

**Education & Families Committee****17 August 2015****Shetland Community Learning and Development Plan 2015-18****Report No: DV-46-15-F****Report presented by:
Community Development Team Leader
Youth Services Team Leader****Development Services Department
Children's Services Department****1. Summary**

1.1 The purpose of this report is to advise the Committee that 'The Requirements for Community Learning and Development (Scotland) Regulations 2013', place a statutory duty on Councils to produce a three year plan, which outlines how Community Learning and Development (CLD) will be delivered in the local authority area. Each local authority should have a clearly defined framework for planning and delivering CLD, through partnership, as a key element of its reformed public services.

1.2 This legislation has been introduced to:

- Ensure communities across Scotland, particularly those who are disadvantaged, have access to CLD support they need.
- Strengthen the coordination between the full range of CLD providers.
- Reinforce the role of communities and learners in the assessment, planning and evaluation processes.
- Make Community Learning and Development's role and contribution more visible.

2. Decision Required

2.1 That the Education and Families Committee RESOLVES to:

2.1.1 Note the statutory requirement placed on the Council and Community Learning and Development services, and

2.1.2 Approve the Community Learning and Development Plan 2015-18 as at Appendix 1.

3. Detail

- 3.1 The Requirements for Community Learning and Development (Scotland) Regulations place a legal requirement on local authorities to provide clear leadership and direction, and to drive the action needed to ensure the contribution of partners in the reform of public services is maximised.
- 3.2 Shetland Islands Council will coordinate its CLD provision with others by:
- Providing leadership and direction around the ongoing development, monitoring and review of the Shetland CLD Plan 2015-18.
 - Coordinating the development of a detailed Action Plan with partners – post September 2015 - with targets and indicators to measure the difference being made by this Plan.
 - Coordinating the reporting, monitoring and review of targets and outcomes through the Fairer Shetland Partnership which reports directly to the Shetland Partnership Board (Community Planning Board).
 - Establishing where necessary, short life working groups to deliver a joined up and coordinated response to meeting identified CLD actions and priorities.
- 3.3 The Government's National Performance Framework sets out strategic objectives for all public services, including those delivering CLD. Within this, CLD's specific focus should be:
- Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship.
 - Stronger, more resilient, supportive, influential and inclusive communities.

CLD helps to develop the resilience and ambition needed to combat the effects of economic factors which cause deprivation and inequality. It ensures that barriers to achieving better life chances are identified, understood and overcome and that the community are involved in delivering practical and policy solutions.

- 3.4 The Government's response to the Commission on the Future of Public Service Delivery sets out a vision of how Scotland's public services need to change:

*'We will empower local communities and local service providers to work to develop practical solutions that make best use of all the resources available. The focus of public spending and action **must build on the assets and potential of the individual, the family and the community** rather than being dictated by organisational structures*

and boundaries. Public services must work harder to involve people everywhere in the redesign and reshaping of their activities.'

CLD should empower people, individually and collectively, to make positive changes in their lives and their communities, through learning.

- 3.5 The attached CLD Plan 2015-18, which the Committee are asked to approve, sets out how the Council's CLD services will coordinate its own provision of CLD with other providers and what action will be taken to provide CLD over the period of the plan. The plan also describes any CLD needs or gaps, the barriers to adequate provision of CLD and the target groups most likely to benefit from CLD provision.
- 3.6 An annual report will be provided to the Education and Families Committee on progress in relation to the action plan.

4. Implications

Strategic

- 4.1 Delivery on Corporate Priorities - The Shetland Community Learning and Development Plan 2015-18 contributes to the Corporate Plan outcomes "Helping build a healthy economy and strong communities", and "Working with all our partners to achieve the best results possible".
- 4.2 Community/Stakeholder Issues - An audit of CLD activity was carried out to inform the priorities and actions of this Plan. This involved interviews and meetings with partner agencies, individuals and community organisations. A draft CLD Plan was circulated to partners for comment and focus group meetings held with community representatives throughout Shetland. Implementation of the Plan and will be monitored via The Fairer Shetland Partnership and will involve a wide range of partners.
- 4.3 Policy and/or Delegated Authority – The Education and Families Committee have delegated responsibility for the functional and service areas within their remit and within Council policy.
- 4.4 Risk Management – The most significant risk associated with this plan, is the human resource required to ensure delivery. Lack of resources may preclude the delivery of some actions within the plan, and timescales will need to reflect resources available.
- 4.5 Equalities, Health And Human Rights – There are no negative Equalities, Health and Human Rights implications involved in the implementation of this Plan. And, the Shetland Community Learning and Development Plan 2015-18 will contribute significantly to meeting the Shetland Islands Council's obligations in this area.
- 4.6 Environmental – None.

Resources

- 4.7 Financial – The implementation of this Plan will have to be delivered within existing budgets. External funding will be accessed where possible to deliver specific projects.
- 4.8 Legal – Under the terms of the Requirements for Community Learning and Development (Scotland) Regulations 2013, the Council must produce a three year plan, which outlines how Community Learning and Development (CLD) will be delivered in the local authority area.
- 4.9 Human Resources – No additional or changed Human Resources are required.
- 4.10 Assets and Property – None.

5.0 Conclusions

- 5.1 The Council has a statutory duty to produce a three year plan which outlines how Community Learning and Development will be delivered in the area.
- 5.2 This report presents Shetland's CLD Plan 2015-18, which will be reported on annually, to the Committee for approval.

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Appendix 1 - Shetland Community Learning and Development Plan 2015-18

Shetland Community Learning and Development Plan 2015 – 2018

“The purpose of Community Learning and Development (CLD) is to empower people, individually and collectively, to make positive changes in their lives and in their communities, through learning”

(Scottish Government)



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1. The Requirements for a Community Learning and Development Plan

'The Requirements for Community Learning and Development (Scotland) Regulations 2013' place a statutory duty on Councils to produce a 3 year plan which outlines how Community Learning and Development (CLD) will be delivered in the local authority area. Each local authority should have a clearly defined framework for planning and delivering CLD, through partnership, as a key element of its reformed public services.

This legislation has been introduced to:

- Ensure communities across Scotland, particularly those which are disadvantaged, have access to CLD support they need.
- Strengthen the coordination between the full range of CLD providers.
- Reinforce the role of communities and learners in the assessment, planning and evaluation processes.
- Make Community Learning and Development's role and contribution more visible.

"CLD has a powerful impact on the lives of learners and communities, supporting them to identify and work towards change. Whether that change takes place in an individual's life, helps to create a resilient and enterprising community or contributes to better public services in a changing landscape, Scotland has a need for successful learners, confident individuals, responsible citizens and effective contributors of all ages, working together throughout life to build a shared future.

The focus on supporting the learning and development of communities is timely given the increasing body of evidence that building on individual and community strengths – an assets approach, allowing people to feel in control of their own lives – is essential in tackling deep-rooted social problems. In this time of diminishing budgets, we are clear that better partnership working at local level and a focus on preventative work is required if we are to improve the quality of public services provided in Scotland and ensure their future sustainability."

Aileen Campbell
Minister for Children and Young People
12 May 2014

The Shetland CLD Plan 2015-18 will set out:

- How Shetland Islands Council's Community Planning and Development and Youth Services will coordinate its own provision of CLD with others providers of CLD in the area.
- What action Shetland Islands Council's Community Planning and Development and Youth Services will take to provide CLD over the period of the Plan.
- What action other providers will take to provide CLD in the local authority area over the period of the Plan.
- Target groups and individuals most likely to benefit from CLD provision, their needs and the extent to which these are already being met.
- Any barriers to the efficient and adequate provision of CLD and any needs or gaps that will not be met over the period of the Plan.
- Improvement Actions to be implemented post September 2015, to comply with The Requirements for Community Learning and Development (Scotland) Regulations 2013.

2. What is Community Learning and Development?

Purpose and Focus of CLD

The Scottish Government issued Strategic Guidance for Community Planning Partnerships in 2012, setting out the main purpose of Community Learning and Development (CLD) as:

- Empowering people individually and collectively, to make positive changes in their lives and in their communities, through learning.

The Guidance requires that a specific focus should be placed on:

- Improving life chances for people of all ages, through learning, personal development and active citizenship;
- Building stronger, more resilient, supportive, influential and inclusive communities.

Principles of CLD

The principles that underpin practice are:

- **Empowerment** – increasing the ability of individuals and groups to influence matters affecting them and their communities;
- **Participation** – supporting people to take part in decision making;
- **Inclusion, equality of opportunity and anti-discrimination** – recognising that some people need additional support to overcome barriers they face;
- **Self-determination** – supporting the right of people to make their own choices;
- **Partnership** – ensuring resources, skills and capabilities are used effectively.

Priorities of CLD

In January 2004 the Scottish Executive published Working and Learning Together to Build Stronger Communities which set three national priorities for Community Learning and Development:

- **Achievement through learning for adults** - Raising standards of achievement in learning for adults through community based lifelong learning opportunities incorporating the core skills of literacy, numeracy, communications, working with others, problem solving and information and communications technology (ICT).
- **Achievement through learning for young people** – Engaging with young people to facilitate their personal, social and educational needs and enable them to gain a voice, influence and a place in society.
- **Achievement through building community capacity** – Building community capacity and influence by enabling people to develop the confidence, understanding and skills required to influence decision making and services.

3. Assessment of CLD Needs

CLD Audit

An audit of CLD activity in Shetland was carried out in 2014. A range of partners in the voluntary and statutory sector, including learners and representatives of community organisations were interviewed and completed questionnaires. This provided baseline information on some of the CLD activities and services currently being delivered, and has helped inform where CLD priorities and resources need to be focused in the future - see Appendix 1.

Audit findings were re-examined by partners in June 2015, and a sample of learners and representatives of community groups throughout Shetland consulted on the Draft CLD Plan 2015-2018 via a series of focus group meetings.

This process will be built on and developed post September 2015, to ensure individuals, households and communities across Shetland, particularly those who are disadvantaged, have opportunities to get involved in the planning and evaluation of CLD activity and that they have access to CLD support they need.

Local and national policy and research has also informed the development of the Plan and its priorities – see Appendices 2 and 3. These include:

- CLD Strategic Guidance (2012)
- Adult Literacies in Scotland 2020: Strategic Guidance
- Community Empowerment (Scotland) Bill
- Community Grants Review, SIC Community Planning and Development, 2015
- Review of Adult Learning Evening and Day Classes, 2014/15.
- Shetland Youth Strategy, 2014.
- Shetland Single Outcome Agreement, 2012 - 2015

CLD Audit - Summary of Findings

Our Strengths	Our Challenges
<p>Resilience – most communities make good use of their assets, some fragile communities have well developed plans to tackle issues</p> <p>Range of Community Development Groups undertaking high level community regeneration work</p>	<p>Some communities are fragile - remoteness, transport, access issues, changing demographics.</p> <p>Feelings of not being listened to. Loss of community cohesion and interest in local democracy. Capacity issues in some communities, including volunteer burnout.</p> <p>Sustainability of community owned buildings and physical assets – supporting communities through difficult decisions and times.</p>
<p>Health statistics are mainly positive, life expectancy is better than average.</p> <p>Range of well developed social welfare organisations providing support.</p>	<p>Health inequalities - obesity; substance misuse and mental ill health are our 3 biggest health issues.</p> <p>Tackling loneliness and isolation in ageing population, and continuing to raise awareness and improve mental health.</p> <p>Increasing physical activity amongst young people.</p>
<p>We have higher average earnings than Scotland</p>	<p>Widening gap between the income of people on minimum wage or benefits and average income</p> <p>Limited employment opportunities in rural areas - encouraging centralisation.</p> <p>Impact of Welfare reform and changes to public sector services on most vulnerable</p> <p>High cost of living for essential items, particularly in remote communities. Increase in numbers getting into difficulty with payday loans and personal debt.</p> <p>Increasing demand for 'food parcels' and emergency support through Salvation Army</p>
<p>Shetland communities are developing local solutions to high energy costs</p>	<p>Fuel poverty is exceptionally high, highest in Scotland and our climate can be harsh</p>
<p>High take up of broadband</p> <p>Range of digital inclusion projects being delivered throughout Shetland</p>	<p>Increasing exclusion of those who cannot afford a computer, broadband or do not have sufficient IT skills - more services are delivered via the internet.</p> <p>Poor broadband service in some areas hampering those already disadvantaged.</p>

<p>High educational attainment</p> <p>Early interventions such as Bookbug outreach making a positive impact</p>	<p>Some employers report that employees have poor communication, numeracy and ‘employability’ skills</p> <p>Increasing demand for high levels of essential skills in the workplace – people returning to work often need support to refresh their skills and improve confidence</p> <p>Some young people have ‘switched off’ from school and need support to re-engage with learning</p> <p>Gap between highest attaining school leavers and lowest 20% is widening</p> <p>Some parents don’t play, talk and read with their children, or have literacy difficulties themselves, some are not able to support children’s homework, this impacts on later attainment</p>
<p>High take up of lifelong learning</p> <p>Wide range of formal and informal learning opportunities available via partners</p>	<p>Target and reach those who can benefit most from learning, particularly the most disadvantaged who are least likely to take part</p> <p>Get more people online, improve financial capability, and improve literacies and life skills</p> <p>Develop needs led learning in local communities, building local skills and capacity</p>
<p>High numbers of skilled and committed volunteers</p>	<p>Volunteers support a huge range of activity with increasing responsibilities. Danger of burn out. Increasingly challenging to retain and recruit new volunteers to maintain community groups.</p>
<p>Low crime</p>	<p>Crime is concentrated in specific areas and 7.9% of offenders re-offended in 2010</p>
<p>Population is increasing</p>	<p>Our population is ageing and the number of working age people is decreasing and is likely to put greater strain on social and health services.</p> <p>Depopulation in some areas leading to feelings of isolation and vulnerability – specifically in smaller isles.</p> <p>Many older people face isolation and ill health. Maximise the participation of older people for as long as possible.</p>
<p>High quality of life</p>	<p>For some this is not the case.</p> <p>Some young people, adults and families are struggling, feel stigmatised, excluded and isolated.</p>

<p>High levels of employment and some agencies providing high intensity support to get people in to work</p> <p>Shetland Employability Pipeline developed, resourced and operational</p>	<p>Unemployed people, those on low incomes and some school leavers often have complex barriers to progression and employment.</p> <p>Some areas of Shetland have much higher levels of employment deprivation than others, i.e.: fewer jobs opportunities. Under- employment: need to ensure training is delivering the workforce needed by employers / businesses into the future</p> <p>Childcare – availability of, and cost – is a key barrier to employability, particularly in rural areas</p>
<p>We're improving the way we involve communities in shaping services and influence decision making</p>	<p>Reaching those who want to be involved but face barriers to participation.</p> <p>To work in partnership across service areas to maximise engagement, and reduce duplication.</p> <p>Consultation fatigue in some communities – need to rebuild trust.</p>
<p>High levels of car ownership</p> <p>Community Transport Task Force established</p>	<p>Access to services and social contact can be limited if you have no personal transport, particularly for vulnerable people</p> <p>Public transport does not suit and meet all local needs.</p> <p>Local transport solutions to address local needs – support to build capacity of community to express needs</p>
<p>Strong sense of community and caring about each other</p>	<p>High levels of stigma attached to poverty, mental health, low literacy, unemployment, offending behaviour, substance misuse – labels can stick in rural areas</p>
<p>Wide range of community assets – high levels of skilled volunteers, and large number of community buildings are owned, managed and run by voluntary organisations</p>	<p>Retaining current levels of voluntary activity, some groups are finding this increasingly difficult.</p> <p>Reduction in Council grant funding will impact on sustainability of community assets. Community owned buildings are vulnerable and communities facing tough decisions</p> <p>Volunteer fatigue as efforts go into raising core funds rather than developing and delivering activities and services</p> <p>Red tape and legalities daunting for some community groups</p>
<p>Shetland has a good track record of bringing in external funding</p>	<p>Increased need to look out with Shetland for funding, with a reduction in that available via the local authority.</p> <p>Increased competition for external funding is likely to make this more difficult.</p> <p>Increase financial self-sufficiency of community organisations.</p>

4. CLD Plan Priorities 2015 – 2018

Priority	Description	Delivering on Shetland Partnership Outcome
Building Stronger Communities	To build stronger, more resilient, supportive, influential and inclusive communities we need to build on individual and community strengths, support volunteering development, increase community involvement and influence, improve community engagement, target the hard to reach, develop skills and confidence in finding local solutions to local needs.	Shetland stays a safe place to live and we have strong, resilient and supportive communities.
Employability	To improve life chances for people of all ages we need to help remove barriers to learning and work, to equip individuals with confidence, skills for life to progress into education, training and employment.	Shetland has sustainable economic growth with good employment opportunities and our people have the skills to match, good places to stay and the transport people and businesses need.
Essential Skills	To enable individuals to make positive changes in their lives we need to help improve essential skills: literacy, numeracy, skills for life, digital inclusion, skills for work, financial capability and English for speakers of other languages.	
Health and Wellbeing	To increase well being and prevent ill health we need to maximise opportunities for individuals to experience positive social and community connections, to be active for as long as possible, to be involved and included, and to have access to lifelong learning.	We live longer and healthier lives.
Key Transitions	To cope with the many changes experienced throughout life, some people will need additional support: leaving school, moving into adulthood, return to work, moving	Shetland is the best place for children and young people to live. People are supported to be active and independent through adulthood and

	into older ages, experiencing ill health, becoming a parent, changes in family circumstances.	into older age. We live longer and healthier lives.
CLD Workforce Development	To achieve good CLD outcomes we need to equip volunteers and staff with skills and confidence to respond to local needs.	PLEASE NOTE: workforce = anyone involved in the delivery of CLD outcomes either in a paid or voluntary capacity
All 6 priorities	Will deliver on:-	We have tackled inequalities by ensuring the needs of the most vulnerable and hard to reach groups are identified and met and that services are targeted at those most in need.

Delivery of CLD Plan Priorities

CLD partners will deliver on CLD priorities and contribute to our Community Plan priorities by:

- Engaging with, listening to and responding to communities and individuals at all stages in the process.
- Targeting those most in need due to their personal, social, cultural or economic circumstances.
- Working in close partnership with each other and with communities.
- Promoting and sharing examples of best practice.
- Getting best value through sharing and pooling our resources.
- Publicising and marketing learning and development opportunities effectively.
- Creating a 'learning culture' which promotes the benefits of learning.
- Delivering high quality services which are evaluated regularly through ongoing self-evaluation and external inspection.
- Developing the CLD Partnership workforce.
- Supporting individuals and communities to help them deal effectively with the challenges they face.
- Providing experiences for participants which last a lifetime and lead them to become: successful learners; confident individuals; responsible citizens; effective contributors.

5. Coordination of CLD Activity

‘The Requirements for Community Learning and Development (Scotland) Regulations 2013’ place a legal requirement on local authorities to provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of CLD partners in the reform of public services.’

Shetland Islands Council will coordinate its CLD provision with others by:

- Providing leadership and direction around the ongoing development, monitoring and review of the Shetland CLD Plan 2015-2018.
- Coordinating the development of a detailed Action Plan with partners – post September 2015 - with targets and indicators to measure the difference being made by this Plan.
- Coordinating the reporting, monitoring and review of targets and outcomes via the Shetland Fairer / CLD Partnership which reports directly to Shetland Partnership.
- Establishing where necessary, short life working groups to deliver a joined up and coordinated response to meeting identified CLD actions and priorities.

Shetland Islands Council CLD Activity

Shetland Islands Council’s CLD activity is delivered by Youth Services (Children’s Services), and Community Development (Community Planning and Development, Development Service). The following table details the staffing resources available to both services to undertake this work.

Staff No. (FTE)	SIC Youth Service
1	Youth Services Team Leader
4	Youth Development Workers
4	Bridges Support Workers
3	Part Time Youth Workers
1	Clerical Staff
1	Employability Pipeline Officer
	SIC Community Development
1	Community Development Team Leader
3	Community Involvement and Development Officers
3	Adult Learning and Development Officers

The **Youth Work Service** will deliver on:

- Accreditation and wider achievement
- Positive destinations for 16-19 year olds
- Supporting transitions
- Youth engagement and participation

The **Community Development Service** will deliver on:

- Adult literacy, numeracy and English for speakers of other languages
- Digital inclusion
- Skills for life, including financial capability
- Community based adult learning programmes, including inter-generational work and family learning
- Promoting, facilitating and supporting community development
- Building on the assets and the potential of individuals, families and communities to meet their own needs and to engage and influence decision makers
- Supporting and developing the capacity of voluntary and community organisations to deliver services in response to local needs.

6. CLD Partners

There are many partners involved locally in the delivery of CLD outcomes – see Appendix 1. All have a role in assessing need, planning, delivering, and evaluating CLD activity. Voluntary Action Shetland (VAS) has a key role in ensuring third sector organisations have a voice and ongoing involvement, while Community Councils, with a strong understanding of local needs and issues, can help shape and facilitate better outcomes within their communities.

Key partners include:

- Shetland Islands Council – Community Development, Youth Services, Transport Planning, Housing, Children’s Services, Sport and Leisure, Library, Schools Service, Economic Development
- Voluntary Action Shetland
- Shetland College
- Skills Development Scotland
- NHS Shetland
- Highlands and Island Enterprise
- Community Councils
- Community groups, Development groups, Social enterprises, Learning partnerships, Community associations, Community Halls, Third Sector organisations etc

7. Target Groups

Scottish Government policy is consistent in its messages to local authorities about the need to ensure individuals, households and communities, particularly those that are disadvantaged have access to the support they need; and that this work should be prioritised with the most disadvantaged and vulnerable people in the community.

Evidence suggests the main inequality in Shetland is socio-economic or related to low income and poverty. Poverty is not just about money, other things such as illness or disability, low quality and insecure housing, adverse outcomes at school, diminished rights and the means to exercise them, gender, ethnicity, faith and sexuality, isolation, loneliness and stigma can lead to inequality.

Feedback from partners, research and intelligence tells us that the following are most likely to benefit from CLD provision during the period of the Plan:

- Children and young people, particularly those who are not able to access opportunities and feel part of their community
- Older people and people with a disability, particularly those who are unable to access opportunities to reduce loneliness and isolation
- Unemployed or underemployed people
- People on a low income
- New migrants with limited English language
- People in or at risk of isolation – geographic, social, economic
- People who are inactive, in poor health or at risk of ill health
- Vulnerable parents / families
- People returning to work / learn
- Volunteers supporting the delivery of CLD outcomes
- People with low literacy and numeracy
- People who are digitally excluded

8. Barriers to the efficient provision of CLD

The Regulations require that we identify barriers to the efficient and effective provision of CLD and any gaps that will not be met over the period of the plan.

- **Reductions in local grant aid** (SIC and Charitable Trust) will impact significantly on community groups, communities, individuals and opportunities. It will be more difficult to lever in match funding from external sources without some local contribution.
- **Volunteers are stretched and fatigued.** Many organisations are experiencing difficulty in recruiting and retaining volunteers. If all efforts are directed towards raising funds, this may be a further barrier to volunteer recruitment and activity development.
- **Rurality** – impact of a range of policy and decisions on rural communities cannot be under estimated. Lifeline services and how these integrate to meet local needs is the priority for many rural, fragile and small island communities.
- **Focus on prevention.** This presents a challenge at a time when resources (staff, volunteers and funding) are significantly reduced, both in the statutory and voluntary sectors. Appropriate and well resourced early CLD interventions can reduce the longer term need for input by a range of public services.
- **Transport** – high internal and external costs and timetabling of public transport present major challenges for many and can hamper development. Those without access to a car often face multiple barriers to inclusion and improving their life chances.
- **Childcare** – lack of availability and cost of childcare is preventing many individuals moving in to learning, training and employment and fulfilling their potential.
- Next generation **Broadband roll out.** Until this has been addressed it will be difficult to fully deliver on digital inclusion outcomes.
- **GAPS** – No obvious gaps have been identified in the development of this Plan which will not be met over the period 2015 - 2018. However as it is developed, updated and implemented with partners post September 2015, any gaps will be added and reported on.

9. Improvement Actions

This plan is the first building block in a process which aims to ensure individuals, households and communities across Shetland, particularly those who are disadvantaged, have access to the CLD support they need. It will strengthen the coordination between CLD partners; reinforce the role of communities and learners in the assessment, planning and evaluation processes; and make Community Learning and Development's role and contribution more visible.

To this end, a number of improvement actions have been identified, which will be implemented post September 2015:

- Establish new Fairer Shetland / CLD Strategic Partnership or equivalent – reporting to Shetland Partnership
- Coordinating the development of a detailed Action Plan with partners, with targets and indicators to measure the difference being made by this Plan
- Collect robust data to measure outcomes, better understand local needs and inform future practice
- Convene working groups as required to deliver on specific areas of the plan and coordinate planning amongst partners across CLD Plan areas, e.g. workforce development
- Pilot Local Area Forums or equivalent in a number of communities to ensure ongoing meaningful engagement with and a voice for communities and learners
- Shetland Commission on Tackling Inequalities – established to develop recommendations to decrease inequalities in Shetland and investigate their negative impacts
- Develop a Participation Strategy for community consultation

10. Measuring Impact and Reporting Performance

Measuring Impact

The National Performance Framework and the Single Outcome Agreement provides community planning partners with a shared set of outcomes and clear guidance on what should be measured.

Her Majesty's Inspectorate of Education (HMIE) now part of Education Scotland also publish a set of indicators - "How Good is Our Community Learning and Development 2" - which provide a framework to self evaluate the impact our actions are having on ensuring that adults, young people and communities in Shetland are given the opportunity to become more confident, successful, effective and responsible.

A range of other planning and evaluations tools are also used by partners:

How Good is Our Community Learning and Development 2 (HMIE)

http://www.educationscotland.gov.uk/Images/hgio2cld_tcm4-684586.pdf

How Good is Our Third Sector Organisation

http://www.educationscotland.gov.uk/Images/HGIOTSO_tcm4-863840.pdf

LEAP (Learning, Evaluation and Planning framework)

<http://www.gov.scot/Resource/Doc/205982/0054748.pdf>

VOICE (Visioning Outcomes in Community Engagement)

http://www.voicescotland.org.uk/media/resources/dl_booklet_key_questions_web.pdf

Rickter (Outcomes monitoring tool)

<http://www.socialimpactscotland.org.uk/understanding-social-impact/methods-and-tools/the-rickter-scale/>

Reporting Performance

Work began in 2014 to review the work of the Fairer Shetland / Community Learning and Development Strategic Partnerships. Both are concerned with an increasingly overlapping agenda and largely made up of the same representatives. These partnerships have now merged, providing CLD with direct reporting mechanisms under the SOA. The partnership will be further reviewed and renamed during 2015 to reflect the 2016-2020 Single Outcome Agreement (SOA) and the outcomes of the Shetland Commission on Tackling Inequalities.

APPENDIX 1 – CLD Audit

Please note: the following is a summary of information provided by partners who participated in the CLD Audit. It is not an exhaustive list, and simply provides a flavour of the activity being delivered which supports CLD outcomes.

Organisation	What we currently do	Opportunities for future
Bigton Community Enterprise	Run Bigton Community Shop with employment and volunteering opportunities in the community including adults with disabilities. Dementia friendly remit.	Aspirations to work widely in the community with other local organisations to provide more and better services in the area.
Bressay Development Association	Redevelopment of Bressay addressing population decline, transport issues, employment opportunities and developed services. Provide a regular heavy bulk waste uplift service.	Working in partnership to acquire the Bressay School for the community and provide a cafe with job opportunities in the isle. Carried out a transport audit to assess transport needs in Bressay.
Citizens Advice Bureau (CAB)	We offer free, confidential and impartial generalist advice on issues including welfare rights, debt and money advice, consumer and legal issues, employment, housing and immigration. Advice is available through drop in sessions at our main office Lerwick and by phone / email. We offer outreach sessions at Lerwick Health Centre and other venues and can offer home visits if appropriate. We train /support volunteers to deliver our generalist advice and employ specialist case workers in Welfare Rights, Debt Advice etc.	From 31 March 2016, CAB has no funding for core debt advice. Unless funding is identified, the only debt advice service in Shetland will cease. Debt issues represented 30% of the issues we advised on in 14/15 and debt is likely to be a growing problem in Shetland given the high cost of living and the introduction of Universal Credit. Need to work with partners to identify funding to enable our vital core debt advice service to continue. Work with partners to ensure continued development of outreach provision and effective referral links with health professionals support groups so that our services are accessible to those in most need. Through our Money Advice Service, we plan to pilot targeted financial education programmes working with partners such as schools and supported housing. Work with partners to increase our volunteer base and ensure it is representative of the wider community.
COPE Ltd	Provision of employment and employment skills development opportunities for adults with disabilities/vulnerable adults. Run five social enterprise businesses in Shetland and Orkney: Orkney Soap Company, Shetland Soap Company, COPE Catering, COPE	Develop links with the public and the 3 rd sector through enterprise activities. Do more to assist participants on to successful future employment. Develop volunteer involvement. Provide more long-term placements, when financially viable. Looking at gaining a quality award and possibly becoming an ASDAN

	Trees and Shrubs, and the Shetland Scrap Store.	provider.
Dementia Services	Dementia Services. Dementia cafes (Memory Lane Cafes). Musical Memories Group, Dance Group, Sports Reminiscence Group and Carers Group. Dementia awareness training/talks.	A new Memory Lane Cafe is to open in the South Mainland. Capacity building within the wider community; ensure there are opportunities for anyone to participate. Developing links with other agencies. Intergenerational work: volunteer recruitment and development, fundraising, encouraging younger people to be involved. Promotion, get on Facebook and start a newsletter.
Disability Shetland	ASN Holiday Club – primary and secondary, Saturday Club, Youth Clubs and Swimming Club for children, Wednesday Club, Yoga Club, Swimming Gala, Bowls competition and Annual Dance for adults with disabilities.	Funding has been applied for to run an activity day to highlight how those with a disability can participate in sport for the commonwealth. Continue to develop youth club provision.
Fair Isle Community Association	Developing a new community company that will tackle population decline, transport issues, address skills shortages, housing provision, communications and job creation. This will be done through the Fair Isle Plan for Action.	Developing partnership working with key stakeholders. Recruit and employ a development worker. Secure funding to take forward identified projects.
Family Mediation	Child focussed mediation service: when parents are separating. Mediation service for 16-17 year olds who present as homeless. General mediation service for working age adults. Mediation service for older people moving into care with family. Professional information sharing forums.	Develop a contact service with trained mediator, to provide supported contact/supported hand over. Housing/homeless provision mediator. Education/mediation awareness raising. Broadening an existing early intervention homelessness support service for young people aged 14+. 'Happy household' – early intervention model for reducing conflict.
Fetlar Development Ltd	Focussed on repopulating the island of Fetlar, by promoting and supporting economic and social development. Current projects include: a micro heat and power distribution scheme incorporating renewable power; a community growing project to incorporate locally made polycrubs; tourism accommodation ; gateway housing and investigation into a micro spinning mill. Collaborative projects include bringing a fibre broadband network to the island in partnership with "North Isles 4 Community Broadband" and investigating a joint North Isles investment in a commercial renewable development.	No comments
Girl Guiding Shetland	Guiding units in different parts of Shetland. Age range is 5-25, for girls only.	Scope to play a bigger role within community and for intergenerational and partnership working. Opportunities for 14-25 age groups. Some geographical

		areas with no units, so scope to support new units in these areas. Use of technology is moving forward, e.g. Volunteering opportunities, aged 14-65.
Gulberwick Together	Badminton Club for young people. Introduction to computing and the internet for older people. Gulberwick picnic and a Fun and Activity Week. Gulberwick Together Newsletter, Website and Facebook page. Meet local elected member sessions. Identifying local needs and issues, and taking action to address them.	Continue to grow the newsletter, using new technology. Increase opportunities for participation in local activities. Explore availability of community broadband project, deliver IT sessions within the community and maximise and increase social media involvement. Provide more for/with the young people in the community; encourage building of connections and foster the volunteers of the future. Provide more for the older people; encourage more social contact for example through having teas and a chat.
Highlands and Islands Enterprise	Strengthening Communities is a strong dimension of HIE's work. Community account management programme - we provide a range of support to communities such as Fair Isle, Unst, Fetlar and Northmavine which enable inclusive growth and tackle fragility.	Focus on working with fragile areas to realise their ambitions and overcome challenges. Invest in building community capacity and confidence. Empower communities to acquire, manage and exploit community based assets for community benefit. Enable sustainable growth in the social economy through strong social enterprises.
Mind Your Head	Education and general awareness raising on how to improve mental health and wellbeing. Fun run. Youth volunteering. Campaigns on: tackling stigma, men's mental health, suicide prevention awareness and promote and signpost.	Looking to develop a support service for young people and community self-help. Developing more community and work place training around mental health in response to community demand.
Moving On	Provide 1:1 support for young people aged 16+ years with mental health issues. Group work experience for young people aged 16+ years old. Transition support service for 16-25 year olds. Provide 1:1 support for young people into employment, education or training. Support for employers for them to enable support placements/work opportunities. Raising awareness and offering free information/advice.	European Social Funding available – utilise this funding. Group work/job crew could be developed. Intensive 1:1 Support could be developed. Exploring other areas of Scotland to find examples of good practice. Specific target groups – criminal, drug and alcohol issues.
NHS Shetland - Health Improvement	SCOTT programme, Adult and Family Counterweight - working on weight management with individuals, families and schools. Delivery of oral health programme, Childsmile, and oral health training for adults. Developing a mental health programme for use in schools. Delivery of Applied Suicide Intervention Skills Training, Mental Health First Aid training, Mental Health for Managers training and Self-harm awareness training. Providing	Health checks for smaller workplaces, at a bigger range of workplaces. Health checks and smoking cessation sessions for migrants. Offer chair based exercise training to a wider market. Northmavine has been identified as an area of need – a plan must be developed to address this need. Consultations to be carried out in all areas of Shetland. Increase volunteering opportunities, by providing training for volunteers and linking with other agencies. Increase community presence. Workforce training on Motivational

	health checks in the workplace. Training on behaviour change, alcohol and drugs in the workplace and smoking cessation. Falls prevention training for care centre staff	Interviewing.
Northmavine Community Development Company (NCDC)	Work with the community to advance regeneration and community development in Northmavine. Current work: managing community-owned assets and the development of projects in line with our community development plan. Priority themes: housing, renewables and social enterprise/business. NCDC has two trading arms - nortenergy and Hillswick Shop Ltd. nortenergy markets the 'polycrub' a polytunnel developed for the Shetland climate. The company owns two small windturbines that supply energy to two local businesses and provide income to nortenergy. Hillswick Shop Ltd provides employment and services in the community. Both companies pass back any profits to NCDC, to be used for the benefit of Northmavine. NCDC also undertakes supported employment, supports local groups, individuals, businesses, undertakes services to generate income for the company and works directly with NHS Health Improvements	Future work includes the development of a viable waste management/recycling project, research into a possible community broadband project and the redevelopment of a derelict building, owned by NCDC, into a sustainable business/creative hub. The company also aims to develop products and services in the community to increase the income generated by NCDC and create more local jobs.
North Staney Hill Community Association	Work for and with the community to improve and develop the local area. Take forward community views and liase with agencies / Council to bring about change. Over 50s activities programme. Hall entertainment programme. Digital photos and scrapbooking taster sessions.	Build relationships with residents in new shcemes through newsletters, events and holding children and family activities. Devise projects in partnership with Bridges which specifically target young people in the area. Set up a Facebook page. Hold events and classes in conjunction with the Shetland College.
North Yell Development Council	Current projects include: - Wind generation project. Tidal energy project; a possible world first for a community owned tidal generation project. Expansion to industrial estate – to create community involvement, to bring income and employment to the community.	Income through the wind farm. Employment through the industrial estate. Tidal energy project provides the opportunity to get involved in emerging industry. Some of the public service cuts may present opportunities for the community. Improve the main road to Cullivoe to encourage tourism. Involvement of children in the projects.
OPEN Peer Education Project	OPEN workshops in: Sexual Health and Relationships, Drugs Awareness, Sexual Health Clinic, Young Parenting and Mental Health. Involvement of young adults aged 16-25 in the	Raise awareness in harm reduction. Involve young parents and young people aged 16-25 as peer educators in the project. Provision of workshops for children and families and young people aged 12-25. Partnership with voluntary

	development and delivery of the project's work. Work in partnership with organisations working with young people.	and statutory sectors.
Parent Link Shetland	Provision of Parenting Courses. Developing a network of volunteers in Shetland, to signpost people to Parent Link. Volunteer Development, Facilitator Development and Volunteer Network Development.	Continue to deliver courses in communities to build networks and friendships, and to help people to feel part of communities. Development of more courses for a wider age range, including antenatal classes. Recruitment of volunteers. Provision of crèche facilities.
Restorative Justice	Provide independent restorative justice and youth mediation services for all young offenders, generally 18 years old or less, where the Council's Social Work service has screened and assessed all referrals for suitability and where both have agreed to mediation.	Family group conferencing. Supported tenancies for care leavers, vulnerable adults and people with mental health issues. Create contact with prison service to assist with reintegration.
Royal Voluntary Service	Work with socially isolated and/or vulnerable people. Lunch clubs at Islesburgh and Cunningsburgh, and social clubs for older people. Social activities in Fernlea Care Home. Good Neighbours Transport Service for older people. Recovery and resilience service. Responder service.	Recruitment of young volunteers, age 14+. Could offer Saltire Awards for this volunteering work. Maintain links with the Bridges Project. Introduce lunch clubs in different areas of Shetland. Increase provision in Care Homes. Encourage people to access RVS services. Awareness raising of the RVS services; create more of a presence. Identify links with other organisations. Work more closely with Senior Citizens and the Red Cross. Increase RVS volunteer base, particularly working age people. Employ a cook, if funding is sourced.
Sandveien Neighbourhood Centre	Running of junior and senior youth clubs. Facilities for groups to meet on a weekly basis. Sound Choices Steering Group – participatory budgeting project.	More community outreach to find out what local community want from the centre. Building links with Adult Learning - developing learning opportunities to meet local needs. Offer use of computers for unemployed people to complete their benefits requirements. Set up a website and create a social media presence. Recruitment of committee members / volunteers. Identify alternative sources of income to ensure the centre has a sustainable future.
Sandwick Social and Economic Development Company	Developing local services in the Sandwick area while working in partnership with local organisations, eg: operate Hoswick Visitors Centre and cage; run the Mousa Visitor Centre and waiting room.	Developing visitor attractions with a long term view to maintaining and increasing employment opportunities in the area.

Shetland Arts	Monthly arts discussion group for families. Delivery of Vision Art/Craftmaker Award Scheme. Knitting group. Networking events in association with visiting artists. Craft mentoring for groups, individuals and organisations. Support Shetland Wool Week. Meet you Maker events. Supporting local craft makers. Supporting and curating exhibitions. Projects in partnership with other agencies e.g. Shetland ForWirds.	Bank of skilled craftmakers who could deliver workshops. Link with partners for project work. Events to engage people e.g. taster events and netwrking. Intergenerational working in craft, to draw in both younger and older people. Support the development of textiles. Opportunity to link with agricultural shows. Residential courses. Opportunities to exchange skills informally. More regular one-off events, to suit people from more remote areas of Shetland.
Shetland Battalion Boys Brigade	Boys Brigade group for boys aged 5-25 years, with units throughout Shetland. Volunteers and Youth Worker training.	Scope to have more sections/geographical locations. Connect Boys Brigade into the wider community. Linking into the curriculum – accreditation. Undertake training with Youth Services.
Shetland Befriending Scheme	One-to-one befriending for children, young adults and over 60s. Training of volunteers to build skills for future employment	There is a gap for those who need befriending between the ages of 25-60 years old
Shetland Carers	Creative Breaks – for families with disabled children/children with learning needs. Short Breaks – respite for both carers and those being cared for. Young Carers support group, as well as one to one support. Support for Young Adult carers. Carers group for older age group. Keep a database of older carers, to keep in touch with them. Development of a Carers Centre, Carers Outreach Groups and a Virtual Carers Centre.	Priority to get out into communities more often, to provide informal contact, information sharing and accessing existing support. Developing work in schools to help remove stigma and provide support. Launch of Virtual Carers Centre and training in the community. Develop volunteering opportunities.
Shetland College	Provision of a wide range of further and higher education, and vocational training opportunities, at our rural learning centres. Provision of core skills and essential skills learning pathways at LK campus and at rural learning centres. Provide Higher qualifications and an Employability & enterprise Programme as part of Shetland’s Learning Partnership work streams.	Training and development for care-at-home providers and recipients. Closer links with secondary schools through the SLP, and through school and college led initiatives as greater levels of partnership working are developed.
Shetland Community Bike Project	Provision of work experience for S4 and S6 pupils. Voluntary placements. Community job Scotland Placements for 16-19 year olds. Training for 20-24 year olds. Volunteer placements for working age adults and older people. Recycling and fixing bikes.	Extending placements for working age adults/older clients with substance misuse issues to 9 months to a year. To undertake a needs analysis and extend the bike project into another area of social enterprise (not bikes).

	Social enterprise.	
Shetland Recreational Trust	Holiday activity programme for children. Swimming lessons for young people. Coaching certificate for lifeguarding, athletics and gymnastics. APEX lifetime exercise programme for adults. Cardiac rehabilitation, exercise after stroke, neurology class. Healthy aging classes/clubs for older people. Facilitation of clubs, and working in partnership with clubs.	Parkour. Cancer rehabilitation. Mental health/link up. Promote exercise and fitness in schools. Utilise the educational value of the facilities. Support for customers between 25-40 years old who need additional support. Drop off for teenage girls.
SIC - Active Schools	Classroom paced activity sessions. Extracurricular lunch clubs/after school clubs. Young mums. Sports for hard to reach. Healthy working lives. Top up programme swimming. Coach education. Developing integrated activities in 3 schools. P7s working with care homes.	No comments
SIC - Annsbrae	Provision of supported work placements for working age adults. Provision of training with partners, to raise awareness of mental health issues.	Coffee mornings and dinner/tea clubs to help reduce the stigma of mental health and improve integration with the community. Work with Adult Learning to improve skills and communication.
SIC - Bruce Family Centre	Run parents groups, Dads group, Triple P Parenting Program sessions, pre-school home visiting service, play van, home link teachers.	No comments
SIC – Community Development	Help to improve reading, writing, numeracy skills and English for speakers of other languages. Skills for life, including financial capability and digital inclusion. Community based adult learning programmes, inter-generational work, family learning and evening classes. Promoting, facilitating and supporting community development. Building on the assets and the potential of individuals, families and communities to meet their own needs and to engage and influence decision makers. Supporting and developing capacity of the community / organisations to deliver services in response to local needs.	Develop partnerships to deliver learning targeting harder to reach families / those in transitions. Develop literacy/ESOL outreach. Review of evening and day classes programme. Deliver more targeted learning. Build capacity of volunteer tutors. Develop volunteers to support delivery of literacies learning. Develop family learning and inter-generational work. Workforce development to build capacity of volunteers. Coordinated support for groups in funding transitions. Evidence outcomes and impacts across CLD partners – coordination of data gathering to influence practice. Increased participation in local democracy - roll out of participatory budgeting.
SIC – Economic Development	LEADER Programme – funding support for rural community based projects. Grant support for business start-up and development projects aimed at improving diversity and	New LEADER programme 2014-2020 coming online in 2015. Shetland Telecom – promoting digital inclusion by provision of superfast broadband services on Council owned network with an aim to achieve coverage throughout Shetland

	developing skills. Business Gateway – help to prospective business owners to acquire skills to be successful.	(2017)
SIC - Eric Gray Resource Centre	Forward Directions 16-25: supporting individuals with ASD and young people needing structured support on leaving school. Achieve Programme: 2 year course 2 days per week at the college. ASDAN Provision. As for Forward Directions: developing skills to live independently. Gold Group for older people. ROSPA training. Group Works: open groups available for anyone with a disability.	Programme to support individuals on work placements, for individuals with higher needs than Moving On can support. Drop-in Centre for ASD and Aspergers Clients, Community Staff and other agencies; to provide advice and run as a resource centre for the community. New building needed to accommodate clients with complex needs.
SIC - Housing Outreach	The Hub Project and Focussed Futures – to stabilise young people who have come out of care. Provide tenancy support for working age adults and older people. Information sessions at schools, prior to children leaving. 'Grow Your Own' project – learn how to grow your own herbs and vegetables.	Target people on the autistic spectrum who are homeless.
SIC - Shetland Library	Public library; school libraries; mobile libraries; e-services and outreach. Information and enquiry service. Programmes to engage young people eg: Summer Reading Challenge. Early years / family engagement (Bookbug). Adult reader development, eg: events; book groups, reading lists including LGBT. Bookbug training, Click Shetland service: drop-in support with IT. Free computer access with staff support and free Wifi. E-service outreach outreach, eg: EBook workshops.	Increase engagement with early years programme among isolated families. Develop early years and community access in school libraries, Develop e-service advice and help from mobile libraries. Improve online access to Library sites and services.
SIC - Neighbourhood Support Workers	Dogwatch Campaign. Wardens/deterrents to encourage better behaviour. Land Rover Club with Bridges. Supporting vulnerable young people in their homes. Supporting vulnerable communities, and community safety.	Continue to develop on work with vulnerable young people. Scope for encouraging and developing volunteer participation and involvement. Develop work with older vulnerable people.
SIC - Schools Service	Youth voice. Cultural work in schools. Dialect work. Club XL. Leonardo Project - work experience between Shetland and Norway.	Accreditation – youth achievement awards. Provide further learning opportunities (develop skills for learning, life and work). Coordinated timetables and curriculums to enable pupils to access opportunities offered by tertiary education establishments, employers and voluntary organisations. Shetland Learning Partnership Project. Align curricular models, timetabling and staffing arrangements across high schools and further education to

		maximise opportunities. Link employers to curriculum developments for the Senior Phase.
SIC - Youth Services	Young mums group. Bridges winter leavers, Club XL, Asdan groups and Xcharge group. YL Ambassadors. “Come hae a grain o maet with me” – intergenerational. Support a range of youth groups. Young Enterprise.	Transition/activity agreements out of school – understand roles, outcome focus. Connecting communities/partnership approaches. Tackling stigma around LGBT.
Shetland Pre-School Play	Umbrella organisation for pre-school setting providing: support and advice, CPD, peripatetic management, development of settings including legislation changes, wages service, company secretary service, PVG, toy library for settings and parents / carers of ASN children. Training for staff and volunteers of pre-school settings. Play days Play, Talk and Read and Bookbug sessions in partnership with others.	Strengthen and support volunteer committees. Continued work with Bruce Family Centre and other partners.
Skerries Development Association	Working towards population growth through developing more housing, employment, access and social opportunities in Skerries.	Develop working partnerships to tackle transport issues. Develop tourism enterprises to attract more visitors including a successful Friday Teas initiative. Develop community assets to provide essential housing and employment.
Taing House	Provision of 18 Residential places, 10 Day care places and Respite Care for older people. Day care activities include: knitting, baking, exercise, bingo, choir and outings. Activities for residents, including church services and baking.	Outside agencies or people to do different projects/activities with the residents and day care users, e.g. the dance project in partnership with active schools. Establishing links with Alzheimer Scotland and the Dementia team would be useful.
The Salvation Army	Provision of emergency food parcels / household items. Work in schools: assemblies, RMPS and Godly Play sessions. Christmas gifts for children. Mindfulness sessions, bereavement support. Attending Emergency planning forum. Support to service providers./ Working with British Red Cross and others. Awareness raising about poverty and social justice.	Raise profile and awareness of Salvation Army and social justice. Develop relationship with social work and improve communication.
Transition Turrifield	Provision of fresh food to local population. Learning resource for children and young people. Provide work experience for adults in a rural croft environment. Volunteering opportunities.	Building sustainability throughout Shetland by encouraging/training/supporting and developing similar projects.
Unst Partnership	Aid employability and skills development for Unst residents. Promotion of Unst as a place to live and work. Facilitating	Take advantage of gaps in provision to create services that are designed specifically for Unst. Creation of a better waste reduction and recycling system

	projects that benefit the community and help individuals and groups in the community to develop projects. Investigating the potential of a community buy out of the vacant Bistro premises. Investigating a community broadband scheme for the North Isles. Provision of allotments for community hire/use.	for Unst, which will create volunteering and employment opportunities.
U3A	Provision of activity groups for older people. Groups are run by group members and include Philosophy group, Book group, Bridge and Lunch groups, Photography and Sea & Ships group.	Increased membership. New groups. U3A has piloted a 'Going Out' group, as going somewhere alone can be quite intimidating for older people. This is an area that could be developed. Encouraging more native Shetlanders to join.
Voluntary Action Shetland	Support and enable third sector, voluntary charities and groups with all aspects of setting up / running an organisation, eg: governance, facilitating group work, training, OSCR returns, accounts, policies and procedures, legislation. Build capacity to obtain community assets and secure sustainability.	Explore consolidation of similar groups and organisations. Work more collaboratively to avoid duplication and make best use of resources. Workforce development with VAS to enable staff to provide up to date support / guidance.
Voluntary Action Shetland - Volunteering (Youth and 26+)	Help 26+ year olds to find volunteering placements. Register volunteering opportunities from Volunteer Involving Organisations. Job Centre referrals. SIC Later Life seminars. Recruitment of volunteers. Awareness raising in schools. Promote and administer Saltire awards. Promote volunteering as part of Positive Destination. Support volunteer placements.	More volunteering opportunities sought and filled to fulfil community needs. Increased provision of supported volunteering. More varied volunteering opportunities, with more rural options available. Potential to look at awarding certificates to recognise the contribution of adult volunteers within an organisation. Source more age appropriate and rural volunteering opportunities.
Walls Public Hall	Toddler group. Scouts. Jazzercise. School use. Volunteer Committee. Royal Volunteer Service for over 60s. Social activities.	Volunteer recruitment.
West Burrafirth Community Broadband	Targets include: - Encourage young people and families to stay or move into the area. Expand opportunities for people working from home. Retain existing business within the local community. Undertake formal study through distance learning. Decreasing isolation and increasing family bonds. Mobile phone provision through SureSignal and www links. Health providing service to older people through our broadband scheme.	To give people better chances at life, by giving them the opportunity to try out new activities not currently available to them. To strengthen the community and encourage everyone to work together. To provide people with better and more sustainable services.

APPENDIX 2 – Local Policy and research Impacting on CLD	
Policy	Link
Shetland's Community Plan	http://www.shetland.gov.uk/communityplanning/documents/CommunityPlan2013FINAL.pdf
Shetland Partnership: Our Single Outcome Agreement 2015	http://www.shetland.gov.uk/communityplanning/documents/SOA_Shetland_2015.pdf
Shetland Local Development Strategy 2014 - 2020	DRAFT form
Shetland Youth Strategy, 2014	http://www.shetland.gov.uk/youth_services/documents/YouthStrategy2013-14.pdf
Minimum Income Standard for Remote Rural Scotland, 2013	http://www.hie.co.uk/regional-information/economic-reports-and-research/archive/a-minimum-income-standard-for-remote-rural-scotland.html
Fuel Bills Survey Report, CAB, 2013	http://www.cas.org.uk/news/shetland-islands-cab-fuel-bills-survey-report
Shetland Sport Strategy, 2012 - 2017	http://www.shetland.gov.uk/sport_and_leisure/documents/ShetlandSportStrategy2012-17final.pdf
Poverty Is Bad – Let's Fix It, 2011	http://www.shetland.gov.uk/youth_services/povertyisbadletsfixit.asp
Deprivation and Social Exclusion in Shetland, 2006	http://www.shetland.gov.uk/communityplanning/deprivationandsocialexclusion.asp

APPENDIX 3 - Links to National Policy impacting on CLD	
Policy	Link
The Requirements for Community Learning and Development (Scotland) Regulations 2013	http://www.legislation.gov.uk/ssi/2013/175/pdfs/ssi_20130175_en.pdf
Strategic Guidance for Community Planning Partnerships: Community Learning and Development, (2012)	http://www.gov.scot/Resource/0039/00394611.pdf
Working and Learning Together to Build Stronger Communities - Scottish Executive Guidance for Community Learning and Development (2004)	http://www.gov.scot/Resource/Doc/47210/0028730.pdf
Adult Learning in Scotland Statement of Ambition 2014	http://www.educationscotland.gov.uk/Images/AdultLearningStatementofAmbition_tcm4-826940.pdf
Our Ambitions for Improving the life Chances of young People in Scotland, National Youth Work Strategy 2014 – 2019	http://www.educationscotland.gov.uk/Images/YouthWorkStrategy181214_tcm4-823155.pdf
Welcoming Our Learners: Scotland's ESOL Strategy 2015 - 2020	http://www.educationscotland.gov.uk/Images/ESOLStrategy2015to2020_tcm4-855848.pdf
Adult Literacies in Scotland 2020: Strategic Guidance	http://www.gov.scot/Resource/Doc/339854/0112382.pdf
Christie Commission	http://www.gov.scot/Resource/Doc/352649/0118638.pdf
Community Empowerment (Scotland) Bill (2015)	http://www.scottish.parliament.uk/S4_Bills/Community%20Empowerment%20(Scotland)%20Bill/b52bs4-aspassed.pdf
NHS Shetland Public Health Report, 2014	http://www.shb.scot.nhs.uk/board/publichealth/documents/phar2014-mainreport.pdf
Getting It Right For Every Child (Shetland	http://www.shetland.gov.uk/children_and_families/documents/ShetlandGIRFECPolicyV1.pdf
Commission on Strengthening Local Democracy	http://www.localdemocracy.info/2014/08/14/time-to-rebuild-scottish-democracy-what-the-referendum-decides/
Renewing Scotland's Public Services, Priorities for Reform in Response to the Christie Commission	http://www.gov.scot/Resource/Doc/358359/0121131.pdf

APPENDIX 4: CLD Action Plan for Shetland, 2015-2018

Empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning

- Improving life chances for people of all ages, through learning, personal development and active citizenship.
- Building stronger, more resilient, supportive, influential and inclusive communities.
- Tackling inequalities by ensuring the needs of the most vulnerable and hard to reach groups are identified and met and that services are targeted at those most in need.

Monitoring system: R = red A = amber G = green

PRIORITY: BUILDING STRONGER COMMUNITIES

Description:

- To build stronger, more resilient, supportive, influential and inclusive communities we need to build on individual and community strengths, support volunteering development, increase community involvement and influence, improve community engagement, target the hard to reach, develop skills and confidence in finding local solutions to local needs.

Outcomes:

- Increased participation in local democracy
- Increased confidence and skills of local people
- Increased community involvement
- Increased capacity of individuals, groups and communities
- Improved understanding of community issues
- Improved dialogue and communications between communities and public bodies

Actions	Who's responsible	Timescales	R. A. G.
Collect robust data to measure outcomes, better understand local needs and inform future practice	All	2016	
Develop community profiles to inform future priorities and CLD practice (to sit alongside Health and Social Care Integration Planning Localities profiles)	CP&D (with partners)	2016	
Develop and pilot Local Area Forums or equivalent at ward level to ensure ongoing meaningful engagement with communities and learners	CP&D	2016 - 2017	

Develop and pilot local community plans in partnership with Local Area Forums (Shetland Partnership)	CP+D / Shetland Partnership	2017 - 2108
Support community led regeneration projects which develop community capacity and the rural economy	Shetland College / HIE /CP+D, / Economic Development / VAS	2015 - 2018
Provide support to communities impacted by the Review of the CP&D grant schemes	CP&D	2015 -2016
Deliver Participatory Budgeting projects with interested Community Councils	CP&D	2015 - 2016
Work with communities and partners to maximise the effectiveness of the Community Transport Task Force	CP&D	2015 - 2018
Develop a Children, Young People and Families Empowerment and Participation Strategy	Youth Service	Dec2015
Deliver an Annual Youth Summit	Youth Service	Oct 2015
Plan and deliver the roll out of Shetland Island Council Building Budgets project	CP&D	2015 - 2018
Establish Youth Voice and implement new structures	Youth Service	Sept 2016
Develop iPad / tablet based facilities at rural learning centres to improve accessibility to key online services (i.e.: Universal Credit)	Shetland College	2016
Establish demand and deliver courses, including Business Gateway courses, in rural locations where possible and practical	Shetland College + partners	2015 - 2018
Develop a Lesbian Gay Bisexual and Transgender (LGBT) Strategy	Youth Service	2016 - 2017
Work with partners to ensure community is informed about the impact on the Community Empowerment Bill	VAS / CP&D	2016

Support third sector organisations to recruit volunteers and strengthen for a sustainable future	VAS	2015 - 2018	
PRIORITY: EMPLOYABILITY			
<p>Description:</p> <ul style="list-style-type: none"> To improve life chances for people of all ages we need to help remove barriers to learning and work, to equip individuals with confidence, skills for life to progress into education, training and work towards, move into, stay in or move into employment, and move on within the workplace. 	<p>Outcomes:</p> <ul style="list-style-type: none"> Improved essential skills – communication, literacy, numeracy and ESOL, work with computers Increased digital inclusion Increased in individuals progressing to positive destinations Increased support for unemployed people to make the transition into employment, training or further education. Improved transitions into employment 		
Actions	Who's responsible	Timescales	R. A. G.
Contribute to the Employability Working Group	EWG members	Ongoing	
Offer a learning or training opportunity to every 16-25 year old not in employment, education or training	Youth Service	April 2018	
Develop online materials for Employability course for NC Digital Media and NC business students	Shetland College	2015	
Establish early activity agreements in school for those who are not likely to have a positive destination	Youth Service	April 2018	
Develop and support a local employability pipeline	Youth Service / CP&D	April 2018	
Establish Regional Invest in Young People groups in partnership with employers /	Youth Service	April 2016	

local authority education teams		
Deliver targeted community based adult learning programmes, including literacy and numeracy	CP&D	2015 - 2016
Free computer access with staff support and up to date software / facilities	Shetland Library	2015 - 2018
Review digital inclusion needs / provision across Shetland and implement coordinated plan to address identified needs	CP&D / HIE / VAS / Shetland College	2015
Support partners to focus on preparing all young people for employment as a core element of Curriculum for Excellence	Youth Service	Ongoing
Establish Shetland Commission on Tackling Inequalities to inform inequalities agenda	CP&D	2015
Develop an action plan for the implementation of the Developing Scotland's Young Workforce Strategy	Youth Service	2016
Promote volunteering as a positive destination	VAS	2015 - 2018
Work with employability pipeline partners to ensure volunteering opportunities are an option for gaining work experiences	VAS	2015 - 2016
PRIORITY: ESSENTIAL SKILLS		
<p>Description:</p> <ul style="list-style-type: none"> To help individuals to fulfil their potential, achieve their goals, take advantage of opportunities and make positive changes in their lives we need to help improve essential skills: literacy, numeracy, skills for life, digital inclusion, skills for work, financial capability and English for speakers of other languages. When individuals do well, so do their families, communities and employers. 		<p>Outcomes:</p> <ul style="list-style-type: none"> Improved essential skills – communication, literacy, numeracy and ESOL, work with computers Increased confidence and wellbeing Improved employability Increased involvement in children's learning Increased financial capabilities Increased participation in community life and decision

	<ul style="list-style-type: none"> making Increased ability to make well informed life choices Increased attainment and achievement 		
Actions	Who's responsible	Timescales	R. A. G.
Deliver Money Management Courses to target groups - including vulnerable adults and young mums with specific support needs	Youth Services / CP&D	2015 - 2018	
Develop "Click Shetland" individualized IT support sessions	Shetland Library	2015 - 2018	
Deliver Money Matters courses to frontline staff	CP&D	2015 - 2018	
Deliver Cooking On A Budget workshops for low income families	CP&D	2015 - 2018	
Develop a multi-agency Shetland Skills and Learning Strategy	Shetland College + partners	2015	
Develop contextualised materials and integrated assessment for Essential skills – in particular Communication, Numeracy, IT and Employability at levels SCQF1-6	Shetland College	2015 - 2018	
Develop learning materials and delivery of new National 4/5 and Higher ESOL courses	Shetland College	2015	
Deliver targeted digital inclusion workshops	CP&D / Shetland College	2015 - 2018	
Raise attainment for the bottom 20% of young people in schools	Youth Service	2015 - 2018	
Deliver targeted community based learning programmes, including literacies and ESOL support	CP&D / Shetland College	2015 - 2018	
Deliver family learning and play initiatives	Youth Services / CP+D / NHS Shetland	2015 - 2018	

Deliver budgeting and money management sessions in schools	Youth Services	2015 - 2018	
Work with employers to identify and support employees who need help to improve their literacies skills	ALL	2015 - 2018	
Raise awareness of the benefits of literacies learning and further develop referral pathways with potential referral agencies	CP&D / Shetland College	2015 - 2018	
Promote volunteering as a positive way to participate in the community, gain confidence and learn new skills	VAS	2015 - 2018	
PRIORITY: HEALTH AND WELLBEING			
<p>Description:</p> <ul style="list-style-type: none">To increase well being and prevent ill health we need to maximise opportunities for individuals to experience positive social and community connections, to be active for as long as possible, to be involved and included, and to have access to lifelong learning.	<p>Outcomes:</p> <ul style="list-style-type: none">Increased well beingReduced isolationIncreased knowledge, skills, confidence needed to make positive life choices around health and wellbeingImproved quality of life for individuals and communitiesIncreased awareness of local health issues and inequalities		
Actions	Who's responsible	Timescales	R. A. G.
Deliver community based adult learning programmes in partnership with communities and others	CP&D / NHS Shetland / Shetland College	Sept 2018	
Deliver a programme of youth information sessions in schools and youth clubs	Youth Service	Ongoing	
Train 4 Mental Health Young Ambassadors	Mind Your Head	Sept 2016	
Deliver family learning families opportunities in partnership with communities and others	CP&D / NHS Shetland / Shetland College	Ongoing	

Develop and deliver intergeneration work in partnership with communities and others	CP&D / NHS Shetland / Shetland College / Youth Services	April 2016	
Deliver community based adult learning programmes in partnership with communities and others which targets older people	CP&D / NHS Shetland / Shetland College	2015 – 2016 +	
Develop a programme of targeted youth provision with Looked After Children, homeless & vulnerable young people	Youth Service	Ongoing	
Re-launch and roll out Community Connections project	CP&D / Youth Service	2015 - 2016	
Work with partners to identify and target our actions at those most at risk in communities	ALL	2015 - 2018	
PRIORITY: KEY TRANSITIONS			
<p>Description:</p> <ul style="list-style-type: none"> To cope with the many changes experienced throughout life, some people will need additional support, e.g.: leaving school, moving into adulthood, returning to work, moving into older age, experiencing ill health, becoming a parent, changes in personal and family circumstances. 	<p>Outcomes:</p> <ul style="list-style-type: none"> Increased number of positive transitions Increased targeted and early intervention work with individuals Improved knowledge, skills, confidence and capacity of individuals needed to deal with life transitions Reduced the need for crisis intervention Increased community participation and integration 		
Actions	Who's responsible	Timescales	R. A. G.
Provide personalised learning programmes for vulnerable young people	Youth Service	ongoing	
Work with partners to identify and target those most at risk	ALL	2015 - 2016	

Ensure Bookbug scheme reaches all new parents and carers, particularly hard to reach	Shetland Library	2015 - 2018
Develop and deliver a programme of family learning opportunities	CP&D / NHS Shetland / Shetland College	2016 - 2018
Promote, develop and deliver a programme of intergeneration work with partners	CP&D / NHS Shetland / Shetland College	2016 - 2018
Further develop and promote English for Speakers of Other Languages (ESOL) Welcome Point	CP&D	2015
Develop and deliver community based adult learning programmes	CP&D / Shetland College	2015 - 2018
Deliver return to learn courses	Shetland College	2015 - 2018
Develop a range of short “taster” courses for learning centres to widen access and encourage increase in student numbers and progression into credit-rated and SQA qualification courses	Shetland College	2015-2016
Support vulnerable young people to manage tenancies	Youth Service / Housing & Family Mediation	2015 - 2018
Establish Youth Workers in schools to support vulnerable young people to attend school and gain accreditation	Youth Service	2016 -2018
Support vulnerable young people through enhanced transitions into employment, education or training.	Youth Service	2016 -2018

PRIORITY: WORKFORCE DEVELOPMENT (workforce = anyone involved in the delivery of CLD outcomes either in a paid or voluntary capacity)			
Description: <ul style="list-style-type: none"> To achieve good CLD outcomes there is a need to equip volunteers and staff with skills and confidence to respond to local needs and to recognise and communicate the difference they are making. 		Outcomes: <ul style="list-style-type: none"> Increased shared understanding of purpose, focus, impacts and outcomes of CLD Increased knowledge, skills, confidence and capacity of workforce Improved coordination of CLD activities Improved use of performance data to inform practice / service delivery 	
Actions	Who's responsible	Timescales	R. A. G.
Establish new Fairer Shetland / CLD Partnership	CP&D / NHS Shetland / VAS + ALL partners	2015 - 2016	
Facilitate delivery of a programme of training, learning for volunteers and staff delivering CLD outcomes, via the North Alliance up skilling money	VAS	March 2016	
Research, develop and implement a plan to support the ongoing training and developmental needs of the CLD workforce - volunteers and paid staff	CP&D / VAS	2016	
Consolidate and coordinate consistent Performance data collection and reporting across CLD partners to increase shared understanding of shared targets and priorities	ALL	2016	
Undertake a training / support needs analysis with Community Councils - plan and implement programme	CP&D / VAS	2016 - 2018	
Review provision of training and support available to those accessing and	Shetland College	Late 2015	

delivering care-at-home / direct payments		
Promote membership and registration of the CLD Standards Council and the use of the i-develop platform to access and share resources	ALL	Ongoing
Work with Scottish Government Improvement Service to develop and implement an Adult Learning volunteer project	CP+D	2015-2016



Shetland Community Learning and Development Plan, 2015 – 2018

**Special Education and Families Committee****17 August 2015****Commonwealth Games 2014 – A Legacy for Shetland****CS-22-15- F****Report Presented by: Executive Manager
Sport and Leisure****Children's Services****1.0 Summary**

- 1.1 In March 2015 Audit Scotland published its third report on the Commonwealth Games 2014 and recommended that all Councils should “monitor and report to the appropriate Council committee on the legacy impact in their own areas”.
- 1.2 Therefore, the purpose of this report is to highlight the benefits that Shetland has received over the last 4 years from the national programmes that were developed to create a lasting legacy for Scotland as a result of hosting the Commonwealth Games in Glasgow in 2014.
- 1.3 A description of some of the national programmes and how they have benefited Shetland can be seen in section 3 of this report. In addition, the Sport and Leisure Service has prepared a booklet, attached as Appendix A to this report (Commonwealth Games 2014 - A Lasting Legacy for Shetland) that features a number of the projects and initiatives that have taken place and were directly managed and/or supported by Shetland Islands Council.
- 1.4 This report also seeks agreement from the Committee, for the production of an annual report, during the reporting period; to be presented to the Education and Families Committee to highlight the range of projects and initiatives that have happened over the previous year and have contributed towards a lasting legacy for Shetland.

2.0 Decision Required

- 2.1 That the Education and Families Committee NOTE the contents of this report and its appendix and RESOLVE to approve the recommendation in 3.6 that an annual report on legacy outcomes for Shetland, from the

Commonwealth Games 2014 should be presented to the Education and Families Committee during the proposed reporting period.

3.0 Detail

- 3.1 In addition to organising and running a successful sporting event, the decision to bid to host the Commonwealth Games in Glasgow in 2014 included a commitment to ensure the Games had a lasting legacy for the people of Scotland. This included both immediate and longer-term benefits such as economic growth and improved health outcomes, through the promotion of healthier lifestyles and exercise. It was agreed that these outcomes should be assessed over the period from 2009 to 2019.
- 3.2 In order to deliver these benefits the Scottish Government and its partners developed a Legacy Plan for Scotland which had 4 main themes, which are summarised below:
- **Flourishing** – using the Games to contribute to the growth of the Scottish economy.
 - **Active** – using the Games to help Scots be more physically active.
 - **Connected** – using the Games to strengthen connections at home and internationally through culture and learning.
 - **Sustainable** – using the Games to demonstrate environmental responsibility and help communities live more sustainably.
- 3.3 The Scottish Government and its partners also put in place over 50 national programmes to support the 4 legacy themes identified above, which included programmes that were offered to all areas of Scotland and programmes that had to be requested through a grant application process.
- 3.4 Shetland has certainly benefited from a range of these programmes and has secured significant levels of external funding to deliver them. Some examples of the programmes that Shetland has benefited from are highlighted below:
- 3.4.1 **Sport and PE in Schools** – Funding and support for local authorities and schools to help deliver physical education, physical activity and sport within the curriculum and the wider community. This includes funding of £718,880 from **sportscotland** for the Active Schools programme in Shetland between 1st April 2011 and 31st March 2015. A further £718,880 has been approved by **sportscotland** for Active Schools from 1st April 2015 until 31st March 2019. In addition, funding of £130,000 has been approved from **sportscotland** for the PE Support Programme in Shetland between 1st April 2012 and 31st March 2016.
- 3.4.2 **Big 2014 Communities Programme** – External funding for community groups to take part in physical activities and

volunteering. 21 projects in Shetland have shared funding of £27,964 from the Big Lottery Fund through this Scheme.

- 3.4.3 **Games For Scotland** – An annual programme of funding for local authorities, administered by EventScotland, to deliver community events and get local people involved in Commonwealth Games themed sports and cultural activities. Between 1st April 2011 and 31st March 2015, the Sport and Leisure Service has received a grant of £8,000 and 3 grants of £10,000 for the delivery of local events, which totals £38,000 over 4 years.
- 3.4.4 **Supporting Coaches and Volunteers** – Support to local authorities and Scottish Governing Bodies of Sport to develop the sporting workforce e.g. the Sport and Leisure Service received £9,734 from “Awards for All” for the Zero Cost Coach Education Programme and £4,000 from **sportscotland** for the Positive Coaching Scotland Programme.
- 3.4.5 **Celebrate** – This was a lottery funding programme that offered up to £10,000 to assist with the delivery of community focused events that were organised to celebrate the arrival of the Games. In Shetland this funding was used to stage the 4 school and community events at Aith, Brae, Sandwick and Scalloway in order to welcome the arrival of the Queens Baton Relay to Shetland.
- 3.4.6 **Cash Back for Communities** - Taking funds recovered from the proceeds of crime, and investing them into free activities and programmes for young people across Scotland. Between 1st April 2011 and 31st March 2015 the Sport and Leisure Service received £18,155 to deliver a range of activities including FAST Football and the Young Mums Activities Programmes.
- 3.4.7 **Queens Baton Relay** - The Queen’s Baton Relay and the Opening and Closing Ceremonies of the Games were used as innovative platforms for promoting and celebrating Scotland’s culture within Scotland, the Commonwealth and beyond. In Shetland a total of 99 Batonbearers were recruited to carry the Queens Baton Relay through 5 areas of Shetland.
- 3.4.8 **Community Sports Hubs** - Homes for local clubs and sport organisations, based in places and spaces like sport centres, community centres and schools. In Shetland 5 community Sports Hubs have been established with a proposal to establish up to 8 in the future. In order to deliver this programme **sportscotland** has provided funding of £91,832 to Shetland Islands Council and Shetland Recreational Trust between 1st April 2011 and 31st March 2015. A further £82,916 has been agreed by **sportscotland** for Community Sports Hubs in Shetland from 1st April 2015 until 31st March 2018.
- 3.4.9 **Legacy 2014 Active Places Fund** – funding managed by **sportscotland** to support community projects like new skate parks, outdoor adventure facilities and walking routes. The Bridge End Outdoor Centre Trust was successful in securing a grant of £20,000 from this scheme towards their project to

provide a fully accessible pontoon and gangway for safe access to water sports.

- 3.4.10 **Youth Legacy Ambassadors (YLA)** – A Young Scot programme that recruited 14-26 year olds across Scotland to promote the benefits that major sporting events can bring and also leave behind for Scotland's young people and their communities. The programme also enhances young people's learning, confidence and experiences through their role. YLAs played a key role in the planning, organising and delivering of the Young People in Sport Conference in April 2014 and have received a national award for their work around the Sustainable Legacy theme.
- 3.4.11 **BP Young Leaders** – A programme to support disadvantaged young people that was delivered over 18 months through a number of projects in their local communities, serving as a springboard to employment, education or training. Five young people from Shetland were supported through this programme, which included volunteering at the Commonwealth Games in Glasgow.
- 3.4.12 **Young Ambassadors** – A partnership between **sportscotland** and the Youth Sport Trust to recruit 14-17 year olds to help inspire other young people to take part in sport, and drive opportunity, engagement and change through sport. Young Ambassadors offer young people a pivotal role as advocates, role models and leaders within their school and wider community. There are currently 37 Young Ambassadors creating after school clubs, sport festivals and school to club links for other young people in secondary schools across Shetland.
- 3.4.13 **Support a Second Team** – This programme created an opportunity for all schools in Shetland to connect with schools in their nominated Commonwealth nations or territories that were competing in the Games. In the case of Shetland a number of projects were developed with schools in Brunei Darussalam and Jersey; including the Travelling Mascot and Follow the Team initiatives. Representatives from Shetland Islands Council presented gifts to both teams at the Commonwealth Games Village Welcome Ceremony prior to the start of the Games.
- 3.4.14 **Game on Scotland** – The official education programme for Glasgow 2014, which provided an online platform to inspire young people and teachers to learn about the Commonwealth and its people. Shetland teachers accessed training and pupils in the north isles took part in the Commonwealth Class, a project to connect the Commonwealth mottos of Humanity, Equality and Diversity with sport and learning in schools. Through Game on Scotland, Clyde the Mascot made a number of visits to Shetland primary school pupils.
- 3.4.15 **Glasgow 2014 Cultural Programme** – Culture 2014 delivered events across the whole of Scotland as a part of a year-long cultural countdown to the Games. The events that happened in Shetland included a visit by Tam Dean Burns as part of his

marathon story telling cycle challenge, a tour by the Glasgow Science Centre's, Body Work Exhibition to Shetland's two High Schools and a dance project called "Squish Squared", which combined the sport of squash and dance.

3.4.16 Get Scotland Dancing - A celebration of dance bringing together professional and amateur dancers of all ages to perform in public spaces in our towns, villages and cities across the country. In Shetland, a choreographer was recruited to deliver curricular and extra-curricular dance opportunities in primary schools that culminated in the dancers performing at Queens Baton Relay School and Community events.

3.5. As indicated in 3.1 Legacy outcomes from the Commonwealth Games are being monitored until 2019, with each local authority being advised by Audit Scotland to put in place a monitoring and reporting system to review their impact in each area of Scotland. At present there is no detailed guidance for local authorities on how to undertake this task.

3.6 Therefore, in order to achieve this requirement it is proposed that an annual report be presented to the Education and Families Committee, during the proposed reporting period. This report will highlight a range of projects and initiatives that have happened over the previous year in Shetland, and include a range of local and national indicators for activities in Shetland e.g. Active Schools and the Scottish Household Survey.

4.0 Implications

Strategic

4.1 Delivery On Corporate Priorities – The recommendation in this report is consistent with the following corporate priorities:

Our Corporate Plan - 2014 Update.

The best possible start for every child - Increased levels of physical activity and encouraged more people to take part in sport and other cultural activities.

Vulnerable and disadvantaged people - Provided opportunities to develop a positive community and take part in a wider range of activities.

4.2 Community /Stakeholder Issues – The delivery of legacy outcomes for Shetland have been achieved in partnership with a range of public and voluntary sector groups and this will continue into the future. Many of the projects undertaken have emerged as a result of community feedback and the identification of a need.

4.2 Policy And/Or Delegated Authority – In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, all matters relating to leisure and sport come under the remit of the Education and Families Committee.

- 4.3 Risk Management – The recommendations in this report will meet the requirements of Audit Scotland to put in place a method of monitoring and reporting on legacy outcome for Shetland during the reporting period. Failure to report to the appropriate committee on the legacy outcomes for Shetland from the Commonwealth Games could result in a negative report from Audit Scotland.
- 4.4 Equalities, Health And Human Rights – Many of the projects that have been, and will continue to be developed in this area of work will have a positive impact on the Councils obligations for equalities, health and human rights.
- 4.5 Environmental – None

Resources

- 4.6 Financial – Over the years Shetland Islands Council has received significant amounts of external funding to deliver on the legacy projects for Shetland, some of which has been matched by Council funding. In order to continue to receive this external funding in the future there will be a requirement to continue making a financial contribution, which will be at different levels for different projects. At present, the Council has already received a commitment from **sportscotland** to continue its funding of Active School and certain other projects in Shetland until 31st March 2019, which requires a financial contribution of approximately £92,000 from the Council each year in order to receive annual funding of up to £190,720. Any match funding requirements will be included in Sport and Leisure Service budget proposals within the Children's Services Departmental budget each financial year, which will then be presented to Education and Families Committee for approval.
- 4.7 Legal – None
- 4.8 Human Resources – No direct implications
- 4.9 Assets And Property – None

5.0 Conclusions

- 5.1 This report is intended to meet the recommendation from Audit Scotland that all Councils should monitor and report on the legacy impacts of the Commonwealth Games in their own areas. In accordance with the recommendation, this report highlights a number of projects that have already happened over the last 4 years, which directly benefitted Shetland. This report finally proposes that an annual report should be presented to the Education and Families Committee to continue this monitoring over the proposed reporting period.

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Report finalised: 29 July 2015

List of Appendices

Appendix A - Commonwealth Games 2014 - A lasting Legacy for Shetland

Background documents:

Audit Scotland Report – Commonwealth Games 2014 - http://www.audit-scotland.gov.uk/docs/central/2015/nr_150312_commonwealth_games_third.pdf

END

Commonwealth Games 2014

A Legacy for Shetland



Shetland
Islands Council



LEGACY 2014
SCOTLAND



INTRODUCTION

2014 was an unforgettable year for Scottish sport. People of all ages and backgrounds and from communities across Scotland got behind sport in a way never seen before in this country. The Queen's Baton Relay, Glasgow Commonwealth Games and Ryder Cup had a far reaching impact way beyond the street route, track or golf course and this impact was felt in Shetland just like the rest of Scotland. Our communities turned out in force to support the Baton bearers in Sandwick, Lerwick, Scalloway, Aith and Brae and lined the streets cheering every step of the route. Our volunteers went to Glasgow and helped 'make Glasgow' and who can forget our three amazing athletes who made history, made the finals and won a medal. The Ryder Cup touched down in Whalsay on a whistle-stop tour of the four corners of Scotland whilst junior players in Shetland took part in their very own Ryder Cup event playing as USA and Europe with clubhouses dressed in colourful bunting and flags.

This was all part of the Legacy of these events. To take advantage of the excitement surrounding these events, harness that energy to inspire more people to coach, to play, to support and to volunteer here in our very own communities.

Shetland Islands Council played a pivotal role in forming this Legacy. Taking advantage of funding outside of the Council and working with local people, groups, schools and clubs Council staff co-ordinated a wide range of Legacy activity which brought communities together, developed people, created partnerships, provided unforgettable experiences and memories, involved young people and connected Shetland to some of the biggest events this country is ever likely to see.

This Legacy book provides a snapshot of these events with images and words from those who were at the heart of some of these unforgettable moments of the year.



INTRODUCTION

"The Glasgow 2014 Commonwealth Games and its supporting events and projects were very positive for Shetland. They enabled us to share our culture with other Commonwealth nations and territories and allowed us, particularly our school children, to gain an understanding of what it means to be a citizen in the Commonwealth. The Queen's Baton Relay shone a spotlight on our community volunteers and gave them recognition for their tireless efforts in making Shetland such a vibrant and wonderful place to live. The Games are sure to motivate the next generation of athletes, coaches and volunteers to develop their potential and to be the best they can be, inspired by the involvement of our local coaches as games volunteers and of course by the success of our three Team Scotland athletes, Andrea Strachan, Lynda Flaws and bronze medal winner and face of the games Erraid Davies. For Shetland, the Games didn't just happen in 2014. The story began years earlier and will continue for years in to the future creating an important legacy across the isles."

Malcolm Bell, Convener, Shetland Islands Council



"The major sporting events that happened during 2014 have helped us to deliver tangible results for sport on the islands. This includes upgraded facilities, a higher profile for sport, more participation, improved performance, more coaches and greater investment. The work of our Active Schools and Sports Development team has delivered a steady increase in participation levels, volunteering rates and school to club links. Shetland has benefitted from the creation of a number of Community Sports Hubs which brings people together to take ownership of sport in their local area. More children in Shetland are now meeting the Scottish Government targets on participation in school PE and the Games themselves gave some of our most vulnerable young people an opportunity to experience this huge event as spectators and volunteers. Therefore, we must ensure that the momentum developed in the lead up to 2014, through investment programmes such as Games for Scotland, are not lost and that sport in Shetland continues to play a prominent role in our communities well in to the future."

Mark Boden, Chief Executive, Shetland Islands Council



ZERO COST COACH EDUCATION

This flagship coaching and volunteering project involved partnership funding from Big Lottery Awards for All, **sportscotland**, National Governing Bodies for Sport, UKCC and from Shetland Islands Council to create a year of coach education free to candidates. It was created to take advantage of the Commonwealth bounce effect where sports were expected to see a spike in interest around the Glasgow games. Following discussions with clubs to understand their needs a plan was drawn up to deliver free coach education in Rugby, Athletics, Gymnastics, Badminton, Football, Netball, Swimming, Golf and Archery.

135 certificates were awarded through Zero Cost Coach Education.

"Working in partnership with Archery GB, Scottish Archery and Shetland Islands Council, we have qualified 9 coaches, most of whom will be working with our junior archers. This is something we didn't think possible until we got involved with this project, and it means we can provide more development opportunities for our members."

Keith Lobban – Chairman of the Shetland Junior Archery Club

"The badminton coaching education courses were extremely beneficial to our sport and well received by those who attended. One negative would be that they were delivered after the end of our season rather than at the start."

Badminton Course attendee

ZERO COST COACH EDUCATION



YOUNG AMBASSADORS

The Young Ambassadors programme is managed by **sportscotland** in partnership with Youth Sports Trust. Central to the programme is the principle of young people aged 14-17 driving opportunity, engagement and change for other young people through sport.

Throughout Shetland, six out of seven secondary schools have opted to take part in the Young Ambassadors programme. From these events the young ambassadors helped co-ordinate and deliver various sports within their local schools.

During the build up to Queens Baton Relay arriving in Shetland many young ambassadors helped promote the event and ran information talks within their local areas. On the day of Queens Baton Relay within each of their cluster areas they assisted the Active Schools team to deliver various sports for the children of Shetland to take part in.



YOUNG AMBASSADORS



YOUTH LEGACY AMBASSADORS

During the Commonwealth Games Young Scot Youth Legacy Ambassadors from across Scotland including Shetland manned the Flourishing Scotland pitch at the 'Shed' area in Glasgow Green Live Zone, as part of Festival 2014.

For the past four years, over 150 Young Scot Youth Legacy Ambassadors have played a leading role in championing and connecting their local community to lasting benefits the Glasgow 2014 Commonwealth Games brought to Scotland. During the Games, the young people encouraged visitors to participate in interactive activities, including making a seedball with wild flowers and share their hopes for the Games by creating a 'Legacy Wish' and pinning it to a nine foot cast iron Highlander.

Young Scot, the national youth information and citizenship charity, in partnership with Legacy 2014, Celebrate Fund and Scotland's Local Authorities, supported the Youth Legacy Ambassadors at the Live Zone to continue their mission to create a lasting legacy after the Games.

In Shetland the ambassadors are working with a number of local community projects to identify stalled community spaces to plant some of the seedballs that were made by the 19,000 visitors to their Games stand.

Seven of the Youth Legacy Ambassadors for Shetland had the opportunity to carry the Queen's Baton during the Baton Relay on its arrival to the islands. The ambassadors carried the baton in Brae, Lerwick & Scalloway.

YOUTH LEGACY AMBASSADORS



YOUTH LEGACY AMBASSADORS



GAMES FOR SCOTLAND TOUR

Glasgow 2014 mascot Clyde toured Shetland, visiting schools and spreading excitement about the Glasgow 2014 Commonwealth Games. The visit to Shetland had been organised by Game On Scotland, the education programme of the Games.

Clyde surprised pupils who've been using the Games to inspire their learning, visited 5 Shetland schools in one day. In addition, he met with Youth Legacy Ambassadors and local community and sports groups.

GAMES FOR SCOTLAND TOUR



"It was great to see CLYDE in the school. He helped us focus on the Commonwealth Games and the opportunities that the games will provide to encourage our students to achieve their potential."

Jennifer Wadley - Head Teacher Bell's Brae School, Lerwick

"They had great fun trying out the different sports that we will all enjoy watching during the Games. We hope this will encourage the children to try different types of sport in the future and will also serve to boost their interest in the Glasgow 2014 Commonwealth Games."

Michael Spence - Head Teacher Aith Junior High School, Aith

GAME ON SCOTLAND

Game on Scotland is the official education programme of the Glasgow 2014 Commonwealth Games and its legacy. It aims to provide inspiration, learning and teaching opportunities related to Games Legacy and other momentous events happening throughout Scotland in the coming years. Shetland teachers were invited to attend a training session earlier in the year on how to use the site and make the most of the resources that were available to them.

Commonwealth Class was a special initiative that provided teaching resources, online debates and interactive activities for schools in the run-up to the 2014 Commonwealth Games. It celebrated the values of the Commonwealth and connected schools and young people to learn together and about how to be active, responsible global citizens as part of the Commonwealth family.

YOUNG PEOPLE IN SPORT CONFERENCE

The Young Scot Youth Legacy Ambassadors from Shetland planned a two-day sports conference for children aged 12+ with support from Shetland Youth Services and Active Schools. The conference aimed to promote the Commonwealth Games, an active lifestyle, highlight the variety of different sports people can be involved in and increase the participation of young people involved in sports in Shetland from aged 12+.

This was achieved through developing a programme of activities including a variety of sports that are available in the Commonwealth Games and sports that are available in Shetland. With around 25 different activities that young people could participate in over the two days, such as Hockey, Badminton, Boccia (a Paralympic sport), Compose an Anthem, Jazzercise and Coaching Opportunities to name a few – young people had a vast choice of accredited courses, informational sessions and active sessions.

These sessions were run by a variety of different local coaches alongside top athletes from the Dame Kelly Holmes Legacy Trust. The weekend event also saw a number of young people visiting from the Scottish Mainland including the Youth Legacy Ambassadors and **sportscotland**/Young Scot Young People's Sport Panel Members.

YOUNG PEOPLE IN SPORT CONFERENCE



sportscotland and Young Scot Sport Panel member Katie Clucas from East Dunbartonshire said: "As a member of sportscotland and Young Scot Young People's Sport Panel I was really excited about the opportunity to attend the Shetland Young People's Sports Conference along with three fellow panel members. We were given a greater insight into sport in a rural community and have all been completely inspired by the enthusiasm, passion and commitment present within sport in Shetland. The leaders and coaches highlighted the fantastic work that takes place and it was fantastic to see the young people trying out different sports over the weekend and talking about joining the local clubs, what a great legacy of the event. We have all seen firsthand just how important sport is within Shetland and will certainly be sharing this experience. We would like to congratulate the Young Scot Youth Legacy Ambassadors from Shetland for the invitation and for being able to provide this opportunity to so many young people in their community."

sportscotland and Young Scot Sport Panel member Chris Sellar from Edinburgh said: "It was a great experience to travel to Shetland and contribute to the Young People's Sports Conference. The event went really well and seemed to engage and inspire a number of young people. It was important for the Young People's Sport Panel to experience sport in a rural community, appreciating both the benefits and challenges this brings. It was also very rewarding sharing with the Shetland community our journey as young leaders and the activity the panel have been involved with over the last two years."

BP YOUNG LEADERS

As part of BP's partnership with Glasgow 2014, the Young Leaders Programme was a mentoring scheme for 65 young people aged between 17-21. The Young Leaders took part in a number of projects in their local communities reflecting BP's commitment to Scotland, their Glasgow 2014 partnership and the Games legacy. These opportunities helped them to develop skills and make them more employable.

The programme began in September 2013, and concluded in March 2015.

BP led the programme in conjunction with Inspiring Scotland and the Dame Kelly Holmes Legacy Trust, working with Action For Children, Aberdeen Foyer, and a consortium of the Bridges Project (Shetland Islands Council) with support from Moving On Employability Project and Voluntary Action Shetland.



BP YOUNG LEADERS

BE YOUR PERSONAL BEST

The 'Be Your Personal Best' event included

- Motivational talks from two Scottish sporting icons
- Workshops focused on life skills – resilience, goal-setting and achieving your personal best
- Photo, interview and chatting opportunities with top athletes
- Live streaming and linking to schools across Scotland via the Glow network
- Giveaways, awards and a special prize based on a post-event challenge

"The 'Be Your Personal Best' event was a very successful and exciting conference. As well as the excitement of meeting hundreds of famous sportspeople, the boys also had a chance to reflect on their own aims and goals in their lives and were given guidance on how they can succeed at these. It was a very valuable and rich experience for all involved."

Hazel Aitken – Teacher, Anderson High School

Two pupils from Anderson High School along with pupils from across Scotland and 50 top Scottish athletes attended the event in Clydebank. The athletes included medallists from London 2012 and Sochi 2014, Paralympic and Commonwealth stars and many other professional and international sportsmen and women.

WINNING
SCOTLAND
FOUNDATION

BE YOUR PERSONAL BEST



SQUISH SQUARED

Squish Squared is a short, humorous and dynamic contemporary dance duet about the spirit of competition. What is unique about Squish Squared is its location. This project took place in squash courts across Scotland during the months of May and June in 2014 and audiences were invited to view the action through glass fronted squash courts. Squish Squared worked up a sweat from Shetland to the Borders, entertaining school groups and community audiences along the way, in the build up to the Glasgow 2014 Commonwealth Games. Squish Squared offered audiences the chance to take part in dance workshops with the dancers as well as having a go at bashing a ball against a wall. Squish Squared bridged the gap between sport and art, and was a unique and original performance.

SQUISH SQUARED



GLASGOW SCIENCE CENTRE – BODYWORKS ON TOUR

The Bodyworks on Tour programme visited Shetland in June. The tour explored everything about our amazing bodies and offered an array of exciting workshops, live science shows and interactive exhibits. Everything was hands-on and provided a huge variety of learning opportunities for pre-school through to primary and secondary school pupils. These engaging science shows, interactive workshops and amazing exhibits were the perfect complement to the Curriculum for Excellence Science and Health & Wellbeing outcomes.

SOUTH MAINLAND QUEEN'S BATON RELAY

Across Shetland, a host of events were staged to welcome the Queen's Baton Relay, with Sandwick being the first of the 5 schools-based events.

Along with the Lerwick, Scalloway, Brae and Aith events, 'Celebrate' provided the funding for the events throughout the isles, and allowed each area to develop an incredibly memorable day for all taking part.

Pupils from Dunrossness and Cunningsburgh schools joined the Sandwick school pupils before the school day began to welcome the arrival of the Baton in glorious sunshine alongside the South Mainland Up Helly Aa squad. On arrival at the school, two baton bearers carried the baton for a lap each of the school playing field, and all children lining the route had the chance to touch the baton as it passed, and to meet Clyde the official mascot who attended the event with his chaperone.

The baton initially left the school on a horse and cart, and the pupils, staff and some parents stayed behind to join in a mass warm up/dance activity. This was followed by a mile walk or run on a marked route on the school pitch with everyone collecting a peg as they completed a lap. The run was led by baton bearers Liam Brannan (school pupil and Young Ambassador) and Tom Jamieson (former school pupil and current Highlands & Islands Young Sport Volunteer of the Year). Four laps equalled a mile and some pupils managed to obtain up to eleven pegs during their run!

After the lunch break, pupils took part in a potted sports activity and tried a variety of activities for a few minutes at twenty different stations.

 **Celebrate**
LOTTERY FUNDED

SOUTH MAINLAND QUEEN'S BATON RELAY



LERWICK QUEEN'S BATON RELAY

1000 pupils from Bells Brae, Sound, Bressay, Fair Isle, Foula and Skerries Primary Schools as well as S2-3 of the Anderson High School made their way down to the Clickimin Track. The sun was shining as the pupils paraded in their schools and they were welcomed into the track along with the public to the beats of the Bells Brae Samba Band. As music blared from the main stage, the track was full of excitement and anticipation for the arrival of the Queen's Baton.

There was a mass warm up and Shetland's very own Ant and Dec kept the crowds entertained until the baton made its entrance at 11 am. The baton was welcomed into the track with lots of noise and cheering. A mass parade took place around the track led by the baton bearer and the Junior Jarl Squad. There was face painting and guest appearances from the Madagascar characters and a mass conga led by the secondary pupils which kept the atmosphere alive.

After the baton had left for the west, there was an afternoon of activity set on at both Clickimin and in schools. 200 Primary 6 and 7 pupils stayed at Clickimin and enjoyed an afternoon full of sport delivered by volunteers from local sports clubs including Thistle Football Club, Shetland Hockey Association, Shetland Bowls, Squash and Athletics Clubs. A great day enjoyed by pupils and teachers.

Games for Scotland funding was secured to deliver the evening celebration element of the Queen's Baton Relay.

LERWICK MAINLAND QUEEN'S BATON RELAY



CENTRAL MAINLAND QUEEN'S BATON RELAY

CENTRAL MAINLAND QUEEN'S BATON RELAY



Children from five schools met at Scalloway Games Hall and paraded down to the Fraser Park led by members of the Scalloway Jarl Squad and a samba band. Pupils were dressed with colours representing the Commonwealth, Shetland, Scotland, Jersey and Brunei. Pupils and staff formed a circle and guard of honour around the park and took part in fun activities before the baton arrived. When the Baton arrived, children got the chance to touch the Baton and have their pictures taken with it. There was an afternoon of sports and dance before everyone joined in together to sing a beautiful rendition of 'Here's to Our Common Wealth', part of the Big Song Relay.

CENTRAL MAINLAND QUEEN'S BATON RELAY



 **Celebrate**
LOTTERY FUNDED

WEST MAINLAND QUEEN'S BATON RELAY

The Queen's Baton arrived in Aith and was met with a truly warm west side welcome.

People of all generations cheered on the baton bearers who were a mix of young and old, pupils past and present and teaching staff of years gone by who had contributed so much to their communities.

Pupils from Happyhansel, Sandness, Skeld and Whalsay schools joined the Aith school pupils to participate in a range of 'Commonwealth Activities' including Athletics, Hockey and Rugby.

Following the completion of the activities, the Queen's Baton was welcomed on to the pitch at school, where eight baton bearers carried the baton around the pitch with pupils jogging behind each of them with flags, banners and smiles on their faces.

The baton departed Aith on the RNLI Lifeboat to the sound of cheers and clapping from the large crowd which had assembled down at the pier.

 **Celebrate**
LOTTERY FUNDED

WEST MAINLAND QUEEN'S BATON RELAY



NORTH MAINLAND QUEEN'S BATON RELAY

NORTH MAINLAND QUEEN'S BATON RELAY



Pupils from Fetlar, Baltasound, Cullivoe, Mid Yell, Burravoe, North Roe, Ollaberry, Urafirth, Mossbank, Olnafirth and Lunnasting schools joined the Brae school pupils in the morning to begin a day of 'Commonwealth Activities' ranging from 'Commonwealth Crafts' and 'Food For Athletes' to more conventional sports like Hockey and Rugby. Each pupil from P1 to S4 was allocated two separate activities from 11.30 until 2pm with a lunch break in between.

Following the completion of the activities, the side of the road from the Delting Boating Club to the Brae Synthetic Turf Pitch was lined and the arrival of the Queen's Baton, which was transported by courtesy of the Aith Lifeboat, was cheered in by all the pupils and staff.

NORTH MAINLAND QUEEN'S BATON RELAY



 **Celebrate**
LOTTERY FUNDED

EVENING CELEBRATION QUEEN'S BATON RELAY

As the relay came to a close, all the baton bearers and their families and friends gathered at the Clickimin track and enjoyed music from local bands and groups including Vair, Lisa and the Johnstons and Veev. Tavish Scott concluded the Relay with interviews with local Commonwealth Table Tennis Competitor Lynda Flaws and the final baton bearer, Kevin Gray who placed the baton in the podium.

The celebrations continued into the night where Clickimin hosted the 'Big Bash', a P3-S3 disco which was attended by 300 pupils from across Shetland. There was music and dancing which was broken up by performances from Shetland Gymnastics Club, the Baton Twirling Club and dance squad Pivot. A very successful disco with a party atmosphere from start to finish!

EVENING CELEBRATION QUEEN'S BATON RELAY



EVENING CELEBRATION QUEEN'S BATON RELAY



TAM DEAN BURNS

Marathon Storytelling Cycle Challenge

Shetland Library brought actor Tam Dean Burn's 'Marathon Storytelling Cycle Challenge' to Shetland. His band of musicians and storytellers were following the Queen's Baton Relay across Scotland, performing the songs and stories of author Julia Donaldson to children en route. Tam had to swap his bike for a car in Shetland because of the busy programme planned for him – two storytimes in Aith school, two more in Brae and then back to Lerwick to perform at the public library. The Baton passed right outside the Library which stayed open late to welcome waiting spectators. Staff and customers were delighted to cheer on Librarian Morag Nicolson who was one of the baton bearers.



BIG SONG RELAY

Here's to All Our Common Wealth

'Here's To All Our Common Wealth', was a specially commissioned song to accompany the Queen's Baton Relay as it travelled across Scotland ahead of the Commonwealth Games.

The Big Song Relay brought together singers from all over Scotland to form choirs, lining the route of the Queen's Baton Relay as part of the Glasgow 2014 Commonwealth Games Cultural programme. 'Here's to All Our Common Wealth' was passed from choir to choir and school to school along the route, uniting communities and celebrating the excitement of the day. The music was written by Phil Cunningham, Karine Polwart, Alison Burns and Findlay Napier. The song captures the idea of Scotland's distinct common wealth: our land, communities and people and aimed to get thousands of people across the UK singing in celebration of the Glasgow 2014 Commonwealth Games and to enjoy the social, physical and mental health benefits of singing.

'Here's to All Our Common Wealth' was performed at each of the Queen's Baton Relay School and Community Events in Shetland.



VILLAGE WELCOME CEREMONY

VILLAGE WELCOME CEREMONY



Team Jersey and Team Brunei arrived at the athletes village in Glasgow on Tuesday 22 July. To welcome the teams to Scotland Councillor Billy Fox and Active Schools Manager James Johnston were invited to take part in a ceremony where there was an exchange of gifts and an opportunity to meet some of the athletes. The flags of the two competing nations and territories were raised and there was a colourful and cultural performance from National Youth Theatre.

Billy and James had the opportunity to stay in the International Village following the ceremonies and met up with Andrea Strachan and Lynda Flaws to pass on the support from Shetland ahead of the Opening Ceremony the following day.

COMMONWEALTH GAMES OPENING CEREMONY

Two young volunteers in Shetland were given the opportunity to be a part of the Opening Ceremony. Following a video audition and an initial workshop in Glasgow, Tom Jamieson and Patricia Doyle arrived in Glasgow on 17 July for a week of rehearsals. They stayed with other young people from across Scotland in Glasgow University Hall's of Residence. Tom and Patricia had the time of their lives, making friends and learning their all important role and on the 23rd July they took part in the amazing spectacle of the opening ceremony at Parkhead.

COMMONWEALTH GAMES OPENING CEREMONY



GAMES VOLUNTEERS

Ann Marie Kennerly

What was your role at the Games? – Spectator Services Co-ordinator at the opening/closing ceremonies, Hampden Park and Ibrox Stadium.

Describe a normal Games Day for you? – I was usually working the afternoon athletics session at Hampden Park. I would arrive at Hampden at 12pm, go through security, check in and pick up my meal vouchers for the day. I would then carry out PEEPS of my area prior to volunteers arriving, so check the area was safe and ready for the public.

Co-ordinators would then have a briefing with volunteer team leaders informing them of the essential information for the day ahead, ticket checks and any major issues from the day before. I would then take my team leaders to the area I was in charge of so they could get their bearings. I would then collect the volunteers from their daily briefing and take them to their designated team leaders about an hour before spectator gates opened.

From then on I would make sure that my team of volunteers were okay, handle any major issues in my area, communicate with other functional areas of Hampden through the radio, and manage breaks.

Highlight of the Games for you? – The highlight of the games for me was definitely being a part of the opening ceremony, being able to meet the VIPs and athletes and work in the BOH areas. Oh, and also the all inclusive parties!

What reasons made you volunteer for the Games? – I study Sport and Physical Activity at Strathclyde University and also play netball for the Universities 1st team. Everything I do revolves around sport so I always knew I wanted to be a part of this once-in-a-lifetime opportunity. I was originally down to be a volunteer team liaison officer for a country for Netball but then got through for an interview for a paid role and took that up straight away.

How will you use your volunteering experiences for the future? – My experience has made me consider a career in events management and I have applied for Rio 2016 – the sky's the limit!



GAMES VOLUNTEERS

Petur Peturrson

What was your role at the Games? - I was Team Leader Sport Information.

Describe a normal Games Day for you? - Early morning rise at 5.15am. Bus or taxi from Motherwell into Tollcross for main brief at 6am. Following this I went on to brief two teams.

Highlight of the Games for you? - Highlight of the games was Andrea Strachan's achievement. Over the course of the week, I caught up with Andrea most days and provided support. Also all the support and communication we could give to Team Scotland during the games. I personally knew them already but have now made fantastic lifelong friendships. And just the exhilaration of the whole Games! 18-hour days flew in but I hardly knew it had happened (normally shifts were anywhere between 8 and 9 hours though).

What did you learn/skills did you develop? - Performance Director of Scottish Swimming asked if I had volunteered for the Games. He wanted familiar faces amongst Team Scotland Swimmers.

What reasons made you volunteer for the Games? - I knew all the coaches, which made communicating and supporting the home team much easier and worthwhile.

How will you use your volunteering experiences for the future? - I'm currently volunteering already, considerably. It's nice to know coaches/officials on the mainland even better. Looking ahead, I would hopefully be involved with the European Championships in Glasgow in 2018.



TEAM SCOTLAND

Three athletes from Shetland competed at the Games in Glasgow and all three made history in their own right.

Lynda Flaws was part of the Women's Table Tennis team competing in a Commonwealth Games for the first time. After some amazing matches and significant individual victories including a 4-0 whitewash against the competitor from St Kitts and Nevis Lynda remarked via her Facebook page, "Won our first doubles match this morning vs Papa New Guinea before losing in the last 32 to #1 seeds from Singapore! Been an amazing experience playing in front of a home crowd ... pleased with my performance too! Now to enjoy the last few days of the games."



Erraid Davies, who won a bronze medal in the swimming competitions at Glasgow's Commonwealth Games, is the youngest-ever Scottish medallist. Erraid was competing in the 100 metres race for women's para-sport category SB9. After setting a personal best prior to the final she repeated the feat in the final. During the early part of the race her competitors forged ahead but she clawed them back in the final stages to take her third place. Swimming celebrities were queuing up to congratulate Erraid and she received comments from Sharon Davies, Rebecca Adlington and Scotland's First Minister, Alex Salmond who tweeted his congratulations. Indeed, her story was trending worldwide on Twitter with many commentators stating she was the face of the games.



TEAM SCOTLAND

Andrea Strachan reached the final of the 50m breaststroke competition which put her amongst the best swimmers in the world and she recalled the amazing atmosphere generated by supporters in the Tollcross Swimming Pool and heaped praise on the level of support she had from Shetland.

"It was just an amazing experience, it was impossible to block out the noise of the crowd but it definitely helped a lot. I've never stood in front of a crowd that was that loud before."



The trio of athletes were congratulated at a Civic Reception in the Lerwick Town Hall where Malcolm Bell praised each of them for their individual success. He also paid tribute to the hard work of the islands' network of volunteer coaches and sporting enthusiasts who helped set the trio on the path to success, as well as their families for the support they had shown the young athletes.



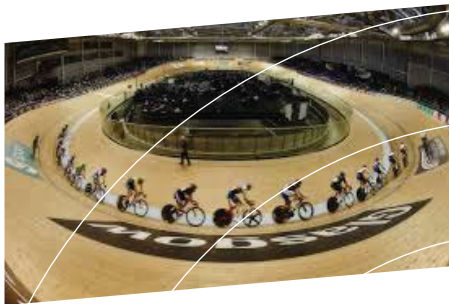
GIFT OF THE GAMES

Gift of the Games was a programme to ensure thousands of young people and families, who otherwise may not have the opportunity, could be part of an inspiring day out at the Commonwealth Games.

Knowing the challenges they face on a daily basis and the family's interest in sport, not to mention Liam's tireless volunteering in the community, the Brannan family from Sandwick were offered the opportunity of a lifetime all expenses paid trip to Glasgow to experience first-hand the atmosphere of the Games.

The family travelled from Shetland on 26 July and spent 4 days in Glasgow. Their itinerary included:

Cycling at the Sir Chris Hoy Velodrome, Athletics at Hampden Park and Gymnastics at the SSE Hydro.



Liam said:

"My family and I were given the opportunity to get tickets for a few events taking place at the Commonwealth Games. With my little brother having cerebral palsy and being reliant on a wheelchair and 24-hour attention, things such as going away can sometimes be quite challenging. But the entire trip was organised for us with all the necessary facilities being in place that my little brother required. For me it was exciting, especially as I had recently been one of Shetland's Baton Bearers with the Queen's Baton Relay in July.

We got tickets to see the athletics, cycling and gymnastics. All events were amazing. The whole family really enjoyed it. What made it all the better was the atmosphere. I had seen nothing like it. Especially at Hampden and the Chris Hoy Velodrome. Before the start of the races the venues fell silent but as soon as the gun fired the place erupted with the whole venue on their feet at some points. One of the times we were in Hampden Prince William and Kate were sitting on the other side of the venue!

Overall the experience was amazing and my family are extremely grateful to the organisers for giving us this amazing opportunity which I am sure we will never forget!"

SWAN TRUST – COMMONWEALTH GAMES FLOTILLA

Over 10,000 people lined the banks of the Clyde to see the largest flotilla of boats ever to pass through Glasgow. Over 1,900 sailors manned the 250-strong fleet which made its way from Greenock, led by the CalMac ferry *Lochinvar*. The Royal Yachting Association (RYA) Scotland, which organised the 19 nautical mile journey, estimated around 10,000 spectators attended both of its official spectator sites at the Beacon Arts Centre and the Riverside Museum. Described by organisers as one of the finest boats of the early 20th century Scottish fishing fleet, the *Swan*, with young people from Shetland on board, sailed from Shetland to join the Small Ship's Race.

This trip has been a very different experience for me and I would definitely do it again, if that was possible. I have learned a lot of new skills on the trip such as catering for 14 other people, how to work well with others and how to make tea and coffee! I have got along great with everyone aboard the *SWAN* and I would highly recommend it for anyone to come on the *SWAN*.

John-Ross Ratter – Brae

After arriving and having a brief stop in Greenock it wasn't long before we were heading out of the harbour intending to race around Arran. As it was clear that we weren't getting far with there being no wind, for us the race turned into a water-fight with the *MAYBE*. Then we anchored for the evening and in the morning had a swim in the sunny waters around Bute.

Abi Marples – Nesting

GIG IN THE GARDEN

An afternoon of music and merriment took place at the Jubilee Flower Park in Lerwick on Sunday 17th August.

In the first event of its kind, the public were encouraged to drop by to view the gardens, enjoy some afternoon teas and play a game of bowls or draughts. There were children's activities on offer and some splendid music from the Brass Band, South Mainland Young Fiddlers, Arthur Nicholson, Mary Rutherford and John 'O Da Burns.

After a short burst of rain the sun shone and over 250 people enjoyed the event.

GIG IN THE GARDEN



SUPPORT A 2ND TEAM

Support a 2nd Team was an aspiration by **sportscotland** for a programme of events to engage the cultures of Commonwealth Countries and further develop links with Commonwealth regions. The project aimed to provide the opportunity for competing teams, particularly the small teams with limited resources and little travelling support, to be supported by local partners, bringing the Games closer to local communities with mutual benefits between countries and local partners.

Shetland was delighted to be paired with Brunei Darussalam and Jersey and developed a range of projects to connect with these two nations and regions.

TRAVELLING MASCOTS

Active Schools created the 'Travelling Mascots' project for pupils to help to design a mascot which was sent out to school children in Brunei, then on to Jersey and back to Shetland. The mascot was a cuddly Shetland pony and we asked pupils to design a Fair Isle patterned garment for the pony to wear.

When the mascots reached schools in Brunei and then Jersey, schoolchildren there kept a record of what they had been up to by taking photographs in places of special sporting, educational or cultural interest. Children produced some writing to explain the photos and help to build a picture of where they live.

FOLLOW THE TEAM

Commonwealth Games partners, which could be shared with other pupils in the school.

As well as displaying boards in schools with information and updates on the nations, pupils set up Blogs and used the School Website to make contact with schoolchildren across the Commonwealth.

TRAVELLING MASCOTS



The 'Follow the Team' project was aimed at not only raising awareness of both of Shetland's partner Nation's athletes to watch out for at the Commonwealth Games in Glasgow, but also to encourage pupils to find out more about our

YOUNG PEOPLE IN SPORT PANEL FOR SCOTLAND

Amy Harper

In summer 2012 I was delighted to be selected as one of 16 members chosen to represent the voice of young people in Scotland in the YPSP. My time on the panel was amazing! I had some great opportunities, I learned so much and I met some truly inspiring people.

My biggest individual achievements within my two years was helping secure a grant to help host Shetland's first Youth Sports Conference which took place in April 2014. Some members of the YPSP, as well as some Youth Legacy Ambassadors got the chance to come to Shetland and take part in the conference.

I also played a role in developing the Scottish Youth Sport Strategy. We had meetings with Shona Robison, the Minister for Sport, as well as other **sportscotland** representatives to help finalise the strategy.

I travelled to the mainland numerous times to meet with the panel and our **sportscotland** and Young Scot mentors. The first task we were set was to raise the profile of the Olympic games.

Some other unique opportunities I have had were doing talks at a few different events such as The Shetland Sport Forum, **sportscotland** Regional Networking event in Inverness and at Scotland's Sporting Workforce event in Glasgow.

YOUNG PEOPLE IN SPORT PANEL FOR SCOTLAND



RYDER CUP



RYDER CUP

To coincide with Scotland hosting the Ryder Cup at Gleneagles in September, Shetland Golf Club in conjunction with Whalsay Golf Club, Clubgolf Scotland and SIC Sport and Leisure, held the inaugural Junior Ryder Cup at Dale golf course on Sunday 8 June.

Sixteen junior golfers from Dale and Whalsay participated in a mixture of foursomes, fourballs and singles, the same formats that are played in the official Ryder Cup. Golfers were divided into the two teams of USA and Europe and it was Team Europe that took the lead after the morning foursomes and singles by a score of 3-2. After some 'tasty' American fare of burgers, hot dogs and fries the players began the afternoon fourballs which USA won by 2pts to 1pt. This meant the final score was a 4-4 tie and the brand new Shetland Junior Ryder Cup Trophy, provided by NB Communications, was shared between the two sides.



PEERIE BIRL



The Peerie Birl was a joint project between Active Schools and Disability Shetland to run a Commonwealth games on the 12th July 2014 for young people and adults with additional support needs (ASN). Participants were allocated a team which was one of our commonwealth partners, Brunei, Jersey or Scotland.

It began with an opening ceremony that incorporated a flag parade followed by competitive bowls, boccia and track and field events. Over 50 young people and adults took part in three events throughout the day. The participants were supported by a team of 50 volunteers including club members from Lerwick Outdoor Bowling Club, Shetland Rugby, swimmers from Shetland clubs and Shetland Athletics.

The closing ceremony featured local celebrities who presented a trophy to the winning team and participated in traditional dances around the running track.

"We had a fantastic time. I did more than I thought I could. We should do this again"

Participant at the Peerie Birl

"I am amazed at how much they have achieved. Let's do this next year"

Support Worker

We couldn't have done it without you!



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**Special Education and Families Committee****17 August 2015****Shetland Child Protection Committee: Annual Report and Business Plan****CS-29-15-F****Report Presented by Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 This report presents to Education and Families Committee details of the work of Shetland Child Protection Committee for the period April 2014 to March 2015, as set out in its Annual Report for 2014-15.
- 1.2 The Annual Report was sent to Child Protection Committee members on 11 May 2015 for comment. On 18 May 2015 it was presented to Chief Officers (Chief Executive of NHS Shetland, Chief Executive of Shetland Islands Council and Chief Inspector Police Scotland Shetland Area Command) who approved it, subject to some slight amendments. These were made and the Annual Report was approved by Child Protection Committee members at their meeting on 25 June 2015. In addition to being presented to the relevant Shetland Islands Council committee, the Annual Report will also be presented to the NHS Shetland Board and to the Shetland Partnership Board, to give these bodies the opportunity to make any further comments. Once this process is complete, Chief Officers will sign off the Report.
- 1.3 The Annual Report will be lodged with the Scottish Government and placed in the public domain. This Report sets out some of the main matters covered in the full and detailed Annual Report, which can be accessed via the link:
<http://www.safershetland.com/assets/files/CPC-Annual-Report-2014-2015-FINAL.pdf>
- 1.4 A hard copy is available in the Members' room or from Children's Services.

2.0 Decision Required

- 2.1 The Education and Families Committee is asked to endorse the Annual Report and Business Plan, as part of its scrutiny role under the approved Planning and Performance Management Framework.

3.0 Detail

- 3.1 Shetland Child Protection Committee is an inter-agency body constituted under the National Guidance for Child Protection Scotland issued by Scottish Government in 2010 and updated in 2014. The Shetland Child Protection Committee works to a constitution agreed by Chief Officers and last updated in May 2012.
- 3.2 This requires statutory agencies and the voluntary sector, including Shetland Islands Council to work closely together in seeking to promote the protection of children from all forms of abuse and neglect. Shetland Child Protection Committee provides the mechanism for this to happen, with the Annual Report showing how it fulfils each of its specified functions. Whilst Children and Families Social Work and Children's Resources play key roles, the guidance provides additional information on the role in child protection expected of a wide variety of professionals. This includes services working primarily with adults as well as those working with children.
- 3.3 Other local authority services with a specified role include criminal justice, adult support services, schools, housing, sports and leisure services. In Shetland the relevant services are all represented on the Child Protection Committee and/or its constituent Sub-Committees.
- 3.4 The National Guidance also provides that, 'The local authority should ensure that staff across all services know who to contact if they have concerns about a child.' Additionally the National Guidance gives Child Protection Committees the responsibility of publicising information about child protection and helping everyone in the community to know what to do to protect children.
- 3.5 The Child Protection Committee's Annual Report makes it clear that its core child protection work is undertaken within a broader safeguarding context, other aspects of which are overseen through Integrated Children's Services Planning arrangements. Safeguarding includes helping families before problems escalate, taking action to protect children and young people when they may be at risk from abuse and neglect, and meeting their needs to enable them to go on to lead fulfilling lives. Additionally, links have been built with adult protection and the management of sex offenders through Multi Agency Public Protection Arrangements to move forward on the public protection agenda for Shetland.

- 3.6 Support to families experiencing difficulties is coordinated through Getting it Right for Every Child – a system of interagency working that intervenes before concerns reach the level of significant harm. Work on strengthening and improving the system in Shetland has been completed and training rolled out. Meeting the needs of children and young people who have had adverse experiences also links with the Council's Corporate Parenting Policy in respect of its Looked After children and young people.
- 3.7 The Business Plan for April 2014 – March 2015 is included in the Annual Report as Appendix 4, and this gives details of progress made during that year. The latest version of the Business Plan for April 2015 – March 2016 is included in the Annual Report as Appendix 5, and shows current progress.
- 3.8 Key achievements during the year:
- There has been an increased number of child protection referrals to which effective response was made.
 - This year there has been good progress made on involving stakeholders who were involved in or who had a responsibility for child protection in Shetland through surveys with the focus on some areas for improvement.
 - An action plan was developed to address the issues raised.
 - Shetland Child Protection Committee and the Lead Officer were involved in writing the self-evaluation report in preparation for the Inspection of Children's Services that took place January to March 2015 and also participated in a number of meetings with Inspectors.
 - Recognition of the growing problem of helping children and young people be safe online and responding to this by rolling out safe internet training and information.
 - Improvements to training courses and recruitment of new trainers.
 - Quality Assurance work to ensure that child protection referrals and child's plans for children whose names were placed on the child protection register were effective and working towards better outcomes.
- 3.9 With regard to statistics, there can be fluctuations from year to year owing to the comparatively low population. Nationally there has been an increase in child protection referrals and for the past year there has been a significant rise in child protection referrals in Shetland, with the number of children on the Child Protection Register during the year higher than the national average. This is seen as positive evidence of the increasing ability of staff and the general public to recognise when a child may be at risk and to report their concerns. Some analysis has been carried out into the possible reasons for the rise (please see page

15 of the Annual Report). Whilst the longer term aim continues to be to reduce the numbers by early identification and support, we cannot be confident yet that we are picking up on all children who need our help, and it is important that people continue to refer in their concerns to the agencies that can help.

- 3.10 Children whose names are placed on the child protection register following an interagency child protection case conference will have experienced or are at risk of experiencing significant harm, such as physical injury, physical neglect, emotional abuse and/or sexual abuse and there is serious doubt about the parents' capacity to protect their children or care for them better. Additionally, for the third consecutive year, Shetland Child Protection Committee has gathered information about other concerns, such as parental alcohol and parental drug misuse and this is presented in the section on statistical analysis on pages 13-15 of the Annual Report. The consequences for children can be very serious, and all partner agencies are committed to continuous improvement based on lessons from practice locally and elsewhere.
- 3.11 The work done by child protection professionals across all agencies, but particularly in the Children and Families Social Work team, Children's Services, is amongst the most demanding undertaken by staff in Shetland. It is vital that they are well supported and have access to high quality professional supervision by appropriately qualified and experienced managers. Child protection professionals in the Children and Families Social Work team have regular supervision sessions with their Team Manager and in November 2014 specific training on the management of child protection cases was offered on an inter-agency basis.
- 3.12 It is also appropriate that Members have a good understanding of child protection and the work that staff who are employed by Shetland Island Council do to investigate the circumstances of and safeguard children at risk. As noted in the Annual Report (pages 7 and 8) surveys were sent to elected Members to assess what knowledge they had, would like and their understanding of their responsibilities. As a result of responses received, training and awareness raising sessions were provided to help Members fulfill their role.

4.0 Implications

Strategic

- 4.1 Delivery On Corporate Priorities – Shetland Islands Council has endorsed, through the Community Plan and Single Outcome Agreement, the national priority outcome to, 'improve the life chances for children, young people and families at risk'.
- 4.2 Community /Stakeholder Issues – NONE
- 4.3 Policy And/Or Delegated Authority – In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the

Education and Families Committee has delegated authority to make decisions on matters within its functional areas in accordance with the policies of the Council, and the relevant provisions in its approved revenue and capital budgets.

4.4 Risk Management – This report presents an assessment of the work undertaken to address one of the key community safety risks, namely keeping children and young people safe from harm. There are no specific risks associated with reporting the Annual Report of the Child Protection Committee.

4.5 Equalities, Health And Human Rights – NONE

4.6 Environmental – NONE

Resources

4.7 Financial – There are no direct financial implications arising from this report.

4.8 Legal – NONE

4.9 Human Resources – Within existing resources. Staff within Children Services are supported through regular professional and performance review and supervision that leads to the delivery of appropriate training and development as set out in the Annual Report.

4.10 Assets And Property – NONE

5.0 Conclusions

5.1 This report presents to the Education and Families Committee details of the work of Shetland Child Protection Committee for the period April 2014 to March 2015, as set out in its Annual Report for 2014-15.

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List of Appendices

None

Background documents:

<http://www.safershetland.com/assets/files/CPC-Annual-Report-2014-2015-FINAL.pdf>

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