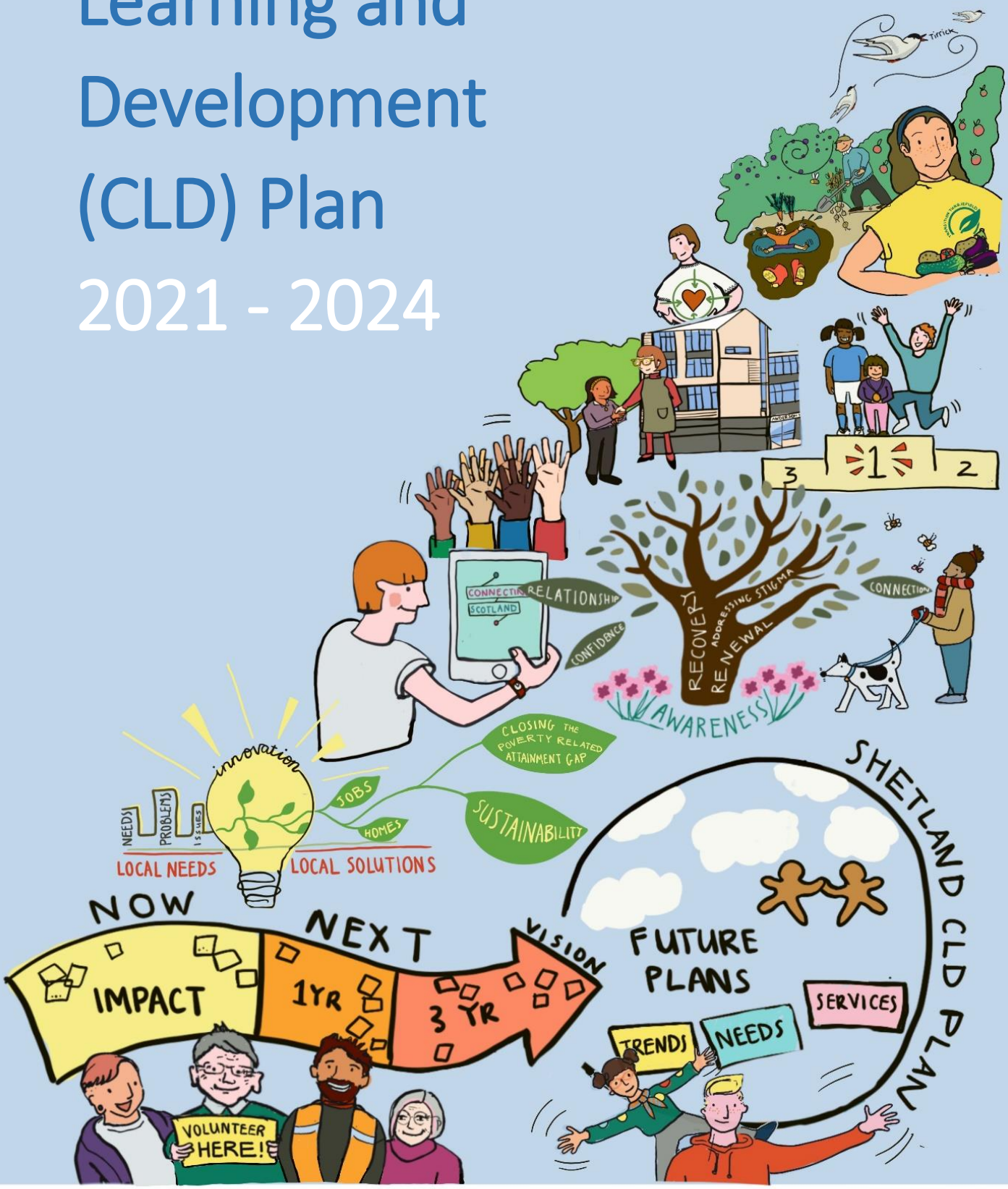
Shetland Community Learning and Development (CLD) Plan

2021 - 2024



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1. Welcome

Welcome to Shetland's Community Learning and Development (CLD) Plan 2021 - 2024.

It would be remiss to introduce this Plan in any other way than to acknowledge the role that CLD has played throughout the COVID-19 pandemic. CLD partners have adapted their services to provide essential lifelines and support through face-to-face interaction, digital engagement or through telephone contact to young people, adults, families and communities. We have seen communities go that extra mile; volunteers young and old working to get food out to families, to deliver essential medicines, to check in with vulnerable individuals, to deliver wellbeing packs, all to allow people to stay safe at home where possible.

Just as The Scottish Government recognises the role of the CLD sector across the public and third sector in providing invaluable support to Scotland's learners and communities during the COVID-19 pandemic; they also recognise that CLD practitioners will have a vital role to play in rebuilding from the pandemic and responding to the new challenges ahead.

While for many, Shetland is a great place to live, for others, without the financial, personal and social resources and networks, life in Shetland can feel hard, lonely and isolating. For those who already experience multiple challenges in everyday life, the pandemic has exposed further inequalities, and made life that bit harder. For others, it has provided opportunities to get involved, volunteer for the first time, develop new skills, and get a glimpse of how very different life is for some.

This Plan offers a shared commitment to work collaboratively to help overcome the most challenging issues facing our communities as we move into recovery. To do this will require that everyone work together more than ever.

Councillor George Smith
Chair, Education and Families Committee

2. Executive Summary

The purpose of this Plan is to coordinate provision of Community Learning and Development (CLD). It will focus on six identified priorities aligned to Shetland's Partnership Plan, where CLD partners can work together to add value and maximise impact.

CLD is essential to ensuring economic and personal growth particularly for those who experience disadvantage and inequality. CLD delivers on Scottish Government priorities, contributing to Government ambitions for community empowerment and participation.

CLD empowers local people to make changes in their communities. It inspires activism and pride and enables people to use their skills and talents. Through this Plan, we will work with communities to enable them to shape local services, manage assets, influence decisions and develop resilience and innovative solutions to meet local needs.

We will target interventions to help improve the health and wellbeing of those disproportionately affected prior to, during and post COVID. The health and wellbeing of our children and young people will be prioritised, to ensure families are helped to recover any lost ground in learning. We will build on the work undertaken during COVID to close the digital poverty gap and support those disproportionately affected to develop confidence and skills. We will support community groups to re-open facilities and once again bring communities to socialise, celebrate and provide valuable local opportunities.

We will deliver lifelong learning opportunities to develop the skills, confidence and aspirations required for financial resilience and active participation. We will target resources to support individuals and families to build connections, relationships, skills and confidence, to take part in community life. We will work to develop the talents, confidence and ambitions of our young people to enhance their employability. We will work with people who face barriers to employment to build their confidence and aspirations.

We will work collaboratively to address generational health and poverty related inequalities, which are fundamental to improving children and young people's attainment. We will deliver a range of learning to improve essential literacy, numeracy, language and digital skills. We will target provision to ensure we reach those individuals and families who face the greatest disadvantage and have the greatest need.

This Plan demands continuous improvement and will adapt and change to emerging needs, as we track performance and review its impact. It will seek to build on the new relationships and partnerships formed during the pandemic and develop clearer pathways for the workforce to grow and obtain recognised qualifications.

The following infographic presents a summary of the key priorities for the next three years.

PRIORITIES for COMMUNITY LEARNING & DEVELOPMENT 2021-2024

COVID-19 RECOVERY & RENEWAL

Supporting individuals & families to recover and communities to reopen

Target interventions to help improve health & wellbeing for those disproportionately affected

Sufficient opportunities for lifelong learning & skill development

Build on work to close digital poverty gap

Prioritise children & young people's wellbeing

COMMUNITY RESILIENCE

Individuals, groups & communities have opportunities to grow, develop & shape their own futures

Communities & groups are confident, skilled & can access the support needed

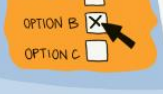
Communities are supported to adapt, change & develop

PARTICIPATION

Capacity to engage & take part in community life

Able to engage & influence decisions that effect them

Communities are supported to make connections & participate fully



Increasing digital participation

POVERTY & INCLUSION

Health, wellbeing & life chances for those in most need are improved

Preventative work with individuals and families is prioritised

Children, young people & parents feel more connected

Accessing support needed to maximise income

Support to build capacity to withstand & adapt to life events

WORKFORCE DEVELOPMENT

Delivering on local CLD priorities

Staff & volunteers feel supported to try out new ideas & ways of working

Opportunity for growth & personal development

Benefiting from CLD Standards Council registration

PERFORMANCE DATA

Collation & analysis of key performance data is improved & developed

Outcomes are tracked & impact of CLD recognised

Partners share data regularly

SHETLAND ISLANDS COUNCIL
YOUTH & COMMUNITY SERVICE

3. Introduction

3.1 What is Community Learning and Development (CLD)?

Community Learning and Development is an essential part of the education system in Scotland, and covers a broad range of practice including youth work, community based adult learning, family learning and community development. It is both a professional sector, and a way of working, which aims to build capacity and help empower individuals, families, groups and communities to address issues of importance to them. A set of National Outcomes help to measure the short and long-term impact of our work - see **Appendix 1.**

The Scottish Government Strategic Guidance for Community Planning Partnerships 2012 requires that CLD place specific focus on:

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

While targeting support towards:

> *"Primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, with a focus on bringing about change in their lives and communities"*

3.2 Why do we need a CLD Plan?

Shetland Islands Council has a statutory duty under The Requirements for Community Learning and Development (Scotland) Regulations 2013 to produce a three-year plan, which outlines how Community Learning and Development (CLD) will be delivered in the local authority area. This legislation aims to:

- Ensure communities across Scotland, particularly those which are disadvantaged have access to the 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.

Local authorities are also required under the CLD Regulations to provide leadership and direction to drive the action needed to ensure the contribution of CLD partners is maximised in the reform of public services. Leadership is shared locally between the Council's Community Development, and Youth and Employability Service.

3.3 Governance and Delivery

There are many partners involved in the delivery of CLD locally. These include Shetland Islands Council, Voluntary Action Shetland, Shetland UHI, Skills Development Scotland, NHS Shetland and a wide range of third sector, voluntary, youth and community groups.

Shetland Community Learning and Development Partnership (SCLDP) brings together many of these organisations, and is tasked with ensuring the people of Shetland, have access to the CLD support they need, and to ensure the outcomes and actions detailed herein are delivered. Membership of the Partnership is detailed at **Appendix 2**.

This Plan is a live and evolving document, ever more important as partners respond to the changing and emerging needs presented by the impact of COVID-19. Regular monitoring and evaluation will be carried out during the first year of the Plan, to ensure it is delivering on what is required to support individuals, families and communities adapt, change and recover from the pandemic.

With participation, engagement and improvement at its heart, SCLDP will involve communities on an ongoing basis, through Community Conversations, and other means of coming together. Project teams will be formed to develop and deliver actions with partner organisations and community members.

Progress against the Plan will be reported through the Shetland Partnership, Shetland Islands Council's Education and Families Committee and by partner organisations to their respective Boards, Forums and Committees as necessary.

All partners involved in the delivery of CLD will contribute to these requirements through:

- Community development - building capacity and influence in communities by enabling people to build the confidence, understanding and skills required to influence decision-making and service delivery.
- Youth work, family learning and other early intervention work with children, young people and families, which facilitates personal, social and educational growth and enables them to gain a voice, influence and meet their own needs and goals.
- Community based adult learning programmes, including building reading, writing, numbers and computer skills, and English for Speakers of Other Languages (ESOL)
- Learning for vulnerable and disadvantaged groups in the community
- Learning support and guidance in the community; and
- Volunteer development

4. Local Context and Evidence

4.1 Evidence

A range of evidence has informed the development of this Plan, not least:

- Reports on the impact of the COVID-19 pandemic
- Shetland's Partnership Plan 2018 – 2028, vision and priorities
- Islands with Small Populations Locality Plan, vision and priorities
- Shetland CLD Plan 2018 – 2021 – review and evaluation

SIC Community Development engaged in a series of Community Conversations with members of the community, community groups, third sector organisations and staff teams over the last year. Findings from this, combined with ongoing professional intelligence, service data, initiatives such as 'Islands with Small Populations', and 'Voices for', has informed the development of priorities, outcomes and actions detailed herein.

Shetland CLD Partnership consulted on the draft priorities. Work to involve partners, new and old, in the development of the accompanying Action Plan is ongoing, as we capitalise on the new relationships, and partnerships forged during the pandemic.

4.2 Impact of COVID-19 Pandemic

CLD has a shared responsibility, as outlined in the Scottish Government's COVID-19 Guidance for the CLD Sector, around protection, recovery and renewal:

- Protection - helping to reduce the virus to the lowest possible transmission rate
- Recovery - to a new normal
- Renewal - building a fairer and more sustainable economy and society

In particular, CLD has a part to play in the following key aspects of social and economic development:

- Protecting and improving health
- Learning, well-being and creating local wealth
- Building citizenship, solidarity, community voice and "future-focus"

Community Conversations: The Impact of COVID report highlighted a number of shared themes, where the community place value, expressed concern and optimism for Shetland's future post COVID-19. These are:

- Economy
- Work, life and technology
- Transport and connectivity
- Health and wellbeing
- Nature, environment and place Personal life and freedom

4.3 Shetland's Partnership Plan 2018-2028

Shetland's Partnership Plan 2018 – 2028 is a plan for all partners and communities in Shetland. It identifies a shared vision and priorities for all of us to work towards, both individually and collectively to improve the lives of everyone in Shetland. Based on robust evidence, it focuses on improving outcomes for the most vulnerable individuals and groups in our communities.

Shetland Partnership analysed a range of data e.g., what the community said about Shetland in the Our Place: Place Standard Report 2017, data and research around population, health, crime rates, income, the cost of living, poverty, education, the economy, employment, and much more. The Partnership also engaged in conversations with a range of partners and community bodies. This provided a clear, evidence base and understanding of needs, circumstances and the aspirations of our local communities and helped to identify a shared vision and set of priorities which Shetland Partnership partners have now signed up to work towards to improve the lives of everyone in Shetland.

Our Shared Vision

"Shetland is a place where everyone is able to thrive, living well in strong, resilient communities and where People and communities are able to plan and deliver solutions to future challenges"

Shetland's Partnership Plan 2018 – 2028, Our Shared Vision and Priorities

Our Shared Priorities

Participation
People participate and influence decisions on services and use of resources

People
Individuals and families thrive and reach their full potential

Place
Shetland is an attractive place to live, work, study and invest

Money
All households can afford to have a good standard of living

Participation

The Shetland Partnership wants to help people in communities actively participate with public services and providers to improve the lives of people in Shetland. People in Shetland have told us they would like more involvement in the decisions that affect them (Scottish Household Survey 2016). Shetland Partnership wants to help people to be more closely involved in shaping the future of their communities. This will include helping people and communities to develop the skills and knowledge in order to participate fully and effectively in community planning, and will aims to empower those who can benefit most.

People

The Shetland Partnership wants to help everyone in Shetland to have as good an experience of life as possible, improving health, reducing poverty and making sure that people are connected in their communities. This priority will involve finding permanent, sustainable solutions to the causes of poor outcomes. Working to improve the life chances and outcomes for those people who are born into more disadvantaged families. The number of disadvantaged people in Shetland is relatively small, but there has not been much improvement in these numbers in recent years and we want to do better.

Place

The Shetland Partnership wants to ensure that Shetland can attract and retain the people it needs to sustain its economy and communities into the future. We have low unemployment and high educational attainment. We are seeing evidence of some rural depopulation and our working age population is on the decline. Businesses are struggling to recruit due to a shortage of skilled labour and access to employment, services and opportunities can vary depending on where people live. We need to ensure that distance and circumstances are not a barrier to opportunity and that communities have sufficient people and resources to deliver the services they require.

Money

The Shetland Partnership wants to reduce the number of people experiencing poverty and financial hardship in Shetland. Shetland has low unemployment and relatively high incomes compared to the rest of Scotland, but the cost of living in Shetland is high such that even those people who are in work and earning a reasonable income can experience hardship. We need to find innovative ways to help people to reduce their outgoings and ensure that everyone in Shetland has the opportunity to maximise their income through positive employment.

4.4 Shetland CLD Plan, 2018 - 2021

During the life of Shetland Community Learning and Development (CLD) Plan 2018 – 2021, much has been achieved and learned. Many actions have been delivered, some not as originally intended, but with positive and often unexpected outcomes nonetheless. In other areas, the demands of the last year have meant some actions remain outstanding, as priorities changed, teams diverted, and roles adapted to deliver services alongside communities in response to an unprecedented pandemic. These have been reviewed, and where appropriate, carried over into the new Action Plan. Key achievements include:

- Delivered 29 **Community Conversations**, involving 232 participants across Shetland to support communities to reflect and learn from the community response to COVID-19, and support the re-opening of communities.
- Community Conversations have informed SIC **COVID-19 Recovery and Renewal** Impact Assessment, and posed challenging questions for renewal
- Promoted, and assessed applications to the Scottish Government's Connecting Scotland programme, awarding 677 devices to children, families, and **digitally excluded** individuals facing a range of barriers
- Trained 22 **Digital Champions** across Shetland – both front line services and volunteers – to support individuals to develop their **Digital Skills**
- Delivered 600 hours of Voices for Equity conversations on **socio-economic inequalities i**n Shetland, increased confidence, connectedness and awareness of inequalities, poverty and stigma amongst participants.
- Successfully developed the Voices for Equity methodology as **a tool for participation** – to be rolled out in a second project Voices for Change
- Supported 71 young people to **achieve educational outcomes** via the MCR pathway (Motivation, Commitment and Resilience) training programme. Delivered in 3 secondary schools, and recruited 24 adult mentors.
- Supported 3 community organisations to complete **Community Asset Transfers** in order to develop and grow their community aspirations and supported many other groups to consider options in relation to sustaining assets in their community.
- Maximised the number of community buildings accessing **Government Covid funding,** through close partnership working between Community Planning and Development, Economic Development, HIE and VAS.
- Supported Re-Create Scalloway to produce the first **Local Place Plan** in Shetland, with a vision for the future of the village. 758 people engaged in 10 workshops. 4 key projects identified, 2 now complete.

OUR IMPACT

COMMUNITY LEARNING & DEVELOPMENT PLAN 2018 -2021

PARTICIPATION

29 ONLINE COMMUNITY CONVERSATIONS

ROUND ONE 21 · ROUND TWO 8

166 · 64

community resilience · economy · recovery · work · Wellbeing · health · connectivity · technology

SIC COVID-19 RECOVERY & RENEWAL IMPACT ASSESSMENT

VOICES for EQUITY facilitating conversation between civic & community participants on experience of inequality in Shetland

600 HOURS of CONVERSATION

RELATIONSHIP · CONFIDENCE · RECOVERY · RENEWAL · CONNECTION · AWARENESS

ISLANDS with SMALL POPULATIONS EVENT involving all 5 islands & generating the

1ST SHETLAND ISLANDS & SMALL POPULATION LOCALITY PLAN

A LIVING PLAN

SUCCESSFUL FUNDING BID to strengthen youth participation & UNHRC incorporation

Crown Estate Scotland
Oighreachd a' Chrùin Alba

REGIONAL IMPROVEMENT COLLABORATIVE

young people worked to highlight & agree action throughout 2019/20

ACTION PLAN

FAMILY & INTERGENERATIONAL LEARNING

FAMILY LEARNING smart survey - estabishing the baseline

WHAT & WHERE · TRAINING NEEDS · GET TOGETHER & GETTING INVOLVED!

with support from Education Scotland · Northern Alliance

with key PARTNERS

MCR PROGRAMME delivered in 3 secondary schools improving skills, confidence, attendance & attainment in young people

MCR pathways

Be THE Bridge

PILOTED FAMILY LEARNING TRAINING with NORTH ISLES LEARNING PARTNERSHIP in February 2020

NORTHERN ALLIANCE

Introduction to Family Learning

families

COMMUNITY RESILIENCE

WAY FINDING & CIVIC IMPROVEMENTS · YOUTH CENTRED IMPROVEMENTS

RECREATE SCALLOWAY

6 community & 4 young people workshops with over 500 people & 758 engagement responses

SCALLOWAY COMMUNITY DEVELOPMENT COMPANY LTD FORMALLY ESTABLISHED

COMMUNITY DEVELOPMENT TOOK a KEY ROLE in promoting, assessing & supporting applications → 677 DEVICES

CONNECTING SCOTLAND

22 DIGITAL CHAMPIONS

KIRK SERVICES · STAY IN TOUCH FRIENDS · APPLY FOR JOBS · LISTEN TO MUSIC TOGETHER · HOMESCHOOLING raising attainment

DEVELOPMENT of ANNSBRAE growing project & polytunnel refurbishment

FUNDING for CAMPSITE PROJECT & feasibility study on waterfront

Crown Estate Scotland
Oighreachd a' Chrùin Alba

INITIAL AUDIT of COMMUNITY ASSETS

community aspirations

FINANCIAL RESILIENCE

FAIR FOOD REPORT completed & learning shared

FAIR FOOD

success stories & learning from roll out so far...

FINANCIAL MANAGEMENT CLASSES in all secondary schools

113 young people

investment skills · budgeting

WORKFORCE DEVELOPMENT

TRAINING DELIVERED to communities, partners & CLD staff on...

COMMUNITY EMPOWERMENT (SCOTLAND) ACT 2015

community control · asset transfer · institutions & officials

participation requests · safeguarding family support

AGILE

ABCD

VOLUNTEER HERE!

TAKING ADVANTAGE of HIGH QUALITY ON-LINE LEARNING

on-line CPD

available because of COVID

PERFORMANCE DATA

NATIONAL KPIs ROLLED OUT in line with CLD services across Scotland, in line with CLD Managers Scotland

DELAYED by COVID

AUDIT of CLD DATA · MONITORING FRAMEWORK · outcomes TRAINING self eval framework · ANNUAL PARTNERS EVENT

SHETLAND ISLANDS COUNCIL
YOUTH & EMPLOYABILITY SERVICE

5. National Policy

5.1 Policy Context

The publication of this Plan coincides with the 10-year anniversary of the Christie Commission. A powerful, inclusive vision that has acted as a guiding light for Scotland's public services; it's central themes of empowering, of shared systems that focus on prevention, and of equitable partnerships, sit at the core of CLD practice, eg: Anchor Early Action Systems Change, Participatory Budgeting, and Community Asset Transfers.

CLD is an essential means of delivering Scottish Government priorities, in particular Curriculum for Excellence, GIRFEC, UN Convention on the Rights of the Child and the Government's social policy frameworks for combating poverty, tackling health inequalities and prioritising early years. CLD builds the capacity of communities to do things for themselves and have their voices heard in the planning and delivery of services, and contributes to the Scottish Government's ambitions for community empowerment and participation.

The policy context for the provision of CLD is outlined in The Scottish Government Strategic Guidance for Community Planning Partnerships (2012), and The Requirements for Community Learning and Development (Scotland) Regulations 2013.

The national and local policy landscape affecting CLD continues to develop and change. National strategies for youth work and adult learning are currently being update, due for publication later in 2021. When the Scottish Parliament passed the Bill to incorporate the United Nations Convention on the Rights of the Child (UNCRC) in March 2021, Scotland became a global leader, in how it demonstrates its commitment to children. CLD must now look to raise knowledge and awareness of UNCRC and integrate it into our work.

The most recent strategies and legislation, which informs and influences aspects of CLD are outlined in **Appendix 3**.

"Adults might think children's rights means children get to do what they want. But that's not what it is. Children don't want to be able to do what we want all the time. Rights means that adults have to be kind to us and not shout or do bad things to us. They have to help us be the best we can be".

- Member of Children's Parliament

#UNCRCincorporation, 16th March 2021

Children's Parliament
giving ideas a voice

5.2 Our Regional Approach in the North

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

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

There are nine work streams, which deliver against the above agenda, including a CLD specific one**,** managed and delivered through the local authority Lead Officers for CLD. Education Scotland, through their Education Officers provides support. This has been particularly evident in their involvement in CLD Planning and in aspects of continuous improvement.

The current operational improvement priorities of the CLD Leads group are to:-

- Capture approaches to wider achievement for young people and adult learners and share practice
- Capture and analyse youth participation and youth voice
- Further develop approaches to Family Learning
- Increase access to professional learning, including online

Read about our **collective** achievements here Northern Alliance CLD Sway

Going forward, we plan to establish and support a Youth Advisory Group for the region. This will plan and deliver professional learning in STEM (Science, technology, engineering and maths) using a funding award from Education Scotland, strengthening networking around equalities and young people through a new forum, extending practice sharing in relation to Family Learning and contributing to the wider collaborations created through the Regional Improvement Collaborative.

Professional Learning for practitioners and the **North Alliance**

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

6. CLD Priorities, 2021 - 2024

Over the next three years, Shetland CLD partners will focus collective action on the following six priorities, to help drive improvement on the priorities and outcomes in Shetland's Partnership Plan 2018 – 2028.

During the first year of the Plan, our focus will be firmly on **COVID-19 Recovery and Renewal** as we work to support individuals, families and communities to come to terms with the changes in their lives and look to a new normal.

Participation will again be an overarching priority as we will look to support and accelerate partners' capacity to work jointly and develop and build positive relationships with communities, work to ensure that everybody's voice is heard and those who want to participate can do so in a variety of ways.

CLD Priority 2021-2024	We want to make sure ….
COVID-19 Recovery and Renewal	• Individuals and families are supported to recover and communities reopen • Children and young people's wellbeing is prioritised and families are helped to recover any lost ground in learning • Interventions are targeted to help improve health and welling of those disproportionately affected prior to, during and post COVID • The work undertaken during COVID to close the digital poverty gap and support those disproportionately affected, can be built on • Sufficient opportunities for lifelong learning and skills development to address economic recovery post COVID to progress in learning, training and employment
Participation	• Individuals, partners, groups and communities have the capacity to engage and take part in community life • Individuals have increased skills and knowledge, and are more able to engage and influence decisions that affect them • Communities are supported to make connections and participate fully • Digital participation is increased by helping communities develop digital skills and confidence
Community Resilience	• Individuals, groups and communities have opportunities to grow, develop and shape their own futures, unlocking barriers and inequalities • Communities and groups are confident, skilled and can access the support needed to manage local assets and services • Communities are supported to adapt, change and develop innovative local solutions to meet local needs

CLD Priority 2021-2024	We want to make sure ….
Poverty and inclusion	• Health, wellbeing and life chances of those most in need are improved so they can thrive and reach their potential • Preventative work with individuals and families is prioritised, to tackle generational inequalities • Children, young people and parents feel more connected to school community • Parents more involved in children's learning, with a focus on closing the poverty related attainment gap • Individuals and families are accessing the support needed to maximise their income • Individuals and families have support to build capacity to withstand and adapt to life events that impact them
Workforce Development	• The CLD workforce is skilled and confident to deliver on local CLD priorities • Staff and volunteers feel connected, confident, valued and supported to try out new ideas and ways of working • Staff and volunteers have opportunities for growth and personal development, including clear pathways to obtain recognised qualifications • Staff and volunteers are confident in using self-evaluation tools can identify how their practice leads to improved outcomes for participants and communities • The CLD workforce is supported to benefit from engaging with the CLD Standards Council through registered membership
Performance Data	• Systematic collation and analysis of key performance data is improved and developed to demonstrate impact and inform future planning • Partners share data regularly to help identify trends, unmet and emerging needs in order to better adapt and improve services • Outcomes are tracked, and the impact of CLD is evidenced and recognised across policy areas

Appendix 4 sets out the CLD Action Plan 2021 – 2024.

Actions will developed with the community and partners in line with the Revised Guidance Note on Community Learning and Development Planning 2018 – 2021, and the National Standard for Community Engagement.

7. Unmet Need

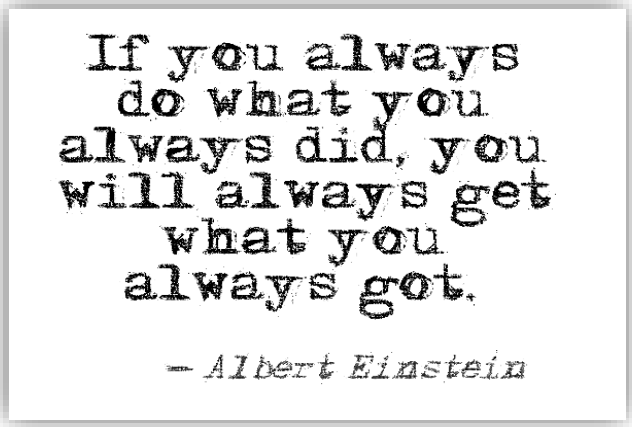
The challenges facing Shetland CLD partners in delivering this Plan will be similar to many local authorities across Scotland. These include, the capacity of the workforce, and partners' ability to re-prioritise and change what has always been done; access to adequate resources and the increasing reach of CLD, as our professional skillset is recognised and invited around more tables, to help deliver on an increasing range of Scottish Government policies and priorities.

It should be no surprise that it is unlikely all CLD needs will be met during the life of this Plan. Many factors will influence this. The big-ticket issues such as the cost of living, fuel poverty, child poverty and digital connectivity, are inextricably linked to the ability of individuals and families in Shetland to make positive changes in their lives.

The availability of learning and training linked to sustained employment opportunities is also key in unlocking the potential of young people and growing the population. Childcare remains a major barrier to learning, employment and participation for many people in rural Shetland, an area, the last CLD Plan failed to address.

While CLD is a willing partner in wider agendas, staff teams are stretched, and volunteers are at capacity like never before. The ability to recruit suitably qualified workforce is also a challenge, and one that we hope to make some inroads into, during the lifeline of this Plan.

Finally, early intervention and prevention, and engaging people meaningfully, requires time, high quality support and investment. To do this effectively and meet the needs of those who are most disadvantaged, relies on an ability to be agile, to respond in ways, which may not always conform, as successfully demonstrated during the COVID-19 pandemic.



Appendix 1 - National CLD Outcomes

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

Community Learning and Development Mangers Scotland, March 2018

Appendix 2 – Shetland CLD Partners

Organisation
Citizens Advice Bureau Shetland
Highlands and Islands Enterprise
NHS Health Improvement
Shetland Arts
Shetland UHI
SIC Children's Services, Quality Improvement
SIC Children's Social Work
SIC Community Development
SIC Community Planning and Development
SIC Economic Development
SIC Shetland Library
SIC Sport and Leisure
SIC Youth and Employability Service
Skills Development Scotland
Voluntary Action Shetland – also representing Third Sector Organisations

Appendix 3 – Key Policy Context

Strategies and Legislation relating directly to specific aspects of CLD

Strategic Guidance for Community Planning Partnerships: Community Learning and Development

The Requirement for Community Learning and Development (Scotland) Regulations 2013

Revised Guidance Note on CLD Planning 2018 - 2021

The National Policy Context for Community Learning and Development (CLD) Planning November 2017 (Revised Guidance)

Our ambitions for improving the life chances of young people in Scotland National Youth Work Strategy 2014-2019

Adult Learning in Scotland Statement of Ambition

Welcoming Our Learners: Scotland's ESOL Strategy 2015 – 2020

Adult Literacies in Scotland 2020, Strategic Guidance

Engaging Families in Learning – A thematic Inspection of family learning

"Learning together" Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 - 2021

Working with Scotland's Communities 2018

National Standards for Community Engagement

Volunteering For All

Planning for Change – A Review of CLD Plans in Scotland 2018 - 2021

Wider policy context significant for CLD

If Not Now, When? Social Renewal Advisory Body Report 2021

Community Empowerment (Scotland) Act 2015

Scotland's Wellbeing: The Impact of COVID-19

https://www.parliament.scot/bills-and-laws/bills/united-nations-convention-on-the-rights-of-the-child-incorporation-scotland-bill

The Christie Commission on the Future Delivery of Public Services

National Performance Framework

2017 National Improvement Framework and Improvement Plan

Children and Young People (Scotland) Act 2014

Getting it right for every child (GIRFEC)

Early Years Collaborative

Opportunities For All - Post-16 transitions - Policy and Practice Framework

Developing Scotland's Young Workforce

Local Strategies

Shetland's Partnership Plan 2018 - 2028

Our Ambition – Working together for a positive and sustainable future

On Da Level, Achieving A Fairer Shetland

Shetlands Integrated Children's Service Plan 2017 - 2020

Active Shetland Strategy 2018 – 2023

Shetland Islands Council Economic Development Strategy 2018 - 2022

Local Police Plan 2020 - 2023

Shetland Local Development Plan

Climate Change Programme

Appendix 4 – Action Plan

Shetland CLD Action Plan, 2021 – 2024		
1. COVID-19 Recovery and Renewal		
We want to make sure:		
• Individuals and families are supported to recover and communities reopen • Children and young people's wellbeing is prioritised and families are helped to recover any lost ground in learning • Interventions are targeted to help improve health and welling of those disproportionately affected prior to, during and post COVID • The work undertaken during COVID to close the digital poverty gap and support those disproportionately affected, can be built on • Sufficient opportunities for lifelong learning and skills development to address economic recovery post COVID to progress in learning, training and employment		
Actions	Timescale	Measure of success / impact
1.1 Support to reopen – provide support to communities, groups and volunteers to safely reopen community activity in ways which help participants feel safe and confident; including facilitating technical support, peer conversations, sharing of good practice	Year 1	• Check ins with community organisations • Community conversations delivered on an ongoing basis • Up to date guidance and advice shared • Number of community groups back up and running • Participation levels increasing
1.2 Connections, skills and learning – pilot community based informal skills and learning support programmes across Shetland, increasing connections to improve health and wellbeing mitigate isolation; including targeted work with older people, care centres / care at home (complement the work of Anchor, Early Action Programme, and CLS Living Well Hub)	Year 1	• Pilots delivered in two communities initially and rolled out • Range of activity delivered • Number of people / new faces accessing provision • Increased feeling of wellness and connectedness • Increased skills and confidence
1.3 Access to information – map out and plan how to best help increase the flow of information about what's on / support available in communities; including support to develop skills, training in different platforms, locality specific activity through existing networks	Year 1	• Short life working group established and plan developed • Pilot methods in one community initially and roll out • Bite-size training developed and delivered to support this work • Increased access to information evident • Increased feeling of connectedness and participation in communities

Shetland CLD Action Plan, 2021 - 2024		
2. Participation		
We want to make sure:		
• Individuals, partners, groups and communities have the capacity to engage and take part in community life • Individuals have increased skills and knowledge, and are more able to engage and influence decisions that affect them • Communities are supported to make connections and participate fully • Digital participation is increased by helping communities develop digital skills and confidence		
Actions	Timescale	Measure of success / impact
2.1 Participation Hub - Build knowledge, skills and confidence of partners to maximise effective involvement of the community in decision making, using approaches such as participatory budgeting and Voice; develop webpage, resources/toolkit, and workforce development (SPP Participation Plan)	Year 2	• Resources developed and available online • Training developed and rolled out • Number of participations from across organisations • Quality of engagement increased
2.2 Develop a coordinated approach to identify and support digitally isolated individuals to access digital devices, develop their skills, knowledge and confidence; develop a network of digital champions to enhance delivery of support in community settings (in conjunction with SG Connecting Scotland)	Year 1, 2 and 3	• Cross service digital working group established • Individuals most in need identified • Number of individuals in receipt of a digital device • Champions network established • Number of individuals accessing skills support
2.3 Develop a targeted approach to support the development of health literacy, of up to three disadvantaged groups in Shetland; delivery of 'good conversations' training amongst health, care and third sector staff; including how to best link people to useful sources of health and care information	Year 2 and 3	• Increased understanding of what increases health literacy amongst disadvantaged or excluded groups in Shetland • Improved confidence, self-esteem and mental health amongst targeted groups • Increased understanding of conditions which affect them and are better able to self-manage these conditions

2.4 Pilot a joint support programme with housing providers, to support tenants to connect, develop confidence and skills to participate in community life and achieve their goals	Year 1	• Working group established • Terms of reference agreed • Individuals engaged and participating • Increased feelings of confidence and connectedness • Increased ability to identify personal goals
2.5 Develop Youth Participation to strengthen local youth participation structures including Youth Voice Forum, Young Climate Activist Group and Student Voice groups, in line with the UNCRC	Year 1, 2 and 3	• Shetland Youth Voice established and meeting monthly • Young Climate Activists Groups established and meeting regularly • All High Schools / Junior Highs have a Student Voice structure in place • Levels of participation in all structures • Evidence of local action and influence
2.6 Deliver an ongoing series of Community Conversations around the 6 CLD Plan priorities, to build opportunities for the community to help shape the ongoing development of the CLD	Years 1 - 3	• Community Conversations planned and delivered in range of settings • Number of participants / non-traditional participants • Discussions recorded and fed back to CLD Partnership
2.7 Support work to develop place based approaches in Shetland, with a particular focus on building community capacity and supporting communities to articulate their needs and aspirations, ensuring that strategic planning is informed and community voices are heard	Year 1 Year 2-3	• Place based conversations and approaches planned and delivered as agreed • Number of participants / non-traditional participants • Community led Local Place Plans and / or Locality Plans developed by communities as appropriate

Shetland CLD Action Plan, 2021 - 2024		
3. Community Resilience		
We want to make sure:		
• Individuals, groups and communities have opportunities to grow, develop and shape their own futures, unlocking barriers and inequalities • Communities and groups are confident, skilled and can access the support needed to manage local assets and services • Communities are supported to adapt, change and develop innovative local solutions to meet local needs		
Actions	Timescale	Measure of success / impact
3.1 Work in partnership with the Council's Climate Change Programme Team to promote the 'net zero' agenda, and support individuals and communities to engage with and take steps to affect change; including incorporating Learning for Sustainability (LfS) into learning programmes	Year 2	• Conversations held and activities delivered • Learning programmes developed and delivered • Projects progressed
3.2 Consider mechanisms to best map out the funding landscape which supports community organisations to be 'project ready' and maximise funding available to them	Year 2 and 3	• Dialogue with community groups held • Plan developed to support needs • 'Project ready' training developed and delivered
3.3 Volunteering for All – widen participation in volunteering, particularly for some of the more vulnerable in the community, • explore supported volunteering and skills exchange • volunteering as a positive destination • campaign of information and events	Years 1, 2 and 3	• short life working groups established • campaign planned and delivered • number of new people reached • number of new volunteers identified • number of new volunteers from under-represented groups
3.4 Organisational resilience – develop and deliver opportunities which support groups of all sizes to adapt to the changes in the community, eg: fundraising, volunteers, digital presence	Year 1	• Needs assessed • Plan developed and training / support delivered • Increased confidence, skills and connections • Volunteers feel valued and supported
3.5 Develop and deliver opportunities, events and activities which support the sharing of practice and knowledge between local development groups	Year 2	• Needs assessed • Short life working group established to plan event(s) • Event(s) developed and training / support delivered • Increased confidence, skills and connection

Shetland CLD Action Plan, 2021 - 2024		
4. Poverty and Inclusion		
We want to make sure:		
• Health, wellbeing and life chances of those most in need are improved so they can thrive and reach their potential • Preventative work with individuals and families is prioritised, to tackle generational inequalities • Children, young people and parents feel more connected to school community • Parents more involved in children's learning, with a focus on closing the poverty related attainment gap • Individuals and families are accessing the support needed to maximise their income • Individuals and families have support to build capacity to withstand and adapt to life events that impact them		
Actions	Timescale	Measure of success / impact
4.1 Develop a Family Learning (FL) network to maximise the impact and delivery of FL support opportunities for those most in need; increasing practitioner confidence, understanding, and skills across the workforce (in collaboration with North Alliance FL work streams and support from Education Scotland)	Years 1, 2 and 3	• FL network established • Participation in network events and training • Development of Northern Alliance FL resource hub • Access to and uptake in PDA in FL • Evidence of new FL delivery
4.2 Deliver 'cash first' approaches to support individuals most in need of building their financial resilience, confidence and skills; and piloting benefit check completion surgeries	Years, 1, 2 and 3	• Staff training completed • Benefit check surgeries established • Number of people engaging in surgeries • Research completed and plans to support individuals identified • Financial confidence and skills increased
4.3 Work in partnership with the Early Action Programme and communities, to improve food and fuel security for households, including the ongoing implementation of the Fair Food strategy	Years, 1, 2 and 3	• Improved understanding of household needs • Improved skills, employability, and job prospects • Household more willing to access support • Increased uptake of fuel vouchers • Increased referrals to CAB

4.4 Through the Parental Employability Support Fund (PESF), we will provide intensive support to help low income parents / families get into work, and progress careers for those already in work	Year 1, (and beyond if Government funding continued)	• Number of parents / families engaged in pilot • Qualifications and training completed • Family income increased • Confidence and skills increased • Work experience secured and completed
4.5 Support and contribute to the roll out of the Community Led Support Living Well Hub approach to early intervention via the Early Intervention Programme	Years 1, 2 and 3	• CLD partners attending weekly Hub sessions • Analysis of monitoring data using Good Conversation Toolkit • Increased evidence of health and wellbeing (using above) • Reduced need for formal interventions from Services
4.6 Support the roll out of the Period Dignity Bill and community access to free period products	Years 1, 2 and 3	• Information shared by partners • Levels of uptake of products
4.7 Support the roll out of 'Poverty and Inclusion in Sport and Physical Activity' to provide free and low cost activities for children in families on a low income	Years 1, 2 and 3	• Information shared by partners • Levels of uptake of products

Shetland CLD Action Plan, 2021 - 2024		
5. Workforce Development		
We want to make sure:		
• The CLD workforce is skilled and confident to deliver on local CLD priorities • Staff and volunteers feel connected, confident, valued and supported to try out new ideas and ways of working • Staff and volunteers have opportunities for growth and personal development, including clear pathways to obtain recognised qualifications • Staff and volunteers are confident in using self-evaluation tools can identify how their practice leads to improved outcomes for participants and communities • The CLD workforce is supported to benefit from engaging with the CLD Standards Council through registered membership		
Actions	Timescale	Measure of success / impact
5.1 Undertake a training needs analysis to better understand the needs of the CLD workforce; and develop a joint programme of training and learning (including needs already identified) • Digital skills • Mental health and wellbeing • Money Worries • Trauma informed practice • UNCRC • Support to organisations employing staff	Years 1, 2 and 3	• Training needs analysis complete and report shared with CLD Partnership • Training programme developed and delivered • Number of sessions delivered • Number of participants • Feedback from participants on the difference made to skills and confidence
5.2 Work in partnership with Northern Alliance and CLD Standards Council to map out and develop qualification pathways in CLD; and encourage take up of membership and benefits	Years 1, 2 and 3	• Participation in national work streams • Local access to range of relevant qualification pathways • Number of new CLD Standard Council members
5.3 Develop peer support opportunities to build confidence and resilience across the workforce, eg: mentoring, critical friends, joint events, regional networks, study visits	Years 1, 2 and 3	• Number of opportunities developed • Number of participants, and range of sectors represented • Confidence demonstrated in developing new ideas
5.4 Deliver a programme of self-evaluation workshops for CLD partners, using the new HGIOCLD4 quality framework and challenge questions	Year 1, 2 and 3	• Number of workshops delivered • Number of participants, and range of sectors represented • Changes to practice recorded as a result of ongoing reflection

Shetland CLD Action Plan, 2021 - 2024		
6. Performance Data		
We want to make sure:		
• Systematic collation and analysis of key performance data is improved and developed to demonstrate impact and inform future planning • Partners share data regularly to help identify trends, unmet and emerging needs in order to better adapt and improve services • Outcomes are tracked, and the impact of CLD is evidenced and recognised across policy areas		
Actions	Timescale	Measure of success / impact
6.1 Embed a set of key performance indicators (KPi's) across as many willing CLD Partnership organisations, to better understand the difference we are making	Year 2, 3	• KPi's agreed and shared with partners • Data shared with CLD Partnership and reported on an annual basis
6.2 Develop and adopt a shared case study template through which CLD partners can share practice, stories of lived experiences and better illustrate the difference CLD makes	Year 1, 2 and 3	• Case study template developed and shared • Case studies shared with the CLD Partnership on a quarterly basis, and published more widely as appropriate • Evidence base of positive change for individuals, families and communities
6.3 Audit the current range of data collected across the CLD Partnership, and commit to share key information on a regular basis with partners	Year 1 or 2	• Audit complete • Data being shared with the CLD Partnership on a quarterly basis • Evidence of data being used to adapt CLD planning, and respond to emerging needs • Gaps identified, reported and actioned on a
6.4 Develop a system to track and record the longer term impacts and outcomes of CLD work	Year 2 and 3	• Model developed and shared with partners