

Shetland Community Learning and Development (CLD) Plan 2024 – 2027

Interim Plan – Year 1



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Welcome

Councillor Davie Sandison, Chair of Shetland Islands Council's Education and Families Committee

I am pleased to introduce the Shetland Community Learning and Development Plan, 2024 – 2027.

I was interested looking back to note the publication of the last CLD Plan coincided with the 10-year anniversary of the publication of the Christie Commission, the guiding light for Scotland's public services. The publication of this Plan, also coincides with one of the most significant and comprehensive analysis of the current state and future needs of CLD in Scotland – [Learning: For All. For Life](#): A report from the Independent Review of Community Learning and Development (CLD).

We know CLD plays a crucial role in strengthening local communities, helping some of the most vulnerable individuals to identify and address many of the challenges they face in their everyday lives. Whether it's supporting young people through alternate pathways to employment, providing opportunities for adults to improve numeracy or digital skills, learning about budgeting, or supporting volunteers and groups who give of their time so generously to provide valuable local activity and assets. CLD makes a difference.

As we await the Scottish Government's recommendations from the Independent Review report, it is clear it will serve as a crucial

document for guiding the future of CLD across Scotland, highlighting the importance of lifelong learning and its role in creating a more inclusive, adaptable and empowered society.

This CLD Plan will serve as an interim Plan for Year 1. An updated Plan will be published in September 2025, for years 2 and 3, to reflect the impact of the Review findings and Government recommendations.

It offers a shared commitment to work collaboratively with partners and communities to help overcome the most challenging issues facing our individuals, families and communities in Shetland.



Councillor Davie Sandison
Chair, Education and Families Committee

Executive summary

The Shetland Community Learning and Development Plan 2024 – 2027 (Interim Plan), sets out what CLD partners will do collectively, to help improve outcomes for individuals, families, groups and communities across Shetland over the next year. It will focus on five key priorities, carried forward from the 2021 - 2024 CLD Plan, and a number of key actions, where CLD partners feel they can work together to maximise impact.

The Plan will be reviewed following the Scottish Government's recommendations from the Independent Review of CLD and an updated Plan published in September 2025, for years 2 and 3, to reflect the impact of the Review findings and Government recommendations.

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 and local groups to support and 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 facing the greatest challenges. We will prioritise work to close the digital poverty gap and support those disproportionately affected to develop their confidence and skills. We will seek to create opportunities for adults and young people, for whom it is not currently an option, to volunteer and play a full and active part in their community.

We will prioritise early intervention and preventative approaches with individuals and families to tackle inter-generational inequalities. We will deliver family learning opportunities to enable adults to develop the skills, confidence and resilience to thrive as an individual and family, and support families to access the support needed to maximise their income.

It is important to recognise this Plan does not present the huge range of ongoing work delivered by CLD partners every day to help improve life chances, e.g.: improving adult literacy, numeracy and life skills; supporting young people and adults who face barriers to employment; delivering befriending opportunities or support to carers. Through this Plan we will seek to celebrate success and develop mechanisms to demonstrate the wider impact CLD makes to our strategic priorities.

Background

What is Community Learning and Development (CLD)?

Community Learning and Development (CLD) is a field of professional practice, incorporating youth work, community based adult learning, family learning and community development. It is an essential part of the education system in Scotland and ‘enables people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities. It uses a range of formal and informal methods of learning and social development with individuals and groups in their communities.’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”

¹ CLD Standards Council for Scotland

What is the purpose of the CLD Plan 2024 - 2027?

Shetland Islands Council has a statutory duty under The CLD [Regulations](#) to consult on and publish a three-year plan, which outlines how Community Learning and Development (CLD) will be delivered by the local authority and its partners.

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 CLD providers;
- Reinforce the role of communities and learners in the assessment, planning and evaluation processes.

Local authorities are required under the CLD Regulations to provide leadership and direction to drive the action needed to ensure the contribution of CLD partners is maximised.

The purpose of the Shetland CLD Plan 2024 – 2027 is to meet the requirements of the CLD Regulations by providing a framework for CLD provision.

A set of National Outcomes help to measure the short and long-term impact of CLD - **see Appendix 1.**

Context

Achievements: Shetland CLD Plan 2021 – 2024

During the life of Shetland Community Learning and Development (CLD) Plan 2021 - 2024, much has been achieved. All but a few of the actions have been delivered, some not as intended, but with positive and often unexpected outcomes. Five actions have been carried over into the 2024 - 2027 Action Plan. Key achievements include:

Priority 1: Covid Recovery and Renewal

A series of virtual conversations, (attended by 52 people from across Shetland) were delivered, to inform the support required to reopen. Support delivered, included risk assessment training, development of cleaning plans and interpretation of Government guidance. 41 free learning activities were delivered with Scottish Government, Community Based Adult Learning funding, to encourage adults to re-engage in learning and their community post Covid. 482 adults took part in activities including: confidence building for young mums, family cooking on a budget, yoga for families with ASN, mindfulness for carers, and digital skills for over 50's. 85% of participants reported improved knowledge and skills, 66% wanted to continue with their learning, 44% felt more included. A new online Shetland Community Directory was delivered, bringing together, in one place, information about Shetland's community groups, organisations and local services.

Priority 2: Participation

Community Development delivered 'Nort Natters' alongside Council partners, to better understand what is important to people living in the north mainland, and learn how services and communities can work together to improve local outcomes. More than 500 people participated in conversations. This research has informed the development of the Brae Energy Hub and the Brae campus project. Shetland Eco Activists group was set up by young people to raise awareness of the need to consider how we live and need to look after our environment. A pop-up shop successfully engaged with 87 young people, providing free products, to help encourage a transition to more sustainable and eco-friendly choices.

Priority 3: Community Resilience

Twenty seven community leaders completed Climate Champion training – enabling them to develop organisation action plans. Groups have been supported to plan, identify funding and deliver projects which contribute to Net Zero targets. HIE and Community Development delivered two events alongside Bigton Collective and Community Development Company of Nesting to support the sharing of practice and knowledge amongst local development groups - “the events have inspired us to keep pushing ahead”.

Priority 4: Poverty and Inclusion

Early intervention and prevention approaches helped tackle generational inequalities and maximise household income. Adult Learning provided support for individuals to complete benefit check forms. 215 individuals from across front line organisations participated in Money Worries training. 97% of respondents gained confidence, skills and knowledge to raise the issue of money with individuals. To help mitigate the impact of the cost of living crisis on individuals and families, Community Development delivered community 'Winter Pop-ins'. Over the 23/24 winter, 92 pop-ins were delivered in 23 venues, attended by 958 people - 9 individuals received food vouchers; 21 individuals were referred for fuel vouchers; and 23 individuals were referred to other agencies. Participants reported feeling less lonely and isolated, increased social connections, more able to speak about cost of living challenges and seek support. Youth and Employability supported 18 parents on low income to progress their careers/get into work, through the Parental Employability Support Fund. 55% of those registered gained a formal qualification, 3 moved into work and 4 progressed in work.

Priority 5: Workforce Development

The CLD workforce benefited during and post Covid from increased online professional learning, eg: mental health and wellbeing training. Trauma Informed Leaders Training has equipped staff with the skills to recognise where people are affected by trauma and adversity and respond in ways that prevent further harm.

Education Scotland delivered professional learning training for staff and partners on CLD policy and impact. 35 staff and 6 CLD partners engaged. United Nations Convention on the Rights of the Child (UNCRC) training was rolled out to CLD staff, the Council's senior management and wider partners, to coincide with the incorporation of the UNCRC into domestic law.

Priority : Performance Data

Actions around performance data were reviewed and it was apparent our ambitions were not achievable, given the range of existing reporting systems required of each CLD partner. Community Development and Youth and Employability has embedded its performance data in the Council's performance monitoring system, with a view to look at how this can best support wider Partnership work. Regular performance updates are provided to Council. We are reassured of our progress following a recent HMI Inspection Progress Visit, with no follow up actions required in this area. We welcomed their comments: 'Planning for improvement is evidence-based. Impact case studies are shared online and in the media. Strategic partners have a clear understanding of what demographic data tells them about current and changing needs across Shetland. CLD staff and partners have a good understanding of locality profiles and other data. This, alongside community conversations and intelligence, is helping them to identify gaps in provision and to strengthen further partnership working.'²

² Shetland Islands Council Community Learning and Development Progress Visit Report 26/03/24

Challenges

The challenges facing CLD partners in delivering this Plan are expected to reflect those experienced over the last 3 years. These include the ability to recruit and retain suitably qualified staff, the capacity of the workforce to support an increasing range of needs and issues, and the ability to re-prioritise and change what has always been done. The capacity of volunteers is also a concern.

Covid, an ageing population and the cost of living crisis has put volunteering under the spot light with recruitment and retention increasingly challenging. We have a high number of community owned assets, and voluntary run community events, contributing to vibrant community life. Our third sector, provides a wealth of lifeline care, support and opportunities for a range of people across the community. With much of that delivered by volunteers, changes in volunteering patterns will inevitably present challenges.

Our enviable range of community assets, many requiring upgrades, presents challenges, both in affordability of keeping them open, and the human resources required to manage and run them. While a buoyant capital funding landscape is facilitating the development of many exciting projects, an eye must be kept on the capacity of voluntary effort needed to sustain them, physically and financially.

It should be no surprise that it is unlikely all CLD needs will be met during the life of this Plan. Add to the challenges above, and the big-ticket issues such as budget pressures, cost of living, fuel and child poverty, digital connectivity, and childcare – all remain barriers

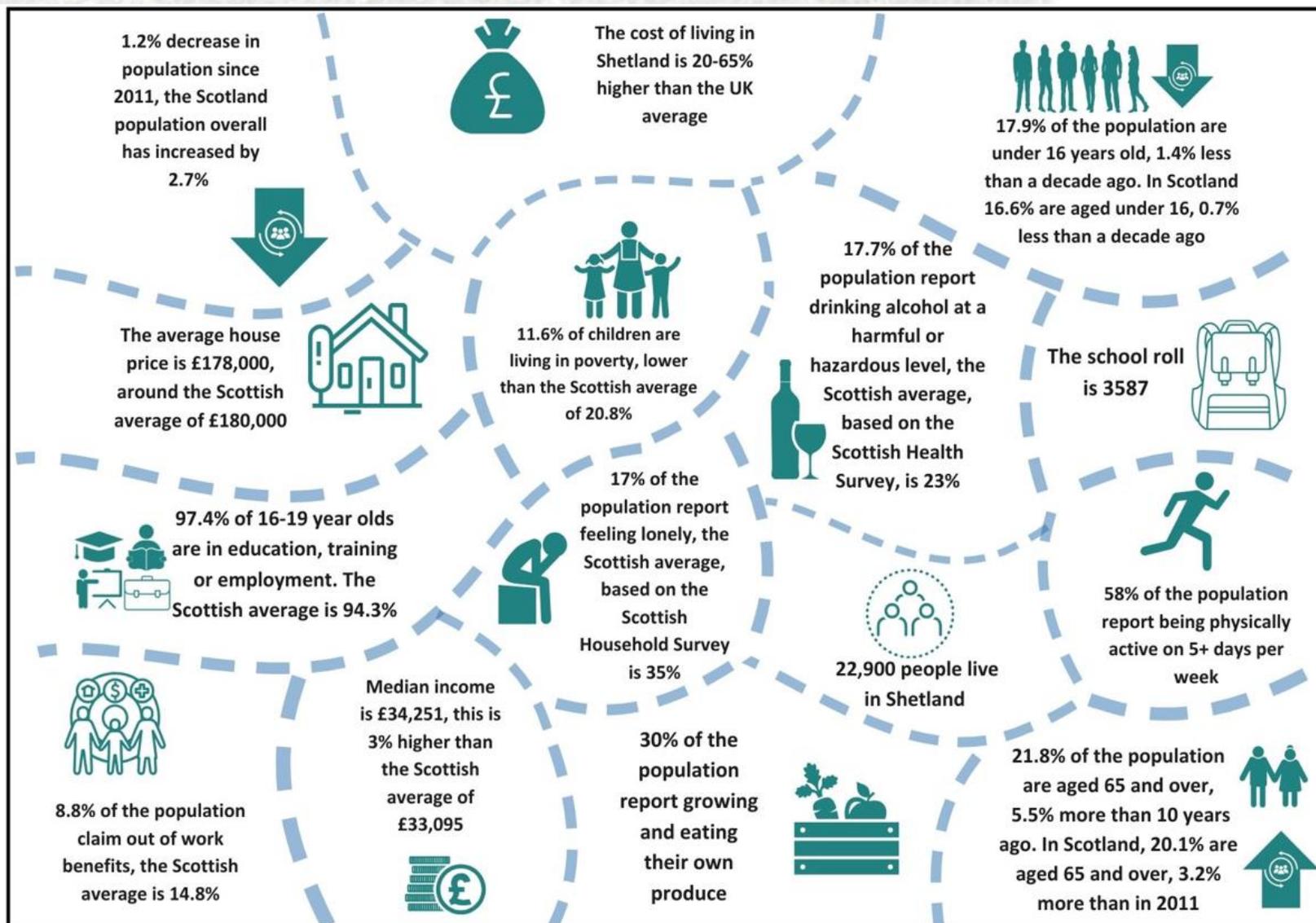
to participation for many people in Shetland. The availability of training, linked to sustained employment opportunities is also key in unlocking the potential of young people and growing the population.

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 and to respond in ways, which may not always conform, as successfully demonstrated during the COVID-19 pandemic.

Key Data

Community Planning analyse a range of data and research annually to support the strategic direction of Shetland Partnership. This provides a clear strategic evidence base and understanding of needs, circumstances and the aspirations of our local communities. Shetland CLD Partnership use this data to inform the priorities and direction of the Shetland CLD Plan.

The Shetland Profile on the following page, presents key data at a Shetland level, compared to Scotland (where possible).



Data Sources: CACI Paycheck 2022; Highlands and Islands Enterprise - Minimum Income Standard 2016; Improvement Service 2023; National Records Scotland (NRS) Population estimates 2021, Rounded Population estimates (Census) 2022; NHS Shetland Population Health Survey 2021; Scottish Government: House Prices - Residential Properties Sales and Price 2022; Shetland Islands Council Local Development Plan 2014 Appendix III Environmental Baseline; Shetland Islands Council 2023; Skills Development Scotland, Annual Participation Measure 2023; Scottish Health Survey 2021; Scottish Household Survey 2020. Definitions, full details and links can be found on the Shetland Partnership website.

National policy drivers

CLD supports the delivery of a range of Scottish Government policy objectives, including the UN Convention on the Rights of the Child, Curriculum for Excellence, GIRFEC, and the Government’s social poverty framework for combating poverty, tackling health inequalities and prioritising early years. It contributes to delivering outcomes across the National Performance Framework, building the capacity of communities to do things for themselves, and have their voices heard in the planning and delivery of services. It also contributes to the Scottish Government’s ambitions for community empowerment and participation.

The national and local policy landscape affecting CLD continues to develop and change, not least the report from the Independent Review of CLD – ‘Learning: For All, For Life’, the impact of which is not yet known. We await direction on how the Adult Learning Strategy, published in May 2022 will be implemented, and await the publication of a new national youth work strategy, which has been delayed to prioritise the independent review of CLD.

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.

CLD Plan contribution to local policy

The following table demonstrate where the CLD Plan actions contained herein will impact on local strategic plans. A list of national policy drivers can be found at **Appendix 2**.

- Participation
- Community resilience
- Poverty + inclusion
- Developing a workforce for the future
- Performance data

Shetland CLD Plan – contribution to key local policies / strategies	Priority
<u>Shetland Partnership Plan 2018 - 2028</u>	● ● ● ● ●
<u>Our Ambition – Working together for a positive and sustainable future</u>	● ● ● ● ●
<u>Shetland Children’s Plan 2021- 2024</u>	● ● ● ●
<u>Active Shetland Strategy 2018 - 2023</u>	● ● ● ● ●
<u>The Ambition, Excellence and Equity for Shetland’s Learners</u>	● ● ●
<u>Shetland Islands Council Climate Change Strategy 2023 - 2027</u>	● ● ● ●
<u>Shetland Local Employability Partnership, Annual Investment Plan</u>	● ● ● ●
<u>Shetland Local Child Poverty Action Report, Year 5 - 2023 onwards</u>	● ● ● ●
<u>Local Housing Strategy 2022 - 2027</u>	● ● ●
<u>Shetland Transport Strategy 2018 - 2028</u>	● ● ● ●

Consultation and community engagement

Engagement with communities

Shetland CLD Partnership ran a series of focus groups in June 2024, with young people, adult learners, volunteers, community group representatives and the Third Sector Forum. These conversations produced valuable insights into the current needs and challenges facing individuals and communities, and have informed the development of our Action Plan for year 1.

Participants were asked 3 questions:

1. What do you know about the current needs and challenges faced by individuals, families, groups and communities?
2. What might we collectively do differently within CLD over the next 3 years, to help tackle these issues, improve life chances for the most vulnerable members of the community, and build stronger inclusive communities?
3. Would you like to be involved in future conversations like these to help share CLD planning, and if so how?

Engagement with partners

Shetland CLD Partnership and Shetland Islands Council's CLD staff teams in Community Development and Youth and Employability were also asked the same 3 questions, during a series of workshops in May and June 2024.

Needs and challenges - Key findings

- **Cost of living** continues to be a challenge. High energy and food prices are creating stress for many households. Many people are working longer hours to get by. It is often difficult to pinpoint who needs help in a community.
- Many people are struggling, with low or no **digital skills**, as access to services move online. Many parents are struggling to engage with their children's learning due to digital barriers.
- Difficulties in recruiting **volunteers** featured prominently in discussions. This is impacting across the islands, hitting groups who own and run community assets particularly hard.
- **Health and wellbeing** issues highlighted included loneliness and isolation, insufficient support for young people struggling with their mental health, and concern that the demands on carers are overwhelming and impacting their wellbeing.
- People's ability to **participate** is being impacted by transport barriers. This is inhibiting access to services, take up of employment, and participation in community life.
- There is keen interest among participants in **helping to shape CLD** locally. Online sessions are valued in order to reduce travel and time for volunteers. Sessions were viewed as a useful way to share ideas, make connections, and learn from others.

Our priorities

Shetland CLD Partnership identified six key priorities in 2021, which set the direction and focus of the 2021 – 2024 Plan. These priorities were informed by extensive analysis of local and national data, consultation and engagement with CLD partners and communities, and reflected the challenges facing our communities at that time.

From recent partner and community engagement, and current data available, these priorities continue to be as relevant today. As already outlined, five priorities from the last Plan will be carried forward into Year 1 of the 2024 - 2027 Plan. This is in line with Community Learning and Development Plans: Guidance for 2024 – 2027. Further consultation and engagement will be carried out in 2025 and an updated Plan published in September 2025, for years 2 and 3, to ensure the Plan reflects the impact of the Review findings and Government recommendations.

During the first year of the Plan, CLD partners will focus collective action on the following priorities to help drive CLD's contribution to improving outcomes for individuals, families and communities, as set out in Shetland's Partnership Plan 2018 – 2028.

Priority 1: Participation

Why is this a priority?

Participation is at the heart of Scottish Government policy and at the heart of people having power and control over their own lives. When individuals actively participate, not only do communities thrive and decision makers, make better decisions, but the benefits to the individual can be far reaching. When people participate they often describe feeling more confident, more knowledgeable, and more connected, with a greater sense of belonging.

So participation is a priority because not only does it underpin our ability to deliver on other priorities in the Plan, but it helps to better understand what the key issues are in communities and involve communities in co-designing local solutions.

Priority 2: Community resilience

Why is this a priority?

Community resilience is a priority because change is constant. Over the last year, the cost of living crisis has continued to compound our already high cost economy. The impacts of climate change are becoming more evident as weather events in recent winters test community and services resilience.

A reduction in the working age population is impacting on businesses and services, including the ability to fill essential job roles such as health and social care. The advancements in digital technology are sweeping into our everyday lives at a pace many are finding difficult to keep up with. This is changing how people communicate, interact with each other and go about their lives. The ripples of a global pandemic are still being felt in a variety of ways, including changes in volunteering and social habits.

For CLD, community resilience is about harnessing resources, pooling skills, knowledge and networks for best effect. It's about being ready for the gradual changes or life's curveballs. CLD has a crucial role in helping develop personal and community resilience. It has a role in helping address the barriers which cause deprivation and inequality; and ensuring that communities are full partners in delivering practical solutions.

Priority 3: Poverty and inclusion

Why is this a priority?

We know that 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. We know that many people are juggling bills, hopes and worries, and that poverty is not just about empty pockets, but it is about limited opportunities, and the struggle to get by. Stigma and shame around poverty are real and people in our community live with these feelings every day. We know foodbank usage continues to increase, levels of children living in low income families are higher than pre-pandemic levels and our cost of living is high. We know that stigma and pride are significant barriers to families accessing support. We also know CLD has a key role in helping people where they are. Whatever their starting point is, CLD can help people to grow, build literacy and numeracy skills, job skills, digital skills, and life skills.

Priority 4: Developing a workforce for the future

Why is this a priority?

Developing a workforce for the future is a priority because it is central to the overall delivery of the CLD Plan 2024 – 2027. The CLD workforce play a critical role in engaging with some of the most vulnerable learners across all age groups. They help individuals overcome challenges, focusing on reaching those who might otherwise be left behind, this includes people facing socio economic challenges, educational barriers and other forms of disadvantage. The CLD workforce plays a vital role in creating inclusive learning environments and tailoring approaches to meet the unique needs of each learner. This personalised approach ensures that everyone has a chance to thrive, regardless of their starting point.

The CLD workforce have told us they value opportunities to come together to share skills, ideas and knowledge, and engage in wider strategic conversations and priority planning. They want to keep developing their digital skills, so they are skilled and confident in using digital tools to support delivery on local CLD priorities, and keep pace with the advancing technology including AI. They want to continue to develop skills and confidence around inclusion and equity to better understand the unique needs of diverse learners, and be able to tailor approaches accordingly. They want to broaden their understanding and skills needed to have positive conversations with communities around climate change.

Priority 5: Developing our use of performance data

Why is this a priority?

Performance data is a priority for us and for the CLD sector in Scotland as a whole. As reflected in 'Learning: For All. For Life. A report from the Independent Review of CLD', it is acknowledged that there is a need to develop a shared CLD Outcomes and Measurement Framework for use across the sector, which will allow for an overall national picture to become clear. We would welcome such a development.

By tracking the work we do, data provides a factual basis for making decisions, spotting trends, setting priorities and allocating resources. Performance data also ensures accountability, builds trust, and helps us to see and demonstrate the impacts of CLD efforts.

CLD is about bringing about real change in people's lives, and clear information on outcomes, helps us to know if we are making a difference, e.g.: has the youth employability project led to more job placements, or has numeracy programmes helped individuals to achieve their goals.

Governance and delivery

Governance structure for delivery of this Plan:



Shetland CLD Partnership reports directly to SIC Education and Families Committee, and is one of only two Partnerships which report to the Shetland Partnership. Shetland CLD Partnership has representatives on a number of key strategic groups, which ensures priorities and actions are aligned and avoid duplication.

Shetland Partnership: Management and Leadership Team

Shetland Partnership is the Community Planning Partnership for Shetland. It brings together public bodies, local communities and other stakeholders to collaboratively design and deliver services that improve the lives of people in Shetland. In line with the Strategic Guidance for Community Planning Partnerships Community Learning and Development (2012)³, the Shetland Partnership provides strategic leadership and direction for CLD, ensuring that it aligns with broader public service goals and community needs.

Shetland Islands Council, Education and Families Committee

Education and Families Committee is responsible for the strategic direction and performance of educational services, including schools, ELC, aspects of social care and welfare related to children and families, and CLD - youth and employability and community development.

³ Strategic Guidance for Community Planning Partnerships Community Learning and Development (2012)

Shetland CLD Partnership

Shetland Community Learning and Development Partnership brings together the key strategic partners involved in the delivery of CLD. It's members include Shetland Islands Council – Community Development, Youth and Employability, Children's Services, Children's Social Work, Community Planning, Economic Development, Libraries, Sport and Leisure; Voluntary Action Shetland, UHI Shetland, Skills Development Scotland, NHS Shetland, Citizens Advice Bureau, Shetland Arts Development Agency and Highlands and Islands Enterprise.

The CLD Partnership 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.

CLD Community Engagement Network

While not yet established, Shetland CLD Partnership is committed to establish a new CLD community engagement network to engage young people, adult learners, volunteers and community organisations in ongoing dialogue around CLD issues and planning – see Action 1.2.

Monitoring and Evaluation

This Plan is a live and evolving document. Progress against the Plan will be monitored against a set of indicators, at **Appendix 3**, which will be developed as each action is initiated. These will be embedded in the Council's performance monitoring system and 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.

As already outlined, the Plan will be evaluated and updated at the end of Year 1, to reflect the recommendations from the Scottish Government on the Independent Review of CLD. Further community consultation and engagement will be undertaken to ensure feedback from communities and partners continues to inform the priorities and actions set for Years 2 and 3.

With participation, engagement and improvement at its heart, Shetland CLD Partnership will involve communities on an ongoing basis, through a new CLD community engagement network, community conversations, and other forums. Project teams will be formed, where required, to deliver actions with partner organisations and community members.

How will we achieve our priorities?

Priority 1: 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.

Key actions		Timescale	Outcomes	Measure	Who is responsible
1.1	Maximise access to digital skills learning across Shetland – particularly for those most disadvantaged, including: develop a digital skills support resource; explore establishing a volunteer digital champions network; support the shift to digital services, and deliver increased opportunities, where needed.	Year 1 +	Learners have access to the digital skills support they need; Learners are able to more confidently use digital skills required in everyday life.	Skills resource produced; Number of individuals accessing digital skills support; Number of learners reporting increased digital skills, knowledge and confidence; Champions' network established.	Community Development and Shetland Library
1.2	Establish a CLD community engagement network to engage young people, adult learners, volunteers and community organisations in ongoing dialogue around CLD issues and planning.	Year 1	Target groups feel more involved in CLD planning, have a better understanding about CLD priorities, and feel more included in decision making	Network established; Number of sessions delivered; Number of people participating from target groups; How knowledge of CLD has changed.	Community Development and Youth and Employability

Priority 2: 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.

Key actions		Timescale	Outcomes	Measure	Who is responsible
2.1	Volunteering for All – develop supported volunteering opportunities, targeting adults and young people with additional support needs, for whom volunteering is not currently an option.	Year 1+	Vulnerable adults and young people are able to play a full and active part in their local community.	Number of participants from target group supported; Number of local supported volunteering hosts signed up; Number of participants reporting positive outcomes – health and wellbeing, confidence and skills.	VAS and Health Improvement
2.2	Explore opportunities to commission volunteer research.	Year 1	Partners have a better understanding of the current and future volunteering landscape and its impact on communities, and current and future service delivery.	Research completed; Research informing community and strategic decision making.	Community Planning and Development
2.3	Organisational resilience - work in partnership with community groups to support them to adapt to the societal changes and pressures in communities.	Year 1+	Community groups are confident and skilled and can access the support needed to manage/deliver local assets and services and are adapting delivery to meet local needs.	Number of groups receiving capacity building support through CLD activity; Number of volunteers reporting increased confidence, skills and connections; Number of volunteers reporting they feel valued and supported.	VAS and Community Development
2.4	Support communities to develop Community Resilience Plans, which inform and align with Shetland's Emergency Plan.	Year 1+	Communities are prepared, strong, and resilient and are able to support each other in an emergency.	Community Resilience Plans produced and enacted where necessary.	Community Safety

Priority 3: 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.

Key actions		Timescale	Outcomes	Measure	Who is responsible
3.1	Maximise delivery and impact of family learning approaches to support families most in need, including bringing together key partners via a Family Support group, delivering training, and coordinating delivery.	Year 1+	Families are able to thrive and reach their potential; Families are more connected to their school community; Parents are more involved in their children's learning and are accessing adult learning opportunities.	Number of practitioners reporting increased confidence and skills in FL; Number of target group families participating in FL activity; Number of families reporting increased skills and confidence; Number of School Heads reporting increased engagement.	Community Development and Youth and Employability
3.2	Increase the number and range of free / low cost opportunities offered across the Partnership, taking the extra steps needed to reach those who face greatest barriers.	Year 1+	Vulnerable individuals and families are able to take part in their community, make connections, and access the support they need.	Number of activities delivered; Number of participants from target groups engaging in activities.	All CLD partners

Priority 4: Developing a workforce for the future

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.

Key actions		Timescale	Outcomes	Measure	Who is responsible
4.1	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): <ul style="list-style-type: none"> • Digital skills • Neurodiverse approaches • Inclusion 	Year 1	CLD workforce is skilled and confident and helping support those they are working with to thrive and achieve their goals.	Training needs analysis complete; Report shared with CLD Partnership; Training programme developed and delivered; Number of sessions delivered; Number of participants reporting increased skills and confidence.	Community Development with All CLD Partners

Priority 5: Developing our use of 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.

Key actions		Timescale	Outcomes	Measure	Who is responsible
5.1	Celebrate success and demonstrate wider impact of CLD by producing an annual report, which reflects impacts, trends, and how wider CLD work is contributing to CLD Plan priorities.	Year 1+	Increased awareness and understanding of the breadth and collective impact of CLD and how it contributes to a wide range of CLD targets.	Annual report produced; Number of CLD partners contributing to the annual report; Reported and shared with partners and wider community.	Community Development and all CLD partners

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 - National policy context

Strategies and Legislation driving CLD

- [The Requirement for Community Learning and Development \(Scotland\) Regulations 2013](#)
- [Learning: For All. For life. A report from the Independent Review of CLD 2024](#)
- [Strategic guidance for community planning partnerships: CLD 2012](#)
- [Community learning and development plans: guidance – 2024 to 2027](#)
- [Community learning and development plans: guidance – 2021 to 2024](#)
- [How Good is our CLD 4th Edition](#)
- [Planning for Change – A Review of CLD Plans in Scotland 2018 - 2021](#)
- [Adult Learning Strategy for Scotland 2022 - 2027](#)
- [Putting Learners at the Centre: Towards a Future Vision for Scottish Education 2022](#)
- [Fit for the Future: developing a post-school learning system to fuel economic transformation 2023](#)
- [Revised Guidance Note on CLD Planning 2018 - 2021](#)
- [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: national action plan on parental involvement, parental engagement, family learning and learning at home 2018 - 2021](#)
- [National Standards for Community Engagement](#)

- [Volunteering For All: national framework](#)
- [Improving digital practice within Community Learning and Development \(CLD\)](#)
- [Our ambitions for improving the life chances of young people in Scotland – National Youth Work Strategy 2014 - 2019](#)

Wider policy drivers

- [National Performance Framework](#)
- [The Community Empowerment \(Scotland\) Act 2015](#)
- [If Not Now, When? Social Renewal Advisory Body Report 2021](#)
- [Community Empowerment \(Scotland\) Act 2015](#)
- [United Nations Convention on the Rights of the Child \(Scotland\) Bill](#)
- [The Christie Commission on the Future Delivery of Public Services](#)
- [2017 National Improvement Framework and Improvement Plan](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Getting it right for every child \(GIRFEC\)](#)
- [Opportunities For All - Post-16 transitions - Policy and Practice Framework](#)
- [Education working for all: developing Scotland's young workforce 2014](#)
- [The Town and Country Planning \(Local Place Plans\) \(Scotland\) Regulations 2021](#)

Appendix 3 – Data targets and sources

The table below provides information on the indicators in the Community Learning and Development Plan. The indicators of change identified for each action are listed along with the baseline data, where known, and targets for improvement over three years. **Before actions are initiated, baseline data will be gathered and targets set.** These targets will be monitored and kept under review to ensure we are focusing our collective efforts on what is most important. Any updated targets will be reported in the annual report.

Indicator	Priority	2024 Baseline	2027 Target	Data Source
Number of individuals accessing digital skills support	Participation	174 <i>(to be developed)</i>	200 <i>(to be developed)</i>	Indicative - Shetland Islands Council, Adult Learning only 23/24 <i>(CLD Partnership)</i>
Number of learners reporting increased digital skills, knowledge and confidence	Participation	155 <i>(to be developed)</i>	200 <i>(to be developed)</i>	Indicative - Shetland Islands Council, Adult Learning only - learner evaluations 23/24 <i>(CLD Partnership)</i>
Number of CLD network sessions delivered	Participation	0	4 sessions per year	CLD Partnership
Number of people participating from target groups	Participation	0	Target to be developed	CLD Partnership
Number of participants from target groups supported to volunteer	Community Resilience	Baseline to be developed	Target to be developed	CLD Partnership
Number of local supported volunteering hosts signed up	Community Resilience	Baseline to be developed	Target to be developed	CLD Partnership
Number of participants reporting positive outcomes – health and wellbeing, confidence and skills	Community Resilience	Baseline to be developed	Target to be developed	CLD Partnership
Number of groups receiving capacity building support through CLD activity	Community Resilience	395 <i>(to be developed)</i>	450 <i>(to be developed)</i>	Indicative - Shetland Islands Council, Community Development only 23/24 <i>(CLD Partnership)</i>

Number of volunteers reporting increased confidence, skills and connections	Community Resilience	Baseline to be developed	Target to be developed	CLD Partnership
Number of volunteers reporting they feel valued and supported	Community Resilience	Baseline to be developed	Target to be developed	CLD Partnership
Number of Community Resilience Plans produced	Community Resilience	2	20	Shetland Islands Council
Number of practitioners reporting increased confidence and skills in family learning	Poverty and Inclusion	Baseline to be developed	Target to be developed	CLD Partnership
Number of families participating in family learning activity	Poverty and Inclusion	32 <i>(to be developed)</i>	50 <i>(to be developed)</i>	Indicative - Shetland Islands Council, Adult Learning only 23/24 <i>(CLD Partnership)</i>
Number of families reporting increased skills and confidence	Poverty and Inclusion	21 <i>(to be developed)</i>	50 <i>(to be developed)</i>	Indicative - Shetland Islands Council, Adult Learning only – learner evaluations 23/24 <i>(CLD Partnership)</i>
Number of school heads reporting increased engagement	Poverty and Inclusion	Baseline to be developed	Target to be developed	Survey, Shetland Islands Council
Number of low cost/free activities delivered	Poverty and Inclusion	Baseline to be developed	Target to be developed	CLD Partnership
Number of participants from target groups engaging in low cost / free activities	Poverty and Inclusion	Baseline to be developed	Target to be developed	CLD Partnership
Number of workforce training sessions delivered	Developing a working for the future	12 <i>(to be developed)</i>	20 <i>(to be developed)</i>	Indicative - Shetland Islands Council, Community Development only 23/24 <i>(CLD Partnership)</i>
Number of participants reporting increased skills and confidence	Developing a working for the future	Baseline to be developed	Target to be developed	CLD Partnership
Number of CLD partners contributing to a CLD annual report	Developing our use of performance data	10	25	CLD Partnership

Contact us

June Porter

Team Leader, Community Development
Shetland Islands Council
Solarhus, 3 North Ness, Lerwick, Shetland, ZE1 0LZ

Tel: 01595 743888 / direct dial 01595 743880
Email: June.porter@shetland.gov.uk
Facebook [@ShetlandCommunityHub](https://www.facebook.com/ShetlandCommunityHub)
Website www.shetland.gov.uk/community

Martin Summers

Team Leader, Youth and Employability
Shetland Islands Council
66 Commercial Road, Lerwick, Shetland, ZE1 0NJ

Tel: 01595 744490
Email: Martin.summers@shetland.gov.uk
Facebook [@ShetlandYouthServices](https://www.facebook.com/ShetlandYouthServices)
Website www.shetland.gov.uk/youth_services

