of project/annual reports
- Videos
- DOE Awards/DOE ceremonies
- Feedback from Partners
- Community Surveys
- Local Surveys
- Pointers Action Plan
- Number of learners attending
- End of year evaluation - verbal feedback.
- Signposting to other services
- No's of Dynamic Youth Awards/Hi5
- Resilient Kids – Pupil Feedback
- Report back to Headteachers following transition programmes
- Wall displays
- Pupil Feedback/Evaluations
- Nurture Groups Evidence – PST Minutes; Regular review meetings?
- Photographic Evidence
- Area workers – vacancies?
- Saltire Award No's
- Corra 10K – 5k to each association
- Graduation no's

- No's attending/photos
- Youth Work Training/homework clubs/mod tuition in schools/parent language classes running concurrently

Last Updated: 05-Sep-2024

Support and deliver Gaelic language learning interventions	Fiona MacInnes-Begg - Extended Learning Manager	Completed	01-Apr-2022	31-Mar-2023	100%
---	---	-----------	-------------	-------------	------

Task Progress Comments:

In conjunction with Comann Nam Parant (CnP), over 90 young people, participated in the local Mod online from Stornoway Primary after receiving tuition for poetry and song. CnP continue to support schools in Stornoway to engage in enhanced learning opportunities to further develop their linguistic articulation, increase their confidence in speaking the Gaelic language and develop skills to engage in Gaelic activities out with the classroom e.g. Dileab.

A mapping exercise was completed to ascertain the range of Gaelic opportunities for young people and adults across the island chain. The outcome will inform all partners of overlaps and duplication of work to ensure resources are better placed going forward. This will enhance better working and forge new and important partnerships.

A draft joint calendar of events, with partners, to promote the use of Gaelic speaking in both Youth & Community settings was formed and is continuously updated through the partnership steering group.

CLD in partnership with Comann na Gàidhlig (CnaG) provide Gaelic Family Learning Opportunities in various forms. Through homework groups in afterschool clubs and when young people attend Gaelic youth club, parents attend Gaelic speaking classes.

Governance, legislation and funding information is shared to improve the ability of organisations to fulfil their statutory obligations and objectives effectively

Last Updated: 05-Sep-2024

Support local communities and individuals to effectively express their voice, co design learning opportunities and influence decision that impact on them	Fiona MacInnes-Begg - Extended Learning Manager	Completed	01-Apr-2022	31-Mar-2023	100%
--	---	-----------	-------------	-------------	------

Task Progress Comments:

The Climate Change Youth Group is a group of 12 young people from across the island chain who are passionate about the environment. The group has raised the issues of single use plastics in schools, recycling, unnecessary use of lighting in council buildings and coastal erosion. The group also has the opportunity to be involved in a COP26 youth event co-ordinated by Education Scotland and involving young people from across Scotland, Malawi and Nepal, which will be the focus up until the event in October.

Barra & Vatersay Youth Voice have created a short film reflective of all the things they love about where they live and things that they would like to change, with solutions. This will be shown at next Community council meeting to address the points the young people have raised.

Through Crown Estate funding, community groups have the option of securing monies to embrace the concept of Area Forums in each Ward area. This is being led to CLD

staff who are supporting communities to establish this mechanism for devolved decision making.

Last Updated: 05-Sep-2024

Undertake and report on quality improvement activities of Youth and Community Work Services	Fiona MacInnes-Begg - Extended Learning Manager	Completed	01-Apr-2022	31-Mar-2023	100%
--	---	-----------	-------------	-------------	------

Task Progress Comments:

Governance, legislation and funding information is shared to improve the ability of organisations to fulfil their statutory obligations and objectives effectively

The CLD Steering group which is leading on the development of the new CLD Strategy 21-24 has considered issues of governance and data gathering which directly relates and addresses the findings of the previous inspection report.

A self-evaluation schedule was designed, developed and delivered for CLD staff and partners. Successful self-evaluations sessions have seen all steering group partners and CLD staff complete self-evaluations and use these as part of their future planning.

Youth Voice activities are undertaken on a regular basis. Community voice is being developed through Community Councils/Area Forum mechanisms. Training opportunities are provided to youth groups & community groups to encourage their involvement in community issues.

What are we going to do now?

What our improvement priorities are:

Development Areas

- Improve recording of work centrally
- Youth Scotland Awards - CLD Participating Unit
- P7 Transitions Gaps
- Vacancies/savings impact -Area workers Admin loss
- Source additional funding for gaps in services
- Identify system to collate and analyse data better
- In partnership, respond to Anti-social behaviour issues

Development Actions

- Research data systems to reflect most suitable and embed into CLD practices
- Streamline participating units used by CLD Team
- Agree templates for reporting
- Review staff deployment across Ward Areas to ensure equity of provision
- Participate via Youth Justice Subgroup linked to the CYPPP


Last Updated: 05-Sep-2024

EDUCATION, SKILLS AND CHILDREN'S SERVICES

Education, Skills, and Children's Services Directorate

Adult Learning

Action Title: 3.1.5.1 Ensure delivery, quality assurance and development of Adult Learning opportunities in support of the Community Learning and Development (CLD) Plan 2021 - 2024.

Responsible Person	Status	Start Date	End Date	% Complete	Target	On Target %
Morag Fletcher - Adult Learning Manager	In Progress	01-Apr-2022	31-Mar-2027	25%	50.00%	 RED

Action Progress Comments: The Adult Learning Plan is due to be refreshed at the end of this year (2024). As this sits under the CLD strategy, Adult Learning is working across both.

The CLD Steering group has had a couple of meetings regarding the next iteration of the CLD plan. The Adult Learning Partnership will meet on 16th July to discuss the next iteration of the Adult Learning Action Plan. Information has been supplied to partners regarding our current position / what actions we need to decide to continue, remove (as completed) or remove as unable to achieve.

One of the Adult Literacy tutors has set up two groups of learners which is working well. They access the Learning Shop and this means if one person doesn't come in that day, the tutor still has other learners to work with. The Adult Literacies service continues to receive referrals and has managed to offer support to everyone who has approached us. We continue to support the Child Care Centre Gaelic Family Learning project and also working with parents in person in the Learning Shop and via Teams on Gaelic Family Learning. Multiply project workers continue to engage with one to one learners twice per week and engage with community groups to offer numeracy support. They continue to develop resources that engage learners and educate at the same time. Digital Literacies interventions are problematic as we cannot have learner access on the council network.

General ESOL provision has now come to an end. The learners who were entitled to access the Resettlement ESOL provision have been contacted and offered to meet with the tutor to chat over options. They would need to join existing groups in the Learning Shop as tutor is at capacity.

A number of wonderbags have gone out to community groups across the islands along with a recipe book. While we have received one or two additional requests for a bag we still have a few left. We will do another offer after the summer when groups are likely to be looking at warm spaces etc again for the winter.

A new Adult Learning Award is now available to be delivered, however this is likely to need to be done in partnerships as people don't have the staff / capacity to deliver the award.

Last Updated: 05-Sep-2024

Task(s)	Responsible Person	Status	Start Date	End Date	% Complete
Support and deliver CLD interventions that enable Adults to develop skills, increase	Morag Fletcher - Adult Learning Manager	Not Started	01-Apr-2022	31-Mar-2023	0%

knowledge and build confidence enabling them to make key transitions, in their lives.

Last Updated: 05-Sep-2024

Manage and deliver Adult Literacy & Numeracy Learning programmes to meet identified need	Morag Fletcher - Adult Learning Manager	In Progress	01-Apr-2024	31-Mar-2025	25%
---	---	-------------	-------------	-------------	-----

Task Progress Comments:

Input / Update Task Progress Comments:

Re drafted the Health Literacies video as the original was lost in the data breach. Filmed the new video. Emailed all doctors practices and offered to meet via Teams to transfer the training video. One surgery in Benbecula has taken up this offer so far.

Adult Literacies tutors met re SQA processes for assessment and agreed more learner led approach to gathering the required evidence.

Working with AT&S who will IV our awards until such time as the required training for IVs can be put in place.

Still getting referrals from school for YP too young for us to take on. Not sure if this is an increase in anxiety levels that means YP don't feel they can access the school, some also refuse to access Extended Learning.

Last Updated: 05-Sep-2024

Manage and deliver Community Based Adult Learning programmes to meet identified need	Morag Fletcher - Adult Learning Manager	In Progress	01-Apr-2024	31-Mar-2025	25%
---	---	-------------	-------------	-------------	-----

Task Progress Comments:

Our Community Learning Support Worker was absent for a period of time before vacating her post this year. We have not yet filled the post.

We previously had 5 Gaelic tutors for community based learning, however we now only have one.

We have tried to recruit with no success. The advert went out twice and there were no applicants.

I approached DW and AML (Gaelic Development Officers) for help with this. They were also unsuccessful.

It was suggested we use YP who went through GME and are now away at university to deliver courses online. We were unable to identify anyone willing to take this on.

AW (Gaelic Lecturer) at the college tried to recruit people from her Gaelic degree classes but with no success.

People are not confident in their level of Gaelic to tutor and tend to worry that people will correct their Gaelic.

We have asked for an additional element to be added to the Gaelic tutor training delivered by the college covering dialects. People need to accept there are different dialects and colloquialisms within the Western Isles.

We may be able to provide a class during the day delivered by an existing AL tutor, if our application and report are accepted and agreed.

This would allow the current tutor to deliver at night and therefore have an offer for both daytime and evening.

Last Updated: 05-Sep-2024

Manage and deliver English for Speakers of Other Languages (ESOL) Learning programmes to meet identified need	Morag Fletcher - Adult Learning Manager	In Progress	01-Apr-2024	31-Mar-2025	25%
<p>Task Progress Comments:</p> <p>General ESOL provision is funded by the Scottish Funding Council via local colleges. As the college uses a credit model which is not workable here, we have not received ESOL funding for the last three years. For two years we managed to secure funding elsewhere and continue delivery, however we have not been able to secure any money this year. General ESOL tutor was made redundant, and classes stopped. I met with a representative from SFC, facilitated by FB from Scotland’s earning Partnership. He has since tried to facilitate a meeting with the college but so far has not received any confirmation of suitable dates to meet.</p> <p>We do have Resettlement ESOL, funding for which comes through the Resettlement Committee. This provides ESOL for Afghan, Ukrainian, Syrian refugees and Unaccompanied Asylum-Seeking Children. Any Syrian learners who were in the General provision have been advised that they can come in to meet the tutor and discuss where they can fit into an existing group. We work closely with AT&S to refer learners who might be able to take on work experience, apprenticeship etc. We are planning a community event in October and some of our Afghan and Ukrainian learners will cook for this event to allow people to taste their traditional dishes.</p> <p><i>Last Updated: 05-Sep-2024</i></p>					
Manage and deliver Gaelic Family Learning programmes to meet identified need	Morag Fletcher - Adult Learning Manager	In Progress	01-Apr-2024	31-Mar-2025	25%
<p>Task Progress Comments:</p> <p>Gaelic Family Learning is delivered by our Adult Literacies Apprentice (HG). This can be via Teams (with an online booking system) or face to face in the Learning Shop. Time slots are agreed to suit the learner. E.g. The learner might want to attend for one hour per week, or they might want help with the language around a specific topic that they are not familiar with. Our offer now includes relief staff who want to improve their Gaelic for working in the nurseries. HG also supports the Child Care Centre Gaelic Improvement Program. She attends every week to work with practitioners in the under 2s room to help improve their Gaelic and their confidence. The aim is to have practitioners speaking Gaelic to the under 2s so that they have some Gaelic before moving into a GME 2 year olds room. This is working very well and HG is very popular both with those she is supporting and the management who are organising the program. HG attends various events to meet families and attended an Early Years event in the Town Hall where she has picked up three more learners for GFL. HG works well with various Gaelic agencies and is always willing to support Gaelic learning where appropriate.</p> <p><i>Last Updated: 05-Sep-2024</i></p>					

Undertake and report on quality improvement activities of Adult Learning Services	Morag Fletcher - Adult Learning Manager	In Progress	01-Apr-2024	31-Mar-2025	25%
--	---	-------------	-------------	-------------	-----

Task Progress Comments:

Health Promotion is finalising their Poverty Sensitive training for delivery and has tested it out with a group of AL staff. Staff were able to identify areas that could be included or suggest alternative wording for some aspects. This partnership approach worked well for both Health Promotion and Adult Learning.

All staff are invited to any appropriate training on offer, or forwarded the information from any training or meetings as appropriate. This works very well as staff are part time and don't always have time (at the right time) to attend the training, but are happy to pick it up at a later date.

All staff continue to work on CPD / upskilling using free online courses (CnES – LearnPro / FutureLearn).

We also have access to Turas (NHS) and staff have been working on Trauma Informed training and Adult Protection training.

There was a recent Child Exploitation training and the presentation and links were shared with all staff. This ensures all staff have an awareness and know what to do and who to speak to if they have any worries about an individual.

Also able to pass on the information regarding the new PLACE group which will start in October. There is a referral document to be completed for this group where you will pass on information about any YP you have concerns about. The group will meet every month and look at all referrals.

Tutors are currently working on Deaf / hard of hearing awareness and blind / visually impaired awareness training on TURAS.

Last Updated: 05-Sep-2024

Appendix 2
Community Engagement Unit
Steering Group Actions

CnES Corporate Strategic Priorities (CnES CSP) - Year 2024/2025, 2025/2026 & 2026/2027

- 1. Deliver Community Leadership**
- 2. Strengthen the Local Economy**
- 3. Support children, families and young people**
- 4. Support caring and resilient communities and quality of life**

<https://cne-siar.gov.uk/home/your-council/strategy-and-performance-2/strategy-and-performance/be-a-sustainable-and-inclusive-council/>
[CLD Steering Group Strategic Priority for Eileanan an siar](#)

Safe Communities - Strengthen the local economy

https://cne-siar.gov.uk/wp-content/uploads/2024/02/Resilience_Strategy_2023-2028.pdf

Individuals and communities have the necessary skills to make healthy life-choices and improve wellbeing

Actions

Provide opportunities for community members to meet and safely engage in activities to improve their social and emotional wellbeing

Identify and deliver options to allow communities to continue to recover, post pandemic.

Undertake & collate needs assessments in each ward area to identify emerging needs, post pandemic.

Provide increased targeted support to those most vulnerable providing targeted mental health self-management skills training and learning.

Provide opportunities in the community to build on the experience of remote learning. Share learning opportunities, focusing on filling identified gaps in skills and learning, e.g. Gaidhlig and English language acquisition, reading, digital literacy.

Review volunteering roles and opportunities and ensure suitable training is provided

Individuals & Communities benefit from Partnership Working

Actions

Support Community Groups by offering assistance to map existing assets and focus CLD and partner resources, on identified priorities.

Assist with the identification and deployment of funding sources to realise change

Provide digital literacy skills within the community (ALP)

Provide enhanced youth opportunities through delivery of activities supporting young people to be resilient and develop confidence, participation and socialisation skills.

Support individual communities to grow and share their skills and learning, including access to accredited qualifications that meet identified local needs

Individuals and communities actively participate in shaping their future by amplifying/strengthening youth and community voices

Actions

- Conduct a training needs assessment via partnership groups to identify specific skills gaps within the workforce
- Provide training opportunities to youth groups & community groups to encourage their involvement in community issues
- Plan UNCRC workshops to reflect the positioning of the convention within Scots Law
- Provide a culture of lifelong learning, by providing access to online courses, webinars and professional development resources.
- In conjunction with partners, organise an annual review of training requirements
- Participate in broader training opportunities provided by Learn North
- Encourage membership of the CLD Standards Council

Individuals and communities are equipped to harness training opportunities that enhance their roles

Actions

- Develop and create a structured training programme to address the identified needs, incorporating both soft skills and technical skills
- Provide a supported pathway of accredited learning and wider achievement opportunities
- Facilitate knowledge experiences by creating platforms for employees/volunteers to share insights and lessons learned from training experiences
- Provide a culture of lifelong learning, by providing access to online courses, webinars and professional development resources.
- In conjunction with partners, organise an annual review of training requirements
- Evaluate training effectiveness regularly to assess the impact of training programmes through feedback surveys and performance metrics
- Participate in broader training opportunities provided by Learn North
- Encourage membership of the CLD Standards Council

Individuals and communities promote and engage in Gaelic Language, Learning & Cultural opportunities

Actions

- Undertake mapping exercise to ascertain the range of Gaelic opportunities across the island chain.
- Working with partners to develop and deliver a range of events to promote the use of Gaelic in both Youth & Community settings
- Develop and create a structured training programme to address the identified needs, incorporating both soft skills and technical skills
- Promote Gaelic survey which includes economic data outcomes

CnES Corporate Strategic Priorities (CnES CSP) - Year 2024/2025, 2025/2026 & 2026/2027

1. Deliver Community Leadership
2. Strengthen the Local Economy
3. Support children, families and young people
4. Support caring and resilient communities and quality of life

<https://cne-siar.gov.uk/home/your-council/strategy-and-performance-2/strategy-and-performance/be-a-sustainable-and-inclusive-council/>

[CLD Steering Group Strategic Priority for Eileanan an siar](#)

Safe Communities - Strengthen the local economy

https://cne-siar.gov.uk/wp-content/uploads/2024/02/Resilience_Strategy_2023-2028.pdf

Individuals and communities have the necessary skills to make healthy life-choices and improve wellbeing

Actions

Provide opportunities for community members to meet and safely engage in activities to improve their social and emotional wellbeing

Identify and deliver options to allow communities to continue to recover, post pandemic.

Undertake & collate needs assessments in each ward area to identify emerging needs, post pandemic.

Provide increased targeted support to those most vulnerable providing targeted mental health self-management skills training and learning.

Provide opportunities in the community to build on the experience of remote learning. Share learning opportunities, focusing on filling identified gaps in skills and learning, e.g.

Gàidhlig and English language acquisition, reading, digital literacy.

Review volunteering roles and opportunities and ensure suitable training is provided

Individuals & Communities benefit from Partnership Working

Actions

Support Community Groups by offering assistance to map existing assets and focus CLD and partner resources, on identified priorities.

Assist with the identification and deployment of funding sources to realise change

Provide digital literacy skills within the community (ALP)

Provide enhanced youth opportunities through delivery of activities supporting young people to be resilient and develop confidence, participation and socialisation skills.

Support individual communities to grow and share their skills and learning, including access to accredited qualifications that meet identified local needs

Individuals and communities actively participate in shaping their future by amplifying/strengthening youth and community voices

Actions

- Conduct a training needs assessment via partnership groups to identify specific skills gaps within the workforce
- Provide training opportunities to youth groups & community groups to encourage their involvement in community issues
- Plan UNCRC workshops to reflect the positioning of the convention within Scots Law
- Provide a culture of lifelong learning, by providing access to online courses, webinars and professional development resources.
- In conjunction with partners, organise an annual review of training requirements
- Participate in broader training opportunities provided by Learn North
- Encourage membership of the CLD Standards Council

Individuals and communities are equipped to harness training opportunities that enhance their roles

Actions

- Develop and create a structured training programme to address the identified needs, incorporating both soft skills and technical skills
- Provide a supported pathway of accredited learning and wider achievement opportunities
- Facilitate knowledge experiences by creating platforms for employees/volunteers to share insights and lessons learned from training experiences
- Provide a culture of lifelong learning, by providing access to online courses, webinars and professional development resources.
- In conjunction with partners, organise an annual review of training requirements
- Evaluate training effectiveness regularly to assess the impact of training programmes through feedback surveys and performance metrics
- Participate in broader training opportunities provided by Learn North
- Encourage membership of the CLD Standards Council

Individuals and communities promote and engage in Gaelic Language, Learning & Cultural opportunities

Actions

- Undertake mapping exercise to ascertain the range of Gaelic opportunities across the island chain.
- Working with partners to develop and deliver a range of events to promote the use of Gaelic in both Youth & Community settings
- Develop and create a structured training programme to address the identified needs, incorporating both soft skills and technical skills
- Promote Gaelic survey which includes economic data outcomes

Appendix 3
Community Engagement Unit
National CLD KPI's

CLD Key Performance Indicators (KPi 1-13)

KPi1 Number of adults engaged in CLD activity

KPi2 Number of adults receiving completed nationally recognised awards through CLD activity (SCQF levelled and awards such as Adult Achievement Award including sectional certificates)

KPi3 Number of adults gaining wider achievement awards, local awards, and those not nationally recognised, through CLD activity (e.g., Health Issues in the Community & Keystone Award)

KPi4 Number of adults engaged in family learning through CLD activity

KPi5 Number of children/young people engaged in family learning through CLD activity

KPi6a Number of children engaged in CLD activity KPi6b Number of young people engaged in CLD activity

KPi7a Number of children receiving completed nationally recognised awards through CLD activity

KPi7b Number of young people receiving completed nationally recognised awards through CLD activity

KPi7c Number of young people receiving sectional certificates towards above Awards (sectional certificates only to be included if full award not completed)

KPi8 Number of young people gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity

KPi9 Number of adults with improved mental health and wellbeing outcomes through CLD activity

KPi10 Number of children/young people with improved mental health and wellbeing outcomes through CLD activity

KPi11 Number of community groups receiving capacity building support through CLD activity

KPi12 Number of adults and young people taking part in influence and engagement activity through CLD – (including community planning / participatory budgeting / local and national consultations

KPi13 Number of adults and young people reached and engaged with through one-off promotional events / drop-ins / community events / engagements

